

English

Quarter 3 – Module 4

Identifying Main Idea, Key Sentence, and Supporting Details from Text Listened to



English– Grade 4
Alternative Delivery Mode
Quarter 3 – Module 4: Identifying the Main Idea, Key Sentence, and Supporting Details
from Text Listened to
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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: Oswaldo A. Valiente	
Management Team: Regional Director: Gilbert T. Sadsad	
CLMD Chief: Francisco Bulalacao	
Regional EPS In Charge of LRMS: Grace U. Rabelas	
Regional ADM Coordinator: Leilani Lorico	
CID Chief: Sancita B. Peñarubia	
Division EPS In Charge of LRMS: Edison Mallapre	
Division ADM Coordinator: Maritess Orellana	

Printed in the Philippines by _____

Department of Education – Region V

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

English

Quarter 3 – Module 4

Identifying Main Idea, Key
Sentence, and Supporting Details
from Text Listened to

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! Do you still remember us? **We are your friends Ella and Eloy.**

Welcome to the exciting world of English for the Third Quarter, Module 4. We are going to work on different activities together so that at the end of the module, you will be able to **identify the main idea, key sentence, and supporting details from the text listened to.**

Hi, there. I am your Kuya Pat. Together with Ella and Eloy, I will be joining you in this learning adventure. First, let us find out what you already know about the topic. Are you ready?



What I Know

Ask anyone in your family to read aloud the short paragraph below and while it is being read to you, listen attentively. Then answer the questions that follow. Write the answers on your answer sheet.



For the Reader:

¹Spiders catch food in different ways. ²They spin silk to catch insects. ³Some leap into the air to catch their prey. ⁴Some spiders use sheets of silk to wrap their prey like mummies.

Source: Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 161

Comprehension Questions:

1.) What is the **topic** discussed in the paragraph?

S			D		R	
---	--	--	---	--	---	--

2.) Which is the **key sentence** that contains the main idea of a paragraph and is expressed in a complete thought? *Sentence Number* _____

3.) What is the main idea of the paragraph that the key sentence tells us about the topic?

4-6.) Which sentences **support the key sentence**? *Sentence Numbers* _____



Wait a minute!

Let us pause for some time and analyze your answers. Are your answers like these?

1.) *SPIDERS*

2.) *Sentence Number 1*

3.) *Spiders catch food in different ways.*

4-6.) *Sentence Numbers 2, 3, 4*

Good job! If you get **4-6**, it means you are already on the right path to discover more about the topic. **If not, it is okay.** We are here to learn, right?



Lesson

4

Identifying the Main Idea, Key Sentence, and Supporting Details from Text Listened To

Listening from different sources means getting a lot of information too. One important skill that you should develop while listening is to be able to identify the main idea being presented as well as the additional information that supports it. Through this, connections between previous learning and new information gained will be created making discovery more meaningful and exciting!

This module provides you with fun activities and exercises for you to be able to identify the main idea, key sentence, and supporting details from text listened to.

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



What's In

Distinguish Between General and Specific Statements

Read the pairs of sentences below. Identify the general and specific statements. Write **General** or **Specific** on your answer sheet.

1. The meal is tasty.
2. Birds help control insects.
3. It was a warm sunny day for a picnic.
4. Birds eat almost twice their own weight.
5. We can feel the warm summer wind coming from the sea, blowing on our faces.
6. The aroma of the dish smells satisfying and the sweet and sour taste melts in my mouth.

Source: General and Specific Statement,
<https://www.slideshare.net/rameloantonio/general-and-specific-statements>



Check your answers using the **Key** on page 15.

If you were able to get:

5-6: Nicely done! You're more than ready to learn a new lesson.

4 and below: Uh oh! You may want to take a peek again at our previous module.

Look at the box below as Kuya Pat helps you recall your previous lesson.

REMEMBER:

General statement expresses a big idea or topic that still needs additional information. It covers a broad aspect that has to be explained more so that the reader can fully understand it.

Specific statements contain special features and characteristics. They provide explanations, illustrations, and evidence by referring to particular examples.



What's New



Think of these:

1. What is your favorite food? How do you get it?
2. In the text that you listened to, check what spiders eat and how they get them.

Let us go back to the paragraph you encountered a while ago. Listen to it again and then answer the questions that follow.



For the reader:

Spiders catch food in different ways. They spin silk to catch insects. Some leap into the air to catch their prey. Some spiders use sheets of silk to wrap their prey like mummies.

Source: Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 161

Comprehension Check-Up:

1. What do spiders eat?
2. What do they spin to catch insects?
3. How do the insects look like when spiders use sheets of silk to wrap them?
4. Is it good to catch spiders and play with them? Why or why not?

Review your answers, then check them using the **Key to Correction** on page 15.

If you got **4: Great!** It means you understood the paragraph well. You can now go to the next part of this module.

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



What is It

Great! If you answered correctly the questions about the paragraph, it means you understood it well. Let us now analyze the important points in it.

¹Spiders catch food in different ways. ²They spin silk to catch insects. ³Some leap into the air to catch their prey. ⁴Some spiders use sheets of silk to wrap their prey like mummies.

Let us now answer the following questions together.

1. What is the **main idea** of the paragraph?

Clue: The main idea is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph. To identify the main idea, answer the question, “What is the most important thing that the paragraph tells me about the topic?”

Found it? Right, **the paragraph tells us that spiders have different ways of catching food.** The first sentence gives that.

2. Which is the **key sentence**?

Clue: A key sentence contains the main idea of a paragraph and is expressed in a complete thought. It is usually found at the beginning of the paragraph. However, some key sentences may appear in the middle or even at the end of the paragraph. The key sentence is also called topic sentence.

Found it? Right! It is sentence number 1 which states that **“Spiders catch food in different ways.”** It tells you the main idea of the paragraph and gives you an idea about the sentences to follow.

3. Which sentences **support the key sentence**?

Clue: Supporting details make up the body of the paragraph. They give details to support the main idea through facts, examples, explanation, details, or description.

Found it? Right! They are Sentences 2, 3, and 4 which state that **spiders spin silk to catch insects, some leap into the air to catch their prey, and some use sheets of silk to wrap their prey like mummies.**

All these details develop the topic of how spiders catch their food.



Connecting the previous lesson with this new one, you must have observed that the key sentence is a general statement and the supporting sentences are specific statements.

That was fun! Try to imagine yourself as a nature explorer meeting new animals as you go through.

Do you want to try looking for the main idea, key sentence and supporting details on your own? Kuya Pat will give you a map!

Here is a map to guide you on your journey.



The main idea is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph. To identify the main idea, answer the question, "What is the most important thing that the paragraph tells me about the topic?"

A key sentence contains the main idea of a paragraph and is expressed in a complete thought. It is usually found at the beginning of the paragraph. However, some key sentences may appear in the middle or even at the end of the paragraph. The key sentence is also called topic sentence.

Supporting details make up the body of the paragraph. They give details to support the main idea through facts, examples, explanation, details, or description.

Main Idea,
Key Sentence
and
Supporting
Details

It is important to identify the main idea, key sentence, and supporting details from what you read or listened to. Being able to do so means you understand the text and you can identify the important points in it.



A
B C

What's More

Again, ask your partner to read aloud the texts on the next page. Listen and be able to identify the main idea, key sentence, and supporting details in each. Write the answers on your answer sheet.

A. FIRST TRY!



For the Reader:



<https://steemit.com/esteem/@fraenkstein/the-beautiful-swan-b985fd9ab5471>

Swans are the most majestic of the waterfowls. They are graceful in the air and stately on the water. These large waterfowls have long necks, heavy bodies, and big feet. They are the largest animals in the duck-goose family.

Source: SWANS. (2012). Britannica Student Library. *Encyclopedia Britannica Ultimate Reference Suite*. Chicago: *Encyclopedia Britannica*.

Done? Great!

If you need a little more time, you can listen to it again before you continue.

Complete the graphic organizer below with the information being asked for. Answer on your answer sheet.



[Text] MAIN IDEA

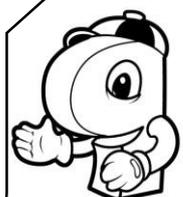
[Text] KEY SENTENCE

[Text] SUPPORTING DETAILS

- 1
- 2
- 3

Look for the answers on page 15.

This time, you must have gotten everything correctly! Always remember that the **key sentence** contains the **main idea** and the **supporting details** add examples, facts, and details to support the main idea. Just remember these and you will never go wrong again.



B. ONE MORE!



For the Reader:



File:Tarsier_Hugs_Mossy_Branch.jpg
<https://commons.m.wikimedia.org/wiki/>

Tarsiers have unique characteristics. It is one of the smallest primates; it is no larger than an adult man's hand. It has especially long ankle bones and short body. Its round head can be rotated 180°. Its hind legs and feet are elongated. It has big bulging eyes. It sleeps during the day and finds food at night. It is the only entirely carnivorous primate.

Source: Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 177

Complete the graphic organizer with the information being asked for. Write the answers on your answer sheet.

Main Idea	Key Sentence	Supporting Details
		<ol style="list-style-type: none">1234567



Easy? Think about it again then proceed to check if your answers are correct.

Look for the answers on page 15 and see what your score tells you.

8-10: Great improvement! You are doing well. Keep moving.

3 and below: Uh oh. You can read again the information about Identifying Main Idea, Key Sentence, and Supporting Details.

C. GETTING THERE!



For the Reader:



File: Honey_bee_(Apis_mellifera).jpg
<https://commons.m.wikimedia.org/wiki/>

Bees vary greatly in nesting practices depending upon the species. Social bees are members of colonies cooperating with others to build the nest and to feed and protect the young. Solitary bees care only for themselves and their immediate brood. Parasitic bees, or guest bees, have no body parts for collecting pollen and do not feed or care for their offspring.

BEES. (2012). Britannica Student Library. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica.

Complete the graphic organizer with the information being asked for. Use your answer sheet for your answers.

Main Idea

Key Sentence

- 1
- 2
- 3

Supporting Details

Check your work using the Key on page 15.

Were you able to get:

4-5: Excellent! You were able to follow through the lessons presented. You have shown outstanding performance!

3 and below: Oops, you need to keep your mind on the lesson and on the given activities. Focus, take a deep breath, and go on.

Hooray! We are here at last. The assessment part is almost near and it means you are on your way to finishing this module. Good luck and remember your adventures!





What I Have Learned

Generalization



Let us now give a summary of everything you learned in this module.

Pick from the choices the word that best fits the statements below. Write the answers on your answer sheet.

The _____ is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph.

The (2) _____ is a statement that contains the main idea of a paragraph and is usually found at the beginning of the paragraph.

The (3) _____ make up the body of the paragraph. They give details to support the main idea through facts, (4) _____, explanation, details, or (5) _____.

main idea	supporting details	examples
key sentence	description	statement

Check your answers using the **Answer Key** on page 15.



What I Can Do

You really showed great performance in working on all those tasks. This time, we will be giving you a different activity.





It Is an Animal World

Below are jumbled sentences. You are going to arrange these into a meaningful, unified and coherent paragraph.

Remember to apply everything you learned about main idea, key sentence and supporting details.



Martin Vorel,
<https://libreshot.com/ants-eat-the-grasshopper>

- Some bite or spit out a disagreeable liquid.
- Ants have different methods of defense.
- Others run away when under attack, 'play dead' or send sound signals to warn other members of their colony of danger.
- They are capable of warlike behavior.

ANTS. (2012). Britannica Elementary Library. *Encyclopedia Britannica Ultimate Reference Suite*. Chicago: *Encyclopedia Britannica*.



Assessment

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.



Again, ask your partner to read aloud the texts to you. Listen and identify the main idea, key sentence and supporting details in each. Write the answers on your answer sheet.

Main Idea

Key Sentence

- 1
- 2
- 3

Supporting Details



For the Reader

A.



File:Baby_turtle.jpg
<https://commons.m.wikimedia.org/wiki/>

Turtles have ways to protect themselves from enemies. Some species, such as the box turtle, can withdraw the head, leg, and tail and tightly close for protection. Powerful jaws and claws are the snapping turtle's best defense against enemies. Side-necked turtles have necks that fold sideways along the inner edge.

SOURCE: turtle. (2012). Britannica Student Library. *Encyclopedia Britannica Ultimate Reference Suite.* Chicago: Encyclopedia Britannica.



For the Reader

B.



<https://www.freeimg.net/photo/189358/honeybees-beehive-honey-bees>

A beehive consists of three types of bees with its own important job. There is only one queen bee who fills the hive with eggs. Male bees are called drones who mate with the queen. Worker bees take care of the babies, build honeycombs, and keep the hive cool.

Source: Beehive Excerpt,
<https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-FREEBIE-Two-Passages-1459991>

Let's find out how you fared there!

Check your answer using the Answer Key on page 15.

If you were able to get:

8-10: You are the best! It means you have mastered the competencies here, so you can now move to the next lesson.

7 and below: Uh oh. It means you have to work on all the activities again. This time we hope that you will do better. We are still here to help you work on it.





Additional Activities

Listen to the text, then identify the main idea, key sentence, and supporting details and show them through drawings/illustrations.



For the Reader:



File:Milan_Thunderstorm.jpg
<https://commons.m.wikimedia.org/wiki/>

There are things that we must do to keep ourselves safe during thunderstorms. First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the NDRRMC recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid water, high ground, and metal objects.

How to Check Your Work:

(You get **10 points** if you have the following for your answers:

MAIN IDEA: We can do things to keep ourselves **safe** during thunderstorms.

KEY SENTENCE: There are things that we must do to keep ourselves safe during thunderstorms.

SUPPORTING DETAILS

1. First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the NDRRMC recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard.
2. Do not use telephones or electrical equipment.
3. Avoid water, high ground, and metal objects.

(You will get another **10 points** if the drawings/illustrations are 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!





Answer Key

SUPPORTING DETAILS
 (1 point each)
 1. It is one of the smallest primates; it is no larger than an adult man's hand.
 2. It has especially long ankle bones and short body.
 3. Its round head can be rotated 180°.
 4. Its hind legs and feet are elongated.
 5. It has big bulging eyes.
 6. It sleeps during the day and finds food at night.
 8. It is the only entirely carnivorous primate.
C. Getting There
MAIN IDEA: The paragraph tells us that bees have different nesting practices.
KEY SENTENCE: Bees vary greatly in nesting practices, depending upon the species.
SUPPORTING DETAILS
 1. Social bees are members of colonies cooperating with others to build the nest and to feed and protect the young.
 2. Solitary bees care only for themselves and their immediate brood.
 3. Parasitic bees, or guest bees, have no body parts for collecting pollen and do not feed or care for their offspring.

SUPPORTING DETAILS
 1. There is only one queen bee who fills the hive with eggs.
 2. Male bees are called drone who mate with the queen.
 3. Worker bees take care of the babies, build honeycombs, and keep the hive cool.

Assessment
A. (5 points)
MAIN IDEA: The paragraph tells us that turtles can protect themselves from enemies.
KEY SENTENCE: Turtles have ways to protect themselves from enemies.
 1. Some species, such as the box turtle, can withdraw the head, legs, and tail and tightly close for protection.
 2. Powerful jaws and claws are the snapping turtle's best defense against enemies.
 3. Side-necked turtles have necks that folds sideways along the inner edge.
B. (5 points)
MAIN IDEA: The paragraph tells us about types of bees.
KEY SENTENCE: A beehive consists of three types of bees with its own important job.

What's More
MAIN IDEA: The paragraph tells us that swans are majestic.
KEY SENTENCE: Swans are the most majestic of the waterfowls.
SUPPORTING DETAILS
 1. They are graceful in the air and stately on the water.
 2. These large waterfowls have long necks, heavy bodies, and big feet.
 3. They are the largest animals in the duck- goose family.
B. One More
A. First Try
MAIN IDEA: The paragraph tells us that tarsiers are unique.
KEY SENTENCE: Tarsiers have unique characteristics. (2 points)

What I Have Learned
 1. main idea
 2. key sentence
 3. supporting details
 4 and 5. examples, description
What I Can Do
It Is an Animal World
 Ants have different methods of defense. They are capable of warlike behavior.
 Some bite or spit out a disagreeable liquid. Others run away when under attack, play dead' or send sound signals to warn other members of their colony of danger.
How to Check: You get one point for every sentence you put in the correct order.

What I Know
 1.) SPIDERS
 2.) Sentence Number 1
 3.) Spiders catch food in different ways.
 4-6.) Sentence Numbers 2, 3, 4
What's In
 1. General
 2. General
 3. General
 4. Specific
 5. Specific
 6. Specific
What's New
 1. insects
 2. silk
 3. mummies
 4. Answers may vary.

References:

PRINTED MATERIALS

Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 161

Department of Education, K to 12 English 4, Learner's Material, Quarter 2, page 177

ONLINE SOURCES, Texts

Ants. (2012). Britannica Elementary Library. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica.

Bees. (2012). Britannica Student Library. Encyclopedia Britannica, Ultimate Reference Suite, Chicago: Encyclopedia Britannica.

Beehive Excerpt, <https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-FREEBIE-Two-Passages-1459991>

General and Specific Statement,

<https://www.slideshare.net/rameloantonio/general-and-specific-statement>

Swans. (2012). Britannica Student Library. Encyclopedia Britannica, Ultimate Reference Suite, Chicago: Encyclopedia Britannica.

Thunderstorm Excerpt,

<https://www.teacherspayteachers.com/Product/Main-Idea-and-Details-FREEBIE-Two-Passages-1459991>

Turtle. (2012). Britannica Student Library. Encyclopedia Britannica, Ultimate Reference Suite, Chicago: Encyclopedia Britannica.

ONLINE SOURCES, Images

SWAN, <https://steemit.com/esteem/@fraenkstein/the-beautiful-swan-b985fd9ab5471>

TARSIER, <https://commons.m.wikimedia.org/wiki/>

HONEY BEE, <https://commons.m.wikimedia.org/wiki/>

ANTS, Martin Vorel, <https://libreshot.com/ants-eat-the-grasshopper>

BABY TURTLE,

https://commons.m.wikimedia.org/wiki/File:Baby_turtle.jpg

BEEHIVE, <https://www.freeimg.net/photo/189358/honeybees-beehive-honey-bees>

THUNDERSTORM, <https://commons.m.wikimedia.org/wiki/>

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