



BASIC EDUCATION ASSISTANCE FOR MINDANAO

LEARNING GUIDE

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Competencies

English, Grade 5: 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.
- 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

- **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.

Organizational Strategies

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

Specific Vocabulary

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



- imitate
- rendition
- news break

Key Assessment Strategies

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

Activities

1. "Careful Whisper"

Thinking Skill	Multiple Intelligence	Text Type
Observation and recall of information Knowledge of dates events, places	Verbal/Linguistic Body/Kinaesthetic	Information Report Review

2. "News Bytes"

Thinking Skill	Multiple Intelligence	Text Type
Recognition of hidden meanings Order, group, infer causes	Visual/Spatial Body/Kinaesthetic Intrapersonal	Discussion

3. "Rap Session"

Thinking Skill	Multiple Intelligence	Text Type
Predict, draw conclusions Recognition of hidden meanings Knowledge of dates events, places Grasp meaning	Verbal/Linguistic Body/Kinaesthetic	Narrative

4. "State Mate"

Thinking Skill	Multiple Intelligence	Text Type
Seeing patterns	Verbal/Linguistic Visual/Spatial	Procedure



5. "Discourses"

Thinking Skill	Multiple Intelligence	Text Type
Understanding information Generalize from given facts Seeing patterns Grasp meaning	Verbal/Linguistic Naturalist Visual/Spatial Body/Kinaesthetic Intrapersonal	Procedural Recount

6. "Lights...Camera...Adverb!"

Thinking Skill	Multiple Intelligence	Text Type
Predict, draw conclusions Recognition of hidden meanings Mastery of subject matter	Naturalist Visual/Spatial Body/Kinaesthetic	Procedural Recount Personal Response

7. "Pass It On"

Thinking Skill	Multiple Intelligence	Text Type
Translate knowledge into new context Make choices based on reasoned argument Organization of parts Use information	Visual/Spatial Interpersonal Intrapersonal	Procedural Recount Personal Response

8. "News Break"

Thinking Skill	Multiple Intelligence	Text Type
Translate knowledge into new context Organization of parts Relate knowledge from several areas Use methods, concepts, theories in new situations	Verbal/Linguistic Visual/Spatial Body/Kinaesthetic	Personal Response Narrative

9. "Flash Report"

Thinking Skill	Multiple Intelligence	Text Type
Translate knowledge into new context Use information Use methods, concepts, theories in new situations Use old ideas to create new ones	Verbal/Linguistic Visual/Spatial Body/Kinaesthetic Intrapersonal	Procedural Recount Personal Response



10. "Memory Lane"

Thinking Skill	Multiple Intelligence	Text Type
Use information Use methods, concepts, theories in new situations Compare and discriminate between ideas	Verbal/Linguistic Visual/Spatial Interpersonal	Personal Response Narrative