



## BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



### Grade Five English Module 12: ACCURATE STATEMENTS Fourth Grading Period

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**BASIC EDUCATION ASSISTANCE FOR MINDANAO**  
**GRADE FIVE ENGLISH**  
**MODULE 12: ACCURATE STATEMENTS**  
**FOURTH GRADING PERIOD**



## **Information about this Learning Guide**

Recommended number of lessons for this Learning Guide: 10

### **Basic Education Curriculum Competencies**

#### **Grade 5 English: Accurate Statements**

- Listening
  - Report accurately information heard
- Speaking
  - Use adverbs
    - Adverbs of manner and frequency
    - Use words that can function as adjectives and adverbs
  - Direct and indirect discourse e.g.
    - Direct – Lydia said, “Fe writes a letter.”
    - Indirect- Lydia told Fe to write a letter.
  - Transform direct to indirect or vice versa
  - Change statement to question or vice versa e.g.
    - Nora writes a letter
    - Does Nora write a letter
- Reading
  - Get information from newspapers and information from each part
- Writing
  - Write different texts
    - Narrative
  - Write reported statements in paragraph form
    - direct discourse to indirect

### **Objectives**

- Report accurately the information heard.
- Distinguish accurate and inaccurate information from a news article listened to.
- Explore the different sections of the newspaper.
- Discuss the different information we get from the newspaper.
- Identify the different information we get from the newspaper.
- Get information from the newspaper and its part.
- Note questions, statements and discourses from an article read.
- Formulate questions for interview.



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- Change statements to questions or vice versa.
- Transform direct to indirect discourse or vice versa.
- Act out verbs and adverbs.
- Use adverbs of manner and frequency.
- Create news stories for news break script.
- Perform news broadcasting using the script.
- Write a narrative using direct discourse.

## **Essential concepts, knowledge and understandings targeted**

- Newspaper is a publication that is issued daily or weekly which includes general, local and international news stories, advertisements, announcements, opinions, cartoons, sports news and television listings.
- Newspaper can be a good source of accurate information.
- Statement is a sentence that states an idea or information. It ends with a period.
- Question is a sentence that asks an idea or information. It ends with a question mark.
- Direct discourse refers to the exact words of a speaker. It is usually enclosed in quotation marks, and separated from the speaker's name by a comma.
- Indirect discourse refers to the quoted or reported words of the speaker. The words are not exactly repeated.
- Direct discourse can be transformed or changed into indirect discourse by dropping the quotation marks and rearranging the order of the words in the sentence.
- Adverb is a modifier that tells when, where, how or to what extent. It modifies verbs, adjectives or other adverbs.
- Adverb of frequency tells to what extent or how often an action takes place.
- Adverb of manner tells us how something happens. They are usually placed after the main verb or after the object.

## **Specific vocabulary introduced**

- Discourse
- Reported Speech
- editorial
- obituary
- dazzled
- ovation
- overwhelmed
- genres
- boost
- gushing



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- imitate
- rendition
- news break

## **Suggested organizational strategies**

- Preparation of Teacher Resource Materials
- Reproduction of Student Activity Sheets
- Gathering of newspaper for the group activity

## **Activities in this Learning Guide**

### **Activity 1: "Careful Whisper"**

#### **Multiple Intelligences**

- Body/Kinesthetic
- Verbal/Linguistic

#### **Skills**

- Observation and recall of information
- Knowledge of dates events, places

#### **Text Types**

- Information Report
- Review

### **Activity 2: "News Bytes"**

#### **Multiple Intelligences**

- Visual/Spatial
- Body/Kinesthetic
- Intra personal

#### **Skills**

- Order, group, infer causes
- Recognition of hidden meanings

#### **Text Types**

- Discussion

### **Activity 3: "Rap Session"**

#### **Multiple Intelligences**

- Body/Kinesthetic



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- Verbal/Linguistic

**Skills**

- Grasp meaning
- Knowledge of dates events, places
- Predict, draw conclusions
- Recognition of hidden meanings

**Text Types**

- Narrative

**Activity 4: "State Mate"**

**Multiple Intelligences**

- Visual/Spatial
- Verbal/Linguistic

**Skills**

- Seeing patterns

**Text Types**

- Procedure

**Activity 5: "Discourses"**

**Multiple Intelligences**

- Naturalist
- Visual/Spatial
- Body/Kinesthetic
- Verbal/Linguistic
- Intra personal

**Skills**

- Generalize from given facts
- Grasp meaning
- Understanding information
- Seeing patterns

**Text Types**

- Procedural Recount



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**Activity 6: "Lights...Camera...Adverb!"**

**Multiple Intelligences**

- Naturalist
- Visual/Spatial
- Body/Kinesthetic

**Skills**

- Predict, draw conclusions
- Recognition of hidden meanings
- Mastery of subject matter

**Text Types**

- Procedural Recount
- Personal Response

**Activity 7: "Pass It On"**

**Multiple Intelligences**

- Interpersonal
- Visual/Spatial
- Intra personal

**Skills**

- Organization of parts
- Use information
- Make choices based on reasoned argument
- Translate knowledge into new context

**Text Types**

- Procedural Recount
- Personal Response

**Activity 8: "News Break"**

**Multiple Intelligences**

- Visual/Spatial
- Body/Kinesthetic
- Verbal/Linguistic

**Skills**

- Organization of parts



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- Use methods, concepts, theories in new situations
- Translate knowledge into new context
- Relate knowledge from several areas

**Text Types**

- Narrative
- Personal Response

**Activity 9: "Flash Report"**

**Multiple Intelligences**

- Visual/Spatial
- Body/Kinesthetic
- Verbal/Linguistic
- Intra personal

**Skills**

- Use old ideas to create new ones
- Use methods, concepts, theories in new situations
- Use information
- Translate knowledge into new context

**Text Types**

- Procedural Recount
- Personal Response

**Activity 10: "Memory Lane"**

**Multiple Intelligences**

- Interpersonal
- Visual/Spatial
- Verbal/Linguistic

**Skills**

- Use methods, concepts, theories in new situations
- Use information
- Compare and discriminate between ideas

**Text Types**

- Narrative
- Personal Response





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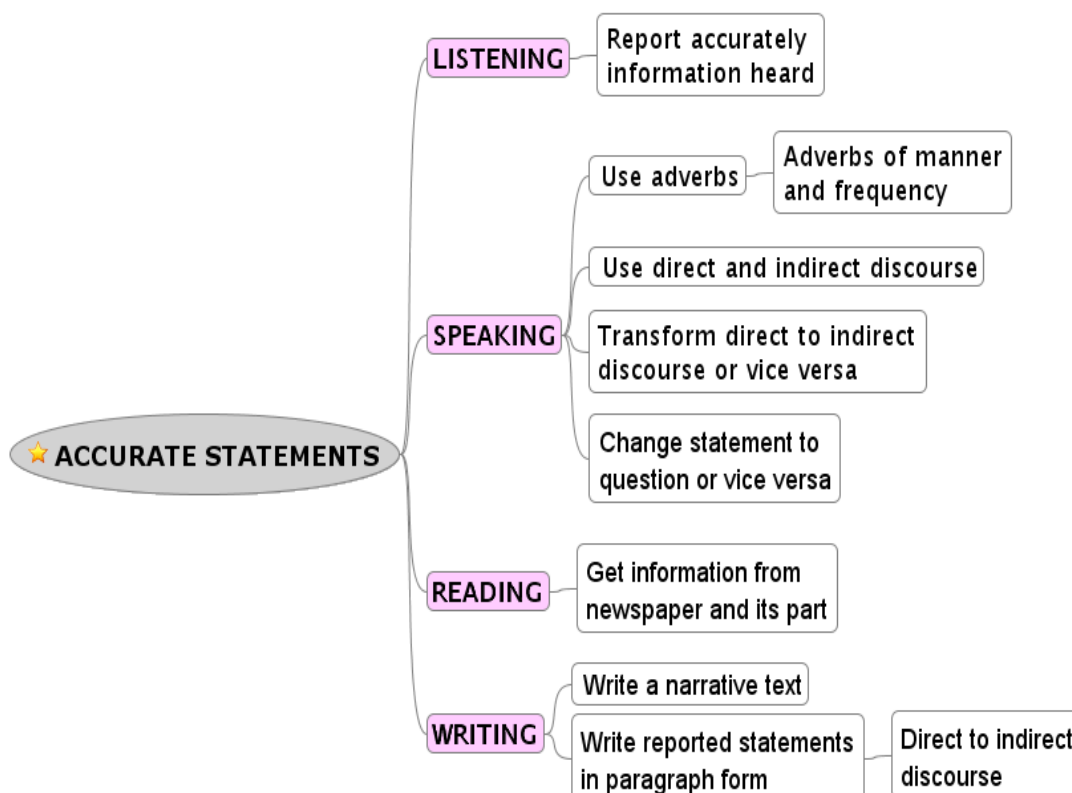
## **Key Assessment Strategies**

- Group Participation Checklist
- Peer Assessment
- News Story Rubric
- Paragraph Rubric
- Checklist
- Teacher Assessment



## Mind Map

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



## Stages of Learning

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

## Assessment

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



## 1. Activating Prior Learning

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

### Background or purpose

Words can either make or break someone. Hence, there is a need to communicate an accurate information to others.

In this stage, a message relay will be played by the students as the springboard of the activity. This is also designed to check how well the students listen and transmit messages accurately.

### Strategy

**Cooperative Learning** is a strategy where games and structures are used as basic tools for group work skills. The activities have definite aims and purpose and they should not be seen in isolation but as an overall part of the learning environment. Ground rules must be established and trust between all players needs to be built.

### Materials

- strips of paper, marking pen

### Activity 1 “Careful Whisper”

1. Write the following messages on strips of paper.
  - a) Charice sings beautifully.
  - b) The Oprah Winfrey Show
  - c) Oprah Winfrey speaks distinctly.
  - d) World's Smartest Kids
  - e) Ten gifted children
  - f) Whitney Houston's song
  - g) The audience shouted loudly.
  - h) The press showed full support.
  - i) May 12, 2008
  - j) She was given a standing ovation.
2. Form four groups.
3. Give the following directions:
  - Form a line.
  - Let your first member come to me, your teacher, and read the message on a strip silently. You have 10 seconds to memorize it.
  - Upon my signal, go to your line and whisper the message to the person next to you. He/She will then whisper it to the third.
  - Do the same procedure until it reaches the last person. The last person to receive the message will write it on a piece of paper and pass it to me.
4. Let the game begin. Start with the first message.



5. Check the accuracy of the first message. Give 1 point to the group that wrote the message accurately.
6. Do the same procedure with the rest of the messages. The group with the highest points wins the game.
7. Process the activity:
  - How were you able to come up with an accurate message?
  - For those who were not able to get it correctly, what hindered you from doing so?
  - What will happen when you give inaccurate information?
  - Why is it important to give an accurate information?

### Formative Assessment

Use Assessment 1, “Careful Whisper” on page 24 to assess the activity.

### Roundup

Students should have realized the importance of giving an accurate information.

## 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

With the advancements in computer technology, newspaper can be a good source of accurate information. A newspaper is a publication that is issued daily or weekly. It includes local and international news stories, advertisements, announcements, opinions, cartoons, sports news, television listings etc.

Newspaper provides numerous benefits to the readers such as organized information about recent events and awareness to the problems around us; in depth analysis of news in perspective of the past; concise daily updates on every aspect of the world, entertainment etc.

In this stage, students will explore, discuss and identify the different information they can get from the newspaper and its parts. They will also distinguish whether the information is accurate or not.

### Strategy

**Scavenger Hunt** is a game in which individuals or teams seek to find a number of specific items, or perform tasks, as given in a list. The goal is either to complete the list first, or to achieve the highest score within a given time limit.

### Materials

- Teacher Resource Material 1 “News Bytes” on page Error: Reference source not foundError: Reference source not found25
- set of newspaper for each group



### Activity 2 “News Bytes”

**NOTE:** Prior to the conduct of this activity, instruct the students to bring newspapers. Teacher should be ready with a complete set of newspaper, in case students cannot provide their own.

1. Divide the class into small groups. Use the same groupings in Stage 1.
2. Post on the board the following words one at a time after explaining each part. Use Teacher Resource Material 1, “News Bytes” on page Error: Reference source not found.

General News	Local and Foreign News
Editorial Page	Classified Ads Section
Business and Finance Section	Entertainment Section
Home and Art Section	Society Page
Travel and Tourism Section	Religious News and Obituary Section

3. Let the groups bring out their newspapers and explore the pages.
4. Instruct them to get at least three information from each section and write them on a sheet of paper.
5. Let the groups report their outputs.
6. Process the activity. Ask the following questions:
  - Does the newspaper give accurate information? Why do you think so?
  - What would be the implication if the newspaper gives inaccurate reports?

### Formative Assessment

Use Assessment 2 “News Bytes” on page 26 to assess the activity.

### Roundup

Students should have identified the parts of the newspaper and get information from each sections. They should have also distinguished between accurate and inaccurate information.

## 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

Reading activity and grammar focus are presented in this stage.

In Activity 3, a newspaper article containing an interview of Charice Pempengco will be used as a reading text. The article contains accurate statements because the information came from the interviewee herself.



**In Activity 4**, students will be grouped to complete their assigned tasks. Each group will formulate at least 5 questions for interview. Then, both the teacher and student will have to demonstrate processes and skills of changing statements into questions or vice versa.

**In Activity 5**, students will conduct an interview using the formulated questions in the previous activity. They will record the responses and report back the gathered information. They will also study the process of changing direct to indirect discourses or vice versa.

**In Activity 6**, verb and adverb takes center stage in this lively activity. To introduce the adverb of manner and frequency, students will silently act out variety of verbs and adverbs and have the rest of the class guess the exact words and use it in a sentence.

### Strategies

**Synonym Clues** is a way of unlocking difficult words using words with similar meanings.

**Dialog** is a conversation between characters in a narrative. This is used as a reading strategy in the “during reading” activity.

**T-Chart** is a chart that lists what the topic requires to help students clarify concepts or ideas.

**Modeling** is explicitly demonstrating the cognitive processes and skills required of a learner for a particular task.

**Interview** is a strategy that involves an interviewer asking the interviewee questions to which he/she responds.

**Charade** is a strategy where some students have to act out a phrase without speaking while others guess the acted out clues.

### Materials

- Activity Sheet 3a, “**Rap Session**” on page Error: Reference source not found27
- Activity Sheet 3b, “**Rap Session**” on pages Error: Reference source not found28-29
- Activity Sheet 4, “**State Mate**” on page 30
- Teacher Resource Material 3, “**Discourses**” on page 32
- strips of paper

### Activity 3 “Rap Session”

#### A. Pre-Reading

1. Distribute Activity Sheet 3a, “**Rap Session**”on page Error: Reference source not found27.
2. Explain the directions.
3. Give them enough time to do the activity.
4. Check for the correctness of their responses.

#### B. During Reading

1. Form pairs.
2. Explain the directions.
  - You will be reading an excerpt of Charice Pempengco's interview with the Asianbuzz.



- Decide between you as to who will read the line of the interviewer and interviewee.
  - You will be given enough time to read the text.
3. Distribute Activity Sheet, “**Rap Session**” on pages Error: Reference source not found28-29Error: Reference source not found.
  4. Let them do the activity.
  5. Choose one pair to read the text in front.

**C. Post Reading**

1. Group students into triads.
2. Let each triad answer the following on a sheet of paper:
  - a) What did Charice reveal about her plans in her music career?
  - b) Where did she like to develop her music career?
  - c) Whom did she dream to have a duet with?
  - d) Why did she prefer to learn Korean language?
  - e) What did she share about her experience in flying to Korea?
  - f) What did Charice say about “**Star King's**” taping ?
  - g) What did she say about her popularity gained in “**You Tube?**”
  - h) What did Charice share about her upcoming projects?
  - i) What did the Asianbuzz tell Charice before ending the interview?
  - j) What was her final words to her fans?
3. Facilitate the checking of the answers of each triad.

**Direct Skills Instruction:**

**Activity 4 “State Mate”**

1. Divide the class into four groups.
2. Assign the roles and tasks for the groups:

Tasks: Formulate at least five questions and five statements, if:

Group 1- You are an FM DJ to interview Charice.

Group 2- You are Cristy Fermin to interview Charice' mom.

Group 3- You are Ruffa Guttirez to interview Charice.

Group 4- You are an avid fan to interview Charice.

3. Let them do the activity.
4. Call one group to present their output to the class.
5. Present the following sentences on the board:
  - Her real name is Charice Pempengco.
  - Is her real name Charice Pempengco?
  - She likes music and arts.



- Does she like music and art?
6. Process the activity by asking these questions:
    - What is the verb in the first sentence?
    - How was it changed to a question?
    - What verb is used in the second sentence?
    - How was it changed to a question?
    - How do you change a statement to a question? A question to a statement?
  7. Distribute Activity Sheet 4 “**State Mate**” on page 30 and let them do the activity.
  8. Collect and check their outputs.
  9. Provide more exercises, if needed.

### Activity 5 “Discourses”

1. Present the following sentences on the board.

Charice exclaims, “I feel so excited.”	Charice exclaims that she feels so excited.
Sam answered, “That was exactly how I felt, too.”	Sam answered that it was exactly how he felt, too.

2. Ask the following questions:
  - What have you observed in the sentences on the first column?
  - What changes have been made on the second column?
  - What can you say about the changes of verbs on the first two sentences?
3. Show to them the process of changing indirect to direct discourses. Refer to Teacher Resource Material 2 “**Discourses**” on page 32.
4. Divide the class into four groups. Use the same groupings in Activity 4.
5. Instruct the groups to conduct an interview using the formulated questions in the previous activity.
6. Let each group choose an interviewee and interviewer. The rest will write down the conversations.
7. Give the following tasks:

Tasks: Record the exact words of the interviewee. Transform the direct discourses to reported speech.

Group 1- You are an FM DJ interviewing Charice.

Group 2- You are Cristy Fermin interviewing Charice' mom.

Group 3- You are Ruffa Gutierrez interviewing Charice.

Group 4- You are an avid fan interviewing Charice.

8. Let them do the activity.





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9. Call representatives to report their outputs to the class.
10. Check for the correctness of their responses.



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**Activity 6 “Lights...Camera...Adverb!”**

1. Prepare and write the following words on the strips of paper. You may add more..

SMILE - SHYLY	LOOK - INTENTLY
WALK - CONFIDENTLY	SHOUT - LOUDLY
SING - BEAUTIFULLY	APPROACH - HAPPILY
DANCE - GRACEFULLY	CHEER - NOISILY
STOOD - SILENTLY	CRY - INTENSELY

2. Divide the class into four teams. Use the same groupings in Stage 1.
3. Let the member of each team form dyads.
4. Have each pair come to the front of the class and pick out a strip of paper.
5. Give them 1 minute to think of the words and how they are to be acted out.
6. At your signal, let the pair do the pantomime simultaneously.
7. Let the class guess the correct words.
8. The team who gives out the correct answer and uses the words in a sentence will earn two points.
9. Process the activity:
  - What helped you in giving the correct answers of the acted out words?
  - What have you observed on the presented words?
  - How are they related to each other?
  - What can you say about the first sets of words?
  - What about the second sets of words?
  - What does it modify?

Remember: Adverb describes an action or verb, intensifies a descriptive word or adjective, or modifies another adverb. Adverb of manner tells us how something happens. Adverb of frequency tells us to what extent or how often an action takes place.

10. Present the following sentences on the board.
  - a) I never said that I love you.
  - b) Babies often cry especially when they are hungry.
  - c) I will always take care of my mom while dad is away.
  - d) She is sometimes easy to get along with.
11. Ask the following questions:
  - What are the underlined words in the sentences?
  - How does the second underlined words function? Verb
  - What have you observed on the first underlined words?



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- What do you call this kind of adverb?

### **Formative Assessment**

- ☑ Check students' comprehension skills and constructed sentences in Activity 3.
- ☑ Use Assessment 4, “State Mate” on page 31 to assess the activity.
- ☑ Use Assessment 5, “Discourses” on page 33 to assess the activity.
- ☑ Provide more exercises for adverbs of manner and frequency in Activity 6.

### **Roundup**

From the given activities, students should have learned that a newspaper can be a good source of accurate statements. They should have transformed statements into questions and vice versa; formulated questions for interview; changed direct to indirect discourses and identified the adverbs of manner and frequency.

## **4. Check for Understanding of the Topic or Skill**

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

### **Background or purpose**

In this stage, the students' ability in transforming statements to question, direct discourse and indirect discourse and the use of adverbs of manner and frequency will be put to test.

There will be four tasks provided in this activity. The first will be performed by the group, second will be done by half of the group, third will be assigned to the pairs and the fourth will be completed individually.

### **Strategies**

**Half Life** is a strategy that decreases the number of persons working on a task by 50% until such time that an individual is left to work on his/her own to do the task.

### **Materials**

- Activity Sheet 7, “Pass It On” on page 34

### **Activity 7 “Pass It On”**

1. Form groups of eight.
2. Distribute to the groups the first task found on Activity Sheet 7 “Pass It On” on page 34.
3. Explain the directions and let them do the task.
4. Have each group present their outputs to the class and check them.
5. Divide each group into two, leaving 4 members in each. Then, distribute the second task and let them do it.
6. Check again for the correctness of their responses.
7. Divide each group into two, leaving 2 members in each. Then, distribute the third task and let them do it.
8. Check the correctness of the responses.
9. Divide the pairs, leaving each member to do the task individually. Then, distribute the fourth task and let him/her do it.



10. Process the activity:

- a) Which task is the most difficult? easiest? Why?

### Formative Assessment

- ☒ Use Assessment 7 on page 35 to assess Activity 7, “Pass It On”

### Roundup

Students should have mastered how to transform statement into question or vice versa; change the direct to indirect discourse or vice versa and use adverbs of manner and frequency.

- Distribute Activity Sheet 8, “News Break” on page 36 to the students. This will serve as an assignment and will be necessary in the next activity.

## 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

There are two activities presented in this stage. In **Activity 8**, students will create a “news break” script. In **Activity 9**, students will be performing the news broadcasting. This will provide students an opportunity to put into practice the use of direct and indirect discourses, questions, statements, and adverbs through scriptwriting and broadcasting.

### Strategies

**Scriptwriting** is an act of preparing or writing a script for breaking news, commercials and etc. that appear on television, in films, and on stage.

**Simulation** is a strategy which uses natural activity such as newscasting to take on a role for the purpose of exploring real life situations to establish and explore roles, ideas, relationships and situations.

### Materials

- Activity Sheet 8 “News Break” on page 36
- sets of newspaper
- clean sheet of paper

### Activity 8 “News Break”

**NOTE:** *Prior to the activity, make sure that the students have read, understood, and even performed their assignments in Activity 8, “News Break”.*

1. Divide the class into six groups.
2. Assign one news story to each member of the group:
  - a) International news story
  - b) National News story
  - c) Regional news story
  - d) Sports news story
  - e) Entertainment news story
  - f) Weather report



3. Have them write the news stories needed for the script.
4. Remind them that the articles will cover news events that will be delivered in front of the class as part of the news show. They may refer to the tips in creating a news story on Activity Sheet 8 “News Break” on page 36.
5. Give them enough time to do the activity.
6. Check their outputs.

### Activity 9 “Flash Report”

1. Divide the students into small groups. Use the same groupings in Activity 8.
2. Assign news anchors/newscasters to deliver the international, national, regional news, sports, entertainment and weather news reports.
3. Instruct the group to use the script they have made in the previous activity.
4. Give them 10 minutes for the rehearsal.
5. Present the rubric on page 38 as to how they are going to be assessed.
6. Let them do the activity.
7. Give feedbacks.

### Formative Assessment

- ☒ Use **Assessment 8** on page 37 to assess the activity.
- ☒ Use **Assessment 9** on page 38 to assess the activity.

### Roundup

Students should have written news stories for a news break script. They should have also performed a newscasting activity to the class.

## 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

Newspaper allots space for feature articles and narratives which may appeal to human interest.

The writing process can be made more enjoyable if students can link it with their day -to-day activities. Writing a narrative based on one's experiences is encouraged because personal accounts are more accurate.

In this stage students will write a story about their personal experiences through photographs or sketches presented using direct and indirect discourses and adverbs.

### Strategies

**Photograph Writing** is a strategy where students have to use their personal photographs at important events to spark their creativity in narrative writing.

**Sketch to Stretch** is an instructional strategy to visualize ideas by helping the students draw quick sketches to stretch their thinking and understanding of the concept.



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### Materials

- Activity Sheet 10, “Memory Lane” on page 39
- Students' copy of their own photographs
- a clean sheet of paper

### Activity 10 “Memory Lane”

**NOTE :** *Prior to this activity, instruct the students to bring their personal photographs. The photographs may be an important happenings or special occasion in their lives where they could relate more easily.*

1. Give an input on what a narrative is.

A narrative is an account of incidents or events. The plot or series of its events of follow in quick succession. It includes only the points necessary to build up sentences that will lead to its climax.

2. Instruct the students to bring out their personal photographs. If none, you may let them sketch their personal experiences about an unforgettable experience.
3. Give and explain the directions.

**For the photograph:**

- a) Study the details of the picture.
- b) Recall the memories you have upon seeing the picture.
- c) Write a story about it using direct and indirect discourses and adverbs.

**For the sketch:**

- a) Think of your personal experiences that you consider unforgettable. It could be the saddest, happiest, funniest or the most embarrassing experience in your life.
  - b) Sketch the events.
  - c) Write a story of your sketch using direct, indirect discourses and adverbs.
4. Distribute Activity Sheet 10, “Memory Lane” on page 39 or they may use a clean sheet of paper.
  5. Give them enough time to do the activity.
  6. Ask volunteers to read their stories to the class.
  7. Wrap up the activity.

### Formative Assessment

- ☒ Use Assessment 10 on page 40 to assess the activity.

### Roundup

Students should have written a narrative text using direct and indirect discourse through photographs or sketches.



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## **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 1**  
**“Careful Whisper”**  
**GROUP PARTICIPATION CHECKLIST**

**Directions:** Check the box that corresponds to the observed behavior of the students.

<b>Name of Student</b>	<b>Gives attention to the task</b>	<b>Follows instruction</b>	<b>Shows Teamwork and Cooperation</b>	<b>Gives accurate information</b>





## Teacher Resource Material 1

### ***“News Bytes”***

A newspaper is a very good source of news reports. It brings the latest information about people, places, and events. It also contains opinions, features articles, stories, comic strips, advertisements, games and puzzles.

News and items in the newspaper are not put together on one page, but printed separately in specific sections. Most newspaper have the following parts:

**General News** consist of reports of world, national, and provincial events. The title of the most important news of the day is printed in big bold letters across the newspaper. This is called the banner. Titles of less important news reports are written in smaller, bold letters. These are called headlines. A newspaper reader scans the headlines to see which one he or she will read first.

**Local and Foreign News Section.** The part of this section contains news from towns and cities of the nation. Another part contains news from abroad.

**Editorial Page.** The editorial reflects the stand of the newspaper on a current issue. Sometimes the editorial page also carries an editorial cartoon portraying the current issue. Sometimes the editorial page may carry opinion columns and commentaries of regular column writers. In some newspapers the opinions of readers on certain issues of national significance are found on the editorial page.

**Sports Page.** News about sports, events, both here and abroad, are found on the sports page. The sports page sometimes features news about people well-known in sports. Sports editorials are also found on this page.

**Classified Ads Section.** This section contains advertisements which fall under headings like Help Wanted, For Lease or Sale, Wanted to Buy. Also found in this section are personal and legal notices.

**Business and Finance Section.** This section provides business with information on banking, foreign and stock exchange, imports and exports and prices of prime commodities.

**Entertainment Section.** This contains information about movies, radio, television and ither activities for entertainment. It also includes games and puzzles, comic strips and cartoons and the daily horoscope.

**Home and Art Section.** Some newspapers have sections for art. Newspaper readers get important information on improving their homes, gardens, and cooking from these pages.

**Society Page.** This section contains news about important or well-known people who are celebrating special occasions or performing at a particular place.

**Travel and Tourism Section.** This section provides a guide to enjoyable travel. It direct tourists to scenic vacation spots and gives information on the activities that may be had in these places. Also found in this section are the schedules of the departure and arrival of ships and airplanes in and out of the country.

**Religious News and Obituary Page.** This section provides news on the activities of the different religious sects such as fellowships, seminars, prayer meetings, Bible studies and the like. A list of people who died and the time and place of burial is found in the obituary page.



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**Assessment 2**  
**“News Bytes”**

**Directions:** Instruct the students to listen carefully as you read the first news article. After reading, provide them a copy of the second paragraph. Let them underline the accurate information and encircle the inaccurate ones.



Charice Pempengco appeared on The Oprah Winfrey Show, Monday - May 12, 2008. The episode was entitled "World's Smartest Kids" and featured 10 gifted children in their specific field. Charice was the only guest who sang Whitney Houston's - "I Have Nothing". She dazzled Oprah and the audience with her voice. After the performance, Charice was honored with yet another prolonged standing ovation from the audience.

**Directions:** Underline the accurate information and encircle the inaccurate ones.



Charice Geronimo appeared on The Wowowee Show, Manday - May 12, 2008. The episode was entitled "Asia's Smartest Kids" and featured 11 gifted children in their specific field. Charice was the only guest who sang Celine Houston's - "I Have Nothing". She dazzled Oprah and the audience with her voice. After the performance, Sarah was honored with yet another prolonged standing ovation from the audience.



## Activity Sheet 3a

## “Rap Session”

**Directions:** Read and understand the context of the sentences below. Take note of the underlined words and choose the synonym meaning from the table. Write it after the sentence. Then, use the underlined word in a sentence.

Prolonged applause	obstacle	Go through	Improve
overpowered	Warm welcome	power	conversational
variety	performance	copy	contest

1. Charice was overwhelmed with happiness . She couldn't help but cry because of the success of the concert.

*New Sentence:*

---

---

2. Among the genres of music , I really love pop and ballad.

*New Sentence:*

3. In every competition, there is always a winner and a loser.

*New Sentence:*

4. Can you imagine a child like her who makes you cry while singing the song of Whitney Houston's hit? What a soulful rendition!

*New Sentence:*

5. The singer uses her influence to invite more viewers.

*New Sentence:*

6. Charice received a standing ovation after she sung her piece.

*New Sentence:*

7. Believe in yourself and no barriers can prevent you from achieving your dreams.

*New Sentence:*

8. She was deeply honored with the reception given by the press.

*New Sentence:*

9. Filipinos penetrate the world of international music industry.

*New Sentence:*

10. The youths imitate the things we are doing, simply because they looked up at us, as their model.

*New Sentence:*

11. Let us be generous with our praises to boost the confidence of the students.

*New Sentence:*



## Activity Sheet 3b

### “Rap Session”

**Directions:** Read the text and exchange role with a pair.

#### *The Latest Buzz on Filipino Young Diva: Charice Pempengco*

Charice Pempengco was chosen as the “Most Requested Foreign Act of 2007” on the show after a nationwide voting system. She did receive standing ovations after she sung “I Will Survive” and a duet of “I Will Always Love You” with Lena Park. She also performed an acappella version of Beyonce’s “Listen” after she was requested by the host to sing a ballad song.

Here is an interview with Asianbuzz to the young diva.

**Asianbuzz:** Thank you so much for accepting this interview. Your fans would like to know the direction you will be heading in your career.

**Charice:** As of now, all I can say is that I am continuously pursuing my passion which is singing. Of course, I would also love to penetrate the international market and be recognized outside the Philippines - that’s one of my dreams. That’s why, I’m still keeping my fingers crossed to achieve that goal. I would love to sing different genres, too. So, I’d be more equipped to sing different kinds of songs.

**Asianbuzz:** Do you plan to develop your music career in Asia first or would you immediately branch out to the US?

**Charice:** I actually don’t know how I would answer that. But going international really excites me.

**Asianbuzz:** Gifted with such wonderful voice, who would you dream of having a duet with?

**Charice:** Whoah! I am dying to meet and sing with Whitney Houston. She’s my greatest musical influence ages ago. Hmm...who else? I also like to have a duet with Beyonce., I also would love to sing opera with Andrea Bocelli.

**Asianbuzz:** If you had have to learn another language for your career, which language would you select?

**Charice:** Hmm... maybe Korean. I don’t know, there’s something with the way they talk that really sounds good to my ears.



Asianbuzz: Your fans really want to know about your experience flying to Korea for “Star King”. Can you give us a recap of that trip?

Charice: When I arrived at the airport, a group of Koreans approached me and asked if I am a celebrity. Then of course, I said no and that I came from the Philippines and was only visiting their country. Then they said I looked like a Korean, too. Maybe because of my eyes? (laughs)... I stayed in a hotel and did some practice for my songs. The next day was the performance day. It was actually fun. I got to meet a lot of Korean stars. I even saw Kim Jung-Eun. I used to watch her because “Lovers in Paris” was shown in the Philippines.

Asianbuzz: Can you describe your experience for the taping of Star King? Can you share some interesting or funny things that happened behind the scenes? We thought you did great despite having language barriers with Koreans.

Charice: The taping was fun. The audience really surprised me. They were rocking the whole studio on every guest's performance. And I got the loudest cheers and yells. It really boosted my confidence to sing my heart out. Behind the scenes? Hmm, for the first time, I experienced having a translator.

Asianbuzz: Your popularity has reached the US at some level, partly because of You Tube. What are your thoughts on that?

Charice: I'm really happy. I never thought I would be recognized outside my country. Of course, I have to thank the person who started it all for me in the cyber world - FalseVoice. You should keep on watching his channel if you want to watch more about me.

The Asianbuzz asked Charice for any upcoming projects. Charice replied that by June, she will go to Sweden to record some songs that will be released digitally.

The Asianbuzz thanked Charice and stated that they will be launching an Asianbuzz.com/buzzforum soon and that they will start a forum

Rap Session. Charice thanked Asianbuzz and expressed her appreciation for all the love and support of her fans.

Source: <http://www.Asian-buzz.com/buzzforum/>



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Activity Sheet 4  
“State Mate”

**Directions:** Transform the written statements into questions and the questions into statements.

Statements	Questions



**Assessment 4**  
**“State Mate”**  
**Collaboration Rubric**

	<b>Needs Improvement 1</b>	<b>Good 2</b>	<b>Very Good 3</b>	<b>Excellent 4</b>	<b>Score</b>
<b>Contribute</b>					
Share Information	Does not relay any information to teammates.	Relays very little information --some relates to the topic.	Relays some basic information --most relates to the topic.	Relays a great deal of information --all relates to the topic.	
<b>Take Responsibility</b>					
Fulfill Team/ Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
<b>Value Others' Viewpoints</b>					
Listen to Other Teammates	Is always talking-- never allows anyone else to speak.	Usually doing most of the talking-- rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.	
Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.	
				<b>Total</b>	





## Teacher Resource Material 3

### “Discourses”



Learn these rules:

**Reported Speech** (also referred to as 'indirect speech') refers to a sentence reporting what someone has said. It is almost always used in spoken English.

- If the reporting verb (i.e. said) is in the past, the reported clause is in a past form. This form is usually one step back into the past from the original.

*For example:*

- He said that the test was difficult.
- She said that she watched TV every day.
- If simple present, present perfect or the future is used in the reporting verb (i.e. says) the tense is retained.

*For example:*

- He says that the test is difficult.
- She has said that she watches TV every day.

**Direct Discourse** refers to the exact words of a speaker. When written, it is usually enclosed in quotation marks, and separated from the speaker's name by a comma. Direct discourse can be transformed or changed into indirect discourse by dropping the quotation marks and rearranging the order of the words in the sentence.



When changing from quoted speech to reported speech, several changes occur. In all sentences, the quotation marks and the comma immediately before the first quotation mark are removed. Next, the word "that" is usually inserted after the reporting verb (say, ask, told, etc.) Then, the subject pronoun is changed so that the meaning of the quote is not changed. Lastly, the tense of the verb is changed, or shifted. A list of how the verbs are changed, or the formal tense shift rules, and examples are given below.

#### Simple Present

- Charice said, "I am happy."

#### Present Continuous

- Mom said, "She is studying."

#### Present Perfect

- Vin said, "Harold has left already."

#### Simple Future (Will)

- Gary said, "I will be here tomorrow."

#### Simple Past

- Charice said that she was happy.

#### Past Continuous

- Mom said that she was studying.

#### Past Perfect

- Vin said that Harold had left already.

#### Past Future (Would)

- Gary said that he would be here tomorrow.





Assessment 5

“Discourses”

GROUP PARTICIPATION RUBRIC				
CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Group Behavior	The group always follows the rules of the classroom and is dedicated to creating a positive learning environment for all.	The group usually follows the classroom rules in order to create a positive learning environment for all.	The group rarely follows the rules of the classroom and is not committed to creating a positive learning environment for all.	The group does not follow classroom rules and shows no dedication for creating a positive learning environment for all.
Communication Skills	The student communicates effectively and enthusiastically with group members by expressing a variety of ideas and accepting the opinions of other team members.	The student communicates with group members by expressing ideas and accepting the opinions of group members.	The student occasionally communicates ideas with group members and is generally accepting of the opinions of other team members	The student does not communicate ideas with group members and does not accept the opinions and ideas of other team members
Team Roles	The student actively takes responsibility for his/her roles within the group and effectively performs these roles for the good of the group.	The student generally takes responsibility for his/her roles within the group and adequately performs these roles.	The student fails to take responsibility for all of his/her roles within the group and rarely performs these roles.	The student does not take responsibility for his/her roles within the group and does not perform these roles for the good of the group.
Tasks	The group has transformed 5 correct direct discourses to indirect discourses.	The group has transformed 4 correct direct discourses to indirect discourses.	The group has transformed 3 correct direct discourses to indirect discourses.	The group has transformed 2 correct direct discourses to indirect discourses.



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**Activity Sheet 7**  
**“Pass It On”**

**Directions:** Change the given statement in different ways.

**TASK 1: WORK BY 8's**

Direct Discourse: She said, “I had been waiting for you since yesterday morning.”

Indirect Discourse:

Question:

Statement:

Add an adverb of manner or frequency:

**TASK 2: WORK BY 4's**

Direct Discourse:

Indirect Discourse: My friend said that I would go to the cinema and buy two tickets.

Question:

Statement:

Add an adverb of manner or frequency:

**TASK 3: WORK BY 2's**

Direct Discourse:

Indirect Discourse:

Question:

Statement: Am I strong enough to face life's challenges?

Add an adverb of manner or frequency:

**TASK 4: WORK ALONE**

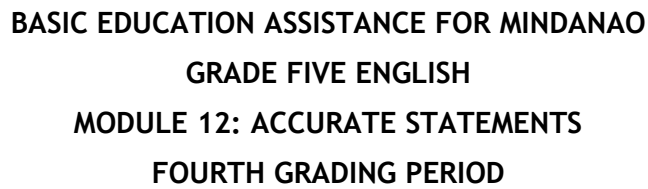
Direct Discourse:

Indirect Discourse:

Question:

Statement: Can we be friends?

Add an adverb of manner or frequency:

[illegible]



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**Activity Sheet 8**  
**“News Break”**

**Directions:** Read and study the tips below. Then, use them to write an informative news piece that you will deliver in news broadcast.

**Pre-Writing:**

1. Think about the purpose of your story: in a news story, it will most likely be to inform the audience.
2. Do some research in the newspaper.
3. Conduct interviews, remembering to take notes and write down useful quotes.

**During Writing:**

1. Use active verbs to show what is really happening.
2. Tell the really interesting information first.
3. Use punctuation to help with your live delivery.
4. Follow this outline in writing your news story.

***Type of news story:***

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Example: international news, national news, regional news, local news, school news

**First paragraph:**

Try to hook the audience by beginning with a funny, clever, or surprising statement. Go for variety- try to begin your article with a question or a provocative statement. In your first one or two sentences, address the issues of who, what, when, where, and why.

**Second / third / fourth / paragraphs:**

Give the reader the details by expanding on the five W's- who, what, where, when and why. Include one or two quotes from people you interviewed (or were interviewed in the article you used). Write in the third person (he, she, it or they). Remember to state the objective, and never openly state your own opinion. Use quotes to express others' opinions.

**Last paragraph:**

Wrap it up, and don't leave the reader hanging. Try ending with a quote, or a catchy phrase, or a concise summary.



**Assessment 8**  
**“News Break”**  
**News Story Rubric**

CATEGORY	4	3	2	1
Purpose of the Article	90-100% of the article establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the article establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the article establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the article establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Organization	The article is organized with a clear and interesting beginning that introduces the audience to the topic, provides supporting details in the middle and includes an ending sentence.	The article is 85-89% organized with a clear beginning, provides supporting details in the middle and includes an ending sentences.	The article is 75-84% organized with a beginning, provides supporting details in the middle and includes an ending sentence.	The article is less than 75% organized with no clear beginning, supporting details and/ or ending sentences.
Supporting Details	90-100% of the details in the articles are clear, effective, and vivid.	89-80% of the details in the articles are clear, and pertinent.	79-70% of the details in the articles are clear, and pertinent.	25% of the details in the articles are neither clear nor pertinent.
Who, What, When, Where and How (for news stories only)	The article adequately addresses the 5 WH's.	90-99% of the article addresses the 5WH's.	75-89% of the article addresses the 5WH's.	Less than 75% of the article addresses the 5 WH's.



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**Assessment 9**  
**“Flash Report”**

**Directions:** Use this rubric to assess the activity.

Standard	Excellent	Satisfactory	Needs Improvement	Student's Rating	Peer Rating	Teacher's Rating
Apply knowledge of standard English pronunciation and grammar to be understood.	Student speaks clearly (enunciates) displays eye contact with audience and portrays body language that is comfortable and relaxed.	Student reads adequately from script with some expression.	Student speaks softly, no eye contact. Excessive or no body movement.			
Interpersonal Skills:  1. Assist others to complete tasks/assignments.  2. Seek ideas and information from others.  3. Share responsibility for a group task.	Student demonstrates abilities in all 3 benchmark areas.	Student demonstrates ability in 2 of the 3 benchmarks	Student demonstrates ability in one or none of the benchmarks.			



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**Activity Sheet 10**  
**“Memory Lane”**

**Directions:** Write a story of your personal photograph. Use direct, indirect discourses and adverbs.



## Assessment 10 “Memory Lane”

**Directions:** Use this assessment tool to evaluate the writing activity.

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Ideas	My story makes complete sense. Writing is clear and easy to understand.	My writing is pretty understandable. One idea may be out of place.	My story is hard to follow and is somewhat confusing.	The reader will not be able to understand this writing. My ideas do not make sense.
Organization	My beginning creates interest, my middle is well-developed, and the end is satisfying.	My story has a clear and interesting beginning, middle and end.	My writing has a clear beginning, middle, and end but needs details to make it interesting.	My story does not have a clear beginning, middle or end. My story is hard to follow.
Choice of Words	My writing has a lot of powerful and exciting words to enhance the meaning.	My writing has some powerful and exciting words.	My writing has a few powerful and exciting words.	My writing has no powerful and exciting words. It is boring to read.
Fluency	I used complete sentences that are varied in style and length. My sentences flow together.	I used complete sentences that are varied in length. Some of the sentences flow together.	I used only short complete sentences. My story does not flow together in most places.	I used incomplete sentences. My story does not flow together at all.
Conventions	I edited my writing and it is free of spelling, punctuation, and capitalization errors.	I edited my writing and it still contains some errors.	I edited my writing and it contains a lot of spelling, capitalization, and punctuation errors.	I still have many spelling, capitalization, and punctuation errors in my writing. It is hard to read and understand my writing.





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

Stage	<b>1. Activating Prior Learning</b>	<b>2. Setting the Context</b>	<b>3. Learning Activity Sequence</b>	<b>4. Check for Understanding</b>	<b>5. Practice and Application</b>	<b>6. Closure</b>
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