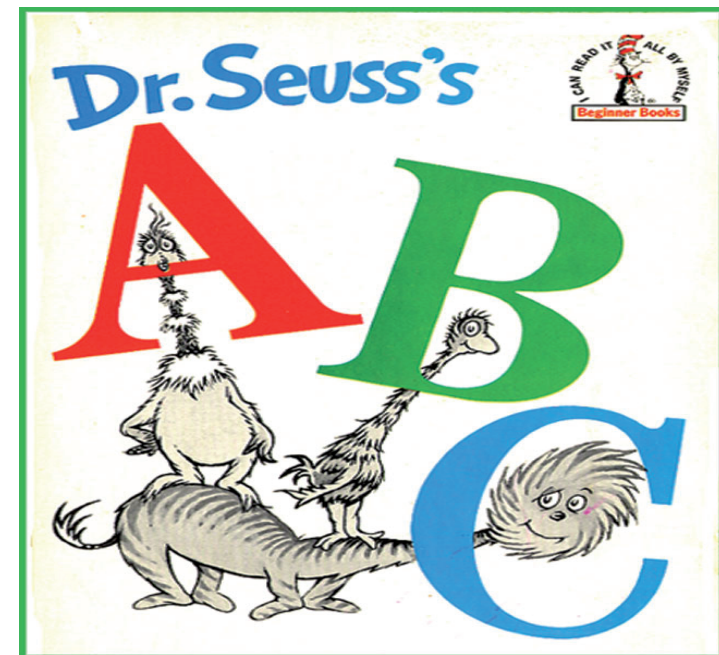


LAY THEM STRAIGHT





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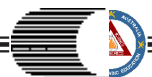
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Evaluation

The success of the activities will be appraised through the observation of the learners':

- Active involvement in all the activities
- Level of enjoyment and interest
- Completion of task.

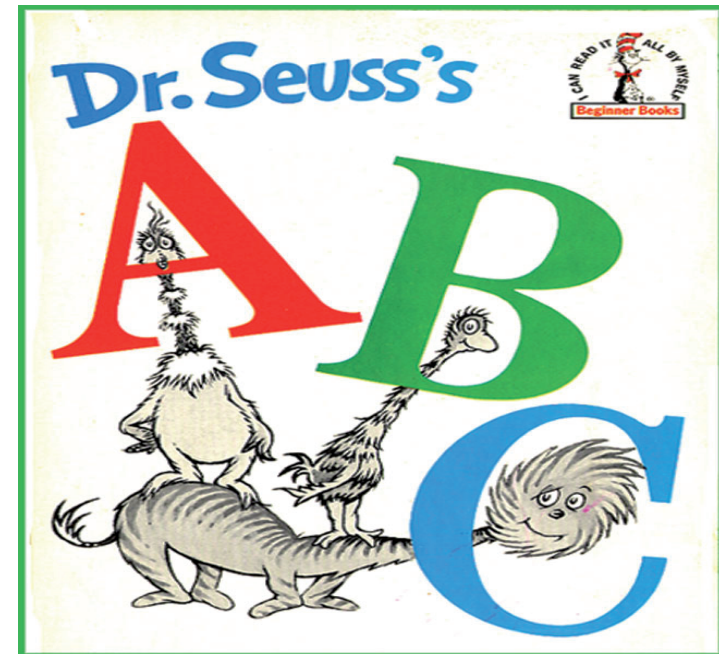
Resource List

Worksheets

5 sets of color coded word/phrase cards in envelopes/containers

5 sets of cut up parts of stories in appropriate containers.

LAY THEM STRAIGHT



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-
- Activity 3 - Put Them All Together
Materials: - 5 sets of cut-up parts of stories

1. Group the pupils into five teams.
2. Give each team an envelope containing cut-up parts of a story.
3. Instruct each team to carefully read and understand the directions provided.
4. Tell the teams to work on all sets of materials the “Carousel” way.
5. Remind them to reshuffle the cut up the parts of each story before putting them back into the containers.

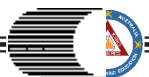
Teaching Hints

A. ABC Order

1. The items in the worksheets may be introduced or used in parts (5 items each) depending upon the capacity and the span of interest of the learners.
2. They may also be used for individual or group “Further Practice” or “Application” purposes.
3. The ideas expressed by the sentences must be fully understood by the pupils to maximize the usefulness of this activity.

B. Lay Them Straight

1. If the exercises are “too much” for one session work out, appropriate adjustments must be made like introducing or using one or two sets per session. For this purpose, each set will have to be reproduced such that the working groups will be provided with the exercises.
2. The teacher must mill around while the pupils are at work so as to extend immediate guidance and assistance to procedural questions and probably provide grammatical hints.
3. The word/phrase cards must have a uniform size. They are to be placed in small brown envelopes. Each envelope must be provided with the



direction that may either be printed on it or on a separate card and paled inside together with the word/phrase cards.

C. Put Them All Together

1. If the class is incapable of working out all 5 sets of cut up stories at one go or session, modifications will have to be done. The sets may be budgeted to a two or three day application or use. Consequently, sets will have to be reproduced so as to provide several groups with the necessary materials.

Teaching Hints

A. ABC Order

1. The items in the worksheets may be introduced or used in parts (5 items each) depending upon the capacity and the span of interest of the learners.
2. They may also be used for individual or group "Further Practice" or "Application" purposes.
3. The ideas expressed by the sentences must be fully understood by the pupils to maximize the usefulness of this activity.

B. Lay Them Straight

1. If the exercises are "too much" for one session work out, appropriate adjustments must be made like introducing or using one or two sets per session. For this purpose, each set will have to be reproduced such that the working groups will be provided with the exercises.
2. The teacher must mill around while the pupils are at work so as to extend immediate guidance and assistance to procedural questions and probably provide grammatical hints.
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Description

This learning support material aims to provide teachers with extensive, challenging, interesting and novel supplementary exercises for the total enhancement of the alphabetization, organization and sequencing skills of the elementary learners.

This material, comprising of worksheets and activity cards, further stresses the value of sharing, supporting and collaborating since the activities provided are in the nature of cooperative learning so that quick and best outputs will be attained.

Target Audience

Grades V and VI pupils

Subject Matter/Learning Competencies

“Organization and Sequencing of Ideas/Events,” PELC pp.43-44
Second and Third Grading Periods

Duration

45 minutes to an hour per activity

Objectives

After using this material, the pupils will be able to:

- Organize ideas to form sensible sentences
- Arrange sentences to form paragraphs
- Sequence cut up parts of a story or stories
- Observe capitalization, correct punctuation and the mechanics in paragraph writing.

Preparation

This material must be used only after the learners have already acquired a workable knowledge of alphabetization, organization and sequencing of words and events.

For best results, it is highly advised that before attempting to introduce the second activity, the pupils must have already experienced working on scrambled words as in the ABC Order.

Furthermore, the pupils must also have a full grasp of how to arrange scrambled sentences into sensible paragraphs and better still, scrambled paragraphs to stories.

Procedure

Activity 1 - ABC Order
Materials: - Worksheets

1. Give each child a copy of the worksheet.
2. Instruct the pupils to read the directions carefully.
Make sure they understand what they are suppose to do.

Activity 2 - Lay Them Straight
Materials: - 5 sets of color coded word/phrase cards in envelopes/
containers

1. Group the learners into five teams.
2. Give each team a set of the materials.
3. Remind the teams to carefully read and follow the directions provided.
4. Inform the class that they shall work on all sets of materials the “Carousel” way with either the materials rotating or the teams moving around “stations”.
5. Instruct the pupils to reshuffle the word/phrase cards in each set after constructing and writing the desired paragraphs on a sheet before returning them into envelopes in readiness for the next group’s use.



ABC Order

Directions: Arrange the words in each number in alphabetical order to form a sensible sentence. Write the sentences correctly observing capitalization and correct punctuation.

1. dance gracefully Belen can Aunt
2. Esther pies does like meat
3. near crashed the car a treehouse
4. form stupid beside stands William elegant Delia's
5. taste delighted highly assorted selective delicacies everyone's
6. in beautiful regularly Jimmy's drop celebrities pub
7. at always morning in Alice eight arrives the
8. tree boys that worry all without can climb
9. met yonder five women several marching shapely unmarried men
10. to vehicles gather men can tow Elsie helpful unwanted
11. her pals drove comments watchfulness to definitely candid Alma's
12. twilight dance everybody a from entertained still morning comical
13. interest and actual more children's arouse than tricks adventure amuse
14. uncover dozens workers cleverly paintings of Adam to unfaithful original concealed
15. find foolish fashionable flattery females
16. enormous employees eager errands endured
17. free fifty fuel for filed figures
18. occasional outputs oppress occurrences orderly often
19. mask metallic Master many monograms marks Merlin's
20. oriental odd Oxford Omar outside ornaments ordered



THE GOOSE WITH THE GOLDEN EGGS

One day a farmer's wife went to the barn to see if there were any eggs. The hens had laid some, and so had the ducks. But what about the goose? She lifted the big white bird from the straw, and to her surprise there was a golden egg.

So the farmer went to the barn and saw the golden egg too. "Just think," he said happily. "We'll be rich! Wife, see that this bird gets only the best to eat."

The goose grew round and fat. And everyday she laid an egg of pure gold. Soon the farmer and his wife had a basket of golden eggs.

But as they grew richer and richer they became greedy. "Why should we wait for the goose to lay one golden egg a day?" they said. "If we kill her now, we could get all the eggs at once." So the foolish farmer killed the goose.

Well, did he get all the gold? Not a bit of it. There was not even one golden egg in the goose's body.



THE FARMER'S FRIEND

Once there was a farmer who had calf. One day the animal stuck its head into a jug and could not get it out again. "Moo-moo!" it cried out loudly.

"Oh, what a thing to do!" said the farmer when he saw what was the matter. "How can I get you out?" He tried pulling the calf. And then he tried pulling the jug. But still he could not get the animal's head out.

At last he said, "I'll go and ask my friend for help. He's so very clever I'm sure he will know what to do."

And so the farmer went to get his friend. The friend took one look at the calf and said, "You'll have to get me an axe."

Soon the farmer came back with the axe. At once the friend chopped off the calf's head with it. And when he had done that, he lifted the head which was still stuck to the jug and threw it on the ground. Crash! The jug broke into pieces and the calf's head was free.

"There," said the farmer's friend proudly. "I've got your calf's head out of the jug now."



THE FOX IN THE WELL

One day a fox fell into a well. He jumped and jumped but he could not get out. The well was too deep. Soon he began to feel cold and hungry.

Suddenly there was a noise from above. A goat had come to drink from the well. It looked in and saw the fox. "Why, what are you doing down there, Mr. Fox?" asked the goat.

The fox was very cunning. Quickly, he thought of a way to trick the goat. "Oh, I'm drinking," he said.
"Down there? But there's water in the bucket up here."

"Yes, I know," said the fox. "But the water down here is much sweeter. Why don't you come down and taste it for yourself?"
"I think I will do that." And the silly animal jumped into the well.

At once the fox leapt on to the goat's back. And from there he soon jumped out of the well.
"hey! Where are you going? cried the goat. "What about me? How am I going to get out of here?"

"Ah-ha, you silly goat," laughed the fox. "Don't you think you should have thought of that before you jumped in?"
And still laughing to himself he ran off, leaving the poor goat in the well.



THE HORSE THAT RANG THE BELL

Once there lived a very good king. He built a little hut outside his palace. In the hut he put a bell from which a long rope hung.

“Anyone who needs help can come and ring this bell,” said the King. “I will do my best for them.”

For many years the poor people came and rang the bell. And rang the bell. And the King helped all of them. Soon the people were no longer poor. So they stopped ringing the bell.

One day a tired horse went into the hut to rest. It was very old and could not do any work. Its cruel master had driven it out.

The horse looked up and saw the rope hanging from the bell. There was some straw twisted round the end of the rope. Tug, tug, the hungry animal began pulling at the rope to eat the straw.

Soon the people could hear the bell ringing. Who can it be who wants help?” they asked. And they rushed to the hut to find out. They saw the tired old horse and brought it to the King.

The King looked at the animal and said, Don't worry. I will not turn you away. Anyone who rings the bell will be given help. You can come and live with my horses in the stable.”

So the old horse found a new home. And it was never hungry again.



THE SPARROW AND THE EAGLE

There was once an eagle who liked to boast. One day he said to the other birds, "I'm sure none of you can fly higher than I."

"I can!" cried a little sparrow.

"You?" laughed the eagle.

"Yes, me!" said the sparrow.

"Well, there's only one way to find out," said the eagle.

"Come and fly with me."

So the two birds stood side by side. "Ready?" asked the eagle.

"Yes," said the sparrow, hopping on to the eagle's back. He was so light that the bigger bird did not feel a thing.

Up into the sky flew the eagle. After a while he called out, "Well Sparrow. Where are you?"

"Right behind you," said the sparrow. He was on the eagle's back of course.

The eagle flew still higher. Soon he was almost touching the clouds. "Well, Sparrow are you still with me?"

"Oh, yes!" came the reply from just above him.

Then the eagle flew even higher. "Where are you now, Sparrow?" he asked.

And back came the sparrow's reply. "I'm right here."

The eagle tried his best to fly higher. But oh, he was so very tired. At last he had to come down to rest. He thought the little sparrow had really beaten him. And he was so ashamed that he stopped his boasting after that day.



SET A - 18 cards

1.

the telephone

on the desk

rang

three times

the telephone

on the desk

rang

three times

the telephone

on the desk

rang

three times

the telephone

on the desk

rang

three times

the telephone

on the desk

rang

three times

2.

both Jerry and Janice

raced

to answer the telephone

both Jerry and Janice

raced

to answer the telephone

both Jerry and Janice

raced

to answer the telephone

both Jerry and Janice

raced

to answer the telephone

both Jerry and Janice

raced

to answer the telephone

both Jerry and Janice

raced

to answer the telephone

both Jerry and Janice

raced

3.

as usual

Janice

got to the telephone

first

as usual

Janice

got to the telephone

first

as usual

Janice

got to the telephone

first

as usual

Janice

got to the telephone

first

as usual

Janice

got to the telephone

first

4.

it was Grandpa

calling

to say hello

it was Grandpa

calling

to say hello

it was Grandpa

calling

to say hello

it was Grandpa

calling

to say hello

it was Grandpa

calling

to say hello

it was Grandpa

calling

to say hello

it was Grandpa

calling

5.

Grandpa

spoke to everyone

in the family

including the cat

Grandpa

spoke to everyone

in the family

including the cat

Grandpa

spoke to everyone

in the family

including the cat

Grandpa

spoke to everyone

in the family

including the cat

Grandpa

spoke to everyone

in the family

including the cat

SET B - 18 cards

1.

for three months

the river

had been dry

for three months

for three months

the river

had been dry

the river

for three months

the river

had been dry

had been dry

for three months

the river

had been dry

for three months

for three months

the river

had been dry

the river

2.

the crops

because there was no water

had died

the crops

because there was no water

had died

the crops

because there was no water

had died

the crops

because there was no water

had died

had died

the crops

because there was no water

had died

the crops

because there was no water

had died

the crops

because there was no water

had died

the crops

because there was no water

3.

the rains

during the fourth month

came

the rains

during the fourth month

came

the rains

during the fourth month

came

the rains

during the fourth month

came

came

the rains

during the fourth month

came

the rains

during the fourth month

came

the rains

during the fourth month

came

the rains

during the fourth month

4.

water

and spilled out

water

and spilled out

water

and spilled out

water

and spilled out

water

and spilled out

water

and spilled out

filled the river bed

across the once dry land

filled the river bed

across the once dry land

filled the river bed

across the once dry land

filled the river bed

across the once dry land

filled the river bed

across the once dry land

filled the river bed

across the once dry land

5.

soon

that had once been brown

turned lush green

fields

and dry

soon

that had once been brown

turned lush green

fields

and dry

fields

and dry

soon

that had once been brown

turned lush green

fields

and dry

soon

that had once been brown

turned lush green

SET C - 18 cards

1.

by the time

the TV announcer

said "light out"

the light went out

in the house

and across the city

by the time

the TV announcer

said "light out"

the light went out

in the house

and across the city

by the time

the TV announcer

said "light out"

the light went out

in the house

and across the city

by the time

the TV announcer

said "light out"

the light went out

in the house

and across the city

SET C - 18 cards

2.

at first

were frightened

all the children

at first

were frightened

all the children

at first

were frightened

all the children

at first

were frightened

all the children

all the children

at first

were frightened

all the children

at first

were frightened

all the children

at first

were frightened

all the children

at first

were frightened

SET C - 18 cards

3.

soon however

for candles to light

they began to look

soon however

for candles to light

they began to look

soon however

for candles to light

they began to look

soon however

for candles to light

they began to look

they began to look

soon however

for candles to light

they began to look

soon however

for candles to light

they began to look

soon however

for candles to light

they began to look

soon however

for candles to light

SET C - 18 cards

4.

everyone

felt cozy

and safe

with the candles burning

everyone

felt cozy

and safe

with the candles burning

everyone

felt cozy

and safe

with the candles burning

everyone

felt cozy

and safe

with the candles burning

everyone

felt cozy

and safe

with the candles burning

everyone

felt cozy

and safe

with the candles burning

SET C - 18 cards

5.

after two hours

the lights

came back on

after two hours

the lights

came back on

after two hours

the lights

came back on

after two hours

the lights

came back on

after two hours

the lights

came back on

after two hours

the lights

came back on

after two hours

the lights

came back on

after two hours

the lights

came back on

SET D - 18 cards

1.

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

Ruth

broke a glass

while washing the dishes

SET D - 18 cards

2.

her first reaction

to hide the pieces

was

her first reaction

to hide the pieces

was

her first reaction

to hide the pieces

was

her first reaction

to hide the pieces

was

was

her first reaction

to hide the pieces

was

her first reaction

to hide the pieces

was

her first reaction

to hide the pieces

was

her first reaction

to hide the pieces

SET D - 18 cards

3.

so

she gathered the pieces

and put them carefully

in the trash can

so

she gathered the pieces

and put them carefully

in the trash can

so

she gathered the pieces

and put them carefully

in the trash can

so

she gathered the pieces

and put them carefully

in the trash can

so

she gathered the pieces

and put them carefully

in the trash can

so

she gathered the pieces

and put them carefully

in the trash can

SET D - 18 cards

4.

but

she changed her mind

while waiting

for her mother

but

she changed her mind

while waiting

for her mother

but

she changed her mind

while waiting

for her mother

but

she changed her mind

while waiting

for her mother

but

she changed her mind

while waiting

for her mother

but

she changed her mind

while waiting

for her mother

SET D - 18 cards

5.

when Mother arrived

Ruth

told her

about the broken glass

when Mother arrived

Ruth

told her

about the broken glass

when Mother arrived

Ruth

told her

about the broken glass

when Mother arrived

Ruth

told her

about the broken glass

when Mother arrived

Ruth

told her

about the broken glass

when Mother arrived

Ruth

told her

about the broken glass

SET E - 18 cards

1.

the students

arrived

at Ms. Dalisay's class

and took their seats

the students

arrived

at Ms. Dalisay's class

and took their seats

the students

arrived

at Ms. Dalisay's class

and took their seats

the students

arrived

at Ms. Dalisay's class

and took their seats

the students

arrived

at Ms. Dalisay's class

and took their seats

the students

arrived

at Ms. Dalisay's class

and took their seats

SET E - 18 cards

2.

because

it was a beautiful day

Ms. Dalisay decided

to take the class

on a nature walk

because

it was a beautiful day

Ms. Dalisay decided

to take the class

on a nature walk

because

it was a beautiful day

Ms. Dalisay decided

to take the class

on a nature walk

because

it was a beautiful day

Ms. Dalisay decided

to take the class

on a nature walk

SET E - 18 cards

3.

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

the children

got their packed snacks

and started out

SET E - 18 cards

4.

they collected specimens

from the city streets

of plants and animal life

they collected specimens

from the city streets

of plants and animal life

they collected specimens

from the city streets

of plants and animal life

they collected specimens

from the city streets

of plants and animal life

of plants and animal life

they collected specimens

from the city streets

of plants and animal life

they collected specimens

from the city streets

of plants and animal life

they collected specimens

from the city streets

of plants and animal life

they collected specimens

from the city streets

SET E - 18 cards

5.

they used them

a nature display

to make

they used them

a nature display

to make

they used them

a nature display

to make

they used them

a nature display

to make

to make

they used them

a nature display

to make

they used them

a nature display

to make

they used them

a nature display

to make

they used them

a nature display