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Learning Activity Sheet for English

Quarter 1
Lesson
4

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Learning Activity Sheet for English Grade 5
Quarter 1: Lesson 4 (Week 4)
SY 2025-2026

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LEARNING ACTIVITY SHEET

Learning Area:	English 5	**Quarter:**	1st Quarter
Lesson No.:	2	**Date:**	
Lesson Title/Topic:	Making predictions		
Name:		**Grade & Section:**	

I. **Activity No. 1: What's Next?**
II. **Objective(s):** Make predictions based on the scenarios.
III. **Materials Needed:** pen, worksheet
IV. **Instructions:** Read the following scenarios. Determine what event is likely to occur next. Explain your answer using textual evidence.

Scenario 1:

During a camping trip, Cristy and Joel find themselves lost in the forest after straying from the designated trail. Cristy, an experienced hiker, reassures Joel that she knows the way back to the campsite. However, as dusk approaches, they realize they have been walking in circles.

What event is most likely to occur next?

Scenario 2:

At a board game night, Mary and Ross playfully compete in a game of strategy and skill. As the game progresses, tension builds between them, fueled by playful taunts and strategic moves.

What event is most likely to occur next?

Scenario 3:

During a school field trip to the zoo, Sofia and Liam spot a mischievous monkey swinging from tree to tree in the primate exhibit. The monkey seems to be eyeing the banana snacks in Sofia's backpack, much to her amusement and Liam's concern.

What event is most likely to occur next?

Scenario 4:

During a craft session, Olivia and Ethan are making friendship bracelets for each other. As they weave colorful threads together, they discuss their favorite colors and designs, sharing stories of friendship and laughter.

What event is most likely to occur next?

Scenario 5:

In a classroom, Lily and Max are looking out the window during English class. They notice dark clouds gathering in the sky, and a few raindrops start to fall.

What event is most likely to occur next?

LEARNING ACTIVITY SHEET

Learning Area:	English 5	**Quarter:**	1st Quarter
Lesson No.:	2	**Date:**	
Lesson Title/Topic:	Making predictions		
Name:		**Grade & Section:**	

I. **Activity No. 2: Read and predict!**
II. **Objective(s):** Make predictions based on the text.
III. **Materials Needed:** pen, worksheet
IV. **Instructions:** *Read the story and answer the questions that follow.*

The Loving Monster - A Heartwarming Tale
by: Mary Ross T. Castañares

One morning, the child woke up from his long sleep because of the hammering and banging on the veranda. He exited the bed, rubbed his eyes, and went downstairs to see where the sounds came from. As he neared the front door, he found his father squatting over a broken lawnmower.

The boy was used to seeing things like this. His father was always fixing things. They could be a leaking roof or a broken appliance. He was a man of few words, or maybe he was not just interested.

"Good morning, Father!", despite the noise and the early hour, Baste greeted his father pleasantly.

His father gave a fleeting glance up, his look uncommunicative, before returning to his work without saying anything. Baste sighed and went into the kitchen to prepare breakfast. His father entered the room and wiped his hands with a rag.

"Eat up and get ready for school.", his father responded casually.

What event is most likely to occur next? _____

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Textual Evidence: _____

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The child nodded, used to his father's relaxed approach. He quickly completed his meal and went upstairs to prepare for the day. As he packed his books and backpack, he felt disappointed by his father's lack of interest in him. Despite this overwhelming emotion, Baste went to school.

As he entered the classroom, he noticed his teacher carrying a poster. The billboard advertised tryouts for a school play, and they were looking for cast members. Baste's eyes widened with enthusiasm as the teacher described each character in detail.

The teacher described a brave and daring hero leading the group on a mission to defend the kingdom from an evil sorcerer. Baste's heartbeat with anticipation as he pictured himself as the hero, carrying a sword and confronting danger head-on.

What event is most likely to occur next? _____

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Textual Evidence: _____

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As the teacher continued to describe the other characters, Baste's mind raced with ideas. There was a wise old wizard, a crafty thief, a mighty warrior, and a caring princess. Each character possessed distinct characteristics and Baste could not wait to bring them to life on stage.

The teacher encouraged students to audition for any role they were interested in and Baste immediately decided that he wanted to play the monster, the story's central character. He spent the remainder of the day practicing his lines and honing his swordplay, hoping to please the casting directors.

What event is most likely to occur next? _____

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Textual Evidence: _____

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When the audition day arrived, Baste stood uncomfortably before the casting panel. As he delivered his words with passion and conviction, a thrill of excitement circulated through his veins. Baste was overjoyed when the casting directors announced that he had been cast as the monster.

The sessions were intense and challenging but Baste embraced his role with passion and enthusiasm. He worked tirelessly on his performance, immersing himself in the play's atmosphere and bringing his character to life with each line he spoke.

However, his delight quickly changed to concern when he realized that the costume required for the play was beyond his family's budget. Feeling discouraged, Baste confided in his cousin, who encouraged him to discuss his problems with his father. Baste reluctantly discussed his concerns with his father, expecting rejection or a scolding.

What event is most likely to occur next? _____

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Textual Evidence: _____

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To his amazement, Baste's father listened intently but said nothing, convincing himself he could never participate in the play. And he went to sleep.

That night, he could not believe what he witnessed. A large, dark shadow that resembled a monster working. It was barely a glimpse, yet it sent chills down his spine.

"Who are you?" Baste yelled, "What do you want?", Baste shouted and was jolted awake by his father's hand.

"Someone was on the veranda last night, Father." , Baste said, his eyes trying to persuade his father.

His father responded indifferently, *"Eat up and get ready for school."*

What event is most likely to occur next? _____

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Textual Evidence: _____

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On the second night, he saw more. The head was huge, with glaring red eyes that seemed to go straight through him. He could not take his gaze away from it, even if his instincts warned him to escape.

The following day, Baste told his friend the story.

"That's true! "I asked him what he wanted, but he just said...", Baste began, preparing to imitate the beast.

"I am the guardian of this land.", Baste talked in a deep, rumbling voice.

"I protect it from those who would harm it." , Baste added.

"*But where is it?" Is it at your house right now? Can we see it?"*", Baste's friend said, still in astonishment.

"Ahhhh. ", Baste sighed and remarked, *"I didn't see him when I woke up this morning."*

"Maybe because it was just a dream.", Baste's friend said, laughing at him.

Baste was slightly annoyed by his friend since he did not trust his stories, but perhaps he was simply dreaming.

What event is most likely to occur next? _____

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Textual Evidence: _____

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Baste was slightly annoyed by his friend since he did not trust his stories, but perhaps he was simply dreaming.

For the third time, he glimpsed its body. It was big and muscular, with sharp claws capable of tearing through anything in its path. He felt a sense of horror sweep over him as he understood how powerful this thing was, but he remembered what it had said about his noble quest.

"But why do you appear so frightening? "Why do you scare people away?", Baste enthusiastically asked the creature.

"Baste, these are not your lines. "You are daydreaming again!", his teacher observed, patting his shoulder. They were practicing for the play.

By the fourth night, he noticed it moving. It was slow and systematic, and each stride caused tremors. He could hear its heavy breathing, like a beast about to pounce on its prey.
"No! You're not real! "Stop scaring me!", Baste murmured to himself before closing his eyes and falling sleep.

As time passed, the monster became more prominent in his memory. He understood that he needed to act quickly before it was too late. But while he stood there, watching the monster working in the shadows, he could not help but worry if it was genuinely protecting them or if it would eat them soon. But he knew he could not beat it.

What event is most likely to occur next? _____

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Textual Evidence: _____

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He awoke one morning and blinked his eyes several times, attempting to make sense of what he had seen. A creature stood before him. Its sharp teeth glinted in the dawn light, and its claws were dangerous. He screamed, his heart racing in his chest.

But then he spotted his father. He was holding the creature with amusement on his face.

What event is most likely to occur next? _____

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Textual Evidence: _____

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As the curtains were drawn back, Baste entered the stage, his eyes wide with astonishment. The set was a lovely forest, with shimmering lights and vibrant flowers covering the stage. Baste took a big breath and started reciting his lines, his voice loud and clear. The story of the loving monster unfolded in front of the audience, telling of friendship and bravery. Baste's performance was captivating; his movements were graceful, and his expressions were convincing. The audience was intrigued and hung on to his every word.

The play was a huge success, with laughter, acclaim, and steadfast support from his family and community. Baste's heart swelled with pride as he played the role of the loving monster, bringing delight to everyone who watched.

As a result, the story of the loving monster became a village legend, representing resilience, kindness, and the power of love. Baste discovered that sometimes the greatest monsters are not those we fear but those who love us unconditionally and support us through life's difficulties.

As the performance ended, Baste realized he would always have a loving monster leading him through life's ups and downs. And, full of gratitude, Baste said a silent thank you to his father, the real hero of his narrative.

LEARNING ACTIVITY SHEET

Learning Area:	English 5	**Quarter:**	1st Quarter
Lesson No.:	2	**Date:**	
Lesson Title/Topic:	Making conclusions		
Name:		**Grade & Section:**	

I. **Activity No. 3: Mr. and Ms. Q & A**

II. **Objective(s):** Make conclusions based on the text.

III. **Materials Needed:** pen, worksheet

IV. **Instructions:** Answer the following questions based on your understanding of the text by completing the table below. Start your answer with the phrase, 'I believe…'

Question	***Answer***	***Textual Evidence***
1. How does Baste's father typically respond to him in the morning, and how does Baste feel about this?		
2. Why does Baste decide to audition for the role of the monster in the school play?		
3. What challenges does Baste face in preparing for the play, and how does he overcome them?		

4. Describe Baste's initial reaction to seeing the "monster" outside his house at night. How does his perception of the monster change over time?		
5. How does Baste's friend react when he tells him about seeing the monster? What does this reveal about Baste's relationship with his friend?		
6. How does Baste's father demonstrate his love and support for him throughout the story, especially as r4egards the school play?		
7. Discuss the significance of the monster costume that Baste's father makes for him. How does it symbolize their relationship and the theme of love in the story?		
8. What lessons does Baste learn from his experience with the school play and his father's involvement? How does this impact his understanding of family and support?		

LEARNING ACTIVITY SHEET

Learning Area:	English 5	**Quarter:**	1st Quarter
Lesson No.:	2	**Date:**	
Lesson Title/Topic:	Making prediction and conclusion		
Name:		**Grade & Section:**	

I. **Activity No. 4: Learners' Takeaways**

II. **Objective(s): Reflect learning on making prediction and conclusion through drawing a symbol**

III. **Materials Needed:** pen, worksheet

IV. **Instructions:** Draw a symbol that would reflect your takeaways on the lesson and the story you read. Write three sentences explaining your drawing.

LEARNING ACTIVITY SHEET

Learning Area:	English 5	**Quarter:**	1st Quarter
Lesson No.:	2	**Date:**	
Lesson Title/Topic:	Making prediction and conclusion		
Name:		**Grade & Section:**	

I. Activity No. 5: Learners' Takeaways

II. Objective(s): Assess learning on making prediction and conclusion

III. Materials Needed: pen, worksheet

IV. Instructions: Read the following questions and answer them based on your predictions and conclusions.

1. *What if Baste had never decided to audition for the school play? How could his life have been different?*

2. *What if Baste's father had not been able to make the monster costume for him? How might Baste have felt, and how might the story have unfolded differently?*

3. *What if Baste's father had revealed his efforts to make the monster costume for him earlier in the story? How might this have affected Baste's feelings and motivations leading up to the performance?*

4. *What if Baste had encountered challenges or obstacles during the actual performance of the play? How might he have responded, and how might this have influenced the audience's perception of his character?*

5. *What if the school play had not been successful, or if Baste's performance had not been well-received by the audience? How might this have impacted Baste's feelings of accomplishment and his relationships with his family and classmates?*