



## **BASIC EDUCATION ASSISTANCE FOR MINDANAO**

### **LEARNING GUIDE**

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## Competencies

### English, Grade 5: Sequencing Events

- Listening
  - Sequence events in the story listened to through groups of sentences
- Speaking
  - Use Pronouns
    - Demonstrative (this, that, these, those)
    - Relative (who, where, etc.)
    - Reflexive (myself, herself, etc)
    - Ask and answer questions about oneself/others
      - No + negative rejoinder (No i'm not)
      - Yes + positive rejoinder (Yes I am)
      - positive stem + negative tag (It's a puppy isn't it?)
      - negative stem + positive tag (It isn't a puppy is it?)
- Reading
  - Sequence the major ideas/concept in a selection
- Writing
  - Arrange sentences according to order of time/importance in writing a paragraph

## Objectives

- Sequence events.
- State the importance of sequencing.
- Sequence the major ideas/concept in a selection.
- Use demonstrative pronouns in sentences.
- Use relative pronouns in sentences.
- Use reflexive pronouns in sentences.
- Use intensive pronouns in sentences.
- Ask and answer questions about oneself/others.
- Sequence events in the story listened to through groups of sentences.
- Arrange sentences according to order of time/importance in writing a paragraph.

## Essential Concepts

- Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to



retell the events within a given text in the order in which they occurred.

- Demonstrative pronouns point out to persons, places, or things. *This* and *that* are used for singular nouns and pronouns while *these* and *those* are used for plural nouns and pronouns. *This* and *these* point out to nouns near the speaker; *that* and *those* point out to nouns far from the speaker.
- A relative pronoun introduces an adjective clause and refers to the noun or pronoun of the independent clause. These relative pronouns are *who*, *whose*, *that*, *whom*, and *which*.
- A reflexive pronoun refers to a pronoun which indicates that the same person or thing is involved. It is formed by adding *-self* or *-selves* to certain personal and possessive pronouns.
- An intensive pronoun is a pronoun that adds emphasis to a noun or pronoun already named.
- A tag question is answerable by yes or no. It has two parts: the statement and the tag question.
- Use a negative question tag if the verb in the statement part is positive and use a positive question tag if the verb in the statement part is negative.
- A positive tag question is answered by a No + Negative rejoinder.
- A negative tag question is answered by a Yes + positive rejoinder.

## Organizational Strategies

- Divide the class into manageable groups.
- Prepare the materials beforehand.
- Maximize the students' participation.

## Specific Vocabulary

- emissary, threat, expedient, opponents, supreme, feats, correspondent, allies, rationale, rumored

## Key Assessment Strategies

- Checklist
- Rubrics



## Activities

### 1. Keep Track

Thinking Skill	Multiple Intelligence
Seeing patterns Knowledge of dates events, places	Verbal/Linguistic Interpersonal Body/Kinaesthetic

### 2. Because of You

Thinking Skill	Multiple Intelligence
Identification of components Seeing patterns Knowledge of dates events, places	Verbal/Linguistic Visual/Spatial Interpersonal

### 3. Strings Attached

Thinking Skill	Multiple Intelligence	Text Type
Identification of components Knowledge of major ideas Seeing patterns	Verbal/Linguistic Interpersonal	Narrative

### 4. Point It Out

Thinking Skill	Multiple Intelligence
Identification of components Compare and discriminate between ideas	Verbal/Linguistic Interpersonal

### 5. Tell Me About It

Thinking Skill	Multiple Intelligence
Identification of components Generalize from given facts Compare and discriminate between ideas	Verbal/Linguistic Interpersonal

### 6. An Emphasis

Thinking Skill	Multiple Intelligence
Identification of components Generalize from given facts Compare and discriminate between ideas	Verbal/Linguistic Interpersonal



**7. Yes or No**

Thinking Skill	Multiple Intelligence
Identification of components Generalize from given facts Compare and discriminate between ideas	Verbal/Linguistic Interpersonal

**8. Broken Silence**

Thinking Skill	Multiple Intelligence	Text Type
Identification of components Knowledge of major ideas	Verbal/Linguistic Interpersonal	Narrative

**9. Footsteps of My Life**

Thinking Skill	Multiple Intelligence
Observation and recall of information Knowledge of dates events, places	Verbal/Linguistic Visual/Spatial Body/Kinaesthetic Intrapersonal

**10. Chain of Odd Events**

Thinking Skill	Multiple Intelligence	Text Type
Identification of components Seeing patterns	Verbal/Linguistic Visual/Spatial Interpersonal	Literary