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Learning Activity Sheet for English

Quarter 1

Lesson

2

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Learning Activity Sheet for English Grade 5
Quarter 1: Lesson 3 (Week 3)
SY 2025-2026

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Development Team	
Writer:	<ul style="list-style-type: none">• PNU Development Team
Validator:	<ul style="list-style-type: none">• PNU Development Team
Management Team Philippine Normal University Research Institute for Teacher Quality SiMERR National Research Centre	

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LEARNING ACTIVITY SHEET

Learning Area:	English 5	Quarter:	1 st Quarter
Lesson No.:	2	Date:	
Lesson Title/Topic:	Inferring Character Emotions		
Name:		Grade & Section:	

- I. Activity No. 1: I Feel You!**
- II. Objective(s):** Infer the emotions of the characters based on the dialogue/action.
- III. Materials Needed:** pen, worksheet
- IV. Instructions:** Read the text and fill out the chart to identify the emotion of the characters based on the dialogue and action.

The Lion and the Gnat by Aesop

"Away with you, vile insect!" said a Lion angrily to a Gnat that was buzzing around his head. But the Gnat was not in the least disturbed. "Do you think," he said spitefully to the Lion, "that I am afraid of you because they call you king?" The next instant he flew at the Lion and stung him sharply on the nose. Mad with rage, the Lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell the whole world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the King of beasts came to a miserable end, the prey of a little spider.

Text Evidence	Dialogue or Action?	Emotion	Trait
"Away with you, vile insect!"			
"Do you think that I am afraid of you because they call you king?"			
...he flew at the Lion and stung him sharply on the nose			
...the Lion struck fiercely at the Gnat			
...the Lion, who now was roaring terribly...			
The Gnat buzzed away to tell the whole world about his victory...			

LEARNING ACTIVITY SHEET

Learning Area:	English 5	Quarter:	1 st Quarter
Lesson No.:	2	Date:	
Lesson Title/Topic:	Inferring Character Traits		
Name:		Grade & Section:	

- I. Activity No. 2: Character Trait Word Bank**
- II. Objective(s):** Infer the traits of the characters based on the text evidence
- III. Materials Needed:** pen, worksheet
- IV. Instructions:** Read each of the text evidence and provide the denotative and connotative meaning of the highlighted words. Then, determine the trait by choosing a word from the *Character Trait Word Bank*. Select all that applies.

compassionate	creative	persistent
determined	resilient	selfless
Brave	courageous	kind

Text Evidence	Denotative Meaning	Connotative Meaning	Trait
1. Jamie watched as her little brother, Alex, struggled to tie his shoelaces. She knelt beside him and gently took his hands. "Let me show you a trick I learned," she said with a warm smile. After a few tries, Alex managed to tie them perfectly. "See, you can do it!" Jamie encouraged. "It just takes a little practice." She felt proud of her brother and happy to help him succeed.			(1) Jamie:
2. After three failed attempts, Carlos was ready to give up on his math homework. The problems seemed impossible, and he was tired. But he took a deep breath and reminded			(2) Carlos:

himself of his goal to improve. Carlos reviewed his notes and tried again, slowly working through each problem. Hours later, he finally solved the last equation. Exhausted but triumphant, he knew his hard work had paid off.			
3. Lily noticed a new girl sitting alone at lunch. Remembering how lonely she felt when she was new, Lily walked over with a friendly smile. "Hi, I'm Lily. Do you want to join us?" The girl's face lit up, and she nodded eagerly. Lily introduced her to her friends and made sure she felt included. Later, the new girl thanked Lily, saying it was the best part of her day. Lily felt a warm glow, knowing she had made a difference.			(3) Lily:
(2) David felt his heart race as he stood at the edge of the high diving board. He had always been afraid of heights, but he wanted to overcome his fear. With his friends cheering him on, David took a deep breath and jumped. As he surfaced from the water, he heard the loud applause and felt a surge of pride. He had faced his fear head-on and conquered it.			(4) David:
(5) Emma loved painting, but her latest piece was not turning out the way she wanted. She tried different colors and techniques, but nothing seemed right. Instead of giving up, Emma decided to take a			(5) Emma

break and clear her mind. After a walk outside, she returned with fresh ideas and a new perspective. She spent the next few hours reworking the painting, and by the end, she had created a masterpiece she was proud of.			
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