

English

Quarter 1 - Module 10

Week 4: Sequencing Events



English – Grade 4
Alternative Delivery Mode
Quarter 1 - Module 10: Sequencing Events
First Edition, 2020

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Development Team of the Module	
Authors:	Jules John F. Lapitan Ligaya T. Pasi Novelyn P. Salvan Cindy Z. Tadeo
Editor:	John Wronel O. Esto
Reviewers:	Ernesto B. Facun, Jr. Maria Lourdes L. Ruba Edezar C. Tagadiad
Illustrator:	Karen Ivy D. Villegas
Layout Artist:	John Rimmon I. Taquiso
Management Team:	
Chairperson:	Rebonfamil R. Baguio Schools Division Superintendent
Co-Chairperson:	Eugene I. Macahis, Jr. Assistant Schools Division Superintendent
Members:	Jayvy C. Vegafria, CID Chief ES Wilfredo P. Miasco, Jr., EPS – English Analisa C. Unabia, EPS – LRMS Joan Sirica V. Camposo, Librarian II Israel C. Adrigado, PDO II

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Week 4: Sequencing Events

This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at region10@deped.gov.ph.

We value your feedback and recommendations.

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What This Module is About

Hi, learner!

It is time to learn new insights with the help of this module. This module is especially made for you.

This material is self-instructional. The activities are designed for you to work independently at the convenience of your home.

With this module, you will learn about sequencing the events from the story.

Have an enjoyable learning experience!



What I Need to Know

For today's activity you are expected to:

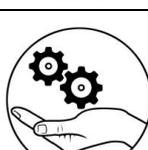
1. Sequence the events from the story;
2. Identify the beginning, middle, and ending of the story; and
3. Use the graphic organizer to sequence the events.

How to Learn from this Module

For you to achieve the objectives cited above, you are to do the following:

- Take your time reading the lessons carefully.
- Follow the directions and/or instructions in the activities and exercises diligently.
- Answer all the given tests and exercises.

Icons of this Module

	What I Need to Know	This part contains learning objectives that are set for you to learn as you go along the module.
	What I Know	This is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge prior related knowledge.
	What's In	This part connects previous lessons with that of what you are going to learn.
	What's New	An introduction of the new lesson through various activities, before it will be presented to you.
	What is It	These are discussions of the activities as a way to deepen your discovery and understanding of the concept.
	What's More	These are follow-up activities that are intended for you to practice further in order to master the competencies.
	What I Have Learned	Activities designed to process what you have learned from the lesson
	What I Can Do	These are tasks designed to showcase your skills and knowledge gained, and applied into real-life concerns and situations.
	Post Assessment	This assessment evaluates your level of mastery in achieving the learning objectives.
	More Activities	These are additional activities designed to increase the level of your skills and knowledge.



What I Know

A. Look at the following scrambled sentences below; write numbers 1-5 to show the correct order.

_____ Wash the dishes.

_____ Prepare foods on the table.

_____ Dine at the table.

_____ Cook the vegetables.

_____ Wash the vegetable needed.

B. Use the graphic organizer to arranged the following sentences according to the correct order of the events.

She ate the sandwich.

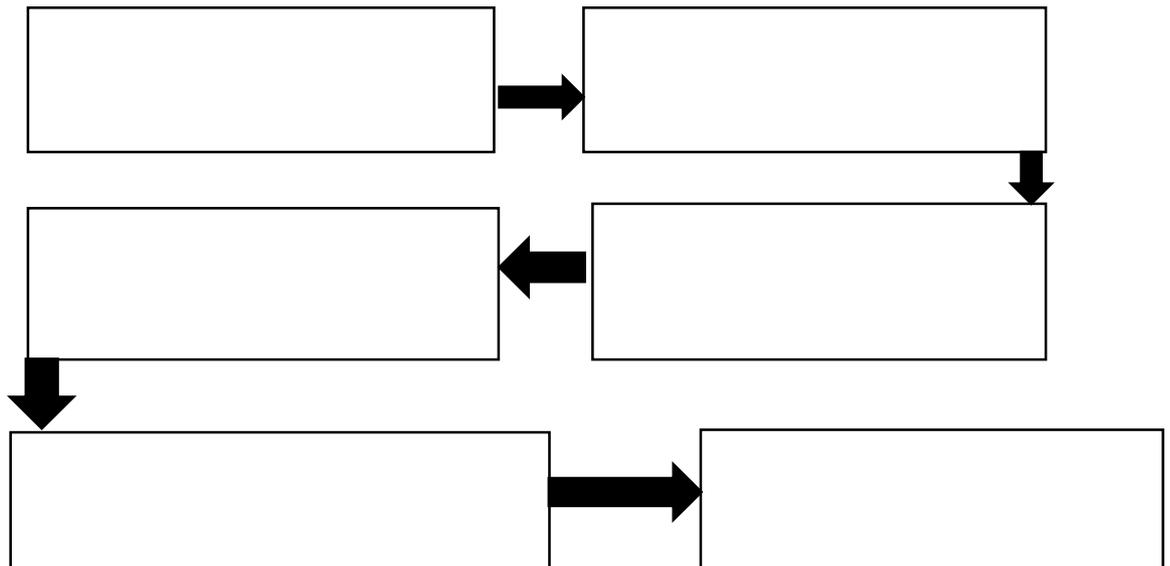
She got bread.

She spreads some jelly on another side of the bread.

She slices the bread in two pieces.

She spreads the peanut butter on one side of bread.

She puts the two slices of bread together.



Lesson

1

Sequencing Events in a Story

Module 10 focuses on reading comprehension and sequencing the events from the story you read or listened. The given exercises and activities are carefully chosen to motivate your interest in learning the topics.



What's In

You have read the story below from your previous module. Read it again and answer the questions that follow.

The Crow and the Pitcher

One day, a thirsty crow wanted some water to drink. He looked and looked for a well. He could not find any. Then he saw a pitcher on the road. There was some water at the bottom of the pitcher. He could not reach the water. He sat down to think. He thought and thought. He saw some small stones beside the road. He smiled and said, "I know what to do." He got the stones one by one. He dropped them into the pitcher. With each stone that he dropped, the water rose a little higher. Soon the water reached the brim or top of the pitcher. He drank all the water he wanted.

Source: English for You and Me Grade 4, pp. 79-80

Answer the following questions:

1. What is the first event in the story?

2. What did the crow do next when he could not reach the water in the pitcher?

3. What happens after the crow put each stone inside the pitcher?



What's New

From the story "The Legend of Locust," answer the following questions.

1. Who was the selfish man?

2. Who came to the house of the selfish man?

3. What did Lucoy do to the beggar?

4. What happened to the beggar?

5. What did the beggar tell Lucoy?



What is It

Think!

Read the following sentences.

1. The selfish man from the story is Lucoy
2. An old beggar came to the house of Lucoy.
3. Lucoy pushed him roughly out of the house.
4. The beggar stumbled and fell.
5. He told Lucoy, “a great misfortune will soon happen to you.”

Now, what is your observation from the answer? Is it arranged according to what happened in the story?

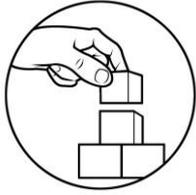
Yes, this is called sequencing of events. So, what is sequencing of events?

Sequencing the events as they happened would help us better understand a story. It traces the important events from the beginning, then the middle, to the end of a story. It is a key component in reading comprehension.

Read the paragraph.

There once lived a rich man named Lucoy who was very selfish. Next an old beggar came to his house to ask for food. Then, Lucoy was rude to him and told him to go away. He pushed the old man roughly out of the house. Finally, the beggar stumbled and fell. He told Lucoy, “a great misfortune will soon happen to you.”

What is your observation with the events in the paragraph? What are the words that help you understand the order of the events?



What's More

Arrange the following events according to the story of the "The Legend of Locusts". Write numbers 1-5 on the space provided.

_____ The air was filled with the noise they made. He went outside and found that his rice had turned into insects which we now call locusts.

_____ There once lived a rich man named Lucoy who was very selfish. Although, he had much rice in his house, he never shared any to the poor and needy.

_____ The beggar stumbled and fell. When he got to his feet, he told Lucoy, "a great misfortune will soon happen to you." suddenly there was loud roaring thunder and a lightning flashed across the sky.

_____ That evening, when Lucoy went home, he saw a swarm of insects around his house.

_____ One day, an old beggar came to his house to ask food. Lucoy was rude to him and told him to go away. The beggar who was a bit deaf asked again for food. Lucoy pushed him roughly out of the house.



What I Have Learned

What is sequencing of events?



What I Can Do

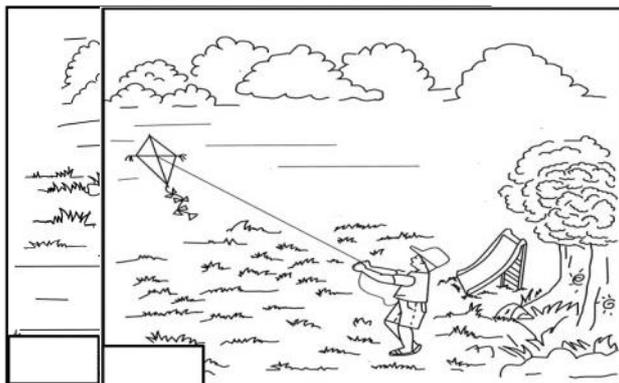
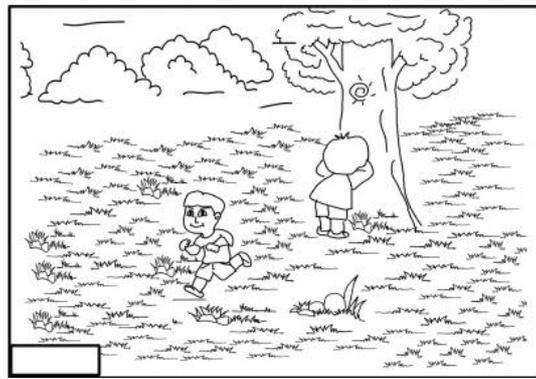
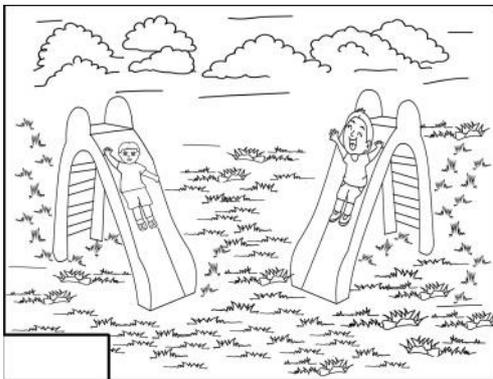
Read the short story.

Fun Day Cindy Z. Tadeo

One fine afternoon, after the community quarantine was lifted, Peter decided to ride his bicycle to the park. The park was five miles away from his house. It was quite a long ride. He liked the sweet smell of the air, the cold breeze & the sound of the wind.

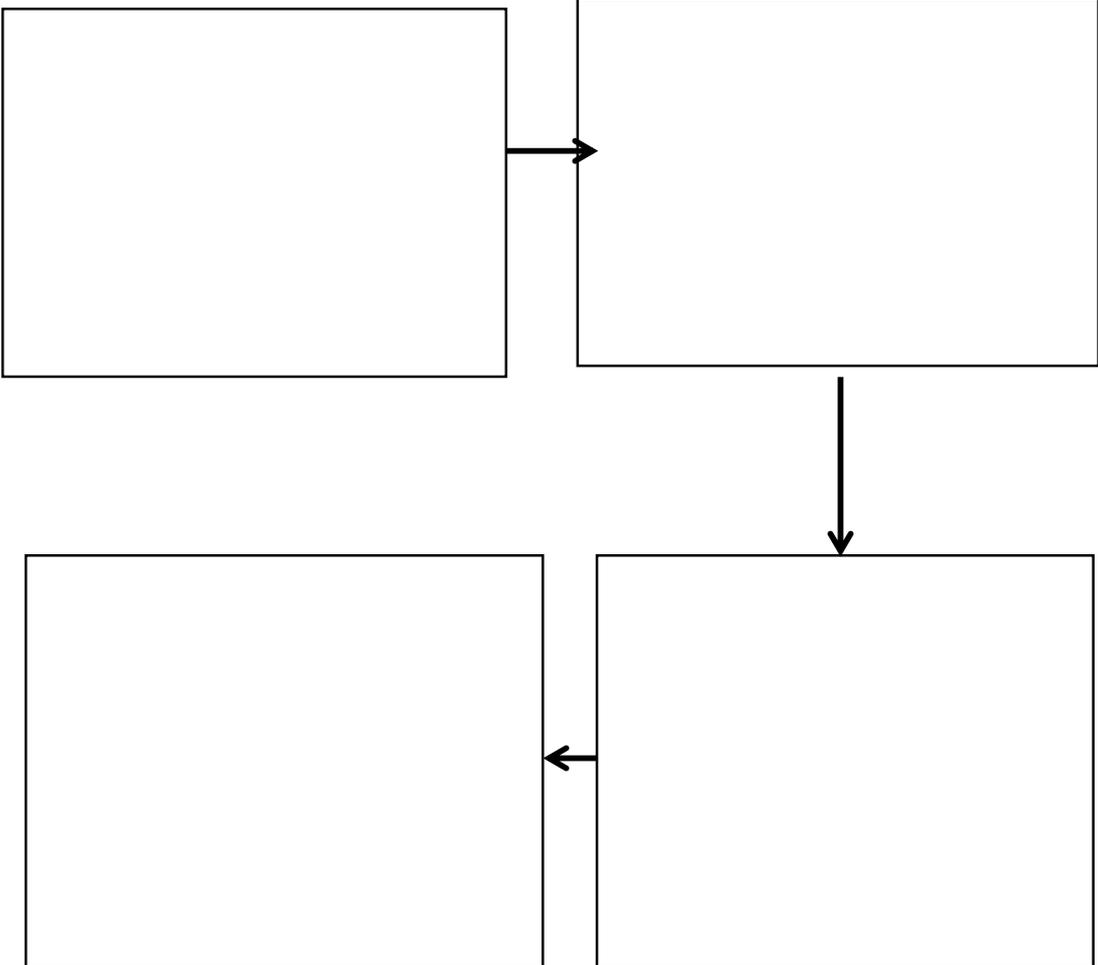
At the park, Peter saw Hans who was flying a kite. Hans was happy to see Peter coming. The two boys enjoyed their time together. They played hide and seek. They played at the slides too. They were happy and excited. It was a fun.

A. Arrange the picture according to the story you read. Use letter A to D to show the correct sequence of the events.



B. Retell the story. Fill in the graphic organizer. Base your answer from the picture above.

Title-





Post Assessment

- A. Read the story. Write numbers 1-5 to sequence the events as they happened in the story.

In a Minute

Juana is a little girl. When her father and mother asked her to do something, she would say, "In a minute." Her mother would say, "Juana please gets a glass of water for me." "In a minute, Mother," she would say. Then Juana's brother would take the glass of water to his mother. Juana had a parrot in her room. One day the door of the room was left open. "Please shut the door of your room," Mother said. "In a minute, Mother. I am playing now." The cat saw the open door and the parrot. When Juana went to her room the parrot was gone. All she saw were some feathers on the floor. Juana cried and cried.

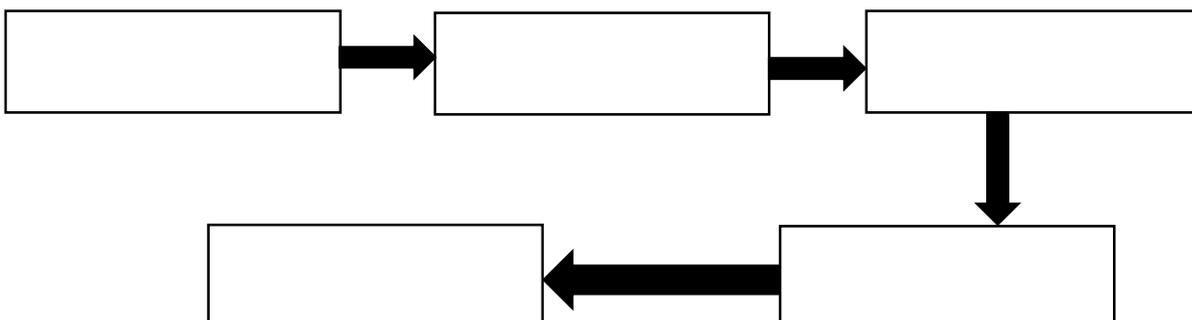
The next time she was asked to do something, she did not say, "In a minute."

Source: Teacher's Guide in English 4, p. 48

- _____ Mother told Juana to close the door of the room. Juana said, "In a minute."
- _____ Mother asked Juana to get a glass of water. She said, "In a minute, Mother."
- _____ Juana saw the feathers scattered all around the room.
- _____ The cat entered the room and saw Juana's pet parrot.
- _____ Juana cried and cried. She no longer said "In a minute."

- B. Use the graphic organizer to sequence the following sentences according to the correct order of the events.

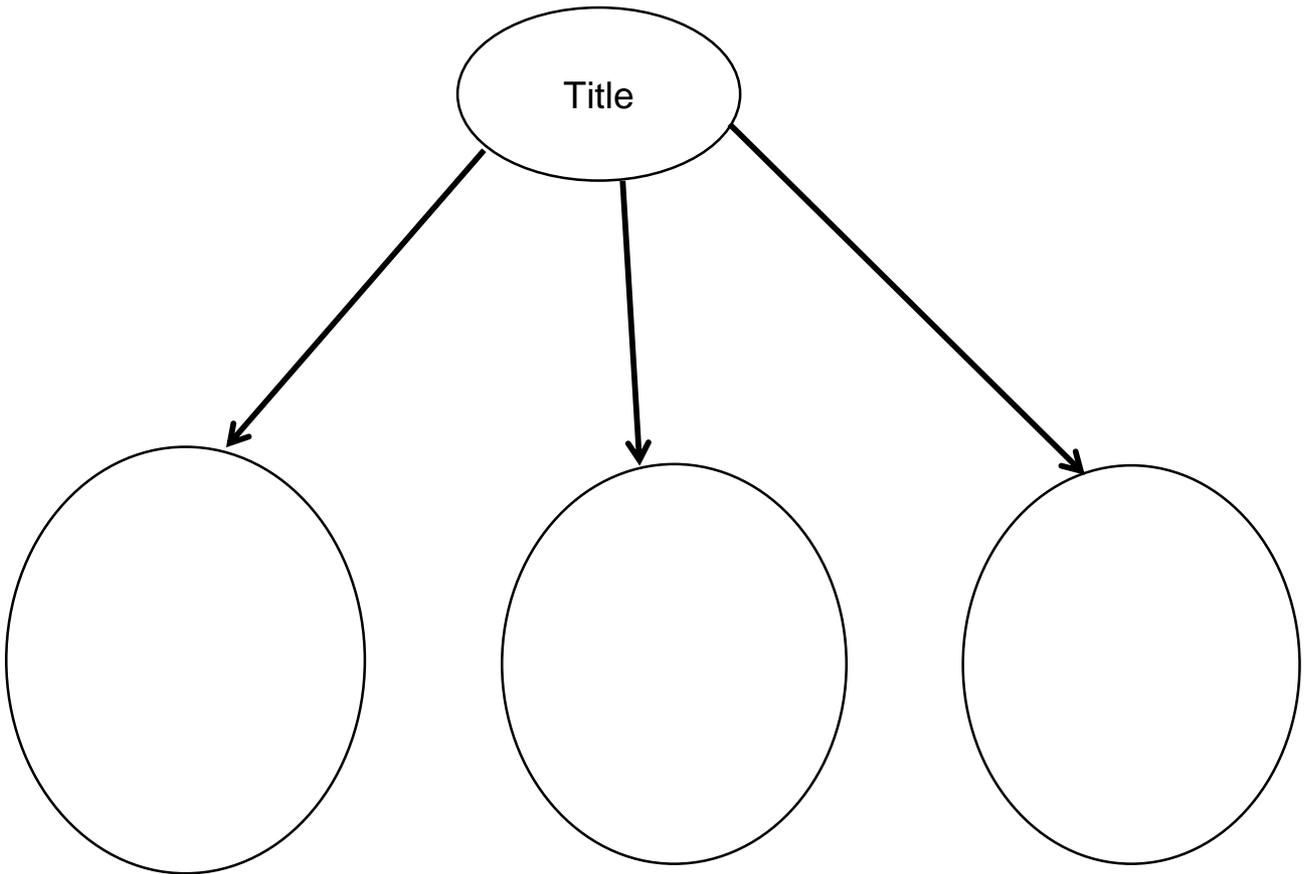
- Walk towards the pedestrian lane.
- Cross to the pedestrian lane carefully.
- Look to the left and right.
- Wait for the green signal
- Stop at the end point of the lane.





Additional Activities

Read a story available at home. Then retell the story by filling in the graphic organizer.





Answer Key

What I know

A. 5 Wash the dishes.
3 Prepare foods on the table.
4 Dine at the table.
2 Cook the vegetables.
1 Wash the vegetable needed.

B. She got bread.
 She slice the bread in two pieces
 She spread the peanut butter on one side of the bread.
 She spread some jelly on another side of the bread.
 She put the two slices of bread together.
 She ate the sandwich.

What's in

1. A thirsty crow wanted to drink water.
 2. He sat down to think.
 3. The water reached the brim of the pitcher.

What's New

1. Lucy
 2. An old beggar
 3. Lucy, pushed him roughly out of the home
 4. The beggar stumbled and fell
 5. A great misfortune will soon happen to you.

What's More

5
1
3
4
2

What can I do

A.
 D C
 A B

B.
 Peter rode his bicycle to the park.
 Hans flies his kite.
 Peter and Hans play hide and seek.
 They played slides.

Post Assessment

2
1
4
3
5

Walk towards the pedestrian lane.
 Stop at the end point of the lane.
 Look to the left and right.
 Wait for the green signal.
 Cross the pedestrian lane carefully.

References:

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For inquiries and feedback, please write or call:

Department of Education – Division of Valencia City

Lapu - Lapu Street, Poblacion, Valencia City 8709

Telefax: (088) 828 - 4615