ORGANIC AGRICULTURE INTEGRATION IN BASIC EDUCATION CURRICULUM (BEC)

Mary Joy B. Laude
Igangon Elementary School
San Isidro District
Davao Del Norte
Philippines

English
Making Inferences

AGE LEVEL: 11-13 YEARS OLD
GRADE LEVEL: Grade VI
SUBJECT: English VI and Organic Agriculture
TOPIC: Making Inferences

- Inferring Moods of Certain Events

PREREQUISITE: Students should have clear understanding of the mood of certain events through actions/utterances
DURATION: 1 to 2 sessions (1 session)
LEARNING OBJECTIVES

By the end of this lesson, students should be able to:

1. Make inference
2. Infer the mood of certain events through speakers' actions
3. Enumerate ways of controlling/ Preventing harmful effect of human activities to the environment.

MAIN CONCEPTS & SKILLS

- Inferencing is the process of reaching conclusions based on information within the text. Can be used in reading both fiction and nonfiction.
- An inference is when we take clues from a story plus what we already know from our own experiences to decide what the author means.
- The author will not always tell us everything, so we need to use inferences to understand and visualize the story.
- Ways of controlling /preventing harmful effect of human activities to the environment:
  Disease control program
  proper disposal
  proper waste disposal

pollution control
planting trees
proper sanitation
recycling

MATERIALS NEEDED

Appendix 1 – (Chart) meaning hope-can , wish-could
Appendix 2 – Picture of natures
Appendix 3 – unlocking of difficulties
Appendix 4 – Poem **What The Nature Suffers?**
http://www.poetryinnature.com/nature/poetry.asp?poem=5869
Appendix 5 – Chart story about Jesus walks in water
Appendix 6– Chart- infer the mood conveyed by the following events
Appendix 7– Strips cartolina (generosity, love, cooperation, joyfulness, kindness, gentleness, diligence, confidence, punctuality , concern)
Appendix 8- Chart (list down at least 5 from your favorite cartoon characters.

PRESENTATION OF THE LESSON

A. Preparatory Activities

1. Review:(see appendix 1)
   Using the expressions " Hope-can" and "Wish- Could"
   (Use "hope-can" to express something that is likely to happen with present form of the verb & Use " wish-could" to express something that is not likely to happen with the present form of the verb)

- Study the following sentences. Give one clap for sentences that are likely to happen and two claps for sentences that are unlikely to happen.
- (eliminate from the group the pupils who make mistakes in clapping.)

1. The rich man hopes he can help the typhoon victims.
2. Somewhere down the road, somebody wishes she could be a flower.
3. The family wishes they could tour around the world for free.
4. People hope they can free Pasig River from garbage.

2. Motivation:
   (showing Pictures of natures)(see Appendix 2)
   -Are you a nature lover? Why?
   - Observe the things around you and list down as many as possible.(on the board)
   - Have you ever wondered why those things exist?

- Or wonder how long will they be there?

3. Unlocking of Difficulties(see appendix 3)
    1. Nature –the physical world and everything in it (such as plants, animals,mountains, oceans, stars, etc.) that is not made by people.
    2. Pollution – The action or process of making land, water, air, etc. dirty and not safe or suitable to use.
    3. Harmful – causing or capable of causing damage or harm.
    4. Destabilizing – to make something unstable

B. Development of lesson:

Read the Poem: (see Appendix 4)

What The Nature Suffers?
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Open Drainage systems ,
Human being do not realize,
Struggling and surviving human prefers
One day ,nature will surely suffers.

Factories & industries releases harmful gases,
Unaware human being still careless
What will happen to the world?
This is my concern for tomorrow's world.

Increasing automobiles on rise
release dangerous carbon mono-oxide ,
contributing pollution in day to day life
Spoiling the nature, destabilizing life,

Let rise to occasion and minimize the pollution,
Save the nature and avoid congestion,
If nature continue to suffers,
Generation next shall curse their mentors.

Let's pledge, not to play with nature more,
Plant more trees, save pollution and be assure,
Nature will pay back all the dividends,
Giving generation next, a healthy and safe land.

C. **Analysis and Discussion**:
    1. How did you feel while listening to the poem?
    2. What feelings/moods were expressed in the poem?

3. What was the author saying in the poem?
4. Do you have the same feeling as the author?
5. Are you wondering about the natural things around you?
6. Think of the people today, do you think they still have time to wonder about beautiful things around them? Why do you say so?
7. What ensures us of a safe and healthy environment now & even for the future generation?
8. Enumerate the ways of controlling / preventing harmful effects of human activities to the environment?
9. Having a sustained ecological balance, do you think we can be ensured of a safe and healthy environment now and for the future generation? Why?

D. Engagement Activities

(Reading of the story by the teacher)

<u>Jesus Walks on water (see Appendix 5)</u>

Immediately after this, Jesus made his disciples get back into the boat and across to the other side of the lake while he sent the people home. Afterward he went up into the hills by himself to pray. Night fell while he was there alone. Meanwhile , the disciples were in trouble far away from land, for a strong wind had risen, and they were fighting heavy waves.

About three o'clock in the morning Jesus came to them walking on the water.

When the disciples saw him, they screamed in terror , thinking he was a ghost.

But Jesus spoke to them at once. "It's all right", he said. Am here don't mind be afraid.

Then Peter called him, Lord, if it's really you, tell me to come to you by walking on water.

Alright , come Jesus said.

So Peter went over the side of the boat and walked on the water toward Jesus.

But when he looked around at the high waves, he was terrified and began to sink.

Save me, lord! He shouted.

Instantly Jesus reach out his hand and grabbed him. You don't have much faith, Jesus said. Why did you doubt me?

And when they climbed back into the boat the wind stopped. Then the disciples worshiped him.

You really are the son of God. They exclaimed.

After they had crossed the lake, they landed at Gennesaret.

The news of their arrival spread quickly throughout the whole surrounding area, and soon the people were bringing all their sick to be healed. The sick begged him to let them touch even the fringe of his robe, and all who touched it were healed.

a. How did you feel while listening to the story?
b. What feelings/moods were expressed in the following situations/actions
    1. About three o'clock in the morning Jesus came to them walking in the water. (**Fear, Amazement**)
    2. It's alright, jesus said " I am here!" (**Love , concern**)
    3. " Lord, if it's really you, tell me to come to you by walking on the water." (**Doubt, Happy**)
    4. What do you think is the general mood expressed in the following:
    -Meanwhile, the disciples were in trouble far away from land, for strong wind had risen, and they were fighting heavy waves.
    -Then the disciples worshiped him. " You really are the son of God!" They exclaimed.
    - the sick begged him to let them touch even the fringe if his robe, and all who touched it were healed.

A. Get a partner and prepare a one or two-line skit to portray the following character traits/feelings:

    a. Thrilled
    b. Depressed
    c. Afraid
    d. Overwhelmed
    e. Surprised
    f. Disappointed

E. Generalization:

How can we tell or infer the mood conveyed by a particular events? (Through the speaker's actions, intentions/utterances or words)

F. Post Activity

1. Application (see appendix 6)

Infer the mood conveyed by the following events:

1. It was about 2 o'clock in the afternoon. People were busy enjoying their free time at the mall. Suddenly, the fire alarm sounded and fire trucks started heading towards the place.
2. What a day it was! Flags were flying, bands were playing and all the lovely ladies had flowers in their hair. Everybody was in their fancy costumes.

2. **Enrichment: Group Activity** (see appendix 7)

a. Teacher prepares rolled strips containing the different moods and place them in a box.
b. Ask the pupils to group by row and choose a leader
c. Each leader will get a strip of rolled paper containing the mood they are to convey. (can be done thru actions/ dialogues depending on the members' choice.)
d. Acting out

Assessment / Evaluation (Evaluation must be 2 items only)

In two sentences describe the trait of a person in each of the ff. selections.

1. Betty was twelve years old and in Grade VI. She was well-liked by her classmates. But Betty spent all her free time in practice and study. Her friends could not understand why she had no time for them. They thought she was far too serious.

   Once in a while, she thought of the good times she was missing. But always , she put these thoughts out of her mind and passed up any fun.

   Answer:

   _____
   _____
   _____.

2. When I was a boy of nine, I used to mow the lawn of Mrs. Long, an elderly lady who lived across from the church. She paid me very little for the chore, which was not surprising, for she had not much money. But she did promise me, " when Christmas comes, I shall have a present for you". And she said this with such enthusiasm that I felt assured that the present would be magnificent.

   I spent much time wondering what it would be. The boys I prayed with had baseball gloves and bicycles and ice skates, and I was so eager to acquire any one of those that I convinced myself my benefactor intended choosing from among those.

   Answer:

   _____
   _____
   _____.

3. Tino thought of the money he had saved from selling newspapers. He had almost enough for a bike. But then, his father had met an accident. Should he use the money for the medicine of his father? If he did, he would not have his bike. He sat on his bed and slowly got the money from under the pillow. Thoughts of his father and of the shiny bike flashed one after the other in his

mind. “ I worked so hard for that bike,” he thought as he ran towards the store, the money clutched tightly in his hand. Suddenly, he slowed down. The thought of his father came back to him. Quickly, he ran to the hospital straight to his father’s room. “ Mother,” he whispered,” I managed to save some money.”

Answer:

_____
_____
_____.

4. Annie was quite unhappy. Having measles was bad enough. But having to stay in her room all by herself on a beautiful day was the hardest part of all. She wanted to be outside playing with her brothers and sisters. Most of all, she missed her favorite pet.

Answer:

_____
_____
_____.

Assignment*:* : (see appendix 8)

List down at least five from your favorite cartoon characters. Opposite each give the trait he is portraying. Give one-sentence from the episode that would prove the trait as you’ve known him.

Example:

Favorite cartoon character	**Trait**	**Sentence**
spiderman	responsible	With great power comes greater responsibilities
1.hamtaro	Humble-hamster	I always help my fellow harmsters in going out of trouble at all cost.
2.		
3		
4.		

5.		

RESOURCES

PELC Handbook in English 6 p.24
English for All Times Reading p.7-9
Fun in English 6 Reading pp.92-94

APPENDIX 1

Using the expressions " Hope-can" and "Wish- Could"
(Use "hope-can" to express something that is likely to happen with present form of the verb & Use " wish-could" to express something that is not likely to happen with the present form of the verb)

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APPENDIX 2





Appendix 3

Unlocking of Difficulties

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Appendix 4

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Spoiling the nature, destabilizing life,

Let rise to occasion and minimize the pollution,
Save the nature and avoid congestion,
If nature continue to suffers,
Generation next shall curse their mentors.

Let's pledge, not to play with nature more,
Plant more trees, save pollution and be assure,
Nature will pay back all the dividends,
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Appendix 5

Jesus Walks on water

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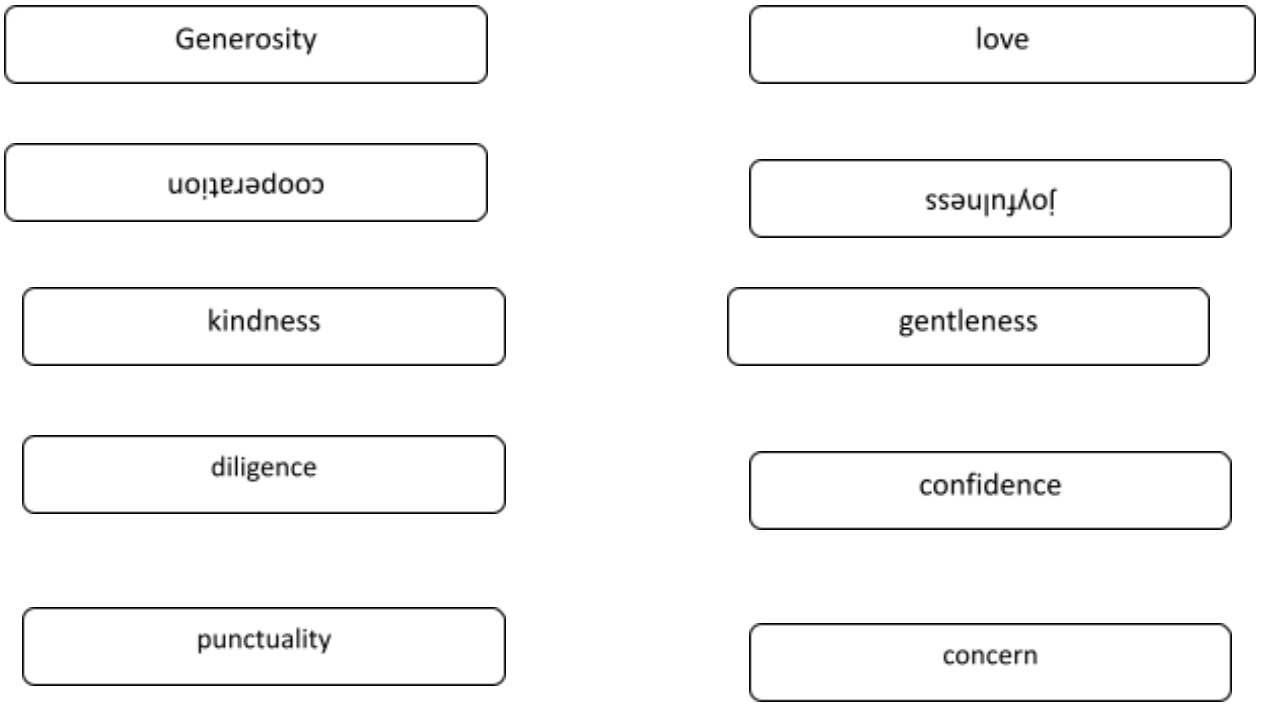
Appendix 6

Application

Infer the mood conveyed by the following events:

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