



BASIC EDUCATION ASSISTANCE FOR MINDANAO

Grade Five English

Module 8: CAUSE AND EFFECT

Third Grading

TRAINER'S GUIDE



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Edited and produced by the Materials Development Center, Friday, August 15, 2008



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GRADE FIVE ENGLISH - THIRD GRADING
CAUSE AND EFFECT**



Purpose of the Trainer's Guide

According to a famous writer, Thomas E. Cronin, "The first law of teaching is to "know your stuff," to be exceptionally knowledgeable in a subject area. No matter how good a teacher's style or other abilities may be or how charming and devoted a person, the teacher will never be effective if he or she has glaring gaps in understanding the materials.

In the same manner, the teacher-trainer would never be successful in making teachers in the field understand how to use this Learning Guide unless he/she himself/herself knows how to effectively deliver what the teachers need to know and do to make use of the Learning Guides.

Through this Trainer's Guide, you, the teacher-trainer will have a thorough understanding on how to effectively carry out essential concepts and teaching strategies incorporated in the Learning Guide entitled "Cause and Effect" that in turn, you should make teachers understand during the training.

SESSION 1: OVERVIEW, WALK-THROUGH, EXPLORING OF THE LEARNING GUIDE (90 Min.)

SESSION 2: LESSON PLANNING AND CRITIQUING OF THE LESSON PLANS (90 Min.)



Reminder

Make sure the following materials are prepared before starting this demo/ training session on the Learning Guide mentioned above.

Materials to be used during the walk through and exploring of the Learning Guide

- Name cards with the following words:
- Six Stages of Learning
 - Activating Prior Learning
 - Setting the Context
 - Learning Activity Sequence
 - Check for Understanding
 - Practice and Application
 - Closure
- Diagram about the Learning Guide "Cause and Effect"
- 8 manila paper



Speaker's Notes

Good day to all of us!



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“Learning to be an excellent teacher is a career-long undertaking because a great teacher is never a finished product but rather is always in the process of becoming.” This is what Thomas E. Cronin, a famous writer quoted in one of his essays.

As teachers, to give ourselves a sense of who we are is not only our end but more importantly, of who our students are, and who they might become because of our teaching.

But, how can we really make ourselves better teachers? What have you done so far that you think contribute to your being an “effective teacher”? (Ask the participants) Excellent! Your sharing means that you really are giving your best to make your students learn.

On the otherhand, no one actually knows the formula for effective teaching, but it is worth trying to define what good teachers do.

*For the past years, BEAM has tried its best to draw out the best in teachers, and to help uplift the system of education we have at hand. In BEAM, we believe that **constructivists' approach** of teaching is the best way for students to achieve quality learning.*

*Who is familiar with **Constructivism** theory of learning? (Ask participants to answer.) Exactly! Constructivism is a philosophy of learning based on the principle that, we construct meaning based on our current knowledge.*

This theory of learning would transform our students from passive receivers of information to active participants in the learning process because they will be the ones to construct their own knowledge.

Hence, BEAM provides Learning Guides which incorporate varied alternative teaching and learning strategies that would make our students create their own knowledge. This is at the same time to foster the development of Higher Order Thinking Skills among our students.

*It is important to note that **BEAM Learning Guides are not Lesson Plans and BEAM does not provide Lesson Plans**. BEAM believes that giving teachers ready made Lesson Plans would delimit the ability and creativity of teachers, thus, barring them to explore various strategies that they deem effective and necessary. More importantly, we have to remember that the students we deal with in a particular class are different from other classes. They have different capacities, abilities and talents. Therefore, a particular activity may be applicable to one class but may not be applicable to another class. Perhaps a particular activity could be easily done by a particular group of students but other group of students would still need more facilitation from the teachers and more detailed presentation of the lesson before they could assimilate the targeted concept. In addition, teachers might want to use other materials in teaching the topic that he/she thinks of big help for him/her to carry out a particular activity. For these reasons, BEAM prefer to provide Learning Guides, not Lesson Plans.*

*What exactly are these **LEARNING GUIDES**?*

- *They are a collection of comprehensive teacher-resource and student-activity materials that can easily be modified by teachers in the field to suit their own special needs and the needs of their learners as well.*
- *They are based on the **Basic Education Curriculum (BEC)** competencies.*
- *They are based on BEAM's four **Principles of Learning**.*



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- They incorporate a number of student-centered activities that use alternative teaching and learning strategies to foster Higher Order Thinking Skills (HOTS).

The presentation of the activities in the Learning Guide is sequenced according to the **SIX Stages of Learning** which are respectively arranged below.

1. *Activating Prior Learning*
2. *Setting the Context*
3. *Learning Activity Sequence*
4. *Check for Understanding*
5. *Practice and Application*
6. *Closure*

Each stage of the Learning Guide has the following six sections:

- The **Background or Purpose** usually states the objectives set for the activity used in that particular stage. It further explains how the activities came up and how it helps develop the targeted concepts.
- The **Strategy** is being described to help the teacher visualize its effectiveness and how it is used.
- The **Materials** are also enumerated so that the teacher will be guided on the planning and preparation of the learning activity.
- The **Activity** presents a well-planned and carefully chosen activity to create an interactive teaching-learning environment in the classroom.
- The **Formative Assessment** is a section in which the teacher will check the pupils' learning.
- The **Roundup** states the conclusion or summary of the pupils' learning in that particular stage.
- You will get more familiar with these stages when we undertake the different activities presented in the Learning Guide.



Speaker's Notes

Today, we have **Two Sessions** to wit:

First Session: Walk through and Exploring the Learning Guide. (90 MIN.)

Second Session: Lesson Planning and Critiquing of the Lesson Plans (90 MIN.)

In the next few minutes, we will start exploring the Learning Guide and completing the Exploring Template.

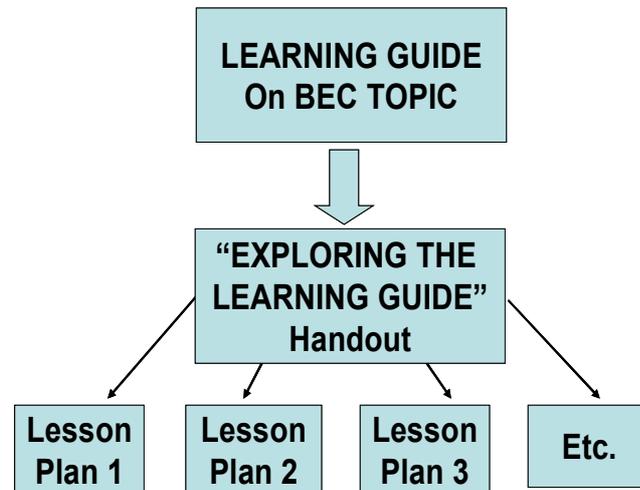
Meantime, I want you to understand why we need to Explore the Learning Guide. It is so for you to be able to see how a Learning Guide can be transformed into lesson plans to be used by the teachers in their classrooms.

You will understand more of what I am saying as we go through the process.

Here's the process of Exploring the Learning Guides and how we could transform it into Lesson Plans:



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Reminder

- You may want to prepare a similar diagram so that your participants will be able to visualize what you are describing. Make it big and visible.



Speaker's Notes

The illustration tells us how a Learning Guide can be transformed into a series of lessons after exploring the “details” of the said guide.

*We will now start our first session. Can you tell me again what we shall do in our first session? (Ask for a volunteer to answer) Excellently remembered! Our first session will be the **Walk Through and Exploring the Learning Guide**.*



Reminder

- Distribute copies of Exploring the Learning Guide Template to participants.



Speaker's Notes

*I am handing you out copies of the Exploring the Learning Guide Template and together, we shall explore the Learning Guide entitled “**Cause and Effect**”. Later, you will find out how many lessons can be developed out of this Learning Guide.*

*Let us examine what the parts of the template are, but before that, tell me what you see below the title **EXPLORING THE LEARNING GUIDE**. Very good! You will find that you are to fill in some information taken from the Learning Guide. Where do we get the data to supply the said information? Correct! On the cover page.*





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Reminder

- Let the participants look at the cover page of the Learning Guide



Speaker's Notes

Examine the cover page of the Learning Guide. There, you will find the Grade Level/Subject Area, the Module Number, Module Title and the Grading Period. So, let's write them down on our template.

Reminder



- Give the participants 2 minutes to fill in the upper part of the Exploring Template.
- Guide them to supply the needed data. *Grade, Subject, Grading Period, Module Title, Module Number and the Total Number of Module in the Grading Period.*



Speaker's Notes

Try to see how many sections are there in the Exploring the Learning Guide Template. Very good! There are 2 sections in the exploring template. Section 1 deals with the "Teacher Instructional Materials" and Section 2 deals with "Student Learning Materials".

*How many columns are there in our Exploring Template? What is in each column? Excellent! The first column asked about the **Section of the Learning Guide**, the second column asked for the **Page Reference**, the third for the **Purpose of the Section** the fourth column asked for the **Learning Activities**, the fifth asked about **Time Needed** and on the last column, the **Materials Needed**.*

This time, let's see what's inside our Learning Guide.



Reminder

- Let the participants turn to page 3 of their Learning Guide.



Speaker's Notes

*What do you see in this page? Excellent! You see a **Meta Data Sheet** that provides the general information about the Learning Guide. It is here that you can find the **BEC competencies** that are being developed in this Learning Guide, the **Objectives** of the topic, the **Essential Concepts, Knowledge and Understanding Targeted**, the **Specific Vocabulary Introduced**, the **Suggested Organizational Strategies** and the **Key Assessment Strategies**.*

*On what page/s of the Learning Guide can we find this section? Yes, it is found on pages 3 to 7. Kindly write it under **Page Reference**. Let's read silently the **Purpose of this Section**.*



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Reminder

- Give the participants 2 minutes to walk through and 2 minutes to fill in the Meta Data Sheet Section of the Learning Guide in the Exploring Template.
- Examine the work of the participants and see to it that they have written all the details asked in the template.



Speaker's Notes

Any comments? Meta Data Sheet is not applicable under the next three columns that's why N/A is indicated.

Let's proceed to the next section.



Reminder

- Let the participants turn to page 8 of the Learning Guide.



Speaker's Notes

*What can you find next to the Meta Data Sheet? Exactly! It is the **Mind Map**. What do you think is the role of the **Mind Map** in our Learning Guide? (ask participants to give their ideas).*

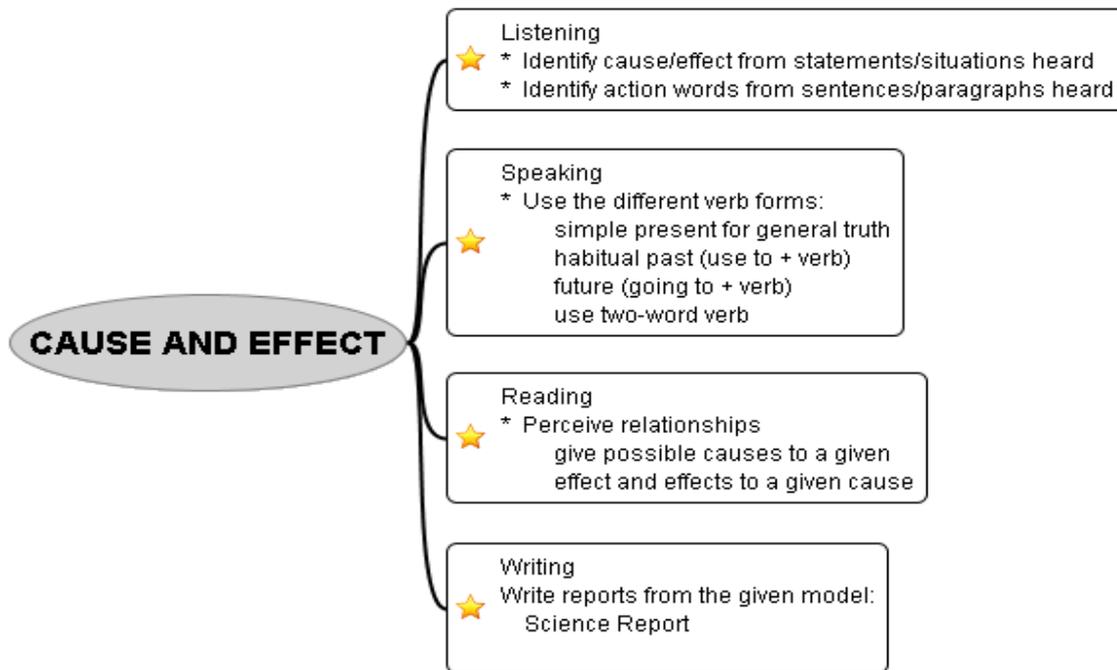
*Correct! A **Mind Map** is a visual organization of concepts that are incorporated in the whole of this guide. These concepts are based on the BEC competencies.*

*On what page of this Learning Guide can we see the **Mind Map**? Exactly! It is found on page 8. Please write it under **Page Reference** of your exploring template. Please read silently its **Purpose**. Like the Meta Data Sheet, the **Mind Map** is not applicable under the next three columns that's why N/A is indicated. Let us try to examine our **Mind Map**. (Lead them back to the Learning Guide)*

*As you can see, "**CAUSE AND EFFECT**" is being highlighted to give emphasis to the title of the Learning Guide.*



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*In teaching English subject, we need to develop among our students the four macro skills. What are these four macro skills that you can see in the Mind Map? Very Good! **Listening, Speaking, Reading, Writing**. What are the specific competencies that are being developed under listening? How about under speaking? under reading? in writing? Excellent! You really are great English Teachers!*

*English Learning Guides use reading text wherein various activities are designed to develop among the students the targeted competencies from the BEC. In this Learning Guide, the reading text “**Our Home: The Earth**” is being used. It is about global warming, its causes and effects and the possible solutions to this problem.*

Do you think our students need to be aware with the issue “Global Warming?”

Exactly, Considering the different calamities the world is experiencing nowadays, (flashfloods, landslides, droughts, fires, etc.) the writer believes that it is high time to evoke students' awareness about different environmental issues, thus, making them understand their contributions to these problems and further make them realize their environmental responsibilities and accountabilities as well.

Speaker's Notes



Look at the second section of the Learning Guide in your Exploring Template which is the mind map section and write down all the necessary informations asked.



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Reminder

- Give the participants 2 minutes to fill out the second section of the Exploring the Learning Guide Template.



Speaker's Notes

Now, What section of the Learning Guide we can find next to the Mind Map? Very good! Next to the Mind Map, you can see the **Six Stages of Learning**.

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.



Reminder

- Post the name card “SIX STAGES OF LEARNING” on the board



Questions

What is the first stage of learning?

What is it all about?

Why do we need to activate students' prior learning?



Reminder

- Call 2-3 participants to answer the questions.
- Post the card with “ACTIVATING PRIOR LEARNING” on the board.



Speaker's Notes

Great! The first stage of learning is **Activating Prior Learning**. As classroom teachers, we shall always start with an activity that will activate students' prior knowledge. Please write “**Activating Prior Learning**” as the third section of the Learning Guide on the first column of your template.

In this stage, our aim is 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 in this stage could involve making personal connections.

In what page/s can we find the entire **Activating Prior Learning** stage? Please write it under the second column, “**Page Reference**”.

Grade V students are expected to be very familiar already with the topics “**Cause and Effect**” since this is consistently taught from Grade II to Grade IV. So, the writer of this Learning Guide purposely designed the learning activities that would provide students some direct skills instructions and a lot of varied activities that would develop students' abilities in identifying and giving causes and effects of a particular situation.



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Reminder

- Give the participants 1 minute to silently read and understand the background and purpose of this stage.



Questions

- How many strategy/strategies do we use in this stage?
- What are these strategies?
- What materials do we use in this stage?



Reminder

- Call 2-3 participants to describe briefly the strategies and to enumerate the materials used in this stage.
- Give the participants 2 minutes to read and write down the the strategies under the 4th column and the materials needed under the 6th column.
- In writing down the materials needed, let the participants write TRM instead of Teacher Resource Material and SAS instead of Student Activity Sheets to save time and effort.



Activity 1 “Matching Squares”

This activity will help teachers visualize the current level of the students in terms of the topic to be introduced.

Ask the participants to name the title of Activity 1. Very good! Our Activity 1 is entitled “Matching Squares”



Reminder

- Give the participants 2 minutes to walk through the Activity 1, “Matching Squares”
- Ask for a volunteer to describe how to conduct the activity.



Speaker's Notes

If you notice, discovery approach of teaching is being used in Activity 1, “Matching Squares”. Students will be given the freedom to match the squares according to their relationship/s. During the processing of the activity, students would discover that the statements they've matched have cause-effect relationships.



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Reminder

- Give the participants 3 minutes to write in a capsulized form the process of the Activity 1, “Matching Squares”. Also consider the *Formative Assessment* and *Roundup* and include them as part of the Learning Activities in this stage.
- Explain that writing in capsule form does not mean that they have to write only the title of the activity but they should also include how the activity/activities will be carried out in class. (what the teacher and students will do)



Questions

- Do you think your Grade V students could independently do the activity?
- If you think your students cannot do this activity, what will you do?
- Aside from discovering that the statements they've matched have relationships, what else could they learn from the statements?
- Do you think this activity would give students a hint that the topic would be about environmental issues?



Speaker's Notes

You may wish to use other learning activities you have used in the past to suit your students' interests/needs.

If you would like to modify the first activity, indicate that on the Exploring Template under Amendments to these Activity and Additional Activities.



Reminder

- Give participants 1 minute to think about the level of their students whether they are fast, average or slow. From there, let them decide on how many minutes they could conduct the activity.
- Let them write it under the fifth column of their template, “*Time Needed*”.



Speaker's Notes

Now, try to examine Activating Prior Learning Section of your Exploring Template and see to it that you have written down all the details asked in every column.



Reminder

- Check your participants' Exploring Template whether or not they have filled in the necessary informations asked in the First Stage, *Activating Prior Learning*.



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Reminder

Post the strip **STAGE 2 - SETTING THE CONTEXT** on the board.



Speaker's Notes

*From the Learning Guide, what do you think is stage 2? Stage 2 is **SETTING THE CONTEXT**. Please write it down under the first column. It is important that students are given a glimpse of what they will deal with in the preceding sessions. When the context is set, the students become aware of what will happen next. In what page/s can we find the entire **Setting the Context** stage? Let the participants write it under the second column, "Page Reference".*

How many activities are there in this stage? That's right! There are two activities in this stage, "Speculating Cause and Effect" and "Tying-up Cause and Effect" These activities would bring students to an idea that they will be dealing about the concept "cause-effect relationship".

In this stage, the teacher shall also set the objectives/expectations for the learning experience and an overview of how the learning experience will fit into the larger scheme.



Reminder

- Lead participants to see that in Setting the Context stage, like the Activating Prior Learning stage, there are also 6 sections (**Background or Purpose, Strategy, Materials, Activity, Formative Assessment and Closure**)
- Give the participants 1 minute to silently read and understand the background and purpose of the stage **SETTING THE CONTEXT**



Questions

- How many strategy/strategies do we use in this stage?
- What are these strategies?
- What materials do we use in this stage?



Reminder

- Call 2-3 participants to describe briefly the strategies and to enumerate the materials used in this stage.
- Give the participants 2 minutes to read and write down the strategies under the 4th column and the materials needed under the 6th column.



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Activity 2 “Speculating Cause and Effect”

This activity will help teachers set the context and at the same time give students a hint on what will happen next in the preceding activities.

Ask the participants to name the title of Activity 2. Very good! Our Activity 2 is entitled “Speculating Cause and Effect”.



Reminder

- Give the participants 2 minutes to walk through and write in a capsulized form the Activity 2, “Speculating Cause and Effect”
- Ask for a volunteer to describe how to conduct Activity 2.
- Lead the participants to see that in the Setting the Context stage, like the Activating Prior Learning, has all the 6 Sections.



Speaker's Notes

Activity 2 would provide students the opportunity to write on their own possible causes and effects based on the given pictures. We should keep in mind that students should be encouraged to discover their own information and not us teachers to give or feed the information.

In conducting this activity, let us remember once again that Grade V students already have the knowledge/ideas about cause and effect relationship. What the teachers would do this time is just to draw out and motivate students to express these ideas in concrete forms by letting them give examples of causes and effects and letting them formulate their own meaning of the words “cause” and “effect” according to their own understanding.

The pictures provided in the activities make a good link with the reading text to be presented in the next stage.

Activity 3 “Tying-up Cause and Effect”

This activity is a continuation of the previous activity because they will be basing their work with the outputs they have had in Activity 2.

How are we going to do the Activity 3 “Tying-up Cause and Effect”? (Ask somebody to describe the activity.)



Reminder.

- Give the participants 3 minutes to write a in capsulized form the process of the Activity 3, “Tying-up Cause and Effect”. Let them consider the *Formative Assessment* and *Roundup* and include them as part of the Learning Activities in this stage.



Questions

- How do you find the activities in this stage? Do you think the context about “cause and effect relationship” is being set with these activities?



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- Do you think your students could do the activities?
- Can you see why it is important to set the context?
- What do you think would happen if the objectives were not clearly defined at this stage?



Speaker's Notes

Be reminded that this activity intends to draw out students' ideas on "cause and effect". Therefore, when you conduct this activity, the ideas behind each statement should be given more importance than the structure (grammar, punctuations, etc.) of students' outputs.

*If you would like to modify the Activities 2 and 3, don't forget to indicate that on the exploring template under **Amendments to these Activity and Additional Activities**.*

Note that the amendment does not necessarily mean that you could only modify the activity/activities. Hence, amendment part is also allocated for you, teachers, to write whatever additional activities you may have used in the past that you think would suit your students' interests and needs.



Reminder

- Give participants 1 minute to think about the level of their students. From there, let them decide on how many minutes they could conduct the activity.
- Let them write it under the fifth column of their Exploring Template, "**Time Needed**".



Speaker's Notes

*Now, try to examine **Setting the Context Section** of your exploring template and see to it that you have written down all the details asked in every column.*

You can compare your work with your seatmate/s and see if there are things you've missed to write.



Reminder

- Check the participants' Exploring Template and see if they have completely filled the template for the second stage.



Reminder

Post the Strip **STAGE 3 - LEARNING ACTIVITY SEQUENCE** on the board.



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Speaker's Notes

Let us now proceed to the third stage of learning. From our Learning Guide, can you identify what **Stage 3** is? Very good! It is in fact, **LEARNING ACTIVITY SEQUENCE**. In what page/s can we find the entire Learning Activity Sequence stage? Please write it down under the appropriate column.

If you notice, the activity in stage 3 is very long. It is designed so because the writer wants teachers to carefully process students' learning so they have an in-depth understanding of the "reading text" as well as the "cause-effect" concept.

This Learning Guide uses an "**Informative Text**" All of the activities in this Learning Guide are anchored with this literature piece while targeting to develop students' understanding of the concept.



Reminder

- Lead the participants to see that in this stage, like the first stage, there are also 6 sections (**Background or Purpose, Strategy, Materials, Activity, Formative Assessment and Closure**)
- It is important that these sections are introduced to the participants when you discuss each stage to make them really understand that all stages of the Learning Guide consistently have these sections.
- **Give the participants 1 minute** to silently read and understand the Background and Purpose of **LEARNING ACTIVITY SEQUENCE**.



Questions

- How many strategy/strategies do we use in this stage?
- What is it?
- Who has already used this strategy in the class? What makes it effective?
- What materials do we use in this stage?



Reminder

- Call 2-3 participants to describe briefly the strategies and to enumerate the materials used in this stage.
- **Give the participants 2 minutes** to read and write down the strategies under the 4th column and the materials needed under the 6th column.



Speaker's Notes

In your Learning Guide, what do you see next to the "Materials"? Very good! Next to the list of materials needed, we can see immediately the name of



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Activity 4 which is “Text Reading” The title explains itself. It is in this part of the Learning Guide that the literature piece will be introduced.



Activity 4 “Text Reading”

In conducting the Activity 4 “Text Reading,” we have to follow 6 steps to wit:

1. pre-teaching important vocabulary
2. eliciting prior knowledge
3. teaching students how to use a specific skill
4. providing a purpose for reading
5. assessing students' comprehension, and
6. providing engagement activities

Ask volunteers to explain how to conduct each step.



Speaker's Notes

I understand that this would be a very challenging activity for the teachers to conduct. But, if teachers could carefully process this activity, we would be producing more responsible students in taking care of the environment.

On the other hand, teachers should not worry in conducting this activity because you are provided with the Teacher Resource Material that could help you in your presentations.

What is the title of the reading text used in this Learning Guide? Exactly! The reading text of this Learning Guide is entitled “Our Home: The Earth”. Have you heard already about this text?

Let the participants read the text altogether for them to understand and better appreciate the text.



Questions

- As you have read in the text, what is global warming? What are its causes? How about the effects? What can we do to solve this problem?



Reminder

- Give the participants 2 minutes to walk through the Activity 4 “Text Reading”
- Give the participants 2 minutes to read and understand how to conduct the activity
- In 3 minutes time, let them write the process in a capsulized form.



Questions

- Do you think your students could do the activity?
- Are the Teacher Resource Material useful on the part of the teacher in conducting the activity?



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- Do you want to amend the strategy used during the storyreading? If so, write it down under **Amendments and Additional Activities**".



Reminder

- Give the participants 1 minute to think about the level of their students. From there, let them decide on how many minutes they could conduct the activity.
- Let them write it under the fifth column of their template, "Time Needed".



Speaker's Notes

Now, try to examine *Learning Activity Sequence* of your *Exploring Template* and see to it that you have written down the details asked in every column.



Reminder

Post the Strip **STAGE 4 CHECK FOR UNDERSTANDING** on the board.



Speaker's Notes

To be able to determine whether or not our students are able to grasp the concepts cause and effect, **STAGE 4, CHECK FOR UNDERSTANDING**, will help us teachers. **CHECK FOR UNDERSTANDING** of the topic or skill is the stage where teachers find out how much students have understood the topic before they apply it to other learning experiences. Please write "Check for Understanding" under the first column.

In what page/s can we find the entire **Check for Understanding** stage? Please write it down in the appropriate column.

Please try to see how many activities we have in stage 4. Excellent! There are two activities in this stage, and these are "Cause-Effect in Graphix" and "Global Warming: Global Warning."



Activity 5 "Cause-Effect in Graphix"

In this activity, the students are going to deal with different graphic organizers by filling them out with causes or effects and effects of global warming based on their learning in the previous activities.



Questions

- Are your students already used to this kind of activity?
- Have they experienced using these graphic organizers?
- Will your students find them easy/difficult to fill out? Why?
- How would the graphic organizers facilitate the development of learning of the students? Do you find them useful?



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Activity 6 “Global Warming: Global Warning”

It is in this activity that the students will be challenged to organize their ideas by writing a report, still showcasing the causes, effects, and solutions to the problem stated in the text.

In this activity, we cannot expect a “perfect” construction of the report. However, students' exposure to this kind of writing activity could help enhance their skills in writing a composition. This would also make them understand that cause and effect relationship could not only be expressed in phrases and statements but most of all, it can be expressed by writing several paragraphs.



Reminder

- Give the participants 3 minutes to walk through and write down on the Exploring Template the process of **Check for Understanding** stage of the Learning Guide.
- Move from one participant to another and assist those who are having some difficulties in exploring the Learning Guide.
- Let the participants examine the **Check for Understanding** part of their Exploring Template to see to it that they have down all the details asked in every column.



Reminder

- Post the strip with the words **STAGE 5 - PRACTICE AND APPLICATION.**



Speaker's Notes

*We are now ready to move on to the fifth stage of learning. From your Learning Guide, what is **STAGE 5**? Correct! It is indeed **PRACTICE AND APPLICATION.** This is where students consolidate their learning through independent or guided practice and transfer their learning to new or different situations.*

This stage allows students to pursue the concept that they have just learned and apply this new information in a meaningful context. It is also in stage that the grammar focus will be developed.



Activity 7 “Present, Past and Future”

*Ask the participants to name the title of Activity 7. Very good! Our Activity 7 is entitled “**Present, Past and Future**”. The activity is named with this title because the grammar focus that are to be developed among students are about verbs: simple present form of the verb for general truth, habitual past form of the verb using “used to + verb” and future form of the verb using “going to + verb”.*



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Reminder

- Give the participants 2 minutes to walk through and write down the process in conducting the Activity 7, “Present, Past and Future”.
- Ask for a volunteer to describe how to conduct the activity.



Questions

- Does the activity provide an easier way to develop among the students the grammar focus of this Learning Guide?
- Is the activity relevant to the learners?
- Does the activity provide connections with real life situations?



Activity 8 “Help Prevent Global Warming”

Ask the participants to name the title of activity 8. Good! Activity 8 is entitled “Help Prevent Global Warming.” The grammar focused in this activity is the use of two-word verbs. While this competency is being developed, the activity is still anchored on the text which is about “Global Warming”

Students will be asked to study the meaning of the two-word verbs and use them to formulate the “Ten Ways to Help Prevent Global Warming”.

Speaker's Notes

This time, let the participants do the same processes in filling in their Exploring Template. What is/are the suggested strategy/strategies in this stage? If you let your students perform the activity, how long do you think would it take them to accomplish the task? Reflect them on their respective fields in the template.



Reminder

- Give the participants 2 minutes to write in a capsulized form the process of the Activity 8 , “Help Prevent Global Warming”
- Check if the participants have filled out the details asked in the template.



Questions

- Are there any questions related to the 5th stage you would like to be addressed?
- Do you find the activity under this stage relevant to the kind of learners you have? In what way/s?
- Will they be able to perform this activity?



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Reminder

- Post the strip with the word **STAGE 6 - CLOSURE** on the board.



Speaker's Notes

The last but definitely not the least stage, the **sixth stage** of learning in our Learning Guide is **CLOSURE**. This is where the series of lessons in this guide is brought to a formal conclusion. Teachers may refocus the objectives and summarize the learning gained. Teachers can also foreshadow the next set of lessons or give the students some glimpse/idea of what lessons may follow.

In the Learning Guide "**CAUSE AND EFFECT**", on what page/s can we find this stage and what is the title of the activity? Very good! It is found on pages 19 to 20. The activity is entitled "**Campaign Against Global Warming**".

This stage provides students with different activities that would cater the various intelligences of the students. It is expected that no student will be left behind in this activity since each of them is given the freedom to choose a particular task that he/she is comfortable doing.



Reminder

- Give participants **2 minutes** to walk through and explore the last section of the Learning Guide. Let them write in capsulized form the entire Closure stage.
- Move around to check if everyone is filling up their Exploring Template and that they have written down the details asked in the template.



Questions

1. What do you think is the importance of Closure in our Learning Guide?
2. Imagine your actual teaching in the classroom. Are you actually giving a closing activity every after conducting a particular lesson?
3. Do you find the **6 stages of learning** relevant in presenting our lesson/s?
4. Why do you think are they sequenced that way?
5. Do you find the activities attainable? student-centered? relevant to the kind of learners you have, promote Higher Order Thinking Skills? able to address the BEC competencies?
6. Now that you have understood the Six Stages of Learning, what innovations would you make when you go back to your classrooms?
7. If you are given the chance to share about these six stages, how would you encourage your peers to try to adapt them?



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EXPLORING THE LEARNING GUIDE

GRADE/YEAR: Grade - V

SUBJECT: English

GRADING PERIOD: Third Grading

MODULE TITLE: Cause and Effect

MODULE NUMBER: 8

TOTAL NUMBER OF MODULES IN THE GRADING PERIOD: ____

SECTION 1 - TEACHER INSTRUCTIONAL MATERIALS

SECTION OF THE LEARNING GUIDE	PAGE REF	PURPOSE OF THIS SECTION	LEARNING ACTIVITIES <i>(name the Learning Strategy and the Activity/activities and explain what the pupils will be doing)</i>	TIME NEEDED <i>(in minutes)</i>	MATERIALS NEEDED <i>(from Learning Guide page ref or made by you)</i>
META DATA SHEET	3-7	This sheet provides an overview of the educational decisions which have informed this Learning Guide. Eg the BEC Competencies, the key literacy words, the teaching strategies to be used.	N/A	N/A	N/A
MIND MAP	8	This section shows the Unit Name in the middle. Around the name are the concepts or key skills associated with this module.	N/A	N/A	N/A



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		<i>Most of these are the BEC Competencies</i>			
STAGE 1 ♦ Activating Prior Learning	9-10	pupils get the opportunity to recall what they already know about the topic or how it connects with their own lives in this stage of the Learning Guide.	Strategy: <i>Discovery Teaching</i> Activity1 “Matching Squares” <ul style="list-style-type: none"> • <i>Group the class into six.</i> • <i>Distribute the activity sheets and give each group 3 crayons of different colors.</i> • <i>Let the students match the squares having related ideas by shading them with the same color.</i> • <i>Give the students enough time to do the activity.</i> • <i>Let each group report their output.</i> • <i>Process the activity.</i> Amendments to these Activities and Additional Activities:	60 min.	<ul style="list-style-type: none"> • Learning Contract, p. 21 • SAS pp. 22-24 • Assessment 1, p 25 • crayons • masking tape



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STAGE 2 ♦ Setting the Context	10-12	<p>This is where you give an overview of what the Unit will be about and where this Module fits into the wider scheme.</p> <p>You may introduce some of the key concepts or terms which the pupils will learn about in the Unit/Module.</p>	<p>Strategies:</p> <p><i>Photographs/pictures</i></p> <p><i>Cooperative Learning</i></p> <p>Activity 2 “Speculating Cause and Effect”</p> <ul style="list-style-type: none"> • <i>Group the class into six.</i> • <i>Distribute the SAS 2A to 2C, pp.26-28.</i> • <i>Let each group study the picture in the activity sheet. Let them write 2 causes and 2 effects based on it.</i> • <i>Let each group report their output.</i> • <i>Process the activity.</i> • <i>Based on the activity, let the students come up with their own definition of the words “cause” and “effect”.</i> <p>Activity 3 “Tying-up Cause and Effect”</p> <ul style="list-style-type: none"> • <i>Use the same groupings in activity 2.</i> • <i>Write on the board the following cause-effect signal words:</i> <ul style="list-style-type: none"> • so 	60 min.	<ul style="list-style-type: none"> • SAS, pp.26-28 • A2 p. 29



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SECTION OF THE LEARNING GUIDE	PAGE REF	PURPOSE OF THIS SECTION	LEARNING ACTIVITIES <i>(name the Learning Strategy and the Activity/activities and explain what the pupils will be doing)</i>	TIME NEEDED <i>(in minutes)</i>	MATERIALS NEEDED <i>(from Learning Guide page ref or made by you)</i>
			<ul style="list-style-type: none"> • since • due to • because • therefore • as a result • consequently • <i>for this reason</i> <ul style="list-style-type: none"> • <i>Let the groups formulate cause-effect sentences using the above cause-effect signal words.</i> • <i>Give the students enough time to do the activity.</i> • <i>Let each group share their output with the class.</i> <p>Amendments to these Activities and Additional Activities:</p>		
STAGE 3		This stage is where pupils do one or more activities	Strategies:	120 min.	



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<p>◆ Learning Activity Sequence</p>	<p>12-15</p>	<p>which help them learn the concepts or skills in this Module.</p> <p>There may be a group activity, demonstration, simulation or direct teaching.</p> <p>This Stage of the Learning Guide may take place over several lessons, depending on the activity/activities.</p>	<p><i>DRA (Directed Reading Activities)</i></p> <p>Activities:</p> <p>Activity 4 “Text Reading”</p> <ul style="list-style-type: none"> • <i>Follow the six steps in conducting the DRA to wit:</i> <ol style="list-style-type: none"> 1. <i>Pre-teaching vocabulary</i> 2. <i>Eliciting Prior Knowledge</i> 3. <i>Teaching Specific Skill</i> 4. <i>Providing Purpose for Reading and Reading Proper</i> 5. <i>Assessing Students' Comprehension</i> 6. <i>Engagement Activities</i> <p>Amendments to these Activities and Additional Activities:</p>		<ul style="list-style-type: none"> • Teacher Resource Sheet (Glossary) p.30 • Teacher Resource Material (Greenhouse Effect and Global Warming Pictures, Illustrations and Information) p. 31-35 • Student Activity Sheet (Reading Text “Our Home: The Earth”) pp. 36-37 • Student Activity Sheet (Cluster Web) p. 38 • Assessment 3 (Scoring Rubric) p. 39



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SECTION OF THE LEARNING GUIDE	PAGE REF	PURPOSE OF THIS SECTION	LEARNING ACTIVITIES <i>(name the Learning Strategy and the Activity/activities and explain what the pupils will be doing)</i>	TIME NEEDED <i>(in minutes)</i>	MATERIALS NEEDED <i>(from Learning Guide page ref or made by you)</i>
STAGE 4 <ul style="list-style-type: none"> ◆ Check for Understanding 	14-15	Before the pupils apply what they have learnt to another task/activity, you need to check that they have really understood the concepts, knowledge or can perform the skills taught.	Strategy: <i>Cause-Effect Graphic Organizers</i> Activity 5 “Cause-Effect in Graphix” <ul style="list-style-type: none"> • <i>Group the class into six.</i> • <i>Assign each group a graphic organizer to work on. (Refer to pages 40-42)</i> • <i>Explain the directions.</i> • <i>Read the criteria on how their outputs be assessed.</i> • <i>Give the groups enough time to do the activity.</i> • <i>Let each group present their output.</i> Activity 6 “Global Warming: Global Warning” <ul style="list-style-type: none"> • <i>Use the same groupings.</i> • <i>Let each group write a simple report about global warming to warn people about this problem.</i> • <i>Conduct a short review on how to write a report.</i> 	120 min.	<ul style="list-style-type: none"> • Student Activity Sheets (Graphic Organizers) pp.40-42 • Assessment 4 (scoring Rubric for Graphic Organizers) p. 43 • Assessment 5 (Scoring Rubric for Paragraph Writing) p. 44



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			<ul style="list-style-type: none"> • Read the criteria on how their outputs be assessed. • Give the groups enough time to do the activity. • Let each group report their output. • Process the activity. <p>Amendments to these Activities and Additional Activities:</p>		
STAGE 5 <ul style="list-style-type: none"> ◆ Practice and Application 	15-16	<p>Pupils now have the chance to apply their knowledge and skills to another task (either in the lesson or for homework). Through practice, the learning is made stronger.</p> <p>In this section, they may be asked to transfer the knowledge or skill to a new</p>	<p>Strategy:</p> <p><i>Active Learning</i></p> <p><i>Composition Writing</i></p> <p>Activity 7 “Present, Past and Future”</p> <ul style="list-style-type: none"> • Conduct a short review on the following forms for the verb: <ol style="list-style-type: none"> 1. simple present for general truth 2. habitual past “use to + verb” 	120 min.	<ul style="list-style-type: none"> • TRM 4 p. 45 • SAS 6 p. 46 • SAS 7 p 47 • TRM 5 p 48 • A6 p. 49



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		or different learning activity.	<p>3. future “going to + verb”</p> <ul style="list-style-type: none"> • Group the students into six and give each group a copy of Student Activity Sheet 6 on page 46. • Perform the activity to develop students understanding the simple present, habitual past and future form of the verb. • Let the students do the activity. • Process the activity. <p>Activity 8 “Help Prevent Global Warming”</p> <ul style="list-style-type: none"> • From small groups. • Distribute Student Activity Sheet 7 (Chart) on page 42. • Let each group student the meaning of two-word verbs and use these verbs in formulating the “Ten Ways to Help Prevent Global Warming”. • Give the groups enough time to do the activity. • Process the activity. 		



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			Amendments to these Activities and Additional Activities:		
STAGE 6 ♦ <i>Closure</i>	16-17	This is the Module's formal conclusion. You may refocus the pupils on what has been learnt, what activities were undertaken as well as linking this Module with the next one to come.	Strategy: <i>MI Activities</i> Activity: Activity 8 "Campaign Against Global Warming" <ul style="list-style-type: none"> • <i>Present the different tasks to the class.</i> • <i>Let each student choose a task he/she is comfortable doing.</i> • <i>Let each group have their group presentation.</i> • <i>Process the activity.</i> Amendments to these Activities and Additional Activities:	60 min.	<ul style="list-style-type: none"> • cartolina • glue/paste • marking pens • pencils • crayons/water color



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TOTAL NUMBER OF MINUTES FOR THE LEARNING GUIDE				540	
TOTAL NUMBER OF LESSONS NEEDED TO TEACH THE LEARNING GUIDE (Tot. no. of mins. for the LG ÷ 60)				540 ÷ 60 = 9 SESSIONS	

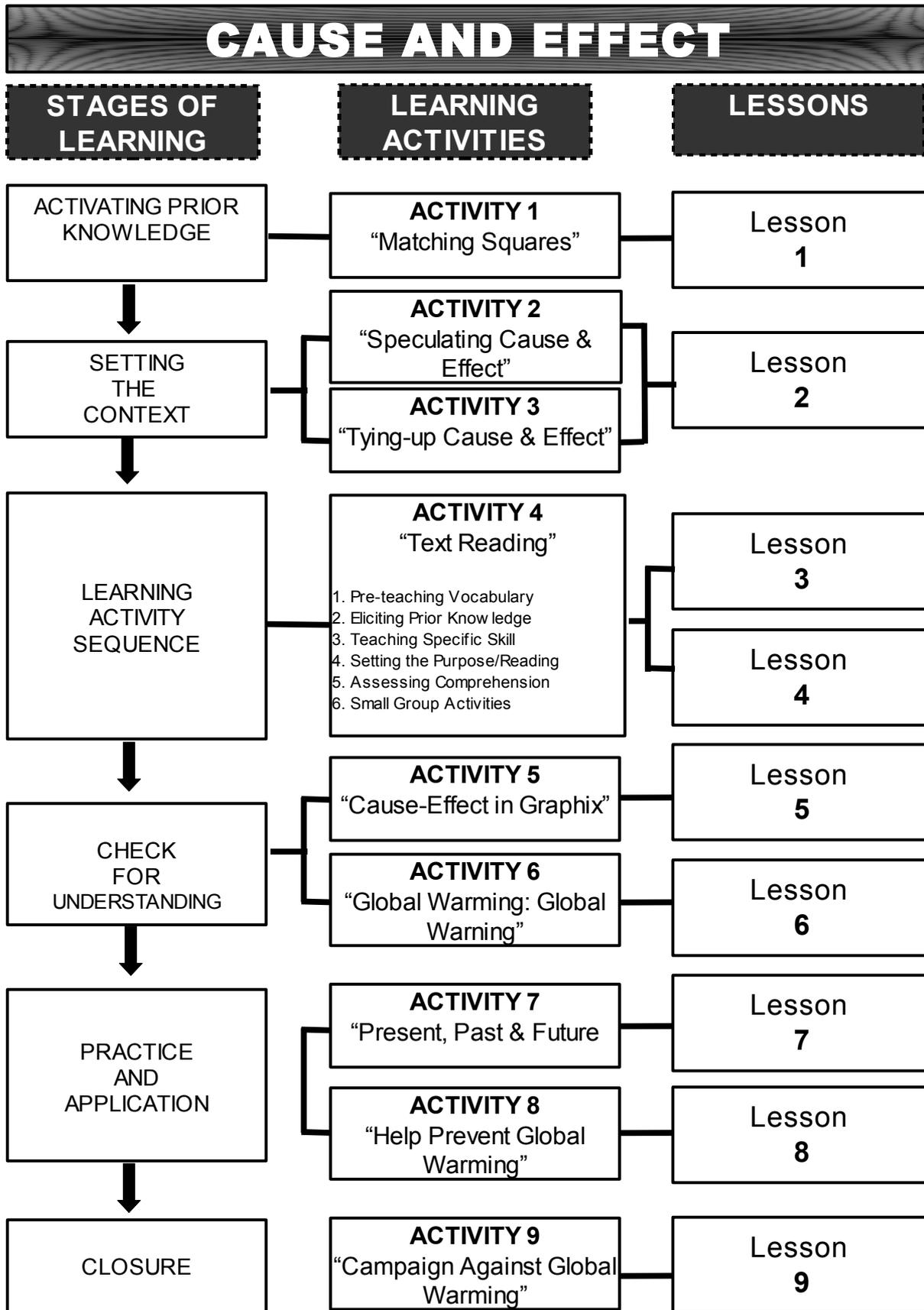


Speaker's Notes

We have just finished exploring the Learning Guide. To make it clear to you on how we could transform the Learning Guide into lesson plans, here is a diagram to help you.



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Reminder

Post the diagram on the board to show the process on how the Learning Guide is transformed into several lessons.

It is advantageous if you prepare a similar diagram for your participants to look at. Make it bigger and visible to them.



Speaker's Notes

The diagram simply explains that in this Learning Guide, there are different activities presented in each stage, along with their appropriate teaching strategies. From these activities, you can create several lesson plans taking into consideration the capability of your pupils in your own class. In the diagram presented, the teacher decided to make six (9) lesson plans to cover all the activities in the Learning Guide.

On the diagram presented, the activity/activities included in each lesson plan are as follows:

Lesson Plan 1:

Activity 1 "Matching Squares"

Lesson Plan 2:

Activity 2 "Speculating Cause and Effect"

Activity 3 "Tying-up Cause and Effect"

Lesson Plan 3:

Activity 4 "Text Reading"

- 1. Pre-teaching Vocabulary*
- 2. Eliciting Prior Knowledge*
- 3. Teaching Specific Skill*

Lesson Plan 4:

Activity 4 "Text Reading"

- 4. Setting the Purpose for Reading*
- 5. Assessing Students' Comprehension*
- 6. Small Group Activities*

Lesson Plan 5:

Activity 5 "Cause and Effect Graphix"

Lesson Plan 6:

Activity 6 "Global Warming: Global Warning"

Lesson Plan 7:

Activity 7 "Present, Past and Future"

Lesson Plan 8:

Activity 8 "Help Prevent Global Warming"



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Lesson Plan 9:

Activity 9 "Campaign Against Global Warming"

Reminder



- This time, guide the participants to look for the last two rows of the exploring template.



Speaker's Notes

*This time, we shall fill in the remaining two rows of Section 1. What is it? Exactly! These are the **Total Time** for the Learning Guide and **Total Number of Sessions Needed** to teach the lessons in the Learning Guide.*

*First, you add all the number of minutes under the "Time Needed" column. Write the sum in the line with the **Total Time** for the Learning Guide. Are you through?*

Next, we shall determine the number of sessions we need to teach the whole Learning Guide. Study the calculation below:

<i>Total Time for the Learning Guide</i>	<i>- 540 minutes</i>
<i>Number of minutes for one English Session - 60 minutes</i>	
<u>Total Time</u>	= 540 = 9
<u>One Session</u>	60
<i>Therefore, you need 9 sessions to teach the whole Learning Guide.</i>	

English subject for Grade Six is given 60 minutes duration. We used this number of minutes as our divisor to the total time we need to cover all the activities presented in the Learning Guide. So, if we divide 540 minutes by 60, the quotient is 9. That quotient will tell us that we need 9 sessions to finish the whole Learning Guide.

This information will be very helpful as we transform our Learning Guide to a series of Lesson Plans.

*This time, you calculate your own given time under the **Time Needed** of your Exploring template and determine how many sessions do you need to finish the whole Learning Guide.*

Questions



- What is your total time for the Learning Guide?
- What is your quotient after dividing the total time by 60 minutes?
- How many sessions do you need to teach the Learning Guide?
- Do all of you have the same number of sessions needed to teach the Learning Guide? Why?



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Speaker's Notes



Let us just remember that the number of sessions we have will depend on how much time we think is needed for the students to really understand and achieve the targeted concepts.

Reminder



Finally, encourage your participants to fill in the table in **Section 2 - Student Learning Materials**. In this section, required information are usually found in the first section of the completed **Exploring the Learning Guide** template.

SESSION 2: DEVELOPING LESSON PLANS FROM THE LEARNING GUIDE AND CRITIQUING THEM (90 Min.)

Speaker's Notes



Since we are already finished exploring the Learning Guide, what would be our Session 2 all about, as I have told you earlier? Exactly! We will now start to develop series of Lesson Plans from the Learning Guide and Critique them.

I know you are all equipped with the skill in making good Lesson Plans because as teachers, this is already a part of our daily routine.

*Each of our Divisions/Schools has its own Lesson Plan format. The Lesson Plan format that the **BEAM** has prepared for you to use today is just a planning tool for you to work on. Should you wish to transform the format into the format you are required to use when you go back to your respective schools, then, you may do so.*

In your Exploring Template, you have calculated how many sessions you would need to cover the lessons in the whole Learning Guide based on the total time needed for the Learning Guide. The total number of sessions would be the total number of Lesson Plans you need to develop.

Look at again the time you've allotted for each activity and find out which activity/activities can be used to cover a single session which is 60 minutes.

The following data tell the number of minutes needed in each stage and in every activity.

1. Activating Prior Learning - (60 min.)

Activity 1	= 60 min.
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2. Setting the Context - (60 min.)

Activity 2	= 30 min.
Activity 3	= .30 min.

3. Learning Activity Sequence = (120 min)

Activity 4	= 60 min.
Activity 4 (cont.)	= 60 min.

1. Check for Understanding (120 min.)



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	Activity 5	= 60 min.
	Activity 6	=.60 min.
2. Practice and Application (120 min.)	Activity 7	= 60 min.
	Activity 8	=.60 min.
3. Closure (60 min.)	Activity 9	= 60 min.
TOTAL NUMBER OF MINUTES:		540 min.



Speaker's Notes

Obviously, the first Lesson Plan to be prepared covers the 1st stage of the Learning Guide which is the Activity 1, “Matching Squares” from Stage 1, Activating Prior Learning

How about Lesson Plan 2? Exactly! The second Lesson Plan to be prepared covers the two activities of the 2nd stage, Setting the Context which have 2 activities Activity 2 “Speculating Cause and Effect” and Activity 3, “Tying-up Cause and Effect”.

How about on the 3rd Lesson Plan? Very good! It covers the first half of the 3rd stage, Learning Activity Sequence, in the Activity 4 “Text Reading”.

How about on Lesson Plan 4? Exactly! The next half of the 3rd stage, Learning Activity Sequence, in the Activity 4 “Text Reading”.

Remember that there are 6 steps in conducting the “Text Reading” activity. Therefore, you conduct the first 3 steps in you lesson 3 and the 4th to sixth steps in your lesson 4.

How about on the 5th Lesson Plan? 6th? 7th? 8th and 9th?



Activity 1: “Developing Lesson Plan from the Learning Guide”

Reminders

Present the sections of the BEAM Lesson Plan Format to the participants.



Speaker's Notes

The Lesson Plan format that we are going to use today has the following sections:

1. Objectives of the Lesson
2. Subject Matter
3. Teaching/Learning Procedures





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4. *Assessment/Evaluation*
5. *Assignment*
6. *Closure*

The **OBJECTIVE OF THE LESSON** shows the specific competencies, knowledge or skills to be developed by the students at the end of the lesson. You may find the objectives in the **Background or Purpose** or **Roundup** sections of that specific stage, and/or in the Meta Data Sheet under the **Objectives** section.

The **SUBJECT MATTER** refers to the targeted skill or topic of the lesson. It includes the following sub-sections:

1. **Topic** - *what the activity in that specific stage is all about*
2. **References** - *BEAM Module and any additional sources you use*
3. **Materials** - *Activity sheets, Teacher Resource Materials, etc.*
4. **Integration** - *Subjects that integrates with the lesson/topic*
5. **Key Concepts** - *the main concept targeted by that specific stage*
6. **Key Vocabulary** - *new terms that need to be defined*
7. **BEAM Stages of Learning** - *specific stages that you will use in the Lesson Plan*

The **TEACHING/LEARNING PROCEDURES** shows the process on how the targeted concept is being developed. It includes the instructions for both the teacher and the students to understand how should the activity be done.

The **ASSESSMENT/EVALUATION** is a section where the teacher will check or assess how the far the students have understood the topic. You may use the suggested Formative Assessment under each stage to check the pupil's gained knowledge.

The **ASSIGNMENT** is another task related to the lesson. It could be an extension activity for the students to have an in depth understanding of the lesson/topic. Or it may also be another task to prepare the pupils on the next lesson.

The **CLOSURE** is a short recapitulation of your lesson for the day. A short summary of the main concept of the lesson that will help remind the pupils about the things that they have learned. This section is optional. If you don't feel comfortable having it, you may not include it in your Lesson Plan.

Any clarifications?



Reminder

- Group the participants into 9. Inform the participants that they will do the Lesson Planning by group.
- Give each group the following materials needed for the Lesson Planning:
 - Lesson Plan Blank Template
 - flip chart/manila paper
 - marker



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Speaker's Notes

In making Lesson Plans, we will do it by group. You will be grouped into eight.

I already have made the 1st Lesson Plan covering the Activity 1 “Matching Squares” for your guide.

Now, Group 1 are going to make the 2nd Lesson Plan which would cover the Activity 2 “Speculating Cause and Effect” and Activity 3 “Tying-up Cause and Effect” on Setting the Context stage.

Group 2 are going to make the 3rd Lesson Plan which would cover Activity 4 “Text Reading” (steps 1-3: Pre-teaching vocabulary, Eliciting Prior Knowledge, and Teaching Specific Skills) of Learning Activity Sequence stage.

On the other hand, Group 3 should cover the Activity 4 “Text Reading” (steps 4-6: Setting the Purpose/Reading, Assessing Comprehension and Small Group Activities) of the Learning Activity Sequence stage.

Group 4 will make a Lesson Plan using the Activity 5 “Cause and Effect in Graphix” on Check for Understanding stage.

The Group 5 will make a Lesson Plan using the Activity 6 “Global Warming: Global Warning” on Check for Understanding stage.

Group 6 will make a Lesson Plan using the Activity 7 “Present, Past and Future” on Practice and Application stage.

Group 7 will make a Lesson Plan using the Activity 8 “Help Prevent Global Warming” on Practice and Application stage.

Group 8 however, will make a Lesson Plan using the Activity 9 “Campaign Against Global Warming” on Closure stage.

I would expect that everybody would cooperate in doing the activity so that the time that it would be your turn to conduct the training, you would not find it difficult to facilitate this session.

*Again, a sample Lesson Plan is provided below for your reference. Be reminded that the format of the Lesson Plan presented is **flexible**. You can adjust and modify it according to the format you are actually using as prescribed by your division/school. The purpose of the Sample Lesson Plan is just to give you an idea on how to incorporate the activities using different strategies in sequential form, through the Six Stages of Learning in developing your lesson.*



Reminders

- Provide each group with a blank format of a Lesson Plan, on Grade 5 Learning Guide “Cause and Effect” and a template in developing their Lesson Plans.
- Start the activity when the participants are set and ready.



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LESSON PLAN FROM LEARNING GUIDE

Grade/Year Level: Grade-V Subject: English Date: October 28, 2008
 How Many Lessons will be in this Learning Guide? 9 What Lesson Number is this? 1
 Length of Lesson (number of minutes): 60 minutes

I. OBJECTIVES OF THE LESSON

- ◆ Match the statements with related ideas/cause-effect relationship
- ◆ Describe relationship of statements matched during the activity.

II. SUBJECT MATTER

Topic: CAUSE AND EFFECT

References:

1. BEAM Learning Guide for 3RD Grading Period
Module 8: CAUSE AND EFFECT, pages 9 to 10
2. BEC Competencies _____

Materials:

- ◆ Students Learning Contract on page 16
- ◆ Student Activity Sheet 1A to 1C “Matching Squares”
- ◆ Assessment 1 (Answer Key for Activity 1)
- ◆ crayons

Key Concept/s to be taught in this Lesson:

- ◆ actions have consequences

Key Vocabulary to be used in this lesson:

- ◆ match, cause, effect, relationship

BEAM Stage/s of Learning to be utilized and the materials needed for the activities in this lesson: (please check)

Stage 1 - Activating Prior Learning	/
Stage 2 - Setting the Context	
Stage 3 - Learning Activity Sequence	
Stage 4 - Check for Understanding	
Stage 5 - Practice and Application	
Stage 6 - Closure	

III. TEACHING/LEARNING PROCEDURES

A. Preparatory Activity



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- Set the standards in doing a group activity by letting students make their own learning contract. This is to ensure participation of all students in doing all the succeeding activities.

B. Teaching/Learning Activities

1. Lesson Proper

Use the **Activity 1, “Matching Squares”** of Activating Prior Learning on pages 9 to 10 of Grade 5 “Cause and Effect” Learning Guide.

Use the Assessment 1 (Answer Key for Activity 1) to check students' outputs

2. Analysis/Discussion

Ask the following questions:

- What helped you find the exact match of the squares?
- What have you noticed with the statement in each pair of squares matched?
- Are they related? How?

Note: If students cannot express or give the idea that the statements they have matched actually have “cause-effect relationship, present the following examples:

1. faucet is left open = water bill increases
2. smoking in public places = people acquire lung cancer

Then, draw out the targeted idea from the students that “the statements have cause-effect relationship”

3. Generalization

Every action has corresponding consequence/s. The relationship of this action-consequence is what we call “cause-effect relationship”.

IV. EVALUATION

Directions: Match the squares that have cause-effect relationships.

- | | |
|-------------------------------|------------------------|
| jog under the heat of the sun | you'll get high grades |
| prick a balloon with a needle | you'll get thirsty |
| study your lesson every night | the balloon will burst |

V. ASSIGNMENT: Write 3 statements with cause-effect relationship.

Prepared by:

Checked and Approved by:

Teacher’s Name & Signature

Principal’s Name & Signature



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Reminders



- Go around and provide assistance to the participants as they develop their Lesson Plans.



Activity 2: “Critiquing of the Lesson Plans”

Congratulations everyone! You have finally made your own Lesson Plan out of the Learning Guide. It's easier this time, right? The activities are already provided. All you did was to supply some minor activities that would complete the other parts of the Lesson Plan.

This time, you are going to share your Lesson Plans with everybody and let's see how your group did the Lesson Plan. Our critiquing doesn't mean “looking for mistakes,” rather, it is a form of helping each other to make our work better. Let's share our ideas to others and let's welcome ideas from others, too. Remember, “Many heads are better than one.”

Let's hear the presentation of the Lesson Plan of Group 1. Afterwards, we will together critique their Lesson Plans. Groups 2, 3, 4 and 5 would follow later.



Reminder

- Ask the leader of each group to present their Lesson Plan, starting with Group 1.
- Critique Group 1 Lesson Plan using the Critiquing Guidelines in facilitating the activity.
- Appreciate the participants who shared their ideas during the critiquing.
- Ask the next groups to follow after the presentation and critiquing of the Lesson Plan of Group 1.



Speaker's Notes

Great job everyone!

We have walked through and explored the Learning Guide “Cause and Effect” and at the same we have filled out the Exploring the Learning Guide Template. We also have developed a complete set of Lesson Plans for the whole Learning Guide and critiqued the Lesson Plans to make them better. Wow! What a great accomplishment for just a short period of time.

I am sure that you could easily run these sessions during the MPRE because you really had a hands-on experience in doing the activities. Keep in mind that the rest of the Learning Guides you would receive in the coming months would be explored and used the same way we did today, except for the critiquing of course, because your schools heads will be the ones to check your Lesson Plans.

As educators, let us remember that in our hands lie great responsibility in molding the life of our students. How we do it is how they would be formed.



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It's really good to be called "great teacher!" and the only way we can justify this statement is by looking at "how great our students become".

I understand that to innovate and to make a difference is not easy, most especially if we don't welcome change. Sometimes, we are so much stuck with the things we are used to doing, despite we know it's not making any difference at all.

A challenge for everyone of us today is "Don't be afraid to get MAD! Make A Difference! Through then, you can see that the little change you've made would make a big leap of change for the world.

Let's work hand in hand in making a difference. Good luck everyone!