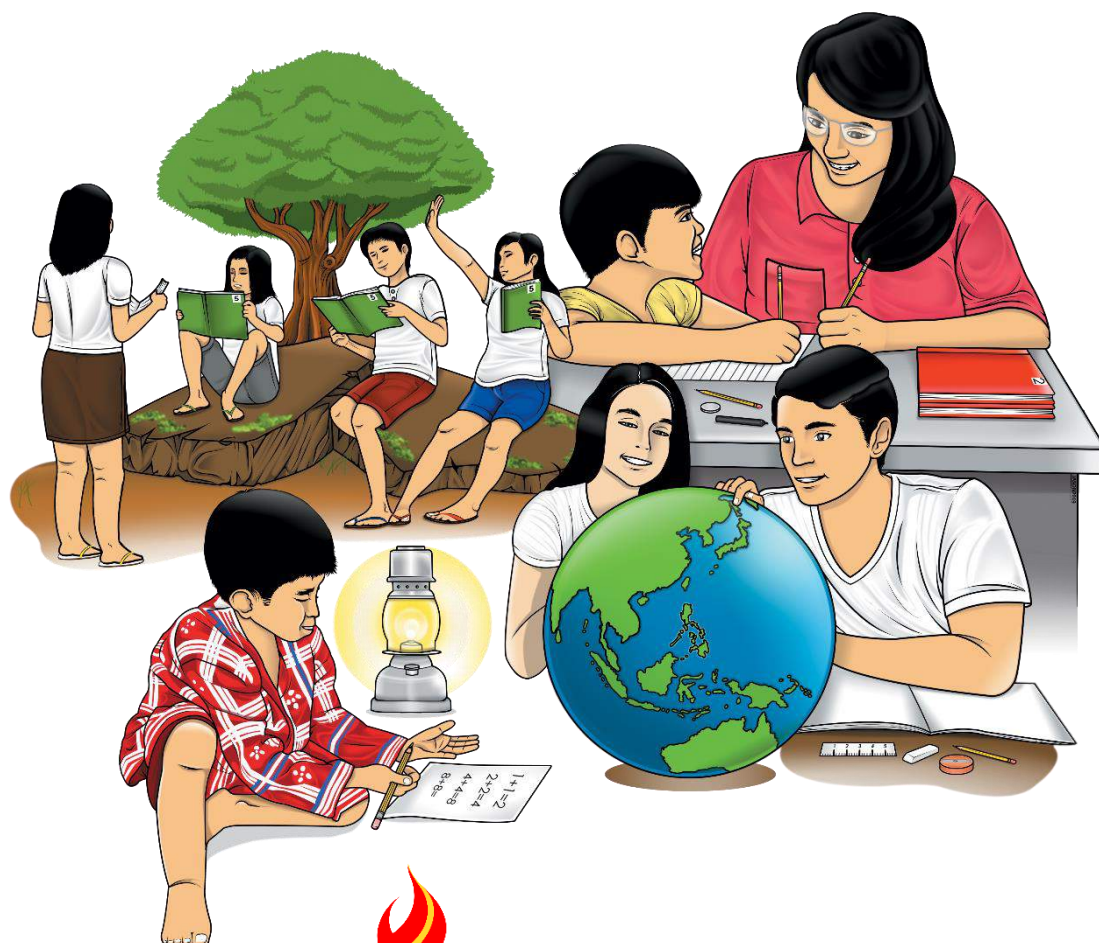


English

Quarter 3 - Module 1

Present a Coherent, Comprehensive Report on Differing Viewpoints on an Issue



English – Grade 6

Alternative Delivery Mode

Quarter 3 – Module 1: Present a Coherent, Comprehensive Report on Differing Viewpoints on an Issue

First Edition, 2020

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English
Quarter 3-Module 1
Present a Coherent,
Comprehensive Report on
Differing Viewpoints on an Issue

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

This module was designed and written with you in mind. It is here to help you master important language skills Grade 6 pupils need to learn. The scope of this module permits it to be used in different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can change depending on the textbook you are now using.

The module is divided into two lessons, namely:

- Lesson 1 – Making a stand on informed opinion
- Lesson 2 – Presenting a coherent comprehensive report on differing viewpoints

After going through this module, you are expected to:

1. make a stand on an informed opinion; and
2. present a coherent comprehensive report on differing viewpoints. (**EN10LC-IIIId-3.18**)



What I Know

Before we begin the lesson, here is a warm-up activity that you must accomplish first. Let us check what you already know about the new lesson.

DIRECTIONS: Match the statement in Column A with the terms in column B. Write the letter of the correct answer on your answer sheet.

A

1. It is a resistance expressed in an action or argument.
2. It is an information that is known or proven to be true.
3. It is an information indicating whether a belief is true or valid.
4. It is a position taken on a topic or an issue.
5. It is a belief about something based on information.

B

- a. evidence
- b. stand
- c. informed opinion
- d. defense
- e. facts
- f. opposition

Lesson

1

Making a Stand on an Informed Opinion



What's In

Part of your lesson today is distinguishing **fact** from **opinion**. You may have learned this in the past. So, let us look back and see if you can still remember.

Directions: Read and study the following statements. Write **F** if the statement is a FACT and **O** if it is an OPINION.

- ____ 1. Dogs cannot sweat through their skin.
- ____ 2. Cats are the most charming pets in the world.
- ____ 3. Cats have five toes on each front paw, but only four toes on each back paw.
- ____ 4. Dogs are the best animal companion.
- ____ 5. Dogs' emotions are revealed by their facial expressions as well as the movement of their ears.
- ____ 6. Cats' bodies are extremely flexible.
- ____ 7. Cats have whiskers.
- ____ 8. All cats love cuddles.
- ____ 9. Dogs are better pets than cats.
- ____ 10. Dalmatians are born spotless.

Kudos! You did a “purrrrific” job back there! Now gear up because it’s time for a new lesson!



What's New

Do you have a pet at home? Most of the children today, like you, enjoy having a pet. Let us read this excerpt to know more about the value of having pets.



It's Great to Have a Pet!

Whatever kind of animal you may want to have, pet ownership can be an adventure. May it be a dog, cat, bird, or anything you like, it will surely add color to your life.

During this COVID19 pandemic, a furry friend can also keep you company through stress or loneliness. This may be why adoption and fostering of pets became a trend recently.

Owning a pet can help reduce the stress you are feeling amid the health crisis. According to studies, spending time with your pet can trigger an increased level of oxytocin, also known as the "love hormone." This is responsible for the feeling of closeness and increased bonding with your pet. Surely, pets can improve anyone's mood!

Having a pet can improve your mood.

What kind of statement is this? Is this an opinion or a fact?

Yes, you are right! This is a statement of **opinion**.

Do you agree with the informed opinion that having a pet can improve one's mood?

What pieces of evidence were cited to support such opinion?

What is your stand on this informed opinion?



What is It

An **informed opinion** is a person's belief, idea, or way of thinking about something based on information gathered. This type of opinion is formed by gathering ideas from different points of view.

Example: Having a pet can improve your mood.

A **stand** is a person's attitude towards a particular issue or opinion. A person's stand may either support or contradict an idea expressed in an informed opinion.

Example: Owning a pet can help reduce stress you are feeling amid the health crisis. According to studies, spending time with your pet can trigger an increased level of oxytocin, also known as the "love hormone."

Making a stand means making a firm position in defense or opposition of an informed opinion. You need to support your statement by providing evidence like proof or testimony based on facts.

Below is a guide in making a stand:

1

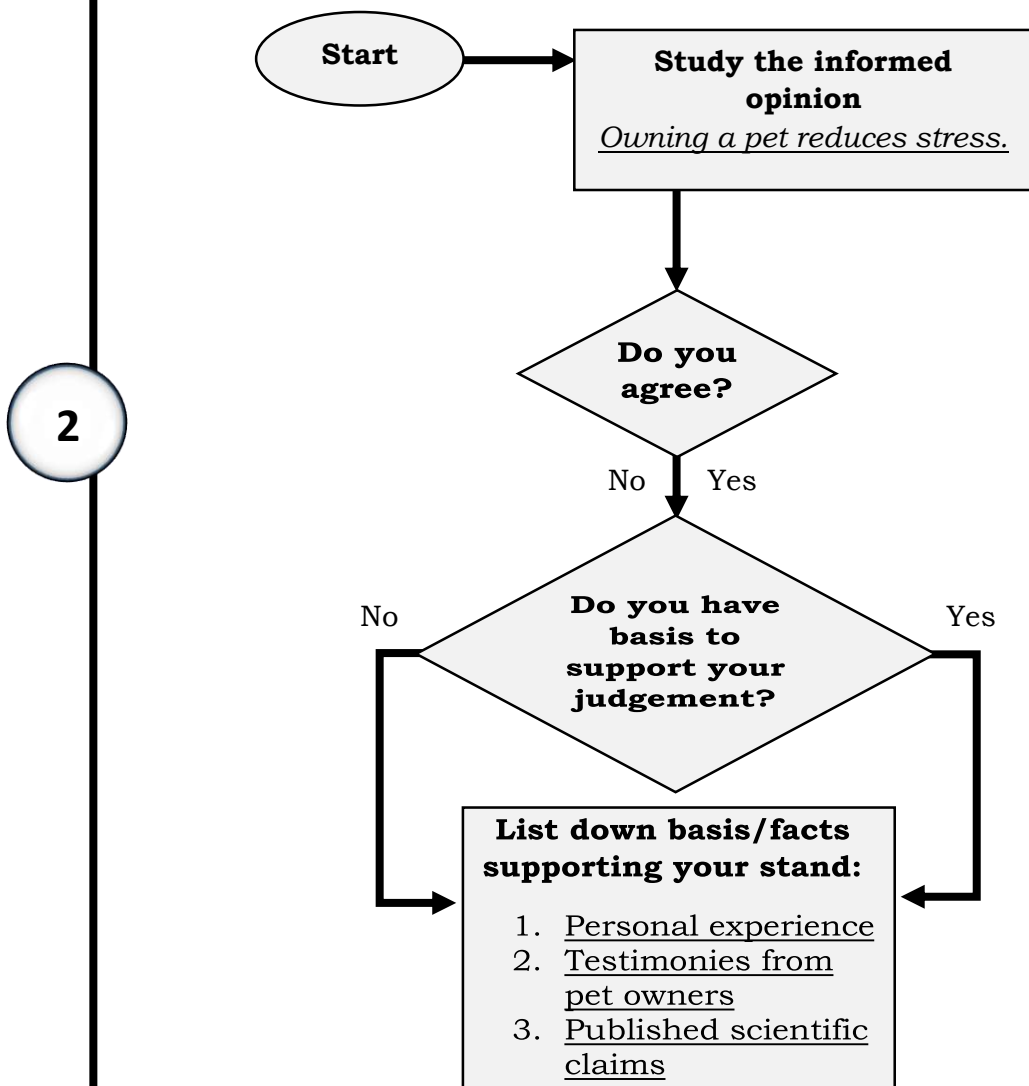
Study the informed opinion. Look for possible sources from which the author's view was taken.

To carefully analyze the author's opinion, you may consider the following questions:

1. Is the source of the informed opinion reliable?
2. Are there bases like proofs or facts that support the author's opinion?

Decide on your stand. After studying the informed opinion, it is time for you to decide whether to agree or disagree with the author's statements. Your decision will depend on your judgement, feelings, or even from your personal experiences about the topic. However, you must remember that though you are free to choose a stand, the proofs or facts you have gathered must always be your bases in making a stand.

The sample flowchart below will guide you in deciding on your stand:



3

Present your stand. State your opinion based on your stand on the topic. Explain why you agreed or disagreed with the informed opinion that was presented. Enumerate your reasons to support your point of view.

Study the example below:

a. Your opinion:

I agree that owning a pet reduces stress.

b. Reasons:

I am a pet owner too and I have experienced it.

I felt lonely during the series of lockdowns brought about by the pandemic. I missed playing with my friends outside. I am glad that whenever I feel sad, my pet cat would always brush her body on my legs. It tickles and makes me laugh. She always cheers me up. Truly, having pets makes you happy!

4

Provide evidence. Support your stand with pieces of evidence you have gathered. Present facts, proofs, and bases to show that you are certain about the side that you have taken.

I have gathered testimonies from my friends. We all have the same experience. Our pets uplift our mood and keep away the stress we feel.

According to an article from HelpGuide.org, pets, especially dogs and cats, can reduce stress, anxiety, and depression, ease loneliness, encourage exercise and playfulness, and even improve your cardiovascular health.



What's More

Making a stand means giving your opinion on a topic or an issue and expressing your beliefs and feelings about the topic. In making a stand, you may defend or go against something or someone because of an informed opinion. Present your stand in a way that you convince your audience or readers. Now, let us read the paragraph below:

Owning a pet can help reduce stress you are feeling amid the health crisis. According to studies, spending time with your pet can trigger an increased level of oxytocin, also known as the "love hormone." This is responsible for the feeling of closeness and increased bonding with your pet. Surely, pets can improve anyone's mood!

1. What is the opinion of the author?

2. Can you identify the facts or evidence stated in the paragraph that support the author's opinion?



What I Have Learned

You are almost done with this lesson. Now, let us have a quick review of the important points in this lesson.

An **informed opinion** is a belief, judgement, or way of thinking about something based on available information. **Making a stand** means taking a position for (defense) or against (opposition) an informed opinion.

To make a stand, you must understand well the informed opinion, decide your position on the topic, and present evidence to support your statement.

Wow! You surely did great on recalling what you have learned! How about you give yourself a tap on your shoulder?



What I Can Do

Are you now ready to make a stand in real-life situations? Of course, you are!

Below is a familiar poster we usually see in public places. What is your stand about it? Answer the questions in two to three sentences. Write your answers on your answer sheet.

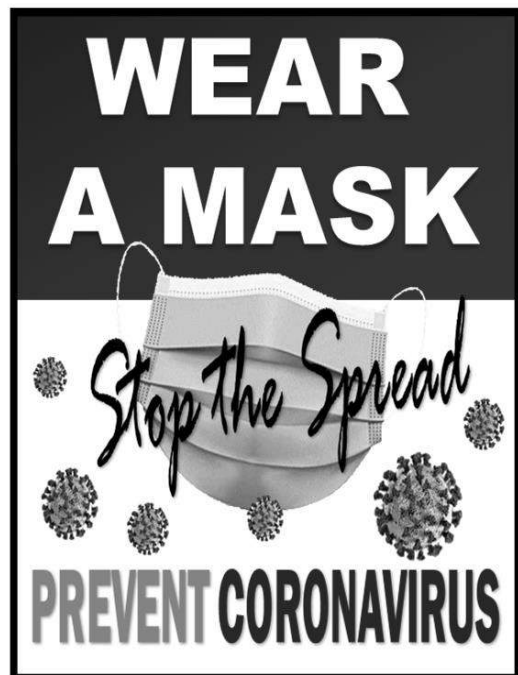
1. What is the poster about?

What informed opinion is presented in the poster?

2. Do you agree with the opinion being presented? If yes, why? If no, why not?

3. Present your stand on the information given by the poster.

4. Cite facts or evidence to support your stand.



Now that you have identified the opinion and made a stand, you are now able to express your viewpoint on issues that you may encounter.



Assessment

This time let us determine how much you have learned from this lesson. Read and analyze the topic below and decide on your stand.

Using Facebook can turn into an addiction. Social media is one way how people in today's world are connected with each other. Kids are glued to their devices all the time. They use applications that allow them to be connected with young people like them in other parts of the world. These make them forget about other important tasks because they are addicted to these internet applications.

What is your stand on this informed opinion?

Make a stand and support it with evidence.

Write your answers on your answer sheet.




Additional Activities

Hurray! You are nearly through with this lesson. It is time to deepen your knowledge about making a stand on an informed opinion.

Are you ready to take the challenge? Let us go!

Study the chart below. Put a check (✓) on your stand on the given topic. Write your reason and evidence to support your stand.

<i>What's Your Stand?</i> 	
Topic: <u>What is the best pet?</u>	
Opinion: <u>The dog is the best pet.</u>	
<div><input type="radio"/> I agree</div> <div>Reason: _____ _____ _____ _____ _____</div> <div>Evidence: _____ _____ _____ _____ _____</div>	<div><input type="radio"/> I beg to disagree</div> <div>Reason: _____ _____ _____ _____ _____</div> <div>Evidence: _____ _____ _____ _____ _____</div>

You did great, dear learner! Now that you know how to make a stand, you are all set for the second lesson in this module. Good luck!



What I Know

Before we dig deeper into our next lesson, try answering the following activities.

Activity 1: Got It? Line It!

Directions: Identify the correct word to make the sentence coherent. Write your answers on your answer sheet.

1. Students should be quiet during the online performance, **(however, in fact)** applause at the end is allowed.
2. Mr. Bernardo agreed to meet the workers with questions regarding the contract. **(He, It)** is interested in hearing their concerns so that they can adjust to the new normal.
3. Doctors, nurses, and other front line workers in the hospitals work very hard during this crisis. The **(faculty members, health workers)** risk their lives in saving their patients.
4. During weekends, children usually enjoy running outside with friends, swimming at the beach, and playing online games. They also like **(to go visit, visiting)** their grandparents especially if they live far apart from each other.
5. **(As long as, Before)** you strive to achieve your goal, nothing is impossible.

Activity 2. Match Me!

Directions: Match the definition given in *Column A* with the corresponding part of the report structure found in *Column B*.

- | A | B |
|---|----------------------|
| 1. This part summarizes the report's main points. | a. Table of Contents |
| 2. The report title and purpose, and the student's name are found here. | b. Introduction |
| 3. It introduces the topic, its background and significance. | c. Conclusion |
| 4. A list of sections and subsections indicating which page each section begins is placed here. | d. Reference List |
| 5. Any sources you have referred to is listed here in alphabetical order. | e. Title Page |
| | f. Page Number |

You got it! It was easy, wasn't it? Now, let's move on to the next part of the lesson.

Lesson 2

Presenting a Coherent, Comprehensive Report on Differing Viewpoints on an Issue



What's In

Today, you will be exposed to different types of information. So, it is important that you know how to choose the most reliable ones and their sources. You may have learned this already in your past lessons. Let us see how much you can remember!

Directions: Using the Venn diagram, compare and contrast the information found in different online sources below. Write your answer on a separate answer sheet.

Source A



Source B

What can I do to prevent the spread of COVID-19?

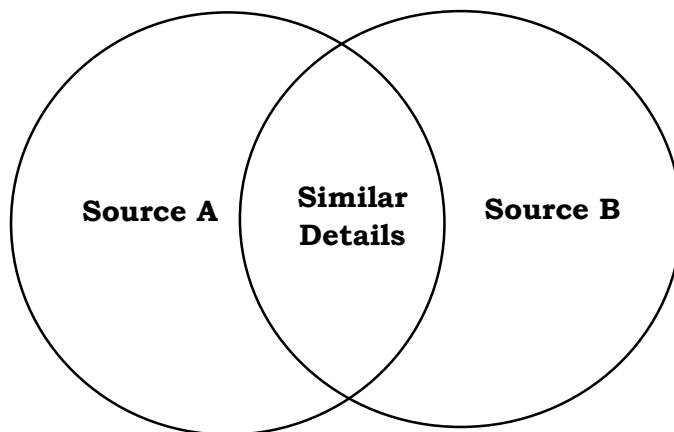
1. i. Cover mouth and nose using tissue or sleeves/bend of the elbow when coughing or sneezing
2. Move away from people when coughing
3. Do not spit, iv.
4. Use alcohol/sanitizer.

Mar 2, 2020

www.doh.gov.ph · node ·

What can I do to prevent the spread of COVID-19 ...

How can we prevent the spread of COVID-19?



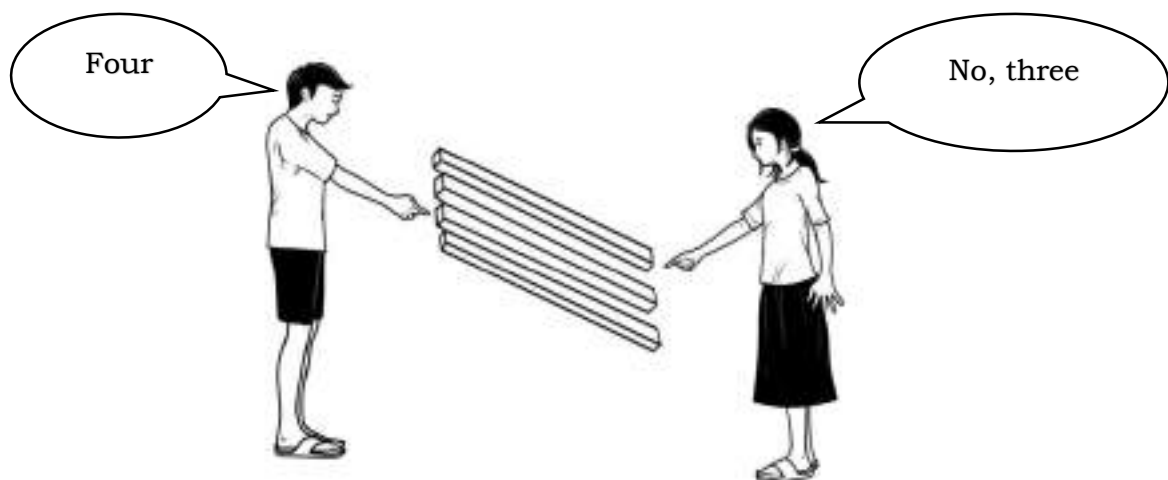
Wow! I know you can do it. Let us move forward!



What's New

Have you ever experienced having a discussion with someone who has a different idea from yours? Presenting different ideas could sometimes create conflicts. But if everyone is given a fair chance to be heard, it actually makes meaningful conversations.

Now, focus well on the picture below and try to answer the following guide questions.



What makes each person believe his/her own statement?
Who do you think has the correct answer?

If you were to present their differing viewpoints, how would you do it?

Was it interesting? Sure thing! Now, you're ready for our new lesson.



What is It

Let us dig deeper into our lesson. It is time for you to learn more about the different terms related to presenting a coherent report.

Viewpoint is the way a person sees things, understands issues or comprehends ideas from his/her own point of view or perspective. Differing viewpoints also means opposing viewpoints.

Issues can be viewed from different perspectives. The positions of people regarding an issue may be affected by the evidence found, researched facts, their philosophy, or even their life experiences.

A report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyzes a situation or problem. It is a factual paper that needs to be clear and well-structured.

Presenting a report on differing issues might be a bit challenging, but if you are familiar with the proper flow of a report, it is going to be a lot easier!

Here is the basic structure of a report:

Element	Explanation
Title	The title and purpose of the report is presented in this part.
Introduction	The topic is introduced and the specific problem within the topic is also identified. Important terms used in the report are also defined in this part.
Body	This part of the report should be divided into sections with headings such as ' <i>Definition of the Issue</i> ', ' <i>Presenting Different Viewpoints</i> ', ' <i>Discussion</i> ', ' <i>Results</i> ', and ' <i>Evidence to Support Viewpoints</i> '.
Conclusion	The main points made in the report are summarized in a few sentences.
References	All the sources that have been referred to should be listed here in alphabetical order.

One of the most important elements of a report is coherence. What is coherence and why is it necessary in presenting a report?

Coherence is achieved when the sentences and ideas are connected, and they flow together smoothly. A coherent report helps readers to understand clearly the ideas presented in the report. Below are several methods that can be used to achieve coherence in writing:

Method	Definition	Example
Use repetition to link ideas, sentences, and paragraphs.	Repeating key words or phrases helps connect ideas throughout the presentation. Repetition also helps the reader remain focused and headed in the right direction.	Many agree that the Novel Corona Virus has changed people's outlook in life. They say this virus reminded them that health is indeed wealth.
Use transitional expressions to link ideas, sentences, and paragraphs.	They serve as signals to let the reader know that the previous idea, sentence, or paragraph is connected to what follows.	Some students think they cannot write a good essay because they are not born writers. However , as they practice well and develop skills in writing, they eventually enjoy it.
Use pronouns to link sentences.	Pronouns are used to link or connect sentences by referring to preceding nouns and pronouns.	Technology plays a great role in education during this time of pandemic. If used responsibly, it can enrich students' learning.
Use synonyms to link ideas and create variety.	Synonyms are words that have the same or nearly the same meaning as another word. They provide alternative word choices that can add variety to a report and can help eliminate unnecessary repetition.	Many teachers invest a lot in trainings and workshops. These educators believe that quality education starts from themselves.
Use parallel structures to link ideas, sentences, and paragraphs.	Parallelism is the use of matching words, phrases, clauses, or sentence structures to express similar ideas. It establishes balance and alignment of related ideas for clearer understanding of connected concepts or ideas.	Usually, children spend the weekends playing with their neighbors, swimming at the beach, watching TV, and visiting grandparents.

Adapted from *The Little Brown Handbook*, 11th Edition, Contributors Dayne Sherman, Jayetta Slawson, Natasha Whitton, and Jeff Wiemelt, 2010, 42-45. Prepared by the Southeastern Writing Center.

Here is the list of the most common transition words used in making a report:

RELATIONSHIP	TRANSITION WORDS
Similarity	also, in the same way, just as, likewise, similarly
Exception/ Contrast	but, however, in spite of, on the other hand, in contrast, on the contrary, still, yet
Sequence/Order	first, second, third, ... next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, later, meanwhile, now, recently, then
Example	for example, for instance, namely, specifically,
Emphasis	even, indeed, in fact, of course, truly
Place/Position	above, adjacent, below, beyond, here, in front, in back, nearby, there
Cause and Effect	accordingly, consequently, hence, so, therefore, thus
Additional Support or Evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion/ Summary	finally, briefly, in conclusion, in the end, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary

Well done! Now you are aware of the basic structure of a report and how to make it coherent. Let us proceed to the next phase of the lesson.



What's More

You have learned that coherence plays a very important function in presenting a report. It makes your presentation organized and easily understood by your audience.

Let us enrich your knowledge on making your work organized! Underline the correct word that should be used best in the paragraph to make this report coherent!

Can computers replace teachers?

Technology plays a great role in education. Nowadays, most of the schools invest in Information Communications Technology (ICT) equipment like computers. **(Those, These)** devices are one of the most used tools in school by teachers during their classroom instructions. **(It, They)** can operate with extreme wide range of tasks with programs installed in it. **(But, Also)** are these enough to replace teachers?

Machines, just like computers can work 24/7 with good maintenance on them. They are easy to use and come in handy. If connected to the internet, all information are just on the tip of a finger. **(However, Moreover)** education is not just about learning facts and data. It is a lifetime process of facilitating learning, acquiring knowledge, and continuously attaining of goals. Unlike a memory-limited computer, teachers can do immeasurable things for their students. **(For instance, But)** teachers dedicate themselves in encouraging their learners to do best and realize what they are capable of doing. Also, they inspire students to be successful in their chosen careers. Teachers give children purpose and drive them to do well in life.

(To conclude, In addition) technology is a great tool in advocating education. But still, no machines like computers can replace a teacher. It simply takes a humane commitment to be one.

Great work, dear learner! How did you find this activity? Yes, you are right! It has indeed deepened your knowledge on making a coherent report.



What I Have Learned

Now, let us sum up what you have learned in this lesson. Try to remember these ideas while reading them aloud.

What do you mean by differing viewpoints?

Differing viewpoints mean opposing point of views.

What is a report?

A report is a factual paper and it needs to be clear and well-structured. Its basic parts are title, introduction, body, conclusion, and references.

How can you make a coherent, comprehensive report?

To make the report coherent, follow these suggestions:

- ✓ Use repetition to link ideas, sentences, and paragraphs.
- ✓ Use transitional expressions to link ideas, sentences, and paragraphs.
- ✓ Use pronouns to link sentences.
- ✓ Use synonyms to link ideas and create variety.
- ✓ Use parallel structures to link ideas, sentences, and paragraphs.

Hooray! Did you learn a lot? Of course, you did! I am happy for you!



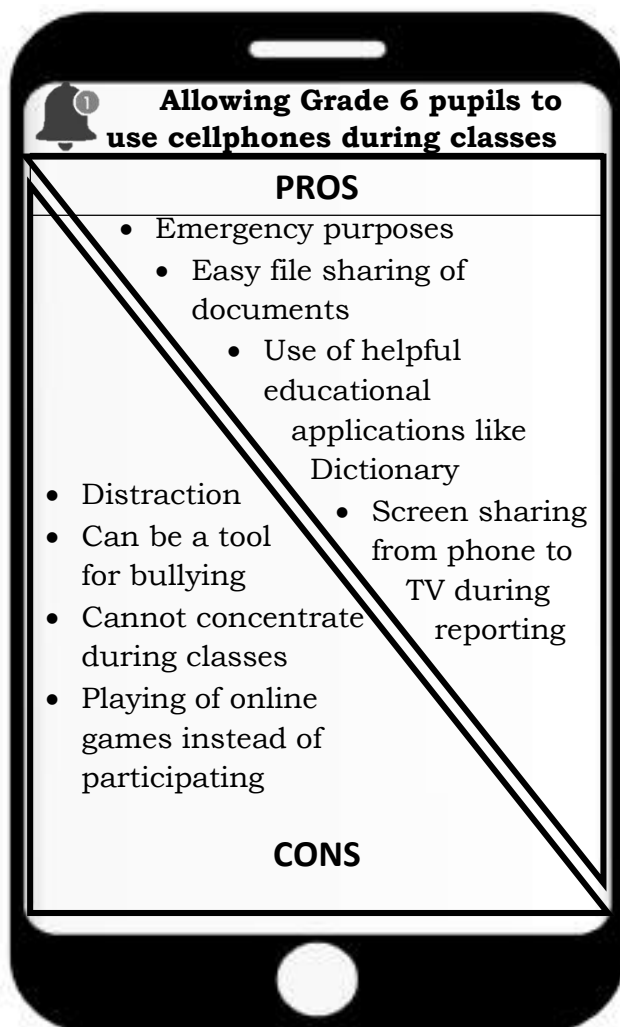
What I Can Do

Now, are you ready to relate your learning to real-life situations?

Cellphones are one of the most used gadgets today. It is now becoming a “need” for many for easy communication, quick access to information and online entertainment. However, most schools prohibit using of these gadgets during classes because of the disadvantages it may present. This topic is now one of the most discussed between pupils, parents and school administrators.

Connect the Dots!

Directions: Connect the structure elements to the appropriate part of the report.



Title: _____

Cellphone is _____.

It is _____

(Definition of the issue)

(Viewpoint 1: Pros)

Viewpoint 2: Cons (Use transition word to contrast)

(Your stand on the issue)

Conclusion (Use transition word)

Good job, my dear learner! I'm glad that you can easily remember what you have learned in this lesson! Keep it up!



Assessment

This time let us test your skill in presenting a comprehensive, coherent report on differing issues. I am sure you can do it! Use the chart below as your guide.

Directions: Present a coherent, comprehensive report on the topic ‘No online games for children.’ Use the graphic organizer below as your guide in writing the report. Write your answer on your answer sheet.

Title	<ul style="list-style-type: none">• (Your Name)• (Grade& Section)• (Report Title)• (Purpose)
Introduction	<ul style="list-style-type: none">• (Intro)• (Definition of Terms)
Body	<ul style="list-style-type: none">• (Definition of the issue)• (Viewpoint 1)• (Viewpoint 2) However...• (Presenting support or evidence) Furthermore...•
Conclusion	<ul style="list-style-type: none">• (Choose appropriate transition word)
References	<ul style="list-style-type: none">• Author, A. A. Year. Title: Subtitle. Place of Publication: Publisher. Internet address.



Additional Activities

Way to go, dear learner! You are about to finish the module! This time, please get ready for our last activity. Are you ready to take the final challenge? Of course, you are!

Directions: Present a coherent, comprehensive report on differing issues on the topic: No Homework Policy. Below are the key ideas about the issue. Use the given chart to organize your ideas.

- “No Homework Law” will ban teachers from giving homework or assignments to students on weekends.
- The proposed policy specifies precisely that teachers may only assign homework to students on weekends provided that it is minimal and will not require more than four hours to be completed.
- “No Homework Policy” bill aims to enable learners to have more quality time with their parents, families, and friends by limiting the homework or assignments to a reasonable quantity on schooldays and lessen it during weekends.

Title	
Introduction	
Body	
Conclusion	
References	

You made it! Congratulations my dear learner! I’m excited for you to make a more comprehensive, coherent report on differing issues! Happy reporting!



Answer Key

Lesson 1

<p>Assessment</p> <p>Answers may vary.</p> <p>I agree that using Facebook can turn into an addiction.</p> <p>If you check this site, a lot of people are hooked into scrolling these pages. They post multiple times a day about almost everything they do. I have even encountered a person continuously posting from the morning up until dawn. These uncontrollable daily routine shows that social media sites are truly addictive.</p> <p>Additional Activities</p> <p>Reason: I agree that a dog is the best pet. Not only does it make you happy, but it can also protect you from dangers.</p> <p>Evidence: The story of Kabang, a real-life hero dog can prove that dogs save their owners' lives. Aside from that, dogs are known as a man's best friend.</p>	<p>What I Can Do</p> <p>Answers may vary but should be related to:</p> <p>1. The poster is about wearing mask as precaution from being infected with covid19. It tells that wearing a mask can stop the spread of corona virus.</p> <p>2. Yes, I agree. This informed opinion is reasonable. It is not only true here in the Philippines, but also all over the world.</p> <p>3. I believe that people wearing masks are not likely to be infected of COVID19.</p> <p>4. According to the Department of Health, face mask works as a barrier that prevents a person's droplets that might contain viruses from travelling through the air whenever he coughs or sneezes.</p>	<p>What I Know</p> <p>1. f 2. e 3. a 4. b 5. c</p> <p>What's In</p> <p>1. F 2. O 3. F 4. O 5. F 6. F 7. F 8. O 9. O 10. F</p> <p>What's More</p> <p>Answers may vary.</p> <p>1. The author believes that having a pet can reduce stress.</p> <p>2. According to studies, spending time with your pet can trigger an increased level of oxytocin, also known as the "love hormone."</p>
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Lesson 2

<p>What I Know</p> <p>1. however</p> <p>2. he</p> <p>3. health workers</p> <p>4. visiting</p> <p>5. as long as</p> <p>Match Me</p> <p>1. c</p> <p>2. e</p> <p>3. b</p> <p>4. a</p> <p>5. d</p>	<p>What's In</p> <p>How can we prevent the spread of COVID-19?</p> <p>What I Can Do</p> <p>1. These</p> <p>2. They</p> <p>3. But</p> <p>4. However</p> <p>5. For instance</p> <p>6. To conclude</p>
<p>What I Know</p> <p>1. however</p> <p>2. he</p> <p>3. health workers</p> <p>4. visiting</p> <p>5. as long as</p> <p>Match Me</p> <p>1. c</p> <p>2. e</p> <p>3. b</p> <p>4. a</p> <p>5. d</p>	<p>What's In</p> <p>How can we prevent the spread of COVID-19?</p> <p>What I Can Do</p> <p>1. These</p> <p>2. They</p> <p>3. But</p> <p>4. However</p> <p>5. For instance</p> <p>6. To conclude</p>

Assessment

<ul style="list-style-type: none"> • (Your Name) Maria F. Masigasig • (Grade & Section) VI-Samapaguita • (Report Title) Online Games For Kids: Allowed or not to allowed? • (Purpose) This report aims to present and discuss the different views whether to allow or not allow children in playing online games. 	<h3>Title</h3>
<ul style="list-style-type: none"> • (Intro) During this pandemic, most children ease their boredom through engaging themselves online. Some enjoy strolling social media sites, while others are hooked into playing online games. (Definition of Terms) Online games are applications that can be accessed and played while connected to the internet like Mobile Legends, LOL, PUBG Mobile, etc. These types of applications can be played with multiple players all over the world. It has a chat-like feature where the gamers can message each other either privately or publicly. 	<h3>Introduction</h3>
<ul style="list-style-type: none"> • (Definition of the issue) One of the most argued topics today is whether to allow or not allow children playing online games. (Viewpoint 1) Some parents say that it is ok for their kids to play online games so that they will be encouraged to stay at home instead of going out and risk their health just to socialize with other children. • (Viewpoint 2) However, other adults are persistent that kids should not be allowed in playing online games. According to them, children are easily addicted to these applications that they seem invisible at home. They cannot help in doing house chores, rarely interact with other family members and even develop attitude problems. • (Presenting support or evidence) Furthermore, health experts say that too much time spent in these applications, specifically online games, affects children's health. Because online games cannot be paused, kids who are actively engaged in it usually skip meals, stay late at night, and overuse their eyes which eventually can fall different into illnesses. 	<h3>Body</h3>
<ul style="list-style-type: none"> • (Choose appropriate transition word) In conclusion, though online games offer children's entertainment and keep them from staying at home, parents should not give their kids full access to these applications. Parents should carefully choose online games for their children. They can research for educational interactive games available online. Children that are too young to distinguish right from wrong, should not be allowed to use it for they will be exposed to strangers that might trick them into doing bad things. 	<h3>Conclusion</h3>
<ul style="list-style-type: none"> • 2020. Online Kids Games: Pros and Cons. MyChildHealth. http://www.mychildhealth.net/online-kids-games-pros-and-cons.html 	<h3>References</h3>

Additional Activities

<ul style="list-style-type: none"> • (Your Name) Maria F. Masigasig • (Grade & Section) VI-Samapaguita • (Report Title) No Homework Policy • (Purpose) This report aims to discuss the differing views on the topic "No Homework Policy." 	<h3>Title</h3>
<ul style="list-style-type: none"> • Since then, teachers give take home activities to their pupils every time a lesson ends. It serves as an additional practice of the skills learned from the subject area. No Homework Policy is one of the similar bills filed in Congress. One of the representatives suggested to totally ban homework in schools. 	<h3>Introduction</h3>
<ul style="list-style-type: none"> • No Homework Policy has received mixed reactions from students, parents, and teachers. • Some parents agree to totally ban homework in schools. During schooldays, children spend most of their time in school. If giving homework will be stopped, kids will have time for their family and other extracurricular activities. • However, some teachers expressed their disagreement on the total ban of homework. According to them, take home activities are bridge between school and home. They believe that if spent with family members, doing homework can also be a family time. With homework, parents can monitor their kids' progress at school and at the same time follow-up if needed. 	<h3>Body</h3>
<ul style="list-style-type: none"> • To conclude, homework takes over students' leisure and family time, it is improper to totally ban it. For a long time, it has been connecting gaps between school and home. Instead, teachers should limit them on weekdays or in alternate days. 	<h3>Conclusion</h3>
<ul style="list-style-type: none"> • 2019, 'No Homework' Policy: What The Research Shows. https://www.onenews.ph/no-homework-policy-what-the-research-shows 	<h3>References</h3>

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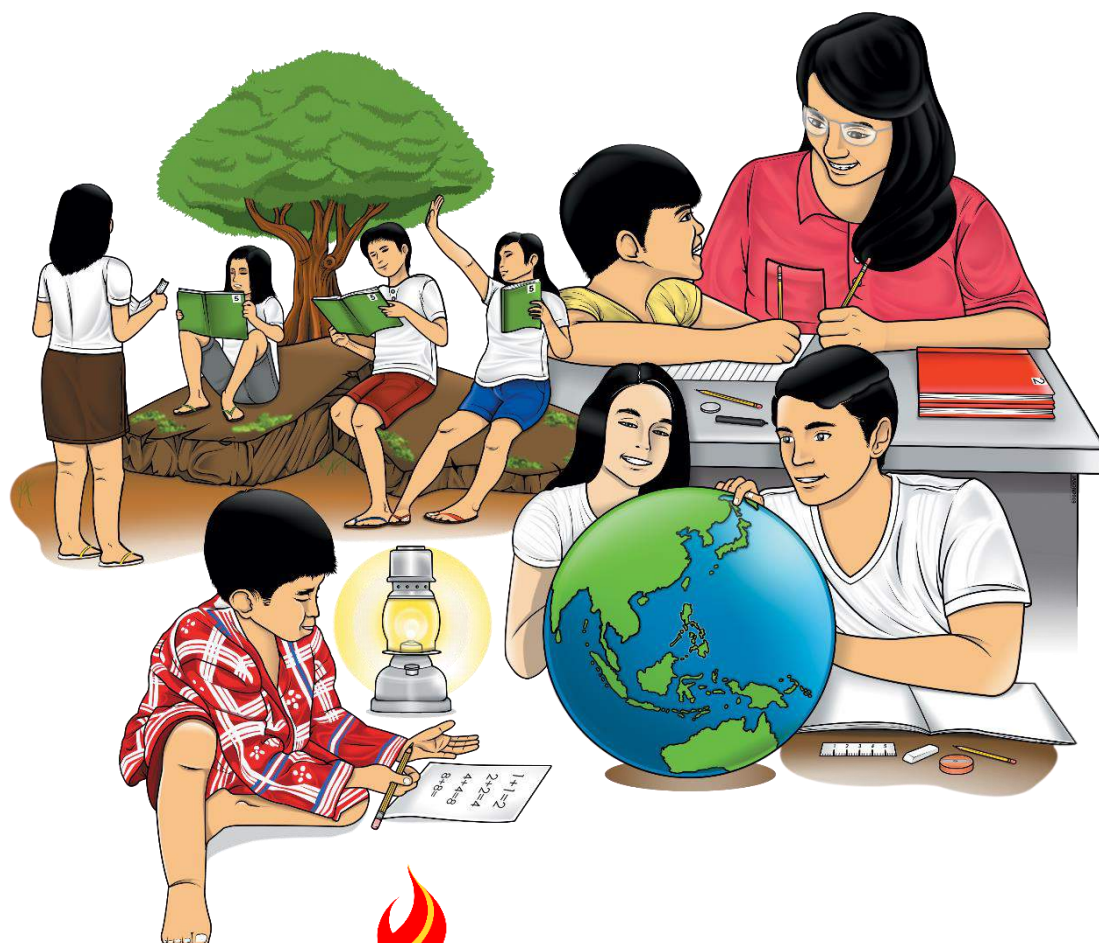
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English

Quarter 3 – Module 2

Evaluate Narratives Based on How the Author Developed the Elements



English – Grade 6

Alternative Delivery Mode

Quarter 3 – Module 2: Evaluate Narratives Based on How the Author Developed the Elements

First Edition, 2020

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English

Quarter 3 – Module 2

Evaluate Narratives Based on How the Author Developed the 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. Each SLM is composed of different parts. Each part should guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to check how much you already know about the lesson. It will also give your facilitator an idea about the progress that you are making in the SLM. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys 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 test. 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

In this module, you will learn how to evaluate narratives based on how the author developed the elements.

The module is divided into three lessons, namely:

- Lesson 1 – Identifying Elements of the Story
- Lesson 2 – Determining Elements of a Plot
- Lesson 3 – Evaluating Narratives Based on How the Author Developed the Elements

After going through this module, you are expected to:

1. identify the elements of the story,
2. determine Elements of a Plot, and
3. evaluate narratives based on how the author developed the elements.
(***EN6RC-Ic-6.5, EN6RC-Ic-6.6, EN6RC-Ic-6.7***)



What I Know

Do you enjoy reading stories? In this activity, you will learn how to identify the elements of a story. But before that let us first check how much you know about them.

Read the following statements. Be able to understand them very well. Answer the questions by choosing your responses from the choices given. Write the letter of your answer on the answer sheet.

1. What is the element of a story which tells about the series of events and actions that relate to the central conflict?

- | | |
|--------------|------------|
| a. character | c. setting |
| b. plot | d. theme |

2. What do you call an element of a story which is a person, or an animal that takes part in the action of a short story?

- | | |
|--------------|------------|
| a. character | c. setting |
| b. plot | d. theme |

3. What is the part of a story that depicts the struggle between two persons or things in a short story?

- | | |
|-------------|------------|
| a. conflict | c. setting |
| b. plot | d. theme |

4. What is the part of the story that tells the time and place in which the story happens?

- | | |
|-------------|------------|
| a. conflict | c. setting |
| b. plot | d. theme |

5. What is referred to as the central idea or belief in a short story?

- | | |
|-------------|------------|
| a. conflict | c. setting |
| b. plot | d. theme |

That was an impressive start, my dear learner!

This time, be ready to recall what you know about the elements of a story.

Lesson

1

Elements of a Story

The stories that we read may sometimes bring us to another world. They make us dream and imagine things. They can even make us believe the unbelievable.

But as a lover of stories, you need not stop at simply enjoying the story. It will be good for you to know more about its elements.



What's In

Below are sentences depicting the elements of a story. For numbers 1 to 4, write **C** if the sentence tells about a Character, **S** for Setting, **P** for Plot, and **T** for Theme. For number 5, write the letter of the correct answer on your answer sheet.

1. Being resourceful is looking for ways or means to solve the problem.
2. Elisa is a simple Grade 6 pupil who studies in a small public school in their province.
3. The West Visayas Regional Athletic Association Meet 2019 was held at Roxas City.
4. When Elisa's parents arrived in Roxas City to support her, she was very happy. She was really inspired to play. Sad to say, a day before their first game she and her two team mates suffered from head ache. Because of it, they did not play well. They gave their best to help their team mates win the game but still they end up losing. After the game, they were advised to drink a lot of water, take medicines, take a rest and have enough sleep at night. Fortunately, their headaches were gone the next day. They played their next games so well that they ended up 2nd runner up.
5. Based on the story in item number 4, from which point of view is it written?
 - a. first person
 - b. second person
 - c. third person
 - d. omniscient

Bravo! You did a good job! It is about time that you get yourself ready for the new lesson.



What's New



Do you love animals? Find out in the story how Kamela treats animals.

Read the story and answer the italicized questions found within the selection.

Kamela: The Kind-Hearted Child

By Ma. Melanie L. Padohinog

Kamela is a Grade 6 pupil in a small barrio. She lives a simple life with her three siblings and their parents.

One day, as she was entering their school gate, she heard a soft cry. She almost leaped when she stumbled upon a cute puppy. As she looked closer, she found out that it was badly hurt. It has a wound on its left ear and fresh blood was dripping from it.

What character trait does Kamela possess?

When she was about to pick up the puppy, a group of three boys called her. One of them said, “Kamela, never mind that puppy. Look at how disgusting it is!”

What do you think will happen next?

Kamela replied, “Yes, for you this puppy is dirty and smells odd. But like us, they have feelings, too. When people hurt them, they also feel the pain. And when somebody loves and cares for them, they also love back and care for that person.”

How will Kamela's classmates react after hearing about her feelings for the puppy?

Kian, Kamela's classmate, timidly said, "We're very sorry, Kamela. We made fun of the puppy. We did not realize that they also need love and care like us. Don't worry, we will help you bring the puppy to the veterinarian so that it could be treated and be well again."

Can you identify the elements of the short story?

Kindly answer the following questions in your answer sheet.

1. Who are the characters in the story?
2. How will you describe Kamela?
3. What does Kamela find along the way?
4. What is Kian sorry for?
5. If you were Kamela, would you do the same? Why?



What is It

Kamela's story includes five basic elements of a story. As a reader, you should be keen enough in identifying each element.

Knowing the elements of a story is significant to you as a reader. Why? These elements allow you to follow the whole story in a clear and logical manner. Understanding the elements of stories will also help you understand and appreciate narratives more.

Here are the elements of a short story.

1. **Characters** refer to people, animals or objects that talk and take part in the story. The central character is called the protagonist.

Example: **Kamela** is a Grade 6 pupil in a small barrio.

(This is taken from the story "Kamela: The Kind-Hearted Child") In the story, the central or main character is Kamela.

2. **Setting** is the time and place in which the story happens.

Example: **One day**, as she was entering their **school gate**, she heard a soft cry.

In the example, one day tells about when the story happened and school gate is the place where the story happened.

3. **Plot** is a series of events that relate to the central conflict in the story.

Example:

- a. Beginning: Kamela lives a simple life with her family in a small barrio who happens to stumble upon a cute puppy who was badly hurt.
- b. Rising Action: When Kamela was about to pick up the wounded puppy she was stopped by her classmates telling her that it was dirty.
- c. Climax: Kamela explained to her classmates that animals need love and care too just like humans.
- d. Falling Action: Kamela's classmates felt sorry about what they said and told Kamela they will accompany her to a veterinarian.
- e. Resolution: Kamela's actions towards the wounded puppy made her classmates realize that indeed animals need love and care just like humans.

4. **Theme** is the central idea or belief in a story. It is illustrated by the events of the story and the moral or lesson that you acquire or get relates directly to the theme. So, when you are trying to determine the theme of a story, ask yourself what the author is trying to tell through the characters and events of the story.

Example: Animals love, care and compassion.

5. **Point of View** tells how a story is told. It may be in the first person point of view, second person point of view, third person point of view or omniscient point of view.

- **First Person point of view.** The narrator tells the story from his/her own perspective. It uses the pronouns *I, me, we* and *us*. In this point of view, the narrator (storyteller) is either the hero or heroine (protagonist) relaying his/her experiences or a secondary character telling the hero or heroine's story.

Example: Call me Kamela. I am a Grade 6 pupil who lives a simple life together with my family.

- **Second Person point of view.** The narrator tells the story to another person or character using the pronoun *you*.

Example: Don't forget that you are Kamela, a simple girl who lives happily with your siblings and parents.

- **Third Person point of view.** The narrator tells the story by relating all the actions of the characters using the third person pronouns such *he, she* or *they*. It is the most common point of view in works of fiction.

Example: She is Kamela who lives simply with her family.

- **Omniscient point of view.** The narrator is all knowing. All the thoughts and actions of the characters are known to him/her. The pronouns used are *he*, *she* or *they*.

Example: Kamela is a simple girl who loves animals. She really cares for them. Whenever she sees animals being hurt, she immediately helps them.

Now, you are done with identifying the important elements of a story. In order to enrich your knowledge, let us have another exercise to enhance your skill.



What's More

Are you ready? Let us try this activity.

Read the fable below. Answer the comprehension questions that follow. Write only the letter of the correct answer on your answer sheet.

THE FOX AND THE GRAPES

A hungry Fox saw some fine bunches of Grapes hanging from a vine that was trained along a high trellis, and did his best to reach them by jumping as high as he could into the air. But it was all in vain, for they were just out of reach: so he gave up trying, and walked away with an air of dignity and unconcern, remarking, "I thought those Grapes were ripe, but I see now they are quite sour."

Read the following questions and write your answers on your answer sheet.

1. Who is the character in the story?
2. Where does the story take place?
3. What is the story about?
4. What is the main problem of the story?
5. From which point of view is the story written?
6. What is the moral of the story?

Great! You have now mastered the essential elements of a story.



What I Have Learned

Now that you are almost done with this module, let's try to recall the important parts of the lesson.

A story has different elements. These are *character, setting, plot, theme and point of view*. These important elements keep the story running smoothly. **Character** is the one who takes part in the story. It may be a person, an animal or a thing. **Setting** is the time and place in which the story happens. **Plot** is a series of events that relate to the central conflict in the story. **Theme** is the central idea or belief in a short story. **Point of View** tells how a story is told.

A story will not be complete without any of these elements. Bear in mind that they contribute in making a good story.



What I Can Do

Are you now set to apply what you have learned about the elements of a story? Yes, you are!

Read the story and identify its elements. Write your answer on the answer sheet.

Respect Begets Respect

By Ma. Melanie L. Padohinog

Kian is a smart boy who loves to learn almost everything. He always excels in class the reason why his teacher adores him. He does all his best just to make his parents proud of him. He dreams of becoming a policeman just like his father.

One day, in school, Mrs. Pe, their English teacher, is teaching them about "adjectives". The whole class is enjoying their lesson. When Mrs. Pe asked the class to give examples of adjectives, Romeo excitedly raised his hand. He said, "Fat, Ma'am. Kian is fat. Ha!Ha!Ha!" The whole class laughed with him. Mrs. Pe told the class, "Children, will you please excuse me? Romeo, please come with me outside for a while."

When they are outside, Mrs. Pe said, “Romeo, do you think what you did is good? You know, shaming someone is bad. It is not good to humiliate your classmate. What do you think is the best thing that you will do now?”

Romeo answered, “Ma’am, I am very sorry. I did not realize that it will hurt you and Kian. Don’t worry, Ma’am, I will ask an apology from Kian.”

“All right then, it’s okay. I’m happy that you understood that it is not good to tease anybody. You may go to Kian now,” said Mrs. Pe with a smile.

Romeo went back inside the classroom and talked to Kian.

“I’m so sorry, Kian. I know what I did was wrong and even if you did not say anything I feel that you were hurt. I promise I won’t do it again,” Romeo said humbly.

“It’s okay, Romeo. I accept your apology,” Kian said happily.

To respect someone is to show consideration. It can boost the self-esteem of another person.

1. Who are the characters in the story?
2. Where and when does the story happen?
3. Why does Ms. Pe ask Romeo to apologize to Kian?
4. What point of view is used in narrating the story?
5. If you were Kian, how would Romeo’s answer to Ms. Pe make you feel? Will you accept his apology? Why or why not?
6. What is the over-all message of the story for students like you?

That was amazing! You did a great job!

At this point, let us try to find out how well you have learned about the elements of a story.



Assessment

This test will help you determine how much you understood the lesson. Recall the things that you learned from the lesson. Breathe deeply and prepare to answer the checkup test below. Remember to read each item carefully and follow the instructions given.

Read the story and identify the *character, setting, plot, theme and author's point of view* by filling in the table below. Write your answer on the answer sheet.

Graduation During the Pandemic

By Ma. Melanie L. Padohinog



I was very excited to complete my sixth grade. But that feeling was suddenly replaced with worry when our country was hit by COVID-19. The situation was frightening. It has worsened when the said virus has become a pandemic. People began to panic. Others hoarded foods and hygiene materials from grocery stores. Students stopped schooling. Senior citizens and children below 18 years old were not allowed to go outside of their homes. Those who were allowed needed to wear face masks and follow health protocols such as social distancing and washing of hands with soap and water and using alcohol every now and then.

One day, while I was watering the plants in our backyard garden, I received a call coming from my class adviser.

“Hello, dear. Good morning. It is with a heavy heart to inform you that your completion program for this school year will be suspended due to COVID-19. I suggest you stay at home and be safe,” my teacher told me.

“Hello, Ma’am. Good morning. I am sad to hear that but we could do nothing about it anymore. We’ll just pray that this pandemic ends soon. Thank you, Ma’am, for calling,” I said.

The news really broke my heart. I asked myself “Why are these things happening now?”

I told my parents about the sad news. They too were unhappy to hear it.

“Don’t worry, my child, everything will be back to normal in God’s perfect time. Let’s just trust Him,” my Dad said.

Summer came. I still hoped for our completion program in school but it did not happen. Luckily, our teachers thought of a “house to house” distribution of our certificates and awards.

“Issac, do receive your certificate of completion and your award as “With High Honors”. I am happy to tell you that you topped your class this school year. Congratulations!” my adviser announced happily.

“Wow! Congratulations, my son. Your Dad and I are very proud of you. Let’s celebrate then!” Mom excitedly said.

I am really grateful that despite the pandemic, we have successfully completed our elementary education.

Elements of the Story	Answer
1. Character(s)	
2. Setting	
3. Plot	
4. Theme	
5. Point of View	

Great! You have almost reached the end of the lesson.



Additional Activities

Let us further check how much you know as you answer this activity. Below is a short story. Identify its elements by filling in the story circle below.

The WVRAA Experience

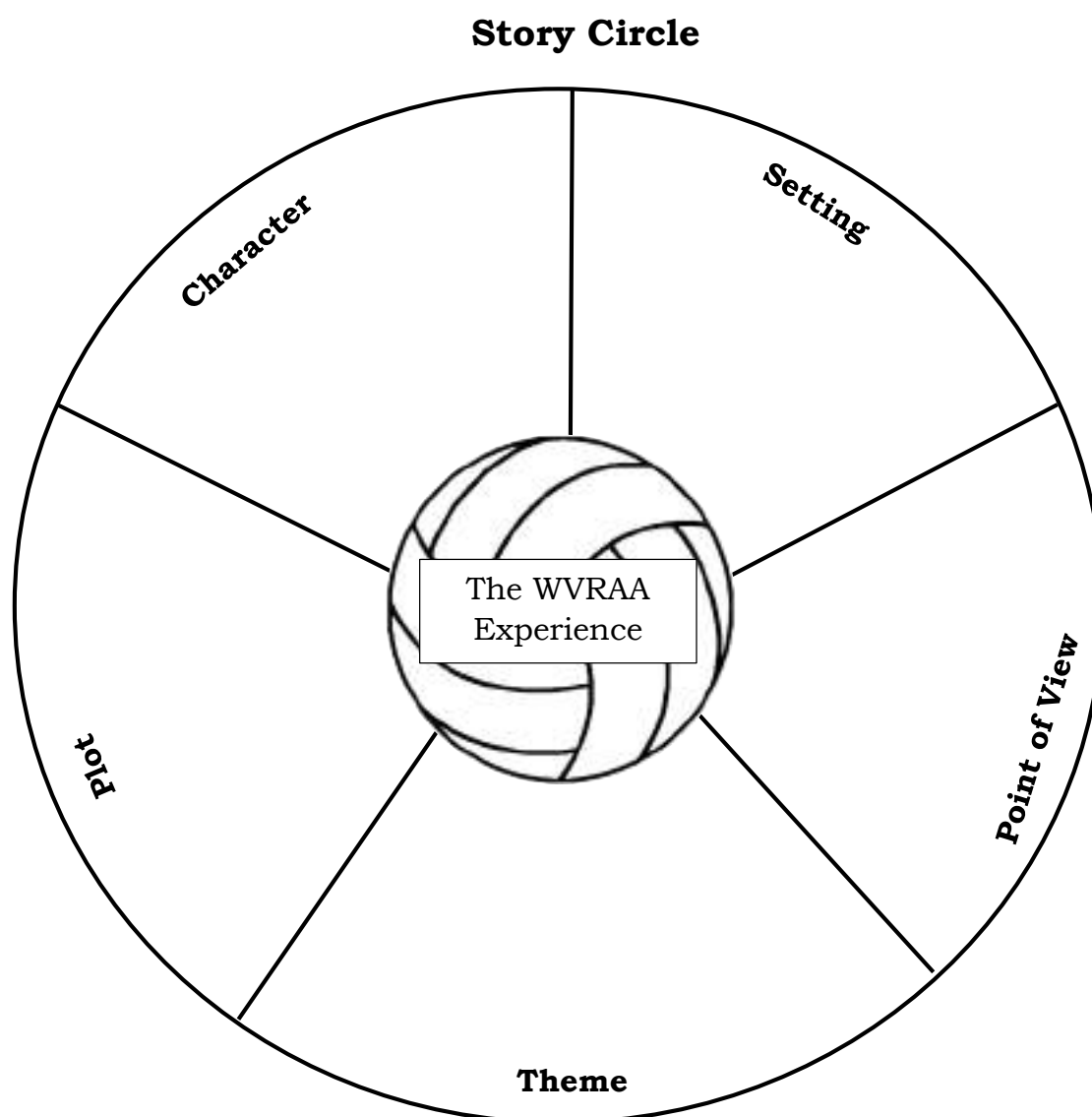
By Ma. Melanie L. Padohinog

It was February 2019 when my sister, Ate Elay, joined the West Visayan Regional Athletic Association Meet (WVRAA) held at Roxas City.

My family and I went to support her. We were fortunate enough that we have relatives who helped us find a place to stay there. Our accommodation was comfortable enough and the foods were sumptuous.

Mom was worried when before the volleyball game starts, Ate Elay and two of her team mates got sick. They suffered a headache. During the game, the three of them cannot play well because they were ill. There were instances when Ate Elay would ask for a substitute because she really felt bad. Unfortunately, they lost their first game. But Ate Elay did not give up. She was determined enough to get well the next day. She took her medicine and reminded herself that her team needed her.

The next days were more exciting. We enjoyed watching Ate Elay's every game. During their last game, they won third place and went home with a happy heart.



Amazing! You have completed the tasks in identifying the elements of a story. Congratulations!

However, you still need to equip yourselves with the skill in evaluating the elements of a story.

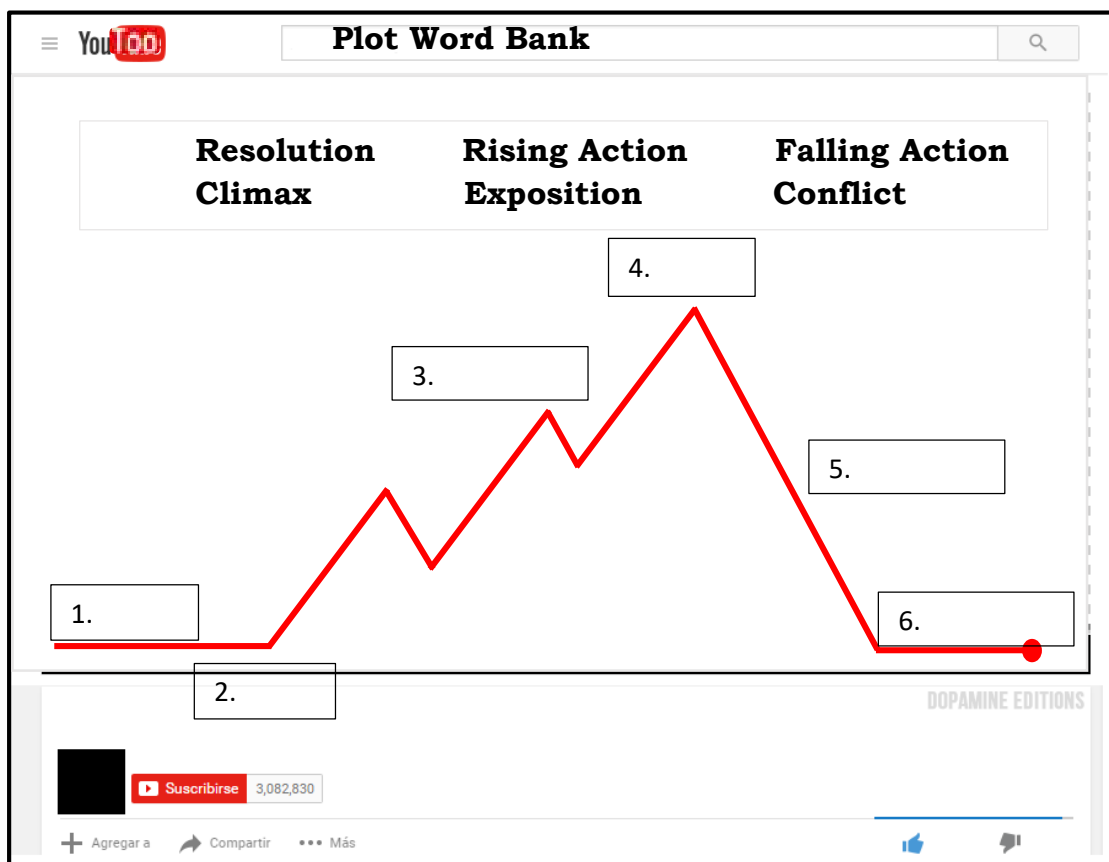


What I Know

Hello dear learner! You are half-way through with this module. This time, let's dig deeper on the one of the most significant elements of a story.

Let us check how much you know about our new lesson.

The line shown below is a diagram of a plot. Label the parts of the plot diagram using the terms from the word bank below by filling in the given template on your answer sheet.



That was an impressive start, my dear learner!

This time, be ready to recall what you know about the elements of a story.

Lesson

2

Plot of a Story

Every time we read a story or watch a movie, we always look forward for a very good plot. Why? It is because plot is the most important element of the story. It shows the chronological order or sequence of events, and in that sequence, we learn better about the other elements of the story specifically the characters and the setting. More importantly, we also learn the moral of the story.



What's In

In determining the plot of a story, it is important for you to be able to understand and identify the elements of a story. So before we continue, let us make a quick “look back” on your past lesson.

Match the statement on column A that best describes the term on column B. Write your answer on your answer sheet.

A

1. It is the main idea of the story.
2. The people in the story that carry out the actions.
3. It is the when and where of the story.
4. It shows the sequence of events in the story.
5. It tells how a story is being told.

B

- a. Characters
- b. Setting
- c. Plot
- d. Theme
- e. Point of View

Wow! You did a great job back there! It is time for you to be ready for our next lesson.



What's New

Are you fond of using cellphones?

In the story, let us find out how Elisa manages screen time on her cellphone.

A Wake Up Call

By Ma. Melanie L. Padohinog

1

Elisa is a simple girl who loves to stay in her room all day. She spends her time playing with her cellphone. She only gets out of her room when it is time to eat. Her parents would usually scold her because of her attitude.

2

“Elisa, will you please go out for a while? It seems that you are too caught up with your cellphone. Can’t you help me in the kitchen? I’m so busy right now,” her mother said.

3

“Wait for a while, Mom,” Elisa answered. “I just need to finish this video,” she added.

“How many hours will I wait for you, Elisa? I need you right now!”, yelled mom.

“For a while mom! I just really need to finish this”, answered Elisa.

4

This angered mom. “If you will not get out of your room in a minute, I will confiscate your cellphone and I will not return it to you anymore,” her mother said.

5

Elisa quickly went out of her room and said, “I’m sorry, Mom. I had been unhelpful to you. I promise I will not spend most of my time watching You Tube and playing Mobile Legends. I hope you will forgive me.”

6

“It’s all right, Elisa. I just hope next time you will be responsible enough in using your gadgets. Remember that there is right time for that”, mom explained.

Elisa is a simple girl who loves to stay in her room all day.

What element of a story does this sentence show?

That's right! This statement displays the **character** in the story.

Notice that the paragraphs in the story "A Wake up Call" were grouped in boxes. What box can answer the first question below?

1. Who is the main character in the story?
2. What is the problem in the story?
3. Why did mom yell?
4. What made mom angry?
5. What was Elisa's reaction after mom got angry at her?
6. Did mom forgive Elisa? Why? Why not?

Yes, you are correct. The first box can answer Question #1.

What about the next question? How about the third?



What is It

A plot is an essential element of a story that shows the sequence of events. Each particular part reveals the character, setting, problem, and the moral. It is basically the structure or organization of events that makes up a story.

Plot has six (6) elements: Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution.

1. **Exposition** is an element of a plot that introduces the character (s) and the setting of the story.

Example:

Elisa is a simple girl who loves to stay in her room all day. She spends her time playing with her cellphone. She only gets out of her room when it is time to eat. Her parents would usually scold her because of her attitude.

2. **Conflict** does not only tell about the problem in the story but also shows how the character(s) struggles. Furthermore, it adds suspense and excitement to a story.

There are five (5) types of conflict.

a. Character versus Character

This means that one character may struggle against another.

Example: A young school boy comes in conflict with a strict teacher.

b. Character versus Nature

A character may struggle against nature.

Example: An old sailor comes into conflict with forces of nature at sea after he kills a dolphin.

c. Character versus Society

A conflict may occur between a person and the forces of society.

Example: Kiana wants to study in a school exclusive for girls. Unfortunately, her family could not afford to send her to a private school.

d. Character versus Themselves

This is a conflict that occurs within a character.

Example: Elisa thought for a while and said, “Will I finish watching the video in my cellphone or stop and help mom in the kitchen instead?”

e. Character versus Supernatural Forces

A character may fight against supernatural forces such as the characters in Philippine mythology (*Bathala*, *kapre*, *duwende*, *tikbalang*).

Example: Pedro stumbles upon a small hill where a *duwende* lives. The *duwende* gets angry because his house is destroyed. When Pedro arrives home, he feels unwell. His *nanay* calls an *albularyo*. The *albularyo* says that it is done by an angry *duwende*.

What kind of conflict does the story “The Wakeup Call” have?

Yes, that’s correct. This kind of conflict is Character versus Character.

“Elisa, will you please go out for a while? It seems that you are too caught up with your cellphone. Can’t you help me in the kitchen? I’m so busy right now,” her mother said.

3. **Rising Action**

These are events that lead to a climax. These also increase the tension in the story.

Example:

“Wait for a while, Mom,” Elisa answered. “I just need to finish this video,” she added.

“How many hours will I wait for you, Elisa? I need you right now!”, yelled mom.

“For a while mom! I just really need to finish this”, answered Elisa.

4. **Climax**

It may be one or many problems that create the high point of the story. It usually foretells the ending of the story.

Example:

This angered mom. “If you will not get out of your room in a minute, I will confiscate your cellphone and I will not return it to you anymore,” her mother said.

5. **Falling Action**

It is an element when the tension decreases and everything begins to settle down.

Example:

Elisa quickly went out of her room and said, “I’m sorry, Mom. I had been unhelpful to you. I promise I will not spend most of my time watching You Tube and playing Mobile Legends. I hope you will forgive me.”

6. **Resolution**

It occurs after the plot. It is when you discover what happens to the characters after the conflict is settled. It also tells the end of the story.

Example:

“It’s all right, Elisa. I just hope next time you will be responsible enough in using your gadgets. Remember that there is right time for that”, mom explained.



What's More

Now that you know the elements of plot, it is time for you to deepen your understanding about it. Are you ready? Let us try this activity.

- I. Identify what element of plot is being presented in column A. Choose the letter of the correct answer in column B. Write your answer on your answer sheet.

A

1. Her dad commanded her to stop. He told her of his story how his life before he became successful. What shocked Mary more was the fact that her dad was also once a beggar when he was still a child.
2. Mary is the only child of the richest businessman in town, Mr. Diego de la Cruz. One day, she and her parents went to Disneyland for a tour.
3. Mary regretted what she has done to the dirty man. She also apologized to the manager whom she treated badly.
4. Every time Mary sees beggars, she shares whatever food there is in her bag.
5. When Mary was about to enter the restaurant they are going to have lunch with, she saw an old man wearing dirty and ragged clothes came to her. She got angry that she shouted at the old man to get away from her.
6. Not only that, she told the manager of the restaurant to shoo the man away, if not, she will call godfather, the owner of the restaurant, to fire him.

B

- a. Exposition
- b. Conflict
- c. Rising Action
- d. Falling Action
- e. Resolution
- f. Climax

- II. Determine what type of conflict is in each of the following by choosing the letter of the correct answer inside the box below. Write your answer on your answer sheet.

- | | |
|---|--------------------------------|
| a. Character versus Character | c. Character versus Society |
| b. Character versus Nature | d. Character versus Themselves |
| e. Character versus Supernatural Forces | |

1. Romeo teased Kian in front of their classmates.
2. Mang Kanoy encountered a mermaid while fishing in the middle of the sea.
3. “Will I help Issa though she bullies me or I won’t lend a hand to her?” said Mel to herself.
4. People of barangay Pagsubok experienced landslide after they cut down trees a few months ago.
5. A thief is keeping himself hidden from the public after he stole huge amount of money from a bank.

Great! You have now mastered the essential elements of a story.



What I Have Learned

At this point, you are halfway done with this module. Let’s have a quick glimpse of the most essential parts of the lesson.

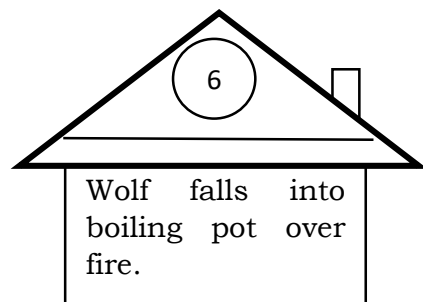
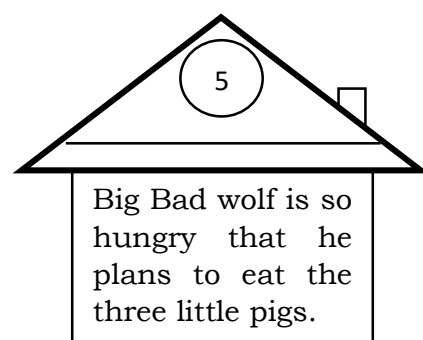
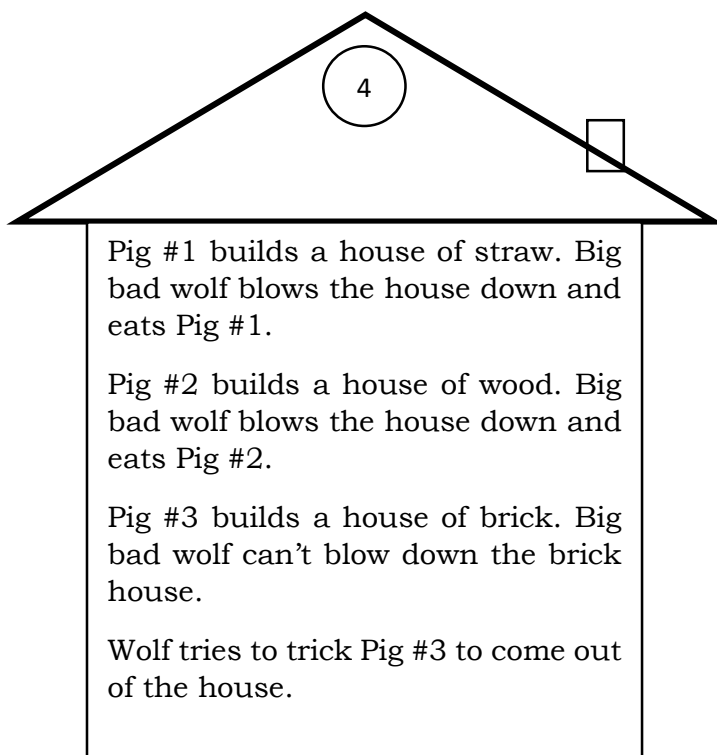
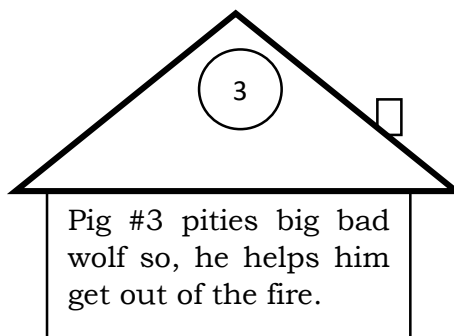
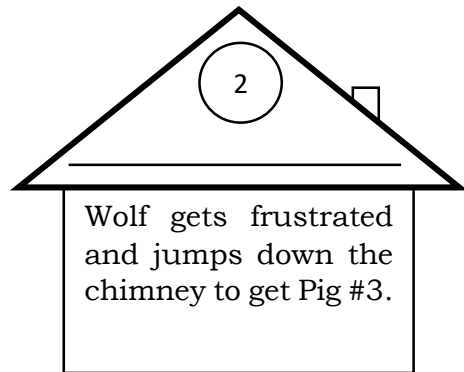
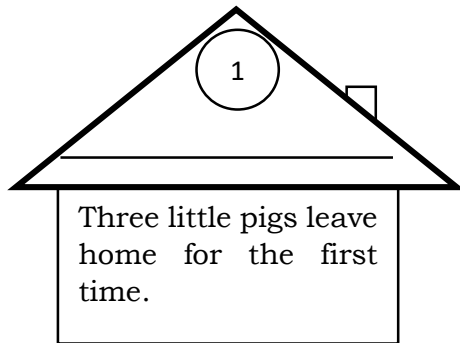
In order to appreciate and understand the story, it is important to determine the elements of a plot. Most stories have plot. A plot is a sequence of events. Each plot has the following elements: Exposition, Rising and Falling Actions, Climax, and Resolution.

A Conflict has five (5) major types namely: Character versus Character, Character versus Nature, Character versus Society, Character versus Themselves, and Character versus Supernatural Forces.



What I Can Do

Identify what element of plot is being depicted in each given part of the story.
Write your answer on your answer sheet.



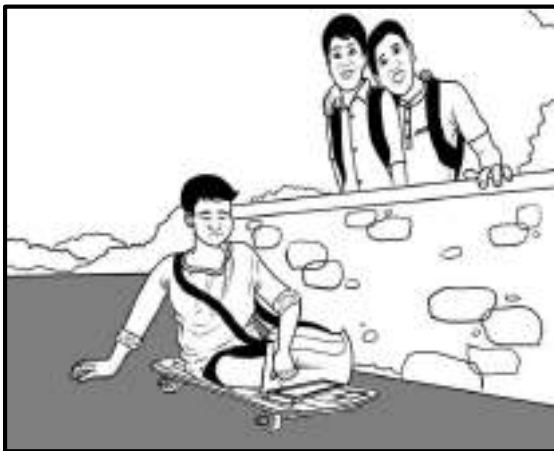


Assessment

After answering the previous activities that were given to you, for sure, you are now equipped to take the next task. This will determine how much you have learned in this lesson.

Becoming Friends with a Bully

By Ma. Melanie L. Padohinog



“Ha! Ha! Ha! Look! Here comes Boy who walks with a limp. Ha! Ha! Ha!” teased Romeo while laughing out loud.

Boy, is a Grade Six pupil, who despite his disability still goes to school. His classmates and school mates always bully him but he just ignores them.

Boy and Romeo are not only classmates but also neighbors.

One day, Boy was on his way home riding on his old and almost worn out skateboard. He saw Romeo walking ahead of him. Not wanting Romeo to notice that he was behind him, Boy just quietly followed him.

When they reached an isolated area, Romeo noticed that Boy was behind him. “Oh, Boy, do you want to race with me?”, he shouted while crossing the street. In an instant, a speedy motorcycle came from nowhere and hit Romeo. With just a blink of an eye, Boy saw Romeo fall on the ground, while the driver immediately fled after seeing Romeo knocked down

Boy hurriedly went to check on Romeo. He saw blood dripping on Romeo’s face with wound and bruises on his arms and legs.

“Romeo, are you OK?”, asked Boy pitifully.

“Uhh... I feel dizzy. I can’t move my arms and legs”, answered Romeo.

“Don’t worry, Romeo. I’ll call my mother to inform your parents about what happened to you”, said Boy worriedly.

After a few minutes later, an ambulance came with Romeo’s parents. He was right away brought to the hospital right away.

After a week, Boy was surprised to see Romeo knocking on their door.

“Boy, I am here to thank you. If not for you, my parents may not be able to come straight away. I owe you my life.”, Romeo said shamefully.

“You’re welcome, Romeo. It is my duty to help others who are in need. I am glad that I was able to help you.”, answered Boy.

“I also want to say sorry for not treating you right and always making fun of you. In spite of everything I did to you, you did not hesitate to lend your helping hand to me. I’m really sorry. I hope you could forgive me.”, Romeo said humbly.

“It’s Ok Romeo. I accept your apology.”, answered Boy gladly.

“I promise I won’t bully you anymore. From now on, I will be the one to defend you. Friends?”, said Romeo sincerely.

“Friends!” Boy replied gladly.

“By the way before I forget, I brought you something”, Romeo said.

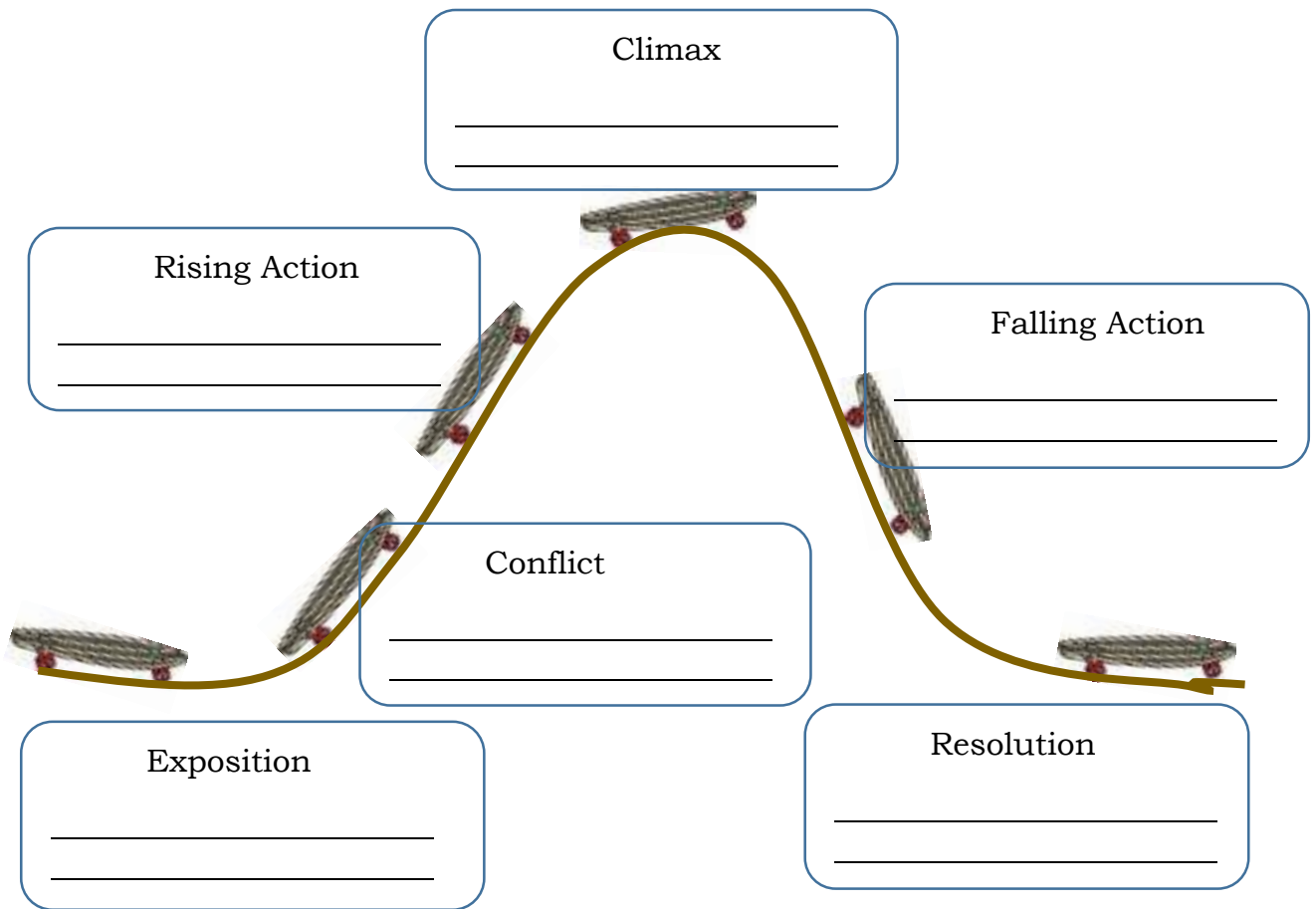
“Oh, wow! Is this for me? Thank you so much, Romeo. This means a lot to me”, Boy said tearfully.

“I know that you have a hard time riding on your old skateboard so, I decided to withdraw some amount from my savings account to buy you this new one. I hope that this could somehow help you”, said Romeo.

“Yes, this really a big help to me”, answered Boy.

“Come, let’s go out and watch how the sun sets today”, said Romeo joyfully.

Plot Mountain



Wow! Hang in there, my dear learner. You are about to finish this lesson!



Additional Activities

Congratulations my dear learner! You can now identify the different elements of the plot. Before we push through our last and most important part of this module, are you ready to take the final challenge?

The elements of the plot can be structured through a diagram. Read the story and identify the Elements of the Plot such as: Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution.

Using the given parts of the story, make your own diagram to show the elements of the plot. You may use the given mountain plot below or you can create your own.

Salve and Her Classmates

By Ma. Melanie L. Padohinog

Her classmates laughed at her.

Her classmates' reactions made Salve feel sad.

Suddenly, Salve shouted in pain. Her ankle was hit by a can.

Salve's classmates realize that what they did to her was not good.

In school, during recess time, Salve sat alone under a mango tree. Her classmates, Stacy, AC, and Pinky invited her to play *tumbang preso*.

They apologized to Salve and promised not to do it again.

PLOT MOUNTAIN

CLIMAX

RISING ACTION

FALLING ACTION

EXPOSITION

CONFLICT

RESOLUTION

Hooray! You made it! You are now ready to step up on our next lesson!



What I Know

As you have learned, plot is a series of interrelated events that happen in a story. A plot is like a string where all the details of the story are connected to each other. You have to follow that string to reach the climax and the ending of the story.

Now, let's play with words which are connected to the concept of "plot" in stories. Look for ten (10) interrelated words. Write the answers on your answer sheet.

C	O	N	C	L	U	S	I	O	N
H	C	B	A	D	F	B	N	K	F
R	I	E	V	E	N	T	S	O	L
O	X	G	E	T	M	U	E	R	A
N	S	I	N	A	I	I	Q	T	S
O	T	N	G	I	D	P	U	Y	H
L	Y	N	V	L	D	L	E	U	B
O	U	I	A	S	L	M	N	I	A
G	I	N	E	E	E	J	C	O	C
I	O	G	I	H	P	K	E	B	K
C	N	E	N	D	I	N	G	N	A
A	R	R	A	N	G	E	D	S	T
L	B	E	N	I	O	W	A	J	O

Great! You have unlocked the puzzle. Are you ready for the next activity? Let's begin.

Lesson

3

Evaluating Narratives Based on How the Author Developed the Elements

What do you usually do after reading a story that you like or dislike? Do you answer the questions asked? Do you talk about it with friends? Do you ask them to read it, too? If your answers are yes, then you are a reader who knows how to evaluate the stories you read. This is the first step to becoming a critical reader.

In order for you to fully understand and appreciate a story, you must learn how to evaluate its elements.



What's In

Before evaluating narratives, it is necessary for you to identify the elements of the story.

Inside the box are the scrambled letters of the elements of the story for your reference in answering the activity.

Read the story, “Mother Knows Best”, and be able to identify what element does each situation indicates.

ETGITSN	OTLP	OPINT FO IEVW
EMEHT		RCAHCARETS

Mother Knows Best

By Rosemary S. Villanueva

1) “Francisco, you’re playing in the dirt again. You will get germs and get sick! Come inside now. It’s time to eat!”

2) I heard my mother call me so I ran back to our house. I sat at the dining table and waited to eat.

“Look at you. Your clothes are stained and your hands are dirty. Go wash your hands with water and with disinfecting alcohol after,” said my mother. But I was already hungry so I lazily do what she told me. I washed my hands with water and they’re already clean. I don’t understand why I still have to wash them with disinfecting alcohol after.

3) While we were eating, we heard the news anchor on the television.
“Everyone must keep safe against COVID-19. Always wear a mask, disinfect, and maintain social distancing when in public.”

“Ma, what’s happening?” I turned to my mother and asked her.

“There’s a virus, Francisco. It can make people really sick. That’s why when we go out of our house, we always wear a mask. We should also disinfect our hands with alcohol to fight the invisible virus and maintain a distance from other people when outside,” she said.

4) I don’t want to get sick, Ma!” I cried to her.

“I know. That’s why we need to follow these rules and you need to listen to us always, okay?”

“Okay,” I said. I wiped away my tears. I realized that we should always stay clean and safe because we are surrounded by a lot of invisible germs and virus around us. From now on, I will listen to my mother because I know she knows best.

5) How a story is told tells the _____.

Impressive! These words are guides in helping you evaluate stories or narratives.



What’s New

Below is an interesting story for you to read. Before reading it, keep this question in mind: What makes a good story?

Read the story and find out how the author developed the elements of the story.

What do you want to be in the future? Why?

What should you do to achieve that dream? Now, let us read the story of Maxine and find out why she was called, the dreamer. Answer the italicized questions found in the selection. Write the answers on your answer sheet.

The Dreamer

By Ma. Rita N. Santiana

“Your team destroyed a turret!”

Maxine is feeling a rush of excitement. “Come on! Attack! The opponents are closing in.”

“Hurry up now! You’ll be late for school!” said her grandmother.

“Just a minute, *Nay*,” she replied. “I’m hit! Ugh! Come on now. Attack!”

She continues to attack and at the end, “Victory!” She feels triumphant and powerful. As she put down her cellphone, Maxine thought, I wish I would always win in game and in life.”

Maxine finished her meal of *hawul-hawul* or smoked fish. She brushed her teeth, grabbed her bag, kissed her *Nanay*, and left the house while still combing her hair. It is a Monday morning and she is now off to school.

When Maxine was still a small child, her parents left her under her grandmother’s care. Her grandmother earns through their small sari-sari store and also by making *sinakol* or steamed cassava. Maxine knows how hard their life is so at a young age, she understands that she needs to do well in her studies and persevere in order to have a better future for her and her *Nanay*.

Where is the setting of the story? What words in the story tell about the setting?

They are just one of the millions of Filipino families who are suffering from poverty today. For families like these, especially in Antique, their sources of income are usually by fishing, farming, *panubok* or nipa weaving, cooking native delicacies such as *sinakol* or through small sari-sari stores. Their income is just enough to buy food every day and they struggle to find extra income to finance their children’s education and other needs. For them, every centavo counts.

What is the problem of the family of Maxine? How did she handle this difficult situation?

On her way to school, Maxine saw her friend, Cathy.

“Maxine I have a new chat mate! His name is John,” said Cathy.

“Really? Is he handsome?” she replied.

Cathy showed Maxine the photo. “He’s so cute, right?”

“Yes but Gab is cuter than him,” replied Maxine, smiling.

“But wait Cathy, remember our motto?” asked Maxine.

“Yes of course. Study first before anything.” replied Cathy with a hand salute.

“Come. Let’s take the shortcut at the Evelio B. Javier Freedom Park.” rushed Maxine.

They arrived in school just in time for the flag raising ceremony. They lined up with their classmates. After some announcements from the principal, they went back to their classrooms. Just before Maxine entered the room, she saw Gab. It was last year when Gab transferred to their school. Maxine was walking to school when she heard footsteps behind her. She looked back and saw the most handsome boy she ever saw!

Their teacher arrived and caught Maxine at the door. “Maxine, what are you looking at there?” “Ma’am, she’s looking at Gab!” replied Cathy.

“Uyyyyyy!” the class chorused. Embarrassed, Maxine bowed her head, trying to hide her blushing face.

Their teacher smiled, “Children, you’re still too young for things like that. There is time for love. For now, you must be focused on other things like your studies. Okay? Now, go to your seat Maxine,” said the teacher.

Their teacher started asking the class for their parents’ occupation and Maxine just listened as her classmates started answering. She just listened to her classmates as they mention their parents’ occupation.

“Teacher, police officer, office clerk, and seafarer...” her classmates chorused. Maxine suddenly felt sad because she doesn’t have parents and her grandmother only earns by selling *sinakol* and running their small sari sari store. This makes her feel a bit sad, until she remembered an important conversation she had with her *Nanay*.

What did Maxine realize upon hearing the different occupations of her classmates’ parents? Did that realization stop her to achieve her dream? Why?

Maxine clearly remembered that one night, a long time ago, when she cried to her *Nanay* because she wanted a beautiful dress just like what her classmates wore, but they cannot afford it.

“I’m sorry, *Pangga*, but *Nanay* doesn’t have enough money,” her *Nanay* said.

“But *Nanay*, life is so unfair. Why can others have pretty toys while I can’t have one?”

“Life is indeed unfair to others, *Pangga*. That is why you need to study well and strive to be successful so that in the future, you can have all the things that you want.”

After that time, Maxine accepted that she needs to be contented with what they have and she needs to work hard to have the things she wants.

During recess time, Maxine sold all of her *sinakol*. In their last class, their teacher announced that she will be distributing the report cards for the third grading period. She wanted her Nanay to see it first. Finally, she went home running and shouting, “*Nanay*, I have my card! I have my card!” Her *Nanay* smiled and hugged her.

“Your parents may not be here to say this but I am very proud of you, *Panggal*! Just keep on working hard and believe that you can reach your dreams.” said her *Nanay*.

“Yes, *Nanay*. I will,” promised Maxine.

That night before going to bed, Maxine thanked God for everything. Then, she lay awake for a while, and remembered her grandmother dreaming of her to be a doctor.

“I know He will make all things possible. In time...,” Maxine whispered determinedly.

Do you think Maxine will succeed in life? Why do you say so?

Did you like the story? How did the author present the main character in the story? By answering this question, you have already made an evaluation of the story! What parts of the story did you like?

In the next lesson, we will learn how to evaluate a story.



What is It

When you tell your friends that the story you read is good, what are your criteria? Believe it or not, your simple criterion is based on the elements of the story. Let me share a secret with you. To evaluate a story is to use a set of criteria. These criteria are usually found in a **rubric**.

A **rubric** is a tool you can use in evaluating a short story.

Below is an example of a rubric. Rate each element according to descriptions with corresponding points, 1, 2, or 3.

Sample Rubric for Evaluating the Elements of a Story

Criteria	1	2	3
1. Does the main character undergo a change or learning experience?	The character has not undergone a learning experience.	The character has undergone a good learning experience.	The character has undergone a great learning experience.
2. Is the setting well-described?	The setting is described with vague details.	The setting is described with some details.	The setting is described with complete details.
3. Are the events in the plot clearly presented and sequenced?	Some of the events are properly sequenced.	Most of the events are properly sequenced.	All of the events are properly sequenced.
4. Is the point of view consistent all throughout the story?	The point of view is consistent in some parts of the story.	The point of view is consistent in most parts of the story.	The point of view is consistent in all the parts of the story.
5. Is the theme clearly developed?	The story barely gives any details about the theme.	The story gives a few details about the theme.	The story gives enough details about the theme.

That's it! I know you've learned a lot on the elements of a short story and the way they should be evaluated.

Let's try this next activity to find out if you are on the right track.



What's More

Have a try. Let's evaluate the story together. I know you can do this.

Go back to the story "The Dreamer", which is found in the "What's New" section of this module. Try to evaluate it using the rubric presented. Write your evidences/reasons why you rated each element 1, 2, or 3 on your answer sheet.

Check (✓) the appropriate column that corresponds to your rating.

RUBRIC FOR EVALUATING THE ELEMENTS OF A STORY

Criteria	1	2	3
1. Does the main character undergo a change?	The character has not undergone a change?	The character has undergone a good change?	The character has undergone a great change?
2. Is the setting well-described?	The setting is described with vague details.	The setting is described with some details.	The setting is described with complete details.
3. Are the events in the plot properly sequenced?	Some of the events are properly sequenced.	Most of the events are properly sequenced.	All of the events are properly sequenced.
4. Is the point of view consistent all throughout the story?	The point of view is consistent in some parts of the story.	The point of view is consistent in most parts of the story.	The point of view is consistent in all the parts of the story.
5. Is the theme clearly developed?	The story barely gives any details about the theme.	The story gives a few details about the theme.	The story gives enough details about the theme.

You have greatly improved! You are now aware of how a story is evaluated. I know you can do more. Keep on!

Now, let us discuss your reasons for each evaluation rating you gave for each criterion. Fill in the boxes on the second column with your ratings and in the boxes on third column, explain why you gave each rating.

Answer sheet

Criteria	YES or No	Evidences
1. Does the main character undergo a change?	YES	The character (Maxine) has undergone a great change from self-centeredness to selflessness.
2. Is the setting well-described?		
3. Are the events in the plot properly sequenced?		
4. Is the point of view consistent all throughout the story?		
5. Is the theme clearly developed?		



What I Have Learned

Hey, buddy! Let's reflect on this.

Since you have learned the five elements of a story, you can now easily identify them in a story. You can point out the plot, where and when the setting is, who the characters are, what the conflict of the story is, and what the overall theme is.

You have also evaluated a story using a **rubric**. Having done that, did you find the rubric helpful in evaluating the story?

Did you have a better understanding of the story when you used the rubric for evaluation? What do you think is the most important thing to remember when evaluating a story?

As a student, you will continue to encounter stories in the future. How important is the process of evaluation in understanding the whole story?



What I Can Do

Come on! Here is another activity to refine what you have learned. Always remember that when you are evaluating a story, you need to know the full details of each element of the story. If you do, evaluating stories will be easier.

Using the same rubric, evaluate the story below.

How do you react when you are upset?

Is it important to discipline children at their very young age? Why?

My Lego

By Ma. Rita N. Santiana

“Mama, who took my Legos? “ I’ve been looking all over for them,” yelled Kenken as he threw his toys one by one from the box.

“Ask your *Kuya* Toto to help you find your Legos,” Mama Rits told him.

“I just placed it here yesterday, Mom. I couldn’t find my Legos!” he answered with frustration.

Today is the day before Kenken’s birthday and he is excited. Not finding where his favorite toys are almost ruined his mood because he planned on inviting his cousins to play Legos with him.

“I will not celebrate my birthday anymore!” he shouted as he banged the door of his room.

“Your work is more important than me, you’re not helping me find my Legos. You don’t love me anyway!” murmured Kenken while his tears started to fall.

The Legos were a birthday present from his favorite Ninong Dix when he was eight. Kenken has been close to his Ninong Dix since he was small. Not knowing who got his most treasured Legos made him feel like that was the worst day in his entire life.

How did Mama Rits manage Kenken’s disappointment?

“Ken, may I talk to you?” Mama Rits asked in a soft voice.

“No, I hate all of you!” screamed Kenken.

“*Anak*, I brought you some Grahams. I know it’s your favorite,” Mama Rits said convincingly.

“You may come in, Mom,” Kenken answered tenderly.

That soft voice made Mama Rits smile.

Being a mother, she surely knew her son's weaknesses. Full of patience and love, she managed to talk to Kenken without giving him any serious punishment.

"Discipline is not spanking or shouting. It is a way of expressing how we truly love and care for our children. We have to teach them what's good without breaking their hearts and lowering their self-esteem. It is pushing them to do what they think is good and have them realize the consequences. If it yields more negative results, then, that decision is not good and should not be continued. If it gives more positive results and that is what God wants us to do, then, it is good." Mama Rits recalled.

Did you learn something from the story? Here is a short activity to help you better understand the different elements of the story and how you would evaluate the story.

Before you do your evaluation, let us first identify the different elements of the story.

Practice Analysis

1. Who is the main character of the story?
2. Where is the setting of the story?
3. Enumerate the important events in the story.
4. From whose point of view is the story written?
5. What is the theme of the story?

Wonderful! Now, you are ready to evaluate the story, "Two Pesos for Better Life."



Assessment

Now, it's time for you to work independently. Keep in mind that in evaluating a story, you need to examine the experience of the character, the clear series of events, the description of the setting, the consistency of the point of view used, and the development of the theme. With all these in mind, you are sure to nail this activity. Good luck!

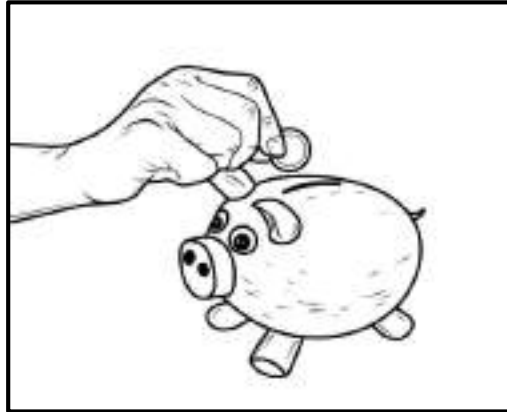
DIRECTIONS: Using the same rubric, evaluate the story, “Two Pesos for Better Life,” based on how the author developed the elements.

Are you willing to sacrifice your personal needs and wants just to make your love ones happy? Why?

How important is two pesos in Meg’s life?

Two Pesos for Better Life

By Ma. Rita N. Santiana



“...Ninety-eight, ninety-nine, one hundred.” Meg counted the one peso coins from her piggy bank. She was saving up two pesos a day from her daily allowance to buy her school supplies next year. She knew her grandmother only earns a little so she wanted to help by saving up for her own things.

In school, when recess time arrived, Meg went to the canteen to buy food. Her Lola gave her five pesos for the entire day. She looked at all the delicious food she wanted to buy.

I need to spend three pesos only so I can keep the two pesos for my piggy bank, she thought. She bought a simple snack and went back to their classroom.

Why does Meg need to save two pesos from her allowance? Do you think it's worth the saving?

On her way home one Friday afternoon, Meg passed by a store. She peeked through the window and saw a beautiful pair of slippers. “This is a perfect birthday gift for Lola”, she exclaimed.

Sometimes, she feels sad hearing her Lola complain about her back pain and arthritis. She also feels sad seeing the torn slippers that her Lola uses every day. That is the reason why Meg is determined to finish her studies so she can make their life more comfortable especially for her Lola.

The next morning, she bought a pair of slippers and ran home with a big smile on her face.

“Happy birthday, Lola!” she said excitedly as she gave the gift to her Lola.
“Oh, dear Meg! These are beautiful! But where did you get your money to buy these?” asked her Lola.

“From the two pesos I have been saving every day,” Meg replied.
“I wanted to buy my own doll but, it is your birthday so I bought a pair of slippers for you, instead.”

“Oh, Meg. You didn’t have to. My slippers are still fine.”

“Don’t worry, I can always save up again. I realized that you are worth more than all the beautiful dolls in the world,” answered Meg.

“Oh, you are such an angel, Meg. I love you so much!” said her Lola. The two hugged each other in tears.

They enjoyed the delicious soup that Meg’s Lola prepared for dinner.

That night, Meg fell asleep with a contented smile on her face.

If you are Meg, will you do the same? What character trait does Meg show?

Congratulations for finishing the story. So far, you have done two evaluations already. That is amazing! Now, compare your evaluation of the two stories.

Which of the two stories has a character who has undergone a great learning experience, described the setting with complete details, properly sequenced the events, consistent point of view in all the parts of the story, and successfully gave details about the theme?

Wonderful! Now, you are ready to evaluate the story, “Two Pesos for Better Life”.

Answer sheet

Criteria	YES or NO	Evidences
1. Does the main character undergo a change or learning experience?		
2. Is the setting clearly described?		

3. Are the events in the plot properly presented and sequenced?		
4. Is the point of view consistent all throughout the story?		
5. Is the theme clearly developed?		

Great! You have accomplished your task. I'm sure you will be able to do the next activity without any difficulty.



Additional Activities

You are already confident enough to do this task on your own. Before reading the story, keep this question in mind: is it enough to have great characters but an unclear theme for a story to be good?

DIRECTIONS: Using the same rubric, evaluate the story, “I Can Be a Star,” based on how the author developed the elements

Who do you consider your lucky charm in life? Why?

What makes you more determined in every challenge you have? Why?

I Can Be A Star

By Ma. Rita N. Santiana

“I can do this”. This is my motto whenever things get hard because I believe that God is with me.

“Come, let’s practice”, I called my friend Armand one late afternoon after our English class. He called other participants to proceed to the school gymnasium.

Each one took his assigned place and started reciting the first stanza of the poem. Then, the second and so on until we successfully finished reciting the entire piece.

“Good job, children! You can win this,” Miss Villanueva, our English teacher commented.

How did Miss Villanueva motivate the children to give their best?

I could still recall one of the most challenging moments in my life three years ago when I got sick of dengue. Nobody could tell that I can survive that time. But because I offered everything to God, I have nothing to worry.

That moment made me realize that only in His hands can I be sure that I can be a star and will continue to shine even in the midst of darkness.

If you are the narrator in the story, will you entrust everything to God? Why? Why not?

Did you enjoy the story? Ponder on the most challenging moment in your life. How did you overcome it?

You are not only great. You are also a brave child! You are now ready to do the evaluation of the story, “I Can Be a Star.”

Self-Assessment Questions

- 1) Who is the main character of the story? Does the main character undergo a great change? Cite evidences.
- 2) Where is the setting? What are the words that tell where the setting is?
- 3) Enumerate the important events in the story. Are the events in the plot properly sequenced?
- 4) From whose point of view is the story written? First person, second person, or third person point of view?
- 5) What is the theme of the story? Is it implicitly or explicitly stated in the story?
- 6) If given a chance to develop the parts of the story, “I Can Be a Star”, how would it be? Why?

Wow! CONGRATULATIONS for finishing this whole module. Which lesson did you enjoy the most and which part did you find the hardest to understand?

You are a splendid student. I am proud of you!



Answer Key

Lesson 1

Assessment		
<div>What I Know</div> <div>1. C</div> <div>2. D</div> <div>3. D</div> <div>4. A</div> <div>5. B</div> <div>What's In</div> <div>1. T</div> <div>2. C</div> <div>3. S</div> <div>4. P</div> <div>What I Can Do</div> <div>1. Ian, Romeo, Mrs. Pe</div> <div>2. One day in school</div> <div>3. Because shaming someone is not good</div> <div>4. Third person</div> <div>5. It would make me feel better. Yes, because he does it with sincerity.</div> <div>6. It is not good to bully others.</div> <div>What's More</div> <div>1. Fox</div> <div>2. Vineyard or Farm</div> <div>3. About the hungry fox who wanted to eat the hanging grapes</div> <div>4. The fox could not reach the grapes hanging from vine.</div> <div>5. Omniscient</div> <div>6. Answers may vary/ Patience is a virtue</div> <div>Additional Activities</div> <div>1. February 2019, Roxas City</div> <div>2. Ate Elay</div> <div>3. Mom was worried when before the game Ate Elay and two of her team mates got sick. They suffered a head ache. During the game, the three of them cannot play well because they did not feel well. There were instances when Ate Elay would ask for a substitute because she really felt ill.</div> <div>Unfortunately, they lost their first game. But, Ate Elay did not give up. She is determined enough to get well the next day. She drank her medicine and reminded herself that she was badly needed by her team.</div> <div>The next days went more exciting. We enjoyed watching Ate Elay's every game. During the final game, they landed third place and went home with a happy heart.</div> <div>4. Determination</div>	<div>Elements of the Story</div> <div>Answer</div> <div>1. Character(s) Issac, Issac's teacher, Issac's Mom and Dad</div> <div>2. Setting During pandemic at home</div> <div>3. Plot One day Issac's teacher informed him about the suspension of their completion program. The news broke Issac's heart yet, his Dad comforted him. Summer came, his teachers distribute their certificates and awards at home. His adviser congratulated him because he topped, their class. In the end Issac feels grateful that despite the pandemic he has successfully completed his elementary education.</div> <div>4. Theme Great things can happen amidst pandemic</div> <div>5. Point of View First person</div>	

Lesson 2

Assessment		Additional Activities	
What I Know 1. Exposition 2. Conflict 3. Rising Action 4. Climax 5. Falling Action 6. Resolution What's In 1. B 2. C 3. D 4. A 5. E	What's More Test I 1. B 2. F 3. C 4. D 5. E 6. A Test II 1. B 2. A 3. E 4. C 5. B	What I Can Do 1. Exposition 2. Falling Action 3. Resolution 4. Rising Action 5. Conflict 6. Climax	Answer 1. Exposition In school, during recess time, Salve sat alone under a mango tree. Her classmates, Stacy, AC and Pinky invited her to play <i>tumbang preso</i> . 2. Conflict Suddenly, Salve shouted in pain. Her ankle was hit by a can. 3. Rising Action Her classmates laughed at her. 4. Climax Her classmates' reactions made Salve feel sad. 5. Falling Action Salve's classmates realize that what they did to her was not good. 6. Resolution They apologized to Salve and promised not to do it again.
1. Exposition	Boy, a Grade Six pupil with disability, goes home riding on his skateboard while following Romeo who always, bully him.		
2. Conflict	Romeo bullies Boy.		
3. Rising Action	Romeo teases Boy while crossing the street.		
4. Climax	Romeo is hit by a speedy motorcycle.		
5. Falling Action	Boy helps Romeo.		
6. Resolution	Romeo apologizes to Boy and they become friends.		

What I Know	What I Can Do	Assessment	Additional Activities
Criteria 1. Setting 2. Characters 3. Plot 4. Point of View 5. Theme	Criteria 1. Setting 2. Characters 3. Plot 4. Point of View 5. Theme	Criteria 1. Setting 2. Characters 3. Plot 4. Point of View 5. Theme	Criteria 1. Setting 2. Characters 3. Plot 4. Point of View 5. Theme
1. Setting 2. Conflict 3. Plot 4. Theme 5. Characters	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

References

Ron Dentinger, Reader's Digest, Dec. 1992

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