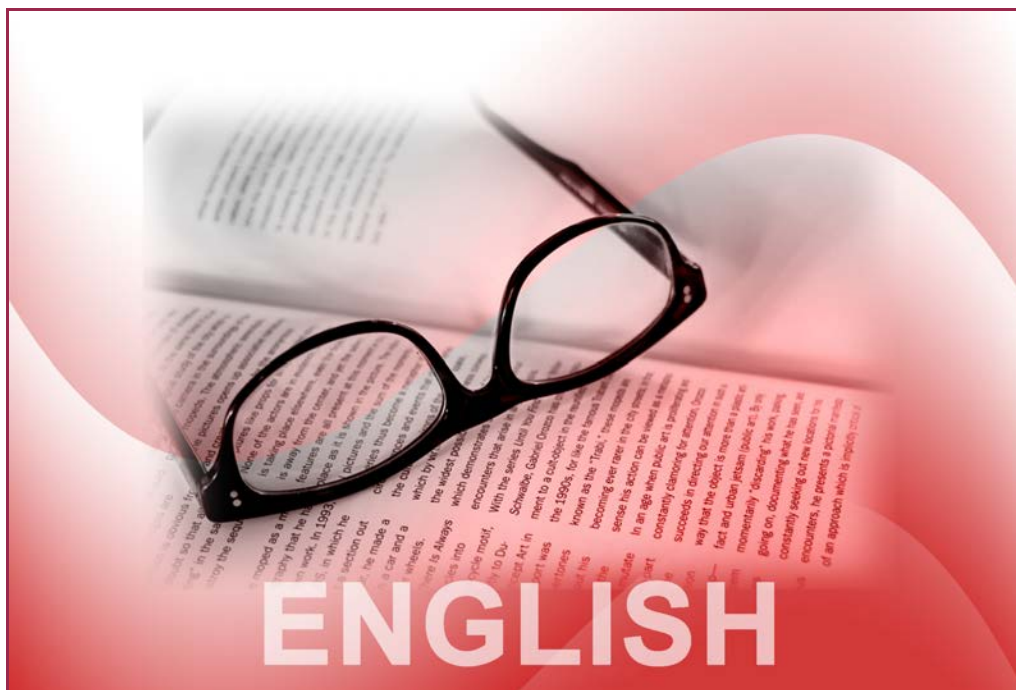




BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



Grade Four English
Module 12: DRAWING CONCLUSIONS
Fourth Grading Period

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BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 9

Basic Education Curriculum Competencies

Grade 4 English: Drawing Conclusions

- Listening
 - Give conclusions to situations/news/oral report heard
- Speaking
 - Use prepositions and prepositional phrase e.g. among, in a month
- Reading
 - Draw conclusions based on information given
- Writing
 - Write paragraphs
 - Descriptive
 - Narrative
 - Write diaries and journals

Objectives

- Give conclusions to the events presented in the picture.
- Draw conclusions to the situations heard.
- Use unfamiliar words in the sentence.
- Identify facts/clues from the story read.
- Draw conclusions based on the given information.
- Identify prepositions/prepositional phrases in the text read.
- Use prepositions/prepositional phrases.
- Identify clues/facts from the news article read.
- Draw conclusions based on the news article read.
- Write a narrative paragraph.
- Write a journal.

Essential concepts, knowledge and understandings targeted

- Drawing conclusion is taking the facts you know to help you figure out what you don't know. It gives us a hint to know some unwritten meanings in the book.
- Preposition describes a relationship between other words in the sentence.
- Prepositional Phrase is a group of word containing a preposition, a noun or a pronoun.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



- Narrative Writing is a writing that tells a story whether true or fictional.
- Journal is a record kept for one's self.

Specific vocabulary introduced

- Draw - to arrive at a conclusion or inference by examining the evidence for something
- Conclusion - a decision based on facts
- Facts - a piece of information, something known to be true
- Clues - aid in solving mystery
- Evidence - sign or proof
- preposition - word used before noun
- horizon - the place where earth meets sky
- hearth - the fireplace of a home
- ablaze - burning strongly
- tsunami - large ocean wave
- stalk - plant stem
- flame - hot glowing body of burning gas

Suggested organizational strategies

- Assigning groups to students
- Setting of classroom standards
- Preparation of Teacher and Student Resource Sheets
- Reproduction of Activity Sheets

Opportunities for Peace Education

- Disaster preparedness
- Showing concern for others

Activities in this Learning Guide

Activity 1: Picture Out

Multiple Intelligences

- Visual/Spatial

Skills

- Predict, draw conclusions, Interpret facts, compare, contrast

Text Types

- Discussion, Factual Recount



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Activity 2: Factual Clues

Multiple Intelligences

- Musical/Rhythmic

Skills

- Make choices based on reasoned argument, Generalize from given facts

Text Types

- Factual Description

Activity 3: Unfolding Words

Multiple Intelligences

- Visual/Spatial

Skill

- Recognition of hidden meanings

Text Type

- Personal Response

Activity 4: Reading Clues

Multiple Intelligences

- Visual/Spatial

Skills

- Predict, draw conclusions

Text Type

- Literary

Activity 5: Searching Clues

Multiple Intelligences

- Interpersonal, Verbal/Linguistic

Skills

- Recognition of hidden meanings, Recognize subjectivity

Text Type

- Literary Recount

Activity 6: All About Prepositions

Multiple Intelligences

- Verbal/Linguistic



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Skills

- Translate knowledge into new context, Understanding information

Text Type

- Personal Response

Activity 7: Investigating Facts

Multiple Intelligences

- Body/Kinesthetic, Verbal/Linguistic

Skills

- Predict, draw conclusions, Verify the value of evidence

Text Type

- Information Report

Activity 8: Just A Glimpse!

Multiple Intelligences

- Verbal/Linguistic

Skills

- Translate knowledge into new context, Use old ideas to create new ones

Text Type

- Narrative

Activity 9: Self-Reflections

Multiple Intelligences

- Intra personal

Skills

- Grasp meaning, Observation and recall of information, Generalize from given facts

Text Type

- Personal Response

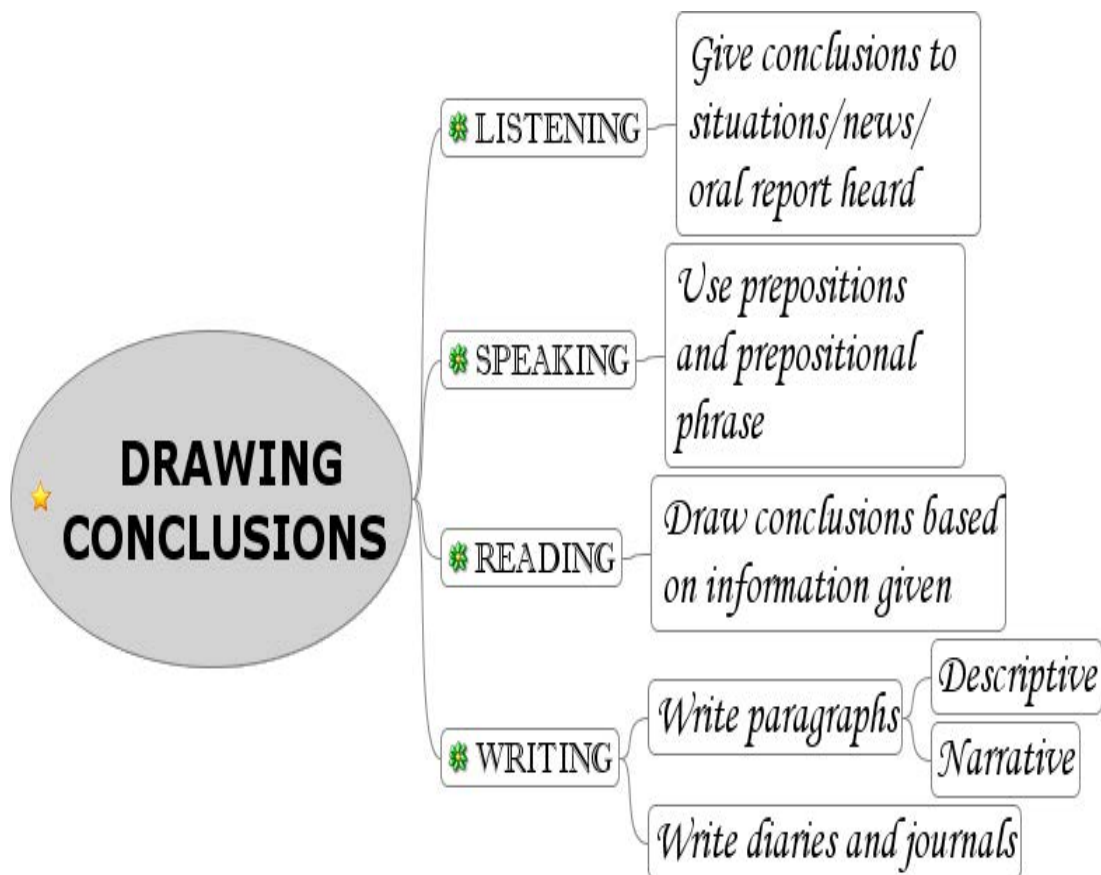
Key Assessment Strategies

- Small Group Scored Discussion Rubric
- Drawing Conclusion Rubric
- Self-Assessment Checklist
- Narrative Writing Rubric
- Journal Rubric



Mind Map

The Mind Map displays the organization and relationship between the concepts and competencies 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.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



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

"A picture is worth a thousand words," so as the saying goes. The use of picture in telling what is "most likely" to happen is very helpful to activate students' knowledge in drawing conclusion.

In this stage, students will draw conclusion to the events presented in the pictures.

Strategy

Photograph/Picture can be used as visual prompts to stimulate discussions in the classroom. It is also a good strategy to increase student's understanding of a concept.

Material

Activity Sheet 1, "Picture Out" on page 16

Assessment for Activity 1, "Small Group Scored Discussion Rubric" on page 17

Activity 1 "Picture Out"

1. Form small groups.
2. Distribute to each group a copy of Activity Sheet 1, "Picture Out" on page 16.
3. Instruct each group to study the details in the pictures. .
4. Let the students draw conclusions using the picture clues.
5. Give them enough time to complete the tasks.
6. Have the groups present their outputs to the class.
7. Process the activity:
 - What conclusion can be drawn in each picture?
 - What are your basis in giving such conclusion?
 - Why is it important to draw conclusion?

Formative Assessment

- ☒ Use Assessment for Activity 1, "Small Group Scored Discussion Rubric" on page 17 to assess the activity

Roundup

Students should have drawn conclusion to the events in the pictures.

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.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Background or purpose

A conclusion is a sensible decision you reach based on details or facts. Oftentimes, when we draw conclusion, we use what we already know.

The activity in this stage will allow students to draw conclusions out of the situations heard.

Strategy

Active Listening involves students to listen carefully to the teacher while thinking in advance how they would respond to the prompt given. They will not just be listening to the read selection, statement or question but they have to give the needed response to the prompt made by the teacher.

Material

Teacher Resource Material 1, "Factual Clues" on page 18

Activity Sheet 2, "Factual Clues" on page 19

Assessment for Activity 2 "Drawing Conclusion Rubric" on page 10

Activity 2 "Factual Clues"

1. Distribute to each student a copy of Activity Sheet 2 "Factual Clues" on page 19 or you may let them use a clean sheet of paper instead.
2. Explain the directions:
 - Listen carefully, as I am going to read to you the following situations.
 - List down the clues presented and draw conclusion to the given situations.
 - Write your answers on the activity sheet or on a sheet of paper.
3. Read the paragraphs on Teacher Resource Material 1, "Factual Clues" on page 18.
4. Conduct the activity.
5. Check their outputs.
6. Process the activity.
 - What is drawing conclusion? (It means making judgments or decisions based only on known facts.)
 - What instances in our daily lives wherein we draw conclusion?
 - What will help us draw conclusion? Why is drawing conclusion important?
7. Provide inputs on how to draw conclusion.

Draw - to arrive at a conclusion or inference by examining the evidence for something

Conclusion- decision based on facts

- is a sensible decision you reach based on details or facts in a story or article.

How to draw conclusion?

1. Read or listen to the passage carefully.
2. Determine the facts of the passage as evidence for your conclusion.
3. State your conclusion.
4. Check with the evidence and see if it fully supports your conclusion.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Formative Assessment

DIRECTIONS: Use Assessment for Activity 2 “**Drawing Conclusion Rubric**” on page 10 to assess the activity.

4	Draws a conclusion that is supported by the data and gives supporting evidence for the conclusion.
2	Draws a conclusion that is supported by data, but fails to show any evidence for the conclusion
1	Draws a conclusion that is not supported by data.
0	Fails to reach a conclusion.

Roundup

Students should have drawn conclusion to the situations heard.

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

Drawing conclusion is taking the facts you know to help you figure out what you don't know. It gives us a hint to know some unwritten meanings in the book. And so, clues are important to help us draw conclusion more easily.

This stage presents series of activities which will develop students' skills and understanding on the concept of drawing conclusions and the use of prepositions/prepositional phrase.

Strategies

Four-Fold Vocabulary is a vocabulary strategy that allows students to give the meaning of unfamiliar word, draw a picture or symbol to represent a word and have them use it in sentence.

Silent Reading is a teaching activity where learners have a period of uninterrupted silent reading for the purpose of understanding the text better.

Drawing Conclusion is a reading strategy that is done after reading. To draw conclusions means the student uses written or visual clues to figure out something that is not directly stated in the reading. Teachers can facilitate this reading strategy by creating leading questions that relate to the reading text. Students then respond with their own opinions, thoughts, or ideas that is based on information from their reading material.

Study Aids is a useful strategy wherein the teacher provides students with carefully constructed tools to assist students in learning for specific topic, structure or environment. The students will just refer to that tool to construct their own understanding.

Materials

Activity Sheet 3, “Unfolding Words” on page 20

Teacher Resource Sheet 1, “Reading Clues” on page 21

Activity Sheet 5, “Searching Clues” on page 22



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Student Resource Sheet 2, "All About Prepositions" on page 23

Assessment for Activity 5, "Self-Assessment Checklist" on page 12

Activity 3, "Unfolding Words" (*Pre-reading Activity*)

1. Present the following words and definition to the students:

Horizon - the place where earth meets sky
hearth - the fireplace of a home
ablaze - burning strongly
tsunami - large ocean wave
stalk - plant stem
bellow - shout loudly

2. Distribute Activity Sheet 3, "Unfolding Words" on page 20 or you may instruct them to prepare 6 clean sheet of paper and fold it into rows of 4 sections each.
3. Explain the directions.
 - In the first section of your paper, write one vocabulary word.
 - In the 2nd section, write a definition of the word in your own words.
 - In the 3rd section, draw a picture or symbol to represent the word.
 - In the 4th section, write a sentence with the word based on their definition.
1. Conduct the activity.
2. Give them enough time to complete the task.
3. Check their outputs.

Activity 4, "Reading Clues" (*During Reading Activity*)

4. Set standard for the silent reading.
5. Distribute the reading text "Ito's Grandfather" found on Teacher Resource Sheet 1, on page 21.
6. Let the students read the story silently.
7. Answer the following questions to assess comprehension. You may add more, if necessary:
 - Where did the old man and Ito live?
 - What did the old man see that made him set fire on the rice fields?
 - Why did the old man burn the rice fields?
 - What great disaster did he prevent from happening?
 - Were your guesses right?
 - What is the message of the this story?

Activity 5, "Searching Clues" (*Post Reading Activity*)

1. Form small groups.
2. Distribute to each group a copy of Activity Sheet 5, "Investigating Facts" on page 22.
3. Instruct the students to read the story clues, write what they know about it and draw conclusion about it.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



4. Conduct the activity and give them enough time to do the task.
5. Let them present their outputs to the group.
6. Process the activity:
 - How did the story clues help you draw conclusion?
 - What are needed in order to draw a conclusion?

Activity 6 "All About Prepositions"

1. Form small groups or you may use the same groupings in the previous activity.
2. Distribute to each group a copy of Student Resource Sheet 2 on page 23 and have the students study the given information.
3. Instruct them to pick out prepositions from the reading text, "Ito's Grandfather" on page 21.
4. Write the prepositions and prepositional phrases on the board, enough to be read by the class.
5. Let them choose prepositions/prepositional phrases on the board and use it in the sentence.
6. Provide more exercise to reinforce their learnings.

Formative Assessment

- ☒ Check students' outputs in Activity 3
- ☒ Check student's understanding on the story by asking comprehension questions.
- ☒ Use Assessment for Activity 5, "Self-Assessment Checklist" on page 12.

	Yes	No
1. I identified the clues/facts presented.		
2. I used my prior knowledge to help me draw conclusion.		
3. I gathered the evidences to support the conclusion.		
4. I participated well in the discussions.		
5. I shared my ideas with the group.		

- ☒ Check the prepositions used in the sentences in Activity 6.

Round up

Students should have:

- ☒ used unfamiliar words in the sentence
- ☒ drawn conclusions based on the given information
- ☒ identified prepositions
- ☒ used prepositions and prepositional phrases



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



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

The activity in this stage will challenge students to draw conclusions to the news article entitled "THE EARTHQUAKE AND TSUNAMI OF AUGUST 16, 1976, IN THE PHILIPPINE ISLANDS - The Moro Gulf Tsunami".

Strategy

Graphic Organizers are a group of strategies that provide visual representations as a means of organizing and presenting information. They make visible the thinking of the students. They help students represent abstract concepts and ideas in concrete forms. They display the relationships between pieces of information, connect new learning to prior learning and generally organize information into a more useful form.

Materials

Student Resource Sheet 4, "Investigating Facts" on page 24

Activity Sheet 7, "Investigating Facts" on page 25

Assessment for Activity 5, "Drawing Conclusion Rubric" on page 26

Activity 7, "Investigating Facts"

1. Form five groups.
2. Distribute to each group a portion of the news article found on Student Resource Sheet 3, "Investigating Facts" on page 24 and a copy of graphic organizer on page 25.
3. Explain the directions:
 - Read the assigned news article.
 - Look for clues/facts presented in the article.
 - Draw conclusion from the clues you have listed down.
4. Give them enough time to complete the task.
5. Check their outputs.

Formative Assessment

Use Assessment for Activity 5, "Drawing Conclusion Rubric" on page 26 to assess the activity.

Roundup

Students should have drawn conclusion to the news article read.

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.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Background or purpose

The activity in this stage will challenge students' ability to write a narrative paragraph about their experiences of natural calamities or disasters. Students are also expected to use preposition in writing a paragraph or story.

Strategy

Narrative Writing is writing that tells a story, whether true or fictional.

Materials

Sheet 1 of Activity 8, "Just A Glimpse" on page 27

Sheet 2 of Activity 8, "Just A Glimpse" on page 28

Assessment for Activity 8, "Narrative Writing Rubric" on page 29

Activity 8 "Just a Glimpse"

1. Introduce the story map graphic organizer on Sheet 1 of Activity 8, "Just A Glimpse" on page 27.
2. Let the students complete the required information to guide them in writing their stories.
3. Instruct the students to recall about their most unforgettable experiences about natural calamities or events.
4. Distribute Sheet 2 of Activity 8, "Just A Glimpse" on page 28 and have them write a narrative paragraph.
5. Remind students the mechanics in paragraph writing such as: capitalization, correct spelling, punctuation marks, margin.
6. Tell them also to use prepositions and prepositional phrases in writing the narrative.
7. Give them enough time to complete the task.
8. Collect and check their outputs.

Formative Assessment

Use Assessment for Activity 8, "Narrative Writing Rubric" on page 29 to assess the activity.

Roundup

The students should have written a narrative about their experiences on natural calamities or events. They should have also used preposition and prepositional phrases in the narrative.

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

The activity in this stage will allow students to write a journal.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Strategy

Journal Writing is a strategy used where students are asked to write on a specific topic, their experiences over a period of time, or their ideas. It provides an opportunity for students to demonstrate and reflect on their learning.

Materials

a clean sheet of paper

Assessment for Activity 9 "Journal Rubric" on page 30

Activity 9 "Self-Reflections"

1. Review the previous activities completed by the students.
2. Give input on what is a journal before letting them write one to give them clearer understanding on what they are supposed to do.

Journal is a record kept for one's self.

- Think of your journal as a treasury, a jewelry box for gems and gold nuggets, or quotes, pithy ideas, epigrams, ideas and insights.
- Think of your journal as a storehouse into which you pack canned goods.
- Think your journal as drafting board. Blank pages will become blueprints, plans for a house to live in.
- Think of your journal as a tape recorder attached directly to your brain.
- Think of your journal as an unmailed letter to a specific person.
- Think of your journal as a letter to yourself.

3. Instruct them to write a journal on what they have felt, thought and learned about the topic discuss in the previous activities.
4. Conduct the activity.
5. Collect and check their outputs.

Formative Assessment

Use Assessment for Activity 9 "Journal Rubric" on page 30 to assess the activity.

Roundup

Students should have written a journal.

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.



Activity 1 "Intelligent Guess"

DIRECTIONS: Study the pictures carefully. Draw conclusions to the events presented. Looked for clues/evidences to back up your conclusions.





BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Assessment for Activity 1
"Small Group Scored Discussion Rubric"

Criteria	4	3	2	1
1. The groups comment on what they liked, did not like, and found exciting details in the pictures.				
2. The members of the group asked each other for clarification or explanation.				
3. The group drew conclusion out of the pictures presented.				
4. The group gathered evidences of the drawn conclusion.				
5. The members of the group built on each other's comments.				
6. The members of the group agreed/disagreed with each other.				
7. The members pf the group used body language, hand movements indicating when students are engaged with each other.				

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BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD

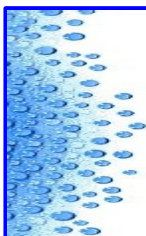


Teacher Resource Sheet 1
“Factual Clues”

DIRECTIONS: Listen carefully as I read to you the following situations. Be able to identify the clues and draw conclusions out of it.



The townspeople cheered loudly. The mayor cut the ribbon and announced its name. The cheering got even louder. They were so proud and happy to have this new one. The old one was not safe to go across any longer. Each time the river rose, people hoped it would not collapse. Now they could all breathe a little easier.



The wind was blowing mightily. The giant waves tossed us in opposite directions. The lights went out. The siren sounded. Everyone was crying and praying. Men, women and children were instructed to wear their life jackets. Somebody shouted, “Abandon Ship!”



The smell of peanuts and popcorn filled the air. The audience enjoyed much even if the place is so crowded. I heard clapping, shouting and stomping of feet. I even heard the sounds of guitar, keyboard and drums. People were in tears as the lady soulfully sang her piece.



Father listened to the radio. The announcer said that classes will be suspended in all levels as declared by the Department of Education. Everyone was reminded to take cautions especially those who are travelling in landslide prone-areas. We stayed at home for the whole day.



Most people feel terrible when they do this. There are a few who try very hard to go on a diet just to avoid this condition. Sometimes, they exercise and work out when they do. Desserts and snacks help us do this.



My friend would spend all of his spare time playing this outdoor game. His coach said that he was getting better each week. In fact, he encouraged my friend to join the tournament this summer. His dad just brought himself a new racket.



Activity Sheet 2

"Factual Clues"

DIRECTIONS: Listen carefully as I read to you the given situations. Be able to identify the clues and draw conclusions out of it.

Clue 1	Clue 2	Clue 3
Conclusion:		

Clue 1	Clue 2	Clue 3
Conclusion:		

Clue 1	Clue 2	Clue 3
Conclusion:		

Clue 1	Clue 2	Clue 3
Conclusion:		

Clue 1	Clue 2	Clue 3
Conclusion:		

Clue 1	Clue 2	Clue 3
Conclusion:		



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Activity Sheet 3
"Unfolding Words"

DIRECTIONS: In the first section of your paper, write one vocabulary word. In the 2nd section, write a definition of the word in your own words. In the 3rd section, draw a picture or symbol to represent the word. In the 4th section, write a sentence with the word based on their definition.

<p>Unfamiliar Word:</p>	<p>Write your own definition of the word.</p>
<p>Draw a picture or symbol to represent the word.</p>	<p>Write a sentence with the word based on your definition.</p>



Student Resource Sheet 1

"Reading Clues"

DIRECTIONS: Read and understand the story.

Ito's Grandfather

In faraway Japan, there was once a good old man who lived with his little grandson named Ito. His little house lay on the flat part of a mountaintop. Located on that flat land were the rice fields of the villagers who lived at the foot of the mountain.

Every day, the old man and Ito would look far down upon the people at work in the village. They would watch the blue sea which lay all around the land. The sea was so close that only the little houses could occupy the seashore.

The old man taught the boy to love the rice fields because all the good food for all the people came from them. He often helped his grandfather watch over them.

One day, Ito's grandfather was standing alone before his house, looking far down at the people, and out at the sea. Suddenly, he saw something very strange far off in the horizon. Something like a great cloud was rising there, as if the sea were lifting itself high into the sky. The old man looked again as hard as his eyes could. Then he turned and ran to the house. "Ito, Ito!" he cried, "bring a brand from the hearth!"

Ito obeyed immediately, as he was always told to do, although he could not imagine why his grandfather would need a fire. Without a word, he gave him the burning brand. Grandfather ran towards the rice fields. Ito ran after him. But he was horrified to see his grandfather thrusting his burning brand into the ripe, dry rice.

"Oh, Grandfather, Grandfather," he screamed, "what are you doing?"

Ito thought his dear grandfather had lost his mind and he began to sob. He saw the sharp flame ran up the dry stalks. In an instant, the field was ablaze, and thick black smoke bellowed up on from the fields. In no time, he heard people shouting and running up the mountain where the rice fields were. Men, women, and the children climbed the mountain as fast as they could to save the rice. Not one person stayed behind.

And when they came to the mountain and saw their crop burning, they cried bitterly, "Who has done this terrible thing? How did it happen?"

"I set fire," said the old man, very solemnly. The little boy sobbed.

But when they were about to come closer around the old man to confront him, he only turned and pointed to the sea.

"Look!" he said.

They all turned and looked and were terrified at the sight. There, where once the calm blue sea had lain, a mighty wall of water, reaching from earth to sky, was rolling in. The giant wave as tall as the mountain rolled in on the land, passed quite over the place where the village had been, and crashed, with an awful sound, on the mountainside. One giant wave after another, and then all was water, as far as they could look below. In an instant, the village where they had been was under the sea. But the people were all safe. And when they understood what the old man had done, they honored him above all men for the quick and wise action which had saved them all from the great tsunami.




-Adapted from "The Burning of the Rice Fields," a Japanese folktale from Crossroads, a Beda Book Reading Program



Activity Sheet 5

"Searching Clues"

DIRECTIONS: Read the story "Ito's Grandfather". From the facts or clues, write what you know about it and draw conclusions. Write your answer on the space provided.

 STORY CLUES	 MY PERSONAL KNOWLEDGE	 MY CONCLUSIONS
<p>Ito's grandfather saw something very strange far off in the horizon. Something like a great cloud was rising there, as if the sea were lifting itself high into the sky.</p>		
<p>Grandfather ask for a brand from the hearth and ran towards the field. Sharp flame ran up the stalks. The field was ablaze, and thick black smoke bellowed up on from the fields.</p>		
<p>The giant wave as tall as the mountain rolled on the land, passed quite over the place where the village had been, and crashed, with an awful sound on the mountainside. The village where they had been was under the sea.</p>		
<p>People shouting and running up the mountain where the rice fields were. Men, women, and children climbed the mountain as fast as they could. Not one person stayed behind.</p>		
<p>The old man taught the boy to love the rice fields because all the good food for all the people came from them. He often helped his grandfather watch over them.</p>		



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Student Resource Sheet 2
"ALL ABOUT PREPOSITIONS"

DIRECTIONS: Study the given information below.

Prepositions are words which begin prepositional phrases.
A **prepositional phrase** is a group of words containing a *preposition*, a **noun** or **pronoun** *object of the preposition*, and any *modifiers of the object*.
A preposition sits in front of (is "pre-positioned" before) its object.
The following words are the most commonly used prepositions:

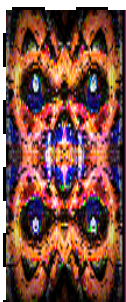
About	below	excepting	off	toward
above	beneath	for	on	under
across	from	beside(s)	onto	after
underneath		between	in	out
until	against	beyond	up	outside
in front of		along	inside	over
upon	by	in spite of	up to	around
among	with	concerning	instead of	at
regarding		despite	into	since
within	down	because of	like	through
through		before	during	near
throughout		behind	except	to
with regard to		with respect to		



Student Resource Sheet 4

“Investigating Facts”

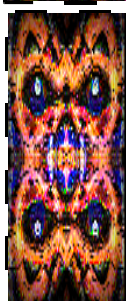
DIRECTIONS: Read the news article. List as many facts as you can get out of the news article read. Use the clues to draw conclusion.



THE EARTHQUAKE AND TSUNAMI OF AUGUST 16, 1976, IN THE PHILIPPINE ISLANDS - The Moro Gulf Tsunami

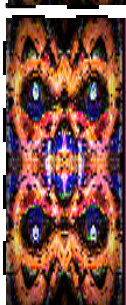
George Pararas-Carayannis

On August 16, 1976, a devastating earthquake on the Cotabato Trench caused destruction on the island of Mindanao - the southernmost and largest of the Philippine Islands. The destructive tsunami that was generated in the Gulf of Moro and in the Celebes Sea killed about 8,000 people in coastal communities in North and South Zamboanga, North and South Lanao, North Cotabato, Maguindanao and Sultan Kudarat (Mindanao), and in the neighboring Sulu Islands. This was the worst earthquake and tsunami disaster in the history of the Philippines.



Earthquake Origin Time, Magnitude, Epicenter, Focal Depth and Aftershocks

The earthquake occurred at 16:10 UTC of August 16, 1976 (local date August 17, 1976). The epicenter was in the Celebes Sea between the islands of Mindanao and Borneo. The Pacific Tsunami Warning Center's preliminary magnitude was given as 8.0 on the Richter scale and as 7.9 by other sources. There were many aftershocks following the main earthquake. A major aftershock on August 17 (local date) had a magnitude of 6.8. It was preceded by at least fifteen smaller aftershocks.



Earthquake Intensities:

The quake was widely felt throughout the region. PAGASA in the Philippines gave the following Modified Mercalli Scale Intensities for Mindanao and the islands to the north.

Intensity VII - Cotabato City; Jolo-Sulu; Zamboanga City

Intensity VI - Basilan City; Pagadian City; Dipolog City; Malaybalay-Bukidnon

Intensity V - Cagayan de Oro City; Davao City; General Santos City

Intensity IV - Dumaguete City; Hinatuan Surigao del Sur; Tagbilaran-Bohol; Cebu City; Surigao-Surigao del Norte

Intensity II - Roxas City; Iloilo City; Tacloban City; Legaspi City; Palo-Leyte; Catbalogan-Samar

Summary of field reports on main shock ground motions (source: PAGASA)



Tsunami Watch Issued

The Pacific Tsunami Warning Center (PTWC) in Honolulu issued a Tsunami Watch for the Pacific and queried tide gauge stations in Okinawa, Yap and Malakal. Based on negative reports from these stations, the watch was cancelled. Unfortunately, minutes after the earthquake, a large local tsunami struck the region. There was no time to issue a local warning.



Death Toll and Damages

The earthquake occurred at night when offices and schools in Cotabato, Zamboanga and other cities were unoccupied - thus the loss of life was reduced. Although the quake had a large magnitude, surprisingly, it produced little ground deformation on land areas. However, there was extensive earthquake damage to buildings, bridges and roads in Mindanao and particularly at the city of Cotabato. The majority of buildings failed because of poor construction or inadequate foundations. A number of such buildings had been constructed on alluvial deposits with no adequate pile support. Evidence of ground liquefaction was found in many areas where mud bubbles had reached the surface. About 8,000 people lost their lives. Ninety percent of all deaths were the result of the tsunami.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Activity Sheet 6
"Investigating Clues"

DIRECTIONS: List as many facts as you can get out of the news article read. Use the clues to draw conclusion.

Clue(s)

Conclusion

Clue(s)

Conclusion



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Assessment for Activity 6
“Drawing Conclusion Rubric”

DIRECTIONS: This form is designed to help you evaluate a student's skill in drawing conclusions. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1-Weak 2=Moderately Weak 5=Strong	3=Average	4=Moderately Strong	1	2	3	4	5
1. The student gathers and considers appropriate information and evidence.							
2. The student identifies the main points in the information that are relevant.							
3. The student thoughtfully analyzes and evaluates alternative information, explanations, and points of view.							
4. The student fair-mindedly follows where evidence and explanations lead.							
5. The student draws conclusions that are solidly based on reasoned evidence.							
6. The conclusion employs the appropriate information or facts.							
7. The conclusion fulfills the requirement of the activity.							
8. The conclusion shows an understanding of the appropriate concepts or topics.							
9. The conclusion is presented in a clear, concise and appropriate manner.							
10. Overall, the conclusion demonstrates the student's full potential in applying this skill.							

Additional Comments:

Total Points/Grade: _____



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Sheet 1 of Activity 8
"Just A Glimpse"

DIRECTIONS: A story map can help you plot out just what happens in a story. Fill in each part of the story map and use it as your guide in writing.

Title	
Main Character	
Other Characters	
Conflict	
Setting	
Rising Action Event 1	
Event 2	
Event 3	
Climax	
Resolution	



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Sheet 2 of Activity 8
"Just A Glimpse"

DIRECTIONS: Write the story in a paragraph form.

Handwriting practice area with 20 horizontal lines on a yellow background.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Assessment for Activity 8
"Narrative Writing Rubric"

	Advanced 4 points	Proficient 3 points	Basic 2 points	Below Basic 1 point
Introduction	There is a clear beginning that gives setting and characters.	The writer's introduction is not very clear.	This is somewhat of an introduction including one of the two elements of setting and characters.	There is no introduction. The writer heads right for the action.
Plot	Skillfully develops a plot/situation, characters and setting.	Develops a plot/situation, characters and setting.	Provides a minimally developed plot line.	Lacks a developed plot line.
Voice	Writer's voice authentic, confident and entertaining	Writer's voice authentic, confident and entertaining	Writer's voice is detached from the story.	Unclear or no sense of voice, purpose and/or audience.
Conclusion	The conclusion is strong and shows a resolution of the narrative's conflict.	The conclusion is weak but it still shows resolution of the story's conflict.	The conclusion is weak and does not resolve the story's conflict to the reader's satisfaction.	No conclusion
Structure/ Organization	Skillful Structure -Strong and engaging -effective sequencing	Appropriate Structure -Engaging exposition -Adequate sequencing	Weak Structure -Exposition ideas need revision -Weak sequencing	No Structure -Exposition needs major revision -Sequencing does not exist
Story Map	Story map is detailed, finished and included with the narrative.	Story map is mostly completed and included with the narrative.	Story map is somewhat completed and included with the narrative.	Story map is not completed and included with the narrative.



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



Assessment for Activity 9
Journal Rubric

DIRECTIONS: This form is designed to help you evaluate journal-entry activity. Read the statements below. Indicate the number from the following scale that reflects your assessment of the student's work.

1= Weak 2= Moderately Weak 3= Average 4= Moderately Strong 5= Strong

1. The topic of the journal entry meets the requirements of the task.

1 2 3 4 5

2. The journal entry covers different aspects of the individual's life that show understanding of the period in which he or she lived.

1 2 3 4 5

3. The journal entry shows the personal meaning or value of the topic or event for the individual.

1 2 3 4 5

4. The journal expresses a firm opinion, along with supporting reasons.

1 2 3 4 5

5. The organization of the journal entry is clear and easy to follow.

1 2 3 4 5

6. The journal entry is well written and the content flows smoothly from one idea to the next.

1 2 3 4 5

7. The spelling, punctuation, and grammar in the journal entry are accurate.

1 2 3 4 5

8. The journal entry is neatly handwritten.

1 2 3 4 5

9. The work presents the student's full potential.

1 2 3 4 5

Additional Comments:

Total Points/Grade: _____



BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FOUR ENGLISH
MODULE 12: DRAWING CONCLUSIONS
FOURTH GRADING PERIOD



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