



## LESSON EXEMPLAR IN ENGLISH GRADE VI

2<sup>nd</sup> Quarter- Week 5, Day 1

Date: \_\_\_\_\_

### I. Objective

Infer meaning of borrowed words and content specific terms using context clues, affixes and roots, other strategies (ICT Terms)

### II. Subject Matter

**Topic:** Inferring meaning of borrowed words and content specific terms using context clues, affixes and roots, other strategies (ICT Terms)

**Materials:** charts/ powerpoint presentation, pictures

**References:** A Handbook on Spoken English for Filipinos p. 182

[http://www.itdesk.info/handbook\\_basic\\_ict\\_concepts.pdf](http://www.itdesk.info/handbook_basic_ict_concepts.pdf)

[http://www.opensource.bda.lv/files/EN/Module\\_1 ICT\\_student\\_eng.pdf](http://www.opensource.bda.lv/files/EN/Module_1 ICT_student_eng.pdf)

[http://www.ellenbailey.com/poems/ellen\\_332.htm](http://www.ellenbailey.com/poems/ellen_332.htm)

Curriculum Guide,

**Focused Skill:** Inferring

**Value:** **Wise Use of Computer/Technology**

### III. Learning Activities

#### A. Setting the stage

##### A. Setting the Stage

##### 1. Drill: Pronunciation /l/ vs. /i/

kin-keen	pick-peak	sill-seal
hid-heed	grin-green	mitt-meat
dip-deep	kill-keel	pill-peal

##### 2. Motivation

Ask: What do you call of the process in which plants make their own food with the aid of water and sunlight? (Photosynthesis)

What organism on the surface of the earth has the capacity to make its own food? (Plants)

#### B. Explaining What to Do

Say: Class, today we are going to infer meaning of ICT terms.

#### C. Modelling

The teacher will read the poem about "My Computer"

### **My Computer**

by Burmah M. Teague

My computer has a language  
That is foreign to me  
It speaks of RAM and Gigabytes  
And what could ROM be!

I don't understand the Windows  
My computer says are there  
Nor the Gem Clip at the side of my page



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With eyes that blink and stare!

I don't understand the cures  
That maintenance wizards do  
It's called defragmenter, span disk,  
And virus cleaning too!

Yet, computer and I work hand and eye  
With a mouse to translate  
The tasks that I want it to do  
While it points out my mistakes.

[http://www.ellenbailey.com/poems/ellen\\_332.htm](http://www.ellenbailey.com/poems/ellen_332.htm)

Say:

What are the languages/terms used in computer that the author doesn't understand?  
Why can't the author understand such terms?  
How about you can you understand those terms?  
Do we need to understand those terms? Why?  
How is computer/ technology helpful to us?

Say:

We will understand frequently used words in ICT.

Note:

(These ICT words may be added, deduced and deducted depending on the need and background of your learners.)

**Gigabytes**-storage capacity is measured in bytes and derived larger units of measurement.  
Giga is multiplied by 1,000,000,000

**Random-access memory (RAM)** is used to store data while the computer is on, ensuring the operation of the operating system and programmes.

**ROM (read-only memory)**

**Mouse** – a representation of the user's hand in the environment of the operating system.

A computer **virus** is a program performing undesired and unauthorized operations in a computer and with the files on the system. The possible outcomes of a virus infection: (Slowdown of the computer system; Damage or encryption of files; Pollution of random-access and non-volatile memory).

**Downloading**; receiving of data by the client; e.g., downloading a file from the Internet to the computer's hard drive.

**Uploading**; sending of data from the computer; e.g., uploading a video to a specialized server on the Internet.

**Bluetooth** is a wireless standard for exchanging data over short distances. It allows for cable-free connection of other devices to a computer.



**Universal Serial Bus (USB)** is the current standard for connection of external devices. USB allows connecting and disconnecting devices without shutting down the computer.

**Internet:** A global system of computers connected together to share information between systems.

**World- Wide Web (WWW):** While the Internet is the actual network, the WWW can be thought of as the most common use for the Internet. The WWW uses a specific data transfer method called Hypertext Transfer Protocol (HTTP). That is why most websites have a Uniform Resource Locator stating with the characters "http://".

**Software** is a set of instructions which are understood by the computer and result in the computer performing specific operations. Software usually comprises individual programmes that can be visually understood by the user.

The term “**hardware**” is used to refer to physical devices and their components.

**Memory Cards** are typically used for storage of photos taken with digital cameras. Special small-format is used for smartphones and media players.

**Electronic mail (e-mail)** is a method of exchanging messages via computer networks and the Internet; the addressee receives the message virtually instantly. Using e-mail requires creating mailbox with an e-mail service provider. The mailbox is protected with a username and password.

#### D. Guided Practice(Four Corners)

The teacher will give metacards to each group. The pupils will paste the metacards on the corner which tell its meaning.

Gigabytes	Computer Virus	Mouse	Uploading
E- Mail	Hardware	Software	Downloading
RAM	ROM	WWW	Memory Cards

##### CORNER 1

-a method of exchanging messages via computer networks and the Internet;

-a set of instructions which are understood by the computer and result in the computer performing specific operations

-are typically used for storage of photos taken with digital cameras

##### CORNER 2

- storage capacity which is multiplied by 1,000,000,000

- Random-access memory, used to store data while the computer is on

- a representation of the user's hand in the environment of the operating system

##### CORNER 3

- used to refer to physical devices and their components

- receiving of data by the client;

- World- Wide Web, the most common use for the Internet

##### CORNER 4

- read-only memory

- sending of data from the computer

- slowdown of the computer system; damage or encryption of files; Pollution of random-access and non-volatile memory.



### E. Independent Practice

Infer the meaning of the following words. Match Column A with Column B

- | A                 | B  |
|-------------------|--|
| 1. USB            | a. a global system of computers connected together to share information between systems.                               |
| 2. Internet       | b. a wireless standard for exchanging data over short distances  |
| 3. Bluetooth      | c. Universal Serial Bus, current standard for connection of external devices   |
| 4. RAM            | d. slowdown of the computer system; damage or encryption of files; Pollution of random-access and non-volatile memory. |
| 5. Computer Virus | e. Random-access memory, used to store data while the computer is on   |
|                   | f. - World- Wide Web, the most common use for the Internet   |

### F. Closure

Children, kindly answer the following questions.

What words have you learned today? How did you understand them?

### IV. Evaluation

Infer the meaning of the following words. Match Column A with Column B.

- | A              | B   |
|----------------|---|
| 1. ROM         | a. receiving of data by the client;   |
| 2. WWW         | b. read-on-memory   |
| 3. Downloading | c. -a method of exchanging messages via computer networks and the Internet; |
| 4. E-mail      | d. used to refer to physical devices and their components                   |
| 5. Hardware    | e. Random-access memory, used to store data while the computer is on        |
|                | f. - World- Wide Web, the most common use for the Internet                  |

### V. Agreement

List down 5 ICT words that you cannot understand.

### REFLECTION:

A. No of learners who earned 80% in the evaluation	
B. No. of learners who require additional for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation.	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers.	



## LESSON EXEMPLAR IN ENGLISH VI

2<sup>nd</sup> Quarter-Week 5 Day 2

Date: \_\_\_\_\_

### I. Objective:

Compose clear and coherent sentences using appropriate grammatical structures - Adverbs of Manner

### II. Subject Matter:

Topic: Adverbs of manner

Materials: Charts, pictures,

References: Curriculum Guide, A Handbook on Spoken English for Filipinos p. 75

English for You and Me 6, Language pp. 135-137

<http://www.really-learn-english.com/>, Source: <https://teachers.net>

Focused Skill: Writing

Value: **Being appreciative of God's unique creations**

### III. Learning Activities

#### A. Setting the Stage

##### 1. Drill: Pronunciation /d/ vs. /ð/

die-thy

day-they

den-then

dare-there

dish-this

doze-those

dine-thine

does-thus

##### 2. Review:

What are adverbs? When do we use adverbs?

##### 3. Motivation:

Game: Arrange the letter to form a word.

Clue: It is a name of a sea creature)

A   E   E   H   S   S   O   R

Answer: SEAHORSE

Note: These letters should be placed in metacards and distributed to pupils per group. The first one to finish will be declared winner.

#### B. Explaining to the students what to do:

Say:

Class, today we are going to compose clear and coherent sentences using adverbs of manner.

#### C. Modelling:

The seahorse is a really strange creature. The head of this odd animal greatly resembles that of a pony. Its body is almost completely covered by a somewhat bony material. The tiny creature moves quite slowly through the water in an upright position. It sometimes clings to a piece of seaweed.

The mother seahorse does not carry the eggs after she lays them. The father carefully nurtures them in his pouch. He generously lets the almost invisible baby seahorses remain there in his pouch until they can care for themselves.

Ask: What is referred to as a strange creature?

How can you describe its body? (underline completely)

In what manner does it moves through the water? (underline slowly)

How does the father nurture the eggs? (underline carefully)



In what manner does he let the almost invisible baby seahorse remain in his pouch? (underline generously)

Say:

The underlined words are adverbs of manner. Adverbs of manner answer the question HOW? They modify verbs and adjectives. It usually ends in-ly.

**D. Guided Practice:**

Change the following adjectives to adverbs by adding –ly in order to compose coherent sentences.

1. The crowd was silent as they wait.  
The crowd \_\_\_\_\_ waited.
2. The test was very easy.  
We \_\_\_\_\_ understood the directions.
3. The acrobat show was wonderful.  
Every move was executed \_\_\_\_\_.
4. The doctor made an urgent call.  
Nurses responded \_\_\_\_\_.
5. Pupils are attentive to their teacher.  
They are listening \_\_\_\_\_ to what she's saying.

**E. Independent Practice:**

Make the sentence coherent by using adverbs of manner.

1. Children play (happy) in the park.
2. The object fell (loud) on the floor.
3. My friend waited (patient) for the result of our test.
4. The police officer (gentle) told the suspect to surrender.
5. They (successful) reached the top of the mountain.

**F. Closure:**

When do we use present progressive? What is its structure?

**IV. Evaluation:**

Compose or write coherent sentences using adverbs of manner.

1. He implements the rule (strict)
2. The cat lays (lazy)
3. Lizards eat their prey very (quick)
4. I sit (comfortable)
5. We dances (graceful)

**V. Assignment:**

Write 5 sentences using the adverbs of manner.

**REFLECTION:**

A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation.	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers.	



## LESSON EXEMPLAR IN ENGLISH VI

2<sup>nd</sup> Quarter- Week 5, Day 3

Date: \_\_\_\_\_

### I. Objective

Write a 4-paragraph composition showing **Comparison and Contrast**

### II. Subject Matter

**Topic:** Comparison and Contrast

**Materials:** Charts, pictures

**Reference:** Curriculum guide, Curriculum Guide, A Handbook on Spoken English for Filipinos p. 82

English Expressways Language pp. 210

Lesson Exemplars Grade 5

Ginn Language Program Language 5 pp. 312-313

Signatures Langugae Handbook 6 pp. 67-68

<https://student.unsw.edu.au/transition-signals-writing>

**Focused Skill:** Writing

**Value Focus:**

### III. Learning Activities

#### A. Setting the Stage

1. Drill: Pronunciation /s/ vs. /z/

sax-zax	sink-zinc	bus-buzz	this-these
sue-zoo	sing-zing	base-vase	face-faze
see-zee	city-ziti	rice-rise	lace-laze

2. Review:

What are the things that we need to remember in writing paragraphs?

3. Motivation:

How are you similar with your best friend?

How about your differences?

#### B. Explaining to the students what to do:

Say: Today you are going to learn about writing a contrast and comparison paragraphs.

#### C. Modelling:

The difference between Rafael and Sam are obvious. Rafael is a rugged boy from the mountains. He showed courage and resourcefulness when he rescued a farmer who had fallen from a cliff. This rescue was not completely surprising, because Rafael had been brought up in the tradition of mountaineering. His father, killed in a climbing accident, was a mountain guide. Unlike Rafael, Sam comes from another island and has never seen snow. Also, in contrast with Rafael, Sam seems uninterested in athletics. He helps his father work in the fields, but he does not seem to be especially fond of exercises.

On a deeper level, however, the two boys are very similar. Rafael's important traits are his curiosity about mountaineering and his faithfulness to his dream of climbing the mountain. Like Rafael, Sam is alert and curious. When he hears about Father Christmas, he wants to know more. He learns more and begins to dream about receiving a gift from this man. Just as Rafael resists his family's advice, sam ignores the discouraging words of his sister and mother and holds on to his dream.

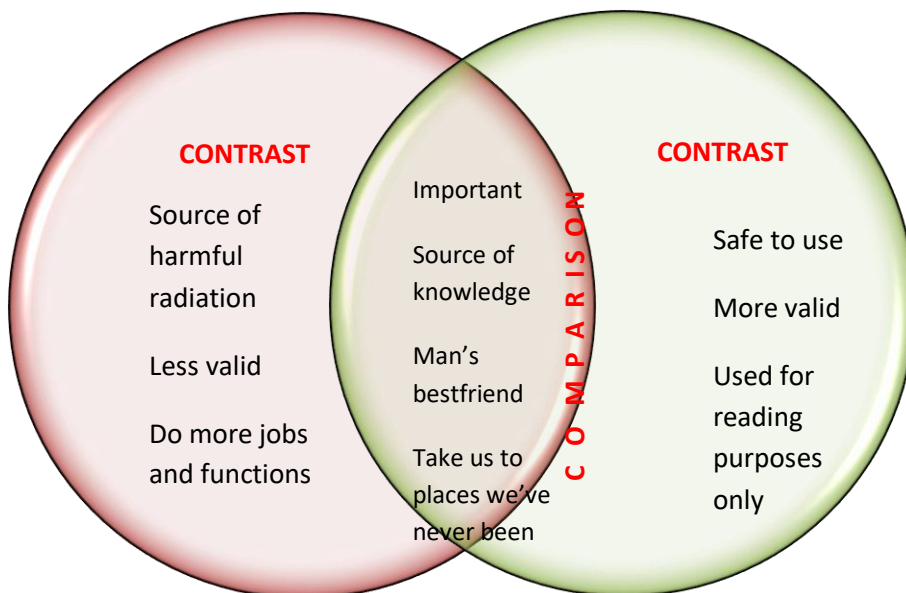
Despite differences, both boys share an important quality-faith. Rafael believes that he can climb a mountain that has never been conquered. In the same way, Sam believes that Father Christmas will bring him a gift. This similarity of the two boys shows that we are more alike than we know.



Ask:

1. How are books and computers alike as mentioned in the first paragraph?
2. How do computers differ with books as stated in the 2<sup>nd</sup> paragraph?

(Teachers should organize the pupils' answers in a venn diagram as shown below)



Say: Class, this is a venn diagram. You will find it easy to write a paragraph showing comparison and contrast if you know how to organize your ideas on a venn diagram.

Ask: What are the signal words that we use in comparing? In contrasting?

**Say:** Comparison shows similarities between persons, places, things, ideas, or situations.

Contrast points out the differences between persons, places, things, ideas, or situations.

words that signal comparisons are: - similar to, alike, same as, not only...but, also, as well as, both, each  
words that signal contrasts are: different from, however, although, on the other hand, as opposed to  
more than --less than on the contrary

So, in writing a paragraph that shows comparison and contrast we first make a venn diagram or chart as we try to analyse the similarities and differences of the two things we are describing. Then, we organize our ideas in a paragraph/s using the signal words.

#### **E. Guided Practice**

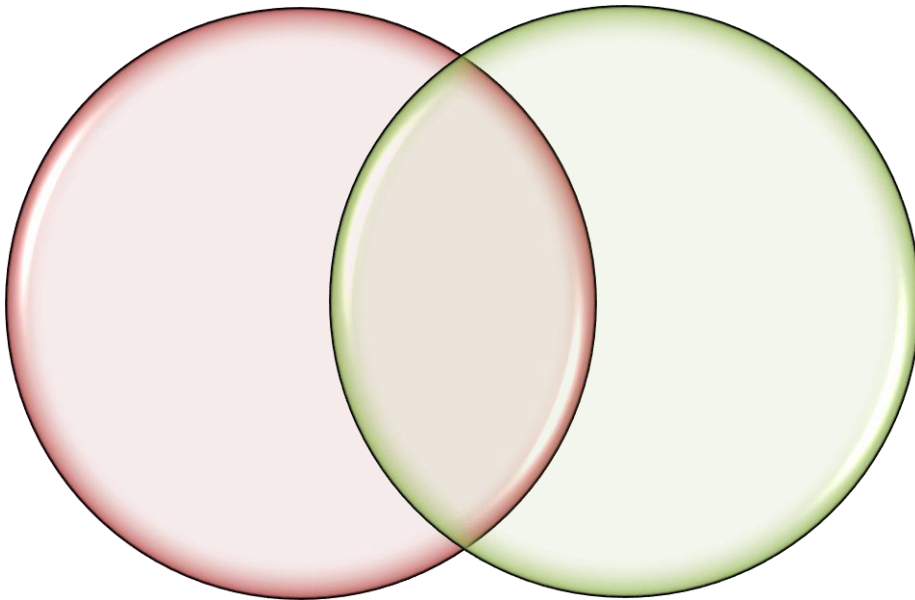




Directions: Read the paragraph. Show comparison and contrast between bald eagles and ospreys using a venn diagram.

Because they have a lot in common, bald eagles and ospreys are often mistaken for each other. Both are extremely large birds of prey. They often live in the same territory, and you may see either one soaring gracefully above the earth. Both hunt mostly fish.

If you know what to look for however, you can tell these birds apart. Seen from below, the bald eagle is mostly dark, while the osprey is mostly light. The bald eagle soars with flat wings, but the osprey has a crook in its wings. Bald eagles prefer their fish dead or on the verge of dying. Ospreys, on the other hand, are the only large birds of prey that dive feet first into the water after live fish.



#### E. Independent Practice

Study the chart then write a paragraph showing comparison and contrast between Apples and Oranges.

Similarities	Differences
<ul style="list-style-type: none"><li>*Apples and oranges are fruits.</li><li>*Both have seeds.</li><li>*Both have skins.</li><li>*Both grow on trees and are almost round.</li></ul>	<ul style="list-style-type: none"><li>*Oranges are citrus fruits, Apples are some pome fruits.</li><li>*They are different colors.</li><li>*Oranges are often peeled before eaten. Apples are often eaten unpeeled.</li><li>*Apples often have different sweet and sour</li></ul>



	tastes. Oranges usually taste the same. They are sweet.
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#### **F. Closure**

What is comparison? How about contrast?

How do we write paragraphs showing comparison and contrast?

#### **IV. Evaluation:**

Study the chart then write a paragraph showing comparison and contrast between Planes and Cars.

Similarities	Differences
<ul style="list-style-type: none"><li>* used to transport people</li><li>*Both have engines.</li><li>*use gas for power</li></ul>	<ul style="list-style-type: none"><li>*Planes travel through the air at high speeds.</li><li>* Cars travel on the ground and are restricted to 55MPH.</li><li>*A plane transports as many as three hundred people.</li><li>*A car rarely carries six people.</li></ul>

#### **V. Agreement**

Write a paragraph showing comparison and contrast between a boy and a girl.

#### **REFLECTION:**

A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation.	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers.	



**LESSON EXEMPLAR IN ENGLISH VI**

**2<sup>nd</sup> Quarter- Week 5, Day 4**

**Date:** \_\_\_\_\_

**I. Objective**

Revise writing for clarity (correct spelling, appropriate punctuation marks, transition/signal words).

**II. Subject Matter**

Topic: Revising writing for clarity (correct spelling, appropriate punctuation marks, transition/ signal words)

Materials: charts, flashcards

Reference: Curriculum Guide, A Handbook on Spoken English for Filipinos p.82

[https://www.une.edu.au/\\_data/assets/pdf\\_file/0008/12959/paragraph-comp.pdf](https://www.une.edu.au/_data/assets/pdf_file/0008/12959/paragraph-comp.pdf)

<http://www.englishforeveryone.org/PDFs/Intermediate%20Paragraph%20Correction%203.pdf>

Focused Skills: writing, revising

Value: **Neatness in Writing**

**III. Learning Activities**

**A. Setting the Stage**

**1. Drill:** Pronunciation /s/ vs. /ʃ/

sue-shoe

sip-ship

ass-ash

mass-mash

sow-show

save-shave

lass-lash

mess-mesh

sin-shin

sell-shell

plus-plush

class-clash

**2. Review**

**B. Explain to the pupils What to Do**

Say: Class, today we are going to revise writing for clarity. We are going to correct spelling, use appropriate punctuation marks, and use correct transition/ signal words.

**C. Modelling**

The teacher will read the paragraph.

My fourth-grade son built an end table for me 1) in last week. He surprised me with it. I think it was very sweet of him to build it for me. It is the most elegant little table 2) I have ever own. I moved 3) one of my other table out of the living room and replaced it with the new one. My daughter commented that it didn't match the 4) furnechure in the living room, but it looked fine 5) for me. My neighbor mentioned that one of the legs of the table was a little bit shorter than the other legs, but it looked great to me. My sister remarked that there was a nail sticking out of the side of the 6) table but it



looked okay to 7) me I know the table has some imperfections, but my fourth-grade son built it, and it looks perfect to me.

Say:

Let us examine the paragraph.

Ask:

What are the underlined words and phrases in the paragraph?  
Why do you think they are underlined?

Say:

We are going to correct them by revising those errors.

1. last week (delete the in)
2. I have ever owned
3. one of my other tables
4. furniture (spelling)
5. to me
6. table, but
7. me. I

#### **D. Guided Practice (Think Pair and Share)**

*Read the passage below. Then revise, by correcting the errors in the passage.*

Jaime has been applying for full-time jobs for several months. 1) The last week he received a call from the Human Resources director at a computer software 2) company the HR director asked Jaime if he could fly to Chicago for a job interview. The company offered to pay for Jaime's plane ticket to Chicago, so that he will not have to pay for it himself. Jamie agreed to come for the interview.

Since then, Jaime has been busy collecting 3) informaton about the company. He also went shopping for a new 4) suited. Jaime and his wife have been rehearsing answers to possible interview questions, so that Jaime will be smart and ready his best. Jaime is nervous about the interview, but 5) his looking forward to working at a new place.

- |                    |                              |
|--------------------|------------------------------|
| 1) A. Last week    | B. On last week              |
| C. The week last   | D. Both A and C are correct. |
| 2) A. company, The | B. company - the             |
| C. company. The    | D. company! The              |
| 3) A. informates   | B. information               |
| C. imformation     | D. informashun               |
| 4) A. suit.        | B. siut.                     |
| C. suet.           | D. sewt.                     |



- 5) A. he's  
C. he will be
- B. hes'  
D. Both A and B are correct.

#### E. Independent Practice

**Directions:** Read the passage below. Then revise, by correcting the errors in the passage.

I've had a terrible cold for several days. I've been blowing my nose, sneezing, and coughing. 1) I'm been eating chicken soup and drinking orange juice for a couple days. I've been taking aspirin and 2) coffe sirrup since the weekend. I've been at home watching TV 3) for Monday. I've talked to my mother on the phone every day of the 4) week, I've watched every bad movie that came on the TV. I wonder 5) I'll well again. I wonder when I can go back to work. I'm tired of coughing, sneezing, and complaining!

- |    |   |  |
|----|---|--|
| 1) | A. I've eating<br>C. I've been eating                     | B. I'm being eating<br>D. I've being eaten                   |
| 2) | A. coff sirup<br>C. cough syrup                           | B. cofe syrup<br>D. couhgh syrup                             |
| 3) | A. by<br>C. since   | B. during<br>D. once   |
| 4) | A. week. I've<br>C. week; I've                            | B. week: I've<br>D. week - I've                              |
| 5) | A. when I'll get well again.<br>C. when I would get well. | B. when I'll well again.<br>D. whenever I'll get well again. |

#### F. Closure

How can we make our sentence clear?

What are the things to consider in revising paragraphs?

#### IV. Evaluation

**Directions:** Read the passage below. Then revise, by correcting the errors in the passage. Write the letter of the correct answer.

When I turned the doorknob, it opened easy. I was immediately 1) spicious; the door 2) should of been locked on a weekend at midnight. I was careful and push the door open. It was pitch black inside. I couldn't even see my own hand on the doorknob. I heard a low growl and felt something 3) brushed past me. What was it? A tiger...a lion...a wild beast? "There 4) he is said Mr. O'Malley, owner of the building. "Come on, Butchy," he



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called to the dog. “Time to go home.” Mr. O’Malley looked at me for a moment. Then he 5) said “I know, I know. I shouldn’t have left the door open. I came back to lock it — and to find Butchy.”

- 1)        A. spisious                      B. suspicious  
            C. suspishus                D. sespisious
- 2)        A. should have been locked    B. should have been lock  
            C. should been locked        D. should be a locked
- 3)        A. brush past me.                B. brush passed me.  
            C. brush passing me.         D. brushed passed me.
- 4)        A. he is said”                      B. he is”, said  
            C. he is,” said                 D. he is,” say
- 5)        A. said, “I                          B. said “,I  
            C. said, I                        D. Correct as is

**V. Assignment**

Write an entry in your journal about your pet. Be sure to use correct spelling, punctuations and signal/transition words.

**REFLECTION:**

A. No of learners who earned 80% in the evaluation	
B. No. of learners who require additional for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners who continue to require remediation.	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers.	



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**SUMMATIVE TEST IN ENGLISH VI**  
**2<sup>nd</sup> QUARTER, WEEK 5**

<b>OBJECTIVES</b>	<b>NO.OF DAYS</b>	<b>WEIGHT</b>	<b>NO. OF ITEMS</b>	<b>ITEM PLACEMENT</b>
1. Infer meaning of borrowed words and content specific terms using context clues, affixes and roots, other strategies (ICT Terms)	1	25%	5	1-5
2. Compose clear and coherent sentences using appropriate grammatical structures - Adverbs of Manner.	1	25%	5	6-10
3. Write a 4-paragraph composition showing Comparison and Contrast	1	25%	5	11-15
4. Revise writing for clarity (correct spelling, appropriate punctuation marks, transition/signal words).	1	25%	5	16-20
<b>TOTAL</b>	<b>4</b>	<b>100%</b>	<b>20</b>	



I. Directions: Infer the meaning of the following words. Match Column A with Column B.

A	B
1. Memory cards	A. storage capacity which is multiplied by 1,000,000,000
2. Mouse	B. Random-access memory, used to store data while the computer is on
3. E-mail	C. a representation of the user's hand in the environment of the operating system
4. Software	D. a method of exchanging messages via computer networks and the Internet;
5. RAM	E. a set of instructions which are understood by the computer and result in the computer performing specific operations
	F. are typically used for storage of photos taken with digital cameras

II. Direction: Compose or write coherent sentences using adverbs of manner.

6. The youngest pupils write (slow)
7. The birds sing (beautiful)
8. Honey speaks (intelligent)
9. The driver drives (careful)
10. The boys waited (patient)

III. Study the chart then write a paragraph showing comparison and contrast between Sampaguita and Rose.

Similarities	Differences
<ul style="list-style-type: none"><li>* Both are flowers.</li><li>*Both have engines.</li><li>*use as token of faithful love</li><li>*are grown all year long</li><li>*need good soil, fresh air, regular cultivation and plenty of water.</li></ul>	<ul style="list-style-type: none"><li>*Sampaguita is a shrub with fragrant white flowers. It our national flower because of its simplicity.</li><li>*Sampaguita is made into garlands. Roses are made into bouquet.</li><li>*Roses are many different varieties and colors.</li></ul>





IV. Directions: Read the passage below. Then revise, by correcting the errors in the passage. Write the letter of the correct answer.

The 16) hole department meets every Thursday afternoon for two hours. 17) There is twelve people in our department. All the people in our department are hard 18) workers, Everyone comes in early and leaves late. We are all overworked. Nobody ever complains about the amount of work they have to do. But nobody works 19) hard good enough to please Constance. That's our boss. Nobody has ever seen her smile. Nobody has ever heard her say anything 20) complimentry to anyone. When Constance enters the room, everybody stops talking.

- |     |                            |                             |
|-----|----------------------------|-----------------------------|
| 16) | A. department hole         | B. whole department         |
|     | C. total department        | D. great department         |
| 17) | A. There is twelve people  | B. They're is twelve people |
|     | C. Their are twelve people | D. There are twelve people  |
| 18) | A. workers, everyone       | B. workers. Everyone        |
|     | C. workers: Everyone       | D. workers?Everyone         |
| 19) | A. good hard enough        | B. good enough              |
|     | C. enough hard             | D. hard enough              |
| 20) | A. complimentary           | B. complimentary            |
|     | C. complamentry            | D. complementary            |



Lesson Plan in English VI

## Week 4 / Day 2 / Third Quarter

**I. Objective: Observe accuracy, appropriate rate and proper expressions dialogs**

**II. Subject Matter: Observing Accuracy, Appropriate Rate and Proper Expression in Dialogs.**

Reference : ENGF – IIIe-3.5  
ENGf – IIIe 3.2

Materials : dialogs, pictures of teachers & pupils

Value : Preservation of Natural Resources

**III. Procedure:**

A. Drill : Basic Sight Words

B. Spelling:

environment  
country

garbage  
waterfalls

mountain

C. Lesson Proper:

1. Identification Exercises

Ritas class has first arrived from a field trip around the nearby rural areas. Her classmates felt very bad at what they saw.

(Assigned pupils read the conversation while the rest observe very carefully.)

2. Presentation through a Dialogs

Miss Sanchez : It seems that all of you are wearing sad faces.

Carlo: I feel so bad! I thought I would see green mountains, but I didn't.

Peter: The waterfalls were dry!

Rita: The trees, where were they?

Mark: Even the rivers and the sea were dirty.

Miss Sanchez :That is the big problem our country is facing today. Almost all of our provinces are in bad shape. Everything around is dying. Do you think we can help save our environment?

Class: oh, yes! Let us help save our environment!



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Miss Sanchez: What will you do?

Mark: I will help my father plant more trees in our yard.

Peter: I will not destroy small trees and plants anymore.

Cely: I will see to it that the garbage in our place is properly disposed of, so that the rivers and the sea will not be dirty.

Miss Sanchez: Very good. Tomorrow, we are going to talk more about your plans.

3. Comprehensive Check Up:

What did the children observe during their fieldtrip?  
How did they feel about their observation?

What were their plans?  
Did they read the dialog with proper expressions?

4. Practice Exercises:

Activity 1. Group Activity

The class is grouped into two, read the dialog observe which group can read dialog with accuracy appropriate rate and proper expressions.

Joshua: Father weren't the early Filipino logy?

Father: I don't think so, Why?

Joshua: They didn't build houses. They live in caves!

Father: oh, our great, great grandparents weren't logy, but their life was very simple.

Joshua: Really? Please tell me more about them, Father.

Father: Well, they didn't grow the food they ate. They usually had wild fruits, leaves and roots of wild plants or meat of wild animals.

Joshua: Wild animals are hard to catch. How did they do it?

Father: The men helped on another. They hunted the animals with their bows, arrows and spears.

Joshua: Did they cook their food?

Father: of course, they did. They roasted them. But sometimes they ate their food raw.



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Joshua: Raw! I can't imagine taling raw meat. I'm glad we have good homes and a better way of life now.

Father: You are indeed luckier than the children a long time ago. You are well-fed and well-clothed. You also go to school.

Activity 2. Pair Activity

Pairs of pupils read the dialog. Observe accuracy appropriate rate and proper expressions.

Arlene: This is an interesting book, isn't it?

Luis: It has all in formations about our past presidents and national heroes.

Arlene: Dr. Jose Rizal wrote the novels "Noli Me Tangere" and "El Filibusterismo" didn't he?

Luis: Yes, he did.

Arlene: But he want a Spaniard, was he?

Luis: That I'm not sure of.

Arlene: You need a lot about these people, don't you?

Luis: Not so much. But I find time to read.

5. Generalization:

What should we observe while reading a dialog?

**IV. Evaluation:**

**Read the dialog with accuracy, appropriate rate and proper expressions:**

Nick: Whose book is this?

Raul: That must be Carla's.

Carla: That's not mine. It must be Marco's.

Marco: No, it isn't mine. Its Ana's.

Ana: oh, yes. Its mine. Where did you field it?

Joselito: Under the table. It must have faller.

Ana: There's a lot. I thought I wouldn't find it anymore.



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(Rate the pupils using Pubrics)

1. Facial expression
2. Frequency /Accuracy
3. Variation of Voice / clarity of Voice
4. Confidence
5. Projection

1	2	3	4	5

**V. Agreement:**

**Read the dialog with accuracy, appropriate rate and with proper expressions.**



**LESSON EXEMPLAR IN ENGLISH VI**  
**3<sup>rd</sup> Quarter-Week 3 Day 4**

**I. Objective:**

Plan a composition using an outline and other graphic organizer ( EN6WC-IIIId1.1.6.1)

**II. Subject Matter:**

Topic: Planning a Composition using an Outline and Other Graphic Organizers

Materials: Charts, flashcards

Reference: Curriculum Guide

Focused Skill: Planning a composition

Value: **Contentment**

**III. Learning Activities**

**A. Setting the Stage**

**1. Drill:**

Read the paragraph below with automaticity.

**Strong Family Ties**

Filipinos treasure their family above all things in life. We see to it that our family is well provided and is in good physical, mental and financial status all the time. When a family member encounters a problem, the other members sit together and help solve the problem.

When the children of a couple marry, the parents see to it that the newly weds are supported. If the newly weds cannot afford living on their own, then the parents ask the couple to live with them. During the time of old age, the children of Filipino parents take good care of their parents and see to it that they are well – provided for. This is one Filipino value that we treasure most.

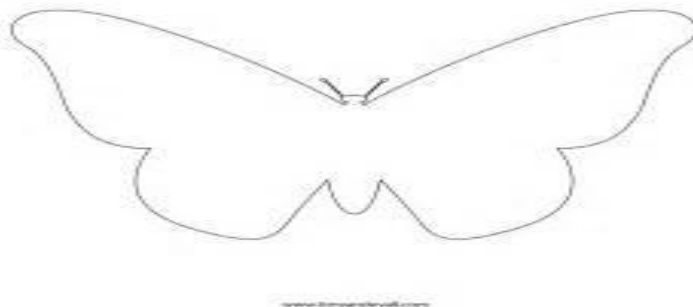
**2. Review:**

*What is an outline?*

*An outline is a summary of texts or subjects, usually presented in headings and sub - headings*

**3. Motivation:**

Using the outline of a body of a butterfly, draw all its parts and color your drawing



Was it easy to draw a butterfly when an outline of its body is given? Why?

**B. Explaining to the students what to do**

*Say, Class, today we are going to plan a composition using an outline and other graphic organizers.*

*Outlining and using graphic organizers are helpful in preparing to write a composition.*

**C. Modelling:**

Jane is planning to write a composition about modern gadgets used by children of this generation. In order for her to write the composition effectively, she prepared this outline first.

**I. What modern gadgets are**

**A. Definition/Description of gadgets**

**B. Examples of modern gadgets**

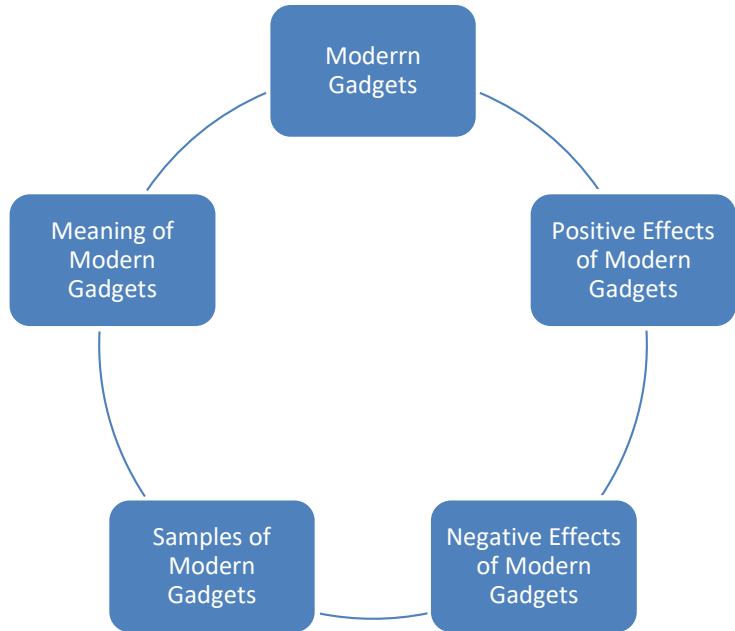
**II. The effects/ impacts of using modern gadgets**

**A. Positive Effects**

**B. Negative Effects**



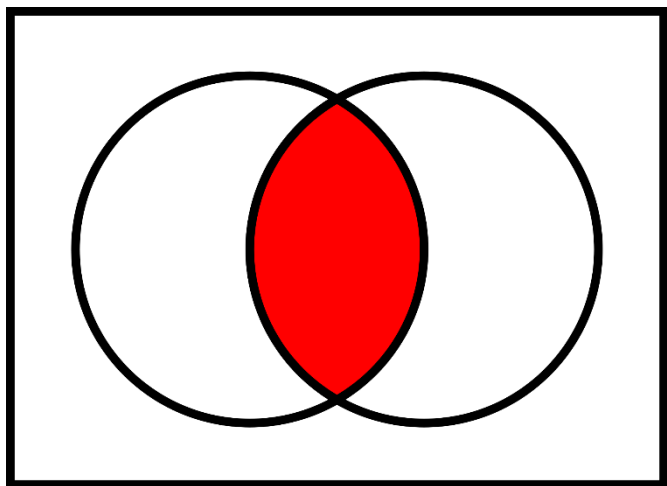
Maricel is also planning to write a composition about the same topic. Before writing, she prepared this graphic organizer so that it will be easy for her to plan for writing.



What did Jane include in the outline?  
What did Maricel include in her graphic organizer?  
Do you think the 2 children will find it easy to write their composition? Why?

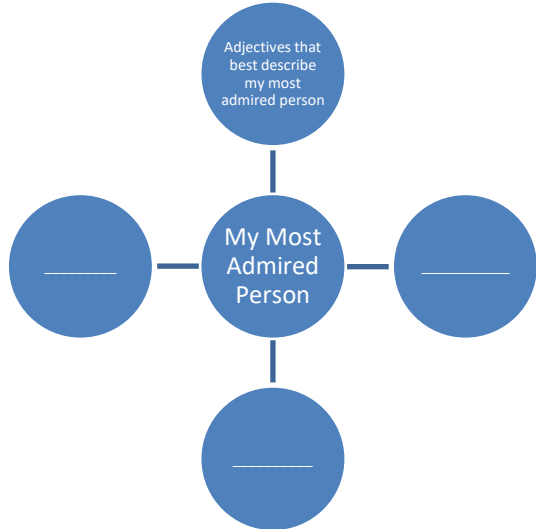
**D. Guided Practice**

You are given the topic “The Youth of Yesterday and Today”. Fill in the Venn Diagram below to plan for writing the composition.



**E. Independent Practice:**

You are planning to write a composition about the topic “My Most Admired Person”. Complete the information in the graphic organizer below as your guide in writing the essay.





## **F. Closure**

Before writing a composition, it is best to plan for it first.

An outline and other graphic organizers are very useful and effective in planning to write a composition.

## **IV.Evaluation**

Make a plan of writing a composition about the topic “ Waste Segregation : It’s Impacts on the Preservation of the Environment and Natural Resources. Use an outline or other graphic organizer to plan for your composition.

## **VI. Assignment**

Plan a composition about the topic “ My Mom”. Make an outline of your composition.





## Week 7 – Day 1

### I. Objective:

Share brief impromptu remarks about topics of interest

### II. Subject Matter

Topic: Sharing of Brief Impromptu Remarks about Topics of Interest

Materials: paragraphs, pictures, charts, flashcards

Reference: [https://www.google.com.ph/?gfe\\_rd=cr&ei=naxTWdzTEo-l8wf9x5-IDQ&gws\\_rd=ssl#q=meaning+of+impromptu](https://www.google.com.ph/?gfe_rd=cr&ei=naxTWdzTEo-l8wf9x5-IDQ&gws_rd=ssl#q=meaning+of+impromptu)

<https://www.thoughtco.com/topic-composition-and-speech-1692552>

Focused Skill: Sharing of Brief Impromptu Remarks

Value: Respect of One's Belief

### III. Learning Activities

#### A. *Setting the Stage*

##### 1. Drill

**DOLCH Words**

##### 2. Review

Review on making paragraphs using cause and effects.

Let's try to read this paragraph:

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

1. What is the paragraph all about?
2. What is it trying to tell us?
3. What are the sentences or statements in the paragraph that show cause?
4. What are the sentences or statements in the paragraph that show effect?



3. Motivation

Let us try to look at this picture closely...



1. What is the picture about?
2. In what particular event could this picture be associated with?
3. What does a trophy represent for?
4. How does it feel to win in a contest?
5. What are the characteristics of a real winner?

**B. Explaining the Students What to Do**

Say:

At the end of today's lesson you will be able to share your brief impromptu remarks about topics of interest.

The *definition of impromptu* is something done without advance thought or without a plan.

A *topic* is a particular issue or idea that serves as the subject of a [paragraph](#), [essay](#), [report](#), or [speech](#)

When we say of brief impromptu remarks means expressing what we know about topics of interest that just popped up during the course of discussion. Because we are given limited time as it is an impromptu way, it requires us to be mentally alert so we are able to share our remarks accurately and within the bound of the topic being discussed.

Knowing this is important so that we will improve our communication skills and we are also able to deal and relate with others with such ease.

**C. Modeling**

This time, let's try to look at this illustration.



1. What particular topic can this illustration be related with?
2. What do you think is happening now to our mother earth?
3. Who are responsible in making our world an unsafe place to live in?
4. Who are suffering from such destruction?
5. Who do you think can help make this world a better place to live in?



6. What are we going to do in order to achieve such dream?

*Say:* By answering the above questions, in a way, we are making remarks on the topic about Mother Earth or Environmental Protection as it is an interesting topic nowadays. In making our brief and impromptu remarks, first we should know what the topic is about. Secondly, we give a short reason of its occurrence or why such thing happens. By then, we are to relate it with our experience or our personal association on the matter. Finally, if there's a need for us to make some suggestion, recommendation and conclusion, then we can end our short remarks with such.

#### **D. Guided Practice**

##### **Activity 1**

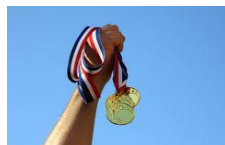
Directions: Give your impromptu and brief remarks on the following topics:

1. Halloween
2. The Benefits of Reading
3. The Advantages of Gadgets

##### **Activity 2**

Directions: Based on the following illustrations/topics/pictures, share with your impromptu and brief remarks:

1.



2.



3.



#### **E. Independent Practice**

Directions: From the list of topics below, just choose one and be able to share your impromptu and brief remarks:

1. Vacation Time
2. Family Reunion
3. Your Favorite Movie
4. Your Favorite Food
5. Your Dream Place

#### **F. Closure**



How do we share or give our impromptu brief remarks on some topics?

What are the considerations in giving our impromptu brief remarks?

#### IV. Evaluation

Directions: Below are some of the interesting topics to give our remarks on. Just choose one and be able to share your impromptu brief remarks as discussed.

1. The Benefits of Cash Assistance to the Poor Families by the Government or 4P's.
2. The Bad Effects of Using Social Media Irresponsibly.
3. Scholarship to Poor but Deserving Students
4. Conserving Our natural Resources

M/L

I/D

#### V. Agreement

Directions: Watch/ listen to some television/radio reports and choose one topic that interests you. Be able to share your remarks on the chosen topic next meeting.

### Week 7 – Day 2

#### I. Objective:

Read grade level text with accuracy, appropriate rate and proper expression

#### II. Subject Matter

Topic: Reading Grade Level Text with Accuracy, Appropriate Rate and Proper Expression

Materials: paragraphs, pictures, charts, flashcards

Reference: English for You and Me- Language Textbook for Grade 6

English for You and Me- Reading Textbook for Grade 6

<https://www.youtube.com/watch?v=RpyrvHsTJjo>

<https://www.youtube.com/watch?v=sEgbZYtIsjc>

<https://www.google.com.ph/search?q=sample+text+for+reading+with+expression+for+grade+5&tbm=isch&imgil=ngAeQxMegU8TEM%253A%253BmEmLcPrkXhy2wM%253Bhttps%25253A%25252F%25252Fwww.pinterest.com%25252Fexplore%25252Ftext->

Focused Skill: Reading with accuracy

Value: Respect of one's belief



### III. Learning Activities

#### A. *Setting the Stage*

##### 1. Drill

**DOLCH Words**

##### 2. Review

Review on sharing impromptu brief remarks on topics of interest

Directions: Give your impromptu and brief remarks on the following topics:

4. Online Games
5. Dog as Man's Best Friend
6. Obesity

##### 3. Motivation

Showing of a video clip of a child reading with expression

<https://www.youtube.com/watch?v=RpyvHsTJjo>

<https://www.youtube.com/watch?v=sEgbZYtIsjc>

What is the child doing in the video?

What is he reading about?

What have you noticed with the way he reads?

Do you want to do it also when you read?

Why it is important for us to read properly?

#### B. *Explaining the Students What to Do*

Say:

At the end of today's lesson you will be able read grade level text with accuracy, appropriate rate and proper expression.

To express a text well, to read it with feeling that matches what it means, is one of the best ways to understand it. In order to match the proper expression to each word or phrase, you have to understand both the meaning of the words and the grammar of each sentence. Expression is such a powerful comprehension strategy because it instantly increases your access to meaning as you read.

When you read with accuracy and expression at an appropriate reading rate, your fluency supports your comprehension. Repeated reading practice with short passages improves word recognition and automaticity.

#### C. *Modelling*

This time, let's try to read this poem...



*(The teacher reads first the whole poem observing accuracy, appropriate rate, and proper expressions, then the pupils follow)*

## Plants

*(From English for You and Me- Language Textbook for Grade 6, p.7)*

Look around you,  
Green plants all over.  
They really make one wonder,  
Do they really ever sleep at night?

We gather all around them,  
The wind blows rather hard  
They sway to and fro,  
Move like ladies with skirts of grass.

Whew! What a beautiful sight!  
Their flowers smiling brightly  
As we trail them with delight  
Forgetting problems we have.

Thank you Lord for these plants,  
Touching our lives so much,  
Enjoying their presence with us  
Giving us cool and fresh air to relax.

1. What makes the surrounding green?
2. Do you appreciate the plants around you? Why?
3. What do we thank God for?
4. What have you noticed while we are reading the poem?
5. Are we too fast, too slow, or just enough?
6. What have noticed with the choice of words used in the poem, are they too simple or too highly technical?
7. Are these words just with in your level of usage and understanding?
8. What have you noticed when we read the first line of the third stanza?
9. In general, what is the feeling or mood expressed by the poem?
10. What is the proper expression should a reader have to read this poem?
11. Why are accuracy, appropriate rate and proper expression important in reading text?

### D. **Guided Practice**

Pupils will be grouped into 4 or depending on the class size.

Each group will be given the same text to practice reading on observing the mechanics as discussed.

## Beating the Deadline

*(From English for You and Me- Language Textbook for Grade 6, pp.20-21)*

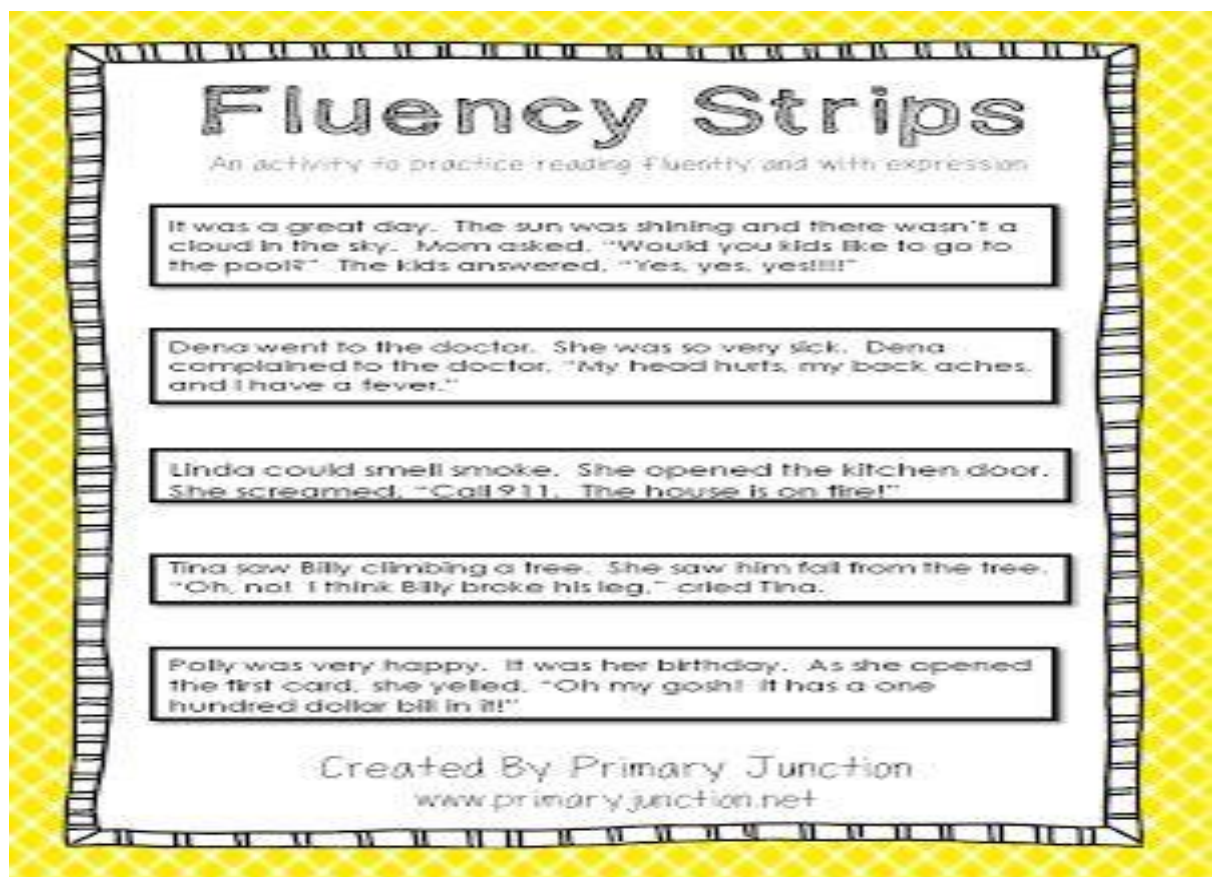
Martha, Perla and Luisa are the best of friends. Whatever one does the rest try to help.



- Martha: I can submit my project this afternoon. How about you, two?
- Perla: I'm still doing some finishing touches. Maybe I can give it by Monday next week.
- Luisa: Well I'm ready to hand it to Ms. Lara tomorrow morning.
- Perla: How I hope I can finish it on Friday.
- Martha: Why can't you? I'll help you now!
- Luisa: You're really a good friend, Martha.
- Martha: Oh, that's nothing. What are friends for?
- Luisa: You've got a true friend Perla, don't you?
- Perla: Yes, I do. You two are my real friends, aren't you?
- Luisa: Of course! All for one and one for all!

E. **Independent Practice**

These strips will be cut/ prepared separately and let each pupil pick one strip to be read in the class.





#### F. *Closure*

How to read text with accuracy, appropriate rate and proper expression?

What are the importance of reading text with accuracy, appropriate rate and proper expression?

#### IV. Evaluation

Directions: Read the following lines from the story “Go, Go, Turtle” (Adapted from Highlights for Children) with accuracy, appropriate rate and proper expression

1. The, Turtle heard Owl. “You must learn to turn yourself over, Turtle,” he said. “ We won’t help you anymore. You must help yourself.”
2. “He can learn better if he will do things on his own. There’s a lesson to be learned when you experience hardships with tasks you wish to accomplish,” added Rabbit.
3. “That’s true, Rabbit! So let’s ignore him when he asks for help. I hope he’ll understand it!” remarked squirrel.
4. “no, please help me Owl!” cried Turtle. “Help me, Rabbit! Help me, Squirrel! Help me, please!”
5. “Hurrah!” cheered his friends. “Good, you did it! You turned yourself over!” Everybody was proud of him.

M/L

I/D

#### V. Agreement

Directions: Look for a short stories or poems at home. Practice reading them with accuracy, appropriate rate and proper expression.





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### **Week 7 – Day 3**

#### **I. Objective:**

Compose clear and coherent sentences using appropriate grammatical structures-Prepositions

#### **II. Subject Matter**



Topic: Composing Clear and Coherent Sentences Using Appropriate Grammatical Structures: -  
Prepositions and Prepositional phrases .

Materials: paragraphs, pictures, charts, flashcards  
Reference: English Expressways- Language Textbook for Grade Five  
English for You and Me- Language Textbook for Grade Six

Focused Skill: Composing Sentences Using Prepositions

Value: Volunteerism

### III. Learning Activities

#### A. *Setting the Stage*

##### 1. Drill

DOLCH Words

##### 2. Review

Review on reading grade level text with accuracy, appropriate rate and proper expression:

How to read text with accuracy, appropriate rate and proper expression?

What are the importance of reading text with accuracy, appropriate rate and proper expression?

Let's read this text... with accuracy, appropriate rate and proper expression:

1. It was a great day. The sun was shining and there wasn't a cloud in the sky. Mom asked, "Would like kids to go to the park?" The kids answered, "Yes, yes, yes!!!"
2. Polly was very happy. It was her birthday. As he opened the first card, she yelled, "Oh my gosh! It has One hundred dollars in it!"

##### 3. Motivation

Have you heard of the "Flying Doctors?" Let us read a news article about one of their operations in the cities of Asia.

#### **"Flying Medics" Act in Asian Cities**

Ho Chi Minh City, Vietnam- "Send in the flying doctors,' A company called AEA International (formerly Asia Emergency Assistance) chartered a plane. It flew in a team *of doctors* headed *by Dr. Kanwar Singh*, its officer *in Bangkok, Thailand, to Ho Chi Minh City*. It would work *on a night-time* evacuation.

The plane was met *on the tarmac by two ambulances*- one *with an 84-year old Canadian Woman* who broke her hip, and the other a Filipino crewman *with appendicitis*. The patients *on stretchers* were carried *inside the plane* bound *for Bangkok*.

1. What did the flying doctors do in Ho Chi Minh City, Vietnam?
2. Who headed the doctors to Chi Minh City?
3. Is this scenario similar to what we have here in the Philippines?



4. What value did the doctors show in this selection?

B. *Explaining the Students What to Do*

Say: At the end of today’s lesson you will be able to compose clear and coherent sentences using appropriate grammatical structures: -Prepositions

C. *Modelling*

Let’s try to focus again ourselves to the selection. Pay attention to the italicized words or phrases. What do these words have in common? What do we call these words?

These are called prepositions. Preposition means placed before and, indeed, prepositions are placed before nouns or pronouns. The preposition serves to show the relation between that noun or pronoun and some other word/words in the sentence.

Prepositions can be classified into two-place prepositions and time preposition. Below is the chart of common prepositions.

Meaning/ Use of the Preposition	Examples: 1. Place Preposition 2. Time Preposition
Use <i>at</i> for points of place and time	1. <i>at</i> the airport 2. <i>at</i> five O’ clock
Use <i>on</i> for surface or areas and/or specific time	1. <i>on</i> stretchers 2. <i>on</i> Monday
<i>In</i> means within or inside	1. <i>in</i> chartered planes 2. <i>in</i> five hours
<i>to</i> means in the direction of	1. <i>to</i> London 2. <i>to</i> three o’clock
<i>into</i> means from the outside to the inside	1. <i>into</i> the aircraft
Use <i>from</i> with a starting point or source and with adjectives like different, free, and safe.	1. <i>from</i> India 2. <i>from</i> 2:15to 3:45 3. Different <i>from</i> a cargo 4. Free <i>from</i> air pockets 5. Safe <i>from</i> harm
Use <i>between</i> for two or <i>among</i> for three or more, people, places, things, and time expressions	1. <i>between</i> two hospitals in Bangkok 2. <i>among</i> the best doctors in Asia
<i>beside</i> means at the side of. <i>besides</i> means in addition to	1. <i>beside</i> the window 2. <i>besides</i> , Asia, Africa is their target continent
<i>Off</i> means away from a surface	1. Keep <i>off</i> the grass.

D. *Guided Practice*

Activity 1.

Directions: Underline the preposition used in each sentence:

1. The “flying medics” do volunteer work in Asian countries.
2. They stayed away from their families.
3. The patients are treated with the best first-aid.
4. The people are amazed at the work of these medics.



5. They are always free from harm when they travel.

### Activity 2

Directions: Fill in the blank with an appropriate preposition to complete each sentence.

Choices are inside the box

**from in on between into at**

1. They left \_\_\_\_ April 12, 1962.
2. It was \_\_\_\_ orbit for 89 minutes during a 108- mile trip.
3. \_\_\_\_ a height of 188 miles, he saw Earth and its beautiful blue halo.
4. Since then, many space shuttles have been sent \_\_\_\_ the vast space.
5. During his trip, his mind was divided \_\_\_\_ excitement and fear.

### E. **Independent Practice**

Directions: Choose the correct preposition to use in each sentence

1. Rafts can be made (from, for) wood, thick Styrofoam, and rope.
2. The rope must intertwine (between, among) the wood and Styrofoam.
3. During one Science Camp, we went rafting (in, on) a racks.
4. Sometimes, the water splashed (onto, into) the raft and our life vest.
5. Before we left, we packed food and tested the rafts. We took them (off, of) the

### F. **Closure**

What is preposition?

When do we use preposition?

What are the two classifications of preposition?

### IV. **Evaluation**

Directions: Choose the appropriate preposition to complete each sentence. Choose from the word bank below:

**beside in on between into at**

boat and rafting, I prefer rafting.

7. The rafts were \_\_\_\_ good condition and the weather was beautiful.
8. There is a new shopping center \_\_\_\_ our house.
9. I drew the line \_\_\_\_ the paper.
10. After school, we are going \_\_\_\_ the public library

6. \_\_\_\_rowing a

M/L

I/D

### V. **Agreement**

Directions: Use the following prepositions in a sentence:

1. under
2. near
3. around
4. across
5. up



Week 7 – Day 4

I. Objective:

Compose clear and coherent sentences using appropriate grammatical structures -Prepositional phrase

II. Subject Matter

Topic: Composing Clear and Coherent Sentences Using Appropriate Grammatical Structures: -Prepositions and Prepositional phrases .

Materials: paragraphs, pictures, charts, flashcards

Reference: English for You and Me- Language Textbook for Grade 6

Focused Skill: Composing Sentences Using Prepositional Phrases

Value: Time Consciousness/ Punctuality

III. Learning Activities

A. *Setting the Stage*

1. Drill

DOLCH Words

2. Review

Composing Clear and Coherent Sentences Using Appropriate Grammatical Structures: -Prepositions

Directions: Use the following prepositions in a sentence:

1. into
2. between
3. across
4. on
5. at

3. Motivation

Have you experienced submitting your projects late? Did it affect your grade in a way?

What did you do next time?

Let's try to read this dialogue...

Jerald	:	Hi guys! Good morning. What's up?
Jerick	:	Hi to you, too, Jerald. We are busy working on our project.
Jerald	:	Yes, I can see that. When is it due?
Mike	:	<u>On Friday</u> . Miss Mendoza wants us to submit this <u>on time</u> or else she will give us an incomplete mark.
Jerald	:	can you not leave it <u>for a while</u> for a basketball match? I'm on my way <u>to the court</u> . I will meet our friends there <u>at 11:00 o' clock</u> .
Jerick	:	We're really sorry. We really need to work on this so we can show this to our teacher <u>by this afternoon</u> for her comments and suggestions.
Jerald	:	Where is she?



Let's answer the following questions:

1. What are the boys working on?
2. Who wants them to leave what they are doing? What for?
3. What kind of the boys are Jerick and Mike?
4. What would happen if they decide to go with Jerald?
5. Why do they need to submit their project on time?
6. What value do they show in that situation?
7. What have noticed with underlined phrases?
8. What do we call them?

**B. *Explaining the Students What to Do***

Say: At the end of today's lesson you will be able to compose clear and coherent sentences using appropriate grammatical structures: -Prepositional Phrases

**C. *Modelling***

Try to read these phrases taken from the dialogue:

On Friday	in time for the game
On time	to the court
For a while	under the door
By this afternoon	in her room
At 11:00 o' clock	

What do these phrases tell?

With what words do they begin?

Prepositional phrase is a group of words that begin with a preposition and ends with a noun or pronoun as objects of preposition. Prepositional phrases tell time or place. Therefore, a preposition, its object, makes up a prepositional phrase.

If the prepositional phrase is used as an adjective describing a noun or a pronoun, it is an adjectival prepositional phrase.

Example: The plane carried a Filipino sailor with appendicitis. (with *appendicitis* is phrase that functions as an *adjective* to the word *sailor* and so it is an adjectival prepositional phrase).

If the prepositional phrase is used as an adverb modifying a verb, an adjective, or another adverb, it is an adverb prepositional phrase.

Example: The flying hospital takes off after ten minutes. (*after ten minutes* functions as an *adverb* to the word *takes off* and so it is an adverb prepositional phrase).

**D. *Guided Practice***

Activity 1.

Directions: Underline the prepositional phrase used in each sentence:

1. Many people in the room wait for the result of the test.
2. What does the red mark on your paper mean?



3. The girl in the red costume won first place.
4. The boy climbed over the wall.
5. I came before you did.

## Activity 2

Directions: On a piece of paper, copy from each sentence the prepositional phrases:

1. Objects inside the spaceship float.
2. Gagarin’s trip around the Earth inspired man to do further space explorations.
3. He learned that the boundary between the Earth and the sky, a gradual change in colors takes place.
4. From the ship he could see with his own eyes the spherical shape of the earth.
5. He wished he could travel around the globe.

### E. Independent Practice

Directions: Complete the following sentences with appropriate prepositional phrase. Choose your answer from the box. Do this on a piece of paper.

<i>down the street</i>	<i>around the tree in the park</i>
<i>across the sky</i>	<i>on the paper</i> <i>between John and Jack</i>

1. Dogs bark \_\_\_\_\_ that frightens the people visiting there.
2. I drew a line \_\_\_\_\_ .
3. The flowers grow \_\_\_\_\_ and making it look even more beautiful.
4. Lightning flashes \_\_\_\_\_ during storms.
5. It’s dangerous for children to run \_\_\_\_\_ unattended by adults as they may be ran over by the speeding vehicles.

### F. Closure

What is a prepositional phrase?

What does a prepositional phrase tell?

When can we say an adjectival prepositional phrase ?

When can we say an adverb prepositional phrase?

## IV. Evaluation

Directions: Complete the two-line sentences below with the appropriate prepositional phrase. Choose your answers from the choices inside the box.

<i>towards the moon</i>	<i>up in the sky</i>	<i>without you</i>	<i>through the clouds</i>
<i>on the stage</i>	<i>after dark</i>	<i>with motion and grace</i>	<i>around the tree</i>

1. Astronauts \_\_\_\_\_  
\_\_\_\_\_ they race.
2. Birds \_\_\_\_\_  
\_\_\_\_\_ they fly.
3. Dancers \_\_\_\_\_  
\_\_\_\_\_ they pace.



4. Bats fly \_\_\_\_\_  
\_\_\_\_\_ they park.

5. \_\_\_\_\_ I sailed.  
\_\_\_\_\_ I failed.  
M/L

I/D

V. Agreement

Directions: Use the following prepositional phrases in a sentence:

- 1. inside the room
- 2. to the plaza
- 3. behind the cabinet
- 4. in five hours
- 5. between two mountains

**ENGLISH VI**  
*7<sup>th</sup> Summative Test*  
*2<sup>nd</sup> Grading Period*

OBJECTIVES	No. of days	%	No. of Items	Item No.
1. Share brief impromptu remarks about topics of interest	1	33%	10	1-10
2. Read grade level text with accuracy, appropriate rate and proper expression	1	34%	10	11-20
3. Compose clear and coherent sentences using appropriate grammatical structures- Prepositions	1	16%	5	21 - 25





4. Compose clear and coherent sentences using appropriate grammatical structures - Prepositional Phrase	1	17%	5	26 - 30
TOTAL	4	100%	30	30

ENGLISH VI

7<sup>th</sup> Summative Test  
2<sup>nd</sup> Grading Period

Directions: Share your impromptu brief remarks on the following topics, just one that you are interested in. You will be rated based on this Rubric: (1-10)

RUBRICS FOR SCORING	ACTUAL SCORE
Content 4 pts.	
Mechanics (Grammar) 3 pts.	
Delivery (Fluency) 3 pts.	
Total = 10 Points	

- 1. The use of Social Media in the Classroom Instruction
- 2. Child Labor
- 3. Scholarship Grants to Poor but Deserving Students



Directions: Read the following lines from the story “The Magic” (Adapted from Highlights for Children)-English For You and Me (Reading Textbook for Grade Six) with accuracy, appropriate rate and proper expression. You will be rated according to this rubric: (11-20)

RUBRICS FOR SCORING	ACTUAL SCORE
Proper Expression 4 pts.	
Appropriate Rate 3 pts.	
Accuracy 3 pts.	
<b>Total = 10 Points</b>	

“Oh I made you laugh again, Uncle Ramon. You’re okay now. You’re well! Let’s play and have fun together!”  
“Yes, Bobby. I forgot about our magic. It’s good you brought it back!” said Uncle Ramon laughing.  
“It’s a new one Uncle. I’ll tie one tonight with a string so it won’t get way.”  
“Good, do it now Bobby!”, asked Uncle Ramon, as he took some pills.  
Bobby went to the kitchen and looked for a piece of string. “Abracadabra, sssh! Boom!” he shouted. The happy feeling was back again in the house. And the sun shone brighter through the kitchen window and made rainbows.

Directions: Choose the appropriate preposition to complete each sentence. Choose from the word bank below:

***beside          since   on          between          across          at***

21. She has lived there \_\_\_\_ December last year.
22. He sat \_\_\_\_ his two brothers.
23. Wait for him \_\_\_\_ train station.
24. She was hiding \_\_\_\_ the wall.
25. The boy ran \_\_\_\_ the road.

Directions: Choose the appropriate prepositional phrase to complete and make the following sentences correct. Choices are inside the box.

***between the lines          from the chair          from the canning factory***  
***hat off          among all Filipinos***

26. Be careful or you will fall \_\_\_\_\_.
27. Take your \_\_\_\_\_ while the flag is being raised.
28. I ordered some canned goods \_\_\_\_\_ to be donated to the victims of floods.
29. We must learn on how to read \_\_\_\_\_ to really understand what we read.
30. We pray for peace \_\_\_\_\_.



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