

English

Quarter 3 – Module 1

The How, Where, and When of Things

(Use Adverbs of Manner, Place, and Time in Sentences)



GOVERNMENT PROPERTY
NOT FOR SALE

English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 1: The How, Where, and When of Things (*Use Adverbs of Manner, Place, and Time in Sentences*)

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata, Mai Anne D. Rondola

Reviewers:

Illustrator: Jerome Bonzo

Layout Artist: Krysta Lynne I. Fuytes

Management Team: Gilbert T. Sadsad

Francisco Bulalacao

Grace U. Rabelas

Leilani Lorico

Sancita B. Peñarubia

Edison Mallapre

Maritess Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis, Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 1

The How, Where, and When of Things

(Use Adverbs of Manner, Place, and Time in Sentences)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello, learner! Do you still remember us? **We are your friends, Ella and Eloy.**

Welcome to the exciting world of English for the Third Quarter, Module 1. We are going to work on different activities together so that at the end of the module, you will be able to *use adverbs of manner, place, and time in sentences.*

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy, in this adventure. First, let us find out how well you know the topic. Are you ready?



What I Know

A. Where Was It? Read the following sentences carefully. Use the correct adverb of place from the choices inside the box. Write the answers on your answer sheet.

1. Mom is busy cooking _____.
2. Healthy foods can be bought _____.
3. We run, play and laugh _____.
4. We take good care of the plants _____.

in the kitchen
at the canteen

at the playground
in our garden

in the library

B. When Was It? Read the following sentences carefully. Use the correct adverbs of time. Write the answers on your answer sheet.

1. I need to sleep early (tonight, today).
2. We have an upcoming test (yesterday, tomorrow).
3. The class will have a field trip (last year, next month).

C. How Was It? Read the following sentences carefully. Complete each with the correct adverb of manner. Write the answers on your answer sheet.

1. I studied so I _____ answered the questions on my homework.
2. We should write our notes _____.
3. Our outputs should be submitted _____.

neatly	easily	lazily	promptly
--------	--------	--------	----------



Wait a minute!

Let us pause for some time and analyze your answers. Were your answers like these?

A. Where Was It? (1) in the kitchen, (2) at the canteen, (3) at the playground, (4) in our garden?

B. When Was It? (1) tonight, (2) tomorrow, (3) next month?

C. How Was It? (1) easily, (2) neatly, (3) promptly?

Good job! If you were able to get **8-10**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?



Lesson

1

Use Adverbs of Manner, Place and Time in Sentences

Lots of exciting things can happen in different places at different times. Being able to tell how, when, and where events happen helps in adding details and developing clarity in expressing ideas, oral or written. To do this, a pupil like you should learn about adverbs.

This module provides you with a discussion on adverbs as well as fun activities and exercises for you to be able to use adverbs of manner, time, and place in sentences effectively.

You are about to read a short poem in a little while. Before that, let us first define the difficult words that you will encounter.



What's New

Look for a clue word in the sentence that will help you unlock the meaning of the underlined word.

Acting **wildly** or madly in the school premises can disturb other classes.



That was quick! What helped you find the meaning of the unfamiliar word? How will you describe the relationship between these words?

Was it easy or difficult? Here is a little help from Kuya Pat.

The pair of words from the sentence: madly and wildly show a word presented again using **simpler language**.

The word which gave you clue to unlock the meaning of the difficult word is called **Context Clue**.

In addition, madly and wildly are also called **ADVERBS**. You will learn more about it as you go along this module. Keep moving learner.



One Time!

Read and analyze each sentence carefully. Use context clues to unlock the meaning of underlined words. Write the answers on your answer sheet.

1. I cannot merely or simply sleep without doing my homework.
2. We are told to pace, that is walking, real silently along hallways and corridors.
3. I organize my papers using binders or folders, so they won't be lost.
4. My best friend and I are inseparable; we are impossible to separate.
5. Our workbooks, that is, textbooks, provide us with valuable lessons.
6. We help our teacher put up stencils or decorations in our classroom.
7. Thanks to calculators - small computers that do math computations - for helping us with difficult problems.
8. My seatmate provided or gave me papers when I forget mine.
9. I think that room is strange or unusual to look at.
10. The class president is our ruler; he is the leader.



Look at the **Answer Key** on page 18.

If your score is—

8-10: Great work! You easily found the clue words on the context using restatements.

7 and below: Oops! You need more practice. Read.

Well done learner! You already know the meaning of the difficult words found in the poem. You are ready to move to the next part now. You can choose if you still want to continue or take a short break. Have fun reading and learning!

Think About This!

What will you do if your school supplies suddenly talk and act like real people? Let us take the time to read the short poem about a very strange or unusual dream. Try to remember important details from the text.



A Dream of School Supplies

I had a dream of school supplies,
where paperclips could talk;
where poster paper hung around
with marking pens and chalk.

The stationery idled
while the pencils madly raced.
The clocks went 'round in circles,
and the glue sticks merely paced.

The binders were inseparable.
They bonded with the tape.
The workbooks exercised
and helped the stencils stay in shape.

Some calculators added
to the numbers in this land,
and music was provided by
a singing rubber band.

My dream was strange and truly cool,
but *this* was even cooler:
The dictionaries all looked up to me.
I was the ruler.

Source: Kenn Nesbitt, "A Dream of School Supplies," November 5, 2019, www.poetry4kids.com/poems/a-dream-of-school-supplies/



That was funny, right? You might want to read the poem again before you answer the questions below. Write the answers on your answer sheet.

Comprehension Questions:

1. What can the paperclips do?
2. Which two things were inseparable?
3. What did the person talking in the poem become?
4. Can this happen in real life? Why or why not?
5. How should you take care of your school supplies?



Review your answers before checking them using the **Answer Key** on page 18.

If you got **4-5: Great!** It means you understood the poem well so you can now go to the next part of this module.

If you got **3 and below: Oops!** You need to read the poem to understand it better. You can do it.



What is It

In this module, we will be focusing on **ADVERBS**.

Let us first try to remember what adverbs are.



The child talks **proudly** about how he saved his kitten.
(The adverb **proudly** describes the verb talks.)

Our new park is **strangely** quiet.
(The adverb **strangely** modifies the adjective quiet.)

My teacher is **almost** always busy.
(The adverb **almost** modifies the adverb always.)



From the examples given above, we can say that an **adverb** may describe or modify a verb, an adjective, or another adverb.

Now, there is more information for you to know.

Focus and understand them carefully, okay? Here are the sentences from the poem.

A.

1. The pencils raced **madly**.
2. Rubber bands sang **loudly**.

What do the underlined words express?

M		N	N		R
---	--	---	---	--	---

What questions do they answer?

H		W
---	--	---

Try to answer before moving on.

You are right! They tell about **manner** and answer the question **how**.

Here are more examples:

Grandmother walks **slowly** down the stairs.
 Mom asked **kindly** if we still want more food.
 Father told us **clearly** how to get there.
 Her hair swayed **wildly** during the trip.



REMEMBER:

Adverbs of manner tell **how things are done**. They answer the question “**how**.” Most adverbs of manner are formed from adjectives.

Examples: happy-happily
 easy-easily
 slow- slowly
 silent-silently

Source: Remember, K to 12 English 4, Learners’ Material, 299.

B.

1. The poster paper hung **on the walls**.
2. The clock’s hand went **around the circle**.

What do the underlined words express?

P		A	C	
----------	--	----------	----------	--

What question do these words answer?

W	H	E		E
----------	----------	----------	--	----------

Try to answer before moving on.

Right! They tell about the **place** and answer the question **where**.

Some adverbs of place also function as prepositions.

The most common are **AT**, **IN** and **ON**.

Let us differentiate the uses of these three.



In general, we use at for a point

Examples:

Jane is waiting **at the bus stop** for you.

We stopped **at the end of the street**.

When will you arrive **at the office**?

In for an enclosed area

Examples:

Sarah opened the front door and went **in**.

I am staying **in** tonight.

On for a surface

Examples:

You are standing **on my foot**.

The van just drove **on**.

Here are more examples:

I cannot find it **anywhere**.

He put the book on the shelf **above**.

Do you think we can swim **across**?

Source: Judith Pett, “Adverbs of Place: Full List with Examples and Exercises”, www.onlineteachersuk.com/adverbs-of-place/

REMEMBER:

The underlined words and the phrases express **Adverb of Place**. A word that answers “where” is an adverb of place.



C.

1. I had an unusual dream **last night**.

2. My school supplies look normal **today**.

What do the underlined words express?

T		M	E
----------	--	----------	----------

What question do these words answer?

W	H		N
----------	----------	--	----------

Try to answer before moving on.

Right! They tell about **time** and answer the question **when**.

Let us read more examples of it.

We plan to leave in the **morning**.

The team practiced **last Monday**.

Mother will teach me how to bake **today**.

REMEMBER:

The underlined words and phrases above express **Adverb of Time**. Adverbs of time tell "**when**" or how an action is done.

Let us differentiate the three kinds of adverbs using the table below.



ADVERBS	What question does it answer?
Manner	How?
Place	Where?
Time	When?



Let us try if you were able to get it right. Here is a **Quick Check!** On your answer sheet, write **AP** if the phrase is an **adverb of place**, **AT** for **adverb of time**, and **AM** for **Adverb of Manner**.

1. _____ last week
2. _____ at home
3. _____ noisily
4. _____ in October
5. _____ gently
6. _____ at the park
7. _____ behind the door

Check your work. Look for the answers on page 18.

Wow! You must have gotten everything correctly!

Always think of the **question** that can be answered by the adverbs so that you can identify and use them correctly.

Adverb of **manner** answers **how**; adverb of **time** answers **when**; and adverb of **place** answers **where**. Here are more! You can choose to continue or take a short break.



What's More

A. Using Adverbs of Manner

Analyze the following sentences carefully. Write the letter of the correct adverb of manner on your answer sheet.

1. When the leader talks too _____, it is difficult to understand what he's trying to say.

- A. quick B. quickly C. slowly

2. The singers _____ followed the directions of their conductor.

- A. easily B. goodly C. well

3. The audience cheered _____ at the great show.

- A. gently B. loudly C. successfully

4. Children _____ joined the parlor games.

- A. angrily B. excitedly C. sadly

5. Participants waited for their turn _____.

- A. correctly B. loudly C. patiently

Source: Do and Learn A and B, Adverbs of Manner, K to 12 English 4, Learners' Material, 300.

B. Using Adverbs of Place

Complete each sentence by writing the appropriate adverb of place on your answer sheet. Choose your answer from the words in the box.

in the library	at the park	everywhere
outdoors	on the seashore	

1. We enjoy having picnic _____.
2. Children love to read books _____.
3. It is nice to exercise _____.
4. We can see God's creations _____.
5. They enjoyed making sand castles _____.

Source: Do and Learn A and B, Adverbs of Place,
K to 12 English 4, Learners' Material, 272.

C. Using Adverbs of Time

Choose the letter of the correct adverb of time to complete the sentences.

1. Mother went to market _____.
A. today B. tomorrow C. yesterday
2. Sister will help me do my homework _____.
A. later B. last Tuesday C. a few hours ago
3. She will wash our dirty clothes _____.
A. last night B. on Wednesday C. never
4. I promise to clean my room _____.
A. last year B. tomorrow C. yesterday
5. I am busy working on my projects _____.
A. tomorrow B. last week C. now



Review all your answers before checking.

Use the **Answer Key** on page 18 to check your work. Were you able to get:

12-15: Excellent! We were able to follow through the lessons presented. You have shown outstanding performance!

11 and below: Oops, you need to keep your mind back in the activities. Focus, take a deep breath, and go on.



What I Have Learned

Complete the following sentences.

These words describe or modify a verb, an adjective, or another adverb. They are called (1) _____.

*The adverbs that answer the question **where** is an adverb of (2) _____, adverbs of (3) _____ tell **when** or how frequent an action is done, and adverbs of (4) _____ answers the question **how**.*



place	adverbs	time	manner
--------------	----------------	-------------	---------------

Check your answers using the Answer Key on page 18.



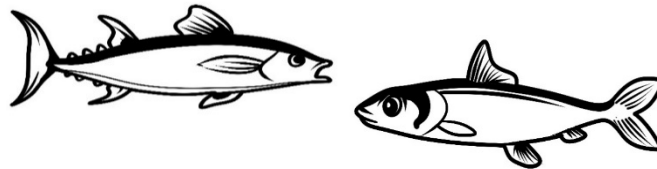
What I Can Do

THE ANIMAL KINGDOM

Draw three animals that you think are interesting. Write clear and coherent sentences using **adverbs of place** to tell where they live. Write the answers on your answer sheet.



Examples:



1. Most fish live **in freshwater lakes, streams, and rivers.**



2. The jellyfish can be found at the **bottom of the ocean** and **near the surface.**



3. Some turtles lay their eggs **in moist soils in the forest.**

Look at the **Answer Key** on page 18 to know how you will check your work.



Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.



Assessment

A. Adverbs of Place and Time

Complete each sentence by using the appropriate adverb of place or time. Choose your answer from the phrases in the box then write it on your answer sheet.

last Sunday	last month	in school	next summer
early in the morning		at home	at the front yard

1. Mother prepared breakfast_____.
2. Father keeps himself busy by fixing the fence _____.
3. We missed Grandmother so we visited her _____ after church.
4. Parents train us in doing household chores _____.
5. My brother bought a new bike _____.
6. Our teachers teach us to read _____.
7. For the _____, we plan to visit Boracay.

B. Adverb of Manner

Write or compose clear and coherent sentences using adverbs of manner from the given choices.

1. It is important to have notes organized _____.
2. Pupils should _____ join school activities.
3. Everybody should practice answering exams _____.

honestly

properly

Actively

Use the **Answer Key** on page 18 in checking your work. **If your score is---**

8-10: It means ***you did great!*** You know how to effectively use adverbs of manner, time, or place in sentences.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again. We are still here to help you out.





Additional Activities

Popcorn Graphic Organizers

Think of as many adverbs as you can and create your own Popcorn Graphic Organizer for the **three types of adverbs** to show them.

Here is an example of a Popcorn Graphic Organizer for Adverbs of Time.

Note: You cannot go to the next adventure unless you finish and pass all activities included in this module.



Congratulations on a job well done! You were able to master the skills in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!



Answer Key

<p>Assessment</p> <p>A.</p> <ol style="list-style-type: none"> early in the morning at the front yard last Sunday at home last month in school next summer <p>B.</p> <ol style="list-style-type: none"> properly actively honestly <p>Additional Activities</p> <p>Rubric for Checking</p> <p>15 points: made <u>three</u> organizers with their examples</p> <p>10 points: made <u>two</u> organizers and their examples</p> <p>5 points: made <u>one</u> organizer and its examples</p>	<p>What I Have Learned</p> <p>adverbs place time manner</p> <p>What I Can Do</p> <p>Rubric for Checking</p> <p>15 points: provided <u>three</u> drawings of animals with complete sentences <i>telling where</i> they live</p> <p>10 points: provided <u>two</u> drawings of animals with complete sentences <i>telling where</i> they live</p> <p>5 points: provided <u>one</u> drawing of animals with complete sentences <i>telling where</i> they live</p>	<p>Quick Check</p> <ol style="list-style-type: none"> AT AP AM AT AM AP AP <p>What's More</p> <p>A. Using Adverbs of Manner</p> <ol style="list-style-type: none"> B A B B C <p>B. Using Adverbs of Place</p> <ol style="list-style-type: none"> at the park in the library outdoors everywhere on the seashore <p>C. Using Adverbs of Time</p> <ol style="list-style-type: none"> C A B B C
<p>What's New</p> <p>Comprehension Questions:</p> <ol style="list-style-type: none"> The paperclips could talk. The binders and tape were inseparable. He became a ruler. No, things can't talk. Keep them when not in use. Handle them with care. <p>(Answers may vary.)</p>	<p>What's New</p> <p>One Time</p> <ol style="list-style-type: none"> simply walking folders impossible to separate textbooks decorations small computers that do math computations gave unusual leader 	<p>What I Know</p> <p>A. Where Was It?</p> <ol style="list-style-type: none"> in the kitchen at the canteen at the playground in our garden <p>B. When Was It?</p> <ol style="list-style-type: none"> tonight tomorrow next month <p>C. How Was It?</p> <ol style="list-style-type: none"> easily neatly promptly

References

PRINTED MATERIALS

Department of Education. English Grade 4 Learner's Material. Philippines, 2015.

ONLINE SOURCES

Nesbitt, Kenn. "A Dream of School Supplies". Last Modified November 2019. www.poetry4kids.com/poems/a-dream-of-school-supplies/

Pett, Judith. "Adverbs of Place: Full List with Examples and Exercises". Accessed February 2021. www.onlineteachersuk.com/adverbs-of-place/

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

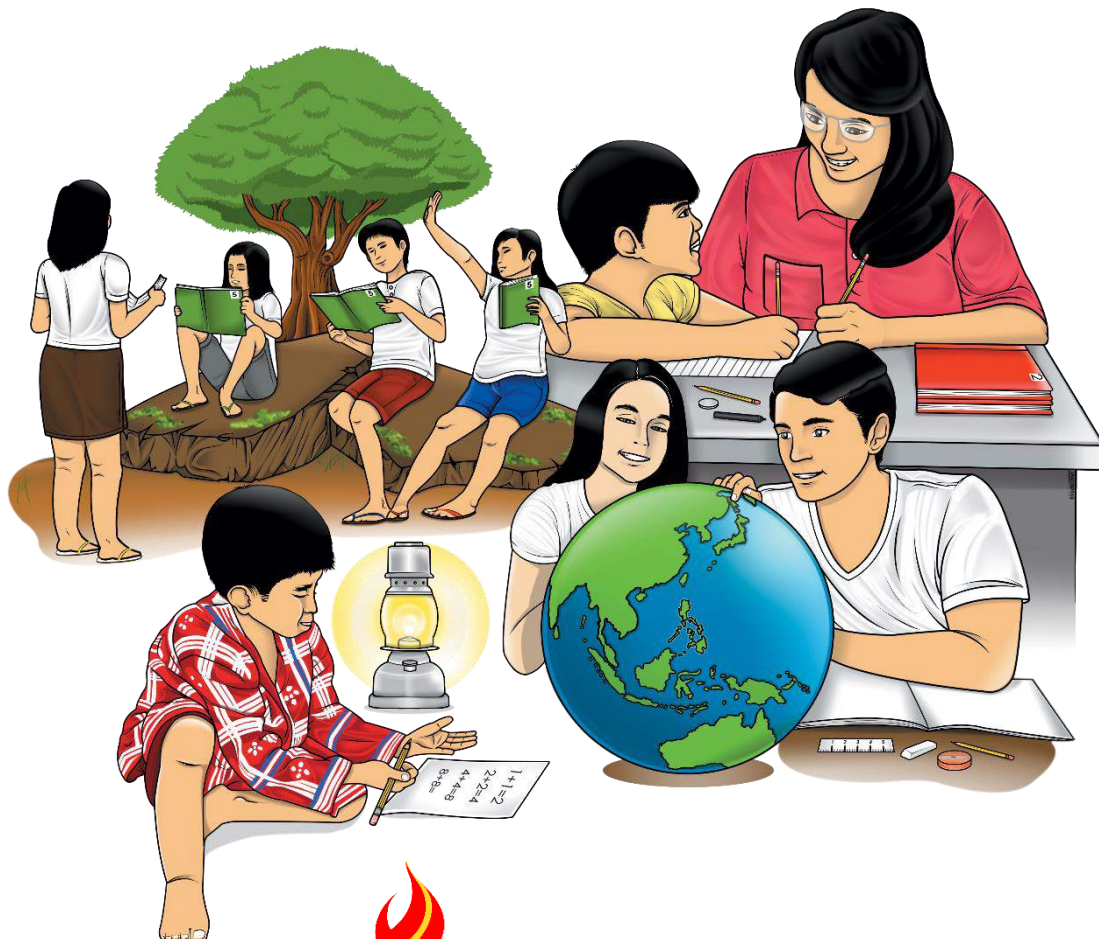
Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph

English

Quarter 3 – Module 2

Clear Directions

(Write Directions Using Signal Words)



English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 2: Clear Directions (*Write Directions Using Signal Words*)

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers:	Ruel B. Diaz, Syrelle France S. Paterter	
	Ma. Francia N. Bulacan, Lea E. Basquiñas	
Editors:	Joan L. Lagata,	Mai Anne D. Rondola
Illustrator:	Jerome Bonzo	
Layout Artist:	Ferdinand D. Astelero	
Management Team:	Gilbert T. Sadsad	
	Francisco Bulalacao	
	Grace U. Rabelas	
	Leilani Lorico	
	Sancita B. Peñarubia	
	Edison Mallapre	
	Maritess Orellana	

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis, Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 2

Clear Directions

(Write Directions Using Signal Words)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



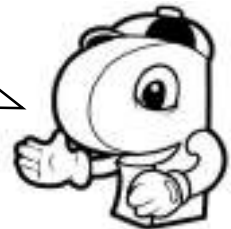
What I Need to Know



Hello learner! We are your friends Ella and Eloy. Welcome to the exciting world of English for the Third Quarter, Module 2.

We are going to work on different activities together so that at the end of the module, you will be able to write directions using signal words.

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy in this adventure. First, let us find out how well you know the topic. Are you ready?



What I Know

Complete the directions below using signal words. Write the answers on your answer sheet.

A. How to Cook Sunny Side Up

1. _____, heat oil in a pan.
2. _____, crack the egg and pour the egg white and yolk in the pan.
3. _____, add salt to taste.
4. _____, wait until the egg white sets.

B. Applying Ointment Over a Burn

1. _____, shake the bottle well before use.
2. _____, get small amount of the ointment.
3. _____, apply evenly on burnt area.
4. _____, wait for it to dry.

Wait a minute!

Let us take some time to analyze your answers.

Are your answers like these?

A) 1. First 2. Next 3. Then
4. Finally

B) 1. First 2. Next 3. Then
4. Finally



What score did you get?

Good job! If you get **6-8**, it means you are ready to learn more about the topic.

If not, it is okay. You are here to learn, right?

Lesson

2

Write Directions Using Signal Words

We can see directions or instructions everywhere. They guide us on what to do---from simple school activities to cooking our favorite food. Writing clear directions helps the reader understand it better and avoid mistakes or accidents. A young learner like you should learn how to write clear directions using signal words.

This module provides you with fun activities and exercises for you to be able to write directions using signal words effectively.



What's In

Before we explore more about this topic, let us have a quick review of the topic discussed from the previous module. **Can**



Use Adverbs of Manner, Place, and Time

A. Adverbs of Manner

Direction: Use the correct adverb of manner to complete each sentence. Write the answers on your answer sheet.

1. When somebody is asleep in a room, we should walk ____.
2. Being a good child means talking to elders ____.
3. Even at home, we should study the lessons _____.

diligently

respectfully

quietly

sadly

B. Adverbs of Place

Direction: Use the correct adverb of place to complete each sentence. Write the answers on your answer sheet.

1. Bats go out at night and hide _____ at daytime.
2. The ducks march _____ to take a quick swim.
3. The mighty eagle built a nest _____.
4. The cows eat and rest _____

on top of the tallest tree	to the lake
in caves	on the wide grassland

C. Adverbs of Time

Use the correct adverb of time to complete each sentence. Write the answers on your answer sheet.

1. I took a quick nap _____ before I review for the exam.
(in the afternoon, at midnight)
2. We are making preparations for her birthday _____.
(last week, next week)
3. Mother prepared our favorite dish for dinner _____.
(today, tonight)



Check your answers using the **Key** on page 13.

What is your score?

8-10: Nicely done! You're more than ready to learn a new lesson.

7 and below: Uh oh. You might want to review again the previous module. Here are a few reminders from Kuya Pat.

REMEMBER:

Adverbs modify a verb, an adjective, or another adverb.

Always think of the **question** that can be answered by the adverbs so that you can identify and use them correctly.

Adverb of manner answers **how**; **adverb of time** answers **when**; while **adverb of place** answers **where**.



We can learn a lot of things through reading. It is possible to cook, dance, make crafts, and go places by simply getting information from a text. Let us read and analyze the short dialogue below.



What's New

Carla and her mother are in the kitchen one morning.

Carla: Mother, I feel hungry.

We should prepare something for breakfast.

Mother: Sure. Do you want to prepare a healthful snack?

Carla: Of course, Mother! Will you help me?

Mother: We could prepare something that will give you energy to last the day. An egg sandwich!

First, beat the egg and add salt to taste.
Next, fry the egg in heated oil, wait till cooked.
Then, put the fried egg between two slices of bread.
Finally, enjoy the delicious snack.

Carla: Wow, that sounds easy. I can make enough for all of us.

Mother: Okay. I'll be here watching if you need help.

That sounds easy, right? You can read the dialogue again before you answer the questions below.

Comprehension Check-Up:

1. Who was feeling hungry?
2. What did Mother suggest for breakfast?
3. What directions did Carla follow in preparing the egg sandwich?
4. Did Carla understand the directions given by her Mother?
5. Do you think you can also make an egg sandwich after reading the dialogue? Why or why not?

Review your answers before checking them using the Key to Correction on page 13.



What's your score?

4-5: Great! It means that you have understood the dialogue well. You can now go to the next part of this module.

3 and below: Oops! You need to read the dialogue again to understand it better. You can do it.



What is It

Let us review Comprehension Question number 3.

You were asked what directions should **Carla** follow in preparing the egg sandwich. Here it is!



HOW TO MAKE AN EGG SANDWICH

First, beat the egg and add salt to taste.

Next, fry in heated oil, wait till cooked.

Then, put this between two slices of bread.

Finally, enjoy the delicious snack.

1. *Are the directions clearly stated?*

Yes or No?

2. *Are the directions arranged in their order of importance?*

Yes or No?

3. What words are used to make the directions easy to follow?

What words are used to signal what is going to be done next?



Think about your answers before moving on.

Of course, the directions are clearly stated!
Yes, the directions are arranged in their order of importance!

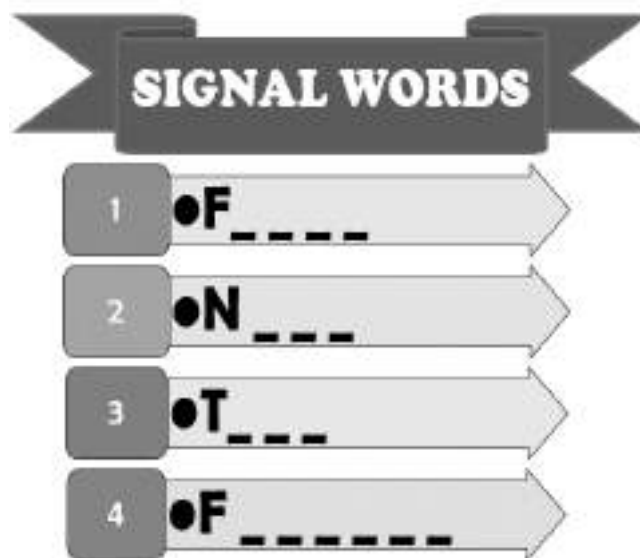
Signal words are used to make the directions easy to follow.

The words **FIRST**, **NEXT**, **THEN**, and **FINALLY** are used to write directions in correct order. They aid readers on what step should be done next. They are used in giving three to four-step directions.

They are called **SIGNAL WORDS**.

Writing directions using signal words helps the reader to clearly understand and follow the given instruction. Writing clear directions can help avoid accidents and problems along the way.

Let us check if you really get them right.
What signal words are used in giving three to four-step directions?



For sure, you got everything right!



Remember to always follow the correct order of the signal words so that you will be able to write clear directions.

You can write directions using signal words to teach others how to cook, solve problems, dance, create crafts, and even go to different places.

Here are more exciting and challenging activities for you. You can choose to continue or take a short break. Take your time and work carefully. ***You can do it!***



What's More

A. Complete the directions below by filling out the missing signal words. Write the answer on your answer sheet.

HOW TO MAKE A GREETING CARD

Can't you think of a gift to give to a friend? Why not try sending a personalized card? Here's how:

- 1) _____, fold a colored paper vertically.
- 2) _____, design the front cover according to the occasion.
- 3) _____, write a brief but meaningful message inside the card.
- 4) _____, give it to your friend!

You'll surely see a smile on your friend's face. It's easy to do and personalized too!

Next	First	Finally	Then
------	-------	---------	------

B. Rearrange the steps for making marshmallow and chocolate dip in proper order. Rewrite them on your answer sheet.

HOW TO MAKE MARSHMALLOW AND CHOCOLATE DIP

Do you like sweet and colorful foods? Then this recipe is best for you. Try Marshmallows and Chocolate Dip! It's easy:

- Then, put the chocolate bars in a frying pan. Add $\frac{1}{4}$ cup of water. Melt in low fire.

- First, prepare marshmallows, toothpicks, chocolate bars, and sprinkles.
- Finally, dip the marshmallow on sticks on melted chocolate. Design with sprinkles.
- Next, stick the toothpicks in the marshmallow to make them look like lollipops. Set aside.

C. Arrange the steps in designing a cupcake. Use correct signal words. Rewrite them on your answer sheet.

Do you feel bored looking at regular cupcakes? Well, you can do something to make it look more special. Here's how.

CUPCAKE DESIGN

_____, use the cream sticks and sprinkles to design your cupcake. _____ Just use your imagination and creativity.

_____, you will need a cupcake, sprinkles and cream sticks.

_____, you are done designing your own delicious and cute-looking _____ cupcake.

_____, think of a design that you like. It can be a cartoon character, _____ a flower, or anything!

Have fun designing and eating. You can even ask your family to join.



Done? Review all your answers before checking.
Use the Key to Correction on page 13 to check your work. What score did you get?

9-12: Excellent! You have shown outstanding performance in writing directions using signal words!

8 and below: Oops, you need to practice more. Focus, take a deep breath, and go on.



What I Have Learned

Let us check the things you have learned in this module.

Generalization

The words that signal what step should be done next are called (1) _____.

The words (2) _____, (3) _____, (4) _____, and (5) _____ are used in giving three to four-step directions.

Check your answers using the Key on page 15.



What is your score?

4-5: Excellent! It means you can now effectively write directions using signal words.

3 and below: Wait a minute. You might want to reread the discussion on page 13.



What I Can Do

Recycling Means Saving Mother Earth!

Think of a simple recycled craft that you want others to learn. Write four-step directions, using signal words, on how it can be done. Follow the format on the next page. Do this on a clean sheet of paper.



I. Title: How to Make _____ out of _____

(**Example:** How to make a flower vase out of plastic bottles)

II. Materials Needed:

- 1.
- 2.
- 3.

III. Procedure (How to Do It)

First, _____.

Next, _____.

Then, _____.

Finally, _____.

(Note: You can even draw the output or the project you wanted the readers to do. Don't forget to write the directions in their proper order using the signal words. Have fun!)

How to Rate Your Work:

10 points: followed the format and provided complete direction on how to do the craft, wrote a four-step direction using signal words

7 points: followed the format but provided a few directions on how to do the craft, wrote a three-step direction using signal words

3 points: did not follow the format and a few directions were provided on how to do the craft, wrote a two-step direction using signal words



Assessment

Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.



A. Complete the directions below by filling out the missing signal words. Write the answer on your answer sheet.

COOKING RICE

1. _____, clean rice by removing stones, insects, and palay.
 2. _____, put it in a pot, wash once and add water.
 3. _____, cover the pot and place over fire until it boils.
- Finally, lessen the heat and let simmer until rice is cooked.

B. Rearrange the directions in proper order. Rewrite them on your answer sheet.

KEEPING NOTES ORGANIZED

Keeping an organized note saves time in reviewing. Doing all these will surely make studying easier.

- Next, outline with complete topics and subtopics.
- First, do not copy everything! Just choose important words or phrases.
- Finally, highlight titles of lessons and points to remember.

C. Write the directions using signal words in preparing calamansi juice. Arrange the steps in proper order. Rewrite the directions on your answer sheet.

PREPARING CALAMANSI JUICE

- _____, stir gently and enjoy a refreshing drink.
- _____, get five pieces of calamansi.
- _____, add water and sugar.
- _____, slice and squeeze calamansi juice in a glass.

Review your answers before checking.

Look at the Key on page 13. What score did you get?

8-10: It means ***you did great!*** You know how to effectively write directions using signal words.

7 and below: Wait! You need to work on all the activities again. It seems that you need to practice some more. Go and try again. We are still here to help you.





Additional Activities

Think of ways for you to learn more and improve your grades. Write three to four-step directions using signal words. ***Here is an example:***

How to Improve Your Grades

by: Ma. Francia N. Bulacan

Getting good grades feels satisfying. If you find it difficult, here are some tips to help you!

First, listen well to class discussions and participate willingly in all given activities.

Next, take down important notes and write legibly. These notes will serve as your reviewer.

Then, promptly submit all requirements such as homework, projects, and outputs. Prepare well for major exams, even short quizzes.

Finally, do all these consistently.

There you go! Do your best, always.

How to Check Your Work:

If you were able to provide and write directions on how to improve your grades using the signal words ***First, Next, Then,*** and ***Finally***, you will get **10 points!**

Be sure to practice all of the directions you gave. For sure, these will help a lot in your studies!

Congratulations! You have already mastered the skill required in this module. See you in the next adventure





Answer Key

<p>Assessment</p> <p>A. COOKING RICE</p> <ol style="list-style-type: none"> 1. First 2. Next 3. Then <p>B. KEEPING NOTES</p> <p>ORGANIZED</p> <ol style="list-style-type: none"> 4. First, do not copy everything! Just choose important words or phrases. 5. Next, make an outline with complete topics and subtopics. 6. Finally, highlight titles of lessons and points to remember. <p>B. PREPARING CALAMANSI JUICE</p> <ol style="list-style-type: none"> 7. First, get five pieces of calamansi. 8. Next, slice and squeeze calamansi juice in a glass. 9. Then, add water and sugar. 10. Finally, stir gently 	<p>C.</p> <ol style="list-style-type: none"> 1. First, you will need a cupcake, sprinkles and cream sticks. 2. Next, think of a design that you like. It can be a cartoon character, a flower or anything! 3. Then, use the cream sticks and sprinkles to design your cupcake. Just use your imagination and creativity. 4. Finally, you are done designing your own delicious and cute-looking cupcake. <p>What I Have Learned</p> <ol style="list-style-type: none"> 1. Signal Words 2. First 3. Next 4. Then 5. Finally 	<p>What's More</p> <p>A.</p> <ol style="list-style-type: none"> 1. First 2. Next 3. Then 4. Finally <p>B.</p> <ol style="list-style-type: none"> 1. First, prepare marshmallows, toothpicks, chocolate bars, and sprinkles. 2. Next, stick the toothpicks in the marshmallow to make them look like lollipops. Set aside. 3. Then, put the chocolate bars in a frying pan. Add $\frac{1}{4}$ cup of water. Melt in low fire. 4. Finally, dip the marshmallow on sticks on melted chocolate. Design with sprinkles.
<p>What's New</p> <ol style="list-style-type: none"> 1. Carla 2. Egg sandwich 3. First, beat the egg and add salt to taste. Next, fry in heated oil, wait till cooked. Then, put this between two slices of bread. Finally, enjoy the delicious snack. 4. Yes 5. Answers may vary. 	<p>What's In</p> <p>A. Adverbs of Manner</p> <ol style="list-style-type: none"> 1. quietly 2. respectfully 3. diligently <p>B. Adverbs of Place</p> <ol style="list-style-type: none"> 1. in caves 2. to the lake 3. on top of the tallest tree 4. on the wide grassland <p>C. Adverbs of Time</p> <ol style="list-style-type: none"> 1. in the afternoon 2. next week 3. tonight 	<p>What I Know</p> <p>A)</p> <ol style="list-style-type: none"> 1. First 2. Next 3. Then 4. Finally <p>B)</p> <ol style="list-style-type: none"> 1. First 2. Next 3. Then 4. Finally

References

Department of Education, Republic of the Philippines, English Grade 4,
Learner's Material, First Edition 2015, Remember, page 299

Department of Education, Republic of the Philippines, English Grade 4,
Learner's Material, First Edition 2015, Remember, page 40

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

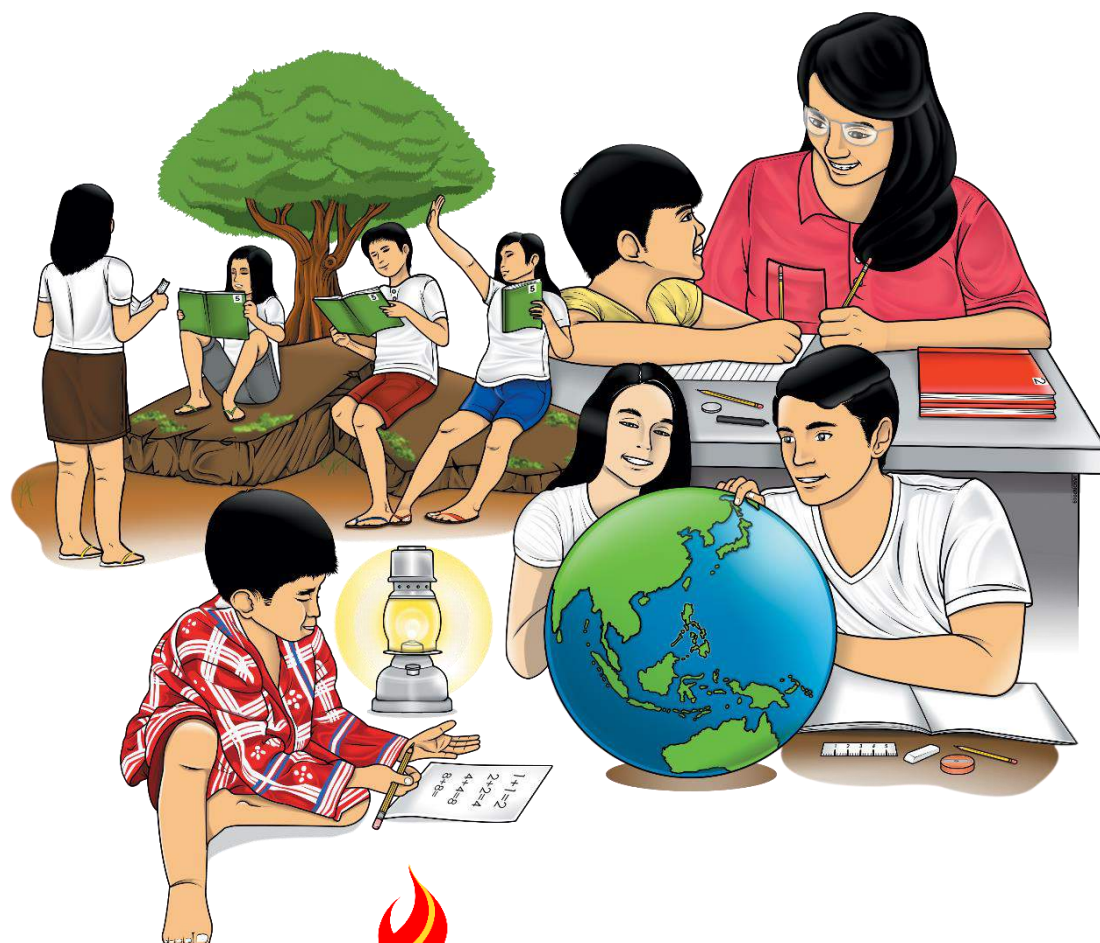
Email Address: blr.lrqaad@deped.gov.ph * blr.lrpda@deped.gov.ph

English

Quarter 3 – Module 3

Big and Special Ideas

(Distinguish Between General and Specific Statements)



English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 3: Big and Special Ideas

Distinguish Between General and Specific Statements

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers:	Ruel B. Diaz	Syrelle France S. Paterter
	Ma. Francia N. Bulacan	Lea E. Basquiñas
Editors:	Joan L. Lagata	Mai Anne D. Rondola
Illustrator:	Jerome Bonzo	
Layout Artist:	Ferdinand D. Astelero	
Management Team:	Gilbert T. Sadsad	
	Francisco Bulalacao	
	Grace U. Rabelas	
	Leilani Lorico	
	Sancita B. Peñarubia	
	Edison Mallapre	
	Maritess Orellana	

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis, Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 3

Big and Special Ideas

(Distinguish Between General and Specific Statements)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello, learner! We are your friends, Ella and Eloy. Welcome to the exciting world of English for the Third Quarter, Module 3.

We are going to work on different activities together so that at the end of the module, you will be able to *distinguish between general and specific ideas*.

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy in this adventure. First, let us find out how well you know the topic. Are you ready?



What I Know

Read the following sentences below. Distinguish the **GENERAL** and **SPECIFIC** statements between each given pair of sentences. Write the answers on your answer sheet.

- _____ 1. Our body needs enough water.
- _____ 2. We need to drink 8 glasses of water daily to keep our body hydrated.
- _____ 3. There are simple chores that we can do like washing the dishes, setting the table, and sweeping the floor.
- _____ 4. Helping with the household chores can make our parents happy.
- _____ 5. We have to buy groceries at the supermarket.
- _____ 6. Mother made a grocery list which includes sugar, milk, bread, eggs, cleaning materials, and toiletries.

- _____ 7. We can use the Table of Contents, Index or Appendix to find the page number of the information we need.
- _____ 8. Books have parts that help us easily locate the information we are looking for.
- _____ 9. Trees were uprooted; houses were ruined; roads and bridges were wrecked.
- _____ 10. The typhoon caused a lot of damage.



Wait a minute!

Let us pause for some time and analyze your answers.

Were your answers like these?

- | | | |
|-------------|-------------|-------------|
| 1) General | 5) General | 9) Specific |
| 2) Specific | 6) Specific | 10) General |
| 3) Specific | 7) Specific | |
| 4) General | 8) General | |

Good job! If you were able to get **8-10**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. You are here to learn, right?



Lesson

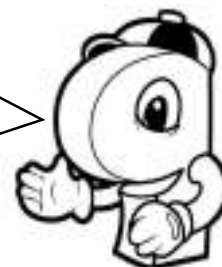
3

Distinguish Between General and Specific Statements

Through reading different materials, you encounter or gain a lot of information which are written in sentences and paragraphs. Some sentences state the big or main ideas while others give examples, explanations and evidences to clarify or prove a point. First, if you can identify the big idea in a paragraph, then you are able to tell what the writer wants you to know. Next, with the help of the supporting ideas, explanations, and examples, you can confirm if the main idea is true. This can be done by understanding or analyzing the examples, explanations, or specific details provided to support the main point. Finally, you can decide whether or not to believe or accept the ideas presented.

This module provides you with fun as well as meaningful activities and exercises for you to be able to distinguish general and specific statements effectively.

Before you explore more about this topic, let us have a quick review of the topic discussed from the previous module. *Can you still remember it?*



What's In

Write Directions Using Signal Words

A. Complete the directions below by filling in the blanks with the correct signal words.

Write the answers on your answer sheet.

SETTING THE TABLE

1. _____, lay a placemat on the table.
2. _____, put a plate in the middle of the placemat.

3. _____, lay a napkin to the left of the plate and place a fork on the napkin.
4. _____, place a knife and a spoon on the right side of the plate.

B. Rewrite the directions below following the proper order of steps as shown by the signal words. Write the properly arranged directions on your answer sheet.

PLANTING ONIONS

Having a small garden at home can make things easier. Instead of buying onions, why not plant them?

- Next, plant the onion and cover it with soil.
- First, fill a pot with soil and create a hole at the center.
- Finally, you can harvest onions from your own plant.
- Then, water it and place it in a safe spot.



Check your answers using the Key on page 13.

If you were able to get:

6-8: Nicely done!

You're more than ready to learn a new lesson.

5 and below: Uh oh. You might want to take a peek again at our previous module. Here are a few reminders from Kuya Pat.

REMEMBER:

Words that give signal or clue to the order of steps and usually come in three to four-step directions are called **Signal Words**. Specifically, they are **Sequence Signal Words**.

The words **First**, **Next**, **Then**, and **Finally** are used to write or give directions in their correct order or sequence.



There are times when we do not easily understand the ideas presented to us. However, with the help of examples and explanations, things become clearer and we learn something new.



What's New

Read the conversation between Jana and Carlo who are in Grade 4.



Philippine Festivals

by: Ma. Francia N. Bulacan

Carlo: I once read from a book that the Filipino people are very fond of festivals and celebrations.

Jana: You are right. Everything is colorful and exciting.

Carlo: Yes, but I have a little problem.

Jana: Tell me. I might be able to help.

Carlo: Uhm, how do we prove that Filipinos love festivals?

Jana: Oh, that is easy. We could give examples.

The Panagbenga Festival in Baguio City is celebrated in February. People from far and near visit the place to see the parade of floats that are decorated with fragrant and multi-colored flowers.

Carlo: Oh! I remember one, too. The Pampanga's Hot Air Balloon Festival is also a fun and colorful activity. It happens yearly between January and February at the Clark Freeport Zone.

Jana: See, we could even give more!

Carlo: Yes, but lunch break is almost over. Let us go back to class now. Thank you, Jana.

Jana: You are welcome! Let's go!

Done?

You may read the dialogue again before you answer the questions below. Write your answers in the answer sheet.



Comprehension Check-Up:

1. What did Carlo read from a book?
2. What was Carlo's problem?
3. How did Jana prove that Filipinos love festivals?
4. List down the examples given by Carlo and Jana to prove that Filipinos love festivals.
5. Do you also agree that Filipinos love festivals based on the conversation of the two pupils? Why or why not?



Review your answers before checking them using the Key to Correction on page 13.

If you got **4-5: Great!** It means you understood the dialogue well so you can now go to the next part of this module.

If you got **3 and below: Oops!** You need to read the dialogue carefully to understand it better. You can do it!



What is It

Let us go back to your answers for Question Numbers 1 and 4. Read and analyze the two groups of sentences.

Column A	Column B
The Filipino people are very fond of festivals and celebrations.	<p>The Panagbenga Festival in Baguio City is celebrated in February. People from far and near visit the place to see the parade of floats that are decorated with fragrant and multi-colored flowers.</p> <p>The Pampanga's Hot Air Balloon Festival is also a fun and colorful activity. It happens yearly between January and February at the Clark Freeport Zone.</p>

Now, answer these.

1. In which column do you find the main or big idea?
2. In which column are the details, explanations, illustrations, and examples found?

Hmmm... Think before you move on.



If you answered that:

Column A is where you found the main or big idea while **Column B** is where the explanation, illustration, and examples are found, then you are **RIGHT! Hooray!**

Meaningful sentences or statements can be grouped into two.

The Filipino people are very fond of festivals and celebrations.

This statement expresses a big idea which presents a topic that still needs additional or supporting information. It covers a broad aspect or characteristic of the Filipinos that has to be explained more with details so that the reader can fully understand it. This is an example of a **GENERAL STATEMENT**.

The Panagbenga Festival in Baguio City is celebrated in February. People from far and near visit the place to see the parade of floats that are decorated with fragrant and multi-colored flowers.

The Pampanga's Hot Air Balloon Festival is also a fun and colorful activity. It happens yearly between January and February at the Clark Freeport Zone.

These statements contain special features and characteristics as well as supporting details to the general statement given above. They provide explanations, illustrations, descriptions and evidences by citing examples which prove that Filipino people love or enjoy festivals. These are called **SPECIFIC STATEMENTS**.

Being able to distinguish the general statement helps you understand what the writer wants you to know. It also enables you to tell the topic or the big idea presented in the text. The specific statements are supporting sentences that give details, explanations and evidences for the idea expressed in the topic sentence or main idea. The specific statements help you clarify the meaning of the given main or general statement.

After the discussion about general and specific statements, it is now time for you to work on the following exercises. ***You can do it!***



What's More

A. Distinguish the specific statement in Column B that supports or gives evidence to the general statement in Column A. Write the letter of the correct answer on your answer sheet.

<i>General Statements</i>	<i>Specific Statements</i>
1. There are lots of books which can help us gather new information and learn more.	a. Rubber shoes which are designed to reduce the chance of slipping are the best option for hiking and running activities.
2. Computers can provide the information you need in just a few clicks.	b. School backpacks can carry almost anything, from books to lunch boxes.
3. Wearing footwear allows us to walk on rough surfaces without getting hurt.	c. Leche Flan or Crème Caramel is best-loved because of its rich, milky texture.
4. Bags are used to carry things in a neat and orderly way.	d. Visiting websites such as Time for Kids, National Geographic, The Kidz Page, and more make learning fun and exciting.

5. Desserts or something sweet must always be on the table for special occasions in the Philippines.	e. Encyclopedia, dictionary, thesaurus, atlas, and almanac are resource materials that we can use in our studies.
------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

B. Read and analyze the given statements below.

Answer the questions with **Yes** or **No**. Write them on your answer sheet.

1. Fruits provide the nutrients you need to be healthy.

Is this a general statement?

2. Mangoes are rich in Vitamins A, E, and C; also, they are high in fiber and contain folate, iron, and zinc.

Is this a specific statement?

3. School buildings and facilities serve different purposes.

Is this a general statement?

4. The library is a place where we can study and borrow books.

Is this a specific statement?

5. Most ethnic groups in the Philippines choose to preserve their culture.

Is this a specific statement?

6. The Igorots, who live in the Cordillera region of Luzon, kept their traditional religion and way of life.

Is this a general statement?

C. Read the following sentences below. Distinguish the **GENERAL** and **SPECIFIC** statements between each given pair of sentences. Again, write your answers on the answer sheet.

_____ 1. Orchids are flowering plants with fragrant blooms that come in different colors.

_____ 2. Waling-waling which is best known for its large and colorful petals is considered as the “Queen of Philippine Orchids”.

_____ 3. About 70% of the Earth’s surface is covered with water while the remaining 30% is made up of mountains, valleys, and plains.

_____ 4. Planets have their special characteristics and features that make them different from others.

Review all your answers before checking.
Use the **Answer Key** on **page 13** to check your work.
Were you able to get a total score of:

12-15: Excellent! You were able to follow through the lessons presented. You have shown outstanding performance!

11 and below: Oops, you need to keep your mind back in the activities. Focus, you can choose whether you want to continue or take a short break.



What I Have Learned

Let us summarize everything that you learned in this module. Complete the sentences below with the missing words. Choose your answers from the words inside the box. Write them on your answer sheet.



Generalization

This statement expresses a big idea which presents a topic that still needs additional or supporting information or detail to clarify its meaning. It covers a broad aspect or characteristic that has to be (1) _____ more with details so that the reader can fully understand it. This is called (2) _____.

This statement contains special features and (3) _____ as supporting details to the general statement given. It provides explanation, illustration, description and (4) _____ by citing or giving examples. This is called (5) _____.

general statement	explained
characteristics	specific statement
evidences	information



Check your answers using the Key on page 13.

If you were able to get **4-5: Excellent!** It means you can now effectively distinguish between general and specific statements.

If you got **3 and below:** Wait a minute. You might want to reread the discussion on pages 6-7.



What I Can Do

Using any resource material, such as books or the internet, find a short paragraph, and be able to distinguish the general and specific statements in it. Note that two or more specific statements can exist in a paragraph since they provide supporting details to the general statement.

Here is how you are going to do it. Follow the example below:

Title of the Paragraph: About Birds

Source (Where I Got It): Birds Pictures and Facts,
<https://www.nationalgeographic.com/animals/birds/>

General Statement:

Everything about the anatomy of a bird reflects its ability to fly.

Specific Statements:

1. The wings, for example, are shaped to create lift.
2. The leading edge is thicker than the back edge, and they are covered in feathers that narrow to a point.

How to Check Your Work:

If you were able to come up with an output just like this, you will get **20 points** for this activity. Do not go to the next part of this module unless you finish this activity first, okay?





Assessment



Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.

Read the following sentences below. Distinguish **General** and **Specific** statements between each given pair of sentences. Write the answers on your answer sheet.

1. Dogs can be very playful sometimes.
2. Once, I found out that my dog created a big hole in one of my socks.
3. They have chubby cheeks, tiny chins, and they smile a lot too.
4. Babies are the cutest things ever.
5. We learn a lot in school.
6. Our knowledge and skills in the different subjects are developed in the school; it is also there that our values are formed and enhanced.
7. Gardening can be a fun activity for all members of the family.
8. The children can learn about how plants grow and how to take care of them.
9. Floods, earthquakes, and typhoons can destroy even the biggest buildings.
10. Natural disasters cause harm to properties and even to humans.

Review your answers before checking.

Look at the Key to Correction on page 13. If your score is 8-10: It means **you did great!** You know how to effectively write directions using signal words.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again. We are still here to help you.





Additional Activities

I Can Be a Writer Too!

1. Think of a general statement related to any topic that interests you.
2. In two to three sentences, provide specific statements that support or provide evidences to the general statement you have given.

Note: You cannot go to the next adventure unless you finish and pass all activities included in this module.



How You Will Check Your Work:

You will get **20 points** if you were able to provide one general statement as the main idea of your paragraph and you have written two to three specific statements that provide supporting details or evidences to the general statement you have given.



Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!





Answer Key

<p>Assessment</p> <ol style="list-style-type: none"> 1. General 2. Specific 3. Specific 4. General 5. General 6. Specific 7. General 8. Specific 9. Specific 10. General 	<p>What I Have Learned</p> <ol style="list-style-type: none"> 1. explained 2. general statement 3. characteristics 4. evidences 5. specific statement 	<p>What's More</p> <p>A.</p> <ol style="list-style-type: none"> 1. e 2. d 3. a 4. b 5. c <p>B.</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes 5. No 6. No <p>C.</p> <ol style="list-style-type: none"> 1. General 2. Specific 3. Specific 4. General
<p>What's New</p> <ol style="list-style-type: none"> 1. Filipino people are very fond of festivals and celebrations. 2. How to prove that Filipinos really love festivals. 3. By giving examples 4. Panagbenga Festival and Hot Air Balloon Festival 5. Yes. Examples were given. 	<p>What's In</p> <p>A. SETTING THE TABLE</p> <ol style="list-style-type: none"> 1. First 2. Next 3. Then 4. Finally <p>B. PLANTING ONIONS</p> <p>First, fill a pot with soil and create a hole at the center.</p> <p>Next, plant the onion and cover it with soil. Then, water and place it in a safe spot. Finally, you can harvest onions from your own plant.</p>	<p>What I Know</p> <ol style="list-style-type: none"> 1) General 2) Specific 3) Specific 4) General 5) General 6) Specific 7) Specific 8) General 9) Specific 10) General

References

Texts and Activities

About Birds Excerpt, Birds Pictures and Facts,

<https://www.nationalgeographic.com/animals/birds/>

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

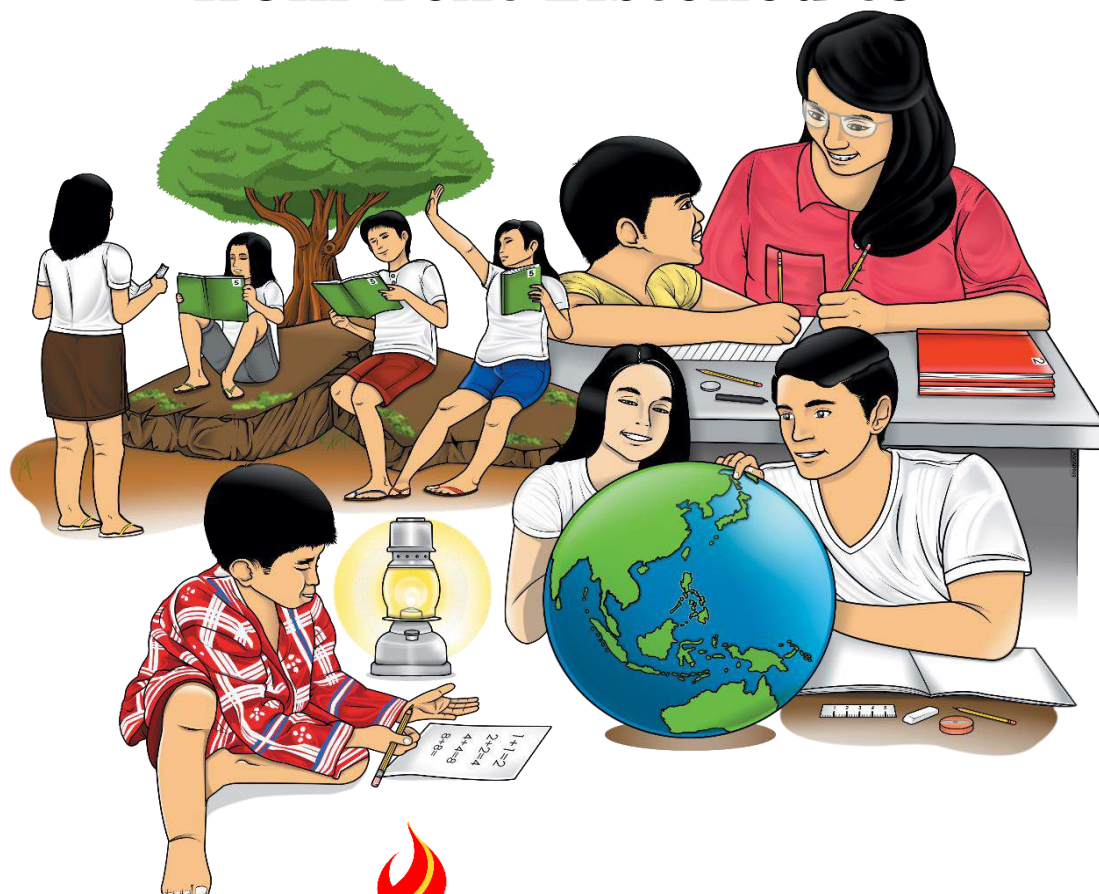
Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqaad@deped.gov.ph * blr.lrpda@deped.gov.ph

English

Quarter 3 – Module 4

Identifying Main Idea, Key Sentence, and Supporting Details from Text Listened to



English– Grade 4

Alternative Delivery Mode

**Quarter 3 – Module 4: Identifying the Main Idea, Key Sentence, and Supporting Details
from Text Listened to**

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata

Mai Anne D. Rondola

Illustrator: Jerome Bonzo

Layout Artist: Oswaldo A. Valiente

Management Team: Regional Director: Gilbert T. Sadsad

CLMD Chief: Francisco Bulalacao

Regional EPS In Charge of LRMS: Grace U. Rabelas

Regional ADM Coordinator: Leilani Lorico

CID Chief: Sancita B. Peñarubia

Division EPS In Charge of LRMS: Edison Mallapre

Division ADM Coordinator: Maritess Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis, Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 4

Identifying Main Idea, Key Sentence, and Supporting Details from Text Listened to

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello learner! Do you still remember us? **We are your friends Ella and Eloy.**

Welcome to the exciting world of English for the Third Quarter, Module 4. We are going to work on different activities together so that at the end of the module, you will be able to **identify the main idea, key sentence, and supporting details from the text listened to.**

Hi, there. I am your Kuya Pat. Together with Ella and Eloy, I will be joining you in this learning adventure. First, let us find out what you already know about the topic. Are you ready?



What I Know

Ask anyone in your family to read aloud the short paragraph below and while it is being read to you, listen attentively. Then answer the questions that follow. Write the answers on your answer sheet.



For the Reader:

¹Spiders catch food in different ways. ²They spin silk to catch insects. ³Some leap into the air to catch their prey. ⁴Some spiders use sheets of silk to wrap their prey like mummies.

Source: Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 161

Comprehension Questions:

1.) What is the **topic** discussed in the paragraph?

S			D		R	
---	--	--	---	--	---	--

2.) Which is the **key sentence** that contains the main idea of a paragraph and is expressed in a complete thought? *Sentence Number* _____

3.) What is the main idea of the paragraph that the key sentence tells us about the topic?

4-6.) Which sentences **support the key sentence**? *Sentence Numbers* _____



Wait a minute!

Let us pause for some time and analyze your answers. Are your answers like these?

1.) *SPIDERS*

2.) *Sentence Number 1*

3.) *Spiders catch food in different ways.*

4-6.) *Sentence Numbers 2, 3, 4*

Good job! If you get **4-6**, it means you are already on the right path to discover more about the topic. **If not, it is okay.** We are here to learn, right?



Lesson

4

Identifying the Main Idea, Key Sentence, and Supporting Details from Text Listened To

Listening from different sources means getting a lot of information too. One important skill that you should develop while listening is to be able to identify the main idea being presented as well as the additional information that supports it. Through this, connections between previous learning and new information gained will be created making discovery more meaningful and exciting!

This module provides you with fun activities and exercises for you to be able to identify the main idea, key sentence, and supporting details from text listened to.

Before you explore more about this topic, let us have a quick review of the lesson discussed in the previous module.
Can you still recall it?



What's In

Distinguish Between General and Specific Statements

Read the pairs of sentences below. Identify the general and specific statements. Write **General** or **Specific** on your answer sheet.

1. The meal is tasty.
2. Birds help control insects.
3. It was a warm sunny day for a picnic.
4. Birds eat almost twice their own weight.
5. We can feel the warm summer wind coming from the sea, blowing on our faces.
6. The aroma of the dish smells satisfying and the sweet and sour taste melts in my mouth.

Source: General and Specific Statement,
<https://www.slideshare.net/rameloantonio/general-and-specific-statements>



Check your answers using the **Key** on page 15.

If you were able to get:

5-6: Nicely done! You're more than ready to learn a new lesson.

4 and below: Uh oh! You may want to take a peek again at our previous module. Look at the box below as Kuya Pat helps you recall your previous lesson.

REMEMBER:

General statement expresses a big idea or topic that still needs additional information. It covers a broad aspect that has to be explained more so that the reader can fully understand it.

Specific statements contain special features and characteristics. They provide explanations, illustrations, and evidence by referring to particular examples.



What's New



Think of these:

1. What is your favorite food? How do you get it?
2. In the text that you listened to, check what spiders eat and how they get them.

Let us go back to the paragraph you encountered a while ago. Listen to it again and then answer the questions that follow.



For the reader:

Spiders catch food in different ways. They spin silk to catch insects. Some leap into the air to catch their prey. Some spiders use sheets of silk to wrap their prey like mummies.

Source: Department of Education, K to 12 English 4,
Learner's Material, Quarter 2, page 161

Comprehension Check-Up:

1. What do spiders eat?
2. What do they spin to catch insects?
3. How do the insects look like when spiders use sheets of silk to wrap them?
4. Is it good to catch spiders and play with them? Why or why not?

Review your answers, then check them using the **Key to Correction** on page 15.

If you got **4: Great!** It means you understood the paragraph well. You can now go to the next part of this module.

If you got **3 and below: Oops!** You need to listen to the paragraph again to understand it better. You can do it.



What is It

Great! If you answered correctly the questions about the paragraph, it means you understood it well. Let us now analyze the important points in it.

¹Spiders catch food in different ways. ²They spin silk to catch insects. ³Some leap into the air to catch their prey. ⁴Some spiders use sheets of silk to wrap their prey like mummies.

Let us now answer the following questions together.

1. What is the **main idea** of the paragraph?

Clue: The main idea is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph. To identify the main idea, answer the question, “What is the most important thing that the paragraph tells me about the topic?”

Found it? Right, **the paragraph tells us that spiders have different ways of catching food.** The first sentence gives that.

2. Which is the **key sentence**?

Clue: A key sentence contains the main idea of a paragraph and is expressed in a complete thought. It is usually found at the beginning of the paragraph. However, some key sentences may appear in the middle or even at the end of the paragraph. The key sentence is also called topic sentence.

Found it? Right! It is sentence number 1 which states that **“Spiders catch food in different ways.”** It tells you the main idea of the paragraph and gives you an idea about the sentences to follow.

3. Which sentences **support the key sentence**?

Clue: Supporting details make up the body of the paragraph. They give details to support the main idea through facts, examples, explanation, details, or description.

Found it? Right! They are Sentences 2, 3, and 4 which state that **spiders spin silk to catch insects, some leap into the air to catch their prey, and some use sheets of silk to wrap their prey like mummies.**

All these details develop the topic of how spiders catch their food.



Connecting the previous lesson with this new one, you must have observed that the key sentence is a general statement and the supporting sentences are specific statements.

That was fun! Try to imagine yourself as a nature explorer meeting new animals as you go through.

Do you want to try looking for the main idea, key sentence and supporting details on your own? Kuya Pat will give you a map!

Here is a map to guide you on your journey.



The main idea is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph. To identify the main idea, answer the question, "What is the most important thing that the paragraph tells me about the topic?"

A key sentence contains the main idea of a paragraph and is expressed in a complete thought. It is usually found at the beginning of the paragraph. However, some key sentences may appear in the middle or even at the end of the paragraph. The key sentence is also called topic sentence.

Supporting details make up the body of the paragraph. They give details to support the main idea through facts, examples, explanation, details, or description.

**Main Idea,
Key Sentence
and
Supporting
Details**

It is important to identify the main idea, key sentence, and supporting details from what you read or listened to. Being able to do so means you understand the text and you can identify the important points in it.



What's More

Again, ask your partner to read aloud the texts on the next page. Listen and be able to identify the main idea, key sentence, and supporting details in each. Write the answers on your answer sheet.

A. FIRST TRY!



For the Reader:



<https://steemit.com/steem/@fraenkstein/the-beautiful-swan-b985fd9ab5471>

Swans are the most majestic of the waterfowls. They are graceful in the air and stately on the water. These large waterfowls have long necks, heavy bodies, and big feet. They are the largest animals in the duck-geese family.

Source: SWANS. (2012). Britannica Student Library. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica.

Done? Great!

If you need a little more time, you can listen to it again before you continue.

Complete the graphic organizer below with the information being asked for. Answer on your answer sheet.



[Text]

MAIN IDEA

[Text]

KEY SENTENCE

[Text]

SUPPORTING DETAILS

- 1
- 2
- 3

Look for the answers on page 15.

This time, you must have gotten everything correctly! Always remember that the **key sentence** contains the **main idea** and the **supporting details** add examples, facts, and details to support the main idea. Just remember these and you will never go wrong again.



B. ONE MORE!



For the Reader:






File:Tarsier Hugs Mossy Branch.jpg
<https://commons.m.wikimedia.org/wiki/>

Tarsiers have unique characteristics. It is one of the smallest primates; it is no larger than an adult man's hand. It has especially long ankle bones and short body. Its round head can be rotated 180°. Its hind legs and feet are elongated. It has big bulging eyes. It sleeps during the day and finds food at night. It is the only entirely carnivorous primate.

Source: Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 177

Complete the graphic organizer with the information being asked for. Write the answers on your answer sheet.

Main Idea	Key Sentence	Supporting Details
		



Easy? Think about it again then proceed to check if your answers are correct.

Look for the answers on page 15 and see what your score tells you.

8-10: Great improvement! You are doing well. Keep moving.

3 and below: Uh oh. You can read again the information about Identifying Main Idea, Key Sentence, and Supporting Details.

C. GETTING THERE!



For the Reader:



File: Honey_bee_(Apis_mellifera).jpg
<https://commons.m.wikimedia.org/wiki/>

Bees vary greatly in nesting practices depending upon the species. Social bees are members of colonies cooperating with others to build the nest and to feed and protect the young. Solitary bees care only for themselves and their immediate brood. Parasitic bees, or guest bees, have no body parts for collecting pollen and do not feed or care for their offspring.

BEES. (2012). Britannica Student Library. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica.

Complete the graphic organizer with the information being asked for. Use your answer sheet for your answers.

		<ul style="list-style-type: none">•1•2•3
Main Idea	Key Sentence	Supporting Details

Check your work using the Key on page 15.

Were you able to get:

4-5: Excellent! You were able to follow through the lessons presented. You have shown outstanding performance!

3 and below: Oops, you need to keep your mind on the lesson and on the given activities. Focus, take a deep breath, and go on.

Hooray! We are here at last. The assessment part is almost near and it means you are on your way to finishing this module. Good luck and remember your adventures!





What I Have Learned

Generalization



Let us now give a summary of everything you learned in this module.

Pick from the choices the word that best fits the statements below. Write the answers on your answer sheet.

The _____ is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph.

The (2) _____ is a statement that contains the main idea of a paragraph and is usually found at the beginning of the paragraph.

The (3) _____ make up the body of the paragraph. They give details to support the main idea through facts, (4) _____, explanation, details, or (5) _____.

main idea	supporting details	examples
key sentence	description	statement

Check your answers using the **Answer Key** on page 15.



What I Can Do

You really showed great performance in working on all those tasks. This time, we will be giving you a different activity.





It Is an Animal World

Below are jumbled sentences. You are going to arrange these into a meaningful, unified and coherent paragraph.

Remember to apply everything you learned about main idea, key sentence and supporting details.



Martin Vorel,
<https://fivestart.com/ants-eat-the-grasshopper>

- Some bite or spit out a disagreeable liquid.
- Ants have different methods of defense.
- Others run away when under attack, 'play dead' or send sound signals to warn other members of their colony of danger.
- They are capable of warlike behavior.

ANTS. (2012). Britannica Elementary Library. *Encyclopedia Britannica Ultimate Reference Suite*. Chicago: *Encyclopedia Britannica*.



Assessment

Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.



Again, ask your partner to read aloud the texts to you. Listen and identify the main idea, key sentence and supporting details in each. Write the answers on your answer sheet.

Main Idea

Key Sentence

- 1
- 2
- 3

Supporting Details



For the Reader

A.



File:Baby_turtle.jpg
<https://commons.m.wikimedia.org/wiki/>

Turtles have ways to protect themselves from enemies. Some species, such as the box turtle, can withdraw the head, leg, and tail and tightly close for protection. Powerful jaws and claws are the snapping turtle's best defense against enemies. Side-necked turtles have necks that fold sideways along the inner edge.

SOURCE: turtle. (2012). Britannica Student Library. *Encyclopedia Britannica Ultimate Reference Suite*. Chicago: Encyclopedia Britannica.



For the Reader

B.



<https://www.freeimg.net/photo/189358/honeybees-beehive-honey-bees>

A beehive consists of three types of bees with its own important job. There is only one queen bee who fills the hive with eggs. Male bees are called drones who mate with the queen. Worker bees take care of the babies, build honeycombs, and keep the hive cool.

Source: *Beehive Excerpt*,
<https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-FREEBIE-Two-Passages-1459991>

Let's find out how you fared there!

Check your answer using the Answer Key on page 15.

If you were able to get:

8-10: You are the best! It means you have mastered the competencies here, so you can now move to the next lesson.

7 and below: Uh oh. It means you have to work on all the activities again. This time we hope that you will do better. We are still here to help you work on it.





Additional Activities

Listen to the text, then identify the main idea, key sentence, and supporting details and show them through drawings/illustrations.



For the Reader:



File:Milan_Thunderstorm.jpg
<https://commons.m.wikimedia.org/wiki/>

There are things that we must do to keep ourselves safe during thunderstorms. First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the NDRRMC recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid water, high ground, and metal objects.

How to Check Your Work:

(You get **10 points** if you have the following for your answers:

MAIN IDEA: We can do things to keep ourselves **safe** during thunderstorms.

KEY SENTENCE: There are things that we must do to keep ourselves safe during thunderstorms.

SUPPORTING DETAILS

1. First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the NDRRMC recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard.
2. Do not use telephones or electrical equipment.
3. Avoid water, high ground, and metal objects.

(You will get another **10 points** if the drawings/illustrations are creatively done.)

Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!





Answer Key

<p>SUPPORTING DETAILS</p> <p>1. There is only one queen bee who fills the hive with eggs. 2. Male bees are called drone who mate with the queen. 3. Worker bees take care of the babies, build honeycombs, and keep the hive cool.</p>	<p>Assessment</p> <p>A. (5 points)</p> <p>MAIN IDEA: The paragraph tells us that turtles can protect themselves from enemies. KEY SENTENCE: Turtles have ways to protect themselves from enemies.</p> <p>SUPPORTING DETAILS</p> <p>1. Some species, such as the box turtle, can withdraw the head, legs, and tail and tightly close for protection. 2. Powerful jaws and claws are the snapping turtle's best defense against enemies. 3. Side-necked turtles have necks that folds sideways along the inner edge.</p> <p>B. (5 points)</p> <p>MAIN IDEA: The paragraph tells us about types of bees. KEY SENTENCE: A beehive consists of three types of bees with its own important job.</p>	<p>What I Can Do</p> <p><i>It is an Animal World</i></p> <p>Ants have different methods of defense. They are capable of warlike behavior. Some bite or spit out a disagreeable liquid. Others run away when under attack, play dead' or send sound signals to warn other members of their colony of danger.</p> <p>How to Check: You get one point for every sentence you put in the correct order.</p>
<p>SUPPORTING DETAILS</p> <p>1. Social bees are members of colonies cooperating with others to build the nest and to feed and protect the young. 2. Solitary bees care only for themselves and their immediate brood. 3. Parasitic bees, or guest bees, have no body parts for collecting pollen and do not feed or care for their offspring.</p>	<p>What's More</p> <p>MAIN IDEA: The paragraph tells us that swans are majestic. KEY SENTENCE: Swans are the most majestic of the waterfowls. SUPPORTING DETAILS</p> <p>1. They are graceful in the air and stately on the water. 2. These large waterfowls have long necks, heavy bodies, and big feet. 3. They are the largest animals in the duck- goose family.</p> <p>B. One More</p> <p>A. First Try</p> <p>MAIN IDEA: The paragraph tells us that tarsiers are unique. KEY SENTENCE: Tarsiers have unique characteristics. (2 points)</p>	<p>What I Have Learned</p> <p>1. main idea 2. key sentence 3. supporting details 4 and 5. examples, description</p> <p>What I Can Do</p> <p><i>It is an Animal World</i></p> <p>Ants have different methods of defense. They are capable of warlike behavior. Some bite or spit out a disagreeable liquid. Others run away when under attack, play dead' or send sound signals to warn other members of their colony of danger.</p> <p>How to Check: You get one point for every sentence you put in the correct order.</p>
<p>SUPPORTING DETAILS</p> <p>(1 point each)</p> <p>1. It is one of the smallest primates; it is no larger than an adult man's hand. 2. It has especially long ankle bones and short body. 3. Its round head can be rotated 180°. 4. Its hind legs and feet are elongated. 5. It has big bulging eyes. 6. It sleeps during the day and finds food at night. 8. It is the only entirely carnivorous primate.</p> <p>C. Getting There</p> <p>MAIN IDEA: The paragraph tells us that bees have different nesting practices. KEY SENTENCE: Bees vary greatly in nesting practices, depending upon the species.</p> <p>SUPPORTING DETAILS</p> <p>1. Social bees are members of colonies cooperating with others to build the nest and to feed and protect the young. 2. Solitary bees care only for themselves and their immediate brood. 3. Parasitic bees, or guest bees, have no body parts for collecting pollen and do not feed or care for their offspring.</p>	<p>What's New</p> <p>1. insects 2. silk 3. mummies 4. Answers may vary.</p> <p>What's In</p> <p>1. General 2. General 3. General 4. Specific 5. Specific 6. Specific</p> <p>What's New</p> <p>1. insects 2. silk 3. mummies 4. Answers may vary.</p>	<p>What I Know</p> <p>1.) SPIDERS 2.) Sentence Number 1 3.) Spiders catch food in different ways. 4-6.) Sentence Numbers 2, 3, 4</p> <p>What's In</p> <p>1. General 2. General 3. General 4. Specific 5. Specific 6. Specific</p> <p>What's New</p> <p>1. insects 2. silk 3. mummies 4. Answers may vary.</p>

References:

PRINTED MATERIALS

Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 161

Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 177

ONLINE SOURCES, Texts

Ants. (2012). Britannica Elementary Library. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica.

Bees. (2012). Britannica Student Library. Encyclopedia Britannica, Ultimate Reference Suite, Chicago: Encyclopedia Britannica.

Beehive Excerpt, <https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-FREEBIE-Two-Passages-1459991>

General and Specific Statement,

<https://www.slideshare.net/rameloantonio/general-and-specific-statement>

Swans. (2012). Britannica Student Library. Encyclopedia Britannica, Ultimate Reference Suite, Chicago: Encyclopedia Britannica.

Thunderstorm Excerpt,

<https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-FREEBIE-Two-Passages-1459991>

Turtle. (2012). Britannica Student Library. Encyclopedia Britannica, Ultimate Reference Suite, Chicago: Encyclopedia Britannica.

ONLINE SOURCES, Images

SWAN, <https://steemit.com/esteem/@fraenkstein/the-beautiful-swan-b985fd9ab5471>

TARSIER, <https://commons.m.wikimedia.org/wiki/>

HONEY BEE, <https://commons.m.wikimedia.org/wiki/>

ANTS, Martin Vorel, <https://libreshot.com/ants-eat-the-grasshopper>

BABY TURTLE,

https://commons.m.wikimedia.org/wiki/File:Baby_turtle.jpg

BEEHIVE, <https://www.freeimg.net/photo/189358/honeybees-beehive-honey-bees>

THUNDERSTORM, <https://commons.m.wikimedia.org/wiki/>

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

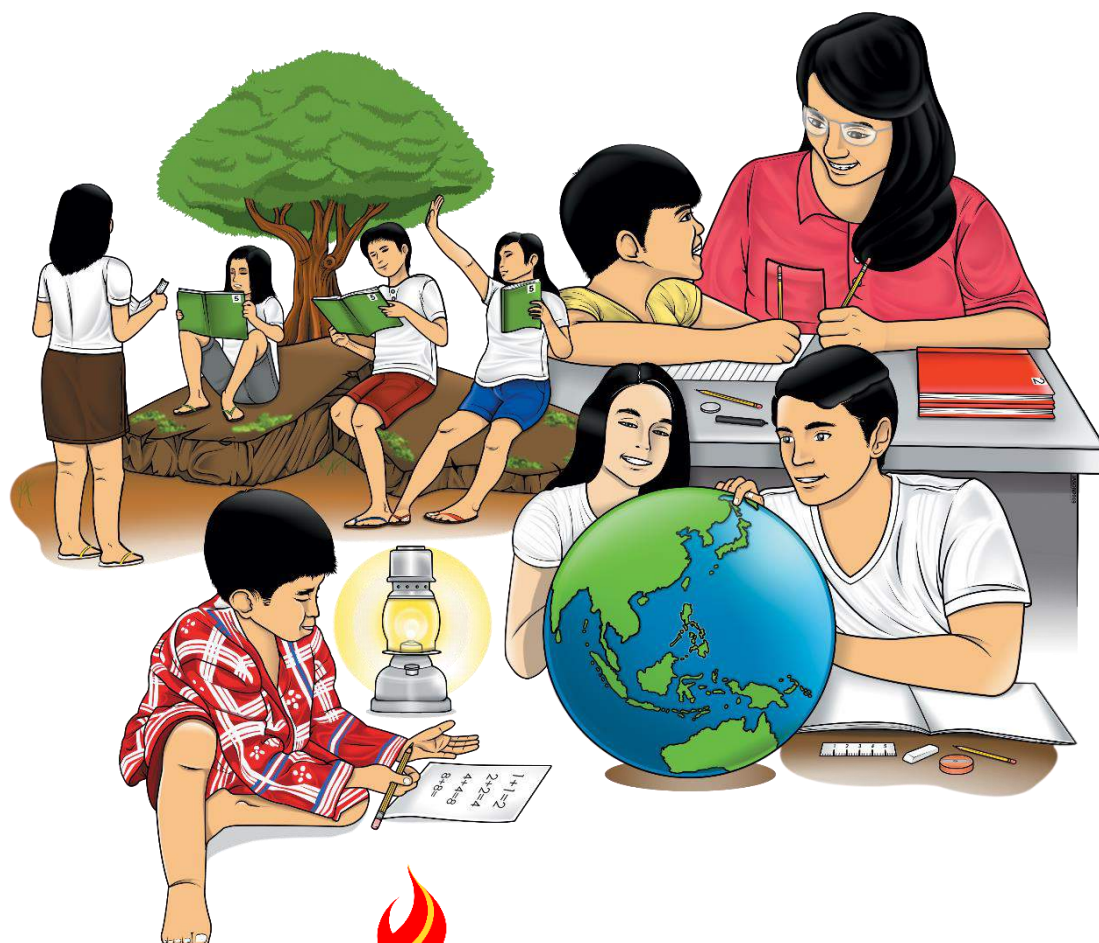
Email Address: blr.lrqaad@deped.gov.ph * blr.lrpdd@deped.gov.ph

English

Quarter 3 – Module 5

Keeping Ideas Organized

(Use Appropriate Graphic Organizers in Text Read)



English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 5: Keeping Ideas Organized

Use Appropriate Graphic Organizers in Text Read

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata

Mai Anne D. Rondola

Illustrator: Jerome Bonzo

Layout Artist: Jay Lord Gallarde

Management Team: Gilbert T. Sadsad

Francisco Bulalacao

Grace U. Rabelas

Leilani Lorico

Sancita B. Peñarubia

Edison Mallapre

Maritess Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis, Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 5

Keeping Ideas Organized

(Use Appropriate Graphic Organizers in Text Read)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello learner! We are your friends Ella and Eloy.

Welcome to the exciting world of English for the Third Quarter, Module 5. We are going to work on different activities together so that at the end of the module, you will be able to *use appropriate graphic organizers in text read.*

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy in this adventure. First, let us find out how well you know the topic.



What I Know

Direction: Read the short text below. Using the graphic organizer on the next page, present the important points from the paragraph.

Bullying continues to affect young students. Young learners tend to air their likes or dislikes to the rest of the internet community. As a result, many become victims of bullying. A simple post of a picture revealing awkward situations of a person can affect the victim forever. Expressing one's feelings or thoughts is normal but it should come with responsibility. This problem has to stop and the only way to stop it is to inculcate respect among young students. They must be taught how to become a responsible internet user. Parents and teachers must join hands to put remedies to this problem.

Source: Bullying Excerpt, Department of Education, Region V, Detailed Lesson Plan, Third Quarter, Week 3, Day 5, page 553

PROBLEM	SOLUTIONS



Wait a minute!

Let us pause for some time and analyze your answers.

PROBLEM	SOLUTIONS
Bullying	Inculcate respect among students
	They must be taught how to become a responsible internet user.
	Parents and teachers must join hands to put remedies on this problem.

Good job! If you were able to get **all answers in the four boxes**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?



Lesson

5

Use Appropriate Graphic Organizers in Text Read

Oftentimes, it is easier to make pictures of what you are thinking through the use of visual tools. These tools can help you present ideas in a short, clear, and understandable manner.

For younger readers like you, using organizers is a great way to help you fully analyze information in a text read. There are a lot of graphic organizers you can choose from depending on the text or paragraph you are reading.

This module provides fun activities and exercises for you to be able to use appropriate graphic organizers in text read.

Before you explore more about this topic, let us have a quick review of the topic discussed from the previous module. ***Can you still remember it?***



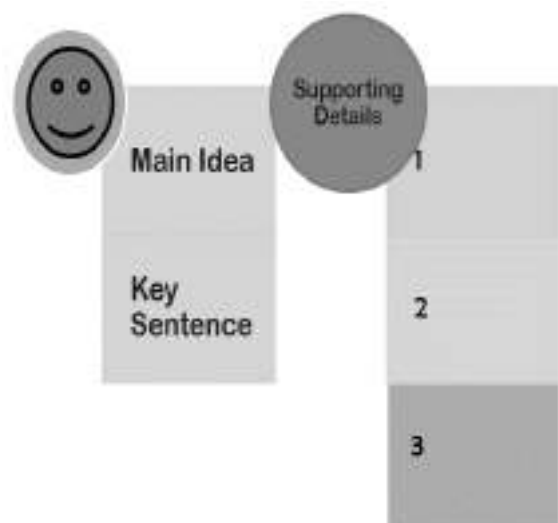
What's In

Identifying the Main Idea, Key Sentence and Supporting Details

Read the short paragraph below. On your answer sheet, be able to provide the information asked for.

Filipino people are known for being happy and optimistic. All year round, there are different celebrations and occasions held. Barrio fiestas showcase how high-spirited our fellowmen are. Filipinos remember and give importance to special days and fill them with joy and merriment.

-Ma. Francia N. Bulacan





Don't forget to review your answers before checking.

Look at the Answer Key on page 18.

If you were able to get **4-5: Nicely done!** You're more than ready to learn the new set of skills.

3 and below: Oops. You might want to take a peek again at our previous module. Here are a few reminders from Kuya Pat.

REMEMBER:

The main idea is a word or a phrase, the topic of the paragraph, or what is being talked about.

A **key sentence** contains the main idea and is expressed in a complete sentence.

Supporting details come after the key sentence, making up the body of the paragraph.



What's New

Unlocking of New Words

Read the sentences below and be able to identify the meaning of the underlined words using context clues. Write the letter of the correct answer from the given choices on your answer sheet.

1. The typhoon did not destroy our **sturdy** house.
2. It is a **peaceful** night since everybody is fast asleep.
3. Butterflies visit the **fragrant** flowers in the garden.
4. Handle the pots with care; they are made of **clay**.
5. You have to put **fertilizer** on the plants to keep them healthy.

a. quiet
b. strong
c. having a sweet smell
d. a substance added to soil or land
e. sticky fine-grained soil, molded when wet, dried, and baked to make pots



Done?

Check your answers using the Answer Key on page 18.

Make sure you understand these words because you will meet them again as you read the text or paragraph that follows.

Think of These:

What is the best thing about your home?
How do you keep your home clean and neat?

Read the short paragraph below and be able to answer the questions after it.



READING TIME

Home

by: Ma. Francia N. Bulacan

My family and I live in a far but peaceful town. We live in a small hut surrounded by plants. We help each other in keeping our home neat and clean. Father and I work on our garden every morning. It is filled with green, leafy vegetables. We built a sturdy fence around it and painted it blue.

Mother has her garden too. Our front lawn is filled with fragrant and colorful flowers. Mother and sister have pink, clay pots. They remove the weeds that grow, water them every day, and put fertilizer too.

We feel happy looking at all these things growing around the house. It makes the surroundings look happy and lively. It feels fun helping one another in keeping our home beautiful and filling it with love too.

Done? Great!

If you need a little more time, you can read it again before you continue. Then, go to the next part once you are ready.

Here are a few questions to test how much you understood the selection presented.



Comprehension Check-Up:

1. What is the text about?
2. How do they feel about the things around them?
3. In what ways can you help maintain a clean home?

Look for the answers on page 18.

If you were able to get all the answers right, then it means you are ready for more fun activities. Keep going learner.



What is It



Using a Graphic Organizer

From the short text titled “Home”, there are different ways on how the family keeps their home neat and clean. Look at how these important details are presented in two ways.

Presentation A	Presentation B
How We Keep our Home Neat and Clean <ul style="list-style-type: none">➤ Father and I work on our garden every morning.➤ We built a sturdy fence around the garden and painted it blue.➤ Mother and sister filled the front lawn with fragrant and colorful flowers.➤ They remove the weeds that grow, water them every day, and put fertilizer too.	<p>work on our garden every morning</p> <p>built a sturdy fence around the garden and painted it blue</p> <p>Father and I</p> <p>How We Keep Our Home Neat and Clean</p> <p>Mother and Sister</p> <p>filled the front lawn with fragrant and colorful flowers</p> <p>remove the weeds that grow, water them every day, and put fertilizer too</p>

Guide Questions:

Which presentation is better?
Presentation A or Presentation B? Why?
Think, think, think before moving on.
For sure, you chose **Presentation B!**



Presentation B is more appealing and easy to understand. This is an example of a Graphic Organizer.

It is a combination of texts and images to help present the details or ideas in a short, clear, and understandable manner.

Instead of expressing the ideas in complete sentences, it is possible to use phrases to emphasize important points.

Here, what Father and the speaker do to keep their home neat and clean are presented on top while what Mother and sister do are written at the bottom.

Let us learn more about Graphic Organizers.

What are Graphic Organizers?

Graphic organizers are charts or visuals which are used to represent what we think of. They can help us understand what we read.

Source: Department of Education, Region V, Detailed Lesson Plan, First Quarter, Week 6, Day 3, page 166

Why do we use Graphic Organizers?

They are useful tools in organizing and presenting information in a short, understandable manner. They can be in any form, design, shape, or size as long as they show or represent how much you understood the text read.

Some common types of graphic organizers can show a sequence of events, problem-solution, description, similarities and differences, and more.

Here are more examples of Graphic Organizers.

Balloons	Brainstorming Web	Cause & Effect	Circles Story Map	Character Map
Compare	Concept Map	Dear Tim & Moby	Description/Prediction Chart	Experiment Observations
Pause Points	Predictions	Story Map	Story Mountain	Story Pyramid
Storyboard	Synonym & Antonym Pairs	The 5 Ws	Tim's Shirt	Venn Diagram
Flowchart	Ideas Details	Item Description	Knowledge & Conclusion	KWL Chart
KWS Chart	Main Idea	Moby Alphabet	Observation Chart	Paragraph Chart

Source: Graphic Organizers, <https://www.scribd.com/document/342863913/5-6-LM-in-Eng-5-Q4-week-5-6-docx>

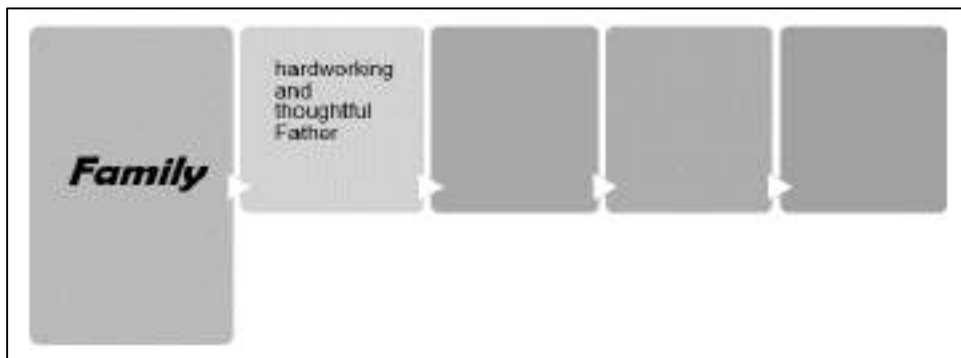


What's More

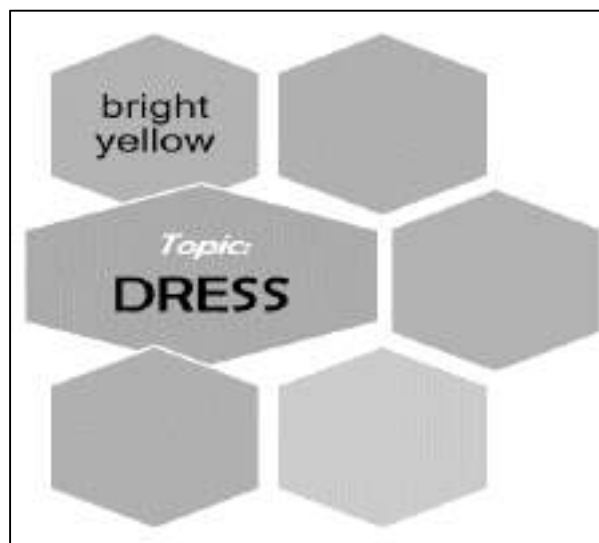
A. Using a Graphic Organizer to Describe

Use the graphic organizers to present the details about the different topics given below.

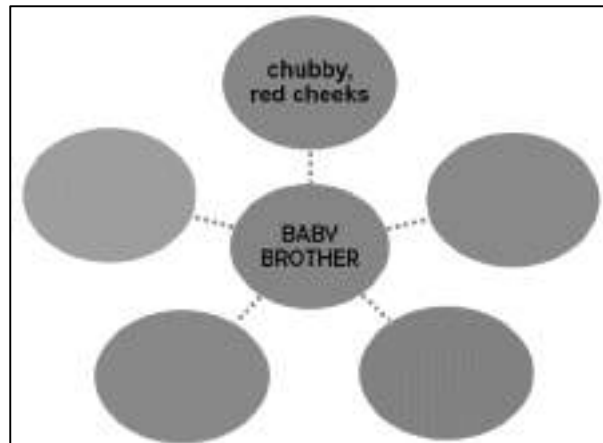
1. I have a big and happy family. Father is very hardworking and thoughtful. Mother is kind and understanding. I have five sisters and three brothers. I am the youngest and the clown of the family. I make them laugh when they're tired and I help with the chores too. I thank God that I have a big, happy family.



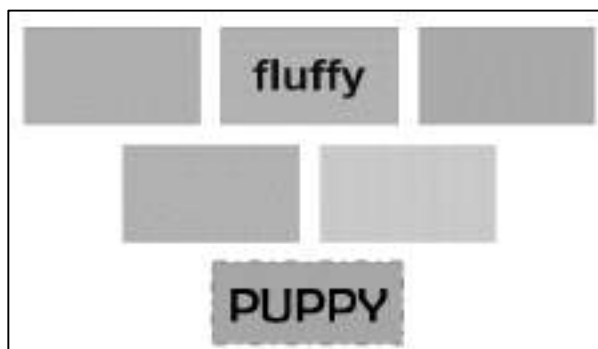
2. My mother bought my sister a new dress. It is bright yellow and filled with sparkly stones. The hemlines are stitched with a white, lacy cloth. There are little roses with leaves embroidered on the skirt too. It is very pleasant to look at.



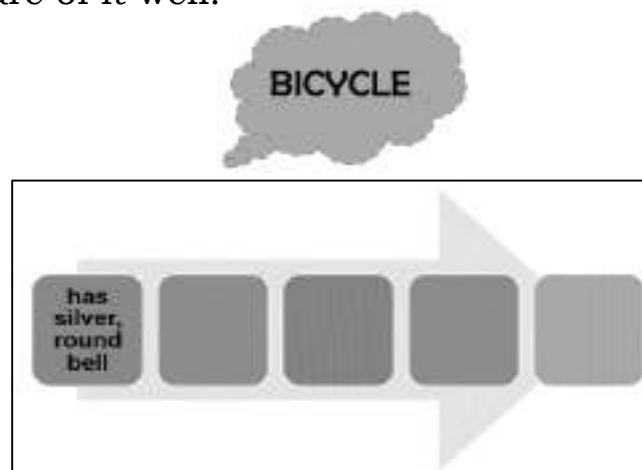
3. My baby brother is a bundle of joy. His cheeks are chubby, red, and have dimples on them. His eyes are bright and always smiling. His tiny fingers curl on my fingertips every time I touched them. He giggles a lot and it makes everybody happy.



4. Our family owns a puppy. It is white and fluffy. It is a very active puppy and loves running around. It plays ball too. It waits for me at our door and wags its tail every time it sees me. We love our puppy so much and consider it as family.



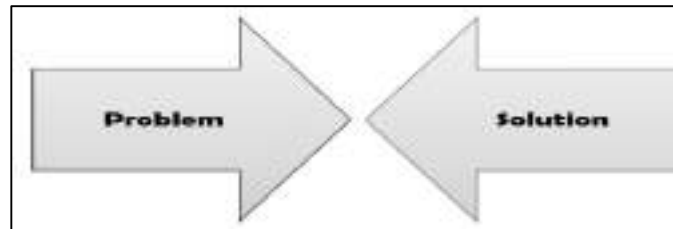
5. Brother owns a new bicycle. It is bright red and runs fast too. It has a big basket in front where he puts his bag. It has a silver, round bell that makes loud rings. Brother rides it to school and he takes care of it well.



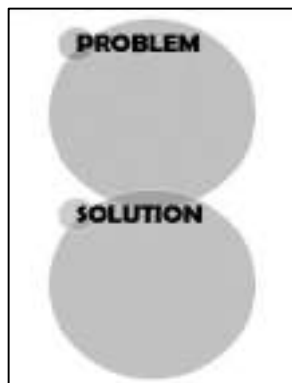
B. Using Problem-Solution Graphic Organizers

Use the graphic organizers to present the problem and solutions in the following texts.

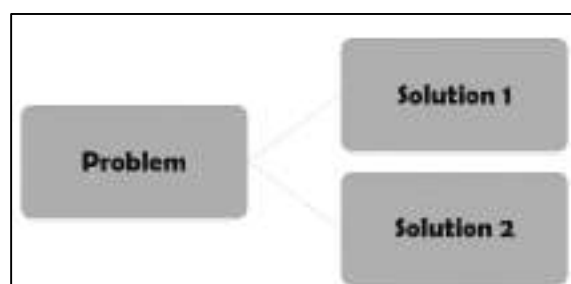
1. It was Sunday. Emma needs to finish her project. It needs to be submitted tomorrow. She finds it difficult to work on it alone. She saw her older sister watching TV. Emma asked for help. They work on the project together. The project was finished before the day ended.



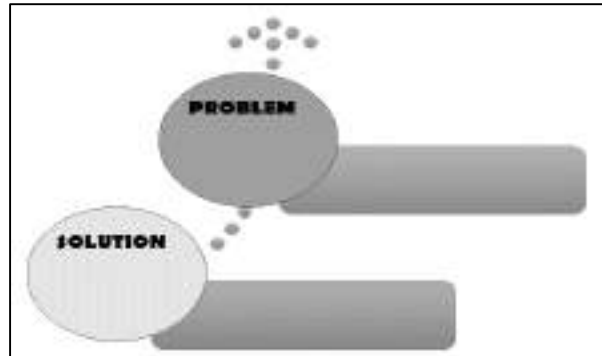
2. Garbage and trash are everywhere. Some people do not know how to dispose them of properly. To avoid this, we should learn to segregate biodegradable, non-biodegradable, and recyclable wastes. This can help lessen pollution everywhere!



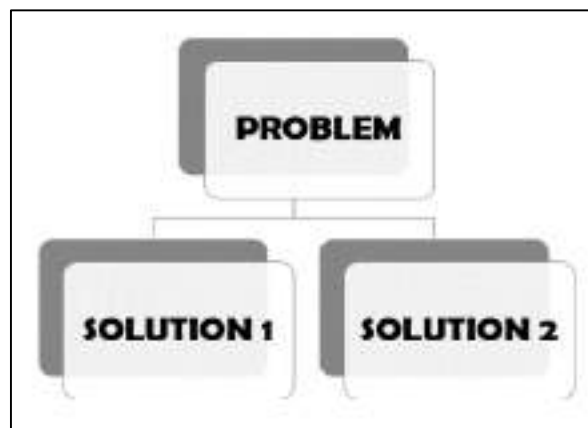
3. Andy always gets low scores in exams. He seems always tired and sleepy. He decided to sleep early at night. He also decided to spend most of his free time reading. After some time, his grades improved.



4. Michael forgot his lunchbox at home. He does not have anything to eat during the break. He told his teacher about his problem. The teacher gave him food. His classmates shared their food with him too!



5. Jane cannot find her book. She looked everywhere but all her things are scattered. The room is messy and dirty. She decided to clean her room. She also put her things in their proper places. Suddenly, a book fell from the cabinet! “Finally found it,” said Jane.



C. Using Graphic Organizers to Sequence Events

Use the appropriate graphic organizer below to present the series of events in the story.

1 • Joshua woke up early in the morning and was so excited for his basketball game with his father.	2	3	4	5	6
---------------------------------------------------------------------------------------------------------------	----------	----------	----------	----------	----------

- ☐ His father took him to the basketball court.
- ☐ He happily helped his father wash and clean the car.
- ☐ Joshua got a pail, soap, and rags from the garage.
- ☐ Joshua woke up early and feels excited about his basketball game.
- ☐ He put on his basketball uniform while the car dried in the noon sun.
- ☐ He ate a heavy breakfast with his father.

Source: Department of Education, Region V, Detailed Lesson Plan, First Quarter, Week 6, Day 3, page 165-167



Check your answers using the Key to Correction on pages 18-19.

If you got:

12-15: Excellent! You were able to follow through the lessons presented. You have shown outstanding performance!

11 and below: Oops, you need to keep your mind back in the activities. You can choose to take a break or continue.



What I Have Learned



Let us now give a summary of everything you learned in this module.

Complete the sentences below with the missing word. Choose your answer from the given choices.

Generalization

These are charts or visuals which are used to represent what we think of. They can help us (1) _____ what we read. These are called (2) _____.

They are useful tools in presenting and (3) _____ information in a short, understandable manner. They can be in any form, design, shapes, or sizes as long as they show or represent how much you understood the (4) _____ read.

Some common types of graphic organizers can show sequence of events, description, similarities and differences, (5) _____, and more.

organizing	understand	text	Graphic Organizers	problem-solution
------------	------------	------	--------------------	------------------

Check your answer using the ***Answer Key*** on page 17.



What I Can Do

Create your graphic organizer which shows what you can do so that you will still learn even at home.

Look at ***Answer Key*** on page 19 to know how you will check your work.

Here is an example. →



Assessment



Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.

Use appropriate graphic organizers to present the important details in each paragraph/text. Write the answers on your answers sheet.

1. My teacher is a very nice person. She smiles most of the time. She encourages us to study hard and to do our best. She looks pleasant and approachable. Seeing her every day makes me happy. I like my teacher so much.

2. Our classroom is always clean and orderly. The books are piled neatly in cabinets. Our outputs are displayed in one corner too. We have storybooks and reading materials in boxes fully labeled and color-coded. We are always reminded that things should be in their proper places.

3. My best friend is my classmate. He has curly hair that sometimes covers his forehead. His wide eyes always seem to ask questions. He is very talkative and funny too. He is fair-skinned and tall. We talk about a lot of things. I like it when he's around.

4. Our class has a vegetable garden at the back of our classroom. It is surrounded by a wooden fence to keep animals out. You can see red tomatoes, and lots of green, leafy vegetables. You can hardly see weeds growing on it because we pull them out regularly. It feels good looking at all the healthy plants growing on the seedbeds.

5. Keeping a good study habit helps you improve your grade and it's easy to do! First, one should listen well when the teacher is discussing the lesson. Next, it is important to take down notes. Then, review and have advance reading too. Finally, submit all homeworks, projects, and outputs.



Check your answers using the **Answer Key** on **page 20**.

If your score is---

8-10: It means **you did great!** You know how to use adverbs of manner, time, or place in sentences.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again.



Additional Activities

Use an appropriate graphic organizer to present the important points in the text below.

The Structure of the Flower

The lower and outermost part of a flower is the sepals. They are usually green. They look like leaves. They form the protective covering of the flower when it is still a bud.

Above the sepals are the petals. Petals often have bright colors because they attract insects. Growing just above and within the circle of petals are the stamens. Each stamen has a long stem-like part called the filament. At the top of the filament is another which is filled with yellow or reddish dust-like grains called pollen.

The innermost part of the flower is the pistil which has three parts – the stigma, the style, and the large base called the ovary. Within the ovary are small structures called ovules. Seeds develop from the ovules.

Source:<https://www.scribd.com/document/342863913/5-6-LM-in-Eng-5-Q4-week-5-6-docx>

Congratulations for a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!





Answer Key

<p>What's More</p> <p>Continuation...</p> <p>PUPPY</p> <ul style="list-style-type: none"> • white • fluffy • very active • loves running around • plays ball • waits at the door and wags its tail <p>BICYCLE</p> <ul style="list-style-type: none"> • new • bright red • runs fast • has a big basket in front • has a silver, round bell 	<p>What's More</p> <p>The details in the graphic organizers should include at least three of the following:</p> <p>FAMILY</p> <ul style="list-style-type: none"> • big and happy family • hardworking and thoughtful Father • kind and understanding Mother • five sisters and three brothers <p>DRESS</p> <ul style="list-style-type: none"> • new • bright yellow • filled with sparkly stones • hemlines with white, lacy cloth • little roses with leaves on skirt • pleasant <p>BABY BROTHER</p> <ul style="list-style-type: none"> • a bundle of joy • chubby, red cheeks • have dimples on cheeks • bright eyes • always smiling • giggles a lot
<p>What's New</p> <p>1. b 2. a 3. c 4. e 5. d</p> <p>Comprehension</p> <p>Check-Up</p> <p>1. The text is about Home. 2. They feel happy about the things around them? 3. Answers may vary.</p> <p>Examples: Sweep the floor, clean the yard, wipe the furniture, take care of plants</p>	<p>What I Know</p> <p>PROBLEM</p> <p>Bullying</p> <p>SOLUTIONS</p> <p>1. Inculcating respect among young students 2. They must be taught how to become a responsible internet user. 3. Parents and teachers must join hands to put remedies on this problem.</p>
	<p>What's In</p> <p>Main Idea: Filipino/Filipino people</p> <p>Key Sentence: Filipino people are known for being happy and optimistic.</p> <p>Supporting Details:</p> <p>All year round, there are different celebrations and occasions held. Barrio fiestas showcase how high-spirited our fellowmen are. Filipinos remember and give importance to special days and fill them with joy and merriment.</p>

<p>What I Have Learned</p> <ol style="list-style-type: none"> 1. understand 2. graphic organizers 3. organizing 4. text 5. problem-solution <p>What I Can Do</p> <p>Rubric for Checking</p> <p>You will get 10 points if you were able to use an appropriate graphic organizer and write at least five ways that you can do so that you will still learn even at home.</p> <p>You will get 5 points if you were able to use an appropriate graphic organizer and write at least four ways that you can do so that you will still learn even at home.</p>	<p>What's More</p> <p><i>Continuation...</i></p> <p>B.</p> <p>1. Problem: Emma needs to finish her project.</p> <p>Solution: Emma asked for help.</p> <p>2. Problem: Garbage and trash are everywhere.</p> <p>Solution: We should learn to segregate biodegradable, non-biodegradable, and recyclable wastes.</p> <p>3. Problem: Andy always gets low scores in exams.</p> <p>Solution 1: He decided to sleep early at night.</p> <p>Solution 2: He also decided to spend most of his free time reading.</p> <p>4. Problem: Michael forgot his lunchbox at home.</p> <p>Solution: He told his teacher about his problem.</p> <p>5. Problem: Jane cannot find her book.</p> <p>Solution 1: She decided to clean her room.</p> <p>Solution 2: She also put her things in their proper places.</p> <p>C.</p> <ol style="list-style-type: none"> 1. Joshua woke up early and feels excited about his basketball game. 2. He ate a heavy breakfast with his father. 3. Joshua got a pail, soap and rags from the garage. 4. He happily helped his father wash and clean the car. 5. He put on his basketball uniform while the car dried in the noon sun. 6. His father took him to the basketball court.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Additional Activities</p> <p>Your graphic organizer should include the following details.</p> <p>Topic: The Structure of the Flower</p> <p>Sepals lower and outermost part of a flower usually green look like leaves form the protective covering</p> <p>Petals have bright colors stamens grow above and within</p> <p>Pistil the innermost part of the flower has three parts – the stigma, the style and ovary You get one point for every detail you can find in your graphic organizer based on this.</p>	<p>Assessment</p> <p>Note: If you were able to use an appropriate graphic organizer and wrote the details written below, then you will get two points.</p> <p>1. Teacher a very nice person smiles most of the time encourages pupils to study hard and to do their best looks pleasant and approachable</p> <p>2. Classroom clean and orderly books are piled neatly in cabinets outputs are displayed in one corner storybooks and reading materials are boxes boxes are labeled and color-coded</p> <p>3. Best Friend classmate curly hair wide eyes very talkative and funny fair-skinned and tall</p> <p>4. Vegetable Garden at the back of our classroom surrounded by a wooden fence has red tomatoes, and lots of green, leafy vegetables no see weeds growing on it</p> <p>5. Good Study Habit listen well when the teacher is discussing the lessons take down notes review and have advance reading submit all homework, projects, and outputs</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

References

Department of Education, Region V, Detailed Lesson Plan,
Bullying Excerpt, Third Quarter, Week 3, Day 5, page 553

Department of Education, Region V, Detailed Lesson Plan,
First Quarter, Week 6, Day 3, *Graphic Organizers Definition*,
page 166

Department of Education, Region V, Detailed Lesson Plan,
First Quarter, Week 6, Day 3, *Sequencing Events Using a
Graphic Organizer*, page 165-167

[https://www.scribd.com/document/342863913/5-6-LM-in-Eng-5-Q4-week-5-6-](https://www.scribd.com/document/342863913/5-6-LM-in-Eng-5-Q4-week-5-6-The-Structure-of-the-Flower) *The Structure of the Flower*, docx

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph

English

Quarter 3 – Module 6

Feelings and Reasons

(Infer Speaker's Tone, Mood and Purpose)



GOVERNMENT PROPERTY
NOT FOR SALE

English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 6: Feelings and Reasons (*Infer Speaker's Tone, Mood and Purpose*)
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Ruel B. Diaz

Syrelle France S. Paterter

Ma. Francia N. Bulacan

Lea E. Basquiñas

Editors: Joan L. Lagata, Mai Anne D. Rondola

Reviewers:

Illustrator: Jerome Bonzo

Layout Artist: Krysta Lynne I. Fuertes

Management Team: Gilbert T. Sadsad

Francisco Bulalacao

Grace U. Rabelas

Leilani Lorico

Sancita B. Peñarubia

Edison Mallapre

Maritess Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 6

Feelings and Reasons

(Infer Speaker's Tone, Mood and Purpose)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello learner! We are your friends, Ella and Eloy.

Welcome to the exciting world of English. For the Third Quarter, Module 6, we are going to work on the different activities together so that at the end of the module, you will be able to: *infer the speaker's tone, mood and purpose.*

Hi, there. I am your Kuya Pat. I will be joining you, together with Ella and Eloy, in this adventure. First, let us find out how well you know the topic.



What I Know

A. Tone and Mood: Infer the speaker's tone and mood. Choose your answers from the given choices in the box. Write them on your answer sheet.

TONE	MOOD
gloomy	sorrowful
joyous	frightening
horror	cheerful

1. Jumping up and down in the room, the little girl laughs so loud as she repeatedly says, "*I will be a big sister soon!*"

Tone: _____

Mood: _____

2. He slowly opened the creaking door as he tiptoed inside the room. It was very dark that he cannot see anything. Suddenly, a creepy voice whispered in his ear, “*What are you doing here?*” Then, there was silence.

Tone: _____

Mood: _____

3. Allen hugged the dog one last time and wiped his tears. He cannot believe that he will not be able to see his best friend again. With a heavy heart, he whispered, “*I will miss you. Rest well now.*”

Tone: _____

Mood: _____

B. Purpose: Infer the speaker’s purpose as suggested in the following paragraphs. Choose the letter of your answer. Write the answers on your answer sheet.

1.

Bored? Find a Book!

by: Ma. Francia N. Bulacan

There are times that you feel bored and can’t find something interesting to do. Well, this situation is easy to end. Pick a book and open it. Once you start to read, you will surely travel to different places with different exciting things to learn. The more you read, the more you realize that you could still learn more. So next time you feel bored, go and find a book!

A. To entertain

B. To inform

C. To persuade

Purpose: _____

2.

Roxan’s New Friend

by: Ma. Francia N. Bulacan

Roxan is a very shy girl. She does not have many friends in school. She enjoys most of her time reading in a corner. One day, someone came near her and said, “It is a nice storybook you are reading. Roxan looked up and saw her classmate, Tina. She found out that they both love reading. From then on, they spend most of their time together and they even started joining quiz bees.

A. To entertain

B. To inform

C. To persuade

Purpose: _____

3.

What the Body Needs

by: Ma. Francia N. Bulacan

Good food gives us the energy that our body needs. Healthy foods are those that contain vitamins and minerals that keep us strong and help us fight diseases. Eating healthy foods means having the power to fight sickness. It is like a superpower! The basic food groups namely go, grow and glow foods are everything our body needs.

A. To entertain

B. To inform

C. To persuade

Purpose: _____



Wait a minute!

Let us pause for some time and analyze your answers.

A. Tone and Mood: Did you answer 1) joyous, cheerful; 2) horror, frightening; 3) gloomy, sorrowful?

B. Purpose: Did you write, 1) To persuade, 2) To entertain, 3) To inform?

Good job! If you were able to get **7-9**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?



Lesson

6

Infer Speaker's Tone, Mood and Purpose

Speakers and writers can express their emotions through the words they use. Their emotions towards what they say or write can affect how the readers react or feel towards their works. Besides, these add meaning to the message they want to tell the readers or listeners.

It is important to know the speaker's tone, mood, and purpose to fully understand the feelings and reasons behind the speaker's or writer's words. In this module, we will be doing fun activities and exercises for you to infer the speaker's tone, mood, and purpose.



What's In



To explore more about this topic, let us have a quick review of the topic discussed in the previous module. ***Can you still remember it?***

The use of graphic organizers is important to infer the speaker's tone, purpose, and mood. By plotting words on visual maps like this, it is easier to see and feel what the author wants us to experience.

Use Appropriate Graphic Organizers in Text Read

Read the short text below then use the graphic organizer to present the important details about the topic in it. Write the answers on your answer sheet.

Cyril Mae is my best friend. She has a round face and short hair. She is nice and hardworking. She loves cooking and enjoys reading books. She tells us stories about her interests and goals.

tells a lot of stories	
CYRIL MAE	

Do not forget to review your answers before checking.



Check your answers by looking at the **Answer Key** on page 20.

If you were able to get **4-5: Nicely done!** You are more than ready to learn the new set of skills.

3 and below: Oops. You might want to take a peek again at our previous module. Below is a gentle reminder from Kuya Pat.

REMEMBER:

Graphic organizers are charts or visuals and are useful tools in organizing and presenting information in a short, understandable manner. These are also very useful tools in inferring speaker's and writer's mood, purpose, and tone.





What's New

Before learning about how speakers and writers create tone and mood and convey purpose in their writing, it is also important that we are aware of our own emotions as readers and listeners.

Say the expression ***“Thank you so much!”*** with the following emotions:

1. Happy
2. Sad
3. Afraid

Then, ask somebody from your family to listen to you and guess the emotions you want them to feel. Let them notice the differences in the tone of their voice and if the other person was able to guess the emotion correctly.

Like what you did in the previous activity, you changed your tone and made facial expressions to convey mood. These are also possible in speaking and writing.

While reading or listening, you can also feel what the speaker feels. Let us go back to the Pre-test and analyze this sentence.

Jumping up and down in the room, the little girl laughs so loud as she repeatedly says, “I will be a big sister soon!”

Answer the questions below:

1. What attitude does the speaker display toward the topic?
2. What did you feel toward the topic?

Think about these before moving on...

1. What word in the sentence suggests emotion?
2. What other clues give you an idea about the emotions conveyed here?



What Is It

For Question Number 1:

Did you answer *laugh*? This gives you the idea that the character is joyous.

Joyous expresses the Tone.



Tone is the attitude that the speaker or writer takes towards his writing or speaking. This can be expressed through the use of words and details included in the text or changes of tone, pitch, and rhythm when saying something.

Other examples of tone: uneasy, emotional, loving, sincere, undecided, angry, amused, funny, amused, unhappy, understanding, playful, factual, cruel



For Question Number 2:

Did you answer *jumping up and down*? This suggests that the character is cheerful.

Cheerful expresses the Mood.

Mood is how we feel as we read or listen. It is the emotion created by the speaker and experienced by the reader.

Other examples of mood: hopeless, stressed, peaceful, festive, lonely, restless, reflective, frustrated, calm, frightening, sentimental, romantic



Aside from Tone and Mood, there is another important feature of writing or speech that you need to understand. Writers convey mood and tone because they have different reasons for writing.

Let us analyze these paragraphs from the Pretest and infer the speaker's reason for writing the text. Write your answers to the Comprehension Questions on your answer sheet.

Bored? Find a Book!

by: Ma. Francia N. Bulacan

There are times that you feel bored and can't find something interesting to do. Well, this situation is easy to end. Pick a book and open it. Once you start to read, you will surely travel to different places with different exciting things to learn. The more you read, the more you realize that you could still learn more. So next time you feel bored, go and find a book!

Comprehension Questions:

1. What does the text want you to do?
2. Do you agree with it?

Roxan's New Friend

by: Ma. Francia N. Bulacan

Roxan is a very shy girl. She does not have many friends in school. She enjoys most of her time reading in a corner. One day, someone came near her and said, "It is a nice storybook you are reading. Roxan looked up and saw her classmate, Tina. She found out that they both love reading. From then on, they spend most of their time together and they even started joining quiz bees.

Comprehension Questions:

1. What does the text want you to do?
2. Were you amused after reading the text?

What the Body Needs

by: Ma. Francia N. Bulacan

Good food gives us the energy that our body needs. Healthy foods are those that contain vitamins and minerals that keep us strong and help us fight diseases. Eating healthy foods means having the power to fight sickness. It is like a superpower! The basic food groups namely go, grow and glow foods are everything our body needs.

Comprehension Questions:

1. What does the text want you to know?
2. Are the information presented true or facts?



Make sure you were able to answer all the comprehension questions before moving on.

*As shown in the paragraphs you have just read, writers write for different reasons. The reason why they write is called **PURPOSE**. Let us analyze the author's purpose for the three texts you analyzed a while ago.*

Let us once again go back to what you did in the paragraphs to identify the writer's purpose.

Bored? Find a Book!

Were your answers like these?

1. The speaker wants you to read a book when you cannot find something interesting to do.
2. Yes

This text was written by the author to convince the reader, to change the reader's mind, or get them to do something. The speaker's purpose here is to **PERSUADE**.

Roxan's New Friend

Were your answers like these?

1. The author wants us to know more about Tina's story.
2. Yes

This text was written by the author to teach the reader a lesson, with the main goal of making the reader feel amused. The speaker's purpose here is to **ENTERTAIN**.

What the Body Needs

Were your answers like these?

1. Good food gives the energy that our body needs.
2. Yes

This text was written by the author to enlighten the reader by showing or explaining facts. The speaker's purpose here is to **INFORM**.

Let us have a quick check to know if you were able to understand everything. You can study the discussion again before you work on the activities! You can also choose to continue or take a little break.

Let us see if you can apply these new skills you gained in the texts below.

Direction: Read the text below and infer the speaker's tone, mood, and purpose. Write the letter of the correct answers on your answer sheet.

I look at all the medals hanging on the wall. I whispered to myself, "I did my best and everything was worth it."

1. What is the speaker's tone?
 - a. angry
 - b. proud
 - c. unhappy
2. What mood does the text suggest?
 - a. determined
 - b. stressed
 - c. happy

3. What is the author's purpose for writing the text?

- a. to entertain
- b. to inform
- c. to persuade



Use the **Answer Key** on page 20 to check your work.

If you were able to get everything right, then you are very ready to work on more activities! Have fun learning!



What's More

A. Tone

Infer the speaker's tone in the following statements. Choose your answers from the words inside the box. Write them on your answer sheet.

amused

emotional

sincere

1. I cried and said, "I still remember those times when Father saves money just to buy something special for my birthday."

2. "Don't worry. I am here to help you. Through prayers, we will be able to solve this problem soon."

3. "Whoa! You were very hungry that you ate ten hotdogs in one meal?"

B. Mood

Infer the reader's mood developed in the following statements. Choose your answers from the words inside the parentheses. Write them on your answer sheet.

1. "This is everything I can buy with one thousand hundred pesos?" (shocked, peaceful)

2. “All these problems seem never-ending! How can I solve them all when I am alone? (bored, hopeless)

3. The deep blue shade of the seawater seems inviting. Its white sand feels fine and massages the feet. (refreshed, sick)

C. Purpose

Infer the author’s purpose in the paragraphs below. Choose your answers from the words inside the box. Write them on your answer sheet.

To entertain	To persuade	To inform
--------------	-------------	-----------

1. Grandmother gave me a music box for my birthday. It plays a lovely song when opened. A tall ballerina with a pink dress and gold crown dances in the middle and turns round and round. Flowers and hearts with tiny, sparkling stones are found on its lid.

2. Properly turning off your laptop helps it stay in good condition. First, close all running applications. Next, click the windows button. Then, point the arrow on the power button and select shut down. Finally, wait for the screen to power off before closing.

3. Riding a bike or walking to school is better than riding other vehicles. If your house is only a few meters from the school, riding a bike or walking can benefit you in a lot of ways. These activities can help you stay fit. These are forms of exercise after all. Besides, you can save money because they’re free. Try them next time!

Review all your answers before checking. Use the **Answer Key** on page 20 to check your work.

Were you able to get:

7-9: Excellent! You were able to follow through with the lessons presented. Outstanding performance!

8 and below: Oops, you need to focus more on doing the activities. Focus, take a deep breath, and go on.





What I Have Learned



Let us now give a summary of everything you learned in this module.

Complete the graphic organizers below with the missing words. Choose your answer from the given choices.

To fully understand the meaning of a text, there are features that we need to fully understand...

1

It is the attitude that the speaker or writer takes towards his writing. This can be expressed through the use of words and details included in the text.

2

It is how we feel as we read or listen. It is the emotion created by the speaker and experienced by the reader.

3

It is the reason why the author wrote his work.

Writers write for different reasons. Identify the purpose indicated in the following.

PURPOSE		
<ul style="list-style-type: none">• This text is written by the author to convince the reader, to change the reader's mind, or get them to do something. The speaker's purpose here is to _____.	<ul style="list-style-type: none">• This text is written by the author to teach the reader a lesson, with the main goal of making the reader feel amused. The speaker's purpose here is to _____.	<ul style="list-style-type: none">• This text was written by the author to enlighten the reader by showing or explaining facts. The speaker's purpose here is to _____.
4	5	6

Check your answer using the **Answer Key** on page 20.

If you got **5-6**, it means you are now ready to work on more exciting activities. **Great work!**

If you got **4 and below**, go back to the discussion on pages 6 to 8 before going to the next part.

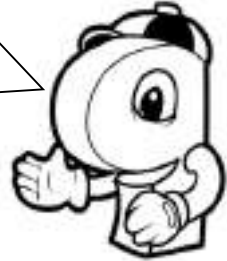
You can do this!





What I Can Do

Now, here is an activity where you will transfer your new knowledge or skill into real-life situations or concerns. Read the passage and be able to infer the tone, mood, and purpose.



A rabbit hopped into the clearing and saw the mushroom.

“Oh! Hide me!” he cried. “Save me! A fox is chasing me!” “Poor rabbit,” said the ant. “Let’s crowd ourselves a little more and take him in.”

As soon as they hid the rabbit, the fox came running. “Have you seen the rabbit? Which way did he go?” he asked.

“Oh! We have not seen him.”

The fox came nearer and sniffed. “There is a rabbit smell around. Isn’t he hiding here?”

Source: Mirra Ginsburg, “Mushroom in the Rain,” in English Grade 4 Learner’s Material (First Edition 2015), 140-142.

Tone: _____

Mood: _____

Purpose: _____

Note: You can choose your answers from the list of mood and tone on page 7.

Check your answer using the **Answer Key** on page 20.

Wow! You are finally here.

This is your final pit stop in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.





Assessment

Read the texts below. Infer the speaker's tone, mood, and purpose. Select your answers from the given choices. Write the answers on your answer sheet.

TONE	MOOD
lazy	gloomy
emotional	stressed
excited	amused

A. Infer the speaker's tone and mood

1. The child looked at her mother with wide eyes and said, "I cannot wait to see a real tiger! When can we visit the zoo? Will it be tomorrow. Please. Let's go to the zoo."

Tone: _____

Mood: _____

2. "I really want to see my sister soon. I thought she will come home this summer. She had to stay for a long time abroad," said the little girl when asked why she is not happy.

Tone: _____

Mood: _____

3. Andrew's room is messy. His dirty clothes are scattered on the floor. Books and papers are everywhere. When his mother told him to clean, he simply replied, "Next time, Mother". Then, he continued playing with his phone.

Tone: _____

Mood: _____

B. Infer the speaker's purpose

To entertain	To persuade	To inform
--------------	-------------	-----------

1. All people should learn to recycle. It is one way of saving Mother Earth. Recycling, instead of throwing trash in rivers or empty lots, will lessen pollution. You can even earn money from recycled materials. The next time you plan to throw your trash, think again.

2. Father lost his job. The family may not have enough money to send the children to school for the next school year. During summer, the children worked hard to sell snacks and drinks. They earned enough money for enrolment and to buy school supplies too.

3. Sun gives life to the Earth. It is the main source of heat and energy. Without it, the animals, plants, and even the people will freeze to death. It is the reason for the weather patterns of the planet. It is needed by plants for photosynthesis.

If your score is---

7-9: It means ***you did great!*** You know how to effectively infer the speaker's tone, mood, and purpose. Now, it will be easy for you to fully understand the meaning of the texts presented.

7 and below: Wait! You need to work on all the activities again. It seems that you were not able to get it yet. Go on and try again. I am still here to help you out.





Additional Activities

Look for some of your favorite stories/articles. Copy an excerpt of the text then infer its mood, tone, and purpose. Put your answers on your answer sheet.

Title: _____

Source (Where did you get it?): _____

Text: _____

Tone (What the speaker feels): _____

Mood (What I felt after reading): _____

Purpose (Why it was written): _____

Words that set the tone/mood: _____

Here is an example:

Title: ***The Hiking Trip***

Text: My family and I went hiking. The travel is both tiring and exciting. The winding roads with tall, green trees on both sides seem to run forever. We slowly climbed the steep mountain and saw wild plants and flowers. The top view is breathtaking. “This is awesome!”, I shouted with all my might. It feels like you are walking on the clouds. It was all worth it.

Source (Where did you get it?):

Writer: Ma. Francia N. Bulacan

Tone (What the speaker feels): excited, joyful

Mood (What I felt after reading): pleased, cheerful

Purpose (Why it was written): To entertain

Words that set the tone/mood: tiring and exciting, breathtaking, awesome, worth it



How to check your work:

If you were able to finish this activity, you will get 20 points. You cannot go on your next adventure unless you finish all the activities here. I know that the last one may seem challenging, but I am sure you can do it!

Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure!





Answer Key

<p>What's In Use Appropriate Graphic Organizers in Text Read</p> <p>round face short hair nice hardworking loves cooking enjoys reading books tells stories about her interests and goals *Your answers may appear in any order.</p>	<p>What I Know</p> <p>A. Tone and Mood 1) joyous, cheerful 2) horror, frightening 3) gloomy, sorrowful</p> <p>B. Purpose 1) To Persuade 2) To entertain 3) To inform</p>	<p>What Is It 1. b 2. a 3. a</p> <p>What's More A. Tone 1. emotional 2. sincere 3. amused</p> <p>B. Mood 1. shocked 2. hopeless 3. refreshed</p> <p>C. Purpose 1. To entertain 2. To inform 3. To persuade</p>
<p>Assessment</p> <p>A. Infer the speaker's tone and mood. 1. Tone: excited Mood: amused 2. Tone: emotional Mood: gloomy 3. Tone: lazy Mood: stressed</p> <p>B. Infer the speaker's purpose. 1. To persuade 2. To entertain 3. To inform</p>	<p>What I Have Learned Generalization 1. Tone 2. Mood 3. Purpose 4. To persuade 5. To entertain 6. To inform</p> <p>What I Can Do Tone: uneasy Mood: frightening Purpose: to entertain</p>	

References

Department of Education. English Grade 4 Learner's Material. Philippines, 2015.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex

Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

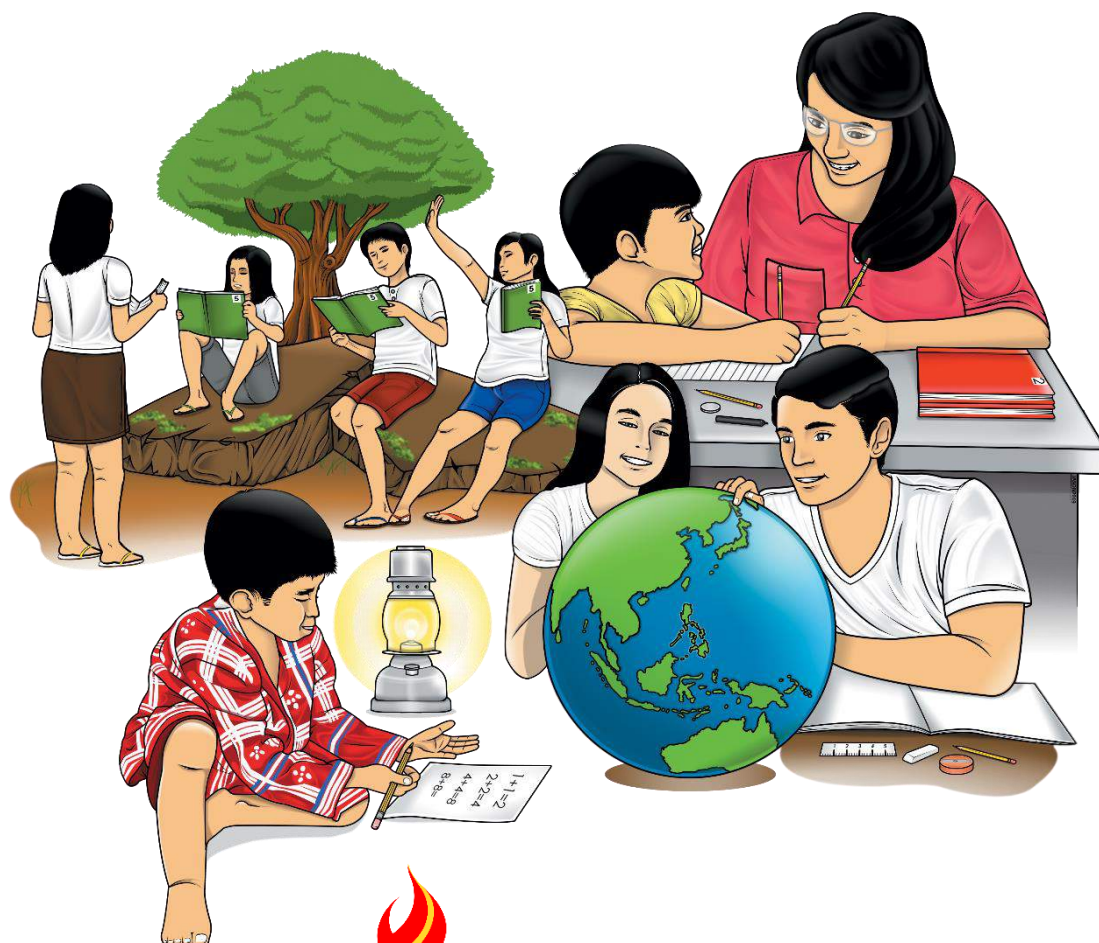
Email Address: blr.lrqaad@deped.gov.ph * blr.lrp@deped.gov.ph

English

Quarter 3 – Module 7

Story Elements

(Analyze a Story in Terms of Its Elements)



English– Grade 4

Alternative Delivery Mode

Quarter 3 – Module 7: Story Elements (*Analyze a Story in Terms of its Elements*)

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers:	Ruel B. Diaz
	Syrelle France S. Paterter
	Ma. Francia N. Bulacan
	Lea E. Basquiñas
Editors:	Joan L. Lagata
	Mai Anne D. Rondola
Illustrator:	Jerome Bonzo
Layout Artist:	Krysta Lynne I. Fuertes
Management Team:	Gilbert T. Sadsad
	Francisco Bulalacao
	Grace U. Rabelas
	Leilani Lorico
	Sancita B. Peñarubia
	Edison Mallapre
	Maritess Orellana

Printed in the Philippines by _____

Department of Education – Region V

Office Address: Regional Center Site, Rawis Legazpi City 4500

Telefax: 0917 178 1288

E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 7

Story Elements

(Analyze a Story in Terms of its Elements)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello learner! Can you still remember us? **We are your friends Ella and Eloy.**

Welcome to the exciting world of English for the Third Quarter, Module 7. We are going to work on different activities together so that at the end of the module, you will be able to: *analyze a story in terms of its elements.*

Hi, there! I am your Kuya Pat. I will be joining you, together with Ella and Eloy, in this adventure. First, let us find out how well you know the topic.



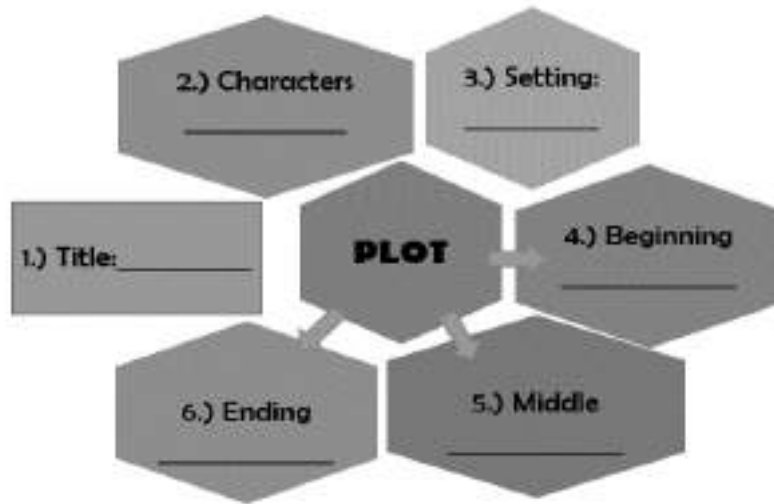
What I Know

Directions: Read the short story below. Analyze it in terms of its elements then complete the graphic information. Write the answers on your answer sheet.

Crossing the Bridge

Granny Fox wanted Reddy Fox to learn to run across the railroad bridge, but Reddy was scared. So, one day, Granny Fox cried out that she heard Browser the Hound coming toward them. Reddy was even more scared of Browser the Hound, so he followed Granny across the bridge. But Browser had not been there at all. Granny had tricked Reddy Fox into running across the bridge.

Source: Reading Comprehension Worksheet, K5 Learning,
<https://www.k5learning.com/worksheets/reading-comprehension/grade-3-story-elements-c.pdf>



Wait a minute!

Let us analyze your answers. Were your answers like these?

- 1) **Title:** Crossing the Bridge
- 2) **Characters:** Granny Fox, Reddy Fox
- 3) **Setting:** one day, bridge/ railroad bridge

Plot

- 4) **Beginning:** Granny Fox wanted Reddy Fox to learn to run across the railroad bridge, but Reddy was scared.
- 5) **Middle:** Granny Fox cried out that she heard Browser the Hound coming toward them.



Good job! If you were able to get **5-6**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?

Lesson

7

Analyze a Story in Terms of its Elements

Every time you read a story, you try to find its meaning. You look for details and clues so that you will understand it. Developing an understanding and analysis of the story elements are essential for you to follow and fully comprehend the stories read. These elements contribute to the overall meaning and effect of a story.

Understanding how a story is organized is necessary for you to achieve a high level of comprehension. It also provides you with the opportunity to remember the story well. Being familiar with them can even help you in writing your works, organize your thoughts, and effectively creating the details of your own stories. It all begins with small steps.

Before you explore more about this topic, let us have a quick review of the topic discussed from the previous module. ***Can you still remember it?***



What's In

Infer Speaker's Tone, Mood, and Purpose

A. Definition of Terms

Directions: Complete the sentences below with the missing word. Write the answers on your answer sheet.

1. It is the author's attitude toward the topic. The attitude an author displays toward her subject or audience is called _____.

2. The reason an author writes about a topic is called _____.

3. This refers to the audience's feelings toward the subject of the writing. It is called _____.

Tone	Mood	Purpose
------	------	---------

B. Inferring Mood

Directions: Read the short poems and infer the general mood expressed in each. Write the letter of the correct answer on your answer sheet.

4.

The House Cat

The house cat sits
And smiles and sings
He knows a lot
Of happy things.

- a. sadness
- b. happiness
- c. anger

5.

A Dream

On a midnight dark and silly
I woke up alone from a distance so scary
I dreamed of figures from a ghost story
And the house that was haunted by the White Lady

- a. funny
- b. fearful
- c. exciting

6.

The Owl and the Pussycat

The owl looked up to the stars above
And sang to a small guitar

“O Lovely Pussy, O Pussy, my love,
What a beautiful Pussy you are.

You are

You are

What a lovely pussy you are.”

- a. surprise
- b. dislike
- c. admiration

Source: Inferring the General Mood of the Selection,
www.slideshare.net/edithahonradez/english-6-dlp-38-inferring-the-general-mood-of-the-selection

C. Inferring Tone, Mood, and Purpose

Directions: Read the short paragraph and infer the tone, mood, and purpose expressed by the speaker. Write the letter of the correct answer on your answer sheet.

With gentle hands, she lifted the tiny kitten to her cheek and closed her eyes and she listened to its purring. In her palm, she could feel its tiny heartbeat, steady and strong. Then she set it gently back down into its bed and went to prepare its next meal. With any luck, the poor little creature would make it to morning.

Source: Mood and Tone,
www.easyteacherworksheets.com
/langarts/2/moodtone.html

7. What is the tone of the speaker?
a. caring b. cheerful c. serious
8. What is the mood that exists in the text?
a. expecting a good thing to happen
b. expecting a bad thing to happen
c. expecting nothing
9. What is the purpose of the writer?
a. to inform about kittens
b. to persuade us to take care of kittens
c. to entertain us with tiny kittens

Don't forget to review your answers before checking.

Look at the Answer Key on page 22.

If you were able to get **7-9: Nicely done!** You're more than ready to learn the new set of skills.

6 and below: Oops. You might want to take a peek again at our previous module. Here are a few reminders.





REMEMBER:

Tone is the author's attitude toward the topic. It is the attitude an author displays toward her subject or audience.

Mood refers to the audience's feelings toward the subject of the writing.

Purpose is the reason an author writes about a topic.

You are about to read a short story in a little while. Before that, let us first define the difficult words that you will encounter.



What's New

Directions: Identify the meaning of the underlined words in the sentences. Write the letter of the correct answer.

1. The children built sandcastles at the **seashore**.
a) land at the bottom of the sea
b) land lying near the sea
c) land under the sea
2. The little girl **bruised** her knees when she fell on the street.
a) cleaned b) hurt c) healed
3. The kids went on a **trip** to the zoo.
a) journey b) summer c) training
4. I was **frightened** by the barking of the dogs last night.
a) excited b) scared c) surprised
5. It is so **peaceful** to watch the sunrise early in the morning.
a) calm b) unhappy c) worried

Source: Department of Education, Region V, Daily Lesson Plan,
Quarter 1, Week 7, Day 1, page 176



Done? Let us see.

Look at the answer key on page 22.

If your score is--

4-5: Great work! You easily found the clue words to unlock the meaning of the difficult one.

3 and below: Oops! You need more practice. Read. Read.

Well-done learner! You already know the meaning of the difficult words found in the story. You are ready to move to the next part now. Keep going. Have fun reading and learning!



Think About These:

What place would you like to visit?

Will you go there alone? Why or why not?

Read and analyze the story about “Mouse at the Seashore”, be able to answer the questions after it.

Mouse at the Seashore

(slightly simplified)

Arnold Lobel

A mouse told his mother and father that he was going on a trip to the seashore.

“We are very alarmed,” they cried.

“The world is full of terrors. You must not go!”

“I have already decided,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

“Then we cannot stop you,” said Mother and Father Mouse, “but do be careful.”

Early the next day, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear. A cat jumped out from behind a tree. “I will eat you for lunch,” he said.

It was a narrow escape for the Mouse. He ran for his life but he left part of his tail in the mouth of the cat.

By afternoon, the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

In the evening, the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the ocean, one after another. All the colors of the sunset filled the sky.

“How beautiful,” cried the Mouse.

“I wish that Mother and Father were here to see this with me.”

The moon and the stars began to appear over the ocean. The Mouse sat silently on top of the hill. He felt very happy and peaceful.

Source: Department of Education, K to 12 English 4
Learner’s Material, pages 66-67



Done?

You can read the story again before you answer the questions below. Make sure you understand the important details from it.

Comprehension Questions:

1. Who was going on a trip to the seashore?
2. When and where did the story happen?
3. What was the conflict/problem in the story?
4. How was the problem solved?
5. If you were the mouse, will you go on a trip to the seashore alone? Why or why not?



Review your answers before checking them using the **Key to Correction** on **page 22**.

If you got **4-5: Great!** It means you understood the story well so you can now go to the next part of this module.

If you got **3 and below: Oops!** You need to read the story to understand it better. You can do it.



What is It

Let us read the phrases and sentences from the story.

1. Early the next day, seashore
2. Mouse, Father and Mother Mouse, cat, dogs and birds
3. He did not stop even he was chased by a cat and attacked by birds and dogs.
4. The Mouse was able to achieve his dream to go to the seashore.
5. The Mouse wanted to go on a trip to the seashore but his parents did not allow him to go.
6. Mouse at the Seashore

Source: Department of Education, Daily Lesson Plan English 4, Quarter 2, Week 1, Day 3, pages 177-178



After reading and analyzing the information, let us trto answer the following questions together.

1. What is the story all about? Mouse at the Seashore

This gives you an idea or clue of what you will read in the story. It is called Title.

2. Who are the animals or people that act in the story? Mouse, Father and Mother Mouse, cat, dogs and birds

They are the animals who act in the story. We call them the Characters.



Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013
www.youtube.com/watch?v=a0qq0h4xN34

3. When and where did the story happen? Early the next day, seashore

This tells about the place and time of the story. We call them Setting.



Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013
www.youtube.com/watch?v=a0qq0h4xN34

The most important events in the story are called Plot. It is subdivided into three main parts.



Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013, www.youtube.com/watch?v=a0qq0h4xN34

4. What is the problem in the story? The Mouse wanted to go on a trip to the seashore but his parents did not allow him to go.

The part of the plot that tells the problem is called Beginning.



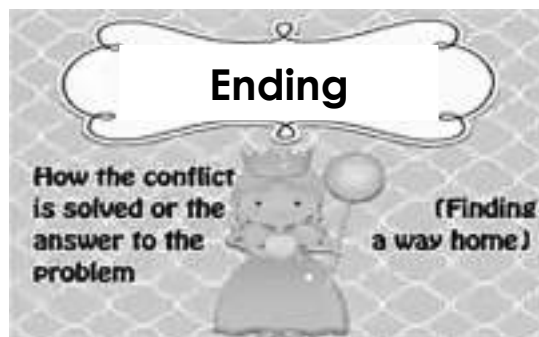
Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013, www.youtube.com/watch?v=a0qq0h4xN34

5. What action did the mouse does solve his problem? He did not stop even he was chased by a cat and attacked by birds and dogs.

The part of the plot that tells the actions of the character to solve the problem is called Middle.

6. What happened when he did not give up? The Mouse was able to achieve his dream to go to the seashore.

The part of the plot that tells how the problem was solved is called Ending.



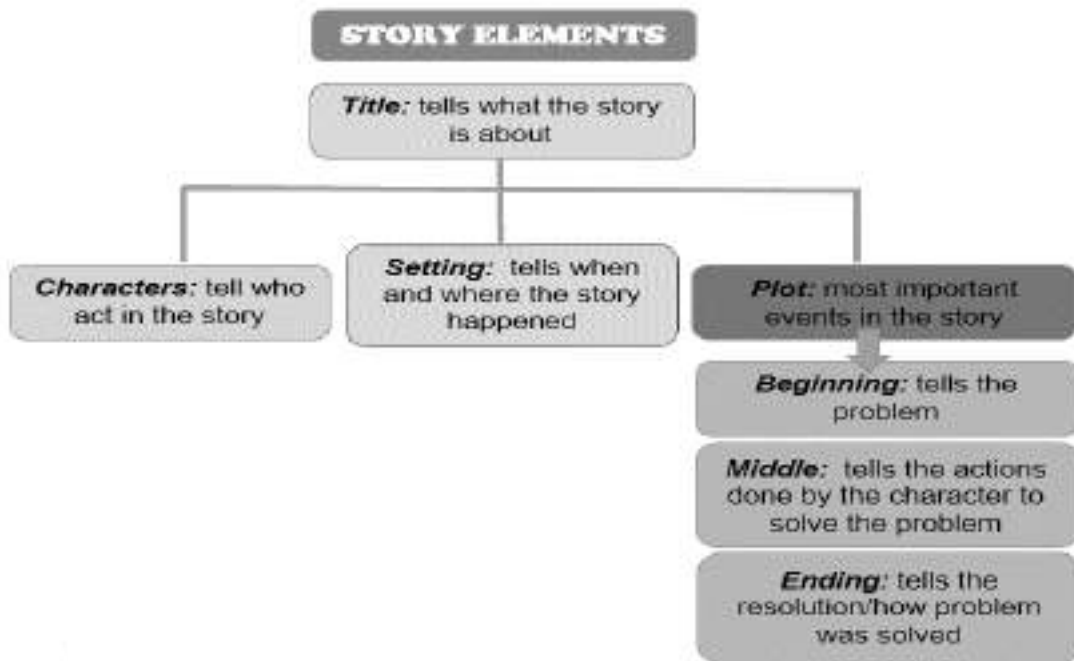
Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013, www.youtube.com/watch?v=a0qq0h4xN34



All these are called Story Elements.

Being able to analyze them effectively helps you remember the story, understand its meaning, and retell it.

If we are to present Story Elements using a Graphic Organizer, it will look like this.



What's More

A. Directions: Read the short story below. Analyze it and be able to identify its elements. Choose the letter of the correct answer.

Buddy and the Cat

Little Buddy Cockroach is a house bug. Mother Cockroach always tells him to stay in dark places and hide. He listens to her with half an ear not believing in what she says. "How could they not like me? I have beautiful, shiny wings, and long antenna. Surely, they would love me," he thought. One day, Buddy saw a black cat and said, "I will show Mother Cockroach that she is wrong."

But when the cat saw him, it immediately jumped and started running after him with its sharp claws. Buddy ran as fast as he could to the dark place under the cabinet and never came out.

Source: Department of Education, K to 12 English 4 Learner's Material, Do and Learn, page 109

1. What is the title of the story?
 - a. Buddy and the Dog
 - b. Buddy and the Cat
 - c. Buddy and the Dinosaur
2. Who are the characters in the story?
 - a. Ant, Grasshopper
 - b. Mother Hen, Little Hen, Worm
 - c. Little Buddy Cockroach, Mother Cockroach, Cat
3. What is the setting of the story?
 - a. one day, in the house
 - b. one night, at the zoo
 - c. noontime, the garden
4. What is the beginning of the story?
 - a. Mother Cockroach always tells Buddy Cockroach to eat healthy foods.
 - b. Mother Cockroach always tells Buddy Cockroach to stay in dark places and hide.
 - c. Mother Cockroach always tells Buddy Cockroach to sleep early at night.
5. What is the ending of the story?
 - a. Buddy Cockroach learned to hide in dark places.
 - b. Buddy Cockroach became friends with the cat.
 - c. Buddy Cockroach learned to eat vegetables.

B. Directions: Read the short story below. Analyze the story elements by filling in the graphic organizers. Write the answers on a separate sheet of paper.

Pablo and the Eggs

Pete, the grasshopper, and his friend Pablo, the praying mantis, were playing in the garden. One day, they found some small round objects in the grass. Pablo wanted to play with them because they looked like small balls. He was about to pick them up when Pete stopped him, "Those are not playthings."

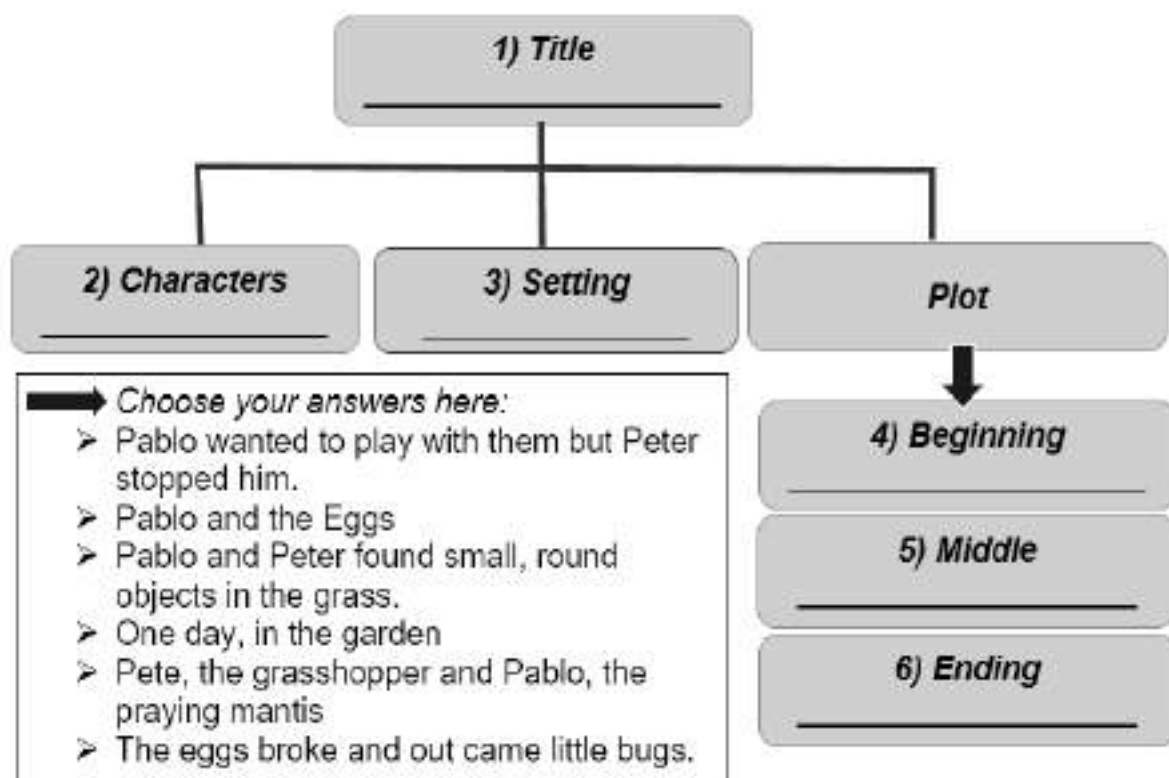
"They look like small eggs," Pablo said.

"No, they are not eggs."

"I am going to play with these balls," Pablo insisted.

He got two and prepared to throw them. Suddenly the eggs broke and out came little bugs.

Source: Department of Education, K to 12 English 4 Learner's Material, Do and Learn, page 110



C. Direction: Read and understand the short story below. Analyze the story elements. Write the answers on your answer sheet.

Julie's Birthday Cake

Julie and her Mom are planning about Julie's birthday cake. They were in the kitchen. It was only one week until Julie's birthday. Julie's mom asked her what kind of birthday cake she would like to have. Julie thought for a long time. Some of her friends liked white cake. Others liked chocolate cake. Julie wanted everyone to like her birthday cake. So they decided to buy a two-layered cake for her birthday!

Source: Story Elements, Reading Comprehension Worksheet,
www.k5learning.com

Title: _____

Characters: _____, _____

Setting: _____, _____

PLOT

Beginning: _____

Middle: _____

Ending: _____



Review all your answers before checking. Use the **Key to Correction** on **page 22** to check your work.

Were you able to get:

13-17: Excellent! We were able to follow through the lessons presented. You have shown outstanding performance!

12 and below: Oops, you need to keep your mind back in the activities. Focus, take a deep breath, and go on.



What I Have Learned

Let us summarize the important points of the lesson.
Identify the story element described in each sentence.



1. The animals or persons who act in the story.
2. The part of the plot that tells the problem.
3. This gives an idea or clue of what you will read in the story.
4. The part of the plot that tells how the problem was solved.
5. It tells about the place and time of the story.
6. The most important events in the story.
7. The part of the plot that tells the actions of the character to solve the problem.

Title	Ending	Setting	Beginning
Middle	Plot	Characters	Story



Done?

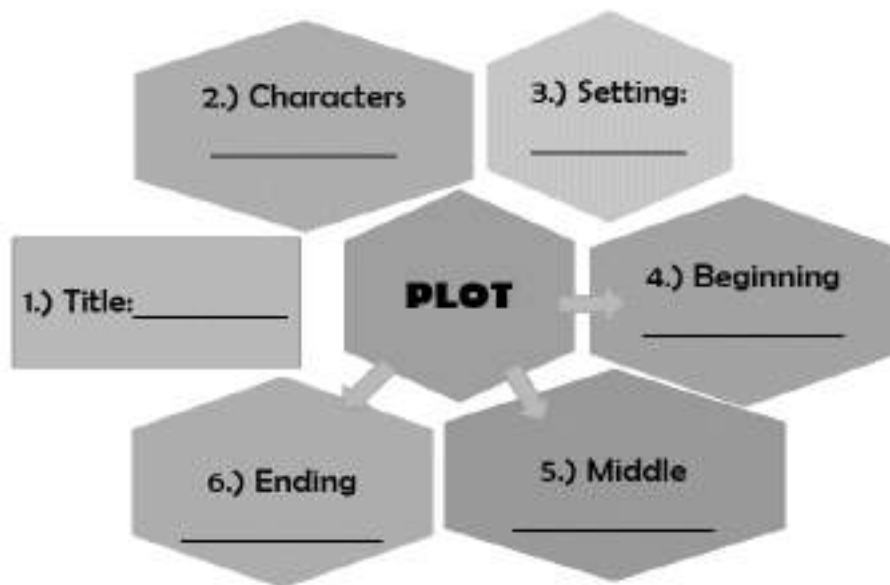
Review your answers and don't get confused with the Story Elements.

Check your answers using the ***Answer Key on page 22.***



What I Can Do

Remember or recall your favorite story. Analyze its elements and complete the graphic organizer below. Write the answers on your answer sheet.



Look at the ***Answer Key*** on page 22 to know how you will check your work.

Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.





Assessment

A. Directions: Read the short story below. Analyze its elements. Choose the letter of the correct answer.

Plants and Water

Jose's father has a vegetable garden in their backyard. He has eggplant, pechay, radishes, and cabbages. He has cucumbers, patola, upo, and other vegetables vines. One day, Jose came home from school, ahead of his father who works in a factory in town.

He saw his father's garden. The soil was very dry and the leaves of the plants were withered due to the hot sun. After changing his clothes, he took the sprinkler and began watering the plants. He was almost through with her work when his father arrived.

"Good boy," his father said. "The plants are surely happy now. They are also like people. When it is very hot, they also want to drink."

"I know it, Father," Jose said. "That's why I'm watering them."

Source: Department of Education Region V, Daily Lesson Plan
English 4, Quarter 2, Week 1, Day 3, page 275

1. What is the **title** of the story?
 - a. Jose and the Plants
 - b. Plants and Water
 - c. Father and Jose
2. Who are the **characters** in the story?
 - a. Jose and Father
 - b. Jose and the plants
 - c. Plants and Water
3. What is the **setting** of the story?
 - a. one night, at the school canteen
 - b. one morning, at the shopping center
 - c. one day, vegetable garden in the backyard

4. What is the **beginning** of the story?
- a. Jose saw that the soil in the vegetable garden was very dry and the leaves of the plants were wilting.
 - b. Jose saw that there was no food in the kitchen.
 - c. Jose saw that his bedroom is a mess.
5. What is the **ending** of the story?
- a. Jose let the vegetables die.
 - b. Jose watered the plants and Father was happy about it.
 - c. Jose answered his homework.

B. Directions: Read and understand the short story below. Analyze the story elements by answering the guide questions.

New Game

Sammy is a funny little monkey. He lives in a zoo. He likes to eat bananas and play in the treetops. There are lots of other little monkeys in the monkey yard. They like to play on the rope swings and chase each other around.

One day, the zookeepers had to take down the swings because the ropes were getting old. They might break, and the monkeys might get hurt. Sammy was sad. He sat down under a tree.

Then another little monkey named Ronnie ran over to Sammy. "Race you to the top of this tree!" Ronnie said. Sammy jumped up. He liked this new game! Soon all monkeys were racing each other up the trees. They all liked this new game.

Source: Story Elements, Reading Comprehension Worksheet,
www.k5learning.com

- 1) What is the title of the story? _____
- 2) Who are the characters in the story? _____, _____, _____
- 3) Where did the story happen? _____
- 4) When did the story happen? _____
- 5) How did the story end? _____

It is okay to take things slowly.
Don't forget to review your answers.
Check your work using the **Key to Correction** on **page 22**.



If your score is---

8-10: It means you did great! You already know how to analyze a story in terms of its elements.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again. We are still here to help you.



Additional Activities





MY STORY ELEMENTS CHART

Research or look for an interesting story from a book, the internet, or other sources. Create your own Story Elements Chart by illustrating/ drawing of the elements from the text.

Be creative and make sure you analyze all elements. **Go, learner!**

Example:

Title: The Friendly Dragon

CHARACTERS	SETTING	
 <p>Anton and Ana, a dragon named Draco</p>	 <p>A long time ago, in a farmland</p>	

	PLOT	
Beginning	Middle	Ending

Here is how you will rate your work:

10 points: The Story Elements Chart is complete with illustration/drawings about the elements of the chosen story. Output is creatively done.

7 points: One or two elements are missing but provided illustrations or drawings for some of the elements of the chosen story. Output is creatively done.

3 points: Three or more elements are missing but provided illustration or drawings for some of the elements of the chosen story. Output is not creatively done.

Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure for the Fourth Quarter!





Answer Key

Assessment

A.

1. b
2. a
3. c
4. a
5. b

B.

- 1) New Game
- 2) Sammy, Ronnie, zoo keepers (in any order)
- 3) zoo
- 4) one day
- 5) All monkeys love the new game of racing up the tree.

or

Soon all monkeys were racing each other up the trees. They all liked this new game.

What's New

1. b
2. b
3. a
4. b
5. a

Comprehension Questions:

1. Mouse
2. Early the next day, seashore
3. Mouse wants to go to the seashore.
4. He did not stop even it was a difficult journey.
5. Answer may vary.

Beginning: Julie and her Mom are planning about Julie's birthday cake.

Middle: Julie thought for a long time.

Ending: So they decided to buy a two-layered cake for her birthday!

What I Have Learned

1. Characters
2. Beginning
3. Title
4. Ending
5. Setting
6. Plot
7. Middle

What I Can Do

You will get one check for every element that you were able to analyze from the story. If you were able to get everything right, you will have **6 points** for this activity! ☺

What's In

1. Tone
2. Purpose
3. Mood

B. Inferring Mood

4. b
5. b
6. c

C. Inferring Tone, Mood, and Purpose

7. a
8. a
9. b

What's More

- A.
1. b
2. c
3. a
4. b
5. a
- B.
1. Pablo and the Eggs
2. Pete, the grasshopper and Pablo, the praying mantis
3. One day, in the garden
4. Pablo and Peter found small, round objects in the grass.
5. Pablo wanted to play with them but Peter stopped him.
6. The eggs broke and out came little bugs.
- C.

Title: Julie's Birthday Cake

Characters: Julie, Julie's mom/Mom

Setting: one week until Julie's birthday, in the kitchen

What I Know

- 1) Crossing the Bridge
- 2) Granny Fox, Reddy Fox
- 3) one day, bridge/ railroad bridge
- 4) Granny Fox wanted Reddy Fox to learn to run across the railroad bridge, but Reddy was scared.
- 5) Granny Fox cried out that she heard Browser the Hound coming toward them.
- 6) Granny had tricked Reddy Fox into running across the bridge.

References

ONLINE SOURCES

Crossing the Bridge. K5 Learning, Reading Comprehension Worksheet. <https://www.k5learning.com/worksheets/reading-comprehension/grade-3-story-elements-c.pdf>

Inferring the General Mood of the Selection. <https://www.slideshare.net/edithahonradez/english-6-dlp-38-inferring-the-general-mood-of-the-selection>

Julie's Birthday Cake. Story Elements, Reading Comprehension Worksheet. www.k5learning.com

New Game. Story Elements, Reading Comprehension Worksheet. www.k5learning.com

Turley, Blake. Story Elements. CI350 Class. Apr 30, 2013. <https://www.youtube.com/watch?v=a0qq0h4xN34>

PRINTED MATERIALS

Department of Education Region V. Daily Lesson Plan, Quarter 1, Week 7, Day 1.

Department of Education. K to 12 English 4 Learner's Material.

Department of Education, Daily Lesson Plan English 4, Quarter 2, Week 1, Day 3, pages 177-178

Department of Education Region V. Daily Lesson Plan English 4, Quarter 2, Week 1, Day 3.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex

Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqaad@deped.gov.ph * blr.lrp@deped.gov.ph