

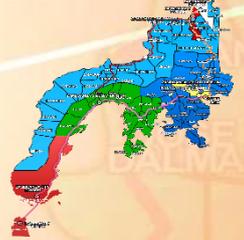


Republic of the Philippines
Department of Education
 Regional Office IX, Zamboanga Peninsula



- JANUARY**
Matuguhon
- FEBRUARY**
Mahigugmaon
- MARCH**
Matinabungan
- APRIL**
Matinahuron
- MAY**
Mahapsay og Mahimpyo
- JUNE**
*Maabik og Masunod sa
Dhasakong Oras*
- JULY**
Maantigo og Maabilidad
- AUGUST**
*Maginhuhuhunon
para sa Uban*
- SEPTEMBER**
Madaginaton
- OCTOBER**
Matinud-anon
- NOVEMBER**
Masaligan
- DECEMBER**
Maalampon

4



Zest for P rogress
 Zeal of P artnership

English

Quarter 4- Module 3:

Writing Reactions to Stories



Name of Learner: _____

Grade & Section: _____

Name of School: _____



What I Need to Know

Welcome to another lesson in English 4. This module aims to target the objective:

- **Learning Competency**

Write a reaction about the story read.

MELC Code - (*EN4WC-IIf-22*)



What I Know

Read the story. Answer the questions that follow.

Mike has a kite and a bike. He rides on his bike to the dike. He flies his kite by the dike. One day, the kite fell in the dike. Mike was sad. He had no more kite.

1. Who had a kite? _____
2. Where does Mike fly his kite? _____
3. What happened to the kite? _____
4. What can you say about Mike? _____
5. If you had a kite, would you fly it by the dike? Yes or No? Why?



What's In

Directions: What do you feel when you do the following? Draw happy face, sad, mad, or afraid face to show your reaction on the space provided for.



happy



sad



mad



afraid



1.



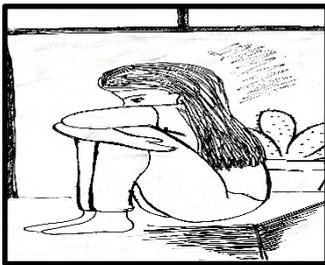
4.



2.



5.



3.



What's New

Good job for answering the activity. Now, you will read a story about the five foolish fishermen. As you read this story, you will learn some lessons. It's time for you to read it.



The five foolish fishermen went to the sea to fish.

When they got back, the first fisherman said,

“Let us see if there are still five of us.”

So he counted, “one, two, three, four.”

“Oh, no!” he cried. “We are only four!”

“Let me count,” said the second fisherman.

“One, two, three, four!”

“Maybe one of us fell into the sea!” cried the third fisherman.

“What shall we do?” asked the fourth fisherman.

And they began to cry.

A little girl came. “Why are you crying?” she asked.

“Five of us went to the sea to fish.

But only four of us came back! One of us is lost!” answered the fishermen.

They all cried again. “Boo hu hu!”

“Let me count,” said the little girl.

“One, two, three, four, five! There are five of you!”

“Why, what a smart girl you are!” said the five fishermen.

They were so happy. They gave her a basket full of fish.

Comprehension Questions:

1. What was the fishermen’s problem?

2. Who helped the fishermen count themselves?

3. Was there a missing fisherman? Yes/no and why?

4. What can you say about the fishermen? Why?

5. If you were one of the fishermen, how would you count yourselves?



What is it

- **Reaction** is a text-based response in which you incorporate your views on the source text.
- It requires you analyze the content of the text critically, evaluate the validity of the argument presented, and sometimes relate the source text to your own personal experience.
- It also gives you the opportunity to respond to the ideas put forth by the authors of the story read.
- However, writing reaction requires you to formulate your own ideas in relation to the ideas presented in a reading.

Here are some tips on how to write reactions based from the story read:

1. **Read and understand the story.**
2. **Write down your initial reactions.** After you read through the first time, jot down your initial reactions to the text.
3. **Make connections.** Try to connect the author's ideas to your personal experiences and observations.
4. **Extend the Idea.** By doing this, you are having more meaningful ideas to be shared.



What's More

Activity 1

Directions: Read the short story below about summertime.

It was summertime. The children are excited to visit their grandparents in the farm. The children had a sleepless night. They were imagining of the wonderful things they do at the farm. They play and eat in a peaceful meadow near the lake. They sometimes swim in the lake with their cousins. Their cousins were helpful to make things easy for them. In the afternoon, they were eager to help in feeding grandfather's animals while grandma is watchful and reminded them to be careful. The children cant wait for another summer to come. They wish they could do these things this summer and for the next summers to come.

Answer the following questions.

1. What was the story all about?

2. Do kids loved summer? Why?

3. What do you do during summer?

What can you say about summer? Write them inside the boxes below.



Activity 2

How will we keep ourselves healthy and safe on a sunny, hot day during summer? Complete the following sentences by choosing the correct word/words inside the box.

drink water	thin	hats and umbrellas
sunglasses	a bath	cold

1. To keep ourselves cool and hydrated, we must _____
2. To protect our eyes with sun's bright light we should wear _____
3. Comfortable and _____ clothes are suitable on a hot day.
4. Use _____ to protect ourselves from sun's direct light and heat.
5. We should take _____ every day to avoid heat stroke.



What I Have Learned

Directions: Answer the following questions.

A. How will you write reactions to a story you have read?

B. What are the tips in giving reactions?

C. What are the do's and don'ts in giving reactions?



What I Can Do

Exercise 1: Read the short story then answer the questions that follow.

Charlie's niece, Jackie, learned in Science class that pieces of moon rock fall from the sky. That is why she keeps a helmet and a shield by her bedside all the times. She also keeps her eyes on the ceiling until she falls asleep.

Questions:

1. Who is Charlie's niece?

2. What did Charlie's niece learn in class?

3. What does Jackie keep by her bedside all the time?

4. How do you think Jackie interpret her lesson in Science?

5. If you were Jackie, will you do the same? Why or why not?



Assessment

Read and understand the selection.

Will You Go to School this Summer?

Many schools find that pupils learn better and remember more when they go to school all year long.

Does that mean pupils won't get a vacation? No. It means that pupils will get many short breaks instead of just a long one.

What do pupils say about a year-round school?

It's good!

- I can remember more of what I learned.
- I like having more short breaks.
- Summer gets boring, and I miss my friends.

It's bad!

- I can't go to summer activities.
- I like to play outside.
- I like to play outside and swim in the warm weather.
- It's too hot to be in school in summer.

Question:

1. Is going to school in summer good or bad? Write your reaction based from the story read?



Answer Key

Rubric for checking.

Features	5	4	3	2
Quality of writing	Very informative, clear and well organized	Somewhat informative and organized	Gives information but poorly organized	Poor information, poorly organized
Grammar and punctuations	No spelling, punctuation or grammatical errors	Few spelling and punctuation errors, minor grammatical error	A number of spelling. Punctuation and grammatical errors ,	So many spelling, punctuation and grammatical errors.

- Activity 2
1. Drink a lot of water
 2. Sunglasses
 3. Thin
 4. Umbrellas/hats
 5. A bath

- Activity 1
1. It's about summer time
 2. Answers may vary
 3. Answers may vary

What's More

- Activity 1
1. Answers may vary
 2. The little girl
 3. Answers may vary
 4. Answers may vary
 5. Answers may vary

- Activity 2
1. sad face
 2. happy face
 3. sad face
 4. happy face
 5. sad face

What's In

What's New

References:

The Five Foolish Fishermen
Summertime
Will You Go to School this Summer?
English Learning Material 4

Development Team

Writer: **Rachel T. Alay**
Hji. Amilhamja Lahaba Memorial Elementary School
Michelle C. Floreta
Diki Elementary School

Editor:

Reviewer:

Illustrator: **Janice Irene B. Abducarim**
Diki Elementary School

Layout Artist: **Maad A. Ismael**
Tampalan Elementary School

Management Team:
Julieto H. Fernandez, Ed. D., CESO VI
SDS-Isabela City

Maria Laarni T. Villanueva, Ed. D., CESE
ASDS-Isabela City
Henry R. Tura, CID Chief
Elsa A. Usman, LR Supervisor
Helen De Leon, EPS-English, Module Coordinator