

English 7 Activity Sheet Quarter 4 – MELC 3

Determine the Worth of Ideas
Mentioned in the Listened Text



REGION VI – WESTERN VISAYAS

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English 7

Activity Sheet No. 3

Determine the Worth of Ideas Mentioned in the Listened Text First Edition, 2021

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Introductory Message

Welcome to English - Grade 7!

The **Learning Activity Sheet** is a product of the collaborative efforts of the Schools Division of Iloilo and DepEd Regional Office VI - Western Visayas through the Curriculum and Learning Management Division (CLMD). This is developed to guide the learning facilitators (teachers, parents and responsible adults) in helping the learners meet the standards set by the K to 12 Basic Education Curriculum.

The **Learning Activity Sheet** is self-directed instructional materials aimed to guide the learners in accomplishing activities at their own pace and time using the contextualized resources in the community. This will also assist the learners in acquiring the lifelong learning skills, knowledge and attitudes for productivity and employment.

For the learning facilitator:

The **English Activity Sheet** will help you facilitate the teaching-learning activities specified in each Most Essential Learning Competency (MELC) with minimal or no face-to-face encounter between you and learner. This will be made available to the learners with the references/links to ease the independent learning.

For the learner:

The **English Activity Sheet** is developed to help you continue learning even if you are not in school. This learning material provides you with meaningful and engaging activities for independent learning. Being an active learner, carefully read and understand the instructions then perform the activities and answer the assessments. This will be returned to your facilitator on the agreed schedule.

Learning Activity Sheet No. 3

Name of Learner: _____

Grade and Section: _____ Date: _____

ENGLISH ACTIVITY SHEET

Determine the Worth of Ideas Mentioned in the Listened Text

I. Learning Competency

Determine the worth of ideas mentioned in the text listened to. (EN7LC-IV-g-8.2)

II. Background Information for Learners

Determining importance of the ideas in the text **listened to**, helps learners recognize important points in the context. It is a strategy used to distinguish between what information in a text is most important versus what information is interesting but not necessary for understanding.

This learning kit will help you on how to extract the most important information they read and to comprehend complicated nonfiction text in the process. When learners are given the opportunity to combine facts and ideas together in order to solve a given problem, higher-order thinking and reasoning skills are utilized. Think and act like a detective and search for the most important points in a text. Also, it is designed to give you the opportunity to read, think, and talk about how they prioritized the information given in the text.

Listening Activity

Direction: Ask someone (father, mother, siblings or other members of the family) to read the text to you. Then, copy the diagram and answer on your activity notebook/ answer sheet.

The Scientific Method

In ancient times, people tried to explain the world around them based on what they saw. People in ancient times saw that the sun came up from one side of the earth, moved across the sky, and went down on the other side. Based on this observation, they believed that the sun travels around the earth. Going directly from observation to conclusion is called non-scientific thinking.

Here is an example of non-scientific thinking. Maybe you had a sick stomach, and ate a candy bar. An hour later, you observed that you felt much better. You might conclude that it was the candy bar that made you feel better. But there are other possible explanations for the observation. Maybe you had taken some medicine an hour earlier, and it took a while to work. Maybe enough time had passed, and you would have felt better without eating the candy bar. Non-scientific thinking happens all the time.

The scientific method is a way of thinking that helps you to avoid drawing incorrect conclusions. It helps you to avoid non-scientific thinking. It reminds you to treat your first conclusion as one of several possible conclusions. It reminds you to gather evidence to support your conclusion.

The five steps in the scientific method begin by questioning an observation, and end with a conclusion that is based on evidence. Step 1 in the scientific method is to ask a question about your observation, such as, "What makes a sick stomach feel better?" Step 2 is to state a possible answer to the question, or a hypothesis, such as, "A candy bar makes a sick stomach feel better." Step 3 is to test the hypothesis. This can be done in many different ways. You could wait until you have a sick stomach again, eat a candy bar, and see what happens. You could ask a lot of people if eating a candy bar had ever made a sick stomach feel better. Figuring out how to test a hypothesis is what makes science challenging. Step 4 is to think about the findings—think about what happened when you tested the hypothesis. Step 5 is to draw a conclusion—and share it with the rest of the world.

Process Question:

What small piece of information from the story that makes the story more interesting?

III. References

Facts and Details. K5 learning: Reading and Math for K-5. Accessed from March 30, 2021. <https://www.k5learning.com/worksheets/reading-comprehension/grade-5-main-idea-a.pdf>

IV. Lesson Proper

Activity 1: Interesting VS. Important Details

Directions: When we determine importance in nonfiction, we filter out what is interesting from what is important. Read and analyze the text below *Uses of Mobile Phone*¹ to find what you think is interesting vs. what you think is important in the text. Use the table below. Write your answer on your activity notebook/ answer sheet.

Uses of Mobile Phone

Mobile phones indeed make our lives easy and convenient but at what cost? They are a blessing only till we use it correctly. As when we use them for more than a fixed time, they become harmful for us.

We use mobile phones for almost everything now. Gone are the days when we used them for only calling. Now, our lives revolve around it. They come in use for communicating through voice, messages, and mails. We can also surf the internet using a phone. Most importantly, we also click photos and record videos through our mobile's camera.

The phones of this age are known as smartphones. They are no less than a computer and sometimes even more. You can video call people using this phone, and also manage your official documents. You get the chance to use social media and play music through it.

Moreover, we see how mobile phones have replaced computers and laptops. We carry out all the tasks through mobile phones which we initially did use our computers. We can even make PowerPoint/Video presentations on our phones or use it as a calculator to ease our work.

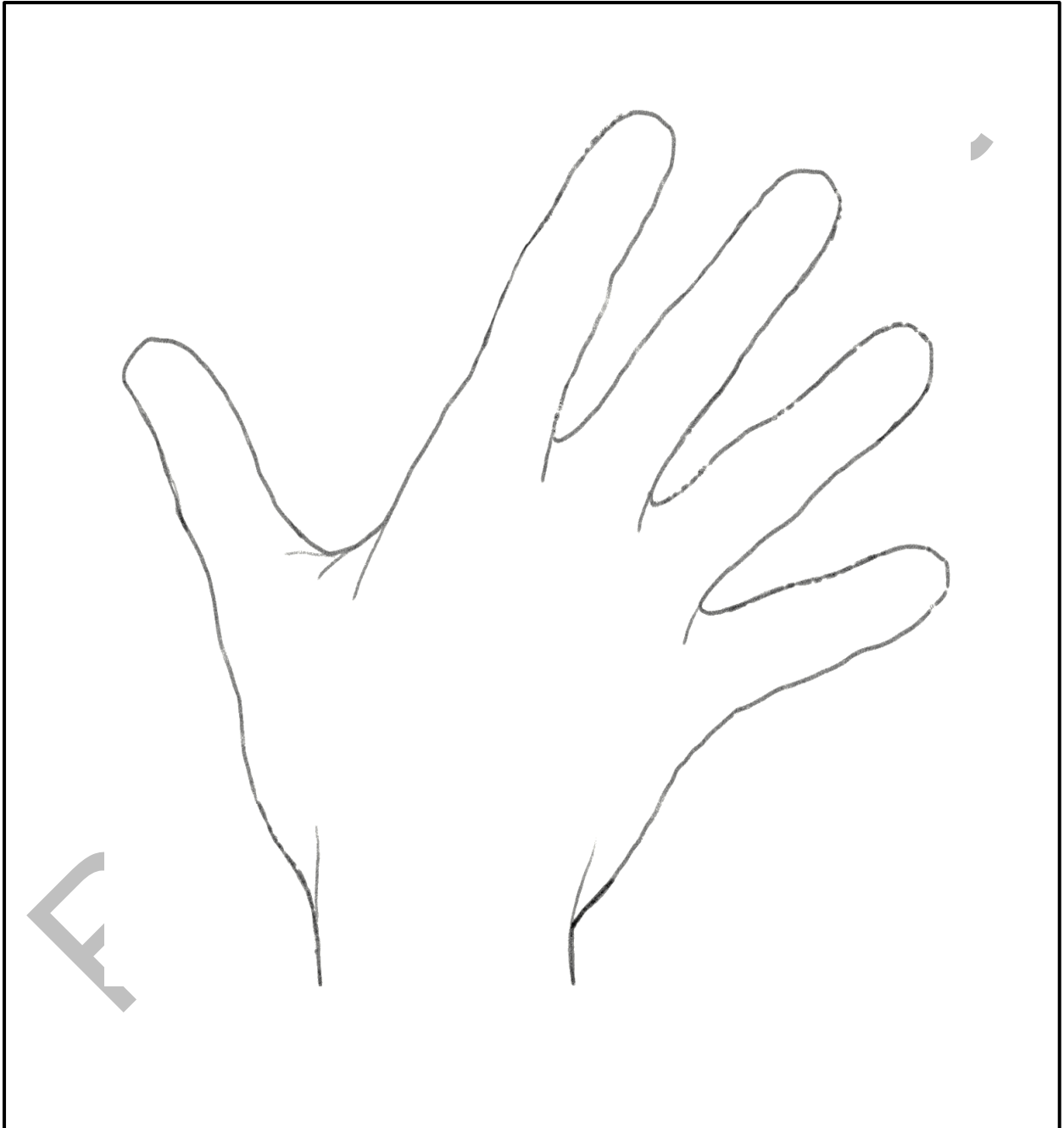
INTERESTING	IMPORTANT

¹ Uses of Mobile Phones. Toppr. Accessed from March 30, 2021. <https://www.toppr.com/guides/essays/uses-of-mobile-phones-essay/>

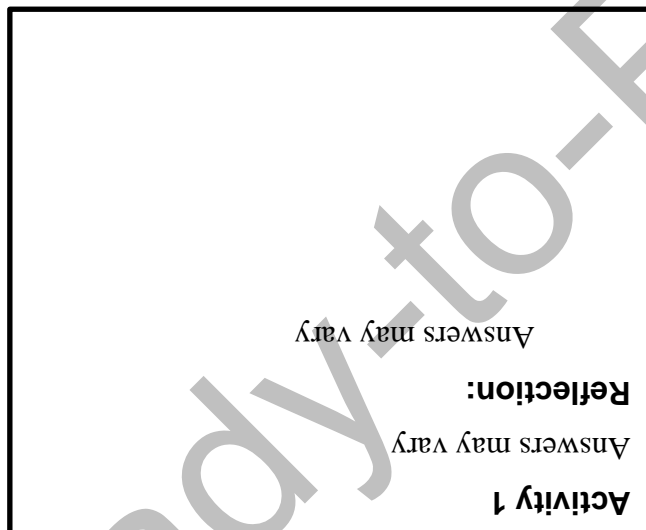
V. Reflection

Activity 2: Hands up!

Directions: Trace your hand and write reasons why extracting important details in a nonfiction text is important on each finger. You may design your work according to your preference. Do this in your activity notebook / answer sheet.



VI. Answer Key



Practice Personal Hygiene Protocols at all Time
