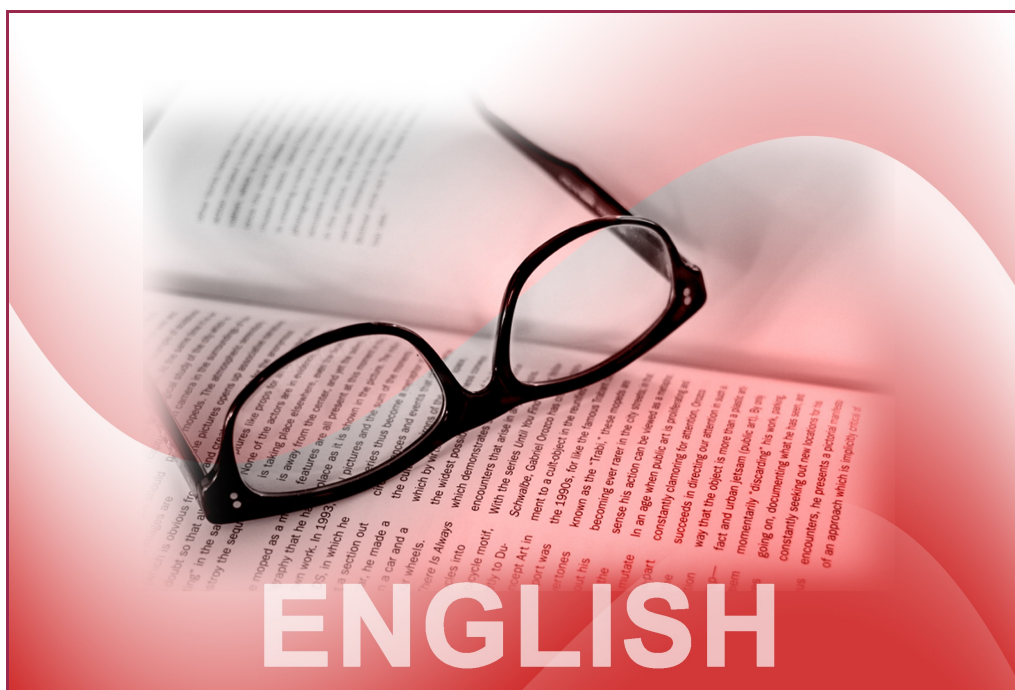




BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



Grade Five English Module 6: ORGANIZING IDEAS 2nd Grading Period

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BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE FIVE ENGLISH
ORGANIZING IDEAS
2ND GRADING PERIOD



Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 7

Basic Education Curriculum Competencies

Grade 5 English: Organizing Ideas

- Listening
 - Get information from news report heard
 - List down important ideas/events
- Speaking
 - Use a variety of sentences
 - simple
 - compound
 - complex
 - Use possessive form of plural nouns
 - proper nouns ending in s or z
- Reading
 - Organize ideas
 - Identify the major ideas/concept in a selection
 - Organize the key sentence and supporting details into an outline
 - Make a two-point outline of a 2 to 3 paragraphs
- Writing
 - Write a 2-point sentence outline

Objectives

- Organize ideas through brainstorming.
- Construct correct and appropriate sentences using pictures.
- Find the meaning of words through synonyms clues.
- Identify major ideas/concepts in a selection.
- Organize the key sentence and supporting details into an outline.
- Make a two-point outline of 2 to 3 paragraphs.
- Write a two-point sentence outline.
- Use the possessive form of plural nouns and proper nouns ending in s or z.
- Use a variety of sentences (simple, compound and complex sentences).
- Get information from news report heard.
- List down important ideas/events.



- Write a jingle about the selection presented.
- Write one's reflections, reactions and values learned about the selection presented.

Essential concepts, knowledge and understandings targeted

- Outlining is showing the skeleton or framework of a selection. An outline is a brief plan for a paper showing the ideas to be presented, their order and their relationship to one another.
- A two-point sentence outline is one of the formal outlines used. Major ideas and supporting details are written in sentences.
- The variety of sentences according to structure are the following: a) simple sentence - it expresses a single idea or thought; b) compound sentence - it is made up of two or more simple sentences; c) complex sentence - it is made up of two or more ideas combined, it has an independent clause and one or more subordinate clause.
- The possessive form of nouns is used to show ownership. To form the possessive of irregular plural nouns, add an apostrophe and s ('s); for the possessive of regular nouns ending in s, add an apostrophe only ('): for proper nouns ending in s or z, you may add an apostrophe and s ('s) or an apostrophe only.
- Taking notes involves writing down the important ideas you hear or read to remember them.

Specific vocabulary introduced

- identify, organize, outline, variety, possessive, jingle

Suggested organizational strategies

- Form groups with different intellectual capabilities.
- Prepare the suggested materials ahead of time, recycled materials like old calendars with empty spaces at the back may be used.
- Reproduce enough copies of the Student Activity Sheets, these may be reprinted, enlarged or photocopied.

Opportunities for Integration

Other Subject Areas

- Science and Health, Music

Values Education

- Respect of others
- Cooperation and unity in doing group work
- Care for the environment and concern for others
- Consideration for the slow performing group mates

Multicultural Education

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



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Activities in this Learning Guide

Activity 1: B Storm on Waste

Multiple Intelligences

- Interpersonal
- Verbal/Linguistic

Skills

- Knowledge of major ideas
- Use information
- Use old ideas to create new ones

Text Types

- Discussion
- Personal Response

Activity 2: Give Me A Look

Multiple Intelligences

- Verbal/Linguistic
- Visual/Spatial

Skills

- Seeing patterns
- Relate knowledge from several areas

Text Types

- Personal Response
- Observation

Activity 3: We're Twins

Multiple Intelligences

- Visual/Spatial
- Verbal/Linguistic
- Interpersonal

Skills

- Use information
- Grasp meaning
- Compare and discriminate between ideas



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Text Types

- Personal Response

Activity 4: Read On

Multiple Intelligences

- Verbal/Linguistic
- Intrapersonal

Skills

- Understanding information
- Use information
- Knowledge of major ideas

Text Types

- Factual Description
- Information Report

Activity 5: Many But One

Multiple Intelligences

- Verbal/Linguistic
- Interpersonal

Skills

- Organization of parts
- Knowledge of major ideas
- Translate knowledge into new context
- Seeing patterns

Text Types

- Factual Description
- Exposition

Activity 6: The Owner Takes It All

Multiple Intelligences

- Verbal/Linguistic
- Interpersonal

Skills

- Generalize from given facts
- Identification of components



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- Translate knowledge into new context
- Seeing patterns

Text Types

- Explanation
- Discussion

Activity 7: Variety

Multiple Intelligences

- Verbal/Linguistic
- Interpersonal

Skills

- Understanding information
- Generalize from given facts
- Translate knowledge into new context
- Seeing patterns

Text Types

- Explanation
- Discussion

Activity 8: Hear Ye! Hear Ye!

Multiple Intelligences

- Verbal/Linguistic
- Interpersonal

Skills

- Organization of parts
- Knowledge of major ideas

Text Types

- Factual Description
- Information Report
- Exposition

Activity 9: Let's Jingle It All The Way

Multiple Intelligences

- Body/Kinesthetic
- Musical/Rhythmic



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- Interpersonal

Skills

- Translate knowledge into new context
- Use methods, concepts, theories in new situations

Text Types

- Factual Description
- Personal Response

Activity 10: Speak Your Mind

Multiple Intelligences

- Verbal/Linguistic
- Intrapersonal

Skills

- Translate knowledge into new context
- Relate knowledge from several areas

Text Types

- Personal Response

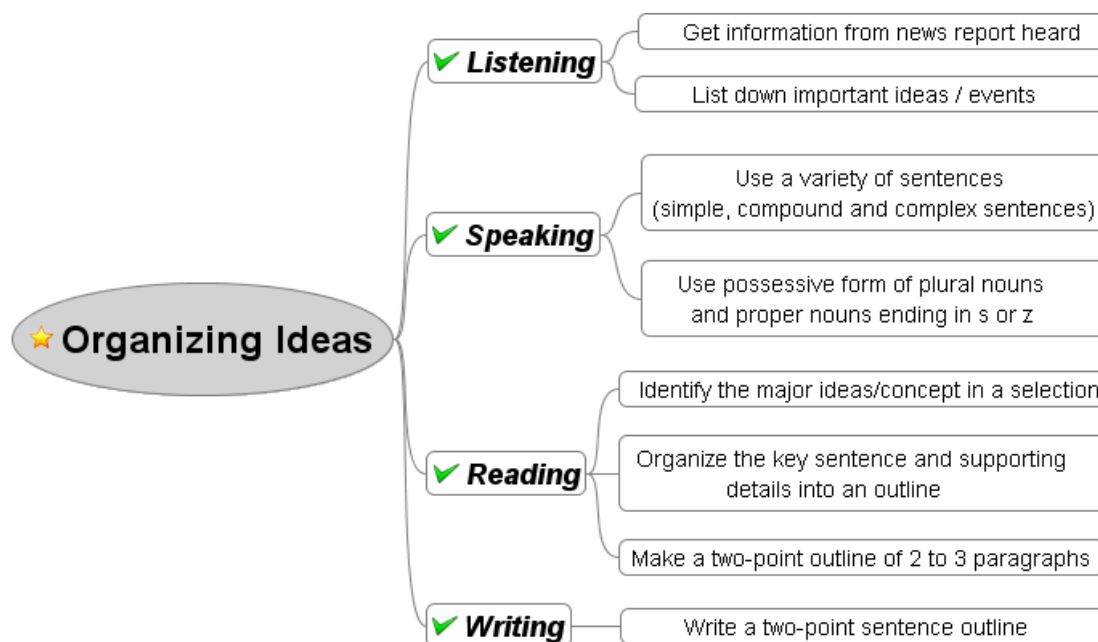
Key Assessment Strategies

- Performance/Observation Checklist
- Scoring Rubric



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

Waste is any substance or object which the holder discards, intends to or is required to discard.



This stage will allow the students to recall their previous knowledge on waste which will be done through brainstorming.

Strategies

Cooperative Group Work is a strategy where students work together to accomplish shared goals.

Brainstorming is a process used for generating ideas. Participants write ideas down

Materials

- sheets of paper
- pens

Activity 1: “B Storm On Waste”

1. Divide the class with four members in a group.
2. Present this statement to the class: **What are wastes?**
3. Ask them to brainstorm about the topic and ask them to present their ideas in the most creative way for the group presentation.
4. Give enough time for the class to finish the activity.
5. Let the groups present their outputs.
6. Process the activity with the following questions:
 - What are wastes?
 - How do you know that they are wastes?
 - How did you organize your group's ideas during the presentation ?

Formative Assessment

Use Cooperative Group Work Rubric on page 18 to assess the performance of each group.

Roundup

The pupils should have recalled their previous knowledge on wastes through brainstorming and presented their ideas in an organized manner.

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

Waste is a useless byproduct; a garbage, or a trash. There are two kinds of waste, the biodegradable (those that will decay) and the non-biodegradable (those that will not decay as time pass) Among the non-biodegradable are electronic waste or e-waste.

E-waste is a popular, informal name for electronic products nearing the end of their “useful life.” E-wastes are considered dangerous, as certain components of some electronic products contain materials that are hazardous, depending on their condition and density. The hazardous content of these materials pose a threat to human health and environment. The article was chosen to inform students that they may be contributory to this growing problem and to let them think on what they can do to lessen the problem.



This stage allows the pupils to organize ideas by forming sentences which will be used to make a paragraph about the pictures given to them. The visuals are anchored on e-waste, thus the paragraph is expected to be about it also.

Strategy

Pictures/Photographs are used as visual prompts in the classroom. The visual stimuli can be easily understood and are helpful in supporting and increasing both receptive and expressive communication.

Materials

- Student Activity Sheet 1, “Give Me A Look” on page 19
- Sheets of paper

Activity 2: “Give Me A Look”

1. Divide the class into small groups.
2. Tell them that discarded computers,televisions, VCRs, stereos, copiers, fax machines, electric lamps, cellphones, audio equipment and batteries are sources of electronic waste or e-waste.
3. Ask each group to choose a leader, a scribe and a reporter.
4. Distribute Student Activity Sheet 1, “Give Me A Look” found on page 19.
5. Explain the following directions:
 - Study the set of pictures intently.
 - Give sentences related to the pictures.
 - Let your scribe write the sentences on a sheet of paper.
 - Organize the sentences into a paragraph.
6. Give the students enough time to finish the activity.
7. Ask the reporter to report the group's output.
8. Process the activity by asking these questions:
 - What helped you organize your ideas?
 - How did you come up with the paragraph?
 - In forming a paragraph, should it be coherent? Why?
 - Do you think the e-waste is already alarming in the Philippines? Why did you say so? Let us find out in the next activity.

Formative Assessment

Use Performance Checklist on page 20 to assess the students' work.

Roundup

The students should have learned to organize their ideas by forming sentences and making them into a paragraph.

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

Pupils must have organizing skills to help them arrange information in such a way that it can be used more effectively.

This stage presents series of activities that aim to develop and improve the skills of students in organizing ideas using the four-paragraph article on e-waste problem in the Philippines.

Various engaging activities are suggested in this stage. By the end of it, the students shall have learned to make a two-point sentence outline, use the possessive form of plural nouns and proper nouns ending in s or z and variety of sentences according to structure.

Strategies

Shades of Meaning is a vocabulary strategy where pupils will have to find the meaning of words using their synonyms.

Uninterrupted Sustained Silent Reading Strategy offers students the opportunity to independently explore and practice their reading skills in a pleasurable, and stress-free manner.

Sentence Exploration is designed for teaching students how to explore sentences and to use the knowledge to respond to different questions.

Collaborative learning is an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one pupil helps other students to be successful.

Materials

Student Activity Sheet 2, "We're Twins" on pages 21

Student Activity Sheet 3A, "Read On" on page 23

Student Activity Sheet 3B, "Read On" on page 24

Teacher Resource Material 1, "Read On" on page 25

Teacher Resource Material 2A - 2B, "Many But One" on pages 26-27

Student Activity Sheet 4, "Many But One" on page 28

Student Activity Sheet 5, "The Owner Takes It All" on page 30

Teacher Resource Material 3, "The Owner Takes It All" on page 31

Teacher Resource Material 4, "The Owner Takes It All" on page 32

Student Activity Sheet 6A - 6B, "Variety" on pages 34-35

Teacher Resource Material 5A-5B, "Variety" on pages 36-37

Teacher Resource Material 6, "Variety" on page 38

Activity 3: "We're Twins" (Pre - reading Activity)

1. The same groupings in the previous activity may be used.
2. Distribute to each group a copy of the Student Activity Sheet 2, "We're Twins" found on page 21.
3. Conduct the activity. Ample time should be given for the class to finish the activity.



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4. Check the students' outputs. The following are answers to vocabulary words: 1) booming - growing, 2) consumption - usage, 3) advocacy - support, 4) prohibiting - disallowing, 5) ratify - approve, 6) incinerated - burned, 7) hazardous - dangerous, 8) toxic - poisonous.

Activity 4: “Read On” (During Reading Activity)

1. Form dyads.
2. Set the standards to be followed in silent reading.
3. Distribute Student Activity Sheet 3A, “Read On” found on page 23 to each dyad or reprint the content on a manila paper and post it on the board.
4. Conduct the silent reading.
5. After the reading, distribute the Student Activity Sheet 3B, “Read On” found on page 24.
6. Let the dyads do the activity.
7. Allow them to read their outputs or ask for volunteers.
8. Give corrections to their outputs. Refer to Teacher Resource Material 1, “Read On” found on page 25.
9. Process the activity by asking the following questions:
 - What helped you identify the major ideas?
 - What helped you identify the supporting details?
 - How does a major idea differ from the supporting details?

Activity 5: “Many But One” (Post Reading Activity)

1. Introduce outlining to the class. See Teacher Resource Material 2A on page 26, then post the sample outline on the board found on the Teacher Resource Material 2B on page 27 (the outline may be enlarged or reprinted).
2. Using their answers to Student Activity Sheet 3B “Read On” found on page 24, let the pupils make an outline (individually or by group) of the news article they have read. Let them refer to the sample.
3. Distribute Student Activity Sheet 4, “Many But One” on page 28. Give them time to finish the activity.
4. Check the students' outputs.
5. Process the activity by asking:
 - Are the major ideas introduced with Roman Numerals?
 - How are the supporting details introduced? What are placed before them?
 - Does the outline show the skeleton of the news article?
 - Is outlining important? Why?

Activity 6: “The Owner Takes it All”

1. Group the pupils into five. Let them choose their leader, secretary and reporter.
2. Set the standards for the activity.
3. Distribute the Student Activity Sheet 5, “The Owner Takes It All” on page 30.
4. Allow the groups to report their outputs in class.



5. Have a lecturette on how to form the possessive of plural nouns(give inputs on the difference of regular nouns and irregular nouns), and proper nouns ending in s or z. See Teacher Resource Material 3, “The Owner Takes It All” on page31.
6. Conduct the activity in the Teacher Resource Material 4, “The Owner Takes It All” on page 32 as follow up activity.

Activity 7: “Variety”

1. The same groupings in the previous activity may be used.
2. Distribute the Student Activity Sheet 6A-6B, “Variety” found on page 34-35.
3. Give enough time for the class to finish the activity.
4. Let the groups report their outputs.
5. Have a lecturette on the variety of sentences. See Teacher Resource Material 5A-5B, “Variety” on pages 36-37
6. Process the activity. Ask the following:
 - What is a simple sentence? Give examples.
 - What is a compound sentence? Give examples.
 - What is a complex sentence? Give examples.
7. Check the students' ability in identifying the variety of sentences according to structure. See Teacher Resource Material 6, “Variety” on page 38.
8. Provide some exercises on using simple, compound and complex sentences. You may use pictures as prompts.

Formative Assessment

For Activity 5, use the Outlining Rubric on page 29 to assess the groups' outputs.

For Activity 6, use the Group Work Rubric on page 33 to asses the groups' reporting.

For Activities 6 and 7, use the assessment tool presented on page 39.

Roundup

Students should have identified main ideas and supporting details in a selection and have organized them into a two-point sentence outline. Furthermore, they should have constructed their own understanding on how to form the possessive of plural nouns and proper nouns ending in s or z and have used them in sentences. Moreover, they should have also gained understanding on the variety of sentences according to structure and have written various simple, compound and complex sentences.

4. Check for Understanding of the Topic or Skill

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

Background or purpose

We are surrounded with mounting ideas which we hear, or read. When our mind down shifts, we tend to forget a lot of important thoughts thus, taking down notes plays an important role in our memory lane. Taking notes involves writing ideas one hears or reads so that they will be remembered. An outline is a method for taking notes that shows the relationship between major ideas and other supporting details.



This stage exposes the students to an oral news report where they are expected to practice their skills on taking notes. The notes taken will be used to assess the students' learnings on outlining, use of possessive plural forms of nouns and proper nouns ending in s or z, and on the variety of sentences according to structure.

Strategies

Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting key words, which are then used as a base for reconstruction.

Collaborative Learning is an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one pupil helps other students to be successful.

Materials

Teacher Resource Material 7, "Hear Ye! Hear Ye!" on page 40.

Activity 8: "Hear Ye! Hear Ye!"

1. Divide the class into small groups.
2. Set the standards to be followed when listening to a news report and in taking notes.
3. Explain the tasks of the students.
4. Read the news article found on Teacher Resource Material 8, "Hear Ye! Hear Ye!" found on page 40.
5. Give enough time for each group to finish their tasks.
6. Let the groups report their outputs.
7. Process the activity by asking the following questions:
 - What difficulties did you encounter in taking down notes while listening to a news report?
 - How did you overcome them?
 - Are the notes you've taken helpful in making an outline? Why?

Formative Assessment

Use the Observation Checklist found on page 41 to assess the performance of each group.

Roundup

The students should have learned to get information from news report heard by listing down important ideas or events. Further, these ideas should have been used to make a two-point sentence outline containing variety of sentences with possessive form of plural nouns and proper nouns ending in s or z.

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

In radio and television advertisements, we often hear jingles. These are used to creatively promote products and to liven up the ads. Jingles can give fun and these can be used in the students' application of knowledge in class.

In this stage, the students will create a jingle presentation based on the e-waste problem in the Philippines. This will showcase students' creativity and musical talents.

Strategy

Jingle making is a strategy where pupils will be able to display their creativity in creating a jingle composition based on the topic introduced.

Materials

Student Activity Sheet 7, "Let's Jingle It All The Way" on page 42

Jingle Presentation Rubric, "Let's Jingle It All The Way" on page 43.

Manila paper or recycled calendars

pentel pens or any markers

Activity 9: "Let's Jingle It All The Way"

1. Use the same groupings in Activity 8.
2. Ask the class to give an example of a jingle from television or radio advertisements.
3. Write it on the board as a sample.
4. Distribute Student Activity Sheet 7, "Let's Jingle It All The Way" on page 42. Explain directions if needed.
5. Let them do the activity.
6. Ask them to transfer their jingle on a manila paper for the presentation.
7. Let each group do the jingle presentation.
8. Process the activity by asking the following:
 - Are the jingles related to the news article?
 - Did you outline your jingle before coming up with the final output? Was the outline useful? Why?
 - Do the jingles contain variety of sentences?
 - Which are simple sentences? Compound sentences? Complex sentences?
 - Do they contain phrases with possessive form of plural noun and proper nouns ending in s or z? Identify them?

Formative Assessment

Use Jingle Presentation Rubric "Let's Jingle It All The Way" on page 43 to assess the students performance

Roundup

The students should have outlined their ideas and were able to create a jingle using variety of sentences and possessive form of plural nouns and proper nouns ending in s or z.



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

Freedom to express is the cry of every individual. In this stage, the students will be given a chance to express their personal views on the e-waste problem through a Y-pie chart. Each division of the chart will be used to generate students' reflection, reaction and learned values about the topic.

Strategy

Y-pie chart is a kind of data chart which will be used in generating answers to various prompts.

Materials

Student Activity Sheet 8, "Speak Your Mind" on page 44

Y-pie Chart Rubric found on page 45

Activity

1. Let the pupils form a triad.
2. Distribute Student Activity Sheet 9, "Speak Your Mind" found on page 44 (You may just ask your students to use their writing pads instead of the Activity Sheet.)
3. Explain the instructions to the group.
4. Give enough time for the pupils to finish the activity.
5. Call volunteers to report their outputs.
6. Process the activity by asking:
 - Which part of the pie was the most difficult to answer? Why?
 - What did you learn after filling up the pie chart?
 - How did you feel during this activity?
 - Was it difficult to express your ideas? Why?

Formative Assessment

Y-pie Chart Rubric found on page 45

Roundup

The students should have learned to write their reflections, reactions and values learned about the e-waste problem using the Y-pie chart.

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.



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Cooperative Group Work Rubric
“B Storm On Waste”

Criteria	Exceptional	Admirable	Acceptable	Amateur
Group Presentation	All students participated actively with full enthusiasm on the activity.	At least 75% of the students actively participated in the activity.	At least half of the students actively participated in the activity.	Only one or two persons in the group participated in the activity.
Shared Responsibility	Responsibility for the task is shared evenly.	Responsibility is shared by most group members.	Responsibility is shared by half of the group members.	Exclusive reliance on one person.
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflected awareness of other's views and opinions in their discussions.	Students showed adeptness in interacting; lively discussion centered on the task.	Some ability to interact; attentive listening; some evidence of discussion of alternatives.	Little interaction; very brief conversations; some students were disinterested or distracted. No effort was made to assign roles to members.
Roles within group	Each student is assigned a clearly defined role; group members performed roles effectively.	Each student is assigned a role but not clearly defined or consistently adhered to.	Students are assigned roles but roles were not consistently adhered to.	No effort was made to assign roles to members.
Content Accuracy	Completely accurate, all facts were precise and explicit.	Mostly accurate, a few inconsistencies or errors presented.	Somewhat accurate; more than a few inconsistencies or errors presented.	Completely inaccurate; the facts were misleading.



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Student Activity Sheet 1
“Give Me A Look ”





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Assessment for Activity 2
Performance Checklist for “Give Me A Look”



Group Number	Formed good and appropriate sentences	Constructed a coherent paragraph	Worked with group collaboratively	Total Number of check marks



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Student Activity Sheet 2
“We're Twins”



Instruction: Read the sentences carefully. Then, look for another word within the sentence that means the same to the underlined word. Write this in the empty ellipse. Finally, use the synonym in a sentence.

1. The use of electronic and electrical goods is booming in the Philippines which resulted to the growing e-waste problem.

booming

-
2. We should observe the wise consumption of modern equipment because its usage entails higher electric bills.

consumption

-
3. Greenpeace, the international advocacy group, is campaigning for the top mobile phone and computer companies worldwide to reduce or eliminate dangerous materials in their products. This support group is fighting against e-waste.

advocacy



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4. The Basel Ban is prohibiting industrialized nations from dumping hazardous materials into developing countries. Disallowing the said action will result to a safe environment for all.

prohibiting

-
5. Philippines should ratify the Basel Ban to protect its people from the mounting electronic waste. It needs an effort from the government to approve the ban.

ratify

-
6. Rejected parts of electronic and electrical goods are incinerated in landfills resulting to air pollution. Burning releases a variety of chemicals in the air.

incinerated

-
7. Electronic products often contain hazardous materials which are dangerous to man's health.

hazardous

-
8. Lead, a metal used in electronic is particularly toxic to the human body. The poisonous metal can affect children's brain development.

toxic



Student Activity Sheet 3A

“Read On”

RP faces growing e-waste problem

The Philippines’ electronic waste (e-waste) is growing. One of the reasons is the increase in electronic scraps containing toxic chemicals which were brought about by the booming electronic and electrical goods’ consumption. Moreover, the problem rises because of the lack of international legal protection because the country has not ratified the Basel Ban (an agreement which prohibits the dumping of industrialized nations’ hazardous materials into developing countries). This is further worsened by unregulated existing e-waste processing facilities’ recycling procedures which actually violate the Clean Air Act as well as the Ecological Solid Waste Management Act.

There are several health issues associated with the toxins found in the electronic waste generated by obsolete computers and other electronic equipment. The hazardous materials can lead to decreased growth, hyperactivity, impaired hearing, and body systems’ damage. Children’s brains and nervous systems are more sensitive to the damaging effects of these materials. Also, they can cause cancer, skin disorders/diseases, DNA damage and interfere with regulatory hormones.

The improper e-waste disposal has numerous harmful effects in the environment. Computer wastes that are landfilled pollute the groundwater. Acids and mud obtained from melting computer chips, if disposed on the ground causes acidification of soil which can harm plants. Incineration of e-wastes can emit toxic fumes and gases, thereby polluting the surrounding air. In addition, uncontrolled fires may arise in landfills which could harm the communities nearby.

“There is no question that Filipinos have benefited immensely from the rapid developments in the electronics industry. But most people remain unaware of the negative health and environmental impacts associated with the disposal of electronic products,” said Beau Bacongus, Greenpeace Toxic Campaigner in Manila. “ Philippines is unprepared to deal with the negative health and environmental impacts brought about by the disposal of large volumes of toxic trash which the electronics industry has generated.”

Sources:

http://www.pinoytechblog.com/archives/electronic_waste

http://www.greenpeace.org/seaasia/en/news/toxic_threat_in_th_rp

<http://www.bsu.edu/web/itedu510/HealthEffects.htm>

<http://wgbis.ces.iisc.ernet.in/energy/paper/ewaste/ewaste.html>



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Student Activity Sheet 3B
“Read On”

Instruction: With your partner, go over the reading article again and answer the following questions:

1. What is the major idea in paragraph 1?

2. What are the supporting details?

3. What is the major idea in paragraph 2?

4. What are the supporting details?

5. What is the major idea in paragraph 3?

6. What are the supporting details?

7. What is the major idea in paragraph 4?

8. What are the supporting details?



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Teacher Resource Material 1
“Read On”

Possible Answers to Student Activity Sheet 4B

1. What is the major idea in paragraph 1?

The reasons to the growing electronic waste in the Philippines.

2. What are the supporting details?

There is an increase in electronic scraps containing toxic chemicals.

There is a lack of international legal protection or Basel Ban.

There is an unregulated existing e-waste processing facilities recycling procedures.

3. What is the major idea in paragraph 2?

There are harmful effects of e-waste in the environment.

4. What are the supporting details?

It can pollute the groundwater.

It can cause acidification of soil.

It can pollute the air.

It can arise uncontrolled fires in landfills.

5. What is the major idea in paragraph 3?

There are health issues associated with the toxins found in e-waste.

6. What are the supporting details?

It can lead to decreased growth, hyperactivity, impaired hearing, and body systems' damage.

It can damage childrens' brains and nervous systems.

It can cause cancer, skin disorders/diseases, DNA damage and interfere with regulatory hormones.

7. What is the major idea in paragraph 4?

The statement of Beau Bacongus, Greenpeace Toxic Campaigner in Manila, about the Filipinos and the Philippines on electronics industry.

8. What are the supporting details?

The Filipinos have benefited immensely from the rapid developments in the electronics industry but many remain unaware of its negative impacts.

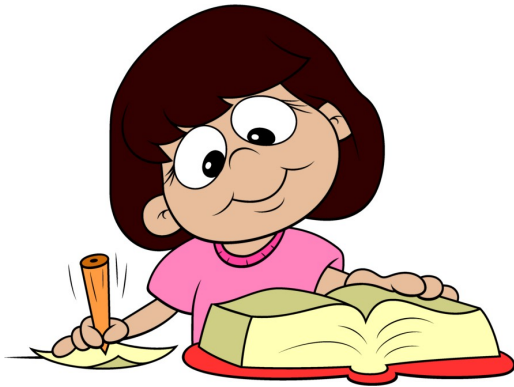
Philippines is unprepared to deal with the negative impacts of e-waste.



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Teacher Resource Material 2A
“Many But One”



Making a 2-Point Sentence Outline

An **outline** is a skeleton or framework of a selection. It is a brief plan for a paper, showing the ideas to be presented, their order and their relationship to one another.

There are two kinds of formal outlines: *topic outlines* and *sentence outlines*. A topic outline lists information in words or

phrases; a sentence outline uses complete sentences.

The sentence outline is the most specific kind of outline. A sentence outline can be used when you are organizing your thoughts for a speech or a composition.

Here are some guides in making a two-point sentence outline.

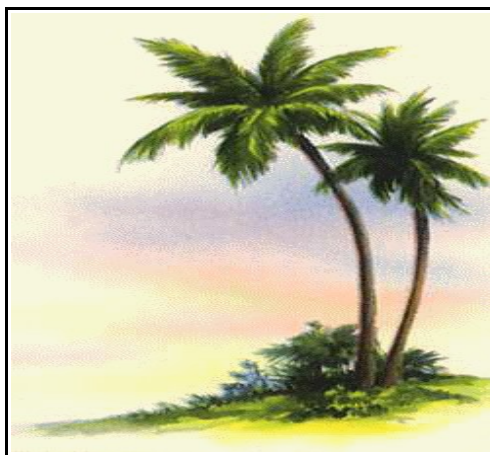
1. Read the selection carefully. Look for the major idea in each paragraph which is found in the key sentence. Make these major ideas as your main topic. Label them with Roman Numerals: I, II, III, and so on.
2. Look for the supporting details or subtopics and write them below the major topic. Label them with capital letters: A, B, C, and so on.
3. Place a period after each numeral or letter.
4. Capitalize the first word in each line.
5. Use indention to indicate importance. Major ideas begin at the left. Items begin farther to the right as they become less important.
6. The element of parallelism should be observed. (i.e. If the outline requires sentences for minor details, then it should be consistent all throughout).
7. Proper sequencing is required especially in enumerating.
8. Study the format of a prepared two-point sentence outline on the next page.



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Teacher Resource Material 2B
“Many But One”



The Uses of the Coconut Tree

- I. The coconut is a source of food.
 - A. Its meat is used for cakes and ice creams.
 - B. Its oil is made into lard and margarine.
 - C. Its milk is used in “guinataan” and “kalamay.”
- II. The coconut provides building materials.
 - A. Its trunks are used for posts.
 - B. Its leaves are used for roofing.
 - C. Its fibers are used for wall boards.
- III. The coconut has household uses.
 - A. Its leaves are made into baskets and brooms.
 - B. Its fibers or husks are made into bags and doormats.
 - C. Its shells are made into kitchen utensils and containers.

Sources: English For All Times Reading Textbook Grade Five
Reading Realm Grade Five
Prentice Hall Grammar and Composition 1



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Student Activity Sheet 4
“Many But One”

Write your outline of the news “RP faces growing e-waste problem” inside the vertical scroll.



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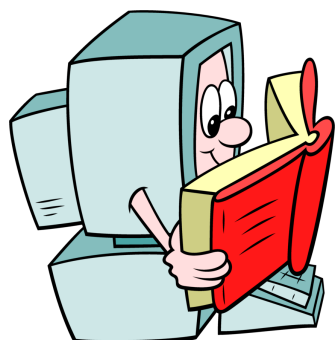
Outlining Rubric “Many But One”



CATEGORY	4	3	2	1
Quality of information	Information clearly relates to the main topic. It includes several supporting details.	Information clearly relates to the main topic. It provides 1 - 2 supporting details.	Information clearly relates to the main topic. No details are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Outline	Outline has been completed and shows clear, logical relationships between all topics and subtopics.	Outline has been completed and shows clear, logical relationships between most topics and subtopics.	Outline has been started and includes some topics and subtopics.	Outline has not been attempted.
Required Elements	Student included more information than was required.	Student included all information required.	Student included some information required.	Student included little of the information required.



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Student Activity Sheet 5
“The Owner Takes It All”

Instructions:

A. Study the following:

Possessive Form of Regular Nouns		
Phrases	Singular Form	Plural Form
consumption of electrical goods	electrical goods' consumption	electrical goods' consumption
hazardous materials of industrialized nations	industrialized nation's hazardous materials	Industrialized nations' hazardous materials
recycling procedures of e-waste processing facilities	e-waste processing facility's recycling procedures	e-waste processing facilities' recycling procedures

Possessive Form of Irregular Nouns		
Phrases	Singular Form	Plural Form
the brains of children	the child's brain	the children's brains
reproductive system of women	woman's reproductive system	women's reproductive system
hormonal production of men	man's hormonal production	men's hormonal production

Possessive Form of Proper Nouns Ending in s or z	
Phrases	Possessive Form
The electronic of Philippines	Philippines' electronic waste
Statement of Beau Bacongus	Beau Bacongus' statement

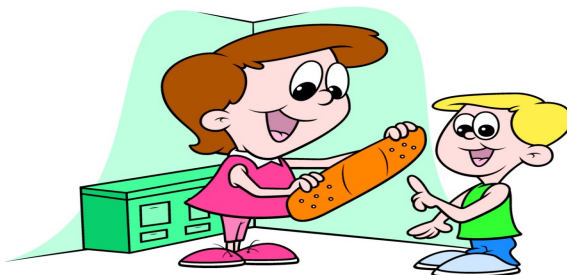
B. After studying, discuss with your group the rules to be followed in forming the possessive of plural regular nouns, possessive of plural irregular nouns and possessive of proper nouns ending in s or z. Write them on a sheet of paper.



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Teacher Resource Material 3
“The Owner Takes It All”



Possessive Form of Plural Nouns

- ◆ To form the possessive of irregular plural nouns, use the phrase “of” or “of the” or add an apostrophe and s ('s).
the bags of the children - *the children's bags*
the sandals of the women - *the women's sandals*
the tails of the mice - *the mice's tails*
nets of the fishermen - *fishermen's nets*
- ◆ To form the possessive of regular plural nouns, use the phrase “of” or “of the” or add an apostrophe only (').
the enthusiasm of the pupils - *the pupils' enthusiasm*
the dresses of the girls - *the girls' dresses*
meeting of the teachers - *teachers' meetings*
duties of the officers - *officers' duties*

Possessive Form of Proper Nouns Ending in s or z

- ◆ To form the possessive form of proper nouns ending in s or z, you may add an apostrophe and s ('s) or only an apostrophe ('). Some people prefer to add only an apostrophe to avoid too much hissing.
gown of Luz - *Luz' gown or Luz's gown*
hobby of Carlos - *Carlos' hobby*
pupils of Mr. Diaz - *Mr. Diaz' pupils*
address of Ms. Torres - *Ms. Torres' address*

Sources:

English For All Times Language Textbook

Easy Learning Through Skill - Based, Integrated Reading and Language Grade 5



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Teacher Resource Material 4
“The Owner Takes It All”

Instructions:

- ◆ Print the following on a manila paper/recycled calendar or write the following on the board.
- ◆ Let the students answer the activity individually on their sheets of paper.
- ◆ Tell them to rewrite each word group as a possessive phrase using 's or ' then let them use it in a sentence.

1. hobbies of children _____

2. parents of the pupils _____

3. friend of Carlos _____

4. songs of the birds _____

5. plans of the carpenters _____

6. eggs of the geese _____

7. colors of the mice _____

8. experiments of the scientists _____

9. health of the men _____

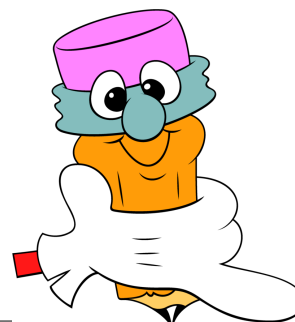
10. bags of the women _____



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Group Work Rubric
“The Owner Takes It All”



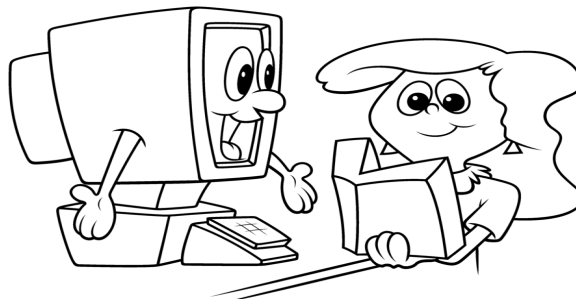
Criteria	Excellent (5)	Good (3)	Needs Improvement (1)
Achieving Group Goals	Students are enthusiastic about group work and make an effort for group success.	Students are committed to group work and goals. Students carry out roles willingly.	Students do not respond to group goals. Remain “off-task” even though seemed committed to group goals earlier.
Interpersonal Skills	Students actively support interaction that is positive and respectful to the feelings and opinions of others in the group.	Students interact with others and are sensitive to differing opinions and feelings of others in the group.	Students respond to prompting and interact, however, remain insensitive to the opinions and feelings of others in the group.
Roles Responsibility	Students perform any role or multiple roles within the group with enthusiasm.	Students perform any role within the group and willingly do more for group success.	Students reluctantly take assigned role within the group; however, refuse to multi-task.
Group Process	Students are excited about the group process. Actively identify ways for the group to succeed and work toward group goals.	Students are self-starters and want the group to succeed and offer help when needed.	Students respond to prompting to support group process; however, resist necessary modifications or remain uninvolved.



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Student Activity Sheet 6A
“Variety”



Instruction:

Study the following:

Kinds of Sentences According to Structure

Simple Sentences	Compound Sentences	Complex Sentences
The Philippines' electronic waste is growing.	The Philippines' electronic waste is growing and this is caused by the increase of electronic scraps generated by obsolete electronic equipment.	The Philippines' electronic waste is growing because of the increase of electronic scraps generated by obsolete electronic equipment.
Filipinos have benefited immensely from the rapid developments in the electronics industry.	Filipinos have benefited immensely from the rapid developments in the electronics industry but many remain unaware of the negative health and environmental impacts associated with the disposal of electronic products.	Filipinos have benefited immensely from the rapid developments in the electronics industry which make us to be globally competitive.
The Basel Ban is an international legal protection against e-waste .	The Basel Ban is an international legal protection against e-waste yet this is not ratified by the Philippine government.	The Basel Ban is an international legal protection against e-waste since it prohibits industrialized nations' hazardous materials to be dumped into developing countries.
In the Philippines, e-waste discarded hardware is incinerated.	In the Philippines, e-waste discarded hardware is incinerated or this is dumped in landfills.	In the Philippines, e-waste discarded hardware is incinerated although it releases poisonous gases.
The improper e-waste disposal has numerous harmful effects in the environment.	The improper e-waste disposal has numerous harmful effects in the environment and there are several health issues associated with the toxins found in electronic waste.	The improper e-waste disposal has numerous harmful effects in the environment which can damage its important components.



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Student Activity Sheet 6B
“Variety”

Instruction:

- Read the sentences and analyze their structure.
- Fill in the box with your answers.

What are the kinds of sentences according to structure?	How many ideas/thoughts does each kind of sentence express?	If there are two or more ideas, what words connect them?	If separated, can the ideas/thoughts stand alone?	How many ideas can stand alone?	How many ideas can't stand alone?
1.					
2.					
3.					

1. Describe the first kind of sentence based on your answers above.

2. Describe the second kind of sentence based on your answers above.

3. Describe the third kind of sentence based on your answers above.



Teacher Resource Material 5A “Variety”



Kinds of Sentences According to Structure

A **simple sentence** expresses a single idea or thought. It can stand alone and is also be called an independent clause. It may have:

- a) one subject and one predicate
The boy gathered the dry leaves in the garden.
A good book is a good companion.
- b) many subjects and one predicate verb
Sajid and Zarinah love fishing.
Hobbyists enjoy from their hobby.
- c) one subject and many verbs
You prepare and cook breakfast tomorrow.
The children cleaned and arranged the room.
- d) many subjects and many verbs
Boys and girls watered and cared for their plants.
You and I can sail or swim in the sea.

A **compound sentence** is made up of two or more simple sentences. It has two complete thoughts or two independent clauses connected by the conjunctions *and*, *or*, *nor*, *but*, and *yet*. *And* adds one thought to another, *or* shows a choice between thoughts and *but* shows a difference between thoughts.

A comma is usually used before the conjunction in a long compound sentence. Examples:

- a) Leo is a poster collector and Nilo collects postcards.
- b) The children wanted to go on a field trip but they do not have enough money.
- c) They could sell their collections or they could work during their free time.
- d) The boys and girls tried everything yet the money they saved is not enough.
- e) The boys could not climb nor could they hike.

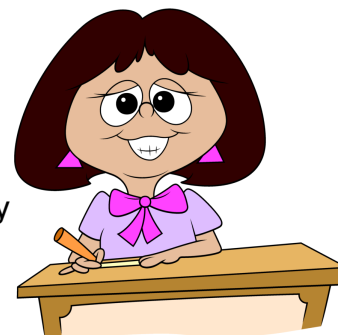


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Teacher Resource Material 5B
“Variety”

A **complex sentence** is made up of two or more ideas combined. It has an independent clause and one or more subordinate clauses. An independent clause has a subject and a predicate and can stand alone. A dependent clause has a subject and a predicate but cannot stand alone. Many dependent clauses begin with subordinating conjunctions. Here are the following words to help you identify the clause.



What	whose	that	which
whom	if	since	although
because	unless	so that	even though
as	once	before	while
until	after	when	whenever

Examples:

- a) We made outlines before we wrote our stories.
- b) The film that we saw this morning was made in the Philippines.
- c) His hobby which is making potholders is profitable.
- d) You rest and sleep because you have a bad cold.
- e) You rest and sleep if you have a bad cold.
- f) When you have a bad cold, you rest and sleep.
- g) You rest and sleep although you have a bad cold.
- h) Since you have a bad cold, you rest and sleep.

Sources:

English For All Times Language Textbook Grade Five

Fun In English Language Textbook Grade Five

Easy Learning Through Skill-Based, Integrated Reading and Language Grade Five



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Teacher Resource Material 6
“Variety”

Instructions:

- ♦ Write the following on the board
 - ♦ Tell the class to write S for simple sentence, C for compound sentence and CX for complex sentence on their papers. (For your use, answers are stated at the end of the sentences).
1. “E-waste” is a popular, informal name for electronic products nearing the end of their “useful life.”(S)
 2. The surrounding communities' health is at risk when the scraps end up in the recyclers' backyards. (CX)
 3. Greenpeace is the international advocacy group against e-waste. (S)
 4. Electronic scraps' increase is alarming in the Philippines but the country is unprepared to deal with the toxic trash. (C)
 5. Children's brains and nervous systems can be damaged if they are exposed to lead. (CX)
 6. Lead tends to be stored primarily in the bones while cadmium accumulate in the kidneys. (C)
 7. Proper control over the materials used in the manufacturing process is an important way to reduce waste generation. (S)
 8. Mercury may be concentrated in the food chain via fish if it spreads into the water supply. (CX)
 9. Implementation of waste reduction technique may require only some minor process adjustments or it may require extensive new process equipment. (C)
 10. The electronic junks lie unattended in houses, offices, warehouses, etc. and normally mixed with household wastes, which are finally disposed off at landfills. (CX)



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Assessment for Activities 6 and 7

Instruction: Using the picture in each box, write a possessive phrase of plural nouns or proper nouns ending in s or z, then use it in simple, compound and complex sentences.

Possessive phrase:

Simple Sentence:

Compound Sentence:

Complex Sentence:



Possessive phrase:

Simple Sentence:

Compound Sentence:

Complex Sentence:

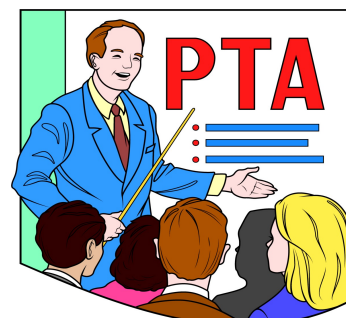


Possessive phrase:

Simple Sentence:

Compound Sentence:

Complex Sentence:





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Teacher Resource Material 7
“Hear Ye! Hear Ye!”

Instructions:

- ◆ Give enough time for each group to discuss possible solutions to the e-waste problem in the Philippines.
- ◆ After the discussion, read the news article to the class twice.
- ◆ Tell them that they will only listen to the article on the first reading, but on the second reading they need to take down notes on their papers.
- ◆ Explain the following tasks to the students:
 - Take note on the main ideas and supporting details on each paragraph.
 - Write them on your papers.
 - Using the major ideas and supporting details you've taken down, make a two-point sentence outline about the article, use a variety of sentences containing possessive phrases of plural nouns and proper nouns ending in s or z.
 - Prepare for a group reporting.

Management of e-wastes

It is estimated that 75% of electronic items are stored due to uncertainty of how to manage it. These electronic junks lie unattended in houses, offices, warehouses, etc. and normally mixed with household wastes, which are finally disposed off at landfills. These are the reasons why Philippines' e-wastes should be managed properly.

The initial e-waste management lies on the manufacturers' hands. Companies' take back systems must be established if the products are not anymore usable to the owner. Proper control over the materials used in the manufacturing process is an important way to reduce waste generation (Freeman, 1989) By reducing both the hazardous materials' quantity used in the process and the of excess raw materials' amount in stock, the wastes' percentage can be reduced.

The secondary solution on e-waste management depends on the electronic products' users. As concerned individuals, users can upgrade or repair electronic products, instead of replacing them with new ones. In addition, old equipment may be donated to a family member or friend Disposal options can also be checked rather than throwing the old, wireless gadget in the trash.



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Observation Checklist
“Hear Ye! Hear Ye!”



Group number	The outline is correctly arranged	The outline contains simple sentence/s	The outline contains compound sentence/s	The outline contains complex sentence/s	It includes phrases with possessive form of plural nouns and nouns ending in s or z	The group worked as one	Total number of check marks



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Student Activity Sheet 8
“Let's Jingle It All The Way”



Instructions:

1. Revisit the news article “Hear Ye! Hear Ye!”.
2. Compose a jingle about it. Brainstorm and outline your ideas.
3. Make sure to use a variety of sentences and possessive form of plural nouns and ending in s or z.
4. Write your jingle in the cloud.
5. Present your jingle to the class.





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Jingle Presentation Rubric
“Let's Jingle It All The Way”



Criteria	Exemplary (5)	Proficient (3)	Developing (1)
Message	Direct message and an indirect message (inferred/implied) message are easily identified and clearly appropriate for intended audience.	Direct message is identified and appropriate for intended audience, but indirect message is unclear.	Direct message is neither clearly identified nor appropriate for intended audience and indirect message is not clearly identified or missing.
Content	Reflects essential information: is logically arranged: concepts are clearly persuasive.	Reflects most of the essential information; is generally logically arranged, some persuasion used.	Contains extraneous information; is not logically arranged; little persuasion is used.
Presentation	Communication is clear and understandable; demonstrates mastery of media and persuasive concepts.	Communication is clear; demonstrates an understanding of media and persuasive concepts.	Communication is uneven; limited understanding of media and persuasive concepts.



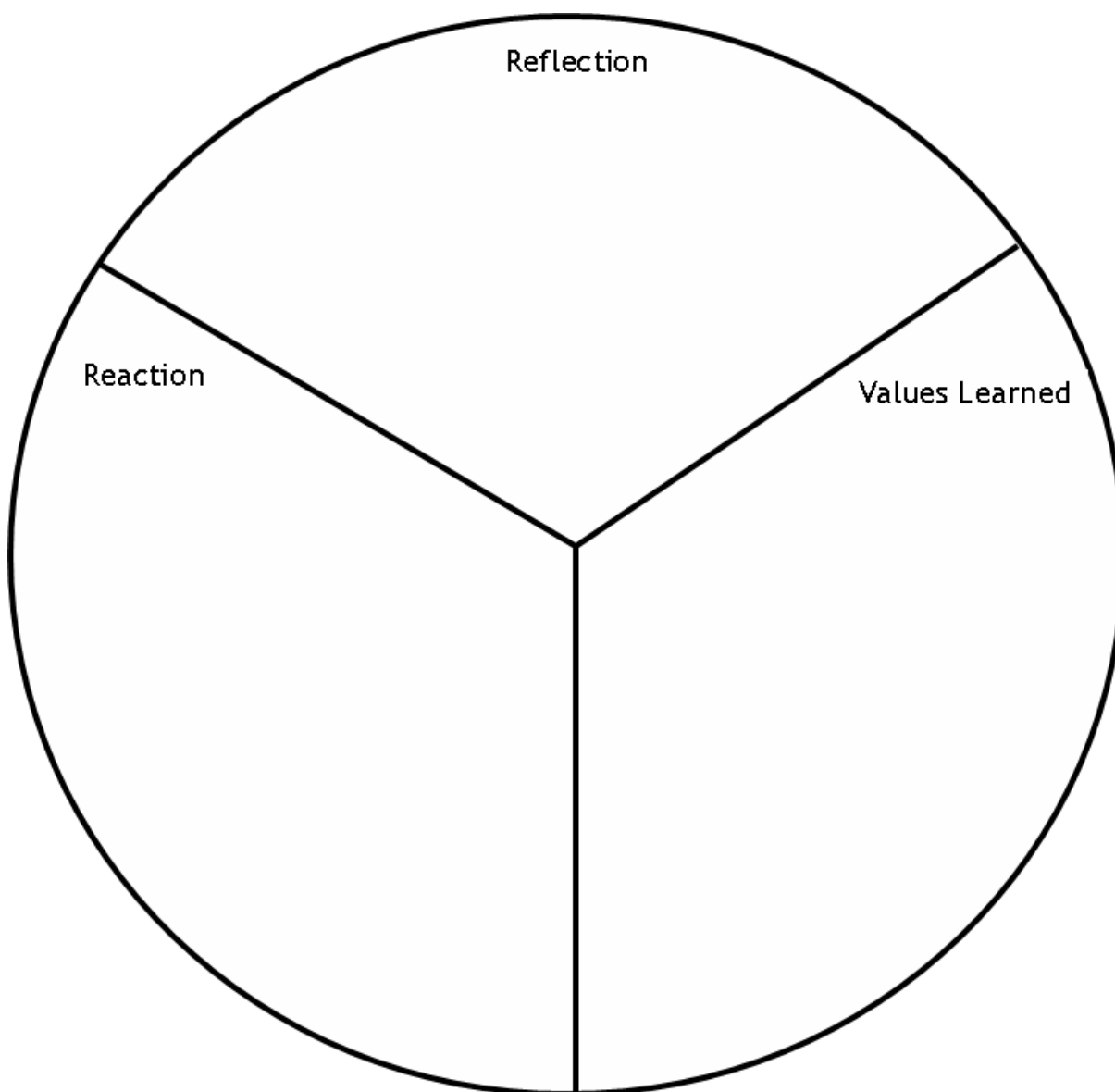
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Student Activity Sheet 8
“Speak Your Mind”

Instruction:

In your Y- pie chart, write your reflection on the news article on e-waste problem, your reaction and the values you learned.





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Y-pie Chart Rubric
“Express Yourself”



Criteria	4	3	2	1
Organization and Content Checklist	* Organized ideas in a logical way	* The answers were a little bit disorganized	* The ideas were choppy	* Was not organized
Style	*Used different kinds of sentences and didn't start each one with the same word * Made every effort to make one's writing legible. The spelling and grammar were the best.	*The sentences were pretty good, but they are mostly the same kind of sentence. * Could have been a little neater and wasn't watching spelling and grammar too carefully	* Repeated the same idea and the writing was choppy. Sentences could have been shorter and to the point. * Handwriting was sloppy and the spelling was poor	* The sentences were started the same way * Had so many spelling and grammar mistakes



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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