



GRADE VI ORGANIZING IDEAS

GETTING STARTED

Organizing your ideas is very important both in writing and reading. Organizing ideas is better known as putting things down in the order in which you think of them.

In this module you will not only learn how to classify and group your ideas but you will also learn how to rewrite an effective paragraph.

The following are the skills expected of you to acquire after doing the exercises in this module:

- *organize ideas*
- *make a heading/sub-heading for paragraphs in a selection*
- *identify the details, heading for an outline*
- *write an outline of a story read*

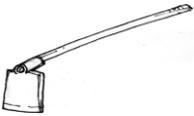


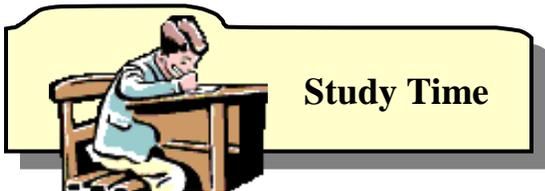
Are you ready now? If you are, try to answer this review exercise.

Let us play with your ideas. In your notebook, copy the picture/words that should not belong to the group and explain why.





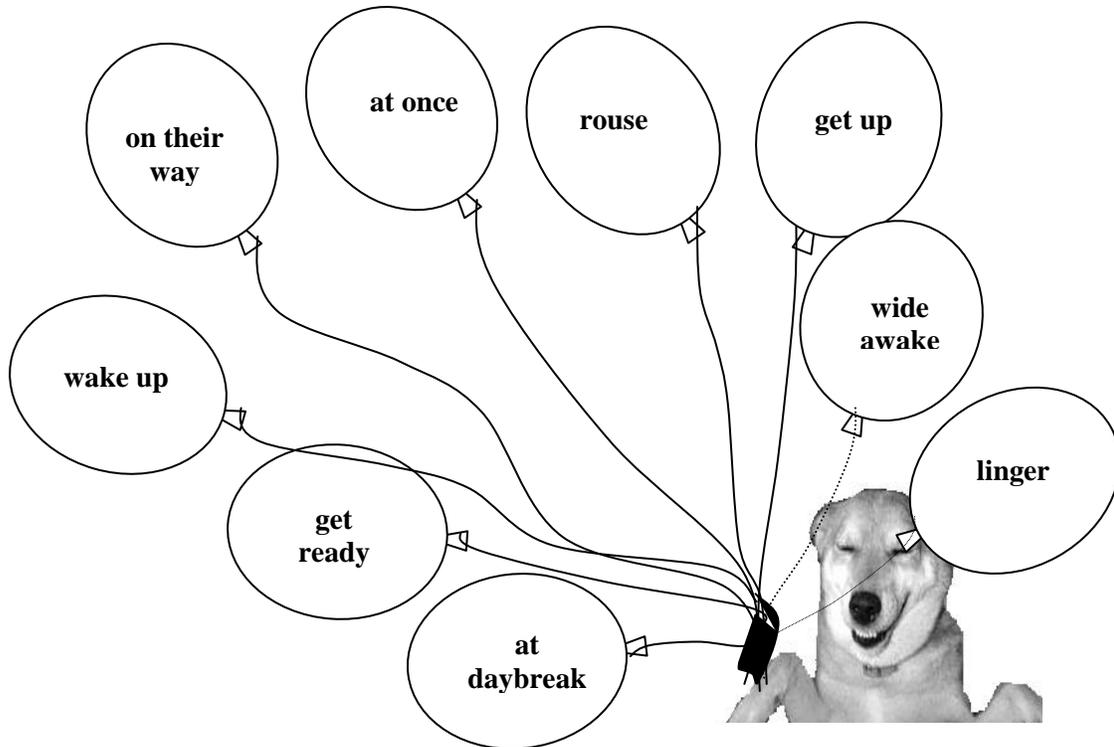
1.     
2.
3.
4.     
5.



You have entered the first step on this module.

VOCABULARY BUILDING

Study how the following words are used in the sentences that follow.



1. Ding wakes up early every morning so he won't be late going to school.
2. Do you get up the bed as soon as you wake up, or do you linger in bed?
3. At daybreak, a "cock's crows woke us up."
4. At what time do laborers get ready for work?
5. Mr. Ramos can't sleep. He is still wide awake.
6. On their way to the park, Kune and Mel found a lost puppy.
7. Nelia opened the door at once after hearing someone calling.
8. What rouse people from their sleep?

After you have learned how these phrases are properly used in context, try completing the sentences below using the same words/phrases from the above illustration.

1. The crowing of cocks and the singing of birds _____ the country people.
2. I _____ at six o'clock in the morning but I do not _____ at once.
3. After getting up, do you go to the breakfast table _____?
4. Does your mother help you _____ school?
5. I don't get up as soon as I wake up because I like to _____ in bed.
6. The child has to yawn and stretch his arms before he gets _____.
7. Do the children play _____ to school?
8. Birds leave their nests _____.

After knowing the difficult words you will find in the story, you are now ready to read.



Have you been to the city? What are the things you see there? Let's once again peek at, city life in the morning.

MORNING IN THE CITY

At daybreak of day the city awakens and gets up, unlike the country, which lingers in bed. At once there is life in the city. Long before the sun peeps in the east, vehicles begin to make their trips, rousing people from their sleep. The laborers wake up early and get ready for their work. At daylight, streams of people can be seen going to shops, to factories, to offices and elsewhere. Later on, children are on their way to school. At about seven-thirty a great number of automobile and buses race through the streets. If you look up now, you'll see smoke rising above the factories. The city is then wide awake.

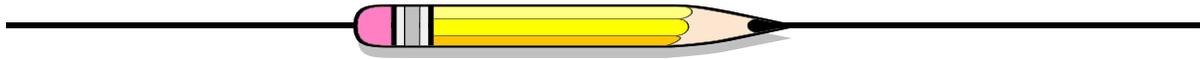
An early morning scene in the country is different from an early morning scene in the city. In the country there are not many people and they are nearly all farmers. In the city there is a great number of people and they have different trades and occupations. As soon as morning comes you see a large number of persons in the city leaving their houses to go to work. In the country, most people do their work at home.

Comprehension Questions:

Let us talk about the story. Answer the questions below in your notebook.

- A. How can you describe the city at early morning? Write all the sentences in the paragraph that will support your answer.
- B. Describe an early morning scene in the country. List down all the sentences that will prove your answer.

Early Morning Scene in the City	Early Morning Scene in the Country



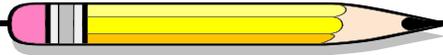
Identify the information asked. Write your answer in your notebook.

1. Which people linger in bed in the early morning?
 - in the city
 - in the country
2. Where does the sun rise?
 - in the east
 - in the west
3. Who wakes up early and gets ready for work?
 - the laborers
 - the farmers
4. Where do most people in the country work?
 - in the office
 - at home
5. Where can we usually hear cock crowing?
 - in the city
 - in the country

Look at this outline of the story “Morning in the City”. Analyze the details given in the outline.

Title: **Morning in the City**

- I. An early morning scene in the city
 - A. Vehicles begin to make their trips.
 - B. The laborers wake up early and get ready for their work.
 - C. Streams of people are seen going to shops, to factories, to offices and elsewhere.
 - D. Children are on their way to school.
 - E. At 7:30 automobiles and buses race through the streets.
 - F. Smoke rises above the factories.



II. An early morning scene in the country

- A. In the country people linger in bed in the early morning.
- B. There are not many people seen in the country.
- C. Most people do their work at home.

Read the following.

The **outline** suggests the main topic and supporting statements for each paragraph. The heading provided for each paragraph is the key or topic sentence. The sentences under each heading are the supporting details. These sentences presented in a well-organized way made up an effective paragraph.

Guidelines in Writing an Outline

- Center the title at the top of the outline
- Place a period after all Roman numerals and letters
- Capitalize the first word of each topic or sub-topic.
- Indent each sub-topic.
- Include at least two items at each level of the outline.

Complete the outline based on the following story.

Baby Edrien

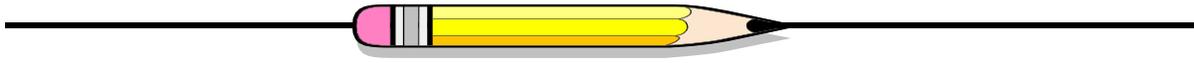
I have a new baby sister, Edrien. She is tiny but pretty. She has big dark brown eyes, black hair and soft skin. She has red cheeks, too. Her fingers and toes are tiny.

Edrien likes to eat and sleep and cry. She likes playing with her red doll but she hates noise a lot. She doesn't like it when a loud noise wakes her up.

When I come home from school, Edrien and I play together. I talk to her and she smiles. Sometimes I get to hold her. It's fun.

I. How baby Edrien looks

- A. She is tiny but pretty.
- B. _____.
- C. _____.
- D. _____.



II. _____

A. _____.

1. Edrien likes to eat.
2. _____.
3. _____.
4. _____.

B. What Edrien hates.

1. _____.
2. She hates loud noise waking her up.

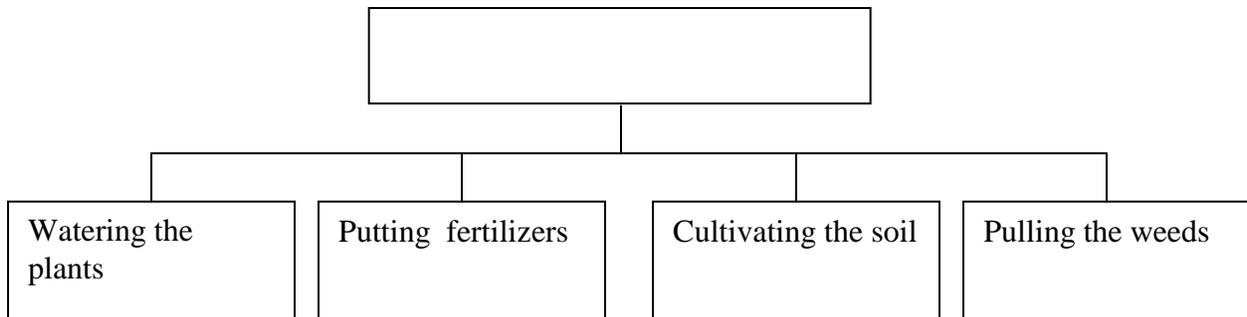
III.

1. _____.
2. _____.
3. _____.

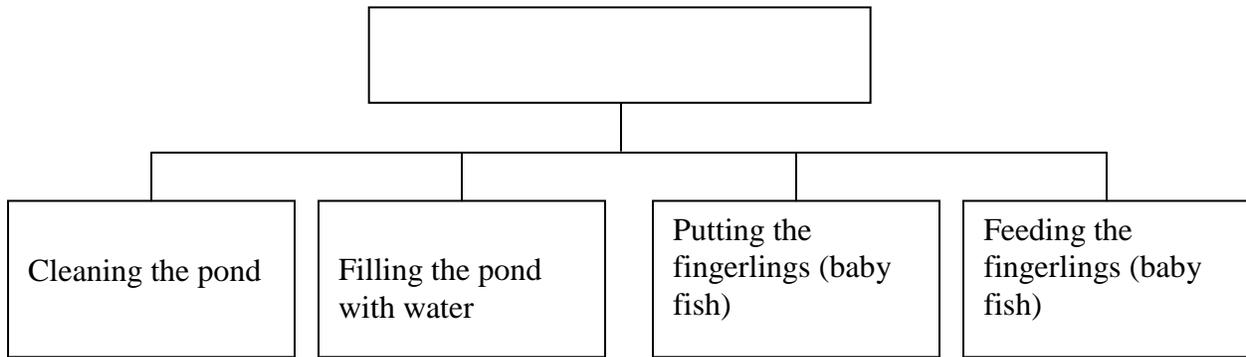
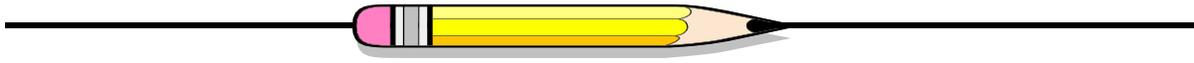


You have done well so far. Continue with the following activities to master the skill more.

A. Write a heading for the following phrases. Choose your answer from the suggested choices given. Write your answer in your notebook.



- | | |
|---------------------------|----------------------|
| a) Plants and Fertilizers | b) Caring for Plants |
|---------------------------|----------------------|



- | | |
|------------------------------|--------------------------------|
| a) Breeding Fish in the Pond | b) Harvesting Fish in the Pond |
|------------------------------|--------------------------------|

B. Read the poem and write an outline based on it.



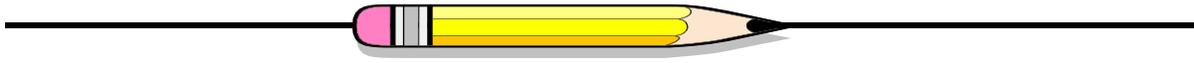
What God Hath Promised

God hath not promised
Skies always blue,
Flower-strewn pathways
All our lives through.

God hath not promised
Sun without rain,
Joy without sorrow,
Peace without pain.

But God hath promised
Strength for the day,
Rest of the labor,
Light for the way.
Grace for the trials,
Help from above,
Unfailing kindness,
Undying love.

Annie Johnson Flint
Expedition @ 1990 , p. 188



I. What God had promised

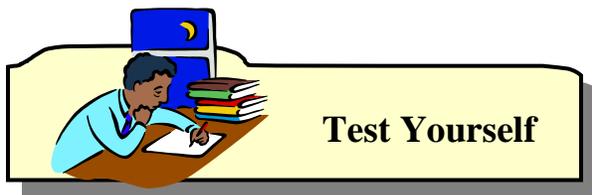
- A. _____.
- B. _____.
- C. _____.
- D. _____.
- E. _____.
- F. _____.
- G. _____.

II. What God had not promised

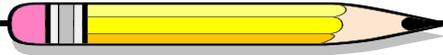
- A. _____.
- B. _____.
- C. _____.
- D. _____.
- E. _____.

Key Points

An **outline** is a written plan. It can help you organize your notes in a logical order before you begin to write a report. Each main idea becomes a main topic of the outline. **Main topics** are indicated by Roman numerals. Each supporting detail becomes a **sub-topic**. Sub-topics are indicated by capital letters.



Read the selection carefully. Below is a group of jumbled main topics and sub-topics. Arrange them accordingly based on the given outline. Do it in your notebook.



FIRST AID

All wounds, regardless of size, should get prompt attention. Wounds may or may not bleed much. A wound that bleeds freely is somewhat cleansed. As soon as a wound stops bleeding, it has to be treated with iodine or any antiseptic.

Antiseptic destroys germs that cause infection. The wound should be bandaged with a clean cloth. A doctor has to be consulted for big wounds.

Bruises are usually more painful than dangerous. A cold compress often relieves the pain. A cold compress can be made by dipping a piece of cloth into cold water with epsom salt. Squeeze out some of the water so that it will not drip.

For minor burns, use a good burn ointment or a thick paste made of baking soda and water. The burn has to be covered with a sterile cloth. Severe burns just like cuts or wounds should be treated by a doctor.

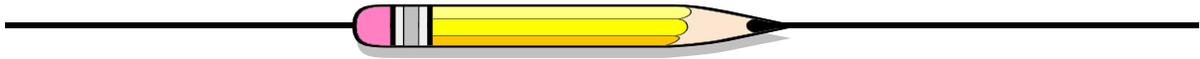
Source: Expedition by Rebecca Tolentino, et.al.
pp. 198 – 199

Jumbled Main Topics/Sub-topics

- Consult a doctor for big wounds
- Treat with iodine or any other antiseptic
- Bruises
- Are more painful than dangerous
- Use cold compress to relieve pain
- Give prompt attention
- Bandage with clean cloth
- Wounds
- Use good burn ointment
- Use a thick paste made of baking soda and water
- See doctor for severe burns
- Burns

First Aid

- I. _____
- A. _____.
- B. _____.
- C. _____.
- D. _____.



II. _____

A. _____.

B. _____.

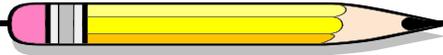
III. _____

A. _____.

B. _____.

C. _____.

B. Write a two paragraph essay using the two point outline you have prepared for **“What God Had Promised”**



Key To Corrections

Review Time

1. (no smoking sign) – The other signs are all road signs.
2. envy – This is a negative feeling . The others are positive traits.
3. rooster – hen This talks about gender. The others deal with adult and its young.
4. microscope – This is a laboratory instrument while the others are garden tools.
5. airplane – is a means of transportation by air. The rest are means of travel by land.

Study Time

Comprehension Questions

A – B Answers are found in the outline.

C .

1. in the country
2. in the east
3. the laborers
4. at home
5. in the country

D.

I.

A.

- B. She has big dark brown eyes, black hair and soft skin.
C. She has red cheeks.
D. Her fingers and toes are tiny.

II. What Edrien Likes and Hates

A.

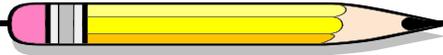
- 1.
2. She likes playing with her doll.
3. She likes to sleep.
4. She likes to cry.

B.

1. She hates loud noise.
- 2.

III. What I do with Edrien

- A. I play with her.
B. I talk to her.
C. I hold her.



Practice Time

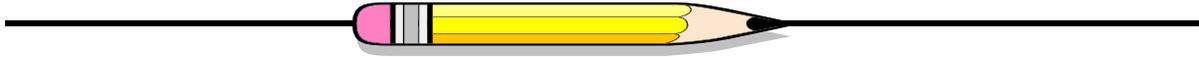
- A.
a) Caring for Plants
b) Breeding Fish in the Pond

- B.
I.
A. Strength for the day
B. Rest of the labor
C. Light for the way
D. Grace for the trials
E. help from above
F. Unfailing kindness
G. Undying love

- II.
A. Skies always blue
B. Flower-strewn pathways all our loves
C. Sun without rain
D. Joy with sorrow
E. Peace without pain

Test Yourself

- I. Wounds
A. Give prompt attention
B. Treat with iodine or any other antiseptic
C. Bandage with clean cloth
D. Consult a doctor for big wounds
- II. Bruises
A. Are more painful than dangerous
B. Use compress to relieve pain
- III. Burns
A. Use good burn ointment
B. Use a thick paste made of baking soda and water
C. See doctor for severe burns



Rating Scale

5	10	11-12	Outstanding
4	9	9-10	Very Satisfactory
3	7-8	7-8	Satisfactory
2	5-6	5-6	Fairly Satisfactory
1	3-4	3-4	Fair
0	0-2	0-2	Needs Improvement