

# 6

## English Teacher's Guide

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We value your feedback and recommendations.

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**ENGLISH 6**  
1<sup>st</sup> Quarter  
(WEEK 1 Day 1)

**I. OBJECTIVE/S:** Analyzes sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard.

EN6LC-Ia-2.3.1 -2.3.8

Analyzes sound devices (onomatopoeia, alliteration, assonance, consonance)

EN6RC-Ia- 2.3.1- 2.3.9

Value Focus: Be respectful

**II. SUBJECT MATTER:**

A. Skill : Analyzing sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard.

Analyzing sound devices (onomatopoeia, alliteration, assonance, consonance)

B. Reference : English 6 Basics and Beyond pp. 164-166

Skill Builders for Efficient Reading 6 pp. 131- 135

English for all Times Reading 6 pp. 144-147

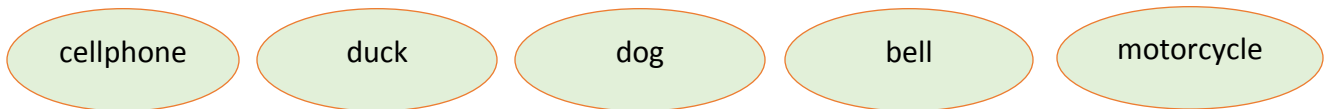
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C. Materials : flashcards, charts,

**III. INSTRUCTIONAL PROCEDURE:**

A. Oral Language Activity

Are sounds important to man? Give me the sounds of the following:



B. Pre-Listening

1. Unlocking of Difficulty

✚ jungle – forest

Wild animals live in the jungle.

✚ crazy- silly, fool

Be careful with the crazy people for they might hurt you.

✚ cabs – taxis

I love to ride in an air-conditioned cab.

✚ chaos- commotion

Let us love one another to avoid chaos in our place.

✚ rhythm- regularity

## 2. Motivation

Are you familiar of the place New York City? In what country does it belong?  
Today I'm going to read to you a short poem about New York City.

## 3. Motive Questions:

Try to answer the following questions:

1. What is the title of the poem?
2. How will you describe the city of New York?
3. Do you want live in New York City? Why? Why not?

(Values Infusion: Respect the customs and traditions of a particular place.)

## C. During Listening

New York City  
New York City is like a jungle  
No, it is a jungle  
It is always jumping with excitement  
Because of the noise, half the city is deaf  
Still, the city cares about its crazy customers  
Brands, lights, cabs, style: it's all there.  
This city is great-always something to do.  
"B E E P " "B E E E E P" get out of the way!  
When I arrived in New York, I was ready for chaos-  
Instead I found rhythm  
Carmelo

Ask pupils to answer the motive questions about the poem.

## D. Skill Development

### 1. Teaching and Modelling

**Sound Devices**- are resources used by poets to convey and reinforce the meaning or experience of poetry through the skillful use of sound. After all, poets are trying to use a concentrated blend of sound and imagery to create an emotional response. The words and their order should evoke images, and the words themselves have sounds, which can reinforce or otherwise clarify those images. All in all, the poet is trying to get you, the reader, to sense a particular thing, and the use of sound devices are some of the poet's tools.

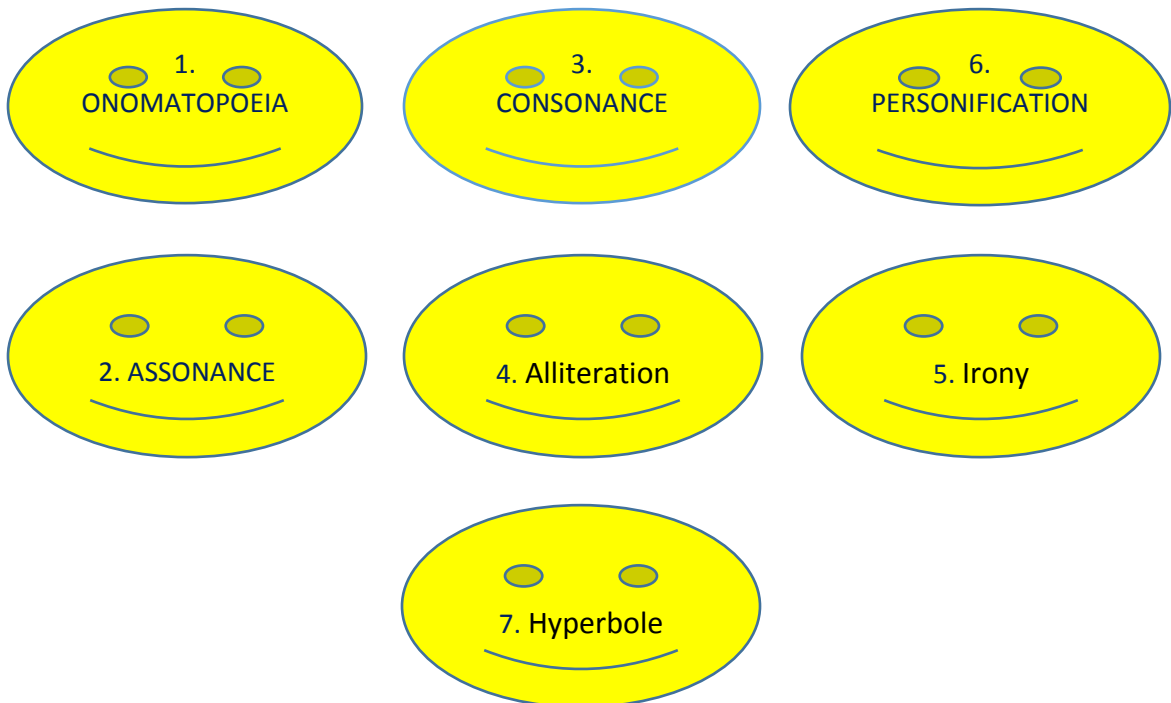
1. **Onomatopoeia**- is the naming of a thing or action by the vocal imitation of the sound associated with it  
Ex: The chirp, chirp, chirp of the wounded bird broke the silence. (Chirp is the sound)
2. **Alliteration**-is a sound device which is the repetition of a consonant sound at the beginning of words.  
Ex.: Sally sells seashells in the seashore.

3. **Assonance** – is a sound device which is the repetition of the same vowel sound either at the beginning of words or inside the words.  
Ex: *May lay near the bay and stayed awake.*
4. **Personification**- is giving of qualities of a person to things not human, such as animals, plants, inanimate objects or ideas.  
Ex: *The breeze wiped the orphan’s tears.* (The breeze can move; it uses the hands to wipe away tears)
5. **Irony** - signifies the opposite of what is being said  
Ex: *When I lost my wallet, he said, “This is my lucky day.”*
6. **Hyperbole** – is the use of exaggeration  
Ex: *I died a thousand deaths when my crush refused to dance with me.* (Died a thousand deaths is an exaggeration)
7. **Consonance** – is the repetition of consonants sounds and the stressed syllables but with different vowel sounds within or at the end of a line.  
Ex.: *boat and night*    *cool and soul*

Identify the different sound device used by the poet in the poem.

#### E. Post Listening

Group Activity: Say: *I will group you into seven. Each group will be named to the different sound device that you have just learned today. Each group will prepare a 2-3 line of yell. I’m going to read a sentence, then you are going to analyze the sound device used in the sentence. Say your yell if the sound device used in the sentence refers to your group name. Remember the standard rules in a group activity.*



1. How much wood would a woodchuck chuck if a woodchuck would chuck wood?  
(Assonance)
2. Peter Piper picked a peck of pickled pepper. (Alliteration)
3. She heard bees buzzing and thought they would bit her.(Personification)
4. The light of a fire is a sight.( Assonance )
5. Sizzle! Sizzle! The water sizzles above the fire. (Onomatopoeia)
6. From somewhere far beyond, the flag of fate's caprice unfurled (Alliteration)
7. No bubble! No trouble!. (Assonance)
8. The clouds were crying. (Personification)
9. The bracelet is a sky-high price. (Hyperbole)
10. Too much money can get you kill.(Irony)
11. Mother was awakened by the loud clanging of the bells of the fire truck that thundered along the street.(Onomatopoeia)
12. I just love to lose a fight. (Irony)
13. I love to ride a boat at night. (Consonance)
14. The snake swallowed the whole elephant including its tusks. (Hyperbole)
15. How kind of you to stood me up. (Irony)

F. Generalization:

What are the different sound devices that are used by the poets?  
Describe each sound device and give example.

**IV. ASSESSMENT:**

Analyze and identify the sound device used in the sentences.

1. Oh, the bells, the bells, bells, bells. (alliteration)
2. What a tale of terror tells of despair. (assonance)
3. As of someone gently rapping, rapping at my chamber door. (onomatopoeia)
4. Mother has a mountain of clothes to wash.(hyperbole)
5. The dancing leaves played in the wind. (personification)

**V. ASSIGNMENT**

Analyze the following sound device used in the passages.

1. Vroom, vroom, vroom, shouts the car as it travels the high way.
2. My love for you is as clear as the sky.
3. My father is as strong as an oxen.

**ENGLISH 6**  
1<sup>ST</sup> QUARTER  
(Week 1 Day 2)

**I. Objectives:**

Infer meaning of idiomatic expression using context clues. **ENGV- Ia-12.3.1**

Show tactfulness when communicating with others

**II. Subject Matter:**

- A. Skill: Inferring meaning of idiomatic expression using context clues
- B. References: English Basic and Beyond 6 Integrated Reading and Language by Cynthia A Babas and Henry G. Gadiano , Ref. <https://englishlive.ef.com/blog/15-common-english-idioms-and-phrases>
- C. Materials: Chart, Worksheets, Flashcard

**III. Instructional Procedure:**

A. Preliminary Activities

1. Drill:

Rearrange the words to make complete sentences.

- 1. is / band / a / tonight / playing / there / jazz  
Answer: There is a jazz band playing tonight.
- 2. channel / DNB / news / best / is / the  
Answer: DNB is the best news channel.
- 3. album / their / new / you / have / heard / ?  
Answer: Have you heard their new album?
- 4. favorite / of / lots / posters / have / I / singer / of / my  
Answer: I have lots of posters of my favorite singer.
- 5. can / Ormoc City / in / culture / of / lots / you / living / experience  
Answer: You can experience lots of culture living in Ormoc City

2. Review:

Let the pupils match the following idioms with its figurative meanings.

Say:

Match the following idioms to the left with its figurative meanings to the right.

### Idioms

- a. Give me a hand
- b. Zip your lip.
- c. Keep an eye out.
- d. Have egg on your face
- e. Play it by ear

### Figurative Meanings

- \* Be quiet
- \* Don't make a plan.
- \* Help me
- \* Look and see
- \* Feel embarrassed or silly

### 3. Motivation:

Brad comes into the house soaked all over, because it **was raining cats and dogs** outside

Write the sentence inside the box on the chalkboard. Call a volunteer to read the sentence aloud. Then ask them to focus on the highlighted phrase. Ask: "Were cats and dogs really falling from the sky?"

Say: In answering this question you found out that the expression used does not mean what it says. In today's lesson, we are going to learn how to infer meaning of idiomatic expression using context clues.

### B. Developmental Activities

#### 1. Presentation:

Let the pupils guess the meaning of the idiomatic expression given. Say: In the example given, what do you think **raining cats and dogs** mean? Allow time for the pupils to tell what they know about the idiomatic expression. Ask the pupils to use the context clue **soaked all over** as a hint. Say: Did the context clue in the sentence help you understand the meaning of "Raining cats and dogs"?

Explain to the pupils that the phrase "raining cats and dogs" is an idiomatic expression that means **it was raining hard** because Brad came in soaking wet.

#### 2. Modelling/ Teaching

Teacher present a sentence. Say: I have here a sentence. I will identify the meaning of the underlined idiomatic expression using context clues. But before that I will identify first the context clue in the sentence and encircle it.

Example:

I've spent years writing this book, and now I've been told to write it over again, so it's back to square one.



Next choose from the choices which has a meaning close to the identified context clue.

- a. to end it
- b. to go back to beginning

From the choices, it is letter b. that has a meaning close to the context clue therefore the idiomatic expression **back to square one** means **to go back to beginning.**

### 3. Guided Exercises:

Activity 1 (The will guide the pupils in answering the activity.)

Say: Before we begin to infer the meaning of various idiomatic expressions, we need to practice analysing context clues. Read each statement carefully. Box the context clues and find the meaning of the highlighted idiomatic phrase by encircling the letter of the correct answer.

Read each statement carefully. Encircle the letter of the correct answer

1. Jen was planning a surprise party for Elena. Friends were told about the time and place for the party. “**don’t spill the beans** to Elena,” said Jen to the girls.”

- a. Don’t tell Elena about the party.
- b. Don’t drop the jar of beans on the way to the party.
- c. Bring beans to the surprise teacher

2. Courtney was sad. She had lost her favorite bracelet. Her best friend was going away for the entire summer. She had just found out that she was going to summer school. As a result, Courtney felt **down in the dumps**.

- a. Sad
- b. Bringing the garbage to the end of the driveway
- c. excited

3. Jodi’s grandmother spent months knitting a sweater for Jodi. When Jodi took a look at it, she really disliked the colors. She couldn’t tell her grandmother that, so she told a little **white lie** instead.

- a. huge, made-up story
- b. truth
- c. lie that is told to avoid hurting someone’s feelings

4. My brother is always calling “help, help, there’s a ghost in my room. “When I get to his room, he’s hiding behind the door to just scare me. Why does he **cry wolf** so much?

- a. a brother needs help
- b. the brother sees a ghost
- c. the brother warns something scary that is not happening

5. He **was on the carpet** for not finishing his assignment.
- a. He is in trouble.
  - b. He is in the carpet.
  - c. He did not finish his assignment

### Activity 2 (Dyad)

Read each statement and infer the meaning of the italicized phrased. The first one is done as an example.

1. He was on the carpet for not finishing his assignment.

Definition: On the carpet means in trouble

Explanation: Because he had not finished his assignment on time, he was going to be in trouble.

Context Clue: Inference (The words not finishing infer getting in trouble)

2. Her impressive power point presentation on his report

***swept the teacher off her feet.***

Definition:

Explanation:

Context Clue:

3. Although getting lost caused the adventure into the ***woods to get off on the wrong foot***, lou and lea ended up having a wonderful experience.

Definition:

Explanation:

Context Clue:

### Activity 3

**Group the pupils and let each group infer the meaning of the highlighted idiomatic expressions using context clues. Let them present their output in front of the class, when done. Integrate the value of showing tactfulness when communicating with others.**

#### **Group 1: Scratch the Surface**

Priscilla wants to become a doctor. She finished her first year of college, had studied hard, and had learned a lot. However, she knows she has barely scratched the surface. She knows she will have to study a lot more for many more years before she can actually practice medicine.

What does the idiom scratch the surface mean?

#### **Group 2: Salt of the Earth**

Peter is salt of the earth. He always does the king thing and helps those in need.

What does the idiom salt of the Earth mean?

### Group 3: Bring home the beacon

John was so excited. He just got an incredible offer. Now he could really bring home the beacon

What does the idiom bring home the beacon mean?

### Group 4: Cry over spilled milk

"I'm sorry you lost your toy car at the park, but don't cry over spilled milk."

What does the idiom cry over spilled milk mean?

#### 4. Generalization:

What is idiomatic expression? How do you infer meaning of idiomatic expression?

## IV. Assessment:

### Activity 1:

Infer the meaning of the idiomatic expression using context clues. Circle the correct answer for each question below.

1. Whenever anything goes wrong, Ted gets very **upset**, while his friend John **rolls with the punches**.

What can you infer about John from this sentence?

- (a) John gets into a lot of fights.
- (b) John is ten years old.
- © John usually takes things as they come.

2. Cassie **can't keep a secret**. Whenever there is a surprise birthday party for someone, she always seems to **spill the beans**.

What can you infer about Cassie from this passage?

- (a) Cassie is clumsy and if always knock over the cake.
- (b) Cassie's friends are planning a birthday party for her.
- (c) Cassie often tells or reveals secrets.

3. Eric is really **two-faced**. He says nice things about you when you're together but **always disses you** when you're not around.

What can you infer about Eric?

- (a) No one likes Eric.
- (b) Eric is phony.
- © Eric is clumsy.

4. Whenever it's time for recess, Juan always **jumps the gun**. He runs to the door before the bell rings.

What can you infer about Juan?

- (a) He often does things before he should.
- (b) He jumps up and down when it's time for recess.
- (c) He doesn't like school.

5. Brittany is feeling **down in the dumps**. She got to school late. She got a bad grade on a math test, and her best friend is mad at her.

What can you infer about Brittany today?

- (a) She watches a lot of television.
- (b) She doesn't like math.
- (c) She is sad and unhappy.

## Activity 2

Read the statement carefully and infer the meaning of the highlighted idiomatic expression.

The school play was getting too expensive. The team planning it had gone all out but they didn't have enough money to pay for it all. The principal came in to speak with the group. "You have some great ideas here. Now let's see where we can **cut corners** to make this play a success. We may have to change the scenery and the playbook to save some money; otherwise the play can't go on."

**Cut corners** means \_\_\_\_\_.

## V. Assignment:

Infer the meaning of the italicized idiom in each sentence using context clues. Write your answer in your assignment notebook.

1. Whenever Lena *talks too much*, her mother tells **her to hold her tongue**.
2. Under the *stress of danger*, a person will show **his/her true colors**.
3. Lou thought that her mother's recovery **was futile**, but Oz *remained faithful to the course* of his mother's restored health.
4. Lou felt as though she had been **sent to the doghouse** when Louisa admonished her for fighting at School.
5. The suspect *reveal* everything he knows about the case, the suspect **spilled the beans**.

**Lesson Plan English 6**  
**1<sup>st</sup> Quarter week 1 day 3**

**I. Objective/s:**

Analyze sound devices (onomatopoeia, alliteration, assonance, consonance).  
**(EN6 RC – Ia – 2.3.9)**

Value Focus: Appreciation of nature.
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**II. Subject Matter:**

- A. Skill: Reading Comprehension
- B. References: K-12 Curriculum Guide 6 p.124  
Essential English 6 p. 2-4
- C. Materials: flashcards, charted lesson, power point

**III. Instructional Procedure:**

- A. Preliminary Activities:
  - 1. Drill: Read the basic sight words
  - 2. Review: Infer the meaning of idiomatic expression
- B. Developmental Activities:
  - A. Oral language activities:  
Recite a poem previously learned
  - B. Pre reading:
    - 1. Unlocking of difficult words:
      - 1. The heavy pack of goods was placed on a sledge pulled by several dogs to get through the snow-covered hills. What does sledge mean?
      - 2. The huge crowd in the bookstores foretells the opening of classes. What does huge mean?
      - 3. The diamond is an example of a crystalline material. What does crystalline mean?
    - 2. Motivation:  

What does the ringing of the bells foretell here?  
Reading the poem “The Bell”

**The Bell**  
**By Edgar Allan Poe**

Hear the sledges with the bells  
Silver bells!  
What a world of merriment their melody foretells!  
How they tinkle, tinkle, tinkle.

In the icy air of night!  
While the stars that over sprinkle  
All the heavens seem to twinkle  
With the crystalline delight;  
Keeping time, time, time,  
In a sort of Runic rhyme,  
To the tintinnabulation that so musically wells  
From the bells, bells, bells, bells,  
Bells, bells, in bells-  
From the jingling and the tinkling of the bells.

2. Teacher Modeling:

**Onomatopoeia** refers to words that imitate sounds. Example: Splash, tinkle

**Alliteration** is the repetition of beginning sounds in two or more neighboring word.

Example: Time tells the tales; tinkle, tinkle, tinkle

**Assonance** is the repetition of vowel sounds in words with different consonants in a line

Example: "Hear the mellow wedding bells. Golden bells"

How do you appreciate the beauty of nature? Why? (value)

C. Post Reading:

1. Cooperative/Differentiated Activities:

Group the class into three. Explain clearly to the group the activity that they will do.

Let each group choose its leaders. Set standard for the group activity to avoid waste of time and to promote cooperation and efficiency.

Group 1: Pick out the four onomatopoeic words in the line below and explain which imitate sounds . These lines are from "Sailor Song" by Thomas Lovell

Group 2: (Teacher will provide the different activities posted in a chart or power point)

Find the alliteration

Group 3 (Teacher will provide the different activities post in a chart or power point)

Find the assonance

D. Generalization:

What are the different sound devices used by the writers?

**IV. Assessment**

Analyze the sound devices found below  
(alliteration, assonance, onomatopoei)

1. Hear the mellow wedding bells, golden Bells
2. Time tells the tales; tinkle; tinkle; tinkle;
3. She sells sea shells on the seashore.
4. The elevator chattered and rumbled.
5. Splash, tinkle

**V. Assignment:**

Copy a sample poem using the sound devices.

**ENGLISH 6**  
1<sup>st</sup> Quarter  
(Week 2 Day 1)

**I. OBJECTIVE :** Analyzes sound device (personification) in a text heard. **EN6LC-Ib-2.3.6**

Value Focus: Preservation of the natural resources

**II. SUBJECT MATTER:**

- A. Skill : Analyzing sound device (personification) in a text heard.
- B. Reference : English 6 Basics and Beyond pp. 164-166  
Skill Builders for Efficient Reading 6 pp. 131- 135  
English for all Times Reading 6 pp. 144-147
- C. Materials : Flashcards, charts,

**III. INSTRUCTIONAL PROCEDURE:**

A. Oral Language Activity (Teacher recites the tongue twister. The children will follow.)

Peter Piper  
Peter Piper picked a peck of pickled peppers.  
Did Peter Piper pick a peck of pickled peppers?  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?

B. Pre-Reading Activity

1. Unlocking of Difficulty

- ✚ Sob – weep, cry  
The grandchildren sob for the death of their loving grandfather.
- ✚ Tire – weary, exhausted  
After playing, the child felt tired.
- ✚ Comfort - ease, relief  
My mother comforts me whenever I have a problem.

2. Motivation

Ask: “Have you experienced to sob? laugh? How did you do it? Let’s find out who or what is sobbing or laughing in the poem that you are going to read.”



C. During Reading

The Sea

Why does the sea laugh, Mother,  
As it glints beneath the sun?  
It is thinking of the joys my child,  
That it wishes everyone.  
Why does the sea sob so, Mother,  
As it breaks on the rocky shore?

It recalls the sorrow of the world  
And weeps forevermore.

Why is the sea so peaceful, Mother,  
As if it were fast asleep?  
It would give our tired hearts, dearest child,  
The comforts of the deep.

Suggested questions:

1. What were the questions of the child about the sea?
2. Is it possible for the sea to laugh and sob even if it's not a person? Prove your answer?
3. Compare the life of the sea with the life of a man. When are they similar? Different?
4. How are we going to keep our seas fresh and clean? (Infuse Value)

D. Skill Development:

1. Teaching/Modelling

Ask: *What was the first question asked by the child?*

Publish answer on the board: Why does the sea laugh, Mother?

Explain: *The sea really doesn't laugh but it is given human quality/qualities by the author.*

Personification

is giving human characteristics and capabilities to non-human things such as inanimate objects, abstract ideas, or animals

Examples: The clouds cried a torrent of tears.  
The wind moaned.  
The wind whispered to the trees.  
The wind sighed as it reached the shores.  
The pine tree tap their green fingers on the rooftops.

## E. Post Reading

The class will be divided into three groups. (Recall the standards of groupings)

Sentences:

1. The wind sighed as it reaches the shores.

2. The leaves of the trees were whispering with one another.

3. The brook gossiped with the stones along the way.

4. The raindrops tap-danced on the roofs all night.

5. The chattering brook joined the brimming river.

6. The engine coughed once, then became still.

7. The snow whispered as it fell to the ground.

8. The clouds were crying.

9. The pillow whispered a bedtime story into my ear.

10. The fire ran out all over town.

Group 1: READ ME

Will read each sentence.

Group 2: KNOW ME

Will analyze and identify the personification used in each sentence.

Group 3: ACT ME

Will give the sounds or act out the correct identified quality given in each sentence.

F. Generalization: What is the sound device that you have learned today? Describe it and give an example.

### IV. ASSESSMENT:

Analyze and identify the personification given in each sentence.

1. The brook murmurs softly.
2. The weeds marched through the ground.
3. The wind whispered, sobbed and waited.
4. The gentle raindrops played a lullaby on the roof.
5. The snow icy cold fingers tickle my nose.

### V. ASSIGNMENT:

After analyzing, make a sentence of the following inanimate things by giving them human qualities.

1. fire

2. Thunder

3. storm

**ENGLISH 6**  
1<sup>ST</sup> QUARTER  
(Week 2 Day 2)

**I. Objectives:**

Infer meaning of idiomatic expression using affixes (**ENGV- Ib- 12.4.2.1**)

Show openness to criticism
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**II. Subject Matter:**

A. Skill: Inferring meaning of idiomatic expression using affixes

B. References: [http://www.myenglishpages.com/site\\_php\\_files/vocabulary-exercise-affixes.php](http://www.myenglishpages.com/site_php_files/vocabulary-exercise-affixes.php)

C. Materials: Chart, Strips of paper, Worksheets

**III. Instructional Procedure:**

A. Preliminary Activities

1. Drill:

Let the pupils read orally the following idiomatic expressions and their meanings.

- a. in deep water – in serious trouble
- b. in her hands – in her care
- c. keep an eye – observe
- d. call it a day – stop work for the day
- e. at the eleventh hour – at the last minute

2. Review:

Using prefixes/suffixes, use the words inside the brackets to complete the sentence.

- 1. He was acting in a very \_\_\_\_\_ way. (child)
- 2. She looked \_\_\_\_\_. She started to cry. (happy)
- 3. He passed his exam. He was \_\_\_\_\_ the second time. (succeed)
- 4. The team that he supported was able to win the \_\_\_\_\_. (champion)
- 5. I couldn't find any \_\_\_\_\_ in his theory. (weak)

3. Motivation:

Group the class into two groups. Each group will play the game “Act and Guess”. Teacher will present different words on the board. Each group will select one “Actor” who will act the meaning of the idiomatic expression the teacher will say. The teacher will choose their answers from the words written on the board. Each group will have different sets of words. The group that will get the higher score will win the game.

Group 1		Group 2	
To be acted	Idioms	To be acted	Idioms
Unpredictable	1. Loose cannon	Arguing	1. Cry over spill milk
Unwell	2. Under the weather	Incompetent	2. a lost ball in the weeds
Quickly	3. drop of a hat	Wellness	3. a new lease of life
Useless	4. dead wood	famous	4. dark house

B. Developmental Activities:

1. Presentation:

Read the sentences below:

Father seems very unpredictable about his surprise for mother’s birthday. He’s a bit of a loose cannon.

Say: What is the encircled word? What is the word that is being underlined?

The teacher will then present that the encircled word is a word with an affix which infers meaning of the idiomatic expression “loose cannon”. The word “unpredictable” will give a clue to give further the meaning of “loose cannon” which is “actions that are hard to predict” or “actions that cannot be easily identified”

2. Modelling/ Teaching

Read the following sentences with idiomatic expressions. Identify the meaning of the idiomatic expression using the given word with affix as a clue. Choose the letter of your correct answer.

- Unpleasant things happen everywhere but violence has become a fact of life among teenagers these days.

- a. unlikely to happen yet accepted because it can't be changed.
- b. saves a person in a difficult situation.

Teacher explains how to infer meaning of idiomatic expression using affixes. Say: We will identify the word with affix in the sentence. Example: Unpleasant things happen everywhere but violence has become a fact of life among teenagers these days.

Say: The word "unpleasant" is a word with a prefix. Now I will compare the meaning of the word to each choice that has closely the same thought to infer the meaning of the idiomatic expression.

- a. unlikely to happen yet accepted because it can't be changed.
- b. saves a person in a difficult situation.

Therefore the meaning of the idiomatic expression "a fact of life" is unlikely to happen yet accepted because it can't be changed which is the same thought of the word with affix "**unpleasant**"

### 3. Guided Practice:

#### Activity 1 (Group Activity)

The class will be grouped into 4. Each group will be given one strip of paper where meaning of an idiomatic expression is written. The teacher will post choice of sentences with idioms on the board for them to choose. From the given strip of paper, each group will help each other in identifying the correct idiomatic expression being referred by the meanings handed to them. After the allotted time, the group then choose their answers on the board the idiom used and the word with affix that help them infer the meaning. Every group will give insights on the answers of other group and must be open for criticism.

- Group 1: Completely lost or confused and does not know what they are doing, how to do it or possibly where they are.
- Group 2: Refer to an occasion when something gives you the chance to become happy or healthy and makes you more energetic than before.
- Group 3: Use to describe a person who is honest enough that no one would suspect
- Group 4: To do something as fast as possible and try to finish it before deadline

#### Choice Idioms:

- I got so confused and incompetent as to what I should do. I was a **lost ball in the weeds**.
- His new job has given him **wellness**. So he has now a new lease of life.
- That guy is a **peaceful man**; he is above suspicion.
- The students were **racing against the clock** to finish the paper before the deadline.

## Activity 2

Pupils will be paired. They will be given worksheets to answer.

Direction: Give the meaning of the idiomatic expression used in a sentence through arranging the scrambled letters on the right.

Idiomatic Expression	Meaning
The students were racing against the clock to finish the paper before the deadline	RACIMNGM
They say he is a real ball of fire. He has already demonstrated his wish to climb higher	OUSAMTIBI
This movie is a barrel of laughs.	ABLEJOYEN
Before you start building castles on the air, just think how much all this is likely to cost	INGREADM
It'll be a cold day in hell before I accept his apology	POSSIIMBLE

### 4. Generalization:

How did you infer the meaning of an idiomatic expression? How do words with affix used in an idiomatic expression? Does the meaning of an idiom have to be related to a word with affix?

### IV. Assessment:

Infer the meaning of idiomatic expressions using affix and choose the correct meaning with the given choices.

1. She is wearing unrefined dress. The girls is **common as an old shoe**
  - a. low class; ill- mannered; uncouth
  - b. affection that is given purely
  - c. someone not to be too curious about something
2. Rino always disrespects his brother. I told him not to **curl his lip** at him.
  - a. to avoid losing anymore money
  - b. to bring about one's own ruin and downface
  - c. upward movement of the side of the month to show dislike

3. Jane become famous because of managing to win the race despite suffering from illness. She turned out be a **dark horse**.
  - a. absolutely serious and is not joking
  - b. refers to a usually little- known person
  - c. down to failure or death
4. He was unconscious right through the night and was still **dead to the world** when I went out.
  - a. someone that is doomed to failure or death
  - b. someone in danger of severe punishment
  - c. Someone who is sound asleep
5. He is always careless in treating his wife. He has rather **damn may care** attitude to her illness.
  - a. reckless
  - b. undying love
  - c. affection

**V. Assignment:**

Use the following idiomatic expression in a sentence and infer its meaning using affixes.

1. dogs are barking
2. drama queen
3. draw the curtain
4. dressed up to the nines
5. drink like a fish

**Lesson Plan English 6**  
**1<sup>st</sup> Quarter week 2 day 3**

**I. Objective/s:**

Analyze figures of speech (simile, metaphor)

**(EN6 RC-Id-6.9)**

Value Focus: Appreciation of nature.
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**II. Subject Matter**

- A. Skill : Reading Comprehension
- B. References: K-12 Curriculum Guide 6 p. 123  
Essential English p.3
- C. Materials: flashcards, charted lesson, power point, pictures

**III. Instructional Procedure**

- A. Preliminary Activities:
  - 1. Drill: Reading of idiomatic expression.
  - 2. Review: Analyze the sound devices used by the writers.
- B. Developmental Activities:
  - A. Oral language Activity: (Infuse the value of nature appreciation)  
Recite a poem previously learned
  - B. Pre – Reading:  
Listen to this poem. Find out what the airplane is being compared to:

**Up in the Air**

Zooming across the sky	Turning and twisting in the air
Like a great bird you fly	When shall I ever be there
Airplane	Airplane
Silver white	Piloting you
In the light	Far in the blue?

Why is the airplane like a great bird?  
What does the poet wish to be? Why?

The sun is an orange dinghy.  
It is a gold top from a milk bottle  
What is the sun being compared to?  
Was the comparison made directly or indirectly?



C. Skill Development:

1. Teaching/Modeling

**Simile**-comparison between two unlike things that have something in common using the word like or as.

**Metaphor**-comparison between two unlike things that have something in common.

Explain:

Make comparison and contrast on the given figure of speech.

2. Guided Practice:

A. Reread the poem and analyze lines which used simile, metaphor.

B. Reread other poem and analyze what figurative language were used (simile, metaphor)

3. Independent Practice:

Group the class into four. Give each group specific task to do using clear and specific instruction. Set standards for pupils to follow so that the task will be done efficiently within the given time.

Group 1

Compose a four-line song using simile and let group 2 analyze it

Group 2

Write a one-stanza poem using simile and let group 3 analyze it

Group 3

Compose a simple song using metaphor and let group 4 analyze it

Group 4

Write a one-stanza poem using metaphor and let group 1 analyze it

<b>Rubrics for Short Poem Composition</b>	1	2	3	4	5
Simple and clear					
Relevance of poem to the topic					
Well-organized ideas					
Team work					
Total Score					

<b>Rubric for Short Song Composition</b>	1	2	3	4	5
Originality and creativity					
Lyrics					
Melody					
Teamwork					
Total Score					

#### **IV. Assessment**

Analyze the figure of speech (simile, metaphor)

1. Lara tiptoed across the room as quietly as a mouse
2. Emotion is a spark plug that gets action.
3. Our trip north was like a roller-coaster ride. There was a great many long steep.
4. He was an ox for strength.
5. As we looked out of the airplane window, the people on the ground below looked as tiny as ants.

#### **V. Assignment**

Research four- stanza poem in books/ internet and analyze the figure of speech used by the writer underline the simile and encircle the metaphor.

**ENGLISH 6**  
1<sup>ST</sup> QUARTER  
(Week 2 Day 4)

**I. Objectives:**

Compose clear and coherent sentences using appropriate grammatical structures:  
Pluralization of irregular nouns. **ENG6G- Ib 2.3.2**

Value Focus: OBSERVE POLITENESS AT ALL TIMES

**II. Subject Matter:**

- A. Skill: Composing Clear and Coherent Sentences using Appropriate Grammatical Structures: Pluralization of Irregular Nouns
- B. References: Enjoying English Workbook, pp. 78-80
- C. Materials: .Flashcards, Chart

**III. Instructional Procedure:**

A. Preliminary Activities

1. Drill: Tongue Twister

Sol sips soup from a small saucer  
From a small saucer Sol sips soup  
Sol sips soup from the small saucer?  
Yes, from a small saucer Sol sips soup.

2. Review:

As I flash the card, read the word and give its plural form. Then use it in a sentence. (words to be flashed: mosquito, school, library, book, tray)

3. Motivation: Teacher lets the children read the poem.

Ask Plural  
(by: **MELINDA C. COBACHA**)

I ask myself why they say louse for lice  
And ox becomes oxen.  
Deer will always be deer  
And news is always news.  
Mumps, can never be mump  
Oh no! Don't say trouser for trousers  
Forming plural is not an easy task  
It makes me crazy sometimes  
Please help me...  
I'm so confused... hmmm

Ask: What are the nouns in the poem? What kind of plural nouns are they?  
How are they formed?

## B. Developmental Activities:

1. Presentation: Today, you will learn how to form plural of irregular nouns. The nouns, lice, oxen, deer, mumps, trousers are irregular nouns. They are irregular because they change the plural in special ways. (Present teaching chart)

a. Some nouns form their plural by a change in spelling

examples:	foot – feet	man – men
	mouse – mice	woman – women
	goose – geese	tooth – teeth
	louse – lice	alumnus – alumni

b. Some nouns add “en” + change into their plural form.

Examples: child - children      ox – oxen

c. Some nouns are plural in form but singular in meaning. They always end in s.

examples:	news	civics	mathematics
	measles	ethics	economics
	physics	politics	aeronautics
	calisthenics	intramurals	mumps
	molasses	tactics	statistics

d. Some nouns are plural in form and in meaning. They do not have a singular form.

examples:	clothes	pliers	eye glasses
	plants	tongs	scissors
	manners	goods	proceeds
	goggles	spectacles	

e. Some nouns have the same singular and plural forms.

examples:	deer- deer	trout – trout
	sheep – sheep	cod – cod
	moose – moose	salmon – salmon
	swine – swine	

f. When a compound noun is written without a hyphen, the plural is formed at the end of the word.

examples:	spoonful – spoonfuls	blackboard – blackboards
	doghouse – doghouses	seashore – seashores

g. When a compound noun is hyphenated, the first word is pluralized.

examples:	basket- of- gold	-	baskets- of- gold
	father-in- law	-	fathers- in- law
	maid- in- waiting	-	maids- in- waiting

h. Foreign words form their plural by changing their last letter.

examples:	datum- data	crisis- crises	
	alumna- alumnae		
	radius – radii	alumnus – alumni	basis- bases
	agendum- agenda	phenomenon- phenomena	
	antenna – antennae	addendum- addenda	
	hypothesis- hypotheses		

2. Guided Activities: Say: This time we will have a group activity. You will go to your respective group. Please be reminded that you have to be polite at all times when talking with your group mates.

Group I – FILL ME UP

a. Write the plural form of these irregular nouns.

Singular	Plural	Singular	Plural	Singular	Plural
Fisherman		Stimulus		Nebula	
Woman		Bacterium		Synthesis	
Axis		Erratum		hypothesis	
Basis		Spectrum		Matrix	
Fungus		Alga		Curriculum	
Radius		Larva		Cactus	

Group II SPEAK and WRITE

b. Write the plural form of the nouns in parentheses.

1. The (congressman) \_\_\_\_\_ are meeting in the hall right now.
2. The judges chose the winners based on four (criterion) \_\_\_\_\_.
3. (cattle, deer) We saw several \_\_\_\_\_ and \_\_\_\_\_ in the field.
4. All of the schools (alumna, basis) \_\_\_\_\_ upheld the \_\_\_\_\_ of their decision.
5. Let us work together to present these (crisis) \_\_\_\_\_

Group III WRITESHOP

c. Write your own sentences using the given nouns in their plural forms.

1. (sheep) \_\_\_\_\_
2. (woman) \_\_\_\_\_
3. (men) \_\_\_\_\_
4. (fungus) \_\_\_\_\_
5. (child) \_\_\_\_\_

3. Generalization: How do we form plural of irregular nouns?

**IV. Assessment:**

Write your own sentences using the given nouns in their plural form.

1. (mouse) \_\_\_\_\_
2. (tooth) \_\_\_\_\_
3. (deer) \_\_\_\_\_
4. (alumnus) \_\_\_\_\_
5. (goose) \_\_\_\_\_

**V. Assignment:**

Write five (5) sentences using the plural form of irregular nouns.

**ENGLISH 6**  
1<sup>ST</sup> QUARTER  
(Week 2 Day 7)

**I. Objectives:**

Infer meaning of idiomatic expression using affixes (**ENGV- Ib- 12.4.2.1**)

Show openness to criticism
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**II. Subject Matter:**

A. Skill: Inferring meaning of idiomatic expression using affixes

B. References: [http://www.myenglishpages.com/site\\_php\\_files/vocabulary-exercise-affixes.php](http://www.myenglishpages.com/site_php_files/vocabulary-exercise-affixes.php)

C. Materials: Chart, Strips of paper, Worksheets

**III. Instructional Procedure:**

A. Preliminary Activities

1. Drill:

Let the pupils read orally the following idiomatic expressions and their meanings.

- a. in deep water – in serious trouble
- b. in her hands – in her care
- c. keep an eye – observe
- d. call it a day – stop work for the day
- e. at the eleventh hour – at the last minute

2. Review:

Using prefixes/suffixes, use the words inside the brackets to complete the sentence.

1. He was acting in a very \_\_\_\_\_ way. (child)
2. She looked \_\_\_\_\_. She started to cry. (happy)
3. He passed his exam. He was \_\_\_\_\_ the second time. (succeed)
4. The team that he supported was able to win the \_\_\_\_\_. (champion)
5. I couldn't find any \_\_\_\_\_ in his theory. (weak)

3. Motivation:

Group the class into two groups. Each group will play the game "Act and Guess". Teacher will present different words on the board. Each group will select one "Actor" who will act the meaning of the idiomatic expression the teacher will say. The teacher will choose their answers from the words written

on the board. Each group will have different sets of words. The group that will get the higher score will win the game.

Group 1

Group 2

To be acted	Idioms	To be acted	Idioms
Unpredictable	1. Loose cannon	Arguing	1. Cry over spill milk
Unwell	2. Under the weather	Incompetent	2. a lost ball in the weeds
Quickly	3. drop of a hat	Wellness	3. a new lease of life
Useless	4. dead wood	famous	4. dark house

B. Developmental Activities:

1. *Presentation:*

Read the sentences below:

Father seems very unpredictable about his surprise for mother's birthday. He's a bit of a loose cannon.

Say: What is the encircled word? What is the word that is being underlined?

The teacher will then present that the encircled word is a word with an affix which infers meaning of the idiomatic expression "loose cannon". The word "unpredictable" will give a clue to give further the meaning of "loose cannon" which is "actions that are hard to predict" or "actions that cannot be easily identified"

2. *Modelling/ Teaching*

Read the following sentences with idiomatic expressions. Identify the meaning of the idiomatic expression using the given word with affix as a clue. Choose the letter of your correct answer.

- Unpleasant things happen everywhere but violence has become a fact of life among teenagers these days.

- unlikely to happen yet accepted because it can't be changed.
- saves a person in a difficult situation.

Teacher explains how to infer meaning of idiomatic expression using affixes. Say: We will identify the word with affix in the sentence. Example: **Unpleasant** things happen everywhere but violence has become a fact of life among teenagers these days.

Say: The word “unpleasant” is a word with a prefix. Now I will compare the meaning of the word to each choice that has closely the same thought to infer the meaning of the idiomatic expression.

- a. unlikely to happen yet accepted because it can't be changed.
- b. saves a person in a difficult situation.

Therefore the meaning of the idiomatic expression “a fact of life” is unlikely to happen yet accepted because it can't be changed which is the same thought of the word with affix “**unpleasant**”

### 3. Guided Practice:

#### Activity 1 (Group Activity)

The class will be grouped into 4. Each group will be given one strip of paper where meaning of an idiomatic expression is written. The teacher will post choice of sentences with idioms on the board for them to choose. From the given strip of paper, each group will help each other in identifying the correct idiomatic expression being referred by the meanings handed to them. After the allotted time, the group then choose their answers on the board the idiom used and the word with affix that help them infer the meaning. Every group will give insights on the answers of other group and must be open for criticism.

- Group 1: Completely lost or confused and does not know what they are doing, how to do it or possibly where they are.
- Group 2: Refer to an occasion when something gives you the chance to become happy or healthy and makes you more energetic than before.
- Group 3: Use to describe a person who is honest enough that no one would suspect
- Group 4: To do something as fast as possible and try to finish it before deadline

#### Choice Idioms:

- I got so confused and incompetent as to what I should do. I was a **lost ball in the weeds**.
- His new job has given him **wellness**. So he has now a new lease of life.
- That guy is a **peaceful man**; he is above suspicion.
- The students were **racing against the clock** to finish the paper before the deadline.

#### Activity 2

Pupils will be paired. They will be given worksheets to answer.



Direction: Give the meaning of the idiomatic expression used in a sentence through arranging the scrambled letters on the right.

Idiomatic Expression	Meaning
The students were racing against the clock to finish the paper before the deadline	RACIMNGM
They say he is a real ball of fire. He has already demonstrated his wish to climb higher	OUSAMTIBI
This movie is a barrel of laughs.	ABLEJOYEN
Before you start building castles on the air, just think how much all this is likely to cost	INGREADM
It'll be a cold day in hell before I accept his apology	POSSIIMBLE

#### 4. Generalization:

How did you infer the meaning of an idiomatic expression? How do words with affix used in an idiomatic expression? Does the meaning of an idiom have to be related to a word with affix?

#### IV. Assessment:

Infer the meaning of idiomatic expressions using affix and choose the correct meaning with the given choices.

1. She is wearing unrefined dress. The girls is **common as an old shoe**
  - a. low class; ill- mannered; uncouth
  - b. affection that is given purely
  - c. someone not to be too curious about something
2. Rino always disrespects his brother. I told him not to **curl his lip** at him.
  - a. to avoid losing anymore money

- b. to bring about one's own ruin and downface
  - c. upward movement of the side of the month to show dislike
3. Jane become famous because of managing to win the race despite suffering from illness. She turned out be a **dark horse**.
- a. absolutely serious and is not joking
  - b. refers to a usually little- known person
  - c. down to failure or death
4. He was unconscious right through the night and was still **dead to the world** when I went out.
- a. someone that is doomed to failure or death
  - b. someone in danger of severe punishment
  - c. Someone who is sound asleep
5. He is always careless in treating his wife. He has rather **damn may care** attitude to her illness.
- a. reckless
  - b. undying love
  - c. affection

**V. Assignment:**

Use the following idiomatic expression in a sentence and infer its meaning using affixes.

- 1. dogs are barking
- 2. drama queen
- 3. draw the curtain
- 4. dressed up to the nines
- 5. drink like a fish

**ENGLISH 6**  
1<sup>st</sup> Quarter  
(Week 3 Day 1)

**I. OBJECTIVE/S :** Analyzes sound devices ( irony and hyperbole ) in a text heard. **EN6LC-Ic-2.3.7 - 2.3.8**  
Relates an experience appropriate to the occasion. **EN6OL – Ic-1.17**  
Value Focus: Work hard for your ambition

**II. SUBJECT MATTER:**

A. Skill: Analyzing sound devices (irony and hyperbole) in a text heard.  
Relating an experience appropriate to the occasion.

B. Reference: English 6 Basics and Beyond pp. 164-166  
Skill Builders for Efficient Reading 6 pp. 131- 135  
English for all Times Reading 6 pp. 144-147

C. Materials

**III. INSTRUCTIONAL PROCEDURE:**

A. Oral Language Activity

Recite the tongue twister

“Peter Piper”

Peter Piper picked a peck of pickled peppers.  
Did Peter Piper pick a peck of pickled peppers?  
If Peter Piper picked a peck of pickled peppers,  
Where’s the peck of pickled peppers Peter Piper picked?

B. Pre-Listening

1. Unlocking of Difficulty

✚ Grumble- complaint

The gardener grumbles because he was not paid properly.

✚ Junk – scrap

Keep your junk materials safely.

✚ Stuck - trapped

Pupils are stuck in school due to heavy rains.

2. Motivation

*Say: Have you experienced to own something that is expensive? What did you do to get/ achieve it?*

*Today I am going to read a passage about a boy who likes to buy a very expensive bicycle.*

3. Motive Questions

1. Who passed by the bike shop?
2. Do you think Pedro could buy a bike?
3. What will Pedro do to have the bike?

4. If Pedro couldn't buy the bike, will you let him borrow your bike if you have one? Why? Why not?

C. During Listening

Say: *Listen as I read to you the passage.*

“What sky-high prices”, grumbled Pedro as he passed by the bike shop. “I’ll never in a million years have enough money for a bike.”

“The prices are kind of high,” said Dolores. “But the bikes in the toy store are nothing but junk. The sun could freeze before I’d get one of those. I guess we’re stuck with our old bikes forever.”

Tell pupils to answer the motive questions.

Value Infusion: Have you dreamt of something you loved and liked? What did you do in order to get what you liked? (Value infusion: Work hard to achieve your needs or dreams)

D. Modelling/Teaching

<p><b>Irony</b> = signifies the opposite of what is being said</p> <p>Ex: 1. When I lost my wallet, he said “ This is my lucky day ”.</p> <p>2. I really enjoyed her company but I can’t go with her anymore.</p>	<p><b>Hyperbole</b> = is the use of exaggeration</p> <p>Ex: 1. I <u>died a thousand deaths</u> when my crush refused to dance with me.</p> <p>2. I told you to study <u>a million times</u>.</p> <p>3. Our preparation for the party is <u>enough to feed an army</u>.</p> <p>4. Why hurry? We have <u>oceans of time</u>.</p> <p>5. They set up a feast for a <u>million of people</u>.</p>
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E. Post Listening

Groupings:

Say: *I’m going to read a sentence. Analyze and identify if the sound device used is an irony or hyperbole. Group yourselves and have a brainstorming about the sentence read before writing your answer on the manila paper.*

1. The housewife wanted a payment of a million dollar payment for the can opener lost.
2. Your friend turns up in a ripped jeans. With a smirk, you say “ I see you have put on your best clothes.”
3. The child is crying a sea of tears.
4. We were so thirsty, we all drank water to float an aircraft carrier.
5. You are talking to your best friend who is so inattentive. So you say “Wow! Nice talking”

**F. Generalization:**

What is irony? hyperbole? Give examples for each.

**IV. ASSESSMENT:**

Analyze and identify the sound device used in the sentence.

1. The teacher said, "Carl I told you a million times not to write so fast."
2. The line at the ticket widow was a mile long.
3. It was very nice of you to open my letter. Thank you very much.
4. Rina is an intelligent girl and she gets zero in the test.
5. Rita has a mountain of dishes to wash.

**V. ASSIGNMENT:**

Make sentences with irony and hyperbole.( 2 sentences each sound device)

**ENGLISH 6**  
1<sup>ST</sup> QUARTER  
(Week 3 Day 2)

**I. Objectives:**

Infer meaning of idiomatic expression using roots **ENGV- Ib- 12.4.2.1**

Show openness to criticism
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**II. Subject Matter:**

A. Skill: Inferring meaning of idiomatic expression using roots

B. References: vocabulary-games-and-activities.pdf, Essential English 6 pp.20-23

C. Materials: charts, worksheets

**III. Instructional Procedure:**

A. Preliminary Activities

1. Drill:

Let the pupils read orally the following idiomatic expressions and their meanings.

1. Scenes/ painted/ Lowry/ street

**Answer: Lowry painted street scenes.**

2. film/ the/ has/ plot/ a/ very/ simple

**Answer: The film has a very simple plot.**

3. important/ the / play / in / part / plays / my/ an/ friend

**Answer: My friend plays an important part in the play**

4. the/ received/ bad/ good/ and / film/ reviews/ some/ ones

**Answer: The film received some good reviews and bad ones.**

5. were/ of/ children/ lots/ audience/ in/ sitting/ the / there

**Answer: There were lots of children sitting in the audience.**

2. Review: For each sentence below, study the one word that's in bold print. See if you can identify the root word along with any prefixes and/or suffixes that are attached to it.

1. We watched a **preview** of the new Pixar movie.

Root: \_\_\_\_\_

Prefix: \_\_\_\_\_

2. The dancing cat was seen by more than two-million YouTube **viewers**.  
*Root:* \_\_\_\_\_  
*Suffix:* \_\_\_\_\_
3. The **teacher** handed out paper hearts to the students who had done extra work.  
*Root:* \_\_\_\_\_  
*Suffix:* \_\_\_\_\_
4. The magician made the rabbit **disappear**.  
*Root:* \_\_\_\_\_  
*Prefix:* \_\_\_\_\_
5. At the end of his performance, the magician made a **graceful** bow to the audience.  
*Root:* \_\_\_\_\_  
*Suffix:* \_\_\_\_\_

3. Motivation:

The class will have a game called “Match Me”. Teacher will present different words from box A and box B. The teacher will call a volunteer from the class to match words from box A to box B to form a new word.

Box A	Box B
Micro	llogy
micro	logy
bio	nym
homo	ure
struct	scope
agri	ple
multi	culture
port	able
aqua	rium
contra	dict

B. Instructional Activities:

1. Presentation

The class will read the new words formed.

Microscope	Biology	Homonym	Structure
agriculture	multiple	portable	aquarium
Contradict			

Say: From the new words, you can now give its meaning.

Let us observe words from box A. Do these words have meaning without connecting words from box B? The answer is yes. Because words from Box A are called root words.

For example, the word **bio** means life, when the word **logy** which

means study is connected to bio it becomes **biology** which means study of life. Therefore root word is a basic word which affixes are added to form a new word and meaning. And these root words can be used to infer meaning to an idiomatic expression.

## 2. Modelling/ Teaching:

Teacher will present an example of inferring meaning of idiomatic expression using roots.

Example: **They say that the old lady living in the house at the end road has an evil eye, if she catches you in here gaze, you'll be malevolently cursed.**

Say: The underlined word is the word with a root word. To get the meaning of the idiomatic expression find first the meaning of the root word of the underlined word.

The underlined word malevolently has a root word "mal" which means bad. Therefore the meaning of the idiom "evil eye" is "to inflict harm or misfortune".

From the example given the children can conclude that a root word will help them to infer meaning of the idiomatic expression.

## 3. Guided Practice:

### Activity 1

The teacher will post meanings of an idiomatic expression.

1. declared in law unable to pay outstanding debts
2. full of the possibility of danger, failure, or loss
3. to refuse to grant a request

The pupils will try to give the meaning of an idiomatic expression paired with a word with a root word as their clue.

1. to go to the wall – bankrupt
2. a bit dicey – risky
3. turned down – rejected

The pupils who will answer will explain how he chooses his answer. The teacher will guide the pupils in answering and explaining their answers.

### Activity 2

The class will be grouped into four. Each group will be given 1 (one) idiomatic expression paired with a word having a root word. The group will make their own sentences with idiomatic expression given. The meaning of the root word will be posted for them to construct a sentence easily. After constructing, have each group present their



output in front of the class while other group will give insights on the answers of other group and must be open for criticism.

1. Greenhorn – novice
2. One- tracked mind – selfish
3. A pretty nasty wallop- foolish
4. A shambles- deterioration

NOV – a beginner, inexperience
SELF- Pertaining to yourself, your own
FOOL – a state of insanity, madness, act unwisely
DETER - discourage

#### 4. Generalization:

How did you infer meaning of the idiomatic expressions?

How do roots words help in getting the meaning of the idiomatic expressions?

#### IV. Evaluation:

I. Get the meaning of the idiomatic expressions from the sentences using roots. Meaning of roots are given in the box to give clue. Encircle the letter of your answer.

1. “The bank has confirmed the loan agreement, so it’s a done deal.”
  - a. untruthful statement
  - b. everything has been decided
  - c. something is even worse is going to happen
2. Being in a state of insufferable pain for months is a fate worse than death itself.
  - a. a disappointing defeat
  - b. something unfair
  - c. too extreme to bear, its intolerable
3. He was a complete novice in foreign affairs. He was a greenhorn!
  - a. terrifying event
  - b. inexperienced in his field or situation
  - c. inflexible person
4. We need some able-and-ready volunteers who are capable to set-up chairs in the meeting hall.
  - a. a man who is healthy and has the ability to do anything
  - b. abnormal
  - c. someone who flatters and bowl down
5. I would like to excuse myself for my abominable behaviour at the party last week. I am afraid I lost my temper and said something that is very offensive.
  - a. causing someone to feel deeply hurt, upset or angry
  - b. act performed in order to stop something
  - c. changing one’s opinion

Root word	Meaning
Agree	Consent to do something that has been suggested
Suffer	Experience or be subjected to something bad or unpleasant
Nov	New, beginner
Able	Having the skill to do something
Offense	Offense – an illegal act

**V. Assignment:**

Make a sentence with idiomatic expressions. Identify the root word you used in your composition. After each sentence explain the meaning of the idiomatic expressions you used.

## Lesson Plan English 6

1<sup>st</sup> Quarter Week 3 day 3

### I. Objective/s:

Determine tone, mood, and purpose of the author. (EN6 RC-Ic-6.7)

Value Focus: Self-confidence.
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### II. Subject Matter:

- A. Skill: Reading Comprehension
- B. Reference : K-12 Curriculum Guide 6 p. 125  
Essential English 6 p.21-24
- C. Materials : flashcards, charted lesson, power point

### III. Instructional Procedure:

- A. Preliminary Activities:
  - 1. Drill:  
Analyze the sound devices (onomatopoeia, alliteration, assonance)
  - 2. Review:  
Analyze the poem elements (rhymes, sound devices, imagery and figurative language)
- B. Developmental Activities:

- A. Priming/Oral Language Activity:

Let the pupils read the following words:

Affectionate	bewildered	crushed
Calm	harsh	satisfied
Bitter	disappointed	tense
Optimistic	warm	frustrated
Relaxed	silly	comic
Scholarly	frustrated	excited
Relaxed	silly	

- B. Pre-Reading:

- 1. Unlocking of Difficulties:

Give the meaning of the word inside the parenthesis:

- 1. On the first day of school, little children (dread) their mother's leaving them behind.
      - 2. Similarly, an (apprentice) teacher will find these little ones difficult to handle.

3. There was a slight (commotion) in the park when the men started cutting down the trees.
4. People avoided the (cranky) woman so as not to get in trouble.
5. The tailor needed more cloth to repair his (frilled) shirt.
6. He is a (nuisance) to the community.

2. Motivation:

Ask pupils, what can you say about going to school every day? Find out how it is to this boy named Franz.

3. Motive Question:

Answer these questions about the story and do the last one.

1. How does Franz feel about school? His teacher?
2. What can you say about this day of school as compared with the previous days?
3. Why was Franz alarmed with the presence of the village people in school?
4. What did M. Hamel tell his students that day?
5. How did Franz feel after hearing what M. Hamel told to the children? Why?
6. Choose one from these tasks and share with the class.

Share a story you have heard or read that is similar to this.	Share an event in your life similar with what Franz experienced.	Share an event that happened to someone that is similar to anyone of the characters in the story.
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C. During Reading:

Instruct the class to read silently the story “The Last Lesson”. Recall the standard in silent reading.

**The Last Lesson**

By: Alphonse Daudet

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on principles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there-the lost battles, the draft, the orders of the commanding officer- and I thought to myself, without stopping:

“What can be the matter now?”

Then, as I hurried by as fast as I could go, the blacksmith, Watcher, who was there, with his apprentice, reading the bulletin, called after me:

“Don’t go so fast, bub; you’ll get to your school in plenty of time!”

I thought he was making me fun of me, and reached M. Hamel’s little garden all out of breath.

Usually, when the school began, there was a great bustle, which could be heard out in the street the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher’s great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was.

But nothing happened. M Hamel saw me and said very kindly:

“Go to your place quickly, little Franz. We were beginning without you.”

I jumped over the bench and sat down at my desk. Not till then, when I had gotten a little over my fright, did I see that our teacher had on his tone which beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides the whole school seemed so strange and solemn. But the thing that surprised me most was to see on the black benches that were always empty, the village people setting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster and several others besides. Everybody looked sad; and Hauser had brought an old primer, thumbed at the edge, and he held open on his knees with his great spectacles lying across the pages.

While I was wondering about it all, M. Hamel mounted his chair and in the same grave and gentle tone which he had used to me said:

“My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the school of Alsace and Lorraine. The new master comes to-morrow. This is your last French lesson. I want you to be very attentive.”

What a thunderclap these words were to me!

Oh, the wretches; that was what they had put up at the town-hall!

My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds’ eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar and my history of the saints, were old friends now that I couldn’t give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

Poor man! It was in honor of this last lesson that he had put of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more.

It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

While I was thinking of all this, I heard my name called. It was turn to recite. What would I not have given to be able to say that dreadful for the participle all through, very loud and clear, and without one mistake? But I got mixed up on the first words and stood there, holding on to my desk, my heart beating, and not daring to look up. (to be continued)

#### D. Skill Development

- a) Teacher discusses the lesson after reading the short story, then answering the motive questions and discuss the value focus ( self-confidence)
- b) Teaching /modeling  
Charted lesson or power point

When reading a text, one can see what **the author’s attitude is about the subject of the article**. This feeling of the author is called **tone**. After reading the first paragraph of the story, you can say that the author is hopeful that Franz will choose to do the better things. The words “hurried to school” and “strength to resist” contribute to a positive tone. Here are words that describe tone.

affectionate	calm	better	optimistic	harsh	comic
scholarly	relaxed	bewildered	disappointed	fearful	furious

There are positive and negative tone words in the box above.

Read the given paragraph in the story “The Last Lesson”, and find the tone of each paragraph, like

Paragraph 7 - confused

Paragraph 15 - serious

Paragraph 17 – nervous

**Mood** is the general **atmosphere of the text** created through the author’s use of words. It is the **feeling the reader gets from reading those words**. There are also positive and negative mood words, some of these are: crushed, frustrated, excited, satisfied, warm, silly, tense.

What did you feel after the first paragraph of the story? If you say you are anxious, worried or tense about what is happening then this is the mood aroused in you by the story.

Author’s write to inform, entertain, or persuade. Based on the first part of the story, why do you think the author wrote the story, “The Last Lesson”? This is the purpose in writing the story.

**Value infusion**, if you were Franz what will you do, in order to learn more and build self confidence?

c) Generalization: What are the tone, mood, and purpose of the author in writing a story? Why?

E. Post reading:

1. Cooperative/ Differentiated activities:

(Teacher provides various, previously learned stories to the pupils for group activities)

Group the class into 3 groups

Group 1: Determine the tone of the author's story

Group2: Determine the purpose of the author's story

Group 3: Determine the mood of the author's story

#### **IV. Assessment**

(Teachers provides a story to the pupils to read and answer)

Direction: Determine the tone, mood and purpose of the author's story

#### **V. Assignment**

Look for your favorite story or movie then determine the tone, mood and the purpose of the author.

**ENGLISH 6**  
1<sup>st</sup> Quarter  
(Week 3 Day 4)

**I OBJECTIVE:** Compose clear and coherent sentences using appropriate grammatical structures:  
Tenses of the verbs ( **ENG6G-Ic-3.2**)

VALUE FOCUS: Show tactfulness when communicating with others

**II. SUBJECT MATTER:** Composing Clear and Coherent Sentences Using Appropriate Grammatical Structures: Tenses of the Verb

Reference : Essential English 6 pp. 26-27

Across Borders Through Language pp. 116-117

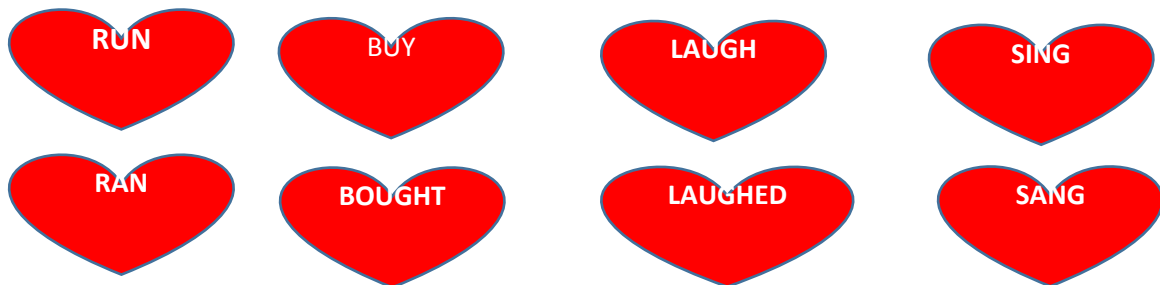
Materials : flashcards, sentence strips, word cards, meta strips

**III. PROCEDURE:**

A. Preparatory Activities;

1. Drill:

Read the words properly.



2. Review:

As I flash the cards read the words then give its plural form.

Mouse	child	sheep	brush
Cactus	man	fly	picture

3. Motivation:

Who among your teachers continue to inspire you? Who among them taught you about politeness? Is it something important to you? Why?

In answering the above questions, you may have recalled past events and made use of verbs. Recall these verbs with your group. Write them on meta strips.

Ask: *In what tenses are these verbs that you have written?*



B. DEVELOPMENTAL ACTIVITIES:

1. Teaching/Modelling

There are basically three tenses of verbs: past, present and future. Verb tenses refer to the exact time the action happened.

The **present tense** is formed by is, am or the base form of the verb. S or es is added to the base form of the verb when the subject is plural.

Examples: "This is your English lesson. I want you to be very attentive. The villagers need an explanation" Mr. Cruz begins his talk.

The **past tense** is formed by adding d or ed to the base form of the verb. Was or were are the past tense of the verb be.

Examples: Everyday looked sad. He failed English because he did not study hard.

The **future tense** is formed by using shall or will with the base form of the verb.

Examples: Don't go so fast Roy, you will get to your school ahead of time.

GROUP ACTIVITIES:

Group I. a. Encircle the verb in each sentence. Write **Pr** if the verb is in the present tense, **Pa** if it is in the past tense and **Fu** if it is in the future tense.

- \_\_\_\_\_ 1. They established an eagle conservation program.
- \_\_\_\_\_ 2. The Philippine eagle lives in the forest of Luzon, Samar, Leyte and Mindanao.
- \_\_\_\_\_ 3. Gina will go to Cebu tomorrow.
- \_\_\_\_\_ 4. The boy kicked the ball.
- \_\_\_\_\_ 5. A small portion of its diet consisted of monkeys.

Group II: Know Me

b. Write the proper tense of the given verb in the sentences.

Our school (open) \_\_\_\_\_ at 6:30 A.M. every day. Yesterday, the principal (talk) \_\_\_\_\_ to us in the auditorium. She (say) \_\_\_\_\_ our supervisor (visit) \_\_\_\_\_ next week.

Tomorrow, our class (go) \_\_\_\_\_ to the library. We (look) \_\_\_\_\_ at the new books and (use) \_\_\_\_\_ the computer for research. The librarian (acquired) \_\_\_\_\_ with the library rules and regulations. School (be) \_\_\_\_\_ really exciting.

Group III. Write shop

c. Write the sentences using the given phrase with the tense of the verbs asked.

1. announce a meeting with the parents.

- (past) \_\_\_\_\_
- (present) \_\_\_\_\_
- (future) \_\_\_\_\_

2. write a plan

(past) \_\_\_\_\_

(present) \_\_\_\_\_

(future) \_\_\_\_\_

3. exhibit the students works

(past) \_\_\_\_\_

(present) \_\_\_\_\_

(future) \_\_\_\_\_

3. Generalization:

How many tenses of the verbs do we have? What is the present tense? Past tense? Future tense? How do we form the present tense? Past tense?

**IV. ASSESSMENT:**

Rewrite the following sentences using the required tense of the verb. You may need to change, add, or delete some words.

1. The class presidents will be launching a “Green and Clean Campaign”

(past tense) \_\_\_\_\_

( future tense) \_\_\_\_\_

2. The canteen serves nutritious and affordable food.

(past tense) \_\_\_\_\_

(future tense) \_\_\_\_\_

**V. ASSIGNMENT:**

With a partner, write a paragraph using correct verbs on any of the topics below:

My Dream Job

What School Means to Me

How I Learn Best

**ENGLISH 6**  
1<sup>st</sup> Quarter  
(Week 4 Day 1)

**I. OBJECTIVE/S:** Infer the speaker's tone. **EN6LC-Id-2.11.1**  
Value Focus: Be courageous to do a certain thing

**II. SUBJECT MATTER:**

- A. Skill: Inferring the speaker's tone.
- B. Reference: English for You and Me Reading 6 pp. 75 -84  
Lesson Plan in English 6, pp. 132-134
- C. Materials: flashcards. sentence strips, chart

**III. INSTRUCTIONAL PROCEDURE:**

A. Oral Language Activity

*Say: Listen as I read the word and you repeat after me.*



B. Pre-Listening

1. Unlocking of Difficulty

- + Pear – fruit  
My mother loves to eat a pear fruit.
- + Thief – robber  
The King's son was ordered to look and capture the thief.
- + Scowled -- frowned  
The little boy scowled because he is confused of the answer.
- + Thatch – cover  
The roof is made of thatch.
- + Malt – grain  
Beer is brewed from malt.
- + Tramp –walk  
The pupils in the remote area are used to tramp in going to school.

## 2. Motivation

If someone will shout at you, what will you feel?  
What do you think is the attitude of that person?

## 3. Motive Questions

1. What price did the King offer to the one who can catch the pear thief?
2. How did the youngest prince catch the thief?
3. Who was the thief?
4. What did the prince do to the swan?
5. How did the swan help the prince?
6. If you were the maiden, would you trust the prince?
7. If you were the prince, would you trust the maiden?

## C. During Listening

(Teacher reads the story “The Swan Maiden” on pp. 75-81 of English for You and Me, Reading 6.

After reading, the pupils will answer the motive questions. )

Value Infusion: Be courageous to do a certain thing.

## D. Modelling/Teaching

Tone – is the attitude that an author takes toward the audience, the subject, or the character.

-- is conveyed through the author’s words and details

Examples:

A	B
1. “Watch my pear tree tonight and catch the thief”	a. The witch is arrogant.
2. “Don’t shoot me, King’s son! “	b. The Swan Maiden is loving and caring.
3. “Yes I am brave enough for that and more.	c. The Prince is brave.
4. “I want the one who draws the water and builds the fire”	d. The King is very demanding.
5. “Come and lay your head on my lap for a while.”	e. The Swan Maiden is fearful.
6. “This is your work, do it.”	f. The Prince is smart.

More examples of tone: cautious, humorous, affectionate, hostile, violent, serious, sarcastic, enthusiastic, desperate, pleading

## E. Post Listening

GROUP ACTIVITY:

GROUP 1: Read the following utterances and infer its tone. Choose your answer from the stars.



1. “We won! We won! We won the car!” shouted Myra.
2. People ran out into the street crying, “Help! Help! Help!”

3. Oscar suddenly switched the television into another channel. Frank shouted in a loud voice, "How impolite!"
4. "Do not pit your hen against the rooster," I cried to Roy. "That is not a chicken. It is a Texas."
5. Looking at the scene they cried, "Aie! We are ruined! Ruined! There will be no food for months again".

GROUP 2: Read the following utterances and infer its tone. Choose your answer from choices.

1. "What a place! Cockroaches everywhere, cobwebs, and dust thick enough to plant potatoes in." (excitement, disgust, appreciation)
2. "Only one-peso? What can I buy with that these days?" (discontentment, honesty, curiosity)
3. "That was a close fight and I'm glad our team won! You were marvelous on the court boys." (jubilation, displeasure, caution)
4. "You are always late for work and you don't even finish half of what you are assigned to do. You might be fired." (assurance, anger, threat)
5. "The world is coming to an end. Wars are everywhere, famine stalks the land, and earthquakes kill millions yearly." (optimism, pessimism, hope)

F. Generalization:

What is tone?

What are some examples of tone?

How do we infer the tone in utterances?

#### IV. ASSESSMENT:

Infer the tone in the following utterances:

1. "When I was yet a girl without a mother, you took me in and gave me happiness. In my eyes and by custom you are now my mother. "
  - a. vengeance
  - b. affection
  - c. passion
2. "Way! Way!" the rider was shouting. "Do you peasants think that the whole road belongs to you? Stay on your farm where you belong. "
  - a. courtesy
  - b. hope
  - c. scorn
3. You should be ashamed of yourself, robbing the poor peddler of the happiness of making a sale. Ten pesos more would not have hurt your pocket but it would have bought a small banana for his supper."
  - a. delight
  - b. disgust
  - c. approval
4. "Come in and warm yourself. I'm sure you must be cold."
  - a. pride
  - b. hospitality
  - c. patience
5. "I've asked you for a sign Lord, many is the time and You've always given me one. I'm asking You now.
 

It doesn't need to be anything big, Lord."

  - a. charity
  - b. pride
  - c. anticipation

**V. ASSIGNMENT:**

Make an expression or utterances on the following situations and infer its tone.

1. Your classmate winning in a 200m-dash during district meet.
2. Death of John's mother.
3. Your classmate failed in English.

(Teacher may add more situations)

**ENGLISH 6**  
1<sup>st</sup> Quarter  
(Week 5 Day 1)

**I. OBJECTIVE/S:** Infer the speaker's mood. **EN6LC-Ie-2.11.2**  
Value Focus: Be courageous to do something

**II. SUBJECT MATTER:**

- A. Skill:: Inferring speaker's mood.
- B. Reference: English 6 Basics and Beyond pp. 164-166  
Ready-Made Lesson Plan in English 6, pp. 341-348
- C. Materials: Chart, flashcards

**III. INSTRUCTIONAL PROCEDURE:**

A. Oral Language Activity



B. Pre-Listening

1. Unlocking of Difficulty

- + curiosity – inquisitiveness  
The child is very curious to see the object inside the box.
- + mournful – sorrowful  
The people of Ormoc is mournful after the Typhoon Yolanda.
- + weariness – tiredness  
The children feel weary after playing the volleyball.
- + jubilation – triumph, joy  
To pass any kind of test is a jubilation.

2. Motivation

Say: *How are you today class? Who among you here feel good? bad?*

*Class it is very important for us to feel great so that we can understand and internalize our lesson today which is about MOOD.*

*Make sure that you are all in good mood today. (Setting the mood of the learners)*

### C. During Listening

Retell the story “The Swan Maiden” on pp. 75-81 of English for You and Me, Reading 6.

Recall the important events that create different moods.

Values Infusion: Be courageous enough to do things for the goodness of everyone.

### D. Teaching/Modelling

Mood – is the atmosphere or the emotional setting created by a piece of literary work.

- It can be good, bad or medium. When you’re in the great mood, everything you look at seems great. But when you’re in an awful mood, everything seems to go wrong. In poems and stories, writers can create moods too. He can create a humorous mood, or a dark, somber mood. You can determine the mood of the story by looking at the details the writer has chosen.

Example:

The night was dark and stormy. The dogs are howling.(scary mood)

The man kicked and threw the poor cat out of his house. (anger)

There was plenty of food and the music was playing. Everybody was having a good time. (happiness /fun)

### E. Post Listening:

#### GROUP ACTIVITIES: GROUP 1:

Reads the sentences below and identify the mood of the following passages. Choose your answer from the choices below.

1. The telephone rang. Amy took the call “Hello.” She said. “Whom do you like to talk to?” Suddenly her face turned deathly pale. She let the phone drop from her hand and slump in the nearby bed and fainted.  
a. shocked                      b. surprised                      c. joy
2. “You’re going to be alright.” Jean added. “We’ll take you home. Where do you live?” The girl began to sob. She buried her face in her hands and her little body shook.  
a. doubt                      b. anger                      c. assurance
3. In the meantime, Amy’s friends were trying to bring her back to consciousness. They were rubbing the back of her neck. Hilda put a wet towel on her forehead. In a few seconds, she opened her eyes and looked around, puzzled at the anxious face.  
a. hate                      b. admiration                      c. surprise
4. It is a red-letter day. The school ground is decorated with red, yellow and blue buntings. Children are wearing multi-colored costumes. There is a smile in everyone’s lips. There is \_\_\_\_\_ mood in the air.  
a. fearful                      b. lonely                      c. festive
5. Rina’s heart beats faster and faster. She heard somebody walking along the corridor and pulling a chair yet nobody’s there.  
a. fear                      b. anger                      c. sadness



GROUP 2:

Analyze and infer the general mood of the following:

1. The crowd stand in silence, their eyes downcast. A woman's wail broke the stillness as the devil Wang San started to talk.
2. After the big quake, one could hear the moaning and crying. There was destruction and death all around. Buildings fell to the ground. Bridges were cut into halves.
3. He'll broke loose. There was a pandemonium in the air. The mob couldn't be controlled. Bats and chairs flew around.
4. It is a quiet and cool afternoon. Everything seemed to stand still. Mother and father sit in the balcony while the children take a nap.
5. A long queue for men and women walk along the road following the black limousine car. There was silent sobbing and crying.

GROUP 3:

Read each selection carefully. Then answer the questions after it.

One windy Saturday morning, I was walking over to Pepe's house. All of a sudden, a huge white thing came around the corner of the house. It flew right at me. It have been a ghost. I didn't stay to find out. I just ran home.

1. How did you feel while reading the story? After reading the story?
2. What words/expressions made you feel this way? Cite instances when you feel that way.
3. What is the general mood of the story?

F. Generalization

What is mood?

What are some examples of mood?

How do you infer the mood in a sentence? Story?

**IV. ASSESSMENT:**

Infer the mood of the following sentences. Choose the answer from the box.

1. William Tell lifted the bow and aimed at the apple. His heart beats fast. He closed his eyes an instant and prayed, "Help me, Lord." He opened his eyes, took a deep breath, and released the arrow.

William Tell felt \_\_\_\_\_. ( angry, calm, tense )

2. The people saw the arrow speed to the people and bury itself in the center. The apple fell to the ground and a great shout arose from the onlookers. The little boy ran forward to his father's arms and William Tell hugged him. Everyone felt \_\_\_\_\_.  
(joyful, disgraced, flattered)
3. The Swiss disliked the Austrian soldiers who strutted around and ordered the citizens to bow to. They kicked Adeline because she did not mind them. The soldiers were \_\_\_\_\_.  
(arrogant, pious, impolite)
4. The guerrilla leader's voice was low but determined. "We must be brave and fight for our freedom. We cannot allow invaders to trample on these sacred shores. We shall fight them to the last drop of our blood. Men, are you with me?" The leader was \_\_\_\_\_.  
(indifferent, determined, discouraged)
5. The tortured prisoner was moaning softly. She was tied to her bed, her flesh streaked with blood where the whips had bitten into it. She closed her eyes and whispered, "Mother of God, help me. I must not give in. Help me keep my mouth shut. They must not get names from my lips." The prisoner was \_\_\_\_\_. (desperate, courageous, coward)

#### **V. ASSIGNMENT:**

Copy a short paragraph from varied sources. Infer the mood of the writer.

**ENGLISH 6**  
1<sup>ST</sup> QUARTER  
(Week 5 Day 2)

**I. Objectives**

Infer meaning of figurative language using context clues, affixes or roots.

EN6V-Ie-12.3.2

EN6V-Ie-12.4.1.2

EN6V-Ie-12.4.2.2

Accepting ones opinion
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**II. Subject Matter**

A. Skill: Infer meaning of figurative language using context clues, affixes or roots

B. References: <https://kidskonnnect.com/language>, [www.ereadingworksheets.com](http://www.ereadingworksheets.com)

C. Materials: Charts, Worksheets

**III. Instructional Procedure**

A. Preliminary Activities

1. Drill:

Let the pupils read orally the following idiomatic expressions and their meanings.

1. viruses/ is / against / computer / my / protected

**Answer: My computer is protected against viruses.**

2. a / writes/ every/ dance/ she / music/ blog/ about/ week

**Answer: She writes a blog about dance music every week.**

3. spam/ full/ of / inbox/ my / is

**Answer: My inbox is full of spam**

4. picture/ often/ icon/ an/ is/a/ small

**Answer: An icon is often a small picture.**

5. connection/ my / faster/ is/ broadband/ internet/ with

**Answer: My internet connection is faster with broadband**

2. Review: Let the pupils read the poem below and ask them to answer the questions that follow.

Flint

(Cristina Rossetti)

An emerald is as green as grass,

A ruby red as blood;

A sapphire shines as blue as heaven;

A flint lies in the mud.

A diamond is a brilliant stone,  
To catch the world's desire;  
An opal holds a fiery spark;  
But a flint holds a fire.

1. What is "grass" being compared to? \_\_\_\_\_
2. What is "blood" being compared to? \_\_\_\_\_
3. What is "heaven" being compared to? \_\_\_\_\_
4. Are these similes or metaphors? How do you know? \_\_\_\_\_

### 3. Motivation:

Read the following statement below. Call a volunteer to translate in vernacular each statement by words.

1. "I'd give my right arm for a piece of pizza."
2. "I am so hungry I could eat a horse."
3. A pilot had a fear of heights.

Ask: Are these statements possible? Can you really give your arm for a pizza?  
Could you really eat a horse?

### B. Instructional Activities:

#### 1. Presentation

Present an example of a figurative language:

Hyperbole – is an extreme exaggeration used to make a point.

Example: You are as thin as a toothpick.

Say: The meaning of a figurative language can be inferred using context clues, affixes and roots.

Example:

I am so hungry I could eat a horse.

The underline phrase is a figurative language and the phrase inside the circle is a context clue that gives meaning to the figurative language. It means that the person talking is starving and can eat plenty of foods.

#### 2. Modelling/ Teaching:

Teacher will give more examples of hyperbole used in a sentence and explain its meaning.

1. Chris won't drive her home because she lives on the other side of the universe.  
\* She lives far that's why Chris won't drive her home.
2. I could sleep for a year, I was so tired.  
\* Because of tiredness, she could sleep

3. Guided Practice:

Activity 1. Group the class into 5 groups. Each group will be given activity sheets to answer. Ask them to present their output in front of the class and tell them to value one's opinion/suggestion.

**Activity sheet**

**Direction:**

Identify the figurative language used in the sentence and figure out what it means by using the different strategies you have learned in the previous lessons. Write your answer in the box provided.

1. It was so cold I saw polar bears wearing jackets.

Figurative Language:	
Meaning:	

2. It is so hot you could fry an egg on the sidewalk.

Figurative Language:	
Meaning:	

3. The church was decorated with a million of flowers.

Figurative Language:	
Meaning:	

4. You are walking slower than a snail.

Figurative Language:	
Meaning:	

5. Old Mr. Smith has been teaching here since the stone-age.

Figurative Language:	
Meaning:	

Activity 2

Pair each pupil. Let each other help to construct sentences out of the 3 given figurative language. Make sure to use context clue, affixes or root to infer meaning.

1. river of tears
2. jumped thousand feet
3. as old as the hills

4. Generalization:

How did you infer meaning of the figurative languages?  
How do context clues, affixes and roots help in getting the meaning of the figurative language?

What was the figurative language you learned today?  
What is a hyperbole?

**IV. Evaluation:**

Match the meaning of the hyperbole in the sentences from the given choices on the box.

1. The car ride took an eternity.
2. The man was old as the hills.
3. The dog was as big as a house.
4. The package weighed ton.
5. I was home in the blink of an eye.

- |   |
|---|
| <ul style="list-style-type: none"><li>- quickly</li><li>- took a long time</li><li>- very big</li><li>- very old</li><li>- very heavy</li></ul> |
|---|

**V. Assignment:**

Encircle the hyperbole from the sentences.

1. The king's nose was three feet long!
2. My dad can lift over two tons!
3. That food was so hot my ears were smoking.
4. That boy runs faster than a car.
5. I'm so tired I could sleep.

**Lesson Plan in English 6**  
**1<sup>st</sup> Quarter Week 5 day3**

**I. OBJECTIVE/S**

Analyze figures of speech (hyperbole, irony) EN6RC – Ie – 6.11

Read with automaticity grade level frequently occurring content area words

**EN6 – F – Ie – 1.8.1**

Value Focus: Love of family
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**II. SUBJECT MATTER**

A. Skill: Reading Comprehension

B. Reference: K to 12 Grade 6 Curriculum Guide p.126, Essential English 6 page 20.

C. Materials: Chart, Power point, picture of any animal, flashcards

**III. INSTRUCTIONAL PROCEDURE**

A. Preliminary Activities

1. Drill:

Tell whether the statement contain **simile or not**

1. Her hair is as soft as silk.
2. The sun was hidden by the clouds.
3. Snow dances likes a white whirlwind.
4. That joke is as cold as Greece.
5. Barak is in charge of the game.

2. Review:

Tell whether the statement is **metaphor or not**

1. My brother was a bear this morning.
2. Today the lake is calm.
3. Friendship is sheltering tree.
4. The crater was a sleeping monster.
5. No breezes ripple this smooth glass.
- 6.

B. Developmental Activities

A. Oral Language Activity

Let the pupils read the following words:

Auditorium	Dislocate
Exceed	Apprentice
Declamation	Incognito

Fraternity	bona fide
Liberal	fraternity
Immerse	Illuminate
Nuisance	Commotion

B. Motivation: Can you guess the feeling of an Overseas Filipino Worker?

Why?

(Teacher shows a picture of a woman washing clothes, holding a cellphone.)

Let the pupils guess the scenario in the pictures?

(Teacher ask questions to the pupils)

Ask: What was Myrna doing when the phone rang?

She was washing a mountain of dishes.

What happened to her after talking with her husband?

Myrna was already crying a river.

C. Teaching /Modeling:

**Hyperbole** – deliberate and obvious exaggeration used for effect.

Example:

She left her child for *a thousand years*

You could eat *a million* of these.

Why hurry? We have *ocean of time*.

I could *eat a horse*.

The bride *weighs a ton*.

**Irony** – is also used to say “what seem to be against what reality is.”/use of word or words to convey something markedly different from the literal meaning.

Example:

Your explanation is *as clear as mud*.

It’s a secret, so only *half of London knows* about it.

Marie is so kind that *nobody befriends* her.

D. Guided Practice

Analyze if the following statements show hyperbole or irony. Write your answer on the space provided before the item.

1. Your explanation is as clear as mud.
2. She was washing a mountain of dishes.
3. They set up a feast for a million mouth.
4. Life is like a box of chocolate, you never know what you’re going to get
5. This dictionary weighs a ton.



E. Independent Practice

- Show to pupils a picture of animals or any available picture.
- Let the pupils write their own example of hyperbole, irony out of the picture shown.
- Let them share their works with the class.

F. GENERALIZATION:

What is a hyperbole? What is an irony?

**IV. ASSESSMENT:**

Analyze the following statement write Hyperbole, Irony on the space provided:

1. When he told me the joke I almost died laughing.
2. At the party I drank buckets of punch.
3. The line at the ticket window was a thousand mile long.
4. You are too early for tomorrow.
5. This pair of shoes is killing me!

**V. ASSIGNMENT:**

Write a short paragraph with hyperbole and irony in it.

**ENGLISH 6**  
1<sup>st</sup> Quarter  
(Lesson Week 5 Day 4)

**I. Objective:** Compose clear and coherent sentences using appropriate grammatical structures: Modal  
(ENG6 G-1e-3.6)

Value Focus: Tactfulness

**II. Subject Matter:**

Composing Clear and Coherent Sentences Using Appropriate Grammatical Structures.

References: Essential English 6, pp. 45-46

Materials: Flashcards, charts, power point presentation, pens

**III. PROCEDURE:**

A. Preparatory Activities

1. Review: Stomp your feet if the word card I'm going to show is a noun and clap your hands if it is a verb. (Word cards: helped, building, see, talk, book, firefly)
2. Motivation: The class will read a paragraph. This time, the teacher asks the class to identify the main verbs used in every sentence of the paragraph. Ask the class if they spotted some more verbs aside from the main verbs they have mentioned. Let them write their responses on the board.

Paragraph:

When you study, you should choose a quiet place. You could study at home or in the library. You might set a schedule, so you study at the same time everyday. Forming a study group with other students may help you. You must learn effective study strategies if you want to succeed in college.

**should          could          might          may          must**

Ask: What do we call these words?

B. Developmental Activities:

1. Teaching/Modelling

These words are called **MODALS**. A modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs at the proposition too. The modals and semi modals in English are:

can	shall	am (is) are/was/were going to
could	should	had better
might	may	have got to
must	will	ought to
have to	would	used to
be able to		

Examples:

1. Taurus can make the earth tremble. (ability)
2. Their grandfather will make them reconcile. (promise)
3. Shall we watch this movie? (requesting permission)
4. They may like this new recipe. (not sure)
5. When she was younger, she could walk a mile. (able to do in the past)
6. Janella ought to do her homework everyday. (duty)
7. Chefs must come with their clean aprons on. (requirement or obligation)
8. You may kiss the bride now. (giving permission)

### C. Group Activities:

Children, I will let you go to your group for your activity. Be sure that all of you will participate. Leaders of each group should manage their members for them to be tactful in communicating with other group mates to avoid trouble. (Value Focus: Tactfulness)

#### Group 1. WHICH MODAL?

Read the sentences and write the most appropriate modal for each.

1. I think the lady \_\_\_\_\_ learn her manners.
2. The guests \_\_\_\_\_ come in anytime.
3. The dentist \_\_\_\_\_ make your visit to the clinic a pleasant experience.
4. A few months ago, Mary Rose \_\_\_\_\_ go to the mall without companion.
5. \_\_\_\_\_ I turn off the fan now?

#### Group II. FINISH ME!

Finish the following sentences using the given modals.

1. The woman can \_\_\_\_\_.
2. Could you \_\_\_\_\_.
3. My teacher reminded me that I ought to \_\_\_\_\_.
4. Everywhere we go, we must \_\_\_\_\_.
5. Every pupil must \_\_\_\_\_.

#### Group III. ANSWER ME RIGHT!

Answer the questions using the right modal.

1. Can you cook rice? \_\_\_\_\_
2. What could you do when you were in grade 3? \_\_\_\_\_
3. What is it that you ought to do after coming from school? \_\_\_\_\_
4. How shall your friends call you? \_\_\_\_\_
5. What is it that you may forget today? \_\_\_\_\_

D. Generalization: What are modals? What is the other name of modals? What are the uses of modals?  
Give me sentences using modals

**IV. ASSESSMENT:**

Compose/Write clear and coherent sentences using the appropriate modals.

1. Can \_\_\_\_\_
2. Must \_\_\_\_\_
3. Used to \_\_\_\_\_
4. Will \_\_\_\_\_
5. Shall \_\_\_\_\_

**V. ASSIGNMENT:**

Conduct a question and answer activity. Pick a partner. Write three questions you would like to ask your partner making use of modals. Present in front of the class tomorrow.

## ENGLISH 6

### 1<sup>st</sup> Quarter

#### I. Objective

- a. Compose clear and coherent sentences using appropriate subject pronouns with correct reference agreement pertaining to number and gender.

(EN6G-Ig 4.4.1. , EN6G-Ig-4.4.3. , EN6G 4.4.2)

- b. Observe politeness at all times. (EN6G-Id-16)

#### II. Subject Matter

- A. Skill: Composing clear and coherent sentences using subject pronouns.
- B. Reference: K to 12 Gr. 6 Curriculum Guide, Grammar in Focus 6, page 29- 32.
- C. Materials:

#### III. Instructional Procedure

- A. Preliminary Activities:

1. Drill :

Read the following words written on the flashcards with correct pronunciation:

subject, pronoun, gender,  
number, singular, plural,  
masculine, feminine, antecedents

2. Review:

Write the plural forms of the following nouns:

1. basket-of-gold \_\_\_\_\_
2. alumna \_\_\_\_\_
3. agendum \_\_\_\_\_
4. woman \_\_\_\_\_
5. man \_\_\_\_\_
6. piano \_\_\_\_\_
7. sheriff \_\_\_\_\_
8. Cruz \_\_\_\_\_
9. 1960 \_\_\_\_\_
10. ox \_\_\_\_\_

- B. Developmental Activity:

1. Motivation:

Choose three pupils to read the dialogue with correct intonation and facial expression.

Joanna: Hey! Where are you going Ana?

Ana: I am on my way to the canteen to meet Mrs. Castro. She told me to meet her today at there.

Joanna: Really? I am on my way there, too. Jack, my brother is waiting for me. He is having his snacks right now at the canteen.

Joanna: Come on... we have to be in a hurry. They might be looking for us, why it took us a long time to be there.

Jack: There you are Joana. Hello Ana!

Ana: Good morning Jack. It's nice to see you again.

Jack: Same here. I think Ana we will go ahead of you, mother is already waiting for us at home. She called me to buy banana for grandma. She needs to have it for lunch.

Joanna: I think I have to go home ahead of you Ana. We need to do errands for mom first.

Ana: It's okay Joanna, I will just wait for Mrs. Castro here. She might arrive soon.

Jack: Bye Ana.

Ana: Goodbye Joanna and Jack.

Asks some questions after reading:

- Who were the two friends in the dialogue?
- Where are they going?
- How did Ana greet the brother of Joanna?
- What words did they use before leaving Ana at the canteen?
- What expressions do we usually use in greeting our friends?

## 2. Presentation

Based on the dialogue that they had read, ask the following questions.

- Who is the friend of Ana?
- What word is used by Joanna to substitute her name?
- Who waiting for Joanna at the canteen?
- What word is used instead of Jake?
- Who were waiting for Ana and Joanna?
- What word is used to instead of Jake and Mrs. Castro?
- Who were the two friends?
- What word was used in the dialogue instead of Ana and Joanna?
- What word was used instead of the word banana?

Answers:

- Joanna is the friend of Ana.
- The word I was used instead of Joanna.
- Jake, her brother was waiting at the canteen.
- The word He, was used instead of Jake.

- Jake and Mrs. Castro were waiting for them at the canteen.
- The word, They was used instead of their real names.
- Ana and Joanna were the two friends.
- The word, We was used instead of Ana and Joanna.
- The word It, was used instead of banana.

Say: The word that is used instead of those nouns are called Pronoun. These nouns are used as a subject of the sentences, therefore the pronouns used are called Subject Pronouns.

### 3. Teaching Modelling

Discuss and give more examples:

**Subject Pronouns** are used as subjects and linking verb complements.

PERSON	NUMBER	
	<i>Singular</i>	<i>Plural</i>
First	I	We
Second	You	You
Third	He, she, it	They

Example:

- My name is *Julianne Gatchalian*.  
*I* am studying in Ormoc City Central School.
- *Rina and Mila* are going to visit the house of their friends.  
*They* do not know the way to their friend's house.  
*(Note: Add more examples.)*

### 4. Guided Practice:

Group the pupils into three groups and have them answer the following exercises. Give them enough time to do each activity and let them choose a reporter to discuss the answers of each group.

#### **Group 1: What's the right word?**

Fill on the blanks the correct word to be used in the following sentences. Write your answer inside the yellow box.




Write a sentence to each picture using the subject pronouns.

**Can you tell something about me?**

**Main Idea:**

---

She



He



It



They





### Group 3: Express yourself.

Make a dialogue using the situation below. Make sure to use the subject pronoun in each sentences.

***Tomorrow is the birthday of your mother. You, your brother and sisters would like to give her a surprise birthday party.***

Call the groups to present their outputs after the given time.

Generalization:

Asks the following:

What is a subject pronoun?

What are the singular subject pronouns?

What are the plural subject pronouns?

### IV. Assessment

Write sentences using the following pictures below.



### V. Assignment

Write five sentences about your pet / or about your favorite subject

## ENGLISH 6

### 1<sup>st</sup> Quarter, Week 6, Day 3

#### I. OBJECTIVES:

- Read with automaticity grade level frequently occurring content area words (EN6F- If- 1.8.1)
  - Observe politeness at all times (EN6A- If- 16)

Value Focus: Politeness

#### II. SUBJECT MATTER:

- A. SKILL: Reading with Automaticity Grade Level Frequently Occurring Content Area Words
- B. REFERENCES: English 6 K to 12 Curriculum Guide 2016, p. 126  
English for All Times 6 (Reading TX), pp.144- 145  
[www.dolchword.net/printables/All220DolchWordsAlphabetical](http://www.dolchword.net/printables/All220DolchWordsAlphabetical)
- C. MATERIALS: Drill Cards, Word Chart, Activity Cards

#### III. INSTRUCTIONAL PROCEDURE:

##### A. PRELIMINARY ACTIVITIES

###### 1. Drill- Dolch Basic Sight Words: (Using Drill Cards)

a	an	the	all	am	and
at	are	on	be	in	I
it	is	if	or	of	so

##### B. DEVELOPMENTAL ACTIVITIES:

###### 1. PRESENTATION:

- Semantic Webbing.  
Let the pupils give as many ideas as they can about the word READING.
- The teacher presents the lesson of the day. She will also emphasize on these **house rules**:
  1. Observe politeness at all times
  2. Show alertness when called.
  3. Stand/ Sit properly when reading.(Post these House Rules at a corner of the board throughout the duration of the session.)

###### 2. MODELLING/ TEACHING:

- The teacher presents these concepts on the board.

###### SOUND DEVICES

Personification	Simile	Metaphor	Irony
Hyperbole	Alliteration	Onomatopoeia	Assonance
Consonance			

- Are you still familiar with this lesson?  
How many times have you encountered these words from the beginning of the Quarter?  
Expected response: These words are among the content words we have frequently encountered in our learning area.  
How well do you read them?
- Teacher says: These words which you have frequently encountered should now be read with automaticity.
- Unlock the word.  
AUTOMATICITY- reading quickly, doing without making much effort.  
Can you read them with automaticity?
- Teacher models reading the words with automaticity. Pupils listen attentively.

### 3. GUIDED PRACTICE:

Teacher reminds pupils to apply the house rules while doing the activity.

#### • RECOGNITION LEVEL (By groups of 6- 8):

DIRECTION: Read and underline the content words which were already developed in your past lessons.

1. Using sound devices makes expressions more interesting.
2. *Dancing leaves* is an example of personification.
3. Simile is comparing two unlike objects with the use of as or like.
4. Saying the opposite of what somebody meant to say is called irony.
5. The repetition of initial consonant sounds in consecutive words is alliteration.
6. Onomatopoeia is using words that imitate sounds.
7. Repetition of a consonant at the end of succeeding words is applying consonance.
8. A noun is a name of person, place, thing or event.
9. Singular means only one in number.
10. Towers, airplanes, children are examples of plural nouns.

#### • HALF PRODUCTION LEVEL (Dyad):

DIRECTION: Read the following words to your seatmate as quickly as you can.

sound device	alliteration	personification	consonance
onomatopoeia	assonance	irony	hyperbole
noun	plural	singular	idiomatic
expression			
stanza	poem	film	moving pictures
lights	affix	root	context clue

#### • FULL PRODUCTION:

DIRECTION: Orally say the following words to yourself.

sound device	alliteration	personification	consonance
onomatopoeia	assonance	irony	hyperbole
noun	plural	singular	idiomatic expression

stanza  
lights

poem  
affix

film  
root

moving pictures  
context clue

#### 4. GENERALIZATION:

How do we read frequently occurring words? (We read the words with automaticity.)

Value: How do we show politeness to others?

(We show politeness to others by listening while someone is asked to read/ speak.

by giving others the chance to read/ speak.

by following the leader of the group.

by giving comments/ opinion in a gentle/ nice way.

#### IV. ASSESSMENT: Oral

DIRECTION: Read the following words with automaticity:

sound device

alliteration

personification

consonance

onomatopoeia

assonance

irony

hyperbole

noun

plural

singular

idiomatic expression

stanza

poem

film

moving pictures

lights

affix

root

context clue

#### V. AGREEMENT:

At home, ask an older family member to listen as you read the words with automaticity.

## ENGLISH 6

### 1<sup>st</sup> Quarter, Week 6, Day 3

#### I. OBJECTIVES:

- Read with automaticity grade level frequently occurring content area words (EN6F- If- 1.8.1)
- Observe politeness at all times (EN6A- If- 16)

Value Focus: Politeness

#### II. SUBJECT MATTER:

- A. SKILL: Reading with Automaticity Grade Level Frequently Occurring Content Area Words
- B. REFERENCES: English 6 K to 12 Curriculum Guide 2016, p. 126  
English for All Times 6 (Reading TX), pp.144- 145  
[https://lincs.ed.gov/readingprofiles/Dolch\\_Basic.pdf](https://lincs.ed.gov/readingprofiles/Dolch_Basic.pdf)  
[www.uniqueteachingresources.com/support-files/frysixth100set.pdf](http://www.uniqueteachingresources.com/support-files/frysixth100set.pdf)
- C. MATERIALS: Drill Cards, Word Chart, Activity Cards

#### III. INSTRUCTIONAL PROCEDURE:

##### A. PRELIMINARY ACTIVITIES

1. Drill- Dolch Basic Sight Words: (Using Drill Cards)  
Teacher chooses at least 20 from the lists for pupils to read orally.

DOLCH BASIC SIGHT WORD LIST			
List 1	List 2	List 3	List 4
1. _____ the	1. _____ at	1. _____ do	1. _____ big
2. _____ to	2. _____ him	2. _____ can	2. _____ went
3. _____ and	3. _____ with	3. _____ could	3. _____ are
4. _____ he	4. _____ up	4. _____ when	4. _____ come
5. _____ a	5. _____ all	5. _____ did	5. _____ if
6. _____ I	6. _____ look	6. _____ what	6. _____ now
7. _____ you	7. _____ is	7. _____ so	7. _____ long
8. _____ it	8. _____ her	8. _____ see	8. _____ no
9. _____ of	9. _____ there	9. _____ not	9. _____ came
10. _____ in	10. _____ some	10. _____ were	10. _____ ask
11. _____ was	11. _____ out	11. _____ get	11. _____ very
12. _____ said	12. _____ as	12. _____ them	12. _____ an
13. _____ his	13. _____ be	13. _____ like	13. _____ over
14. _____ that	14. _____ have	14. _____ one	14. _____ your
15. _____ she	15. _____ go	15. _____ this	15. _____ its
16. _____ for	16. _____ we	16. _____ my	16. _____ ride
17. _____ on	17. _____ am	17. _____ would	17. _____ into
18. _____ they	18. _____ then	18. _____ me	18. _____ just
19. _____ but	19. _____ little	19. _____ will	19. _____ blue
20. _____ had	20. _____ down	20. _____ yes	20. _____ red
/20	/20	/20	/20

Fry's Sixth 100 Words				
<b>List 6A</b>	<b>List 6C</b>	<b>List 6E</b>	<b>List 6G</b>	<b>List 6I</b>
can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distant	race	weather
syllables	dance	heart	present	root
perhaps	members	sit	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	point	forest	past	paragraph
direction	mind	probably	sign	raised

2. Review: (Using Word Chart)

Read aloud the following words with accuracy (Fry's Words, List 6A & C)

can't	matter	square	syllables	perhaps
bill	felt	suddenly	test	direction
region	return	believe	dance	members
picked	simple	cells	point	mind

**B. DEVELOPMENTAL ACTIVITIES:**

1. PRESENTATION:

- Semantic Webbing.  
Let the pupils give as many ideas as they can about the word **READING**.
- The teacher presents the lesson of the day. She will also emphasize on these **house rules**:
  1. Observe politeness at all times
  2. Show alertness when called.
  3. Stand/ Sit properly when reading.
 (Post these House Rules at a corner of the board throughout the duration of the session.)

2. MODELLING/ TEACHING:

- The teacher presents these concepts on the board.

SOUND DEVICES

Personification	Simile	Metaphor	Irony
Hyperbole	Alliteration	Onomatopoeia	Assonance
Consonance			

- Are you still familiar with this lesson?  
How many times have you encountered these words from the beginning of the Quarter?  
Expected response: These words are among the content words we have frequently encountered in our learning area.  
How well do you read them?
- Teacher says: These words which you have frequently encountered should now be read with automaticity.

- Unlock the word.  
AUTOMATICITY- reading quickly, doing without making much effort.  
Can you read them with automaticity?
- Teacher models reading the words with automaticity. Pupils listen attentively.

### 3. GUIDED PRACTICE:

Teacher reminds pupils to apply the house rules while doing the activity.

RECOGNITION LEVEL (By groups of 6- 8):

DIRECTION: Read and underline the content words which were already developed in your past lessons.

1. Using sound devices makes expressions more interesting.
2. *Dancing leaves* is an example of personification.
3. Simile is comparing two unlike objects with the use of as or like.
4. Saying the opposite of what somebody meant to say is called irony.
5. The repetition of initial consonant sounds in consecutive words is alliteration.
6. Onomatopoeia is using words that imitate sounds.
7. Repetition of a consonant at the end of succeeding words is applying consonance.
8. A noun is a name of person, place, thing or event.
9. Singular means only one in number.
10. Towers, airplanes, children are examples of plural nouns.

- HALF PRODUCTION LEVEL (Dyad):

DIRECTION: Read the following words to your seatmate as quickly as you can.

Sound Device	alliteration	personification	consonance
onomatopoeia	assonance	irony	hyperbole
noun	plural	singular	idiomatic expression
stanza	poem	film	moving pictures
lights	affix	root	context clue

- FULL PRODUCTION:

DIRECTION: Orally say the following words to yourself.

Sound Device	alliteration	personification	consonance
onomatopoeia	assonance	irony	hyperbole
noun	plural	singular	idiomatic expression
stanza	poem	film	moving pictures
lights	affix	root	context clue

### 4. GENERALIZATION:

How do we read frequently occurring words? (We read the words with automaticity.)

Value: How do we show politeness to others?

(We show politeness to others by listening while someone is asked to read/ speak.

by giving others the chance to read/ speak.

by following the leader of the group.

by giving comments/ opinion in a gentle/ nice way.

#### IV. ASSESSMENT: Oral

DIRECTION: Read the following words with automaticity:

Sound Device	alliteration	personification	consonance
onomatopoeia	assonance	irony	hyperbole
noun	plural	singular	idiomatic expression
stanza	poem	film	moving pictures
lights	affix	root	context clue

#### V. AGREEMENT:

At home, ask an older family member to listen as you read the words with automaticity.



## Lesson Plan English 6

### 1<sup>st</sup> Quarter Week 7 day 1

#### I. Objective/s :

Evaluate narratives based on how the author developed the elements: setting, characters (Heroes and Villains) **(EN6RC-Ig-2.24.2)**

Read with automaticity grade level frequently occurring content area words.

**(ENf6F-Ig- 1.8.1)**

Value Focus: Show politeness at all times.
--

#### II. Subject Matter

A. Skill: Reading Comprehension

B. Reference: K-12 Curriculum Guide 6 p.124

Essential English 6 p. 60-62

C. Materials: charted lesson, power point, flashcards

#### III. Instructional Procedure:

A. Preliminary Activities

1. Drill: Tell the elements of a story:

. They live happily ever after.

. Maria, Anna and Lucia

. They live in a faraway country.

. Mario survived the devastating typhoon Yolanda.

2. Review: Give examples of hyperbole and irony

B. Developmental Activities:

A. Vocabulary Development/Oral language activities:

Read the following words:

Nutrition	harmony	prose
Nourishment	repertoire	rhyme
Balanced	orchestra	pollination
Pastry	classical	reproduction
Broil	chord	satellite
Basting	geometry	historical
Centigrade	equilateral	geography
plier	commutative	penmanship

B. Pre – Reading:

1. Unlocking of difficulties:

Give the meaning of the italicized words in the sentence through context clues.

1) The gardener cut all the *withered* branches off the trees.

- 2) The butterfly *hovered* over the beautiful flowers in my garden.
- 3) Father placed the *heap* of leaves in the garbage bags.
- 4) So many *fragments* of glass lay on the floor with the glass crashing.
- 5) The guard was happy for the visitors *adhered* to the rules of the factory.

2. Motivation ( giving motive questions)

The teacher shows a picture of an angel carrying a child.

ASK: What happens when God calls us to His kingdom?

Tell the class that they are about to read the story about “The Angel”.

Remind the class to observe the standards of silent reading.

C. During Reading:

The class will now read silently the story.

THE ANGEL BY HANS CHRISTIAN ANDERSEN

Every time a good child dies, an angel of God comes down to earth. He takes the child in his arms, spreads out his great white wings, and flies with it all over the places the child loved on earth. The angel plucks a large handful of flowers, and they carry it with them up to God, where the flowers bloom more brightly than they ever did on earth. And God presses all the flowers to His bosom, but the flower that He loves the best of all He kisses. And then that flower receives a voice, and can join in the glorious everlasting hymn of praise.

You see, all this one of God's angels said as he was carrying a dead child to Heaven, and the child heard it as if in a dream. As they passed over the places where the child used to play, they came through gardens with lovely flowers. "Which flowers shall we take with us to plant in Heaven?" asked the angel.

And there stood a slender beautiful rosebush. A wicked hand had broken the stem, and the branches with their large, half-opened blossoms hung down withering.

"That poor bush!" cried the child. "Let's take it so that it may bloom again up there in God's garden."

So the angel plucked it, then kissed the child for its tender thought, and the little child half opened his eyes. They took others of the rich flowers, and even some of the despised marigolds and wild pansies.

"Now we have enough flowers," said the child, and the angel nodded. But they did not yet fly upward to God.

It was night, and it was very quiet. They remained in the great city and hovered over one of the narrowest streets, which was cluttered with straw, ashes, and refuse of all kinds. It was just after moving day, and broken plates, rags, old hats, and bits of plaster, all things that didn't look so well, lay scattered in the street.

In the rubbish the angel pointed to the pieces of a broken flowerpot and to a lump of earth which had fallen out of it. It was held together by the roots of a large withered field flower. No one could have had any more use for it, hence it had been thrown out in the street.

"We shall take that with us," said the angel. "As we fly onward, I will tell you about it." And as they flew the angel told the story.

"Down in that narrow alley, in a dark cellar, there once lived a poor sick boy who had been bedridden since childhood. The most he could ever do, when he was feeling his best, was hobble once or twice across the little room on crutches. For only a few days in midsummer the sunbeams could steal into his cellar for about half an hour or so. Then the little boy could warm himself and see the red blood in his thin, almost transparent fingers as he held them before his face. Then people would say, the boy has been out in the sunshine today.

"All he knew of the forests in the fresh breath of spring was when the neighbor's son would bring him home the first beech branch. He would hold this up over his head, and pretend he was sitting in the beech woods where the sun was shining and the birds were singing.

"One spring day the neighbor's boy brought him also some field flowers, and by chance one of them had a root to it! So it was planted in a flowerpot and placed in the window beside the little boy's bed. And tended by a loving hand, it grew, put out new shoots, and bore lovely flowers each year. It was a beautiful garden to the little sick boy-his one treasure on earth. He watered it and tended it and saw that it received every sunbeam, down to the very last that managed to struggle through the dingy cellar window.

"The flower wove itself into his dreams; for him it flowered; it spread its fragrance, and cheered his eyes, and toward it he turned his face for a last look when his Heavenly Father called him.

"He has been with God now for a year, and for a year the flower stood withered and forgotten in the window until on moving day it was thrown out on the rubbish heap in the street. That is the flower-the poor withered flower-we have added to our bouquet, for it has given more happiness than the richest flower in the Queen's garden."

The child looked up at the angel who was carrying him. "But how do you know all this?" he asked.

"I know it," said the angel, "because I myself was the sick little boy who hobbled on crutches. I know my own flower very well."

Then the child opened his eyes wide and looked up into the angel's beautiful happy face, and at that moment they found themselves in God's Heaven where there was everlasting joy and happiness. And God pressed the child to His bosom, and he received glorious white wings like the angel's, so they flew together, hand in hand. Then God pressed all the flowers to His heart, but the poor withered field flower He kissed, and it received a voice and joined the choir of the angels who floated about God's throne. Some were near, some farther out in great circles that swept to infinity,

but all were supremely happy. And they all sang, the great and the small, the good blessed child and the withered field flower that had lain so long in the rubbish heap in the dark narrow alley.

Comprehension Questions:

1. When and where did the story happen?
2. Who are the characters?
3. What happened to the child?
4. What was the role of the angel in the story?
5. Why were they still in the places known to the child?
6. How did the angel know the story of the little boy?
7. What is the story telling you?
8. Why do we need to be always polite? (Value infusion)

Teacher modeling /discusses the lesson:

You have given the **setting** of the story. In some stories, however, the setting can change. Time may not be described directly and can move back and forth. The place where the scene is happening can change abruptly. Setting makes the story vivid and interesting. Usually, the setting is not said directly, instead clues are given for the readers to infer.

**Characters** are also an important element in narratives. Characters refer to the persons or animals around which the story revolves. The characters are the heroes or the villains in the story. The villains are the enemies of the heroes and are the “bad guys.”

Let the pupils read orally the story again. This time they should be able to read with automaticity the grade level frequently occurring content area words in the story:

Rubrics:

<b>Rubrics for Oral Reading Fluency</b>	1	2	3	4	5
Facial Expression and Enunciation					
Fluency and accuracy					
Variation of Voice(clarity and voice projection)					
Articulation and confidence					
Discipline					

D. Post Reading:

1. Cooperative/Differentiated Activities:

Group the class into five (5) groups. Each group will evaluate/ narrate the story on how the author develop the element (teacher provides different stories). Make the story grammar of the story using the template below:

1. Theme
2. Setting
3. Character (Heroes and Villain)
4. Plot ( Beginning, Middle, and Ending)

Example:	Theme	Honesty
	Character	
Plot	Beginning	
	Middle	
	Ending	
Conclusion		

Rubrics:

3 is the highest and 1 is the lowest

Rubric for Scoring Story Element	1	2	3
Complete , Detailed			
Partial			
Fragmentary			
Inaccurate			

E. Generalization:

How do you evaluate narratives based on how the author developed the elements?

**V. Assessment:**

Evaluate narratives based on how the author developed the element:  
(Teacher provides a story for pupils to answer)

**VI. Assignment:**

Search a story and evaluate narratives on how the author developed the elements.

## ENGLISH 6

### 1<sup>st</sup> Quarter (Week 7, Day 2)

#### I. Objective

- a. Compose clear and coherent sentences using appropriate object pronouns with correct reference agreement pertaining to number and gender.

(EN6G-Ig 4.4.1. , EN6G-Ig-4.4.3. , EN6G Ig 4.4.2)

- b. Observe politeness at all times. (ENGA-Ig-16)

#### II. Subject Matter

- A. Skill: Composing clear and coherent sentences using object pronouns.
- B. Reference: K to 12 Gr. 6 Curriculum Guide page 126, Grammar in Focus 6, page 29- 32.
- C. Materials: flashcards, charts, colorful cards, pictures

#### III. Instructional Procedure

##### A. Preliminary Activities

###### 1. Drill:

Read the words on the flashcards and spell the words orally after reading.

1. masculine
2. feminine
3. antecedent
4. indirect object
5. direct object
6. preposition
7. sweater
8. pronouns
9. gentlemen
10. magazine

###### 2. Review:

Encircle the correct pronoun to be used in the sentence.

1. Ellen and (she, her, hers) are going for a healthful walk.
2. It was (me, I, my) who sent the package.
3. (We, He, She) have different plants in the garden.
4. The house that is newly built was Jane's. (They, I, It) is made of bamboos.
5. Jun plucked the flower in the garden. (He, She, I) is going to give it to his mother.

##### B. Developmental Activity

###### 1. Motivation:

Call pupils in front and give each one of them card with word/words written on it. Let the pupils arrange themselves by standing in a row to create a sentence from the words on the cards.

## 2. Presentation

After each group has arranged the words to form a sentence, ask them questions by letting them raise the card with the correct answer. Then paste on the board the sentence they have formed.

- Biboy /handed/ her/ the magazine.  
Who handed the magazine? (Pupil with the word Biboy will raise his card.)  
What did Biboy do?  
What did Biboy hand to her?  
To whom did Biboy hand the magazine?  
(Paste the formed sentence on the board)
  - The boss/ told /them/ the good news.  
Who told the good news?  
What did the boss do?  
What did the boss tell them?  
To whom did the boss tell the good news?
  - The gentleman/ gave/ her/ a sweater.  
Who gave a sweater?  
What did the gentleman do?  
What did the gentleman give her?  
To whom did he give the sweater?
  - Maria /sold/ the magazines/ to him.  
Who sold magazines?  
What did Maria do?  
What did she sell?  
To whom did she sell the magazines?
  - The mailman/ called us/ while we were walking/ on the street.  
Who called us?  
What did he do?  
Whom did the mailman call?  
(Paste the formed sentence on the board)
- Value integration:  
What will you say when somebody gives you something?

## 3. Teaching Modelling

Say: The words that answered the question to whom/for whom are called **pronouns**. They are called **object pronouns**.

Discuss to the pupils thoroughly and give them examples.



**Object Pronouns** are used as direct objects, indirect objects or objects of the preposition.

<b>Person</b>	<b>Number</b>	
	<i>Singular</i>	<i>Plural</i>
First ( refers to the one who is talking or the speaker)	Me	Us
Second ( refers to the person whom the speaker is talking to)	You	You
Third (refers to people or things other than the speaker)	Him, her, it	Them

**Note: Feminine object pronoun is HER.**

**Masculine object pronoun is HIM**

Examples:

Direct object:                      The Tzu Chi Foundation provided *them* housing materials.

Indirect Object:                      Mike scolded *us* for being late.

Object of the Preposition:    He purchased his meal card from *them*.

#### 4. Guided Practice

Group the pupils into three groups and have them answer the following exercises.

##### A. Which is which?

*Cross out the incorrect pronouns.*

1. Our dressmaker made (I, we, us) new uniforms.
2. The gentleman was very courteous to (she, her, hers).
3. The family has sent (they, them, their) a nice greeting card.
4. I owe (he, his, him) an apology.
5. Mother told (you, yours, your) to prepare the school bags ahead.

##### B. Complete me.

*Read and complete the sentences by adding object pronouns and words to make the sentence correct. Use the picture as your guide in completing the sentence.*



1. The twins \_\_\_\_\_.



2. Wilbur called \_\_\_\_\_.



3. Mr. Polanco, the agriculturist, toured \_\_\_\_\_.



4. The teacher instructed \_\_\_\_\_.



5. Are you going to do the mini zoo assigned to \_\_\_\_\_.

### C. Sing a Song

Recall any song that has object pronouns and sing 5 to 8 lines from the song and after singing tell the object pronouns used.

Generalization:

- What are object pronouns?
- When can we use the object pronouns in the sentence?
- What are the singular object pronouns?
- What are the plural object pronouns?
- What object pronoun should we use for a female?
- What object pronoun should we use for a male?

### IV. Assessment

Write 5 sentences about this picture using object pronouns.



### V. Assignment

Cut an article from a magazine or newspaper. Choose 5 sentences with object pronouns and underline these objective pronouns.

## ENGLISH 6

### 1<sup>st</sup> Quarter (Week 7, Day 3)

#### I. Objective:

- a. Compose clear and coherent sentences using appropriate possessive pronouns with correct reference agreement pertaining to number and gender.  
(EN6G-Ig 4.4.1. , EN6G-Ig-4.4.3., EN6G-Ig 4.4.2)
- b. Show tactfulness when communicating others. (ENGA-Ig-17)

#### II. Subject Matter

- a. Skill:  
Composing clear and coherent sentences using possessive pronouns with correct reference agreement pertaining to number and gender.
- b. Reference:  
K to 12 Gr. 6 Curriculum Guide page 126, Essential in English 6 pages
- c. Materials:  
charts, flashcards, colored strips, pictures

#### III. Instructional Procedure

##### A. Preliminary Activities:

##### 1. Drill:

Write the correct spelling of the word being described. The first letter of each word is already given.

- |  |                         |
|--|-------------------------|
| a. refers to the speaker (two words)               | f _ _ _ p _ _ _ _       |
| b. pronouns used after the direct object (2 words) | o _ _ _ _ p _ _ _ _     |
| c. shows ownership                                 | p _ _ _ _ _ _ _         |
| d. refers to the person other than the speaker     | t _ _ _ _ p _ _ _ _     |
| e. words used instead of nouns                     | p _ _ _ _ _             |
| f. male gender                                     | m _ _ _ _ _ _ _         |
| g. female gender                                   | f _ _ _ _ _ _ _         |
| h. pronouns used as subject                        | s _ _ _ _ _ p _ _ _ _ _ |
| i. refers to the person the speaker is talking to  | s _ _ _ _ _ p _ _ _ _ _ |

##### 2. Review:

Spot all the pronouns in the paragraph and check whether they are correct or

not, if the pronoun is correct, underline it and if not, cross it out and tell the right pronoun to be used.

*Michael was with his parents that Saturday. As he was waiting at the bus terminal, she met his neighbor, Michelle. Michelle was coming out of another bus from the city. Mr. and Mrs. Cruz asked him where they are going. She said, that he is returning to the province for good. "Living in the city is very stressful for you. I think it is nicer to stay here in the province. It is peaceful and unhurried here.*

B. Developmental Activities:

1. Motivation:

Show real objects to the class, call a pupil and let him point to the owner of the things shown to them.

- bags
- pencils
- books
- notebooks
- pair of shoes

Asks questions: (*Note: For each answers of the pupils, change it to possessive pronoun form.*)

- |  |  |
|--|--|
| • Whose red bag is this?                   | The red bag is Ana's.<br><i>That is her red bag.<br/>That red bag is hers.</i>                                       |
| • Whose Mongol pencils are these?<br>Alex. | The Mongol pencils are mine, Jane and<br><br><i>Those are our Mongol pencils.<br/>Those Mongol pencils are ours.</i> |
| • Whose books are those?                   | Those are the books of the children.<br><i>Those are their books.</i>  |
| • Whose pair of shoes is that?             | That pair of shoes is Rex'.<br><i>That is his pair of shoes.<br/>That pair of shoes is his.</i>                      |
| • Whose notebook is this?                  | This notebook is owned by me.<br><i>This is my notebook.<br/>This notebook is mine.</i>                              |

**Valuing:** What will you do if someone wants to borrow your notebook, but you need to use it at home in the evening? How will you tell your classmate in such a way that she will not be offended?

2. Presentation:

Asks the following questions:

- What word is used instead of Ana?
- What word is used instead of mine, Jane and Alex?
- What word is used instead of the children?
- What word is used instead of Rex?
- What word is used instead to show the ownership of the speaker?
- What do these words show or signify?

The words that are used instead of nouns that show ownership are called possessive pronouns.

### 3. Teaching Modelling

Discuss to the pupils the lesson with sample sentences.

*Possessive Pronouns* – are pronouns that show ownership

Person	Number	
	<i>Singular</i>	<i>Plural</i>
First person	My, mine	Our, ours
Second person	Your, yours	Your, yours
Third person	His, her, its, hers	Their, theirs

Note:

- My, our, your, his, her, its, and their are used before the nouns they modify.
- Mine, ours, yours, his, hers, its, and theirs are used after the nouns.
- Masculine possessive pronouns is HIS.
- Feminine possessive pronouns is HERS, HER.

Examples:

- My bag got lost.  
That bag is mine.
- Vivian used her sweater.  
That sweater is hers.
- Jack rode on his bike.  
The bike was his.

### 4. Guided Practice:

#### Activity 1: Make me readable!

Arrange the following words written on the cards to make it comprehensible and encircle the possessive noun used in the sentence. Take note of the word that needs to be written in capital letter at the beginning of the sentence and be careful with punctuation.

1. coat is your this
2. have cookie you can my
3. shine lost its the has ring
4. hers funny the hat is
5. red the their car is

### Activity 2: Change me!!!

Rewrite the sentence and replace the noun that is underlined with a possessive pronoun.

1. Look at the bird's feather. \_\_\_\_\_
2. Let's go to Paul's house. \_\_\_\_\_
3. That game is my family's. \_\_\_\_\_
4. Is that Susan and Ted's house? \_\_\_\_\_
5. I want to see Mary's dress. \_\_\_\_\_

### Activity 3: Just saying...

Write a letter to your friend telling her of the things that you and your other friends were able to donate to street children last Christmas. Use at least five different possessive pronouns in your letter and underline them.

Generalization:

- What are possessive pronouns?
- What are the possessive pronouns used before the nouns they modify?
- What are the possessive pronouns used after the nouns?
- What are the singular possessive pronouns?
- What are the plural possessive pronouns?
- What possessive pronoun is used for female?
- What possessive pronoun is used for male?

### IV. Assessment

Write two sentences using possessive pronouns before and after the noun it modifies that goes with the following situation.

1. If the shoes belong to me.
2. If the car belongs to the person I am talking with.
3. If the book belongs to Nikka and Jake.
4. If the leaf belongs to the mango tree.
5. If the house belongs to us.

<i>Possessive Pronouns before the word it modifies.</i>	<i>Possessive Pronouns after the word it modifies.</i>
1.	
2.	
3.	
4.	
5.	

### V. Assignment

Write a five-sentence paragraph about what you and your family want to have ten years from now. Make sure to use possessive pronouns and box them.

## Lesson Plan in English 6

### 1<sup>st</sup> Quarter Week 8 day 1

#### I. OBJECTIVE/S:

Evaluate narratives based on how the author developed the elements-Plot (chronological- sequential medias res, flashback). **(ENGRC-Ih-2.24.3)**

Value Focus: Show openness to criticism.

#### II. SUBJECT MATTER

- A. Skill: Reading Comprehension
- B. Reference: K-12 Curriculum Guide Grade 6 p.128  
Essential English 6 p. 69-70
- C. Materials: Flashcards, manila paper, pentel pen, power point

#### III. INSTRUCTIONAL PROCEDURE

- A. Preliminary Activities
  - 1. Drill: Determine tone, mood, and purpose of the author
  - 2. Review: Analyze the figure of speech: simile, metaphor, hyperbole, irony
- B. Developmental Activities:
  - A. Priming/Oral Language Activity:

Read the following sentences taken from the previous day's lesson
  - B. Pre – Reading:
    - 1. Unlocking of difficulties:

Read these sentences and get the meaning of the underline words through context clues.

      - 1. The road sign cautioned the drivers from getting too close to the diggings.
      - 2. Because he didn't want anyone else to hear, he just mumbled to his friend.
      - 3. Only ten passengers can ride on the boat. That's the maximum.
      - 4. His everyday routine includes passing by the old woman's place to say hello.
      - 5. Watching movies can be addicting if one does it frequently.
    - 2. Motivation:

Ask: Who among you here has taken your future for granted?  
What are the more important things in your life?  
Find out how one boy realized this in the story.  
Read and understand the story.

3. Motive questions:
  1. What was on the boys' schedule every weekend?
  2. Why did Frank call Mang Dick "teacher"?
  3. What was the story Mang Dick shared with the boys?
  4. Why did he share his life story?
  5. Why did the author call Mang Dick "teacher" at the end of the story?
  6. What are your thoughts about the use of computer as addicting?

C. During Reading

Instruct the class to read the story 'The More Important Things in Life' silently. Recall the standard of silent reading.

Additional questions:

1. What moral lesson have you learned from the story? (theme)
2. Where did the story happen? (setting)
3. Who are characters in the story? (character)
4. Who is the lead character in the story? (character)
5. What is the first event? Second? Third? Fourth? Fifth until the ending? (Plot)
6. How did the story end? (conclusion)

**The More Important Things in Life**

By: Becky Mendoza

"Mom! I am going.

"Where?"

"To the internet café."

"With whom?"

"My friend, Mom."

"Hello, Auntie Rose". Hi, Mommy!" 'Hello, Mrs. Cruz!' chorused the boys.

It is a Saturday and Mrs. Cruz has expected this. Trey and his friends frequent the café every weekend. Only on Saturdays, they would say. But Mrs. Cruz hoped he would not go today.

"Okay, but remember...."

"Yes, Mom!"

So off the boys went. Hopping, running and is that jumping? Mrs. Cruz mumbled some words when they were gone.

"Oh, hello boys. I though you'll be absent today, "said Mang Dick as he prepares the log book for the kids to sign." Here, sign here." He is just in his late twenties and yet he already has a business, no wonder the towns folk admire him.

They can't wait to sit in front of the screen.

"Okey, boys. You know the rules in this Internet café'. Only for the good sites. And no gaming!"



“Yes, teacher.” Frank shouted. Trey shoved him while Daniel looked at him with a sharp glance. They love Mang Dick and respect him. Frank is just new in the block, anyway.

“You are not staying too long here. There is a maximum number of hours you can play on the computer or send messages in social media. And remember, that there are things you cannot do in my café.

Frank turned his face toward Daniel and whispered. “Is he really a teacher? Why, there are so many rules here. Why must he have limitations for us? We will pay him anyway.” Mang Dick said, “Well perhaps you should know why. I’ll give you an hour free if you’ll just listen for a while.”

“I think that’s a good deal. Go on, teacher,” Frank said.

“You see, when I was young I was just like you. I would spend hours in front of my friend’s big bulky computer. I got so fascinated with games that I can play with one even in my dreams. I can go on for hours without even eating. I remembered how my mother cautioned me about it. But at that time, it was very pleasurable for me. And then, my best friend introduced me to gaming. I thought it was so exciting. Soon I was spending my allowance in it. I skipped classes and failed in school. I got sick for days. I didn’t know that it can be addicting. When my parents learned about it, they got so angry at me. They did not enroll me the next year. They said that I will have to go to my grandpa’s farm everyday and earned money from helping him. The money that I will save will be for my tuition the next year. And so, I did. I would walk a kilometer to the farm and back, tired from helping my grandpa tend the pigs and cultivate the soil under the heat of the sun. Many times I recalled

how my mother would always call out to remind me her warning, how my dad would walk home just to save money for my tuition just so that I can go to school.” said Mang Dick with a tear in his eye.

“What happened?” Trey asked.

“I asked my parent’s forgiveness and promised to be more obedient and hardworking. They sent me to school using my earnings. From then on, I really showed them that I am true to my promise. You see boys...” There was a pause in his voice. “using the computer for unnecessary things can be addicting. It can separate you from your family, your studies, your ambition. I don’t want that to happen to you. That is why I am trying to limit the time kids spend here. This internet café’ is to help you in your studies. To help you become good students. This is not to separate you from the more important things in life.”

The boys looked at each other. The “teacher” has spoken. After an hour, they went home and Trey remembered that it was his mom’s birthday.

Teacher discusses the lesson:

The More Important Things in Life



Telling the events in sequence is called chronological order. In this kind of **Plot**, the story flows from the beginning, continues on the middle, and leads to a conclusion. Sometimes, in the middle of the story, a character or the narrator remembers what happened in the past and begins telling it. This technique is called **flashback**. There are stories that begin in the middle and then through a series of flashbacks tell what happened in the past. Then the story proceeds to the conclusion. This technique is called in **medias res** which means “in the middle of things.” In this technique, the story begins in the middle.

D. Post Reading:

1. Cooperation/Differentiated Activities:

Group the class into five. Each group will evaluate/narrate the story based on the following elements. Make a story grammar of the story using the template below: (teacher provides 5 stories)

1. Theme
2. Setting
3. Character
4. Plot (Beginning, Middle and Ending)
5. Then rewrite the story using either flashback or in media res. Add your own events in the story. Present your story in the class.

Theme	Openness to criticism
Character	
Beginning	
Middle	
Ending	
Conclusion	

Rubrics:

3 is the highest and 1 is the lowest

Rubric for Scoring Story Elements	1	2	3
Complete Detailed			
Partial			
Fragmentary			
Inaccurate			

2. Generalization:

How do you evaluate the narratives in a story?

**IV. ASSESSMENT:**

Evaluate the narratives in the story (Teacher post a story in a power point or in manila paper)

**V. ASSIGNMENT:**

Choose your favorite story and evaluate the narratives.

## ENGLISH 6

### 1<sup>st</sup> Quarter, Week 8, Day 2

#### I. OBJECTIVES:

- Read grade level text with 135 words correct per minute (EN6F- 1h- 1.13)
  - Observe politeness at all times (EN6A- 1h- 16)

Value Focus: Politeness

#### II. SUBJECT MATTER:

- A. SKILL: Reading Grade Level Text with 135 Words Correct per Minute
- B. REFERENCES: English 6 K to 12 Curriculum Guide 2016, p. 127  
[https://lincs.ed.gov/readingprofiles/Dolch\\_Basic.pdf](https://lincs.ed.gov/readingprofiles/Dolch_Basic.pdf)  
[www.uniqueteachingresources.com/support-files/frysixth100set.pdf](http://www.uniqueteachingresources.com/support-files/frysixth100set.pdf)
- C. MATERIALS: Drill Cards, Word Chart, Picture of a racing car, Timer

#### III. INSTRUCTIONAL PROCEDURE:

##### A. PRELIMINARY ACTIVITIES

##### 1. Drill- Dolch Basic Sight Words: (Using Drill Cards)

all	are	ask	ate	been	best
black	blue	both	bring	brown	call
came	clean	cold	come	could	does
don't	done	down	draw	drink	

##### 2. Review: (Using Word Chart)

Read aloud the following frequently occurring content words with automaticity:

Sound Device	alliteration	personification	consonance
onomatopoeia	assonance	irony	hyperbole
noun	plural	singular	idiomatic
expression			
stanza	poem	film	moving pictures
lights	affix	root	context clue

##### B. DEVELOPMENTAL ACTIVITIES:

##### 1. PRESENTATION:

- Show a picture of a racing car.  
Ask: Can you guess how far can a racing car go in 1 minute?  
Say: A racing car can travel 3 km. in a minute. Class, what about you, can you read as fast as a racing car travels?

- The teacher presents the lesson of the day. She will also emphasize on these **house rules**:
  1. Observe politeness at all times
  2. Show alertness when called.
  3. Stand/ Sit properly when reading.
  4. Read the words clear enough to be understood.
 (Post these House Rules at a corner of the board throughout the duration of the session.

2. MODELLING/ TEACHING:

- Teacher says: These are Dolch Sight and Fry’s Word List for Sixth Graders like you. Because these words are intended for grade 6, we say that these are **grade level texts**.  
The teacher presents these words printed on charts on the board.

DOLCH SIGHT WORD LIST						
hurt	pull	cut	kind	both	sit	which
fall	carry	small	under	read	why	own
found	wash	show	hot	because	far	live
draw	clean	grow	best	upon	these	sing
together	please	thank	wish	many	shall	laugh

Fry's Sixth 100 Words				
<b>List 6A</b>	<b>List 6C</b>	<b>List 6E</b>	<b>List 6G</b>	<b>List 6I</b>
can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distant	race	weather
syllables	dance	heart	present	root
perhaps	members	sit	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
<b>List 6B</b>	<b>List 6D</b>	<b>List 6F</b>	<b>List 6H</b>	<b>List 6J</b>
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	glass	describe
moon	developed	interest	million	drive

- Can you read these words fast?  
Teacher says: In this lesson, you are expected to read 135 words in just 1 minute.

- Teacher models reading the words fast but clear enough to be understood and heard while the pupils listen attentively.  
Teacher assigns a Timer.

### 3. GUIDED PRACTICE:

Teacher reminds pupils to apply the house rules while doing the activity.

RECOGNITION LEVEL (in chorus):

Say: Let us read altogether the words. Let me do the timing if you really have reached the required number of words in a minute.

- HALF PRODUCTION LEVEL (By groups of 5- 6):  
DIRECTION: Assign a group timer. Read the word lists with your group mates in one minute.
- FULL PRODUCTION:  
DIRECTION: Orally say the word list to yourself as quickly as you can in just one minute.

### 4. GENERALIZATION:

What do we call these words intended for sixth graders?

How many words are we expected to read in one minute?

Value: How do we show our politeness today?

(We show our politeness to others by listening while someone is asked to read/ speak.

by giving others the chance to read/ speak.

by following the leader of the group.

by giving comments/ opinion in a gentle/ nice way.

### IV. ASSESSMENT: Oral

DIRECTION: Read all the words in the Word Lists in one minute:

### V. AGREEMENT:

At home, ask an older family member to listen as you read the words in one minute.

## ENGLISH 6

### 1<sup>st</sup> Quarter (Week 8, Day 3)

#### I. Objective

- a. Compose clear and coherent sentences using appropriate grammatical structures of subject-verb agreement using the base and –s forms of the verbs Rule 1 to 4. (EN6G-Ih-3.9)
- b. Show tactfulness when communicating with others. (EN6A-Ih-17)

#### II. Subject Matter

- A. Skill :  
Composing clear and coherent sentences using appropriate grammatical structures of subject-verb agreement using the base and –s forms of the verbs Rule 1 – 4.
- B. References:  
K to 12 Curriculum Guide Gr. 6 page 127, Grammar in Focus pages 91 – 97, Essential in English pages 81 – 87.
- C. Materials:  
charts, flashcards, strips, grammar box , laptop, projector

#### III. Instructional Procedure

- A. Preliminary Activities:
  1. Drill:  
Read the words on the flashcards and think of an action word that can go with it.
    1. basketball player
    2. doctor
    3. policeman
    4. writer
    5. teachers
    6. vendors
    7. fisherman
    8. farmer
    9. actors
    10. singer
  2. Review:  
Write the proper tense of the given verb in the sentences:  
Our school (open) \_\_\_\_\_ at 6:30 A.M. every day. Yesterday, the principal (talk) \_\_\_\_\_ to us in the gym. She (say) \_\_\_\_\_ our supervisor (visit) \_\_\_\_\_ next week. Tomorrow, our class (go) \_\_\_\_\_ to the library. We (look) \_\_\_\_\_ at the new books and (use) \_\_\_\_\_ the computer for research. The librarian (acquaint) \_\_\_\_\_ us with the library rules and regulations. School (be) \_\_\_\_\_ really exciting!

Valuing: How will you talk to the principal?

How will you ask question to the librarian/ or to your teacher?

Why do we need to be diplomatic in talking to others?

B. Developmental Activities:

1. Motivation:

- Play the [Verb Rap Song](https://www.youtube.com/watch?v=ineCCpqpZrM).  
(<https://www.youtube.com/watch?v=ineCCpqpZrM>)
- Ask students to participate by acting out the verbs in the song. Get them excited about the lesson!

2. Presentation:

Use the video to recall the definition of verbs, and introduce subject/verb agreement using a sentence.

Say:

What are verbs again?

I have here some action words written on a folded strip inside the grammar box, pick one strip and read it in front of your classmates. Paste the strip on the board after reading. (*Note: Teacher makes sure that the strips are pasted according to rules.*)

A.

- My sister studies her lessons regularly.
- Ellie's cousins visit her every summer.

B.

- Joan does her homework early at home.
- The boys do assignment by group.

C.

- Tony and Luis join us in our practice today.
- My friend and classmate calls me every day.

D.

- Every doctor or nurse cares for the sick.
- Each of the participants performs their best.

Ask:

- What are the verbs used in the sentence?
- Who are the persons being talked to in each sentence?
- What have you noticed with the group A sentences, what are the differences between their subjects and verbs?
- What have you noticed with the group B sentences, what are the differences between their subjects and verbs?
- What have you noticed with the group C sentences, what are the differences between their subjects and verbs?
- What have you noticed with the group D sentences, how are the verbs written, are they the same? How about their subject?



(Teacher takes note of the correct answers of the pupils and write them on each group of sentences.)

Say: The sentences pasted on the board are some of the Rules of the subject-verb agreement using the –s or base form of the verb.

### 3. Teaching/ Modelling:

Discuss the first 4 Rules to the pupils with some samples.

The verb must always agree with subject in person and number. Below are four of some of the rules in using the base and –s forms of verbs that we are going to take up.

- ❖ A singular subject requires a verb with -s/-es form: a plural subject requires the base or regular form of the verb. The pronoun I, you, we, and they require the regular form of the verb.

Examples:

*Stella* **prays** every day before she goes to sleep.

The *boys* **prepare** their presentation for the program.

*They* **write** a letter to their grandma.

*She* **bakes** a cake for her friend.

- ❖ Use does and doesn't with singular subjects; do and don't with plural subjects and pronouns I, we, you and they. Always use the form you are or you were regardless of whether *you* is a singular or plural. The base or regular form of the verb is used with do and does.

Examples:

*Sheila* **does** her chores without being told.

*He* **does** his projects on time.

*You* **don't** understand what I'm saying.

The *children* **do** their research in the library.

- ❖ Compound subjects connected by **and** require the regular or base form of the verb. If the subjects connected by **and** refer to the same person or thing or express a single idea, use the –s/-es form of the verb.

Examples:

*Mrs. Santos and the children* **buy** flowering plants for their garden in school.

*Jane and Donna* **read** pocketbooks.

*My brother and doctor* in our family **makes** sure that we take vitamins all the time.

*Peace and calm* **reigns** over the country.

*Note: The compound subject in third and fourth sentences refer to the same person or idea, hence they use the –s/es form of the verb.*

- ❖ Two or more singular subjects connected by **and** but preceded by **each, every or no** require the –s/-es form of the verb and the verb is, was and has.

Examples:

*Each boy and girl* **was** given medals.

*Every grade five and grade six pupils is required to join the parade. Each principal and teacher makes sure that the classrooms are ready for the evaluation.*

4. Guided Practice:

**Activity 1: Is this Correct?**

Analyze the sentences. On the line before the number, put a check mark ( / ) if the verb agrees with the subject and put a cross mark ( X ) if otherwise, then give the correct answer.

1. My sister enjoy reading fable and fairy tales.
2. I don't want to wake up late in the morning.
3. Every book and magazine have been clearly marked.
4. No one appears interested to go home after the program.
5. Mr. and Mrs. Ramos exercises every day to stay fit.

**Activity 2: Let us finish this.**

Finish the sentences using the correct verb.

1. The shoemaker and father of three (work)  
\_\_\_\_\_.
2. Each facilitator and participant  
(come)\_\_\_\_\_.
3. The athletes (prepare)  
\_\_\_\_\_.
4. Joana (cook)  
\_\_\_\_\_.
5. Our class (do)  
\_\_\_\_\_.

**Activity 3: Lights, camera, action!**

Write a dialogue about a vendor and a buyer using the 4 rules of subject-verb agreement that we had taken up. Make sure to give the script before you perform.

Generalization:

- What form of verb are we going to use if the subject is singular? If the subject is plural?
- When do we use the verb DO? When do we use the verb DOES?
- What form of verb are we going to use if it is a compound subject?
- What form of verb are we going to use if the subject is preceded by EACH and EVERY?

**IV. Assessment**

Compose two sentences with the correct Rule 1 to 4 Subject- Verb Agreement.

Rule 1: \_\_\_\_\_  
\_\_\_\_\_

Rule 2: \_\_\_\_\_  
\_\_\_\_\_  
Rule 3: \_\_\_\_\_  
\_\_\_\_\_  
Rule 4: \_\_\_\_\_  
\_\_\_\_\_

**V. Assignment**

Write your own funny experience and make sure to use the 4 rules of subject-verb agreement that we have taken up.

**ENGLISH 6**  
**1<sup>st</sup> Quarter (Week 8, Day 4)**

**I. Objective**

- a. Compose clear and coherent sentences using appropriate grammatical structures of Rule 5 to 9 subject-verb agreement using the base and –s forms of the verbs.  
(EN6G-Ih-3.9)
- b. Observe politeness at all times. (EN6A-Ih-16)

**II. Subject Matter**

Skill: Composing clear and coherent sentences using appropriate grammatical structures of Rule 5 to 9 subject-verb agreement using the base and –s forms of the verbs.

Reference: K to 12 Curriculum Guide Gr. 6 page 127, Grammar in Focus pages 91 – 97, Essential in English pages 88 – 89.

Materials: charts, strips, cards

**III. Instructional Procedure**

A. Preliminary Activities:

1. Drill:

Write the base form of the following verbs in past participle form.

1. chosen \_\_\_\_\_
2. risen \_\_\_\_\_
3. sung \_\_\_\_\_
4. been \_\_\_\_\_
5. thought \_\_\_\_\_
6. broadcast \_\_\_\_\_
7. bent \_\_\_\_\_
8. understood \_\_\_\_\_
9. given \_\_\_\_\_
10. sleep \_\_\_\_\_

2. Review:

Encircle the correct form of the verb to be used in the sentence.

1. You (hear, hears, heard) the ringing of the bell every morning.
2. The hands of the clock (move, moves, moved) rapidly.
3. I (don't, doesn't, didn't) want to help conceited guy.
4. Every shrub and tree (show, shows, showing) signs of summer.
5. His daughter and his son (want, wants, wanting) him to stop working.

B. Developmental Lesson:

1. Motivation:

Read fluently the paragraph.

Mila is always excited to see her Mathematics teacher. Mathematics is her favorite subject. She likes to solve problems involving the different operations. Once her teacher asks her to buy jeans, tweezers and goggles. Each item is in different areas at the department store. She bought first the jeans. The jeans cost P700, then she went to the ladies section to buy tweezers. The tweezers were sold in a buy one take one basis. She was so happy to buy two tweezers in the price of one tweezers. The last item she bought were the goggles. Every item was purchased at a very low cost that she saved a large sum with the money she bought. The next thing she knew she had tickets in her hand given by her teacher for the concert of the band that plays the music she loves. She thanked her teacher for giving her the concert ticket.

Asks: What do you usually do every time somebody will ask you to do an errand?  
What polite expressions do you use every time someone gives you something?

## 2. Presentation:

Asks:

- What is Mila's favorite Subject?
- Where can Mila buy the items her teacher asks her to buy?
- What is the cost of the jeans?
- How are the tweezers sold?
- What can you say about the cost of the tweezers, goggles, and jeans?
- Why is she happy of the concert tickets that her teacher gave her?

Expected answers to be posted on the board:

- Mathematics is Mila's favorite subject.
- Each item is sold at the different sections of the department store.
- The jeans cost P700.00.
- Every of the items is sold at a low cost.
- She is happy of the concert ticket, because the band plays her favorite music.

Say:

Analyze the nouns in the subject and the verbs in the predicate.

How are the verbs written if the subject are plural in form but singular in meaning?

How are the verbs written if the subject are plural in form and plural in meaning?

How are the verbs written if there are distributive pronouns before the subject?

We will learn today another rule in subject verb agreement with –s/es or base form.

## 3. Teaching Modelling:

Discuss 4 more rules of subject-verb agreement with examples.

Rule 6: Some nouns are plural in form but singular in meaning and require the –s /-es form of the verb and the be-verbs such as is, was and has.

Ex. Civics teaches the duties of citizenship.

The news is somewhat depressing.

Rule 7: Other nouns are used only in the plural form and require the regular form of the verb and the be-verbs such are, were, and have.

Ex. The scissors belong to me.

The jeans are tight.

Rule 8: The distributive pronouns each, every, either, neither and the words they modify are always singular and make use of the –s/-es form of the verb and the be-verbs is, was and has.

The indefinite pronoun anyone, no-one, anybody, everybody, nobody, everybody, everyone, someone and somebody are always singular and make use of the –s/-es form of the verb and the be- verb is, was and has.

Plural indefinites like many, several, few, both, some and all make use of the regular base form of the verb and the be-verbs are, were and have.

Ex. Nobody likes to go to the market.

Each of the boys orders for hamburger.

Many signify their intention to join the trip.

Rule 9: A collective noun uses the –s/-es form of the verb and the be-verbs is, was and has if the idea expressed by the subject is thought of as one unit. It uses the regular form of the verb and the be-verbs are, were and have if the idea expressed by the subject denotes a separate individuals.

Ex. The orchestra plays for the audience nightly.

The orchestra are bringing their instruments home nightly.

#### 4. Guided Practice:

##### **Group 1: Any idea?**

Analyze the sentences. On the line after each sentence, put a check mark (✓) if the verb agrees with the subject and verb. If it does not, rewrite the whole sentence and give the correct verb that should agree with the subject.

1. The Philippines are in Southeast Asia.

\_\_\_\_\_

2. Nobody wants to be the butt of anybody's joke.

\_\_\_\_\_

3. My sunglasses was made by that optical store.

\_\_\_\_\_

4. The team are headed to the nationals since winning the regional athletic event.

\_\_\_\_\_

5. Physics is the subject my sister enjoys so much.

\_\_\_\_\_

**Group 2: Supply me.**

Use the correct form of the verb in the sentence.

1. Gymnastics (need) \_\_\_\_\_ a lot of practice.
2. These pliers (be) \_\_\_\_\_ lent by their HELE teacher.
3. The chess club (compare) \_\_\_\_\_ each strategies to win the tournament.
4. Everyone (listen) \_\_\_\_\_, as the Ormoc Deped Divison Superintendent is delivering his message.
5. Mumps (has) \_\_\_\_\_ developed among the boys in that section.

Group 3: Finish these sentences using the correct verb:

1. Mathematics \_\_\_\_\_.
2. Grandpa's eyeglasses \_\_\_\_\_.
3. The proceeds of the Christmas Caroling \_\_\_\_\_.
4. The band \_\_\_\_\_.
5. Each pupils \_\_\_\_\_.

**IV. Assessment**

Answer the questions with complete sentences using the correct subject-verb agreement.

1. Is measles a communicable disease?  
\_\_\_\_\_
2. What can you say about your old pair of shorts?  
\_\_\_\_\_
3. What do usually audience do during programs?  
\_\_\_\_\_
4. Are pointed scissors for babies?  
\_\_\_\_\_
5. Are athletics only for boys?  
\_\_\_\_\_

**V. Assignment**

Compose one sentences each for every rules discussed today.

## Lesson Plan English 6

### 1<sup>st</sup> Quarter Week 9 day 1

#### I. Objective/s :

Evaluate narratives based on how the author developed the elements :  
Theme- point of view. (EN6RC – li – 2.24.5)

Value Focus: Be humble
------------------------

#### II. Subject Matter:

- A. Skill : Reading Comprehension
- B. References : K-12 Curriculum Guide 6 p. 127  
Essential English 6 p.77-79
- C. Materials: flashcards, power point, charted lesson

#### III. Instructional Procedure

##### A. Preliminary Activities:

- 1. Drill: Element of the story
- 2. Review: Figure of Speech

##### B. Developmental Activities:

###### A. Priming/Oral Language Activity:

###### B. Pre- Reading

###### 1. Unlocking of Difficulties:

Choose the word or words from the list on the right that mean the same as the given words. Connect the two words.

Paragraph 1- prompt . . . melted snow

Paragraph 2- sneakers . . . earned and saved money

slush . . . did not pay attention to

hold them for me . . . keep

Paragraph 3 – scraped . . . opening words/remark

ignored . . . shoes

###### 2. Motivation:

Have you ever wanted to buying something you really love?

What will you do if you can't buy it?

Find out what one woman did in the story.

Motive questions:

Answer these questions about the story.

- 1. Where and when did this story happen?
- 2. Who are the characters in the story?



3. What happened in the story? Give the events in chronological order.
4. Which part of the story do you like best?
5. Give one word that well tell what this story is about.
6. Do you think this is a true story? How did you know?
7. Who is telling the story?

C. During Reading:

Let the pupils read a story silently. Remind them the standard in silent reading

Tell Me a Story About Your Shoes

One Thursday morning at a soup kitchen /community center for homeless women in downtown Boston, I was given this gift of a story in response to the opening prompt, Tell me about your shoes ." I pass this story along now in honor of the woman who shared it.

You see these beautiful white sneakers? I didn't always have them. My last pair of shoes was pretty sad. After many winters of walking the snow and slush, I was holding them together with cardboard and masking tape. So I decided to go to the mall to get a new pair. There's a shoes store there that often has sneakers I can afford. Walking through the mall I knew everyone was looking at me being there. I wanted to get my new shoes quick and leave. Walking down the aisle, I saw a really nice pair of white sneakers. There was only this one pair in my size left. I put them on and couldn't believe how good they felt. I walk all around the store in them, thinking how nice it would be if they were mine. I knew I didn't have money to get them that day but I also knew that if I waited they 'd be gone. I brought them up to the front of the store and asked the guy behind the counter if he would hold them for me. He said it was against store policy. I promised him I would come back as soon as I could to buy them but he just kept shaking his head and saying no, he couldn't. I put my masking tape sneakers back on and left the mall as fast as I could.

For the next two weeks, I scraped by until I had enough money to go back for my shoes. Funny how I kept calling them mine, as if somehow I could protect them from going home with anyone else. The day I had enough money, I ran all the way to the mall, and ignored all those people staring at my masking tape shoes. I went to the shelf where I left them, with my eyes half shut afraid to look. Sure enough they were gone. I looked at every pair of shoes in the aisle that had my size, but there were no shoes left like them. They were gone.

I started for the door, I wasn't ready to try on anything else that day. I just felt too worn down to look anymore. That when the manager yelled at me, I started to walk faster to get away, but he ran after me, still yelling. "I have your shoes." It took me a few times of hearing it to get what he meant. 'I HAVE YOUR SHOES. "OK", I said. "I've got the money now to pay for them." "No. No", he said "They've been paid for. That's why I've got them. They're now yours"

I can't tell you what when on in my head in that moment. I only remember leaving my old shoes in the trash bin and walking out into the mall wearing my new white sneakers with money still in my pocket. I took my time leaving that day.

As I walked past each stranger, I looked them in the eye and smiled. I felt so good. It wasn't that I thought that they were looking at me differently because of my new sneakers. It was more that I

was seeing them differently. I used to think no one was on my side. But that day I knew that any person I walked by could be the one who gave my new shoes. Whoever they were, I wanted them to know I was saying, “Thank you”.

D. Teaching/ Modeling :

(Teacher discusses the lesson on how to evaluate narratives based on how the author developed the elements: **theme** – point of view)

1. Chart/Power point:

The author develops the theme of the story through the description of the character, the words used by the author, the events, and the setting of the story. With either sharing happiness or gratitude as the theme of this story,( teacher copy more words from the story that helped pupils identify the theme story “ The Last Lesson). Skim through the story,” The Last Lesson” in lesson 3 and 4. Copy the words in this story that will help pupils identify the theme. When reading a story, you try to find **who is telling the story**. This is called **point of view**. The story can be told by one of the characters (first person), someone watching, not a character (omniscient).

E. Post – Reading:

1. Cooperation/ Differentiated Activities :

(Teacher provides a story for the group or utilize the previous story learned by the pupils)

Group the class into three:

Group 1 – Copy the themes of the stories

Group 2 – Write dialog from the first person’s point of view

Group 3 – Rewrite the same story in the omniscient point of view.

Let the group report their work after 5 minutes.

**IV. Assessment:**

Evaluate narrative based on how the author developed the elements: theme-point of view.

(Teacher provides a story for the pupils to answer)

**V. Assignment:**

Search for your favorite story and evaluate narrative based on how the author developed the elements: theme – point of view.

## ENGLISH 6

### 1<sup>st</sup> Quarter, Week 9, Day 2

#### I. OBJECTIVES:

- Read grade level text with 135 words correct per minute (EN6F- li- 1.13)
- Observe politeness at all times (EN6A- li- 16)

Value Focus: Politeness

#### II. SUBJECT MATTER:

- A. SKILL: Reading Grade Level Text with 135 Words Correct per Minute
- B. REFERENCES: English 6 K to 12 Curriculum Guide 2016, p. 127  
[https://lincs.ed.gov/readingprofiles/Dolch\\_Basic.pdf](https://lincs.ed.gov/readingprofiles/Dolch_Basic.pdf)  
[www.uniqueteachingresources.com/support-files/frysixth100set.pdf](http://www.uniqueteachingresources.com/support-files/frysixth100set.pdf) [englishlinx.com/sightwords/sight-words-grade-six.html](http://englishlinx.com/sightwords/sight-words-grade-six.html)
- C. MATERIALS: Drill Cards, Word Chart, Picture of 2 racing cars, Timer

#### III. INSTRUCTIONAL PROCEDURE:

##### A. PRELIMINARY ACTIVITIES

##### 1. Drill- Frequently Occurring Content Area Words: (Using Drill Cards)

film	lights	blocking	direction	moving pictures
poem	rhyme	affix	root	figurative language
tone	mood	purpose	author	idiomatic expression

##### 2. Review: (Using Word Chart)

Read the word lists in one minute:

##### DOLCH SIGHT WORD LIST

hurt	pull	cut	kind	both	sit	which
fall	carry	small	under	read	why	own
found	wash	show	hot	because	far	live
draw	clean	grow	best	upon	these	sing
together	please	thank	wish	many	shall	laugh

### Fry's Sixth 100 Words

<b>List 6A</b>	<b>List 6C</b>	<b>List 6E</b>	<b>List 6G</b>	<b>List 6I</b>
can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distant	race	weather
syllables	dance	heart	present	root
perhaps	members	sit	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
<b>List 6B</b>	<b>List 6D</b>	<b>List 6F</b>	<b>List 6H</b>	<b>List 6J</b>
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	glass	describe
moon	developed	interest	million	drive

#### B. DEVELOPMENTAL ACTIVITIES:

##### 1. PRESENTATION:

- Show a picture of 2 racing cars.  
Ask: Can you still remember the car I showed you last week? (Give way for pupils' responses.  
Say: Now, look at this picture. We now have two cars racing. Which car is faster?
- The teacher presents the lesson of the day.  
She will also emphasize on these **house rules**:
  1. Observe politeness at all times
  2. Show alertness when called.
  3. Stand/ Sit properly when reading.
  4. Read the words fast but clear enough to be understood.
 (Post these House Rules at a corner of the board throughout the duration of the session.

##### 2. MODELLING/ TEACHING:

- Teacher says: Can you still remember the Dolch Basic Sight Words?  
Here is its complete list. It contains 200 words.  
Because these words are intended for grade 6, we say again that these are **Grade level texts**.  
The teacher presents these words printed on a chart on the board.

### Grade 6 Sight Word List

shape	material	anyone	wouldn't	kitchen
eight	isn't	rule	section	pick
edge	thousand	science	spent	scale
soft	sign	afraid	ring	basic
village	guess	women	teeth	happen
object	forward	produce	quiet	safe
age	huge	pull	ancient	grown
minute	ride	son	stick	cost
wall	region	meant	afternoon	wear
meet	nor	broken	silver	act
record	period	interest	nose	hat
copy	blood	chance	century	arm
forest	rich	thick	therefore	believe
especially	team	sight	level	major
necessary	corner	pretty	you'll	gray
he's	cat	train	death	wonder
unit	amount	fresh	hole	include
flat	garden	drive	coast	describe
direction	led	lead	cross	electric
south	note	break	sharp	sold
subject	various	sit	fight	visit
skin	race	bought	capital	sheep
wasn't	bit	radio	fill	I'd
I've	result	method	deal	office
yellow	brother	king	busy	row
party	addition	similar	beyond	contain
force	doesn't	return	send	fit
test	dead	corn	love	equal
bad	weight	decide	cool	value
temperature	thin	position	cause	yard
pair	stone	bear	please	beat
ahead	hit	hope	meat	inch
wrong	wife	song	lady	sugar
practice	island	engine	west	key
sand	we'll	board	glad	product
tail	opposite	control	action	desert
wait	born	spread	pass	bank
difficult	sense	evening	type	farther
general	cattle	brown	attention	won
cover	million	clean	gas	total

- Say: Last week, we have said that we would have to read the 135 words in just one minute. But today, if we could go beyond 135 or can read all the 200 words in just one minute, the better.
- Teacher assigns a Timer.  
Teacher models reading the words fast but clear enough to be understood and heard while the pupils listen attentively.

### 3. GUIDED PRACTICE:

Teacher reminds pupils to apply the house rules while doing the activity.

RECOGNITION LEVEL (in chorus):

Say: Let us read altogether the words. Let me do the timing if you can really read the 135 words or beyond in a minute.

- **HALF PRODUCTION LEVEL (By groups of 5- 6):**  
DIRECTION: Assign a group timer. Read 135 words or more from the list with your group mates in one minute.
- **FULL PRODUCTION:**  
DIRECTION: Orally say the word list to yourself as quickly as you can in just one minute.

**4. GENERALIZATION:**

What do we call these words intended for sixth graders?

How many words are we expected to read in one minute?

Value: How do we show our politeness today?

(We show our politeness to others by listening while someone is asked to read/ speak.

by giving others the chance to read/ speak.

by following the leader of the group.

by giving comments/ opinion in a gentle/ nice way.

**IV. ASSESSMENT: Oral**

DIRECTION: Read 135 words or more in the Word List in one minute:

**V. AGREEMENT:**

At home, ask an older family member to listen as you read the words in one minute.

## ENGLISH 6

### 1<sup>st</sup> Quarter, Week 10, Day 1

#### I. OBJECTIVES:

- Read grade level text with 135 words correct per minute (EN6F- Ij- 1.13)
- Observe politeness at all times (EN6A- Ij- 16)

Value Focus: Politeness

#### II. SUBJECT MATTER:

- A. SKILL: Reading Grade Level Text with 135 Words Correct per Minute
- B. REFERENCES: English 6 K to 12 Curriculum Guide 2016, p. 128  
[https://lincs.ed.gov/readingprofiles/Dolch\\_Basic.pdf](https://lincs.ed.gov/readingprofiles/Dolch_Basic.pdf)  
[www.uniqueteachingresources.com/support-files/frysixth100set.pdf](http://www.uniqueteachingresources.com/support-files/frysixth100set.pdf) [englishlinx.com/sightwords/sight-words-grade-six.html](http://englishlinx.com/sightwords/sight-words-grade-six.html)
- C. MATERIALS: Drill Cards, Word Chart, Timer

#### III. INSTRUCTIONAL PROCEDURE:

##### A. PRELIMINARY ACTIVITIES

##### 1. Drill- Frequently Occurring Content Area Words: (Using Drill Cards)

film	moving picture	convention	light	blocking
direction	characterization	acting	dialog	setting
set-up	narrative	element	hero	villain

##### 2. Review: (Using Word Chart)

Read the at least 135 words from the grade level text listed below in one minute:

### Grade 6 Sight Word List

shape	material	anyone	wouldn't	kitchen
eight	isn't	rule	section	pick
edge	thousand	science	spent	scale
soft	sign	afraid	ring	basic
village	guess	women	teeth	happen
object	forward	produce	quiet	safe
age	huge	pull	ancient	grown
minute	ride	son	stick	cost
wall	region	meant	afternoon	wear
meet	nor	broken	silver	act
record	period	interest	nose	hat
copy	blood	chance	century	arm
forest	rich	thick	therefore	believe
especially	team	sight	level	major
necessary	corner	pretty	you'll	gray
he's	cat	train	death	wonder
unit	amount	fresh	hole	include
flat	garden	drive	coast	describe
direction	led	lead	cross	electric
south	note	break	sharp	sold
subject	various	sit	fight	visit
skin	race	bought	capital	sheep
wasn't	bit	radio	fill	I'd
I've	result	method	deal	office
yellow	brother	king	busy	row
party	addition	similar	beyond	contain
force	doesn't	return	send	fit
test	dead	corn	love	equal
bad	weight	decide	cool	value
temperature	thin	position	cause	yard
pair	stone	bear	please	beat
ahead	hit	hope	meat	inch
wrong	wife	song	lady	sugar
practice	island	engine	west	key
sand	we'll	board	glad	product
tail	opposite	control	action	desert
wait	born	spread	pass	bank
difficult	sense	evening	type	farther
general	cattle	brown	attention	won
cover	million	clean	gas	total

#### B. DEVELOPMENTAL ACTIVITIES:

##### 1. PRESENTATION:

- The teacher presents the lesson of the day.  
Say: We have been reading word lists the previous weeks. Now, let us reinforce reading these word lists.  
She will also emphasize these **house rules**:
  1. Observe politeness at all times
  2. Show alertness when called.
  3. Stand/ Sit properly when reading.



4. Read the words fast but clear enough to be understood.  
 (Post these House Rules at a corner of the board throughout the duration of the session.)

2. MODELLING/ TEACHING:

- Teacher says: Can you still remember the **Grade Level Text?**  
 The Fry's and Dolch Basic Sight Words?  
 From 200 words this Dolch List contains 220 words.  
 The teacher presents these words printed on a chart on the board.

All 220 Dolch words in alphabetical order

a	better	don't	get	I	many	out	she	these	wash
about	big	done	give	if	may	over	show	they	we
after	black	down	go	in	me	own	sing	think	well
again	blue	draw	goes	into	much	pick	sit	this	went
all	both	drink	going	is	must	play	six	those	were
always	bring	eat	good	it	my	please	sleep	three	what
am	brown	eight	got	its	myself	pretty	small	to	when
an	but	every	green	jump	never	pull	so	today	where
and	buy	fall	grow	just	new	put	some	together	which
any	by	far	had	keep	no	ran	soon	too	white
are	call	fast	has	kind	not	read	start	try	who
around	came	find	have	know	now	red	stop	two	why
as	can	first	he	laugh	of	ride	take	under	will
ask	carry	five	help	let	off	right	tell	up	wish
at	clean	fly	her	light	old	round	ten	upon	with
ate	cold	for	here	like	on	run	thank	us	work
away	come	found	him	little	once	said	that	use	would
be	could	four	his	live	one	saw	the	very	write
because	cut	from	hold	long	only	say	their	walk	yellow
been	did	full	hot	look	open	see	them	want	yes
before	do	funny	how	made	or	seven	then	warm	you
best	does	gave	hurt	make	our	shall	there	was	your

www.dolchword.net

- Say: We have been reading fast the previous weeks at least 135 words in one minute. Now, let's have a reinforced reading with these 220 words. Let's see how far we can go.
- Teacher assigns a Timer.  
 Teacher models reading the words fast but clear enough to be understood and heard while the pupils listen attentively.

3. GUIDED PRACTICE:

Teacher reminds pupils to apply the house rules while doing the activity.

RECOGNITION LEVEL (in chorus):

SAY: Let us read altogether the words. Let me do the timing if you can really read a minimum of 135 words in a minute out of this 220.

- HALF PRODUCTION LEVEL (By groups of 5- 6):  
 DIRECTION: Assign a group timer. Read a minimum of 135 words in one minute from the list with your group mates.

- **FULL PRODUCTION:**  
DIRECTION: Orally say the word list to yourself as quickly as you can in just one minute.

#### 4. GENERALIZATION:

What do we call these words intended for sixth graders?

How many words are we expected to read in one minute?

Value: How do we show our politeness today?

(We show our politeness to others by listening while someone is asked to read/ speak.

by giving others the chance to read/ speak.

by following the leader of the group.

by giving comments/ opinion in a gentle/ nice way.

#### IV. ASSESSMENT: Oral

DIRECTION: Read at least 135 words in the Word List in one minute:

#### V. AGREEMENT:

At home, ask an older family member to listen as you read the words in one minute.