Grade Six English
Module 8: Cause and Effect
Third Grading
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Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 5

Basic Education Curriculum Competencies

Grade 6 English: Cause and Effect

- **Listening**
  - Give possible cause/effect to situations/news stories heard

- **Speaking**
  - Use a variety of sentences as to structure
    - **Simple**
      - simple subject with compound predicate
      - compound subject and simple predicate
      - simple subject and compound predicate
      - compound predicate and compound subject
    - **Compound**
      - using connectors and and but
    - **Complex**
      - dependent and independent clause

- **Reading**
  - Perceive relationship
    - Tell the relationship expressed in the selection as to cause and effect
    - Give other possible causes to a given effect and other effects to a given cause

Objectives

- Give possible cause/effect to situations or stories heard.
- Answer specific questions.
- Use simple sentence with:
  - simple subject and simple predicate.
  - compound subject and simple predicate.
  - simple subject and compound predicate.
  - compound subject and compound predicate.
- Use compound sentence with connectors “and” and “but”.
- Use complex sentence with dependent dependent and independent clause.
- Improve vocabulary through context clues.
- Note significant details in a story read.
• Tell the relationship expressed in the story as to cause and effect.
• Give possible cause to a given effect.
• Give a possible effect to a given cause.
• Write a variety of sentences.
• Identify causes and effects of some social and environmental problems.

Essential concepts, knowledge and understandings targeted
• Environmental and social problems have causes and effects.
• A simple sentence may have
  • a simple subject and simple predicate.
  • compound subject and simple predicate.
  • simple subject and compound predicate.
  • compound subject and compound predicate.
• A Compound sentence consists of two complete ideas or independent clauses connected by “and” or “but”.
• A Complex sentence is made up of one independent clause and at least one dependent clause.

Specific vocabulary introduced
• rice stalks
• scattered
• breeze
• frightened
• anxious
• torch
• creaked and rocked
• rice stacks

Suggested organizational strategies
• Prepare complete materials ahead of time.
• Produce enough activity sheets to be used.

Opportunities for Integration
Science Integration:
• Identify causes and effects of some environmental and social problems.
Activities in this Learning Guide

Activity 1: Consequence and Sequel

Multiple Intelligences

• Interpersonal
• Verbal/Linguistic

Skills

• Grasp meaning
• Predict, draw conclusions
• Knowledge of major ideas
• Order, group, infer causes
• Observation and recall of information
• Predict consequences

Text Types

• Narrative

Activity 2: Picture Speaks!

Multiple Intelligences

• Interpersonal
• Verbal/Linguistic

Skills

• Knowledge of major ideas
• Order, group, infer causes
• Generalize from given facts
• Compare and discriminate between ideas

Text Types

• Factual Description

Activity 3: Unlocking of Difficulties

Multiple Intelligences

• Interpersonal
• Verbal/Linguistic

Skills

• Grasp meaning
• Knowledge of major ideas
• Recognition of hidden meanings
• Observation and recall of information

Text Types
• Narrative

Activity 4: Let's Read!

Multiple Intelligences
• Interpersonal
• Verbal/Linguistic

Skills
• Grasp meaning
• Predict, draw conclusions
• Make choices based on reasoned argument
• Order, group, infer causes
• Observation and recall of information

Text Types
• Narrative

Activity 5: Find Out

Multiple Intelligences
• Interpersonal
• Verbal/Linguistic

Skills
• Grasp meaning
• Predict, draw conclusions
• Order, group, infer causes
• Interpret facts, compare, contrast
• Predict consequences

Text Types
• Narrative

Activity 6: As Simple As This

Multiple Intelligences
• Interpersonal
• Verbal/Linguistic
Skills

- Grasp meaning
- Mastery of subject matter
- Knowledge of major ideas
- Understanding information
- Observation and recall of information

Text Types

- Narrative

Activity 7: Mind Your Picture

Multiple Intelligences

- Visual/Spatial
- Interpersonal
- Verbal/Linguistic

Skills

- Predict, draw conclusions
- Mastery of subject matter
- Knowledge of major ideas
- Observation and recall of information
- Predict consequences

Text Types

- Narrative

Activity 8: Write Me a Paragraph

Multiple Intelligences

- Intrapersonal
- Verbal/Linguistic

Skills

- Predict, draw conclusions
- Mastery of subject matter
- Knowledge of major ideas
- Observation and recall of information
- Interpret facts, compare, contrast
- Predict consequences
Text Types
- Narrative

Activity 9: Say What You’ve Learned

Multiple Intelligences
- Interpersonal
- Naturalist

Skills
- Organization of parts
- Mastery of subject matter
- Knowledge of major ideas
- Observation and recall of information

Text Types
- Narrative

Key Assessment Strategies
- Checklists
- Rubrics
- Observation
- Paper and Pencil Test
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

Cause and effect shows the relationship between two things when one thing makes the other thing to happen.

To activate the prior knowledge of students about the topic, students will be engaged in an activity that will challenge them to determine consequences of actions made. They will do this by filling up a consequence chart.

Strategies

Action-Consequence is a strategy that involves the crystallization of the process of looking ahead to see the consequences of some actions, plans, decisions, rules, and/or inventions.

Chart is a graphic organizer that is useful presenting and displaying information or instructions, especially in a classroom or other educational situations.

Materials

- Students’ Activity Sheet 1 “Consequence Chart” on page 19.
- Pentel pens
- Assessment 1 “Consequence Chart” on page 20.

Activity 1: “Action-Consequence ”

1. Form groups of 5. Let them choose their leader, secretary, and a reporter.
2. Distribute the Students’ Activity Sheet 1 “Consequence Chart” on page 19.
3. Explain the directions.
4. Give them enough time to finish the activity.
5. Ask the reporters to present their group’s output.
6. Process the activity by asking: What should you consider before making a decision?

Formative Assessment

The activity of the students will be assessed using a checklist. (See Assessment 1 “Consequence Chart” on page 20)

Roundup

Students should have learned and shared their prior knowledge about the effects or consequences of some actions or situations.

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

Using a “Picture”, students will get information about fire. Cause and effect is further introduced through “Brainstorming” activity where students will identify the causes and effects of fire. The students will be grouped and will be made to write their ideas in “Bubble Quotes”. This interactive activity provides participation and develops thinking skills among students.
Strategies

Photographs/ Pictures are very effective visual prompts for the children in the elementary grades. They can stimulate discussion and increase students' understanding of a concept.

Brainstorming is a strategy used to generate many ideas.

Bubble Quotes is a strategy that allows for different perspective of a particular topic to be presented in a non-threatening manner. Students will write their ideas in a bubble quote. New bubbles can be added to allow more ideas.

Materials

- Teachers' Resource Material 1 “Photograph” on page 21
- Students' Activity Sheets 2a and 2b “Picture Speaks” on pages 22-23

Activity 2: “Picture Speaks!”

1. Divide the class into 5 groups. Let them choose their leader, secretary, and reporter.
2. Distribute to the groups Students Activity Sheets 2a-2b “Picture Speaks” on pages 15-16.
3. Explain the directions.
4. Give each group enough time to do the task.
5. Instruct the groups to write the causes and effects in complete sentences
6. Let the reporters in each group post and present their output.
7. Process the activity by asking: How can you classify the effects of fire? (Elicit answers: Fire is a friend and an enemy). Give examples.

Formative Assessment

Check the answers of the students in their Activity Sheets.

Roundup

To sum up the activity, ask few volunteers to relate the effects of fire to recent news that they heard/seen on TV/radio or experienced in their community.

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, students will read a story entitled “The Burning of the Rice Field” written by Lafcadio Hearn. The story is about “Tsunami”, a Japanese word for a great fast moving ocean or a tidal wave caused by earthquakes, volcanic eruptions and other movements on the ocean floor. It also tells how a great man sacrificed his wealth to save the lives of the village people from a tidal wave.

The students will be engaged in various activities using different strategies such as Context Clue, Sustained Silent Reading (SSR), Small Group Discussion, and Expert Jigsaw. They are also expected to increase their vocabulary through context clues, tell cause and effect the relationship expressed in the story by using simple, compound and complex sentences.
Strategies

**Context Clues** is a strategy in teaching vocabulary that develops students’ awareness and skills in looking for the meaning of words within a text or within a context.

**Graphic Organizer** is a strategy that provides visual representation as a means of organizing and presenting information. It makes the thinking of the students visible. It helps students represent abstract concepts and ideas in concrete forms. It displays the relationships between pieces of information, connect new learning to prior learning and generally organize information into a more useful form.

- **Context Clue Chart** is a graphic organizer where students write on the appropriate column the definitions/meanings of the difficult words.
- **T-Chart** looks like a capital letter T. It helps learners in differentiating and clarifying concepts or ideas. This can be done on the chalkboard or written on charts. Cut-out strips will be used to complete the chart.

**Sustained Silent Reading (SSR)** is a period of uninterrupted silent reading. Independent reading time is not only enjoyable, but it also helps learners increase reading skills and provides quiet reading work that a class can do while the teacher gives individual help.

**Small Group Discussion** is an activity where members of the group discuss on issues and share each other’s ideas.

**Expert Jigsaw** is a structure for small group work that encourages participation, cooperative learning, individual accountability and group responsibility. The task is divided up among base-group members, experts form groups to collaborate further and decide what and how to report back to their Base Groups.

Materials

- Students’ Activity Sheets 3 “Unlocking of Difficulties” on page 24.
- Students’ Activity Sheet 4 “Let’s Read!”, (“The Burning of the Rice Field”) Text for Story Reading on pages 25-26
- Students’ Activity Sheets 5 “Find Out” on page 27
- Students Activity Sheet 6 “As Simple As This” on page 28
- Students Resource Material 6a-6f on pages 29-34
- Teachers Resource Material 2 “Lecturette” on page page 35
- Assessment 2 “Group Performance Rating Scale on page 39=

Pre-Reading:

**Activity 3: Unlocking of Difficulties**

1. Divide the class into eight groups. Let them choose a leader and a reporter.
2. Distribute the Student Activity Sheet 3 “Unlocking of Difficulties” on page 24.
3. Explain the directions.
4. Let them do the activity. Give them enough time to do it.
5. Ask the group reporters to present their output to the class.
During Reading:

Activity 4: “Let's Read!”

1. Use the same groupings in Activity 3.
2. Present the motive question.
   “Did Hamaguchi make the right decision?”
3. Give each student a copy of the reading text “The Burning of the Rice Field” and instruct them to read silently. (See Students Activity Sheets 4 on pages 25-26).
4. Give them enough time to do the silent reading.
5. Instruct the leader of each group to organize a short discussion to share their understanding about the motive question.
6. Let the students answer the following comprehension questions:
   – Where did the story happen?
   – What did Hamaguchi do when he felt the earthquake?
   – Why did Hamaguchi burn his rice field?
   – What could have happened if Hamaguchi did not burn his rice field?
   – What traits were shown by Hamaguchi? Support your answer.
   – What would you have done if you were in Hamaguchi's place? In Tada's place?
7. Process the activity by asking: Do you think there are still people like Hamaguchi nowadays? Cite examples.

Post Reading:

Activity 5: “Find Out”

1. Use the same groupings in the previous activity.
2. Distribute Students Activity Sheet 5 “Find Out” on page 27.
3. Explain the directions.
4. Give them enough time to do the activity.
5. Let each group present their outputs.
6. Process the activity by asking: What insights have you learned from the story

DIRECT SKILLS INSTRUCTION

Activity 6: “As Simple As This”

Note: Students Resource Material 6a-6f on pages 29-34 should have been posted on designated areas of the classroom before doing the activity.

1. Have a short review about Sentence, Subject, Predicate, Independent Clause, Dependent Clause and Connectors.
   • **Sentence** is a word or group of words that expresses a complete thought or idea
   • **Subject** is what (or whom) the sentence is about.
   • **Predicate** tells something about the subject.

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Learning Guide, January 2009
• **Independent Clause** is a group of words that presents a complete thought and can stand alone as a sentence.

• **Dependent Clause** is a group of words which does not present a complete thought and cannot stand alone as a sentence.

• **Connectors** are used to express relationships between ideas and to combine sentences.

2. Form home groups with 6 members each and distribute their group task. (See Students Activity Sheet on page 28).

3. Number each member (1-6). Name them EXPERT 1, EXPERT 2, EXPERT 3, EXPERT 4, EXPERT 5, and EXPERT 6.

4. Gather all EXPERTS 1, 2, 3, 4, 5, and 6 and instruct them to proceed to their respective designated areas.

5. Let each expert group study, discuss and understand their assigned material.

6. Give them enough time to do it.

7. Let the students go back to their home groups and share with them what they have learned.

8. Let each group perform their home group task.

9. Call a group representative to present their output.

10. Process the activity by asking students the following:

   a. What are the different kinds of sentences?

   b. What consists a simple sentence?

   c. What is the difference between the simple sentence and the compound sentence?

   d. What is the difference between the compound sentence and the complex sentence?


**Formative Assessment**

A. For the Activity 5, use assessment below.

Directions: Write the possible cause or effect to the following statements.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamaguchi was the wisest man in the village,</td>
<td>so everyone was having a good time in the village.</td>
</tr>
<tr>
<td>Hamaguchi was too tired,</td>
<td>people began to question Tada.</td>
</tr>
<tr>
<td>The great wall of water struck the shore,</td>
<td></td>
</tr>
</tbody>
</table>
B. For Activity 6, use Assessment 2 “Group Performance Rating Scale on page 39. You may also use the Activity below to check the students’ understanding on kinds of sentences.

C. Identify whether the sentence is simple, compound or complex. Write S for Simple; C for Compound and CX for Complex. Do this in your notebook.

1. The only way to have a friend is to be one.
2. Come again when you need a friend and I'll comfort you.
3. God gives us relatives but, we can choose our friends.
4. If a friend tells you a fault, always remember that he does so because he cares.
5. Friendship works both ways.

Roundup

Students should have discovered the meanings of words and phrases used in the short story, discussed and identified the causes and effects of situations and phenomenon related to the story. They should also have used simple, compound and complex sentences properly.

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**

In this stage, photographs/pictures and Corners will be used to check the ability of the students in identifying causes and effects. Pictures of environmental and social problems will be distributed to students so that their possible causes and effects will be discussed identified and will be given possible solutions. Students are also expected to write 1 simple sentence, 1 compound sentence, and 1 complex sentence from those pictures.

**Strategies**

*Photographs/ Pictures* are very effective visual prompts for the children in the elementary grades. They can stimulate discussion and increase students' understanding of a concept.

*Corners* is a cooperative strategy that enables students to choose and discuss a particular dimension of a topic.

**Materials**

- Students Activity Sheets 7a-7e (Pictures of: logs in the forest/cutting of trees, flood, malnourished child, malnourished child, and car accident on pages 40-43
- Flip Charts
- Pentel Pens
- Assessment 3 on page 44

**Activity 7: “Mind Your Picture”**

1. Use the same groupings in the previous activity.
2. Tell the students that the topic will be “Problems in the Community”.
3. Post the different pictures on pages 40-43 on the designated corners of the room.
4. Instruct the students that they are going to choose any of those pictures posted on corners and move to that particular corner. Once they are in their chosen picture/corner, they will discuss and identify its cause/s, and effect/s. They will also give the possible solutions to the problem shown in that chosen picture.

5. Let each group assign one person to take note of their discussion and answers. Remind them that they should use variety of sentences in their outputs. They will write at least 1 Simple Sentence, 1 Compound Sentence, and 1 Complex Sentence from the chosen picture. Their final answers will be written on a flip chart.

6. Guide and observe the students in each corner while doing the activity.

7. Give the groups enough time to do the task.

8. After discussion, one from each group will present their output.

9. Process the activity by asking: As a member of the community can you do something to minimize the effects of environmental and social problems in your place? Cite examples.

Formative Assessment
Check the answers of the students in their Activity Sheets using a checklist. (See Assessment 3 “Oral Presentation Output” on page 44).

Roundup
Through the interactive activity, students should have demonstrated their understanding about cause-effect relationships. They should also have written variety of sentences (simple, compound, complex).

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
This stage will allow the children to write a paragraph about an issue or a problem in their community or the country as a whole. Students are expected to identify its cause/s, effect/s and give its possible solutions.

Strategy
Paragraph Writing is a strategy where students will write a paragraph on the identified environmental and social problems showing their causes, effects, and possible solutions to those problems.

Materials
• Student Activity Sheet 8 on page 45.
• pad papers
• Assessment 4 “Rubric on Paragraph Writing” on page 46
Activity 8: “Write Me a Paragraph”

1. Write the following topics on the board:

   - Garbage
   - Drug Addiction
   - Dropping out in School
   - Increase of Rice Price

2. Let the students choose one topic and write a paragraph about it. The paragraph should contain causes and effects of the chosen topic. They should also be able to suggest possible solutions to such problems.

3. Distribute a copy of Student Activity Sheet 8 “Write Me a Paragraph” on page 45 or they may use their own papers.

4. Give them enough time to do the activity.

5. Ask some volunteers to read their paragraphs in front of the class.

6. Process the activity by asking: What realization do you have after the activity?

Formative Assessment

The outputs of the students will be assessed using a rubric on page 46.

Roundup

Students should have written a paragraph about social or environmental issue showing its causes, effects and possible solutions.

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

As a conclusion, students can show and summarize the learnings they gained through a One-Minute Speech strategy.

Strategies

One-Minute Speech is a strategy that encourages students to share information. This can be done by making the students say/summarize everything they have learned from the lessons/unit for one minute.

Exit Slip is a strategy that engages the students to synthesize their learning. It can be a One Sentence Summary of what students have learned. It can also be done by letting the students make a short list of facts they have learned.

Materials

Activity 9: “Say What You’ve Learned!”

1. Instruct the students to say/summarize everything they have learned from the lessons/topic on cause and effect and writing variety of sentences.
2. Let them write the summary on a sheet of paper. This will serve as their prompt for the talk.
3. Give them enough time to prepare.
4. Allow each student to talk for one minute. Call volunteers to talk first.

Formative Assessment
Performance of the students will be assessed using a checklist.

Roundup
Students should have given the summary of their understanding about the topic or the unit presented to them.

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.
Student Activity Sheet 1
Consequence and Sequence

Directions: Write in sequence the possible consequences to the given situation. Number 1 has been done for you.

<table>
<thead>
<tr>
<th>CONSEQUENCE CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF</td>
</tr>
<tr>
<td>THEN</td>
</tr>
</tbody>
</table>

1. If you don’t brush your teeth after eating,

1. Food particles will stay in between my teeth.
2. My teeth will start to decay.
3. I will suffer from toothache.
4. The dentist will extract my teeth.

2. If we keep on cutting trees in the forest,

1.
2.
3.
4.

3. If the price of rice keeps on increasing,

1.
2.
3.
4.

4. If you overload your electrical outlets with appliances,

1.
2.
3.
4.

5. If you throw your garbage anywhere,

1.
2.
3.
4.
## Assessment 1
Consequence Chart Checklist

<table>
<thead>
<tr>
<th>GROUP NAME</th>
<th>PERFORMANCE INDICATOR</th>
<th>TOTAL NUMBER OF CHECK MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sequenced the answers correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideas are presented logically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answers are written with correct grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentences started in capital letters and ended with period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Words are spelled correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are the possible causes of fire?
What are the possible effects of fire?
Directions: Analyze how the underlined word is used in the sentence and write its meaning on the second column.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hundreds of <strong>rice stalks</strong> bend on the rice field during harvest time.</td>
<td></td>
</tr>
<tr>
<td>2. Little houses are <strong>scattered</strong> everywhere on top of the mountain.</td>
<td></td>
</tr>
<tr>
<td>3. It’s very cold on the beach every morning. Strong <strong>breeze</strong> is blowing from the sea.</td>
<td></td>
</tr>
<tr>
<td>4. People have seen that the whole village have been destroyed. All of them were <strong>frightened</strong>.</td>
<td></td>
</tr>
<tr>
<td>5. He is <strong>anxious</strong> to speak in front of many people, that his voice trembled.</td>
<td></td>
</tr>
<tr>
<td>6. The <strong>torch</strong> has been lighted. Everybody can see their way now going to the village.</td>
<td></td>
</tr>
<tr>
<td>7. The earthquake made the houses <strong>creaked and rocked</strong> gently for a moment.</td>
<td></td>
</tr>
<tr>
<td>8. It was a fine harvest and hundreds of <strong>rice stacks</strong> are piled near the farmhouse.</td>
<td></td>
</tr>
</tbody>
</table>
BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE SIX ENGLISH
MODULE 8: CAUSE AND EFFECT
THIRD GRADING PERIOD

Student Activity Sheet 4
Let's Read

The Burning of the Rice Field
by: Lafcadio Hearn

Far away in Japan, many years ago, lived good old Hamaguchi. He was the wisest man of his village, and the people loved and honored him.

Hamaguchi was a wealthy farmer. His farmhouse stood on a hillside high above the seashore. Down by the shore, and scattered up the hill, were the houses of his neighbors. Around his own house, the ground was flat, like the top of a huge step in the hillside, and all about him stretched his rice fields.

It was the time of harvest. Hundreds of rice stalks lined Hamaguchi's fields. It had been a fine harvest, and tonight down in the village everyone was having a good time.

Hamaguchi sat outside his house and looked down into the village. He would have liked to join the other villagers, but he was too tired - the day had been very hot. So he stayed at home with his little grandson, Tada. They could see the flags and the paper lanterns that hung across the streets of the village and see the people getting ready for the dance. The low sun lighted up all the moving bits of color below.

It was still very hot, though a strong breeze was beginning to blow in from the sea. Suddenly the hillside shook - just a little as if a wave were rolling slowly under it. The house creaked and rocked gently for a moment. Then all became still again.

"An earthquake," thought Hamaguchi, "but not very near. The worst of it seems far away."

Hamaguchi was not frightened, for he had felt the earthquake many times before. Yet he looked anxiously toward the village. Then, suddenly, he rose to his feet and looked out at the sea. The sea was very dark and strange to say, it seemed to be running away from the land.

Soon all the village had noticed how the water was rolling out. The people hurried down to the beach. Not one of them had ever seen such a thing before.

For a moment, on the hillside, Hamaguchi stood and looked. Then he called, "Tada! Quick - very quick! Light me a torch!"

Tada ran into a house and picked up one of the torches that stood ready for use on stormy nights. He lighted it and ran back to his grandfather. Quickly the old man grabbed the torch and hurried to the rice fields. Tada ran with him, wondering what was going to do.

When they reached the first row of rice stacks, Hamaguchi ran along the row, touching the torch to each stalk as he passed. The rice was dry and the fire caught quickly. The sea breeze, blowing stronger, began to drive the flames ahead. Row after row, the stacks caught fire. Soon flames and smoke towered up against the sky.

Tada ran after his grandfather, crying, "Grandfather, why? Why?"
Had his grandfather gone mad? Why was he burning the rice that was their food and all their wealth? But Hamaguchi went on from stack to stack till he reached the end of the field. Then he threw down his torch and waited.

The bell-ringer in the temple on the hill saw the flames and set the big bell booming. And, down on the beach, the people turned and began to climb the hill. If Hamaguchi rice fields were afire, nothing would keep them from helping him.

First up the hill came some of the young men who wanted to fight the fire at once. But Hamaguchi stood in front of the fields and held out his hands to stop them.

“Let it burn,” he ordered. “Let it burn.”

Soon the whole village was coming. Men and boys, women and girls, mothers with babies on their backs, and even little children came. Children could help pass buckets of water.

Still Hamaguchi stood in front of his burning fields and waited. Meanwhile the sun went down.

The people began to question Tada. What had happened? Why wouldn't his grandfather let them fight the fire? Was he mad?

“I don't know,” cried Tada, for he was really frightened. “Grandfather set fire to the rice on purpose. I saw him do it!”

“Yes,” cried Hamaguchi. I set the fire to the rice. Are all the people here now?

The villagers looked about them. Then they answered, All are here, but we don't understand.”

“Looked!” shouted Hamaguchi, as loud as he could. He was pointing to the sea. Far, far out, where the sea and sky seem to meet, stretched a cloudy line that came nearer and nearer. It was the sea coming back to the shore. But it towered like a great wall of rock. It rolled more swiftly than a kite fly.

“The sea!” screamed the people. Hardly had they spoken, when the great wall of water struck the shore. The noise was louder than any thunder. The hillside shook. A sheet of foam was dashed far up to where the people stood.

When the sea went back, not a house was left below them on the hillside or along the shore. The whole village had been swept away.

The people stood silent, too frightened to speak. Then they heard Hamaguchi saying gently, “That is why I set fire to the rice... My house still stands, and there is room for many. The temple on the hill still stands. There is a shelter there for the rest.”

Then the people woke, as if from a dream, and understood. Hamaguchi had made himself poor to save them, and they bowed their foreheads to the ground before him.
Directions: Based on the story, identify the cause and effect of the given situations.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>SITUATION</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaking of the hillside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burning of the rice field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ringing of the bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing out of the houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running to the hillside</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group Task:
Write three (3) examples of each kind of sentences. You may copy from the text or formulate your own sentences.

I. SIMPLE SENTENCE
   1. 1 Subject + 1 Predicate
      a) ____________________________________________________________.
      b) ____________________________________________________________.
      c) ____________________________________________________________.
   2. 1 Subject + 2 Predicates
      a) ____________________________________________________________.
      b) ____________________________________________________________.
      c) ____________________________________________________________.
   3. 2 Subjects + 1 Predicate
      a) ____________________________________________________________.
      b) ____________________________________________________________.
      c) ____________________________________________________________.
   4. 2 Subject + 2 Predicates
      a) ____________________________________________________________.
      b) ____________________________________________________________.
      c) ____________________________________________________________.

II. COMPOUND SENTENCE
    1. ____________________________________________________________.
    2. ____________________________________________________________.
    3. ____________________________________________________________.

III. COMPLEX SENTENCE
    1. ____________________________________________________________.
    2. ____________________________________________________________.
    3. ____________________________________________________________.
A. Study the following examples:
   1. Hamaguchi is kind.
   2. Tada is obedient.

B. Answer the following questions:
   1. What is the subject of the first sentence? *(HAMAGUCHI)*  
      How many subjects does the first sentence have? *(ONE)*  
      What is the predicate of the first sentence? *(KIND)*  
      How many predicates does the first sentence have? *(ONE)*  
   2. What is the subject of the second sentence? *(TADA)*  
      How many subjects does the second sentence have? *(ONE)*  
      What is the predicate of the second sentence? *(OBEDIENT)*  
      How many predicates does the second sentence have? *(ONE)*

C. Remember:

   A simple sentence may have one subject and one predicate.

D. More Examples:
   1. Milk is nutritious.
   2. Nasser sings.
   3. Posters cover my bedroom walls.
   4. Fruits are important to our body.
   5. Alyssa plays on their yard.
A. Study the following examples:

3. Hamaguchi is wealthy and kind.
4. Tada is obedient and industrious.

B. Answer the following questions:

1. What is the subject of the first sentence? (HAMAGUCHI.)
   How many subjects does the first sentence have? (ONE)
   What are the predicates of the first sentence? (WEALTHY and KIND.)
   How many predicates does the first sentence have? (TWO)

2. What is the subject of the second sentence? (TADA)
   How many subjects does the second sentence have? (ONE)
   What is the predicate of the second sentence? (OBEDIENT and INDUSTRIOUS)
   How many predicates does the second sentence have? (TWO)

C. Remember:

   A simple sentence may have one subject and two predicates.

D. More Examples:

1. Milk is nutritious and delicious.
2. Nasser sings and plays guitar.
3. Posters cover and beautify my bedroom walls.
4. Fruits are important and needed by our body.
5. Alyssa plays and runs on their yard.
Student Resource Material 6c
AS SIMPLE AS THIS
Simple Sentence (For Expert Group 3)

A. Study the following examples:
   1. Hamaguchi and Tada were kind.
   2. Men and women were warned.

B. Answer the following questions:
   1. What are the subjects of the first sentence? (HAMAGUCHI and TADA)
      How many subjects does the first sentence have? (TWO)
      What is the predicate of the first sentence? (KIND.)
      How many predicates does the first sentence have? (ONE)
   2. What is the subject of the second sentence? (MEN and WOMEN.)
      How many subjects does the second sentence have? (TWO)
      What is the predicate of the second sentence? (WARNED)
      How many predicates does the second sentence have? (ONE)

C. Remember:

D. More Examples:
   1. Milk and cheese are nutritious.
   2. Nasser and Haman play guitar.
   3. Posters and pictures cover my bedroom walls.
   4. Fruits and vegetables are important to our body.
   5. Alyssa and Warren play on their yard.
A. Study the following examples:
   1. Hamaguchi and Tada were industrious and kind.
   2. Men and women ran and climbed up on the mountain.

B. Answer the following questions:
   1. What are the subjects of the first sentence? (HAMAGUCHI and TADA)
      How many subjects does the first sentence have? (TWO)
      What are the predicates of the first sentence? (INDUSTRIOUS and KIND)
      How many predicates does the first sentence have? (TWO)
   2. What is the subject of the second sentence? (MEN and WOMEN)
      How many subjects does the second sentence have? (TWO)
      What is the predicate of the second sentence? (RUN and CLIMBED UP)
      How many predicates does the second sentence have? (TWO)

C. Remember:

   A simple sentence may have two subjects and two predicates.

D. More Examples:
   1. Milk and cheese are nutritious and delicious.
   2. Nasser and Haman sing and play guitar.
   3. Posters and pictures cover and beautify my bedroom walls.
   4. Fruits and vegetables are important and needed by our body.
   5. Alyssa and Warren play and run on their yard.
A. Study the following sentences:

Hamaguchi was a wealthy farmer. Tada was an obedient boy.

- a) How many simple sentences are there? (TWO)
- b) What is the first sentence? (Hamaguchi was a wealthy farmer.)
- c) What is the second sentence? (Tada was an obedient boy.)

B. Now, study this Compound Sentence:

Hamaguchi was a wealthy farmer and Tada was an obedient boy.

- How many sentences are there? (ONE)
- How many independent clauses are there in the sentence? (TWO)
- What is the first independent clause? (Hamaguchi was a wealthy farmer.)
- What is the second independent clause? (Tada was an obedient boy.)
- What connects them? (AND)

C. Remember:

A compound sentence consists of two complete ideas or independent clauses connected by “and” or “but”.

D. More Examples:

1. Milk is nutritious and cheese is delicious.
2. Nasser sings and Haman plays guitar.
3. Rosebeth is a caring nurse but Allan is a stubborn patient.
4. Jane is intelligent but she is sickly.
5. Her mother stopped her from leaving but she insisted to leave.
A. Study the following examples:

1. Tada burned the rice field that made the people climbed up the mountain.

   (independent clause) (dependent clause)

2. Hamaguchi, who is the wealthiest man in the village, sacrificed his wealth to save the lives of many people.

   (dependent clause) (independent clause)

B. Answer the following questions:

1. What is the independent clause in the first sentence? (Tada burned the rice field.)

   What is the dependent clause in the first sentence? (that made the people climbed up the mountain.)

2. What is the independent clause in the second sentence? (Hamaguchi sacrificed his wealth to save the lives of many people.)

   What is the dependent clause in the second sentence? (who is the wealthiest man in the village)

C. Remember:

   A complex sentence is made up of one independent clause and at least one dependent clauses.

D. More Examples:

1. She ate the cake that was baked for you.

2. She is singing while cooking in the kitchen.

3. The program will start as soon as the participants are all in.

4. Although my friend invited me to a party, I do not want to go.

5. I will talk to them if they are still there.
Note to the Teacher:
Below is just an additional information. You may use this as additional reference in teaching lessons on Sentence Structure. You may use this if there is a need to have a “Lecturette” to your students for further understanding and mastery.

The Structure of a Sentence
Remember that every clause is, in a sense, a miniature sentence. A Simple Sentence contains only a single clause, while a Compound Sentence and a Complex Sentence contain at least two clauses.

The Simple Sentence
The most basic type of sentence is the Simple Sentence, which contains only one clause. A Simple sentence can be as short as one word:

*Run!*

Usually, however, the sentences has a subject as well as a predicate and both the subject and the predicate may have modifiers. All of the following are simple sentences, because each contains only one clause:

*Melt!*

*Ice melts.*

*The ice melts quickly.*

*The ice on the river melts quickly under the warm March sun.*

The Compound Sentence
A Compound Sentence consists of two independent clauses (or simple sentences) joined by co-ordinating conjunctions like “and”, “but”, and “or”.

*Simple*

*Canada is a rich country.*

Simple

*It has many poor people.*

Compound

*Canada is a rich country but it has many poor people.*

The Complex Sentence
A Complex Sentence contains one independent clause and at least one dependent clause. A compound sentence sentence, however, a complex sentence contains clauses which are not equal.

Consider the following examples:

Simple

*My friend invited me to a party. I do not want to go.*

Compound

*My friend invited me to a party but I do not want to go.*

Complex

*Although my friend invited me to a party, I do not want to go.*

In the first example, there are two separate simple sentences: “*My friend invited me to a party*” and “*I do not want to go*”.

The second example joins them together into a single sentence with the coordinating conjunction “*but*”, but both parts could still stand as independent sentences. They are entirely equal of importance.

In the third example, however, the sentence has changed quite a bit: the first clause, “*Although my friend invited me to a party,*” has become incomplete or a dependent clause.

A Complex Sentence is very different from a Simple Sentence or a Compound Sentence because it makes clear which ideas are more important.

**The Subject of a Sentence**

Subjects

The subject performs the actions of the sentence. It can be a noun, noun phrase, or noun clause. To analyze sentences, grammarians have distinguished three kinds of subjects.

- **Simple Subject** is the essential noun or pronoun stripped of all modifiers.
- **Complete Subject** includes the simple subject plus any word or group of words modifying the simple subject.

  *The old, dusty books on the table haven’t been read in years.*

  Simple subject is “books”

  Complete subject is “The old, dusty books”

- **Compound Subject** consists of two or more subjects linked together by conjunctions.

  Allan and Ronald went to the beach.

  Compound subject is “Allan and Ronald”.

- **The Understood “You”**
Sometimes, as in the case of imperative sentence, the subject does not actually appear in the sentence. The invisible subject is called the Understood “You”.

Stand up!

**Predicates**

The predicate tells something about the subject. It can also be classified as simple predicate, complete predicate, and compound predicate.

- **Simple Predicate** is the essential verb or adjective in the sentence.
  
  *The show lasted for an hour.*
  
  lasted = simple predicate

- **Complete Predicate** is the verb or adjective plus its objects, complements, and adverbial modifiers that tell what the subject does or is:
  
  In the previous example, “*lasted for an hour*” is the complete predicate.

- **Compound Predicate** consists of two or more verbs or adjectives that have the same subject and are joined by conjunction such as “and” or “or”.
  
  *The show was enjoyable and informative.*

**The Clause**

Clauses come in four types: main or independent, subordinate or dependent, relative or adjective, and noun. Every clause has at least a subject and a verb.

1. **Main Clauses or Independent Clause**

Main or Independent Clause expresses a complete thought by itself.

Every main clause will follow this pattern:

```
subject + verb + Complete Thought
```

Here is an example:

*Lazy students whine.*

students = subject

whine = verb

2. **Subordinate Clause or Dependent Clause**

Subordinate clause or dependent clause depends on the independent clause for meaning. It does not express a complete thought and it cannot stand alone by itself. It is introduced by subordinate conjunctions like when, if, after, since, because, before, whenever and others.

A Subordinate Clause will follow this pattern:

```
Subordinate conjunction + subject + verb
```
= Incomplete Thought
Here is an example:

*Whenever lazy students whine*

3. Relative Clause

A Relative Clause will begin with a relative pronoun such as *who, whom, whose,* or *that* or a relative adverb like *when, where,* or *why.*

| Relative pronoun/adverb | subject | verb |

= Incomplete Thought

Here is an example:

*The lazy students, whom Mrs. Ansa hit in the head with a chalk eraser, soon learned to keep their complaints to themselves.*

4. Noun Clause

Any clause that functions as a noun becomes a *noun clause.*

Look at this example:

*You really do not know what Aunt Linda adds to her stew.*

*What Aunt Linda adds to her stew* = *noun clause*
### Group Performance Checklist

Note: Use this checklist in performing the “As Simple As This” activity.

<table>
<thead>
<tr>
<th>Directions: Use this form to give feedback about the performance of the group. Circle the appropriate number after each statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Needs Improvement</td>
</tr>
<tr>
<td>All members participated in the group activities.</td>
</tr>
<tr>
<td>Members listened to others in the group.</td>
</tr>
<tr>
<td>Members helped and encouraged others in the group.</td>
</tr>
<tr>
<td>Group members stayed on the task assigned.</td>
</tr>
<tr>
<td>Group members worked well together.</td>
</tr>
<tr>
<td>No one dominated the group discussions.</td>
</tr>
<tr>
<td>Group members practiced the cooperative skills.</td>
</tr>
<tr>
<td>Group members encouraged one another.</td>
</tr>
<tr>
<td>Group members were able to accept criticism.</td>
</tr>
<tr>
<td>Trust developed among group members.</td>
</tr>
</tbody>
</table>

Add all circled numbers for Total Score ___________ (out of 40)

Comments: __________________________________________________________

______________________________________________________________________
Directions: What are the possible causes and effects of this event? Write 1 Simple Sentence, 1 Compound Sentence, and 1 Complex Sentence.
Student Activity Sheet 7b
Mind Your Picture

Directions: What are the possible causes and effects of this event? Write 1 Simple Sentence, 1 Compound Sentence, and 1 Complex Sentence.
Directions: What are the possible causes and effects of this event? Write 1 Simple Sentence, 1 Compound Sentence, and 1 Complex Sentence.
Student Activity Sheet 7d
Mind Your Picture

Directions: What are the possible causes and effects of this event? Write 1 Simple Sentence, 1 Compound Sentence, and 1 Complex Sentence.
Assessment 3
Oral Presentation Checklist

Note: Use this checklist on “Mind Your Picture” activity.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave an interesting introduction.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presented clear explanation of topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented information in acceptable order.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used complete sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoke clearly, correctly, distinctly, and confidently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered a concluding summary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained eye contact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained acceptable posture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation was interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handled questions and comments from the class very well.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total __________ (of 30)
Directions: Write a paragraph about your chosen topic. Be able to give its causes and effects and suggest some possible solutions to it.
BASIC EDUCATION ASSISTANCE FOR MINDANAO
GRADE SIX ENGLISH
MODULE 8: CAUSE AND EFFECT
THIRD GRADING PERIOD

Assessment 4
Paragraph Writing Rubric

Note: Use this rubric on “Write Me a Paragraph”.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Sentence</strong></td>
<td></td>
</tr>
<tr>
<td>Topic Sentence is very clear, correctly placed and is stated repeatedly for emphasis in the closing sentence.</td>
<td>4</td>
</tr>
<tr>
<td>Topic Sentence is clear, correctly placed but not restated in the concluding statement.</td>
<td>3</td>
</tr>
<tr>
<td>Topic Sentence is unclear and incorrectly placed but restated in the concluding statement.</td>
<td>2</td>
</tr>
<tr>
<td>Topic Sentence is unclear and incorrectly placed and is not restated in the concluding statement.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Supporting Details</strong></td>
<td></td>
</tr>
<tr>
<td>Paragraph has 5 or more supporting details that really support the main idea.</td>
<td>4</td>
</tr>
<tr>
<td>Paragraph has 4-5 supporting details that really support the main idea.</td>
<td>3</td>
</tr>
<tr>
<td>Paragraph has 2-3 supporting details that really support the main idea.</td>
<td>2</td>
</tr>
<tr>
<td>Paragraph has 1 supporting details that really support the main idea.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Legibility</strong></td>
<td></td>
</tr>
<tr>
<td>Legible handwriting.</td>
<td>4</td>
</tr>
<tr>
<td>Marginally legible handwriting.</td>
<td>3</td>
</tr>
<tr>
<td>Writing is not legible in places.</td>
<td>2</td>
</tr>
<tr>
<td>Writing is not legible.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Mechanics and Grammar</strong></td>
<td></td>
</tr>
<tr>
<td>Paragraphs have no errors in punctuation, capitalization and spelling.</td>
<td>4</td>
</tr>
<tr>
<td>Paragraphs have 1 or 2 errors in punctuation, capitalization and spelling.</td>
<td>3</td>
</tr>
<tr>
<td>Paragraphs have 3 to 5 errors in punctuation, capitalization and spelling.</td>
<td>2</td>
</tr>
<tr>
<td>Paragraphs have 6 or more errors in punctuation, capitalization and spelling.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment 5
One- Minute Speech Checklist

<table>
<thead>
<tr>
<th>NAME</th>
<th>PERFORMANCE INDICATOR</th>
<th>TOTAL NUMBER OF CHECK MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Displays self-confidence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideas are presented logically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has eye contact with the audience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>With well-modulated voice heard enough in class.</td>
<td></td>
</tr>
</tbody>
</table>

Basic Education Assistance for Mindanao
Learning Guide, January 2009
For the Teacher: Translate the information in this Learning Guide into the following matrix to help you prepare your lesson plans.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities from the Learning Guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra activities you may wish to include</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials and planning needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated time for this Stage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total time for the Learning Guide

Total number of lessons needed for this Learning Guide