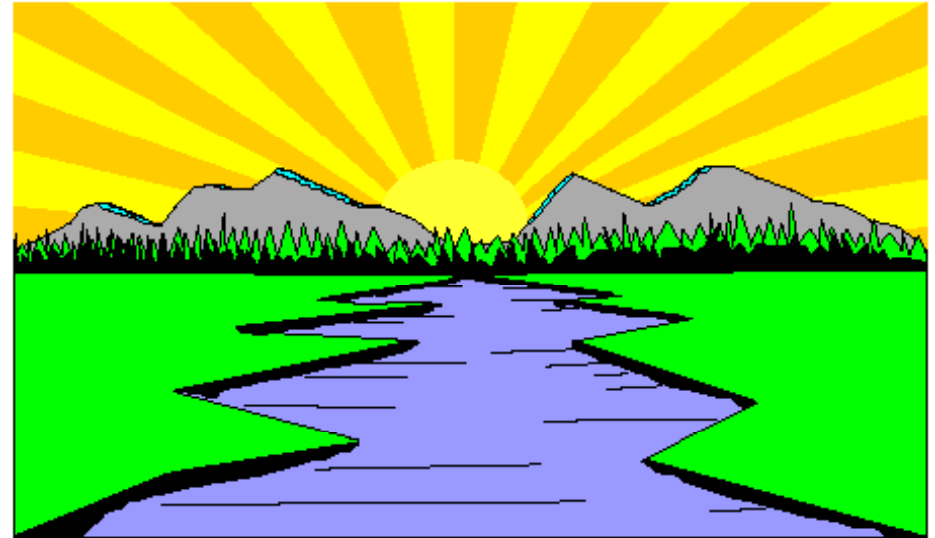


# Nature's Way



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PHILIPPINES-AUSTRALIA PROJECT IN BASIC EDUCATION (PA-PROBE)  
REGIONAL LEARNING MATERIALS CENTER VII (RLMC VII)

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## Reference

Cortes, Lilia R., et. al. 1985. Reader 4.  
Metro Manila. Vibal Publishing House Inc.



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- e. The leader reads orally the selection while the members follow the reading on their seats.
- f. Have a class discussion about the selection just read and let the pupils answer the following guide questions orally:

1. Which of the first three sentences is the general statement? Which are the supporting statements?
2. Proceed to sentences 4, 5 and 6. Which of these sentences is the general statement? Which are the supporting statements?
3. Which of the two general statements you have chosen is considered the main idea?

Valuing:

1. In your own opinion, what is the most important thing that we can get from the trees?
2. What would happen if there were no more trees around?
3. How can we prevent this from happening?

Activity 2  
Identifying the Main Idea  
and Supporting Details

- a. With the same grouping, distribute Activity No. 2 to each pupil.
- b. Let all members read the selection silently. After reading, ask them to identify the main idea and the supporting details of the selection.
- c. Have the group recorder record the group's answer on a sheet of manila paper.
- d. After completion of the activity, group reporting follows.

Activity 3  
Evaluation Sheet

Utilizing the evaluation sheet to determine the mastery level, the pupils are asked to perform the activity.

Instructional Poster

For valuing activity, let the pupils perform the expected task as stated in the poster. Be sure to monitor the monthly reports of the pupils as to the progress of their project.

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## Description

This learning package contains a User's Guide for the teachers, activity sheets, evaluation sheet and instructional poster for the pupils. The activities provide reinforcement in the development of the pupils' reading comprehension skills specifically on getting the main idea. The evaluation sheet will help the teacher determine the mastery level of the pupils.

## Target Audience

Grade IV pupils

## Subject Matter/Learning Competency

PELC, Grade VI D. 2. Getting the main idea

## Duration

80 minutes

## Objectives

After completing the activities, the pupils will be able to:

- identify the main idea explicitly stated in the selection read.
- identify the details that support the main idea.

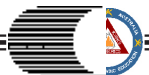
## Preparation

Conduct a pretest on " Noting Details " which is a prerequisite skill - with emphasis on the who, what, where and when questions.

## Procedures

### Activity 1 Finding the General Statement and Supporting Statements

- a. Divide the class into 5 groups of 6 members or depending on the size of the class.
- b. Let each group select a leader, recorder and reporter.
- c. Distribute Activity Sheet No. 1 to each member of the group.
- d. Focus the group's attention to the guide questions given.



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## Answer Key

### Activity No. 1

- |    |                       |   |                   |
|----|-----------------------|---|-------------------|
| A. | General Statement     | - | Sentence 1        |
|    | Supporting Statement  | - | Sentences 2 and 3 |
| B. | General Statement     | - | Sentence 6        |
|    | Supporting Statements | - | Sentences 4 and 5 |
| C. | Main Idea             | - | Sentence 1        |

### Activity No. 2

- |  |                      |   |                            |
|--|----------------------|---|----------------------------|
|  | Main Idea            | - | Sentence 3                 |
|  | Supporting Statement | - | Sentences 1, 2, 4, 5 and 6 |

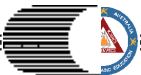
### Evaluation Sheet

- I. Insects have ways to protect themselves.
- II. Some insects use protective coloration to escape from their enemies.
- III. Plants and trees are important in our lives.



# Nature's Way

## (User's Guide)



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## Teaching Hints

1. Set a time limit for every activity such that pupils can finish it in the desired length of time.
2. Mill around during the group work to ensure that the set of directions/ instructions are being followed.
3. Together with the pupils, process the groups' responses to arrive at the expected answers.
4. To determine the mastery level, make sure that all pupils will achieve at least 75% of the items in the evaluation sheet.

### Remember

A selection is made up of many details. A detail is a small bit of information.

Some details in the story are more important than the others. The important details tell directly about the main idea. Main idea is what the story is mostly about.

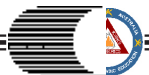
## Evaluation

The success of this material will be measured by:

- observing active participation of the members of each group in performing the activities
- completion of the activities within the time frame
- the pupils' mastery level to identify the main idea.

## Resource List

Teacher's Guide  
Activity Sheets Nos. 1 and 2  
Evaluation Sheet  
Instructional Poster  
one sheet of manila paper and pentel pen per group



## Activity Sheet No. 1

### Finding the Main Idea and Supporting Details

#### Directions:

- Choose a leader, a recorder and a reporter.
- The leader reads the selection below orally while the members read along silently.
- Participate actively in the class discussion.

#### Selection 1

(1) Trees are very important to us. (2) They supply us with wood for our homes, for our furniture, for our buildings and factories and for bridges and piers. (3) They give fuel for our cooking. (4) Thousands of our people earn their living in wood-product industries. (5) The trees in the forest also make the air fresh and cool for our health and they make our surroundings beautiful. (6) Trees are indeed very useful to people.

#### Questions:

1. Which of the first three sentences is the general statement? Which of these are the supporting statements?
2. Proceed to sentences 4, 5 and 6. Which of these sentences is the general statement? Supporting statements?
3. Which of the two general statements you have chosen is considered the main idea?

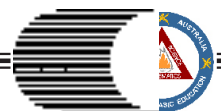
#### THINKING BEYOND



In your own opinion, what is the most important thing that we can get from the trees? Why?

What would happen if there were no more trees around?

How can we prevent this from happening?



## Activity Sheet No. 2

### Identifying the Main Idea and Supporting Ideas

#### Directions:

- Read the selection silently.
- Identify the main idea and the supporting ideas of the selection.
- Let the group recorder record the group's answer on a manila paper.
- After completion of the activity, have the group reporter present the group's answers.

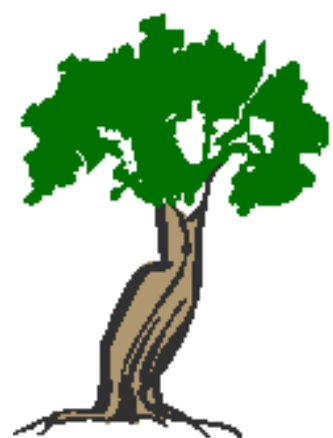
#### Selection 2

(1) Trees hold the soil with their roots. (2) Without trees, soil would be washed away by the rain. (3) The trees play an important role in the conservation of the soil. (4) Decayed leaves, twigs and branches make the soil rich. (5) Rich soil helps farmers produce more. (6) Trees are considered the main source in fertilizing the soil.

Main Idea: \_\_\_\_\_

Supporting Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





## Care and Share



### Task:

Start a tree-care project in your community. On the space provided below, write down your plan on how to go about it. Share your plan with your classmates, then make monthly reports on the progress of your project.

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# Evaluation Sheet Identifying the Main Idea

Directions: Read each paragraph below. Then, write the sentence that states the main idea.

I

Insects have developed many ways to protect themselves. Some insects like the bees have stings that hurt their attackers. Others like stink bugs, bedbugs and certain beetles send off bad odors to drive away their enemies. Still others like the spider and grasshoppers discharge smelly or poisonous fluids. Many caterpillars have hairs that irritate the skin.

Main Idea: \_\_\_\_\_

II

Camouflage or protective coloration has been used by many insects to escape their enemies. Walking sticks and a variety of moths appear green, gray or brown to match the color of their surroundings. Some other insects have patterns on their skin and wings that blend with sunlight and shadow.

Main Idea: \_\_\_\_\_

III

God has given us the plants and trees to make us happy. Plants and trees supply us with food and medicine. We need plants and trees in order to live. They give us materials for our clothing, shelter and furniture.

Main Idea: \_\_\_\_\_

### Thinking Beyond

Do you realize how beautiful the plants and trees in our country are? Write something about how you can strengthen your care for plants and trees in your community.

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## Answer Key

### Activity No. 1

- |    |                       |   |                   |
|----|-----------------------|---|-------------------|
| A. | General Statement     | - | Sentence 1        |
|    | Supporting Statements | - | Sentences 2 and 3 |
| B. | General Statement     | - | Sentence 6        |
|    | Supporting Statements | - | Sentences 4 and 5 |
| C. | Main Idea             | - | Sentence 1        |

### Activity No. 2

- |  |                       |   |                            |
|--|-----------------------|---|----------------------------|
|  | Main Idea             | - | Sentence 3                 |
|  | Supporting Statements | - | Sentences 1, 2, 4, 5 and 6 |

### Evaluation Sheet

- I. Plants and trees are important in our lives.
- II. Insects have ways to protect themselves.
- III. Some insects use protective coloration to escape from their enemies.

