BASIC EDUCATION ASSISTANCE FOR MINDANAO
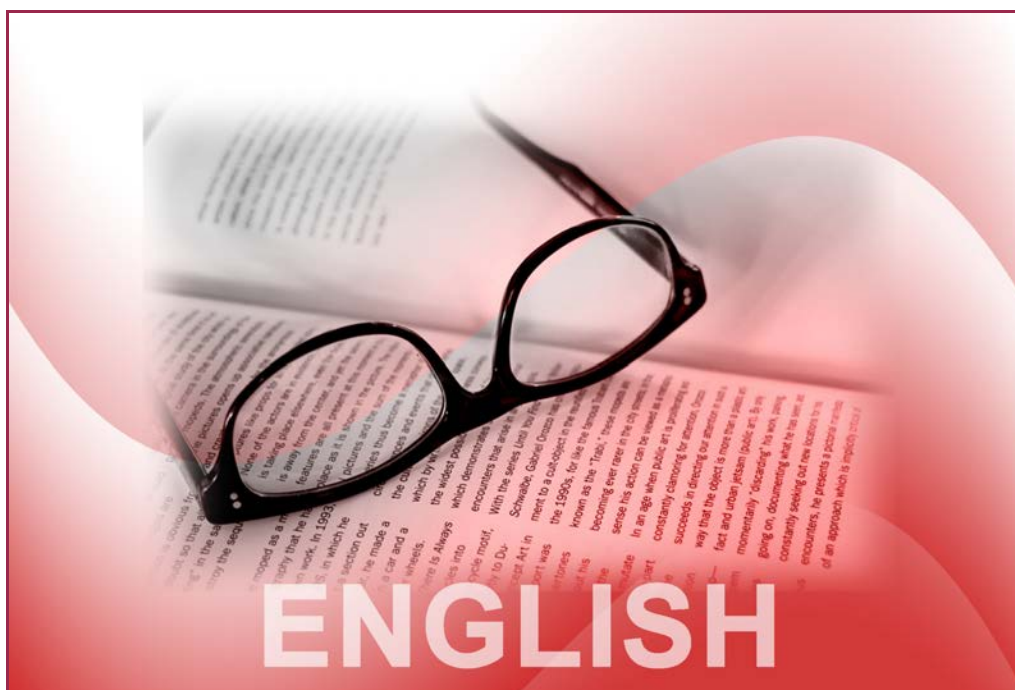# LEARNING GUIDE

Grade Four English
Module 11: MAKING INFERENCES
Fourth Grading

Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 7

Basic Education Curriculum Competencies

Grade 4 English: Making Inference

- Listening
  - Infer feelings of characters based on how they talk (volume, voice, stress)
- Speaking
  - Use adverbs of time and place
- Reading
  - Infer character traits from a selection read
- Writing
  - Write utterances/expressions on situations or comic strips presented e.g. Thank You!, You're great!

Objectives

- Make inferences by answering riddles
- Infer feelings based on the picture clues
- Infer feelings of characters based on how they talk (voice, volume, stress)
- Infer character traits from a selection read
- Use adverbs of time and adverbs of place
- Make inferences using adverbs of time and place
- Write captions and possible conversations of characters in the comic strips.
- Use utterances/expressions in writing captions in the comic strips.
- Recite a poem about inference

Essential concepts, knowledge and understandings targeted

- Inferences are evidence-based guesses. They are the conclusions a reader makes about the unstated meaning based on what is actually stated.
- Feelings of characters can be inferred based on how they talk; voice, volume and stress.
- Adverbs are words that give more information about a verb, an adjective or another adverb.
- Adverb of time shows when the action or something is done or happens. It answers the question "when".
- Adverb of place shows where the action or something is done or happens. It answers the question "where".

Specific vocabulary introduced

- Riddle is a question having a double or veiled meaning, put forth as a puzzle to be solved.
- Character traits are words that describe a person, be it positive or negative description.
- Feeling is any state or condition of emotion.
- Clue is something that helps to solve a problem or mystery.
- A peddler is a traveling trader.

Suggested organizational strategies

- Students are grouped into smaller groups to maximize participation of the students.
- There are also activities which will be done by the students individually to develop among them their self-confidence and independence.
- Assessment is provided to check and measure students' understanding of the topic or skills developed.
- Activities are processed by asking questions to follow-up activities and ensure understanding of the targeted concept.

Cross-curriculum/Integration

- Character Building: The activities in this Learning Guide incorporate some values that build positive character among the students.

Activities in this Learning Guide

Activity 1: "Diddle Riddle"

Multiple Intelligences

- Interpersonal
- Logical
- Verbal/Linguistic

Skills

- Generalize from given facts
- Recognition of hidden meanings

Activity 2: "Feel the Clues"

Multiple Intelligences

- Interpersonal
- Verbal/Linguistic
- Visual/Spatial

Skills

- Observation and recall of information
- Verify the value of evidence

Activity 3: "Straight Traits"

Multiple Intelligences

- Intrapersonal
- Interpersonal
- Verbal/Linguistic

Skills

- Recognition of hidden meanings
- Understanding information

Activity 4: "Bamboo Salad"

Multiple Intelligences

- Verbal/Linguistic
- Interpersonal

Skills

- Recognition of hidden meanings
- Predict consequences
- Understanding information

Text Types

- Narrative Text

Activity 5: "Story Matters"

Multiple Intelligences

- Body/Kinaesthetic
- Interpersonal

Skills

- Observation and recall of information
- Translate knowledge into new context
- Use information

Activity 6: "Tell Me When and Where"

Multiple Intelligences

- Intrapersonal
- Visual/Spatial

- Verbal/Linguistic

Skills

- Relate knowledge from several areas
- Observation and recall of information

Activity 7: "What's in the Comics?"

Multiple Intelligences

- Interpersonal
- Visual/Spatial
- Logical

Skills

- Translate knowledge into new context
- Understanding information
- Use methods, concepts, theories in new situations

Activity 8: "Let's Infer"

Multiple Intelligences

- Interpersonal
- Verbal/Linguistic

Skills

- Relate knowledge from several areas
- Translate knowledge into new context
- Verify the value of evidence

Activity 9: "Inference Poem"

Multiple Intelligences

- Verbal/Linguistic

Skills

- Understanding information

Key Assessment Strategies

- Performance Checklists
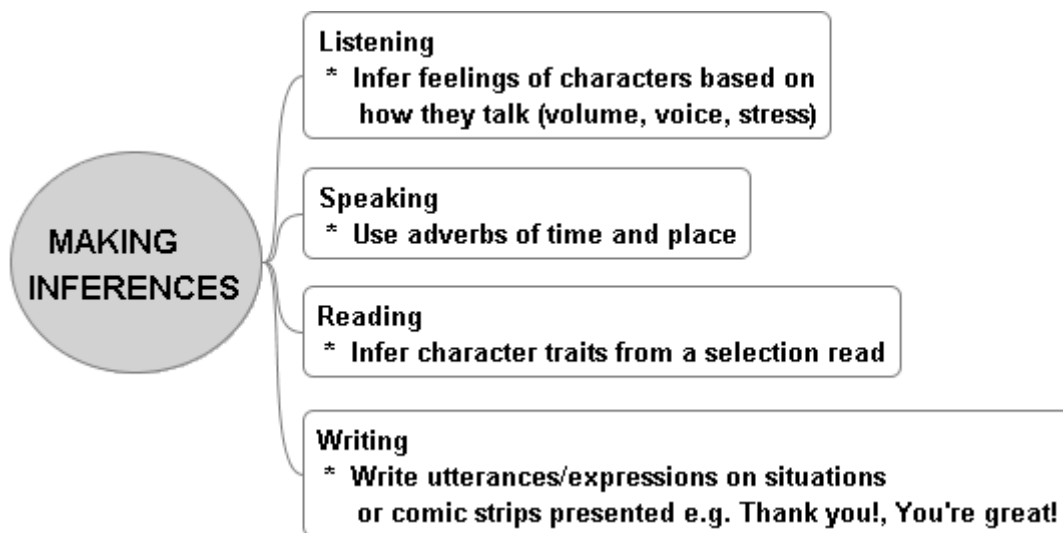- Scoring Rubrics
- Short Tasks

Mind Map

The Mind Map displays the organization and relationship among the competencies, 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.

MAKING INFERENCES

Listening
* Infer feelings of characters based on how they talk (volume, voice, stress)

Speaking
* Use adverbs of time and place

Reading
* Infer character traits from a selection read

Writing
* Write utterances/expressions on situations or comic strips presented e.g. Thank you!, You're great!

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

Making inferences is vital for students to be successful both academically and socially. It helps students develop good thinking and improve their ability to understand any text or message conveyed. It is done by combining background knowledge with clues provided in the message/text to form an idea.

In this stage, an "Inference Riddle Game" will be played by the students to stimulate their interests and activate their prior learning in making inferences. This activity will allow students to infer based on what are provided in the text and reinforced by what they already know.

Strategy

Riddle is a question or statement requiring thought to answer or understand.

Material:

Teacher Resource Material 1 (Riddles) on page 17

Activity 1 "Diddle Riddle"

1. Group the class into six. (You may have more groups for a bigger class.)

2. Let each group prepare an illustration board, a chalk and an eraser. (They may use a metacard/blank paper and a marking pen)

3. Inform students that they are going to solve riddles.

4. Give the following directions:

   • Listen carefully as I read the clues, one after the other.

   • Discuss silently with your group members your guess based on the given clues.

   • You can write your answer in the illustration board even if I am not yet finished giving all 6 clues.

   • Show me your guess immediately after writing it.

   • Then, be ready for the next riddle. (same process)

5. Conduct the activity. Refer to Teacher Resource Material 1 (Riddles) on page 17. Record the groups' scores on the board during the game.

6. Process the activity by asking students what helped them make their guesses. Tell them that when they use the text and their prior knowledge as bases in making a guess, they are actually making an inference.

Formative Assessment

Check the groups' outputs using the criteria below:

   ✔ 5 pts – answered 6-8 riddles

   ✔ 4 pts – answered 4-5 riddles

   ✔ 3 pts – answered 2-3 riddles

   ✔ 2 pts – answered 1 riddle

Roundup

The students should have demonstrated their skills in answering riddles using the given clues.

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

Inferences are evidence-based guesses. They are the conclusions a reader makes about the unstated meaning based on what is actually stated. In reading, the evidence for our inferences consists solely of words while in speaking/listening, we have the actual events, the volume, stress and intonation of the voice, the expressions and gestures that could help us formulate an idea.

In this stage, the activities are designed to challenge students to infer the feelings of the characters based on how they talk, the volume of their voice and the stress and intonation used. They will also be asked to infer the traits of the characters based on the selection read.

Strategy

Task Cards specify a task or activity for students to complete individually, in pairs or as a small group.

Materials

Teacher Resource Material 2 (Facial Clues) on page 18

Teacher Resource Material 3 (List of Feelings) on page 19

Assessment Task for Activity 2 (Feeling Statements) on page 20

Student Activity Sheet 1 (Traits Puzzle) on page 21

Student Activity Sheet 2 (Task Cards for Inferring Traits) on page 22-23

Assessment for Activity 3 (Performance Checklist) on page 24

Teacher Resource Material 4 (List of Character Traits) on page 25

Activity 2 " Feel the Clues"

1. Show the pictures on Teacher Resource Material 2 (Facial Clues) on page 18.

2. Let the students infer what feeling is expressed in each picture.

3. Group the class into six. (You may use the same grouping in Activity 1.)

4. Assign to groups the feelings inferred based on the facial clues on Teacher Resource Material 2 such as happy, sad, shocked, angry, embarrassed and in love.

5. Instruct each group to cite an example of event/situation that they experienced such feeling and act it out in the class while the other groups infer the feeling expressed.

6. Give the groups enough time to practice for presentation.

7. Do the activity.

8. Process the activity by asking them the following:

   • What helped you infer the feeling/s of the characters?

   • What happens if the volume and stress of your voice do not go along with the feeling you are expressing?

   • How did facial expressions help you infer the feelings of the characters?

   • What other feelings do you know aside from the ones expressed?

9. Should you wish to discuss about other feelings on Teacher Resource Material 3 (List of Feelings) on page 19. You may also ask the students to cite situations that make people feel/express a particular feeling.
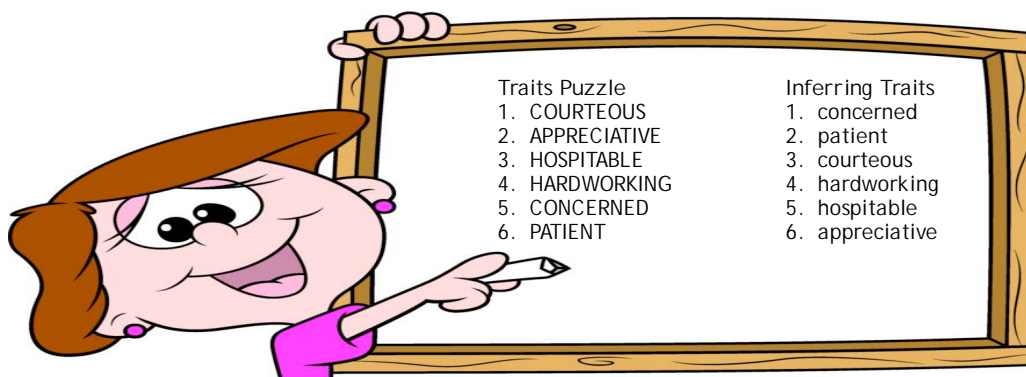
Activity 3 "Straight Traits"

I. Before the Activity

Give each group a copy of Student Activity Sheet 3 (Traits Puzzle) on page 21. Instruct them to identify the character traits in each box by arranging the jumbled letters, using the definition as a clue.

II. During the Activity

1. Write on a strip of paper each task found on Student Activity Sheet 2 (Task Cards for Inferring Traits) on page 22-23 and distribute to the groups. Explain the given directions, if necessary.

2. Inform the students of the criteria on how to assess their performance during the activity. Refer to Assessment for Activity 2 (Performance Checklist) on page 24.

3. Conduct the activity. Give the groups enough time to do it.

4. Call a representative from each group to report their output.

5. Process the activity by asking students how they were able to infer the trait of the character that tells the statement.

6. Check the outputs using the answer key below.

Traits Puzzle	Inferring Traits
1. COURTEOUS	1. concerned
2. APPRECIATIVE	2. patient
3. HOSPITABLE	3. courteous
4. HARDWORKING	4. hardworking
5. CONCERNED	5. hospitable
6. PATIENT	6. appreciative

7. Tell the students that character traits do not always mean good but may also mean bad. Tell them that we call the good qualities "positive traits" and the bad qualities "negative traits" Ask student to cite some examples of negative traits.

8. Should you wish to discuss other traits, please refer to Teacher Resource Material 4 (List of Character Traits) on page 25. You may ask examples of situations that show a particular character trait.

Formative Assessment

✔ *For Activity 2*

➢ Do the Assessment Task for Activity 2 on page 20 and use the criteria in the Formative Assessment for Activity 1 on page 4 in scoring groups' answers.

✔ *For Activity 3*

➢ Use the Checklist on page 24 to assess the groups' performance in doing the activity.

Roundup

The students should have learned to infer feelings of the characters based on how they talk (volume, voice and stress) and infer character traits based on the statements/selections read.

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

More often, writers do not write everything in the text. They usually leave some messages and meanings behind it to be understood and comprehended by the readers through the given clues and hints. Using these clues and hints together with our personal experiences and prior knowledge helps us reach an understanding and it is called inferring.

The Activity in this stage will challenge students to make inferences as they read the story. They will be guided by the inferring questions given at an appropriate part of the reading text. This activity is designed to make students actively interact with the text that would lead to better comprehension.

Moreover, the engagement activity of this stage would make students demonstrate their skills in inferring the feelings and traits of the characters in the story read.

Strategy

Guided Inferential Reading is a strategy wherein students, with the help of guide questions, will infer facts or ideas not obviously expressed in the text.

Materials

Teacher Resource Material 5 (Picture Clues) on page 26

Student Activity Sheet 3 (Reading Text "Bamboo Salad") on page 27-28

Student Activity Sheet 4A (Inferring Traits) on page 29

Student Activity Sheet 4B (Inferring Feelings) on page 30

Teacher Resource Material 6 (Adverbs of Place and Time) on page 31

Student Activity Sheet 5 (Tell Me When and Where) on page 32

Activity 4 "Bamboo Salad"

I. Pre Reading: Unlocking of Difficulty

Picture Clues

- Post on the board an enlarged copy of the pictures on Teacher Resource Material 5 (Picture Clues) on page 26. Using the pictures, draw out the following words from the students: peddler, slippers, bamboo shoot, ladder, bamboo bench and hut.

II. During Reading

1. Form small groups.

2. Give each group a copy of Student Activity Sheet 3 (Reading Text "Bamboo Salad") on page 27-28.

3. Give the following directions:

- Read with your group the story. Stop where there are questions to answer. Answer them using the space provided after each question.

4. Give the students enough time to read the text and to make inferences based on the guide questions.

III. Post Reading:

Go over and check the groups' inferences. Ask them to support their inferences based on the clues from the text or their prior knowledge.

Note: Students' inferences might vary because they have different experiences, understanding and interpretation of the text. Accept any inferences as long as they can support them with reasonable evidences.

Activity 5 "Story Matters"

1. Group the class into eight.

2. Give each group a copy of Student Activity Sheets 4A and 4B (Inferring Character Traits and Feelings) on page 29 to 30.

3. Read the criteria on page 33 on how the students' performance be assessed.

4. Read the following directions:

   • Read the statements on the speech balloons that are extracted from the text.

   • Write the name of the character/s that is/are involved in the statement and infer the feeling/s he/she/they has/have. Write your answers on the spaces provided below each statement.

5. Conduct the activity. Give the groups enough time to do it.

6. Let the groups present their outputs.

7. Refer to the answers below to check students' outputs.

   1) *Character/s:*   *The Couple*

      Character Trait: *Hospitable*

   2) *Character:*   *The Peddler/Tomas*

      Character Trait: *Patient*

   3) *Character:*   *The Peddler/Tomas*

      Character Trait: *Hardworking*

   4) *Character:*   *The Peddler/Tomas*

      Character Trait: *Appreciative*

   5) *Character:*   *The Peddler/Tomas*

      Character Trait: *Courteous*

   6) *Character:*   *Old Woman*

      Character Trait: *Concerned*

   7) *Character:*   *The Peddler/Tomas*

      Character's Feeling: *Tired*

   8) *Character:*   *The Peddler/Tomas*

      Character's Feeling: *Disappointed*

   9) *Character:*   *The Peddler/Tomas*

      Character's Feeling: *Excited*

   10) *Character:*   *The Peddler/Tomas*

      Character's Feeling: *Hungry*

Note: Accept any other relevant inferences on character traits/feelings.

8. Process the activity by asking them the following:

- How did making inferences while reading help you understand the text better?

- What would happen if we do not know how to make reasonable inferences?

Activity 6 "Tell Me When and Where"

1. Conduct a short discussion on Adverbs of Time and Place. Refer to Teacher Resource Material 6 (Adverbs of Time and Place) on page 31.

2. Instruct the students to reread the text and list down all the adverbs of time and place on a sheet of paper. Ask some volunteers to use some adverbs of time and place in the sentence.

3. Distribute a copy of Student Activity Sheet 5 (Tell Me When and Where) on page 32.

4. Read the directions and let the students do the activity.

5. Check students' outputs using the answer key below.

nearby	☐
upstairs	☐
daybreak	◯
anywhere	☐
last time	◯
around	☐
bottom	☐
now	◯

Formative Assessment

✔ Use the checklist on page 33 to assess the groups' performance in Activity 5.

Roundup

The students should have learned to infer the traits of the characters based on the statements read. They should have also learned to use adverbs of time and place in the sentence.

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

It's not only with reading text that we can practice our skill in making inferences. A Comic strip is a very good material that can enhance students' ability in inferring or arriving at a conclusion by reasoning using visual evidences. Usually, comic strips present very limited

written words and languages since other meanings require inferring skills with the help of visual clues i.e actions of the characters in the illustrations.

In this stage, comic strips is being used to provide a concrete strategy for teaching inference. This will challenge students to infer what is happening in the comic strips and show their understanding of the illustrations by writing captions and possible conversations of the characters.

Strategy

Comic Strips (without captions) can be used by teachers with students of any age to allow them to interpret the actions of the characters in the illustrations through providing captions.

Materials

Student Activity Sheet 6A-6D (Comic Strips) on page 34 to 37

Assessment for Activity 7 (Scoring Rubric) on page 38

Activity 7 "What's in the Comics?"

1. Group the class into eight.

2. Duplicate comic strips on page 34 to 37. Give each group 1 comic strip to work on.(Two groups may work with the same comic strips.)

3. Give the following directions:

   • Study the comic strip given to your group.

   • Infer what the characters are doing, their feelings and what they are probably saying. Show your inference by writing captions on the speech balloons.

   • Use adverbs of time and place, expressions like "Thank you," You're Welcome," "You're great!," Good morning," and any other statements that fit the actions of the characters in the comic strips.

4. Read the criteria on how their outputs be assessed on the page 38.

5. Give the groups enough time to do the activity.

6. Process the activity by asking student what difficulty they encounter in doing the activity and how they were able to cope that difficulty.

Formative Assessment

Use the scoring rubric on page 38 to assess the groups' outputs in Activity 7.

Roundup

The students should have learned to make inferences based on characters' actions in the comic strips by writing captions or conversations in the speech balloons. They should have also used different expressions to convey meaning.

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

Adverbs of place tells us where something happened. It is usually placed after the main verb or object. Adverbs of time tells us when an action happened. They can be placed after each sentence and also at the beginning.

Strategy

Dyad is a strategy wherein students work by pair in accomplishing a task.

Activity 8 "Let's Infer"

1. Form pairs.

2. Give the following directions:

   • Listen as I read a situation. (Refer to the box below)

   • Write in a piece of paper an inference using adverb of place or adverb of time based on the situation.

   Example: "The teacher is absent."

   You can make any inference why the teacher is absent like "The teacher is absent today because she got sick." Make sure that you use an adverb of place or time in making inferences. In this example, "today" is the adverb of time used."

   > SITUATIONS
   > 1. The bird with broken wings is under the tree.
   > 2. Your classmate is absent for about three weeks now.
   > 3. You have passed by a house with many people on it.
   > 4. You hear your neighbor crying loudly at the middle of the night.
   > 5. Your teacher looks very happy today.
   > *You may add more…*

3. Start the activity.

4. Ask volunteers to share their inferences.

5. Process the activity by asking them how important making inferences is in our daily lives. Let them cite examples of situations wherein making inferences is a must.

Formative Assessment

✔ Let each pair formulate a situation and act it out in front of the class. Let their classmates infer what situation is being demonstrated.

Roundup

The students should have learned to make inferences based on situations given/acted out.

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 stage, students' learning will be consolidated by letting them recite a poem entitled "Inference" As they recall this poem in the future, they will also be reminded of the concept of making inference.

Strategy

Poem is a

Materials

Teacher Resource Material 4 (Poem) on page 39

Activity 9 "Inference Poem"

1. Provide an enlarged copy of the poem on Teacher Resource Material 4 (Poem) on page 39.

2. Let the students recite the poem.

3. Do the "Guided-Repeated Reading". (Teacher reads first while students listen. Teacher Read the poem by line and students follow. The teacher, together with the students read the entire poem.)

Formative Assessment

Let the students say something about the poem. Ask them what particular part of the poem clearly describe the word "inference". Let them support their answers.

Roundup

The students should have recited and understood the poem. They should have also shared with the class their understanding about the poem.

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.

Teacher Resource Material 1
"Riddles"

---

* I last exactly for one year.
* I have numbers.
* I keep track of time.
* I can show you your birthday.
* I know all the holidays.
* I help you remember dates.

Answer: CALENDAR

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* I come in many sizes
* I am at the olympics
* I am made of metal
* I need air to work
* I have pedals
* You can ride on me

Answer: BICYCLE

---

* I have bristles
* You can hold me with your hand
* I am made of plastics
* I have a handle
* You put toothpaste on me
* Use me so you won't get cavities

Answer: TOOTHBRUSH

---

* I am smaller than the earth
* I am miles away from the earth
* I reflect light from the sun
* I orbit around the earth
* Humans visited me by spaceships
* Neil Armstrong visited me

Answer: MOON

---

* I start the day with a bell
* I am closed on weekends
* Teachers work in me
* I am full of desks
* I teach reading, writing and arithmetic
* I have more kids than adults

Answer: SCHOOL

---

* I am eaten
* I come with a peel
* I am a fruit
* Some people eat me with cereal
* I might have a "Chiquita" label
* Monkeys love me

Answer: BANANA

---

* My body is usually hollow
* You need two hands to play me
* I have a long neck
* I make music
* I can be strung or plucked
* I usually have six strings

Answer: GUITAR

---

* I am a marine animal
* I am a mollusk
* There are no bones in my body
* I can squirt black ink
* I shake 8 hands at once
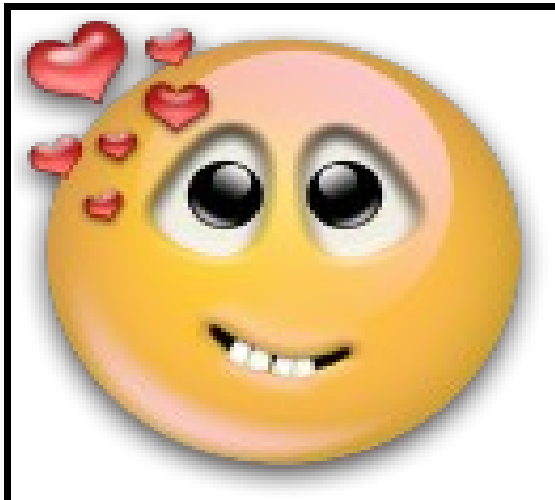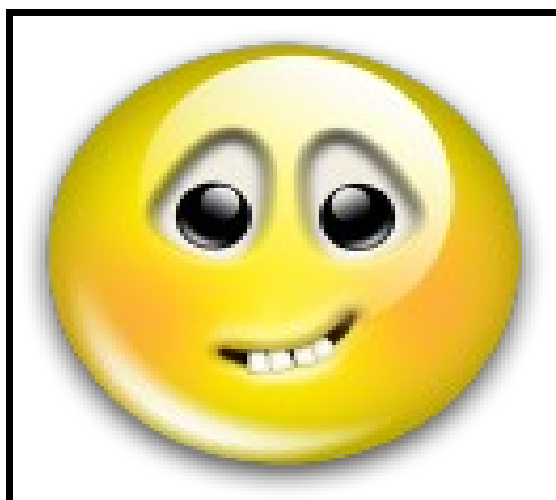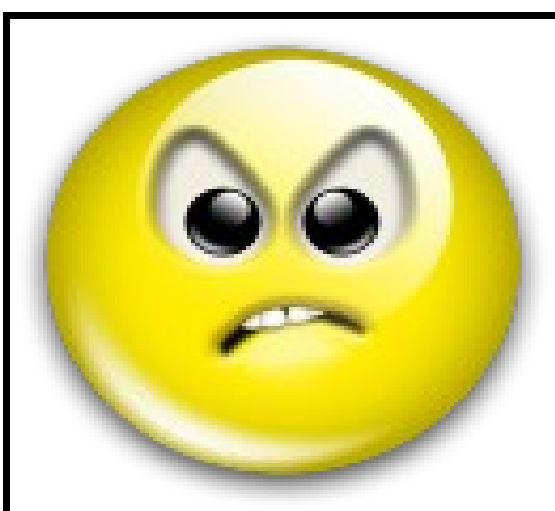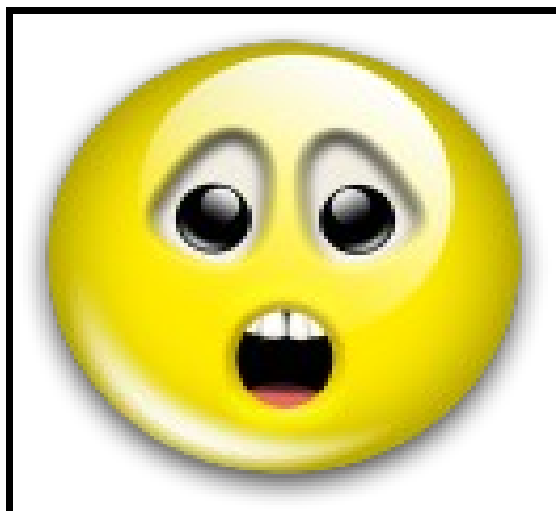* My arms have suction cups

Answer: OCTOPUS
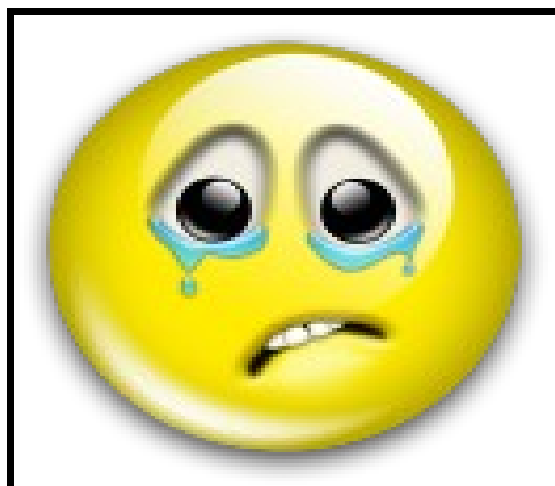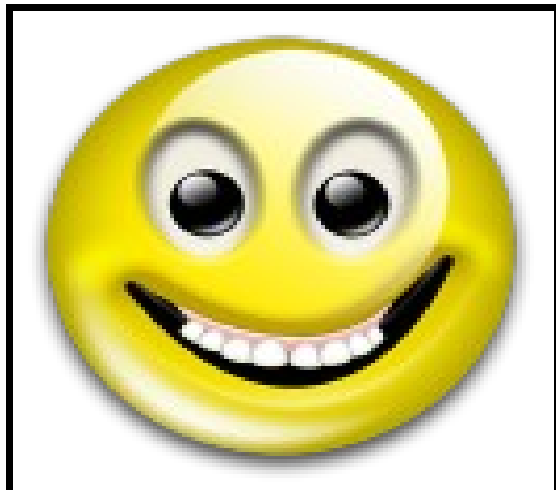
Teacher Resource Material 2
"Facial Clues"

Teacher Resource Material 3
"List of Feelings"

PLEASANT FEELINGS	UNPLEASANT FEELINGS
happy	angry
amazed	ashamed
satisfied	sad
comfortable	embarrassed
in love	abused
energetic	hopeless
lucky	brokenhearted
inspired	frustrated
peaceful	afraid
calm	helpless
glad	lonely
at ease	disappointed
wonderful	guilty
relaxed	abandoned
delighted	bored
comforted	intimidated
blessed	horrified
thankful	insecure

Assessment Task for Activity 2

Directions: Read each of the statements below and let the students infer what feeling is being expressed in each statement.

> "I'm very sorry, I can't join our party tonight. I have just been out of the hospital."

> "Happy Mother's Day Mama!"

> "No! I can't believe it. My brother is not yet dead!"

> "I'm sorry, Ma'am. I promise not to cheat from my classmate's answer again."

> "Go out! I don't want to see your face again!"

> "Hurray! We won the game!"

> "Thank you for being there always. You're such a good friend."

> "Daddy, I missed you so much. Why did you leave us? Where are you now?"

I

Student Activity Sheet 1
"Traits Puzzle"

OUTCEORUS
Showing courtesy and good manners.

APECIAPTIRVE
Showing appreciation or a favorable opinion or judgment.

OSBPITHALE
Treating guests and strangers with cordiality and generosity.

WRDOHKAINRG
Working energetically and devotedly.

CENCEROND
Showing or feeling worry or solicitude.

PETINAT
Bearing or enduring, difficulty, pain, provocation or annoyance with calmness.

Student Activity Sheet 2
"Task Cards for Inferring Traits"

Task for Group 1

Directions: *Examine the selection below.*
Infer the kind of trait that the character shows.

Bianca visited her lolo in the farm who got sick for months now. She stayed there for a week to take care of her lolo and went home only when she knows that her lolo is totally well.

Task for Group 2

Directions: *Examine the selection below.*
Infer the kind of trait that the character shows.

Ruben's classmates are teasing him "pandak!" because of his height. Most often, he is the "laughing stock" of the class but never did he fight back or get angry with them.

Task for Group 3

Directions: *Examine the selection below.*
Infer the kind of trait that the character shows.

Mary's teacher like her very much because she's the only one in the class who never forgets to say "good morning" and "thank you." She never goes out of the class without asking permission to her teacher.

Student Activity Sheet 2
"Task Cards for Inferring Traits"

Task for Group 4

Directions: Examine the selection below.
Infer the kind of trait that the character shows.

My mother is a teacher. She wakes up early in the morning to wash some clothes and prepare our breakfast. She teaches all day in school and makes sure that all of her students learn their lessons. In the evening, she ironed our clothes and clean our house. You can never see her doing nothing.

Task for Group 5

Directions: Examine the selection below.
Infer the kind of trait that the character shows.

Mang Kulas lives in a farm near Mt. Apo. His hut had been the resting place for climbers. He never hesitates to welcome strangers and offer them a hot native coffee to drink.

Task for Group 6

Directions: Examine the selection below.
Infer the kind of trait that the character shows.

Everybody likes Romel. He always appreciates every little thing that we do. He never misses to say "congratulations" every time one in class does something good or nice.

Assessment for Activity 3
"Performance Checklist"

Directions: Use this checklist to assess the performance of the groups in doing the activity.

PERFORMANCE INDICATORS	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
The group kept on track, they weren't distracted with other things.						
The group helped together in accomplishing their task.						
The members of the group listened to each other and respected the opinion of others.						
Each member of the group contributed information and opinions.						
They took turns in talking and sharing ideas.						
The group worked quietly without disturbing others.						
The group completed their task within the alloted time.						
They did very well in the assigned task.						
TOTAL NUMBER OF CHECKS						

Teacher Resource Material 4
"List of Character Traits"

POSITIVE TRAITS	NEGATIVE TRAITS
attentive	arrogant
charming	cold-hearted
cheerful	cruel
clever	dishonest
compassionate	disrespectful
considerate	foolish
cooperative	impatient
diligent	impolite
energetic	inconsiderate
friendly	indifferent
generous	jealous
gentle	lazy
helpful	meek
hospitable	mischievous
industrious	naughty
loving	noisy
loyal	selfish
obedient	shy

Teacher Resource Material 5
"Picture Clues"

peddler	hut	bamboo shoot
		ladder
		bamboo bench
		slippers

Student Activity Sheet 3
"Reading Text"

Bamboo Salad

In a faraway village in the province of Samar, there lived a peddler named Tomas. He carried assorted slippers of different sizes on his back. He had been traveling for months and now he found himself in a small quiet barrio. He had no worry, however, for he knew that he had only to stop at a house in order to have something to eat and a mat to sleep on.

Based on the last sentence, what kind of trait do people in the province possess?

_____

He stopped at a lonely farmhouse and laid down the heavy sack of slippers <u>on</u> the ground. He looked around and found that the next house was almost half a kilometer away. He came <u>near</u> the hut and saw a sparkling light from the slightly opened door.

What time of the day do you think was it? Why do you say so?

_____

"*Tao po! Tao po!*" Tomas called from the bottom of the ladder. An old woman looked from the door and when she saw that the man looked tired and weary, she immediately called her husband. The couple invited him to go <u>upstairs</u> and sit on the only bamboo bench they had. They were poor but they were ready to offer everything they had to the stranger.

"We can see that you are not only tired but also hungry," said the old woman. "We live far away from the town and the market. We have very little to offer you but what we have is yours." "Thank you very much," Tomas replied.

What character trait did the couple show?

_____

The old woman went to the kitchen and started preparing food. She appeared with a bowl of thin white slices of what looked like vegetables with slices of dried fish and a little dressing of vinegar and salt and a plateful of rice. Tomas quickly took some spoonfuls of the strange vegetables.

"What a fine salad this is!" he exclaimed." "That is only sliced bamboo." "It tastes good and delicious," he added.

Is "sliced bamboo salad "a common food for the peddler? Why do you say so?

_____

Student Activity Sheet 3
"Reading Text Continued"

Tomas and the couple spent the night exchanging stories. At daybreak, he picked up his sackful of slippers and departed after thanking his hosts. He traveled anywhere and ate different kinds of foods. He ate saluyot among Ilokanos, kangkong among Tagalogs, and kinilaw among the Visayans but he remembered most the delicious bamboo salad.

Among the food the peddler has previously tasted, why did he remember the bamboo salad the most?

_____

Upon reaching home after he had disposed of all his wares, he could not help longing for the salad. What he remembered was it was made of bamboo. He got the bolo from the kitchen and quickly cut a part of their bamboo ladder. He even chose the shortest portion.

What do you think the peddled will do to the part of the bamboo ladder he cut?

_____

"I'll just slice it thinly when it is cooked," he said. He then took a big pot and started boiling it. He added several spoonfuls of vinegar, salt and even slices of ginger and pepper to make it more tangy and hot. He boiled the mixture for hours to make it more tasty. At last, dinner time came.

"Now, it's time to eat my most awaited dinner." Tomas took a big scoop and placed it on a bowl.

"What's this? What's this?" he cried. "Surely this is not the same kind of salad I tasted last time." he called his wife and asked her to taste it.

Did Tomas like the salad he cooked? Why do you think so?

_____

"Whew!" she shouted. "Maybe it needs more boiling."

"Maybe so," he agreed.

Tomas gathered more firewood and added more water. He had burned almost a truckload before he gave up on the bamboo salad that never softened.

Why is it that the bamboo salad that Tomas cooked did not soften at all?

_____

Student Activity Sheet 4A
"Inferring Traits"

1. The couple invited him to go up and sit on the only bamboo bench they had. They were poor but they were ready to offer everything they had to the stranger.

Character:_____
Character Trait: _____

2. Tomas gathered more firewood and added more water. He had burned almost a truckload before he gave up on the bamboo salad that never softened.

Character:_____
Character Trait: _____

3. He carried assorted slippers of different sizes on his back. He had been traveling for months.

Character:_____
Character Trait: _____

4. "What a fine salad this is! It tastes good and delicious!"

Character:_____
Character Trait: _____

5. At daybreak, he picked up his sackful of slippers and departed after thanking his hosts.

Character:_____
Character Trait: _____

6. "We can see that you are not only tired but also hungry."

Character:_____
Character Trait: _____

Student Activity Sheet 4B
"Inferring Feelings"

Directions: Identify the character involved in each statement in the box. Infer his/her feeling based on the statement said/narrated.

7. He carried assorted slippers of different sizes on his back. He had been traveling for months.

Character:_____
Character's Feeling:_____

8. "What's this? What's this?" he cried. "Surely this is not the same kind of salad I tasted."

Character:_____
Character's Feeling:_____

9. "Now, it's the time to eat my most awaited dinner." Tomas took a big scoop and placed it on a bowl.

Character:_____
Character's Feeling:_____

10. Tomas quickly took some spoonfuls of the strange vegetables because he has not eaten his dinner yet.

Character:_____
Character's Feeling:_____

Teacher Resource Material 6
"Adverbs of Time and Place"

Adverb is a word that gives more information about a verb, an adjective or another adverb.

Adverb of time shows when the action or something is done or happens. It answers the question "when".	Adverb of place shows where the action or something happens or is done. It answers the question "where".

soon	inside
now	there
last week	below
last month	everywhere
last year	anywhere
next week	in front
next month	under
next year	outside
tomorrow	here
tonight	behind
afternoon	on
next time	above
noontime	nearby
today	away
presently	nowhere
recently	somewhere
late	downstairs

Example of adverb of time used in the sentence:
1. I'll go with you <u>today</u>.
   The adverb "today" answers the question "When will you go with me?"
2. I'll be in high school <u>next year</u>.
   The adverb "next year" answers the question "When will you be in high school?"

Example of adverb of place used in the sentence.
1. I walked <u>downstairs</u>.
   The adverb "downstairs" answers the question "Where did you walk?"
2. I will meet you <u>outside</u>.
   The adverb "outside" answers the question "Where will you meet me?"

Student Activity Sheet 5
"Tell Me When and Where"

Directions: Read the sentences on the box. Answer each question on the first column of the table below. Write your answers on the second column. Draw a circle◯ if your answer tells a time and a square▢ if it tells a place on the third column.

1. Tomas saw a light nearby. *Where did Tomas see a light?*		
2. The couple invited Tomas to go upstairs. *Where did the couple invite Tomas to go?*		
3. Tomas left the couple at daybreak. *When did Tomas leave the couple?*		
4. Tomas traveled anywhere to sell slippers. *Where did Tomas travel to sell slippers?*		
5. Tomas tasted different kinds of salad last time. *When did Tomas taste different kinds of salad?*		
6. Tomas looked around to find the next house. *Where did Tomas look to find the next house?*		
7. Tomas called "Tao po!" from the bottom of the ladder. *Where did Tomas call "Tao po!"?*		
8. Now is the time for Tomas to eat his dinner. *When is the time for Tomas to eat his dinner?*		

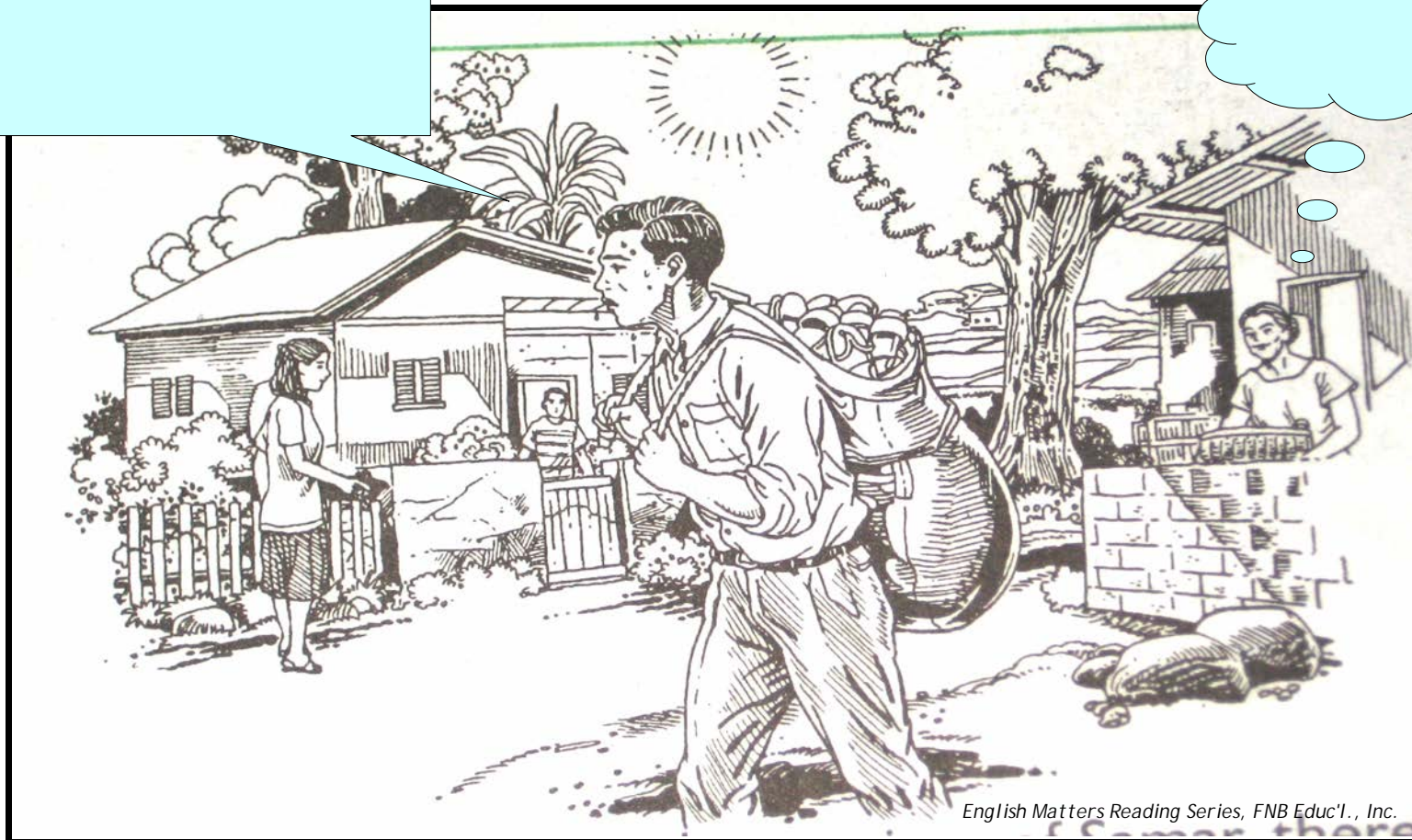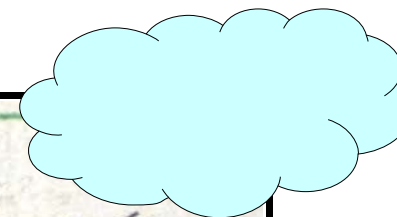## Assessment for Activity 5
"Performance Checklist"

PERFORMANCE INDICATORS	Members of the groups showed enthusiasm and displayed interests in accomplishing the task. All members participated.	Group members discussed and consulted each other in coming up with the final answer to the given task.	The group was able to give the character that was talking/talked about in the given statement.	The group was able to give the appropriate character traits/feelings based on the statements read.	TOTAL CHECKS
GROUP 1					
GROUP 2					
GROUP 3					
GROUP 4					
GROUP 5					
GROUP 6					

Student Activity Sheet 6A
Comic Strip 1

English Matters Reading Series, FNB Educ'l., Inc.

Student Activity Sheet 6B
Comic Strip 2

English Matters Reading Series, FNB Educ'l., Inc.

Student Activity Sheet 6C
Comic Strip 3

English Matters Reading Series, FNB Educ'l., Inc.

Student Activity Sheet 6D
Comic Strip 4

English Matters Reading Series, FNB Educ'l., Inc.

Assessment for Activity 7
"Scoring Rubric"

CATEGORY	3	2	1	TOTAL
Captions	Captions reflect good inferences of the group. The captions demonstrated group's understanding of the illustrations in the comic strips.	Few lines in the caption did not match with what are illustrated in the comic strips.	Most lines in the captions did not jive with the illustrations.	
Use of adverbs of time and place and different expressions.	Captions used a lot of adverbs of time and place appropriately and utilized a lot of different expressions like "Thank you," and "You're great!" to convey meaning.	Captions used some adverbs of time and place appropriately and utilized some expressions like "Thank you," and "You're great!" to convey meaning.	Captions did not use adverbs of time and place and did not utilize expressions like "Thank you," and "You're great!" to convey meaning.	
Clarity and Neatness	Captions were clearly and neatly written.	There were few words and phrases that are not written clearly and neatly.	Captions were not written clearly and neatly.	
Language Structure	There were no spelling or grammatical error in the captions of the comic strips.	There were few spelling and grammatical error in the captions of the comic strips.	There were many spelling and grammatical error in the captions of the comic strips.	
Cooperation	The group worked cooperatively with no need for teacher intervention.	There were few members of the group who did not cooperate in accomplishing the assigned task.	Most members of the group didn't show interest in accomplishing the assigned task.	

Teacher Resource Material 3
"Poem"

Inference

Inference
That's the power
That's the process of thinking.

When you infer,
Here's what you do.
Read between the lines,
and take your time.

Read what the author said,
Hold it in your head.
A word or phrase
May be the clue that you need

Every explanation must have a proof.

Take a guess, but make it good.

Inference
The power,
The process of thinking.

Inference
The power,
The process of thinking.

If you're not sure
Go back and read it again
Until it's clear.

adapted "Inference" by Matilda Gilbert
http://www.songsforteaching.com

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