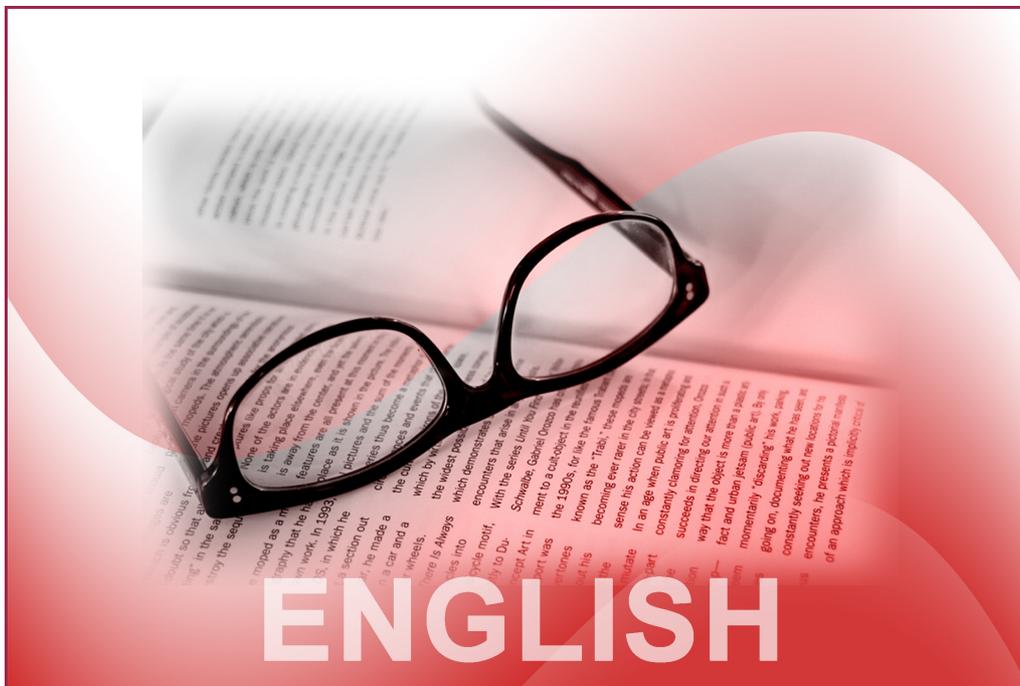




## BASIC EDUCATION ASSISTANCE FOR MINDANAO LEARNING GUIDE



### Grade Five English Module 7: SEQUENCING EVENTS Second Grading Period

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BASIC EDUCATION ASSISTANCE FOR MINDANAO  
GRADE FIVE ENGLISH  
MODULE 7: SEQUENCING EVENTS  
SECOND GRADING PERIOD



## Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 10

### Basic Education Curriculum Competencies

#### Grade 5 English: Sequencing Events

- Listening
  - Sequence events in the story listened to through groups of sentences
- Speaking
  - Use Pronouns
    - Demonstrative
    - Relative
    - Reflexive
    - Intensive
  - 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/holidays observed in the Philippines.
- 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.



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## Essential concepts, knowledge and understandings targeted

- 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.

## Specific vocabulary introduced

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

## Suggested organizational strategies

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

## Opportunities for Integration

Other Subject Areas:

- History/HEKASI
- Sining

Values:

- Consideration for others, Heroism, Bravery



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## Activities in this Learning Guide

### Activity 1: Keep Track

#### Multiple Intelligences

- Interpersonal, Body/Kinaesthetic, Verbal/Linguistic

#### Skills

- Knowledge of dates events, places
- Seeing patterns

### Activity 2: Because of You

#### Multiple Intelligences

- Interpersonal, Visual/Spatial, Verbal/Linguistic

#### Skills

- Knowledge of dates events, places
- Identification of components
- Seeing patterns

### Activity 3: Strings Attached

#### Multiple Intelligences

- Interpersonal, Verbal/Linguistic

#### Skills

- Knowledge of major ideas
- Identification of components
- Seeing patterns

#### Text Type

- Narrative

### Activity 4: Point It Out

#### Multiple Intelligences

- Interpersonal, Verbal/Linguistic

#### Skills

- Identification of components
- Compare and discriminate between ideas



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**Activity 5: Tell Me About It**

**Multiple Intelligences**

- Interpersonal, Verbal/Linguistic

**Skills**

- Generalize from given facts
- Identification of components
- Compare and discriminate between ideas

**Activity 6: An Emphasis**

**Multiple Intelligences**

- Interpersonal, Verbal/Linguistic

**Skills**

- Generalize from given facts
- Identification of components
- Compare and discriminate between ideas

**Activity 7: Yes or No**

**Multiple Intelligences**

- Interpersonal, Verbal/Linguistic

**Skills**

- Generalize from given facts
- Identification of components
- Compare and discriminate between ideas

**Activity 8: Broken Silence**

**Multiple Intelligences**

- Interpersonal, Verbal/Linguistic

**Skills**

- Knowledge of major ideas
- Identification of components

**Text Type**

- Narrative

**Activity 9: Footsteps of My Life**

**Multiple Intelligences**

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



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**Skills**

- Knowledge of dates events, places
- Observation and recall of information

**Activity 10: Chain of Odd Events**

**Multiple Intelligences**

- Interpersonal, Visual/Spatial, Verbal/Linguistic

**Skills**

- Identification of components
- Seeing patterns

**Text Type**

- Literary

**Key Assessment Strategies**

- Checklist
- Rubrics

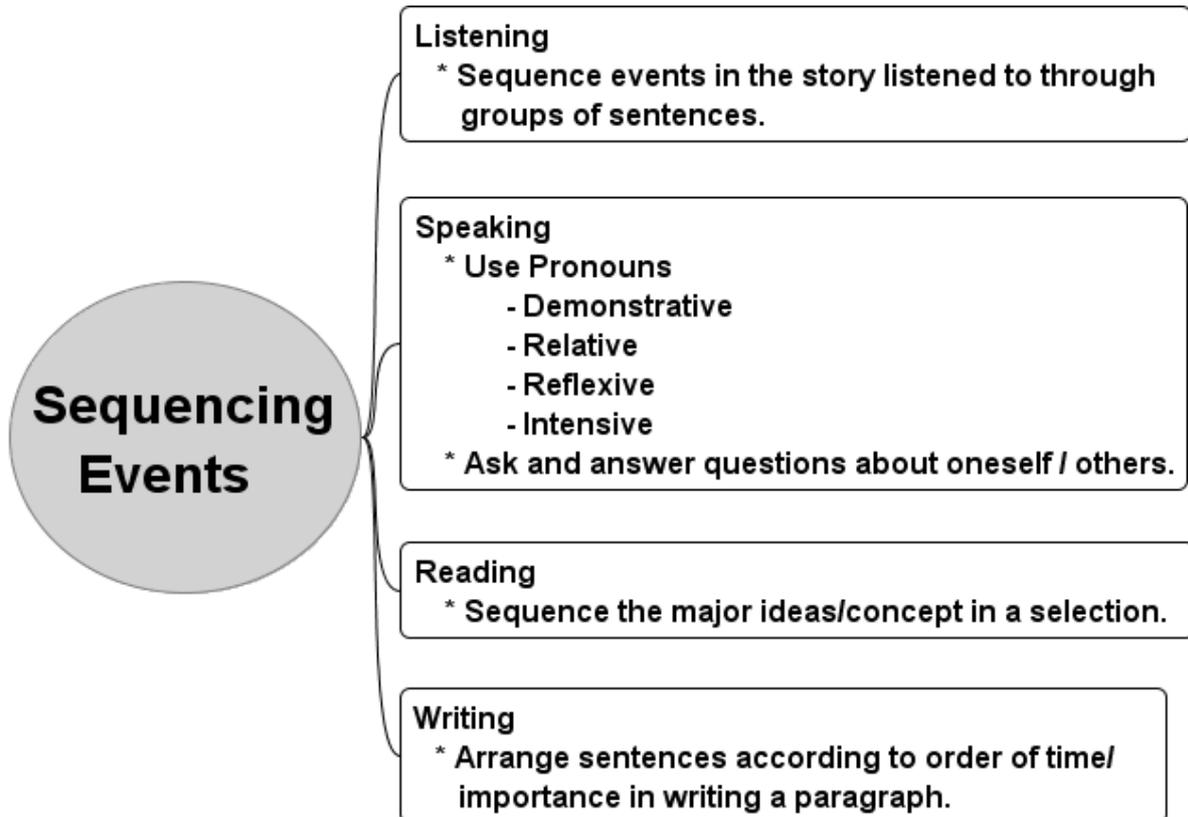


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## Mind Map

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



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## 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

Sequencing is a tool that helps students organize ideas, information, patterns, or unfolding events.

Events/holidays observed in our country can be arranged in order by students. Their prior knowledge about them is necessary to sequence them properly.

In this stage, the students will sequence events/holidays in correct chronological order and state the value of putting things in order.

### Strategy

**Collaborative Learning** is a strategy that involves two or more students working together as a group to easily finish a given task.

### Materials

Teacher Resource Material 1, “Keep Track” on page 19

word strips

sheets of paper and writing pens

### Activity 1: Keep Track

1. Divide the class into ten groups.
2. Distribute a set of word strips found on Teacher Resource Material 1 found on page 19 to each group.
3. Give the following instructions to the class:
  - Arrange the events/holidays observed in the country in chronological order and beside each event write the month or the exact date (if known) that each occurred.
  - You may begin with the earliest event and working forward to the present.
  - Rewrite and number them beginning with one (1) onward.
  - Prepare for a reporting.
4. Give enough time for the class to finish the activity.
5. Let the groups present and submit their outputs.
6. Process the activity with the following questions:
  - How did you know the activities in each month?
  - When events are arranged in sequence, what process are you doing? (Sequencing)
  - Is sequencing important? Why?
  - What will happen if things are not sequenced?

### Formative Assessment

Assess the performance of each group using the checklist below. Give a check mark or points to each item done by the group.



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- Arranged the events correctly.
- Identified the month/exact date of the events.
- Presented the output in logical, interesting sequence which audience can follow.
- Submitted a neat and clean output.
- Worked collaboratively.

### **Roundup**

The students should have learned to sequence events/holidays in the Philippines and have stated the importance of putting things in order.

## **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**

Sequencing is one of many skills that contribute to students' ability to comprehend what they read. It is therefore necessary to develop and improve this skill in the classroom through various exercises.

In this stage, students will sequence some of the events in the life of Benigno “Ninoy” Aquino, Jr in pictures. His life is the focus of the activity because the reading text is centered on him. It is necessary for the students to understand why Ninoy Aquino Day (August 21) is observed as a Special Public Holiday in the Philippines and how important are the events of his life to Filipinos.

### **Strategy**

**Pictures** are visual aids used to attract the interest of children while learning the targeted concepts of the topic.

### **Materials**

Teacher Resource Material 2 on page 20

Activity Sheet 1, “Because of You!” on page 21

### **Activity 2: Because of You!**

1. Give an input on Understanding Sequence found in Teacher Resource Material 2, page 20.
2. Divide the class into manageable groups.
3. Distribute to each group the Activity Sheet 1, “Because of You!” found on page 21.
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 helped you in sequencing the events?
  - Is observing the order of time important? Why?
  - How can putting events in order help in the comprehension of reading text?



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### Formative Assessment

Assess the performance of each group using the checklist below. Give a check mark or points to each item done by the group.

- Arranged the events correctly.
- All members participated in the group activity.
- Members listened to one another.
- Peer teaching was exhibited.
- Trust with each other was exhibited.

### Roundup

The students should have enhanced their sequencing skill by arranging some events in Ninoy Aquino's life that affected the lives of Filipinos.

## 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

The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within some larger context—the beginning, middle, and end of a story.

In this stage the students will read a narrative text about Benigno “Ninoy” Aquino, Jr. who fought for what is right for the Filipinos. They will sequence significant events in his life. They will also study and use demonstrative, relative, reflexive, intensive pronouns, and tag questions through study aids.

### Strategy

**Annolighting A Text** is a reading strategy that links concept of highlighting key words and phrases in a text and annotating those highlights with marginal notes.

**Sequential Vocabulary** is used for the students to discover the meanings of words by arranging them alphabetically.

**Study Aids** is a useful strategy wherein the teacher provides students with carefully constructed tools to assist students in learning specific topic. The students will just refer to that tool to construct their own understanding.

### Materials

Activity Sheet 2A (Pre Reading), “Strings Attached” on 22

Activity Sheet 2B (During Reading), “Strings Attached” on pages 23-24

Activity Sheet 2C (Post Reading), “Strings Attached” on page 25

Activity Sheet 3, “Point It Out” on page 26

Activity Sheet 4, “Tell Me About It” on page 27

Activity Sheet 5, “An Emphasis” on page 28

Teacher Resource Material 3 on pages 29-30



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Activity Sheet 6, “Yes or No” on page 31-32  
Teacher Resource Material 4, “Yes or No” on page 33  
highlighting pens or any markers  
sheets of paper

### **Activity 3: Strings Attached**

#### **Pre Reading**

1. Divide the class into groups with five members.
2. Distribute the Activity Sheet 2A for Pre Reading, “Strings Attached” found on page 22.
3. Check the students’ work using the answer key inside the parenthesis. (1. e, 2. g, 3. c, 4. i, 5. a, 6. j, 7. f, 8. d, 9. b, 10. h)
4. Process the activity with this question:
  - What helped you identify the meanings of the words?

#### **During Reading**

1. Use the same groupings in the Pre Reading.
2. Distribute the Activity Sheet 2B for During Reading, “Strings Attached” found on page 23-24.
3. Give the following instructions to the students.
  - Choose a leader, a secretary and a reporter.
  - Bring out your highlighting pens or markers (can be a pencil or a pen) and a sheet of paper.
  - While reading the selection, highlight the age of Ninoy or the year of important events in his life.
  - On the sheet of paper, annotate or write something about the age or the year you have highlighted.
  - Using your annotations, you will retell the selection orally.
4. Conduct the reading of the text.
5. After the reading, ask the following comprehension questions:
  - When and where was Ninoy born?
  - What was his first achievement as a journalist?
  - Why did he receive the Philippine Legion of Honor award?
  - How did his opponents receive his being a senator?
  - Why was Ninoy loved by Filipinos?
  - Why did Marcos declared martial law?
  - Why was Ninoy killed?
  - If you were Ninoy, will you go back to the Philippines in spite of all the dangers waiting for you? Why?
  - If you were to analyze, who could have headed the assassination of Ninoy in broad daylight and among so many escorts and reporters?



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- Is he an inspiration to Filipinos? Why?
  - Does he deserved to be remembered? Why?
6. Using the events you have annolighted, retell the selection to the class.

**Post Reading**

1. With the same groupings, distribute the Activity Sheet 2C for Post Reading, “Strings Attached” found on page 25.
2. Give enough time for the students to finish the activity.
3. Let the groups present their outputs.
4. Process the activity with these questions:
  - Is learning how to sequence events in a story important? Why?
  - Aside from stories, what other things can be sequenced?

**Activity 4: Point It Out**

1. Divide the class into manageable groups.
2. Distribute the Activity Sheet 3, “Point It Out” found on page 26.
3. Give enough time for the students to finish the activity. Offer help only when needed.
4. Let the group representatives present their outputs.
5. Process the activity with the following questions:
  - What are demonstrative pronouns?
  - How are they different from noun determiners?
6. Give some input on demonstrative pronouns. Refer to the Teacher Resource Material 3 found on page 29.
7. Give further exercises in using demonstrative pronouns in sentences.

**Activity 5: Tell Me About It**

1. Use the same groupings in the previous activity.
2. Distribute the Activity Sheet 4, “Tell Me About It” found on page 27.
3. Give enough time for the students to finish the activity. Offer help only when needed.
4. Let the groups present their outputs.
5. Process the activity with the following questions:
  - What are relative pronouns?
  - How useful are they in sentences?
6. Give some input on relative pronouns. Refer to the Teacher Resource Material 3 found on page 29.
7. Give further exercises in using relative pronouns in sentences.

**Activity 6: An Emphasis**

1. Use the same groupings in the previous activity. Change the groupings if necessary.
2. Distribute the Activity Sheet 5, “An Emphasis” found on page 28.
3. Give enough time for the students to finish the activity. Offer help only when needed.



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4. Let the groups present their outputs.
5. Process the activity with the following questions:
  - What are reflexive pronouns?
  - How are they different from intensive pronouns?
  - How useful are they in sentences?
6. Give some input on reflexive and intensive pronouns. Refer to the Teacher Resource Material 3 found on pages 29-30.
7. Give further exercises in using reflexive and intensive pronouns in sentences.

**Activity 7: Yes or No**

1. Group the students with five members in each.
2. Distribute the Activity Sheet 6, “Yes or No” found on page 31.
3. Give enough time for the students to finish the activity. Offer help only when needed.
4. Let the groups present their outputs.
5. Process the activity with the following questions:
  - How is a tag question written?
  - When is it used?
  - How should it be answered?
6. Give some input on using tag questions and in answering them. Refer to the Teacher Resource Material 4, “Yes or No” found on page 33.
7. Give further exercises in using tag questions and in answering them.

**Formative Assessment**

(Note to the teacher: Print the selection “Ninoy: An Inspiration For All” found on pages 23-24 on an old calendar or manila paper then post it on the board.)

For Activities 4, 5, 6 and 7, use the Assessment Tool 1 found on page 36.

**Roundup**

The students should have learned to sequence events and have used demonstrative, relative, reflexive and intensive pronouns in sentences. They should have also learned to write tag questions and have answered them correctly.

## **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**

Ninoy Aquino has a big part in the Philippine history. He was known for his bravery to fight dictatorship. But during martial law, he was imprisoned to silence him from criticizing the government. Five months after martial law was declared, Ninoy’s silence was broken through his articles published in the Bangkok Post which shocked the government.

In this stage , pupils will listen to the events leading to the publication of Ninoy’s articles , they will be made to sequence these events and write sentences about them using



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demonstrative, relative, reflexive and intensive pronouns . They will also create tag question and a yes/no answer about the selection.

### Strategy

**Cooperative Learning** is a successful teaching strategy in which small teams, each with students of different levels of ability, work together to do a given task. Each member of a team is responsible for helping each other to finish the task, thus creating an atmosphere of achievement.

### Materials

Teacher Resource Material 5, “Broken Silence” found on page 37

Activity Sheet 7, “Broken Silence” found on page 38

### Activity 8: Broken Silence

1. Divide the class into manageable groups.
2. Distribute the Activity Sheet 7, “Broken Silence” found on page 38.
3. Give the following instructions to the class:
  - Listen as I read to you a selection.
  - Take down notes especially the sequence of the events because these will be used in answering Activity Sheet 7.
4. Using the Teacher Resource Material 5, “Broken Silence” found on page 37, read the selection to the class. Let the students take down notes.
5. After reading, let the students activity.
6. Give enough time for the students to finish the activity.
7. Let the groups present their outputs.
8. Process the activity with these questions:
  - What helped you in sequencing the selection?
  - What special pronouns did you use in sentences?
  - What helped you in using them correctly in sentences?
  - Was writing a tag question about the selection easy? Why? How was it answered?

### Formative Assessment

Assess the performance of each group using the checklist below. Give a check mark or points to each item done by the group.

- Arranged the events correctly.
- Use the special pronouns in sentences correctly.
- Wrote an appropriate tag question and answered it properly.
- All members participated in the group activity.
- Members listened to one another.
- Peer teaching was exhibited.
- Trust with each other was exhibited.



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### Roundup

The students should have listened to a selection and have sequenced the events. They should have also used special pronouns in sentences and have written an appropriate tag question with a yes/no answer.

## 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 this stage, the students will sequence some of the special events in their lives which can also be a source of inspiration or entertainment. Whatever the events may be, the activity is an opportunity for students to feel special because it is a chance to tell something about their lives.

### Strategy

**Time lines** is a way of showing chronological order. A time line is a line that shows important events in the order in which they took place. To read a time line, you start at the left-hand side. You then go across the line, focusing on the events and the dates on which they happened. Earliest events will be on the left. More recent events will be on the right.

### Materials

Teacher Resource Material 6, “Footsteps of My Life” on page 39

Activity Sheet 8, “Footsteps of My Life” on page 40

### Activity 9: Footsteps of My Life

1. Have an input on time lines. Refer to the description of the strategy.
2. Present a sample time line found on the Teacher Resource Material 6, “Footsteps of My Life” on page 39. This can be written on the board or manila paper.
3. Distribute the Activity Sheet 8, “Footsteps of My Life” on page 40 to each student. You may also ask your students to do this on a sheet of paper, let them draw a horizontal line then footsteps where they will write the details of the events.
4. Conduct the activity.
5. Give enough time for the students to finish the activity.
6. Let some volunteers present their outputs.
7. Process the activity with the following questions:
  - What helped you in sequencing the important events in your life?
  - What did you feel when doing the activity?
  - For those who volunteered to share their outputs, was it easy or difficult to tell your classmates about your special events? Why?
  - What did you learn in the activity?

### Formative Assessment

Assess the output of each student using the checklist below. Give a check mark or points to each item done by the student. You may add some more if necessary.



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- Worked independently.
- Worked quietly.
- Was not disturbing others who were working.
- Handwriting was legible.
- Submitted a clean output.

### **Roundup**

The students should have sequenced some important events in their lives using time lines.

## **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**

Sequencing skills can be enhanced through various ways. Since the students were able to tell about their lives, this time they will know about an old lady who went through a series of odd events in her life.

The selection was chosen since the events are well organized. Although the selection is an impossibility, the purpose of the activity is for the students to see sequencing in an amusing and enjoyable way.

### **Strategy**

**Choral Reading** involves all students reading selections verbally at the same time. It is often used to encourage children who are not confident to read alone.

### **Materials**

Activity Sheet 9, “A Chain of Odd Events” on page 42

### **Activity 10: A Chain of Odd Events**

1. Divide the class into groups with 7 to 10 members.
2. Distribute to each group the Activity Sheet 9, “Chain of Odd Events” found on page 42.
3. Read the selection for the students to follow.
4. Explain the characteristics of choral reading and what it requires of each student. You may present the rubrics to be used in assessing the students' performance.
5. Explain how parts will be assigned and how important following along is when you are part of a performing group.
6. Have the children come up with a few tips on how to read the selection aloud and how to work as a group. These can be listed on the board to be used as reference.
7. Give enough time for the group to practice the choral reading piece.
8. Conduct the choral reading by group.
9. Process the activity with the following questions:
  - How were the events in the old lady's life presented?
  - Was it easy or difficult to have a choral reading of the piece? Why?



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- What helped your group in presenting the choral reading properly?
- Did you follow the tips you've given in reading the piece aloud and how to work as a group? If not, why?

**Formative Assessment**

Use the Choral reading Rubrics found on page 44 to assess the group presentation.

**Roundup**

The students should have read chorally and have sequenced the events in the piece correctly.

**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.



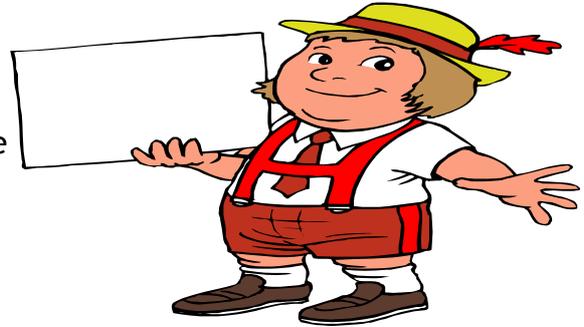
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Teacher Resource Material 1  
“Keep Track”

**Instructions:**

- Write each event listed below on a strip of paper.
- Cut the strips, disarrange them then place them in an envelope or staple them. These will compose one set to be given to each group.
- Give the set to each group.



|                             |
|-----------------------------|
| New Year's Day              |
| Valentine's Day             |
| EDSA Revolution Anniversary |
| Fire Prevention Month       |
| Araw ng Kagitingan          |
| Labor Day                   |
| Independence Day            |
| Nutrition Month             |
| Ninoy Aquino Day            |
| National Heroes' Day        |
| Science Month               |
| United Nations' Day         |
| Bonifacio Day               |
| Rizal Day                   |



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Teacher Resource Material 2



**UNDERSTANDING SEQUENCE**

*Sequence* is the order in which events occur. Writers have many different ways of arranging details in a passage. One common way to arrange ideas in a passage is by chronological order, the order of time. In chronological order, writers arrange their details from the beginning of an event or process to the end. Noticing chronological order in a passage helps you understand and remember the steps in a process.

**WHAT TO LOOK FOR**

**Signal Words**

Sometimes writers use signal words and phrases that provide clues to the order of events. Often, the signal words are first in a sentence, but they can be placed anywhere. Here are some of the most common signal words that show chronological order:

|         |                |          |        |           |       |
|---------|----------------|----------|--------|-----------|-------|
| after   | finally        | last     | next   | so        | third |
| before  | at that moment | later    | now    | yesterday | today |
| earlier | first          | long ago | second | soon      | when  |
| during  | in the future  | while    | since  | then      |       |

**Numbers**

Writers may also include time, days of the week, months, or years to help readers track the order of events. Writers sometimes number steps to show the sequence of events. This technique is especially common in science books that include experiments and labs, such as *Biology: The Web of Life*, because it helps readers complete each specific process in the correct order.

**Time Lines**

One way to show chronological order is to use a time line. A time line is a line that shows important events in the order in which they took place. To read a time line, you start at the left-hand side. You then go across the line, focusing on the events and the dates on which they happened. Earliest events will be on the left. More recent events will be on the right.

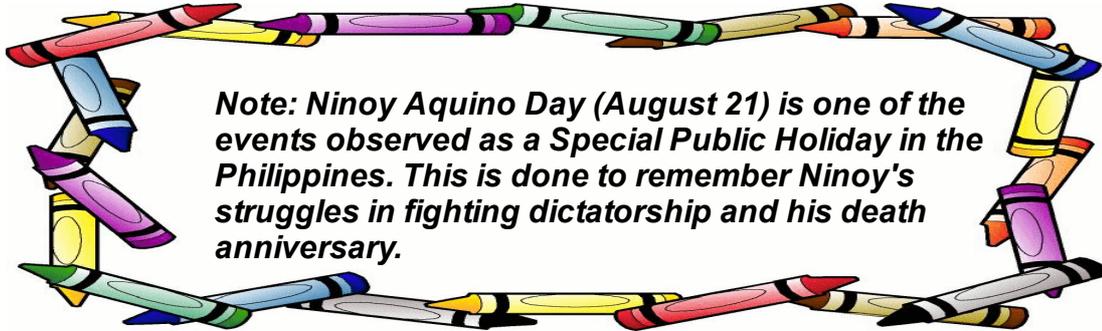
Source: <http://www.phschool.com/science/biosurf/superread/unit3/3strategy2...>



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Activity Sheet 1  
 “Because of You”



**Directions:**

- Study the pictures and events about the life of Benigno “Ninoy” Aquino, Jr.
- Sequence the pictures by numbering them from 1-8 . Write the numbers below each picture.

|   |  |  |   |
|---|--|--|---|
|  <p>The People Power Revolution took place on Feb. 22-25, 1986 showing the people's resistance against Marcos' government.</p> <p>_____</p> |  <p>September 21, 1972<br/>       Marcos declared martial law.</p> <p>_____</p>                                  |  <p>The People Power Revolution of 1986 drove Marcos to leave the country.</p> <p>_____</p>                           |  <p>August 31, 1983<br/>       Ninoy's funeral procession.</p> <p>_____</p>                             |
|  <p>August 21, 1983<br/>       Ninoy (laying) after he was shot in the head as he was escorted off the airplane.</p> <p>_____</p>          |  <p>August 21, 1983<br/>       Ninoy on his way to Manila, on board China Airlines Flight 813.</p> <p>_____</p> |  <p>Cory Aquino, Ninoy's widow, took oath as the President of the Philippines on February 25, 1986.</p> <p>_____</p> |  <p>Aquino was one of the first to be arrested and imprisoned during the martial law.</p> <p>_____</p> |



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Activity Sheet 2A  
“Strings Attached”



Directions:

- Discover the meaning of the underlined words by arranging the words in the second column in alphabetical order.
- Write the letter of the answers on the blanks provided.
- On another sheet of paper, use the underlined words in new sentences.

Column A

Column B

- |       |  |  |
|-------|--|--|
| _____ | 1. Ninoy acted as personal <u>emissary</u> to Luis Taruc, leader of a rebel group, and his assignment to the mission led to Taruc's unconditional surrender. | (a) noteworthy act displaying boldness, skill, etc.                      |
| _____ | 1. It was <u>expedient</u> for Ninoy to speak to Marcos. The circumstances of 1983 would make his words helpful to the government.                           | (a) somebody who may give punishment or other evil upon another          |
| _____ | 1. Ninoy's political <u>opponent</u> spoke negatively about him as if he has not done any good for the country.  | (a) enemy  |
| _____ | 1. During the martial law, Marcos claimed <u>supreme</u> power thus his words must be obeyed by Filipinos.   | (a) reasons for something  |
| _____ | 1. He achieved much in his career as a journalist and because of his journalistic <u>feats</u> , he received an award.                                       | (a) agent on a mission   |
| _____ | 1. <u>Ninoy</u> became the youngest Korean war <u>correspondent</u> when he was sent by Manila Times to report on it.  | (a) persons joined with another for a common purpose                     |
| _____ | 1. Having <u>allies</u> is good because you have partners in achieving common goals.   | (a) desirable under the circumstances                                    |
| _____ | 1. The <u>rationale</u> for the country's return to democracy was never heard by Marcos because the bearer of the explanation was killed.                    | (a) unconfirmed report   |
| _____ | 1. Ninoy became the greatest <u>threat</u> to his political enemies because they see him as somebody who can harm their career.                              | (a) highest  |
| _____ | 1. Marcos was <u>rumored</u> to be sick but nobody can give any proof about it.  | (a) one employed to contribute news, etc. regularly from a distant place |



## Activity Sheet 2B “Strings Attached”

### Ninoy Aquino: An Inspiration For All



Benigno “Ninoy” Servillano Aquino, Jr was born on November 27, 1932, in Tarlac Province, on the island of Luzon to a well known family. His ambition and energy stood out early when, at age 17 (being the youngest war correspondent), was sent by the *Manila Times* newspaper to report on the Korean war (1950-53). Because of his journalistic feats, he received a Philippine Legion of Honor award from President Elpidio Quirino at age 18.

At 21, he became a close adviser to then defense secretary Ramon Magsaysay. In early 1954, he was appointed by President Ramon Magsaysay to act as personal emissary to Luis Taruc, leader of the Hukbalahap rebel group. For four months, Ninoy himself negotiated for Taruc's unconditional surrender. He became the Philippines' youngest mayor of Conception in 1955 at the age of 22. In the same year he married Corazon “Cory” Cojuangco, with whom he eventually raised five children.

At age 27, he became the nation's youngest vice-governor of Tarlac province and eventually became governor of it in 1961 at age 29. In 1967, Aquino once again made history when he became the youngest senator ever elected in the Philippines at age 34. He was the only “survivor” of the Liberal Party who made it to the senate, where he was inevitably singled out by Marcos and his allies as their greatest threat.

Aquino became famous for his gifts as a public speaker and for his brilliant mind, as well as his great ambition. He became the leading candidate for the presidency in 1973, when President Marcos was scheduled to leave office after completing the maximum two terms as president. Aquino's ambition to be president was never realized, however, because President Marcos himself declared martial law (a state of emergency in which military authorities are given temporary rule) on September 21, 1972. At the same time Marcos dissolved the constitution, claiming supreme power and jailing his political opponents, including Aquino. Aquino was charged with murder, subversion (intention to undermine legal authority), and illegal possession of firearms. Although he denied the charges, Aquino was found guilty and was convicted by a military tribunal, or military court, and spent over seven years in prison. In 1980 he was allowed to go to the United States for a heart bypass operation. For three years, he remained in the United States as a refugee. He traveled extensively in the U.S. delivering speeches critical of the Marcos government.





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In the first quarter of 1983, Aquino was receiving news about the deteriorating political situation in his country combined with the rumored declining health (due to lupus) of President Ferdinand Marcos. He believed that it was expedient for him to speak to Marcos and present to him his rationale for the country's return to democracy, before extremists took over and make such change impossible.

Aquino decided to go back to the Philippines, fully aware of the dangers that awaited him. He asserted his willingness to suffer the consequences declaring, *“the Filipino is worth dying for.”* In his last formal statement that he wasn't able to deliver, he said, *“I have returned to join the ranks of those struggling to restore our rights and freedom through nonviolence. I seek no confrontation.”*



On August 21, 1983, upon arriving Manila airport he was shot in the head and killed. The official commission's majority report found that Aquino was not slain by the alleged gunman, as Marcos and the military claimed, but was the victim of a “criminal conspiracy” by the military led by General Fabian C. Ver, who was the armed forces chief of staff.

In December 1985, the court proclaimed that General Ver and the others charged with Aquino's murder were not guilty. Marcos promptly returned Ver to his former position. Popular unrest with Marcos' rule grew steadily. Within weeks a political movement formed around Aquino's widow, Corazon. The Filipinos themselves fought against dictatorship. The People Power Revolution in February 1986 drove Marcos into exile and placed Cory Aquino in the seat of power as President of the Philippines.



Sources:

<http://www.notablebiographies.com/An-Ba/Aquino-Benigno.html>

[http://en.wikipedia.org/wiki/Benigno\\_Aquino,\\_Jr.](http://en.wikipedia.org/wiki/Benigno_Aquino,_Jr.)





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**Activity Sheet 3**  
**“Point It Out”**

Read and study the sentences below.

| Demonstrative Pronouns   | Noun Determiners                                      |
|--|---|
| 1. Vangie, <u>that</u> is mine.<br>( <u>That</u> is referring to the book at a distance.)                  | 1. <u>That</u> book is mine.                          |
| 2. <u>This</u> is the project of Ninoy's supporters.<br>( <u>This</u> is referring to the project nearby.) | 2. <u>This</u> project is done by Ninoy's supporters. |
| 3. <u>Those</u> are Ninoy's pictures.<br>( The word <u>those</u> refers to the pictures at a distance.)    | 3. <u>Those</u> pictures are about Ninoy.             |
| 4. These are mine.<br>( The word <u>these</u> refers to things near the speaker.)                          | 4. <u>These</u> notebooks are mine.                   |



**Think**

Answer the following questions:

➤ Read the underlined words in the first column. They are **demonstrative pronouns**? What is the function of these words?

\_\_\_\_\_

\_\_\_\_\_

➤ Study the usage of the underlined words in the first column.

- When is that used in a sentence?

\_\_\_\_\_

- When is this used in a sentence?

\_\_\_\_\_

- When is those used in a sentence?

\_\_\_\_\_

- When is these used in a sentence?

\_\_\_\_\_

- Use that, this, those, and these in sentences.

➤ Study the underlined words in the second column. They are **noun determiners** not demonstrative pronouns. How do they differ to demonstrative pronouns?

\_\_\_\_\_



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Activity Sheet 4  
 “Tell Me About It”

Another special pronoun is the **relative pronoun**. Study these sentences



**Look closer**

1. The man who became the youngest war correspondent was Ninoy Aquino, Jr..
2. Aquino whose known for his gifts as a public speaker was admired by Filipinos.
3. The money that has Ninoy's face is the five hundred bill
4. Corazon “Cory” Cojuangco the woman whom he loved so much became one of the Philippines' President.
5. The award which he received was the Philippine Legion of Honor.

Note: An independent clause expresses a complete thought, it can stand by itself while a dependent clause cannot stand by itself. It is always introduced by a subordinating conjunction.

➤ Using the sentences on top, provide what are stated in the table:

| Sentence | Independent Clause | Dependent Clause | Noun-subject of the Independent Clause | Words that introduce the description of these nouns |
|----------|--------------------|------------------|--|---|
| 1        |                    |                  |  |   |
| 2        |                    |                  |  |   |
| 3        |                    |                  |  |   |
| 4        |                    |                  |  |   |
| 5        |                    |                  |  |   |

➤ Answer the following questions:

- What is the function of the words that are underlined twice?

\_\_\_\_\_

- Use the words that were underlined twice in your own sentences. Use another sheet of paper if necessary.



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**Activity Sheet 5**  
**“An Emphasis”**

Directions:

➤ Study the following:

Compound personal pronouns are made by adding *-self* or *-selves* to certain forms of the personal pronouns. The chart below shows the forms of the compound personal pronouns.



|               | Singular                     | Plural     |
|---------------|------------------------------|------------|
| First Person  | myself                       | ourselves  |
| Second Person | yourself                     | yourselves |
| Third Person  | himself<br>herself<br>itself | themselves |

➤ Answer this question.

- What word is each compound personal pronoun made of?
- \_\_\_\_\_

➤ Study the chart that follows. Find out how these pronouns are used in two different ways.

| Intensive Pronouns  | Reflexive Pronouns   |
|---|--|
| <p>Ninoy <u>himself</u> negotiated for Taruc's unconditional surrender.</p> <p>The Filipinos <u>themselves</u> fought against dictatorship.</p> | <p>We heard the announcement <u>ourselves</u>.</p> <p>The Filipinos prepare <u>themselves</u> for the EDSA revolution.</p> |

➤ Answer the following questions:

- Which pronouns are used to emphasize a noun or pronoun that comes before them? \_\_\_\_\_
- Which are used as objects referring to the same person or thing as the subject? \_\_\_\_\_
- What are intensive pronouns? \_\_\_\_\_
- What are reflexive pronouns? \_\_\_\_\_



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### Teacher Resource Material 3



Special pronouns function in sentences in various ways.

A. **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.

Examples:

- *This* is the award he received.
- Toti, *that* is not yours.
- *Those* are important to me.
- *These* were given to me by my friend

If the words *this*, *these*, *that*, and *those* are placed before a noun, they no longer function as pronouns but as noun determiners.

Examples:

- *This* award was given to him.
- They live in *that* hill.
- *Those* blouses are colorful.
- *These* books are new.

B. 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*.

Use *who* for persons referred to, *which* for animals or things, and *that* for things.

Examples:

- The TV reporter who hosts “Rated K” is Korina Sanchez.
- This is the place where the People Power Revolution happened.
- The man whose son is very sick joined the revolution.
- The event which changed the lives of the Filipinos was the Martial law.

C. **Compound personal pronouns** are made up of the word *self* (singular) or *selves* (plural) and certain forms of the personal pronouns.

Compound personal pronouns have two uses: they can be *intensive* or *reflexive*.

An **intensive pronoun** is used to emphasize a noun or pronoun before it.



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A **reflexive pronoun** refers to a pronoun which indicates that the same person or thing is involved.

These pronouns agree with their antecedents in person, number, and gender.

Examples:

| Intensive Pronouns   | Reflexive Pronouns                                   |
|--|--|
| I <i>myself</i> find cooking interesting.                  | I find <i>myself</i> interested in cooking.          |
| The dog <i>itself</i> brought the newspaper to its master. | The dog saw <i>itself</i> in the pool of water.      |
| We <i>ourselves</i> should dispose our garbage properly.   | We gathered <i>ourselves</i> in front of the office. |
| My mother <i>herself</i> wrapped the gift for my birthday. | My mother gave <i>herself</i> a treat.               |

Sources:

English For All Times, Language Textbook, Grade Five

Fun in English, Language Textbook, Grade five

Ripples 5, English Language Arts and Skills



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**Activity Sheet 6**  
**“Yes or No”**



Directions:

- Look at the picture.
- Study the questions and answers in the chart.

| Question              |                           |           |                                 |                             | Answer        |         |                     |
|-----------------------|---------------------------|-----------|---------------------------------|-----------------------------|---------------|---------|---------------------|
| Subject               | Auxiliary Verb/Verb to be | Main Verb | Rest of the Sentence            | Tag Question                | Yes/No Answer | Subject | Auxiliary Verb/Verb |
| 1. The boy            | is                        | holding   | a book,                         | isn't he?<br>(negative tag) | Yes,          | he      | is.                 |
| 2. The teacher        | can                       | get       | the pupils' attention,          | can't she?                  | Yes,          | she     | can.                |
| 3. The other children | are                       | listening | to the teacher,                 | aren't they?                | Yes,          | they    | are.                |
| 4. The boy            | isn't                     | playing   | with others,                    | is he?<br>(positive tag)    | No,           | he      | isn't.              |
| 5. The teacher        | can't                     | see       | clearly without her eyeglasses, | can she?                    | No,           | he      | can't.              |
| 6. The children       | aren't                    | talking   | with their seat mates,          | are they?                   | No,           | they    | aren't.             |

➤ Answer the following questions:

- Are the questions above asking for specific information? \_\_\_\_\_



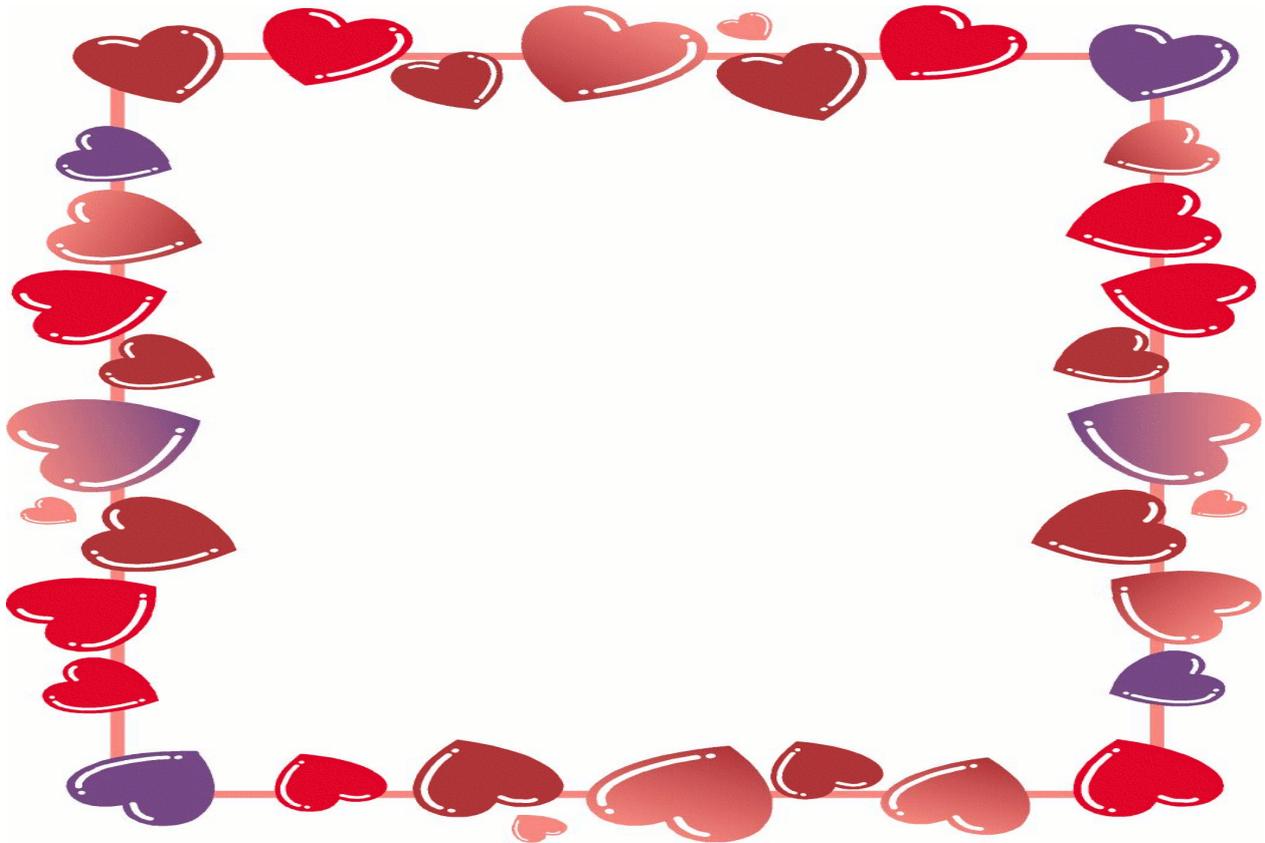
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- What kind of answer does each question require? \_\_\_\_\_
- How does each question end? \_\_\_\_\_
- What kind of verbs are used with questions answerable by yes or no?  
\_\_\_\_\_
- Study the stem and the tag of numbers 1, 2, and 3, if the stem is positive, what happens to the tag? \_\_\_\_\_
- Study the stem and tag of numbers 4, 5 and 6, if the stem is negative, what happens to the tag? \_\_\_\_\_
- Look at the auxiliary verb/verb to be used in the tag, are they the same with those used in the stem? \_\_\_\_\_  
\_\_\_\_\_
- Now study the answers given on the second column, which ones are affirmative answers? \_\_\_\_\_
- Which answers are negative? \_\_\_\_\_
- If the tag question is positive, how is it answered? \_\_\_\_\_
- If the tag question is negative, how is it answered? \_\_\_\_\_
- Based on your answers, what should be remembered when asking and answering tag questions. Write your answer inside the hearts.



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**Teacher Resource Material 4**  
**“Yes or No”**



**Using Tag Questions**

A tag question is composed of a stem or statement and a tag question.

A tag question should have a falling intonation if the person asking is sure of the answer and a rising intonation if he/she is not sure of the answer.

| Question              |                           |           |                        |                             | Answer        |         |                     |
|-----------------------|---------------------------|-----------|------------------------|-----------------------------|---------------|---------|---------------------|
| Subject               | Auxiliary Verb/Verb to be | Main Verb | Rest of the Sentence   | Tag Question                | Yes/No Answer | Subject | Auxiliary Verb/Verb |
| 1. The boy            | is                        | holding   | a book,                | isn't he?<br>(negative tag) | Yes,          | he      | is.                 |
| 2. The teacher        | can                       | get       | the pupils' attention, | can't she?                  | Yes,          | she     | can.                |
| 3. The other children | are                       | listening | to the teacher,        | aren't they?                | Yes,          | they    | are.                |



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|                 |        |         |                                 |                          |     |      |         |
|-----------------|--------|---------|---------------------------------|--------------------------|-----|------|---------|
| 4. The boy      | isn't  | playing | with others,                    | is he?<br>(positive tag) | No, | he   | isn't.  |
| 5. The teacher  | can't  | see     | clearly without her eyeglasses, | can she?                 | No, | he   | can't.  |
| 6. The children | aren't | talking | with their seat mates,          | are they?                | No, | they | aren't. |

These tag questions follow the patterns:

- Positive Stem + Negative Tag
- Negative Stem + Positive Tag

A comma (,) separates the tag from the rest of the sentence.

Be-verbs like *am, is, are, was, were* and other auxiliary verbs *do, does, did, has, have, had, can, could, should, must* are verbs that can be used in questions answerable by yes or no.

To ask questions answerable by yes or no, start the question with the subject followed by the auxiliary verb/verb to be, main verb and the rest of the sentence.

Some sentences do not have auxiliary verb/verb to be but only the main verb. These sentences use *do, does, or did* their tag questions. Examples are written below:

| Question |           |                      |              | Answer        |         |                           |
|----------|-----------|----------------------|--------------|---------------|---------|---------------------------|
| Subject  | Main Verb | Rest of the Sentence | Tag Question | Yes/No Answer | Subject | Auxiliary Verb/Verb to Be |
| She      | speaks    | well,                | doesn't she? | Yes,          | she     | does.                     |
| They     | speak     | well,                | don't they?  | Yes,          | they    | do.                       |
| They     | spoke     | well,                | didn't they? | Yes,          | they    | did.                      |

*Does* is used for singular subjects and the verb is in the -s form, *do* is used for plural subject and the main verb is in the base or simple form while *did* is used for actions done in the past.

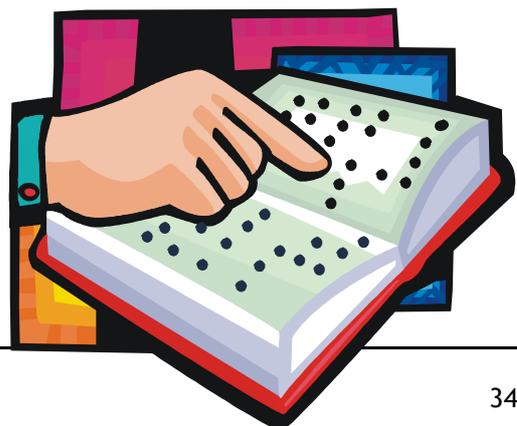
**Answering Tag Questions**

➤ A positive tag question is answered by a No + Negative rejoinder, as in:

You don't like movies, *do you?* (positive tag)

No, I don't. (No + negative rejoinder)

➤ A negative tag question is answered by a Yes + positive rejoinder, as in:





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You do like gardening, *don't you?* (negative tag)

Yes, I do. (Yes + positive rejoinder)

Sources:

English For All Times, Language Textbook, Grade Five

Fun in English, Language, Textbook for Grade Five

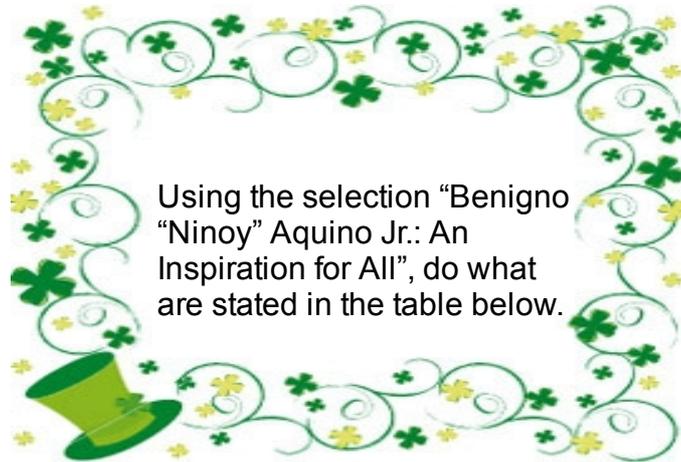
Ripples 5, English Language Arts and Skills



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Assessment Tool 1 for Activities 4, 5, 6 and 7



| Based on the selection, write sentences using the following: |              |
|--|--------------|
| (a) Demonstrative pronouns                                   | 1.<br><br>2. |
| (a) Relative pronouns  | 1.<br><br>2. |
| (a) Reflexive pronouns                                       | 1.<br><br>2. |
| (a) Relative pronouns  | 1.<br><br>2. |
| (a) Tag questions with Yes/No answers                        | 1.<br><br>2. |



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Teacher Resource Material 5  
“Broken Silence”

➤ Read the selection to the class.

Five months after Ferdinand Marcos declared martial law, the Bangkok Post contained articles written by Sen. Benigno “Ninoy” Aquino, Jr. Smuggled into Thailand, the articles became the Post's world exclusive. How did this material reached the editor in chief of the Bangkok Post, Theh Chongkhadikij, while in fact Marcos had closed down independent papers, TV was censored, journalists who tried to destroy the government were detained and those released were under surveillance? The chain of events started in one of the visiting hours of Ninoy's family in the prison. After Ninoy used the rest room, he signaled Ballsy (his oldest daughter) to go to the rest room, too. When Ballsy was already in the rest room, she took and placed her father's writings into her pocket. The family ended the visit and came out of the prison unchecked by the guards.. Cory was instructed by Ninoy to get the articles from Ballsy and give a copy to Alfonso Policarpio, Jr., Ninoy's assistant and to Robert Chaplen, reporter of The New Yorker. Policarpio then gave the papers to Juan L. Mercado, journalist and columnist of Mabuhay, who was released by the military two months earlier. After Policarpio gave the papers to Mercado, the latter picked a carrier, his friend, the Air India manager who flew out of Manila regularly. Without hesitation, Mercado's manager-friend brought it out of Manila and even hand-carried the envelope to the Bangkok Post. The Post published in full Aquino's “situationer-memo,” an honest account of what he knows or thinks he knows.



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**Activity Sheet 7**  
**“Broken Silence”**

Directions:

1. Identify and sequence the events that led to the publication of Ninoy Aquino's articles during the martial law. Use the notes you have taken down. Write your answers inside the rounded rectangle .

2. Use the identified and sequenced events in sentences using:

|                                       |  |
|---------------------------------------|--|
| (a) Demonstrative pronouns            |  |
| (b) Relative pronouns                 |  |
| (c) Reflexive pronouns                |  |
| (d) Intensive pronouns                |  |
| (e) Tag question                      |  |
| (f) Yes/No answer to the tag question |  |



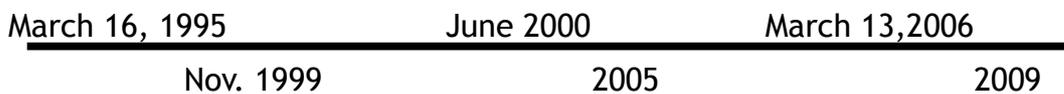
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Teacher Resource Material 6  
“Footsteps of My Life”



**My Life So Far**



**Date Details**

March 16, 1995 I was born :

I was born in Cotabato City. My mother, father and had been waiting for me. That was a special event to them.

Nov. 1999 A new baby arrived.:

My sister, who was named Raenielle was born, adding another person to our family and taking half of my room.

June 2000 First day of school.:

When I started kindergarten, I met my best friend Ann. I introduced myself to her. We still see each other until now.

2005 Our family moved.:

My parents looked for a new house and rented it. We had to move from Roales Street to General Luna Street. It was sad to say goodbye to all my friends in the neighborhood.

March 13, 2006 My elementary graduation.:

I graduated in elementary. My parents gave me a treat at Jollibee. I even kept the pictures we had because those were really special for me.

2009 We got a new dog!:

My aunt gave us a new dog and I named it Duke. Our dog likes to look at himself in the water.



BASIC EDUCATION ASSISTANCE FOR MINDANAO  
GRADE FIVE ENGLISH  
MODULE 7: SEQUENCING EVENTS  
SECOND GRADING PERIOD



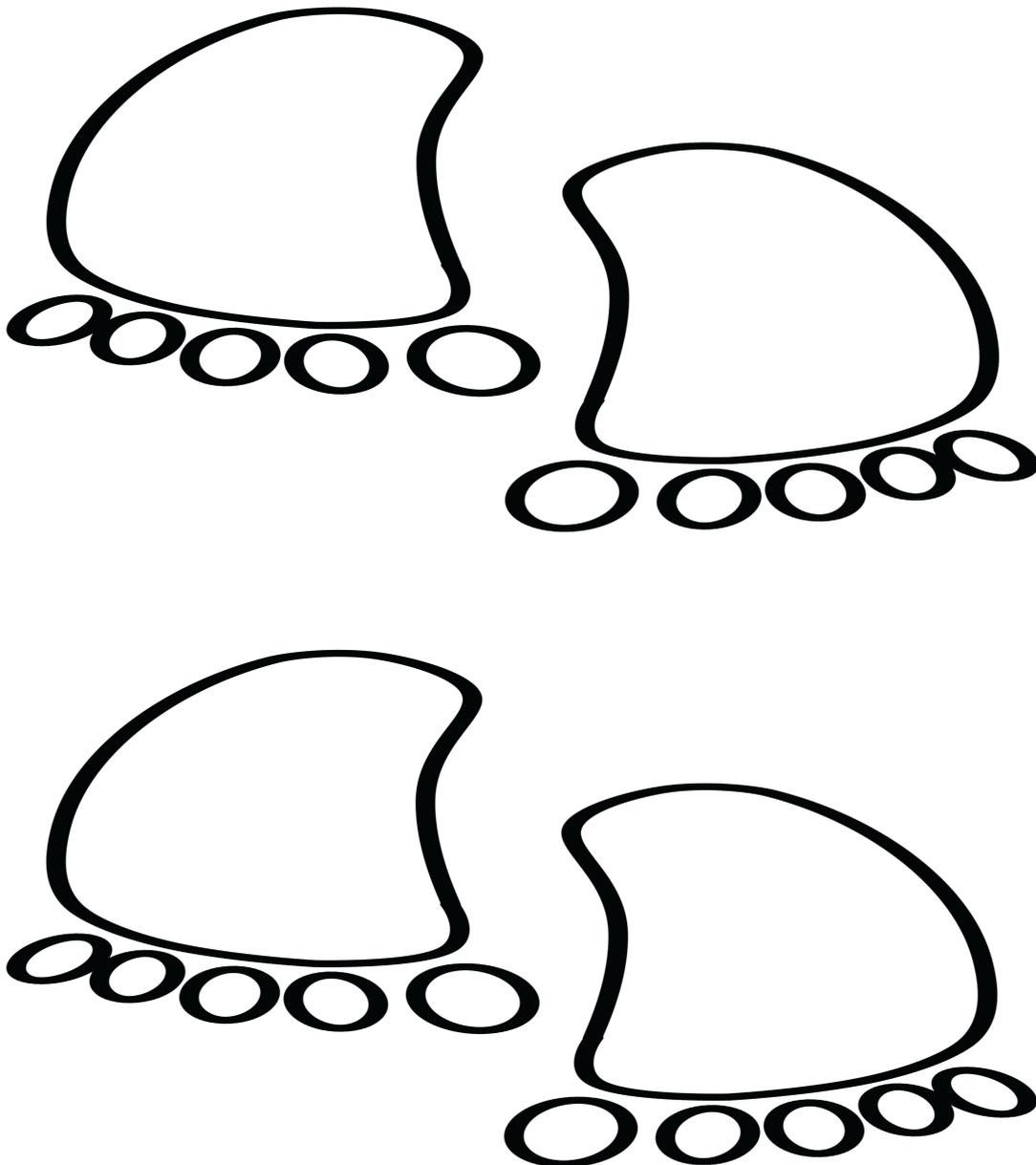
Activity Sheet 8  
“Footsteps of My Life”

Directions:

➤ Fill in the time line with dates of eight important events in your life.

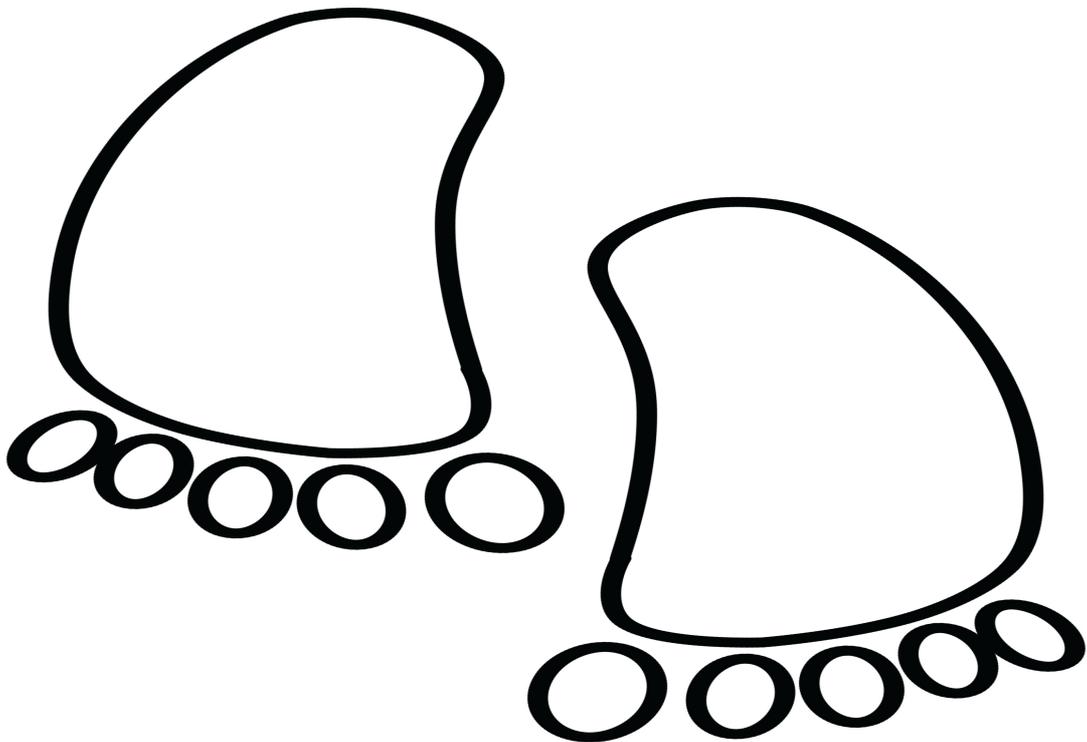
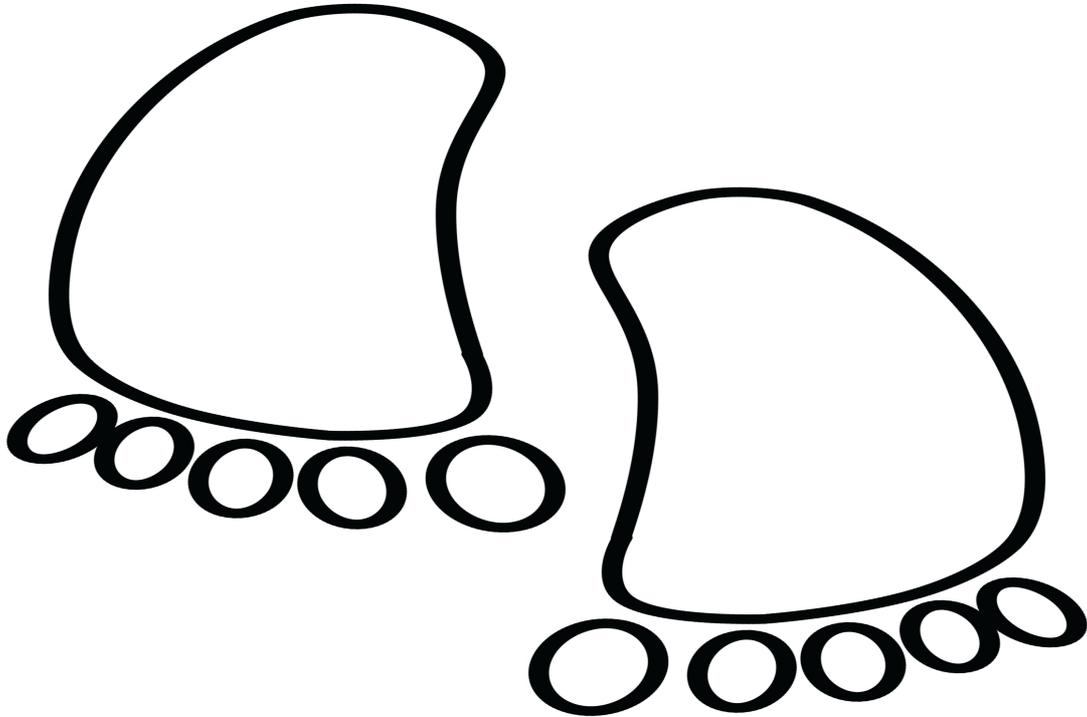


➤ On the footsteps, write the details of the listed dates. Use demonstrative, relative, reflexive or intensive pronouns in your sentences.





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Activity Sheet 9  
“Chain of Odd Events”

Direction:

- Read the piece for choral recitation.

***Old Lady Who Swallowed a Fly***

There was an old lady who swallowed a fly.  
I don't know why she swallowed that fly,  
Perhaps she'll die.



There was an old lady who swallowed a spider,  
That wiggled and wiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
But I don't know why she swallowed that fly -  
Perhaps she'll die.

There was an old lady who swallowed a bird;  
How absurd, to swallow a bird!  
She swallowed the bird to catch the spider  
That wiggled and wiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
But I don't know why she swallowed that fly -  
Perhaps she'll die



There was an old lady who swallowed a cat.  
Imagine that, she swallowed a cat.  
She swallowed the cat to catch the bird ...  
She swallowed the bird to catch the spider  
That wiggled and wiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
But I don't know why she swallowed that fly  
Perhaps she'll die.



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There was an old lady who swallowed a dog.  
What a hog! To swallow a dog!  
She swallowed the dog to catch the cat...  
She swallowed the cat to catch the bird ...  
She swallowed the bird to catch the spider  
That wiggled and wiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
But I don't know why she swallowed that fly  
Perhaps she'll die.



There was an old lady who swallowed a goat.  
Just opened her throat and swallowed a goat!  
She swallowed the goat to catch the dog ...  
She swallowed the dog to catch the cat.  
She swallowed the cat to catch the bird ...  
She swallowed the bird to catch the spider  
That wiggled and wiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
But I don't know why she swallowed that fly  
Perhaps she'll die.

There was an old lady who swallowed a cow.  
I don't know how she swallowed a cow!  
She swallowed the cow to catch the goat...  
She swallowed the goat to catch the dog...  
She swallowed the dog to catch the cat...  
She swallowed the cat to catch the bird ...  
She swallowed the bird to catch the spider  
That wiggled and wiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
But I don't know why she swallowed that fly  
Perhaps she'll die.



There was an old lady who swallowed a horse -  
She's dead, of course.



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**Choral Reading Rubric for Activity 10**  
**“Chain of Odd Events”**



|   | 1- Poor | 2- Needs Attention       | 3-Good | 4-Excellent |
|---|---------|--------------------------|--------|-------------|
| Students read designated script parts when appropriate.                 |         |                          |        |             |
| Students follow along with script while others are reading their parts. |         |                          |        |             |
| Students actively listen to other’s lines and input to script.          |         |                          |        |             |
| Students use appropriate tone for character and lines.                  |         |                          |        |             |
| Students read script lines audible to entire audience.                  |         |                          |        |             |
| Students present script lines with good posture                         |         |                          |        |             |
| Students read script in a cohesive manner.                              |         |                          |        |             |
| <b>Total Score</b><br>(out of 28 points)                                |         | <b>Comments:</b><br><br> |        |             |



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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                                    | <b>1. Activating Prior Learning</b> | <b>2. Setting the Context</b> | <b>3. Learning Activity Sequence</b> | <b>4. Check for Understanding</b> | <b>5. Practice and Application</b> | <b>6. Closure</b> |
|--|-------------------------------------|-------------------------------|--------------------------------------|-----------------------------------|------------------------------------|-------------------|
| 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