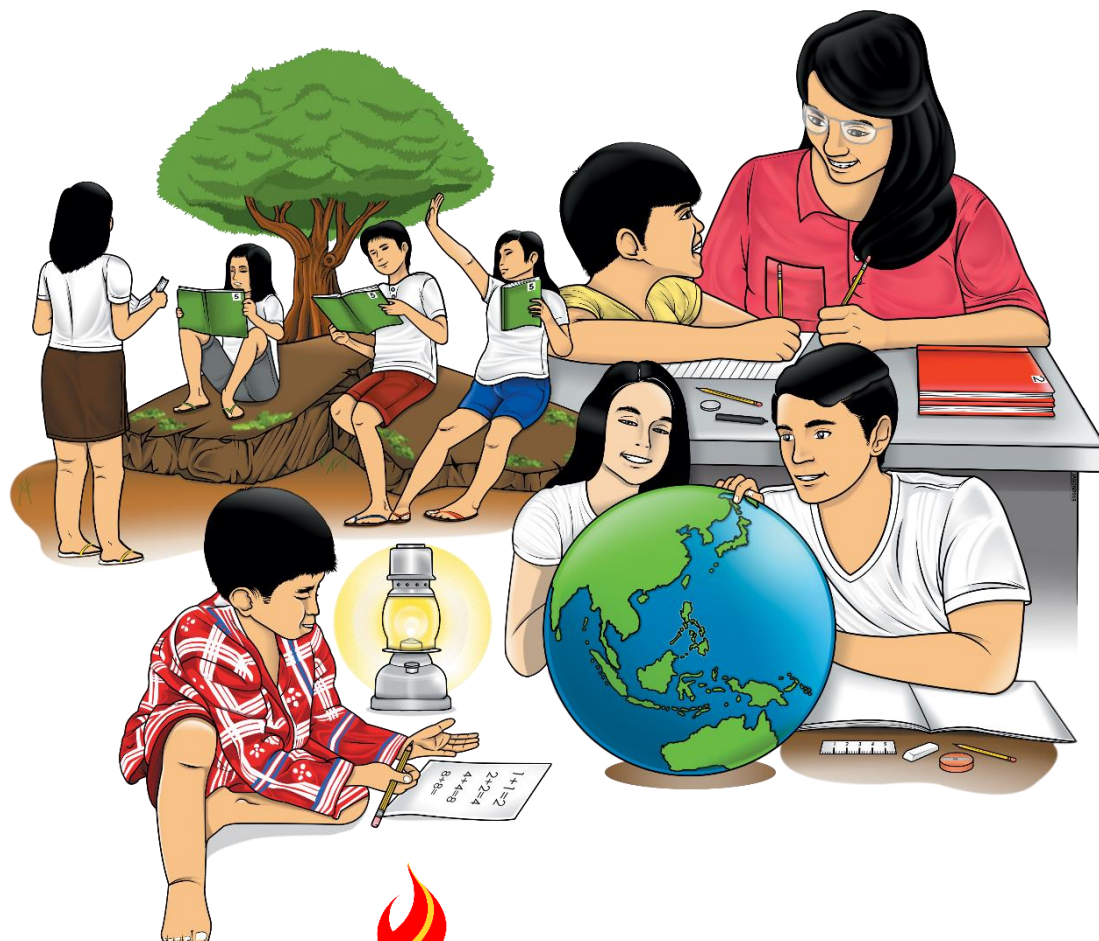


English

Quarter 3 – Module 7

Story Elements

(Analyze a Story in Terms of Its Elements)



English– Grade 4
Alternative Delivery Mode
Quarter 3 – Module 7: Story Elements (*Analyze a Story in Terms of its Elements*)
First Edition, 2020

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Development Team of the Module

Writers:	Ruel B. Diaz Syrelle France S. Paterter Ma. Francia N. Bulacan Lea E. Basquiñas
Editors:	Joan L. Lagata Mai Anne D. Rondola
Illustrator:	Jerome Bonzo
Layout Artist:	Krysta Lynne I. Fuertes
Management Team:	Gilbert T. Sadsad Francisco Bulalacao Grace U. Rabelas Leilani Lorico Sancita B. Peñarubia Edison Mallapre Maritess Orellana

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Office Address: Regional Center Site, Rawis Legazpi City 4500
Telefax: 0917 178 1288
E-mail Address: region5@deped.gov.ph

English

Quarter 3 – Module 7

Story Elements

(Analyze a Story in Terms of its Elements)

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know



Hello learner! Can you still remember us? **We are your friends Ella and Eloy.**

Welcome to the exciting world of English for the Third Quarter, Module 7. We are going to work on different activities together so that at the end of the module, you will be able to: *analyze a story in terms of its elements.*

Hi, there! I am your Kuya Pat. I will be joining you, together with Ella and Eloy, in this adventure. First, let us find out how well you know the topic.



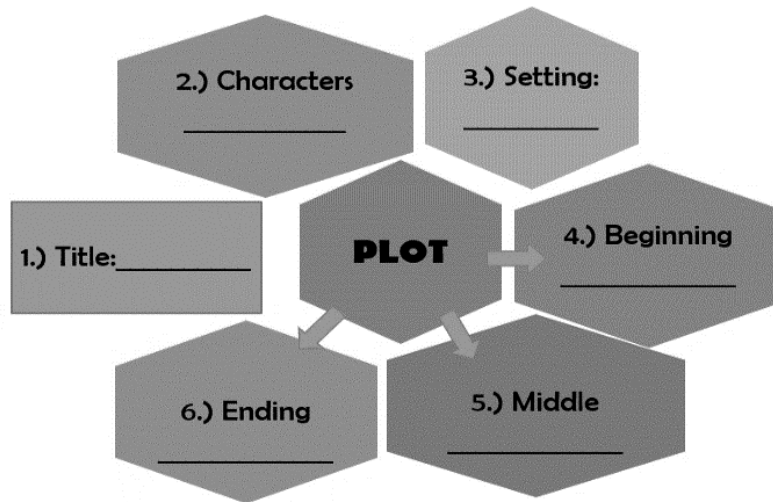
What I Know

Directions: Read the short story below. Analyze it in terms of its elements then complete the graphic information. Write the answers on your answer sheet.

Crossing the Bridge

Granny Fox wanted Reddy Fox to learn to run across the railroad bridge, but Reddy was scared. So, one day, Granny Fox cried out that she heard Browser the Hound coming toward them. Reddy was even more scared of Browser the Hound, so he followed Granny across the bridge. But Browser had not been there at all. Granny had tricked Reddy Fox into running across the bridge.

Source: Reading Comprehension Worksheet, K5 Learning, <https://www.k5learning.com/worksheets/reading-comprehension/grade-3-story-elements-c.pdf>



Wait a minute!

Let us analyze your answers. Were your answers like these?

- 1) **Title:** Crossing the Bridge
- 2) **Characters:** Granny Fox, Reddy Fox
- 3) **Setting:** one day, bridge/ railroad bridge

Plot

- 4) **Beginning:** Granny Fox wanted Reddy Fox to learn to run across the railroad bridge, but Reddy was scared.
- 5) **Middle:** Granny Fox cried out that she heard Browser the Hound coming toward them.



Good job! If you were able to get **5-6**, then it means you are already on the right path towards discovering more about the topic.

If not, it is okay. We are here to learn, right?

Lesson

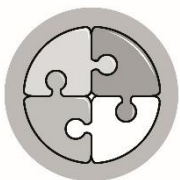
7

Analyze a Story in Terms of its Elements

Every time you read a story, you try to find its meaning. You look for details and clues so that you will understand it. Developing an understanding and analysis of the story elements are essential for you to follow and fully comprehend the stories read. These elements contribute to the overall meaning and effect of a story.

Understanding how a story is organized is necessary for you to achieve a high level of comprehension. It also provides you with the opportunity to remember the story well. Being familiar with them can even help you in writing your works, organize your thoughts, and effectively creating the details of your own stories. It all begins with small steps.

Before you explore more about this topic, let us have a quick review of the topic discussed from the previous module. ***Can you still remember it?***



What's In

Infer Speaker's Tone, Mood, and Purpose

A. Definition of Terms

Directions: Complete the sentences below with the missing word. Write the answers on your answer sheet.

1. It is the author's attitude toward the topic. The attitude an author displays toward her subject or audience is called _____.

2. The reason an author writes about a topic is called _____.

3. This refers to the audience's feelings toward the subject of the writing. It is called _____.

Tone	Mood	Purpose
------	------	---------

B. Inferring Mood

Directions: Read the short poems and infer the general mood expressed in each. Write the letter of the correct answer on your answer sheet.

4.

The House Cat

The house cat sits
And smiles and sings
He knows a lot
Of happy things.

- a. sadness
- b. happiness
- c. anger

5.

A Dream

On a midnight dark and silly
I woke up alone from a distance so scary
I dreamed of figures from a ghost story
And the house that was haunted by the White Lady

- a. funny
- b. fearful
- c. exciting

6.

The Owl and the Pussycat

The owl looked up to the stars above
And sang to a small guitar

“O Lovely Pussy, O Pussy, my love,
What a beautiful Pussy you are.

You are

You are

What a lovely pussy you are.”

- a. surprise
- b. dislike
- c. admiration

Source: Inferring the General Mood of the Selection,
www.slideshare.net/edithahonradez/english-6-dlp-38-inferring-the-general-mood-of-the-selection

C. Inferring Tone, Mood, and Purpose

Directions: Read the short paragraph and infer the tone, mood, and purpose expressed by the speaker. Write the letter of the correct answer on your answer sheet.

With gentle hands, she lifted the tiny kitten to her cheek and closed her eyes and she listened to its purring. In her palm, she could feel its tiny heartbeat, steady and strong. Then she set it gently back down into its bed and went to prepare its next meal. With any luck, the poor little creature would make it to morning.

Source: Mood and Tone,
www.easyteacherworksheets.com
/langarts/2/moodtone.html

7. What is the tone of the speaker?
a. caring b. cheerful c. serious
8. What is the mood that exists in the text?
a. expecting a good thing to happen
b. expecting a bad thing to happen
c. expecting nothing
9. What is the purpose of the writer?
a. to inform about kittens
b. to persuade us to take care of kittens
c. to entertain us with tiny kittens

Don't forget to review your answers before checking.

Look at the Answer Key on page 22.

If you were able to get **7-9: Nicely done!** You're more than ready to learn the new set of skills.

6 and below: Oops. You might want to take a peek again at our previous module. Here are a few reminders.





REMEMBER:

Tone is the author's attitude toward the topic. It is the attitude an author displays toward her subject or audience.

Mood refers to the audience's feelings toward the subject of the writing.

Purpose is the reason an author writes about a topic.

You are about to read a short story in a little while. Before that, let us first define the difficult words that you will encounter.



What's New

Directions: Identify the meaning of the underlined words in the sentences. Write the letter of the correct answer.

1. The children built sandcastles at the **seashore**.
a) land at the bottom of the sea
b) land lying near the sea
c) land under the sea
2. The little girl **bruised** her knees when she fell on the street.
a) cleaned b) hurt c) healed
3. The kids went on a **trip** to the zoo.
a) journey b) summer c) training
4. I was **frightened** by the barking of the dogs last night.
a) excited b) scared c) surprised
5. It is so **peaceful** to watch the sunrise early in the morning.
a) calm b) unhappy c) worried

Source: Department of Education, Region V, Daily Lesson Plan, Quarter 1, Week 7, Day 1, page 176



Done? Let us see.

Look at the answer key on page 22.

If your score is--

4-5: Great work! You easily found the clue words to unlock the meaning of the difficult one.

3 and below: Oops! You need more practice. Read. Read.

Well-done learner! You already know the meaning of the difficult words found in the story. You are ready to move to the next part now. Keep going. Have fun reading and learning!



Think About These:

What place would you like to visit?

Will you go there alone? Why or why not?

Read and analyze the story about “Mouse at the Seashore”, be able to answer the questions after it.

Mouse at the Seashore

(slightly simplified)

Arnold Lobel

A mouse told his mother and father that he was going on a trip to the seashore.

“We are very alarmed,” they cried.

“The world is full of terrors. You must not go!”

“I have already decided,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

“Then we cannot stop you,” said Mother and Father Mouse, “but do be careful.”

Early the next day, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear. A cat jumped out from behind a tree. “I will eat you for lunch,” he said.

It was a narrow escape for the Mouse. He ran for his life but he left part of his tail in the mouth of the cat.

By afternoon, the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

In the evening, the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the ocean, one after another. All the colors of the sunset filled the sky.

“How beautiful,” cried the Mouse.

“I wish that Mother and Father were here to see this with me.”

The moon and the stars began to appear over the ocean. The Mouse sat silently on top of the hill. He felt very happy and peaceful.

Source: Department of Education, K to 12 English 4
Learner’s Material, pages 66-67



Done?

You can read the story again before you answer the questions below. Make sure you understand the important details from it.

Comprehension Questions:

1. Who was going on a trip to the seashore?
2. When and where did the story happen?
3. What was the conflict/problem in the story?
4. How was the problem solved?
5. If you were the mouse, will you go on a trip to the seashore alone? Why or why not?



Review your answers before checking them using the **Key to Correction** on **page 22**.

If you got **4-5: Great!** It means you understood the story well so you can now go to the next part of this module.

If you got **3 and below: Oops!** You need to read the story to understand it better. You can do it.



What is It

Let us read the phrases and sentences from the story.

1. Early the next day, seashore
2. Mouse, Father and Mother Mouse, cat, dogs and birds
3. He did not stop even he was chased by a cat and attacked by birds and dogs.
4. The Mouse was able to achieve his dream to go to the seashore.
5. The Mouse wanted to go on a trip to the seashore but his parents did not allow him to go.
6. Mouse at the Seashore

Source: Department of Education, Daily Lesson Plan English 4, Quarter 2, Week 1, Day 3, pages 177-178



After reading and analyzing the information, let us trto answer the following questions together.

1. What is the story all about? Mouse at the Seashore

This gives you an idea or clue of what you will read in the story. It is called Title.

2. Who are the animals or people that act in the story? Mouse, Father and Mother Mouse, cat, dogs and birds

They are the animals who act in the story. We call them the Characters.



Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013
www.youtube.com/watch?v=a0qq0h4xN34

3. When and where did the story happen? Early the next day, seashore

This tells about the place and time of the story. We call them Setting.



Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013
www.youtube.com/watch?v=a0qq0h4xN34

The most important events in the story are called Plot. It is subdivided into three main parts.



Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013, www.youtube.com/watch?v=a0qq0h4xN34

4. What is the problem in the story? The Mouse wanted to go on a trip to the seashore but his parents did not allow him to go.

The part of the plot that tells the problem is called Beginning.



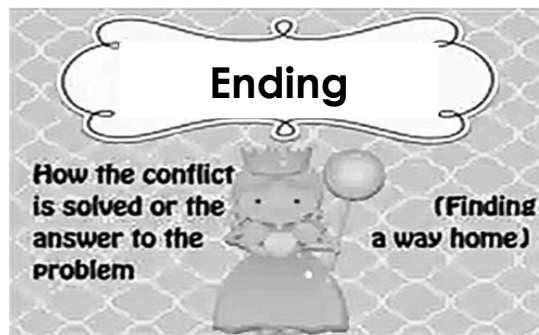
Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013, www.youtube.com/watch?v=a0qq0h4xN34

5. What action did the mouse does solve his problem? He did not stop even he was chased by a cat and attacked by birds and dogs.

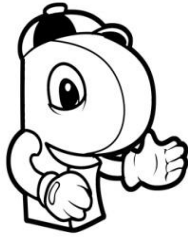
The part of the plot that tells the actions of the character to solve the problem is called Middle.

6. What happened when he did not give up? The Mouse was able to achieve his dream to go to the seashore.

The part of the plot that tells how the problem was solved is called Ending.



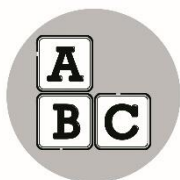
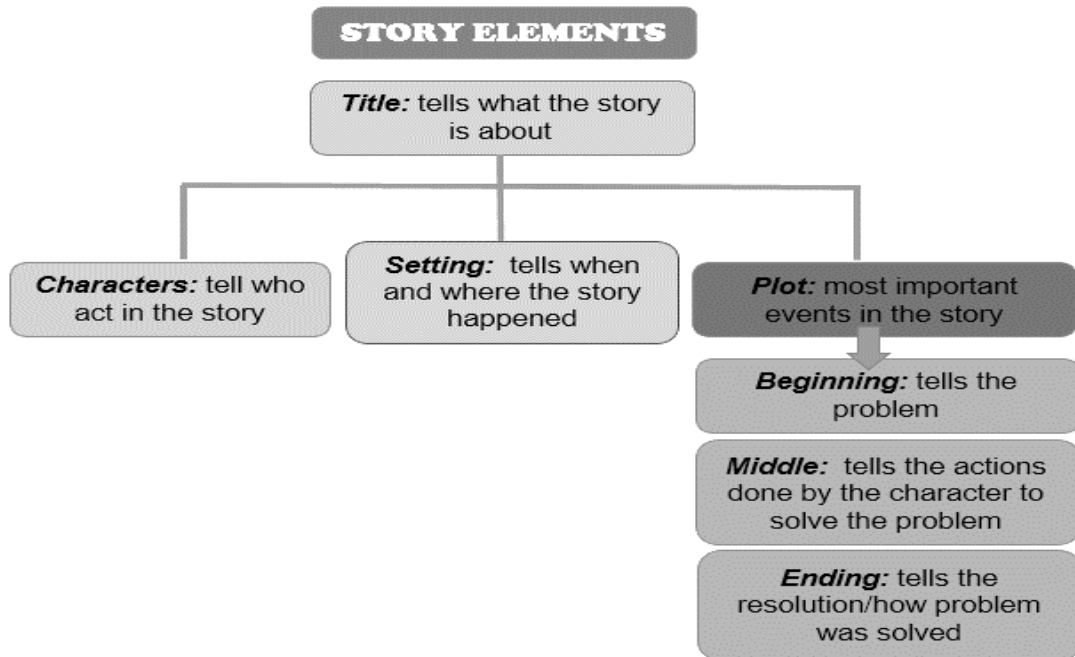
Source: Blake Turley, *Story Elements*, CI350 Class, April 30, 2013, www.youtube.com/watch?v=a0qq0h4xN34



All these are called Story Elements.

Being able to analyze them effectively helps you remember the story, understand its meaning, and retell it.

If we are to present Story Elements using a Graphic Organizer, it will look like this.



What's More

A. Directions: Read the short story below. Analyze it and be able to identify its elements. Choose the letter of the correct answer.

Buddy and the Cat

Little Buddy Cockroach is a house bug. Mother Cockroach always tells him to stay in dark places and hide. He listens to her with half an ear not believing in what she says. "How could they not like me? I have beautiful, shiny wings, and long antenna. Surely, they would love me," he thought. One day, Buddy saw a black cat and said, "I will show Mother Cockroach that she is wrong."

But when the cat saw him, it immediately jumped and started running after him with its sharp claws. Buddy ran as fast as he could to the dark place under the cabinet and never came out.

Source: Department of Education, K to 12 English 4 Learner's Material, Do and Learn, page 109

1. What is the title of the story?
 - a. Buddy and the Dog
 - b. Buddy and the Cat
 - c. Buddy and the Dinosaur

2. Who are the characters in the story?
 - a. Ant, Grasshopper
 - b. Mother Hen, Little Hen, Worm
 - c. Little Buddy Cockroach, Mother Cockroach, Cat

3. What is the setting of the story?
 - a. one day, in the house
 - b. one night, at the zoo
 - c. noontime, the garden

4. What is the beginning of the story?
 - a. Mother Cockroach always tells Buddy Cockroach to eat healthy foods.
 - b. Mother Cockroach always tells Buddy Cockroach to stay in dark places and hide.
 - c. Mother Cockroach always tells Buddy Cockroach to sleep early at night.

5. What is the ending of the story?
 - a. Buddy Cockroach learned to hide in dark places.
 - b. Buddy Cockroach became friends with the cat.
 - c. Buddy Cockroach learned to eat vegetables.

B. Directions: Read the short story below. Analyze the story elements by filling in the graphic organizers. Write the answers on a separate sheet of paper.

Pablo and the Eggs

Pete, the grasshopper, and his friend Pablo, the praying mantis, were playing in the garden. One day, they found some small round objects in the grass. Pablo wanted to play with them because they looked like small balls. He was about to pick them up when Pete stopped him, “Those are not playthings.”

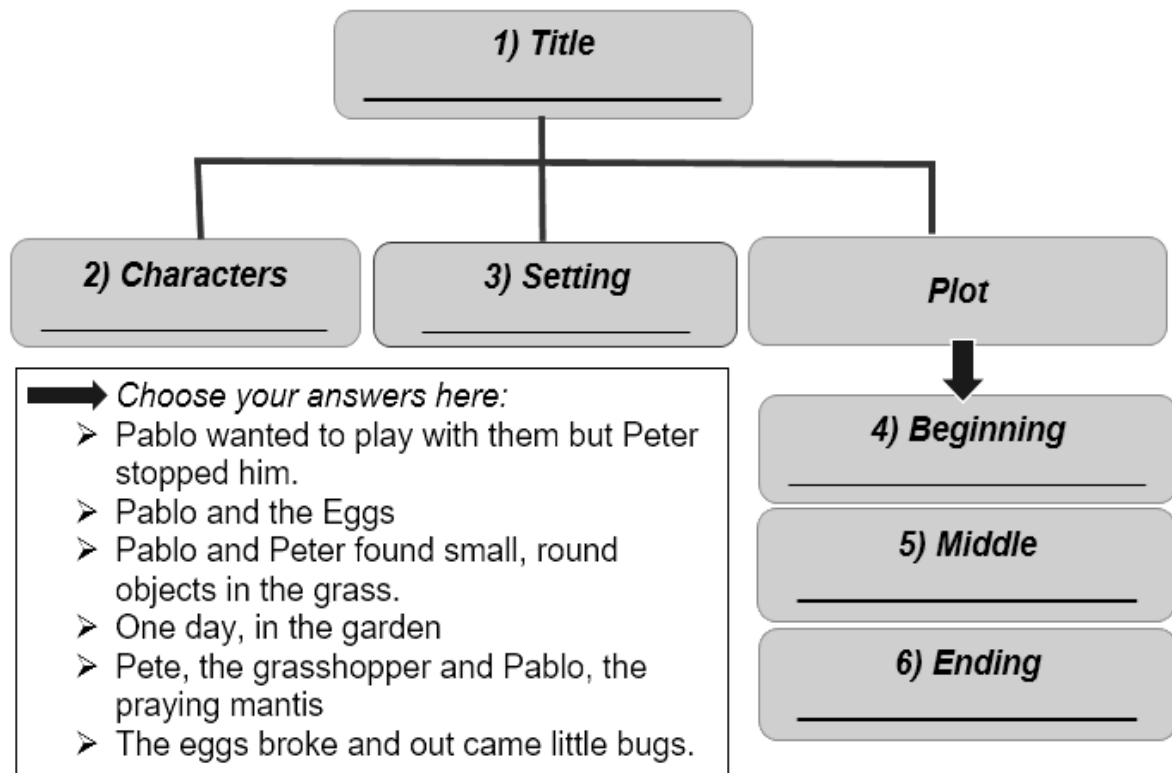
“They look like small eggs,” Pablo said.

“No, they are not eggs.”

“I am going to play with these balls,” Pablo insisted.

He got two and prepared to throw them. Suddenly the eggs broke and out came little bugs.

Source: Department of Education, K to 12 English 4 Learner’s Material, Do and Learn, page 110



C. Direction: Read and understand the short story below. Analyze the story elements. Write the answers on your answer sheet.

Julie's Birthday Cake

Julie and her Mom are planning about Julie's birthday cake. They were in the kitchen. It was only one week until Julie's birthday. Julie's mom asked her what kind of birthday cake she would like to have. Julie thought for a long time. Some of her friends liked white cake. Others liked chocolate cake. Julie wanted everyone to like her birthday cake. So they decided to buy a two-layered cake for her birthday!

Source: Story Elements, Reading Comprehension Worksheet,
www.k5learning.com

Title: _____

Characters: _____, _____

Setting: _____, _____

PLOT

Beginning: _____

Middle: _____

Ending: _____



Review all your answers before checking. Use the **Key to Correction** on **page 22** to check your work.

Were you able to get:

13-17: Excellent! We were able to follow through the lessons presented. You have shown outstanding performance!

12 and below: Oops, you need to keep your mind back in the activities. Focus, take a deep breath, and go on.



What I Have Learned

Let us summarize the important points of the lesson.
Identify the story element described in each sentence.



1. The animals or persons who act in the story.
2. The part of the plot that tells the problem.
3. This gives an idea or clue of what you will read in the story.
4. The part of the plot that tells how the problem was solved.
5. It tells about the place and time of the story.
6. The most important events in the story.
7. The part of the plot that tells the actions of the character to solve the problem.

Title	Ending	Setting	Beginning
Middle	Plot	Characters	Story



Done?

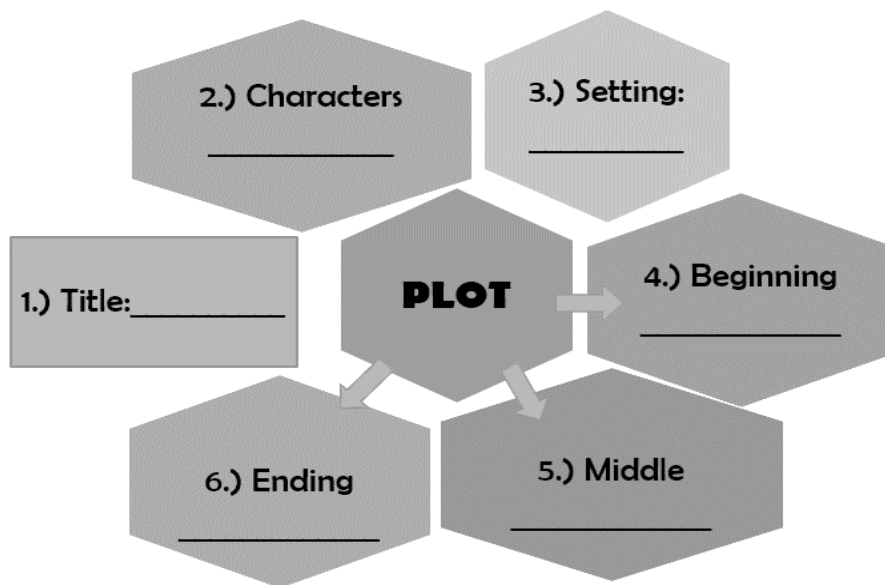
Review your answers and don't get confused with the Story Elements.

Check your answers using the ***Answer Key on page 22.***



What I Can Do

Remember or recall your favorite story. Analyze its elements and complete the graphic organizer below. Write the answers on your answer sheet.



Look at the ***Answer Key*** on page 22 to know how you will check your work.

Wow! You are finally here.

This is your final exam in this adventure. It means you did your best to reach this part. Remember everything you learned. You can even review before moving on.





Assessment

A. Directions: Read the short story below. Analyze its elements. Choose the letter of the correct answer.

Plants and Water

Jose’s father has a vegetable garden in their backyard. He has eggplant, pechay, radishes, and cabbages. He has cucumbers, patola, upo, and other vegetables vines. One day, Jose came home from school, ahead of his father who works in a factory in town.

He saw his father’s garden. The soil was very dry and the leaves of the plants were withered due to the hot sun. After changing his clothes, he took the sprinkler and began watering the plants. He was almost through with her work when his father arrived.

“Good boy,” his father said. “The plants are surely happy now. They are also like people. When it is very hot, they also want to drink.”

“I know it, Father,” Jose said. “That’s why I’m watering them.”

Source: Department of Education Region V, Daily Lesson Plan English 4, Quarter 2, Week 1, Day 3, page 275

1. What is the **title** of the story?
 - a. Jose and the Plants
 - b. Plants and Water
 - c. Father and Jose
2. Who are the **characters** in the story?
 - a. Jose and Father
 - b. Jose and the plants
 - c. Plants and Water
3. What is the **setting** of the story?
 - a. one night, at the school canteen
 - b. one morning, at the shopping center
 - c. one day, vegetable garden in the backyard

4. What is the **beginning** of the story?
 - a. Jose saw that the soil in the vegetable garden was very dry and the leaves of the plants were wilting.
 - b. Jose saw that there was no food in the kitchen.
 - c. Jose saw that his bedroom is a mess.
5. What is the **ending** of the story?
 - a. Jose let the vegetables die.
 - b. Jose watered the plants and Father was happy about it.
 - c. Jose answered his homework.

B. Directions: Read and understand the short story below. Analyze the story elements by answering the guide questions.

New Game

Sammy is a funny little monkey. He lives in a zoo. He likes to eat bananas and play in the treetops. There are lots of other little monkeys in the monkey yard. They like to play on the rope swings and chase each other around.

One day, the zookeepers had to take down the swings because the ropes were getting old. They might break, and the monkeys might get hurt. Sammy was sad. He sat down under a tree.

Then another little monkey named Ronnie ran over to Sammy. "Race you to the top of this tree!" Ronnie said. Sammy jumped up. He liked this new game! Soon all monkeys were racing each other up the trees. They all liked this new game.

Source: Story Elements, Reading Comprehension Worksheet,
www.k5learning.com

- 1) What is the title of the story? _____
- 2) Who are the characters in the story? _____, _____, _____
- 3) Where did the story happen? _____
- 4) When did the story happen? _____
- 5) How did the story end? _____

It is okay to take things slowly.
Don't forget to review your answers.
Check your work using the **Key to Correction** on **page 22.**



If your score is---

8-10: It means you did great! You already know how to analyze a story in terms of its elements.

7 and below: Wait! You need to work on all the activities again. It seems you were not able to get it yet. Go on and try again. We are still here to help you.



Additional Activities





MY STORY ELEMENTS CHART

Research or look for an interesting story from a book, the internet, or other sources. Create your own Story Elements Chart by illustrating/ drawing of the elements from the text.

Be creative and make sure you analyze all elements. **Go, learner!**

Example:

Title: The Friendly Dragon

CHARACTERS	SETTING	
 <p>Anton and Ana, a dragon named Draco</p>	 <p>A long time ago, in a farmland</p>	

	PLOT	
Beginning	Middle	Ending

Here is how you will rate your work:

10 points: The Story Elements Chart is complete with illustration/drawings about the elements of the chosen story. Output is creatively done.

7 points: One or two elements are missing but provided illustrations or drawings for some of the elements of the chosen story. Output is creatively done.

3 points: Three or more elements are missing but provided illustration or drawings for some of the elements of the chosen story. Output is not creatively done.

Congratulations on a job well done! You were able to master the skill in this module and it means you can still do more. It is so much fun, right? Keep going and see you in the next adventure for the Fourth Quarter!





Answer Key

Assessment

A.

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

B.

- 1) New Game
- 2) Sammy, Ronnie, zoo keepers (in any order)
- 3) zoo
- 4) one day
- 5) All monkeys love the new game of racing up the tree.

or

Soon all monkeys were racing each other up the trees. They all liked this new game.

What's New

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

Comprehension Questions:

1. Mouse
2. Early the next day, seashore
3. Mouse wants to go to the seashore.
4. He did not stop even it was a difficult journey.
5. Answer may vary.

Beginning: Julie and her Mom are planning about Julie's birthday cake.

Middle: Julie thought for a long time.

Ending: So they decided to buy a two-layered cake for her birthday!

What I Have Learned

1. Characters
2. Beginning
3. Title
4. Ending
5. Setting
6. Plot
7. Middle

What I Can Do

You will get one check for every element that you were able to analyze from the story. If you were able to get everything right, you will have **6 points** for this activity! ☺

What's In

1. Tone
2. Purpose
3. Mood

B. Inferring Mood

4. b
5. b
6. c

C. Inferring Tone, Mood, and Purpose

7. a
8. a
9. b

What's More

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

B.

1. Pablo and the Eggs
2. Pete, the grasshopper and Pablo, the praying mantis
3. One day, in the garden
4. Pablo and Peter found small, round objects in the grass.
5. Pablo wanted to play with them but Peter stopped him.
6. The eggs broke and out came little bugs.

C.

Title: Julie's Birthday Cake

Characters: Julie, Julie's mom/Mom

Setting: one week until Julie's birthday, in the kitchen

What I Know

- 1) Crossing the Bridge
- 2) Grammy Fox, Reddy Fox
- 3) one day, bridge/ railroad bridge
- 4) Grammy Fox wanted Reddy Fox to learn to run across the railroad bridge, but Reddy was scared.
- 5) Grammy Fox cried out that she heard Browser the Hound coming toward them.
- 6) Grammy had tricked Reddy Fox into running across the bridge.

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Department of Education Region V. Daily Lesson Plan, Quarter 1, Week 7, Day 1.

Department of Education. K to 12 English 4 Learner's Material.

Department of Education, Daily Lesson Plan English 4, Quarter 2, Week 1, Day 3, pages 177-178

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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex

Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph