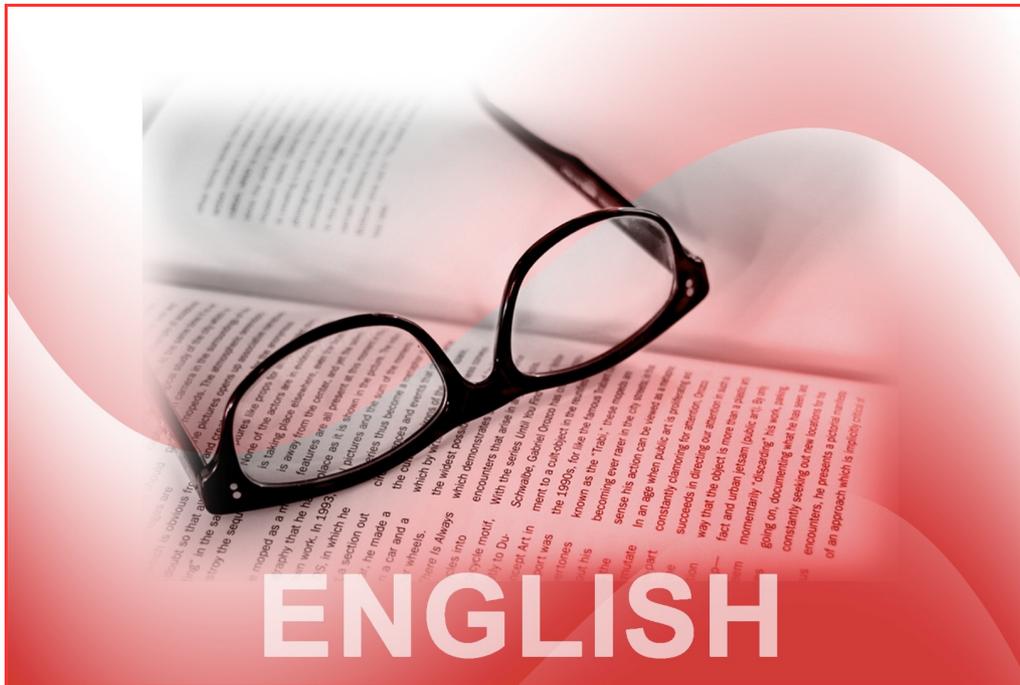




BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



Grade Five English Module 4: GET THE IDEA First Grading Period

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GRADE FIVE ENGLISH
MODULE 4: GET THE IDEA
FIRST GRADING PERIOD



Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 7

Basic Education Curriculum Competencies

Grade 5 English: Get the Idea

- Listening
 - Give titles to paragraph/stories listened to
- Speaking
 - Use plural form of nouns in talking about oneself/others
 - Irregular nouns
- Reading
 - Get the main idea
 - Give heading to a set of related ideas
 - Identify the key sentence in a paragraph
 - Identify the details that support the key sentence
 - Skim to get the general idea on what the material is about
- Writing
 - Write a paragraph from the pictures drawn
 - Beginning sentence
 - Middle sentence
 - Ending

Objectives

- List down two words that stand out as key ideas.
- Give titles to the paragraph listened to.
- Discuss what the main idea, key sentence, supporting details and ending sentence are.
- Get the main idea of the paragraph read.
- Give heading to the set of related ideas.
- Identify the key sentence in a paragraph.
- Identify the details that support the key sentence.
- Skim to get the general idea on what the material is all about.
- Classify whether the word is a singular or plural form of irregular noun.
- Describe others using the irregular noun.
- Locate the key sentence in the paragraph read.
- Give an appropriate heading to the set of related ideas.



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- Write a paragraph showing the beginning, middle and ending sentences.
- Extract the big idea from the collage made.

Essential concepts, knowledge and understandings targeted

- Every paragraph must have the main idea.
- Main idea tells the topic of a paragraph.
- The topic tells what all or most of the sentences are about.
- The topic sentence is the first sentence that tells what the paragraph is all about.
- The supporting details are minor and major details that support the topic/key sentence.
- Every paragraph must have a beginning or key sentence, middle or supporting details and ending or a concluding sentence that sums up the main idea of the paragraph.

Specific vocabulary introduced

- Paragraph
- Idea
- Key Concept
- Topic
- Supporting Details
- Ending Sentence
- Middle Sentence
- Beginning Sentence

Suggested organizational strategies

- Group the students ahead of time
- Preparation of Teacher Resource Materials
- Reproduction/Preparation of Student Activity Sheets

Opportunities for Peace Education

- History
- Values Education

Activities in this Learning Guide

Activity 1: "Ideal Title"

Multiple Intelligences

- Verbal/Linguistic
- Naturalist



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Skills

- Compare and discriminate between ideas
- Understanding information
- Generalize from given facts
- Make choices based on reasoned argument

Text Types

- Narrative

Activity 2: "Detailed Ideas"

Multiple Intelligences

- Verbal/Linguistic
- Visual/Spatial

Skills

- Grasp meaning
- Identification of components
- Generalize from given facts

Text Types

- Discussion
- Observation

Activity 3: "Between the Lines"

Multiple Intelligences

- Verbal/Linguistic
- Visual/Spatial
- Interpersonal
- Intrapersonal

Skills

- Grasp meaning
- Knowledge of major ideas
- Recognition of hidden meanings
- Organization of parts

Text Types

- Discussion
- Procedure
- Exposition



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Activity 4: "Solicited Ideas"

Multiple Intelligences

- Body/Kinaesthetic
- Verbal/Linguistic
- Visual/Spatial

Skills

- Translate knowledge into new context
- Knowledge of major ideas
- Generalize from given facts

Text Types

- Exposition

Activity 5: "Noun Sense"

Multiple Intelligences

- Body/Kinaesthetic
- Verbal/Linguistic
- Interpersonal

Skills

- Translate knowledge into new context
- Use information

Text Types

- Personal Response

Activity 6: "Write Up"

Multiple Intelligences

- Verbal/Linguistic
- Visual/Spatial
- Intrapersonal

Skills

- Grasp meaning
- Organization of parts

Text Types

- Observation
- Factual Description



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Activity 7: "More Than Words"

Multiple Intelligences

- Visual/Spatial
- Interpersonal
- Naturalist

Skills

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

Text Types

- Procedure
- Factual Description

Key Assessment Strategies

- Paper and Pencil Test
- Self-Assessment Rubric
- Teacher Assessment Rubric
- Checklist

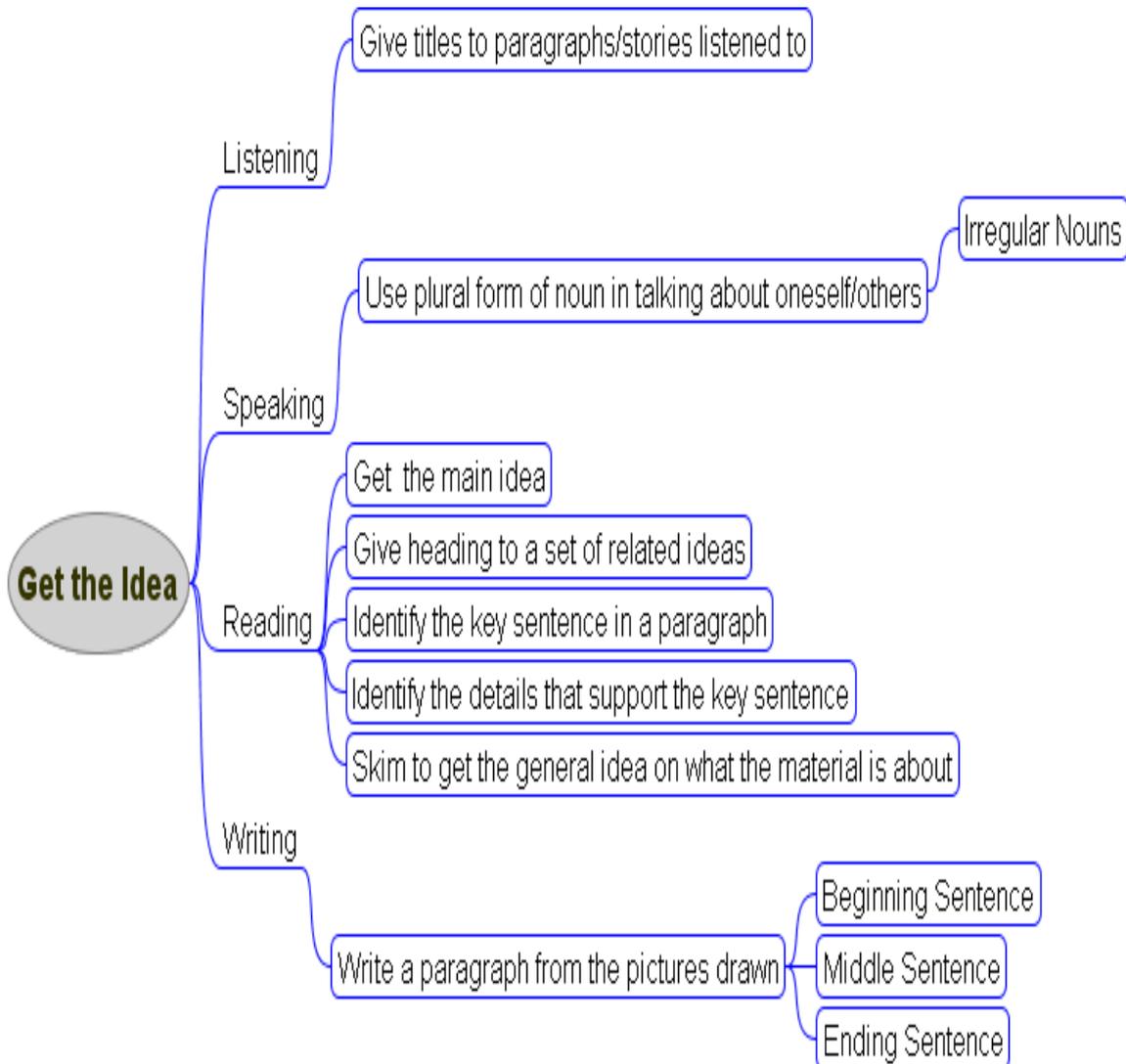


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Mind Map

The Mind Map displays the organization and relationship among the competencies, 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

An idea is a thought that exist in the mind as a product of mental activity. Oftentimes, it arises in a spontaneous manner, even without thinking or serious reflection. The primary focus of this module is to develop the skill in getting the main idea of a selection.

To activate students' prior knowledge, sets of paragraphs will be read and students will listen to jot down two important words that would help them give the appropriate title of the paragraph.

Strategy

Think-Ink-Share is a strategy that allows groups to reach consensus, check understanding or as an introductory activity. Students will listen to the text read, think individually about a question, record responses and share it with a pair.

Materials

- Teacher Resource Material 1, “Ideal Title” on page 18
- Activity Sheet 1, “Ideal Title” on page 19

Activity 1 “Ideal Title”

1. Form groups of six students.
2. Distribute Student Activity Sheet 1, “Ideal Title” on page 19 or use a clean sheet of paper.
3. Explain the directions.
4. Instruct the students to listen to the set of paragraphs in the Teacher Resource Material 1 on page 18.
5. Have them do the activity individually.
6. Ask them to look for a pair and share their outputs.
7. Have each pair share their ideas with the group and come up with a consensus.
8. Let them write their outputs on a Manila paper for the presentation.
9. Allow the groups to report their outputs.
10. Process the activity:
 - (a) What helped you give the titles of the paragraphs?



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Formative Assessment

Listen as your teacher reads the paragraph and be able to give the appropriate title.

Have you seen a flower that tells time? This is the four o'clock flower. The petals open only at four o'clock in the afternoon and remain open all night. Insects visit them at night and fill the air with fragrance. When daylight comes they close their petals. During rainy days, the blossoms last longer. They bloom the whole year round.

Roundup

Students should have given the appropriate title of the paragraph with the help of the two important ideas identified in the text.

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

Identifying the main idea of the paragraph is one of the most important comprehension skills the students should learn. The main idea tells the topic of the paragraph and the key sentence is where the main idea can be found.

In this stage, students will realize that a paragraph has main idea, supporting details and may have an ending sentence that sums up its main idea.

Strategy

Structured Overview is a visual summary or outline of a topic. It distills complex idea into simple definitions or explanation and then shows how all the information relates.

Materials

- Teacher Resource Material 2, “**Detailed Ideas**” on page 20
- Activity Sheet 2, “**Detailed Ideas**” on page 21
- masking tape
- marking pen
- manila paper

Activity 2 “Detailed Ideas”

1. Divide the class into 6 groups.
2. Present an enlarged copy of Teacher Resource Material 2, “**Detailed Ideas**” on page 20 and let the student read and understand the given information.
3. Distribute Activity Sheet 2, “**Detailed Ideas**” on page 21.
4. Have the class read the given paragraph below and write on the appropriate circle the details asked.



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5. Give students enough time to do the activity.
6. Let each group report their outputs.
7. Process the activity by asking the following questions:
 - (a) What are the elements of a paragraph?
 - (b) What makes them important?

Formative Assessment

Read and understand the given paragraph. Use a separate sheet of paper in answering the questions below.

Beware of those who use the truth to deceive. When someone tells you some thing that is true, but leaves out important information that should be included, he can create a false impression. Advertisers will sometimes use half-truths. It's against the law to make false claims so they try to mislead you with the truth. An ad might boast, "Nine of ten doctors recommend Yucky Pills to cure nose pimples". It fails to mention that they only asked ten doctors and nine of them work for the Yucky Corporation. This kind of deception happens too often. It's a sad fact. Lies are lies, and sometimes the truth can lie as well.

1. What is the key sentence of the paragraph?
2. What are the sentences that supports the topic sentence?
3. What is the concluding sentence?
4. What is the paragraph all about?
5. What could be the possible title of the paragraph?

Roundup

Students should have learned that the key sentence is where the main idea can be found. They should have also learned that a paragraph has a main idea, supporting details and may have an ending sentence that sums up its main idea.

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

Locating the topic, main idea, and supporting details helps readers understand the points the writer is attempting to express. Comprehension is increased when a student can identify the relationship between topics, main ideas and details.

This stage comprises of Pre-Reading, During Reading and Post Reading activities . Pre-Reading uses Synonym and Antonym Clues to unlock the core vocabulary. During Reading leads students to skim the text to extract its main idea and supporting details through silent reading. Post Reading focuses on the skills of getting the main idea, identifying supporting details and giving heading to the set of related ideas.



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Strategies

Synonym Clues is a way of unlocking difficult words which include expressions or, and, that is, that means and etc. the same as the new word that you need to know. In contrast, an **antonym clues** use an expression that means the opposite of another word.

Sustained Silent Reading is a period of uninterrupted silent reading intended to improve reading comprehension, the pace of student reading, vocabulary skills, and spelling. Students, and ideally their teachers, silently read a book of their choice for a set amount of time.

REDW is a good strategy to use in finding the main idea in each paragraph of a text. Each of the letters stands for a step in the strategy: **R**ead the entire paragraph to get an idea of what the paragraph is about. **E**xamine each sentence in the paragraph to identify the important words that tell what the sentence is about. **D**ecide which sentence contains the words you wrote that best describe the main idea of the paragraph. **W**rite the main idea and the supporting details for each paragraph.

Materials

- Activity Sheet 3a, “Between the Lines” on page 22
- Activity Sheet 3b, “Between the Lines” on page 24
- Activity Sheet 3c, “Between the Lines” on page 25

Activity 3 “Between the Lines”

A. Pre-Reading: Unlocking of Difficulties

1. Distribute Student Activity Sheet 3A, “Between the Lines” on page 22.
2. Explain the directions clearly.
3. Let the children do the activity.
4. Check for the correctness of their response.

B. During Reading:

1. Present the motive question: *What makes the Filipino special?*
2. Distribute a copy of Activity Sheet 3B, “Between the Lines” on page 24.
3. Give students enough time to skim the selection to get its main idea.
4. Let everyone read the text silently.
5. Have them answer the motive question.
6. Ask comprehension questions such as:
 - (a) Why do you think Filipinos should not be inferior with their color?
 - (b) What are the Filipino ways of expressing their love and affection to others? (Note: The teacher may add more questions to check comprehension.)

C. Post Reading:

1. Divide the students into nine groups.
2. Ask the group to choose among them their leader, secretary, reporter, finders of the key sentence, main idea and the supporting details.
3. Distribute Activity Sheet 3B and C “Between the Lines” on pages 24-25.



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4. Remind them to cooperate and work as a group.
5. Assign each group a paragraph to work on.
6. Let them do the activity.
7. Ask the reporter from each group to share their output to the class and post it on the board. (Note: Use answer key on page 22 for teacher's use to check the group's answer.)
8. Process the activity by asking the following questions:
 - (a) What helped you identify the key sentence, main ideas and supporting details?
 - (b) Why is it important to identify them?

Formative Assessment

Assessment 3 on page 29 to assess the Activity 3, "Between the Lines"

Roundup

From the given activities, students should have unlocked the meaning of the unfamiliar words, skimmed the text to get the main idea and identified the key sentences and supporting details of each paragraph in the text.

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

Understanding the main idea or gist of a piece of text is a sophisticated reading task. Textbook chapters, articles, paragraphs, sentences, or passages all have topics, main ideas, and supporting details.

The student's ability to get the main idea of the paragraph, identify the supporting details, and the heading to set of related ideas will be put to test in this stage.

Strategies

Main Idea/ Supporting Details Graphic Organizer is a strategy that will check the student's understanding on how far have they learned in getting the main idea, supporting details, and heading of related set of ideas.

Rotating Station is a collaborative learning strategy where each group has to work on their assigned task in their respective stations. After completing the task, the group will move to the next station until all stations have been rotated.

Materials

- Activity Sheet 4, "Solicited Ideas" on page 30
- Activity Sheet 4a, "Solicited Ideas" on page 31
- Activity Sheet 4a, "Solicited Ideas" on page 32
- Activity Sheet 4c, "Solicited Ideas" on page 33
- manila paper

Activity 5 "Solicited Ideas"

1. Divide the class into 6 groups. Two groups may work on the same task



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2. Distribute Students Activity Sheets 4 A, B and C “Between the Lines” on pages 31-33.
3. Distribute Activity Sheet 4, “Solicited Ideas” on page 30 and instruct them to read the selection carefully.
4. Let them do the following tasks:
 - (a) **Group 1 and 4-** Complete the word map and identify the main idea of the text. (Activity Sheet 4a”Between the Lines” on page 31.
 - (b) **Group 2 and 5-** Write the main idea, supporting details examples of the supporting details.(Activity Sheet 4b “Between the Lines” on page 32.
 - (c) **Group 3 and 6-** Give headings to set of related ideas. (Activity Sheet 4c “Between the Lines” on page 33.
5. Give them enough time to do the activity.
6. Instruct the representatives to report their outputs to the class.
7. Process the activity by asking this question:
 - (a) What helped you in finishing the task on:
 - identifying the main idea
 - identifying the supporting details
 - listing down the examples of supporting details
 - giving heading of the related ideas

Formative Assessment

Use Assessment 4 to assess Activity 4, “Solicited Ideas” on page 34

Roundup

From the given activity, students should have skimmed and read the selection, identified the main idea and listed down the supporting details of the paragraphs presented. They should have also provided headings to the set of related ideas.

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

It has been said that a picture speaks a thousand words. For the individual that views it, the words can be different depending on his or her interpretation.

In this stage, drawn picture will be presented to help the students write a paragraph showing the beginning, middle and ending sentences.

Strategies

Direct Instruction is a general term for the explicit teaching of a skill set using lectures or demonstrations of the material, rather than exploratory models such as inquiry-based learning.

Picture Prompt is a strategy used in creative writing where a picture of anything is posted and students will have to write an original story about it.



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Sandwich Graphic Organizer is designed to be used during learning and writing process to act as cues to what to look for in the structure of the resources or information.

Materials

- Activity Sheet 5, “**Noun Sense**” on page 35
- Teacher Resource Material 3, “**Noun Sense**” on page 36
- Teacher Resource Material 4, “**Write Up!**” on page 38
- Student Activity Sheet 6, “**Write Up!**” on page 39

Activity 5 “Noun Sense”

1. Select four volunteers to act out the job description given in the paragraph. Refer to Activity Sheet 5, “Noun Sense” on page 35.
2. Have the class guess the kind of occupation.
3. After giving the correct answer, instruct the readers to post the paragraph on the board and have the class read them.
4. Ask the following questions:
 - (a) Who is talking in the first paragraph?
 - (b) What clues helped you say that the speaker is a teacher?
 - (c) Who is being described in the second paragraph?
 - (d) Why do you say so?
 - (e) Who is the speaker in the third paragraph?
 - (f) How does he describe himself?
 - (g) Who is talking in the fourth paragraph?
 - (h) What are the underlined words in each paragraph?
 - (i) What do you call those words?
 - (j) What are irregular nouns?
 - (k) How does it differ from a regular noun?
5. List down more examples of irregular nouns on the board. Refer to Teacher Resource Material 3, “Noun Sense” on page 36.
6. Instruct the students to read the given words.
7. Let them use the word in a sentence.

Activity 6 “Write Up!” (Individual Activity)

1. Post on the board an enlarged copy of Teacher Resource Material 4, “Write Up!” on page 38 .
2. Let the children observe all the details in the picture.
3. Distribute Activity Sheet 6, “Write Up!” on page 39 and explain the given directions.
4. Let them use the Self-Assessment 5, “Writer’s Craft Checklist” on page 40 to correct their own paragraph.
5. Instruct them to write their paragraph on a sheet of paper.
6. Give enough time to do the activity.



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7. Have them to correct their own paragraph using Self-Assessment 5 “Writer’s Craft Checklist” on page 36.
8. Let them rewrite their self-corrected paragraphs.
9. Ask volunteers to read their paragraphs to the class.

Formative Assessment

Assessment 5 on page 37 to assess the Activity 5, “Noun Sense”

Use Self-Assessment 6, “Writer’s Craft Checklist” on page 40 to assess Activity 6, “Write Up”

Teacher Assessment 7, “Writer’s Craft Checklist” on page 41 to assess Activity 6, “Write Up”

Roundup

Students should have used the singular and plural form of irregular nouns in describing people or things. They should have also learned to write a paragraph showing a topic sentence, supporting sentences and an ending sentence.

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

In this stage, students will be cutting pictures that depict Filipino culture, practices, values and traditions from used magazines and newspapers to form a collage. Then, they will write the big idea express in the collage.

Strategies

Collage is a work of formal art, primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole. An artistic collage work may include newspaper clippings, ribbons, nits of colored or hand-made papers, portions of other artwork, photographs, and such, glued to a piece of paper or canvas.

Galley Walk is a strategy where a teacher develops an assignment or task that requires students to create a product that will appear on poster paper. Students are placed in small groups directed toward one product, view it much like they would in an art gallery, then complete their tasks. Students, then rotate to the next product until they’ve had a chance to view them all.

Materials

- Student Activity Sheet 7, “**More Than Words**” on page 42
- used newspapers
- used magazines
- scissors
- paste or glue
- manila paper



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Activity 7 “More Than Words”

1. Form groups of eight.
2. Instruct them to bring out the assigned used newspapers or magazines, scissors, paste and manila paper.
3. Orient them on what to do with their task.
4. Explain the criteria for the activity Refer to Assessment Sheet 6 “**More than Words**” on page 43.
5. Give them time to do the activity.
6. Have them display their outputs on the designated areas of the room.
7. Instruct each group to view the drawings posted on the different parts of the room and have them write their observations about the drawings presented.
8. Ask volunteers to share their observations to the class.
9. Wrap up the activity.

Formative Assessment

Use Assessment Sheet 8 to assess Activity 7 “**More than Words**” on page 43

Roundup

Students should have understood the essence of getting the main idea in a paragraph as an aid in understanding the text. They should have used their creativity in making a collage that depicts Filipino culture, beliefs, practices and traditions and get the main idea out of it.

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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Teacher Resource Material 1
“Ideal Title”

Directions: Read the paragraph to the class. Let them give the appropriate title of the paragraph they have listened to.

Filipinos are cooperative. Whenever there is a big job to be done, such as plowing or planting a field, harvesting crops, moving a house to another place, building roads and dikes, we do it the palusong or bayanihan way. When a family has a big celebration such as wedding or a baptismal party, neighbors and friends are sure to help in one way or another. They lend their best silverware, dishes and pans, and they help cook the food for the party. And when there is death in a family, the whole barrio comes to express sympathy to attend the burial or to join the nightly prayers for the dead.

Many Pinoys are guilty of the following: lack of national pride, crab mentality ('gossipy' nature included), observance of “Filipino time” (i.e. being late for an appointment for at least an hour), colonial mentality (tendency to be too brand-conscious), and general lack of discipline (just observe how Pinoys drive and cross the street in the metropolis). However, at the end of the day, the pros of being a Filipino far outweigh the cons. We must be proud that we are Filipinos, regardless of how well-known the Philippine government’s corrupt ways are.

Filipinos are brave and patriotic. Our history is rich in stories that prove this. Armed only with frail lances, Lapu-Lapu and his men fought against Magellan and his well-armed soldiers with bolos and bamboo spears. Bonifacio and his brave Katipuneros fought against the Spanish army who had rifles and cannons, Gregorio del Pilar, with a handful of soldiers defended Tirad Pas against the powerful Japanese.

I can still remember the various contraptions invented by those people along the riles (Tagalog for “train tracks”) – e.g. cart-like vehicles called “padyaks” where they transport pails of water, and even commuters, back and forth. Trust the Filipinos to make something out of nothing. It’s not a surprise anymore if a number of Filipino craftsmen can make nice products out of trash. In their own simple ways, Filipinos are very creative and resourceful.



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Activity Sheet 1
“Ideal Title”

Directions: Listen as you teacher reads the paragraph. Be able to give the appropriate title of the paragraph listened to. Think why did you select these two words from the text and why did you choose the title for this text? Write your reasons for your choices on the space provided. Then, share the reasons for your key ideas and titles.

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	Stand Out Words	Title
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		

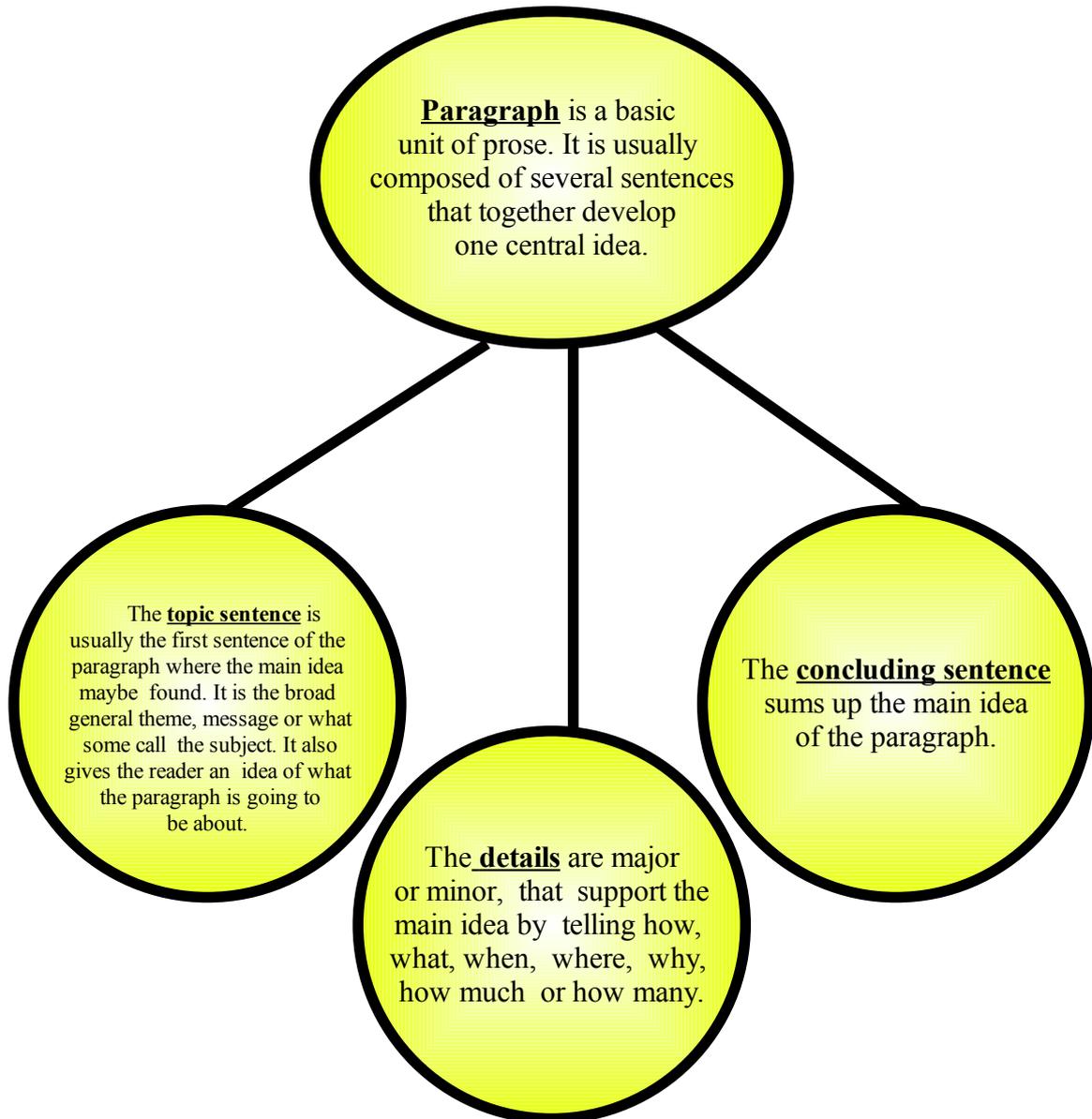


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Teacher Resource Material 2
“Detailed Ideas”

Directions: Present an enlarged copy of this page on the board. Have the students read and understand the given definition inside the structure.



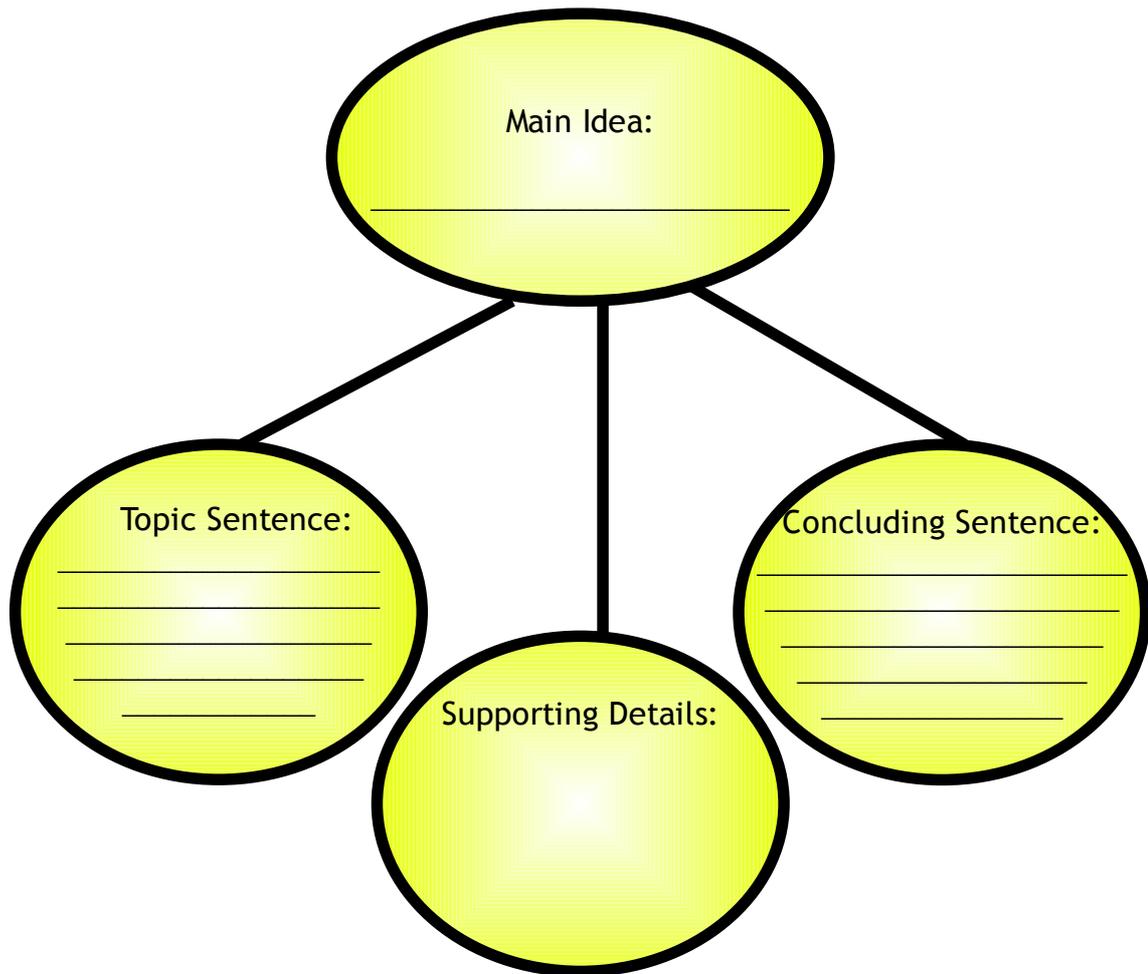


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Activity Sheet 2
“Detailed Ideas”

Directions: Read the paragraph below. Write the required information inside the map.



Most pets teach children valuable lessons. Dogs are good for children because they teach children to be responsible. Children who have to feed the dog, give the dog water, and to walk the dog learn to be responsible for the life of another being. Cats also teach children responsibility, and along with this, children who own a cat learn about independence since cats are quick to teach this. Rabbits teach children about having babies because as anyone who has owned more than one rabbit knows, they have a lot of babies. Snakes, rats, fish and gerbils are also good to teach children about cleanliness and proper bathing habits.



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Activity Sheet 3A
“Between the Lines”

Directions: Study how the underlined word is used in the sentence. Write its synonym or antonym on the appropriate column.

Vocabulary Words	SYNONYM	ANTONYM
1. Jose's laziness has been his mother's <u>perennial</u> problem.		
2. The gentleman is wearing an <u>absurd</u> dress during the party. Everybody is thinking that he might be in the wrong place. They find his attire so ridiculous.		
3. During the Spanish era, <u>racism</u> is very common. Filipinos are regarded as low profile citizen because they are brown.		
4. Despite the host's <u>insistence</u> , the visitor refuses the invitation to stay even for one night.		
5. Filipinos are good at <u>weaving</u> . We love to connect our lives with the lives of other people.		
6. The <u>encroachment</u> of wrong values happened to our family through television. Unknowingly, we enjoyed the shows of violence and corruption.		
7. Filipinos are flexible. No matter what the situation is, we can <u>transcend</u> all the trials in life.		
8. God has given us the <u>discernment</u> to know what is good and evil.		
9. I will never allow you to <u>hover</u> with those kind of people. They are such a bad influence to you.		
10. Death is <u>inevitable</u> . We cannot avoid it. It comes to all of us.		
11. She speaks very fast. I don't understand even a single word she is saying. It is very <u>incoherent</u> .		



Activity Sheet 3B “Between the Lines”

Directions: Skim to get the general idea of the selection. Then, read and identify the main idea, key sentences and the supporting details.

Why is the Filipino Special?

By: Ed Lapiz

Filipinos are brown. Their color is at the center of human racial strains. This point is not an attempt at racism, but just for many Filipinos to realize that our color should not be a source of or reason for an inferiority complex. While we pine for a fair complexion, white people are religiously tanning themselves, under the sun or artificial light, to approximate the Filipino complexion.

Filipinos are a touching people. We have lots of love and are not afraid to show it. We almost inevitably create human chains with our perennial putting an arm around another's shoulder, hold, embrace, caressing stroke, touching with the tip of the finger, sitting on someone else's lap, etc. We are always reaching out, always seeking interconnection.

Filipinos are linguists. We are a member of a race of men and women who are good if not the best achievers in the world. Put a Filipino in any city, any town around the world. Give him a few months or even weeks and he will speak the local language there. Filipinos are adept at learning and speaking languages. In fact, it is not uncommon for Filipinos to speak at least three: his own local dialect, Filipino, and English. Of course, a lot speak an added language, be it Chinese, Spanish or, if he works abroad, the language of his host country. In addition, Tagalog is not 'sexist.' While many "conscious" and "enlightened" people of today are just by now striving to be "politically correct" with their language and, in the process, bend to absurd depths in coining "gender sensitive" words.

Filipinos are groupists. We love human interaction and company. We always surround ourselves with people and we hover over them, too. At work, we live mutual help; at play, we want a playmate more than toy. At socials, our invitations are open and it is more common even for guests to invite and bring in other guests. In transit, we do not want to be separated from our group. So what we do when there is no more space in a vehicle? Sitting on one another. No one would ever suggest splitting a group and wait for another vehicle with more space.

Filipinos have sense of humor. In our bamboo-like resilience, we can still smile (and laugh) even in the face of tragedy; that no amount of calamity or other unexplained phenomenon— be it an earthquake, volcanic eruption, super typhoon, or landslide — can dampen the Filipino spirit. Filipinos will always rise above the ashes, no matter what.

Filipinos are weavers. One look at our baskets, mats, clothes, and other crafts will reveal the skill of the Filipino weaver and his inclination to weaving. This art is a metaphor of the Filipino trait. We are social weavers. We weave theirs into ours that we all become parts of one another. We place a lot of premium on getting along and relating. We love to blend and harmonize with people, we like to include them in our "tribe," our "family"- and we like to be included in other people's families, too. Therefore we call our friend's mother nanay or mommy; we call a friend's sister ate (eldest sister), and so on. We even call strangers tia/tita (aunt) or tio/tito (uncle), tatang (grandfather), etc. Filipinos, because of their social "weaving" traditions, make for excellent team workers.



Why Filipino Is Special?(continuation)

Filipinos are adventurers. We have a tradition of separation. Our myths and legends speak of heroes and heroines who almost always get separated from their families and loved ones and are taken by circumstances to far-away lands where they find wealth or power. Our Spanish colonial history is filled with separations caused by the hamleting, and the forced migration to build towns, churches, fortresses or galleons.

Filipinos have *Pakiramdam* (deep feeling/discernment) . We know how to feel what others feel, sometimes even anticipate what they will feel. Being *manhid* (dense) is one of the worst labels anyone could get and will therefore, avoid at all cost. We know when a guest is hungry though the insistence on being full is assured. We can tell if people are lovers even if they are miles apart. We know if a person is offended though he may purposely smile. We know because we feel. In our *pakikipagkapwa* (relating), we get not only to wear another man's shoe but also his heart. We have a superbly developed and honored gift of discernment, making us excellent leaders, counselors, and go-betweens.

Filipinos are very spiritual. We are transcendent. We transcend the physical world, see the unseen and hear the unheard. We have a deep sense of *kaba* (premonition) and *kutob* (hunch). A Filipino wife will instinctively feel her husband or child is going astray, whether or not telltale signs present themselves. Filipino spirituality makes him invoke divine presence or intervention at nearly every bend of his journey. Rightly or wrongly, Filipinos are almost always acknowledging, invoking or driving away spirits into and from their lives. Seemingly trivial or even incoherent events can take on spiritual significance and will be given such space or consideration.

Filipinos are timeless. Despite the nearly half-a-millennium encroachment of the western clock into our lives, Filipinos-unless on very formal or official functions-still measure time not with hours and minutes but with feeling. This style is ingrained deep in our psyche. Our time is diffused, not framed. Our appointments are defined by *umaga* (morning), *tanghali* (noon), *hapon* (afternoon), or *gabi* (evening). Our most exact time reference is probably *katanghaliang-tapat* (high noon), which still allows many minutes of leeway. That is how Filipino occasions are timed: there is really no definite time. A Filipino event has no clear-cut beginning nor ending. We have a *fiesta* , but there is *visperas* (eve), a day after the *fiesta* is still considered a good time to visit. The Filipino Christmas is not confined to December 25th; it somehow begins months before December and extends up to the first days of January. Filipinos say good-bye to guests first at the head of the stairs, then down to the *descanso* (landing), to the *entresuelo* (mezzanine), to the *pintuan* (doorway), to the *trangkahan* (gate), and if the departing persons are to take public transportation, up to the bus stop or bus station.

So what makes the Filipino special? Brown, spiritual, timeless, space less, linguists, groupists, weavers, adventurers; seldom do all these profound qualities find personification in a people. Filipinos should allow - and should be allowed to contribute their special traits to the world-wide community of men- but first, they should know and like themselves.



Activity Sheet 3C
“Between the Lines”

Directions: All other sentences that help develop the key sentences are called details or supporting details. Fill in the space provided to make an outline.

Key Sentence: _____
Supporting Details: 1.
 2.
 3.
 4.
 5.

Key Sentence: _____
Supporting Details: 1.
 2.
 3.
 4.
 5.

Key Sentence: _____
Supporting Details: 1.
 2.
 3.
 4.
 5.

Key Sentence: _____
Supporting Details: 1.
 2.
 3.
 4.
 5.

Key Sentence: _____
Supporting Details: 1.
 2.
 3.
 4.
 5.



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Activity Sheet 3C (continuation)
“Between the Lines”

Key Sentence: _____

- Supporting Details: 1.
2.
3.
4.
5.

Key Sentence: _____

- Supporting Details: 1.
2.
3.
4.
5.

Key Sentence: _____

- Supporting Details: 1.
2.
3.
4.
5.

Key Sentence: _____

- Supporting Details: 1.
2.
3.
4.
5.

Key Sentence: _____

- Supporting Details: 1.
2.
3.
4.
5.



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Answer Key for Activity 3C

Directions: All other sentences that help develop the key sentences are called details or supporting details. Fill in the space provided to make an outline.

Key Sentence: Filipinos are brown.

Supporting Details: 1.Their color is at the center of human racial strains.
2.Their color should not be a source of or reason for an inferiority complex.
3.White people are religiously tanning themselves, to approximate Filipino complexion.

Key Sentence: Filipinos are a touching people.

Supporting Details:1.We have lots of love and are not afraid to show it.
2.We almost create human chains with our perennial...
3.We are always reaching out.
4.We are always seeking interconnection.

Key Sentence: Filipinos are linguists.

Supporting Details: 1.We are a member of a race of men and women who are good if not best achievers in the world.
2.Filipinos are adept at learning and speaking new languages.
3.It is common for Filipinos to speak at least three dialects.

Key Sentence: Filipinos are groupists.

Supporting Details: 1. We love human interaction and company.
2. We always surround ourselves with people.
3. We live mutual help at work.
4. We want a playmate more than a toy.
5. We bring in other guest at socials.

Key Sentence: Filipinos have sense of humor.

Supporting Details: 1.We can still smile even in the face of tragedy.
2.We take things positively.
3.No amount of calamity can dampen the Filipino spirit.
4.Filipinos will always rise above the ashes, no matter what.



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Answer Key for Activity 3C (continuation)

Key Sentence: Filipinos are weavers.

Supporting Details:

1. Our crafts will reveal the skill of Filipino weaver and his inclination to weaving.
2. We weave theirs into ours that we all become parts of one another.
3. We place a lot of premium on getting along and relating.
4. We love to blend and harmonize with people.
5. We are social weavers.

Key Sentence: Filipinos are adventurers.

Supporting Details:

1. We have a tradition of separation.
2. Our myths and legend speak of heroes and heroines who are almost get separated.
3. Our Spanish colonial history is filled with separations caused by hamleting.

Key Sentence: Filipinos have deep feeling of discernment.

Supporting Details:

1. We know how to feel what others feel.
2. We know when a guest is hungry though insistence on being full is assured.
3. We can tell if people are lovers even if they are miles apart.
4. We know the person is offended though he may purposely smile.

Key Sentence: Filipinos are very spiritual.

Supporting Details:

1. We are transcendent.
2. We transcend the physical world.
3. We see the unseen and hear the unheard.
4. We have a deep sense of premonition and hunch.

Key Sentence: Filipinos are timeless.

Supporting Details:

1. Filipinos measure time not with hours but with feelings.
2. There is no really definite time for Filipino occasions
3. Our time is diffused, not framed.
4. A Filipino event has no clear-cut beginning or ending.



Student Activity Sheet 4 “Solicited Ideas”

Directions: Skim to get the main idea.

As a nation the Filipinos have the dilemma of cultural identity, something like the halo-halo. This delicacy is the best way to beat the heat especially in summer. Literally called “mix-mix,” the *halo-halo* contains sweet mango, diced banana, kidney beans, ube jam, *langka*, chick peas, strands of *buko* (young coconut) or macapuno (the succulent meat of a rare variety of coconut). All of these in syrup plus pinipig (crisp kernels of glutinous rice), mongo beans, corn, gelatin, and leche flan—all served in a tall sundae glass or in cups or bowls. For variety, melon, pineapple, garbanzos, and assorted jams may be substituted to each, and the mixture is covered with a mound of shaved ice over which milk is poured and sugar is added. Extra special orders are topped with a scoop of ice cream and crowned with a sweet red cherry.

Most of the ingredients are not originally Filipino. Sugarcane, yams, and taro came from migrating ancestors, the Malays and Indonesians. Coconut is native to Malaya, banana to China and Indonesia, while *langka* came from India. Beans were shipped in by galleons from Lima, Peru, while rice first took root in the Fertile Crescent, or on its hilly flanks. *Leche flan* is a Spanish concoction. Ice, evaporated milk, and ice cream were introduced by the Americans in 1901. The cherry was carried to other countries by the Romans the first centuries after Christ, along with grapes and apples.

The ingredients may have come from different parts of the world, but as the halo-halo is stirred, until the ice melts, the solid portions spooned out and the thick ice-cold syrup sipped, there is no doubt that the mixture is uniquely Filipino and found nowhere else on this planet.

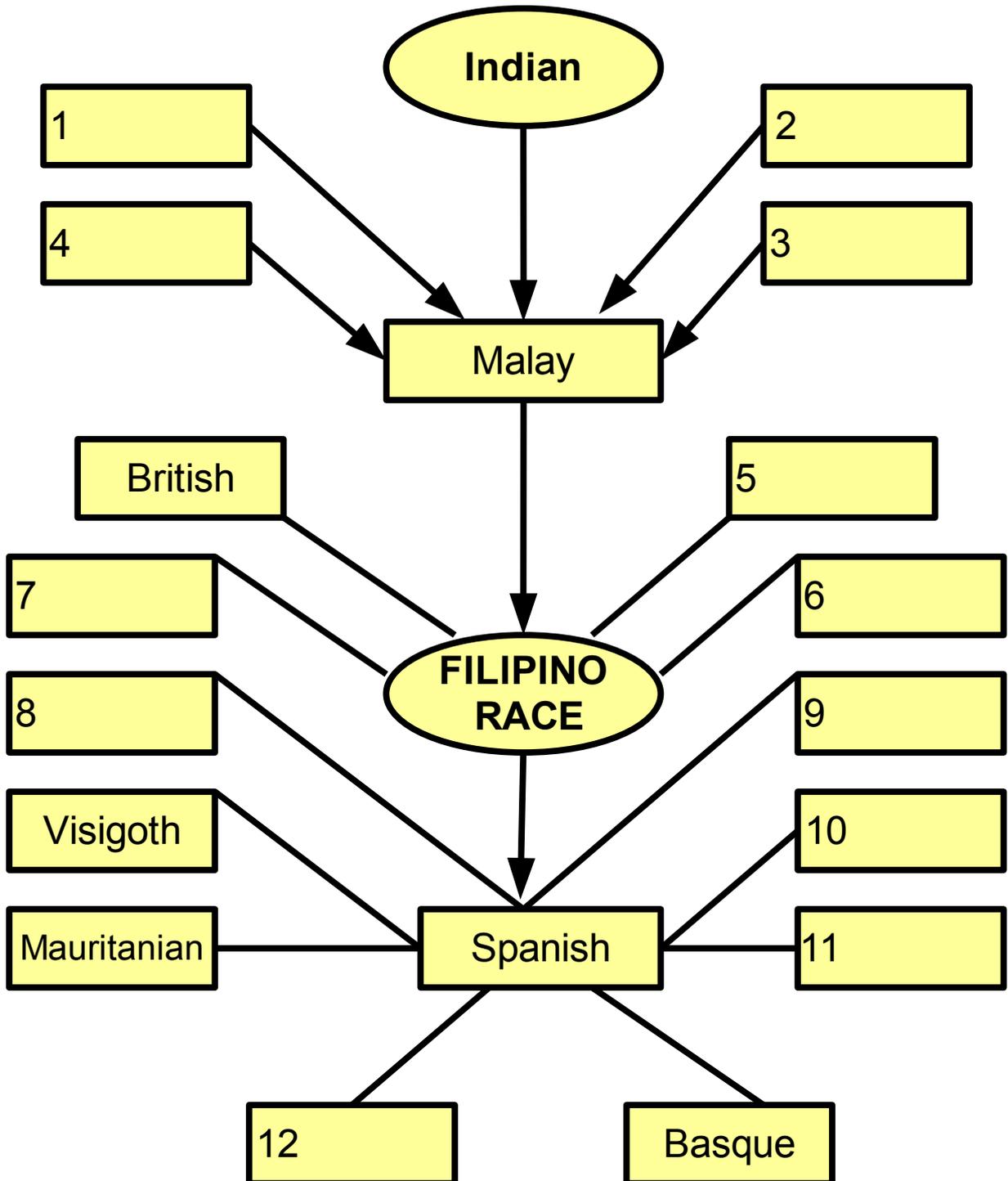
The Filipinos are like the halo-halo, a mixture of races that have met and mingled over the countries. Malay, the main component, is also a rarefied ethnic brew of the Persian, Indian, Thai, Arab, and Chinese. To this ancestry were further added the strains of the Spanish, British, Americans, Germans, and Japanese. The Spanish carried in themselves the blood of Greek and Roman, Visigoth and Jew, Basque and Mauritanian, Celt and Phoenician, invading Moor and Iberian original. The intermingling of all these bloodlines in Spanish veins has produced a unique race. The cultures that melted into each other created new strains in the Filipino.

After more than 333 years of Spanish domination, 43 years of American occupation, and 3 years of Japanese rule, Filipinos are puzzled over their multiple identities. The Philippines struggles with its ambivalence, hovering between the old and new, pagan and Christian, East and of these complex components that the Filipino of today faces in the problem of coming to grips with his heritage and identity.



Activity Sheet 4a
“Solicited Ideas”

Directions: To help you give the main idea of the selection, complete this word map showing the different countries and cultures which have fused and produced the Filipino race.





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Activity Sheet 4b
“Solicited Ideas”

Directions: Write the main idea, supporting details and its examples on the space provided.

The MAIN IDEA of this selection is:

SUPPORTING DETAILS:

SUPPORTING DETAILS:

SUPPORTING DETAILS:

SUPPORTING DETAILS:

Examples from the text
for supporting details:

Examples from the text
for supporting details:

Examples from the text
for supporting details:

Examples from the text
for supporting details:



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Activity Sheet 4c
“Solicited Ideas”

Directions: Read the group of words below. Give heading to the set of related ideas.

1. _____
- a. Sliced Langka
 - b. Sweet Mango
 - c. Strands of Buko
 - d. Diced Banana
 - e. Ube Jam
 - f. Leche Flan

2. _____
- a. Coconut is native to Malaya.
 - b. Sugarcanes, yams and taro came from migrating ancestors.
 - c. Leche Flan is a Spanish concoction.
 - d. Beans were shipped in by the galleons from Lima, Peru.
 - e. The cherry was carried by the Romans.

3. _____

- a. To this ancestry were added the strains of the Spanish, British and Americans.
- b. Celt and Phoenician invades Moor and Iberian original.
- c. The Spanish carried in themselves the blood of Greek and Roman Visigoth.
- d. Malay is the rarefied ethnic brew of the Persian, India and Thai.
- e. Arab and Chinese were also added.



Activity Sheet 4

“Noun Sense”

Directions: Read each paragraph and have the class guess the kind of occupation it describes.

Part of my work is to teach children read and write. It is my responsibility to see to it that the young boys and girls learn to love their country, their heroes and traditions. Under my guidance, I produced fine young men and women who are useful, upright and law-abiding. This is why I am often called “a builder of future citizens.”

I am the guardian of your health. You think of me when you are feverish and in need of medical advice. Curing the sick, is only part of my mission. I make diagnosis and analysis of your disease. For me, your hands, feet and all body parts should be taken cared of. I believe that “health is wealth.”

I am the defender of your rights before the law. To me, every person is innocent until he is proven guilty. It is my duty to prove the innocence or guilt of the person with bases. The courtroom becomes my battleground, and my power to argue and to reason is my weapon.

I spend time studying to come up with the answers that may not and prove why a phenomenon happens to be. I do a lot of discoveries. I investigated things using scientific basis.



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Teacher Resource Material 3
“Noun Sense”

Rules for Irregular Plural Formation of Nouns

The majority of nouns in English spell their plural by simply adding a final *-s*. Nouns that are noncount or abstract (e.g., *cheese, sugar, honesty, intelligence*) generally take a singular verb, but in some instances can be plural, in which case they follow the rules for plural based on their spelling. Also, there are some categories of words which are only plural, even though their spelling does not reflect this. They are included in a list at the end of this page. For irregular count nouns and nouns that have been borrowed from other languages, the rules are as follows:

Variations of the final *-s* rule:

- Nouns that end with *-s, -z, -x, -sh, -ch* (Add *-es*)
 - *glass/glasses, buzz/buzzes, box/boxes, bush/bushes, switch/switches*
- Nouns that end in *-o* (Add *-es*)
 - *potato/potatoes, echo/echoes, hero/heroes*
 - exceptions: *studio/studios, piano/pianos, kangaroo/kangaroos, zoo/zoo*s
 - either: *buffalo/buffalo(e)s, cargo/cargo(e)s, motto/motto(e)s, volcano/volcano(e)s*
- Nouns that end in a consonant + *-y* (Change *-y* to *-i* and add *-es*)
 - *baby/babies, spy/spies, poppy/poppies*
- Nouns that end in *-f*, or *-fe* (Change the *-f* to *-v* and add *-es*)
 - *shelf/shelves, wolf/wolves, knife/knives, wife/wives*

Nouns adopted from other languages:

- Singular ends in *-is* and Plural ends in *-es*
 - *analysis/analyses, basis/bases*
- Singular ends in *-um* and Plural ends in *-a*
 - *datum/data, curriculum/curricula*
- Singular ends in *-on* and Plural ends in *-a*
 - *criterion/criteria, phenomenon/phenomena*
- Singular ends in *-a* and Plural ends in *-ae*
 - *formula/formulae, antenna/antennae*
- Singular ends in *-ex* or *-ix* and Plural ends in *-ices*
 - *appendix/appendices, index/indices*
- Singular ends in *-us* and Plural ends in *-i*
 - *focus/foci, stimulus/stimuli*
- Singular ends in *-us* and Plural ends in *-a*
 - *corpus/corpora, genus/genera*
- Singular ends in *-eau* and Plural ends in *-eaux*
 - *bureau/bureaux, beau/beaux*
- Nouns that are plural but do not end in *-s*
 - *people, police, cattle, people*



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Assessment 5
“Noun Sense”

Directions: Read the underline the correct words inside the parenthesis.

1. (Women, woman) are more sensitive but emotionally stronger as compared to (men, man.)
2. The first (man, men) and (women, woman) was ordained by God to take dominion over all the earth.
3. The prodigy (child, children) says to the group, “We are the (child, children) of yesterday's dream.
4. The Philippines is battling with economic (crises, crises) for over a decade now.
5. The government should have done something to combat the political and economic (crises, crisis)
6. The result of the investigation has no scientific (bases, basis).
7. This year's Grand (Alumni, Alumnus) Homecoming was well attended by elite politicians.
8. I was an (alumnus, alumni) of that prestigious university.
9. We have to keep out best (foot, feet) forward for the success of this project.
10. Global Warming is such a tremendous (phenomenon, phenomena) that affects the entire universe.
11. His (analysis, analyses) on the findings of the case is totally different from mine.
12. Both the lawyers' and the judges' (analysis, analyses) are almost the same.
13. We need to fix our (focus, focuses) on our vision to finish what we have started as a team.
14. The (basis, bases) of most stratus and stratocumulus are less than 1,800 meters above the earth.
15. At last, the weary and thirsty desert travelers stumbled upon an (oasis, oases).
16. The travelers consisted of about sixty (alumnus, alumni) from our school.
17. While traveling across the desert, they encountered incidents which they considered (phenomenon, phenomena).
18. Now, they had plenty of (datum, data).
19. But with this last (phenomenon, phenomena) they knew that they had overcome the most challenging (crisis, crises).



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Teacher Resource Material 4
Write Up!

Directions: What is the main idea of the picture? Write a composition showing the beginning, middle and ending sentences.



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Activity Sheet 6
“Write Up”

Directions: Write your topic sentence at the top. Add details to the middle layers. Add an ending sentence at the bottom.



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Self-Assessment 6
Writer's Craft Checklist

Check(/) on the criteria before rewriting your paragraph.

 	Yes	 0
Use capital letters?		
Write neatly?		
Write at a topic sentence?		
Write at least 3 supporting details?		
Write an ending sentence?		
Use punctuation?		
Use correct spelling?		
Indent my paragraph?		
Write in order?		
Write about the topic?		



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Teacher Assessment 7
“Write Up”

Rubric on Paragraph Writing

Use this rubric to assess the paragraph writing activity.

1 Needs Improvement	2 Good	3 Very Good	4 Excellent
*No beginning or ending sentence *Did not indent paragraph	*Has beginning but no ending sentence *Did not indent paragraph	*Has beginning and ending sentence *Indented the paragraph	Has beginning and ending sentence *Indented the paragraph
*Very few supporting sentences *Few details	*Few/some supporting details *Details repeated	*Better details *Some supporting details	*Great details *Great supporting details
*Incorrect sentences	*Many sentence mistakes *Repeated sentences	* Few sentence mistakes	*Complete and correct sentences
*Not on topic *Not in order	*Somewhat on topic *Little organized	*Somewhat organized and on topic	*Very organized *Writing is in order *Stays on topic
*Many mistakes in spelling, capitalization and punctuation.	*Some mistakes in spelling, capitalization and punctuation.	*Few mistakes in spelling, capitalization and punctuation.	*NO MISTAKES!



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Student Activity Sheet 7
“More Than Words”

Directions: Make a collage by cutting out pictures from the used newspapers and magazines that depict Filipino cultures, beliefs, practices and traditions. Then, write the big idea below.



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Assessment Sheet 8
“More than Words”

Use this rubric to assess the skills targeted in the activity.

Activity	Exemplary	Proficient	Partially Proficient	Incomplete	Total Points
Presentation	10 points The poster presents a section that fully introduces the viewer to the topic that the poster is addressing.	7 points There is an intent to present the topic of the poster but does not accomplish it fully.	4 points There is a failed attempt to present the topic.	2 points There is no attempt to present the topic.	
Accuracy of the content	20 points The poster has accurate information regarding the topic it addresses, and is presented in a clear way.	15 points The information presents small inaccuracies or is not clear.	10 points The information has many inaccuracies. It is quite unclear.	5 points The information is confusing and inaccurate.	
Completeness of the content	15 points The information is complete and is presented in a concise way.	10 points The information is mostly complete but some elements are missing, or the information is not completely concise.	5 points There are many things missing or not concise.	3 points The information is not complete at all or it is not concise.	
Layout	15 points The layout is aesthetically pleasing and attracts the viewers.	10 points The layout is quite aesthetically pleasing.	5 points The layout shows some structure but is confusing.	3 points The layout is cluttered and confusing.	



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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	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