Grade Six English
Module 3 - DIRECTIONS
First Grading Period
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Information about this Learning Guide

Recommended number of lessons for this Learning Guide: 8

Basic Education Curriculum Competencies

Grade 6 English: Directions

- Listening
  - Follow a series of directions listened to
    - labeling diagrams
    - completing a chart
- Reading
  - Follow a series of directions in
    - experiments
    - prescriptions
    - cooking
- Writing
  - Write specific directions on given situations e.g. interpret a diagram/road map

Objectives

- Write specific directions.
- Write direction in cooking a specific recipe.
- Read and follow given directions correctly.
- Write a probable story passage using the given 20 words taken from the story.
- Read a story and note important details from it.
- Fill in and complete the story diagram by following directions heard.
- Write specific directions on how to color a picture.
- Color a picture by following given directions.
- Write the name of a building by following directions heard.
- Write specific directions on how to locate a place using a map.
- Conduct an experiment by following given directions.
- Act out the directions written on a sheet of paper.

Essential concepts, knowledge and understandings targeted

- Directions are easily followed if they are given in an organized manner. They should be stated in imperatives. They should be formed using a verb without “to” or any noun or pronoun in front of it.
- Failure to follow directions properly will make any activity unsuccessful.
• The probable story passage may be written using 20 words taken out from the story.
• Children who can properly give directions can also correctly follow given directions.

Specific vocabulary introduced
• directions; diagram; probable; passage; experiment

Suggested organizational strategies
• Produce enough copies of activity sheets to be used.
• Prepare materials ahead of time.
• Set up the classroom for the grouping activities.

Opportunities for Integration
Other Subject Areas
• Science and Health
• Sining (MSEP)
Peace Education
• Willingness to work with other pupils to finish assigned task or tasks.
• Encourage classmates who are performing less.
• Value the importance of cooperation and working together to do the task.
Values Education
• Respect ideas of other classmates.
• Show humility by accepting corrections and failures.
• Acknowledge classmates who are performing better.
Multicultural Education
• Activities in this module can be used by all pupils regardless of cultural beliefs and customs.
Gender Sensitivity
• Terms used in this module are gender-sensitive.
• Male and female pupils are given equal opportunity to do and finish the given task or tasks.

Activities in this Learning Guide
Activity 1: Direct Directions

Multiple Intelligences
• Interpersonal
• Intrapersonal
• Verbal/Linguistic
Skills
• Observation and recall of information
• Use information
• Grasp meaning
• Understanding information

Activity 2: Cooking Directions

Multiple Intelligences
• Interpersonal
• Intrapersonal
• Verbal/Linguistic

Skills
• Observation and recall of information
• Use information
• Understanding information

Activity 3: Who can Follow

Multiple Intelligences
• Interpersonal
• Body/Kinaesthetic
• Intrapersonal

Skills
• Use information
• Grasp meaning
• Understanding information

Activity 4: Probable Story Passage

Multiple Intelligences
• Interpersonal
• Intrapersonal
• Verbal/Linguistic

Skills
• Use information
• Understanding information
Activity 5a: "Wonderful Kids"; Activity 5b: SPOT Questions

Multiple Intelligences
- Interpersonal
- Intrapersonal
- Verbal/Linguistic

Skills
- Organization of parts
- Knowledge of dates events, places
- Observation and recall of information
- Use information
- Grasp meaning
- Understanding information

Text Types
- Narrative

Activity 6: Story Diagram

Multiple Intelligences
- Visual/Spatial
- Interpersonal
- Body/Kinaesthetic
- Intrapersonal

Skills
- Solve problems using required skills or knowledge
- Organization of parts
- Identification of components
- Use information
- Understanding information

Activity 7: Real Story Passage

Multiple Intelligences
- Interpersonal
- Intrapersonal
- Verbal/Linguistic

Skills
- Knowledge of dates events, places
• Observation and recall of information
• Knowledge of major ideas
• Generalize from given facts

Text Types
• Narrative

Activity 8a: Directions to Follow; Activity 8b: Follow as Directed

Multiple Intelligences
• Visual/Spatial
• Interpersonal
• Body/Kinaesthetic
• Intrapersonal
• Verbal/Linguistic

Skills
• Solve problems using required skills or knowledge
• Use information
• Translate knowledge into new context
• Grasp meaning
• Understanding information

Activity 9: Name that Building

Multiple Intelligences
• Visual/Spatial
• Interpersonal
• Body/Kinaesthetic
• Intrapersonal

Skills
• Use information
• Translate knowledge into new context
• Understanding information

Activity 10: Direct the Teacher

Multiple Intelligences
• Interpersonal
• Logical/Mathematical
• Intrapersonal
• Verbal/Linguistic

Skills
• Solve problems using required skills or knowledge
• Use information
• Translate knowledge into new context
• Understanding information

Activity 11: Cook that Egg!

Multiple Intelligences
• Interpersonal
• Body/Kinaesthetic
• Intrapersonal
• Verbal/Linguistic

Skills
• Solve problems using required skills or knowledge
• Verify the value of evidence
• Use information
• Translate knowledge into new context
• Understanding information

Activity 12: After Somebody

Multiple Intelligences
• Interpersonal
• Body/Kinaesthetic
• Intrapersonal
• Verbal/Linguistic
• Musical/Rhythmic

Skills
• Use information
• Translate knowledge into new context
• Understanding information

Key Assessment Strategies
• Performance Checklist
• Observation Checklist
• Scoring Rubrics
Mind Map

The Mind Map displays the organization and relationship among the competencies, 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

Directions are easily followed if they are given in an organized manner. They should be stated in imperatives that are formed using a verb without “to” or any noun or pronoun in front of it.

To activate the pupils’ knowledge on giving directions, they will have two activities to do. First, they will review how directions should be stated, and second, they will share with their classmates some recipes that they know how to cook. By the end of this stage, pupils will not only know how to make short and clear directions, but they will also be able to share their unique recipes with their classmates.

Strategy

Discovery Teaching is a constructivist approach wherein students begin learning with an activity designed to lead them to particular concepts or conclusions.

Think, Ink, Share (TIS) is a strategy wherein students/groups think of the given questions or challenges, write the answers, and share them to the whole class through displaying the written output or orally tell the answers to them.

Materials

Activity 1 Sheet “Direct Directions” on page 20
Activity 2 Sheet “Cooking Directions” on page 21
Assessment Sheet “A-B-C Directions” on page 22

Activity 1: Direct Directions

Pupils will discover how directions should be stated. By the end of the stage, they will be transforming imperative sentences to direct (exact) directions.

1. Group the class into six.
2. Distribute Activity 1 Sheet “Direct Directions” on page 20. Explain the directions if needed.
3. Do the activity.
4. Process the activity by asking the following questions: (Add more, if necessary.)
   a) What do the sentences in columns 1 and 3 tell?
   b) How did the sentences on column 1 and 3 begin?
   c) What punctuation mark do the sentences end with?
   d) How do the new sentences differ from the original sentences?
   e) What makes the new sentences better in giving directions?, etc.
      (Emphasize that the new sentences are shorter and more direct.)
5. Lead the class to form rules in giving directions. The following are some suggestions:
   a) Begin the directions with a verb.
   b) Give series of directions one at a time.
   c) Use numbers, letters or bullets to make the list of directions.
   d) Make the directions short and direct to the point., etc.
Activity 2: Cooking Directions

Pupils will give directions on how to cook common recipes prepared in their homes. They should be able to state their directions according to the rules they have formed in the preceding activity.

1. Use the same groupings in Activity 1.
2. Distribute Activity 2 Sheet "Cooking Directions" on page 21. Explain the directions, if needed.
3. Do the activity.
4. Let each group read their directions in front of the class.
5. Post their outputs on the Learning Wall so that other groups could read and/or copy them after the class.

Formative Assessment

Use the "A-B-C Directions" on page 22 to assess the activity in this stage.

Roundup

This stage should have made the pupils aware of the specific things to consider in giving directions. They should have learned the basics so that they will not find it difficult to do the activities in the succeeding stages of this Learning guide.

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

The skill on following directions may be very easy to develop but children find it hard to put it into practice. One of the findings why children sometimes make mistakes during examinations, is the failure to properly follow directions.

This stage presents an activity that will tell whether or not the pupils have already learned the skill by going through an activity following a series of written directions.

The children will surely experience fun while learning in small groups and realize the importance of reading, understanding and following directions.

Strategy

Prying Trick involves the teacher who is observing the activity of the students. The teacher doesn't have to be in or near the group of pupils to know whether they are doing correctly the activity.

Materials

Activity 3 Sheet "Who can Follow?" on page 23
Observation Checklist for Activity 3 on page 24

Activity 3: Who can Follow?

Pupils will be following written directions. They should read the series of directions first before starting with the activity. If they fail to do this, they come up with a wrong output.
1. Begin the stage with giving simple instructions like "Stand", "Walk", "Clap 3x", "Smile", "Jump 4x", "Sway your hips", etc.
2. Congratulate the pupils for actively following the directions given.
3. Prepare the pupils for the next activity. Challenge them to follow directions as fast as they can.
4. Form groups with 4 members each. Ask each group to prepare a paper and a pen.
5. Distribute Activity 3 Sheet "Who can Follow?" on page 23.
6. Allow the children to do the activity without giving any instructions on how to do it. Just tell them to read the given directions and follow them.
7. Do the activity. Observe the groups as they do the activity.

Note:
If pupils read the directions first, they will not be doing any activity but just punch three holes on their paper. If the group is so busy and sometimes noisy doing various activities, that just means they are not following the given directions correctly. You also need to remind those who finished ahead not to tell the other groups about any discovery they had made.

8. Process the activity by asking the following: (Add more if necessary.)
   a) For those who did the activity correctly, what made you successful? For those who didn't, what made you fail in achieving the objective of the activity?
   b) What insights did you gain from the activity?
   c) How important is it to follow directions?

Formative Assessment
Use the Observation Checklist on page 24 to assess the performance of each group.

Roundup
Pupils should have displayed an evidence on how well they follow directions. This skill is very important to be identified at this early stage so that the pupils and the teacher will no longer find difficulty in enhancing or improving it.

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
This stage presents a series of activities that will help the pupils develop their skills in giving and following directions. There is a narrative story provided to which some challenging and fun-filled activities will be anchored later on.

Strategy
Probable Story Passage is a great strategy to encourage prediction. To do this strategy, the teacher chooses about 20 words from the story. These words should describe the characters, setting, problem and solution of the story as well as a couple of other words thrown in. Then, students are asked to complete a passage using the words given and they can add in a few more words for the passage to make sense.
SPOT is a strategy that helps students to identify, recall and retell the key parts of a particular story. An improvement in reading comprehension may be seen with this strategy since you are giving students a way to recall information in an organized manner.

- Setting- Who, what, when, and where
- Problem- What is the problem to be solved?
- Order of Action- What happened to solve the problem?
- Tail end- What happened at the end of the story?

STORY DIAGRAM is a graphic organizer that shows a simplified and structured visual representation of the characters and main events of the story.

Materials
Activity 4 Sheet “Probable Story Passage” on page 25
Activity 5a Sheet “Reading a Story - Wonderful Kids” on pages 26-27
Activity 5b Sheet “SPOT Questions” on page 28
Activity 6 Sheet “Story Diagram” on page 29
Teacher Resource Material for Activity 6 on page 30
Assessment Sheet “Performance Checklist” on page 31

Activities
A. Pre-Reading
Activity 4: Probable Story Passage
Pupils will guess the story passage by answering questions using the given 20 words taken from the story.
1. Form groups of six.
2. Distribute to each group Activity 4 Sheet “Probable Story Passage” on page 25.
3. Challenge the pupils to write a passage using the given words.
4. Ask each group representative to read their made-up story.
5. Let the groups keep their story for some time and tell them to revisit it after the actual reading activity.

B. During Reading
Activity 5a: “Wonderful Kids”; Activity 5b: SPOT Questions
Pupils will be reading a story. While or every after reading some parts, they should be able to answer the SPOT questions on page 28.
1. Use the same groupings formed in Activity 4.
3. Let each group read the story and answer the SPOT questions as soon as they know them.
4. Have group representatives report and share their SPOT answers with the class.
5. Check the answers given by each group at the end of the activity.
C. Post-Reading

Activity 6: Story Diagram

*Teacher gives directions and pupils follow. Pupils will be able to fill in completely the Story Diagram after all directions are given.*

1. Continue the groupings formed earlier.
2. Distribute Activity 6 Sheet “Story Diagram” on page 29. Clarify the written instructions, if needed.
3. Give the directions, one at a time. Allow each group to discuss and write their answers on the appropriate shape in the diagram. Refer to Teacher Resource Material on page 30 for the order of directions to give and the possible output of the activity.
4. Check the answers of each group. Ask them to share with their classmates the lesson they got from the story.

Activity 7: Real Story Passage

*Pupils revisit their Probable Story, change the wrong guesses and rewrite the real story passage based on the actual story read.*

1. Ask each group to bring out their stories written during Activity 4 "Probable Story Passage".
2. Let them review their stories. Tell them to check whether they have guessed the correct passage or not. If they have written the incorrect passage, ask them to change it with the real one based from the story that they have just read.
3. Have a representative from each group and let him/her read the group’s final story passage.
4. Check whether the newly-written passage is now the real one.

Formative Assessment

*For Activity 6:*

Use the Performance Checklist on page 31 to assess the output of each group.

Roundup

The pupils should have displayed evidences that they comprehended the story by coming up with an acceptable or exemplary outputs in the series of activities conducted.

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

There will be four activities in this stage. Each activity is important. It is therefore recommended that all of them will be conducted.

The first two activities, “Directions to Follow” on page 32 and “Follow as Directed” on page 33, will challenge the pupils to write specific directions and these directions, in turn, will be followed by their classmates. The activities will surely be a test whether pupils can really give directions and if their classmates can follow what was asked of them to do and if the output will really be as what they have expected it to be.
The third activity, "Name that Building" on page 35, will test the pupils' skills on listening while following directions. They are to label a diagram based on the verbal directions given by the teacher.

The last activity, "Direct the Teacher" on page 37, will challenge the pupils' ability to give specific directions on how to locate a certain place using a map.

These activities are presented to really check whether the pupils have developed the skill on giving and following directions properly.

**Strategy**

**Heads On, Hands On** is any instructional activity that emphasizes pupils working with a project that involves thinking of ideas and actually doing what is thought. In the activity presented in this stage, pupils will be thinking of how to write specific directions to color a picture and later on, doing what other groups directed them to do.

**Directed Activity** is a strategy that emphasizes the teacher giving instructions to the pupils and describing what the students should be doing.

**Map-based Directions** is an challenging strategy that will challenge pupils to give directions on how to locate a building or a specific place using a map.

**Materials**

Activity 8a Sheet "Directions to Follow" on page 32  
Activity 8b Sheet "Follow as Directed" on page 33  
Activity 9 Sheet "Name that Building" on page 35  
Teacher Resource Sheet for Activity 9 on page 36  
Activity 10 Sheet "Direct the Teacher" on page 37

**Activity 8a: Directions to Follow; Activity 8b: Follow as Directed**

A group will write specific directions on how to color a picture. Another group will be the one to follow the given directions. By the end of the activity, the class decides whether the output is really what it is supposed to be.

1. Divide the class into 10 groups.
2. Distribute to each group a copy of Activity 8a Sheet "Directions to Follow" on page 32. Explain the given directions if needed.
3. Do the first activity.
4. Distribute to each group Activity 8b Sheet "Follow as Directed" on page 33.
5. Let the group follow the directions that they received, not the ones that they have originally written and given to the other group.
6. Post the outputs (colored picture and the list of directions received) of each group on the wall or on any part of the classroom.
7. Let each group observe the work of others and write comments about them.
8. Have groups share their observations with the class.
9. Process the activity done by asking the following: (Add more if necessary.)
   1. How were you able to color the picture?
   2. Did you easily color the picture? If yes, what helped you do it? If no, what difficulties did you encounter?
3. What makes directions easy to follow?
4. Why is it important to write specific directions?

Activity 9: Name that Building

The teacher directs the pupils to write the name of each building on the map.

1. Form small groups.
2. Distribute Activity 9 Sheet "Name that Building" on page 35. Let each group observe the map and ask them what is missing. (names of the building)
3. Remind each group to listen carefully so that they could follow the given directions correctly.
4. Review terms like corner, between, beside, in front, adjacent etc. to give the pupils some clues as to which building should they name.
5. Do the activity. Refer to Teacher Resource Sheet for Activity 9 on page 36 for the directions to give.
6. Check the outputs of each group.

Activity 10: Direct the Teacher

Pupils will be writing specific directions to locate a building or a place using a road map.

1. Continue the small groups formed in the previous activity.
2. Challenge the groups to help a teacher go to a certain building or place in Barangay Bayani by giving her specific directions to follow.
3. Review some terms like corner, straight, between, beside, turn right, turn left, etc. to help the pupils in giving directions.
4. Distribute a copy of Activity 10 Sheet "Direct the Teacher" on page 37.
5. Read aloud the given situation.
6. Do the activity.
7. Process the activity by asking the pupils the following: (Add more if necessary.)
   a) Do you think the teacher can follow the directions that you gave? Why?
   b) How did you state your directions?
   c) Is giving directions easy to do? Why?
   d) Which is easier to do? Giving directions or Following directions? Why?
   e) What helped you give clearer directions?, etc...

Formative Assessment

For Activity 8a and 8b:
Use the Checklist on page 34 to assess the performance of each group.

For Activity 10:
Use the Rubric on page 38 to assess the output of each group.

Roundup

Pupils should have displayed evidences of their learning by giving, writing and following directions. They should also have realized the importance of giving specific directions so that anyone would find them easy to follow and therefore do or produce things properly.
They should also have performed well in the activities and are now ready to practice and apply their newly-gained skills to other situations.

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**

Doing experiments is an interesting activity. Pupils should follow each of the given directions carefully and correctly to make the experiment successful. One wrong move may hamper the accuracy of the result.

In order to apply what the pupils learned in the previous stages, they will be doing an experiment that will not only need their skill in manipulating objects, teamwork, comprehension and answering questions, but most especially their skill in following directions.

**Strategies**

- **Experimenting** is an exciting test activity to find out something or to see whether a theory is correct.
- **Hands On** is an instructional activity that emphasizes pupils working with objects relevant to the content being studied.

**Materials**

Activity 11 Sheet "Cook that Egg" on pages 39-40

For the pupils: 3 large raw eggs; Pan (with lid) with access to heat source; spoon or ladle; 1 small, clear cup or jar; 3 small paper plates; Knife; permanent marker; cold water

**Activity 11: Cook that Egg!**

Pupils will apply their skill on following directions by doing an experiment.

1. Divide the class into small groups.
2. Explain the objective of the experiment. (Prove the hypothesis; Follow directions carefully and correctly; etc.)
3. Prepare the needed materials. Remind the pupils to be careful in handling the materials especially during cooking and peeling.
5. Do the activity.
6. Let each group share their findings with the class. Ask the following: (Add more if necessary.)
   a) Do you think your experiment was successful? Why?
   b) What helped you achieve the objectives of your experiment?
   c) What could have happened if you did not follow properly the given directions?

**Formative Assessment**

Use the rubric presented on page 41 to assess the performance and output of each group.
Roundup

The pupils should have realized that they will never go wrong if they will follow directions carefully and properly.

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

To see an evidence of pupils’ learning on following directions, this stage presents a very exciting activity that will surely make the pupils alive, alert and enthusiastic.

Strategies

Cooperative Dyad involves a pair of pupils working together to do and finish assigned tasks confidently and successfully.

Cuing is an effective strategy to develop the pupils’ observation skills. It is a signal, such as a word or action, used to prompt another event in a performance. In the activity presented in this stage, pupils should observe the cues from other pairs to tell them when to act out their chosen task or tasks.

Materials

strips of directions per pupil (See Teacher Resource Sheet for Activity 112 on page 42)
Pair Assessment for Activity 12 "Yes-No Observation Checklist "on page 44

Activity 12: After Somebody

Pupils act out the directions on their strips only after a previous action is done by their classmates. There should be focus and keen observation to make this activity successful.

1. Form pairs.
2. Have them pick out a strip. (Refer to Teacher Resource Sheet on page 42)
   Sample strip:
   
   After somebody STANDS UP AND HOPS FIVE TIMES ON ONE FOOT, then you will RECITE "PANUNUMPA SA WATAWAT."

3. Explain directions of the activity. Try it out if needed.
   Each pair must pay close attention to the actions of every other pair. When they see another pair doing the activity that appears on their strip after the words After somebody, they should be ready to do whatever action appears on their strip after the words then you will.  

4. Start the activity. Do the first action (Clap 3x, stamp 3x, and say "Let the fun begin!"). Make sure all pairs have acted out according to their strips.

5. Process the activity by asking the following: (Add more if needed.)
   a) What specific skill is challenged in the activity?
   b) What helped you do your chosen task?
   c) Do you think the activity was successful? Why or why not?
d) What important lessons did you learn in the activity?
e) Why do we need to follow directions correctly?

6. Collect the strips of paper.

*Note: You might want to repeat the activity to see if students really have mastered the skill. Form new pairs and have them pick new strips, so they have a new action to do and will have to focus on their new chosen task. Try to see if they can beat the time spent during their first round of the activity.*

**Formative Assessment**

Let the members of the pair assess each other’s performance. Distribute a copy of the Pair Assessment Checklist on page 44.

**Roundup**

Through the activity, pupils should have displayed evidence that they can understand given directions and follow them correctly. The importance of observing cues is also emphasized in this stage and pupils should have manifested this skill as well.

**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 - DIRECT DIRECTIONS

Read the sentences on the first column. Then, follow the given directions on the second column. Finally, write the new sentence on the last column. Remember to start your new sentence with a capital letter and end it with a punctuation mark.

<table>
<thead>
<tr>
<th>Read the original sentences below.</th>
<th>Follow the directions.</th>
<th>Write the new sentences here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You need to carry your own chair to the gym.</td>
<td>Copy the 1st sentence starting with the fourth word.</td>
<td></td>
</tr>
<tr>
<td>2. You must write the answers on the board.</td>
<td>Copy the 2nd sentence starting with the third word.</td>
<td></td>
</tr>
<tr>
<td>3. You should turn left after jumping five times.</td>
<td>Copy the 3rd sentence starting with the third word.</td>
<td></td>
</tr>
<tr>
<td>4. You have to plant the seedlings on the vacant lot.</td>
<td>Copy the 4th sentence starting with the fourth word.</td>
<td></td>
</tr>
<tr>
<td>5. You count all the books in the shelf.</td>
<td>Copy the 5th sentence starting with the second word.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2
COOKING DIRECTIONS

Directions:
1. Think of one recipe that you know and you have tried cooking at home.
2. Write the name of your recipe.
3. Write specific directions on how to prepare and cook your recipe.
4. Share your recipe with your classmates by reading them in front of the whole class. (The whole group will read the cooking directions.)

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Name of Recipe

Procedure:
________________________________________________________________________
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________________________________________________________________________
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Assessment for Activity 2 and 3
A-B-C (Accurate, Brief, Clear) DIRECTIONS

Read the text in cooking a product in a microwave.

This is how to cook this product in a microwave. You need to take off the paper sleeve that the product was bought in. Then you need to make some holes in the plastic lid so that the steam can escape. You should then put the product in the microwave and cook it on full power for three minutes.

The product will need to be left to stand for 2 minutes before you cook it anymore. After you have left it to stand you should stir the product to make sure it cooks right through. Then you should cook the product for another three minutes.

HOW TO COOK THIS PRODUCT IN A MICROWAVE:

1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________
6. _________________________________________________________________
7. _________________________________________________________________

Basic Education Assistance for Mindanao
Activity 3 - WHO CAN FOLLOW?

Directions: You have 5 minutes to do this activity. Carefully read all of the instructions before doing anything. Good Luck!!

1. Write today's date, month-day-year, on the top right hand corner of your paper.
2. Write your names on the top left hand corner of the paper, below the date.
3. Draw five small squares under your names.
4. Put an X in each square you drew.
5. Put a circle around each square.
6. Put an X beside your last names.
7. Multiply 733 by 11 at the back of your paper.
8. Draw a rectangle around the product of the two numbers in sentence 7.
9. Say your first names loudly when you read this so your teacher can see who got this far.
10. Clap your hands 10 times if you think you have followed directions carefully up to this point.
11. Turn your paper to the front page and underline all your first names.
12. Add 109.34, 100.12 and 312.11 at the bottom right corner of the front page.
13. Circle the sum of the three numbers that you added.
14. Count from one to ten, then ten to one, in a loud voice.
15. Punch three small holes at the center of your paper using your pen.
16. Say “We are great!” three times.
17. Write the numbers from 1 to 10 below the squares that you have encircled in directions no. 5.
18. Underline all the even numbers from 1-10.
19. Congratulate yourselves for reading these instructions. Now, you are ready to do your activity. Ignore all other instructions after this. You don't need to do anything but to go back to number fifteen and follow what it tells you to do.
20. Stand up and show your paper to the teacher.
21. Jump 10 times to show that you finished the activity successfully.

Adapted from http://www.justriddlesandmore.com/direct.html
### Assessment for Activity 3

**OBSERVATION CHECKLIST for "Who can Follow?"

Check the appropriate column that showed the performance of each group.

<table>
<thead>
<tr>
<th>GROUP NUMBER</th>
<th>Demonstrated a very satisfactory skill on following directions by independently and successfully doing the activity. <em>(5 points)</em></th>
<th>Demonstrated a satisfactory skill on following directions by doing the activity successfully after knowing it from other groups. <em>(3 points)</em></th>
<th>Demonstrated a poor skill on following directions by failing in the activity or by being very dependent on other group’s performance. <em>(1 point)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
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<td></td>
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<tr>
<td>Group 3</td>
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<td></td>
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<tr>
<td>Group 4</td>
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<td></td>
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<tr>
<td>Group 5</td>
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<td></td>
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<tr>
<td>Group 6</td>
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<td>Group 7</td>
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<td>Group 8</td>
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<td>Group 9</td>
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<td>Group 10</td>
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<td>Group 11</td>
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<td>Group 12</td>
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<td>Group 13</td>
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<tr>
<td>Group 14</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Group 15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 4 - PROBABLE STORY PASSAGE

Directions:
Make a writer’s guess on what our story later is all about. Here are 20 words taken from the story. Try to make a passage from these words by filling in the blank spaces below the table. You can add prepositions, articles, etc. before and after each word to complete a sentence and make it grammatically correct.

<table>
<thead>
<tr>
<th>cook</th>
<th>Aling Lisa</th>
<th>Andres</th>
<th>Minda</th>
</tr>
</thead>
<tbody>
<tr>
<td>drugstore</td>
<td>rice</td>
<td>follow</td>
<td>directions</td>
</tr>
<tr>
<td>hungry</td>
<td>Saturday</td>
<td>explained</td>
<td>house</td>
</tr>
<tr>
<td>go</td>
<td>how</td>
<td>fever</td>
<td>buy</td>
</tr>
<tr>
<td>don’t</td>
<td>do</td>
<td>medicine</td>
<td>know</td>
</tr>
</tbody>
</table>

Probable Story Passage:

The story takes place ________________________________. The main characters of the story are ________________________________.

One ______________, ______________ had ______________. She needs ______________ and she is already ______________. The problem is that ______________. The problem is solved when ______________

Basic Education Assistance for Mindanao
The Reyes family lives in Barangay Bayani. Aling Lisa is a plain housewife. She does all the house chores herself. Her husband, Mang Lando, works in Saudi Arabia as a construction worker. Aling Lisa has to do all the work because paying a maid to do it would just put on an additional expense for the family. The monthly income of Mang Lando is just enough to support the expenditures of the family - the house rental, the electric bill, the water bill, food, clothing and the daily baon of their children, Andres and Minda.

Andres and Minda are studying in a nearby school in their town. Andres is in Grade Five while Minda is in Grade Six. They are both smart and talented. During weekends, they also help their mother in washing their clothes, cleaning the house and washing the dishes.

One Saturday morning, while Andres was watering the plants and Minda was cleaning the house, Aling Lisa woke up not feeling well. She has a fever and found it hard to get up.

"Andres, come here quick!" she said. "I have fever. Please go to the drugstore and buy medicine for me." Aling Lisa told him.

"But Nanay, I don't know where the drugstore is." Andres said firmly.

"From your school, just go straight and when you see the big mango tree, turn right. Walk ahead until you see the waiting shed. Few meters from the shed, you'll see a pedestrian lane. Carefully cross the street and there you'll find the drugstore. Be careful in crossing, okay?"

"Go now. I'm sure you'll find it Andres. I trust you. Here's the money." Aling Lisa added.

So Andres went out of the house and obediently followed what his mother told him.

While Andres was out to buy medicine, Aling Lisa felt hungry but she realized that she has not cooked for breakfast yet.

"Minda!" She called out. "Yes, Nanay?" Minda answered.

"I can't get up because I have a fever. My knees are shaking and I feel very cold. I am already hungry, so my dear, you better cook for our breakfast now." Aling Lisa requested.
"Nanay, I only know how to boil the eggs, but I don't know how to cook the rice. Please instruct me how to do it." Minda politely answered back.

"It is very easy. Just put three cups of rice in the pot, rinse it with water then drain. Finally, pour three cups of water in with it. Turn on the fire and leave the mixture to boil for a while. Uncover the pot and keep the fire low. When there's little water left with the rice, replace the cover and wait until the rice is thoroughly cooked." Aling Lisa explained.

"Sounds hard but I will try. I hope I can do it correctly Nanay." Minda said with a smile.

"Sure, you can do it. Just come and ask me when you're not sure what to do next." Aling Lisa assured Minda.

So Minda hurried to the kitchen and started to prepare the materials she needed to cook rice. She slowly but surely followed her mother's directions so that they could eat a well-cooked rice for breakfast. She also managed to boil some eggs.

Just as Minda finished cooking, Andres arrived with a pack of capsules from the drugstore.

"Nanay, the pharmacist told me that you should take three capsules a day. You should take one capsule every after breakfast, lunch and dinner. You have to do this for three days that is why I bought 9 capsules already." Andres said.

"Wow, you did a great job today Andres. I'm so proud of you. Thank you son." Aling Lisa exclaimed.

Minda came in with a tray and said, "Nanay, breakfast is ready. I have brought breakfast for you so you won't have to get up anymore. Come on, we'll help you sit on your bed so you can eat."

Aling Lisa was so touched that she was teary-eyed when she said, "Thank you Minda. You did a great job, too. My God, thank you so much for giving me such wonderful kids."

Andres and Minda felt proud and happy that they were able to do the things asked by their mother. They both helped her sit on the bed and helped her eat her breakfast.

"After this, you take your first capsule, okay?" Andres reminded.

"Yes, sir!" AlingLisa replied jokingly.
Activity 5b - SPOT Questions

Who are the characters in the story?

__________________________________________________________________________

When did the story happen?

__________________________________________________________________________

Where did the story happen?

__________________________________________________________________________

What is the problem to be solved?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How did the characters solve the problem?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What happened at the end of the story?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Activity 6

STORY DIAGRAM

Listen carefully to your teacher. Fill in the diagram by following his/her directions.
Teacher Resource Material for Activity 6
DIRECTIONS FOR THE "STORY DIAGRAM"

Instructions: Give the following directions one at a time. Allow each group to discuss and write their answer on the appropriate shape in the diagram.

1. Write the name of the characters of the story in the circles. Write one name in each circle.
2. Describe each character using 3 adjectives. Write your answers in the rectangles beside their name.
3. Know the problem of each character. Write it in the square right after their name.
4. Discover how each character solved their problem. Write the solution in the next shape.
5. Write the lesson you got from the story in the rightmost shape of the diagram.

POSSIBLE OUTPUT OF THE "STORY DIAGRAM"

- Kind
- Industrious
- Patient
- Intelligent
- Obedient
- Responsible
- Talented
- Smart
- Helpful

Aling Lisa
She is sick & hungry. She needs medicine and food.
She asked Minda to cook for breakfast. She requested Andres to buy her medicine. In the end, she was able to eat her breakfast & took her medicine.

Minda
She doesn't know how to cook rice.
She asked Aling Lisa to teach her how to cook rice. So, she was able to prepare for breakfast.

Andres
He doesn't know where the drugstore is.
He asked Aling Lisa to give directions to find the drugstore. He followed the directions and bought the medicine for Aling Lisa.

Let us always obey our parents.
### SCORING RUBRIC FOR "STORY DIAGRAM"

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE LEVEL AND DESCRIPTIONS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCURATENESS IN FOLLOWING DIRECTIONS</strong></td>
<td><strong>MASTERING</strong> 3 points Followed correctly all the given directions.</td>
<td><strong>DEVELOPING</strong> 2 points Followed most of the given directions; Misplaced one or two answers.</td>
</tr>
<tr>
<td><strong>CORRECTNESS OF ANSWERS</strong></td>
<td>Filled in all the shapes with complete and correct answers.</td>
<td>Filled in all the shapes with answers but 1 or 2 of them are incorrect.</td>
</tr>
<tr>
<td><strong>NEATNESS OF OUTPUT</strong></td>
<td>Displayed a neat and clean output, without any erasure at all.</td>
<td>Displayed a clean output, but with few erasures.</td>
</tr>
<tr>
<td><strong>APPROPRIATENESS OF THE WRITTEN &quot;MORAL LESSON&quot;</strong></td>
<td>Presented a &quot;Moral Lesson&quot; that is highly relevant to the story.</td>
<td>Presented a &quot;Moral Lesson&quot; that is quite relevant to the story.</td>
</tr>
<tr>
<td><strong>COOPERATIVENESS OF THE GROUP MEMBERS</strong></td>
<td>Performed the activity with full cooperation from all the group members.</td>
<td>Performed the activity with cooperation from half or more of the group members.</td>
</tr>
</tbody>
</table>
1. Observe the picture.

Andres waters the plants on Saturday morning.

2. Write specific directions as to how you want the picture be colored.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________
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_________________________________________________________________
_________________________________________________________________
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3. Pass this activity sheet to the group next to you.

4. Let them color the larger picture on Activity 8a "Follow as Directed" by following the directions that you gave.
Activity 8b - FOLLOW AS DIRECTED

1. Follow the directions given by the other group.
2. Use the crayons to color the picture.
### BASIC EDUCATION ASSISTANCE FOR MINDANAO

GRADE SIX ENGLISH

MODULE 3 - DIRECTIONS

FIRST GRADING PERIOD

Assessment for Activity 8a and 8b

PERFORMANCE CHECKLIST for "FOLLOW AS DIRECTED"

<table>
<thead>
<tr>
<th>GROUP NUMBER</th>
<th>ON GIVING DIRECTIONS</th>
<th>ON FOLLOWING DIRECTIONS</th>
<th>ON COLORING THE PICTURE</th>
<th>ON TEAM EFFORT</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Wrote clear and easy-to-follow directions.</td>
<td>Followed the directions properly.</td>
<td>Colored the whole picture correctly and neatly.</td>
<td>Each member worked with the group in doing the task.</td>
<td></td>
</tr>
<tr>
<td>II</td>
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<td>III</td>
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<td>VIII</td>
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<td>IX</td>
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<td>X</td>
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</tr>
</tbody>
</table>
Activity 9 - NAME THAT BUILDING

Write the name of some buildings in Barangay Bayani. Listen to your teacher and follow his/her directions properly.
Teacher Resource Material for Activity 9

NAME THAT BUILDING

Give the following directions one after the other.

1. Between Mabini and Bonifacio Streets is the **Bayani Hotel**. Write the name of the hotel on its hallway.

2. In front of the hotel's entrance door is a grocery store. Write **Jose's Store** on that building.

3. Beside Jose's Store is **Manuel's Bookstore**. The bookstore is located at the corner of Rizal and Bonifacio Streets.

4. At the corner of Bonifacio and Quezon Streets, you will find **Apo Drugstore**. Write its name.

5. When you walk through Balagtas Street, you will end up with **Ben's Restaurant**. The building is between the bookstore and the drugstore. Write the name of the building.

6. There is a school in Barangay Bayani. It is named **Bayani Elementary School**. Write its name on the school's rooftop.

7. Fronting the barangay river is the Bayani Market. The **Bayani Wet Market** is in the triangular building and the **Bayani Dry Market** is in the rectangular building. Write their names separately.

8. Every weekend, children love to swim at **Bayani Kids Pool**. It is at the corner of Del Pilar and Aquino Streets. Do not write its name anymore.

9. Between the pool and the parking lot are some of the residential houses of the people in Barangay Bayani, including the house of Aling Lisa, Andres and Minda. The **Reyes' house** is located at the corner of Aquino and Quirino Streets. Write its name.

10. Beside the Reyes residence is the **Munda's House**. Write its name.

11. Adjacent to Reyes' and Munda's houses is **Gonzaga's House**. It is the building before Jose's Store.

*This is how the map will look like after the activity:*
Activity 10
DIRECT THE TEACHER

It's Monday. Minda is absent because she is taking care of her mother, Aling Lisa. Her teacher, Miss Peralta, is just new to the school. She wants to see Minda and visit Aling Lisa personally. She needs to buy medicine from the drugstore before she will go to Minda’s house. But Miss Peralta doesn't know where to go. Help Miss Peralta locate the drugstore and the Reyes’ house. Give her directions based on the map of Barangay Bayani. Start from the gate of the school at Del Pilar Street.

Please tell me how to go to the drugstore. And from the drugstore, tell me how will I go to Minda's house?
**Assessment for Activity 10**

**SCORING RUBRIC FOR "DIRECT THE TEACHER"**

Am I good in giving directions?

Well, let's look at the descriptions below to see which performance level do you belong.

<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>SCORE</th>
<th>OUTPUT DESCRIPTION</th>
</tr>
</thead>
</table>
| Excellent         | 100   | Gave complete, accurate, direct and easy-to-follow directions.  
                   |       | Came up with a neat and clean output. |
| Very Good         | 90    | Gave complete and accurate directions. But 1 or 2 directions are not directly stated and easy to follow.  
                   |       | Came up with a clean output with very little erasure. |
| Good              | 80    | Gave accurate yet incomplete directions. More than 2 directions are not directly stated and easy to follow.  
                   |       | Came up with an output with several erasures. |
| Fair              | 70    | Gave a few inaccurate and incomplete directions.  
                   |       | Came up with finished/unfinished output with many erasures. |
| Needs Improvement | 60    | Gave many inaccurate and incomplete directions.  
                   |       | Came up with finished/unfinished and dirty output. |
Activity 11
COOK THAT EGG!

Question:
How do you know when an egg is safely cooked?

Hypothesis:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Materials Needed:
• Three large raw eggs
• Pan (with lid) with access to heat source
• spoon or laddle
• 1 small, clear cup or jar
• 3 small paper plates
• Knife
• permanent marker
• cold water

Getting Ready
Choose three classmates to be "egg peelers."
Label the eggs and paper plates with permanent marker:
• #1: cooked in 2 minutes
• #2: cooked in 8 minutes
• #3: cooked in 15 minutes

Procedure
1. Carefully place the three eggs in a pan with water. Heat until boiling; remove from heat and cover with lid.
2. Remove Egg #1 with a spoon after 2 minutes, and cool under cold water.
3. Remove Egg #2 6 minutes later and cool under cold water.
4. Let Egg #3 stay in the hot water for 7 minutes more (total time: 15 minutes). Then, cool under cold water.
5. Have the egg peelers peel the three cooked eggs, cut them in halves, and put them on the labeled paper plates.
6. Observe and record the differences between the three eggs. (Use chart below.)
Record your observations: What do you see?

<table>
<thead>
<tr>
<th>Part of egg</th>
<th>#1: Cooked 2 minutes</th>
<th>#2: Cooked 8 minutes</th>
<th>#3: Cooked 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yolk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My Observations**

Illustrate: Draw a picture of each egg using pencil and crayon to show the whites and the yolk. How are the yolks and whites different in the three eggs?

**My Conclusions**

You can tell that an egg is cooked sufficiently by:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

*Experiment is adapted from http://www.foodsafety.gov/~fsg/f99exp2.html*
**Assessment for Activity 11**
**SCORING RUBRIC FOR "COOK THAT EGG!"**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PERFORMANCE LEVEL AND DESCRIPTIONS</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| **Stating the Hypothesis**      | Provided a strong and positive assumption in response to the given question. | MASTERING 3 points  
|                                 | Provided a common/usual assumption in response to the given question. | DEVELOPING 2 points  
|                                 | Provided an unconvincing/ uncertain assumption in response to the given question. | BEGINNING 1 point  |
| **Handling Materials**          | Displayed utmost care in handling every material used.          | MASTERING 3 points  
|                                 | Displayed a little carelessness in handling some of the materials used. | DEVELOPING 2 points  
|                                 | Displayed negligence in handling all the materials used.       | BEGINNING 1 point  |
| **Following Directions**        | Systematically and correctly followed the given directions in doing the experiment. | MASTERING 3 points  
|                                 | Systematically followed the given directions but were a little careless in considering some details of the experiment. | DEVELOPING 2 points  
|                                 | Did not follow systematically the given directions. Confusions arose due to the incorrect conduct of the experiment's procedure. | BEGINNING 1 point  |
| **Providing Data and Stating the Conclusion** | Completed all the necessary data needed; Used accurate, brief and clear statements in writing the data; Provided sufficient information to prove or disprove given hypothesis. | MASTERING 3 points  
|                                 | Completed some of the necessary data needed; Used accurate but long and not-so-clear statements in writing the data; Provided insufficient information to prove or disprove given hypothesis. | DEVELOPING 2 points  
|                                 | Completed only few of the necessary data needed; Used long and unclear statements in writing the data; Provided incorrect information; Did not prove or disprove the hypothesis. | BEGINNING 1 point  |
| **Teacher's Observation**       | The group performed the experiment honestly, accurately, and cooperatively. | MASTERING 3 points  
|                                 | The group performed the experiment honestly and accurately, but needed teacher assistance. | DEVELOPING 2 points  
|                                 | The group did not perform the experiment honestly, accurately and/or cooperatively. | BEGINNING 1 point  |
After somebody CLAPS THREE TIMES, STAMPS THREE TIMES AND SAYS “LET THE FUN BEGIN!”, then you will "STAND UP AND TURN AROUND TWO TIMES"

After somebody STANDS UP AND TURNS AROUND TWO TIMES, then you will HUM THE TUNE OF THE SONG "ROW, ROW, ROW YOUR BOAT."

After somebody HUMS THE TUNE TO THE SONG "ROW, ROW, ROW YOUR BOAT", then you will STAND UP AND DO FIVE JUMPING JACKS.

After somebody STANDS UP AND DOES FIVE JUMPING JACKS, then you will STAND UP, WALK ALL THE WAY AROUND THE CLASSROOM AND THEN GO BACK TO YOUR SEAT.

After somebody STANDS UP, WALKS ALL THE WAY AROUND THE CLASSROOM AND THEN GOES BACK TO HIS OR HER SEAT, then you will LOUDLY SAY "SHE SELLS SEASHELLS BY THE SEASHORE" THREE TIMES AS FAST AS YOU CAN.

After somebody LOUDLY SAY "SHE SELLS SEASHELLS BY THE SEASHORE" THREE TIMES AS FAST AS HE OR SHE CAN, then you will STAND UP AND HOP FIVE TIMES ON ONE FOOT.

After somebody STANDS UP AND HOPS FIVE TIMES ON ONE FOOT, then you will RECITE "PANUNUMPA SA WATAWAT."

After somebody RECITES "PANUNUMPA SA WATAWAT", then you will STAND UP, GET A SHEET OF PAPER, CRUMPLE THE PAPER, AND TOSS IT TO THE PAIR WHO DID THE ACTION JUST BEFORE YOURS.

After somebody STANDS, GETS A SHEET OF PAPER, CRUMPLES THE PAPER AND TOSSES IT TO THE PAIR WHO DID THE ACTION JUST BEFORE THEY DID, then you will RECITE THE 26 LETTERS OF THE ALPHABET, IN ORDER, AS FAST AS YOU CAN.

After somebody RECITES THE 26 LETTERS OF THE ALPHABET, IN ORDER, AS FAST AS THEY CAN, then you will STAND UP, RUN ALL THE WAY AROUND THE CLASSROOM AND GO BACK TO YOUR SEAT.

After somebody STANDS UP, RUNS ALL THE WAY AROUND THE CLASSROOM AND GOES BACK TO HIS/HER SEAT, then you will SING "HAPPY BIRTHDAY TO YOU."

After somebody SINGS "HAPPY BIRTHDAY TO YOU," then you will STAND ON YOUR CHAIR, BOW AND SAY "THANK YOU VERY MUCH."
Continuation of “AFTER SOMEBODY”…

After somebody STANDS ON THEIR CHAIR, BOWS AND SAYS “THANK YOU VERY MUCH.”, then you will STAND & SING THE FIRST TWO STANZAS OF THE “LUPANG HINIRANG.”

After somebody STANDS AND SINGS THE FIRST TWO STANZAS OF THE “LUPANG HINIRANG”, then you will STAND AND SING THE LAST TWO STANZAS OF THE “LUPANG HINIRANG” STARTING WITH “LUPA NG ARAW NG LUWALHATI’T PAGSINTA…”.

After somebody STANDS AND SINGS THE LAST TWO STANZAS OF THE “LUPANG HINIRANG” STARTING WITH “LUPA NG ARAW NG LUWALHATI’T PAGSINTA…”, then you will GO TO YOUR TEACHER AND SHAKE HANDS WITH HER TEN TIMES.

After somebody GOES TO YOUR TEACHER AND SHAKES HANDS WITH HER TEN TIMES, then you will CLAP YOUR HANDS WHILE SAYING “1-2, 1-2-3, 1-2-3-4, LET’S GO!”

After somebody CLAP YOUR HANDS WHILE SAYING “1-2, 1-2-3, 1-2-3-4, LET’S GO!”, then you will STAND AND RECITE THE RHYME “RAIN, RAIN, GO AWAY”.

After somebody STANDS AND RECITES THE RHYME “RAIN, RAIN, GO AWAY”, then you will COUNT BY 5s TO 100.

After somebody COUNTS BY 5s TO 100, then you will STAND ON YOUR CHAIR AND SING “MERRY CHRISTMAS TO YOU!”

After somebody STANDS ON HIS/HER CHAIR AND SING “MERRY CHRISTMAS TO YOU!”, then you will WRITE “I LOVE MY COUNTRY. I LOVE THE PHILIPPINES.” ON THE BOARD.

After somebody WRITES “I LOVE MY COUNTRY. I LOVE THE PHILIPPINES.” ON THE BOARD, then you will STAND UP AND SAY “CONGRATULATIONS EVERYONE!” SIX TIMES.

After somebody STANDS UP AND SAYS “CONGRATULATIONS EVERYONE!” SIX TIMES, then you will STAND AND CLAP AS LOUD AND AS MANY AS YOU CAN WHILE WAITING FOR YOUR TEACHER TO SAY “STOP CLAPPING.”

Note: This resource sheet is good for only 22 pairs. If more than 22 pairs are in your class, you will need to create additional tasks. Be sure that the first new instruction you write follows the last instruction you have given. You may follow the procedure presented above.

Activity is adapted from http://www.educationworld.com/a_lesson/03/lp319-02.shtml
PAIR ASSESSMENT for ACTIVITY 12
YES-NO OBSERVATION CHECKLIST

Assess your partner’s performance in doing your chosen task by checking on the appropriate column that corresponds to your answer.

<table>
<thead>
<tr>
<th>Name of Partner: ____________________________</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did your partner share his/her ideas on how to do your task?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>2. Did your partner inspire or encourage you to do the task well?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. Did your partner follow the directions correctly?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>4. Did your partner do the task confidently?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5. Did your partner work well with you while doing your task?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
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>
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</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td></td>
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</tr>
<tr>
<td>Activities from the Learning Guide</td>
<td></td>
<td></td>
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<tr>
<td>Extra activities you may wish to include</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</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>
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</tr>
</tbody>
</table>

Total time for the Learning Guide

Total number of lessons needed for this Learning Guide