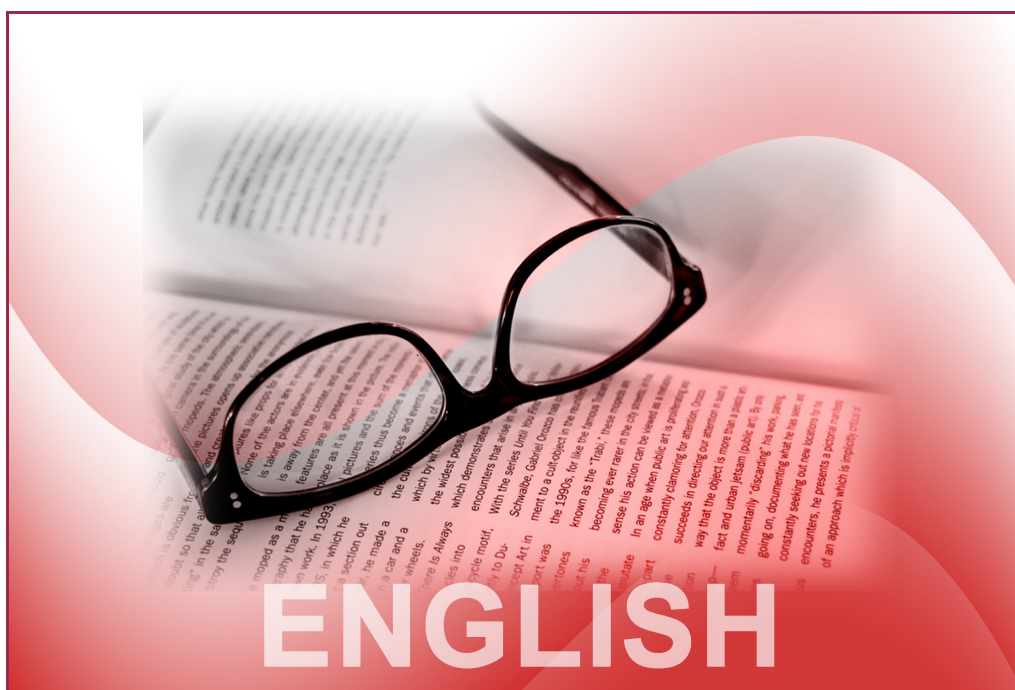




BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



Grade Five English MODULE 11: MAKING JUDGMENTS Fourth Grading Period

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BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FIVE ENGLISH
MODULE 11: MAKING JUDGMENTS
FOURTH GRADING PERIOD



Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 7

Basic Education Curriculum Competencies

Grade 5 English: Making Judgments

Listening

- Evaluate and make judgments on oral text presented orally

Speaking

- Use preposition + prepositional phrase

Reading

- Draw conclusions based on information given
- Evaluate ideas/make judgments
 - Identify facts and/opinions in a selection read
 - Give opinions about information read

Writing

- Respond on writing based on stimuli
 - acceptance letter

Objectives

- Draw conclusions based on information given.
- Note details from a text read.
- Identify facts and opinions in a selection read.
- Identify prepositions and prepositional phrases in a selection read.
- Use prepositions and prepositional phrase in sentences.
- Give opinions about the information read.
- Make judgment on on a text presented orally.
- Write a letter of acceptance.
- Express ideas and opinions through a poster.

Essential concepts, knowledge and understandings targeted

- A conclusion is an opinion reached by thinking and judgment.
- A judgment is an opinion arrived at through examination and comparison.
- A conclusion can be drawn by putting together what you know in your head and what you've read in the text.



- A preposition is a word that shows relationship among the other words in the sentence.
- A prepositional phrase is always composed of a preposition and an object, which is a noun or pronoun.

Specific vocabulary introduced

- conclusion, judgment, fact, opinion, preposition, phrase, poster, mystery, anticipation, secondhand smoke

Suggested organizational strategies

- Prepare the needed materials ahead.
- Set up classroom for group activities.
- Read in advance the text "Secondhand Smoke".

Opportunities for Integration

Other Subjects

- Science, Sining (MSEP)

Values Education

- Respect ideas of other classmates.
- Show humility by accepting corrections and failures.
- Acknowledge classmates who are performing better.

Multicultural Education

- Activities in this module can be used by all pupils regardless of cultural beliefs and customs.

Activities in this Learning Guide

Activity 1: About Smoking

Multiple Intelligences

- Intrapersonal, Interpersonal

Skills

- Compare and discriminate between ideas

Activity 2: Behind Mystery

Multiple Intelligences

- Logical/Mathematical

Skills

- Make choices based on reasoned argument



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- Grasp meaning
- Compare and discriminate between ideas

Activity 3: Through Reading

Multiple Intelligences

- Verbal/Linguistic, Intrapersonal, Interpersonal

Skills

- Knowledge of major ideas
- Generalize from given facts
- Understanding information

Text Types

- Information Report

Activity 4: In Conclusion

Multiple Intelligences

- Logical/Mathematical, Interpersonal

Skills

- Generalize from given facts
- Understanding information
- Use information

Activity 5: For Judgment

Multiple Intelligences

- Logical/Mathematical, Interpersonal

Skills

- Make choices based on reasoned argument
- Compare and discriminate between ideas
- Understanding information

Activity 6: With Prepositions

Multiple Intelligences

- Interpersonal

Skills

- Seeing patterns



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- Identification of components
- Use information

Activity 7: By Eight

Multiple Intelligences

- Intrapersonal, Interpersonal

Skills

- Compare and discriminate between ideas
- Use information
- Observation and recall of information

Activity 8: Between Letters

Multiple Intelligences

- Verbal/Linguistic, Interpersonal

Skills

- Knowledge of major ideas
- Use methods, concepts, theories in new situations
- Use information

Activity 9: On Poster

Multiple Intelligences

- Body/Kinaesthetic, Interpersonal, Visual/Spatial

Skills

- Recognition of hidden meanings
- Use methods, concepts, theories in new situations

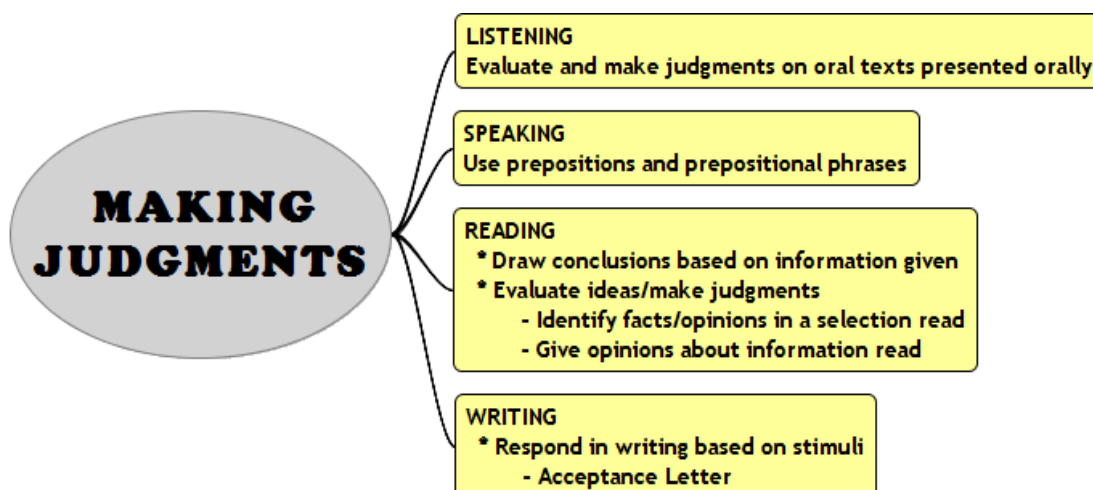
Key Assessment Strategies

- Scoring Rubric
- Self Assessment Checklist



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.



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

Cigarette smoking remains the leading cause of death and illness among Filipinos and most of the people around the world. According to National Cancer Institute, every year 434,000 people all over the world die of illnesses related to their smoking.

With this information at hand, it is good to know how the students perceive “*smoking*” in general. This stage will test how students make their judgment based on personal experiences or background knowledge they have acquired about the issue.



Strategy

Think, Ink, Share, Agree (TISA) is a useful strategy wherein students think individually of the given question, write the answers, share them with the group and finally, the group agrees on common answers to reach consensus.

Materials

- manila paper, marking pen

Activity 1: About Smoking

1. Form eight groups and let each choose a leader, secretary and reporter.
2. Give the following instructions:
 - **THINK** What do you know about *smoking*?
 - **INK** Write your idea on a piece of paper.
 - **SHARE** Tell and explain your idea to your own group.
 - **AGREE** Come up with a consensus (general agreement) as to how your group perceives “*smoking*”.
3. Conduct the activity.
4. Give the groups enough time to do the activity.
5. Let the group reporters share their consensus with the class.
6. Process the activity. Ask the following questions: (Add more if needed.)
 - What do you think about smoking?
 - What do you think about the ideas presented by the other groups?
 - Did you find any difficulty in reaching your group consensus? What was it? So, how did you come up with a general agreement?

Formative Assessment

Enlarge the Self Assessment Test on page 18 and let each student follow the given instructions.

Roundup

The students should have given their personal judgment on the issue, shared this to the group and came up with a consensus that will represent their general agreement.

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

A conclusion is an opinion reached by thinking and judgment. A judgment is an opinion arrived at through examination and comparison. Therefore, one must go through careful studying of the important details to come up with a reasonable conclusion.

To understand these concepts, this stage will present an activity that will help the students on what they need to do in order for them to arrive at a favorable conclusion.



Strategy

Mystery Verse is a strategy used to describe a specific thing, person, or idea, framed in such a way as to challenge the reader to identify it.

Materials

- none

Activity 2: Behind Mystery

1. Use the same grouping in the previous activity.
2. Introduce the activity. Tell the class that they are going to unfold a mystery using the given details. Such way, they would be able to make judgment and draw conclusion.
3. Conduct the activity. Do the following:

- Prepare a personal copy of the mystery verse below:

You light me up.
I give out smoke.
My smell sticks around your fingers.
Put me between your lips.

- Say the first line. “YOU LIGHT ME UP”. Ask the students what specific things need to be lit/kindled. Write on the board the things mentioned by them. Make sure “cigarette” is mentioned. (E.g. Bulb, lamp, stove, dry leaves, cigarette, flashlight, etc.)
 - Announce the second line. “I GIVE OUT SMOKE.” From the answers mentioned earlier, ask the students those that give out smoke and erase those that don't.
 - Mention the third line. “MY SMELL STICKS AROUND YOUR FINGERS.” From the remaining answers, let the students select those that smell and sticks around the fingers and erase those that don't.
 - Read the last line. “PUT ME BETWEEN YOUR LIPS.” Let the students choose which among the remaining answers can be put between the lips.
 - Reveal the mystery thing. It's “cigarette”.
4. Process the activity. Ask the following questions: (*Add more if needed.*)
 - What helped you identify things associated with the first line of the verse?
 - What did you consider before erasing some of your previous answers?
 - What helped you solve the mystery?
 - On what part of the activity are you making a judgment? Why do you think so?
 - On what part of the activity did you draw conclusion? Why do you think so?

Formative Assessment

Show the complete copy of the mystery verse below. This time, you may form dyads or triads and see if everybody arrives at the same answer. (Answer: SMOKE)

I float in the air.
I am neither solid nor liquid.
You can see me.
I come with fire.



Roundup

The students should have learned important things to do and consider in making judgment and drawing conclusion.

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

This stage provides series of activities that would develop the targeted competencies of this Learning Guide. It is divided into three parts: Reading Activities, Skills Development and Grammar Focus. Reading Activities include before, during and after reading tasks; Skills Development includes activities developing skills on making judgment and drawing conclusions; and Grammar Focus involves the use of prepositions and prepositional phrases in sentences.

An informative text entitled “Secondhand Smoke” is used as a springboard for the activities in this stage. It is therefore recommended that all activities will be conducted one after the other.

Strategies

Anticipation Guide consists of a list of statements that are related to the topic of the text that the students will be reading. While some of the statements may be clearly true or false, a good anticipation guide includes statements that provoke disagreement and challenge students’ beliefs about the topic. Before reading the text, students indicate for each statement whether they agree or disagree with it.

Embedded Questions are questions placed in a narrative flow of a reading selection. They arrest the reader’s attention and demand thoughtful reflection. These type of questions model the type of behavior that strong readers “self practice” during reading. Embedded questions scaffold, or support, a student’s self-questioning process.

Drawing Conclusions 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.

Fact-Opinion Graphic Organizers can be used to help distinguish facts from opinions in a theme or text. A student can use *Fact-Opinion T-Chart* or *Fact-Opinion Table* to help determine which parts of the text are facts and which are opinions. This is a useful tool for developing critical thinking skills.

| FACT | OPINION |
|------|---------|
| | |
| | |
| | |
| | |
| | |

Fact-Opinion T-Chart

| FACT | OPINION |
|------|---------|
| | |
| | |
| | |
| | |
| | |

Fact-Opinion Table

Collaborative Learning is a strategy that involves two or more students working together as a group to easily finish a given task.



Materials

- Activity 3 Sheets “Anticipation Guide” on page 19 and Reading Text “Secondhand Smoke” on page 20
- Activity 4 Sheet “In Conclusion” on page 21
- Teacher Resource Material for Activity 6 “With Prepositions” on page 23

A. READING ACTIVITIES

Activity 3: Through Reading

BEFORE READING

1. Form small groups. You may use the same groupings in the previous activity or regroup the class if you like.
2. Distribute to each group or write directly on the board a copy of the Anticipation Guide on page 19 and let them agree or disagree with each of the statements.
3. Remind the groups to keep their answers because they will be revisiting them after reading the text.

DURING READING

1. Write the following questions on the board:
 - a) What is a secondhand smoke?
 - b) How many chemicals have been identified in secondhand smoke and how many of these chemicals cause cancer?
 - c) Who are at risk when exposed to a secondhand smoke?
 - d) What are the effects of secondhand smoke to children?
 - e) What can you do to avoid secondhand smoke?
2. Instruct the groups to answer the questions at any time during their reading.
3. Distribute a copy of the reading text “Secondhand Smoke” on page 20 and do the small group reading.
4. Let the groups write their answers to the questions on a manila paper and post it on the board or designated corners in the classroom.
5. Ask a group representative to read and explain, if needed, the given answers.
6. Process the information learned from the text. Ask the following:
 - a) Have you experienced inhaling a secondhand smoke? Share it with the class.
 - b) Now that you know about the harmful effects of inhaling secondhand smoke, what will you do if a family member or anybody smokes near you?
 - c) Why is it important to have a smoke-free environment?

AFTER READING

1. Instruct the groups to bring out their answers to the statements in the Anticipation Guide (*the ones they agreed or disagreed before reading the text*).
2. Let them revisit their answers and do the necessary changes if needed. After reading the text, they may have realized that they now agree to what they previously disagreed or vice versa.



3. Go through the statements in the Anticipation Guide and see if the class generally agrees or disagrees to them.

B. SKILLS DEVELOPMENT

Activity 4: In Conclusion

1. Review how conclusions are drawn.

When you draw a conclusion, you use 2 things along with good thinking and judgment: ***What you know in your head*** and ***What you've read in the text.*** A conclusion is the decision you come to when you put these two together.

2. Distribute to each group a copy of Activity 4 Sheet "In Conclusion" on page 21 and let them formulate their conclusion to each situation.
3. Give the groups enough time to discuss and draw their conclusion.
4. Let the groups read each of the situation and their corresponding conclusion in front of the class. Ask them further to explain how they came up with such conclusion.

Activity 5: For Judgment

1. Do brainstorming to differentiate FACT from OPINION. Publish the students' answers on the board. Use the ideas below to help you support their given answers:

- Facts are statements that can be verified or proved, or something that really happened. You can look up facts in an encyclopedia or other reference, or see them for yourself.
Ex. Smoking is the leading cause of lung cancer.
- Opinions are statements that tell what someone thinks or feels about a subject.
Ex. Everybody hates smoking.

2. Let the students practice distinguishing *fact* from *opinion*. Make up simple statements about your class. E.g. There are more boys than girls in our class., The teacher's table is long., The girls are always smiling., etc.
3. Ask the students to formulate a statement that is either fact or opinion. You can also use a picture to which the sentences will be based.
4. Let the students form their previous groupings.
5. Let the groups reread the text "Secondhand Smoke" and identify at least 5 factual statements and 5 opinionated statements. They may write more than 5 if they like.
6. Show an enlarged copy of *Fact-Opinion T-Chart* and *Fact-Opinion Table* (page 10) and let the groups choose which organizer they are going to use in presenting their output.
7. Ask a group representative to present his/her group's output to the class.
8. Check the statements. Let the groups support their answers if needed.

C. GRAMMAR FOCUS

Activity 6: With Prepositions

1. Show to the students a list of prepositions. Ask them if they know what these words are called and why they are used in statements.
2. Introduce prepositions and prepositional phrases. Give a short background about them and their uses. (Refer to Teacher Resource Material for Activity 6 "With Prepositions - Prepositions and Prepositional Phrases" on page 23.)



- Emphasize that a prepositional phrase is always composed of a preposition and an object. This object may either be a noun or a pronoun. If the preposition is followed by a verb, it is no longer a prepositional phrase but an infinitive phrase.

3. Let each group reread the text “Secondhand Smoke” and identify as many prepositional phrases as they can. On a sheet of paper, let the groups follow the format of the example below:

| PREPOSITIONAL PHRASE | PREPOSITION | OBJECT |
|----------------------|-------------|------------|
| in the garden | in | the garden |

4. Check the output of each group. Then, instruct them to choose 5 prepositional phrases from their list and use them in new sentences.
5. Let the groups write their sentences on a manila paper and post it on the board.
6. Check whether the prepositional phrases are used properly in the sentences that they have constructed.

Formative Assessment

For Activity 3: Through Reading

Paraphrase or amend the statements in the Anticipation Guide, read them one by one and do TRUE or FALSE type of test.

For Activity 4: In Conclusion

Use the Scoring Rubric on page 22 to assess the output of the groups.

For Activity 5: For Judgment

Read the statements in Column A. Then, identify whether the statements are FACTS or OPINIONS and write your judgment in Column B. Finally, support/explain your judgment in the third column.

| STATEMENTS | JUDGMENT | REASON FOR THE JUDGMENT |
|-------------------------------------------------------------------|----------|-------------------------|
| 1. Secondhand smoke carries 4,000 different chemicals. | | |
| 2. Smokers should smoke away from people. | | |
| 3. RA 9211 prohibits smoking in public facilities/establishments. | | |
| 4. Let's make a stand against smoking and secondhand smoke. | | |
| 5. Secondhand smoke may affect animals too. | | |

For Activity 6: With Prepositions

Identify 5 prepositional phrases from the table and use each of them in a sentence.

| | | | | |
|----------|------------------|--------------|-----------------|--------------|
| with me | around the world | to sing | in front of | on your head |
| to catch | inside my bag | according to | beside the door | after recess |

Roundup

The students should have learned to understand details about secondhand smoke, draw conclusions based on the given information, identify facts and opinions in the reading text and use prepositions and prepositional phrases in sentences.



4. Check for Understanding of the Topic or Skill

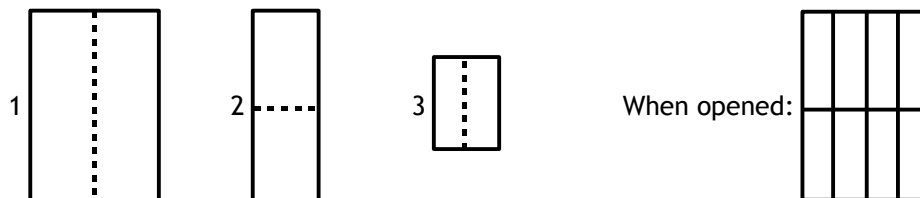
This stage is for teachers to find out how much students have understood before they apply it to other learning experiences.

Background or purpose

This stage presents an activity that will challenge the students to show what they have learned and express their own opinions regarding secondhand smoke. The activity will also help develop the students' social skills as they approach other classmates to complete their individual tasks.

Strategy

Eight Squares is a strategy used to gather information about an issue. A sheet of paper is folded equally three times (3X) to come up with eight equal squares or sections. The student approaches 8 classmates to fill in the squares.



Materials

- a sheet of paper

Activity 7: By Eight

1. Tell the students that they will be sharing with their classmates one thing that they have learned about **Secondhand Smoke**.
2. Instruct them further that they should be able to use at least one prepositional phrase in their statement. Give them 2 minutes to formulate what they are going to write.
3. Instruct the students to bring out 1 whole sheet of paper. Let them fold the paper by half, three times. When they open their paper, there should be eight squares formed.
4. Let each student approach and ask 8 classmates to write their prepared statements on the squares. He/She may also write on his/her classmates' squares.
5. Remind the students to sign below their statements and that there should only be one statement per square.
6. Tell the students to read each of the statements that was written on their squares and identify whether it is a fact or an opinion. Let them write "**F**" if the statement is a fact and "**O**" if it is an opinion.
7. Call volunteers to share the statements that they have gathered and identified.
8. Collect and check the outputs of the students.

Formative Assessment

Use the Scoring Rubric on page 24 to assess the performance and output of the students.

Roundup

The students should have learned to share what they know about secondhand smoke and use prepositional phrases in their statements, gathered what their classmates have learned as well and identify whether each of those statements is a fact or opinion.



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

Responding to a stimulus may be done through verbal and nonverbal ways. In this stage, the students will be challenged to express their responses through a letter of acceptance.

Writing a letter is easier when students know exactly what and how they are going to write. In this activity, the class will be informed about the important details to be included in their letter before actually writing it. The format in writing a letter may be given only as a review because students have already been informed about them in the previous grade levels.

Strategy

Letters are written messages from one person to another.

- **Acceptance Letter** is one of the social letters that is written as an affirmative reply on an invitation. It includes a statement of the date of the invitation, an expression of thanks for the invitation, the probable time of arrival and what the writer particularly looks forward to in the event to which he/she is invited.

Materials

- manila paper, marking pen

Activity 8: Between Letters

1. Form eight groups. You may use the previous groupings or form new teams.
2. Read to the students the stimulus below:

273 Lorsing Subdivision
San Vicente, Davao City
February 8, 2008

Dear Dr. Aguilar,

I have been smoking for years now and I did not know about the effects of this to my family. I have been informed that secondhand smoke is more dangerous than smoking the cigarette yourself. If this is so, then, I accept that I have been causing danger to my wife and kids, thus, affecting the health of my family.

This is the reason why I am writing this letter. I would like to invite you for a counseling session on Monday, February 18, 2008 at 3:00 in the afternoon here in our house. I need your opinion, factual information or advice on the following:

1. What is a secondhand smoke?
2. Why is it more dangerous?
3. Do you think my family is sick by now? Why?
4. Can I stop smoking? How?
5. Am I a bad father and husband?

I hope you will accept my invitation. I will really appreciate every information or advice that you can share with me.

Sincerely,
Mr. Erwin Yosi



3. Tell the groups to take the place of Dr. Aguilar. Ask them to write a letter of acceptance in response to Mr. Yosi's invitation. (*Review the parts of the letter, if needed.*)
4. Inform the class about the important details that should be included in a letter of acceptance. (*Refer to Strategy*)
5. Instruct the groups to use at least 5 prepositional phrases in their letter.
6. Conduct the activity. Give the groups enough time to do it.
7. Let the groups rewrite their letter on a manila paper and post it on the board or on designated areas.
8. Ask the groups, one after the other, to read in unison the letter that they wrote.
9. Let the other groups comment on the letter being read and identify the following:
 - a) parts of the letter
 - b) a statement of the date of the invitation
 - c) an expression of thanks for the invitation
 - d) the probable time of arrival
 - e) what the writer particularly looks forward to in the event
 - f) prepositions and prepositional phrases
10. Provide additional information, if needed, to strengthen learned concepts and skills.

ADDITIONAL ACTIVITY: (*You may conduct this as an additional group task in Activity 8 or as a separate activity after Activity 8.*)

Let each group answer the questions asked by Mr. Yosi in his letter. Assess the outputs by looking into the content and how the groups presented and organized their ideas.

Formative Assessment

Use the Scoring Rubric on page 25 to assess the output of the groups.

Roundup

The students should have learned to write a letter of acceptance that follows a letter format and includes prepositions, prepositional phrases, statement of the date of the invitation, an expression of thanks for the invitation, the probable time of arrival and what the writer particularly looks forward to in the event.

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 students always have opinions on various issues. They just need to be given that opportunity to express them. But sometimes, students can't verbally communicate what they think. They need other forms of expression to show their ideas. This is the reason why this stage presents an activity that will motivate the students to convey their ideas in visual form.

In this stage, the students will be able to show their artistic creativity as they make a poster conveying a message to other people to stand against secondhand smoke.



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Strategy

Poster Making is a strategy used to convey a message using various forms of visual expression. It attracts attention to the information it contains.

Materials

- white cartolina, marking pen, crayons, pencil

Activity 9: On Poster

1. Form groups. You may use the previous groupings or form new teams.
2. Inform the class about the activity. They are going to make a poster conveying a message for others to stand up for the children against “Secondhand Smoke”.
3. Define the term “poster” if needed or show a sample product that is available in your school.

- A poster is any large piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly textual. Posters are designed to be both eye-catching and convey information.

4. Discuss with the groups the criteria to which they will be assessed. Please refer to the Scoring Rubric on page 26.
5. Instruct each group to brainstorm ideas as to what they are going to draw and what motto or slogan they are going to write. Give them enough time to do it.
6. Tell the groups to prepare the needed materials for the activity.
7. Conduct the activity.
8. Let the groups post their outputs on the board or on designated places.
9. Do the gallery walk and ask the groups to share with the class their observation and judgment regarding the work of the others.

Formative Assessment

Use the Scoring Rubric on page 26 to assess the output of each group.

Roundup

The students should have produced a poster with slogan conveying their unified judgment regarding “Secondhand Smoke”.

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.













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Assessment for Activity 1
HAPPY SELF ASSESSMENT CHECKLIST

Instructions:

- Think of the activity that you have just done and go through each of the statements on the table.
- Agree or disagree with the statements by checking on the appropriate column.

| INDICATORS | YES | NO |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
|  I am happy because I was able to think of an answer to the given question. | | |
|  I am happy because I was able to write my complete answer to the question. | | |
|  I am happy because I was able to share my answers with my group. | | |
|  I am happy because my group listened to me when I was sharing my answer with them. | | |
|  I am happy because I was able to listen to my group mates when they also shared their answers. | | |
|  I am happy because I was able to contribute my ideas to my group. | | |
|  I am happy because my group mates respect the ideas of one another. | | |
|  I am happy because my group was able to reach consensus based on our answers. | | |
|  I am happy because my group is well-behaved. | | |
|  I am happy because my group works cooperatively and collaboratively. | | |



Activity 3: THROUGH READING

“Anticipation Guide”

| STATEMENTS | AGREE | DISAGREE |
|------------------------------------------------------------------------------------------------------------------------|-------|----------|
| ➤ Secondhand smoke is the smoke that is exhaled when a person puffs on a cigarette. | | |
| ➤ Secondhand smoke contains more than 10,000 chemicals and toxins, including at least 10 that cause cancer. | | |
| ➤ Secondhand smoke is what you get when you're around a smoker. | | |
| ➤ Secondhand smoke can irritate a person's eyes, nose, lungs, causing painful burning and itching. | | |
| ➤ A smoker inhales only 15% of the smoke from their cigarette. The other 85% becomes secondhand smoke. | | |
| ➤ Secondhand smoke is not dangerous to infants and children because their lungs and organs are still developing. | | |
| ➤ Nonsmokers are forced to breathe both types of smoke when smokers are near them. | | |
| ➤ Secondhand smoke pollutes the air and clings to clothes, hair, and furniture, causing them to stink. | | |
| ➤ Secondhand smoke can cause lung cancer, heart disease, nasal sinus cancer, and other serious problems in nonsmokers. | | |
| ➤ Secondhand smoke is safe to anyone who breathes it. | | |



Activity 3: THROUGH READING

“Secondhand Smoke”

What Is A Secondhand Smoke?

Secondhand smoke is what you get when you're around a smoker. It's the smoke the smoker breathes out. It is a combination of the smoke from a burning cigarette and the smoke exhaled by a smoker. It can be recognized easily by its distinctive odor. It contaminates the air and is retained in clothing, curtains and furniture. Many people find secondhand smoke unpleasant, annoying, and irritating to the eyes and nose. More importantly, it represents a dangerous health hazard. Over 4,000 different chemicals have been identified in secondhand smoke, and at least 40 of these chemicals cause cancer.



Who Are At Risk?

A smoker inhales only 15% of the smoke from their cigarette. The other 85% becomes secondhand smoke. Although secondhand smoke is dangerous to everyone, fetuses, infants and children are at most risk. This is because secondhand smoke can damage developing organs, such as the heart, lungs and brain.

What Are The Effects Of Secondhand Smoke To Children?



Children who breathe this smoke are more likely to get sick than other children. They may acquire chronic coughing, phlegm, wheezing, and have more mucus. The fluid in their middle ears may build up and cause ear infections. Their eyes and nose may be irritated. They may develop pneumonia, bronchitis and other lung infections and may have chest discomfort. If they have asthma, it may get worse.

It can also harm the heart. Anyone who lives with a smoker is at risk of developing lung cancer and having a heart attack.

Pregnant mothers who smoke during pregnancy will still affect the baby inside her womb. There may be sudden infant death syndrome (SIDS). Even if the pregnant mother is not smoking, yet she is exposed to secondhand smoke, the baby may have low birth weight or small size at birth and other birth defects.

What Can You Do To Avoid Secondhand Smoke?

If you know somebody who smokes, encourage him/her to stop smoking. It's never healthy to breathe in tobacco smoke and it's even worse to let others breathe your smoke. If you can't stop them, ask the smokers around you to take all their smoke breaks outside – away from other people, especially kids and anyone who's pregnant. Smoke lingers in the air hours after cigarettes are put out. That means if a smoker is puffing away anywhere inside, other people are inhaling that smoke, too. Because smoke sticks to people and their clothing, when smokers come back inside, they should wash their hands and change their clothing, especially before holding or hugging children. Another thing, ask the smokers to never smoke in a car with you or with other people.



The Philippine government has passed a law (RA 9211) prohibiting smoking in public facilities such as schools, hospitals, airports, theaters and bus terminals, as well as private workplaces, restaurants and bars. Let us support it and make a stand against secondhand smoke to keep us much healthier and possibly even help people we love to think twice about their own unhealthy habit.

References: <http://www.entassociates.com/secondhand.htm>

http://pediatrics.about.com/od/infantparentingtips/a/04_smoke.htm



Activity 4 IN CONCLUSION

Directions: Read each paragraph and draw your own conclusion. Then, identify evidences (words or phrases) in the paragraph that will support your conclusion.

Pedro's father has been known to be a chain smoker. He has been smoking for the past 10 years. Recently, he has been experiencing a dry cough and difficulty in breathing.

Conclusion: _____

Evidences: _____

When Pedro's mother was pregnant, she had been exposed to secondhand smoke since her husband was a chain smoker. When she gave birth, it had been found out that the baby had a birth defect.

Conclusion: _____

Evidences: _____

Mila, Pedro's aunt, visited the newborn baby. She entered the house and saw her brother smoking. Then, she started sneezing and coughing.

Conclusion: _____

Evidences: _____

Pedro has been exposed to secondhand smoke since birth. Recently, he has been rushed to the hospital. The doctor has diagnosed him to have a lung ailment.

Conclusion: _____

Evidences: _____



Assessment for Activity 4 “In Conclusion”
SCORING RUBRIC (Holistic)

| SCORE | PERFORMANCE INDICATORS |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <ul style="list-style-type: none">➤ The group has drawn a conclusion that is supported by the data and identified evidences from within the given information.➤ The group has drawn a conclusion for each of the four paragraphs.➤ The group actively listens to and values the opinion of others. |
| 4 | <ul style="list-style-type: none">➤ The group has drawn a conclusion that is supported by the data and identified evidences from within the given information.➤ The group has drawn a conclusion for three paragraphs or less.➤ The group actively listens to and values the opinion of others. |
| 3 | <ul style="list-style-type: none">➤ The group has drawn a conclusion that is supported by the data but failed to identify evidences from within the given information.➤ The group has drawn a conclusion for three paragraphs or less.➤ The group values the opinion of others but does not listen to them or listens to others but does not value their opinions. |
| 2 | <ul style="list-style-type: none">➤ The group has drawn a conclusion that is not supported by the data and failed to identify evidences from within the given information.➤ The group has drawn a conclusion for three paragraphs or less.➤ The group values the opinion of others but does not listen to them or listens to others but does not value their opinions. |
| 1 | <ul style="list-style-type: none">➤ The group failed to come up with an output. |



Teacher Resource Material for Activity 6 “With Prepositions”

PREPOSITIONS AND PREPOSITIONAL PHRASES

A **preposition** is a word which shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner and amount. In the sentence *She went to the store.*, to is a preposition which shows direction. In the sentence *He came by bus.*, by is a preposition which shows manner. In the sentence *They will be here at three o'clock.*, at is a preposition which shows time and in the sentence *It is under the table.*, under is a preposition which shows place.

A preposition always goes with a noun or pronoun which is called **the object of the preposition**. The preposition is almost always before the noun or pronoun and that is why it is called a preposition. The preposition and the object of the preposition together are called a **prepositional phrase**. A prepositional phrase can function as a noun, an adjective, or an adverb.

The following chart shows the prepositions, objects of the preposition, and prepositional phrases of the sentences above.

| PREPOSITION | OBJECT OF THE PREPOSITION | PREPOSITIONAL PHRASE |
|-------------|---------------------------|----------------------|
| to | the store | to the store |
| by | bus | by bus |
| at | three o'clock | at three o'clock |
| under | the table | under the table |

The most common prepositions are "about," "above," "across," "after," "against," "along," "among," "around," "at," "before," "behind," "below," "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out," "outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

Prepositional phrases are like idioms and are best learned through listening to and reading as much as possible. Below are some common prepositions and examples of their use.

| LOCATION | | | TIME | | ACTION AND MOVEMENT | |
|----------|------------------|-------------|--------|--------|---------------------|--------|
| above | behind | in front of | at | until | at | on |
| below | next to | between | on | since | by | onto |
| over | with | beside | by | during | from | off |
| under | in the middle of | among | before | from | into | out of |
| in | on | at | after | to | through | except |



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**Assessment for Activity 7 “By Eight”
SCORING RUBRIC (Analytic)**

| CRITERIA | PERFORMANCE INDICATORS | | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | SUFFICIENT (3 points) | ACCEPTABLE (2 points) | DEFICIENT (1 point) |
| Gathering Facts/Opinions | <ul style="list-style-type: none"> ➤ Gathered eight (8) information, either fact or opinion, from other classmates. ➤ Made sure all eight classmates signed below their shared information | <ul style="list-style-type: none"> ➤ Gathered 6-8 information, either fact or opinion, from other classmates. ➤ Forgot to let his/her classmates sign below their shared information | <ul style="list-style-type: none"> ➤ Gathered less than 6 information, either fact or opinion, from other classmates. ➤ Did or didn't forget to let his/her classmates sign below their shared information |
| Making Judgment | <ul style="list-style-type: none"> ➤ Identified correctly all the information gathered as to FACT or OPINION | <ul style="list-style-type: none"> ➤ Identified correctly half or more of the information gathered as to FACT or OPINION | <ul style="list-style-type: none"> ➤ Identified correctly less than half of the information gathered as to FACT or OPINION |
| Approaching Classmates | <ul style="list-style-type: none"> ➤ Displayed a determined and friendly behavior in asking classmates for information | <ul style="list-style-type: none"> ➤ Displayed determined behavior to a point of demanding classmates for information | <ul style="list-style-type: none"> ➤ Displayed a hesitant and backward behavior in asking classmates for information |



**Assessment for Activity 8 “Between Letters”
SCORING RUBRIC (Analytic)**

| CRITERIA | PERFORMANCE INDICATORS | | |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | PROFICIENT (3 points) | DEVELOPING (2 points) | NOVICE (1 point) |
| Content | <ul style="list-style-type: none">➤ Included all the necessary details of an acceptance letter➤ Included 5 prepositional phrases | <ul style="list-style-type: none">➤ Included some necessary details of an acceptance letter➤ Included 4 prepositional phrases | <ul style="list-style-type: none">➤ Included only a few of the necessary details of an acceptance letter➤ Included 3 or less prepositional phrases |
| Organization | <ul style="list-style-type: none">➤ Presented all information in logical sequence that made it very easy to understand | <ul style="list-style-type: none">➤ Presented some information in logical sequence but it needs to be reread for full understanding | <ul style="list-style-type: none">➤ Presented a disorganized information that made it difficult to understand |
| Format | <ul style="list-style-type: none">➤ Followed the letter format properly and all 5 parts are present | <ul style="list-style-type: none">➤ Followed the letter format properly but 1 or 2 parts are missing | <ul style="list-style-type: none">➤ Followed the letter format improperly and some parts are missing |
| Grammar & Spelling | <ul style="list-style-type: none">➤ Wrote a letter with no spelling or grammatical errors | <ul style="list-style-type: none">➤ Wrote a letter with less than 5 spelling or grammatical errors | <ul style="list-style-type: none">➤ Wrote a letter with more than 5 spelling or grammatical errors |
| Appearance | <ul style="list-style-type: none">➤ Work is neatly done; handwriting is legible | <ul style="list-style-type: none">➤ Work has one or two areas that are sloppy; handwriting is marginal | <ul style="list-style-type: none">➤ Work is difficult to read; handwriting is not legible |



Assessment for Activity 9 “On Poster”
SCORING RUBRIC (Analytic)

| CRITERIA | PERFORMANCE INDICATORS | | |
|------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | SUFFICIENT (3 points) | ACCEPTABLE (2 points) | DEFICIENT (1 point) |
| Relevance | ➤ All graphics are related to the topic. | ➤ Some of the graphics are related to the topic. | ➤ Most of the graphics do not relate to the topic. |
| Creativity | ➤ Poster reflect student creativity in their creation and/or display. | ➤ Poster is made by the students, but are based on the designs or ideas of others. | ➤ Poster shows show no creativity. |
| Message | ➤ Poster conveys a very clear message to its viewers. | ➤ Poster conveys uncertain or questionable message to its viewers. | ➤ Poster conveys no message at all. |
| Appearance | ➤ The poster is exceptionally attractive in terms of design, layout, and neatness. | ➤ The poster is acceptably attractive though it may be a bit messy. | ➤ The poster is distractingly messy or very poorly designed. It is not attractive. |
| Teamwork | ➤ The group worked collaboratively. | ➤ Most of the members cooperated and contributed ideas to do the task. | ➤ The group worked without collaboration and unity. |



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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