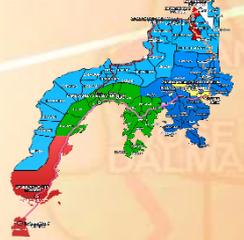




Republic of the Philippines
Department of Education
 Regional Office IX, Zamboanga Peninsula



- JANUARY**
Matuguhon
- FEBRUARY**
Mahiguagmanon
- MARCH**
Matinabangan
- APRIL**
Matinahuron
- MAY**
Mahapsay og Mahimpyo
- JUNE**
*Maablik og Masunod sa
Dhasaklong Oras*
- JULY**
Maantigo og Maabilidad
- AUGUST**
*Maginhuhuhunon
para sa Uban*
- SEPTEMBER**
Madaginoton
- OCTOBER**
Matinud-anon
- NOVEMBER**
Masaligan
- DECEMBER**
Maalampon



Zest for Progress
 Zeal of Partnership

English

Quarter 4 – Module 2:

Non-fiction Story With Its Complete Elements



Name of Learner: _____

Grade & Section: _____

Name of School: _____



What I Want To Know

This module was designed for learners like you. This will help and guide you on how to write a short story about non-fiction with its complete elements. At the end of your journey, you are expected to write a short story of non-fiction with its complete elements.

1. Write a short story (non-fiction) with its complete elements.

(EN4WC-IIId-20)



What I Know

Directions: Make a guess by sorting out the book title stated below whether it is **fiction** or **non-fiction**.

BOOK TITLE SORT

Non-Fiction	Fiction
_____	_____
_____	_____
_____	_____

The Flying Bike	The Story of Ape
My Chicken ate my TV	The Water Cycle
Ape Goes To Space	All About Bikes
How to Ride a Bike	The Silly Snake



What's In

Directions: Fill in the correct elements of the story.

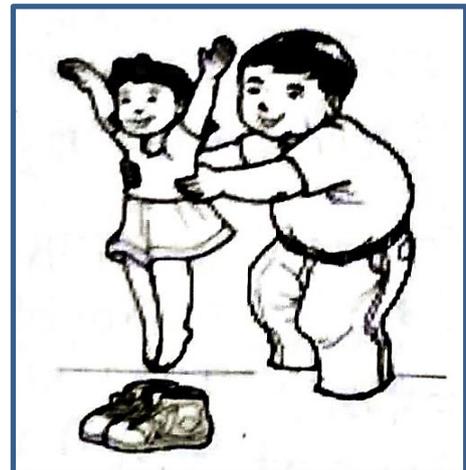
- _____ 1. It answers the questions “What is the story all about?”
- _____ 2. Refers to the main character of the story.
- _____ 3. The part of the plot where the setting and major characters are introduced.
- _____ 4. One that opposes or causes the problem or conflict in the story.
- _____ 5. Creates the mood or atmosphere of the story.

Setting	protagonist	antagonist	middle	beginning
	Ending	theme		



What's New

“Big Feet – Bigger Heart”
(Adapted from Chicken Soup for the Soul)
By Jack Canfield and Mark Hanser



It was a very hot day. Everybody was looking for some kind of relief, so an ice cream store was a natural place to stop. A little girl, holding her money tightly, entered the store. But before she could buy the ice cream, the store clerk told her to go outside and read the sign on

the door. "Stay out until you put on some shoes", he said. The little girl went out slowly, and a big man followed her out of the store.

He watched as the little girl stood in front of the store and read the sign. "No Bare feet". Tears started rolling down her cheeks as she walked away from the store. Just then the big man called her. He was sitting on a bench while he took off his size-12 shoes and put them in front of the girl. "Here, he said, you won't be able to walk in these but if you can slide along, you can get your ice cream".

Then he lifted the girl up and set her feet into the shoes. "Take your time", he said. "I get tired of moving them around and it will feel good to just sit here and eat my ice cream". The girl's eyes lit up. She immediately went to the counter and ordered her ice cream.

He was a big man, all right. Big belly, big shoes, but most of all, he had a big heart.

Comprehension Check-up!

Directions: Read and understand the statement carefully. Encircle the letter of the correct answer.

1. Why did the little girl want an ice cream?
 - A. because it was a cold day.
 - B. because it was a hot day.
 - C. because it was a winter day.
2. Where did she go to buy the ice cream?
 - A. in the market
 - B. in the plaza
 - C. in the store
3. Why did the store clerk send the little girl outside?
 - A. because the girl was bare footed.
 - B. because the girl was naughty.
 - C. because the girl was lost.
4. How did the big man help the little girl?
 - A. he gave the little girl an ice cream.
 - B. he offered his big shoes.
 - C. he gave the little girl a candy.
5. Who is referred to in the title "Big Feet-Bigger Heart?"

- A. her father
 - B. her mother
 - C. the big man
6. What is the moral lesson of the story?
- A. be industrious
 - B. be patient
 - C. be kind or generous



What Is It

“Complete Elements of a Short Story”

The short story “Big Feet – Bigger Heart” by Jack Canfield and Mark Hanser is an example of a ***non-fiction story***. A ***non-fiction story*** refers to factual stories that are based on real people and true events. We read or watch this material for information.

Every short story must have the basic elements. These elements make the story clear, interesting and complete.

1. Setting

- refers to the time and place the story happened. It creates the mood or atmosphere of the story. It also helps the reader imagine the story more vividly.

2. Characters

- refer to the people involved in the story. They are the ones who experienced the events in the story. There are two major characters in the story:

a. ***Protagonist*** – is the main character in the story. The story revolves around him/her. The protagonist is also called the *hero/heroine* in the story. The protagonist usually goes through many difficulties but eventually ends up happy, successful, or victorious at the end of the story.

b. **Antagonist** – opposes the protagonist in the story. Oftentimes, he or she causes the problem or conflict in the story. The antagonist, also known as the *villain*, possesses bad character or attitude. In most stories, the hero defeats the villain in the end.

3. Plot

- refers to the series of past events in the story. It is divided into three basic parts: beginning, middle and ending.

a. *Beginning* – it is the part where the setting and the major characters are introduced. After the beginning, the problem in the story arises.

b. *Middle* – it is the part when the protagonist decides or does something to solve the problem or face the antagonist.

c. *Ending* – this is the final event in the story. It is the outcome of the events that took place in the middle of the story. This is the part where the problem is already solved.

4. Theme

- is the central idea of the story. It answers the question “What is the story all about?”. It is the main message that the writer wants the reader to understand. The moral or lesson is usually based on the theme of the story.



What's More

Directions: Put an arrow to match Column A with Column B.

Column A

1. refer to the people involved in the story.
2. it is the central idea of the story.
3. this is the final event in the story.
4. refers to the time and place the story

Column B

- a. plot
- b. character
- c. setting
- d. beginning

happened.

e. ending

5. refers to the series of past events

f. theme

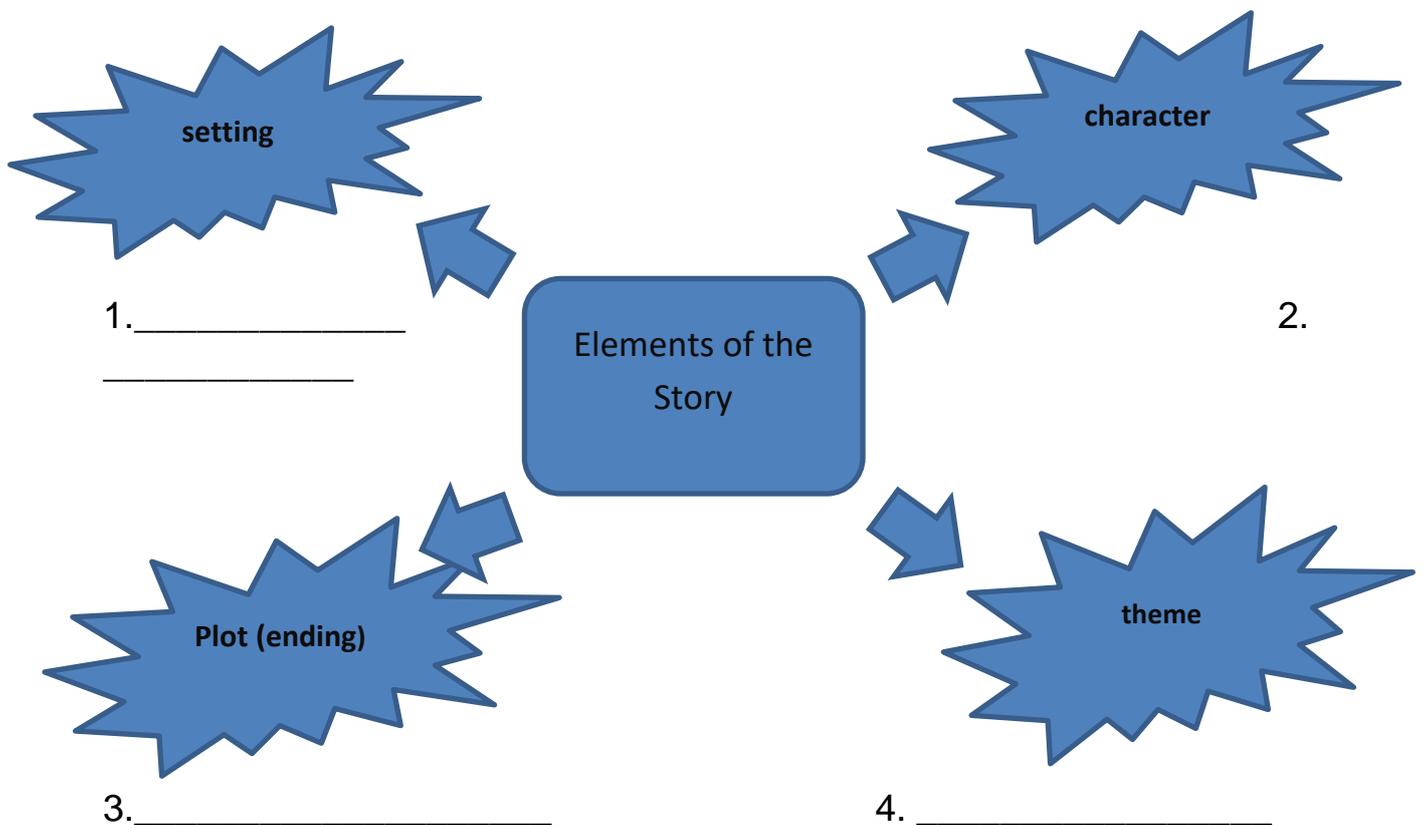
In the story.



What I Have Learned

Directions: Complete the graphic organizer about the story read.

Last year, the Girl Scouts in our school celebrated their anniversary with a field trip. They explored the virgin forests of Palawan. They went around a place where a thick long line of trees was not yet touched by loggers. The local officials told them that these forests helped their community through having a steady supply of water and electricity. The girls appreciated how the people in the community worked together in keeping their forests unspoiled. They learned the value of preserving nature and taking good care of our forests.





What I Can Do

“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 get 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 that 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”.

Directions: Rewrite the events in order on the space provided for each item as they happened in the story.

“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”.

“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”.

1. _____
2. _____
3. _____
4. _____
5. _____



Assessment

Directions: Write a short story of non-fiction with its complete elements.

Rubrics for Writing a Short Story

Features	Expert (5pts)	Capable (3pts)	Beginner (1pt)
Quality of Writing	✓ Piece was written in an extraordinary style with complete elements and well organized.	✓ Piece was written with little elements of story and poorly organized.	✓ Piece was written with incomplete elements of the story and very poorly organized.
Grammar and Usage	✓ Virtually no spelling, punctuations or grammatical errors.	✓ With few number of spelling, punctuation and grammatical errors.	✓ With so many spelling, punctuation and grammatical errors that it interferes with the meaning.



Answer Key

G. Assessment

Rubrics for Writing a Short Story

Features	Quality of Writing	Grammar and Usage
Expert (5pts)	✓ Piece was written in an extraordinary style with complete elements and well organized.	✓ Virtually no spelling, punctuation or grammatical errors.
Capable (3pts)	✓ Piece was written with little elements of story and poorly organized.	✓ With few spelling, punctuation and grammatical errors.
Beginner (1pt)	✓ Piece was written with incomplete elements of the story and very poorly organized.	✓ With so many spelling, punctuation and grammatical errors that it interferes with the meaning.

F. What I Can Do

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

E. What I Have Learned

1. virgin forests
2. girl scouts
3. The girls appreciated how the people in the community work together in keeping their forests unspoiled.
4. They learned the value of preserving nature and taking good care of the forests.

D. What's More

1. b
2. f
3. e
4. c
5. a

C. What's New

1. b
2. c
3. a
4. b
5. c
6. c

B. What's In

1. theme
2. protagonist
3. beginning
4. antagonist
5. setting

A. What I Know

Non-fiction	Fiction
How To a Ride A Bike	The Flying Bike
The Story of Ape	My Chicken Ate my TV
The Water Cycle	Ape Goes to Space
All About Bikes	The Silly Snake

References:

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