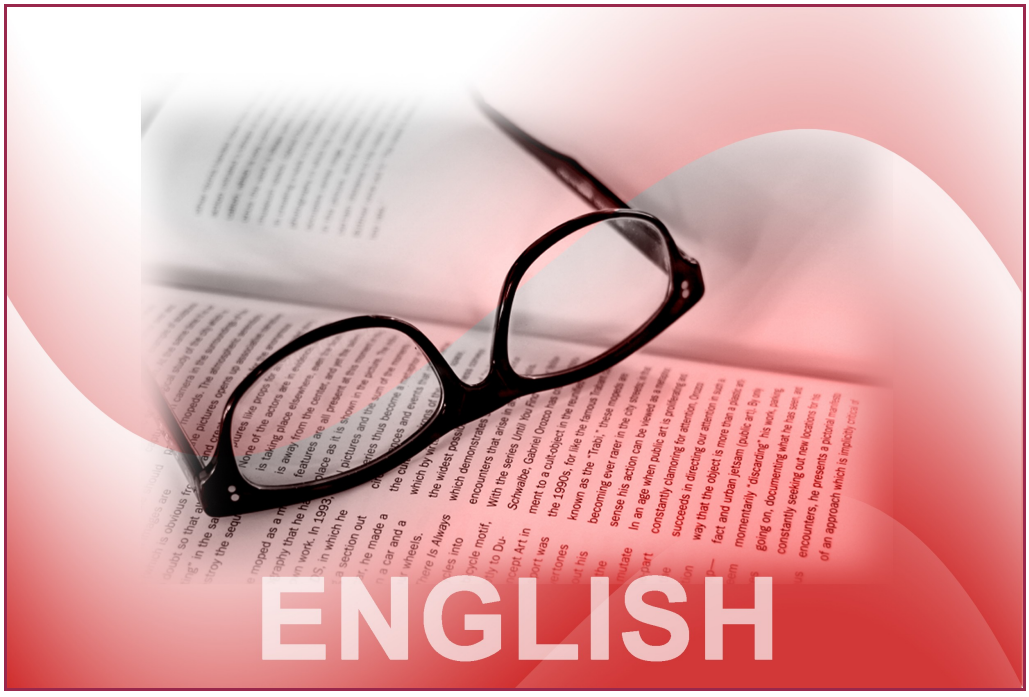
BASIC EDUCATION ASSISTANCE FOR MINDANAO
LEARNING GUIDE



FIRST YEAR ENGLISH
Making Predictions and Hypotheses
Module 1 - Life's Values

DepED DEPARTMENT OF EDUCATION

Australian Government
AusAID

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Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 5

Basic Education Curriculum Competencies

First Year English: Life's Values

- Listening
  - Identify the attitude/stand of the speaker based on the explicit statements made
- Speaking
  - React to information shared in small group discussion
- Reading
  - Recall background knowledge of schema as basis for conjectures and hypothesis made while reading a text.
  - Making Predictions and anticipating outcomes
- Writing
  - Express thoughts and feelings in writing
- Literature
  - Anticipate events and outcomes from a series of details or acts
  - Note the values of the writer

Objectives

- Note personal values by identifying priorities in life.
- Identify the attitude/stand of the speaker based on the explicit statement made.
- Determine the meaning of difficult words through context clues.
- Predict events in the story from the details and acts.
- Show understanding of the reading text using graphic organizers.
- React to information shared in small group discussion.
- Note values from the story through illustrations.

Essential concepts, knowledge and understandings targeted

- The *speaker* in a listening or reading text can be the author, writer or character.
- *Stand* can be the position, attitude, or mood of the speaker.
- *Stand of the speaker* refers to what the speaker wants to say and convey or show how the speaker feels and thinks about.

- *Explicit Statements Made* are ideas stated or expressed directly. These statements leave no doubt in the listener's and reader's mind about the speaker's ideas.

Specific vocabulary introduced

- priority – something afforded or deserving priority attention
- ruler – chieftain, one who rules or governs
- prophet – predictor; to foretell something
- majesty – a form of address for a sovereign; highness
- vision -foresight; a mental image produced by imagination

Opportunities for Integration

- Values Education

Activities in this Learning Guide

Activity 1: Values Listing

Multiple Intelligences

- Intrapersonal

Skills

- Make choices based on reasoned argument
- Compare and discriminate between ideas

Activity 2: Structured Listening

Multiple Intelligences

- Verbal/Linguistic
- Logical/Mathematical

Skills

- Use information
- Compare and discriminate between ideas

Activity 3: Unlocking of Difficulties

Multiple Intelligences

- Logical/Mathematical

Skills

- Make choices based from reasoned argument

Text Type

- Narrative

Activity 4: Making Predictions

Multiple Intelligences

- Logical/Mathematical

Skills

- Interpret facts, compare, contrast
- Understanding information

Activity 5: MI Activities

Multiple Intelligences

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial

Skills

- Interpret facts, compare, contrast
- Understanding information

Activity 6: Final Word Protocol

Multiple Intelligences

- Interpersonal
- Verbal/Linguistic
- Logical/Mathematical

Skills

- Make choices based on reasoned argument
- Compare and discriminate between ideas

Activity 7: Exhibits

Multiple Intelligences

- Visual/Spatial
- Verbal/Linguistic
- Logical/Mathematical

Skills

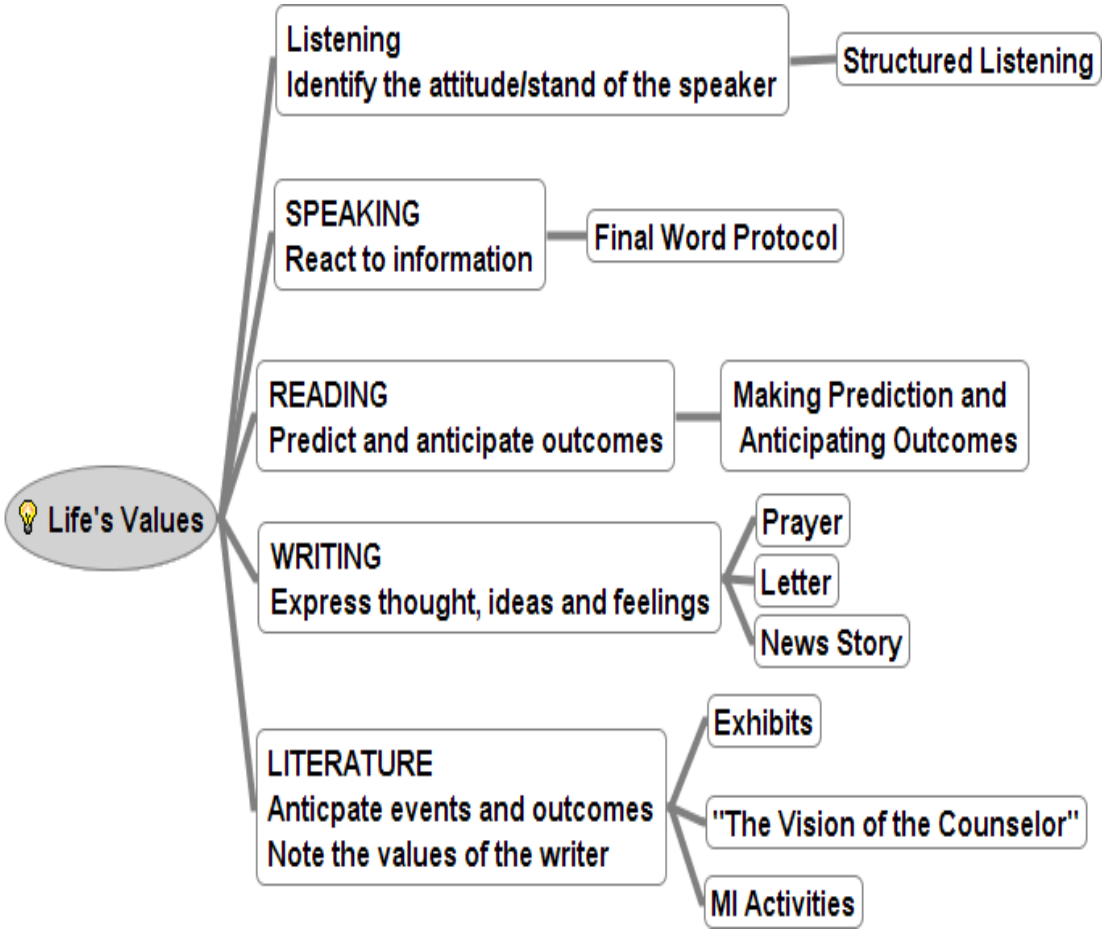
- Organization of parts
- Translate knowledge into new context

Key Assessment Strategies

- Open-Ended Questions
- Products
- Written outputs
- Group Work Checklist
- Peer Assessment
- Self-Assessment

Mind Map

The Mind Map displays the organization and relationship between the concepts and activities in this Learning Guide in a visual form. It is included to provide visual clues on the structure of the guide and to provide an opportunity for you, the teacher, to reorganize the guide to suit your particular context.



Stages of Learning

The following stages have been identified as optimal in this unit. It should be noted that the stages do not represent individual lessons. Rather, they are a series of stages over one or more lessons and indicate the suggested steps in the development of the targeted competencies and in the achievement of the stated objectives.

Assessment

All six Stages of Learning in this Learning Guide may include some advice on possible formative assessment ideas to assist you in determining the effectiveness of that stage on student learning. It can also provide information about whether the learning goals set for that stage have been achieved. Where possible, and if needed, teachers can use the formative assessment tasks for summative assessment purposes i.e as measures of student performance. It is important that your students know what they will be assessed on.

1. Activating Prior Learning

This stage aims to engage or focus the learners by asking them to call to mind what they know about the topic and connect it with their past learning. Activities could involve making personal connections.

Background or purpose

Let the students come up with the five (5) things that matter most in life. This focuses the students to reflect on what they value personally. This will engage the learners to identify their personal values in order to make connections with the reading text in focus.

Strategy

Think-Ink-Pair-Share (T.I.P.S) is a strategy allows groups to reach consensus, check understanding or as an introductory activity. To use it: let students think individually about an issue, question, or problem and record response. Discuss ideas with a partner and record what they have shared. Share with the whole group or join another pair to reach consensus.

Materials

- Student Activity 1 "Values Listing" on page 18
- Assessment 1 Peer Assessment on page 19

Activity 1 "Values Listing"

1. Distribute the Activity 1 "Values Listing" on page 18 or let the students to make their own activity sheet.
2. Ask the students to **Think** on this question: "*What are your five priorities in life?*".
3. Give students time to reflect then they write their answers in the **Ink** box.
4. Ask each student to look for a pair and share their answers well as listen to his/her pair's answer.
5. Let the pair join another pair and get five of their common answers.
6. Call a representative from each group to share their answers to the class. Write their answers on the board for quick reference to be able to get the consensus of the class.

Possible Answers:

1. family
2. education
3. health
4. toys
5. friends
6. money
7. life
8. food
9. clothes
10. water

Formative Assessment

Ask students to look for a pair.

Distribute to each student Self-Assessment Checklist on page 19.

Roundup

To roundup ask the students this question: *Does your priorities in life reveal the kind of person that you are? Why? Why not?*

2. Setting the Context

This stage introduces the students to what will happen in the lessons. The teacher sets the objectives/expectations for the learning experience and an overview how the learning experience will fit into the larger scheme.

Background or purpose

With the first activity, the students are now introduced to various situations. They will think and decide by relating to their past experiences.

Strategy

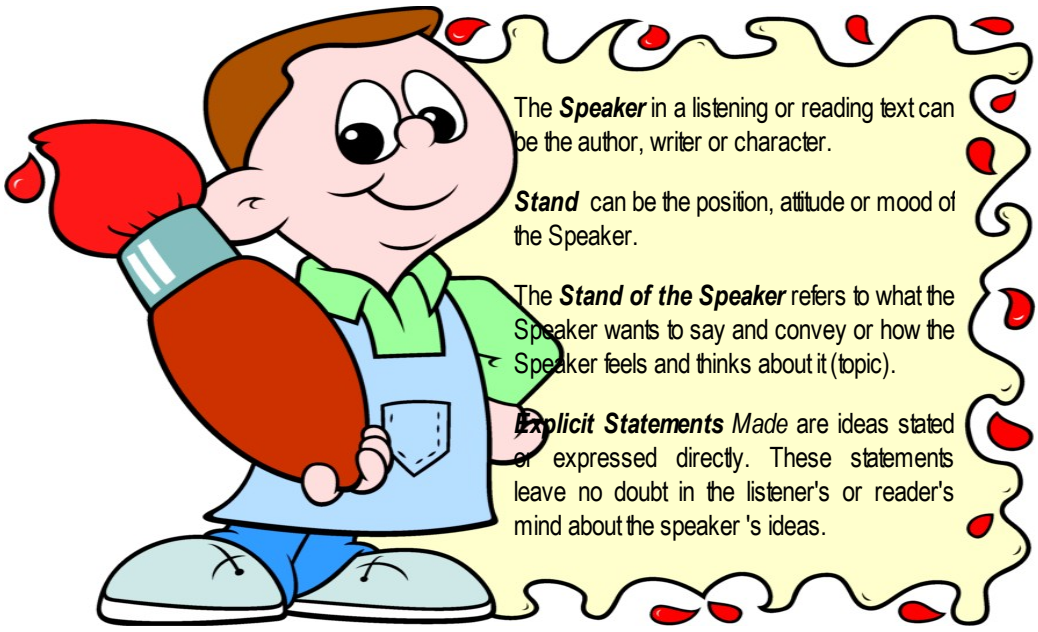
T-Chart is a chart that lists what the topic looks like and sounds like. It can help students clarify concepts and ideas. The students list down the Stand of the Speaker in the first column and on the second column opposite the item, the students enter the explicit statement/s made to support it.

Materials

- Student Activity 2 "Structured Listening" on page 20

Activity 2 "Structured Listening"

1. Discuss interactively with the students the following concepts:



2. Illustrate on the board how the stand of the speaker is reached based on the explicit statement/s made by the speaker.

   "I love the way my life goes at present." Does the speaker convey **sorrow, contentment, or anger?**

   "Thank you Dear God for this nice day that we could go to school today." Does the speaker convey **longing, guess, or gratitude?**

   "How hard it is to answer the solving problems part of the examination!" The speaker conveys **confidence, difficulty, joy?**

3. Distribute to each student Activity 2 "Structured Listening" on page 20. The students can also prepare their own T chart using a sheet of paper.
4. Ask the students to listen attentively in order to fill in the **T chart** below with the information from the given situations.

Listening Situations*:*

A. Overheard: "*The government keeps saying the economy is on the right track. There's only one problem: The train is not moving!"*

Does the speaker convey: **Sarcasm, Fury, Loneliness?**

B. Alice opened the door and found it led into a small passage, not much larger than a rat hole. She knelt down and looked along the passage into the loveliest garden she ever saw. "*Oh, how I wish I could wander among those beds of bright flowers and those cool fountains.*"

The speaker conveys: **Anger**, **Alarm**, **Longing?**

C. "*God is our refuge and strength, a very present help in time of trouble,*" sings the Hebrew psalmist.

The Hebrew singer's heart is: **Afraid, Confident, Doubtful**?

D. "*Friend Abraham,*" she said, "*You need not think that you stand alone. We are all praying for you. The hearts of the people are behind you , and you cannot fail. The people love you!*".

The Speaker is **Agreeable, Unfavorable, Dismayed**?

E. "*At ten years old, I was taken to help my father in business. I disliked the trade and had a strong inclination to go to sea, but my father declared against it; but residing near the water, I was much in and on it. I learned to swim well, and to manage boats. Now, I am allowed to govern, especially in any case of difficulty.*"

The Speaker conveys: **Discontentment, Self confidence, Self-pity**?

NOTE: ***For Scaffolding Groups,*** the passages can be written on the board, the teacher reads, students listen, then later on, ask the group to read during discussion, just to emphasize some points.

Formative Assessment

Ask students to write statements.

Call students to read these statements before the class.

Ask another student to identify the attitude/stand of the speaker.

Roundup

To summarize learning in this stage, ask the students to share the importance of determining the attitude and stand of the speaker?

3. Learning Activity Sequence

This stage provides the information about the topic and the activities for the students. Students should be encouraged to discover their own information.

Background or purpose

In this stage, the students will experience interactive reading. This reading approach involves a variety of instructional strategies and activities, all designed to model and get students involved in strategic, active and motivated engagement with text. Interactive reading has two main functions: to teach and to enhance. With interactive reading, reading is modeled as a process and various comprehension strategies, as well as bring out meaning that might not be constructed independently.

Strategy

Directed Reading – Thinking Activity (DR – TA) is an interactive reading technique wherein a text is introduced by part/section. This involves:

1. Predicting before reading. The students look at the cover, title, pictures and subheadings to predict what the story will be about and anticipate answers and outcomes.
2. Reading to test predictions. Students (by groups) read in unison and aloud the assigned part/section of the text and confirm or revise their predictions/anticipations.
3. Proving the predictions. During the reading, individual and group predictions continue to be checked and revised. Segments of text that either prove or disprove predictions can be orally reread.

Materials

- Student Activity 4 "Making Predictions" on page 21
- Teacher Resource Material 1 on page 22
- copy of the Reading Text, "Vision of the Counselor" on page 23

Activity 3 "Unlocking of Difficulties"

In your readings, you will encounter unfamiliar words and this is when you will find the dictionary very handy. However, the dictionary may not always be available. One way then of getting the meaning of a new or unfamiliar word is through *Context Clues*. This is the process of studying the other words surrounding the word to be unlocked. The context clues may be words that precede or follow the new word which can be used to infer word meanings.

Get the meaning of the underlined words below through context clues.

1. In a faraway Sultanate or Kingdom, there lived a Ruler whose reign was beset with troubles.

   a) Inventor b) Author c) Chieftain d) Ancestor

2. The Prophet had been very holy and wise. In the Sultanate, whoever had any problem weighing upon his mind would pray to him for guidance and spiritual satisfaction.

   a) Reporter b) Predictor c) Father d) Principal

3. "Your Majesty! How could you believe a poor and ordinary man like me"; replied the old man to the Ruler.

   a) Highness b) Lowliness c) Importance d) Celebrity

4. The Ruler saw the Prophet in the Vision of the wise Counselor.

   a) Beauty b) Character c) Sound d) Foresight

B. Motivate Question

Post the motive question: *Will the Ruler execute the poor man for not fulfilling his promise?*

Activity 4 "Making Predictions"

This is a way of teaching students to read closely and purposely. The students will read the story part by part (by paragraphs) and by groups.

1. Divide the class into eight groups. And tell them that they will read parts of the story. However, they will wait until their teacher will tell them so.
2. Distribute to each group Student Activity 3 "Making Predictions: on page 21. Familiarize the students on how to use the Prediction chart.
3. Show the class TRM 1 on page 22 and ask the following questions:

   a. *What is the title of the story?*

   b. Look at the illustration, What do you think the story is about?

   c. What do you think happened in the beginning?

Note: The groups discuss their predictions and guesses, then they write their answers in their prediction charts. Read their predictions/guesses which have to be written on the chalkboard to prove or disprove after reading the first paragraph.

For **Scaffolding groups,** provide cues/examples of predictions/guesses.

4. Read the first paragraph of the story. Please refer to the chunked story on page 23. Students check their guesses/predictions.
5. Ask the next prediction questions. Then, students write their guesses.
6. Let the first group to read the second part of the story that will either prove or disprove their predictions. Remind them the standards for Oral Reading.
7. Continue the process until the whole story is read.

   Note : *Provide enough connections from the previous paragraph to the questions for predictions. Be guided with the suggested questions to be asked in predicting/ guessing what will happen in the next paragraph.*

Formative Assessment

Comprehension is assessed every after each section is read. The key questions in a DR-TA are:

1. *What do you think?*
2. *Why do you think so?*
3. *Which words or phrases prove this?*

Roundup

This can be a good point for discussion to recap the activity - "The poor man was compelled to do what he did out of poverty, but is it justifiable for a man to commit a crime and get away with it?" The students listen to the opinions of others and modify their own views in the light of the information heard.

4. Check for Understanding of the Topic or Skill

This stage is for teachers to find out how much students have understood before they apply it to other learning experiences.

Background or purpose

Using the reading text from the previous activity, the students will point out the stand of the speaker by identifying explicit statements made and they will also note the values emphasized by the writer.

Strategy

Multiple Intelligences

This strategy model accounts for the fact that different students have different strengths and they learn best in different ways. It confirms teachers' observations of individual differences. Identifying students relative strengths is the starting for better teaching. Hence, the MI activities provide opportunities for the intelligences to interact with each other whereby be used effectively. The intelligences are defined below:

- Verbal Linguistic — Word
- Musical Rhythmic — Music
- Logical Mathematical — Logic and Maths (including Science)
- Visual Spatial — Space and vision
- Bodily Kinesthetic — Body
- Interpersonal — People
- Intrapersonal — Self
- Naturalist — Nature

Materials

Student Activity 5A Task Cards for Challenging Groups on page 25

- Student Activity 5A Task – 1 “Concept Web” on page 26
- Student Activity 5A Task – 2 “Semantic Web” on page 27
- Student Activity 5A Task – 3 “Prayer” on page 28
- Student Activity 5A Task – 4 “Letter” on page 29
- Student Activity 5A Task – 5 “Character Web” on page 30
- Student Activity 5A Task – 6 “News Story” on page 31
- Student Activity 5A Task – 7 “Word Map” on page 32

Student Activity 5B Task Cards for Scaffolding Groups on page 33

- Student Activity 5B Task – 1 “Concept Web” on page 34
- Student Activity 5B Task 1 Possible Answers Chips on page 35
- Student Activity 5B Task – 2 “Semantic Web” on page 36
- Activity 5B Task 2 Possible Answers Chips on page 37
- Student Activity 5B Task – 3 “Prayer” on page 38
- Student Activity 5B Task – 4 “Letter” on page 39
- Student Activity 5B Task – 5 “Character Web” on page 40
- Activity 5B Task 5 Possible Answers Chips on page 41
- Student Activity 5B Task – 6 “News Story” on page 42

- Student Activity 5B Task – 7 "Word Map" on page 43
- Activity 5B Task 7 Possible Answers Chips on page 44

Assessment 2 Checklist for Group Work on page 45

Activity 5 "MI Activities"

1. Divide the class into seven groups.
2. Call a representative from each group to draw a card containing a task which will be accomplished cooperatively.
3. Each group's output will be presented in the class.

   Note: There are two (2) sets of ***TASKS*** and ***Activity Sheets*** for this Activity. **Set A** is for **Challenging Groups (*Fast learners)*** and **Set B** is for **Scaffolding Groups (*Slow learners*)**. Determine what *Set* fits each group or can be a combination of the tasks from both *Sets*.

Formative Assessment

Use Assessment 2 Checklist for Group Work on page 45.

Roundup

To roundup, ask students to share significant experiences related with the story.

5. Practice and Application

In this stage, students consolidate their learning through independent or guided practice and transfer their learning to new or different situations.

Background or purpose

The students will read the story, *"Vision of Counselor"* using a different strategy wherein they can practice and apply their learnings in the preceding activities.

Strategy

The Final Word Protocol

This strategy involves the following steps:

1. Number each member of the group(1-5). Select one person to be a strict timer.
2. With your group, read silently the text, "*Vision of the Counselor*" below and highlight or underline 1 or 2 paragraphs or sentences which have a particular meaning to you in terms of the stand of the speaker/writer and the values emphasized. (10 minutes)
3. The first person in the group reads out the part he/she highlighted and explains why he/she selected it. (2 minutes)
4. Proceeding around the circle, each of the other members of the group responds briefly. (1 minute for each member)
5. Then, the first speaker has the "final word" to respond to what was said. (1 minute)
6. The second person in the group reads out the part he/she highlighted/underlined and why he/she selected it. Continue the process until each group member has his/her turn.

Materials

- Assessment 2 Peer Assessment on page 46

Activity 6 "My Word Is Final"

1. Divide the class into groups with six members each.
2. Number each member of the group (1-5). Select one person to be a strict timer.
3. Give the following instructions to the students:
   - ✔ With your group, read silently the text, "*Vision of the Counselor*" below and highlight or underline 1 or 2 paragraphs or sentences which have a particular meaning to you in terms of the stand of the speaker/writer and the values emphasized.
   - ✔ The first person in the group reads out the part he/she highlighted and explains why he/she selected it. (2 minutes)
   - ✔ Proceeding around the circle, each of the other members of the group responds briefly. (1 minute for each member)
   - ✔ Then, the first speaker has the "final word" to respond to what was said. (1 minute)
   - ✔ The second person in the group reads out the part he/she highlighted/underlined and why he/she selected it. Continue the process until each group member has his/her turn.
   - ✔ Encourage the students to use the English language in this activity.
   - ✔ Make sure that each member of the group participates actively in the discussion. The ***"spinning wheel"*** sets the turn of a particular student in the activity and this serves as a time keeper.

   Note: The first time this activity is used, it is suggested that a group with five (5) students will model it in front of the class especially so if majority in the class belongs to the *scaffolding* group. It can be done by having a round of the steps then the rest of the groups can perform the activity simultaneously.
4. Process the activity: Let one representative from each group share to the class how they will be ending the story if they were the author. Let each group make their own judgment: Would they execute immediately the poor man? Exile him? Take pity on him? Punish by whipping? Get the money back? or Enslave him and his family? Emphasize that they will base their endings according to their own values in life.

Formative Assessment

Use Assessment 2 Peer Assessment on page 46.

Roundup

To summarize learning in this stage, ask the students "*What do you think is the author trying to convey in the reading text?*

6. Closure

This stage brings the series of lessons to a formal conclusion. Teachers may refocus the objectives and summarize the learning gained. Teachers can also foreshadow the next set of learning experiences and make the relevant links.

Background or purpose

Maintaining the same groupings in "The Final Word Protocol", each group will collectively do some tasks relative to learnings gained.

Note: This activity can be given as an assignment so the groups can meet to plan out what they will do. The finalization of the outputs have to be done in the classroom.

Strategy

Exhibits is a strategy that allows the students to display their outputs. Provide time and organize a system for the students to move around the room to view their outputs.

Materials

- drawing materials
- coloring materials
- other materials needed

Activity 7 "Exhibits"

The groups describe the stand or values noted in the text, "Vision of the counselor" through song, poem, slogan, poster, advertisement, collage, or other forms of illustrations.

Hand out manila paper, flip chart, marking pens, crayons, colored paper, paste, old magazines and newspapers and scissors to each group. Encourage students' creativity. Motivate students to put their best efforts. Require them to display their outputs. Make this a contest and invite a school official to judge the display. Prizes can be in order.

Formative Assessment

Rubric to assess the groups' outputs.

Possible Points	Criteria
10	Idea/s presented are very distinct and clear. Words used are grammatically correct. Very Neat. Group's teamwork and creativity is outstanding.
8	Idea/s presented are satisfactorily distinct and clear. Words used have 1 or 2 grammatical errors. Neatly done with 1 to 2 erasures. Group's teamwork and creativity is very satisfactory.
6	Idea/s presented are fairly distinct and clear. Words used have 3 or 4 grammatical errors. Moderately neat with 3 or 4 erasures. Group's teamwork and creativity is satisfactory.
4	Idea/s presented are not distinct and clear. Words used have 5 or more grammatical errors. Not so neat with 5 to 6 erasures. Groups' teamwork and creativity is fair.
2	Idea/s presented lack depth. Words used are not grammatically correct. Lacks neatness. Group's teamwork and creativity is poor.

Roundup

Let volunteer students share to the class any understanding/insight in their viewing of the exhibits specifically the stand of the speaker and the values of the writer identified by each group in their particular outputs.

Teacher Evaluation

(To be completed by the teacher using this Teacher's Guide)

The ways I will evaluate the success of my teaching this unit are:

1.

2.

3.

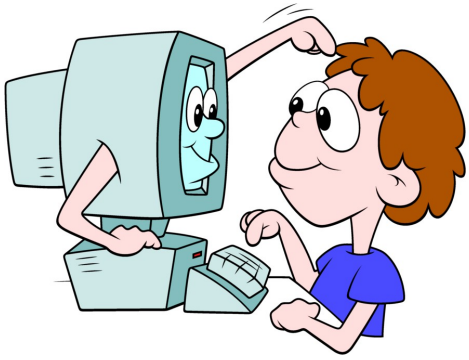
ACTIVITY 1
TIPS CHART

Directions:

Read the guide question then **THINK** of your answers.

Write down your answers under the **INK** section.

After that, select a partner to form a **PAIR** then **SHARE** your answers.

THINK	INK
 *What are your five priorities in life?*	
PAIR	**SHARE**

ASSESSMENT 1
Self Assessment Checklist

Name : _____ Peer : _____
Yr and Sec.: _____ Date : _____

ASSESSMENT CRITERIA			How can I improve next time?
I was able to share to a pair/groupmates my priorities in life and expressed clearly my reasons.			
I participated well during our group's discussion.			
I respected the ideas of others.			
I willingly accepted the consensus of the group.			
I encouraged others to participate; and not monopolized the discussion.			

ACTIVITY 2
T-CHART

Directions:

Listen attentively in order to fill in the T chart below with the information from the given situations.

Be guided by the following:

1. Listen as a situation is read.
2. The situation is read again as you fill in the **T chart** with the information asked.
3. In the third reading, review your entries.

Stand of the Speaker	*Explicit Statement/s Made*
A	**A**
B	**B**
C	**C**
D	**D**
E	**E**

ACTIVITY 4
PREDICTION CHART

Task:

Make predictions and anticipate outcomes as the story is read by parts. Use the prediction chart for your guesses.

Paragraphs	What I Predict	What Happened
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TEACHER RESOURCE MATERIAL 1

READING TEXT

Vision of the Counselor

(Adapted from: Skill Builders for Efficient Reading, Third Ed. 1999)

Once upon a time in a faraway Sultanate, there lived a Ruler whose reign was beset with troubles. This situation kept the Ruler disturbed. He used to pray: "Great Prophet, grant me your wisdom!" The Prophet had been a very holy and wise Counselor. In the Sultanate, whoever had any problem weighing upon his mind would pray to him for guidance and spiritual satisfaction.

STOP - Prove Predictions

What do you think will the Ruler do? **GUESS/PREDICT**

The Ruler of the Sultanate thought that if only he could see the great Prophet, all his troubles would disappear. He therefore made a proclamation that whoever would show him the Prophet would be rewarded by the Ruler whatever was asked of him.

STOP - Prove Predictions

Will somebody be brave enough to bring the Prophet to the Ruler?

What do you think will be asked from the Ruler in exchange of the Prophet's appearance? **GUESS/PREDICT**

Among his people was a poor man who was badly in debt. He could see no way to feed and clothe his family, let alone pay off his debts. When he heard of the announcement, he went to the Ruler's sultanate and asked the Ruler for a chest of gold coins, pledging that he would fulfill the stated condition.

STOP - Prove Predictions

Will the Ruler give the promised reward immediately? **GUESS/PREDICT**

The poor man was given the chest of gold coins on the condition that he must show the great prophet to the Ruler within thirty days; otherwise, he would be executed. He accepted the terms , paid off his debts, provided the family with food and clothing. Afterwards, he reflected on his course of action until twenty nine days passed and still he had no solution to the difficult problem.

STOP - Prove Predictions

What do you think will the poor man do?

Can you predict what will happen to him?GUESS/PREDICT

On the thirtieth day, the man said, "Wife, I got this chest of gold coins from the Ruler on condition that I show him the Vision of the great Prophet. That was only a trick, for, I know not where the great Prophet is, and so the Ruler will execute me." She became very sad and started crying. "Mourn not, Wife" he said. "My debts are paid off. You and the children are provided for. What does it matter if I die now?" So saying, he left and went straight to the sultanate to present himself to the Ruler.

STOP - Prove Predictions

How will the poor man face the Ruler? **GUESS/PREDICT**

"Aha, old man! Am I going to see the great Prophet now?" the Ruler inquired of him. "Your Majesty!" replied the old man. " How could you believe that I, an ordinary man, could summon the great Prophet to you! I was in debt and couldn't feed my family. I took the chest of gold coins from you for I could turn to no one else. Thus I paid off my debts and provided for my family. Now I have come to offer myself to you, gracious Ruler, for whatever you wish to do to me."

STOP - Prove Predictions

What do you think will be the action of the Ruler? **GUESS/PREDICT**

"*Unusual situation*," the Ruler thought aloud. "I *haven't the least idea as to how to deal with this matter with fairness and equity.*" Immediately, the three Advisers were summoned. "*Counsel me how to proceed with this man,*" the Ruler asked them.

STOP - Prove Predictions

What do you think will the Advisers counsel the Ruler? GUESS/PREDICT

The first Adviser said: "The man should be thrown to the lion's den. That is what a swindler deserves." The second Adviser exclaimed: "The thief should be hung."

STOP - Prove Predictions

Will the Ruler heed the two Advisers?

How do you think will the story end? What wise decision do you think will be a good ending?

GUESS/PREDICT

The third Adviser deliberated for a while; then he said: "Your Majesty, let us view the matter coolly." He paused a while again. Everybody was attentive to listen to the wise Adviser. "The man no doubt played a trick but he is ready to abide by the Ruler's decision. Thus, he has played fairly. I suggest that he be paid more money so that he is able to start a new life." Instantly, the Ruler saw the Prophet in the Vision of the Counselor.

So, who did the Ruler follow?

If you were the Ruler, would you also follow him? Why? Why not?

Prove Predictions

— End of the Text —

ACTIVITY 5A
Task Cards (*Challenging Groups)*

Task 1
Fill in the concept map with the identified **stand** of the speaker and explicit **statements** made that support it as well as the **values** of the writer.

Task 2
Describe the **Ruler** in the story using the semantic web.

Task 3
Write your **prayer** to the Divine Providence as if you were the poor man who is experiencing the difficult situation in the story.

Task 4
If you were the wife of the poor man, write a **letter** to the Ruler requesting him not to execute your husband.

Task 5
Show in the **Character Web** the possible good character traits of the Prophet and explain why do you think so.

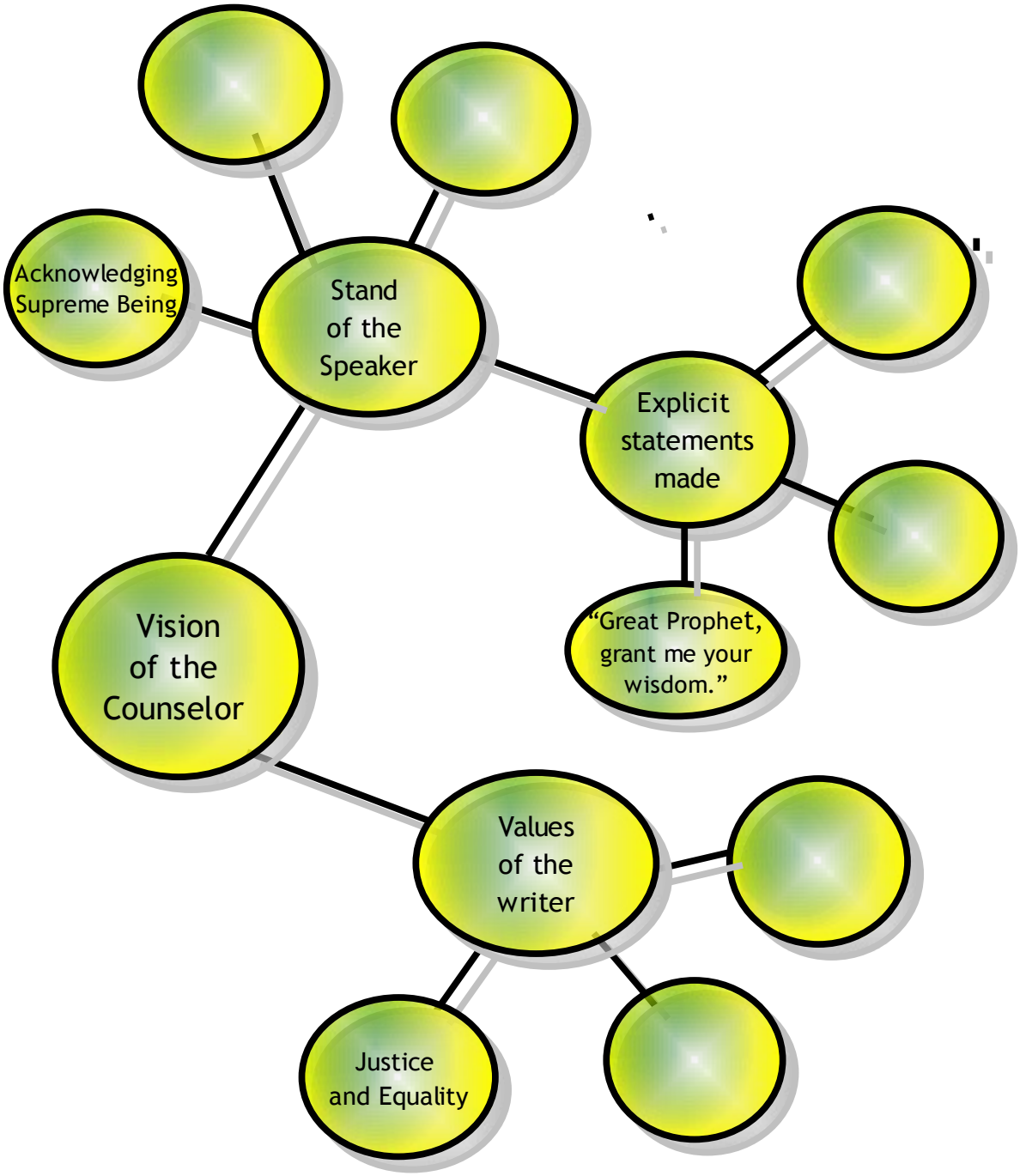
Task 6
Pretend that you are media men.
Write a **news story** about the Vision of the Counselor.
Cite the wisdom of the wise Adviser compared to the other two.

Task 7
Choose a word in the story that has relevance to you then explain it by using the features of the **word map.**

ACTIVITY 5A – Task 1

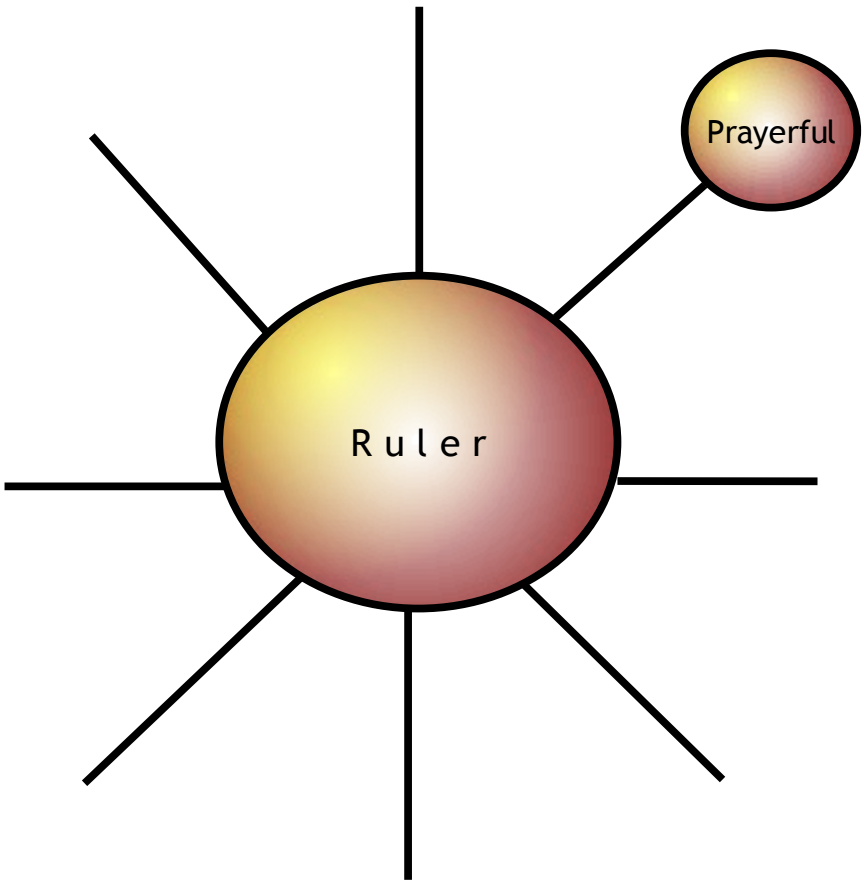
TASK 1

Fill in the concept map with the identified **stand of the speaker** as well as the **explicit statement/s** that support it and the values of the writer. Additional circles can be made for more ideas.



ACTIVITY 5A – TASK 2

TASK 2
Describe the Ruler in the story using the semantic web.
Additional strands can be drawn for more descriptive words.



ACTIVITY 5A – TASK 3

TASK 3

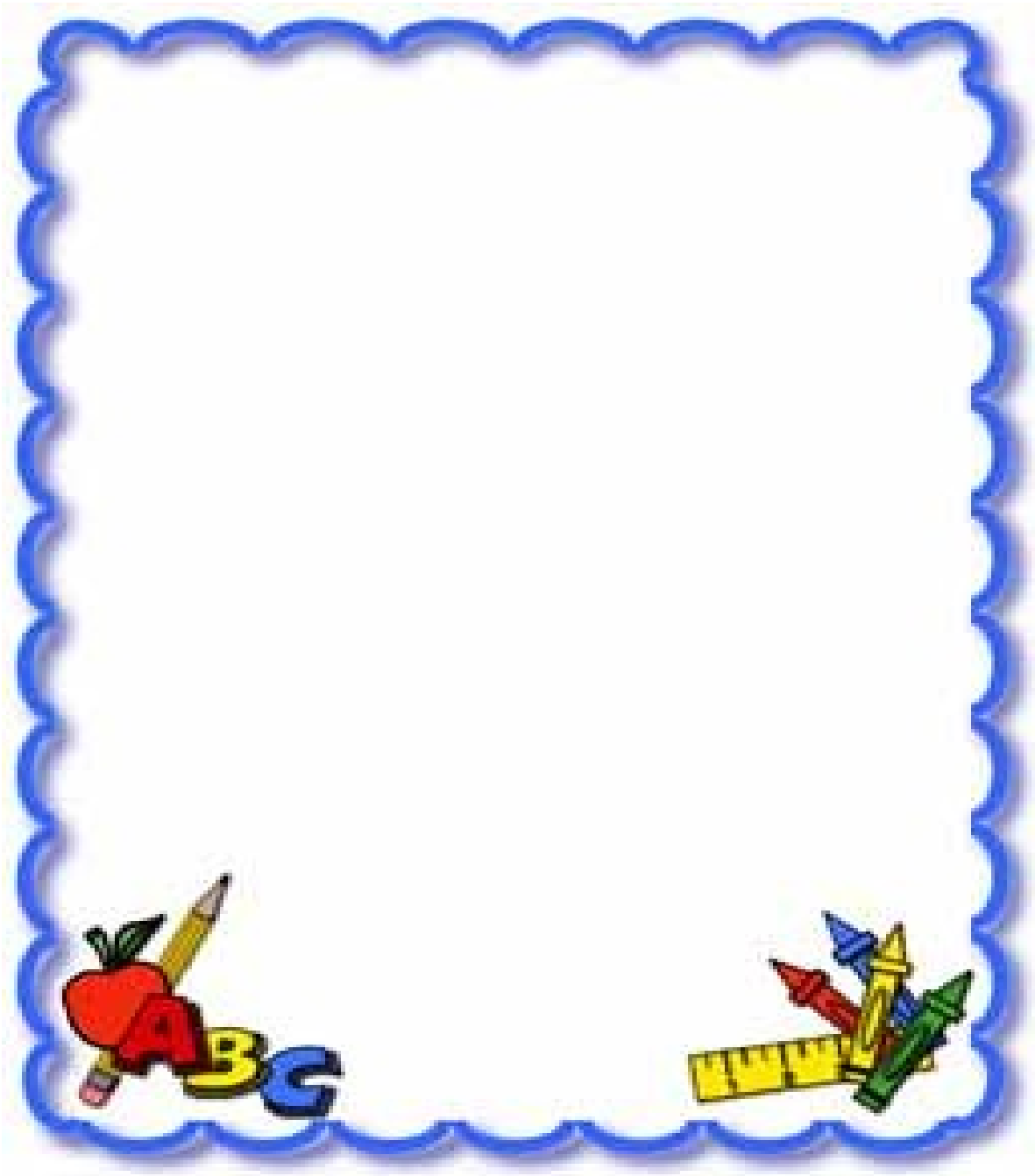
Write your **prayer** to the Divine Providence as if you were the poor man who is experiencing the difficult situation in the story.

ACTIVITY 5A – TASK 4

TASK 4

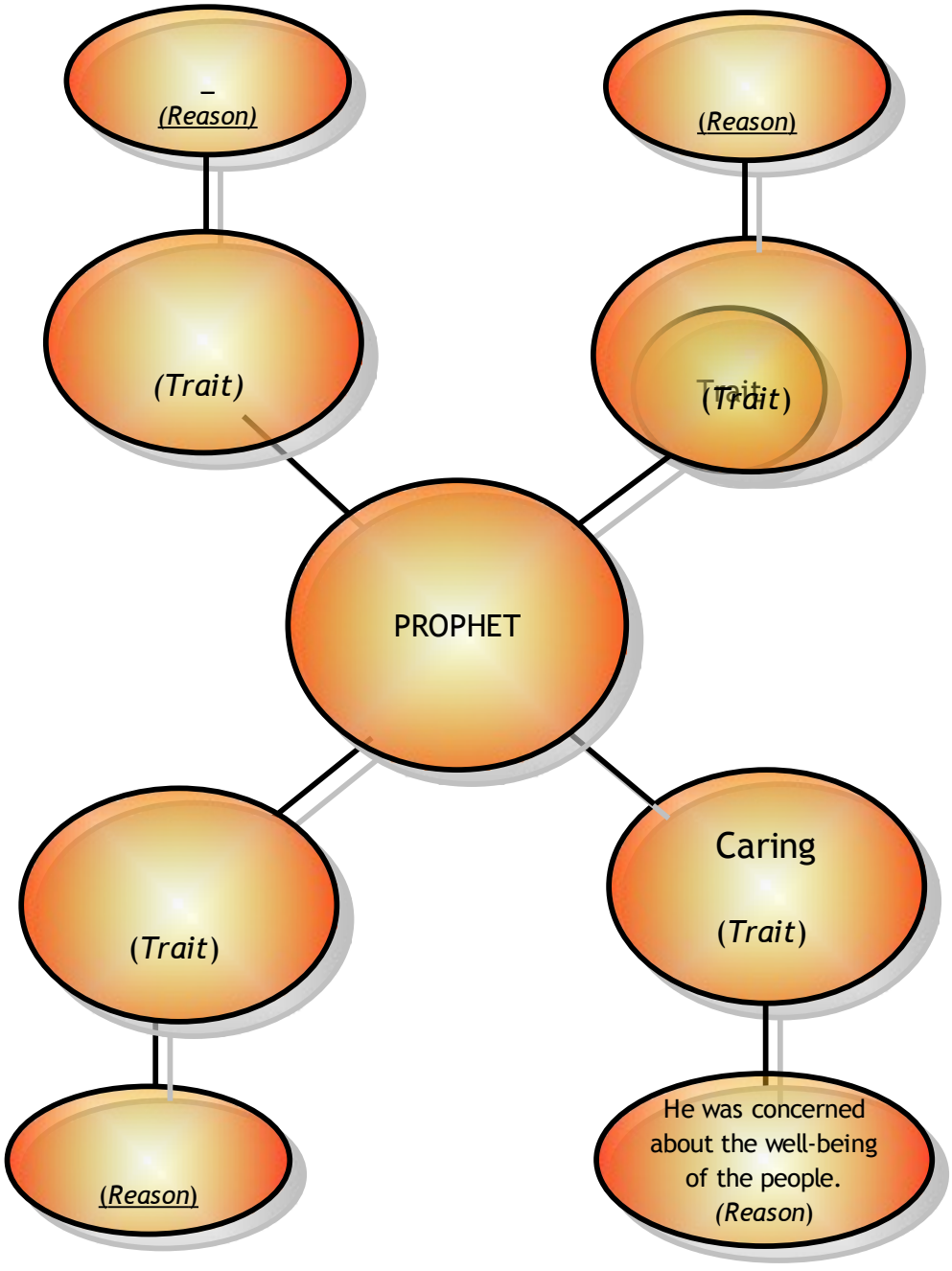
If you were the wife of the poor man, write a **letter** to the Ruler requesting him not to execute your husband.

Be reminded of the five parts of a letter.



ACTIVITY 5A – TASK 5

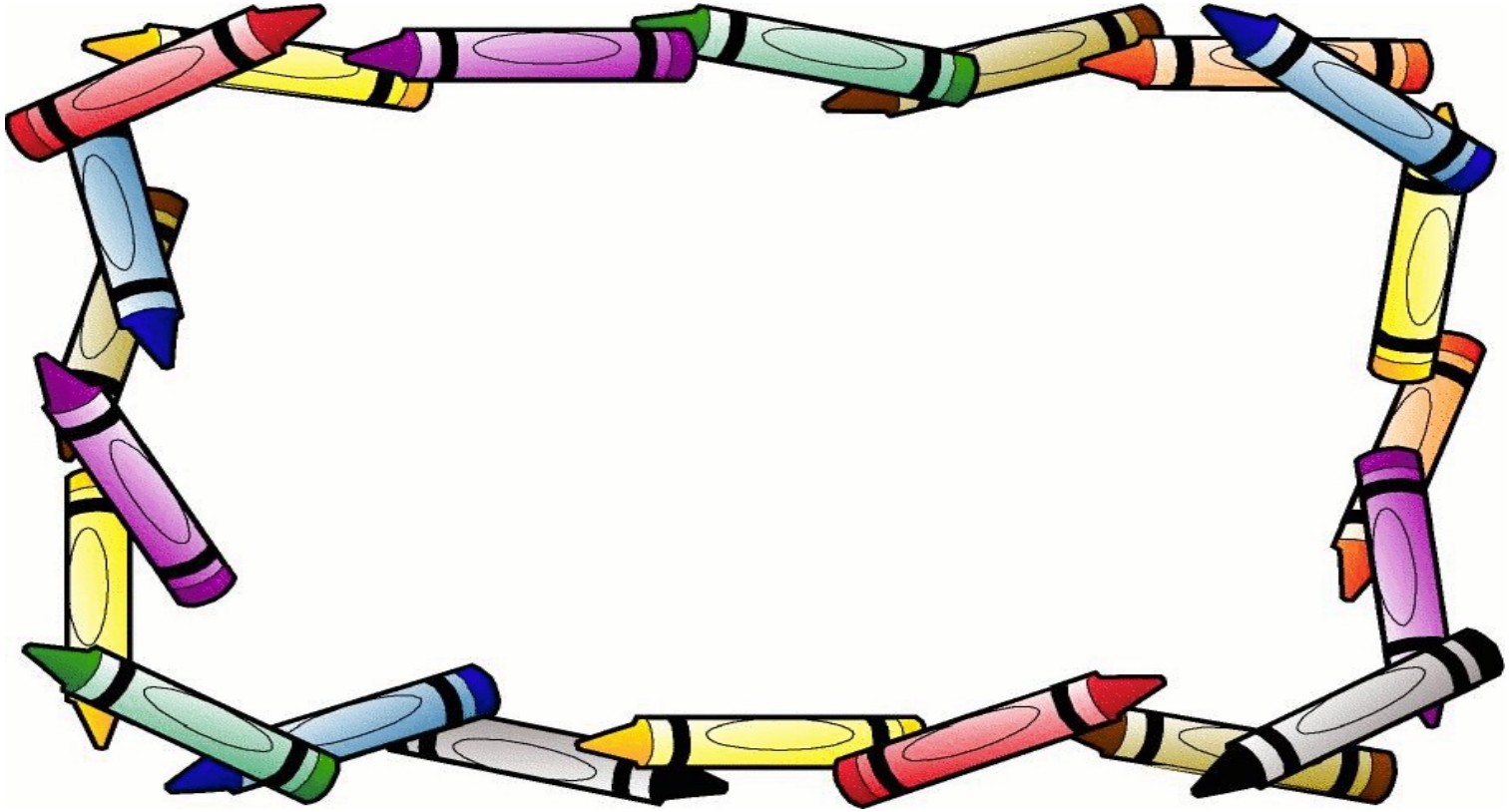
TASK 5
Show in the **Character Web** the possible good character traits
of the Prophet and the reason why do you think so.



ACTIVITY 5A – TASK 6

TASK 6

Pretend that you are media persons. Write a **news story** about the Vision of the Counselor. Cite the wisdom of the wise Adviser compared to the other two.



ACTIVITY 5A – TASK 7

TASK 7
Choose a word in the story that has relevance to you then explain it by using the features of the **word map.**

Word

What is it like?

Definition

Examples

Non Examples

ACTIVITY 5B
Task Cards (*Scaffolding Groups*)

Task 1
Complete the concept map with the appropriate chips containing the **stand** of the speaker and **explicit statement made** that supports it as well as the **values** of the writer in the story, *"Vision of the Counselor"*.

Task 2
Complete the semantic web with the appropriate chips containing the words that best describe the **Ruler** in the story, "*Vision of the Counselor*".

Task 3
Presume that you were the poor man who is experiencing the difficult situation in the story, "*Vision of the Counselor*". Arrange the strips of paper to form your **prayer** to the Divine Providence.

Task 4
Presume that you were the wife of the poor man who is experiencing the difficult situation in the story, "Vision of the Counselor". Arrange the strips of paper to form your **letter** to the Ruler requesting him not to execute your husband.

Task 5
Complete the **Character Web** with the chips containing the possible good character traits of the Prophet and explain why do you think so.

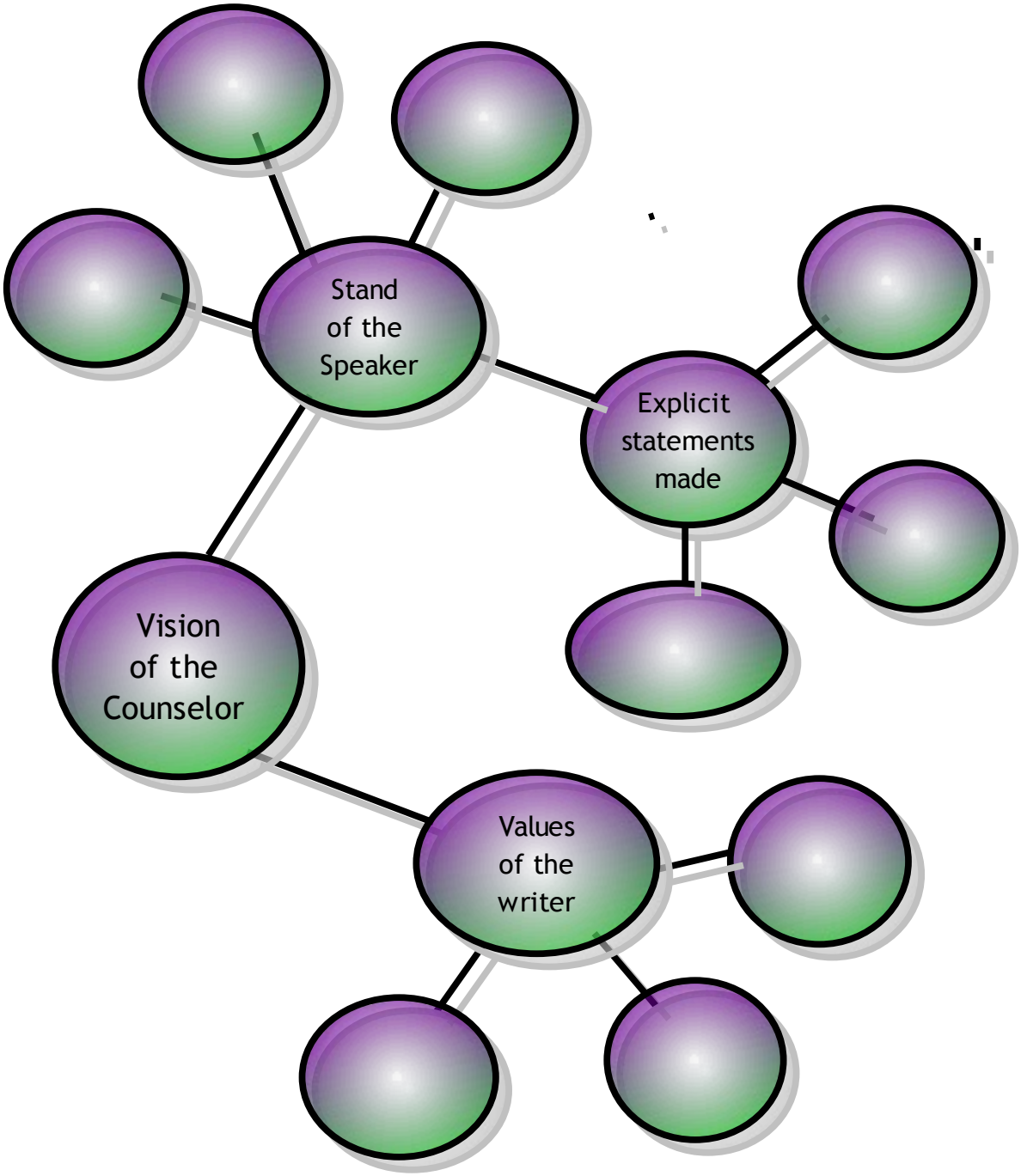
Task 6
Pretend that you are media men.
Arrange the strips of paper to form a **news story** citing the wisdom of the wise Adviser in the story, "Vision of the Counselor".

Task 7
Using the features of the **Word map,** arrange the chips containing details of a given word that has relevance in the story, "Vision of the counselor"

ACTIVITY 5B – TASK 1

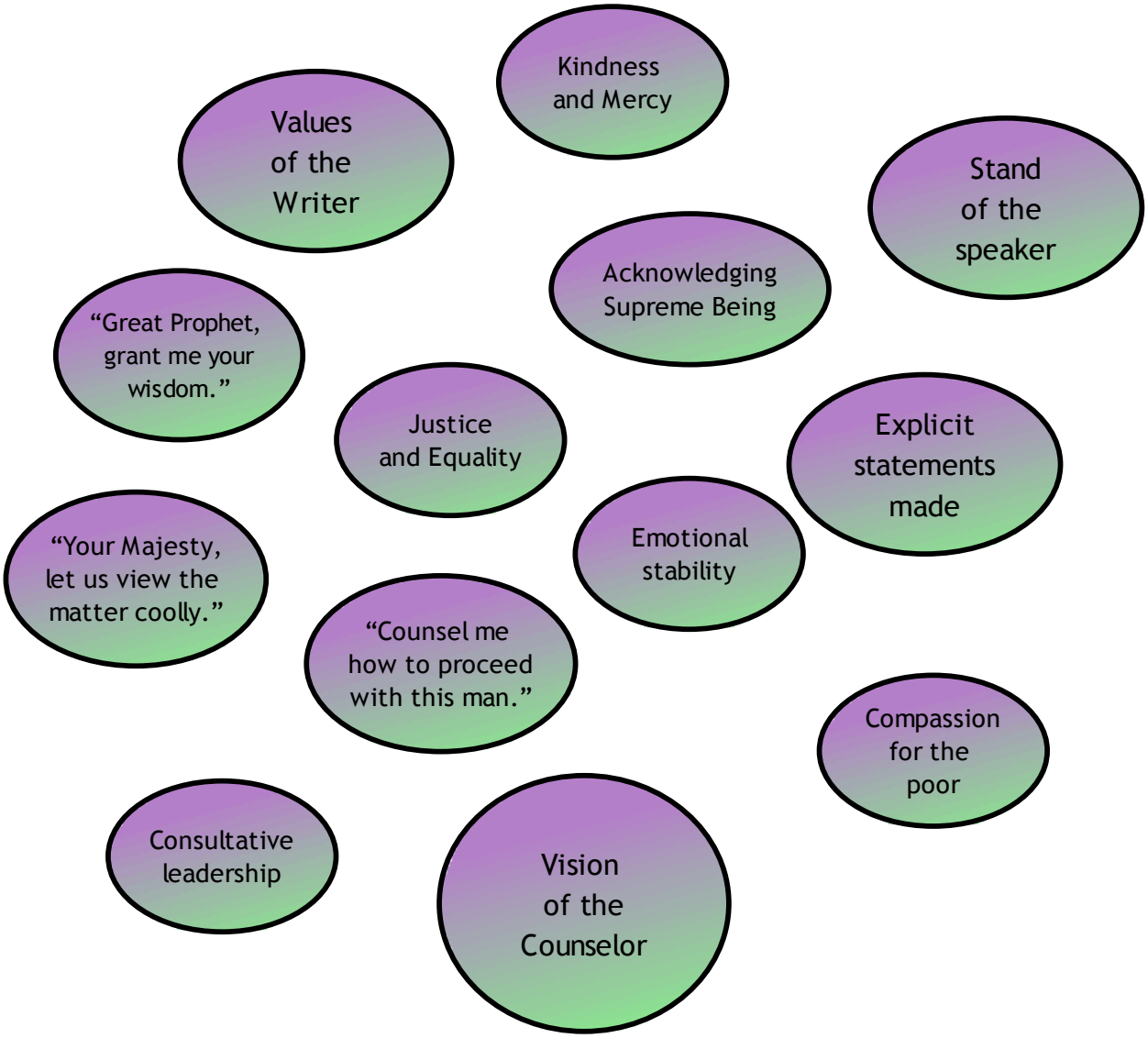
TASK 1

Complete the **concept map** with the appropriate chips containing the **stand of the speaker** as well as the **explicit statement/s made** that support it and the values of the writer in the story, *"Vision of the Counselor"*.



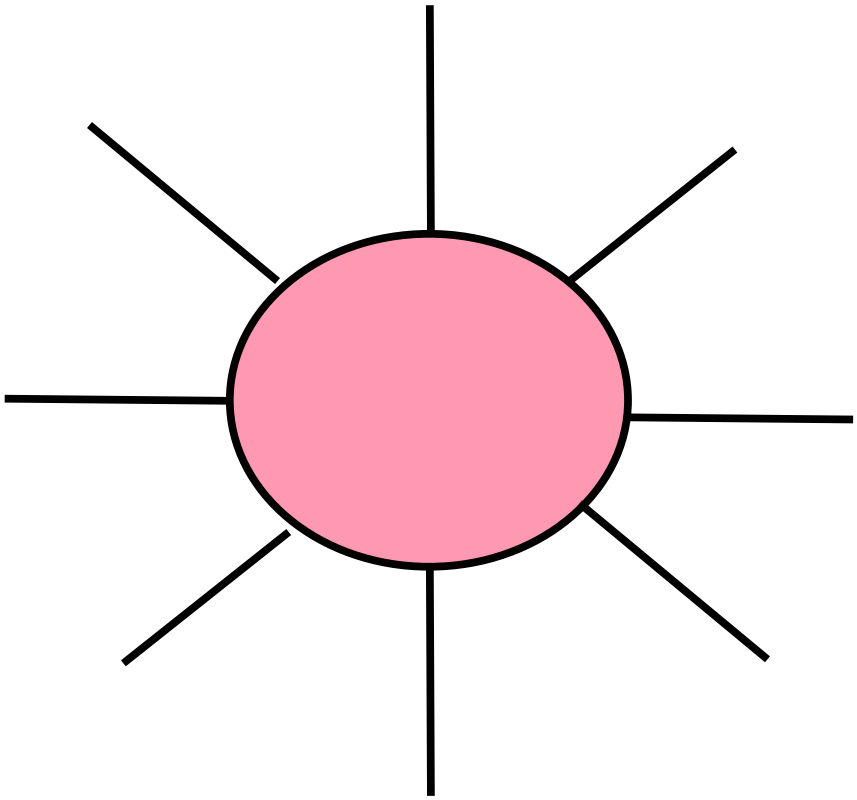
ACTIVITY 5B

Task 1 – *Possible Answer Chips*

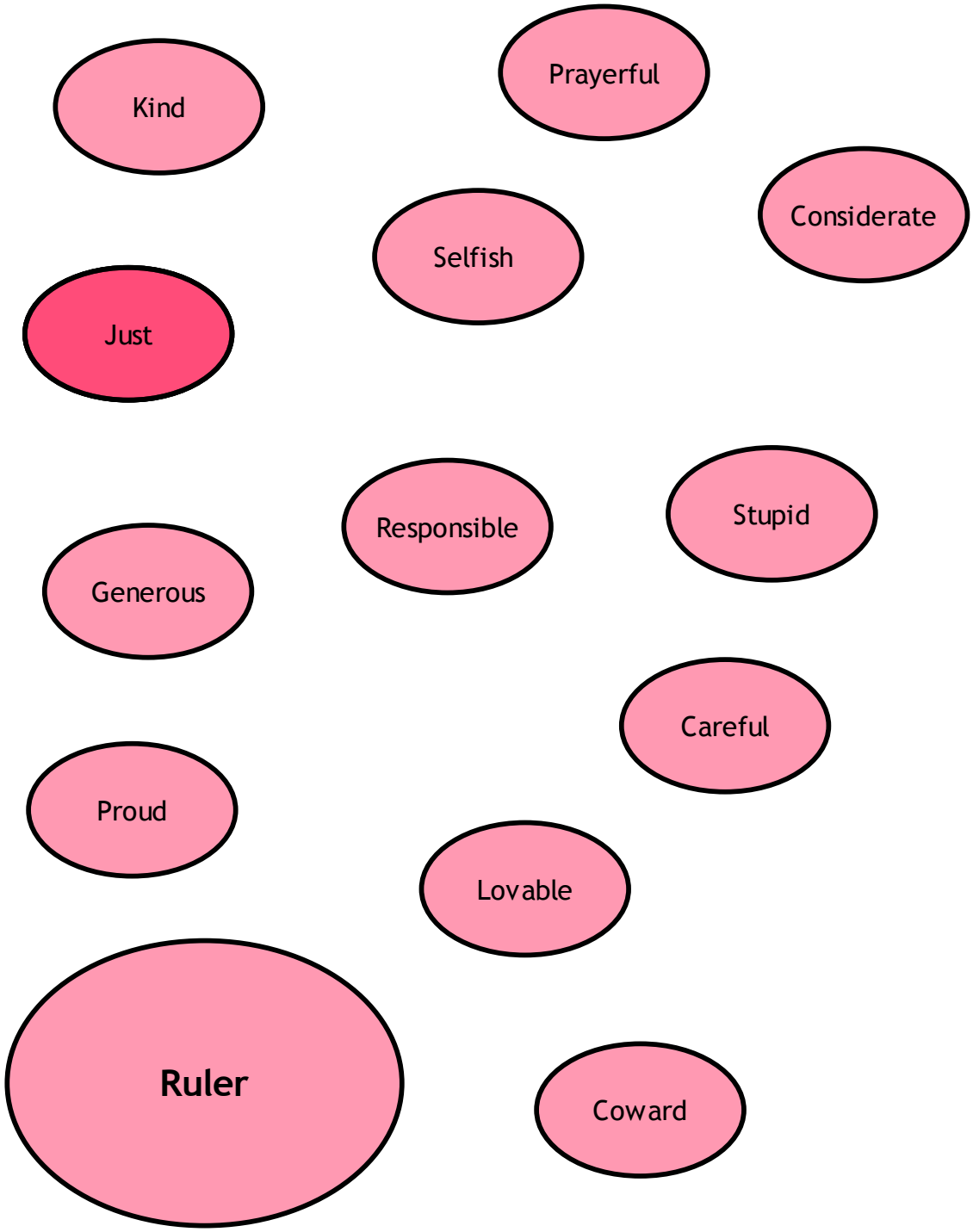


ACTIVITY 5B – TASK 2

TASK 2
Complete the **semantic web** with the appropriate chips containing the words that best describe the **Ruler** in the story, *"Vision of the Counselor"*.



ACTIVITY 5B
Task 2 - *Possible Answer Chips*



ACTIVITY 5B – TASK 3

TASK 3
Presume that you were the poor man who is experiencing the difficult situation in the story, "Vision of the Counselor". Arrange the strips of paper containing your possible **prayer** to the Divine Providence.

Tomorrow, I will face the Ruler and I will be executed because I could not show him the great

As I readily face the consequences of my wrong doing, I am sorry for what I have done. Please

Dear God!

Now, I commit to you my life as well as my family's welfare.

I am a poor, ordinary man in a difficult situation.

A Prayer

I do acknowledge that I took the chest of gold coins from the Ruler because I have no other way to feed

ACTIVITY 5B – TASK 4

TASK 4
Presume that you were the wife of the poor man who is experiencing the difficult situation in the story, "Vision of the Counselor". Arrange the strips of paper to form your **letter** to the Ruler requesting him not to execute your husband.
Be reminded of the five parts of a letter.

Very truly yours,

My husband took advantage of your announcement Your Majesty because he was badly in debt. He could see no way to feed and

I am the wife of the poor man who took a chest of gold coins from you pledging that he would show you the Prophet.

Respectable Ruler, I am so sad that he has to be executed because of his love and concern for us.

The Troubled Wife

Please forgive my husband and spare his life, Merciful Ruler. Have pity on us.

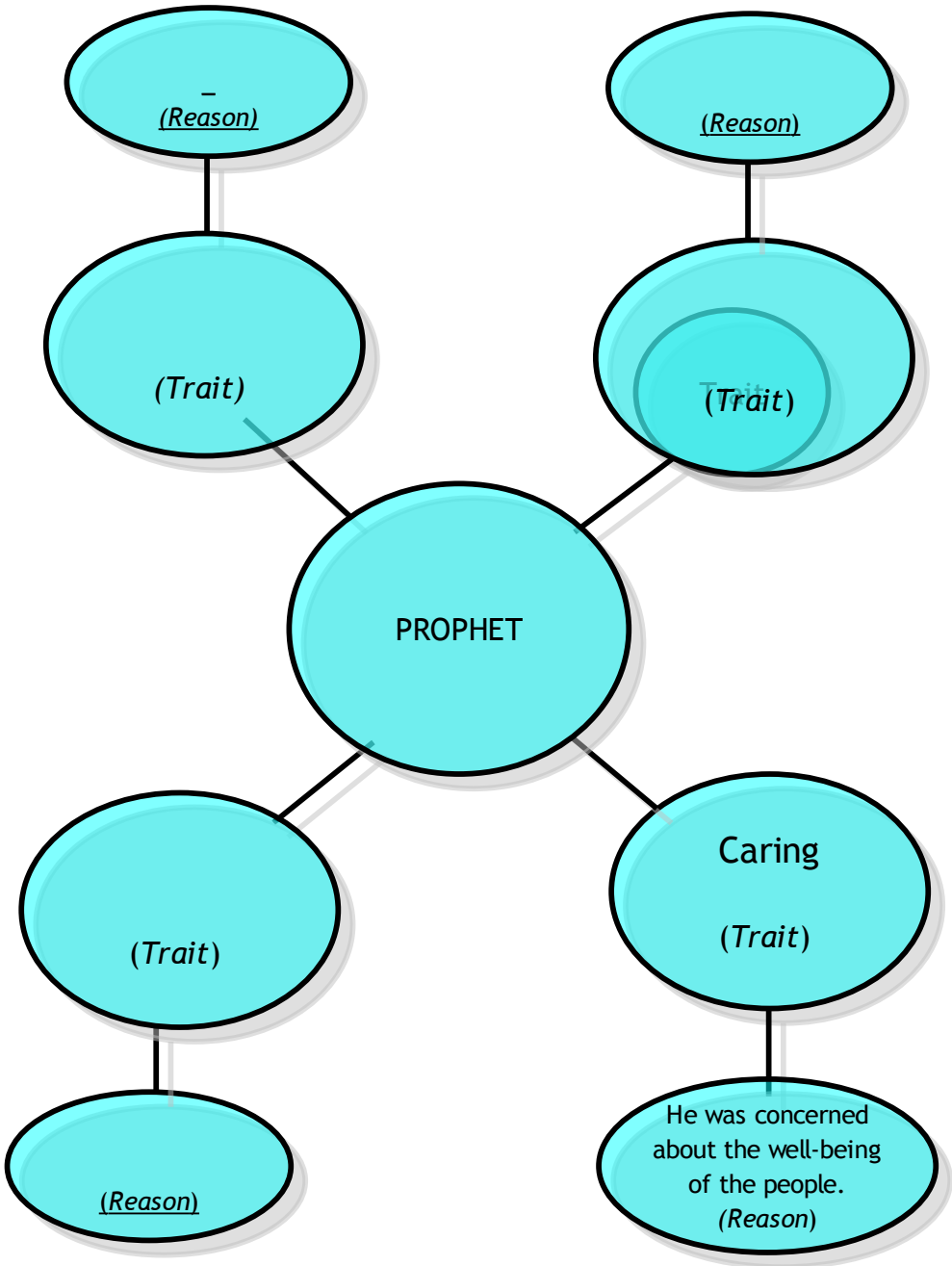
At our humble home
January 10, 2006

Thank you so much for your kindness Beloved ruler.

Your Royal Highness,

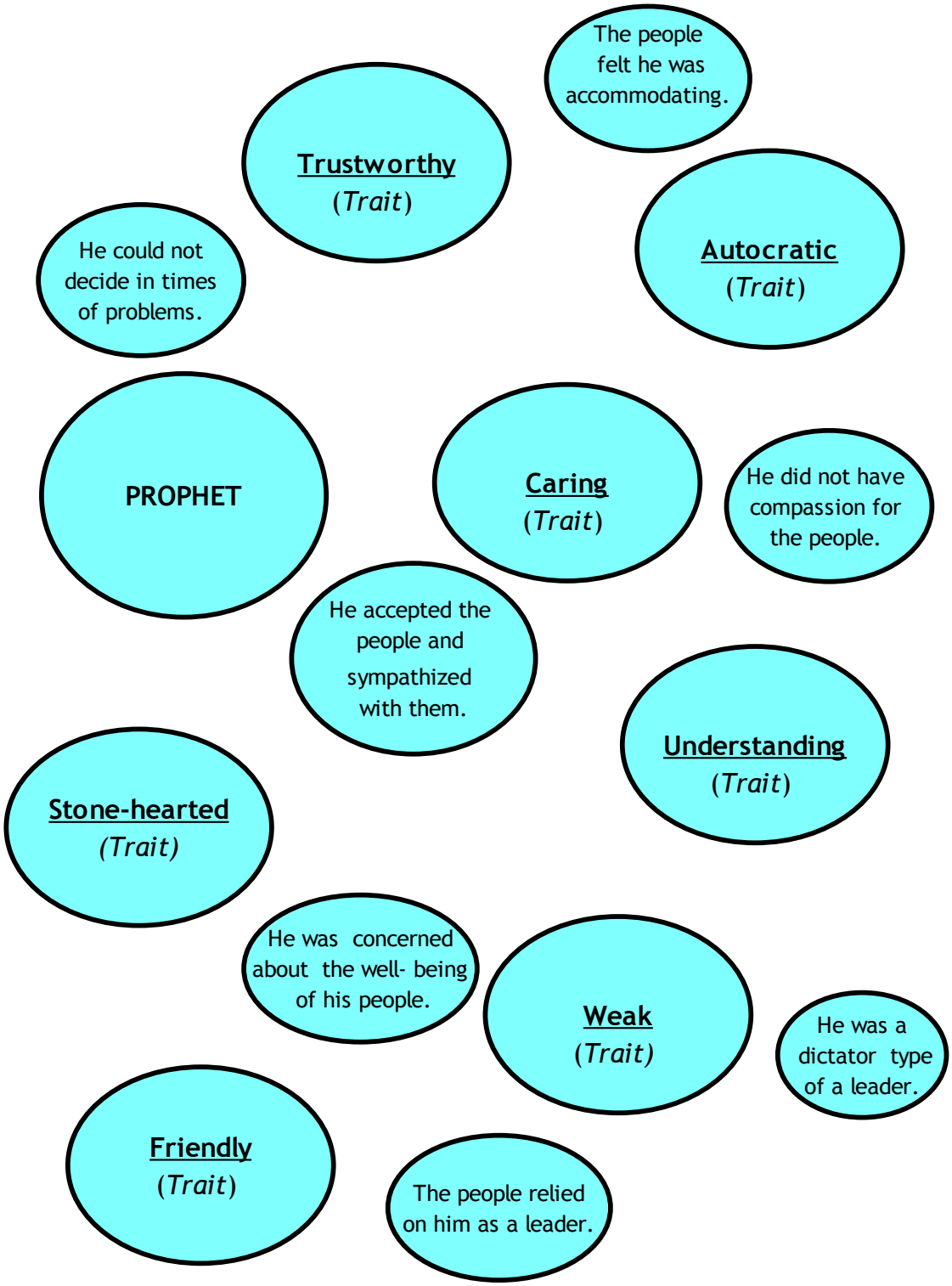
ACTIVITY 5B – TASK 5

Task 5
Complete the **Character web** with the chips containing the possible good character traits of the Prophet and why do you think so.



ACTIVITY 5B

Task 5 – *Possible Answer Chips*



ACTIVITY 5B – TASK 6

TASK 6
Pretend that you are media men.
Arrange the strips of paper to form a **news story** citing the wisdom of the wise Adviser in the story,
"Vision of the Counselor".

The man promised to show to the Ruler the Prophet within thirty days after getting a chest of gold coins as reward.

Thus, the Ruler saw the Prophet instantly!

Ruler sees the Prophet

He was not able to fulfill his promise to the Ruler. He was supposed to be punished for the great mistake.

The Ruler saw the Prophet when the Wise Counselor decided to pay more money to a poor man - swindler.

But, the Wise Counselor decided to reward him more, instead.

ACTIVITY 5B – TASK 7

TASK 7
Using the features of the **Word map,**
arrange the chips containing details of a given word
that has relevance in the story, "Vision of the Counselor".

Word

What is it like?

Definition

Examples

Non Examples

ACTIVITY 5B

Task 7 – *Possible Answer Chips*

a moral lesson

foolishness

good judgment

a piece of advice

Wisdom

It is an insight or a foresight.

clear thinking

quarrel

a wake-up call

ASSESSMENT 2

Checklist for Group Work

CRITERIA	Members participated well during their discussion.	Responsibility for the task is shared evenly to all members.	Output revealed deep understanding of the reading text.	Members reflected awareness of other's views and opinions in their discussions.

ASSESSMENT 3

Peer Assessment Checklist

Name : _____ Peer : _____
Yr and Sec.: _____ Date : _____

PEER ASSESSMENT CRITERIA			
He/she listens attentively and courteously while others are talking.			
He/she allows others to talk and not monopolize the activity.			
He/she works cooperatively to perform the group task.			
He/she uses polite expressions in reacting to the ideas of others.			
He/she speaks clearly and gives clear reasons for his/her opinions.			
He/she shares his ideas clearly.			

Suggestions for Improvement:

_____

_____

_____

_____

For the Teacher: Translate the information in this Learning Guide into the following matrix to help you prepare your lesson plans.

Stage	1. Activating Prior Learning	2. Setting the Context	3. Learning Activity Sequence	4. Check for Understanding	5. Practice and Application	6. Closure
Strategies						
Activities from the Learning Guide						
Extra activities you may wish to include						
Materials and planning needed						
Estimated time for this Stage						

Total time for the Learning Guide | | Total number of lessons needed for this Learning Guide | |