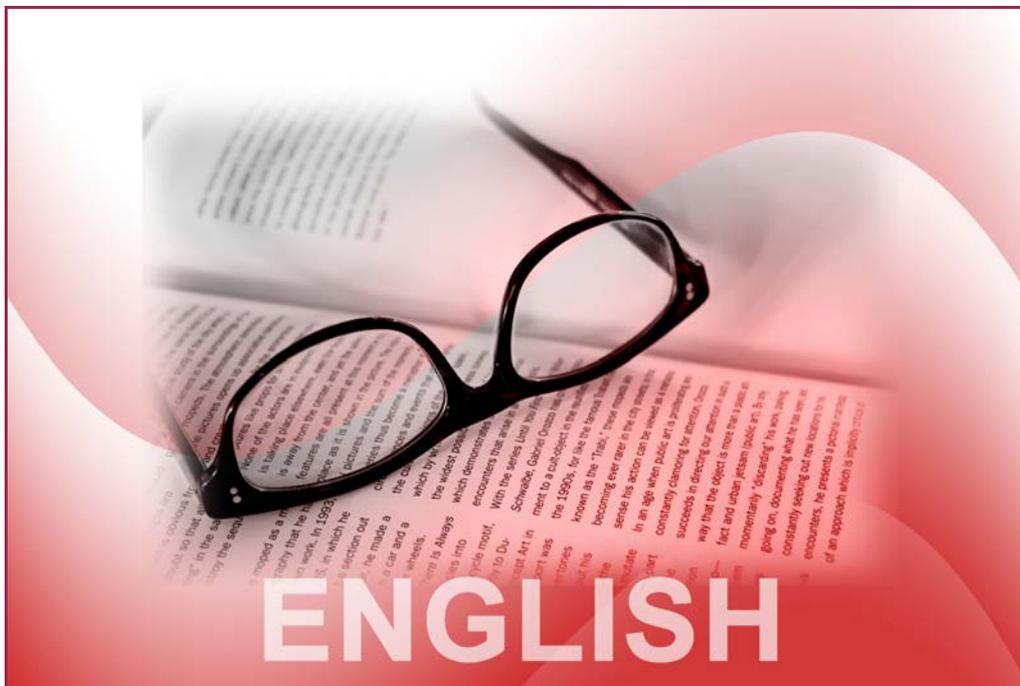




BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



Grade III- ENGLISH
Module 10:Evaluating Ideas
Fourth Grading

COPYRIGHT NOTICE

Section 9 of the Presidential Decree No. 49 provides: "No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office within the work is created shall be necessary for exploitation of such work for profit." This material has been developed within the Basic Education Assistance for Mindanao (BEAM) project. Prior approval must be given by the author(s) or the BEAM Project Management Unit and the source must be clearly acknowledged.

Written, edited and produced by Basic Education Assistance for Mindanao, May 2009



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 7

Basic Education Curriculum Competencies

Grade 3 English: Evaluating Ideas

- Listening
 - Distinguish between facts and fancy from stories heard
- Speaking
 - Talk about topics of interest in 4-5 sentences
- Reading
 - Evaluate ideas
 - Tell whether an action or event is a reality or fantasy
 - Identify irrelevant ideas in a passage
 - Read orally or commit to memory poems/verses
- Writing
 - Write a short story from a given situation

Objectives

- Distinguish statements either it is a fact or opinion through a game.
- Evaluate pictures and write four to five sentences about it.
- Unlock words through contextual clues.
- Read silently the reading text.
- Distinguish irrelevant ideas in a passage.
- Write a short story from a given situation.
- Read and memorize poem.

Essential concepts, knowledge and understandings targeted

- Ideas can be evaluated in many ways depending on the text, example a fantasy or real stories, pictures, etc.
- To make sound judgment, one should gather evidences to support his/her judgment.
- One way to show appreciation of poetry is to read and commit to memory.

Specific vocabulary introduced

- Fantasy is a make -believe story filled with the writer's imagination



- Reality is a story that has actually happened or is true
- Revenge-to inflict punishment in return for; to avenge
- Neglected-to pay little or no attention to; to disregard
- Poison-substance that through its chemical action usually destroys or injures an organism
- Ozone layer-layer of ozone in the atmosphere that absorbs ultraviolet rays from the sun
- Environment-external conditions and surroundings, especially those that affect the quality of life of plants, animals and human beings
- Resolve-to change; to reduce
- Limp-not firm
- Suffocate-to kill or be killed by depriving of oxygen, or by inhaling a poisonous gas
- Bewildered-confused with numerous conflicting situations, objects or statement
- Wilt-to droop

Suggested organizational strategies

- Maximum participation is encourage.
- There are some activities that would allow students to work individually to boost their self-confidence.

Opportunities for Peace Education

- Arts

Activities in this Learning Guide

Activity 1: "Let's Play!"

Multiple Intelligences

- Body/Kinaesthetic
- Verbal/Linguistic

Skill

- Understanding information

Activity 2: "Topics of Interest"

Multiple Intelligences

- Verbal/Linguistic

Skill

- Use old ideas to create new ones



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Activity 3: "Contextual Clues"

Multiple Intelligence

- Verbal/Linguistic

Skill

- Recognition of hidden meanings

Activity 4: "It's Time to Read"

Multiple Intelligence

- Verbal/Linguistic

Skill

- Understanding information

Text Type

- Narrative

Activity 5: "Fact or Opinion?"

Multiple Intelligence

- Verbal/Linguistic

Skill

- Understanding information

Text Type

- Literary

Activity 6: Look for Irrelevant Ideas

Multiple Intelligence

- Verbal/Linguistic

Skill

- Compare and discriminate between ideas

Text Type

- Literary

Activity 7: "Write a Story"

Multiple Intelligences

- Verbal/Linguistic
- Intrapersonal



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Skill

- Use old ideas to create new ones

Activity 8: "Read It"

Multiple Intelligence

- Verbal/Linguistic

Skill

- Understanding information

Text Type

- Literary

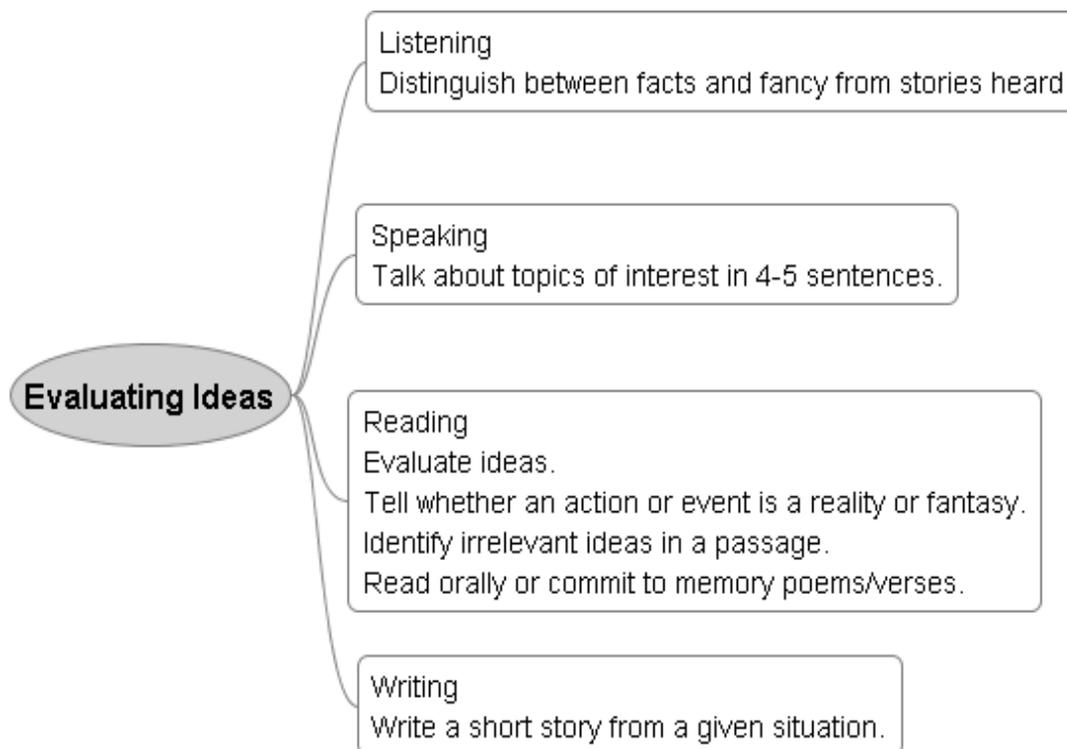
Key Assessment Strategies

- Rubrics
- Checklist
- Outputs
- Participation



Mind Map

The Mind Map displays the organization and relationship between the concepts and activities in this Learning Guide in a visual form. It is included to provide visual clues on the structure of the guide and to provide an opportunity for you, the teacher, to reorganize the guide to suit your particular context.



Stages of Learning

The following stages have been identified as optimal in this unit. It should be noted that the stages do not represent individual lessons. Rather, they are a series of stages over one or more lessons and indicate the suggested steps in the development of the targeted competencies and in the achievement of the stated objectives.

Assessment

All six Stages of Learning in this Learning Guide may include some advice on possible formative assessment ideas to assist you in determining the effectiveness of that stage on student learning. It can also provide information about whether the learning goals set for that stage have been achieved. Where possible, and if needed, teachers can use the formative assessment tasks for summative assessment purposes i.e as measures of student performance. It is important that your students know what they will be assessed on.



1. Activating Prior Learning

This stage aims to engage or focus the learners by asking them to call to mind what they know about the topic and connect it with their past learning. Activities could involve making personal connections.

Background or purpose

In this stage, pupils will play a game to evaluate different statements whether they are fact or fancy. The activity will develop pupils skill in distinguishing ideas/sentences whether it is a fact or fancy.

Strategy

Cooperative Learning is a strategy that allows pupils to work cooperatively with group members.

Materials

- Teacher Resource Material 1 “Statements” on page 17
- Teacher Resource Material 2 “Smart Kid Award” on page 18
- Assessment 1 “Individual Observation Checklist” on page 19

Activity 1 “Let's Play”

(Prior to this activity: Arrange chairs and tables to provide spacious venue for the activity or the class may use a spacious area outside the room.)

1. Prepare Teacher Resource Material 1 “Statements” on page 17. Place the strips in a bowl.
2. Cut and post horizontally on the board the following headings: FACT and FANCY. The strips should be three to four meters apart.

FACT	FANCY
------	-------

3. Instruct the pupils to listen carefully to the mechanics of the game: (Instructions may be read twice.)
 - All pupils will stay at the back area of the classroom
 - The teacher will pick a strip from the bowl and READ the strip aloud to the class.
 - Each pupil will listen carefully and will determine whether the statement is a FACT or FANCY.
 - If the pupil believes that the statement is FACT, then he/she will queue in front of the board where the heading FACT is posted. But if the pupil believes that the statement is FANCY, then, the pupil will queue in front of the board where the heading FANCY is posted.
 - Pupils who queued in the correct heading will stay for the next game. However, pupils who queued in the wrong heading will be out of the game.
 - Continue the process until there is one left to be declared the winner.
4. Inform the class that the winner will receive the SMART KID AWARD on page 18.
 1. Do the activity.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



5. Process the activity by doing the following:
- Check if pupils were able to distinguish between fact and fancy.

Formative Assessment.

Pupils outputs will be assessed using Assessment 1 page 19.

Answer key for Let's Play:

- | | | |
|----------|-----------|-----------|
| 1. Fancy | 6. Fancy | 11. Fancy |
| 2. Fancy | 7. Fact | 12. Fancy |
| 3. Fancy | 8. Fact | 13. Fancy |
| 4. Fancy | 9. Fact | 14. Fact |
| 5. Fact | 10. Fancy | 15. Fact |

Roundup

Pupils should have identified between fact and fancy statements through a game.

2. Setting the Context

This stage introduces the students to what will happen in the lessons. The teacher sets the objectives/expectations for the learning experience and an overview how the learning experience will fit into the larger scheme.

Background or purpose

Pictures are real or make believe images. They tell something that can happen or cannot really happen.

In this stage, teacher ask pupils to bring a picture that depicts fact or fancy. Pupils will talk about the picture in 4-5 sentences. Moreover, pupils will tell if the picture is fact or fancy.

Strategy

Picture is a strategy used as visual prompts in any activity.

Materials

- Teacher Resource Material 3 “Topics of Interest” on page 20
- Assessment 2 “Checklist for Topics of Interest” on page 21

Activity 2: “Topics of Interest”

(Before the conduct of this activity, tell pupils to bring to class a picture that depicts fact or fancy.)

1. Tell pupils to show their pictures to class and talk about it in four to five sentences.

Guide Questions to be answered about the picture:

- What is the picture all about?



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



- Why is the picture interesting?
 - How do you feel about it?
2. Process the activity by:
- Letting pupils identify if the pictures shown a fact or fancy? Let them give their reasons.

Formative Assessment

Use Assessment 2 "Checklist for Topics of Interest" on page 21 to assess the activity.

Roundup

Pupils should have talked about a picture in four to five sentences.

3. Learning Activity Sequence

This stage provides the information about the topic and the activities for the students. Students should be encouraged to discover their own information.

Background or purpose

In this stage, pupils will read a story entitled "It's Time to Talk". Pupils unlock unfamiliar words through contextual clues. Moreover, pupils will be engage in different activities.

Strategies

Contextual Clues is a vocabulary strategy that focuses on teaching pupils skill in determining the meaning of an unfamiliar words by drawing clues from the context-the sentence or paragraph in which the word appear.

Silent Reading is a teaching strategy where learners have a period of uninterrupted silent reading. It also increases learners reading skills and provides a quiet reading work that a class can do while the teacher gives individual help when needed.

Chart is a graphic organizer used to organize and present ideas in a visual form.

Materials

- Reading Text "It's Time to Talk" on pages 22-Error: Reference source not found
- Student Activity Sheet 1 "Contextual Clues" on page 24
- Student Activity 2a "Fact or Opinion?" on page 25
- Student Activity 2b "Fact or Opinion?" on page 26
- Assessment 3 "Checklist for Group Task" on page 27

Activity 3: Before Reading "Contextual Clues"

1. Group the class into four.
2. Distribute to each group Student Activity Sheet 1 "Contextual Clues" on page 24.
3. Explain clearly the instructions of the activity.
4. Give pupils time to do the activity.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



5. Check pupils' answers.

Activity 4: During Reading "It's Time to Read!"

1. Present the motive question:
 - *Why did the plant take revenge against the people?*
2. Distribute the reading text "It's Time to Talk" on pages 22-Error: Reference source not found.
3. Give pupils time to read the text.
4. Process the activity by letting pupils answer the motive and comprehension questions below.
 - *Why did the plant take revenge against the people?*
 - *If you were one of the plant in the story, will you still give humans a chance?*
 - *What do you think is/are the reason/s why humans did not water the flowers and the vegetables?*
 - *How did the plants resolve the problem?*
 - *Do you think the story is real or fancy?*

Activity 5: After Reading "Fact or Opinion?"

- A. For independent learners:
 1. Divide the class into five groups.
 2. Distribute Student Activity 2a "Fact or Opinion?" on page 25 to each group.
 3. Explain clearly the directions of the activity.
 4. Present the criteria for the activity.
 5. Give them time to do the activity.
 6. Present their outputs.
 7. Process the activity by asking pupils: How were you able to identify that the actions/events in the story is a reality or fantasy?
- B. For Instructional learners:
 1. Divide the class into five groups.
 2. Distribute Student Activity 2b "Fact or Opinion?" on page 26 to each group.
 3. Explain clearly the directions of the activity.
 4. Present the criteria for the activity.
 5. Give them time to do the activity.
 6. Presentation of outputs.
 7. Process the activity by asking pupils: How did you classify the events if it is a reality or fantasy?

Formative Assessment

Answer key for Activity 3 "Contextual Clues" .



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



1. Neglect-forget
2. comfort-ease
3. bewilder-confuse
4. wilt-loose its freshness
5. pests-insects that destroy plants
6. suffocate-choked
7. revenge-get even

Activity 4 and 5 answers are checked objectively or you may use Assessment 3 "Checklist for Group Task" on page 27.

Roundup

Pupils should have identified whether an action/events in the story is a reality or fantasy?

4. Check for Understanding of the Topic or Skill

This stage is for teachers to find out how much students have understood before they apply it to other learning experiences.

Background or purpose

In this stage, pupils understanding of the previous learnings will be checked. Pupils' skills and knowledge will be challenged as they engaged in the different activities.

Strategy

Cooperative Learning is a successful teaching strategy in which small teams, each with pupils of different levels of ability, work together to do a given task. Each member of a team is responsible for helping each other finish the task. Thus, creating an atmosphere of achievement.

Materials

Student Activity Sheet 5a "Look for Irrelevant Ideas! on page 28

Student Activity Sheet 5b "Look for Irrelevant Ideas! on page 29

Student Activity Sheet 5c "Look for Irrelevant Ideas! on page 30

Assessment 4 "Group Participation Checklist" on page 31

Activity 6 "Look for Irrelevant Ideas!"

1. Group the class into six. Let them choose a leader and a reporter.
2. Distribute to each group Student Activity Sheet 5a "Look for Irrelevant Ideas! on page 28, Student Activity Sheet 5b "Look for Irrelevant Ideas! on page 29, Student Activity Sheet 5c "Look for Irrelevant Ideas! on page 30. (Two groups may have the same task.)
3. Read to them instruction of the activity.
4. Give them time to do the activity.
5. Check pupils' outputs.



6. Process the activity by asking pupils: Why is it important to identify irrelevant ideas?

Formative Assessment

Use Assessment 4 “Group Participation Checklist” on page 31 to assess pupils' participation in the activity.

Roundup

Pupils' should have identified irrelevant ideas in a passage.

5. Practice and Application

In this stage, students consolidate their learning through independent or guided practice and transfer their learning to new or different situations.

Background or purpose

In this stage, pupils will write a short story from a given situations. Furthermore, pupils are given the chance to develop and use their learnings to a new situation.

Strategy

Story Writing is a writing exercise designed to inspire and enhance a given situation.

Materials

- Notebook
- Teacher Resource Material 7 “Situations” on page 32
- Assessment 5 Rubric for “Write a Story” on page 33

Activity 7 “Write a Story”

(Note: Prepare before hand strips of Teacher Resource Material 7 “Situations” on page 32, strips may be added.)

1. Call each pupil to pick a rolled strip with task written on it. Refer to Teacher Resource Material 7 “Situations” on page 32.
2. Read to them the instruction for the activity.
3. Present the criteria on page 33.
4. Let them do the activity.
5. Call volunteer pupils to share their story.
6. Process the activity by asking pupils:
 - Which stories are fact or fancy? Let them give their reasons.

Formative Assessment

To assess pupils outputs use Assessment 5 Rubric for Write a Story on page 33.

Roundup

Pupils should have written a short story from a given situation.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



6. Closure

This stage brings the series of lessons to a formal conclusion. Teachers may refocus the objectives and summarize the learning gained. Teachers can also foreshadow the next set of learning experiences and make the relevant links.

Background or purpose

In this last stage, pupils will read a poem entitled "The Plant". Pupils will read the poem all together then, by rows, by groups by triads and singly. Then, pupils will memorize the poem and present it to the class. This activity will help pupils enhance their skills and appreciate a poem.

Strategy

Poetry Reading is a strategy that help pupils appreciate and read poetry effectively.

Materials

- Teacher Resource Material 8 "The Plant" on page 34

Activity 9 "Read It"

1. Write on the board the poem entitled "The Plant" on page 34.
2. Tell students to do the following:
 - First Reading: Read the poem all together.
 - Second Reading: Read the poem by rows.
 - Third Reading: Read the poem by groups.
 - Fourth Reading: Read the Poem by triads.
 - Fifth reading: Read the poem individually.
3. Delete the first Line and let the class say the deleted line; delete the second line and let the class say the deleted line.
4. Continue the process until the pupils memorized the poem.
5. Present the criteria for the activity.
6. This time, call pupils one at a time to say the poem by memory to the class.
7. Do the presentations. Present the poem creatively by group.

Formative Assessment

Pupil's performance is assessed using the criteria below:

Criteria	
Oral Delivery <ul style="list-style-type: none">● Memorized the poem.● Words are pronounced correctly and easily understood.	40%
Presentation	40%



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



<ul style="list-style-type: none">● Relaxed and confident during the presentation.● Reads with appropriate expression.	
Overall Presentation	10%
TOTAL	100%

Roundup

Pupils should have memorized and delivered orally the poem/verses to the class.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Teacher Evaluation

(To be completed by the teacher using this Teacher's Guide)

The ways I will evaluate the success of my teaching this unit are:

- 1.
- 2.
- 3.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Teacher Resource Material 1
"Statements"

1. **The hen laid golden eggs.**
2. **All birds can fly.**
3. **Sun rises in the east.**
4. **There is a pot of gold at the end of the rainbow.**
5. **Wednesday is the third day of the week.**
6. **There is a man in the moon.**
7. **Ozone layer absorbs the ultraviolet rays from the sun.**
8. **January is the first month of the year.**
9. **There are twelve months in a year.**
10. **The sun is a ball of fire.**
11. **The shape of the earth is square.**
12. **The clouds can sing.**
13. **The snake can fly.**
14. **Malunggay is a green, leafy vegetable.**
15. **Philippine Eagle is our national bird.**



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Teacher Resource Material 2

Directions: Award this Smart Kid ribbon to student/s who wins the game.





BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Assessment 1
"Individual Observation Checklist"

Directions:

- ◆ Use this checklist to assess each member of the group in doing the activity.
- ◆ Put check(✓) on the appropriate column.

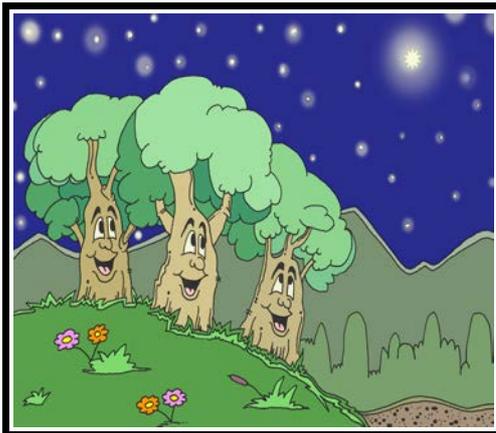
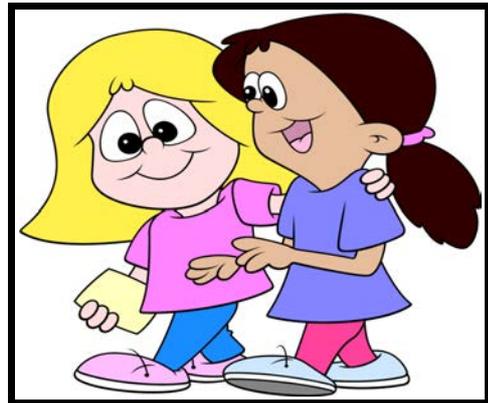
	Member participates actively in the game.	Member is able to distinguish between facts and fancy.	Member is focus on the task to be done.	Member is enthusiastic and active in doing the activity.	Member follows correct instructions of the game.	Total no. of checks
Member						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Teacher Resource Material 3
"Topics of Interest"





BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Assessment 2
Checklist for "Topics of Interest"

Pupil's Name	Member shares a positive attitude about the task.	Member talks about the picture in four to five sentences.	Member is enthusiastic and active in doing the activity.	Total no. of checks.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Reading Text
It's Time to Talk



It happened not so long ago. People forgot the plants. Eventually, the plants felt very sad and wanted to take revenge against the people. The plants cried very hard.

" I feel so neglected! Hu! Hu! Hu!" White Sampaguita cried. "The owners of the garden forget to water me every day. Sometimes, they water me every three days. Sometimes, every four days," White Sampaguita complained.

" There was a time they did not water for a week!_Can you imagine how thirsty I was? Then they still expect me to give them pretty little white sampaguita buds. Hmmmph!" White Sampaguita said angrily.

The other plants said to her. "Don't worry, White Sampaguita," said Rosal. "You're not the only one in that situation."

"Yes, even us vegetables are being neglected. They spray us with these harmful chemicals," complained Patola.

"The people say their chemicals will drive away pests/bugs. But these sprays are poisoning me!" added Okra.

"Don't they know that these sprays can also poison them?" asked Patola.

"Aside from that, these sprays ruin the Earth's ozone layer. This shield us from the sun's harmful ultraviolet rays, said Kalabasa.

"I can't take this anymore," said White Sampaguita.

"We should teach these people a thing or two about our



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



environment," said Ilang-Ilang hanging on a tree.

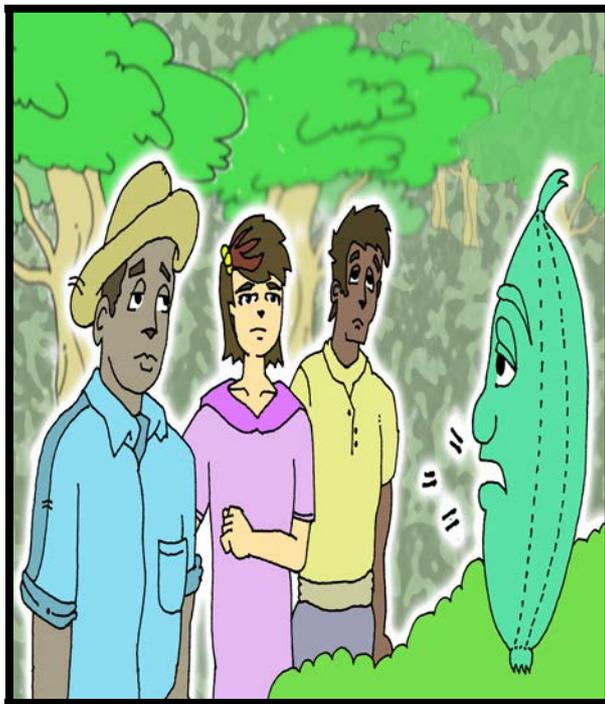
So, they resolved to teach the people an important lesson.

All of them decided to pretend to wilt at exactly the same hour.

At noon the next day, all the plants went visibly limp. Many people noticed this and were startled. How could all the plants suddenly go limp at exactly the same time?

They called the attention of the other people in the village.

Suddenly, in a loud, threatening voice, Patola asked, "Do you want us all to die?" The wind is blowing so hard.



The people were scared to hear the Patola talk. All the plants started talking. The people ran to hide.

"Wait!" Patola and White Sampaguita called, "Don't leave us!" "

"We just want to give you this message: TAKE BETTER CARE OF US. Don't suffocate us with your sprays or we will die. There will be no more plants left in this village," announced Patola.

At that, the plants stood straight again and became quiet once more.

The people were confused. But they got the message of the plants.

From then on, the people in that village took better care of their surroundings, especially the plants.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Student Activity 1
"Contextual Clues"

Directions:

Replaced the italicized word with its correct meaning and encircle the correct answer.

1. The gardener *neglects* to water the plants.
 - a. dispose
 - b. disregard
 - c. discontinue
2. Rosal *comforts* White Sampaguita about her problems in the garden.
 - a. ease
 - b. help
 - c. rescue
3. People were *bewildered* when they see the plants talk.
 - a. angry
 - b. sad
 - c. confuse
4. The plants pretended to *wilt* in the heat of the sun.
 - a. cry
 - b. loose its freshness
 - c. sad
5. The farmers sprayed chemicals to drive away the *pests* that destroyed the crops.
 - a. insects that destroy plants
 - b. animals
 - c. birds
6. The vegetables were *suffocated* with sprays. Their leaves cannot breath anymore
 - a. choked
 - b. sicked
 - c. tired
7. The plants felt very sad and wanted to take *revenge* against the people.
 - a. repose
 - b. get even
 - c. reply



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Student Activity 2a
"Fact or Opinion?"



For Independent learners

Directions:

- ◆ From the story read, identify events that is reality or fancy.
Reality is a story that has actually happened or is true.
Fantasy is a make-believe story filled with the writer's imagination.
- ◆ Write them under the proper heading.

Real	Fancy



BASIC EDUCATION ASSISTANCE FOR MINDANAO
 GRADE III- ENGLISH
 MODULE 10: EVALUATING IDEAS
 FOURTH GRADING



Student Activity 2b
 " Fact or Opinion?"



For Instructional learners:

Directions:

- Let pupils read carefully the sentences below.
- Tell pupils to tick (✓) the appropriate column whether it is a reality or fantasy.

Reality is a story that has actually happened or is true.

Fantasy is a make-believe story filled with the writer's imagination.

Statements	Real	Fancy
1. The plants felt very sad and wanted to take revenge against the people. 2. I felt so neglected! Hu! Hu! Hu!" White Sampaguita cried. 3. They spray us with these harmful chemicals. 4. "We should teach these people a thing or two about our environment," said <i>Ilang-Ilang</i> hanging on a tree. 5. The people were scared to hear the <i>Patola</i> talked. 6. The people in the village took care of their environment, especially the plants. 7. In the story <i>It's Time to Talk</i> , all plants really talked and cried.		



BASIC EDUCATION ASSISTANCE FOR MINDANAO
 GRADE III- ENGLISH
 MODULE 10: EVALUATING IDEAS
 FOURTH GRADING



Student Activity 3a
 Look for Irrelevant Ideas!



Directions:

- Identify irrelevant idea from the passage below. Write them in the second column.
- Be ready to present your outputs.

Passages	Irrelevant Ideas
<ol style="list-style-type: none"> 1. An old woman gave Snow White an apple. Snow White thanked the old woman. She laughed at the old woman. The old woman went away. 2. She opened the basket full of fruits . She started peeling the fruits. The princess just laughed and laughed. She shared the fruits to her friends. 3. Ali looked at the clock. He dressed quickly and ran to the kitchen. He ate his breakfast. He went to his room sleep again. He hurriedly grabbed his bag and went to school. 4. Father goes to work everyday. He works hard in the office. Mother cleans the house. When he goes home, he always brings us <i>pasalubong</i>. 5. Vicky and Nanette planned to play hide-and-seek. They invited their friends to play. They went to market to buy fruits. They start to play hide-and-seek. 	



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Student Activity 3b
Look for Irrelevant Ideas!



Directions:

- Identify irrelevant idea from the passage below. Write them in the second column.
- Be ready to present your outputs.

Passages	Irrelevant Ideas
<ol style="list-style-type: none">1. A little girl came to see the king and the queen. She carried a small covered basket. The old woman brought toys for the princess. She offered the basket to the king and the queen.2. Danny and Isaac were playing games. They tried to beat each other. Danny's mother called them to take their <i>meryenda</i>. Danny and Isaac did not answer their assignments. They went to the kitchen to eat their <i>meryenda</i>.3. Mother bought a kilo of rice. She also bought fish and vegetables. Mother watered the plants in the garden. Mother started cooking the fish and the vegetables.4. Lisa is taking her piano lesson every Sunday afternoon. Her teacher is Miss Lyn. She loves to draw birds and flowers. She learns to play the piano very fast.5. Lara and her friends were talking in the canteen. The bell rang. They all went to the clinic. Lara and her friends fixed their things and went to their class.	



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Student Activity 3c
Look for Irrelevant Ideas!



Directions:

- Identify irrelevant idea from the passage below. Write them in the second column.
- Be ready to present your outputs.

Passages	Irrelevant Ideas
<ol style="list-style-type: none">1. Tina looked outside her window. She saw her friends playing in the streets. She wanted to join her friends. Her mother forbade her because she was sick. She jumped into the water.2. Cinderella sweeps the floor everyday. She washes her stepmother's clothes with soap and water. She dances with the prince in the palace. Her stepmother calls her to wash the cat.3. Bell's father was sick. She went to the village to buy medicine. Bell ate with her father on the riverside. She hurriedly went home to take care of her father.4. Barbie and friends were singing and dancing in the park. They were so happy. The sky began to get dark. They all went inside. They climbed the trees to fly kites.5. People were scared to hear the vegetables talking. They all hide. They went to the sea to fish.	



BASIC EDUCATION ASSISTANCE FOR MINDANAO
 GRADE III- ENGLISH
 MODULE 10: EVALUATING IDEAS
 FOURTH GRADING



Assessment 4
 Group Participation Checklist

Direction: Tick (✓) the appropriate column if you agree with the statement on the first column and (✗) if you don't agree.

Group Members:

1. _____
2. _____
3. _____
4. _____

Performance Indicator		
We can now identify irrelevant ideas in a passage.		
We work collaboratively with each other.		
We share ideas with each other.		
We respect each other's ideas.		



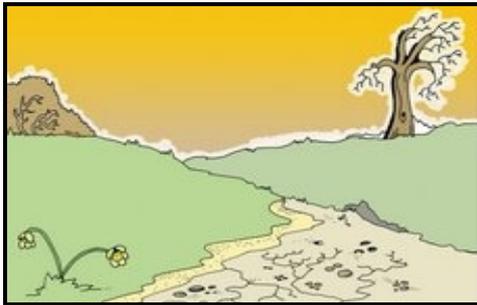
BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Teacher Resource Material 4
"Situations"

Directions:

- Cut and roll these strips.
- Let pupils read the strips assigned to them.
- Tell them to write a short story from a given situations.



Situation 1

It did not rain for three months. The land was so dry...



Situation 2

Three fishermen went fishing in the sea. They caught many fish. Suddenly, the sky became dark and the wind blew so hard...



Situation 3

Three brothers went to the forest to look for food. They saw a big lion...



Situation 4

Ella went to an enchanted forest. She saw an old woman begging for food...



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Assessment 5
Rubric for Write a Story

Directions:

Direction: Tick (✓) the appropriate column if you agree with the statement on the first column and (✗) if you don't agree.

Criteria		
I can write a story from a given situation.		
I can organized my ideas in a logical way.		
I use grammar correctly.		
I write neatly and legibly.		

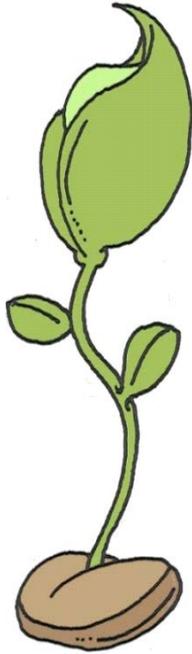


BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE III- ENGLISH
MODULE 10: EVALUATING IDEAS
FOURTH GRADING



Teacher Resource Material 4

The Plant



In the heart of a seed
Buried deep so deep
A dear little plant
Lay fast asleep

"Wake," said the sunshine
"And creep to the light."
"Wake," said the voice
Of the raindrops bright

The little plant heard,
And it rose to see
What a wonderful sight
The outside world might be.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
 GRADE III- ENGLISH
 MODULE 10: EVALUATING IDEAS
 FOURTH GRADING



For the Teacher: Translate the information in this Learning Guide into the following matrix to help you prepare your lesson plans.

Stage	1. Activating Prior Learning	2. Setting the Context	3. Learning Activity Sequence	4. Check for Understanding	5. Practice and Application	6. Closure
Strategies						
Activities from the Learning Guide						
Extra activities you may wish to include						
Materials and planning needed						
Estimated time for this Stage						

Total time for the Learning Guide

Total number of lessons needed for this Learning Guide