

2

Music, Art, Physical Education and Health

Patnubay ng Guro Tagalog

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F O R E W O R D

TO THE TEACHER:

This Teaching Guide (TG) was made to assist teachers like you to facilitate the teaching-learning process in Physical Education (PE). The activities presented in this material ensure that the K to 12 Curriculum competencies for PE Grade II are highly developed. The games, dances and songs which depict Philippine Culture will inspire and encourage the pupils' participation and find learning interesting and enjoyable.

The TG which contains the teaching procedure which is written in English should be used together with the Learner's Material (LM) which is written in Filipino. The LM has the following parts: Subukan (Pre-Assessment), Pag-isipan (Reinforcing Activity), Tandaan (Generalization), Gawin (Application), Sukatin (Evaluation), Palawakin ang Kaalaman (Assignment). Each part was carefully designed for mastery of the competencies. There are Rubrics included in the TG which you can use in rating the performance of the pupils.

This material is suggestive in nature. You can modify or redesign any of these to suit the nature and interest of your learners in the class and locality. Hence, reading this material is highly recommended for effective delivery of the lesson.

The writers hope that this material will best serve the Filipino children in attaining lifelong learning.

The Writers and Consultant

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UNIT I

Rhythm



One of the elements in Music is **Rhythm**. Rhythm is everywhere. There is rhythm in the ocean waves, raindrops and pendulum. We start to feel the rhythm from the beat of our hearts. Rhythm can be felt with or without sound. It pertains to movement that corresponds to the sound we hear. We clap, walk, tap, march, dance to the rhythm.

TEACHER'S GUIDE FOR MODULE 1

Time Allotment: Once a week for 40 minutes

➤ Title - Larawan ng Musika

I. Objectives

- Distinguish between sound and silence.
- Demonstrate understanding of sound and silence.

II. Subject Matter – Sound and Silence

Reference – K to 12 Curriculum Guide in Music 2

Materials: Song: Any songs in $\frac{4}{4}$

Suggested songs: Ref. Music Time – $\frac{4}{4}$

Lower Primary

$\frac{4}{4}$

- Roses – $\frac{4}{4}$, p. 35
- Bayang Sinta – $\frac{4}{4}$, p. 153
- My Handkerchief – $\frac{4}{4}$, p. 127

III. Procedure

Greet with the usual SO – SO – MI – SO – MI greeting.

SO - SO - MI - SO - MI

Teacher: Good Mor - ning Child - ren

Pupils: Good Mor - ning Teach - er

Pupils: Good Mor - ning class - mates

Teacher: How are you to - day?

Pupils: I am fine, thank you.

Ask the pupils if they could feel their pulse.

Guide them in finding the pulse on their neck.

Let them tap the pulse on their lap.

“What do you think will happen to us if our pulse becomes irregular?”

Read the lyrics of the song “My Handkerchief” while the pupils listen. Tap the steady beat while reading the lyrics for the second time.

Sing the song while tapping the beat.

Ask the pupils to close their eyes. “Can you see anything?”

Ask the pupils to stay their eyes closed, feel the sounds and think of any movements appropriate to the song while the teacher sings.

After listening to the song, let them answer the following questions:

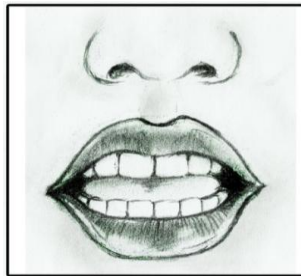
- a. What movement did you imagine while I was singing? Why?
 - Tell the pupils that though our eyes are closed, we can still think of images on what we hear.

Tell the pupils to clap the beat of the song.

Clap the pattern  while reciting the rhythmic syllable **ta**. Do this again by tapping the table and stomping.

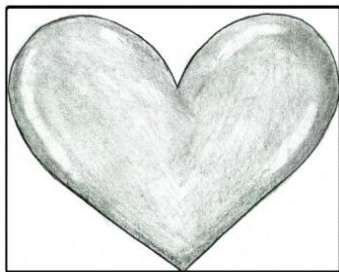
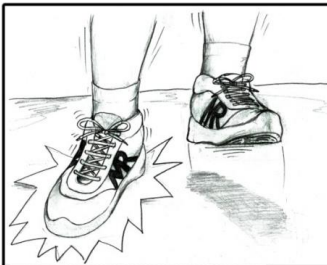
Show pupils flashcards.

Say the syllable **ta**




Clap the rhythm

Stomp feet




Feel the beat

- Tell the pupils to follow the illustrated pictures on the rhythmic pattern.
- Flash the cards in random order while the pupils are continuously doing the actions for each of the cards without missing a beat.
- Let the pupils do another activity. This time, read the rhythmic pattern using the syllable “ta”, clap, stomp, and feel the beat of quarter rest ().



Remember:

A quarter rest () receives a beat though we do not clap, stomp, and recite syllable whenever we see it in the rhythmic pattern.

Ask: “How did you show the flow of the rhythm? Did you notice that there were parts of the pattern where you did not clap? “

“What do you call this?”

“How many beats does it receive?”

IV. Assessment

Give performance test using the rubrics.

Put a check on the appropriate box.

Knowledge/Skill

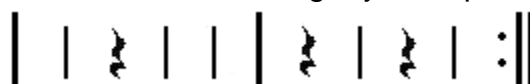
Excellent

Poor

1. Performed and interpret rhythmic patterns through syllables, clapping, stomping and feeling the beat.
2. Performed movement patterns with a feeling for the beat.
3. Identified the difference between sound and silence through illustrations.
4. Demonstrated an understanding that silence in music has count or beat.
5. Listened and participated actively in all activities.

V. Assignment

Create a movement for the following rhythmic pattern.



Proceed to end the class by singing the goodbye song.

Paalam Na!

Maria Elena D. Digo

TEACHER'S GUIDE FOR MODULE 2

Time Allotment: Once a week for 40 minutes

➤ Title – Umawit, Kumilos at Tumugtog

I. Objectives

- Demonstrate understanding of steady beats.
- Maintain a steady beat when chanting, walking, tapping, clapping and playing musical instruments.

II. Subject Matter – Different Time- Meters – by 2s, 3s, 4s

Reference – K to 12 Curriculum Guide in Music 2

Materials: Songs

Magmartsa Tayo 2

4

Masayang Pag-Awit 3

4

Yaman ng Pamayanan 4
4

III. Procedure

PROCEDURE

Activity 1: One, Two Let's Go

DAY 1

- Greet with the usual SO-LA- SO -MI greeting.

SO - SO - LA - SO - MI

Teacher: Good Mor – ning Child -ren

Pupils: Good Mor - ning Teach - er

Pupils: Good Mor- ning class - mates

- Ask if they still remember the songs learned in Grade I.
- Instruct to march with the beat of the song, "Twinkle, twinkle Little Star" while you sing it.
- Let the pupils listen to the song "Magmartsa Tayo".
- Tell pupils to clap as you sing the song, "Magmartsa Tayo".

Magmartsa Tayo

Fe V. Enguero

I - sa dal' - wa hu - mak bang - ka ka -
 3 ming mg - a ba - ta ay nag - ma - mar - tsa I -
 5 sa dal' - wa lu - ma - kad na
 7 Pa - rang sun - da - lo su - ma - sa - lu - do.

- Let the pupils sing, clap and walk following the guide below:

Right Foot	Left Foot	Right Foot	Left Foot
---------------	--------------	---------------	--------------

I - **sa** dala - **wa** hu - **mak** - bang **ka**

Ka - **ming** mga **ba** - ta' **nag** mamartsa

I - **sa** dala - **wa** lu - **ma** - kad **na**

Pa-rang sun-da-losu-ma-sa- lu-do .

Let the pupils chant the words of the song while clapping and walking in different directions – forward, backward, sideward right, sideward left.

Ask: “Have you noticed that each line represents a beat? Were you able to follow the beat? The longer lines represent the **bar lines**. Between the two bar lines is what we called **measure**.”

Ask pupils to count the lines inside the measure.

Remember:

If there are two beats in a measure, the song is in 2-time meter.

ASSIGNMENT

Ask the children to discover sounds that could be produced by any parts of their body.

Proceed to end the class by singing a goodbye song.

Ready to Go Outside

(When the Saints Go Marching In)

Oh, when we all, when we all
Oh, when we all are standing still
We will be ready to go outside
When we all are standing still.

DAY 2 Activity 2: Let Us Dance in 1, 2, 3

- Greeting Song: Good Morning, good morning
Good morning how are you
Good morning, good morning
I'm fine thank you.
- Check the assignment on discovering sounds made by the body.
- Call volunteers to perform in front of the class.
- Have class follow the sound/movements made by their classmate.
Call on two more students.
- Have children imagine that they are trees. Ask them to raise their hands and wave left and right as you sing the song “Masayang Pag-awit”

Masayang Pag-awit

Fe V. Enguero

Ka - mi'y ma - sa - yang u - ma - a - wit

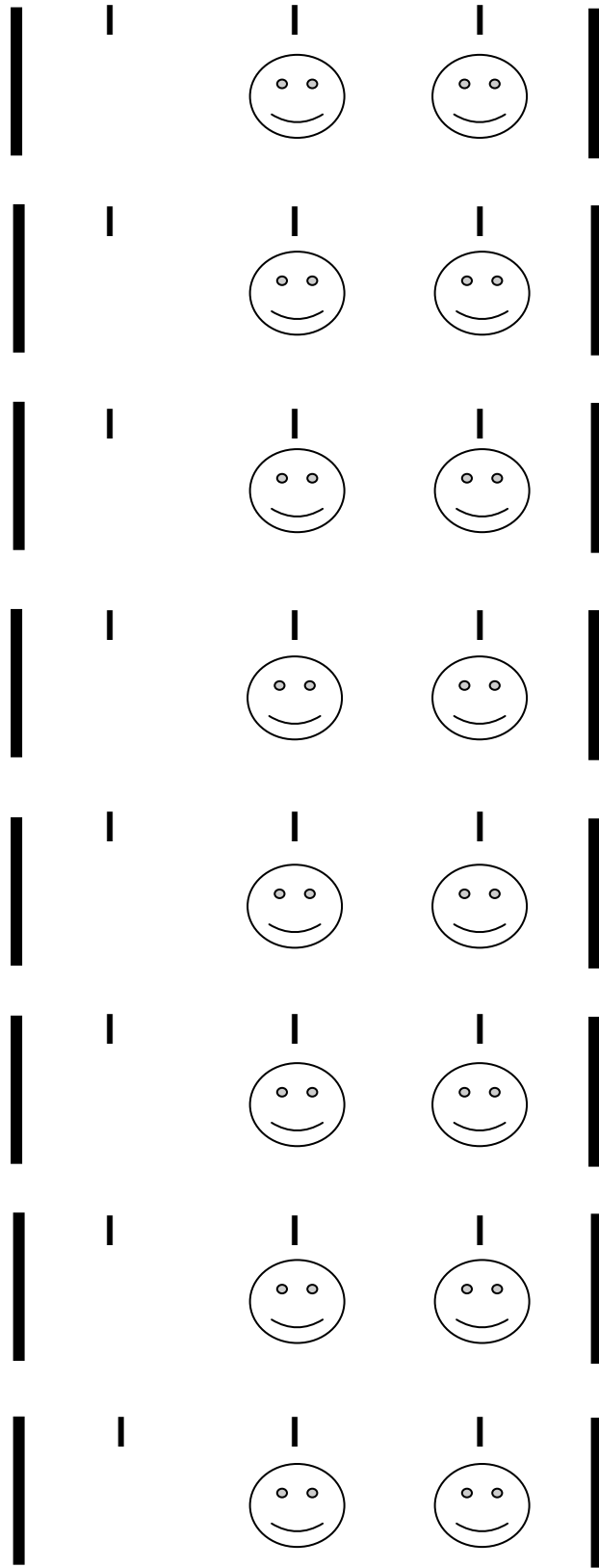
4
Ka - tu - ladng i - bong pi - pit. La -

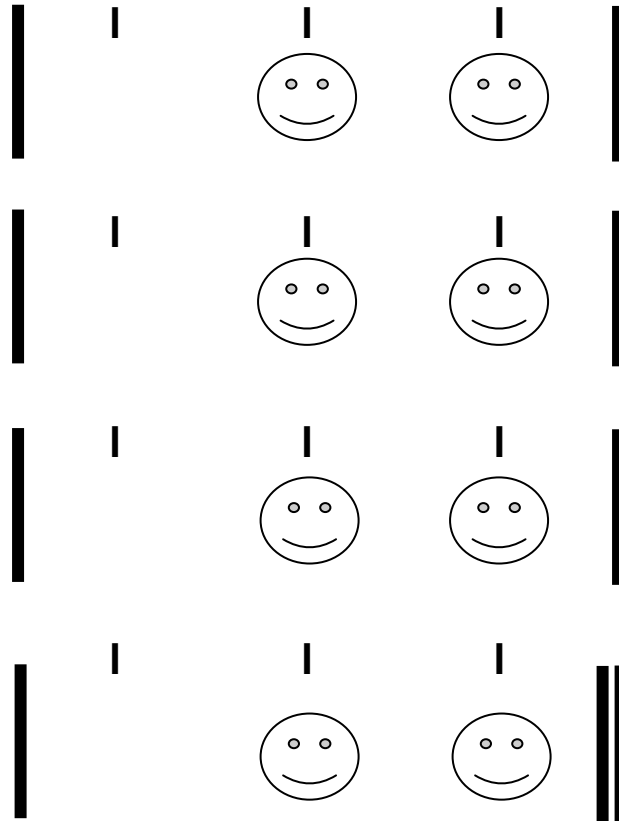
9
la - la - la - la - la - la - la - la

13
la - la - la - la - la - la - la.

- Ask the pupils to stand and sway their hands and bodies to the right and to the left
- Let them do this twice while you sing the song.
- Ask them to sing each line after you.
- Ask them to look at the pattern on the chart.
- Ask them to clap on the lines representing the beats where there are happy faces . 😊

	1	2	3	
		😊	😊	
		😊	😊	
		😊	😊	





- How many beats do you see in a measure?
- The teacher will strike the drum on the first beat and ask the pupils to clap on the 2nd and 3rd beat.
- Sing the song as your pupils clap on the 2nd and 3rd beat of the song, “Masayang Pag-awit”

Remember:

If there are three beats in a measure, the song is in 3- time meter.

- Let them count the beats inside the measure.
- Let them answer the questions in the module.
- Ask the children to bring to the class improvised rhythmic instruments. It can be pair of sticks, woodblocks, sandblocks, nails, coconut shells, drums, plastic egg tray or empty boxes/ tins)
- Proceed to end the class by singing a goodbye song.

DAY 3 Activity 3: Let’s travel in 4-Time Meter

- Greeting Song: Hello/Kumusta
- Review Song: MasayangPag-awit

Yaman ng Pamayanan

Fe V. Enguero

Ang ba-tang ma-ba-it ay da-ngal ng ma-gu-lang. Ya
 3 mang mai-tu - tu - ring ng a - ting pa - ma-ya - nan. Ba -
 5 tang ma - su - nu - rin ay pag-pa pa-la - in ng
 7 Diyos na lumik-ha sa a - tin.

- Present the song to the pupils.
- Ask the pupils to listen as you chant the words of the song.
- Tell the pupils to repeat after you.
- Let the pupils do the chant alone while you listen.
- Ask pupils to do the chant while you clap the beat.
- Ask pupils to clap as they do the chant.
- Let pupils tap the table as they do the chant.
- Let pupils repeat after you.
- Sing together with pupils.
- Listen as pupils sing.

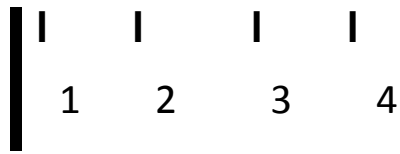
- Ask pupils to get their improvised rhythmic instruments. (pair of sticks, woodblocks, sandblocks, nails, coconut shells, drums, plastic egg tray or empty boxes/ tins)
- Let them play the instrument as they count 1, 2, 3, 4.
- Then divide the class into 2 groups. One group plays the instrument while the other group sings.
- Then divide class into four groups. Let pupils count off 1 to 4 to identify their group.

Group 1	Group II	Group III	Group IV
Sing the song	Play the instrument	Clap the beat	Walking around the room

1 2 3 4 1 2 3 4

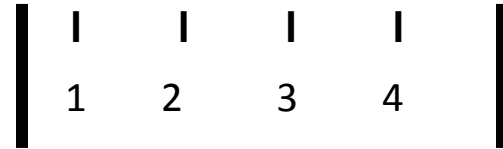
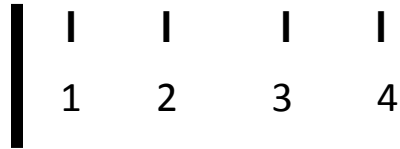
Ang batang maba - it

ay dangal ng magu-lang



Ya-mang maitutu-ring

ng a-ting pamaya-nan



Ba-tang ma-su -nu-rin

ay pag- pa pa la - in ng



Diyos na lumik- ha sa a- tin.

- Let them answer the questions in the module.

Remember:

If there are four beats in a measure, the song is in 4- time meter.

IV. Assessment

Play five (5) short recorded music from CD and ask them to identify if meter is in 2s, 3s, or 4s.

2. Let the children answer the checklist in the module.

V. Assignment

Ask pupils to list down 5 titles of songs they know and write their corresponding meters.

TEACHER'S GUIDE FOR MODULE 3

Time Allotment: Once a week for 40 minutes

I. TITLE: Kilos Ko, Gayahin Mo

I. OBJECTIVES

- Imitates or replicates a simple series of rhythmic sounds
- Demonstrates rhythmic patterns through different body movements

II. SUBJECT MATTER

Rhythm – the regular recurrence of sounds

Reference: K-12 Curriculum Guide –Grade 2 Materials

Song:

“Ano Po Ang Gagawin” , $\left[\frac{2}{4} \right]$ Mi
(Hango sa Awit na “What Can We Do Today”)
Contextualized in Filipino –F. V. Enguero

III. PROCEDURE

- Greet with the usual greeting.

SO - SO - SO - SO - MI
Teacher: Good Mor - ning Child - ren
Pupils: Good Mor - ning Teach - er
Pupils: Good Mor - ning class - mates

- Ask them when do they heard an echo?
- Let them listen to the sound of an echo.
- Ask them to make a sound of an echo?
- Teacher will make a sound then pupils will repeat .
- Have them sing a familiar song to the accompaniment of the sound makers.

Activity 1:

- Introduce the song Ano Po Ang Gagawin

Ano Po ang Gagawin

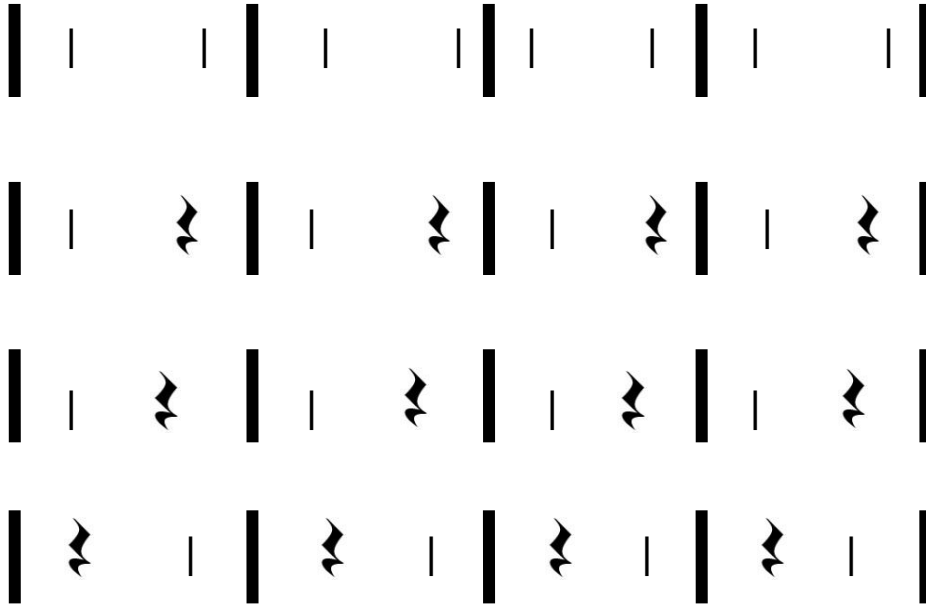
Fe V. Enguero

The image shows two lines of musical notation in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The first line contains the lyrics "Ano po ang ga-ga-win sa-bi-hin la-mang" with notes and rests corresponding to the syllables. The second line starts with a measure number "4" and contains the lyrics "ano po ang ga ga win sa-bi-hin lang.____" with notes and rests, including a long horizontal line representing a rest.

Activity 2:

- Teacher claps the patterns twice
- Pupils echo the patterns
- Pupils write stick notation on air
- Ask them to write stick notation on the desk

Sample rhythm to echo:



- Pupils will be grouped into three
 - Group 1-Marching
 - Group 2-Clapping
 - Group 3-Tapping
- Let the pupils share their experiences on the activity
- Ask them the lesson learned with the group activity.

Unang Pangkat - Pagmarisa



Ikalawang Pangkat –Pagpalakpak



Ikatlong Pangkat –Pagtapik



Remember:

Through echoing we can develop rhythmic skills.

IV. ASSIGNMENT

Have each pupil choose a partner to echo sound one of them will make during the next music class.

End the class by singing a goodbye song,

”Kaibigan Ko”

Kaibigan Ko

Paalam na kaibigan ko

Magkita muli tayo.

Kaibigan Ko

A. M. Ilagan

Pa - a - lam na, kai - bi - gan ko, Mag
ki - ta mu - li ta - yo.

TEACHER’S GUIDE FOR MODULE 4

Time Allotment: Once a week for 40 minutes

➤ Title – IsayawMo Ang Kumpas

I. Objectives

- Demonstrate understanding of rhythmic patterns.

II. Subject Matter – RHYTHM – Steady beats

Simple rhythmic pattern

Reference – K to 12 Curriculum Guide in Music 2

Materials: Song: Suggested songs: Ref. Music Time – Lower Primary

- Roses – 4, p. 35
- Pretty Dove- 4, p. 61
- Tiririt ng Maya - 4, p. 143

III. Procedure

Greet with the usual SO – SO – MI – SO – MI greeting.

SO - SO - MI - SO - MI

Teacher: Good Morn - ing Child - ren

Pupils: Good Morn - ing Teach - er

Pupils: Good Morn - ing class - mates

Teacher: How are you to - day?

Pupils: I am fine, thank you.

The teacher sings the song while pupils listen.

- (Suggested Songs: Ref. Music Times Lower Primary)
 - Playing Instrument
 - Ten Little Indians
 - Skiping Song

Playing Instruments

Teresita Martinez

Corazon Heredia

The musical score is written in 2/4 time and consists of four staves. The lyrics are as follows:

1 I love to play the pia - no,
 3 I love to play the vi - o - lin,
 5 Tang, tang, tang, tang, tang, tang I
 Eng, eng, eng, eng, eng, eng I
 7 love to play the pia - no,
 love to play the vi - o - lin,
 Tang, tang, tang, tang, tang.
 Eng, eng, eng, eng, eng.

Ten Little Indians

Old Song

1. One lit - tle, two lit - tle, three lit - tle In - dians,
2. Ten lit - tle, nine lit - tle, eight lit - tle In - dians,
3 Four lit - tle, five lit - tle, six lit - tle In - dians,
5 Sev'n lit - tle, six lit - tle, five lit - tle In - dians,
7 Sev'n lit - tle, eight lit - tle, nine lit - tle In - dians,
Four lit - tle, three lit - tle, two lit - tle In - dians,
Ten lit - tle In - dian boys.
One lit - tle In - dian boy.

Skipping Song

Adapted

Old French Song

Up the aisle I'm Skip-ping and skip - ping,
Down the aisle I skip — and skip.
Down the aisle I'm skip- ping and skip- ping,
Up the aisle I skip — and skip.

Pretty Dove

J. Espincli

N. Reyes

Pret - ty dove, what are you sing - ing?
Coo, coo, coo! coo, coo, coo
Pret - ty dove, where are you fly - ing
Coo, coo, coo, coo, coo, coo!

- Ask pupils to think of a movement suited to the song they just heard
- Ask them other songs or music they could associate the song. On what occasions have they heard this kind of music?
- March together.
- Let the pupils clap the rhythmic patterns of the songs.
- Clap the first beat; then tap your lap on the second beat.

Tiririt ng Maya

Philippine Folk Tune

Moderato

Ti-ri - rit ng ma-ya, Ti-ri - rit ng I - bon, Ang hu
 5 ni ng t'yan ko'y ti-nu-mis na ba-boy; Ti-ri - rit ng i -
 10 bon, Ti - ri - rit ng ma - ya, Ang hu -
 13 ni ng t'yan ko'y ti-nu-mis na ba - ka.

- Sing the song “Tiririt ng Maya” with the children
- Ask the children to clap the rhythmic pattern.
- Clap the first beat. Tap their shoulders on the second and third beats.

Tayo Na! Tayo Na!

Amelia M. Ilagan

- Flash the song.

Ta - yo na! Ta - yo na! Ta - yo na! Ta - yo na!
 3 U - ma - wit, u - min - dak, i - pad - yak ang pa - a.
 5 Ha - ha - hal Ha - ha - hal La - hat ay mag - sa - ya.
 7 Ta - yo na! Ta - yo na! Ta - yo na! Ta - yo na!

- Clap the rhythmic pattern.

Let the children answer the questions from the module.

Remember:

A rhythmic pattern is a combination of long and short sounds that are repeated.

IV. Assessment

Give performance test using the rubrics.

Put a check (✓) on the appropriate box.

Knowledge/Skill	Excellent	Poor
1. Performed all rhythms correctly.		
2. Used correct placement of singing voice.		
3. Performed patterns through singing and moving with a feeling for the beat.		
4. Performed ostinato pattern in 2's, 3's, and 4 beats through body movements.		
5. Listened and participated actively in all activities.		

V. Assignment

Bring improvised musical instruments: pair of sticks, woodblocks, sandblocks, nail, coconut shell, drums made from egg container or empty can and ice cream container.

Proceed to end the class by singing the goodbye song.

Paalam Na!

Maria Elena D. Digo

F C

Pa - a - lam na, pa - a - lam na,

3 B C F

hang - gang sa mu - li.

TEACHER'S GUIDE FOR MODULE 5

Time Allotment: Once a week for 40 minutes

Title: "Halina't Tumugtog"

I. Objective: Play and perform simple ostinato patterns on classroom instruments or other sound sources eg. Sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.

II. Topic: Simple Rhythmic Pattern

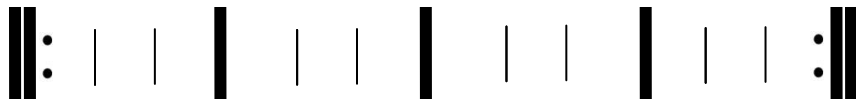
References: a. Music 2 K to 12 Curriculum Guide
b. Music Time – Lower Primary, p. 81

Materials: a. Songs: 1. "What We Say", G, 6, re, p. 81
8
2. "Magmartsa Tayo", 2, G, re,
4
3. (Other Suggested Song: Ref. Music Time Lower Primary)
a. My Guardian Angel p.131
b. Rock-a-bye Baby p. 54
c. Lubi-Lubi p. 158
b. classroom instruments or other sound sources eg. sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.
c. charts of ostinato

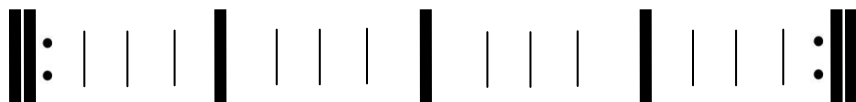
III. Procedure:

- Ask children to name things inside the classroom that produces sounds.
- Let them play it using simple rhythmic pattern of steady beats learned in the past lesson.

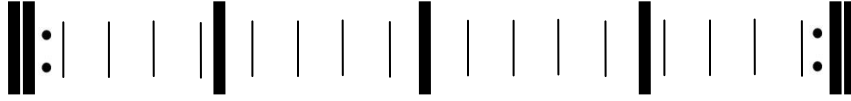
In 2's



In 3's



In 4's



Activities

- Sing the action song “What We Say” and ask the pupils to do the actions.

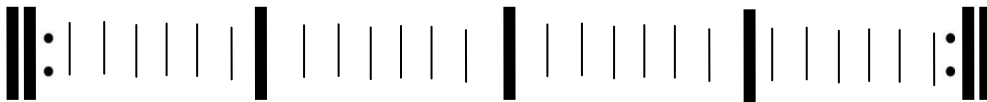
What We Say

L. O. Villanueva

Concordia Logue

Stand up, sit down, We're aall read-y now, Stand
up, sit down, We'll have lots of fun, How are you?
I'm fine. Hello there
Oh, Hi! Stand up, sit down, We're all read-y now,
Stand up sit down, We'll have lots of fun.

- Let pupils create their own accompaniment using their improvised musical instrument. Let them do this in their own style while singing “What We Say”.
- Sing it again and play the ostinato of steady beats.



- Teach the children the song “Magmartsa Tayo” through rote method (Rote Method - teacher sings each line, children repeat after the teacher).

Magmartsa Tayo

Fe V. Enguero

I - sa dal' - wa hu - mak bang - ka ka -
ming mg - a ba - ta ay nag - ma - mar - tsa I -
sa dal' - wa lu - ma - kad na
Pa - rang sun - da - lo su - ma - sa - lu - do.

- Group the children according to the sounds of their instruments. Divide them into two (2) groups
 - Group I – (coconut shells, bamboo, sticks,)
 - Group II – (triangles, nails, spoons, forks, kitchen utensils, empty cans)

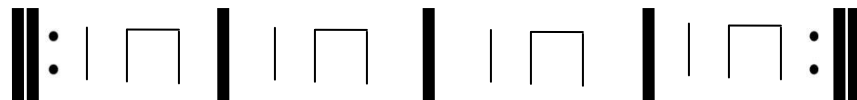
(Note: This activity depends on the availability of the instruments)

- Accompany the song “Magmartsa Tayo” with this ostinato to be done all throughout the song.

Group I – (bao(coconut shells), kawayan, sticks)



Group II – (triangles, pako, kutsara, tinidor, lata)



- Show the rhythmic pattern, teach and guide your pupils in studying the ostinato by parts until they can play it while singing.
- Let the two groups sing while one group plays the ostinato part.
- Ask the two (2) groups to play their parts while all of them sing the song, “Magmartsa Tayo”. Then, let the children march around the room as they sing and accompany the song with their improvised instruments.
- Ask children if they noticed the repetition in the rhythmic patterns and why they have to be repeated.
- Explain the use of Repeat Mark
- Teach them to play other ostinato patterns in 3’s and 4’s using their instruments then sings the song together which they learned in module 4.

In 3’s (“Tirit ng Maya”)



In 4’s (“Roses”)



- Ask the pupils what they have learned in this module.
- Let them explain the meaning of ostinato and the use of repeat mark.



Remember:

Ostinato is a combination of long and short sounds that are repeatedly played to accompany a melody.

We used the symbol repeat mark to play it repeatedly.

IV. Assessment:

Group the class into three (3) and let them do the activity by group and then all together while singing “Bahay Kubo”. Let the children answer the checklist/rubric after the activity.

Group	Activity
I. Do the ostinato using the improvised instruments bao(coconut shells), kawayan, “sticks”,	
II. Mark the beat using their improvised instruments “triangles”, pako, kutsara, tinidor, lata	
III. Sing the song “Bahay Kubo”	<p>Bahay kubo, kahit munti, Ang halaman doon ay sarisari. Singkamas at talong, Sigarilyas at mani, Sitaw bataw, patani, Kundol, patola, upo’t kalabasa at saka meron pa. Labanos, mustasa, sibuyas, kamatis, bawang at luya sa paligid nito ay puno ng linga.</p>

“Rubric”

Skills	Can Do	Not Yet
1. Play ostinato based on the rhythmic pattern.		
2. Play simple ostinato using improvised instruments.		
3. Shows long and short sound through playing improvised instruments.		
4. Sings a song properly while playing the ostinato.		
5. Enjoy the activity playing ostinato using improvised instrument while singing.		

V. Assingment:

Practice playing your improvised instrument using appropriate ostinato while singing the song “Bahay Kubo”.



UNIT II

Melody



Sounds, beats, pulses are the points in music. Creating music is not simple as singing. It needs intensify study with the highness and lowness of tones. The gradual movement of notes in a measure and scale are part of this element.

This unit serves as the soul of music. Expressive succession of tones and high sounding interpretation of music is done through **Melody**.

TEACHER'S GUIDE for MODULE 6

Time Allotment: Once a week for 40 minutes

➤ TITLE: **Himig Ko, Tukuyin Mo**

I. OBJECTIVES

- Identifies the pitches heard as:
 - High
 - Higher
 - Low
 - Lower
- Respond to high, low, higher, lower tones

II. SUBJECT MATTER: **Melody** – highness and lowness of tones

Song: 2

“Tayo Na! Tayo Na!” ,4 ,C,do,

Amelia M. Ilagan

Materials: Piano or Human Piano , Musical piece,
pictures of children in different positions of the
following tones (do ,mi , so , do)

III. PROCEDURE

*Greetings using DO-RE-MI-FA-SO

DO -RE - MI - FA - SO

Good Morn-ingChild -ren

Good Morn -ingTeach -er

Good Morn -ingClass - mates

Activity 1:

Let the children sing any songs that they've learned from the past.

Let the children tell something about their favorite singers.

Ask how many of them have seen a piano and if they want to sing with the piano.

Select eight pupils of different heights from the class and arrange them from the shortest to the tallest. (do-re-mi-fa-so-la-ti-do)

Let the pupils sing the pitch using the human piano. Start from the lower do.

Give emphasis on the high, higher, low, lower tones on the piano using the notes- Do as the lower, Mi-low, So-high, and higher do.

(Show pictures of children in different positions with the notes **Do-Mi-So-Do**)

Activity 2:

Let them listen to the song “Tayo Na! Tayo Na!”.

Tayo na! Tayo na!

Amelia M. Ilagan

The musical score is written on four staves in treble clef with a common time signature. The lyrics are:

Line 1: Ta-yo na! ta-yo na! ta-yo na! ta-yo na!

Line 2: U - ma-wit u - mindak i pad-yak ang pa - a,

Line 3: Ha ha ha! ha ha ha la - hat ay mag sa-ya.

Line 4: Ta-yo na! ta-yo na ta-yo na ta-yo na.

Ask the different tones they have noticed in the song.

(higher-do, high-so, low-mi, lower-do)

Group the class into four and assign each group to use body movements to show the different tones :

Group -1 - Lower Do

Group -2 - Mi

Group -3 - So

Group -4 - Higher Do

Using the song “Tayo Na, Tayo Na” pupils can show the different pitch of tones.

Pupils can also use any musical instruments to show the different tones they’ve learned in the song.

What are the different tones that you have learned from the song ?

Remember:

Songs can be composed of different tones such as lower **do**, low **mi**, high **so** and higher **do** which we called pitch.

IV. ASSESSMENT:

Based from the activity, rate the pupils by putting a check in the box appropriate to their performance.

Rubrics	Group-1	Group-2	Group-3	Group-4
5-Excellent				
4-Very Good				

3-Good

2-Poor

1-Needs Improvement

V. ASSIGNMENT:

Observe different sounds from your surroundings that can produce low, lower, high and higher tones. List them in your notebook. Use body movements for each pitch of tones.

TEACHER'S GUIDE for MODULE 7

Time Allotment: Once a week for 40 minutes

➤ TITLE : **Mataas at Mababang Tono**

I. OBJECTIVES

- Respond to pitch range of tones through body movements .
- Learn to sing high, low , higher and lower correct pitch of tones in the song .

II. SUBJECT MATTER: **Melody** – high and low pitches of tones

Song:

- a. "High and Low, D, 3 d o ,C.M.G ,Lower Primary

Materials: Picture of children playing See Saw

III. PROCEDURE

Greet your pupils with the song

" KumustaKa"

Kumusta kahalina't magsaya

Pumalakpak, Pumalakpak, Ituro ang paa

Padyak sa kanan, padyak sa kaliwa

Umikot ng umikot at humanap ng iba.

Ask your pupils if they have watched or played See Saw. Let the pupils tell his/her experiences in watching/ playing the game. Then ask the following questions:

- Things used in playing See Saw.
- How the See Saw moves.
- Directions shown by the See Saw .

Activity 1:

Lead the pupils in playing a game . Tell them when they stand up they should say the word “DING” and when they sit down they should say the word “DONG”.

Ask what they have experienced in the activity and share it to the class.

Teach your pupils the song “High and Low”

High and Low

B.M.S

C.M.G.



High, low, high, low, Climb up with
6 me, now here we go, Then back a-gain,
11 let us go slow, High, low, high, low.

Tell your pupils to analyse the song. Ask what

They have noticed in the melody of the song.

Ask them to sing the “High and Low” with action. Instruct them to stand when they hear the word **High** and sit, when they hear the word **Low**.

While singing, when the tones move up they will stand gradually and when the tones movedown they will sit gradually. The teacher willguide and lead the activity.

Give an example of the things that can produce high and low tones.

What directions of melody were given emphasis in the song?

Remember:

Ascending and descending movements of pitches of tones are the two directions of melodies in the song that can also begive different body movements.

III. ASSESSMENT

Ask the pupils to listen very carefully to the tones given by the teacher. Ask them to draw a flower if the tone is high, circle if it is higher, leaf if it is low and square if the tone is lower.

1. lower do
2. higher do
3. low mi
4. high so
5. lower do

IV. ASSIGNMENT

Ask them to bring any instrument that can produce sound to be used as background in doing body movements.

TEACHER'S GUIDE for MODULE 8

Time Allotment: Once a week for 40 minutes

➤ TITLE : **Mag-akyat at Baba Tayo**

I. OBJECTIVES

- Demonstrate high and low tones
- Sing or play musical instruments with high and low tones

II. SUBJECT MATTER: **Melody**- high and low of tones

References: Songs: "Tayo Na, Tayo Na"
"Stand Up"- F, 3, do, A.M Ilagan
4

Materials: drums, pictures of drums, musical piece

III. PROCEDURE

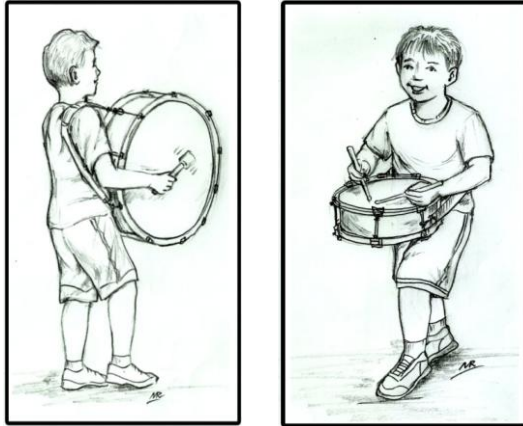
- Greetings- SO-FA-MI-RE-DO
Good Morning Children
Good Morning Classmates
Good Morning Teacher
- Let the pupils follow the instructions:
 - Stand up when the teacher clap twice
 - Sit down when the teacher say yes

Activity 1:

Ask the pupils sing again the song "Tayo Na!, Tayo Na".

- Tell them to look around and select objects that show small and big sizes.

- Let them sing **high do** for the small object and **low do** for the big object.
- Ask them if they have heard already musical instrument with high and low tones.
- Ask them if they have seen musical instruments that give high and low tones.
- Show them the pictures of drums.



Ask the kind of instrument they can see in the picture. Let them identify which of the two instruments give high and low tones. They can play the drums if available. (optional)
 Ask the pupils to sing high do when you point the small drum and low do for the big drum.
 Prepare other musical instruments for the pupils to play.

Activity 2:

Let them listen to the song “Stand Up”.

Ask what they have noticed with the pitch of the first and second notes of the song.

Let them identify and sing the two different pitches in the song.

Let them demonstrate the high and low pitches of tones using body movements.

Stand Up!

Amelia M. Ilagan

Stand Up, Sit Down, Sing, clap and sway,
 7 hap-py and gay. clap and sing and
 11 sway and play and sing with mer - ri - ly.

Let the pupils sing the correct pitch of the song "Stand Up". Ask the difference between the first and second notes in the song. Have you noticed the two pitches of tones? Were you able to sing it correctly? How are you going to demonstrate correct singing of tones using body movements ?

Remember:
 We can demonstrate the high and low pitches of tones through singing or playing musical instruments and using body movements

IV. ASSESSMENT

Show how well you learned the skills then put a star if you performed it well and moon if you did not.

Skills	YES	NO
1. Learn two pitches of tones		
2. Sing high and low tones correctly		
3. Show two pitches of tones through tall and low things found in the classroom		
4. Identify the musical instruments that gives high and low tones.		
5. Sing correctly the song "Stand Up"		

V. ASSIGNMENT

Draw two musical instruments that produce high and low tones . When you present it in class demonstrate the appropriate sound vocally.

TEACHER'S GUIDE for MODULE 9

Time Allotment: Once a week for 40 minutes

➤ TITLE: **Gayahin Mo Ako**

I. OBJECTIVES

- Sing with correct pitch of tones using:
rote songs
echo songs
simple children's melodies
- Use dots and lines to show directions of melody

II. SUBJECT MATTER: **Melody**-high and low tones of pitch

References:

Singing Bird – F,2, do, A.M.Ilagan

4

Good Morning- G,3, so, A.M. Ilagan

8

Materials: musical pieces , picture of bird , pencil and paper

III. PROCEDURE

Greetings with melody: DO-MI-SO-SO-DO

Good Morning Children

Good Morning Teacher

Good Morning Classmates

- Ask the pupils who have a pet bird.
- Ask them demonstrate the sounds produce by the bird .
- Let the pupils know the value of loving and caring their pet.

Singing Bird

Amelia M. Ilagan

Musical notation for 'Singing Bird' in 2/4 time, key of B-flat major. The melody is written on a treble clef staff. The lyrics are: Sing - ing lit - tle bird, Tweet, tweet, tweet, tweet, tweet, tweet. Up the na - ra tree Sing - ing mer - ri - ly.

Activity 1:

Let us play.

- Teach the song by rote
- Draw dots showing the directions of the melody.
- Connect the dots.
- Sing the song following the dots and the lines.

Activity 2:

- Greet each one in a singing way.
- **Teacher:** Good morning children
- **Children:** Good morning teacher

Good Morning

Amelia M. Ilagan

Musical notation for 'Good Morning' in 3/8 time, key of D major. The melody is written on a treble clef staff. The lyrics are: Good Mor-ning, good mor-ning, How are you to - day, Good mor-ning good mor-ning be hap-py and gay-.

- Let the pupils listen as you sing the song “Good Morning”.
- Let the pupils sing the song with you.
- Ask how the melody of the song moves.
- Introduce them the high and low tones in the song.
- Ask them to use the song in greeting their classmates ,teachers and friends.
- Let them sing again the songs that they have learned.
- Ask what did they use in singing the correct pitches of the tones in the song.

Remember:

Rote songs, echo songs and simple children’s melodies are another way of singing the correct pitches of tones.

IV. ASSESSMENT

Assess yourself how well you learned and participated in the activities. Rate from 1 to 3 following the legend.

Skills	3	2	1
1. Sang correctly the pitch of the song “Singing Bird”			
2. Used song in greeting classmates with correct pitch.			
3. Sang the simple melody of the song “Good Morning”			
4. Made correct directions of the melody using dots and lines.			
5. Showed enjoyment through singing.			

3- Done

2- Moderately done

1-Not done

V. ASSIGNMENT

Practice singing the correct pitch of the songs that you have learned and be ready for the group presentation next meeting.

TEACHER'S GUIDE FOR MODULE 10

Time Allotment: Once a week for 40 minutes

Title: "Hugis ng Himig"


I. Objective:

1. Illustrates the melodic contour through body staff, writing the melodic line on the air and line notation.

II. Subject Matter: Simple Melodic Contour


References: a. Music 2 K to 12 Curriculum Guide as of August 22, 2012
b. Music Time – Lower Primary, p 123

Materials: a. Songs: 1. "Tayo na, Tayo na", 4/4, C, do

2. "Akyat at Baba", , C, do,

3. (Other Suggested Song: Ref. Music Time

Lower Primary)

Up ang Down, , C, do,


III. Procedure:

- We can sing with the correct pitch through rote, echo songs and simple melodies.
- Join me singing the song "Akyat at Baba" through rote singing.
- Sing the song and ask the pupils to move their hands up if the pitch goes high and higher and down if it goes low and lower.

Activities

- Instruct them to move their hands up and down as the pitch goes high and low while singing the song "Tayo Na, Tayo Na".
- Explain that through the movements of the music, melodic contour is created. We can show it through body staff and moving of hands up and down from the body, based on the flow of the melody.

Other suggested song:

Up ang Down-  do,

Lower Primary p.123

Akyat at Baba

Amelia M. Ilagan



Ta - yo'y u - makyat sa hag -dan Ha!

4 ha! At bu -ma - ba ng ma -sa -

7 ya t'wi - na.

- Listen to the melody of the song “Akyat at Baba’
- Ask the children if the pitch is getting higher or lower. Ask them to draw lines representing the movement or flow of the melody. Tell them to use curved lines to connect contours together as the melody changes.
- Explain that melodic contour shows the shape of the melody of the song melodic line.
- Call on some pupils to go to the board and draw the shape of the song using a short horizontal line moving from left to right for each tone they will hear while other children sing the so, mi. (Hello, children. Hello, teacher) Pan de Sal (translation of “Hot Cross Buns”- song learned in Grade I)
- Explain that the melodic contour of the song can be illustrated through line notation.
- Now ask them to draw the "shape" or "contour" of melodies in three ways while singing the song “Tayo Na, Tayo Na”.

“Tayo Na, Tayo Na”

Ta---yo na! ta--yo na! ta--yo na! ta---yo na!

U---ma-wit, u--mindak l--padyak ang pa-a

Ha-ha-ha! Ha-ha-ha! La-hat ay magsa-ya,

Ta---yo na! ta--yo na! ta--yo na! ta---yo na!

- Ask the children to enumerate and explain the three ways of illustrating the melodic contour of a song – body staff, melodic line and line notation.
- Ask the children to define melodic contour.

Remember:

MELODIC CONTOUR – show the shape or contour of the melody going up and going down through body staff, melodic line, or line notation.

IV. Assessment

Sing the song “Stand Up” then draw the shapes or contour on the four parts of the song using the melodic line.

“Stand Up”



Stand, up, sit , down,



Sing, clap and sway, happy ang gay



Clap and sing and and sway .



Sing merrily.

Stand Up!

Amelia M. Ilagan

Stand Up, Sit Down, Sing, clap and sway,
hap - py and gay. clap and sing and
sway and play and sing with mer - ri - ly.

V. Assignment:

Draw the melodic contour of the song “Singing Bird” in three different ways – body staff, melodic line and line notation.

TEACHER'S GUIDE for MODULE 11

Time Allotment: Once a week for 40 minutes

➤ TITLE: **Larawan ng Musika**

I. OBJECTIVES

- Use melodic patterns to visualize the meaning of the song
- Draw figures to give meaning to the song
- Participate in a cooperative learning activity

II. SUBJECT MATTER: **Melody**- a sweet or agreeable arrangement of sounds.

III. PROCEDURE

Greeting to the tune of: SO-SO-SO-SO-MI
Good Morning Children
Good Morning Teacher
Good Morning Classmates

Song: Riding the Airplane, Mi, $\frac{3}{4}$ Corazon Llamas, Lower Primary

Materials: pencil , paper , cd player , picture of an airplane, musical piece

Activity 1:

- Group the class into four , choose a leader
- Instruct the pupils to talk about their experiences in places where they have gone already.
- Ask their favorite places and how they have reached the place.
- Ask if they have experienced riding on an airplane.
- Let them listen to the song "Akyat at Baba" and allow them to feel the message of the song.
- Ask what they have remembered with the song.
- You will listen to the song again, following the instructions below.

Riding the Airplane

Noemi Reyes

Corazon Llamas

Moderate waltz tempo



High-er and high-er and up to the sky, Watch-ing the
6 trees and the hous-es go by; Fast-er and fast-er you
11 fly like a bird, Rid-ing the aire-plane is fun, I heard.

Activity 2:

1. Close your eyes while listening to the song.
2. Imagine that you are riding on an airplane.
 - When melodic pattern goes up, draw a star, when it goes down, draw a mountain and on the last part of the song, draw tall trees for the high tones and small trees for the low tones.

Did you enjoy the imaginary ride?

How can you associate melodic patterns to visual imagery?

Remember:

We can associate melodic patterns to visual imagery by feeling the melody and the meaning of the song.

IV. ASSESSMENT

To show how well you learned the activity/lesson, check on the appropriate box.

Skills

Best

Better

Good

1. Have you listened to the song attentively?
2. Did you feel the meaning of the song?
3. Did you do visual imagery of the song ?
4. Did show enjoyment in the activity?
5. Have you drawn figures to visualize the melodic patterns?

V. ASSIGNMENT

Choose any song and make a visual imagery for its melodic pattern.

TEACHER'S GUIDE for MODULE 12

Time Allotment: Once a week for 40 minutes

➤ TITLE: **Alingawngaw**

I. OBJECTIVES

- Listen to the song
- Echo the song heard
- Recreate simple melodic patterns
- Show cooperation in group activity

II. SUBJECT MATTER: **Melody**- is a succession of pleasing tones

Song:

“Tara Na at Magsaya “ (chant)

Contextualized by: Amelia M. Ilagan

III. PROCEDURE

- Greet with the usual – SO – LA – SO –SO- MI
Good Morning Children
Good Morning Teacher
Good Morning Classmates
- Show the picture of children doing an echoing of song.
- Let them do the echoing with you.

Activity 1:

- Ask them to listen and repeat or echo the words that you will do

Teacher: Igalaw ang daliri

Pupil: Igalaw ang daliri

Teacher: At ikampay

Pupil: At ikampay

Teacher: Itaas ang kamay

Pupil: Itaas ang kamay

Teacher: At ibaba

- Let the pupils tell their experiences on the activity done.
- Ask them to choose a partner and echo the lines or a song his/her partner will create.

Activity 2:

- Ask pupils to listen to the chant/song “Tara Na At Magsaya”.

TARA NA AT MAGSAYA

Kung gusto mong sumigla,
(kung gusto mong sumigla)

Tara't sumayaw ka
(tara't sumayaw ka)

Ipalakpak ang kamay
(ipalakpak ang kamay)

At ihakbang ang paa
(at ihakbang ang paa)

Umikot ka ,umikot ka ,harap sa kapareha
(umikot ka,umikot ka ,harap sa kapareha)

Maghawak ng kamay (maghawak ng kamay)
Ito ay ikampay (ito ay ikampay)

Tara na,tara na, tayo ay kumanta –(sabay)

Do---re----mi----fa----so (Do---re----mi----fa----so)

So----fa----mi----re----do (So----fa----mi----re----do

Do---mi---so-----mi---do (Do---mi---so-----mi---do)

- Ask them to echo the lines they will hear from you.
- Let them repeat singing the so-fa syllables after you.
- Repeat the activity with their partners doing the echoing and singing the so-fa syllables.

Activity 3:

- Group the class into two.
 - Group 1- will sing the simple melodic patterns they created.
 - Group 2- will do the echoing of the simple melodic patterns.
- Ask the pupils what they did in the activities to enjoy simple melodic patterns.

Remember:

One way to show enjoyment in music is through echoes and recreates simple melodic patterns.

IV. ASSESSMENT

Show how well you learned the lesson by putting a (✓) mark in one of the boxes below.

SKILLS	3	2	1
1. Listened to the song attentively.			
2. Sang the simple melodic patterns.			
3. Echoed the song heard.			
4. Showed cooperation in group activity.			
5. Shared talents in recreating simple melodic patterns			

3- best

2-better

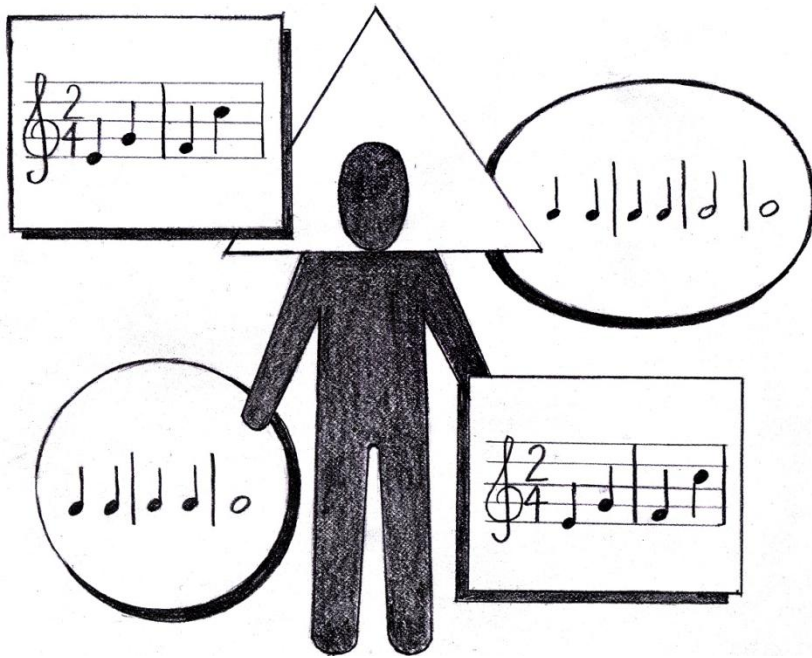
1-good

V. ASSIGNMENT

Do the echoing of the simple melodic patterns learned and present it again in class .

UNIT III

Form



Another element of music is Form. It refers to the similarity and differences of phrases in a song. It is the overall structure of a musical piece or song. We recognize form by each part, whether it is short or long. We also count the parts of a song. We use letters to represent each part. We also associate form with the repetitions of parts in a song.

TEACHER'S GUIDE FOR MODULE 13

Time Allotment: Once a week for 40 minutes

➤ Title – Alin, alin ang Naiiba

I. Objectives

- Distinguish same or different musical lines.

II. Subject Matter – **FORM** – Musical Lines

Reference – K to 12 Curriculum Guide in Music 2

Materials: Songs:

“Pretty Dove”, Bb , $\frac{2}{4}$ ni J. Espineli at N. Reyes

Music Time (A Teacher's Manual)

Lower Primary (p. 61)

“Roses”, $\frac{4}{4}$, F, Do ni B. M. S. at C. M. G.

Music Time (A Teacher's Manual)

Lower Primary (p. 35)

Suggested songs

My Mother- $\frac{2}{4}$ C, mi
Lower Primary pp.170

My Guardian Angel- $\frac{4}{4}$ D, so
Lower Primary pp.131

My Mother

Slowly and with expression Viennese Folk Tune

Mo ther's face, pret - ty face,

Al - ways lights my night and day,

All is right, All is bright,

When she comes to say good night.

My Guardian Angel

C. M. G.

N. R. D.

My guard - ian an - gel,
 I'll go to bed;
 Pleas stay be - side me,
 Keep watch o'er my head.

III. Procedure

Greet with the usual SO – S0 – MI – SO – MI greeting.

SO - SO - MI - SO - MI

Teacher: Good Morn – ing Child -ren

Pupils: Good Morn - ing Teach - er

Pupils: Good Morn – ing class -mates

Teacher: How are you to - day?

Pupils: I am fine, thank you.

- Let the pupils sing the song “Roses” with the teacher.

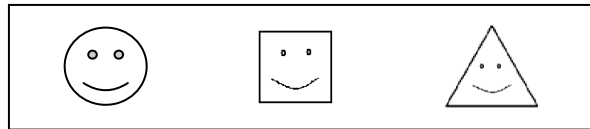
Roses

B. M. S.

C. M. G.

Ros - es in a row, row, row,
 Tell me how you grow, grow, grow,
 You are al - ways sweet, sweet, sweet,
 Don't you ev - er sleep, sleep, sleep?

- Clap the rhythm of the song.
- Ask the pupils the following questions:
 - a. “What did you notice about the flow of the rhythm?”
 - b. “Look at the music score again.”
“How many lines does it have?”
- Compare the first and the second line and take note of how the notes are written on the staff.
- Now, compare the first and the third line, then the third and the fourth line of the song.
- Use the geometric figures inside the box to identify which lines are similar and which lines are dissimilar



- Sing the song “Petty Dove”.

Pretty Dove

J. Espineli N. Reyes

Pret - ty dove, what are you sing - ing?
Coo, coo, coo! coo, coo, coo

Pret - ty dove, where are you fly - ing
Coo, coo, coo, coo, coo, coo!


- Clap the rhythm of the song.
- Count the number of melodic lines and identify the lines that are similar and dissimilar.
- Ask the pupils to think of other shapes or objects that could represent the similarity and dissimilarity of the melodic lines of the song.
Ask the pupils:
“What did you do to show the flow of the song?”
“Were you able to identify the similar and dissimilar melodic lines?”
“What body movements and figures did you use to show the different lines of the song?”


Remember:

Rhythmic and melodic patterns of a song form the design in music. Musical lines of a song could be similar or dissimilar and can be represented by geometric figures or body movements. The shape of the song is called form.

IV. Assessment

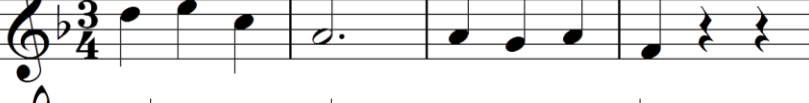
Identify the following melodic lines. Write **M** if they are the same and **DM** if not.

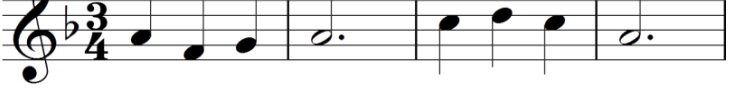
1. a. 


b. 


2. a. 


b. 


3. a. 

b. 

4. a. 

b. 

5. a. 

b. 

V. Assignment

- Sing in correct pitch and move to the beat of the song
- Improvise body movements and geometric figures that would represent the similar and dissimilar melodic lines

Evening Shadows

J. Espineli

N. Reyes

Dreamily

when the eve - ning sha - dows___
Slow - ly fall and creep,___
It is time for child - ren,___ To
rest and go to sleep.

The musical score is written on four staves in 3/4 time with a key signature of one flat (Bb). The melody is simple and gentle, with lyrics written below the notes. The first staff starts with a treble clef and a 3/4 time signature. The lyrics are: 'when the eve - ning sha - dows___'. The second staff continues: 'Slow - ly fall and creep,___'. The third staff: 'It is time for child - ren,___ To'. The fourth staff: 'rest and go to sleep.' The piece ends with a double bar line.

Proceed to end the class by singing the goodbye song.

Paalam Na!

Maria Elena D. Digo

Pa - a - lam na, pa - a - lam na,
hang - gang sa mu - li.

The musical score is written on two staves in 4/4 time with a key signature of one flat (Bb). The melody is simple and gentle, with lyrics written below the notes. The first staff starts with a treble clef and a 4/4 time signature. The lyrics are: 'Pa - a - lam na, pa - a - lam na,'. The second staff continues: 'hang - gang sa mu - li.' The piece ends with a double bar line.

TEACHER'S GUIDE FOR MODULE 14

Time Allotment: Once a week for 40 minutes

➤ Title – Simula at Katapusan

I. Objectives

- Identify the beginning and ending of a song.

II. Subject Matter – Beginnings and Endings in Music

Reference – K to 12 Curriculum Guide in Music 2

Materials: Song:

“O, Nanay Ko”, $\frac{3}{4}$, G, mi

Venusto R. Aquino

Music Time (A Teacher’s Manual)

Lower Primary (p. 207)

“MgaAlaga Kong Hayop”, $\frac{2}{4}$ G, So
Luz Adulio

Music Time (A Teacher’s Manual)

Lower Primary (p. 60)

III. Procedure

- Greeting

Kumusta Ka!

M. E. D. Digo

Ma-gan-dang u - ma - ga! Ma-gan-dang u -
4
ma - ga! Ku-mus - ta ka na!__ Ku mus - ta ka
8
na!__ Ma - bu - ti na man Ma - bu ti na man.

- Sing the song “O, NanayKo” with the pupils.

O, Nanay Ko!

C. de Vera

Venusto R. Aquino

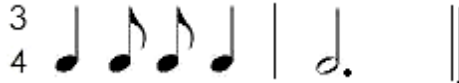
Sweetly

Sa pi - ling mo, O Na - nay ko,
5
Ay a - nong li - ga - ya;
9
Di ko pan - sin ang hi - rap ko
13
Kung ki - ta'y ka - sa - ma.

- Ask the pupils to identify the beginning and ending of the song.
- Clap the rhythmic pattern to indicate the beginning of the song.



- After singing the song, clap the given pattern to indicate the ending of the song.



- Ask the pupils how they began and ended the song.
- March in four counts to indicate the beginning of the song. Then begin singing the song “MgaAlaga Kong Hayop” while marching. At the end of the song, raise both arms and say “Hey!” while others will strike once the improvised drum.

Mga Alaga Kong Hayop

O. Carillo

Luz Odulio

Lu-mi-pad, lu-mi-pad ang i-bon Ang
 i-bon, ang i-bon, Lu-mi-pad, Lu-mi-pad ang
 i-bon Sa ma-gan-dang pu-gad.

2. Tumakbo, tumakbo ang pusa sa loob ng bahay
3. Tumalon, tumalon ang aso sa magandang bakod

Ask the pupils to think of other actions that could be used to indicate the beginning and ending of a song.

Remember:

Body movements and sounds (instrumental or voice) could be used to indicate the beginning and ending of a song.

IV. Assessment

Give performance test using the rubrics.

Put a check on the appropriate box.

Knowledge/Skill

Excellent

Poor

1. Student was able to sing in correct pitch.
2. Performed all rhythms correctly.
3. Performed creative body movements to show the beginning and ending of a song.
4. Demonstrated an understanding of music organization.
5. Participated actively in all class activities.

V. Assignment

Improvise body movements that could be used as beginning and ending of the song "Kumusta Ka!"

Proceed to end the class by singing the goodbye song.

Hanggang sa Muli

Maria Elena D. Digo

Pa - a - lam na ma - hal na gu - ro, Mag -
3 ki - ki - ta pa ta - yong mu - li. Sa -
5 la - mat sa ma - nga tu - ro - n'yo. Hang -
7 gang sa mu - li, pa - a - lam na.

TEACHER'S GUIDE FOR MODULE 15

Time Allotment: Once a week for 40 minutes

➤ Title – Repeat Mark

I. Objectives

- Recognize repetitions within a song.

II. Subject Matter – Repeats in Music

Reference – K to 12 Curriculum Guide in Music 2

Materials: Song: “Come and Play?”, $\frac{4}{4}$, G, do

Amelia M. Ilagan

“Partner Dance”, $\frac{4}{4}$, C, so

Amelia M. Ilagan

III. Procedure

- Greet with the usual greeting

Kumusta Ka!

M. E. D. Digo

Ma-gan-dang u - ma - ga! Ma-gan-dang u -

4
ma - ga! Ku - mus - ta ka na!__ Ku - mus - ta ka

8
na!_ Ma - bu - ti a man Ma - bu - ti na man.

- Ask: “What did you notice with the lines of the song “Kumusta Ka!”
Repeating each line of the song one after the other is called echo singing
- Let the children describe the illustrations
- Sing the song “Come and Play”.

Come and Play

Amelia M. Ilagan

Musical score for 'Come and Play' in 4/4 time, key of G major. The score consists of four staves of music with lyrics underneath. The first staff starts with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The lyrics are: 'Let's come and play tra-la-la-la-la'. The second staff starts with a measure rest labeled '3' and continues with 'play-ing the trum-pet tot, tot, tot, tot, tot.'. The third staff starts with a measure rest labeled '5' and continues with 'I can play the trum - pet,'. The fourth staff starts with a measure rest labeled '6' and continues with 'trum - pet, trum - pet, trum - pet.'.

I can play the trumpet, tot, tot, tot, tot, tot.
I can play the piano, clang, clang, clang, clang, clang.
I can play the bass drum, boom, boom, boom, boom, boom.

- Ask the pupils to identify the symbol used in the last line of the song. Ask its function.
- Sing the song again while doing the movements to show the repeated part of the song.
- Sing "Partner Dance". Take note of the repeated lines.

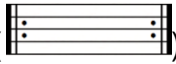
Partner Dance

Amelia M. Ilagan

Musical score for 'Partner Dance' in 2/4 time, key of G major. The score consists of four staves of music with lyrics underneath. The first staff starts with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. The lyrics are: 'All we ga-ther here to dance to - ge - ther, While the mu-sic'. The second staff starts with a measure rest labeled '5' and continues with 'play, let's stand and sway Left, right, left, right, Hop, hop'. The third staff starts with a measure rest labeled '9' and continues with 'Left, right, left, rightsway!sway! Partners, partners turn around and'. The fourth staff starts with a measure rest labeled '14' and continues with 'step back, Part-ners, part-ners, turn a-round and bow.'.

Ask: “What did you do to show the repetition of melodic lines?”
 “What musical symbol was used to indicate repeated musical lines?”
 “What body movements were used to show repeated musical lines?”

Remember:

A melodic line could be repeated without writing it again. A repeat mark () is used for repeated melodic lines which should be sung twice.

IV. Assessment

Listen and identify the following melodic patterns. Write **I** if they are repeated and **M** if not.

_____ 1. a. 

b. 

_____ 2. a. 

b. 

_____ 3. a. 

b. 

_____ 4. a. 

b. 

5. a. 

b. 

V. Assignment

Create body movements that would show the repeated lines of a song.

Gypsy Dance

Adapted by S. Magtoto

Hungarian Dance



Hap - pi - ly the gyp-sies now are danc - ing

4 While gay mu-sic vi - o - lins are play-ing: Grace-ful-ly they

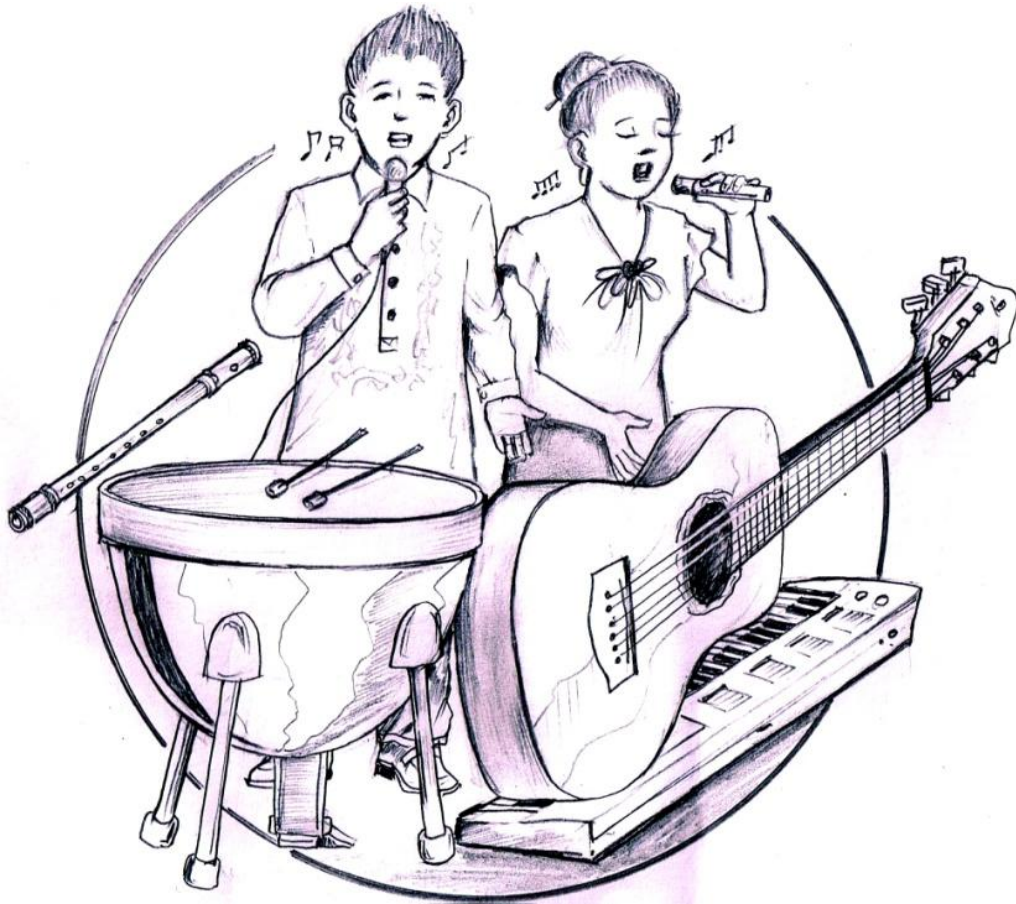
8 bow to onea - no-ther Hand in hand the danc-ers step to-

12 ge - ther. Part - ners glid - ing, step-ing with their

16 nim-ble feet, Bod-ies sway-ing with the live-ly beat/

UNIT IV

Timbre



When you listen to the radio, can you tell whether it is Mike Enriquez or Arnold Clavio reporting? Can you guess who's talking while your eyes are closed? Can you distinguish sound of a violin from a guitar? If you have a positive answer to these questions, I'm very much sure that you will easily understand the lessons in this unit. Timbre refers to the quality of sound we hear.

TEACHER'S GUIDE FOR MODULE 16

Time Allotment: Once a week for 40 minutes

Title: "Lobo Ko, Paliparin Mo"

I. Objective: Sing a song using appropriate breath control.

II. Subject matter: Introduction to Voice Production

References: a. Music 2 K to 12 Curriculum Guide

b. Music Time Lower Primary

- Materials:
- Songs:
 - Atin Cu Pung Singsing, $\frac{3}{4}$, F, la
(Music Time, LP, p. 165)
 - Work and Play, $\frac{3}{4}$, F, la
(Music Time, LP, p. 72)
 - Soldiers' March, $\frac{2}{4}$, F, la
(Music Time, LP, p. 104)
 - 2 pieces of ballon
 - C pitch pipe

III. Procedure:

Come and Play

Amelia M. Ilagan

The musical score for 'Come and Play' is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. It consists of four staves of music with lyrics underneath. The first staff starts with a treble clef, a sharp sign, and a 4/4 time signature. The lyrics are 'Let's come and play tra-la-la-la-la'. The second staff has a '3' above the first measure, indicating a triplet. The lyrics are 'play-ing the trum-pet tot, tot, tot, tot, tot.'. The third staff has a '5' above the first measure, indicating a quintuplet. The lyrics are 'I can play the trum-pet,'. The fourth staff has a '6' above the first measure, indicating a sextuplet. The lyrics are 'trum-pet, trum-pet, trum-pet.'. The score ends with a double bar line and repeat dots.

- Ask children to identify the symbol that needs to repeat the part of a song. Let them sing the song properly following the symbol of repeat mark.
- Call one pupil from each group and have them compete in a contest called "Pahabaan". Each contestant will say the word "Hello" without stopping their breath as they can. The longest time will be declared winner.

Activity

- Let the pupil sing the Pampanga Folk Songs “Atin Cu Pung Singsing” then sing it again using the lyrics “Ako ay may Lobo”.
- Ask the children why the balloon flew. Get a balloon. Fill it with air then let go of the balloon. Fill another balloon with air. This time slowly release the air from the balloon.
- Compare the balloon with our diaphragm or abdominal system. Ask the pupils to put their right hand on their abdomen and their left hand on their chest. Place the feet flat on the floor and sit properly. Ask the pupils to inhale and exhale slowly. Do this for several times.
- This time, blow your C pitch pipe and sing “do” while exhaling.
- Study the song “Work and Play”.

Count the phrases of the song with the pupils.

- 1) Work and play, work and play,
- 2) Make the children well and gay,
- 3) Rest and food, rest and food,
- 4) Make the children well and good.

There are four phrases in the song that is why there are four breath marks or four inhales and exhales while singing the song.

- Teach the class the song in rote singing with proper breath control (inhale/ exhale) and correct posture.

Work and Play

P. Esteban

P. Teodoro

Gaily

Work and play, work and play, Make the
6 Chil - dren well and gay; Rest and food,
11 rest and food, Make the
14 chil - dren well and good.

- Ask pupils what are the ways of singing with proper breath control.

Remember:

Singing needs proper breathe control during inhale and exhale. Breathe in every phrase of a song and correct body posture while singing is a good practice.

IV. Assessment

Teach the song “Soldiers’ March” and ask them to sing by groups of threes or fours with proper breath control (inhale/ exhale) and correct posture. Let them answer the rubric/checklist after performing in front of the class.

Soldiers' March

B. M. Salazar

M. Poblete

March Tempo

Left, right left, right here we go, Marching,

6
marching in a row; If you're strong and

11
brave and true, You may be a soldier too.

SKILLS	CAN DO	NOT YET
1. Sing a song with proper position.		
2. Sing a song with proper breath control.		
3. Used breath control every phrase.		
4. Sing a song with proper tune/pitch.		
5. Show active participation in the activity.		

V. Assignment

Sing the song “Work and Play” with proper breath control (inhale/ exhale and correct posture).

TEACHER’S GUIDE FOR MODULE 17

Time Allotment: Once a week for 40 minutes

Title: “Pakinggan, Tunog sa kapaligiran”

- I. Objective: Identifies the source of sounds, examples: wind, waves, swaying of the trees, animal sounds, and sounds produced by machines, transportation, etc.
- II. Subject Matter: Differentiation of Sound Quality

- References:
- a. Music 2 K to 12 Curriculum Guide
 - b. Music Time Lower Primary

- Materials:
- a. Songs:
 1. "Putak! Putak!" , G, re
(Music Time, LP, p.52)
 2. "Ang Tren" , F, $\frac{2}{4}$ o
 - c. pictures of musical instruments, vehicles, winds, glass, wood/log, animals, a train, broken glass, duck, power saw, ambulance
 - c. DVD/CD player

III. Procedure:

- Ask children the proper ways of singing and have them demonstrate it through singing "Work and Play" in unison.
- Show pictures of musical instruments, vehicles, winds, glass, piece of wood and animals. Ask them to group the pictures that produce sound and not producing sound.

Activity

- Ask the children to close their eyes and lay their head on top of the table. Listen to the story "Hangin". Read the story by producing sounds not reading it by words. Tell the pupils to identify the sources of sound from the story heard.
- Let the pupils produce the sound as the teacher reads the story again
 - blowing of strong winds,
 - big waves on the sea shore
 - winds in the forest
 - sounds of animals in the forest like wild pig, monkey, snakes, and birds
 - waving of tall trees
 - rainfalls
 - moving tracks,
 - machines in a factory
 - chicken crow
 - news and "pandesal vendors
 - moving car, jeepneys, bus, motorcycles
 - ship ready to move away,
 - big waves

➤ sweet and strong winds.

- Ask the children what the story is all about and name different sounds they heard. Compare the sound if there are similarities and differences.
- Teach the song “Putak! Putak!” to the children.

Putak! Putak!

R. Tecson

L. Odulio



Ang i-na-hing ma-nok, Ka - ni-na ay pu-mu -tak Pu-tak, pu-tak pu-tak! Ka - mi ay na-gu -lat. Nang a-ko'y ma-na-og na, Ti-ning-nan ko ang pu - gad Na-ro - o'y ba-gong it - log, Kay li - nis ng bal - at.

- Ask the pupils what sound they heard from the song. Let them give other examples of animals' sounds and its source. Compare the sounds for similarities and differences.
- Shows picture of a train and ask them what sound it makes.
- Sing the song “Ang Tren” imitating the sound of a train.

Ang Tren

Isidro R. Obmasca Jr.



Tsug! Tsug! Tsug! Tsug!Tsug!Tsug! Tsug! Tsug! Tayo'y su-makay, Tsug! Tsug! Tsug! Tsug!Tsug!Tsug! Tsug! Tsug! Sa treng kay bi - lis, Tsug! Tsug! Tsug! Tsug!Tsug!Tsug! Tsug! Tsug! Tu-ngo sa po - ok, Tsug! Tsug! Tsug! Tsug! Tsug! Tsug! Tsug! Tsug! Kay gan - da't ma - la - mig.

- Ask children if the groupings of pictures they did are correct.
- Show flashcards of pictures that produce sounds. Let children make its sound three times. (you may add more pictures)
 1. Broken glass
 2. Ambulance
 3. Duck
 4. Wind
 5. Power saw
 - Ask the pupils what they have learned in this module.
 - Compare the sound to each other.
 - Ask children, where do the sounds come from?

Remember:

All things around us produce sounds with differences in timbre.

IV. Assessment

Let the children identify the source of sound heard in a DVD/CD player. Choose the letter of the correct answer from the box.

<p>A. Running water in the river</p> <p>B. Singing birds</p> <p>C. Sewing machine</p>	<p>D. Thunder</p> <p>E. Horse neighing</p> <p>F. Rainfalls</p>
--	---

V. Assignment

Write the source of sound of the following:

1. Klang! Klang! Klang! _____
2. Tik-tak! Tik-tak! Tik-tak! _____
3. Hiss! Hiss! Hiss! _____
4. Trot! Trot! Trot! _____
5. Broom! Broom! Broom! _____

TEACHER'S GUIDE FOR MODULE 18

MUSIC 2

Time Allotment: Once a week for 40 minutes

Title: “Kung Kaya Mo,kaya Ko”

I. Objective:Replicates different sources of sounds and associate them with body movements.

II. Subject Matter: Introduction of Musical Instruments

References: a. Music 2 K to 12 Curriculum Guide
b. Music Time Lower Primary

Materials: a. Songs:1. Old Mc Donald Had a Farm, $\frac{4}{4}$, G, sol
2. “Playing Instruments” , $\frac{2}{4}$
(Music Time, LP, p.109)

- b. DVD/CD player
- c. lively music
- d. picture of a farm

III. Procedure:

- Let children name the source of sounds they hear in the CD.
- Play any lively music and ask children to dance like any of the animal they like to imitate.

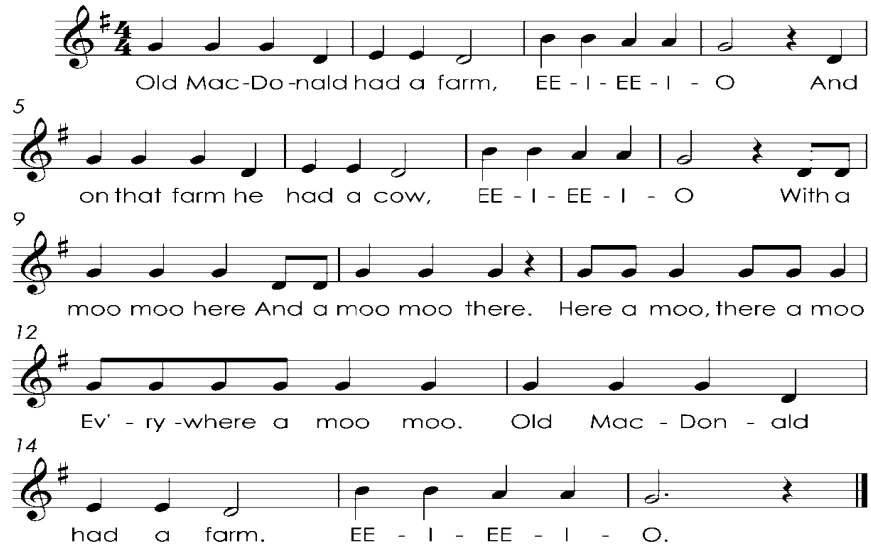
Activity

- Show the class a picture of a farm and invite them to visit the place while singing “Old Mc Donald Had a Farm”. Instruct the pupils to move their body when they hear the sound of the animals. Change the name of animal and sound words with the following: 2. Pig – oink, oink; 3. Duck – quack, quack; 4. Horse – neigh, neigh; 5. Donkey – hee-haw; 6. Chickens – cluck, cluck.

Old MacDonald

Traditional

Moderato



Old Mac-Do-nald had a farm, EE - I - EE - I - O And
5 on that farm he had a cow, EE - I - EE - I - O With a
9 moo moo here And a moo moo there. Here a moo, there a moo
12 Ev' - ry - where a moo moo. Old Mac - Don - ald
14 had a farm. EE - I - EE - I - O.

- Teach the song “Playing Instruments” then change the instruments with the following instruments and sounds: 1. Clarinet – Du, dle, det!
2. Trumpet – Trot! Trot! Trot!
3. Bass drum – Boom! Boom! Boom!
- Instruct the pupils to move their body according to the instruments that produce sounds while singing the song.

Playing Instruments

Corazon Heredia

Teresita Martinez



I love to play the pia-no, Tang, tang, tang,
4 tang, tang, tang, I love to play the pia - no,
7 Tang, tang, tang, tang, tang.

- Ask the children to make the sound of the following and move their body accordingly:
 - d. Strong winds blowing
 - e. Big waves
 - f. Moving car
 - g. Running horse
 - h. Falling big wood
- Ask children what makes their body moves.

Remember:

Sounds surround us are fun and easy to create body movements.

IV. Assessment

Form three or four pupils each group in the class. Animates or make body movement and sound they pick twosource of sound listed in a flashcard.. Let them answer the rubric/checklist after performing in front of the class.

- | | | |
|--------------|-------------|-------------------|
| a. duck | d. Airplane | g. guitar |
| b. drumset | e.Snake | h. sewing machine |
| c.motorcykle | f.Tall tree | i. storm |

“RUBRIC”

Skills	3	2	1
1. Make sound accordingly to the source of sound.			
2. Replicates the source of sound and associate with body movement.			
3. Make body movement and sound together according to the source of sound.			
4. Make body movement and sound both given two source of sound.			
5. Enjoy and participate actively in the activity.			

- 1- Not so good
- 2- Good
- 3- Very good

V. Assignment

Cut or draw pictures that show man's or woman's body movement base on the different sound source.

TEACHER'S GUIDE FOR MODULE 19

Time Allotment: Once a week for 40 minutes

Title: "Pakinggan mo ako, Sino Ako?"

I. Objective: Identifies the common musical instruments by their sound and image.

II. Subject Matter: Introduction of Musical Instruments

References: a. Music 2 K to 12 Curriculum Guide as of
b. Music Time Lower Primary

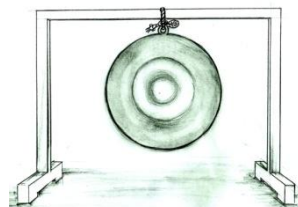
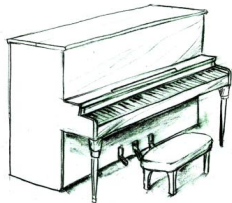
Materials: a. Song: 1. "Ako ay Musikero", $\frac{2}{4}$, F, do
b. pictures of musical instruments in a chart or flashcards

III. Procedure:

- Ask children to give any sound three times and associate it with the body movement.
- Group the class into four groups and have each form the puzzle then name what the picture is.

Activity

- Let the pupils make the sound of the instruments in the pictures shown in a chart or flashcards.



- Teach the song “Ako ay Musikero”. Then ask what instrument is being played in the song.

Ako ay Musikero

Isidro R. Obmasca Jr.

Isidro R. Obmasca Jr.

A - ko ay mu - si - ke - ro, Ma - hu - say tu - mug - tog, Pa - king - gan mo a -

7
ko, Ins - tru - men - to ko'y i - to Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Si - no a - ko?
Du - dle, du - dle - det! Du - dle, du - dle - det!

13
Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Tot! Si - no a - ko?
dle - det! Du - du - du - du - du - du - du - du - du - du - du - du - dle - det!

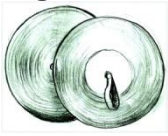
- The class will be divided into two groups. Choose a leader for each group. Each group will secretly think musical instrument which they will acted and sing its' sound. The first group will sing the song while the second group will tell what instrument is being played. Sing the song again. This time the second group will sing and the first group will identify the instruments.
- Ask the children to read the story “Ang Magkakaibigan” and let them identify the objects in the pictures by their names. Tell to read again the story but this time instead of instrument’s name, make the sound of instrument three times.

“Ang Magkakaibigan”

ni Isidro R. Obmasca Jr.

Isang araw, sumigaw nang malakas ang

Bigla namang sumagot sina



,

at



“Masayang sumama sa

grupo”, ang sabi ni



.”Di ako papaiwan,

dapat kasama rin ako”, wika ni



.”Saan

ba tayo pupunta”?, tanong ni



Sumagot si



.”Mamamasyal tayo sa bayan. Sasama ka ba?

.”Aba, oo”, banggit ni



.”Tayo na,” sigaw nina



,

at



Masaya silang nagmartsa papunta sa bayan.

- All musical instruments have its own sound accordingly to their image that is why they have difference in timbre.

Remember:

Musical instruments have its own sound accordingly to their image. They have differed in timbre because of difference in image (size, materials, texture).

IV. Assessment

Let the children match Column A- the kinds of instruments with Column B- sounds produced by each instruments.

COLUMN A

1.



2.



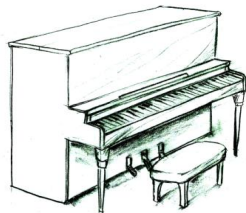
3.



4.



5.



COLUMN B

A. Ting! Ting!Ting!

B. Tsik! Tsik! Tsik!

C. Boom! Boom! Boom!

D. Takatak!Takatak!

E. Tang! Tang! Tang!

F. Klang! Klang! Klang!

V. Assignment

Cut or draw 5 other musical instruments and write it's sound three times .

TEACHER'S GUIDE FOR MODULE 20

Time Allotment: Once a week for 40 minutes

Title: "Umaawit Ka Ba o Nagsasalit"

I. Objective: Recognize the difference between speaking and singing.

II. Subject Matter: Introduction of Musical Instruments

References: a. Music 2 K to 12 Curriculum Guide

b. Music Time Lower Primary

- Materials:
- Songs:
 - "Bugtungan", F, 2, fa, 4
 - "Good-by Song", A, 4, mi, 4
 - DVD/CD player, recorded songs and voices

III. Procedure:

- Instruct children name pictures of musical instruments and make its sound three times.
- Let children name their favourite fruits, ask them why.

Activity

- Teach the song "Bugtungan Tayo" through rote singing.

Bugtungan Tayo

Isidro R. Obmasca Jr.

Randy G. Mendoza

Lively

Tayo ay mag-bug-tu-ngan, ta-ta - las ang i - si - pan, Sa-bi-hin

5
ang ni-la - la-man, sa-got ni - to ay hu - la - an.

1. Isang reynang maraming mata, nasa gitna ang mga espada. (PINYA)
2. Isang prinsesa, nakaupo sa tasa. (KASOY)
3. Nakayuko ang reyna di nalaglag ang korona. (BAYABAS)
4. Nanganak ang birhen, itinapon ang lampin. (SAGING)
5. Kumpol-kumpol na uling, hayon at bibitin-bitin. (DUHAT)

- Ask what they have noticed about how the activity is being done.
- Identify and compare the voices used in the song.
- Ask the pupils to identify the difference between singing voice and speaking voice.
- Let the children read the lyrics of the song “Good-bye Song” using their natural voice and then sing the song using their singing voice.

Good-bye Song

M. Ramos

P. Teodoro

Happily



Good by, goodbye, dear classmates kind and gay Good
 3 by, goodbye, we had a happy day; Good-by, goodbye, dear
 6 teach ers good and true, Good - by, good-by, we're
 8 co - ming back to you.

- Ask children when we use speaking voice and singing voice.

Remember:

- Speaking voice used when we talk, telling, reciting poem/declamation with our friends using our natural voice.
- Singing voice used when we are singing a song that is pleasing to once ears with quality. It shows in a different timbre depend on singer’s ability/skills.

IV. Assessment

Listen carefully to the recorded voice. Draw a star  if you think it shows a singing voice and a heart  if it shows a speaking voice.
(Teacher may do their own recorded voice at your own choice showing singing voice and speaking voice.)

example:

1. Song of “Pilipinas Kong Mahal”
2. Poem of “All Things Bright and Beautiful”
3. Song of “Heaven Watch the Philippines”
4. Song of “Playing Instruments”
5. Dialogue between two kids

V. Assignment

Write 5 titles each that shows singing voice and speaking voice.

TEACHER’S GUIDE FOR MODULE 21

Time Allotment: Once a week for 40 minutes

Title: “Mga Tunog, Di Magkakatulad”

I. Objective: Responds to differences in sound quality coming from a variety of sound sources.

II. Subject Matter: Introduction of Musical Instruments

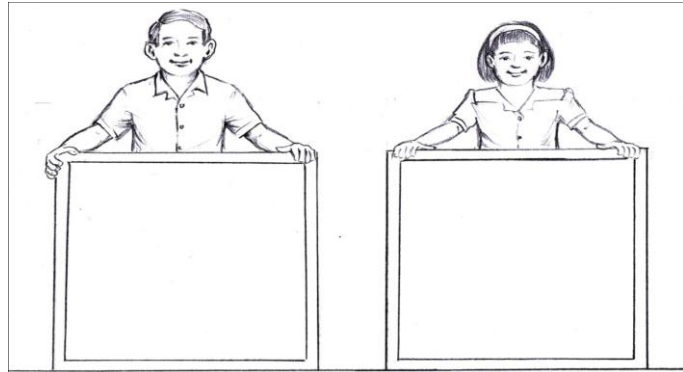
References: a. Music 2 K to 12 Curriculum Guide

Materials: a. pictures of musical instruments and different vehicles in a chart or flashcards
b. recorded songs

III. Procedure:

- Let children identify the recorded voice if it used a singing voice or speaking voice.
- Guessing Game: Tell the children to listen carefully and tell whether the singer is male or female.

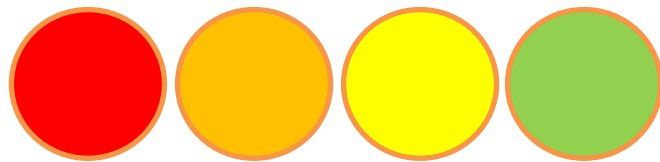
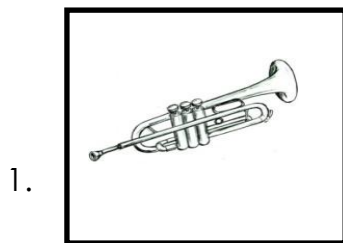
1. "Isang Lahi"
2. "Tagumpay
Nating Lahat"
3. "Tomorrow"
4. "Greatest Love of All"
5. "I See You Lord"
6. "Anak"



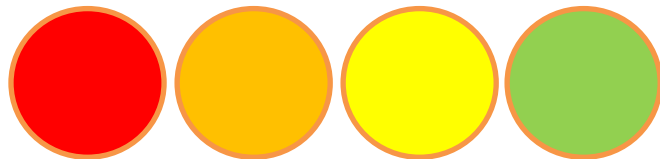
- Tell them that female voice has bright and thin voice while male has dark and full and rounded voice, that all voices are of different colors or timbre.

Activity

Sounds and colors affect people differently .Show the pupils the pictures of a trumpet, clarinet, flute and a saxophone. Ask them to imagine the sound and choose a color to represent each sound. Give a reason for choosing such color.

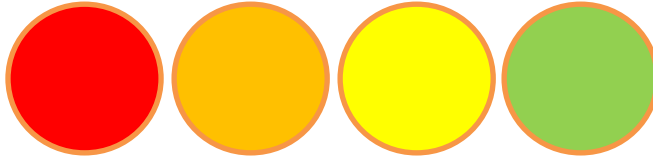


RED ORANGE YELLOW GREEN

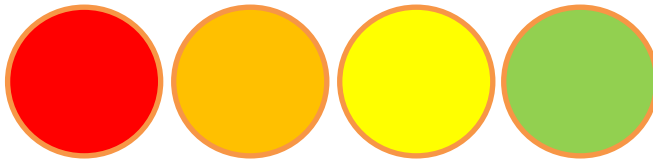


RED ORANGE YELLOW GREEN

3.



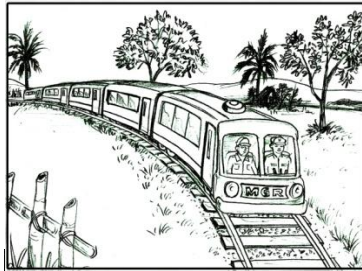
RED ORANGE YELLOW GREEN



RED ORANGE YELLOW GREEN

Show the children pictures of vehicles and ask them to arrange according to its sound from thin to heavy by writing letter A, B, C, D and E.

_____ 1.



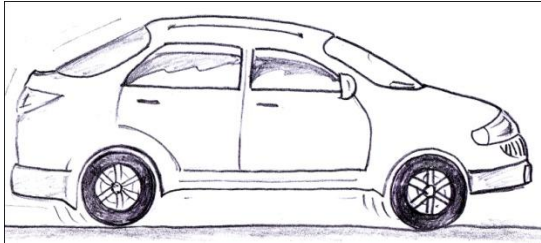
_____ 2.



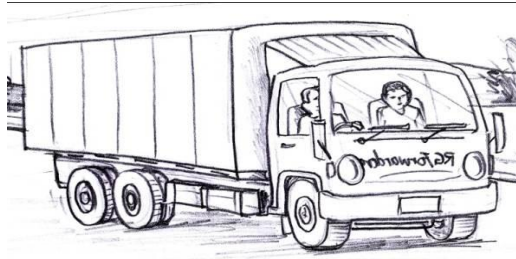
_____ 3.



_____ 4.



_____ 5.



- Ask the children to compare the sound produced by different vehicles surround us.

Remember:

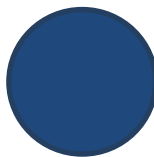
All things surround us produce sound with different colors or timbre.

Female and male voices , and different musical instruments produce different quality of sounds.

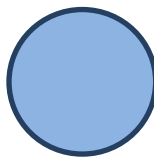
IV. Assessment

Describe the following sound produces by its pictures by choosing the appropriate color.

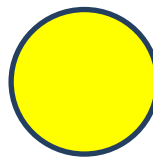
1.



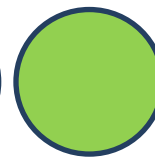
BLUE



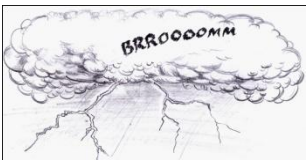
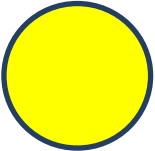
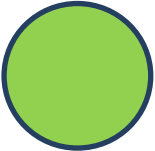
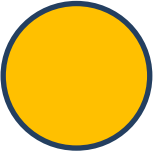
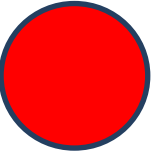
GREY


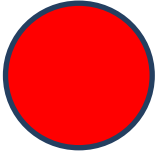
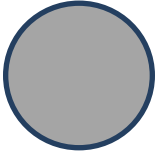
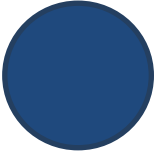
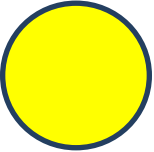



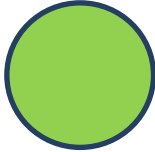
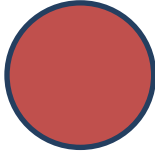
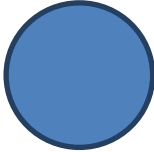
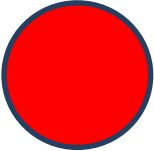
YELLOW

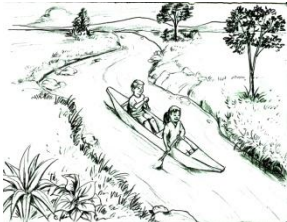
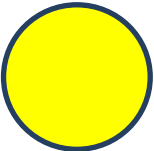
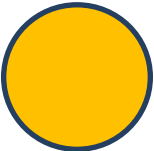
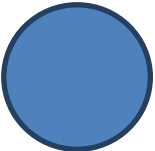
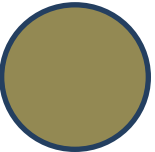


GREEN

2.     
YELLOW GREEN ORANGE RED

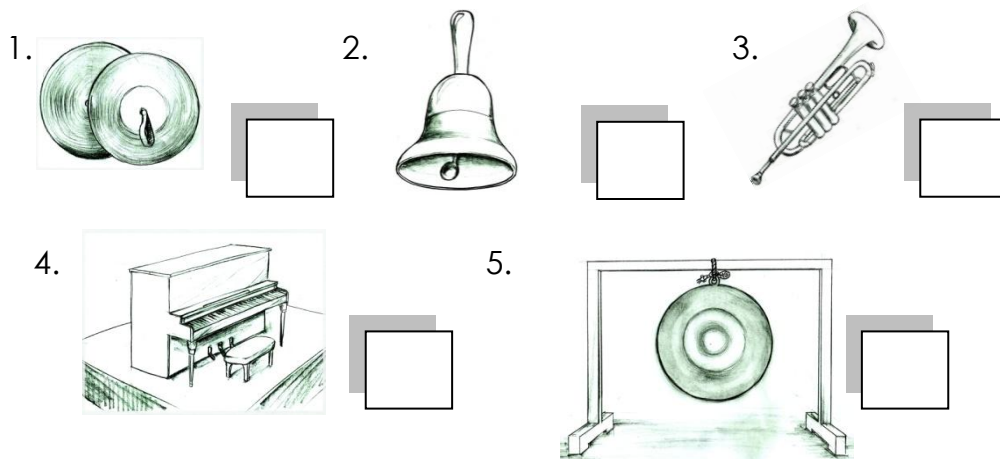
3.     
RED GREY BLUE YELLOW

4.     
GREEN MAROON BLUE RED

5.     
YELLOW ORANGE BLUE GREY

V. Assignment

Color the box according to the sound of musical instrument it make.



TEACHER'S GUIDE for MODULE 22

Time Allotment: Once a week for 40 minutes

Title: "Tinig Mo, Bagay sa Awit Ko"

I. Objective: Sing with pleasing vocal quality on pitch

II. Subject Matter: Introduction to Voice Production

References: a. Music 2 K to 12 Curriculum Guide

Materials: a. Pictures ,songs from the past lessons

III. Procedure:

Greeting to the tune of : SO-SO-MI-SO-SO

Good Morning Children

Good Morning Teacher

Good Morning Classmates

- Let them choose one from the different songs they have learned from past lessons.



Activity

Ask the children to group themselves into three and select a leader.

Give them 10 minutes to practice the songs they have chosen. Encourage them to show group cooperation and participation. Present a chosen song in solo, duet or in group.

Group 1

Group 2

Group 3

Ask their experienced in singing with the group.

If they have sang in correct pitch with the other members of the group?if yes, ask how and if not, why?

Remember:

Quality of tones can distinctive through singing with pleasing vocal pitch.

IV. Assessment

Put a check (✓)on the box appropriate to the performance of your group.

Skills	1	2	3
1. Did you follow the criteria of the group?			
2. Did you sing in pleasing vocal pitch?			
3. Did you show harmony of voices in your group?			
4. Did you give feeling in singing ?			
5. Was there a cooperative learning activity in your group?			

1 - Not so good

2 - Good

3 - Very good

V. Assignment

Practice singing the National Anthem in correct pitch and pleasing vocal tones.

UNIT V

Dynamics



Dynamics in music is a vital factor for expressive singing. We convey the message of a song through the proper use of dynamics. It makes the music interesting and pleasing to the ears. In a certain song there are parts to be sung softly and some parts to be sung loudly. It depends on the interpretation of the singer. Dynamics is the softness and loudness in music

TEACHER'S GUIDE FOR MODULE 23

Time Allotment: Once a week for 40 minutes

Title: "Damdamin ng Awit"

- I. Objective: Distinguish loud, medium and soft recorded music.
- II. Subject Matter: Dynamics – Loud, Medium and Soft Music

- References:
- a. Music 2 K to 12 Curriculum Guide
 - b. Music Time Lower Primary

- Materials:
- a. Song:
 1. My Guardian Angel, $\frac{2}{4}$, D, so
 2. Little Band, $\frac{3}{4}$, C, sol
 3. Tiririt ng Maya. $\frac{4}{4}$, C, mi
 - b. Xylophone
 - c. Balloon
 - d. Pictures
 - e. DVD/CD Player

III. Procedure:

Greet pupils with SO-LA- SO -MI greeting.

So So Mi So Mi

Teacher: Good Morning Children

So So Mi So Mi

Pupils: Good Morning Teacher

So So Mi So Mi

Good Morning Classmates

- Invite pupils to describe the sound produced of xylophone when a child strikes from left to right ' right to left and the sound you hear when air is released from a balloon.

Activity I

- Ask pupils to listen to the song "My Guardian Angel". Let the pupils feel and appreciate the sound of the music. (The teacher will play the music through a cassette recorder.

My Guardian Angel

C. M. G.

N. R. D.

Reverently

My guard-ian an - gel, I'll go to bed;
5
Please stay be-side me Keep watch o'er my head.

The musical notation is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of two lines of music. The first line starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, F#5, and G5. The second line starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, F#5, and G5. The lyrics are written below the notes.

- After listening, ask pupils the following questions:
What did you feel while listening to the music?
How does the song sung?
- Let pupils listen to the song “Little Band”. Have them feel and appreciate the music. (The teacher will play the music through cassette recorder)

Little Band

T. P. R.

C. M. G.

Lively

Tan, ta-ra-tan, ta-ra - tan-tan-tan
3
Tan, ta - ra-tan, ta - ra - tan - tan - tan
5
Tan, ta - ra - tan, ta - ra -
6
tan-tan-tan My tam - bou - rin.

The musical notation is in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The melody consists of four lines of music. The first line starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, F#5, and G5. The second line starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, F#5, and G5. The third line starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, F#5, and G5. The fourth line starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, F#5, and G5. The lyrics are written below the notes.

- After listening, asked pupils the following questions:
 - How did you feel while listening to the music?
 - How does the song sung?

- Ask pupils to listen to the song “Tiririt ng Maya”. Let the pupils feel and appreciate the music. (The teacher will play the music through cassette recorder)

Tiririt ng Maya

Philippine Folk Tune

Moderato

Ti-ri - rit ng ma - ya, Ti-ri - rit ng I - bon, Ang hu -
 5 ni ng t'yan ko'y ti-nu - mis na ba-boy; Ti-ri - rit ng i -
 10 bon, Ti - ri - rit ng ma - ya, Ang hu -
 13 ni ng t'yan ko'y ti-nu - mis na ba - ka.

- After listening, ask them the following questions
- Did you hear the changes in the volume or dynamics of the music?
- Can you compare how the following songs were sung based on melody, mood and dynamics?

Complete the table.

	My Guardian Angel	Tiririt ng Maya	Little Band
Melody			
Mood			
Dynamics			

- Prepare the class for an activity. Ask pupils to identify the level of dynamics of the different music that will be played. (The teacher will use a cassette recorder)
- Based on the music heard, how did they present dynamics? What are the different levels of dynamics based on the music heard?

Remember:

The expressive way of singing and playing music is called dynamics. Dynamics may be soft, medium or loud.

IV. Assessment

Direction: Identify the level of dynamics of the music to be played. Draw a leaf if the dynamics is soft, ball if the dynamics is loud and draw a box if the dynamics is medium.

1. _____
2. _____
3. _____
4. _____
5. _____

V. Assignment

List at least three titles of songs for every level of dynamics such as soft, medium and loud.

TEACHER’S GUIDE FOR MODULE 24

Time Allotment: Once a week for 40 minutes

Title: “Tumugtog Tayo”

I. Objective:Replicates loud, medium and soft vocally or with instrument.

II. Subject Matter: Dynamics – Loud, Medium and Soft Music

- References:
- a. Music 2 K to 12 Curriculum Guide
 - b. Music Time Lower Primary

- Materials:
- a. Song:
 1. My Guardian Angel, $\frac{2}{4}$, D, so
 2. Little Band, $\frac{3}{4}$, C, sol
 3. Tiririt ng Maya. $\frac{4}{4}$ C, mi

- b. improvised instruments, pictures
- c. DVD/CD Player

III. Procedure:

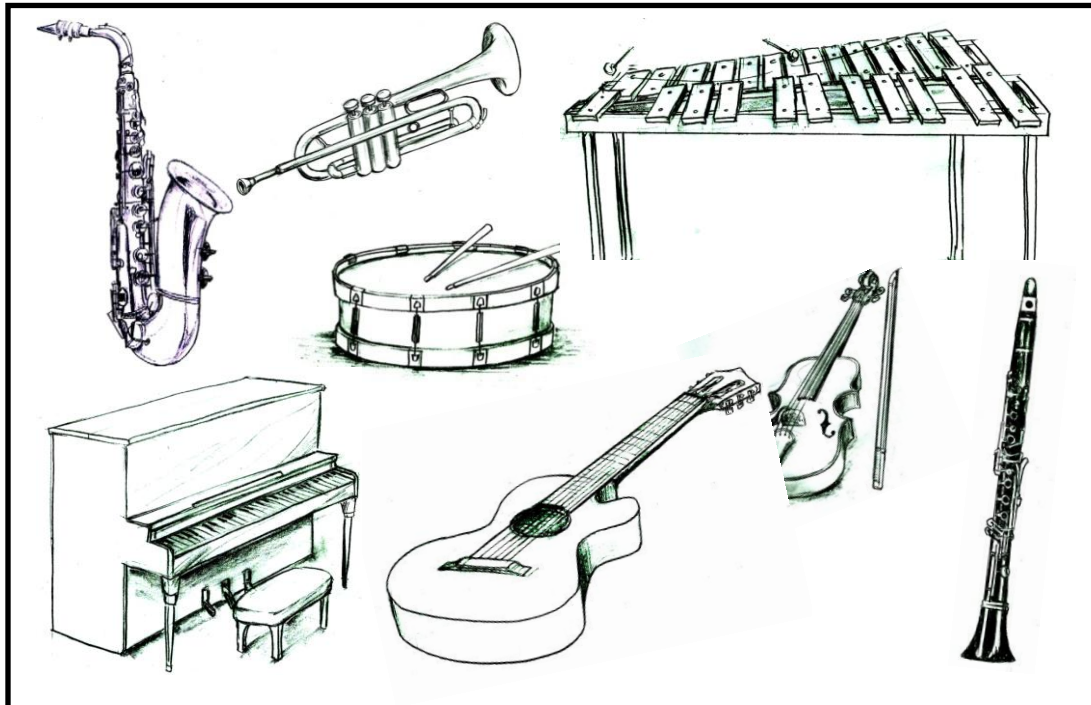
- Greet pupils with the song “ Kumusta Ka

Kumusta ka halina't magsaya
Pumalakpak, Pumalakpak, Ituro ang paa
Padyak sa kanan, padyak sa kaliwa
Umikot ng umikot at humanap ng iba.

- Let pupils sing the song learned in the previous lesson.
- Guide pupils in singing and have them do some movements while singing.
- Tiririt ng Maya - medium music
- My Guardian Angel - Soft music
- Little Band - Loud music
- Ask pupils, what they have learned about dynamics.

Activity I

- Ask pupils to look at the pictures of instruments and group the instruments according to the sound they produced.



Loud	Moderate/ Medium	Soft

- After doing the task, ask your pupils the following questions:
- “Why did you group these instruments as loud? Moderately loud? Or Soft?”
- “Can you imitate the sound of the instruments?”
- “Present to the class the sound of the chosen instrument.”

Activity II

- Divide the class into three groups. Ask them to create sound harmony using improvised instrument showing level of dynamics. Guide your pupils while doing the activity.
- Let the children sum up the lesson by filling in the blanks.

1. The softness and loudness of music is called

_____.

2. The dynamics may vary in volume such as _____,
_____ and _____.

Remember:

Dynamics is the softness and loudness of music. The levels of dynamics may vary.

IV. Assessment

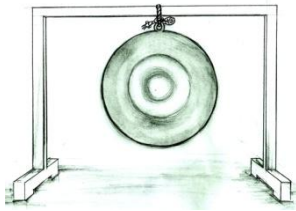
Look and study the instruments. Write down the sound produced and identify the level of sound in dynamics.











V. Assignment

Group the class into 5. Render a song that shows level of dynamics. Present your output in class.

TEACHER’S GUIDE FOR MODULE 25

Time Allotment: Once a week for 40 minutes

Title: “Umawit at Gumalaw”

I. Objective: Interpret through body movements the dynamics of a song.

II. Subject Matter: Dynamics – Loud, Medium and Soft Music

References: a. Music 2 K to 12 Curriculum Guide

b. Music Time Lower Primary

Materials: a. Song: 1. “Mga Alaga Kong Hayop, $\frac{2}{4}$, G, sol

b. improvised instruments, pictures

c. DVD/CD Player

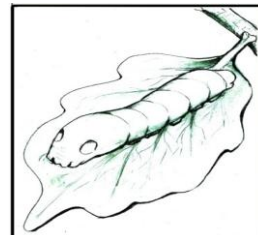
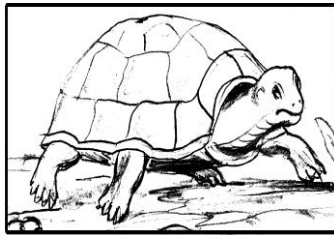
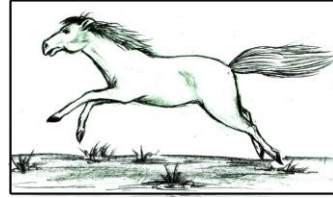
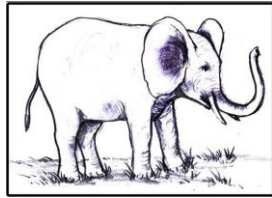
III. Procedure:

- Greet pupils with the song

“ Kumusta Ka”

Kumusta ka halina't magsaya
Pumalakpak, Pumalakpak, Ituro ang paa
Padyak sa kanan, padyak sa kaliwa
Umikot ng umikot at humanap ng iba.

- Motivate the pupils to identify the different animals in the pictures and imitate the gesture and sound they produce.



- Ask the pupils to sing “Mga Alaga Kong Hayop”.
- Guide and lead the pupils in singing the song.

Mga Alaga Kong Hayop

O. Carillo

Luz Odulio



Lu-mi- pad, lu- mi-pad ang i - bon Ang

3
i - bon, ang i - bon, Lu-mi- pad, Lu-mi- pad ang

6
i - bon Sa ma-gan-dang pu - gad.

- Ask your pupils how they feel the dynamics of the music while singing. Let the pupils identify the sound produced by a running dog, walking goose and crawling worm.
- Ask the pupils to sing the song in different dynamics.

“Mga Alaga Kong Hayop”

- Lumipad lumipad ang ibon
Ang ibon, ang ibon
Lumipad lumipad ang ibon
Sa magandang pugad } Moderately
- Gumapang, Gumapang ang uod
sa mahabang sanga } Soft Dynamics
- Lumakad, lumakad ang pato
Pabalik sa lawa } Medium Dynamics
- Tumakbo, tumakbo ang aso
Sa loob ng bahay } Loud Dynamics

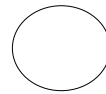
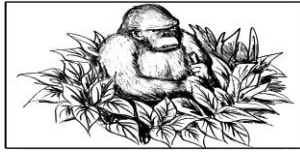
- Ask the pupils the following question:
 - What level of dynamics was used in singing the song?
 - Compare the first, second, third and last part of the song as they sing with different level of dynamics.

Remember:
Dynamics is the softness and loudness of music. The level of dynamics may vary. It adds to the expressiveness of music.

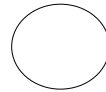
IV. Assessment

Direction: Match the animal movement to the level of dynamics. Color the symbols. Star for loud sounds, Circle for medium sound and Heart for soft sound produced of animals.

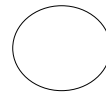
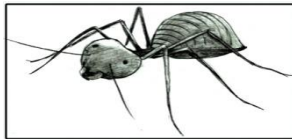
1. Heavy steps of Gorilla



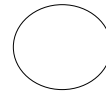
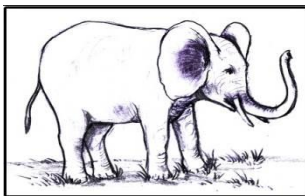
2. Tiny steps of Dwarf



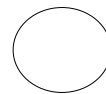
3. Walking steps of an Ant



4. Sound make of an Elephant



5. Quacking sound of duck



V. Assignment

Create an album of different instrument. Identify the sound produced and level of dynamics.

UNIT VI

Tempo



Tempo is part of our life. There are times that we should move fast to avoid being late. Sometimes we need to be slow because we are not feeling well or we are passing a muddy road. Speed in music is called tempo. In singing or in playing music, tempo varies. It sets the tone of music. Songs like Lullaby should be sung slowly while joyful songs should be fast. Music needs appropriate movement and every movement needs appropriate music.

TEACHER'S GUIDE FOR MODULE 26

Time Allotment: Once a week for 40 minutes

Title: Umawit at Kumilos

I. Objective: Responds to tempo variation with movements

II. Subject Matter: **TEMPO** –Speed of Music

References: Music 2 K to 12 Curriculum Guide
Music Time Lower Primary

Materials: Songs: Tiririt ng Maya, $\frac{3}{4}$, C, mi

Song Chart

Recorded music (DVDs, CDs)

DVD/CD player

III. Procedure

Greet pupils with SO-LA- SO -MI greeting.

Teacher: So SoMi So Mi
Good Morning Children

Pupils: So SoMi So Mi
Good MorningTeacher

So SoMi So Mi
Good Morning Classmates

Activity: (Suggested Songs: Any song with 3 and 4 time signature.)

Ask pupils to listen to the song “Tiririt ng Maya” and “Stand-Up”.

Tiririt ng Maya

Philippine Folk Tune

Moderato



Ti-ri - rit ng ma - ya, Ti-ri - rit ng I - bon, Ang hu -
5 ni ng t'yan ko'y ti-nu-mis na ba-boy; Ti-ri - rit ng i -
10 bon, Ti - ri - rit ng ma - ya, Ang hu -
13 ni ng t'yan ko'y ti-nu-mis na ba - ka.

After listening answer the questions.

- Are beats group in 3's or 4 time signatures?
- What is the rhythmic pattern used throughout the song?

Ask pupils to share their feelings after listening and ask pupils to listen and enjoy the music.

High and Low

B.M.S

C.M.G.

High, low, high, low, Climb up with

6
me, now here we go, Then back a - gain,

11
let us go slow, High, low, high, low.

Guide your pupils in singing. After singing, ask them the following questions:

- Can you create different movements appropriate to the music?
- Compare the songs "High and Low" and "Tirit ng Maya"? Complete the table.

	"Tirit ng Maya"	"High and Low"
Melody		
Mood		
Speed		

Prepare your class for group activity. Ask the pupils to group themselves into two and instructs them to create movements for the chosen song. Present their output to the class.

Remember:

Tempo is the slowness and fastness of music. Slow music for slow movements and fast music for fast movements.

IV. Assessment

Direction: Answer the following questions based on the lesson learned.

1. In Music, _____ is the slowness and fastness of music.
2. The speed of Tempo are _____ and _____ .
3. Fast music is appropriate for _____ movement.
4. Slow movement is appropriate for _____ music.

B. Direction: Based from the activity, rate pupils by putting a check in the box appropriate to their performance.

Skills	Yes	No
Associate appropriate movements for slow tempo.		
Associate appropriate movements for fast tempo.		
Demonstrate changes and variety of movements in different tempos.		
Demonstrate active performance with grace and confidence.		

V. Assignment

Group the following song titles based on the tempo of music.

Fast Music	Slow Music

- | | |
|--|---|
| <ul style="list-style-type: none"> a. Lupang Hinirang b. Magmartsa tayo c. High and Low | <ul style="list-style-type: none"> d. Bahay Kubo e. Leron-leron Sinta f. Ako ay Musikero |
|--|---|

TEACHER'S GUIDE FOR MODULE 27

Time Allotment: Once a week for 40 minutes

- **Title:** **Umawit at Maglaro**
- II. **Objective:** Demonstrate tempo variation through movements;
Mimic animal movements
- III. **Subject Matter:** **TEMPO** – Fast, Moderate and Slow Music
- References** Music 2 K to 12 Curriculum Guide
- Materials:** Song: “ Si Muning at ang Daga”, $\frac{3}{4}$, mi
Song Chart
Pictures of different animals
Recorded music (DVDs, CDs)
DVD/CD player

Procedure:

- Greeting Song: Good Morning, good morning
Good morning how are you
Good morning, good morning
I'm fine thank you.

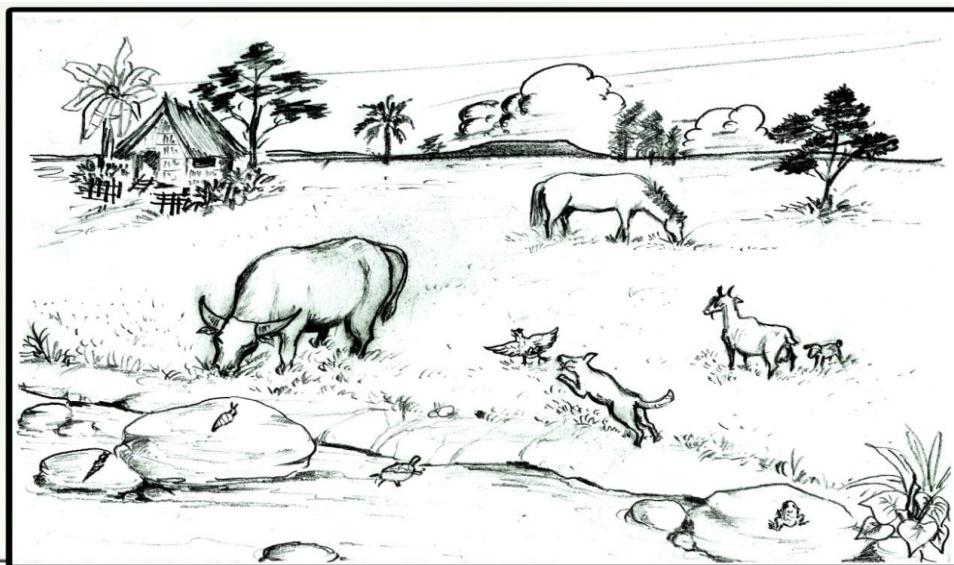
Let the teacher invite pupils to listen and sing the song learned in previous lesson. Guide pupils in singing and ask pupils to do some movements while singing

- Tiririt ng Maya – fast music
- High and Low - Slow music

(Suggested song: Any song with 3 and 4 time signature.)

Activity

Ask pupils to look at the pictures of animals and identify the set of animals according to the speed of their movements



Fast	Moderate	Slow

Ask pupils, how they grouped the animals, and ask them if they could imitate the movements and have them show it to the class showing the element of fast and slow.

Introduce the song, “Si Muning at ang Daga” to pupils.

Si Muning at ang Daga

R. M. Salazar

P. Esteban

Pu - sa ko'y may na-hu-ling da-ga, A - yos
 6 ay na-ka - ka - a - wa; "Ngiaw,ngiaw, ngiaw,"ang
 11 sa-bi ni Mu-ning, "Di na ki - tapata-ta-wa - rin."

Guide pupils in singing “Si Muning at ang Daga” in different speed. While singing, motivate pupils to create some movements appropriate to the tempo of the music. Dramatize the song.

Have pupils to play a game “**Si Muning at ang Daga**”.
 Guide and discuss with the pupils the rules of the game.




Mechanics of the Game:

- The pupils form a circle and hold each other’s hand.
- Identify pupils who will imitate the movement of a cat and mouse.
- The pupils in the circle serve as guard of the mouse.
- The goal of the game is to protect the mouse from the cat.
- The guards may use their body to protect the mouse.
- Sing the song “Si Muning at ang Daga” three times in different tempo (slow, Moderate and Fast)

Remember:

Tempo is the slowness and fastness of music. The speed of tempo vary. It may be slow, moderate and fast. Movements may be associated with each tempo.

V. Assessment

Identify the speed of movement of the different animals. Color the symbols. Star  if the tempo is fast, heart  if the tempo is moderate and circle  if the tempo is slow.

1. Baka _____
2. Pagong _____
3. Suso(Kuhol) _____
4. Aso _____
5. Ibon _____

VI. Assignment

Look within your community, identify and draw objects/ things that shows speed/tempo.

Example: Train – fast
Cart - slow

TEACHER’S GUIDE FOR MODULE 28

Time Allotment: Once a week for 40 minutes

- **Title:** **Bilis ng Pag-awit**
- I. **Objective:** Demonstrate tempo variation through Movements;
Response to the correct tempo of a songs as guided by the hand signal
 - II. **Subject Matter: TEMPO** – Fast, Moderate and Slow Music
- References* Music 2 K to 12 Curriculum Guide
Music Time Lower Primary
- Materials:* **Songs:** AngAlaga Kong Hayop, $\frac{2}{4}$
(Music Time LP p.143)
Song Chart
Pictures of Different Animals
Recorded music (DVDs, CDs)
DVD/CD player

III. Procedure

Greet pupils with the song “Kumusta Ka”

Kumusta ka halina’t magsaya
Pumalakpak, Pumalakpak, Ituro ang paa
Padyak sa kanan, padyak sa kaliwa
Umikot ng umikot at humanap ng iba.

Ask pupil if they have pets at home and let the pupils share their experience in taking care of their pets and describe the characteristics and special habits of their pets.

Motivate pupils to identify the different animals in the pictures and imitate the gesture they have.

- Dog – jump
- cat – run
- duck – walk
- Bird – fly

Introduce and guide pupils in listening and singing “Mga Alaga Kong Hayop” (Suggested song: Any song with 3 and 4 time signature)

Mga Alaga Kong Hayop

O. Carillo

Luz Odulio

Lu-mi- pad, lu-mi-pad ang i - bon Ang

3
i - bon, ang i - bon, Lu-mi-pad, Lu-mi-pad ang

6
i - bon Sa ma-gan-dang pu - gad.

Ask pupils how they feel the beats and pulses of the music while singing. Let the pupils identify the movements of a jumping dog, walking duck, flying bird and running cat.

Ask the pupils to observe the hand gesture of the teacher as he/she leads the singing.

Lead them to sing the music in different tempo.

“MgaAlaga Kong Hayop”

- Lumipad lumipad ang ibon
Ang ibon, ang ibon
Lumipad lumipad ang ibon
Sa magandang pugad
 - Lumukso, lumukso ang aso
Sa mahabang sanga
 - Lumakad, lumakad ang pato
Patungo sa lawa
 - Tumakbo, tumakbo ang pusa
Sa loob ng bahay
-
- Fast Tempo
- Slower Tempo
- Slow Tempo
- Faster Tempo

Ask the pupils:“How did the hand gesture lead to vary the tempo in singing the song?”

Compare the first, second, third and last hand gestures as the teacher leadsthe singing.

Remember:

Tempo is the fastness and slowness of music.





















The hand gesture in conducting affects the tempo of the music. Fast movement of the hand indicates fast singing and slow gesture of the hand indicates slow tempo.

IV. Assessment

Ask learners to answer the question and activity.

1. How do teacher use his hand to change the tempo of the music?
2. How do hand gestures demonstrate the fastness and slowness of music?

Direction: Identify the tempo of the following music. Color the symbols that correspond with the tempo. Star for slow tempo, circle for slower tempo, heart for fast tempo and sun for faster tempo

- | | | | | |
|--------------------------|---|--|---|---|
| 1. Tiririt ng Maya |  |  |  |  |
| 2. Pretty Dove |  |  |  |  |
| 3. CALABARZON Hymn |  |  |  |  |
| 4. Magmartsa Tayo |  |  |  |  |
| 5. Si Muning at ang Daga |  |  |  |  |

VI. Assignment

Tukuyin ang tempo ng mga sumusunod na awitin.

1. Pretty Dove
2. Bahay Kubo
3. Paruparung Bukid
4. Magmartsa tayo
5. Pandesal

UNIT VII

Texture



The sounds that we hear differ in their thinness and thickness. Like everything else around us, music also has **texture**. There are songs sung by only one person, and sometimes even if many people sing the same song if they are singing in unison, the sound produced is still thin. There are also times that a singer is accompanied with a piano or a guitar. This makes the **texture** of the sound thicker.

Let us discover how texture of sounds are made.

TEACHER'S GUIDE FOR MODULE 29

Time Allotment: Once a week for 40 minutes

Grade 2

➤ Title – Makapal o Manipis

I. Objectives

- Demonstrate understanding of the basic concepts of texture.
- Identify the texture of music heard.

II. Subject Matter – Musical Layering

Reference – K to 12 Curriculum Guide in Music 2

Materials: Recorded songs: “Sound of Music”,

“Ang Guryon”

“Handel: Messiah

Hallelujah Chorus”

Suggested songs: Any songs accompanied by an orchestra, a guitar or a piano

III. Procedure

- Greet with the usual greeting

Good Morning

Amelia M. Ilagan

Good Mor-ning, good mor-ning, How
are you to - day, Good mor-ning good
mor-ning be hap-py and gay-.

- Ask pupils what kind of music they love to listen to and why they like it.
- Let pupils listen to the “Sound of Music” and “Ang Guryon”.
- Ask: “What can you say about the two songs?”
“Did you like them? Why?”
- Let the pupils listen to “Handel: Messiah Hallelujah Chorus”.
- Ask the pupils: “What can you say about the music you have just heard?”
“Did you like it? Why?”
- Let the pupils compare the texture of the music they heard: “Sound of Music”, “Ang Guryon”, and “Handel: Messiah Hallelujah Chorus”.
- Let the pupils listen to the two versions of “Lupang Hinirang”, one by a choir and another by a brass band.
Ask: “Which of the two versions of Lupang Hinirang has thicker sound?”
Let them listen to another piece of music, March from “Aida” by Verdi (“Graduation March”), and identify its texture whether thick or thin.

Remember:

More kinds of music played together makes the sound thicker.

V. Assessment

Give performance test using the rubrics.

Put a check on the appropriate box.

Knowledge/Skill	Excellent 4	Good 3	Fair 2	Poor 1
1. Demonstrated the ability to listen, analyze and describe music.				
2. Demonstrated an ability to evaluate and compare music heard.				
3. Demonstrated knowledge of the concept by answering questions with explanations and elaboration.				
4. Demonstrated an understanding of texture in music.				
5. Participated actively in all class activities.				

V. Assignment

Identify the texture of the following whether thick or thin.

1. children's choir singing during the program
2. a duet of Sarah Geronimo and Christian Bautista
3. a child singing alone on stage without accompaniment
4. the drum and lyre band playing during the parade
5. a solo guitar performance

Proceed to end the class by singing the goodbye song.

Paalam Na!

Maria Elena D. Digo

Pa - a - lam na, pa - a - lam na,
hang - gang sa mu - li.

TEACHER'S GUIDE FOR MODULE 30

Time Allotment: Once a week for 40 minutes

Grade 2

➤ Title – Ilarawan ang Narinig

I. Objectives

- Demonstrate understanding of the basic concepts of texture.
- Sing “rounds” and correlate visual images to music.

II. Subject Matter –Distinction between thin and thick in music; musical layering.

Reference – K to 12 Curriculum Guide in Music 2

Materials: Song:

“Paper Boats”, $\frac{3}{4}$ F, la,
(Music Time, Lower Primary, p. 44)

Suggested song: “Pilipinas Kong Mahal”

III. Procedure

- Greet with the usual greeting

Good Morning

Amelia M. Ilagan

Good Mor-ning, good mor-ning, How
are you to - day, Good mor-ning good
mor-ning be hap-py and gay-.

- Ask the children the different bodies of water they know.
- Sing the song “Paper Boats” in unison, with the children then ask:
 - “What is the song about?”
 - “Look at the two pictures.”(Picture of a river and sea)
 - “What can you say about the pictures with regards to:
 - a. volume of water
 - b. depth
 - c. sound each produces”
 - Tell the children to look at the second copy of the song “Paper Boats”. Ask them to find out how the notes are written on the staff.
 - Let them compare the texture of the two versions of the song and ask:
 - “Which of the two could be compared to a river?to the sea?
 - “Why?”
 - “Which of the two copies do you think has thinner sound?
 - “Which has thicker sound? Why did you say so?”
- Sing “Row, Row, Your Boat” in unison. Then divide the class into three and sing it again in “round”.

Ask: “What did you notice with the sound of the song when sung in unison and when sung in round?”

“Were you able to think of something that could represent the quality of each sound? “

“Which of the two pictures (children singing with the teacher and children singing with percussion instruments as accompaniment) is appropriate to represent the sound in unison?in round song?”

Remember:

A song has thin sound if sung in unison and has thick sound when two or more sounds are sung or played together. Pictures could be used to correlate visual images to music.

IV. Assessment

Give performance test using the rubrics.

Put a check (✓)on the appropriate box.

Knowledge/Skill	Excellent 4	Good 3	Fair 2	Poor 1
1. Demonstrated the ability to sing in pitch the designated lines in a round song.				
2. Followed the rhythm of the song				
3. Demonstrated knowledge of the concept by answering questions with explanations and elaboration.				
4. Demonstrated an understanding of the relationships between music and illustrations/pictures.				
5. Participated actively in all class activities.				

VI. Assignment

Practice singing round song with classmates.

Proceed to end the class by singing the goodbye song.
Hanggang sa Muli

Maria Elena D. Digo

Pa - a - lam na ma - hal na gu - ro, Mag -
 3 ki - ki - ta pa ta - yong mu - li. Sa -
 5 la - mat sa ma - nga tu - ro - n'yo. Hang -
 7 gang sa mu - li, pa - a - lam na.

TEACHER’S GUIDE FOR MODULE 31

Time Allotment: Once a week for 40 minutes

Grade 2

➤ Title – Pagsasama-sama ng mga Himig

I. Objectives

- Demonstrate understanding of the basic concepts of texture.
- Sing songs using the concept of texture by singing “rounds”.

II. Subject Matter – Musical Layering

Reference – K to 12 Curriculum Guide in Music 2

Materials: Song:

“Row Your Boat”, $\frac{3}{4}$, Eb, Do

“Are You Sleeping, Lazy Juan?” $\frac{4}{4}$, G, so

Suggested songs: “Music Alone Shall Live”

III. Procedure

- Greet with the usual greeting

Good Morning

Amelia M. Ilagan

Good Mor-ning, good mor-ning, How
are you to - day, Good mor-ning good
mor-ning be hap-py and gay-.

- Sing the song “Row Your Boat” in unison, with the children.
- Sing the song again, this time, in 2-part round song. Divide the class into two groups. The first group will sing first. The second group will only start singing when the first group reaches the second line. Sing the song twice.
- Ask: How did you sing the song the first time? Second time?
- Ask the pupils to compare the sound they heard when they sang the song in unison and when they sang it as a round song.
-Let them notice that the sound became thick when sang in round because there were several musical lines sang together.
- Sing “Are You Sleeping, Lazy Juan?” in unison.

Are You Sleeping, Lazy Juan?

Adapted by A. R. P.

Old French Round

Are you sleep-ing, are you sleep-ing,
la-zy Juan, la-zy Juan? Morn-ing bells are ring-ing,
morn - ing bells are ring - ing,
Ding, dong, ding, ding, dong, ding.

- Divide the class into four groups. Sing the song in 4-part round.

Ask:

“How did you sing the song “Are You Sleeping, Lazy Juan?”

“What did you notice with the texture of the song the first time you sang it and after singing it in 4-part round?”

Remember:


A musical line could be thin or thick depending on how it was sung or played. The thinness or thickness of a musical line is called texture. “Round” is a polyphonic vocal composition in which two, three or four voices follow each other around in a canon- a musical form that follows a strict imitation. An initial melody is imitated at a specified time interval by one or more parts, either at the unison or at some other pitch.

IV. Assessment

Write **SML** if the melodic lines has single musical line and **MML** if there are multiple lines.

1. 

2. 

3. 

4.

5.

VII. Assignment

Bring pictures that show thickness and thinness of sound.

Example: Crowed in a Market place, Nun praying , etc.

Proceed to end the class by singing the goodbye song.

Hanggang sa Muli

Maria Elena D. Digo

TEACHER’S GUIDE FOR MODULE 32

Time Allotment: Once a week for 40 minutes

- **Title:** **Round Song at Iba pa**
- I. **Objective:** Identify single and multiple musical lines simultaneously.
- II. **Subject Matter:** **TEXTURE**-Thinness and Thickness of musical sounds
- References: Music 2 K to 12 Curriculum Guide
Music Time Lower Primary

3
4

Materials:

- a. Songs: "Row Your Boat", , Eb, Do
Tirit ng Maya. $\frac{4}{4}$, C, mi
- b. Pictures
- c. DVD/CD Player

Suggested songs: "Bahay Kubo", "Are You Sleeping Lazy John?"

III. Procedure

Greet pupils with SO-LA- SO -MI greeting.

So So Mi So Mi

Teacher: Good Morning Children

Pupils: So So Mi So Mi
Good MorningTeacher

So So Mi So Mi
Good MorningClassmates

Activity I

Invite your pupils to sing the song "Tirit ng Maya" in unison and let them feel the melodic sound in singing.



Tirit ng Maya

Philippine Folk Tune

Moderato



Ti-ri - rit ng ma - ya, Ti-ri - rit ng I - bon, Ang hu
5 ni ng t'yan ko'y ti-nu-mis na ba-boy; Ti-ri - rit ng i -
10 bon, Ti - ri - rit ng ma - ya, Ang hu -
13 ni ng t'yan ko'y ti-nu-mis na ba - ka.

Activity II

Ask your pupils to divide themselves into two groups. Instruct them to sing "Row Your Boat" as a round song. Ask them to feel the melodic sounds while singing.

After listening asked your pupils the following questions:

- How do you feel the first music? second music?
- Can you distinguish the difference between the two songs?
- How do they differ from each other?
- Do they have the same characteristics in playing instruments?"

Activity III

Provide pupils the following activity:

Imagine the sounds of instruments in the box that play simultaneously. Identify whether the instrument or group of instruments give thick and thin texture.



Ask pupils the the following question.

- How do we identify the thickness and thinness of sound?
- How do you classify the thick and thin sounds of an instrument?
Vocal?

Remember:

Texture is the thinness and thickness of music. The thickness of sound can be shown In round songs, partner song, choir with two or more voices and in group of instrument played simultaneously. The thinness of sound can be shown on unison and solo voice or instrument.

IV. ASSESSMENT

Prepare 5 recorded music or songs with different texture. Ask the pupils to listen carefully to each music or song then draw a picture of a heart () if the texture of the song is thin and a ball () if the texture is thick.

V. ASSIGNMENT

Texture is the thickness and thinness of musical compositions and instruments. List three combinations of instruments that produce thick sound and five instruments that produce thin sound.

Sining

QUARTER 1 TEACHER'S GUIDE

Lesson 1

Objectives:

Skill: Draws a portrait of two or more persons – his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head and texture of the hair).

Knowledge: Use different lines and shapes in drawing a person's face

Attitude: Appreciate the uniqueness of every individual

Materials: Pencil, paper and colored pencil

Time Allotment : 40 minutes

A. Review

1. Review on the different lines and shapes seen in the parts of a face.

B. Development of the Lesson

1. Review lines and shapes because this skill will be needed by the learners in drawing the parts of the faces.
 2. Ask the students to look around their class. Ask students to draw the face of their classmate.
 3. Instruct the children to work on **Magpakitang Gilas** Art work no.1
- Note : You may present this activity using the PAINT PROGRAM in your computer.

C. Synthesis

Guide the learners to generate the idea that:
In drawing pictures, one should use lines and shapes to form a figure.

D. Evaluation

1. Ask the students to name the lines and shapes of the faces they drew because this skill will be needed by the learners in drawing the parts of the faces.

2. Instruct the learners to display their finished art works.
3. Appreciate the art works of the learners through the rubrics that was prepared by the teacher.

E. Assignment : Bring wooden Stick and manila paper

Lesson 2

Objectives :

Skill: Shows motion or action in the drawing of human bodies.

Knowledge: Know the different kinds of lines that illustrate body motion

Attitude: Appreciate the importance of physical activities to good health

Materials: manila paper, stick, pencil

Time Allotment: 40 minutes

A. Review

- Review the kinds of lines by letting the learners do what the teacher will say.
 - “Using your point finger, draw a circle in the air/on the chair/at the back of your classmate”
- Repeat the same instruction but use other shapes and lines.
- Ask the learners to do different actions. Based on action words: walking, jumping, swimming, climbing, etc.
- Motivate the learners by asking them to draw one of them on manila paper using chalk. Trace the body in motion.

B. Development of the Lesson

1. Instruct the learners to work on tracing the body of one of their classmates who poses in an action pose. (Divide the class by 5 persons per group. One will do the action and the rest will trace the body with the chalk.)
2. Let the learners show their work to the class and give a title to what they draw.

C. Synthesis

Guide the learners to generate the idea that:
Movements can be seen in the different lines and shapes.

Let them label the different actions shown.

Do this by asking the following questions:

Can we show different movements in our drawing? (yes) How? (by using different kinds of lines and shapes)

What elements shall we use to show movements or actions? (lines and shapes)

D. Evaluation

1. Instruct the learners to display their finished art works of the body in action.
2. Help the learners to appreciate their art works. Which work shows action well?

Lesson 3

Objectives:

Skill: Composes the different fruits or plants to show overlapping of shapes in his colored drawing.

Knowledge: Understands the meaning of overlap.

Attitude / Appreciation: Appreciates drawing that show overlapping of materials.

Materials: bond paper, crayons, pictures or real fruits and plants

Time Allotment : 40 minutes

A. Review

1. Provide exercises in recalling the different shapes by showing cut-out pictures of fruits and plants or actual objects.
2. Show pictures of fruits/plants showing overlapping (picture A) and another picture of fruits/plants that does not show overlapping. (picture B)
3. Instruct the pupils to observe the two pictures then compare.

Ask the following question:

- What are the fruits/plants that you see in pictures A and B?

- Name the shape of each fruit/plants that you see in the picture.
- Compare the arrangement of the fruits/plants in picture A and in picture B

Help the students say and understand the term **overlap** by asking:

- What fruit/plant is behind the other?
- What are the shapes of the fruits/plants?
- How do we show overlapping of fruits/plants?

The teacher will show how to draw showing overlapping of objects.

B. Development of the lesson

1. Divide the pupils into small groups then instruct them to draw fruits/plants that overlap with each other. Let them color their drawings.
2. Instruct the learners to post their output then let them choose somebody to name the fruits/plants and their shapes that they have drawn.

Instruct the learners to work on **Alamin Natin** then on **Magpakitang Gilas**.

C. Synthesis

Have an oral recall of things to remember in drawing overlapping objects .

Guide the learners in generating the idea that :

Overlapping of objects can be achieved by drawing an object one behind the other.

D. Evaluation

1. Return the artwork of the pupils and tell them to work on **Ipagmalaki Mo**.

E. Assignment

Bring crayons and clean sheet of bond paper

Lesson 4

Objectives:

Skill: Composes the different fruits or plants to show contrast of colors and shapes in his colored drawing.

Knowledge: Understand the meaning of contrast

Attitude Appreciation: **Appreciate** artworks that show contrast in colors and shapes.

Materials: crayons, bond paper and pictures or real objects

Time Allotment : 40 minutes

A. Review

Provide an oral review on the different colors and shapes by showing and naming the colors and shapes of objects and pictures that are found in the classroom.

B. Development of the lesson

Help the students understand the meaning of the word contrast by :

1. Showing pictures of fruits /plants that show contrast in colors

Picture A.(same color but with light and dark shades)

Say : This picture of fruits/plants show contrast in colors.

Ask : In this picture, how do we show contrast in colors? What do you observe?

Picture B (with different colors)

Say : This picture also show contrast in colors.

Ask: In this picture, how do we show contrast in color?What do you observe?

Say : Observe the shapes of fruits/plants in pictures A and B?

Ask : Do they show contrast also?

Picture C.(fruits with different shapes)

Say : This picture shows contrast in shapes. What are the shapes that you see in the picture?

2. Instruct the students to work on **ALAMIN NATIN** and **MAGPAKITANG GILAS**

C.Synthesis

Ask : How do we achieve contrast in colors?

How do we achieve contrast in shapes?

Define contrast.

Read **Isaisip Mo.**

C. Evaluation

Instruct the students to work on **Ipagmalaki Mo.**

D. Assignment

Bring your finished artworks from the last two lessons

Lesson 5

Objectives :

Skill : Composes the different fruits or plants to show overlapping of shapes and contrast of colors and shapes in his colored drawing.

Knowledge : Explain the meaning of contrast and overlap.

Attitude Appreciation : Appreciate an artwork that shows contrast and overlap.

Materials : crayons, bond paper, pupils artwork

Time Allotment : 40 minutes

A. Review

Show once more the pupils output in the past two lessons then discuss what concept has been applied in an artwork.(contrast – overlap)

B. Development of the lesson

Instruct the students to work on **ALAMIN NATIN** and **MAGPAKITANG GILAS**

C. Synthesis

Help the pupils generate the idea that contrast can be achieved by using different shapes or colors in an artwork while overlap can be achieved by drawing an object behind another object. Instruct them to read **Isaisip Mo.**

D. Evaluation

Instruct the students to work on **Ipagmalaki Mo.** Be ready with star stamp pad or smiley stamp pad.

Lesson 6

Objectives :

Skill: Draws from an actual still life arrangement.

Knowledge: Identifies different lines, shapes, colors and textures.

Attitude/Appreciation: Appreciates the variety of lines, shapes, colors and textures.

Time Allotment : 40 minutes

Materials: things found in the school, crayons, pencil, drawing paper

A. Review

1. Instruct the learners to look at the picture?

1. Say:

Can you identify into what group does the picture belong?

Can you name a flower in the picture and tell its color and shape?

What is the texture of the flower?

Can you identify the lines used to draw the flower?

What are the different kinds of lines that you see in the drawing?

(answer: straight line, horizontal line, diagonal line, curve line, zigzag)

What are the different kinds of shapes that you see in the drawing?

(answer: circle, rectangle, square, triangle)

What are the primary colors?

(answer : red, blue, yellow)

What color will come out if you combine blue and yellow?

(answer : green)

What color will come out if you combine red and yellow?

(answer : orange)

What color will come out if you combine red and blue?

(answer : violet)

What do you call these colors?

(answer : primary colors)

B. Development of the Lesson

Instruct the learners to do the MAGPAKITANG GILAS.

1. Put on the table several objects that are being used in the school every day.
2. Let the learners select three things and draw it with the correct shape and color. They can arrange the objects so that some are in front and some are in the back.

C. Synthesis

1. Say: What do we have to remember in doing a still life.
2. Instruct the learners to read **ISAISIP MO** :

D. Evaluation

1. Instruct the learners to do the **MAGPAKITANG GILAS**.
2. Instruct the learners to display their finished art works.
3. Let the learners appreciate the art works using the rubrics prepared by the teacher.

E. Assignment

Bring crayons, pencil and drawing paper for our next art lesson.

Lesson 7

Objective :

Skills: Creates an imaginary landscape or world from a dream or a story.

Knowledge: Translates our imagination and dream into a drawing.

Attitude/Appreciation: Appreciates an art work that comes from one's imagination.

Time Allotment : 40 minutes

Material: crayon, pencil, drawing paper

A. Review

1. Let the learners look at the picture.
Say: Which objects in the picture are real?
Which objects in the picture are imaginary?

B. Development of the Lesson

1. Instruct the learners to do the **MAGPAKITANG GILAS**:
We can draw from our imagination.
Close your eyes and imagine how our world will look after 100 years?

Do you think we will see the same model of cars, buildings, roads, gadgets and appliances that we are seeing now?

From your imagination draw in your paper our world 100 years from now.

Remember that the more imaginative, the more fantastic, and the more it is far from real then the more will your drawing be appreciated.

2. Let the learners think of a title for their drawings.

C. Synthesis

Say: When can we say that our drawings are imaginary?

Let the learners read **ISAISIP MO:**

D. Evaluation

1. Instruct the pupils to work on **IPAGMALAKI MO.**

A. Help the learners display their artworks on the blackboard.

B. Let the learners appreciate the art works by using the rubric prepared by the teacher.

E. Assignment

For your next art lesson bring painting done by Filipino artists.

QUARTER 2

TEACHER'S GUIDE :

Lesson 1

Objectives :

Skill: Draw with pencil or crayon these sea or forest animals in their habitat showing their unique shapes and features.

Knowledge: Identify and name the shapes, colors , texture and design of the local fishes and sea creatures.

Appreciation : Appreciates the unique shapes, colors, texture and design of the skin covering of different fishes and sea creatures or of wild forest animals from pictures or memory,

Time Allotment : 40 minutes

Materials ; paper , crayons, paints, brushes, water in container

A. Development of the Lesson

1. Show pictures of sea creatures or if you can show an aquarium or actual fish.
2. Say :
Look at the different sea creatures and tell what and state their differences are based on size, shape and texture."
3. Ask :
Where can we see the texture of an animal?
Do you know how to create texture in an artwork?
Demonstrate how to create texture. (After putting a color as the base, one may put spots or lines to create texture)
4. Ask :
Where can we see the texture of an animal?
How do we create texture in painting pictures?
- 5, Let the learners work on **Magpakitang Gilas**.

B. Synthesis

Ask: Did you enjoy making your art work?

What elements did you use?

How did you create texture?

C. Evaluation

1. Instruct the learners to display their finished art works through a mobile of sea creatures.
2. Help the learners appreciate their art works through the rubrics in module **Ipagmalaki Mo**.

Lesson 2

Objectives :

Skills: Compare animals and identify those with similar textures and those with similar shapes.

Knowledge: Describes the lines, shapes and textures seen in animals in the community using visual art words.

Appreciation: Appreciate the great variety of animals, their covering, their color in this world.

Time Allotment : 40 minutes

Materials : paper (bond or recycled paper) , crayons , paints , brushes , water

A. Review

Conduct a review about using different shapes, colors, texture and design to an art work that shows uniqueness.

B. Development of the Lesson

1. Let the learners describe animals they know: hen, carabao, horse, dog and other animals they see around them
Ask : what shapes are shown in the picture?

What lines are seen in their bodies ?

Where do you see the lines?

Is there texture in the covering of the animal?

2. Instruct the learners to work on **Alamin Natin** and on **Magpakitang Gilas**.

Tell them to write a title for their artwork.

C. Synthesis

Ask the learners if they enjoyed the activity and help them to understand that :

A picture of an animal is made up of different shapes, colors and textures.

Do this by asking the following questions :

How do we draw an animal? What composes a picture ? What elements are used?

D. Evaluation

- Instruct the learners to display their finished art works.
- Help the learners appreciate the art works through the rubrics in **Ipagmalaki Mo**.

Lesson 3

Objectives :

Skill :Paints the drawing of animals to show the variety of colors and textures found in the skin covering of farm animals.

Knowledge : Name the animals found in the farm.

Attitude Appreciation : Appreciates the textures of the different body coverings of farm animals.

Materials : bond paper, water color, brush, pictures of animals

Time Allotment : 40 minutes

A. Review

Show a picture of a farm.

Say: This is a picture of a farm but there are no animals yet in the farm.

Ask : Have you been to a farm?

Conduct name game of farm animals while the pupils listen to the sound made by each farm animal.

Ask : Think about these farm animals. What can you say about its body covering?

Say : The roughness or smoothness of the body covering is called texture.

B. Development of the Lesson

1. Review how to create texture and demonstrate to the learners how to do it using water color.

Say : We can create texture in drawing ,coloring or painting by drawing lines,curves, spots and making shades.

2. Post big pictures on the board. This time, these pictures are not colored. Challenge the imagination of the pupils by saying :

What is the texture of the body covering of each animal?

Based on real life, what colors shall we use to paint the animal skin of (frog, rooster, , duck, horse, carabo etc.) How are we going to show texture in the animal skin?

3. Instruct the pupils to work on Module 3 **Alamin Natin** and **Magpakitang Gilas**.

C. Synthesis

Help the class to come up with the idea that “We can paint the drawing of farm animals to show the variety of colors and texture found in the skin covering of these animals.”

Do this by asking the following questions:

How can we show the real color of an animal?(by painting or coloring it)

How can we show texture in their body covering?(by adding lines, spots and shades)

D. Evaluation

Return the artwork to the pupils and tell them to cut and post the artwork on the farm mural then work on Ipagmalaki Mo.

E. Assignment

Bring pictures of sea animals,crayons and bond papers.

Lesson 4

Objectives :

Skill :Paints the drawing of animals to show the variety of colors and textures found in the skin covering of sea animals.

Knowledge : Name the animals found in the sea

Attitude Appreciation : Appreciates the textures of the different body coverings of sea animals.

Materials : bond paper, water color, brush, pictures of animals

Time Allotment : 40 minutes

A. Review

Show a picture of under the sea scene. Let the pupils name the sea animals that they see. Call pupils to show the picture of sea animals that they have brought. Call pupils attention on the differences in colors and skin texture of these animals.

B. Development of the Lesson

Review how to create texture and demonstrate to the learners how to do it using water color.

Give one big drawing of sea animals per group. This time, these pictures are not colored. Challenge the imagination of the pupils by saying :

Based on real life, what colors shall we use to paint the animal skin of fish , crab, jelly fish , alligator etc.

What is the texture of the body covering of each animal?

Instruct the pupils to work on Module 3 **Alamin Natin** and **Magpakitang Gilas**.

C. Synthesis

Help the class to come up with the idea that “We can paint the drawing of animals to show the variety of colors and texture found in the skin covering of these sea animals.”

Do this by asking the following questions:

How can we show the real color of an animal?(by painting or coloring it)

How can we show texture in their body covering?(by adding lines, spots and shades)

D. Evaluation

Return the artwork to the pupils and tell them to cut and post the artwork on the sea mural then work on **Ipagmalaki Mo**.

E. Assignment

Bring pictures of zoo animals,crayons and bond papers

Lesson 5

Objective :

Skill : Shows contrasts in colors, shapes, textures between two or more animals.

Knowledge : Compare animal colors, shapes and textures.

Attitude Appreciation : Appreciates the differences in colors, shapes and textures of animals.

Materials : bond paper, water color, brush

Time Allotment : 40 minutes

A. Review

Let the pupils name the animals shown in picture cards that you will prepare for them. Preferably, use pictures of pets, farm animals , sea or zoo animals.

Show them 2 pictures at a time to compare the shape, color and texture.

B. Development of the Lesson

Provide two uncolored pictures posted on the board. Call 2 pupils to color them. Remind them to use different but actual colors to create texture. Let other pupils focus their attention on the colors used and texture created.

Instruct them to work on Module 4 **Alamin Natin** and **Magpakitang Gilas**

C. Synthesis

Help the pupils understand that animals have different shapes colors and texture by asking the following questions:

Do animals have the same color?

Do they have the same texture?

How can we show the differences in color and texture?

D. Evaluation

Return the artwork to your pupils then tell them to work on **Ipagmalaki Mo.**

E. Assignment

Bring crayons and bond paper

Lesson 6

Objectives:

Skill: Creates a design by using two or more kinds of lines, colors and shapes and repeating and contrasting them so there is rhythm.

Knowledge: Points out the rhythm in lines, colors and shapes

Attitude/Appreciation: Appreciates one's work and the work of others that show rhythm.

Time Allotment : 40 minutes

Suggested Materials: crayons, pencil, drawing paper

A. Review

1. Let the learners observe the pictures.
2. Emphasize that the pictures show rhythm through :
 - 1.1 Paulit-ulit ang linyang pahaba ng hagdan.
 - 1.2 paulit-ulit ang linyang pabalantok na makikita sa kabibe.
 - 1.3 paulit-ulit ang linyang pa sigsag sa alon ng dagat.
 - 1.4 pasalit-salit ang 2 hugis na ginamit sa larawan.
 - 1.5 parayos-rayos ang ayos ng talulot ng bulaklak.
2. Emphasize that contrast was shown in the rhythm through :
 - 2.1 paggamit nang matinkad at mapusyaw na kulay.
 - 2.2 pagsasalit-salit ng maliit at malaking hugis

B. Development of the Lesson

A. Instruct the pupils to do the **MAGPAKITANG GILAS**

1. Instruct the learners to identify which drawing shows contrast.
2. Instruct the learners to draw lines and shapes to show rhythm.
3. Color the lines and shapes with light and dark colors to show that contrast can also be shown in rhythm.

C. Synthesis

1. Say: How is rhythm formed in lines, shapes, and colors?
2. How is contrast seen in a rhythm?
3. Read **ISAISIP MO**.

D. Evaluation

Instruct the learners to do the **IPAGMALAKI MO**.

1. Instruct the learners to display their finished art works.
2. Let the learners appreciate their art works and the work of others by using the rubrics prepared by the teacher.
3. Instruct the learners to write their answers on their notebook.

E. Assignment

The next art lesson will be group work. You have to work with your group. Bring manila paper, pencil and crayons.

Lesson 7

Objectives :

Skill: With a group, draws the outline of a tricycle or jeepney on a big paper, and paints the design of lines and shapes that show repetition, contrast and rhythm with a group harmoniously.

Knowledge: Points out the rhythm and contrast in a design.

Attitude/Appreciation: Appreciates one's work and the work of others showing a design with rhythm and contrast.

Time Allotment: 40 minutes

Materials: manila paper, pencil, crayons

A. Review

1. Conduct a review to know whether the learners understood the concept of rhythm and contrast.
2. Ask the learners to look at the pictures and identify whether the picture shows rhythm or contrast.

Help the learners to justify their answers by stating that:

1. Rhythm is shown through repetition of :

- 1.1 lines and shapes
- 1.2 radial

- 2. Contrast is shown through :
 - 2.1 Using alternate small and big shapes
 - 2.2 Using light and dark color

B. Development of the Lesson

Instruct the learners to do the **MAGPAKITANG GILAS**.

1. Divide the learners into groups with five members.
2. Ask the group to bring out their manila paper and instruct them to draw either a tricycle or a jeepney.
3. Instruct the learners to draw designs on the jeepney by drawing repeating lines and shapes to show rhythm and then color the lines and shapes with light and dark colors to show contrast.
4. Say:
 - Did everyone help in doing the group activity?
 - Emphasize that in doing group work everyone should participate.

C. Synthesis

1. Say : How is rhythm shown in the design that you use in your drawing?
 - How is contrast shown in the design that your group paint
 - In your drawing?
2. Let the learners read **ISAISIP MO**.

D. Evaluation

Instruct the learners to do the **MAGPAKITANG GILAS**.

1. Instruct the learners to display their finished art works.
2. Appreciate the art works of the learners through the rubrics that was prepared by the teacher.

3. Instruct the learners to write their answers on their notebook.

E. Assignment

For your next art lesson bring pencil, crayons and bond paper.

Lesson 8

Skills: Draw a picture with the use of different painting tools to paint the combination of different lines, colors and shapes.

Knowledge: Uses with control the use of painting tools and materials to paint the different line, shapes, and colors in his work or in a work done with others.

Attitude/Appreciation: Appreciates the beauty of drawings with the use of different styles of lines, combination of colors and shapes.

Materials: crayons, pencil, water color, and bond paper

Time Allotment : 40 minutes

A. Review

1. Conduct a review about the different lines, shapes and colors and how these are being used to create an artistic art work.
2. Show pictures made up of different lines, shapes and colors.
3. Say:
What can you say about the pictures?
What are the different lines, shapes, and colors was used in the picture?
How the lines, shapes and colors contributed to the attractiveness of the artwork?

B. Development of the Lesson

1. Let the learners study the art works shown in the picture and give the different lines, shapes and colors.
2. Group Activity :
Group the class into 10 groups with 5 members.
Let them answer the following question given by the teacher.
Say:
What are the lines, shapes and colors found in the picture?

What are the painting tools used?

How are the lines, shapes and colors drawn?

Compare the different lines, shapes and colors to each other and how it was drawn using the painting tools.

3. Let the group create a work of art using a pencil then draw different lines to form a shape and color it.
4. Say:
What you should do to maintain the neatness of your artwork?

F. Synthesis

Help the learners to come up with the idea that an art work will be more artistic if they know how to control the use of pencil and colors.

G. Evaluation

1. Instruct the learners to display their finished art works.
2. Appreciate the art works of the learners through the rubrics.
3. Instruct the learners to write their answers on their arts notebook.

QUARTER 3

TEACHER'S GUIDE :

Lesson 1

Skills: Experiment with natural objects (leaves, twig, sliced vegetables, banana stalks, bark of trees, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, sinamay and any other material to create a print.

Knowledge: understanding the process of dabbing, pressing and etc to create a print.

Attitude/Appreciation: Appreciates the beauty of natural objects that used in creating a print.

Materials: paint brush, water color , ink, tina, coffee, leaves, twig, sliced vegetables, banana stalks, bark of trees, etc. picture of person, pencil, bond paper.

Time Allotment : 40 minutes

A. Review

1. Show some pictures showing different styles of using painting tools and let the learners appreciate the pictures.

B. Development of the Lesson

1. Say :
Do you know that there are art works made from natural objects like: leaves, twig, sliced vegetables, banana stalks, bark of trees, etc.
2. Instruct the learners to examine the art work made from sliced vegetables.
3. Say:
What picture was printed?
Is it look like a flower?
What materials do you think was used to form a flower?
What other natural object can be used to print this picture?
4. Let the learners do their own art work by following the step by step procedures.

C. Synthesis

Help the learners to come up with the idea that they can create different designs or objects using leaves, twig, vegetables, banana stalks, bark of trees, etc.

D. Evaluation

1. Instruct the learners to display their finished art works.
2. Appreciate the art works of the learners through the rubrics.
3. Instruct the learners to write their answers on their arts notebook.

Lesson 2

Objectives :

Skill : Collects man-made objects with a flat surface and dab dyes or paint before pressing it on paper or any cloth to create a print.

Knowledge: Understanding the process of dabbing, pressing and etc. to create a print using man-made objects.

Attitude/Appreciation: Appreciates the beauty of arts through prints.

Materials: paint brush, water color , ink, tina, coffee, cloth , styro , picture of person, pencil, bond paper.

Time Allotment : 40 minutes

A. Review

Ask the learners to explain how to make prints using vegetables and other materials.

Explain to the learners that they can make prints by using man-made objects like foam on cloth or paper using paints.

Have a brainstorming on other possible man-made materials that they can use to make prints.

Instruct the learners to get their module and work on **ALAMIN NATIN**. Call on somebody to demonstrate.

Development of the Lesson

Show the output to the learners then let them work individually using their module. Tell them to refer to **MAGPAKITANG GILAS**.

B. Synthesis

Ask guide questions so that the learners will come up with the idea that they can make prints using man-made I objects, paper, cloth and paint. Let them read ISASIP MO.

C. Evaluation

Instruct them to get their Arts Notebook and work on **Ipagmalaki Mo**.

Lesson 3

Objectives :

Skill :Creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color.

Knowledge : differentiate the meaning of alternated and repeated through application

Attitude / Appreciation : Appreciates alternated and repeated prints

Materials :man-made print materials, paint, paper

Time Allotment : 40 minutes

A. Review

1. Ask the learners to name different shapes and colors. Explain that by using colors and shapes, they can create a pattern.
2. Demonstrate how to make a pattern in three ways:
 - 2.1 by drawing repeated shape
 - 2.2 by drawing repeated shape but with alternating colors.
 - 2.3 by drawing alternating shapes.
3. Instruct the learners to get their module and work on **ALAMIN NATIN**.

B. Development of the Lesson

Choose a volunteer to make a pattern using the same shape.

Choose another volunteer to make a pattern using the same shape but with alternating colors.

Choose another volunteer to make a pattern using alternating shapes.

Instruct the learners to work on **MAGPAKITANG GILAS**.

C. Synthesis

Tell the learners to show their output to the class then use these artworks in helping the learners derive the idea that in creating pattern they can draw repeated shapes, alternating shapes, repeated shapes but with alternating colors. Do this by asking :

How do we create a pattern?

Let them read **ISAISIP MO** in their module.

D. Evaluation

Instruct them to get their Arts Notebook and work on **Ipagmalaki Mo**.

E.Assignment : Bring your man-made print materials, bond paper, dye or water color

Lesson 4

Objectives:

Skill : Creates prints for a card and makes several copies or editions of the print so the cards can be exchanged with other people.

Knowledge : Name important occasions

Attitude/ Appreciation : Appreciate people by sending greeting cards

Materials : Oslo paper, man-made print materials, paint

Time Allotment : 40 minutes

A. Review

Review the difference between a print and a drawing or painting.
Discuss different occasions and objects that symbolize each occasion.

B. Development of the Lesson

Show different designs of cards produced from prints.
Demonstrate the ways in making materials for printing from folding of board papers to cutting of designs.
Solicit ideas from learners on when they can use print designs and what materials to use.
Instruct the learners to work on **ALAMIN NATIN** and **MAGPAKITANG GILAS**.

C. Synthesis

Help the learners generate the idea that :
We can create prints for a card and make several copies to be given to other people.

Do this by asking :
Would you like to give cards to your family and friends?
How can you make several cards without spending too much money and time?

D. Evaluation

After the learners have exchanged cards, instruct them to display on the Display Board the best card that they have received.

E. Assignment : Bring an old flat eraser, stick

Lesson 5

Objectives:

Skill :Carves a shape eraser which can be painted and printed several times.

Knowledge ; Understand that print materials can be made out of an old eraser

Attitude / Appreciation : Recycle old erasers

Materials : old eraser, paint, bond paper

Time Allotment : 40 minutes

A. Review

Have a review on the different things that can be used for printing.

B. Development of the Lesson

1.Introduce eraser as another material that they can use to produce print materials.

2.Demonstrate the process in carving a design for print using an eraser and a stick.

1. Set precautionary rules in carving designs for print to avoid accidents.

2. Instruct pupils to work on **ALAMIN NATIN** and **MAGPAKITANG GILAS**.

C. Synthesis

Help the pupils generate the idea that :

We can carve our own design for print by using an old eraser and a stick

Do this by asking :

What material did we use in making our material for printing?

D. Evaluation

Instruct the learners to try printing their carved design to check if it is done right.
Encourage the learners to exchange design and explore.

E. **Assignment** : Bring a raw camote and a stick

Lesson 6

Objectives:

Skill :Carves letters on kamote which can be painted and printed several times.

Knowledge ; Understand that print materials can be made out of a raw camote

Attitude / Appreciation : Appreciate backyard produce as materials for printing.

Materials : camote, paint, stick

Time Allotment : 40 minutes

F. Review

Naming of backyard produce

G. Development of the Lesson

- 1.Introduce camote as another material that they can use to produce print materials.
- 2.Demonstrate the process in carving a design for print using a camote and a stick.
3. Set precautionary rules in carving designs for print to avoid accidents.

4. Instruct pupils to work on **ALAMIN NATIN** and **MAGPAKITANG GILAS**.

H. Synthesis

Help the pupils generate the idea that :

We can carve our own design for print by using an old eraser and a stick

Do this by asking :

What material did we use in making our material for printing?

I. Evaluation

Instruct the learners to try printing their carved design to check if it is done right.

Encourage the learners to exchange design and explore.

- J. **Assignment** : Bring more raw camote and a stick

Lesson 7

Objectives:

Skills: Uses natural objects like banana stalks, gabi stalks, kangkong stalks, sliced vegetables dabs in dyes, paints or any coloring materials and presses on paper or in any other materials to create prints that can be used in decorating the classroom.

Knowledge: Understands the process of printing to create a design.

Attitude/Appreciation: Appreciates the beauty of natural objects used in creating a print.

Time Allotment : 40 minutes

Materials: paint brush, any coloring materials (water color, ink, dye, coffee), banana stalks, gabi stalks, sliced vegetables, bond paper, scissors.

A. Review

1. Have a recall of their past lessons about printing: the materials used and the purpose where they will use the prints that they made.

B. Development of the Lesson

Instruct the learners to do **MAGPAKITANG GILAS**.

1. The teacher will demonstrate how to make a print using the gabi stalks that can be used to decorate the classroom.
2. Instruct the learners to do their own art work by following the step by step procedures.

C. Synthesis

1. Help the learners to come up with the idea that they can create different designs by using gabi stalks, banana stalks, kangkong stalks, sliced vegetables and other natural objects to make a print that can be used to decorate the classroom.
2. Let the learners read **ISAISIP MO**.

D. Evaluation

Instruct the learners to do **IPAGMALAKI MO**.

4. Instruct the learners to display their finished art works.
5. Appreciate the art works of the learners through the rubrics prepared by the teacher.
6. Instruct the learners to write their answers on their notebook.

E. Assignment

Bring water color, scissors and bond paper for the next art lesson.

QUARTER 4

TEACHER'S GUIDE :

Lesson 1

Objectives :

Skills: Creates a free-standing balanced figure made of boxes and found materials.

Knowledge: Demonstrates skills in creating a free standing balanced figure made of boxes and found materials.

Attitude/Appreciation: Appreciates the free standing balanced figure created out of boxes and found materials.

Time Allotment : 40 minutes

Materials: different sizes of boxes, bottle caps, rope, any found materials

A. Review

1. Conduct a review on the different kinds of shapes.
2. Motivate the learners that free standing balanced figures can be made by using boxes of different sizes and shapes and other found materials from the environment.

B. Development of the Lesson

Instruct the learners to do **MAGPAKITANG GILAS**.

1. Show the learners the model of a free standing balanced figure made by the teacher.
2. Instruct the learners to identify the objects that were used to make the free standing balanced figure.
3. Instruct the learners to go into their group to make a free standing balanced figure using the boxes and other found materials in the surroundings.

Note that:

The materials to be used in today's lesson were assigned by the teachers on the previous lesson.

Less commotion will happen during group activity if the learners have permanent groupings.

4. Are you going to throw away these boxes and other materials that we do not need anymore?
What can we do with these used materials?

C. Synthesis

1. Ask the learners if they enjoyed the activity and help them to form the idea that we can create a free standing balanced figure by using used and old boxes of different sizes and other materials that can be found in the surroundings.
2. Let the learners read **ISAISIP MO**.

D. Evaluation

Instruct the learners to do **IPAGMALAKI MO**.

1. Instruct the different groups to display their finished art works.
2. Appreciate the art works of the learners through the rubrics that was prepared by the teacher.
3. Instruct the learners to write their answers on their notebook

E. Assignment

Bring used materials that can be found in our surroundings: Old bottles, boxes, candy wrappers, small pieces of cloth, etc.

Lesson 2

Objectives :

Skill: Creates an imaginary robot or creature using different sizes of boxes, coils, wires, bottles cap and other found materials.

Knowledge: Demonstrates skills in creating an imaginary robot made of boxes and found materials.

Attitude/Appreciation: Appreciates the imaginary robot created out of boxes and found materials.

Time Allotment : 40 minutes

Materials: used materials like old bottles, bottle caps, candy wrappers, pieces of small cloth, etc.

A. Review

Conduct a review on the materials used by the learners in doing the free standing balanced figures.

B. Development of the Lesson

Instruct the learners to do **MAGPAKITANG GILAS**.

1. Instruct the learners to go into their group.
2. Instruct the learners to bring out the objects that were assigned to them to be brought to the class for this particular lesson.
3. Examples : different sizes of boxes, coil, wire, bottle caps, and any objects that can be found in the surroundings.
4. Let the groups start making their imaginary robot or any other creatures.

C. Synthesis

1. Ask the learners if they enjoyed the activity and help them to form the idea that a robot or any figures can be created by using boxes and other objects found in the surroundings.
2. Let the learners read **ISAISIP MO**.

D. Evaluation

Instruct the learners to do **IPAGMALAKI MO.**

1. Instruct the learners to display their finished art works.
2. Appreciate the art works of the learners through the rubrics prepared by the teacher.
3. Instruct the learners to write their answers on their notebook.

E. Assignment

Bring an art work that was made by craftsmen from other towns, provinces or regions.

Lesson 3

Skills: : Identify the artistry of different local craftsmen in creating: taka, paper mache horses and other animals in Paete, Laguna; saranggola or kites made by artists; banca and native boats from Cavite, and coastal towns.

Knowledge: Differentiate the artistry of different artwork made by our local craftsmen

Attitude/Appreciation: Patronized the artwork of our local craftsmen.

Materials: photographs or pictures of different artwork made by different local craftsmen

Time Allotment : 40 minutes

Review

1. Give some information about the work of Filipino artist.
2. Ask the learners to give examples of Filipino work of art and let them identify how the work was done.

B. Development of the Lesson

1. Show an example of art made in different materials.

2. Let the learner evaluate how the art was made.
3. Let the learners identify the creativeness of the craftsmen in creating their art work.

C. Synthesis

Help the children come up with the idea that :

To identify the artistry of craftsmen it should be based on the different materials that were used coming from the locality and their creativeness.

F. Evaluation

1. Let the learners identify how the art was done and the materials that were used.
2. Assess the learners' answers based on their finished artworks and through the use of the rubrics.

Lesson 4

Skills: : Construct a native kite from thin bamboo sticks, papel de japon, glue and string and tests its design (proportion and balance)

Knowledge: Understanding of balance and proportion in constructing native kite.

Attitude/Appreciation: Appreciate the design, balance and proportion of the native kite.

Materials: thin bamboo sticks, papel de japon, glue, string and scissor

Time Allotment : 40 minutes

A. Review

1. Say :
"Have you seen a kite?"
2. Instruct the learners to give the characteristics of a kite.

A. Development of the Lesson

1. Instruct the learners to bring out the materials to be used in making a kite.
2. Let the learners follow the steps on how to make a kite.

B. Synthesis

Help the children come up with the idea that :
In making a kite it should be balanced and proportioned so that it would fly properly.

C. Evaluation

1. Instruct the learners to display their finished work.
2. Appreciate the art works through the rubrics that was prepared by the teacher.

Lesson 5

Skills: *Flying the kite*

Knowledge: Understanding the importance of balance and proportion in constructing native kite so that it can easily fly.

Attitude/Appreciation: Appreciate the native kites while it is flying.

Materials: thin bamboo sticks, papel de japon, glue, string and scissor

Time Allotment : 40 minutes

A. Review

1. Say :

"Do you know the song Saranggola ni Pepe?"

Let us sing this song.

" Can say something about this song?"

" Do you want to fly your native kite?"

B . Development of the Lesson

1. Instruct the learners to bring out their native kite.
2. Instruct the learners to put a string with balance and proportion on both sides. (see the image on LM)
3. Let the learners follow the steps on how to fly the kite.

C. Synthesis

Help the children come up with the idea that:

To able to fly the kite the string should be balance and proportion on both side. It should not be against the direction of the wind so that it can fly high and can sustain a long period of time.

D. Evaluation

1. Appreciate the activity done through the rubrics that was prepared by the teacher.

Lesson 6

Objectives :

Skill : Create a paper mache using armature .

Knowledge : Learns the steps in making a paper mache animal figure using an armature.

Appreciation : Appreciate the beauty of Filipino arts .

Materials : old newspaper , glue , armature

Time Allotment : 40 minutes

A. Review

Ask the learners to name their toys.

Tell them that they can make their own toy using papers.

B. Development of the Lesson

1. Choose a volunteer then instruct him to prepare the things to use.
2. Get the module and follow the steps written in **ALAMIN NATIN** while the rest check if the instruction is being followed.
3. After the demonstration, instruct the learners to work on **MAGPAKITANG GILAS**.

C. Synthesis

Evaluate the output of each and everyone and help them come up with the idea stipulated in **ISAISIP MO**.

D. Evaluation

Instruct the learners to get their Arts Notebook and work on **Ipagmalaki Mo.**

Lesson 7

Objectives :

Skill : Molds an animal shape using paper mache on wire or bamboo armature or framework, showing the animal in action.

Knowledge : Explain the process of making a paper mache

Attitude/Appreciation : Appreciate pets by making its replica

Materials : old newspapers, wire, paste/glue

Time Allotment : 40 minutes

A. Review

Ask:

What toys do you have?

What pets do you own?

B. Development of the Lesson

1. Show samples of animal paper mache. Tell where lots of paper mache items can be bought. (Paete Laguna).
2. Demonstrate the ways in making it.
3. Brainstorm on the possible animal actions and how to form it.

4. Instruct pupils to work on **ALAMIN NATIN** and **MAGPAKITANG GILAS**.

C. Synthesis

Help the learners to generate the idea that :
We can mold animal shape in action by paper mache.

D. Evaluation

After the learners have finished making the paper mache, instruct them to name their animal and organize an exhibit.

Lesson 8

Objectives :

Skill: Shows the beginning skill in the method of creating 3 – dimensional free standing figures out of different materials.

Knowledge: Demonstrates beginning skill in the method of creating 3 dimensional free standing figures using different materials.

Attitude/ Appreciation: Appreciates the 3 dimensional free standing figures created from using different materials.

Time Allotment : 40 minutes

Suggested Materials: any materials that can be found in the surroundings

A. Review

1. Conduct a review on two dimensional objects and three dimensional objects.
2. Say:
What is the difference between two dimensional objects and three dimensional objects?

B. Development of the Lesson

Instruct the learners to do **MAGPAKITANG GILAS**.

1. Show the learners the three dimensional free standing figure made by the teacher using the different materials found in the surroundings.
2. Instruct the learners to bring out the three dimensional objects that was assigned to them to be brought to the class for today's lesson.

Examples: clay, wood, wire, metal and any three dimensional objects that can be found in the surroundings.

3. How can it helps our environment if we will not throw all our used materials but instead find ways to use them usefully?

C. Synthesis

1. Did you enjoy today's activity?
2. Help the learners to form the idea that 3 dimensional free standing figures can be created by using three dimensional objects found in the surroundings.
3. Let the learners read **ISAISIP MO**.

D. Evaluation

Let the learners do the **IPAGMALAKI MO**.

1. Instruct the learners to display their finished artworks.
2. Appreciate the art works of the learners using the rubric.

E. Assignment

Bring all the arts works that we had done for our culminating activity. We will have an exhibit.

Lesson 9

Skills: : Creates a clay human figure like (farmer, fisherman, athlete, doctor, tintera etc...) and different figures that is balanced and can stand on its own.

Knowledge: Proper way of molding to create a human figures and the setting used in diorama .

Attitude/Appreciation: Appreciate the different figures and the setting of diorama.

Materials: clay, illustration board

Time Allotment : 40 minutes

A. Review

1. Say :

What are the materials used in creating a robot?
Can the robot stand on its own?

B. Development of the Lesson

1. Show examples of things made in clay.

2. Say :

What materials were used to create this animal clay?
Why do you think these clay figures can stand alone?
Do you know how this was done?

3. Let the learners evaluate how the figures were made.
4. Show the procedures on how to make human figure made of clay.
5. Instruct the learners to make their own figures and human figure made of clay that will be use to their next activity.

C. Synthesis

Help the learners to come up with the idea that :

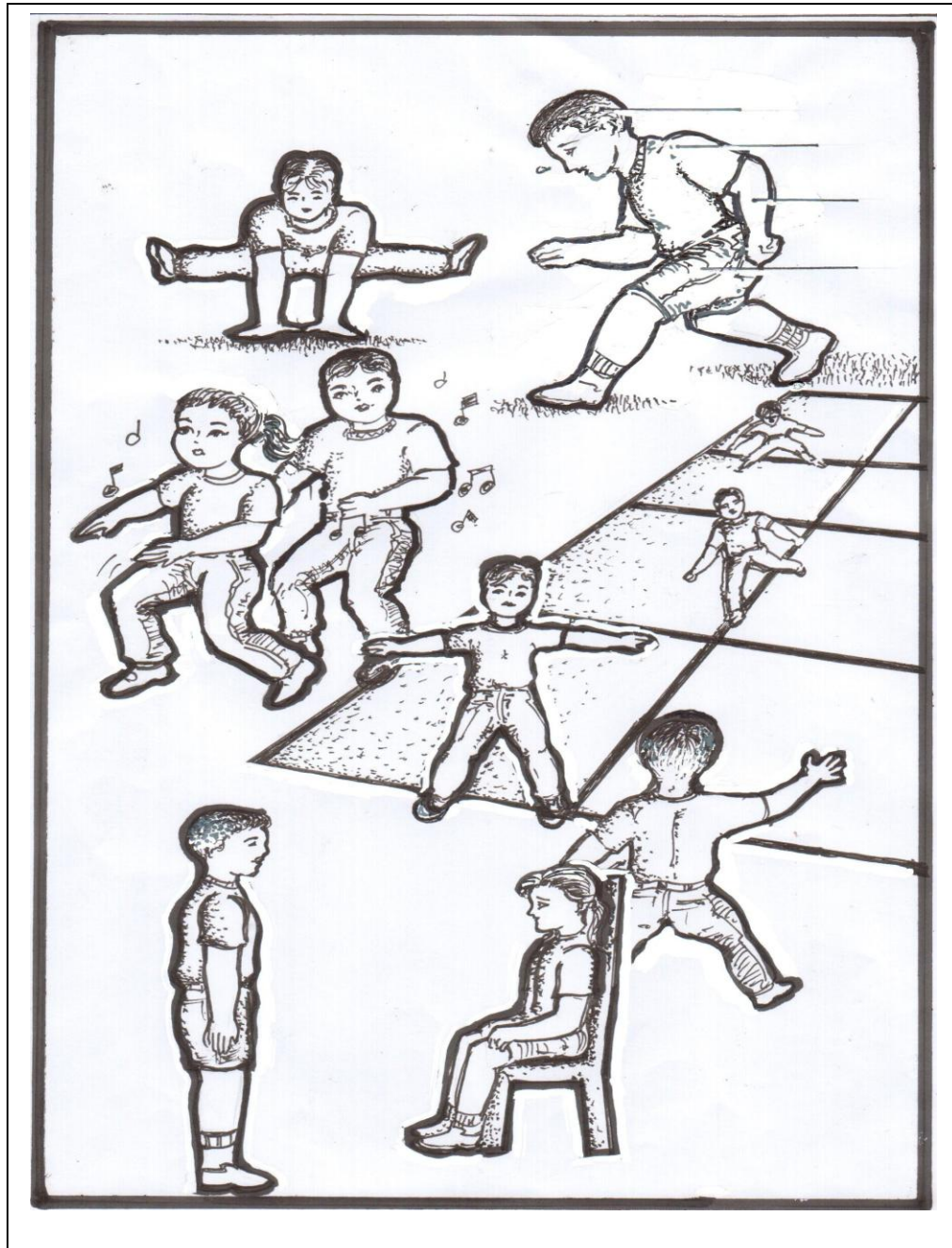
To create a human figure made of clay they need to use a pattern and make sure that it is balanced so that it can stand alone.

D. Evaluation

1. Instruct the learners to display their finished art works.
2. From the finished art work let the learners use it to create a diorama .
3. Let the learners arrange the figures according to the setting that they choose.
4. Appreciate their works through the rubrics that was prepared by the teacher.

First Quarter

Movement Concept



PRE/POST ASSESSMENT TEST

PHYSICAL EDUCATION

Grade Two
First Grading Period

Table of Specifications

Skills/Competencies	No. of Recitation Days	No. of Items	Item Placement
1. Describes body shapes and actions	1	2	1-2
2. Demonstrate momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as base of support.	1	2	3-4
3. Describe different movement skills.	1	4	5-8
4. Differentiate movement skills such as a jog and run, a hop and jump, a gallop and slide.	1	2	9-10
5. Demonstrate locomotor skills in response to even and uneven music.	1	2	11-12
6. Exhibit and assess correct body posture in lifting, picking and reaching.	1	2	13-14
7. Demonstrate movement skills in relays and races.	1	3	15-17
8. Participate in simple territory/invasion game such as line circle and shuttle relay.	1	3	18-20
TOTAL	8	20	20

Look at the pictures in each number. Place a check (✓) mark if the pictures shows correct sitting, walking, and standing and a cross (x) mark if it does not.

1.



2.



Put a check (✓) mark if the picture in each number demonstrates momentary stillness and a cross (x) mark if it does not.

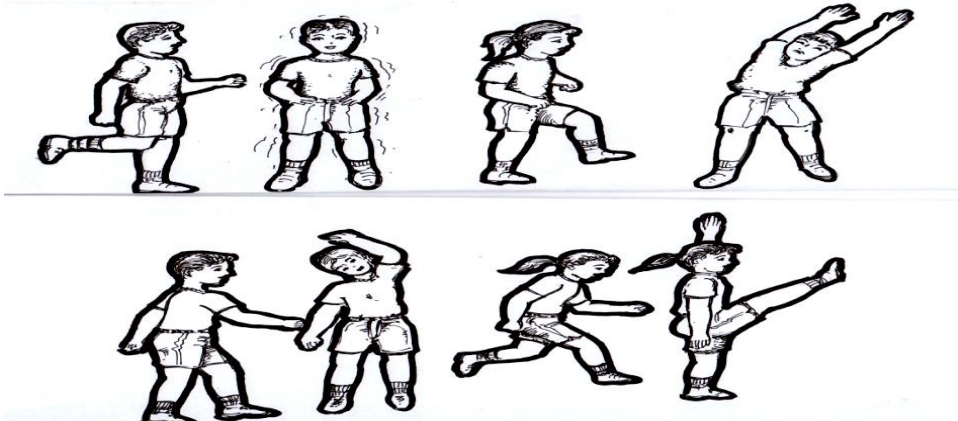
3.



4.



5-8. Look at the set of pictures. Then, check the pictures that express movement from one place to another.



Draw a triangle if the pair of body movements is the same and a circle if not.

9. jog and run

10. hop and jump

The teacher will demonstrate a dance step. Identify the dance step by selecting the letter of the correct answer.

11. A. jump
B. hop step
C. slide step
D. skip step

12. A. gallop step
B. slide step
C. close step
D. cut step

13-14. Look at the pictures. Which pictures show correct body posture. Check it.



Performance Test (To be done outside the classroom)

15-17. Divide the class into manageable group. Let each group perform the following:

- Do the jumping movement ten times.
- Do the skipping movement ten times

Rate each group according to the rubrics below.

- 1 pt.** - More than half of the members of the group did not know the correct way of jumping and skipping.
- 3 pts.** - Less than half of the members of the group did not know the correct way of jumping and skipping.
- 5pts.** - Almost all the members of the group did the jumping and skipping correctly.

18-20. Follow the following directions. Each group will be given points using the rubrics above and the first group to finish will be the winner.

- Jump forward up to the line.
- Skip forward up to the line using the left and right foot alternately.
- Make a circle. Move around the circle by jumping and running in 4 counts until you reach original position

BODY SHAPES AND ACTIONS

I. Objectives

- A. Describe body shapes and actions.
- B. Explore body shapes and actions.
- C. Create body shapes and actions.
 - Correct walking
 - Correct sitting
 - Correct standing

II. Topic	:	Body Shapes and Actions
Reference	:	K to 12 Curriculum Guide
Materials	:	Pictures, Checklist
Value Focus	:	Self-Discipline and Cooperation

III. Instructional Procedures

A. Preparatory Activities

1. Warm-Up Exercises

Let the pupils perform the following movements with 8 counts each.

- March in place, forward and backward or in any direction.
- Swinging of arms forward and backward alternately.
- Standing and sitting alternately.

Note: Have an alternative activity for outdoor setting.

B. Developmental Activities

1. Motivation

What are your means of transportation in going to school? Who among you take a ride? How many just walk?

2. Presentation

Let the children read the following. Then, ask the process questions after each activity.

- a) Read the following:

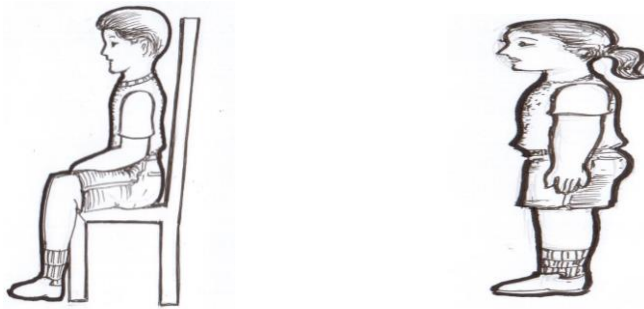
Lorna lives near her school. She walks in going to school. She looks forward and walks straight transferring her weight from one foot to

another. She pushes off with the rear foot and swings her arms as she walks naturally.

Processing:

- Who walks in going to school?
- What action of the body did Lorna do? Describe the actions she has made.

b) Show pictures of a boy sitting and a girl standing in correct posture. Tell them to observe and ask the following:



Processing:

- What actions of the body are shown in the pictures?
- Describe the actions performed by the boy and the girl.

C. Reinforcement Activity

Let the pupils copy the body actions with the number of indicators on a sheet of paper. They will work by partner to create the shapes and actions of the body and to describe each other’s body actions by writing E if excellent, G if good and P if poor under the guidance of the teacher. Let the pupils follow the given rubrics for description. Refer to page 5 of the LM.

Body Actions and Shapes	Rating
<i>Standing</i>	
1. Feet are parallel about five to seven cm apart. The body weight is equally carried on both feet.	
2. The knees are straight and relaxed.	
3. The chest is out and stomach in.	
4. The head and shoulders are aligned.	
5. The arms hang relaxed at the sides of the body with palms facing toward the body.	
<i>Sitting</i>	
1. Feet are close together, parallel or with one foot in front of the	

other.	
2. Hips and knees are flexed approximately 90 degrees to the trunk.	
3. The lower part of the back is supported by the back of the chair.	
4. Body is straight.	
Walking	
1. Walk in one line.	
2. Swing arms moderately forward and backward alternately with one arm moving forward while the other arm moving backward in coordination with the legs	
3. Back is straight and eyes front.	

- What actions of the body did you explore together with your partner?
- How did you describe each item in the indicator?
- Did you work with your partner?

D. Generalization

In order to have correct body shapes while doing some actions we should follow rules in correct sitting, standing and walking.

E. Application

Ask the pupils to form four lines. Tell them to practice walking in a straight line using the given directions. Please see page 2 of the LM for the activity. This action should be done in an open space or playground.

- 1) Go forward 4 counts
- 2) Turn right, move forward. 4 counts
- 3) Another turn right and walk forward. 4 counts
- 4) Another turn right and walk forward. 4 counts

After the pupils have finished working on the activity, ask the following:

- What actions of the body did you explore?
- Describe how you did the walking?
- What shape have you formed?

IV. Evaluation

Let the pupils copy the letter of the given body actions with the number of indicators on a sheet of paper. They will describe each picture’s body actions by writing **E** if excellent, **G** if good and **P** if poor. Please refer to page 7 of the LM.

V. Assignment

Let the pupils ask his or her brother or sister to do the walking, sitting and standing. Describe the shapes and actions of his/her body using the checklist used. Refer to page 7 of the LM.

✓ **Key to Corrections:**

- *Reinforcement Activities*
Descriptions may vary depending on the shapes and actions of the body of the pupil's partner.
- *Evaluation*

Body Actions and Shapes	Description
<i>Standing (Picture A)</i>	
1. Feet are parallel about five to seven cm apart. The body weight is equally carried on the heels and balls of the feet.	P
2. The knees are straight and relaxed.	P
3. The chest is out and the stomach in.	P
4. The head and shoulders are aligned.	P
5. The arms hang relaxed at the sides of the body with palms facing toward the body.	P
<i>Sitting (Picture B)</i>	
6. Feet are close together, parallel or with one foot in front of the other.	E
7. Hips and knees are flexed approximately 90 degrees to the trunk.	E
8. The lower part of the back is supported by the back of the chair.	E
9. Feet flat on the floor.	E
<i>Walking (Picture C)</i>	
10. Walk in one line for both feet.	E
11. Back is straight and eyes front..	E
12. Swing arms moderately forward and backward alternately with one arm moving forward while other arm moving backward in coordination with the legs.	P

Rubrics for rating :

- Excellent (E)** - when each of the description was created and explored correctly
- Good (G)** - when each of the description was created and explored with minimal differences
- Poor (P)** - when each of the description was created and explored with a great difference or deviations

MOMENTARY STILLNESS

I. Objectives

Demonstrate momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as base of support.

II. Topic : Momentary Stillness in Symmetrical and Asymmetrical Shapes using Body Parts other than Both Feet as Base of Support

Reference : K to 12 Curriculum Guide

Materials : Playground or play area, CD player & CD tape

Value Focus : Cooperation

III. Instructional Procedures

A. Preparatory Activities

1. Warm-Up Exercises

Directions: Let the pupils do the following:

- a) Stand on one foot. Extend one leg in front. Then, bend the other knee in a squat position. Raise arms sideward.
- b) Do this alternately.

B. Developmental Activities

1. Motivation

Ask the children the following:

Are you watching noontime television shows? Have you watched the show “It’s Showtime”? Look at this picture, it is one of the activities the contestants of this show are doing.



After the children have seen the picture, ask them to answer the questions. Discuss their responses.

- a) What skill is demonstrated by the boy in the picture?
- b) What body parts were used as a base of support?
- c) Can the skill be demonstrated over a long period of time? Why?

2. Unlocking the Difficulties

Unlock the following words to the pupils. For the pupils to easily get the meaning of words, direct the pupils in the illustrations A-C in the Pre-Assessment for symmetrical and illustrations D-E for asymmetrical.

Symmetrical shape - shape that shows formal balance, both sides form a line of symmetry and if cut into two, both sides will form an identical shape.

Asymmetrical shape - shape that shows informal balance, both sides do not form a line of symmetry and if cut into two both sides will not form identical shapes.

3. Presentation

Do the following;

- a) Divide the class into three (3) groups. Let each group select a leader.
- b) Each group will be given an Activity Sheet which contains the skills they are to demonstrate.
- c) Remind each group regarding the standards to follow in performing the activity.
- d) Give each group enough time to practice performing the skills.
- e) After the designated time, let each group perform the activity.
- f) Once all the groups have performed their assigned activity, discuss to the class what they did.
- g) For each activity, let the pupils turn their LM on page 13.

Group I – Chest and Leg/Arms Raising

- a) Lie on the floor (with face down). Extend arms sideward with open fist.
- b) Raise hands, arms, head and chest up as well as both feet and legs away from the floor.
- c) Balance on tummy.
- d) Do this for five seconds.

Group II – Legs Raise Up

- a) Sit on the floor with hands flat on the floor behind the buttocks..
- b) Slowly, lift the legs up.
- c) Balance on hands
- d) Do this for five seconds.

Group III – Hand Stand

Note: This activity can be performed by pupils with precautions and with spotter all throughout the activity or the teacher may substitute a related non-risky activity.

- a) Select one member from your group who will demonstrate the skill.
- b) Let him do the hand stand position with both hands as base of support.
- c) Group members shall help by holding the performer to go to this position.
- d) Let the pupil stay in this position for five seconds.

After each group has presented ask them the following:

- a) What are the different skills that you have demonstrated?
- b) What shapes have you shown using the parts of your body as a base of support?
- c) How did you do the activity?
- d) Describe the time spent in performing each activity.

C. Reinforcement Activity

Let the pupils do the “Rocking Chair” with the following steps. Please refer to page 10 of the LM.

- a) Do a tuck sitting position.
- b) Start by rolling on back; then the buttocks are raised up.
- c) Do this for five seconds.
- d) Go back to the first position.
- e) Do this three times.

D. Generalization

Chest and Leg/Arms Raising, Legs Raise Up and Hand Stand are examples of activities which shows momentary stillness. These are done for only a moment because it is too difficult for the performer to balance.

E. Application

Let the children form a big circle in the play area. Instruct them to do locomotor movements to be given by the teacher while moving in a circular movement. If the music stops, ask them to demonstrate a skill that shows temporary stillness in either symmetrical or asymmetrical shape using their body parts other than both feet as base of support. Repeat the procedure until they demonstrated more than two skills.

IV. Evaluation

Directions: Divide the pupils into two groups. Let each group demonstrate the assigned skill that can be seen on page 11 of the LM. Rate each group using the rubrics.

Group One – V Sit

1. Sit on the floor with raised legs while raising both arms upward with upper arms aligned and near the head forming a “V” shape.
2. Transfer the weight of your body in your buttocks.
3. Do it for five seconds.

Group Two – One Knee and Hand Balance

1. Kneel on the floor keeping legs together.
2. Bend your body forward with one hand (L) on the floor and the other hand (R) upward aligned to your shoulder.
3. Raise one leg (R) upward. Be in this position for five seconds.
4. Repeat the movements alternately three times

Rubrics for Rating

Excellent - When the group followed the procedures correctly and when all the members were able to demonstrate all the skills.

Satisfactory - When the group followed one or two procedures correctly and half of the members were able to demonstrate the skill.

Needs Improvement - When the group was not able to follow procedures correctly and when no one among the group members was able to demonstrate the skill.

V. Assignment

- A. Think of another skill that demonstrates momentary stillness in symmetrical and asymmetrical shape using body parts other than both feet as base of support. Practice doing the skill at home and be ready to demonstrate it next meeting.
- B. Be ready with your performance on the different movement skills.

✓ **Key to Corrections:**

- *Reinforcement Activity*
The group performance will be rated by the teacher based on rubrics.
- *Evaluation*
The group performance will be rated by the teacher based on rubrics.

Lesson 1.2.1

BODY MOVEMENTS

I. Objectives

Describe different movement skills.

II. Topic	:	Different Movement Skills
Reference	:	K to 12 Curriculum Guide
Materials	:	Placard, pentel pen
Value Focus	:	Self Discipline

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Teacher says, *“If my left hand is up everybody will bend the trunk forward. If my right hand is up everybody will move five steps forward.”*

B. Developmental Activities

1. Motivation

Read the Poem.

Ang Batang Bibo
ni Rogelio F. Falcutila

Ako’y nilikha ng mabait na Bathala
Katawan ko’y natatangi walang katulad
Aalagaan ko ito kahit ako’y munting bata
Wastong pagkain at paggalaw, katawan ay sisigla.

Sa umaga pagkagising mag-unat-unat tayo
Walk, run, jump, bending at **slide** gawin mo
Kalusugan ng katawan malaking tulong ang ehersisyo
Mahirap mang gawin pakinabang ay hindi biro.

Ask :

- What is the poem all about?

- Can you name the body movements which may help our body to be strong and healthy?
- Why are walking, running, bending, stretching good to our body?

2. Unlocking of Difficulties

Directions: Select the correct answer. The teacher will read the sentence twice. On the command “Go” the pupils will form a line in front of the chosen word such as **stretching, bending, running, leaping, jumping**. Those who will answer wrongly will be eliminated automatically.

stretching bending running jumping leaping

- The body is bent a little forward with one arm bent moving forward and arms swinging freely alternately while moving at a fast pace.
- It is a movement that brings a body part close at a joint.
- To extend a part of the body in any direction.
- A spring on one foot and land on the other foot.
- A spring on one foot or both feet and land on both in any direction.

3. Presentation

- Teacher will demonstrate the following movements:
 - Locomotor – correct walking, running, hopping, galloping, leaping, skipping, jumping and sliding.
 - Non-locomotor – correct bending and stretching
- Pupils will perform the body movements after the teacher. (Individually and by group)

Say:

 - Give one body movement and describe.
 - Can you name the different body movements you have just done? Describe them.

C. Reinforcing Activity

Divide the class into 6 groups. Teacher will prepare the names of locomotor (name of vegetables) and non-locomotor (name of fruits) movements and put inside the box. Each group will get one name and describe the movement.

- Locomotor – Name of vegetables:

sitaw	–	walking
bataw	–	running
patani	–	hopping
kundol	–	galloping

patola	–	leaping
upo	–	skipping
kalabasa	–	jumping
labanos	–	sliding

2. Nonlocomotor – Name of fruits:

bayabas	–	bending
mansanas	–	stretching

Ask:

1. What movements of the body are performed by sitaw and bataw? Describe.
2. What movements of the body are performed by patula, kalabasa and labanos?
3. Describe the movements done in the following:
 - Locomotor
 - Nonlocomotor
4. What did you discover in the different activities?
5. Describe the following by group.
 - Group 1 - correct walking and correct running
 - Group 2 - correct hopping and jumping
 - Group 3 - correct galloping and correct sliding
 - Group 4 - correct leaping and correct skipping
 - Group 5 - correct bending and correct walking
 - Group 6 - correct stretching and correct leaping

D. Generalization

Do You Know That ...?

- ✓ **Correct Running**
Fast walk with momentary suspension of feet in the floor
- ✓ **Correct Jumping**
A spring on one foot or both feet and land on both in any direction.
- ✓ **Correct Leaping**
Is a spring from one foot and landing on the other foot.
- ✓ **Correct Sliding**
Is gliding or moving in any direction without lifting the leading foot and the other foot following quickly.

- ✓ **Correct Skipping**
Is stepping and hopping on the same foot. To perform how to skip is to do a step and a small hop.
- ✓ **Correct Galloping**
Take a step with the leading foot and cut with the other foot.
- ✓ **Correct Walking**
A series of steps in any direction.
- ✓ **Correct Hopping**
Spring one foot and land on the same foot.
- ✓ **Correct Bending**
Is a movement that brings a body part close together and is done at a joint.
- ✓ **Correct Stretching**
Extending a part of the body.

E. Application

Divide the class into four groups. Perform the following correctly. Assign one pupil each from the 4 groups as demonstrator in the 4 stations (Malusog, Masigla, Malakas, Matikas). The group will walk through all the stations.

Describe the movements performed in the four (4) stations.

Stations:

Malusog

- Correct Running, Jumping, Leaping

Masigla

- Correct Sliding, Skipping, Jumping

Malakas

- Correct Galloping, Walking, Bending

Matikas

- Correct Hopping, Bending, Stretching

IV. Evaluation

All groups will perform the movements below and will give the description. Check (✓) when completed. Rate the group according to their performance using the rubrics or checklist below.

1. Walk forward,(8cts), backward,(8cts) ----- cts. 1-16
2. Gallop sideward R,(6x) and
step close, (2 cts) ----- cts. 1-16
3. Hop forward with the R foot 4x ----- cts . 1-16
Hop backward with the R foot 4x
Repeat all with the L foot 8x
4. Leap forward R and L alternately 4x
Turn R about and repeat all 4x
5. Bend the body sideward R and L alternately 4x----- cts. 1-8
6. Slide to the R 4x and to the L 4x ----- cts. 1-8
7. Swing the arms forward and backward
Alternately 4x ----- cts .1-8

Rubrics or checklist

Group	Very Good Performed all the movements correctly	Good Was able to performed 4 or 5 out of 7 of the correct ways of movements	Fair Was able performed 2 or 3 out of 7 of the correct ways of movements
Malusog			
Masigla			
Malakas			
Matikas			

V. Assignment

Cut or draw a picture of a person performing the action of walking, running, sliding, hopping, stretching and describe the movement of the body.

Lesson 1.2.2

MOVEMENT SKILLS SUCH AS JOG AND RUN

I. Objective

Differentiate movement skills such as a jog and a run, a hop and a jump, a gallop and a slide.

- II. Topic** : **Different Movement Skills**
Reference : K to 12 Curriculum Guide
Materials : Illustration board, poem
Value Focus : Self confidence

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Perform action that corresponds to the number in the placard.

Pupils will perform body movement in 1 minute if number is mentioned.

Example: number 2 - everybody will **jog**.

<u>Number</u>	<u>Action</u>
2	- jog
3	- run
5	- hop
7	- jump
8	- gallop

B. Developmental Activities

1. Motivation

Do these 2 stanzas below in a rap style.

Batang Masigla
ni Rogelio F. Falcutila

Takbo, takbo at habulan tayo
Ingat baka madapa, magalusan ang braso
Ehersisyo araw-araw mabuti at kailangan
Upang manatiling malakas, masigla ang katawan.

Kilos, galaw ugaliin at isagawa
Paghop, **pagjump** hatid ay saya
Pagjog, **pagrun** isama mo na
Paggallop, **pagslide** swak na swak talaga.

Ask:

1. What is the message of the poem?
2. Is body movement important? Why?
3. Give two body movements and perform the action.
4. Are the body movements the same? Why?

2. Unlocking of Difficulties

Directions: Select the correct answer. Teacher will read the sentence twice. On the command “Go” the pupil will form in front of the chosen word **run, gallop, hop**. Those who answered wrongly are automatically eliminated.

Run	Gallop	Hop
------------	---------------	------------

- a. Bend the body forward with chest keep up. Raise knees forward and upward land on balls of feet R & L alternately. Keep arms close to the body and elbows bent to a 90 degree angle. Swing R & L arms alternately forward while the other arm backward. This is done in a fast pace.
- b. Spring lightly from toes and land lightly on toes/balls of the same foot. Knees are relaxed. Arms are relaxed at side.
- c. Only one foot leads and one foot is always ahead of the other. The leading foot takes longer and higher position. Land lightly on toes with feet parallel and close together. Knees are relaxed. Arms are relaxed at sides. The pattern is step, cut.

3. Presentation

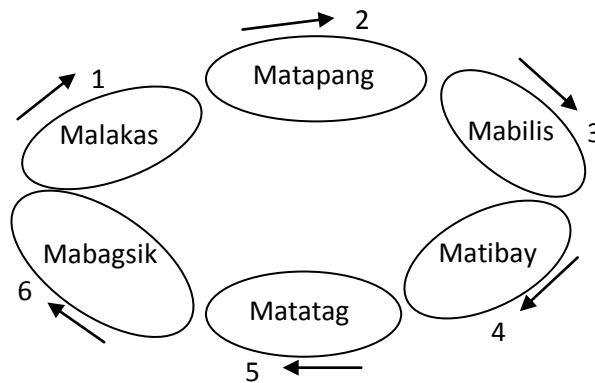
- a. Teacher will demonstrate the movement such as correct jog, run, hop, jump, gallop, and slide.
- b. Pupils will perform the body movement after the demonstration of the teacher. (Individual and by group)

Ask:

1. What are the body movements demonstrated by the teacher?
2. Differentiate the following;
 - Jog and Run
 - Hop and Jump
 - Gallop and Slide

C. Reinforcing Activity

1. Divide the class into 6 groups.
2. Group will perform each movement following the description of the group. (2 minutes performance in each group)



Group Malakas	-	Jog in place
Group Matibay	-	Run in the playing area in single line formation
Group Mabilis	-	Gallop like a horse
Group Matapang	-	Slide right and left
Group Matatag	-	Jump forward
Group Mabagsik	-	Hop right and left alternately 4x each

Ask:

How do you find the activity?

Are the movements different from each other?

Differentiate the following:

- a. Jog and run (groups to answer : Malakas at Matibay)
- b. Hop and Jump (groups to answer: Matapang at Mabagsik)
- c. Gallop and Slide (groups to answer: Mabilis at Matapang)

D. Generalization

Correct body movement in jogging, running, hopping, jumping, galloping and sliding help in developing fitness as preventing injury.

E. Application

Divide the class into 3 groups. Each group will perform the two movements given; the leader will differentiate the action done by the group after the demonstration.

- Group 1 - jog and run
- Group 2 - hop and jump
- Group 3 - gallop and slide

IV. Evaluation

Divide the class into 5 groups. Let the group perform and differentiate the following body movements. Rate the group according to their performance using rubrics.

1. Jog and Run
2. Hop and Jump
3. Gallop and slide

Rubrics or checklist

Group	Very Good Performed and differentiated the 1, 2, and 3 movements.	Good Performed and differentiated 2 out of 3 movements	Fair Performed and differentiated 1 out of 3 movements
Blue			
Green			
White			
Black			
Yellow			

V. Assignment

Cut or draw a picture of a boy or a girl performing jogging and running, hopping and jumping, galloping and sliding and differentiate the body movement.

Lesson 1.3.1

RHYTHMIC ACTIVITIES

I. Objectives

Recognize simple folk dance and rhythmic routines
Demonstrate locomotor skill combination accompanied by slow and fast rhythm and tempo of music.

- II. Topic** : Folk Dance and Rhythmic Routines Demonstrating Locomotor Skills
Reference : K to 12 Curriculum Guide
Materials : DVD, CD, Pictures
Value Focus : Have fun all the time

III. Instructional Procedures

A. Preparatory Activities

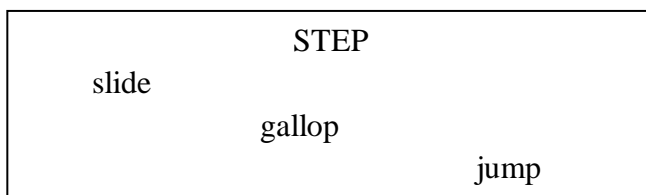
1. Drill

Pupils stand in column formation. Each column consists of 10 members pupils. Let the pupils do the following movements with the guidance of the teacher in tune of the Bahay Kubo.

- Take one slide step forward R and L, (cts.1,2,3,4).
- Take one slide step backward R and L,(cts.1,2,3,4).
- Gallop, step sideward R and close 2x, (cts.1,2,3,4)
- Gallop, step sideward L and close 2X, (cts.1,2,3,4)
- Jump forward 2x (cts. 1,2,3,4)
- Jump – backward 2x (cts.1,2,3,4)
- Jump sideward R 2x (cts.1,2,3,4)
- Jump sideward L 2x (cts.1,2,3,4)

B. Developmental Activities

1. Motivation



Ask the following:

1. What are the two types of body movements?
(locomotor and non-locomotor)
2. Read the terms/words in the box. Are you familiar with these words?
3. What type of the body movement are they classified.
4. What is the relationship of the term STEP to slide , gallop and jump.

2. Presentation

Ask volunteers in front to demonstrate each dance step.

- Group the class into 10 pupils. Ask them to have a partner.
- Let them stand with the girls at the right side of the boys
- Raise a flashcard showing the term and let them do it and hold the position while the teacher checks if the movement is correct and give recognition for the pupils who executed correctly. The pair maybe requested to show it in front.
- Ask pupils to execute
- Show also the other terms (gallop and jump step)

This time you will execute the 3 dance steps by adding the “STEP” movement and do it repeatedly in place with the music in 2 time signature.

4

Example: Leron Leron Sinta

- Start by listening to the music
- Do it with the counting
- Do it by mentioning the step while dancing

Slide Step

Slide R sideward
Close L to R
Do this alternately

Gallop Step

Step R sideward
Cut R with the L
Repeat 3x
Close R to L
Repeat to the L

Jump

Jump in different direction
Forward, backward, sideward R, sideward L

C. Reinforcing Activity

1. Teacher posts the figure in Manila paper on designated places
2. Divide the class into three groups.
3. Three leaders from each group previously trained by the teacher will be assigned in each station.
4. Each group will be given 5 minutes to prepare and perform the activity.

Group 1	Sliders	-	figures 1, 2 and 3
Group 2	Gallopers	-	figures 2, 3 and 1
Group 3	Jumpers	-	figures 3, 1 and 2

Perform the figures below:

Figure I	Sliders		<u>counts</u>
a.	Slide R forward (ct. 1)	-	1
b.	Close L to R (ct. 2)	-	2
c.	Repeat 3x (a – b)	-	3 - 8
d.	Repeat backward	-	9 - 16

Figure II	Gallopers		
a.	Step R sideward (ct. 1)	-	1
b.	Cut R with the L (ct. 2)	-	2
c.	Repeat (a – b) 2x	-	3 - 6
d.	Step R, close L to R	-	7 - 8
e.	Repeat all starting with the left foot	-	9 - 16

Figure III	Jumpers		
a.	Jump forward 2x	-	1 - 4
b.	Jump backward 2x	-	5 - 8
c.	Jump sideward R 1x	-	9 - 10
d.	Jump sideward L 1x	-	11 - 12
e.	Jump clockwise 4x	-	13 - 16

D. Generalization

Slide, gallop and jump are locomotor movements which are also steps in our Folk Dances and rhythmic routines. Below are patterns of each movement with the counting and how it is executed.

1. Slide Step

To slide or glide along the floor and close the other foot in any direction

Step Pattern	:	Slide, close
Counts	:	1, 2
		1, 2, 3
		1, 2, 3

2. Gallop Step

To step and cut the R foot with the L throwing it in a low level, or swinging, moving it in one direction with one foot leading

Step Pattern : Step, cut
Counts : 1, 2
1 and, 2
1, 2, 3

3. Jump Step

To spring one or both feet landing on both in any direction.

Step Pattern : Spring, jump
Counts : 1 2
1 , 2, 3
or: Jump, step
or: step, jump

E. Application

Practice and master the figures by group.

IV. Evaluation

Perform Figures 1, 2 and 3 by group. Check (✓) the appropriate column using the rubrics below.

- 3 - Almost all the members of the group showed mastery of the step pattern, counting and timing.
- 2 - More than half of the members of the group showed mastery of the step pattern, counting and timing.
- 1 - More than half of the group did not show mastery of the step pattern, counting and timing

Criteria	3	2	1
Figure I (Slide Step)			
1. Mastery			
a. Step pattern			
b. Counting			
2. Timing			
Figure II (Step Swing)			
1. Mastery			
a. Step pattern			
b. Counting			
2. Timing			
Figure III (Hop Step)			
1. Mastery			

a. Step pattern			
b. Counting			
2. Timing			

V. Assignment

Prepare 3 yards of ribbon with 3 inches width, and a stick to be used, hoop and a medium size of ball for the next activity.

RHYTHMIC ROUTINES

I. Objectives

Demonstrate locomotor skills in response to even & uneven music.
Recognize simple folk dance rhythmic routines.

II. Topic	:	Rhythmic Routines
Reference	:	K to 12 Curriculum Guide
Materials	:	Picture, Sound system
Value Focus	:	Cooperation

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Instruction: Use the 2 time signature in demonstrating the different simple dance. 4

Example:

Leron Leron Sinta

- The class is grouped into 4 and go to a line formation while sitting
- Start by playing the music
- Pupils will clap following the rhythm of the music
- Pupils will clap following at the same time say the counting of the rhythm (1,2)
- All stand

The teacher says the movement while demonstrating it.

- The teacher will give the steps and counting with demonstration
- The class follows
- Perform with the music
- Continue until the 3 dance steps are done

Counts 1, 2

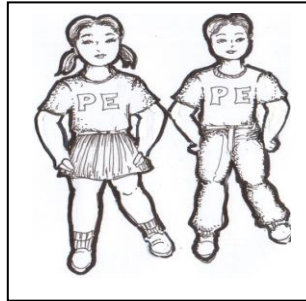
1. Step, hop
2. Step, close
3. Step, swing

B. Developmental Activities

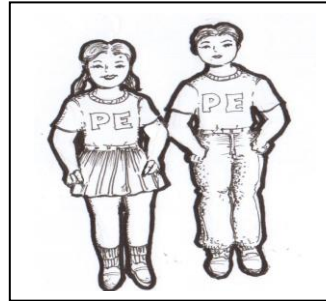
1. Motivation

Show pictures of dance partners in different movements

Box No. 1

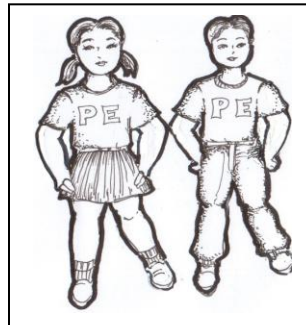


Step 1

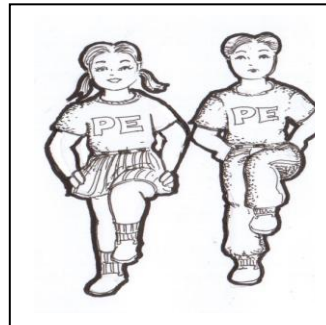


Step 2

Box No. 2

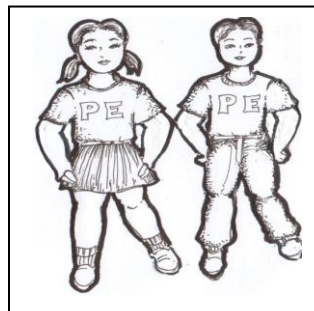


Step 1

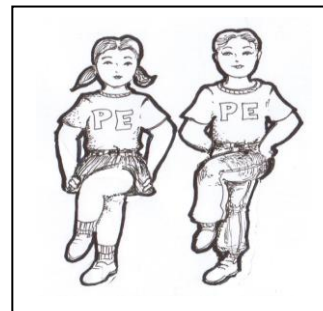


Step 2

Box No. 3



Step 1



Step 2

- What are the movement skills in the pictures?
- Are partner's movements graceful?
- Who can show the movement?

Call for three pairs of volunteers from the group to show the movements illustrated in the boxes.

Box No. 1

Box No. 2

Box No. 3

2. Presentation

Activity 1

In as much as you learned already the movement skills of the pictures above, what do you think are the dance steps shown? Can you recognize the movements?

Box No. 1

Hop Step – Step R sideward

Hop in place with the R and repeat with the L

Box No. 2

Close Step – Step R sideward

Close L to R and repeat with the left

Box No. 3

Step- Swing – Step R sideward

Swing L across the R in front

Repeat starting with the left.

C. Reinforcing Activity

1. Teacher posts the figure in manila paper on designated places
2. Divide the group into 3.
3. Three leaders previously trained by the teacher will be assigned in each station. They will assist the group in performing the figures while the teacher will move around by station to check if the groups are performing correctly.

Follow this sequence:

Group 1 – Figures 1, 2 and 3

Group 2 – Figures 2, 3 and 1

Group 3 – Figures 3, 1 and 2

Let us now perform the figures below with the music

		Counts
Figure 1	a. Step R sideward (count 1)	1-2
	b. Close L to R (count 2)	
	c. Repeat (a-b) with the L (counts 1,2)	3-4
	d. Repeat (a-c) (counts 1, 2, 3, 4)	5-8
	e. Repeat (a-c) moving sideward R (counts 1-4)	9-12
	f. Repeat (a-c) moving sideward L (counts 1-4)	13-16
Figure 2	a. Step R forward (count 1)	1,2
	Swing L across R in front (count 2)	
	b. Repeat with the L (counts 1,2)	3-4
	c. Repeat (a-b) (counts 1,2,3,4)	5-8
	d. Repeat (a-c) backward (counts 1-8)	9-16

Figure 3	{	a. Step R sideward (count 1)	1
		b. Hop in place with R (count 2)	2
		c. Repeat(a-b) with the L (counts 1,2)	3-4
		d. Repeat (a-c)	5-8
		e. Repeat (a-d) moving forward	9-12
		f. Repeat (a-d) moving backward	13-16

D. Generalization

Hop step, close step swing are dance steps used in some of our folk dances and rhythmic routines. These maybe done in 2 or 3 time music. These are also locomotor movement skills. 4 4

1. Close Step

Step or advance in any directions putting the weight on the stepping foot, close the other foot to the stepping foot.

Step Pattern	:	step,	close
Counts	:	1,	2
		1,	2,3
		1,2	3

2. Hop Step

To step or advance putting the weight on the stepping foot and hop on the same foot. It is a spring on one foot and land on the same foot in any directions.

Step Pattern	:	step	hop
Counts	:	1,	2 or
		1,	2,3 or
		1,	3

3. Step Swing

To step or advance in any direction putting the weight on the stepping foot, swing and raise the other foot across in front of the stepping foot.

Step Pattern	:	step	swing
Counts	:	1,	2 or
		1, 2, 3	

Swing is one of the non-locomotor movements when done in place. If it is combined with a step it will be a locomotor movement.

E. Application

The 3 groups will practice Figures 1, 2 & 3 with a partner. Master the figures and execute the movement correctly.

IV. Evaluation

Perform Figures 1, 2 and 3 by group. Check (✓) the appropriate column using the rubrics below.

- 3 - Almost all the members of the group showed mastery of the step pattern, counting and timing.
- 2 - More than half of the members of the group showed mastery of the step pattern, counting and timing.
- 1 - More than half of the group did not show mastery of the step pattern, counting and timing

Criteria	3	2	1
Figure I (Close Step)			
1. Mastery			
a. Step pattern			
b. counting			
2. Timing			
Figure II (Hop Step)			
1. Mastery			
a. Step pattern			
b. counting			
2. Timing			
Figure III (Step Swing)			
1. Mastery			
a. Step pattern			
b. counting			
2. Timing			

V. Assignment

Practice the different learned steps at home. Master the dance steps like slide, gallop step, and jump. Be ready for a performance.

Lesson 1.4.1

MOVEMENT SKILLS IN RELAYS AND RACES

I. Objectives

Demonstrate movement skills in relays and races

- ✓ Jumping
- ✓ Skipping

- II. Topic** : Movement Skills in Relays and Races like Jumping and Skipping
- Reference** : K to 12 Curriculum Guide
- Materials** : Pictures of correct skipping and jumping movement
- Value Focus** : Sportsmanship

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Let the pupils do the following:

- a. 8 small jumps in place.
- b. 8 jumping jacks
- c. Head bends: forward position, upward position, sideward R ,position, sideward L, position. Do these with arm support.
- d. Inhale....Exhale

B. Developmental Activities

1. Motivation

Teacher shows picture of a child playing jumping rope?



Are you familiar with jumping rope? How many have tried to play this game?

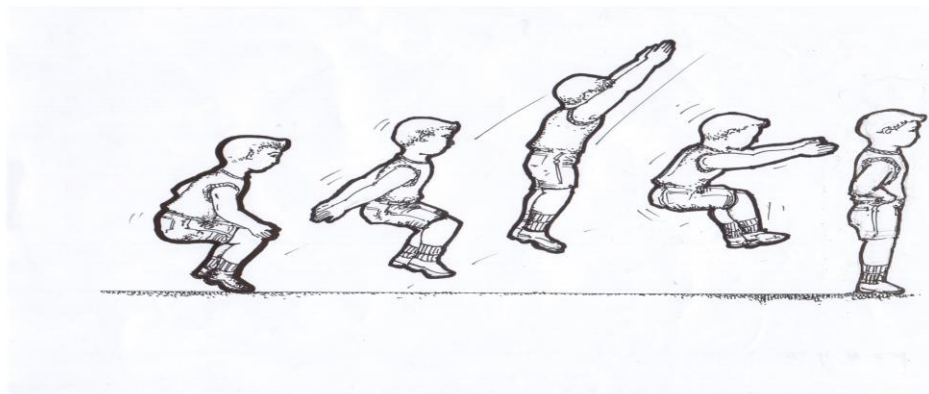
Presentation

Look at the picture again. What are the movements shown in this picture? Let us try to know the proper movements of jumping and skipping which we can use in relay and races.

Activity I

Let us study how to jump properly. Let's try the following activities. Teacher does it first then pupils will follow.

- Bend hips, knees and ankles.
- Prepare for the jump by swinging the arms backward.
- Take off with one or both feet.
- Extend legs and arms in the direction of the movement.
- Land on both feet.
- Go to standing position.

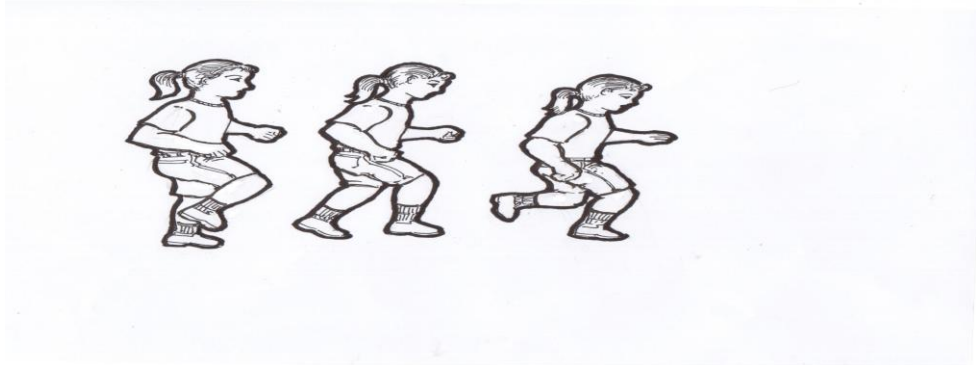


What parts of the body are you going to bend when you jump? What is the proper position of the arms when you prepare for a jump? How are you going to land when you jump?

Do you know now how to jump properly? Everybody let us do the proper jumping. Jump forward , (4cts.)and jump backward (4cts.) to proper places.

Activity II

Do you know how to skip? As I said earlier if you know how to play “piko” then you know how to skip. Let's try the proper skipping. Teacher demonstrates first the movement while explaining to the pupils. Then pupils will follow.



- Spring on one foot and hop on the same foot.
- Swing your arms in running position
- Repeat with the other foot.

How are you going to step and hop when you skip? What are you going to do with your arms? How are you going to land when you do the skipping?

C. Reinforcing Activity

Divide the class into two groups. Each group will go to Station 1 and Station 2. Tell them to perform the activity given in each station.

- | | | |
|-----------|---|--|
| Station 1 | - | Skip R and L forward 2 times each
Skip R and L backward 2 times each |
| Station 2 | - | Jump forward and backward 4 times.
Jump to the right and left alternately 2 times each. |

D. Generalization

Jumping and skipping are locomotor movements used for simple games. Skipping and hopping have similar movements. They vary in the counting:

- Hopping -cts. 1,2
- Skipping- 1 ah, 2 ah

E. Application

Teacher will group the pupils by counting off 1, 2. All numbers 1 will go together and name them as Maliksi. All numbers 2 will also be in one group and name them as Masaya. A strip of cartolina will be posted on designated area for the pupils to perform.

Starting with the right foot, take 4 skipping steps forward and 4 skipping steps backward to proper places.	
Repeat all.	16 cts
Do four jumps forward and four jumps to proper places.	
Repeat sideward R , (4x) and sideward L (4x)	16 cts

IV. Evaluation

Rate the pupils on the two movement skills (jump and skip) which they performed in the previous activity .

Group them into four (4) by dividing each group into two and name them as: Maliksi, Masaya, Masunurin and Matapat.

- Very Good - Almost all members of the group demonstrated correct jumping and skipping.
- Good - More than half of the group demonstrated correct jumping and skipping.
- Needs Improvement- More than half of the group did not demonstrate correct jumping and skipping.

V. Assignment

Recall the relays and races you have played with your playmates. Write the procedures of each game. Would you like to introduce it to your friends in school? Be ready to present it next meeting.

SIMPLE TERRITORY / INVASION GAME

I. Objectives

Participate in simple territory/invasion game such as line circle and shuttle relays

- II. Topic** : Participation in simple territory/invasion game such as line, circle and shuttle relays.
- Reference : K to 12 Curriculum Guide
Book with games
- Materials : Activity card
- Value Focus : Care for oneself

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Do the following exercises:

JUMP ---

1. once in your place
2. forward to reach a line
3. forward with a partner
4. diagonally right or left

SKIP ---

1. as fast as you could in any direction with a partner
2. move forward to a target point
3. move around an object

RUN ---

1. around the area from the first to the last pupils

B. Developmental Activities

1. Motivation

Have you seen athletes in a running competition during School/District Meets? What have you observed? Do you want to be one of them? What do you think you should do?

2. Presentation

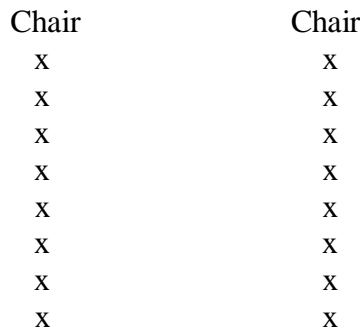
Do you want to play games? Everybody should join the game. Remember the movement skills you have done on the previous lessons.

Teacher asks the pupils the standard in playing games. Teacher will write the standards on the board.

Present and explain the first relay game.

PASSING BALL RELAY

Column Formation:



Procedure:

1. Form two groups which composed of 8 -10 players.
2. Place two chairs that will serve as post at the end of the line.
3. Let each group form a line in two columns facing the chair (post). Let the first player hold the ball.
4. On a signal, the first player will run to the post, skip around it and run back to the group and tag the second player, after tagging the second player the runner goes to the end of the line.
5. The second player will do the same just like the first player.
6. The first group to finish will be declared as champion.

Did you enjoy the game?
 Did you follow the safety precautions?
 What have you observed?
 Did all follow instruction?

C. Reinforcing Activity

Shuttle Relay

Materials Needed : 10 stones or any material placed in front of the post 4 meters away from the starting line.
Marker in the starting line

Column Formation

Procedure:

1. Group the pupils into 10 members.
2. Use chair as a post for each group.
2. Each pupil will fall in line in their respective group.
3. The first player run towards the post and take one stone.
4. Turn at the back of the post and run back to the group, then tag the second player.
5. After tagging the second player, the first player moved and stay behind the last player.
6. Second player will do the same.
7. The first group to finish will be the champion.

D. Generalization

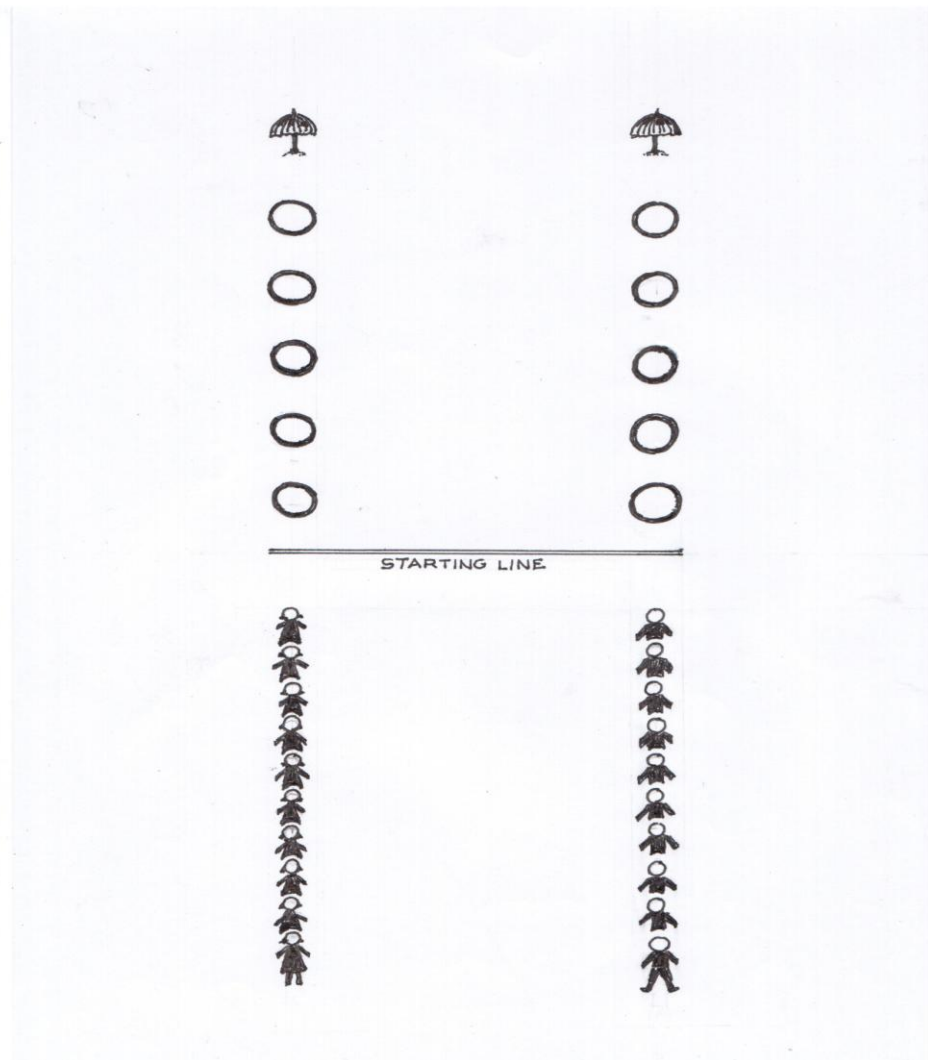
Remember:

Participating in games like relays and races makes our body healthy and strong. It builds self confidence and cooperation among group members.

E. Application

JUMP AROUND UMBRELLA

Materials Needed: Five hula hoops aligned in each column
Formation:



Procedure:

1. Form a group of ten members.
2. Put five hula hoops arranged in two lines.
3. Attach an umbrella to a pole in 3 feet height which will serve as post at the end.
4. The first player will jump like a frog inside the hula hoops up to the last hoop.
5. Go around the post and skip inside the hula hoop back to the starting line.
6. The first player will touch the second player and will do the same as the first player did.
7. Take the time when finished.
8. The shortest time in the group will be declared as winner.

IV. Evaluation

SKIPPING TOUCH

Formation: Circle

Procedure:

Pupils are facing inside the circle. The leader walks around outside the circle and tag a child at the back. Immediately the leader skips around the circle in clockwise or counter clockwise direction. The child who was tagged or the "IT" chases the lead player in skipping movement. If the lead player gets back to the circle without being tagged, the "IT" will tag another player.

Shade/Blacken the column of your answer.

Questions	Yes	No
1. Did you participate actively in the game?		
2. Did you follow the correct movement skills in the game?		
3. Did you follow the correct procedure of the game?		
4. Did you follow the safety precautions while playing?		
5. Did you enjoy the game?		

Corresponding Score:

5 checks = Very Satisfactory
4-3 checks = Satisfactory
2-1 checks = Needs Improvement

V. Assignment

List relay activities that you do with friends. Which of these can you play in school?

CORRECT BODY POSTURE

I. Objectives

Exhibit and assess correct body posture in lifting, picking and reaching.

- II. Topic** : **Correct Body Posture in Lifting, Picking and Reaching**
Reference : K to 12 Curriculum Guide
Materials : Objects to be lifted, picked and reached, table and rubrics for assessment of posture
Value Focus : Honesty

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Let the children demonstrate the following learned skills.

- a) Correct body posture in sitting on their own places.
- b) Correct body posture in standing on their places.
- c) Correct body posture in walking by line from their places moving inward and forward to the center. Turn R/L and inward to return to proper place. This will be followed by the next group of pupils without breaking the line.

B. Developmental Activities

1. Motivation

Call one pupil in front of the class who will perform the lifting, picking and reaching activities. Let other children assess the posture of their classmates honestly by putting a check (✓) mark in the assessment column if each procedure was followed and a cross (X) mark if not. Let the pupils answer the questions that follow. This activity is on page 26 of the LM. (Teacher may provide each pupil a checklist)

Name of Pupil to be Assessed:		
Criteria	Assessment	Remarks / Comments
A. Lifting		
1. Stands near the object to be lifted.		
2. Places one foot in front of the other.		
3. Bends back forward and slightly moves the body forward and bends knees.		
4. Transfers body weight on both feet.		
5. Holds the thing to be lifted firmly.		
6. Pushes the body upward using the force of the muscles of the feet subsequently lifting the object.		
B. Picking		
1. Stands near the object to be picked.		
2. Places one foot in front of the other.		
3. Bends back forward and slightly moves the body forward and bends knees.		
4. Transfers body weight on both feet.		
5. Holds the thing to be picked using lesser force.		
C. Reaching		
1. Stands near the object to be reached.		
2. Transfers body weight on both feet.		
3. Holds well the object to be reached to avoid it from falling.		
4. Bends elbows slowly while moving the body to the object.		
Total Number of Checks		
Over-all Descriptive Rating		

Marks to be used in the Assessment of Postures

- ✓ - followed the procedure correctly
- X - procedure was not followed

Descriptive Rating for Over-all Assessment

Very Good	-	11 to 15 checks
Good	-	5 to 10 checks
Needs Improvement	-	0 to 4 checks

- What movement skills were shown by your classmates?
- Based from your assessment, were they able to do the skills correctly? Why?

Let's find out if you can do the same skills correctly by performing the next activity.

2. Presentation

- a. Show to the class by demonstrating the proper way of doing the lifting, picking and reaching activities.
- b. Let the children get a partner.
- c. Tell the pupils that one from each partner will exhibit the skills while the other will assess the posture of the former using the rubrics.
- d. Partner will exchange activities after.
- e. Refer to page 26 of the LM.

Processing:

Tell the pupils to count the total number of check (/) mark in the assessment column. Let them know their over-all rating using the rubrics. The teacher will ask the following:

- a) How many got 11 to 15 checks or those who got a Very Good assessment? What made you got VG?
- b) How many got 5 to 10 checks or those who got a Good assessment? What do you think were the movements you failed to do?
- c) Is there any who got 0 to 4 checks or those who got Need Improvement assessment? How do you feel getting this result? Why?
- d) Is there anything you must do to improve your result?

C. Reinforcement Activity

Call another pupil who will perform the lifting, picking and reaching. Let other pupils assess the posture. Discuss to the class their answers.

D. Generalization

Assuming good posture while lifting, picking and reaching for something prevents injury to the muscles.

E. Application

Directions: Listen to the story that the teacher will read. Exhibit the correct body posture upon hearing the learned skills.

Kung Sama-Sama Kayang-Kaya

Ni: John M. Chavez

Araw ng Sabado, ang pamilyang Chavez ay masayang naglilinis ng kanilang tahanan. Nililinis ni Kian ang ibabaw ng kanyang cabinet na kasing taas lang niya. Ginawa niya ang **pag-abot** sa kanyang notebook na nasa ibabaw nito. Nabigla siya sa pagtawag ng kanyang Nanay kayat nabitiwan niya ang kanyang notebook sa sahig kung kayat isinagawa niya ang **pagpulot** dito.

Si Mang John ay naglilinis ng garahe. Nakita niya ang kahon na puno ng gamit na hindi na nila kailangan. Nagpasya siyang alisin ito sa garahe kung kayat isinagawa niya ang **pagbuhat** dito.

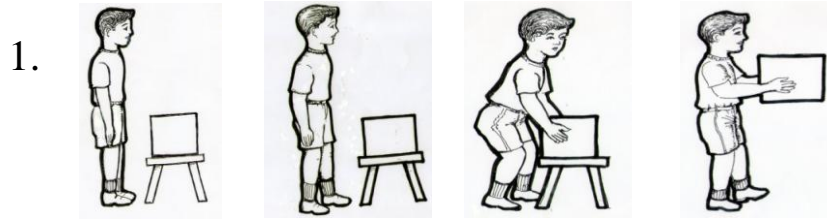
Si Aling Merlin ay naghahanda ng kanyang labahan. Inilalagay niya ang mga maruruming damit na ginamit nila sa loob ng isang lingo sa palanggana. Punong-puno ito ng labahan kung kayat isinagawa niya ang **pagbuhat** dito upang dalhin sa sapa at labhan. Matapos ang kanyang paglalaba ay isinagawa ni Mang John ang **pagbuhat** sa palanggana na puno ng basang damit. Samantala isinagawa ni Aling Merlin ang **pag-abot** sa mga tuyong damit na nakasampay sa sampayan. Tinulungan siya ng kanyang anak na si Kian na ipasok ang mga ito sa loob ng kanilang tahanan.

Madaling natapos ang kanilang gawain dahil sa kanilang pagtutulungan.

IV. Evaluation

A. Paper and Pencil

Directions: Let the pupils assess using the rubrics the posture of the series of pictures as shown in each number. Please refer to page 29 of the LM.



3. How many checks are to be obtained from the assessment of the series of pictures in number 1?
4. How many checks are to be obtained from the assessment of the series of pictures in number 2?
5. What should be the over-all descriptive rating if only one person does the movements?

V. Assignment

Always assume correct posture in lifting heavy object, picking up things on the floor and in reaching for high or far things that you need. List the activities at home and school where you used these skills.

Second Quarter

Movements, Steps and Races



PRE/POST ASSESSMENT TEST

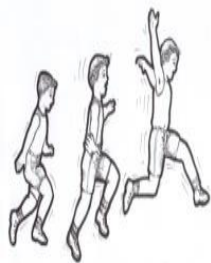
PHYSICAL EDUCATION

*Grade Two
Second Grading Period*

Table of Specifications


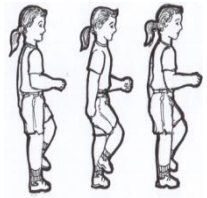


Skills/Competencies	No. of Recitation Days	No. of Items	Item Placement
1. Describe locomotor movements in a location, direction, level, pathway and planes.	1	2	1-2
2. Follow instructions in performing locomotor movements in a direction, levels, pathways and planes.	1	4	3-6
3. Describe correct posture in sitting, walking and standing.	1	3	7-9
4. Participate in relays and races.	1	2	10-11
5. Describe and perform movement patterns like jump for distance, skip and leap using proper form	1	3	12-14
6. Perform rhythmic sequences with the use of implements such as ribbon, hoop and others.	1	3	15-17
7. Familiarize oneself with the skills of running.	1	3	18-20
TOTAL	7	20	20

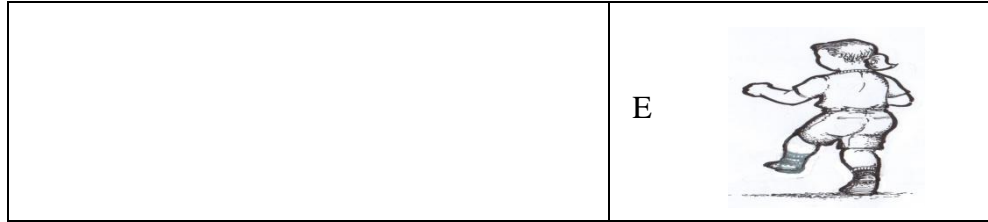
1-2. What movement skills were shown by the pictures below? Look your answers in the puzzle by encircling the words.



P	A	G	P	A	P	A	D	U	L	A	S
A	A	E	D	S	O	E	C	V	K	L	O
P	A	G	L	U	K	S	O	O	A	E	S
E	E	C	I	M	N	O	S	T	O	R	K
U	C	A	P	S	E	O	M	B	G	S	U
B	B	F	A	E	K	P	K	S	H	G	L
O	N	K	S	O	T	A	E	I	K	F	U
E	L	M	L	M	T	U	P	I	P	E	S
I	M	O	P	G	L	P	U	E	N	D	K
A	S	S	A	V	E	I	K	P	S	O	U
I	V	P	A	G	I	G	P	A	W	P	L
O	E	V	G	A	X	V	N	M	O	O	G
U	S	E	A	T	I	N	O	U	T	A	A
Y	K	L	U	E	C	U	O	T	U	O	P

Match the directions in Column A with the pictures that followed it in Column B. Write only the letter of the correct answer.

Column A	Column B
3. Jump high.	A. 
4. Raise both arms upward.	B. 
5. Move by walking three steps forward.	C. 
6. Move one step to your left sideward.	D. 



Write **Hey** if the statement is correct and write **Hay** if the statement is wrong.

7. A person looks attractive if he/she has a good posture
8. One should keep his/her chin up whenever one walks.
9. Walking develops the muscles of the arms.

Draw a () sun on the blank before the sentence that tells about correct idea in participating in relays and races and a () moon if the sentence does not.

10. Participation in games like relays and races help us to have strong and powerful legs.
11. Relays and races do not only develop child's body but these games help to develop mind as well.

Performance Test

Perform the following with your group by following the given procedure. Each group will be given points by the teacher using rubrics.

- A. Jump and land
 - a. Bend knees.
 - b. Bend trunk slightly forward.
 - c. Jump upward with a push off the body momentarily in the air.
 - d. Knees and body bent as you land on the balls of your feet.
- B. Execute the basic positions of arms and feet in folk dancing with music.
- C. Do the following actions:

a. make our steps to your right	4 cts
b. snap your fingers	4 cts
c. clap your hands in place	4 cts
d. hop backward	4 cts

Rubrics for giving each group points in the their performance,

- | | | |
|---------------|---|--|
| 1 pt. | - | More than half of the members of the group did not know the correct way of jumping and skipping. |
| 3 pts. | - | Less than half of the members of the group did not know the correct way of jumping and skipping. |
| 5pts. | - | Almost all the members of the group did the jumping and skipping correctly. |

ELEMENTS OF MOVEMENTS

I. Objective

Describe locomotor movements in a location, direction, level, pathway and plane.

II. Topic : Movements Description in a Location, Direction, Level, Pathway and Plane

Reference : K to 12 Curriculum Guide

Materials : Story, pictures and playground/area

Value Focus : Obedience

III. Instructional Procedures

A. Preparatory Activities

1. Warm-Up Exercises

Ask the pupils to perform the following exercise.

- a) Jogging in place for 1 minute
- b) Jumping Jack for 16 counts
- c) Skipping Knee Lift for 16 counts
- d) Stand on R or L foot for 16 counts

B. Developmental Activities

1. Motivation

Have you ever experienced running for an errand? What errands were you able to do?

2. Presentation

Tell the pupils to listen to the story that the teacher will read. Then, ask them to answer the questions that follow.

Ang Masunuring Bata

ni: John M. Chavez

Isang araw, inutusan si Jose ng kanyang nanay na bumili ng asukal sa tindahan. Magiliw niyang sinunod ang kanyang nanay. Palukso-lukso siyang nagtungo sa tindahan. Tumakbo siya ng mabilis. Paulit-ulit niyang ginawa ang paglukso-lukso sa mababa, katamtaman at mataas na antas hanggang sa marating niya ang tindahan.

Sa kanyang pag-uwi, siya ay nagmamadali kung kayat tumakbo siyang dala-dala ang asukal na kanyang binili. Pinananatili niyang malaki ang kanyang stride at tumakbo nang mabilis na kanyang makakaya. Pagdating niya sa kanilang tahanan, nag gallop siya pagilid patungo sa pintuan at nag slide patungo sa kusina kung saan naroon ang kanyang nanay.

Masayang-masaya ang kanyang nanay na makita siyang dala-dala ang kanyang kailangan. Pinasalamatan siya ng kanyang nanay at ipinagmalaki siya nito sa kanyang pagiging masunurin.

Processing:

- Who are the characters in the story?
- What attitude was shown by Jose? Why?
- If you were Jose, will you do what he did? Why?
- What movement skills were shown by Jose in going to the store? What about in returning home?
- Describe the movement skills performed by Jose
- Where did he execute the skills?

C. Reinforcement Activity

Directions: Let the children do the following basic movement skills with partner in different direction, location, level and planes. Then, ask them to describe the movements done. Refer to page 37 of the LM.

- a) Running
- b) Hopping
- c) Galloping
- d) Jumping
- e) Sliding

IV. Generalization

Everyday we move in a variety of ways directions, levels and planes depending in the situation that calls for the body to respond correctly to the situation.

V. Application

Divide the class into two groups with the same number of players. Draw a starting and finishing line. Let the group be in their proper places. At a signal, the first player will jump up to the finish line and will gallop in returning to the starting line. The next player will do the same until all the members of the team had performed the skills. The group who finishes the race first will be declared champion. After the game, the teacher will ask the pupils to describe how the movements were done.

VI. Evaluation

Directions: The words in Column A are basic movement skills while the sentences in Column B describe the fundamental movement abilities. Match the word in Column A to its correct description in Column B. Select the letter of the correct answer. Please refer to page 36 of the LM.

Column A	Column B
1. Running	A. Feet are parallel to each other; one foot glides to the sides without bouncing. This brings other foot close to the gliding foot and is done alternately moving to the left and to the right in any directions.
2. Hopping	B. The leading foot moves to one direction by a step and cut the other foot. Knees relaxed and arms on the side of the body.
3. Galloping	C. Taking off in one's place using one foot and landing on the same foot.
4. Jumping	D. Step both feet alternately but with a slightly inclined body position and elbows bent. This is done in a fast pace.
5. Sliding	E. Taking off from one's place using one foot or both feet. Knees bent, arms swing backward and land on both feet.
	F. Moving forward using the step-hop pattern

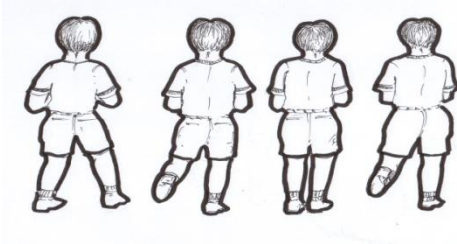
VII. Assignment

Describe how the following movement skills are done as shown in the pictures.

1.



2.



✓ **Key to Corrections:**

- Reinforcement Activity
Answers may vary depending on partner's execution.
- Evaluation
 1. D
 2. C
 3. B
 4. E
 5. A

FOLLOWING INSTRUCTIONS IN DIRECTIONS, LEVELS, PATHWAYS AND PLANES

I. Objective

Follow instructions in performing locomotor movements in a direction, levels, pathways and planes.

- II. Topic** : **Following Instructions in Directions, Levels, Pathways and Planes**
Reference : K to 12 Curriculum Guide
Materials : Timer/stop watch, activity sheets and place/s where to perform the movement skills and tape measure
Value Focus : Attentiveness, Cooperation and Carefulness

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Let the children do the forward-sideward leg swing.

Figure 1. Starting position: Stand straight and feet together.

- a. Swing right leg forward count 1
- b. Swing the same leg backward. count 2
- c. Swing the same leg forward count 3
- d. Return to original position. count 4
- e. Do these alternately with the left leg. 4 counts

Figure 2. Starting position: stand straight and feet together.

- a. Swing the right leg sideward right. count 1
- b. Swing the same leg forward. count 2
- c. Swing the leg backward. count 3
- d. Return to the original position. count 4
- e. Do these alternately with the left leg 4 cts

B. Developmental Activities

1. Motivation

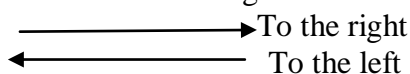
Let the pupils pick cut out materials inside the basket which will be the basis of groupings. (The teacher should prepare equal number of materials of each kind depending on the number of pupils. Teacher should prepare four (4) kinds of materials used in games.)

2. Presentation

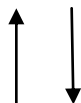
Teacher explains to each group that they are to perform activities at the designated stations. The group starts from the station where the name of the group is located until all the stations are done. Each group shall be under time pressure to do the specific skills in each station. Teacher gives the signal when to start and when to finish each activity.

Ball Station

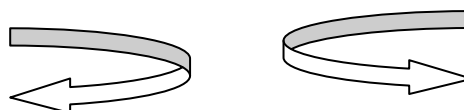
- Form your group members in one line facing the name of the station.
- Jump four times sideward right and four times sideward left.



- Jump four times forward and four times backward. Do this from low, medium and high levels.



- Run with your group members in a clockwise direction as your group counts from 1 to 8. Repeat the procedure this time in a counterclockwise direction.



Hoop Station

- Form your group members in one line horizontally ten steps away facing the name of this station.
- Hop four times in a place at high, medium and low levels.
- Gallop four times at the lowest level sideward right.
- Repeat (b).
- Repeat (c) sideward left.

Baton Station

- Leap four times moving forward and skip four times going back to proper places.
- Repeat all

“Pitsa” Station

- a) Have your group form a line.
- b) Slide three times to the right and close left to right.
- c) Repeat to the left.
- d) Repeat all.

Note:

Should there be available stairs (like grandstand) the teacher should let the pupils try to experience at least one activity. Remind each group members to take precautionary measures for everybody’s safety while performing this activity.

Processing:

- What **movement skills** were you able to perform in Ball Station?
- In what **directions** were you able to jump and run?
- What **movement skills** were you able to perform in Hoop Station?
- At what **levels** were you able to perform the actions?
- What **movement skills** were you able to perform in Baton Station?
- What **pathways** guided you in doing the actions?
- What **movement skills** were you able to perform in Pitsa Station?
- In what **surface/s** were you able to perform the movement skills?
- Name the different directions and levels, you have executed?
- How were you able to perform the different activities in each station correctly?
- What happens when you listen and read the instructions carefully before performing an activity?

C. Reinforcement Activity

Let the children do the activity on page 39 of the LM with partner.

IV. Generalization

The movement skills can be performed in different directions, levels, locations, pathways and planes depending on the needs and situation.

V. Application

Let the children play the sack race in group by following the rules of the game.

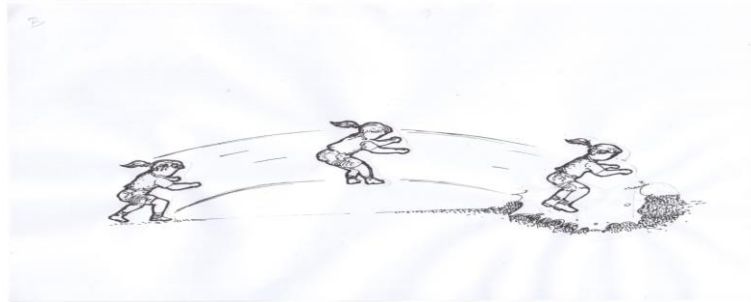
VI. Evaluation

A. Paper and Pencil

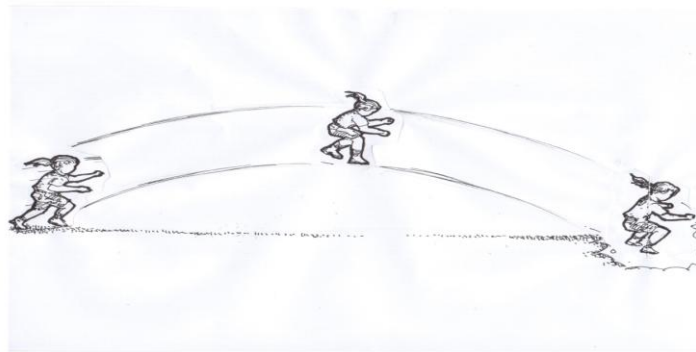
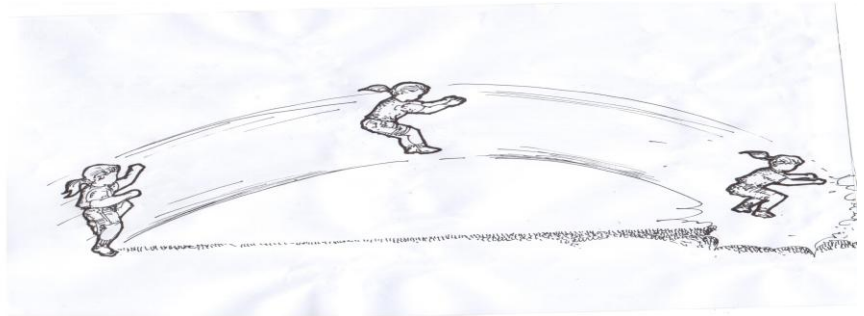
Directions: Read each situation carefully. Answer the questions that follow by writing the letter of the correct answer. Refer to page 40 of the LM.

1. Ruby represents the region in the national meet in long jump event in athletics. Her coach instructed her to jump at an appropriate level and to land at the longest possible distance. Which of the following illustrations show that she followed her coach?

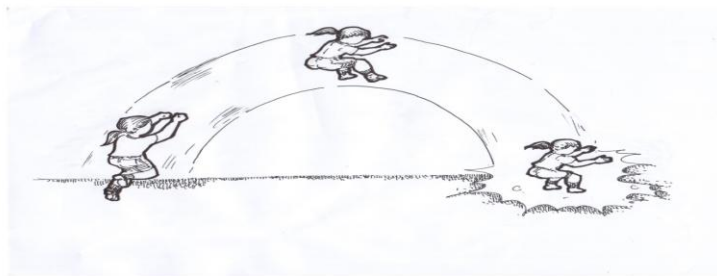
A.



B.

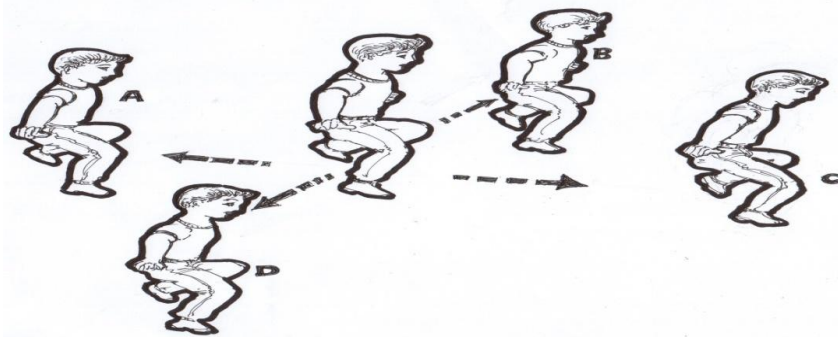


C.

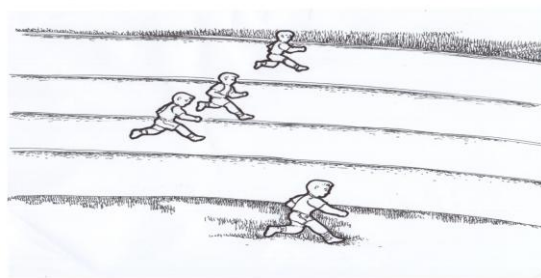


D.

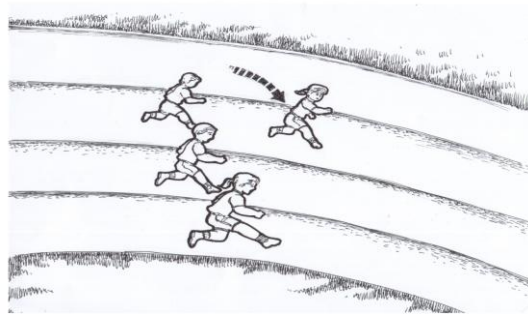
2. The teacher instructed her pupils to hop forward. If you are one of the pupils, which of the following should you perform?



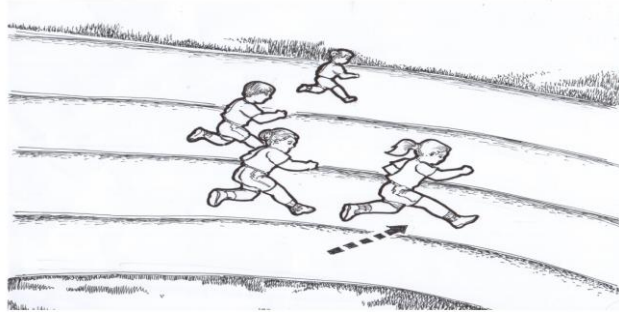
- A. The boy in picture A is moving backward.
B. The boy in picture B is moving to the left.
C. The boy in picture C is moving forward.
D. The boy in picture D is moving to the right.
3. Finalists of the 100-M dash ran at their best speed. Which of the illustrations show that the trackers ran at their designated lane?



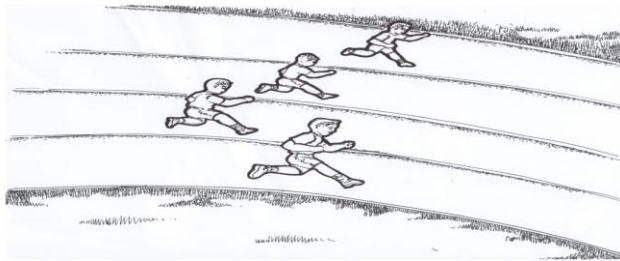
A.



B.



C.



D.

VII. Assignment

Make use of the skills as your daily exercise to develop the muscular strength of your legs.

✓ Key to Corrections

- Reinforcement Activity
Answers may vary depending on pupils' performance.

- Evaluation
 - A. Paper and Pencil
 - 1. B
 - 2. C
 - 3. D

JUMP FOR DISTANCE

I. Objectives

Describe and perform movement patterns like jump for distance, skip and leap using proper form.

- II. Topic** : Movement pattern like jump for distance, skip and leap
- Reference : K to 12 Curriculum Guide
- Materials : Rubric/checklist
- Value Focus : Attentiveness

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Perform the following:

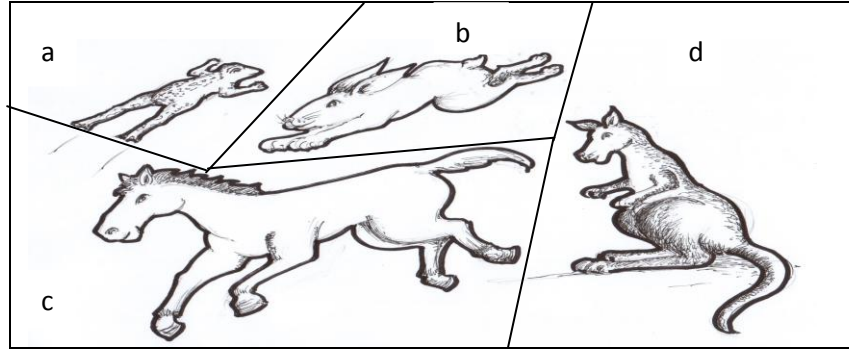
1. Go to the door with only one foot.
2. Go to the board as fast as you can.
3. Go to the front and jump.
4. Leap with the right foot forward in 8 counts. Move forward by springing one foot and land on the same foot.
5. Hop forward in 8 counts

What parts of your body were you able to use in performing the activities?

B. Developmental Activities

1. Motivation

Show picture of animals.



- Do you know these animals?
- What are the animals in the picture? Tell their names.
- How do they move? Can you imitate them?

2. Unlocking of Difficulties

Fill up the boxes with a letter to complete the word.

- These are locomotor movements done from one place to another.

a.

j		m	p			g
---	--	---	---	--	--	---

b.

	k		p	p			g
--	---	--	---	---	--	--	---

c.

	e		p		n	g
--	---	--	---	--	---	---

3. Presentation

Teacher will prepare 5 stations. Assign leaders from stations 1 to 4 while the teacher will stay in station 5. Divide the class into 4 groups and assign leader in each group

Leaders will demonstrate and perform the movement in station 1 to 4. The group will perform the movement by station. Teacher will stay in station 5

Activity 1

- Station 1 (step a) - swing your arms forward
- Station 2 (step b) -bend your knees
- Station 3 (step c) -on your toes
- Station 4 (step d) – spring & jump land lightly with bent knees
- from Station 5 - describe the movement pattern from station 1-4.

Each group will perform step **a** to **d** in their assigned places.

Activity 2

Ask:

What were the movements you performed? (Is it swing, bend, heels raise, spring-jump & land?)

What movement did you do? (Is it a jump, leap, or skip?)

What body movement did you perform in station 1?

What body movement did you perform in station 2? Station 3...?

The teacher will also demonstrate leap & skip and let the pupils do it.

C. Reinforcing Activity

Activity 3

Back to Back

Pupils can start from a circle, column or line formation. The teacher gives command such as: “Jump 2x and land softly then leap 2x.” in any place or any direction. When the pupils are scattered, the teacher says, Back to back!” Pupils will find a partner and stand back to back. The last pair to find a partner gives the next command. Example: skip forward 4x, skip backward 4x

D. Generalization

Jumping, leaping and skipping are important skills that can be used in games and sports and in daily life situations that calls for it.

E. Application

Activity 4

The teacher calls for the group name. Then the group will perform the assigned task. Malakas-G1, Mabilis-G2, Matibay-G3, Matatag-G4, Matigas-G5, Matipuno-G6, each group will perform the correct way of jumping to a distance (step **a** to step **d** from activity 1). As she says “GO” the group will start to perform the movement. As she says “STOP”, the group will return and form a straight line with their group.

The group continues to perform skip & leap.

IV. Evaluation

Teacher will form same groupings as in activity 4. Each group will describe and perform the task and will be rated according to their interpretation of the movements of Jumping Jack written below. The teacher may use rubrics or checklist.

Jumping Jack

Starting Position: Stand straight with feet together, arms down on your sides.

1. Jump to stride position, then clap your hands overhead. count 1
2. Jump to position. Bring down your hands to sides. count 2
3. Repeat 1 and 2 seven more times.

Leaping:

1. Leap forward4 times
2. Leap backward..... 4 times

Skipping:

1. Skip to the right..... 4 times
2. Skip to the left..... 4 times

Rubrics or checklist

Group	Very Good (3) Executed all the movements correctly with mastery and unity as a group	Good (2) Executed the movements with 1 or 2 members showed no mastery of the step movements	Fair (1) Executed the movements but half of the group showed no mastery of the step & movements
Malakas			
Makisig			
Matipuno			
Matatag			
Matibay			
Matigas			

V. Assignment

Identify situations where your skills in jumping can be very useful. You may cut pictures from the newspapers, magazines or draw.

Lesson 2.3.1

RHYTHMIC SEQUENCES WITH THE USE OF IMPLEMENTS SUCH AS RIBBON, HOOP AND BALL

I. Objective

Perform rhythmic sequences with the use of implements such as ribbon, hoop, ball and others

- II. Topic** : **Rhythmic sequences with the use of Implements Such as ribbon, hoop, ball etc.**
- References** : K to 12 Curriculum
Sing, Sketch and Stretch 2, Battad et al., Abiva Publishing Musika, Sining sa Pagpapalakas ng Katawan 2, Santiago et. al., St. Bernadette Publications
- Materials** : CD player
- Value Focus** : Cooperation, patience, unity and discipline

III. Instructional Procedures

A. Preparatory Activities

- 1. Warm Up Exercise**
Stretching Activity

B. Developmental Activities

- 1. Motivation**
How can you create rhythm by clapping?
Can you do other movements while you clap?
What rhythm can you have by stamping, tapping, snapping?
Can you do it?
- 2. Presentation**
Activity 1
 - a. Let pupils perform the following combinations

COMBINATION 1

- a. stamp your right/left foot alternately 4 cts
- b. walk forward starting with the right foot 4 cts
- c. walk backward starting with the right foot 4 cts
- d. hop forward R twice, hop backward L twice 4 cts
- e. repeat all 16 cts

COMBINATION 2

- a. fall in line while walking take 4 walking steps forward and 4 walking steps backward 8 cts
- b. clap your hands in place 8 cts
- c. leap forward 4x starting with the R foot and leap backward 4x starting L foot 8 cts
- d. repeat b (8x) 8 cts
- e. repeat all 32 cts

Activity 2

Perform the given combinations using available implements like ribbon, hoop, ball, wand, stick or tambourines.

How did you perform the activities using the different implements? What rhythmic sequences were you able to do in performing activities using the different implements? Can you name the implements you used in the activities?

C. Reinforcing Activity

Activity 1

Let pupils listen to a song entitled “Magtanim Di Biro”. Let them sing the song as well.

Activity 2 Group Performance

Perform the given combination accompanied by Magtanim ay Masaya(while singing or with instrumental accompaniment).

- a. skip to the right/left alternately 4x while tapping your thigh 4 cts
- b. one gallop step sideward R, step R, close L to R 8 cts
- c. walk forward while clapping 2x 2 cts
- d. walk backward while clapping 2x 2 cts
- e. repeat all 16 cts

D. Generalization

Movement skills combination with musical accompaniment is enjoyable and has fitness benefits.

E. Application

Using a chosen implement, create a simple rhythmic sequence.

IV. Evaluation

Group Performance

Each group will perform rhythmic sequence combinations using 2 or more implements in a group. Group members should be in simple costume. Each group shall be rated by checking the correct column using the rubrics below.

Criteria	G-1	G-2	G-3
Mastery of steps			
Mastery of the sequence			
Timing			
Use of Implement			

Rubrics for Rating

- 3 - Almost all the members of the group showed mastery of the step pattern, counting and timing.
- 2 - More than half of the members of the group showed mastery of the step pattern, counting and timing.
- 1 - More than half of the group did not show mastery of the step pattern, counting and timing

V. Assignment

Bring other improvised implements (to be used in a rhythmic sequence) which are available at home.

Lesson 2.4.1

SKILLS OF RUNNING

I. Objective

Familiarize oneself with the skills of running

II. Topic	:	Skills of Running
References	:	K to 12 Curriculum Guide – Grade two
Materials	:	Pictures
Values	:	Keeping the body fit and healthy

III. Instructional Procedure

A. Preparatory Activity

1. Warm Up Exercise

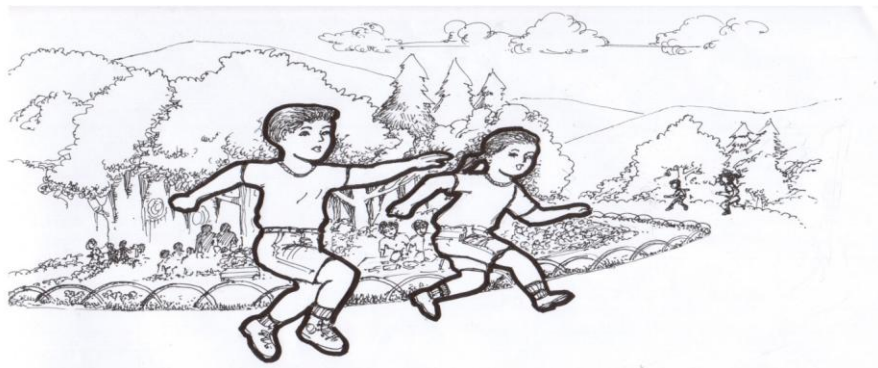
Do the following exercises:

1. Jog in place for 8 counts.
2. Bend trunk forward for 8 counts
3. Bend trunk backward for 8 counts
4. Bend trunk sideward right for 8 counts.
5. Bend trunk sideward left for 8 counts
6. Do the jumping jack for 8 counts.

B. Developmental Activities

1. Motivation

Show pictures to the pupils.



What are the children doing in the picture? Do you do the same activity as seen in the picture? Do you think this is good for the body? Why? What do you observed in the picture?

Let's read the poem.

**Takbo Na Tayo
ni Rhodora B. Pena**

Ako'y nakatatakbo
Tingnan ninyo ako napakasaya ko
May mga hita at mga paa ako
Ginagamit ko palagi sa aking pagtakbo

Salamat sa Diyos sa bigay Niyang ito
Masaya ako dahil nakakatakbo ako
Pinapalakas pa nito ang katawan ko.
Halika na at tumakbo na tayo.

Note: The poem maybe sung to the tune of “ Kung Ikaw ay Masaya” and let them do the action.

Do you like the poem? What does the poem tells us? What benefits do we get from running? What part of our body do we use in running? Where else do we use this part of our body?

According to the poem our legs and feet are gifts from God, so what would you do with these gifts?

2. Presentation

Look carefully at the picture of the child running. (Show picture) What can you say about the position of the legs, feet and arms of the child? Do you still remember the correct body movements for running?

Say: Running is very easy and is very enjoyable if you know how to do it properly. Let's try to review and practice the proper way of running.

Here are additional pointers.

1. Focus your eyes in the direction you want to go to.
2. Run with slightly closed fist.
3. Correct level of the arms while swinging.

Let the pupils try this exercise.

- * Together with the group run forward and then backward.
- * Repeat for three times.

Did you enjoy running? Did you do it right?

C. Reinforcement Activity

Run.....Run..... Run.....

Directions:

From a scattered position pupils will:

1. At one whistle blow...
 - run in any direction without bumping at each other
2. Two whistle blows...
 - run forward towards the teacher.
3. Three whistle blows...
 - Run moderately around a circle clockwise and counterclockwise
4. Four whistle blows...
 - Run forward and backward in a slow motion.

How do you feel after this activity? Are you feeling better? Did you enjoy doing the activity? Did some of you feel tired?

D. Generalization

Running is an activity that develops endurance. It can also enhance the leg's strength and power. It is very useful to do running as an exercise to keep one's body fit and healthy.

E. Application

Let the pupils read the statements . Let them run forward slowly if the statement tells the correct idea in running. If not, tell them to run backward slowly.

1. Running keeps one's body fit and healthy.
2. Running is an enjoyable activity that develops endurance.
3. Your fist should be slightly closed when running.
4. You can focus your eyes in any direction while running.
5. Running can enhance our mind.

IV. Evaluation

Read the following and choose the correct answer.

1. Where are you going to focus your direction while running?
A. At the side C. In the direction you want to go
B. At the top D. In the other direction
2. The weight of the body while running should be on _____
A. your legs. C. your both feet.
B. your two knees. D. one foot only.
3. What is the correct position of your elbow while running?
A. elbow bend C. elbow in straight position
B. elbow up D. all of the above
4. While you run, feet and arms should always _____
A. aligned. C. in opposite direction.
B. always together. D. no correct answer.
5. Which part of the body does not touch to the ground while running?
A. ankle. C. fingers of the foot.
B. front part of the feet. D. none of the above.

V. Assignment

Cut pictures of persons who are running and those excelled in the field of running. Paste it in your notebook.

✓ Key to Correction

Evaluation

1. C
2. C
3. A
4. C
5. A

Lesson 2.4.2

RELAYS AND RACES

I. Objective

Participate in relays and races.

- II. Topic** : Relays and Races
Reference : K- 12 Curriculum Guide in P.E. Lesson 2.4.2
Materials : cone, ball
Value Focus : Sportsmanship

III. Instructional Procedures

A. Preparatory Activities

1. Drill

- a) Starting position: Standing feet apart (stride)
- b) Jogging in place for 16 counts
- c) Hop R foot forward 4 times
- d) Hop L foot backward 4 times
- e) Jump sideward R sideward L (twice)
- f) Inhale for 4 counts and exhale for 4 counts then repeat.

B. Developmental Activities

1. Motivation

Message relay

Pupils will be grouped into 5. Call the leader and whisper to them a message. With the word “GO” the leader whispers the same message to the next member until the last player. The last members of the group who gives the correct answer will say it in front of the class. Whoever gives the correct answer wins.

1. What have you learned about the message relay?
2. What made the group got the right message?
3. What happen to the groups who were not able to relay the correct message?
4. What is the importance of the Message Relay in our next activity in relays and races?

2. Presentation

Say: People of all ages love games but children like you enjoy it most. Games like relays and races develop a child's body and executing these games develops his mind as well.

In the activity that we did, how did you play the message relay? Did everybody in the group participate in the game? How did the winning group able to win the game? What trait is needed by each player so they will be able to play the game well?

Explain the mechanics of the game to the pupils. Recall the standards in playing relay before the start of the game.

Kangaroo Relay

Playing Area	:	Open area or the gym
Players	:	10 to 20 children
Equipment	:	cones or chairs

Directions:

1. Divide the group equally into two teams.
2. Teacher will ask the two teams to form two columns. In each column, a cone or a chair will be placed which will serve as their turning point.
3. Each player will be asked to squat.
4. He /She will put his/her arms in front
5. He/she will then jump forward to the turning point and back.
6. The first team to have all the players back in their original starting positions will be declared winner.

C. Reinforcing Activity

Slide and Gallop Relay

Divide the class into two groups. Ask them to form two columns.

Place a chair in each column which will serve as the turning point. As soon as the teacher says, "GO", the children will first slide to the turning point then gallop going back to their own group ,tags the next player and goes back to the end of the line. The team whose members all finish their turn will be declared winner.

D. Generalization

Relays and races are games that will help the pupils to have strong and powerful legs. This leg power is a very important fitness component needed by a growing child which will prepare them to become physically fit.

E. Application

Let the pupils jump in place twice if the statement given by the teacher has a relation to relays and races and if not take one slide backward.

1. Cooperation in the group should always present in relays and races.
2. Participation in relays and races helps to develop our body and mind.
3. Care for yourself and for others should always in your mind when playing relays and races.
4. Instructions for the games should always be neglected.
5. Relays and races are good for the children to become physically fit.

IV. Evaluation

Directions: Rate yourself according to your performance in the games that you participated. Color the circle that best describes your performance.

The teacher will give each pupil a copy of the evaluation sheet.

	Very Good	Good	Needs Improvement
1. I followed the instructions of the game.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I played fairly with my classmate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I actively participated in the game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I usually wait for my turn in the game.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I played well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. Assignment

In two to three sentences write the benefits that you can get in participating relays and races.

GOOD POSTURE

I. Objectives

Describe correct posture in sitting, walking and standing.
Observe correct posture all the time.

II. Topic	:	Correct Posture in Sitting, Walking, Standing
Reference	:	K to 12 Curriculum Guide
Materials	:	Rubrics/checklist, song, chairs
Value Focus	:	Sportsmanship

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Activity

The teacher will call for the group names; the group called will perform the assigned task. Matalino-standing, Magaling-sitting, Mahusay-walking. When he/she says “Chocolate” everybody will perform all tasks. As he/she says “Cake” the pupils will go back to previous position.

What parts of the body were used in activity of standing, sitting and walking.

B. Developmental Activities

1. Motivation

Read this poem.

Note: The teacher may let the pupils interpret the poem through a rap.

Naiiba Ako
ni Rogelio F. Falcutila

Ito ako pagmasdan mo
Katawa’y malakas isip ay husto
Mga paa ay matatag, mabilis tumakbo
Mahalaga sa pagkilos at anumang trabaho

Ating pahalagahan ang buhay na bigay Niya
 Bahagi ng katawang may katangiang iba-iba
 Gamit sa paglakad, pag-upo, at pagtayo sa tuwina
 Mahalagang kayamanan na higit pa sa pera.

Ask.

- What are the movements of the body presented in the poem?
- What are the parts of our body we use in walking?

2. Unlocking of Difficulties

Look at the pictures below. Identify the different position by supplying the missing letters.

a.



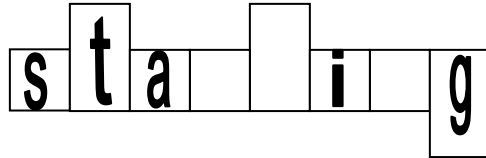
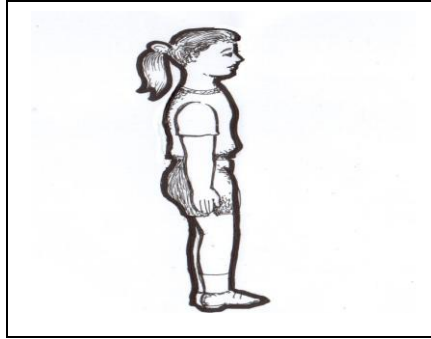
w _ l _ i _ g

b.



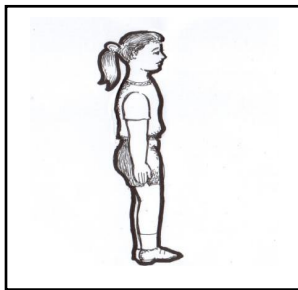
s i t _ _ n g

c.

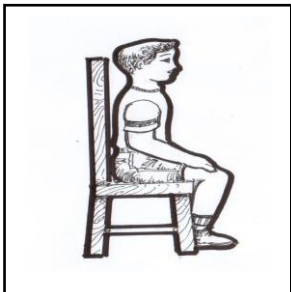


3. Presentation

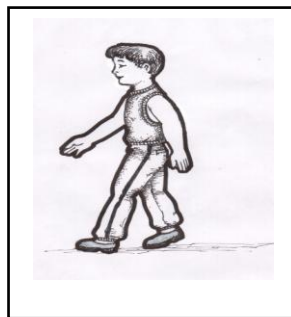
Teacher will prepare 3 stations. In each station they will perform a task.



- Station 1- Standing Position
 1. Your feet are a few inches apart
 2. Your knees are straight and relaxed.
 3. Your back is straight.
 4. Your arms are at the sides of your body.
 5. You hold your head high and straight ahead.



- Station 2 - Sitting Position
 1. Your hips should be as far back in the middle of the chair as possible and the back should be touching the back support of the chair.
 2. Your feet should be flat on the ground and knees bent comfortably.
 3. Look straight ahead of you.
 4. You place your hands on your lap or on the armrest of the chair.



- Station 3 - Walking Position
 1. Your legs move forward alternately between a supporting and a swinging phase.
 2. Your knees should lightly touch each other.
 3. Your back is straight.
 4. Your arms should be on the sides.
 5. You look straight ahead.

Teacher will perform the movements from station 1 to station 3.
After this pupils will perform, observe, and describe .

Group Matikas – correct posture in walking, sitting and standing
Group Matatag – correct posture in walking, sitting, and standing
Group Mabilis – correct posture in walking, sitting and standing
Group Matibay – correct posture in walking, sitting and standing

Ask.

Can you name the different postures you have just done? Identify them.
Describe the correct posture in standing, sitting and walking.

4. Reinforcing Activity

Round and Round We Go

Eleven children will be chosen to join the game and will be asked to form a circle. Ten chairs will be used and will be arranged in a circular position. Use appropriate music and ask the children to walk around the chairs. The teacher will control the sound system and once the music stops, everybody must find a chair and sit on it. Whoever is not seated will be eliminated from the game. One chair will be removed after every round. The child who is seated on the chair on the last round will be declared the winner.

C. Generalization

Assuming good posture at all times influences good physical health and wholesome personality.

D. Application

Get your partner.

Observe and perform the following tasks correctly. Rate with a star (★) when your partner successfully completed each task.

- _____ 1. Walk towards the door and do it properly.
- _____ 2. Pick up a piece of paper and stand properly.
- _____ 3. Get a chair and show your friends how to sit properly.

IV. Evaluation

Divide the class into 6 groups. Teacher will rate the performance of the group using the rubrics below. The following are the tasks to observe and perform.

- Correct posture of
 - Sitting
 - Standing
 - Walking
- Correct posture while
 - Sitting
 - Standing
 - Walking

Rubrics or checklist

- Legend:**
- A (Very good)** - Shows all the correct ways of posture in sitting, standing and walking)
 - B (Good)** - Followed the correct ways of posture in sitting and standing only.
 - C (Fair)** - Followed the correct ways of sitting only

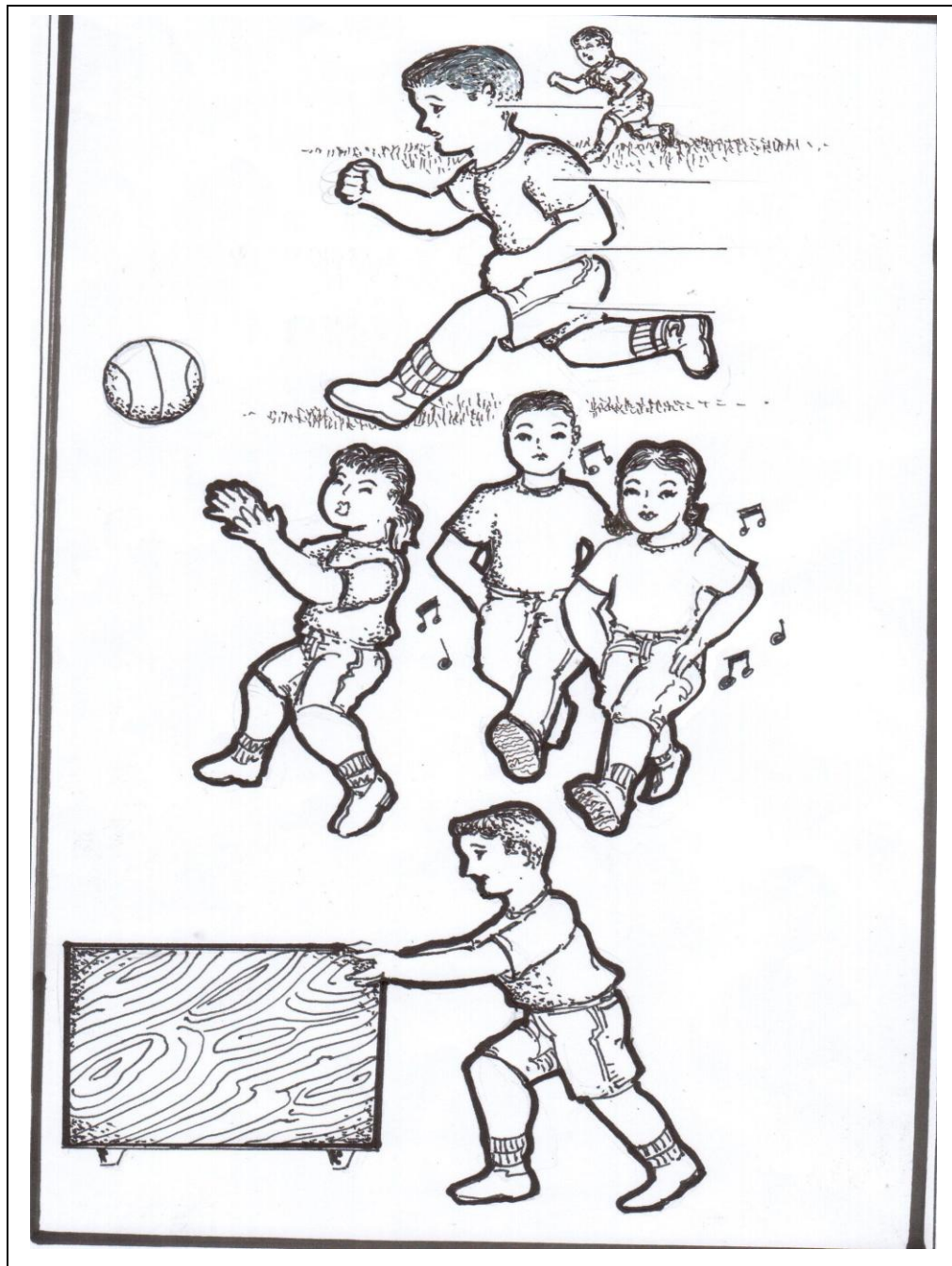
Correct posture while	Group Number					
	1	2	3	4	5	6
Standing						
Sitting						
Walking						

V. Assignment

1. Cut pictures of a person showing the proper way of carrying different objects, going up and down from the stairs, and talking to someone while standing, sitting and walking.
2. Paste in an oslo paper and make a colorful background design and describe.

Third Quarter

Games, Relay and Dances



TIME, FORCE AND FLOW

I. Objectives

- A. Describe the concept and importance of moving, changing speed and direction in performing movement skills in different situations.
- B. Show how changing speed and direction can allow himself/herself to move away from one another.

II. Topic	:	Time, Force and Flow
Reference	:	K to 12 Curriculum Guide
Materials	:	Ball, sacks, checklist and cut-outs
Value Focus	:	Carefulness and Sportsmanship

III. Instructional Procedures

A. Preparatory Activities

1. Warm-Up Exercises

Let the pupils do the following:

- a) Jog in place 16 cts.
 - b) Rotate shoulders forward 16 cts.
 - c) Rotate shoulders backward 16 cts.
 - d) Bend head forward,(8cts) backward,(8cts)
sideward R,(8cts) and sideward l (8cts) 16 cts
- Support the head with your hand while doing the bending

B. Developmental Activities

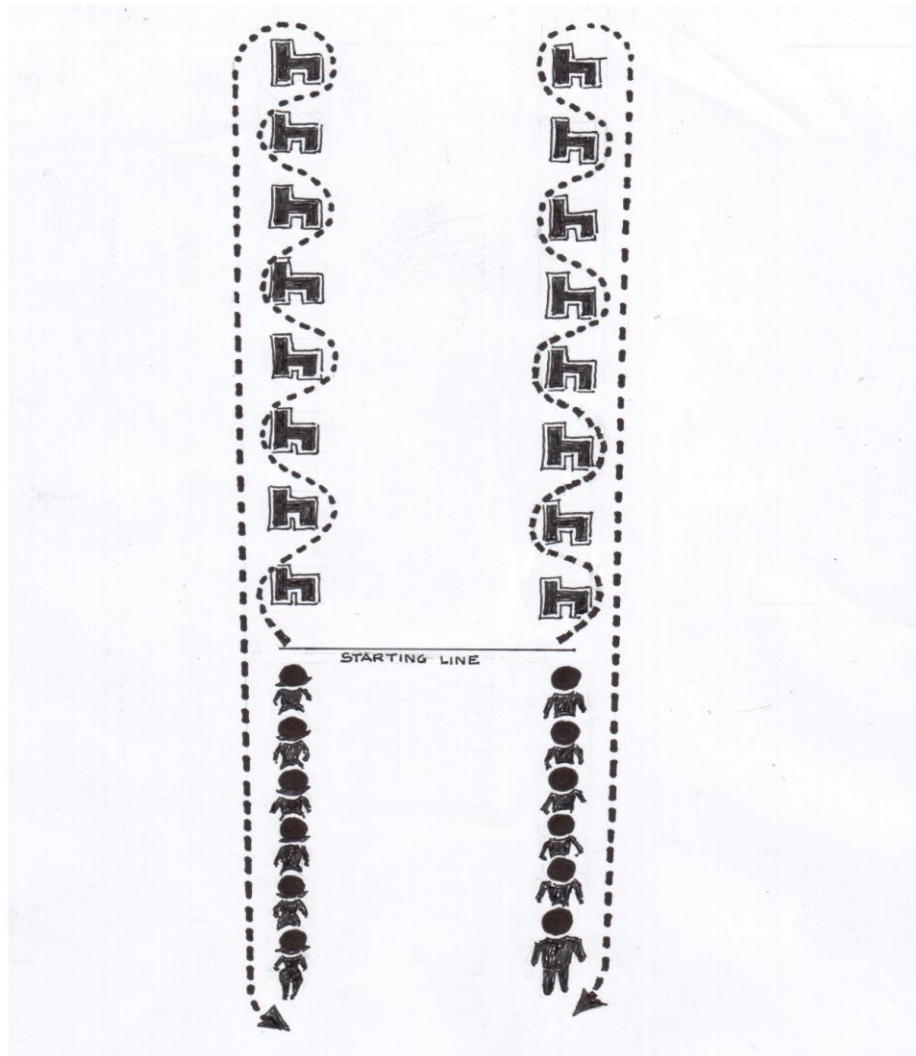
1. Motivation

Have you ever met an obstacle on your way going to places? What are those obstacles? How did you overcome those obstacles so you can reach your destination on time?

2. Presentation

Let the children play the “Obstacle Relay” game. The following are the mechanics of the game:

Formation: Four to six players on each team in column formation or the teacher may determine the number of players and team.



Equipment: 8 chairs per group

Description: Place the chairs about two to three meters apart and in front of each team. The first player runs moving to the right and left between the chairs until he/she reached the last chair or in a zigzag movement and goes back to the starting position. He/she shall do the “give me five” to the next player. Continue until every player had his turn. The first team to finish will be declared the winner.

Processing:

- Why did you win the game?
- What made you lose the game?
- What are the elements which affect the movements of the games?
- How can these elements affect the moving away to another place?
- Is changing the speed and direction important in winning the game? Why?
- Can you tell us situations that you experienced moving and changing speed as well as directions?

C. Reinforcement Activity

Let the children play the game “All Run”. The following are the mechanics of the game:

Number of Players : Eight to ten members in each team or the teacher may determine the number of players in each team depending on the number of children in the class.

Equipment : Ball

Description : Select a player or “It” who shall throw the ball. Other players will stand around the player who holds the ball. The “It” will throw the ball upward while the players will run in different directions.

The “it” shall shout “Maging Yelo” upon hearing the word. The “It” will throw the ball again towards the direction of the other players. The player who was hit will become the new “It”. If none of the players has been hit, the “It” shall throw the ball again.

Processing:

- How did you find playing the game? Why?
- How will you describe your movement in this kind of game to avoid being hit by the “It”?

D. Generalization

The element of time, force and flow can affect the movement to and away from one another. Speed and direction are important in performing movement skills. Changing speed and direction can allow person to move away from one another. Participation in appropriate activities will improve the speed and change of direction

E. Application

The story will be read along by the pupils with the teacher. Please refer to page 59 of the LM. The teacher should provide cut-out of boys in a running position as he/she manipulates the cut-outs to be pasted on the board in an improvised oval.

Nilo, Jose, Mario, Roberto and Melvin competed in the 400m run during the Provincial Meet. **(The teacher pastes the cut-out pictures of all the boys according to their lanes such that Nilo is in the 1st lane, Melvin in the 2nd lane, Jose in the 3rd lane, Roberto in the 4th lane and Mario in the 5th lane.)**

In the first 200m, Nilo was leading on the first lane followed by Melvin, next was Jose both on the second lane, Roberto came next who was on the 4th lane and Mario was the last on the 2nd lane. **(The teacher pastes the cut-outs of the runners, Nilo is in the inner lane, Melvin and Jose in the 2nd lane, Roberto in the 4th lane while Mario in the second lane.)**

From the 300m, Melvin got the chance to move to the 1st lane. Roberto who came from lane four was able to run to the first lane with his speed raised to a higher momentum. **(The teacher pastes the cut-outs of the runners such that Melvin is leading in the inner lane followed by Jose in the second lane and Nilo in the 3rd lane while Roberto and Mario were at the same speed in lanes 4 and 5 respectively.)**

In the last 100m Nilo was able to take the lead but it ended that Melvin ranked 1st. Jose ranked 2nd, Roberto got the 3rd place while Nilo and Mario tied at 4th place. **(Teacher pastes the cut-out such that Melvin was the first to reach the finish line, followed by Jose and Roberto while Nilo and Mario reached the finish line at the same time.)**

Processing:

- Why did Melvin outrank the other runners?
- Who got the third place? In the entire duration of the game what was his place? Why was he able to get the 3rd place?
- What do you think were the reasons why Nilo got the 4th place and tied up with Mario?
- If you were Nilo who was leading at first but it ended that you got the last rank, what will you feel?
- What attitude should you possess being an athlete? Why?

IV. Evaluation

Let the pupils do the Sack Race. Then, let each member describe the movement done by each pair of players from both teams by checking the correct column. The teacher may provide each pupil with a checklist for their consumption. Refer to page 60 of the LM.

Name of Players	Direction		Speed	
	Forward	Backward	Fast	Slow
Player 1				
Player 2				
Player 3				
Player 4				
Player 5				
Name of Players	Direction		Speed	
	Forward	Backward	Fast	Slow
Player 1				
Player 2				
Player 3				
Player 4				
Player 5				

- How many players in Team A have fast speed? Slow speed?
- How many players in Team B have fast speed? Slow speed?
- In what directions were the players in Team A & B move?
- Whose team wins the game? Why?

V. Assignment

Tell the children to use the concept of moving and changing speed in situations where they are applicable.

Lesson 3.2.1

HAND AND BODY POSITION IN CATCHING

I. Objective

Demonstrate correct position of the hand and body while catching a ball in different levels.

II. Topic	:	Correct Position of the Hand and Body
Reference	:	K to 12 Curriculum Guide
Materials	:	Balls, pictures, rubrics/checklist
Value Focus	:	Alertness, cooperation, being careful

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Do this activity:

1. Position the pupils in column formation according to the number
2. of balls.
3. All pupils in front will start throwing the ball into the air and catch it after one bound, throw the ball to the next pupil, then they will do the same.
4. After throwing the ball to the next pupil, he/she goes forward 6 meters in front of the other members of the group until all have done the throwing and catching of the ball.

B. Developmental Activities

1. Motivation

Look at the picture. Then, read the poem.



Ang Bola
ni Rogelio F. Falcutila

Ihagis mo ang bola, at sasaluhin ko;
Huwag lalakaran baka tamaan ang ulo;
Itapon mo na handa na ako;
Hawakang mabuti upang paghagis diretso.

Ayusin ang paghagis tumingin sa harap;
Titigan ang tagasalo, ihagis ng katamtamang lakas;
Gawin ng paulit-ulit na may kapareha
Upang maging isang mahusay na atleta

Ask:

From the selection above what are the things you should remember in throwing and catching?

How will you improve your throwing, catching skills?

2. Unlocking of Difficulties

Read each sentence and supply the missing letter inside the box.

1. It is flinging or hurling an object in any manner.

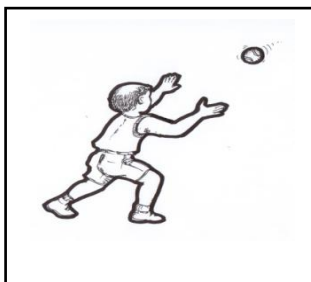
t	h		o	w		n	g
---	---	--	---	---	--	---	---

2. It is to receive or seize a thrown object especially with the hand.

c		t	c	h		n	
---	--	---	---	---	--	---	--

3. Presentation

Teacher will demonstrate or show a picture of the following:



In catching the ball

- a. Get in line with, behind or underneath the ball before attempting to catch. Spread and curve your fingers.



- b. Your eyes are focused on the approaching object. Knees bent near sides, and hands in front of your body.



- c. You step forward facing the thrower and extend arms and hands to meet the thrown object.



- d. Use only your fingers to catch the object.

- Teacher will demonstrate the correct position of the hand and body while catching.
- Pupils will perform and demonstrate by group.
- Divide the class into 6 groups and demonstrate the different position of the hand in catching a ball. All groups will practice the correct positions in catching the ball. Refer to the presentation a-d.
 - Group 1 – catching of a ball from a to d
 - Group 2 – catching of a ball from a to d
 - Group 3 – catching of a ball from a to d
 - Group 4 – catching of a ball from a to d
 - Group 5 – catching of a ball from a to d
 - Group 6 – catching of a ball from a to d

Ask:

Did you follow the instruction in catching?

How did you feel while doing the activity?

Were you able to do the tasks successfully?

What made you successful in doing your tasks?

C. Reinforcing Activity

Catch the Ball

The class will form a big circle. Use a volleyball ball and ask a child to throw it to a classmate. The players should be able to catch the ball at all times. Whoever fails to catch the ball thrown at him/her is eliminated from the game.

Variation: Two groups of 5 to count the number of caught and thrown ball in 3 minutes.

D. Generalization

Catching and throwing skills are necessary in playing games as well as in accomplishing some daily life's activities.

E. Application

Demonstration by group (1 minute each). Group order as follows.

- First – Group 6
- Second – Group 1
- Third – Group 5
- Fourth – Group 2
- Fifth – Group 4
- Sixth – Group 3

- a. Catch a ball using your right hand.
- b. Catch a ball using your left hand.
- c. Catch a ball using both hands.
- d. Catch a ball thrown by another with increasing speed and distance.

Note: Ball can be made of old socks (improvised) or should be small or maybe made of plastic.

IV. Evaluation

Form groups to perform as throwers and catchers. The teacher will rate the group according to their performance.

Throwing:

- 1. Chest level
- 2. Below waist (low level)
- 3. Overhead

CRITERIA	Group					
	A	B	C	D	E	F
Throwing Hand Body Posture Throwing proper						
Catching Hand Body Receiver						

Legend:

- 5- Excellent
- 4- Very good
- 3- Good
- 2- Fair
- 1- Needs Improvement

V. Assignment

Practice throwing and catching in your home.

THROWING AND CATCHING

I. Objective

Explain and perform the throwing and catching skills with partner in place and while in motion.

II. Topic	:	Throwing and Catching Skills
Reference	:	K to 12 Curriculum Guide
Materials	:	Balls, pictures, rubrics/checklist
Value Focus	:	Agility, alertness

III. Instructional Procedures

A. Preparatory Activities

1. Drill

- Jog in place – 32 cts
- Head bend (forward,backward,sideward R&L) -32 cts
- Arm stretching (variety) -32cts
- Breathing exercise-32 cts

B. Developmental Activities

1. Motivation

Read the poem

**Ako’y May Bola
ni Rogelio F. Falcutla**

Kaysarap maglaro ng bola
Nakatutuwa at napakasaya
Hindi pansin pagod na ginagawa
Dahil gustong-gusto, kahit sumisirko bale wala.

Kasama sa laro ang mga pamamaraan
Wastong paghagis at pagsalo ng bagay
Hangad ng musmos maging atletang mahusay
Mapabilang sa team ng Azkal at Olimpik pagdating ng araw.

Ask:

What are the games mentioned in the poem?

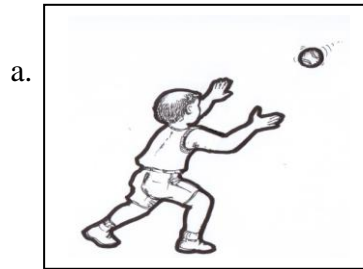
What are the skills mentioned that can help you to become a good player?

How can games help change your mood?

What games can be played using a ball?

6. Unlocking of Difficulties

Supply the missing letter of the word in the box.



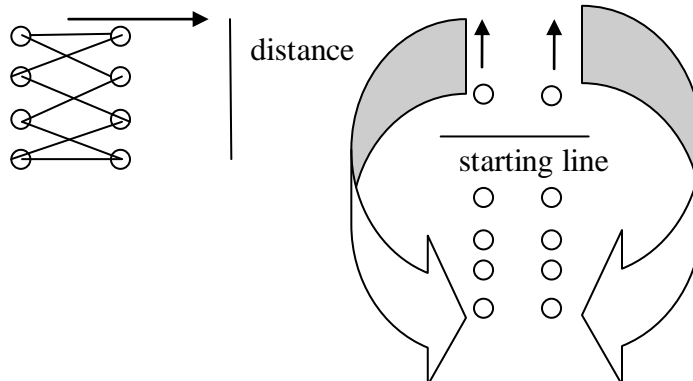
c	a	t		h			g
---	---	---	--	---	--	--	---



t	h	r			i		g
---	---	---	--	--	---	--	---

7. Presentation

Prepare four stations. Label each station with the movements stated below. Teacher will demonstrate first the movements and train 2 pupils in each group to be assigned in 4 stations to guide the group during the walkthrough activity.



Station 1 - throwing a ball to a stationary partner

Station 2 - throwing a ball to a moving partner

Station 3 - catching a ball from a stationary partner

Station 4 - catching a ball from a moving partner

- a. Divide the class into four groups.
- b. Let each group perform and explain the different positions.
- c. Let each group perform and explain the throwing of balls to a stationary partner and to a moving partner.

Ask.

How do you feel doing the activities?

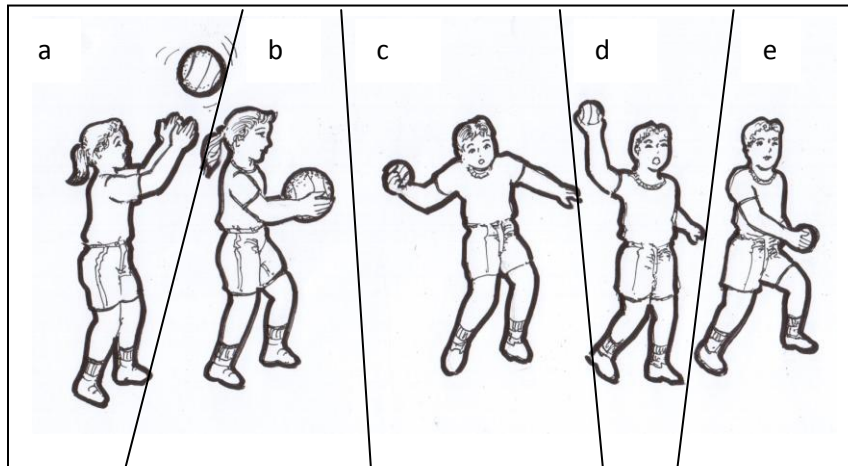
Were you able to do the tasks successfully?

What made you successful in doing your tasks?

Explain the difference between throwing to a stationary and throwing to a moving partner.

C. Reinforcing Activity

Show the pictures with the different hand and body positions in throwing and catching a ball.



Let each group explain how they did each position.

D. Generalization

Proper throwing in catching are useful skills in playing ball games as well as in preventing injuries.

E. Application

Let each group do the assigned hand and body position with alertness while throwing and catching the ball.

Group 1 – throwing the ball above head level

Group 2 –throwing the ball on waist level

Group 3 – throwing the ball on chest level

IV. Evaluation

Form three groups, the throwers, catchers and raters. Using a ball in volleyball, perform the following. One group will be the thrower and the other one will be the catcher.

Do the following.

1. Pass and catch the ball with both hands.
2. Pass the ball with one hand.
3. Pass and catch ball overhead.

After all has been rated the raters group will do the same as throwers and catchers.

Rubrics or checklist

	5 Excellent	4 Very Satisfactory	3 Satisfactory	2 Fair	1 Needs Improvement
Keep eyes on the ball					
Hands reach forward as ball approaches					
Adjust to ball heights					
Feet shoulder/knees flexed					
Fingers spread when catching					

V. Assignment

Cut or draw a picture showing the movements of correct throwing and catching in any ball games. Paste or draw in coupon and put an explanation.

Lesson 3.3.1

RHYTHMIC ACTIVITIES

I. Objectives

- A. Demonstrate simple dance steps in 2 time signature
4
- B. Perform swing, point, touch hop, and close steps properly

- II. Topic** : **Simple Folk Dance and Rhythmic Activities**
Reference : **Brighten Your Skills in Mapeh 2**
Sing, Sketch and Stretch 2, Lina Battad et.al,
Abiva Publishing House
Materials : **Activity Sheet(unsramble word)**
Copy of Songs(Leron-Leron Sinta and Sitsiritsit
CD/DVD Player
Value Focus : **Carefulness, Patience, Unity**

III. Instructional Procedures

A. Preparatory Activities

- 1. Warm Up Exercises
 - a. Walk 8 steps forward and 8 steps backward -16 cts.
 - b. Arms forward ,(2 cts.)upward,2(cts.),sideward,(2cts.) - 8 cts.
Position,(2 cts.)
Repeat all - 8 cts.
 - c. Arm in lateral position in R&L alternately -16 cts.
 - d. Inhale/exhale -16 cts

B. Developmental Activity

1. Motivation

The teacher plays a pop music or let the pupils think of a popular song and let them listen or sing the song. Ask the pupils of the movements they can create out of the music.

2. Presentation

Activity 1

Unscramble the following letters to form a word.

- a. SYWA- _____
- b. TOINP- _____
- c. CHOUT- _____
- d. GSWIN- _____
- e. ESCOL- _____
- f. POH- _____
- g. DESI- _____

What words were formed?

Activity 2

Who can demonstrate the following movements?

- Sway your body
- Point your toe
- Touch the floor with your right foot
- Swing your legs
- hop
- Step your right foot then close your left foot
- move sideward right

Activity 3

The teacher will demonstrate the following simple folk dance and rhythmic routines.

Swing Step- step right foot sideward (ct. 1), swing left foot in front or across the right foot in front (ct. 2). Repeat with the left.

Touch Step- point your right foot in front (ct. 1), close your right foot to left (ct. 2). Repeat with the left.

Point Step- step right foot sideward (ct. 1), point left foot in front (ct. 2). Repeat with the left.

Close Step- step right foot sideward (ct. 1) and step left foot to close to right (ct. 2). Repeat with the left –(4cts)

Hop Step- Step right foot in front (ct. 1), hop on the right and raise the left foot in front (ct. 2). Repeat with the left. – (4cts)

Activity 4

The teacher will demonstrate examples of sounds like clapping, stamping, snapping, tapping and other body rhythms. Teacher can also create rhythm routines using implements like ribbon, hoop, ball, sticks, wand or tambourine. And after the demonstration, pupils will create their own routine.

C. Reinforcement Activity

Activity I

Group the class into 5 groups. Let the group perform the following routines using “Pamulinawen” as music. Let the pupils use implements like a ball, hoop, hat and others. Add simple rhythmic movements to the performance.

- SWING STEP(16 cts)
- TOUCH STEP(16 cts)
- POINT STEP (16 cts)
- CLOSE STEP (16 cts)
- HOP STEP (16 cts)

Activity II

1. All groups will combine the steps learned in sequence.
2. Practice for 5 minutes.
3. Dance with any 2 music other than Pamulinawen

4

Did you enjoy the activity?

D. Generalization

Moving in time with music is important in learning how to dance.

E. Application

Let pupils execute the figure/s below with the use of any implement

Introduction: Take 4 close steps.

Step close, in place R and L alternately _____ 8 cts.

Take four swing steps R and L alternately _____ 8 cts.

Take four touch steps R and L alternately _____ 8 cts.

Take four point steps R and L alternately _____ 8 cts.

Hop R foot forward _____ 4 cts.

Hop L foot backward _____ 4 cts.

Hop R and L alternately in place _____ 8 cts

Repeat all

Teacher: Provides music in 2 time signature

4

IV. Evaluation

Create simple folk dance and rhythmic routine combinations using *Sitsiritsit* as the music.

Rubric:

Item	5	4	3	2	1
Execution of Steps					
Correct Rhythm					
Mastery of Steps					
Gracefulness					
Creativity in the use of implements					

V. Assignment

Practice the dance steps learned.

SIMPLE DANCE MIXERS ALAHOY

I. Objective

Apply movement concepts in simple dance mixers such as Kamayan, Alahoy and Apat-apat.

- II. Topic** : **Movement concepts in simple dance mixers such as Kamayan, Alahoy and Apat-apat**
- Reference : K-12 P.E 2 Learning Competencies
- Materials : Pictures, charts
- Value Focus : Friendliness

III. Instructional Procedures

A. Preparatory Activities

1. Drill: Warm up Activities

Music: Hataw

1. Breathing exercise _____ - 16 cts.
2. Hands on waist, bend head sideward right and left alternately _____ - 16 cts
3. Hands on waist, bend head forward position and backward position _____ - 16 counts
4. Hands on waist , circling both shoulders Forward,(8cts)and backward(8cts.) _____ - 16 counts
5. Do the jumping Jack - 16 counts

B. Developmental Activities

1. Motivation

Do you have an experience in joining dance contests in school programs, during fiestas and other celebrations?

What dance do you usually perform? What is your feeling while dancing?

2. Presentation

Show pictures of children dancing. Tell them that they are going to perform some dances like what the picture shows.

Activity 1- Performing Change Step

step, close , step
R L R
1 and 2

The teacher will show and explain the correct way of “change step” and then class follows.

1. Step right foot sideward right Ct. 1
2. Close left foot to the right, Ct .and
3. Step right foot in place Ct. 2
4. Repeat with the left foot. Cts. 1 and 2
5. Repeat in different directions Cts. 1 and 2

Activity 2-Performing Heel and Toe Change Step

Heel – place, toe –point, Step –close -step
1 2 1 and 2

The teacher will show and explain the correct way of “heel and toe change step” and then the class follows.

1. Place right heel in front } Heel & Ct. 1
2. Point right foot in rear } Toe Ct. 2
3. Step right foot in place } Change Ct. 1
4. Step left foot near the right foot } Steps Ct. 1
5. Step R foot again in place Ct. 2
6. Repeat all with the left foot
7. Repeat all in different directions

C. Reinforcing Activity

Group the pupils into four. Each group will perform the “change step and “heel and toe change step”

Performance by group:

- Group 1-
- Group 2-
- Group 3-
- Group 4

Did you enjoy the steps? Did you try your best to do the correct movements?

D. Generalization

Change Step and Heel and Toe Change Steps are in 2 time signature. This steps can be found in the dance “Alahoy” 4

E. Application

- a. I will show you the dance step and movements of the dance “Alahoy”. Follow after me.
- b. With the music of “Don’t You Go” the teacher will dance the “Alahoy”.
- c. Explain to the class that they should be careful in moving forward and backward so that they will not bump somebody.

ALAHOY

Music : No Te Vayas o Don’t You Go

Formation: Form two circles. Boys will be in the inner circle while the girls in the outer circle. Partners hold inside hand while the other hand is freely moving downward. Start the dance moving clockwise.

Procedure :

1. Starting with the R foot, execute heel and toe and change step forward - 4 s
 - a. Place the R heel in front - ct.1
 - b. Point R foot in rear - ct.2
 - c. Step R foot in front - ct.1
 - d. Close L foot to the right - ct. and
 - e. Step right foot in place - ct.2
 - f. Repeat a-e with the L foot - ct.2

2. Change step R and L
 - a. Step right foot sideward - ct.1
 - b. Close L to R foot - ct.1 and
 - c. Step R in place/sideward - ct. 2
 - d. Repeat all a-c with the l foot - cts.1 & 2
 - e. Repeat all a-d - cts.1 & 2
1 and 2

IV. Evaluation

Divide the class into four groups. Each group will choose and perform one dance from the dances “kamayan, alahoy and apat-apat”.

DANCE CRITERIA	GROUP			
	I	II	III	IV
Alahoy/Apat-apat/Kamayan				

Legend: **VG**-Very Good - Applies all the concepts of the movements of the dance correctly

G - Good - Was not able to apply one or two of the correct concepts on the movements of the dance

NI - Needs improvement - Was not able to apply concepts on the movements of the dance

V. Assignment

Practice again the change step and heel and toe change step by the same group. Be ready to perform it in class.

MOVEMENT SKILLS IN THROWING, CATCHING AND RUNNING

I. Objective

Practice movement skills in throwing, catching and running

- II. Topic** : Movement Skills in Throwing, Catching and Running
Reference : K to 12 Curriculum Guide for Grade 2
Materials : Ball
Value Focus : Respect for others

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Perform the following exercises

- | | |
|--|--------|
| 1. Jogging in place | 16 cts |
| 2. Head bending (front, back, sideward right and left) | 16 cts |
| 3. Trunk bending (forward, backward, sideward) | 16 cts |
| 4. Trunk twisting | 16 cts |
| 5. Knee raising | 16 cts |
| 6. Breathing exercise | 16 cts |

B. Developmental Activities

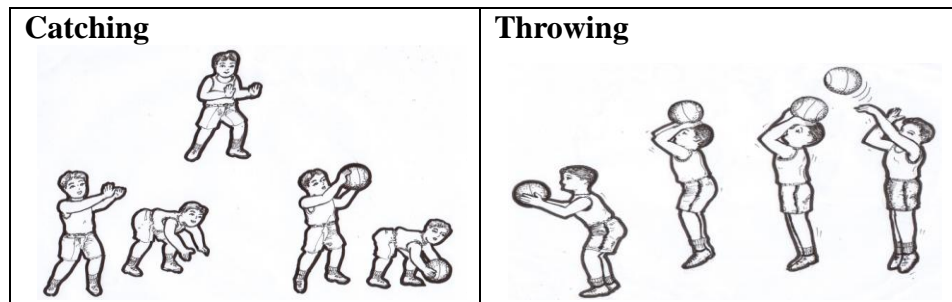
1. Motivation

How many of you enjoyed the activity? Where you able to catch the ball? If not, why?

How about your throwing? Did you do it well so that your partner can catch it? Pupil hold the sheet of paper, asked them to raise right hand if the item is marked check.

2. Presentation

Look at the illustrations of the proper way of throwing and catching of ball. Try to study the movements.



What are three positions in catching ball? How about throwing how are you going to throw ball?

Let us try to perform the correct catching. Let's do the following instructions.

Activity 1-Catching

1. Stand with feet apart, one foot forward.
2. Get in line with the ball before attempting to catch. Spread your fingers.
3. When the ball is coming above the waist, keep your fingers pointing upward.
4. When the ball is coming below the waist, keep your fingers pointing downward.
5. Pull the ball toward your body as soon as the ball comes into your hands.

Did you do the movements properly? What should be the correct position of your feet? What should you do when the ball is coming above the waist? How about when the ball is coming below the waist? Did you wait for your turn in catching ball? Did you show respect to your playmates? How did you show it?

Can you do the proper way of throwing? Let's try to perform the following movements. Teacher demonstrates and pupils follow.

Note: Teacher may use small rubber ball or improvised ball made of socks.

Activity 2- Throwing

1. Stand with feet together.
2. Face the target.
3. Bring the right arm straight down and back. At the same time, rotate body to the right and transfer the weight to the foot.
4. Swing the arm quickly forward and step forward on the left foot.
5. Release the ball when arm is at a right angle with the target and left arm backward for balance.

C. Reinforcement Activities

A.

- ❖ Let the pupil form two lines facing each other with two meters away from each other.
- ❖ Pupils in the first line will throw the ball to the pupils in the opposite line.
- ❖ Pupils in the opposite line will catch the ball being thrown to them.
- ❖ The teacher must see to it that all pupils experience the catching and throwing of ball.

B.

- ❖ Group pupils into four group. Let each group form a circle.
- ❖ Let pupils run around the circle.

Ask the pupils if they performed the correct movement in catching, throwing and running.

D. Generalization

Throwing and catching a ball is an important skill in playing softball/basketball and volleyball. Proper throwing and catching will enable a teammate to have a chance to shoot.

E. Application

Skill Practice:

Group the pupils into three. Tell the pupils to perform the activities in each Learning Station. Each pupil in the group will do it one by one.

- Station 1 - Catch the ball being thrown to you by your leader.
(Teacher assigns the best pupil in throwing.)
- Station 2 - Get the ball and throw it to your leader.
- Station 3 - Round around the circle.

IV. Evaluation

This time one group will be the throwers and the other group will be the catchers. First group will start throwing and the other group will be the judges for the following kinds of throws.

1. Chest throw
2. Overhead throw
3. Basketball throw

Teacher will count the number of correct throws. Second group will now be the thrower while the first group will be the judges. Same will be done in catching.

Rubrics or checklist

Group	Very Good Followed all the correct ways of throwing and catching	Good Was able to show 2 out of 3 of the correct ways of throwing and catching	Fair Was able to show 1 out of 3 of the correct ways of throwing and catching
Group 1			
Group 2			

V. Assignment

Think of a game that uses skills of catching, throwing and running. Be in proper uniform next meeting.

Lesson 3.4.2

THROW AND CATCH RELAYS AND RACES

I. Objective

Competes in throw and catch relays and races

- II. Topic** : **Competing in Throw and Catch Relays and Races**
Reference : K to 12 Curriculum Guide in Physical Education-
Grade II
Materials : Ball, balloons
Value Focus : Cooperation and sportsmanship

III. Instructional Procedures

A. Preparatory Activities

1. Drill

- a) Bend body forward and backward 16 cts.
- b) Bend body sideward R and sideward L 16 cts.
- c) Jump forward and backward 16 cts.
- d) Do the jumping jack. 16 cts.
- e) Breathing exercise 16 cts.

B. Developmental Activities

1. Motivation

Volleyball	100 meter run	Softball	Baseball
Soccer	High Jump	Sipa	Shotput
Basketball	Patintero	Pusa at Daga	
Tamaang Bola	Throw and Catch Game		

Select a game or sport above with throwing and catching movements.

- 1.
- 2.
- 3.
- 4.
- 5.

How many got five (5) correct answers?

2. Presentation

Present the first activity and explain the procedure to the pupils.
Recall the safety standards before the start of the game.

Form two groups. Make two lines. Each group will have a medium size rubber ball. The first player will pass the ball to the player at his /her back and up to the last player. The player at the end will run to the front and he/she will throw the ball to the pupil in the post. The pupil in the post will throw again the ball to the player in front and this player will catch the ball and pass it again like what they did before. Do this until all the players experience the catching and throwing. The first group to finish will be the winner.

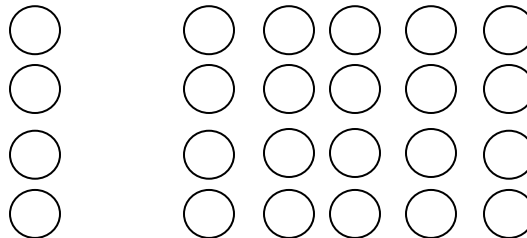
Did you enjoy the race? What make you win in the game? Why did you lose the game?

C. Reinforcing Activity

Introduce another relay game.

Time Ball

Equipment : Ball for each team



Procedure:

1. Form four teams consisting of 8-10 members. Teams line up with about 1 meter between each player. The leader stands facing the teammates 3 meters apart, as shown in the diagram.
2. The leader faces his/her team holding the ball. The ball is thrown to the first member of the team who catches and then runs with it around the rest of their team and back to his/her position.
3. Once in place, he/she throws the ball back to the team leader and sits down behind the last member.
4. The ball is then thrown over the player in front and to the second team member who repeats the process.

5. This continues until the last member finishes the game.
6. The first team to finish will be the winner.
7. Did everybody enjoy the game? For the winning team, what have you observed from the members? How about the other teams?

D. Generalization

Relay races provide a good opportunity for teams to compete with each other. It also helps develop alertness, muscular strength, power and speed.

E. Application

You have just participated in the throwing and catching relays and races namely: Passing, Throwing and Catching Ball and the Time Ball. In these games you have experienced to be a winner, second, third placer and a loser and even experience with classmates in playing the race. Each one also has their own strengths and weaknesses.

With these experiences:

- How will you apply the activity in your daily routines at home and in school?
- What parts of the body are developed?
- Give the specific part of the body and how are these developed.
- Will these activities help you to be fit?

IV. Evaluation

The teacher will explain the activity to the pupils.

“Catch, Dribble and Throw”

1. Draw two lines facing each other with a distance of 5 meters.
2. Group pupils into 2 or 3 teams. Each team will stand at the back of the line.
3. Choose a captain ball, a pupil who is best in throwing. He/she will stand at the end of the line.
4. At the signal of “GO” the captain ball will throw the ball to the first player in the line. He/she will catch the ball and dribble it for 5 times in any hand and then throw again the ball to the captain ball.
5. Repeat the routine until all players experience the catching, dribbling and throwing.
6. The first team to finish will be the winner.

Answer the following questions based on your performance.

Questions	Yes	No
1. Did you participate in the game?		
2. Did you give your best in competing in the game?		
3. Did you follow the directions correctly?		
4. Did you cooperate with your classmates?		
5. Did you avoid hurting other players.		

Equivalent Score

- 5 - Yes = Outstanding
- 4 - Yes = Very Good
- 3 - Yes = Good
- 2 - Yes = Fair
- 1 - Yes = Needs Improvement

V. Assignment

Make a paragraph of your good experiences in competing to some games and relays.

CORRECT POSTURE WHILE PICKING UP THINGS AND PULLING/PUSHING OBJECTS

I. Objective

Observe and describe correct posture while picking up things and pulling/pushing objects.

- II. Topic** : **Correct posture while picking up things and pulling/pushing objects**
- Reference : K-12 Curriculum Guide- P.E. Grade 2, Tayo Nang Magpalakas
- Materials : Pictures, CD, DVD, strip of cartolina
- Value Focus : Cooperation

III. Instructional Procedures

A. Preparatory Activities

1. Drill – Action Song

The children will sing “Rocking the Boat” following the movements of the body through the lyrics of the song.

2. Pre-Assessment

Say Yes or No if the following describes the correct way of picking, pushing and pulling.

1. Bend knees while picking up things.
2. Hands should fully touch the things to be push.
3. A little bending of elbows should be done while pushing things.
4. Well gripping of hands on the thing you pull must be done.
5. The thing to be pushed and pulled must always be in front of the body.

B. Developmental Activities

1. Motivation

Show to the class variety of pictures of different postures while picking up things and pulling/pushing objects. The children will identify what is in the picture.

2. Presentation

We will study now the correct posture while picking up and pulling/pushing objects.

Show to the class the correct way of picking up things and the correct way of pulling and pushing of things while describing the movements to the pupils. Let the pupils observe .

Give the information on how to execute movements with regards to the correct posture while picking up and pulling/pushing objects.

C. Reinforcing Activity

Do you already know the proper way of picking, pushing and pulling objects? Can you describe the proper way of doing it? Let's try to do it by group. I will group you into three. Select a leader for each group that will describe the activity they are doing while the rest of the group do the proper posture on how to pick up things and pull/push objects with the guidance of the teacher.

- Group I - Do the correct posture of the body in picking up things.
- Group II - Do the correct posture of the body while pulling objects.
- Group III - Do the correct posture of the body while pushing objects.

D. Generalization

Correct posture in pushing and pulling object will prevent injury.

E. Application

Tell the things that we must remember in order to have the correct posture of picking up, pulling and pushing objects.

Let the children do the movements of the correct posture of picking up, pulling, and pushing things while describing as they move.

IV. Evaluation

Look and observe the illustration on the proper way of picking, pushing and pulling. Put a check before the sentence that describes the correct way and correct body postures while picking, pulling and pushing things.

- _____1. When picking up things you should bend your knees.
- _____2. The weight of the body should balance on both feet while picking up things.
- _____3. Use your feet in pulling objects.
- _____4. Look directly to the place where you are going to bring the thing that you push.
- _____5. Grip your hands well on the thing that you push.

V. Assignment

Practice the correct posture of picking up, pushing and pulling objects at all times.

Fourth Quarter

Application, Games and Assessment



SELF TESTING ACTIVITIES

I. Objectives

1. Familiarize oneself with various movement activities involving person, objects, music and environment.
2. Participate in self-testing activities in simple roll such as:
 - Chinese get-up
 - roll with a ball
 - beat a drum

II. Topic	:	Self-Testing Activities
References	:	K to 12 Curriculum Guide
Materials	:	Ball, drum, and drumsticks
Values	:	Cooperation and Honesty

III. Instructional Procedures

A. Preparatory Activities

1. Warm-Up Exercise

Let the children do the following exercises:

- a) Arm Exercise
 - Arms thrusting
 - Arms reaching
- b) Knee bending (hold for 8 counts)
- c) Shoulder Exercise
 - Alternately upward and downward
 - Alternately forward and backward
 - Shoulder rotation forward and backward
- d) Trunk Exercise
 - Trunk bending
 - Trunk twisting

B. Developmental Activities

1. Motivation

Who of you wants to beat a drum? How about rolling a part of your body with a ball? You will experience those in the following activities.

2. Presentation

Let the children pick a rolled paper with picture of a ball, drum, and a Chinese letter which will be the basis of groupings.

Pupils who got a ball will go together and form a group so with the pupils who got the drum, and Chinese letter as the other groups.

The teacher will explain that they are to perform different activities. Tell the children to take extra care in performing the activities. The activity each group will perform starts from the following sequence:

(Ball) Roll with a ball → Beat a Drum → Chinese Get Up

(Drum) Beat a Drum → Chinese Get Up → Roll with a Ball

(Chinese Letter) → Chinese Get Up → Roll with a Ball
Beat a Drum

Chinese Letter - Chinese Get Up

Select a partner from your group. Do the following with her/him.

- a) Start with a long sitting position back to back with your partner.
- b) Lock your elbows with one another.
- c) On the count of 1, bend your right knee, and then bend the left knee on the count 2.
- d) On count 3, stand together by pushing against each other's back.
- e) On 4 counts, go down to your original position.
- f) Repeat several times.

Ball - Roll with a Ball

Each one in the group shall hold a ball. Do the following:

Figure 1

Starting position: Sit with the ball

- a) Rotate the ball clockwise counts 1-8
- b) Rotate the ball counterclockwise counts 8-1

Figure 2

Starting position: Start with the front lying position. Raise your body with straight arms while both hands hold a ball. Keep your body, legs and toes well-extended in one straight line.

- a) Do the half push-up 16 counts
- b) Repeat once more

Figure 3

Starting position: Lie on the floor facing downward with a ball below the abdomen. Keep legs and toes well-extended in one straight line.

- | | |
|--|-------------|
| a) Rotate body clockwise using the hands | counts 1-8 |
| b) Rotate body counter clockwise | counts 8-1 |
| c) Repeat a-b two times more | |
| d) Move your body with the ball backward from abdomen to chest | counts 1-4 |
| e) Roll your body with the ball forward from chest to abdomen | counts 5-8 |
| f) Repeat d and e once more | counts 8-11 |

Figure 4

Starting position: Lie on your back. Extend your arms sideward. Left foot is extended with a ball while right foot is bent.

- | | |
|---|------------|
| a) Move the ball backward using the left foot | counts 1-4 |
| b) Move the ball forward using the left foot | counts 5-8 |
| c) Do a and b once more | counts 8-1 |
| d) Do a-c with the right foot | 16 counts |

Drum - Beat a Drum

Half of the group should have a drum (maybe an improvised one, an average can will do) and drumsticks. Other half should perform different movements based from the sounds of the beating of the drum.

- | | |
|--|------------|
| a) Beat the drum using your right hand moderately | 16 counts |
| b) Beat the drum using your left and right hands alternately moderately | 16 counts |
| c) Do a and b in a faster | 32 counts |
| d) Beat the drum thrice with your left hand | counts 1-3 |
| e) Beat the drum once with your right hand | count 4 |
| f) Do d and e thrice. | |
| g) Beat the drum using your left and right hand alternately the fastest way you can in 32 counts. The loudest beat is on the 32 nd count. | |

Processing:

- In what activities were you able to participate?
- How did you participate in performing each activity?
- What object did you use in performing the activities?
- What movements were you able to do in each activity?

C. Reinforcement Activity

Let the children participate in performing the coffee grinder. Let them rate their level of participation honestly using the rubrics. Please refer to page 80 of the LM.

- a) Start with a side arm support with the right arm.
- b) Walk on feet to go around a circle.
- c) Do this alternately with the left arm.

Processing:

- What are activities were you able to participate?
- How did you participate in performing each activity?
- What object did you use in performing the activities?
- What movements were you able to do in ach activity?

D. Generalization

Chinese get up, roll with the ball, beat the drum are fun activities that test one's fitness.

E. Application

Each group will perform the same activity done in the presentation of the lesson. This time they will create possible movements which were not used that are appropriate for each activity. They will also rate their level of participation based on rubrics. Please refer to page 80 of the LM.

Processing:

- What activities were you able to participate?
- How did you participate in performing each activity?
- What object did you use in performing the activities?
- What movements were you able to do in ach activity?

IV. Evaluation

Let the pupils participate in performing the Chinese get-up. Let them select a partner. Ask them to select their level of participation honestly in each criterion using the rubrics below.

Criteria	Level 4	Level 3	Level 2	Level 1
Movement Skills	Perform movement skills with agility and competence.	Is able to perform movement skills with practice.	Sometimes able to perform movement skills, needs a lot of practice.	Has difficulty performing movement skills.
Application of Rules / Guidelines	Always able to apply appropriate guidelines and procedures for safe participation in physical activity.	Regularly able to apply appropriate guidelines and procedure for safe participation in physical activity.	Sometimes able to apply appropriate guidelines and procedures for safe participation in physical activities.	Rarely able to apply appropriate guidelines and procedures for safe participation in physical activities.

V. Assignment

Be ready to participate in performing movements through the use of a tambourine.

DRAMATIZING SITUATIONS SUCH AS WEATHER CONDITIONS

I. Objectives

Participate in dramatizing weather conditions.

- II. Topic** : **Dramatizing Weather Conditions**
References : K to 12 Curriculum
Materials : Pictures
Any instrumental music with different expressions (happy, sad, loud, soft and others)
Value Focus : Decision making, love of nature/people/environment, patience, engaging oneself to an activity, discipline, value of time and effort.

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Divide the class into four groups. Have each group express a particular emotion without the use of words utilizing body language, facial expression, simple body movements or mime to communicate the particular emotion.

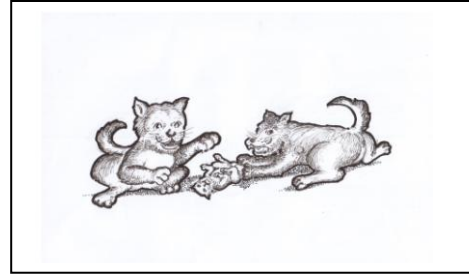
Example: when one is angry
when hit by a hard object
when given a surprise gift
when you went to the zoo

B. Developmental Activities

1. Motivation

Let the pupils look at the following pictures. Let them imitate the movement/s shown in the picture.

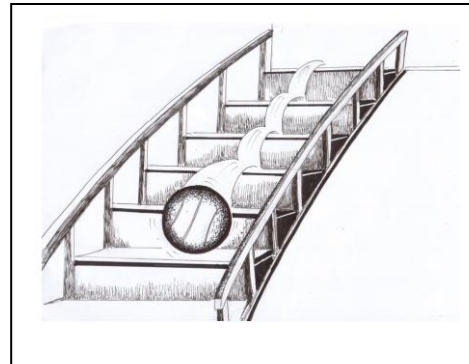
* two cats playing a mitten



* a flowing water



* a ball rolling from the stairs



* people after a bomb exploded



2. Presentation

Activity 1

Group the class into 4, and let the group create a scene from the assigned situation related to the weather conditions. Tell something about the given scene.

Choose a leader of the group. Be sure that all the members of the group were given a specific task or role to play. The teacher suggests to them that they don't have to look at people; some could be objects and some could be movements of the people. Don't let them use props and the like. They are allowed to movement activities.

Activity 2

Presentations of scene by group

- Scene 1- Stormy weather
- Scene 2- Hot/Sunny day in a playground
- Scene 3- Rainy afternoon in a zoo
- Scene 4- Windy day near the beach
- Scene 5- Gloomy Saturday morning

After the presentation, have the pupils sit in a circle to talk about the different ways they moved in situations that were created. Ask them how they felt in these different situations? Were they happy? nervous? did they enjoy it?

C. Reinforcing Activity

Play any instrumental music. Let the pupils listen for a while. Then let them, think of a simple scene out of the music they listened to. You can ask them, what do you imagine or what are you thinking while you listen to the music? What's going on in the music? is it fast? slow? loud and others. From these, you can portray situations that reflect as weather conditions. Then, it's SHOWTIME.....

D. Generalization

Guide questions for processing:

Were you able to create movements easily?
How important is this activity to you? to your group mates? to other people?
In doing this kind of activity, what do you need? What kind of movement/s did you do? Do you need to be healthy? physically fit?

Remember that...

Several fundamental motor skills can be combined to create a movement necessary in a specific activity. Lack of development of these skills may hinder pupils' future participation in activities like sports and dancing.

E. Application

In one minute, let the pupils create a scene inside a jeepney full of passengers. After a minute, the teacher will shout, Freeze!!! Let them tell something about the situation.

IV. Evaluation

Create a simple journal about your participation in dramatizing situations using your own body movement/s like you did a while ago. Make your reflection neat.

Example:

I was not able to participate well in the activity because I did not listen well to the instruction of our teacher. But I enjoyed it too.

or

I enjoyed the activities a lot and I can early think of what scene to portray.

V. Assignment

List some other situations or conditions of people or object or matter that you can dramatize.

THROWING & STRIKING

I. Objectives

Describe throwing patterns such as underhand and overhand movements.
Describe striking skills.

II. Topic	:	Throwing and Striking The Ball
Reference	:	K to 12 Curriculum Guide
Materials	:	Balls, pictures, rubrics/checklist
Value Focus	:	Cooperation, alertness

III. Instructional Procedures

A. Preparatory Activities

1. Drill

Warm up exercise (stretching)

1. Head Bending

- Forward (2x) sideward R and L , backward (2x) with the support of one hand while bending the knees (4cts.each bend)
- Back to position after each movement (4cts.)

2. Arms Trusting with closed fist-(2cts.each movement) 16cts.

- Thrust arms forward- knuckles up
- Thrust arms towards body-knuckles down
- Thrust arms sideward-knuckles up
- Repeat (b)
- Repeat all

3. Arms Stretching (Trunk bending forward and backward)

- One arm bent in in rear of head, other arm bent across in rear, hand holding the elbow of the other arm..... 8 cts.
- Repeat (a) in reverse position..... 8 cts.
- Repeat (a-b)..... 16 cts.
- Arms stretching forward (8cts.), upward (8cts.), backward (8 cts)

4. Trunk bending sideward
 - a. Twist to the right with one arms stretching overhead to sideward
R, one arm across in front..... 8cts.
 - b. Repeat (a) to the left..... 8 cts.
 - c. Repeat (a-b)..... 16 cts.

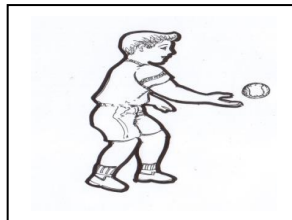
5. Lunging-hands on waist
 - a. Lunge forward R, back to position (4cts.)
 - b. Repeat (a) to the L 4cts.
6. Jumping Jack 16 cts.
7. Breathing Exercise... 16 cts.

B. Developmental Activities

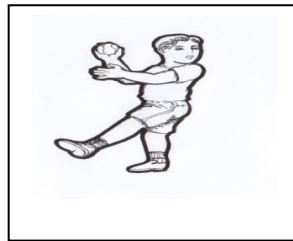
1. Motivation

Teacher shows pictures. Let the students analyze the picture.

Picture A



Picture B



Picture C

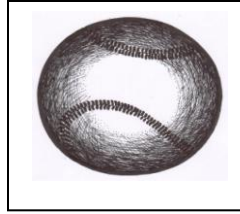


What can you see in the pictures?
 What are the boys doing in the picture A, B & C?
 Can you do it?

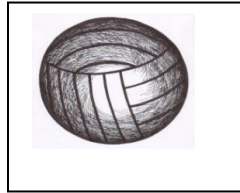
2. Unlocking of Difficulties

Complete the action or movement being done using the objects in the following pictures during the game. Fill in the letters in the blank.

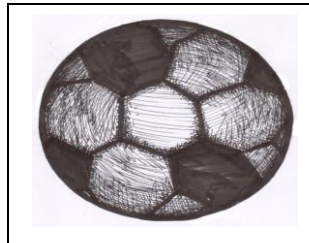
a. s _ t _ r _ _ k _ i _ _ _ g



b. h _ _ t _ _ i _ _ g



c. k _ _ c _ _ k _ i _ _ g



3. Presentation

Teacher will demonstrate the different movements in stations 1 to 4.

Divide the class into 5 groups. Let each group perform and describe the correct overhand and underhand throwing and striking of balls.

- Station 1 – correct overhand throwing
- Station 2 - correct underhand throwing
- Station 3 - correct striking
- Station 4 - correct spiking
- Station 5 - correct kicking

Ask:

1. How do you throw? strike? spike? kick a ball?
2. How did you feel in doing the activities?
3. In what games are these skills used?

After this, the teacher will enumerate the correct ways of throwing and striking a ball.

C. Reinforcing Activity

Throw and catch the ball with your partner.

1. Overhand throw for three times.
2. Underhand throw for three times.
3. Correct kicking for three times.
4. Correct spiking for three times.
5. Correct hitting for three times.

D. Generalization

Striking is hitting something with the hand or an object held by the hand.
Throwing is flinging or hurling an object in any manner..

E. Application

Playing **“Ball Hitting Game”**

What To Do:

1. Form 2 teams with equal number of players.
2. Make a big circle on the ground.
3. Team A players scatter inside the circle.
4. Team B players outside the circle try to hit the players inside the circle using a ball(improvised ball made of socks or paper.)
5. The players outside the circle may pass the ball to each other first using overhand and underhand throwing. Before hitting anyone inside the circle.
6. The players inside the circle shall run and avoid not to be hit.
7. The player that will be hit will be eliminated.
8. The team B players have 3 minutes to hit the players inside the circle.
9. After the 3-minute period, the remaining players inside the circle will be counted as points for the team.
10. Exchange of playing team takes place every 3 minutes.
11. The team that gets more points wins the game.

IV. Evaluation

Teacher will group the class into 6. Using a ball in volleyball or any improvised ball, perform the following:

1. Throw and catch a ball underhand.
2. Throw and catch a ball overhand.
3. Kicking a ball.
4. Spiking a ball.
5. Hitting a ball.

Rubrics or checklist

Items	5 Excellent	4 Very Good	3 Good	2 Fair	1 Needs Improvement
Throwing					
Catching					
Kicking					
Spiking					
Hitting					

V. Assignment

Practice the different positions in throwing and striking balls in your home.

UNDERHAND AND OVERHAND THROWING & STRIKING

I. Objectives

Demonstrate throwing patterns such as underhand and overhand movement.
Demonstrate striking skills.

II. Topic	:	Throwing and Striking
Reference	:	K to 12 Curriculum Guide
Materials	:	Balls, pictures, rubrics/checklist
Value Focus	:	Being careful, cooperation, being sports

III. Instructional Procedures

A. Preparatory Activities

1. Drill

1. Head Bending
 - a. Forward (2x) sideward R and L, backward (2x) with the support of one hand while bending the knees (4cts.each bend)
 - b. Back to position after each movement (4cts.)

2. Arms Trusting with closed fist-(2cts.each movement) 16cts.
 - a. Thrust arms forward- knuckles up
 - b. Thrust arms towards body-knuckles down
 - c. Thrust arms sideward-knuckles up
 - d. Repeat (b)
 - e. Repeat all

3. Arms Stretching (Trunk bending forward and backward)
 - a. One arm bent in in rear of head, other arm bent across in rear, hand holding the elbow of the other arm..... 8 cts.
 - b. Repeat (a) in reverse position..... 8 cts.
 - c. Repeat (a-b)..... 16 cts.
 - d. Arms stretching forward (8cts.), upward (8cts.), backward (8 cts)

4. Trunk bending sideward
 - a. Twist to the right with one arms stretching overhead to sideward R, one arm across in front..... 8cts.
 - b. Repeat (a) to the left..... 8 cts.
 - c. Repeat (a-b)..... 16 cts.

5. Lunging-hands on waist
 - a. Lunge forward R, back to position (4cts.)
 - b. Repeat (a) to the L 4cts.

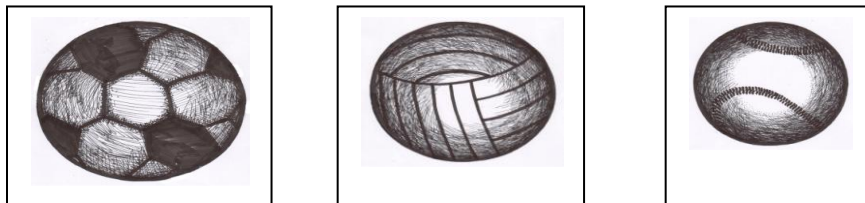
6. Jumping Jack 16 cts.

7. Breathing Exercise.....

B. Developmental Activities

1. Motivation

Showing the pictures or real objects



- Do you know the use of the following balls?
- Identify the game which uses the 3 balls.
- Can you show how we can use these balls?

2. Unlocking of Difficulties

Supply the missing letter of the word inside the box using the pictures.

a.



t h _ _ _ w i _ _ g

b.



u n _ _ r h _ _ d throw

c.



o _ _ e r h _ _ _ d throw

3. Presentation

Note: Use improvised ball (made of paper, socks or rubber ball)

- Bring the pupils outdoor. (Give the precautionary measures in playing outside)
- The teacher will show and demonstrate the following:

Throwing the ball

- Underhand
- Overhand

Striking the ball

- Hitting (hit- left, right)
- Kicking (kick- left, right)
- Spiking (spike- up- left, right)

- Have the pupils form a circle. The teacher is in the center and throws the ball underhand to every pupil.
- Have the pupils form a line. The teacher will be in front of the pupils and throw the ball overhand to them.
- Game relay: Group the pupils into three.

Directions: The leader will throw the ball to the first member up to the last using underhand and the member will catch the ball and return it to the leader in overhand throw. The next member will do the same. The first group to finish will be the winner.

- f. Have the pupils form by group. Do this.
Group 1- Kick your right foot 3times then your left foot 3times.
Group 2- Spike the ball 3 times.
Group 3- Swing your hand to the left, to the right 3 times.

Ask:

- a. What movement have you performed?
- b. How did I throw the ball?
- c. What are the ways in throwing the ball?
- d. What do you do with your foot? How did you moved?
- e. How did you perform the overhand and underhand throws?
- f. What movement requires short or longer distance?
- g. What games were involved in the activity ?
- h. In our game relay, when your team won, how did you feel? How about those who lost? What will you do to strengthen your weaknesses?

C. Reinforcing Activity

Practice the throwing and catching skills with partner.

1. Underhand throw for three times or more.
2. Overhand throw for three times or more.
3. Kick the ball for three times or more.
4. Spike the ball for three times or more.
5. Hit the ball for three times or more.

D. Generalization

Striking is hitting something with the hand or an object held by the hand. When you throw/strike a ball, arm strength, coordination and leg power are developed.

E. Application

Practice the throwing and striking skills with your partner.

IV. Evaluation

Group the class into 6. Let the pupils demonstrate the different throwing patterns (overhand/underhand) and the different striking skills.

Use the rubric below:
Rubrics or checklist

Group	Very Good Demonstrates all the correct ways of throwing and striking	Good Was able to demonstrate 2 out of 3 of the correct ways of throwing and striking	Fair Was able to demonstrate 1 out of 3 of the correct ways of throwing and striking
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			
Group 6			

V. Assignment

Do the overhand and underhand movement at home to be used in the games for the next meeting. Practice the different skills that we had.

Lesson 4.3.1

FOLK DANCE - ALITAPTAP

I. Objectives

Familiarize with dance steps and rhythmic routine of Alitaptap dance.
Perform the dance Alitaptap.

- II. Topic** : **Folk Dance- Alitaptap**
References : K TO 12 Curriculum
Philippine Folk Dances
Aquino, FR
Materials : Picture puzzle of an alitaptap or firefly
Dance Literature of Alitaptap
CD/DVD players/recording of Alitaptap music
Value Focus : Respect for living things/animals
Discipline and decision making

III. Instructional Procedures

A. Preliminary Activity

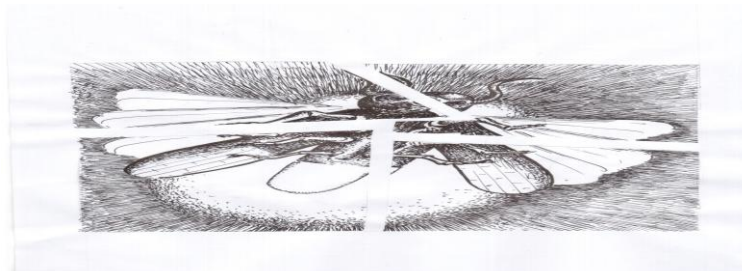
1. Warm Up exercises

Execution of dance steps combinations as prepared by the teacher.

B. Developmental Activities

1. Motivation

Fix the puzzle (of an alitaptap or firefly cut into pieces).



- * What was formed in the puzzle?
- * Are you familiar with this insect?
- * Who can show me how this insect moves?

Presentation

Activity 1

Tell something about the nature of the dance Alitaptap

Activity 2

Execute the common rhythmic routine in the dance through clapping.

Example: $\begin{array}{c} 3 \\ 4 \end{array}$ $\left| \begin{array}{c} | \\ | \\ | \end{array} \right| \left| \begin{array}{c} | \\ | \\ | \end{array} \right| \left| \begin{array}{c} | \\ | \\ | \end{array} \right|$
 $\left| \begin{array}{c} | \\ | \\ | \end{array} \right| \left| \begin{array}{c} | \\ | \\ | \end{array} \right| \left| \begin{array}{c} | \\ | \\ | \end{array} \right|$
1 2 3 | 1 2 3 | 1 2 3 |
1 2 3 | 1 2 3 |

Demonstrate the basic steps and arm movements of Alitaptap as the pupils follow.

Dance Terms/ Steps

- waltz
- three steps turn
- do – si- do
- tap
- brush step

Dance Terms/Arm Movement

- arms in lateral position
- kumintang
- arm in fourth position

ALITAPTAP

(Tagalog)

Alitaptap is firefly, a nocturnal winged lightly-producing insect. On dark nights fireflies from branch to branch and from tree to tree. It is delightful to see their flickering lights.

The simple folk tune used in this dance originated from Batangas.

Costume Girls are dressed in Balintawak style costume and Boys in barong tagalog and white trousers.

Music is composed of two parts: A and B.

Count one, two, three to a measure.

Formation. Partners stand opposite each other about six feet apart, Girl at partner's right side when facing audience. One to any number of pairs may take part in this dance.

-I-

Music A

Partners face each other.

a) Waltz sideward R and L. Girl holds skirt, Boy places hands on waist –

2 M

- b) Stand in place and kumintang R (1 M) and L (1M), free hand on waist-
2 M
- c) Repeat (a) and (b) three more times starting L, R, L.-
12 M

-II-

Music B

Face front

- a) Starting with R foot, take two waltz steps forward. Arms is lateral position moving sideward right and left, fingers fluttering -
2 M
- b) Point R foot obliquely forward right (1M), point R across the L in front (1M). Girl holds skirt, Boy's hands on waist -
2 M
- c) Repeat (a), moving backward -
2 M
- d) Execute a three-step turn right in place. Hands as in (b) -
2 M
- e) Repeat all (a-d) -
8 M

-III-

Music A.

Partners face each other.

- a) Take two close steps sideward right. Arms in lateral position sideward right, kumintang with both hands for every measure -
2 M
- b) Repeat (a), sideward left. Reverse arm position -
2 M
- c) Di-si-do – Starting with R foot, take two waltz steps forward passing by each other's L shoulder. Girl holds skirt, Boy's hands on waist -
4 M
- d) Repeat all (a-c) -
8 M

-IV-

Music B

Partner face each other.

- a) Step R sideward (ct.1), tap L twice in front (cts. 2,3). Repeat the same, starting with L foot (cts. 1, 2, 3). Girl holds skirt, Boy's hand on waist -
2 M
- b) Starting with R foot, take three steps forward, hands as in (a), (cts. 1, 2, 3). Brush L forward (cts 1, 2, 3). Finish in one line by each other's L shoulder. Arms in fourth position, R arm high -
2 M
- c) Repeat (a) and (b), starting with L foot and moving backward in (b). -
4 M
- d) Repeat (a) and (b) -

4 M
e) Starting with L foot, take two waltz steps backward to proper places. Arms in lateral position, moving sideward left and right. - 2 M
f) Execute a three-step turn left in place and bow to each other or to audience. Hands as in (a). - 2 M

C. Reinforcement Activity

Divide the class into 4 groups and with their chosen partner. Let each pair practice the basic dance steps of Alitaptap.

D. Generalization

The dance depicts the movements of the firefly or alitaptap as shown, like the fluttering of the fingers, the movements of the arms and other movements. This kind of device will help pupils develop love for environment, confidence and interest in promoting unique folk dances.

E. Application

Perform the dance steps with music.

IV. Evaluation

Group Performance

Rubrics

Item	5- Excellent	4- Very Good	3- Good	2- Fair	1- Poor
Creativity/Interpretation					
Rhythm/Tempo					
Preparedness					
Enthusiasm					
Over-all Performance					
Total					

V. Assignment

Prepare for a culminating activity (Alitaptap dance performance). Be able to perform in costume.

Improvised costume will do or you can have:

- Girls - Balintawak, panelo over one shoulder, tapis
- Boys – Barong Tagalog, white trousers

TAGGING AND DODGING

I. Objective

Describes and familiarizes in tagging and dodging skills.

II. Topic	:	Tagging and Dodging skills
References	:	Physical Education Book
Materials	:	CD Player
Value Focus	:	Cooperation

III. Instructional Procedures

A. Preparatory Activities

1. Warm Up Activity

1. Marching in place..... 16 cts.
2. Shoulder rotation forward (8cts.) backward (8cts)..... 16 cts
3. Trunk bending with clapping hands forward (4cts)
backward (4cts.)..... 8 cts.
4. Trunk bending sideward R,R arm extending across in front
while L arm stretching overhead sideward R (4cts.)
repeat sideward L (4cts.)..... 8 cts.
5. Knee raise R and L alternately..... 16 cts.
6. Jumping Jack..... 16 cts.
7. Breathing exercise..... 16 cts

B. Developmental Activities

1. Motivation

Have you ever played any game that the “IT” where you chase the other player and the player being chased will try to escape or evade the “IT” or any object?

2. Unlocking of difficulties:

Dodge- to elude or evade by a sudden shift of position or by strategy.
Tag- to touch using fingers or hand

3. Presentation

Tell the pupils that they will be having an activity to familiarize tagging and dodging game and at the same time familiarize the skills of this game.

Activity I

Dragon Dodge Ball

Have the entire group make a circle and pick 4 or 5 pupils for a team. This team goes into the center of the circle and forms a line by holding the waist of the player in front of them and they will be called "Dragon." Those pupils who are in the circle throw the ball to the dragon trying to hit the last person below the waist. Once hit, the last person returns to the outside circle and players continue to hit the pupil's tail of the dragon until one pupil is left who is the tail. A new team then goes into the middle. Record the time when the game started and ended. It ends when the last player was hit.

Ask : What did you do to avoid the object being thrown to you?
What skills did you execute to avoid the object?

C. Reinforcement Activity

We will have another activity. Identify what is the kind of game after the activity.

Activity I - Tag Game

Caged Lion

Form a circle. Select one player to be the lion standing at the center. Other players tease the lion by standing in the cage area or running through it. The lion tries to tag any of the players. Anyone who is tagged by the lion will become the new lion.

What is the objective or aim of the "IT" in this game?

How did the "IT" get out as a Lion? What should you do so you cannot be tagged or touched by the "IT"?

What do you think are the movement skills of this game?

Explain the dodging skills that a player should have.

D. Generalization

Tagging and dodging is a game that has something to do with your physical fitness.

- ❖ In tagging and dodging you should have always presence of mind, body coordination, strength and speed in order to escape easily.
- ❖ Maintain a personal space in order not to bump others.

E. Application

Complete the sentence and write it in a clean sheet of paper.

1. I learned that tagging and dodging games will help me develop my skills in _____.
2. Participating in tagging and dodging games is _____.

IV. Evaluation

Read the sentences. Write T if the sentence tells about tagging, D if it tells about Dodging and X if the sentence does not tell either dodging or tagging. Write your answer before the number.

- _____ 1. Games which uses an object.
- _____ 2. Game which uses a hand to reach or touch the person and becomes the "IT".
- _____ 3. It involves one or more players.
- _____ 4. It involves a ball and a net which need an official of the game.
- _____ 5. "IT" chase the other player in attempt to touch them with their hands or fingers

V. Assignment

Look for other tag and dodge game. Write the procedure.

TAGGING AND DODGING IN RELAYS AND RACES

I. Objective

Perform tagging and dodging while participating in relays and races.

II. Topic : Performing tagging and dodging while participating in relays and races

References : K to 12 Curriculum Guide Grade Two PE, books in PE

Materials : DVD Player

Value Focus : Cooperation

III. Instructional Procedures

A. Preparatory Activities

1. Warm Up Exercise

Teacher plays music. Tell the pupils to make any movement suited to the music.

B. Developmental Activities

1. Motivation

Do you love games? Do you feel happy when you join in some relay races? Why? Who among you always do or perform the tagging and dodging games? Do you like this kind of game?

2. Presentation

Today you will play a kind of relay game. You are going to use the skills that you learned in tagging and dodging.

Activity 1 - Walking Relay

Directions:

1. Form two or three teams. Each team must have equal number of players.
2. Mark the turning point with a line or object such as a box about ten meters away from the starting line.

3. At a given signal, the first child walk around the post and back to the starting line, tags the next player, and goes to the back of the line. Players should sit at the back of the line.
4. The next player does the same until the last player does his/her turn. The team to finish the relay first wins the game.

Did you enjoy the game children? Is there cooperation in your group when you perform the relay?

C. Reinforcing Activity

Do you want another game? Let's try to perform another one and try to use the movement skills that you learned in tagging and dodging.

What To Do:

1. Divide the class in three groups with equal number of players.
2. Each group makes a circle.
3. Each group will select a leader or "it". Leader of the first group will chase the members of the second group. The leader of the second group will chase the members of the third group and leader of the third group will chase the members of the first group.
4. The "it" will chase the group members and tag them. They will run only on the circle provided to them.
5. Once tagged by the "it" they will sit down and the "it" will continue to tag other members of the group.
6. The group that has more members that still standing and not yet tagged by the "it" will become the winning group.

Did you like the game? Did you perform the correct movement skills of tagging and dodging? How did you do it?

D. Generalization

In participating relays and races with tagging and dodging we should perform the correct movement skills of tagging and dodging.

E. Application

Let the pupils sit down in a circle formation while singing a short song as a form of rest after performing the relay games.

Tell the pupils to say something about the activity they performed.

Let them share their experiences in performing the movement skills in tagging and dodging while participating in relays and races.

IV. Evaluation

Let the pupils complete the checklist below by checking the Yes or No column.

ITEM	Yes	No
1. Did you perform the correct movement skills of tagging and dodging in the game you participated?		
2. Did you participate well in the relay games?		
3. Did you cooperate to your group while you perform the game?		
4. Were you able to escape always the "IT" while performing the game?		
5. Are you alert during the game?		

V. Assignment

Make three to five sentences about your good experiences in performing tagging and dodging in relay and races.

ASSESSING CORRECT POSTURE

I. Objectives

Describe correct body posture

Perform activities that improve posture such as book relay and line walk

Assess himself/herself for correct posture in different activities

- II. Topic** : **Activities that improve posture / Assessing correct posture in different activities**
- Reference : K-12 Curriculum Guide Grade Two, Physical Education Book
- Materials : Book, Cone
- Values : Cooperation, Care for the body

III. Instructional Procedures

A. Preparatory Activities

1. Warm Up Exercise

- A. Bending body forward and backward alternately -16 counts.
- B. Kicking legs to the left and to the right alternately -16 counts.
- C. Moving arms upward to the left and to the right alternately -16 counts
- D. Head bend forward and backward -16 counts
- E. Jog in place -16counts.
- F Breathing exercise -16 counts

B. Developmental Activities

1. Motivation

Have you seen models walking on the stage? What can you say about their body posture? How did they walk? Compare you posture with the models, how are you going to improve your posture? Do you want to be a model too?

2. Presentation

Show pictures of some models showing their good posture. Let the pupils describe correct posture. Tell the pupils that they will do some

activities that will improve their posture in order to have a good posture like models.

Tell them that they are going to assess themselves if they have correct posture in doing different activities.

Call five pupils to stand in front. Tell them to walk in correct body posture. Call other pupils to do the same.

C. Reinforcing Activities

Book Relay

Group the class into four groups. Make four lines. The first player with the book on the head will walk going to the post with two meters away from the beginning line in correct posture. He/she will go back to the beginning line and will give the book to the next player. The second player will do the same, until all the players get back to their original position. The group to finish first will be the winner.

Did you like the activity? How does this kind of activity help us especially on our posture? Did you cooperate with your group while doing the relay?

Assess yourself, did you have correct posture in doing the activity? Raise your hand if yes.

D. Generalization

There are different activities that will help us improve our posture. We have book relay, line walk and others.

We should always have correct posture in any activity that we do.

E. Application

A. Group pupils into two. Give each group an activity card. The teacher will guide each group on what they are going to do.

Group I- Imagine yourself that you are a model of clothing apparel you are going to walk showing your different kind of apparel.

Group II- Imagine yourself that you are walking only in a single line. Walk with this single line.

B. Assess yourself if you always have the correct posture in all the activities done by answering the following questions.

1. Is your back straight while walking?
2. Is your head aligned to your body while walking?
3. Do you always sway your hands while walking?

C. Describe correct body posture in two three sentences.

IV. Evaluation

ITEMS	5- Excellent	4- Very Good	3- Good	2- Fair	1- Needs Improvement
1. Raise my head while walking.					
2. Follow the chest out stomach in rule.					
3. Perform the activities correctly.					
4. Participate in all activities that improve correct posture.					
5. Follow correct posture in doing other activities?					

V. Assignment

Think of an activity you do at home that will help improve your posture.
List at least 3 examples.

- 1.
- 2.
- 3.

HEALTH

Teacher's Guide
Grade 2



K TO 12 MATERIAL
Department of Education, Republic of the Philippines

Quarter 1: Personal Health

Content Standards

The Learner demonstrates understanding of the importance of respecting individual differences and managing feelings.

Performance Standards

The Learner demonstrates respect for individual differences and managing feelings in healthful ways.

☞ **Time Allotment:** 40 minutes per week

Overview of Quarter 1 Lessons:

Learning Module for Quarter 1 is all about Personal Health. This concerns respect for similarities and differences among people, emotions and feelings and adjusting to new environment.

☞ **Contents**

1. Accepting Individual Differences and Similarities
2. Adapting to a New Environment
3. Recognizing Appropriate and Inappropriate Situation
4. Helping Attitude for the Differently-Abled and Mentally-Challenged Individuals
5. Expressing Feelings in Appropriate Ways
6. Respecting for the Feelings of Others

Note to the Teacher:

Session I will be devoted on the discussion of the unit cover and pretest. Acquaint the pupils on what they are to tackle in the First Quarter/Unit 1. Have them answer the questions posted in the cover before giving the pretest.

PANIMULANG PAGESUSULIT

Piliin ang titik ng wastong sagot.

1. Sino sa mga bata ang nagpapakita ng pagtanggap sa pagkakaiba ng bawat isa?
 - A. Si Maridel, dahil pinagtatawanan niya ang suot na damit ng kamag-aral na Muslim at Mangyan.
 - B. Si Aileen, dahil nagagalit siya sa kamag-aral na ayaw makipaglaro ng habulan.
 - C. Si Pamela, dahil nakikipagkaibigan siya sa lahat ng kamag-aral, matalino man o hindi.
 - D. Si Gemma, dahil hindi siya nakikipagkaibigan sa mga mahihirap.
2. Binigyan ng gantimpala ang kaibigan mo bilang pinakamagaling sumayaw. Ikaw ang nagturo sa kanya na sumayaw, subalit hindi ka nabigyan ng ganitong pagkilala. Ano ang mararamdaman mo?
 - A. Magagalit ako sa kaibigan ko.
 - B. Matutuwa ako para sa kanya.
 - C. Hinding-hindi ko na siya tuturuang sumayaw..
 - D. Sasabihin ko na nandaya lang kami kaya kami nanalo.
3. Bagong dating kayo sa barangay na kung saan lumaki ang tatay mo. Masaya at magiliw ang mga bata doon. Niyaya ka nilang maglaro. Ano ang magiging damdamin mo sa pagkakataong ito?
 - A. Mahihiya ako at magtatago sa loob ng bahay.
 - B. Malulungkot ako at aalalahanin ang mga dati kong kaibigan.
 - C. Magsasaya ako at makikipaglaro upang magkaroon ng mga bagong kaibigan.
 - D. Magtataka ako dahil hindi pa naman nila ako kakilala.
4. Unang pagkakataon ng pinsan mo na nakapanood ng sine. Natakot siya dahil madilim dito. Ano ang sasabihin mo sa kanya?
 - A. "Lagot ka! May multo sa loob."
 - B. "Halika na! Umuwi na tayo. Ayaw kong matakot ka sa loob."
 - C. "Huwag kang matakot. Mamaya lang ay masasanay ka na sa

- dilim.”
- D. “Ano ka ba? Huwag kang magpakita na ngayon ka lang nakapanood ng sine.”
5. May magarang sasakyan na tumigil sa harapan ng paaralan ninyo. Tinawag ka ng pasahero at may iniaabot na tsokolate sa iyo. Ano ang gagawin mo?
- A. Lalapit ako sa kanya at kukunin ko ang tsokolate.
 - B. Lalapit ako sa kanya at kakausapin ko siya.
 - C. Isasama ko ang aking mga kaklase upang kunin ang tsokolate.
 - D. Hindi ko siya kakausapin. Isusumbong ko siya sa guro ko.
6. Sino sa mga bata ang nagpapakita ng wastong pag-uugali?
- A. Si Obet, sinasaktan ang payat na si Ralph.
 - B. Si Benok, nagpapasama sa kanyang ate sa pagbili ng mga gagamitin niya sa proyekto.
 - C. Si Pong na laging mayabang na nakikipag-usap samga taong di niya kakilala.
 - D. Si Coco, laging nang-aaway ng mga batang hindi niya kakilala.
7. Pinakamabait at pinakamatalino si Mara sa klase kahit wala siyang mga paa. Siya ang panlaban sa mga paligsahan. Araw ng paligsahan sa Matematika, hindi siya makakadalo dahil maysakit siya. Ano ang magiging damdamin mo para kay Mara?
- A. Malulungkot ako dahil maysakit siya.
 - B. Pagsasabihan ko siya na sa susunod na lang siya lumaban.
 - C. Sasabihin ko sa guro namin na hindi lang si Mara ang matalino.
 - D. Matutuwa ako dahil ito na ang pagkakataon ko upang lumaban sa paligsahan.
8. Alin sa mga pangungusap ang nagpapakita ng pagtulong sa may kapansanan?
- A. Kawaan sila.
 - B. Magbigay ng limos sa kanila.
 - C. Igawa sila ng takdang aralin.
 - D. Hikayatin silang mag-aral na mabuti.

9. Pinagtatawanan si John ng kanyang mga kamag-aral dahil isa siyang ngongo. Paano mo ipadarama ang pagtanggap at pagmamahal sa kanya?
- A. Makikitawa ako sa kanila.
 - B. Tatahimik na lamang ako.
 - C. Gagayahin ko ang kaniyang pagsasalita.
 - D. Pagsasabihan ko ang aking mga kaklase na huwag siyang pagtawanan.
10. Pagdating sa bahay, nalaman mo na kulang ang isinukli sa iyo. Pinabalik ka ng nanay mo sa tindahan upang kunin ang kulang na sukli. Ano ang gagawin mo pagdating sa tindahan?
- A. Aawayin ko ang tindera dahil kulang ang isinukli niya.
 - B. Iiyak ako dahil nakakahiya na kunin ko ang kulang na sukli.
 - C. Kakausapin ko ang tindera at sasabihin ko na kulang ang ibinigay niyang sukli.
 - D. Kukunin ko ang sukli at sasabihin ko na hindi na ako bibili sa tindahan nila kahit kailan.
11. Ano ang magiging damdamin mo kung makatanggap ka ng bimpo sa inyong Christmas party??
- A. Malulungkot dahil hindi ko gusto ang natanggap ko.
 - B. Masisiyahan ako dahil may natanggap akong regalo.
 - C. Magagalit ako dahil mas mahal ang regalang ibinigay ko.
 - D. Mabibigla ako dahil hindi ko inaasahan na makatanggap ng bimpo.
12. Alin sa sumusunod ang nagpapakita ng wastong pakikisalamuha kapwa?
- A. Hindi sumali si Arby sa paglalaro ng mga pinsan niya dahil nahihya siya.
 - B. Nakikipaglaro si Jheoza sa kanilang bagong kapitbahay upang magdagdagan ang kanyang kaibigan.
 - C. Umiiyak si Nadine dahil unang araw niya sa paaralan.
 - D. Hindi lumalabas ng bahay si Gino dahil natatakot siyang makipagkaibigan.

13. Kailan ka higit na masaya?
- A. Kapag nakakalamang sa kapwa.
 - B. Kapag may umiiyak na kamag-aral.
 - C. Kapag may mga batang nasasaktan.
 - D. Kapag nakagagawa ng mabuti sa kapwa.
14. Sino sa mga mag-aaral ang nagpapakita ng paggalang sa damdamin ng iba?
- A. Si Aloha, dinala niya sa klinika ang kamag-aral na sumasakit ang ngipin.
 - B. Si Tina, iniwasan niya ang kamag-aral na sumasakit ang ngipin.
 - C. Si Darwin, kinukulit niya ang kamag-aral na sumasakit ang ngipin.
 - D. Si Tess, binibigyan niya ng tsokolate ang kamag-aral na sumasakit ang ngipin.
15. Masayang-masaya ang kambal na Jolly at Jello dahil kaarawan nila. Dala nila ang laruang bigay ng kanilang ninong. Ano ang sasabihin mo sa kanila?
- A. “ Ang ganda ng laruan ninyo!”
 - B. “Ang yabang n’yo naman!”
 - C. “ Magpakain naman kayo sa amin.”
 - D. “Sana ay maging maligaya kayo sa inyong kaarawan!”

Answer Key:

- | | |
|------|-------|
| 1. C | 11. B |
| 2. B | 12. B |
| 3. C | 13. D |
| 4. C | 14. A |
| 5. D | 15. D |
| 6. B | |
| 7. A | |
| 8. D | |
| 9. D | |

Note: There are competencies in this unit which can be broken down into 2 to 3 sessions. Teachers are advised to break down the competencies which are difficult for the learners to achieve.

Lesson 1.1

Individual Differences and Similarities

I. **OBJECTIVE:** Accept individual differences and similarities.

II. **SUBJECT MATTER:** Accepting Individual Differences and Similarities

Materials: pictures, chart

References: Grade 2 K-12 Curriculum Guide, Quarter 1

Value : Respect for individual differences and similarities

III. **PROCEDURE:**

A. **Preliminary Activity**

- Song

(TUNE : My toes, my knees...)

Moshi! Moshi!

Kumusta! Kumusta!

Hola! Hola!

Kumusta! Kumusta!

Hello! Hello!

Kumusta! Kumusta!

Nin hao! nin hao!

Kumusta! Kumusta!

B. **Development of the Lesson:**

1. **Review**

Ask the pupils: Natatandaan mo ba ang iyong mga kamag-aral sa unang baitang? Sino sa kanila ang may katangiang tulad sa iyo?

Katangian	Pangalan
matangkad	
mataba	
maputi	
mahilig sumayaw	
mahilig kumanta	
mahilig bumasa	
matalino	
matulungin	
magalang	
mabilis tumakbo	

2. Activities

2.1. Motivation:

Show the cover picture for Aralin 1. Have a short discussion about it. Ask: Sa anong mga katangian nagkakaiba o nagkakarapareho ang mga batang tulad mo?

2.2. Instruct the pupils to read **Linangin**, p.99. Discuss the characteristics of each child. Ask: Paano nagkakaiba o nagkakarapareho ang mga bata mula sa iba't- ibang panig ng mundo?

Discuss that all individuals are different but in some ways, they are alike. , i.e., in the food they eat, games they play, hobbies they like, activities they do and many more. Even children from other countries are similar to the children in the Philippines in some ways. Tell them to respect each others' differences and similarities.

2.3. Guide the pupils in making generalization.

**Ang bawat tao ay mayroong pagkakaiba at pagkakatulad.
Dapat nating unawain, igalang at tanggapin ito.**

2.4. Fix the skill of pupils by doing the following activity:

Basahin ang nasa ibaba. **Lumukso** kung sang - ayon sa sitwasyon at **Umupo** kung hindi.

1. Kambal sina Jing at Ding. Galit si Jing kay Ding dahil mas matangkad si Jing kaysa sa kaniya.
2. Laging pinupuri ni Nessa ang kaniyang kapatid na si Arra dahil sa pagkakaroon ng magandang tinig sa pag-awit.
3. Magaling magtanim ng kahit na anong halaman ang pinsan mo. Magaganda ang kaniyang mga halaman. Masaya ka para sa kaniya.

Answer Key:

1. Umupo
2. Lumukso
3. Lumukso

- B. Lagyan ng mukha ang larawan ng kambal. Kulayan ang kanilang mga damit. Ipakita na kahit kambal ay magkaiba pa rin sila.



2.5. Let them do Palalimin p. 100.

Answer Key:

- 1.D.
2. B.
3. A.

IV. ASSIGNMENT

Instruct the pupils to paste their family picture and write his reaction about being different or alike with any members of his family.

Lesson 1.2 **Adapting to a New Environment**

I. **OBJECTIVE:** Demonstrate skills in adapting to a new environment and relating to others to create sense of belonging.

II. **SUBJECT MATTER: Adapting to a New Environment**

Materials: pictures, activity cards

References: Grade 2 K to12 Curriculum Guide, Quarter 1

Integration: EsP, Music, Art

Value Focus: Being Friendly

III. **PROCEDURE**

A. **Preliminary Activity**

- Let them sing the song **Ako ay may kaibigan...**
(tune: Chikading)

Ako ay may kaibigan, marunong sumayaw
Dumating ang isa, dal'wa na sila.

Dal'wa kong kaibigan, marunong sumayaw,
Nadagdagan ng isa, tatlo na sila.

Tatlo kong kaibigan, marunong sumayaw
Nadagdagan ng isa, apat na sila..

B. **Development of the Lesson**

1. **Review**

Instruct the pupils to present their assignment and tell their reactions about their physical or behavioral characteristics that are similar or different from their parents.

2. **Activities**

2.1. Motivation

Show the cover picture for Aralin 2. Let the pupils share their ideas about it. Let them answer the question in the cover.

2.2. Instruct the pupils to read the following poem orally with the teacher modeling.

Ang Magkaibigan

Si Effer at si Tina ay magkababata
Sila'y nakatira doon sa Maynila
Laro sa kompyuter sila ay bihasa
Subalit sa takbuhan, sila ay lampa.

Ngunit isang araw si Tina ay nagulat
Pamilya ni Effer ay biglang lumipat
Sa Baryo Tinalunan, doon ay pinalad
Si Tina'y naiwan, pinilit umunlad.

Si Effer ay nakaranas ng kalungkutan
Pero di naglaon, natutong makibagay
Tumbang preso, habulan at taguan
Itinuro sa kaniya ng mga bagong kaibigan.

-nestolsan-

Sagutin ang mga tanong tungkol sa binasa:

1. Paano kaya nakahanap si Effer ng mga bagong kalaro?
2. Ano ang gagawin mo upang makibagay sa mga bagong kakilala at kaibigan?
3. Bakit kailangang makibagay sa mga bagong kakilala?

Possible Answers:

1. Naging palakaibigan siya.
Hindi siya nahihiyang makipaglaro sa kapwa bata.
Mabait siya.
2. Maging mabait at matutong makisama sa kanila.
3. Kinakailangang makibagay sa kanila upang maging maayos ang pagsasama-sama.

Discuss how the pupils can express their feelings when in a new environment.

Encourage the pupils to share ideas based on their experiences.

Discuss the value focus on being friendly.

- 2.3.** Ask: What benefit does expressing feelings do to oneself?
Lead the pupils in making generalization.

Naipamamalas ang kasanayan sa pakikisalamuha sa ibang tao sa pamamagitan ng pakikipagkaibigan at pakikibagay sa kanilang kaugalian.

- 2.4.** Let the pupils do the following as fixing skill activity (application).

Ipadyak ang paa kung sang-ayon sa kaisipan at **pumalakpak ng tatlo** kung hindi.

1. Umiiyak kapag nasa isang bagong lugar at walang kakilala
2. Masayang nakilahok sa mga palatuntunan sa paaralan
3. Madaling makakita ng kaibigan kahit saan pumunta
4. Nakikibagay sa kapwa at sa kanilang tirahan
5. Natatakot makipag-usap sa mga kapitbahay

Answer Key:

- | | | |
|---------------|------------|---------------|
| 1. pumalakpak | 3. ipadyak | 5. pumalakpak |
| 2. ipadyak | 4. ipadyak | |

- 2.5.** Let the pupils answer **Palalimin, p. 103.**

Answer key:

- | | | |
|---------|---------|---------|
| 1. Mali | 3. Tama | 5. Mali |
| 2. Mali | 4. Mali | |

IV. Assignment

Instruct the pupils to paste in their notebook a picture of a place they wanted to visit .

Lesson 1.3 Recognizing Appropriate and Inappropriate Situations

- I. OBJECTIVE:** Recognize that situations are appropriate or inappropriate for children.

II. SUBJECT MATTER: Recognizing Appropriate and Inappropriate Situations

Materials: pictures, activity cards

References: Grade 2 K to12 Curriculum Guide, Quarter 1

Integration: EsP, Music, Filipino

Value Focus: Be Friendly

III. PROCEDURE

A. Preliminary Activity

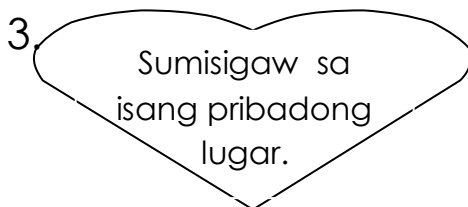
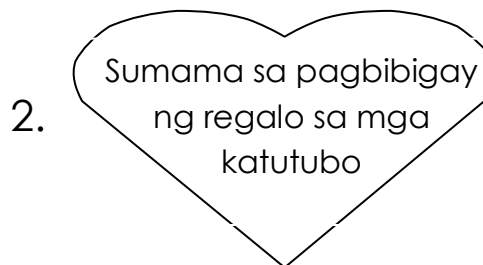
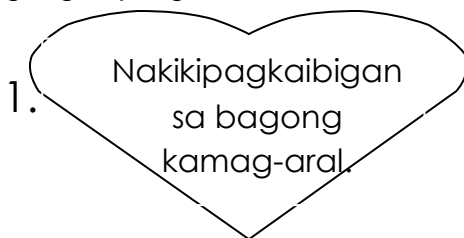
- Let them sing the previous song learned.

B. Development of the Lesson

1. Review

Check the previous knowledge. Instruct the pupils to do the following:

Piliin ang kaisipan na nagpapahayag ng wastong damdamin sa bagong kapaligiran.



2. Activities

2.1. Motivation

Show the cover picture for **Aralin 3**. Let the pupils share their ideas about it. Let them answer the question in the cover.

- 2.2. Instruct the pupils to read a short paragraph. (Write this in a manila paper.) Call in some pupils to give appropriate judgement of the short paragraph.

Basahin ang maikling talata:

Si Jello ay pitong taong gulang. Pauwi na siya mula sa paaralan. Naglalakad siya nang biglang may lalaking kumausap sa

kaniya. Hindi niya ito kilala. Niyaya siyang kumain sa kantina sa tapat ng paaralan.
Ano kaya ang gagawin ni Jello?

Possible answers:

- Sumama siya sa lalaki dahil gutom na gutom na siya.
- Hindi siya lumapit sa lalaki dahil hindi niya ito kilala.
- Niyaya pa niya ang iba pang kaibigan upang isama sa pagkain sa kantina.

Discuss appropriate and inappropriate behavior.

Encourage the pupils to share ideas based on their experiences.

Discuss the value focus for the day.

2.3. Ask: What behaviors are appropriate for children like them?

- Lead the pupils in making generalization.

Ang wastong pag-uugali ay dapat taglayin sa lahat ng oras. May mga ugali na dapat iwasan tulad ng *bullying* at pakikipag-usap sa mga taong hindi kilala.

2.4. Call group of pupils to do the Application. Instruct them to select a situation that they will act out.

Sundin ang hinihingi ng bawat bilang.

1. Magpakita ng isang tagpo tungkol sa tamang gawi kapag may nagyaya sa inyo na sumakay sa isang magarang sasakyan at sasabihing ihahatid na kayo sa inyong tirahan.
2. Magbigay ng payo sa mga kamag-aral kung ano ang dapat gawin sa loob ng silid-aralan habang nagtuturo ang guro.

- Follow the rubric below in rating the performance of pupils. Use scale of 3 points as the highest and 1 point as the lowest.

3	2	1
Nagpakita ng wastong kaalaman tungkol sa paksa	May kaunting pagkukulang tungkol sa paksa	Malayo sa paksa
Nagtulungan ang buong pangkat	Isa ang hindi sumali sa pangkat	Mahigit sa 2 ang hindi sumali sa pangkat
Mahusay ang pagkakaganap ng bawat tauhan	Dalawa lang ang mahusay gumanap	Isa lang ang masigasig sa grupo.

2.4. Let the pupils answer **Palalimin**, p. 105.

Answer key:

- | | | |
|---------|---------|---------|
| 1. Asul | 3. Asul | 5. Asul |
| 2. Pula | 4. Pula | |

IV. Assignment

Instruct the pupils to write one sentence about adapting to a new environment.

Lesson 1.4 Helping Differently-Abled and Mentally- Challenged Individuals

I. OBJECTIVE: Display a helping attitude for the differently-abled and mentally -challenged individuals.

II.SUBJECT MATTER: Helping Differently-Abled and Mentally- Challenged Individuals

- Materials: pictures, activity cards
References: Grade 2 K to 12 Curriculum Guide, Quarter 1
Integration: EsP, Music, Art. PE
Value Focus: Respecting differently -- abled individuals,
 Being helpful

III.Procedure

A.Preliminary Activiy

- Let them sing a song previously learned.

B. Development of the Lesson

1. Review

Ask: Ano ang gagawin ninyo kapag niyaya kayong mamasyal at kumain ng isang taong hindi ninyo kakilala ?

2. Activities

2.1. Motivation

Show the cover picture of this Aralin. Have a short discussion about it. Let the pupils give their ideas about the question Paano kayo makakatulong sa mga may kapansanan?

- 2.2. Ask the pupils if they know differently –abled people who are successful today. Instruct them to do **Linangin** p. 107.



Si Gracezen Pearl M. Santiago ay pipi at bingi na taga Calapan City. Hindi naging hadlang ang kanyang kapansanan upang makapagtapos ng pag-aaral. Marami ang tumulong sa kanya upang magtagumpay.

Nagtapos siya sa **De La Salle - College of Saint Benilde** noong Oktubre 2012.

Ipinamalas niya na ang pagkakaroon ng kapansanan ay hindi hadlang upang makamit ang tagumpay sa pag-aaral.

Possible answers:

1. Sapagkat maraming mga tao ang tumulong sa kaniya.
2. Makikipagkaibigan ako sa kaniya.
Mag-aaral ako ng senyas upang magkaunawaan kami.
3. Hindi ko tatawanan ang kaniyang kakulangan.

- Discuss that special children are those who cannot hear, speak, see, have physical disabilities and mental challenges. Ask them if they know somebody who is physically or mentally challenged. Ask how they treat those people
- Discuss also the physical capabilities of an individual. Tell that being physically or mentally handicapped is not a hindrance to achieve what one wants. The able person should help them and be an instrument for them to be successful.
- Focus on the value of respecting and being helpful to individuals who have disabilities.

- 2.3. Ask: How do you display a helping attitude for differently-abled or mentally challenged person?

- Lead the class in making generalization .

Tulungan ang mga may kapansanan. Ipadama sa kanila na sila ay mahalagang bahagi ng pamayanan.

- 2.4. Group the pupils into 4. Instruct them to role play the situation assigned to their group.

Isadula ang hinihingi ng sitwasyon:

Sitwasyon 1: May kamag-aral kang bulag.

Sitwasyon 2: Magaling sa larong chess ang pinsan mo pero pilay siya. Wheel chair ang kaniyang ginagamit upang makapasok sa paaralan.

Sitwasyon 3: Pipi at bingi ang kapitbahay mo. Nagpahayag ang iyong guro na maaari nang pumasok sa inyong paaralan ang mga katulad niya.

Sitwasyon 4: Magaling tumugtog ng piano ang pinsan mo kahit may kapansanan. Hindi siya umiimik kapag ayaw niya. May naghahanap ng mga may kakayahang kabataan para sa isang palatuntunan.

- Remind the pupils of the criteria for assessing their performance. Follow the rubric in rating the performance of pupils. Use the scale of 3 points as the highest and 1 point as the lowest.

3	2	1
Nagpakita ng wastong kaalaman tungkol sa paksa	May kaunting pagkukulang tungkol sa paksa	Malayo sa paksa
Nagtulungan ang buong pangkat	Isa ang hindi sumali sa pangkat	Mahigit sa 2 ang hindi sumali sa pangkat
Mahusay ang pagkakaganap ng bawat tauhan	Dalawa lang ang mahusay gumanap	Isa lang ang nagsikap sa grupo.

- 2.5. Give activity on helping the physically and mentally challenged person. Tell them to do **Palalimin** p.108.

Possible answers:

1. O 4. X
2. O 5. O
3. X

IV. ASSIGNMENT

List down names of individuals with disability. Write how you can help them.

Lesson 1.5 **Expressing Feelings in Appropriate Ways**

I. OBJECTIVE: Express feelings in appropriate ways.

II. Subject Matter: Expressing Feelings in Appropriate Ways

Materials: pictures, song

References: Grade 2 Kto12 Curriculum Guide, Quarter 1

Integration: EsP, Music, Art. PE, Filipino

Value Focus: Tactfulness in expressing feelings

III. PROCEDURE

A. Preliminary Activity

Instruct the pupils to sing the song below.

Kung ikaw ay masaya pumalakpak
Kung ikaw ay masaya pumalakpak
Kung ikaw ay masaya, puso mo'y sumisigla
Kung ikaw ay masaya pumalakpak.

(Pumalakpak can be changed to tumawa ka , hahaha)

B. Development of the Lesson

1. Review:

Itaas ang kanang kamay kung tama ang ginawa ng tauhan sa bawat kaisipan at **kaliwang kamay** kung mali.

1. Sinigawan sa tainga ang kamag-aral na may mahinang pandinig.
2. Niyakap ang piping kamag-aral bilang tanda ng pagbati sa kaniyang kaarawan.
3. Tinuturuang magbasa ang kamag-aral na may kapansanan sa pagsasalita.
4. Nakikipaglaro ng chess sa lumpong kapitbahay na mahusay sa larong ito.
5. Sinasanay sa takbuhan ang mga batang nag-aaral sa **SPED** na klase.

Answer key:

1. kaliwang kamay
2. kanang kamay
3. kanang kamay
4. kanang kamay
5. kanang kamay

2. Activities

2.1 Motivation

- Show the cover picture for this lesson. Have the pupils share their ideas about it. Let them answer the question written on the cover page.

2.2 Group the pupils into three. Instruct them to go to the three learning stations.

- Tell them the tasks they will do. Remind them of the following:
 - Time element
 - Role of each member
 - How they will be rated /assessed
 - Criteria in doing the task
- Have them answer the guide questions. Discuss briefly their responses.

May nakahandang tatlong **learning stations**, puntahan ang mga ito at isakilos ang hinihingi sa bawat istasyon. Pagkatapos sagutin ang mga tanong.

1. Tama ba ang ipinakitang damdamin ng mga tauhan? Bakit?
2. Alin sa mga sitwasyon ang nagpakita ng wastong pagpapahayag ng damdamin?

Istasyon 1. Nagagalit kapag pinapansin ang pagkakamali.

Istasyon 2. Maligaya sa mga bagay na natatanggap, maliit man ito o malaki.

Istasyon 3. Nalulungkot sa mga pagkakamali ng mga kamag-aral.

2.3. Ask: When and how do you express appropriate feelings?

- Lead them in making generalization.

Nararapat lamang na ipahayag ang damdamin sa wastong pamamaraan at sa tamang pagkakataon.

2.4. Let the pupils do **Gawin A** and **B**. p. 110-111.

Answer key:

- | | |
|---------|-------|
| A. 1. D | 4. B |
| 2. C | |
| 3. A, | 5. C. |

B. 1. D. 2. C 3. C.

2.5. Let the pupils do **Palalimin**, p. 112.

Answer Key:

1.  2.  3.  4.  5. 

IV. **ASSIGNMENT**

Instruct the pupils to make a diary for five days. Include their feelings for that day.

Lesson 1.6

Respecting Feelings of Others

I. **OBJECTIVE:** Demonstrate respect for the feelings of others.

II. **SUBJECT MATTER: Expressing Feelings in Appropriate Ways**

Materials: pictures, flash cards

References: Grade 2 K to12 Curriculum Guide, Quarter 1

Integration: EsP, Music, Art, PE

Value Focus: Patience, Being respectful

III. **Procedure**

A. **Preliminary Activity**

- Song

Let the pupils sing the song previously learned.

B. **Development of the Lesson:**

1. **Review**

Let the pupils do the activity below.

Basahin ang pangungusap. Lagyan ng tsek (✓) ang bilang na nagpapahayag ng damdamin sa wastong pamamaraan at ekis (X) kung hindi.

Isulat ang sagot sa papel.

1. Suntukin ang kamag-aral na maingay.
2. Magalit sa kamag-aral kapag hindi binigyan ng tinapay.
3. Sumigaw nang malakas kapag pinangangaralan ng guro.
4. Pagsabihan ang mga batang naglalaro sa oras ng klase.
5. Hindi maingay sa oras ng klase.

Answer key:

1. X 2. X 3. X 4. ✓ 5. ✓

2. Activities:

2.1. Motivation

- Discuss the cover picture. Let the pupils share ideas about the picture. Ask some of the pupils to answer the question: Bakit dapat igalang ang damdamin ng iba?
- Tell the pupils to show the emotions that the teacher will say.
Happy lonely amaze angry surprised

2.2. Give instructions for Linangin, p. 114.

Ang Magkaibigan

Si Cherry ay nasa Ikalawang baitang. Alaga niya ang asong si Chokolito. Makapal at maputi ang balahibo ni Chokolito. Mabait siya. Marami ang nagnanais na siya ay alagaan.

Isang araw, ipinasyal ni Cherry si Chokolito sa plasa. Naglalaro sila nang biglang tumakbo si Chokolito sa kalsada. Nahagip siya ng motorsiklo. Dahil dito, namatay si Chokolito. Lungkot na lungkot si Cherry. Iniyakan niya ito. Hindi siya makapaglaro dahil sa nangyari.

Mga Tanong:

1. Bakit nalungkot si Cherry nang mamatay si Chokolito?
2. Kung ikaw si Cherry, ano ang magiging damdamin mo? Bakit?
3. Ano ang naramdaman mo para kay Cherry?

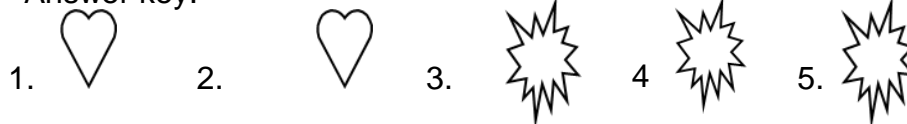
Possible Answers:

1. Sapagkat napamahal na siya kay Chokolito.
2. Pareho din ni Cherry na malulungkot ako dahil si Chokolito ay matapat na kaibgan.
3. Nalungkot ako para kay Cherry.

2.3 Discuss the answers of the pupils. Give emphasis on giving / showing respect to the feelings of others. Discuss the value focus for the day.

Have the pupils do B activity, p. 115.

Answer key:



2.4 Guide the pupils in making generalization.

Ang paggalang sa damdamin ng iba ay dapat ipakita sa lahat ng pagkakataon.

2.5 Let the pupils do the following activity. This will enhance the pupils' knowledge in respecting the feelings of other people and will also check their alertness by raising up the thumb or letting it down.

Maglaro tayo

Itaas ang hinlalaki sa anyong **aprub** kung sang-ayon ka sa damdaming ipinapahayag at **ibaba ang hinlalaki** sa anyong **hindi aprub** kung hindi ka sang-ayon.

1. Masaya ako kapag napapaiyak ko ang aking kapatid.
2. Masaya ako kapag nakikipaglaro sa mga kapitbahay.
3. Inaaway ko ang taong tumatalo sa akin.
4. Nasisiyahan ako sa pakikinig sa mga tugtugin kapag ako ay pagod at nais nang magpahinga.
5. Galit ako kapag ako ay niloloko.

Answer Key:

- | | |
|----------------|----------------|
| 1. Thumbs down | 4. Thumbs up |
| 2. Thumbs up | 5. Thumbs down |
| 3. Thumbs down | |

2.6. Let the pupils do **Palalimin**, p. 116.

Answer key:

1. C
2. D
3. A

IV. ASSIGNMENT

Instruct the pupils to paste a picture that shows respecting other feelings.

PANGYUNIT NA PAGSUSULIT

Piliin ang titik ng wastong sagot.

1. Sino sa mga bata ang nagpapakita ng pagtanggap sa pagkakaiba ng bawat isa?
 - A. Si Maridel, dahil pinagtatawanan niya ang suot na damit ng kamag-aral na Muslim at Mangyan.
 - B. Si Aileen, dahil nagagalit siya sa kamag-aral na ayaw makipaglaro ng habulan.
 - C. Si Pamela, dahil nakikipagkaibigan siya sa lahat ng kamag-aral, matalino man o hindi.
 - D. Si Gemma, dahil hindi siya nakikipagkaibigan sa mga mahihirap.
2. Binigyan ng gantimpala ang kaibigan mo bilang pinakamagaling sumayaw. Ikaw ang nagturo sa kaniya na sumayaw, subalit hindi ka nabigyan ng ganitong pagkilala. Ano ang mararamdaman mo?
 - A. Magagalit ako sa kaibigan ko.
 - B. Matutuwa ako para sa kaniya.
 - C. Hinding-hindi ko na siya tuturuang sumayaw.
 - D. Sasabihin ko na dinaya lang kami kaya kami natalo.
3. Bagong dating kayo sa barangay na kung saan lumaki ang tatay mo. Masaya at magiliw ang mga bata doon. Niyaya ka nilang maglaro. Ano ang magiging damdamin mo sa pagkakataong ito?
 - A. Mahihiya ako at magtatago sa loob ng bahay.
 - B. Malulungkot ako at aalalahanin ang mga dati kong kaibigan.
 - C. Magsasaya ako at makikipaglaro upang magkaroon ng mga bagong kaibigan.

- D. Magtataka ako dahil hindi pa naman nila ako kakilala.
4. Unang pagkakataon ng pinsan mo na nakapanood ng sine. Natakot siya dahil madilim dito. Ano ang sasabihin mo sa kanya?
- A. “Lagot ka! May multo sa loob.”
 - B. “Halika na! Umuwi na tayo. Ayaw kong matakot ka sa loob.”
 - C. “Huwag kang matakot. Mamaya lang ay masasanay ka na sa dilim.”
 - D. “Ano ka ba? Huwag kang magpakita na ngayon ka lang nakapanood ng sine.”
5. May magarang sasakyan na tumigil sa harapan ng paaralan ninyo. Tinawag ka ng pasahero at may iniaabot na tsokolate sa iyo. Ano ang gagawin mo?
- A. Lalapit ako sa kanya at kukunin ko ang tsokolate.
 - B. Lalapit ako sa kanya at kakausapin ko siya.
 - C. Isasama ko ang aking mga kaklase upang kunin ang tsokolate.
 - D. Hindi ko siya kakausapin. Isusumbong ko siya sa guro ko.
6. Sino sa mga bata ang nagpapakita ng wastong pag-uugali?
- A. Si Obet, sinasaktan ang payat na si Ralph.
 - B. Si Benok, nagpapasama sa kaniyang ate sa pagbili ng mga gagamitin niya sa proyekto.
 - C. Si Pong na laging mayabang na nakikipag-usap sa mga taong di niya kilala.
 - D. Si Coco, laging nang-aaway ng mga batang hindi niya kakilala.
7. Pinakamabait at pinakamatalino si Mara sa klase kahit wala siyang mga paa. Siya ang panlaban sa mga paligsahan. Araw ng paligsahan sa Matematika, hindi siya makakadalo dahil maysakit siya. Ano ang magiging damdamin mo para kay Mara?
- A. Malulungkot ako dahil maysakit siya.
 - B. Pagsasabihan ko siya na sa susunod na lang siya lumaban.
 - C. Sasabihin ko sa guro namin na hindi lang si Mara ang matalino.
 - D. Matutuwa ako dahil ito na ang pagkakataon ko upang lumaban sa paligsahan.

8. Alin sa mga pangungusap ang nagpapakita ng pagtulong sa may kapansanan?
- A. Kaawaan sila.
 - B. Magbigay ng limos sa kanila.
 - C. Igawa sila ng takdang aralin.
 - D. Hikayatin silang mag-aral na mabuti.
9. Pinagtatawanan si John ng kaniyang mga kamag-aral dahil isa siyang ngongo. Paano mo ipadarama ang pagtanggap at pagmamahal sa kaniya?
- A. Makikitawa ako sa kanila.
 - B. Tatahimik na lamang ako.
 - C. Gagayahin ko ang kaniyang pagsasalita.
 - D. Pagsasabihan ko ang aking mga kaklase na huwag siyang pagtawanan.
10. Bumalik ka sa tindahan sapagkat kulang ang isinukli sa iyo. Ano ang gagawin mo pagdating sa tindahan?
- A. Aawayin ko ang tindera dahil kulang ang isinukli niya.
 - B. Iiyak ako dahil nakakahiya na kunin ko ang kulang na sukli.
 - C. Kakausapin ko ang tindera at sasabihin ko na kulang ang ibinigay niyang sukli.
 - D. Kukunin ko ang sukli at sasabihin ko na hindi na ako bibili sa tindahan nila kahit kailan.
11. Ano ang magiging damdamin mo kung makatanggap ka ng bimpo sa inyong Christmas party?
- A. Malulungkot dahil hindi ko gusto ang natanggap ko.
 - B. Masisiyahan ako dahil may natanggap akong regalo.
 - C. Magagalit ako dahil mas mahal ang regalang ibinigay ko.
 - D. Mabibigla ako dahil hindi ko inaasahan na makatanggap ng bimpo.
12. Alin sa sumusunod ang nagpapakita ng wastong pakikisalamuha kapwa?
- A. Hindi sumali si Arby sa paglalaro ng mga pinsan niya dahil nahihiya siya.

- B. Nakikipaglaro si Jheoza sa kanilang bagong kapitbahay upang magdagdagan ang kanyang kaibigan.
 - C. Umiiyak si Nadine dahil unang araw niya sa paaralan.
 - D. Hindi lumalabas ng bahay si Gino dahil natatakot siyang makipagkaibigan.
13. Kailan ka higit na masaya?
- A. Kapag nakakalamang sa kapwa.
 - B. Kapag may umiiyak na kamag-aral.
 - C. Kapag may mga batang nasasaktan.
 - D. Kapag nakagagawa ng mabuti sa kapwa.
14. Sino sa mga mag-aaral ang nagpapakita ng paggalang sa damdamin ng iba?
- A. Si Aloha, dinala niya sa klinika ang kamag-aral na sumasakit ang ngipin.
 - B. Si Tina, iniwasan niya ang kamag-aral na sumasakit ang ngipin.
 - C. Si Darwin, kinukulit niya ang kamag-aral na sumasakit ang ngipin.
 - D. Si Tess, binibigyan niya ng tsokolate ang kamag-aral na sumasakit ang ngipin.
15. Masayang-masaya ang kambal na Jolly at Jello dahil kaarawan nila. Dala nila ang laruang bigay ng kanilang ninong. Ano ang sasabihin mo sa kanila?
- A. “ Ang ganda ng laruan ninyo!”
 - B. “Ang yabang n’yo naman!”
 - C. “ Magpakain naman kayo sa amin.”
 - D. “Sana ay maging maligaya kayo sa inyong kaarawan!”

Answer Key:

- | | |
|------|-------|
| 1. C | 11. B |
| 2. B | 12. B |
| 3. C | 13. D |
| 4. C | 14. A |
| 5. D | 15. D |
| 6. B | |

- 7. A
- 8. D
- 9. D
- 10.C

QUARTER 2: DISEASE PREVENTION AND CONTROL

Content Standards

The Learner demonstrates understanding of the importance of disease prevention and control

Performance Standards

The Learner consistently applies self-management skills to prevent and control the spread of diseases

☞ **Time Allotment:** 40 minutes per week

Overview of Quarter 2 Lessons :

Learning Module for Quarter 2 is all about the importance of disease prevention and control. This will give the learners knowledge on the relationship of germs and illness, how diseases affect one's growth and development, importance of immunization, prevention and control of common childhood diseases and self-management skills.

☞ **Contents**

- 1 Germs and Illness
- 2 Diseases and their Effects on Child's Growth and Development
- 3 Common Childhood Diseases
- 4 Sleep, Rest, Exercise and Proper Nutrition
- 5 Importance of Immunization
- 6 Prevention and Control of Childhood Diseases

Note to the Teacher:

Session 1 of each quarter will be devoted on the discussion of what the quarter is all about. Present the cover page of Unit 2. Let the pupils answer the questions posted in the cover. Then, tell them that a pre-test will be given to them to assess their knowledge on the skills to be developed.

Panimulang Pagsusulit

Alin sa sumusunod ang nangangailangan ng paghuhugas ng kamay. Lagyan ng tsek.

1.



2.



3.



Buain ang pangungusap. Piliin ang sagot sa ibaba.

4. Ang _____ ay sanhi ng karamdaman

5. Ang _____ ay hadlang sa paglaki at pag-unlad ng isang bata.

karamdaman	kalinisan	mikrobyo
------------	-----------	----------

6 - 8. Si Merla ay laging maysakit. Lagi siyang hindi pumamapasok sa klase. Bihira din siyang makipaglaro dahil lagi siyang nanghihina.

Lagyan ng tsek ang magiging epekto ng karamdaman sa kanyang paglaki

6. mahiyain

7. matalino

8. magiging malusog

Isulat ang **T** kung **Tama** ang pangungusap at **M** kung **Mali**.

9. Ang beke, primary complex, tigas at bulutong-tubig ay karaniwang sakit ng mga bata.

10. Ang masustansiyang pagkain, ehersisyo, sapat na tulog at pahinga ay mabuti sa kalusugan.

Answer Key:

1. / 2. / 3. 4. Mikrobyo 5. Karamdaman

6. / 7. 8. 9. T 10. T

Lesson 2.1

GERMS AND ILLNESS

I. OBJECTIVE : Explain the relationship between germs and illness.

II. SUBJECT MATTER : Germs and Illness

Materials: cut-out pictures of germs, chart of germs, activity cards, pictures

Reference: Grade 2 Kto12 Curriculum Guide, Quarter 2

Integration: Science, Music and Arts

Value Focus: Cleanliness and Watchfulness

III. PROCEDURE

A. Preliminary Activity

- Let the pupils sing the song “Paraan ng Paghuhugas ng Kamay ,” and act out the effective way of washing hands.

- Emphasize the time it takes to wash one's hands, which is approximately 20 seconds. This is the approximate length of time to sing the song twice.

Paraan ng Paghuhugas ng Kamay

(to the tune of Ang Dyip ni Mang Juan)

Ito ang paraan ng paghuhugas ng kamay
 Paghuhugas ng kamay, paghuhugas ng kamay
 Ang paraan ng paghuhugas ng kamay
 Upang maging malinis at ligtas sa sakit.

From: K to 12 TG Material- Grade 1

- Group the class into 3. Give them the activity card. Distribute the activity card as follows:
 - Group No. 1 – Ang mikrobyo ang sanhi ng sakit. Tama o Mali? Ipaliwanag ang inyong sagot.
 - Group No. 2 – Ang malinis na bata ay malayo sa sakit. Tama o Mali? Ipaliwanag ang inyong sagot.
 - Group No. 3 – Ang mikrobyo ay naninirahan sa malinis na lugar . Tama o Mali? Ipaliwanag ang inyong sagot.
- Let them agree if the statement in the activity card is true or false and let them justify/explain their answers.

Possible Answers

Group 1 – **Tama** dahil kapag ang mikrobyo ay pumasok sa katawan ang isang bata ay magkakasakit.

Group 2 – **Tama** dahil hindi tumitira ang mikrobyo sa malinis na bata.

Group 3 – **Mali** dahil ang mikrobyo ay naninirahan lang sa maruming lugar.

B. Development of the Lesson

Lead the pupils on how to keep their body healthy.

- Ask:
 - Ano-ano ang dapat gawin upang ang isang bata ay hindi maging sakitin?
 - Kailan dapat maghugas ng kamay? Bakit kailangang maghugas ng kamay?
- Give instructions on how to answer the tasks. (Put this activity in a manila paper.)
 - Sabihin: **Ipadyak ang paa** kung ang larawan ay nagpapakita na hindi kailangang maghugas ng kamay at **pumalampak** kung kailangan.

1.



2.



3.



4.



5.



Answers: 1. Pumalakpak 2. Pumalakpak
3. Pumalakpak 4. Pumalakpak
5. Ipadyak ang paa

2. Activities

2.1 Motivation

- Show pictures of sick children.(Prepare at least 3 pictures of sick children.)



- Ask: What do you see in the pictures?
Do you know the reasons why they got sick?
Who among you got sick? Why?
Do you want to know how we got sick?
- Introduce the lesson.
- Ask: What do you want to know about Germ's Story?
- Unlock some words (organismo, makapupuksa)

2.2 Read aloud the story “Ang Kuwento ni Mikrobyo.” Use creepy low voice while reading. Guide the pupils in answering the questions after reading.

Ang Kuwento ni Mikrobyo

Ako si Mikrobyo. Hindi mo ako nakikita dahil ako'y isang organismo. Nagdadala ako ng sakit mula sa isang tao papunta sa iba nang hindi mo ito nalalaman dahil lumilipat ako sa pamamagitan ng hangin. Gustong-gusto ko ang mga marurumi dahil lalo kaming dumadami at lumalakas. Kami rin ay nasa maruming tubig na iyong iniinom at pagkain na iyong kinakain. Kapag pinapasok mo kami sa iyong katawan, ikaw ay magkakaroon ng sakit. Tanging ang kalinisan mo sa iyong katawan at kapaligiran ang siyang makapupukso sa amin.

Mga Tanong;

1. Sino si Mikrobyo?
2. Saan karaniwang nakatira si Mikrobyo?
3. Paano nagdadala ng sakit si Mikrobyo sa ating katawan?
4. Dapat ba nating iwasan si Mikrobyo? Bakit?
5. Paano maitataboy si Mikrobyo palayo sa ating katawan? Sa ating kapaligiran?
6. Ano ang kaugnayan ng mikrobyo sa sakit?

- Discuss the guide questions. Guide the pupils in giving their responses.

Answer Key:

1. Si Mikrobyo ay isang organismo na nagiging sanhi ng sakit.
2. Nakatira siya sa maruruming lugar.
3. Si Mikrobyo ay nagdadala ng sakit kapag pinapasok natin siya sa ating katawan (sa pamamagitan ng maruming kamay, pagkain ng maruming pagkain, pag-inom ng maruming tubig, paglanghap ng maruming hangin)
4. Oo, dapat nating iwasan si Mikrobyo dahil ito ay nagdadala ng sakit sa atin.
5. Maitataboy natin si Mikrobyo sa pamamagitan ng pagpapanatili ng kalinisan sa ating katawan at kapaligiran.
6. Si Mikrobyo ang nagiging sanhi ng sakit.

2.3. Discuss the bad effects of germs to the body and the sickness they bring. Help them identify the relationship between germs and illness.

- Integrate value focus on cleanliness and being watchful to avoid illness caused by germs.
- In addition, Lead the class to come up with **Germs 5**

Stoppers:

1. If you need to touch your face, the back of your hand is the place.
 2. Keep bad germs from getting inside you- no fingers, hand or things in your mouth, nose, eyes, and ears.
 3. Things that touch mouths are not for sharing.
 4. Make sure you keep your distance when someone is sick. No hugging or kissing until everyone is better.
 5. Wash your hands and face with soap and water.
- Let the pupils do the following orally.

Pumalapak ng isa kung **tama ang pangungusap at dalawa kung mali.**

1. Maiiwasan ang sakit sa pamamagitan ng kalinisan.
2. Ang mga mikrobyo ay naninirahan sa mga malilinis na lugar.
3. Mahalaga ang laging paghuhugas ng kamay .

Answer Key 1. Isa palakpak 2. dalawa 3. isa

- 2.4.** Ask: How do we get sick? What is the relationship between germs and illness? Lead the pupils in making generalization.

Ang mikrobyo ang sanhi ng sakit. Kung ang bata ay hindi malinis sa katawan, madali siyang magkakaroon ng karamdaman dahil sa mikrobyo.,

- 2.5.** Let the pupils do the enrichment activity below. Have them pair with each other to discuss this section.

Ipaliwanag ang mga dapat gawin sa ibat-ibang bahagi ng katawan sa talaan upang maiwasan ang karamdaman o sakit.

Bahagi ng katawan	Dapat gawin/Bakit?
Kamay at kuko	
Buhok	
Tainga	
Ngipin	

- Discuss the pupils' work.

- Instill the value of cleanliness and being watchful.

C. Let them answer, **Palalimin, LM p. 120.**

Answer : 1. D 2. C 3. D 4. C 5. A

IV. ASSIGNMENT

- Ask the pupils to do the following as their assignment:

Itala ang iyong pang-araw-araw na gawaing pangkalusugan sa iyong “Talaan ng Aking Araw-araw na Kalusugan”kard.

- Sabihin kung ano ang halaga na magkaroon ng ganitong talaan ang isang bata.
- Prepare ahead the format of this card.

Lesson 2.2

Diseases and their Effects on Child’s Growth and Development

I. **OBJECTIVE** : Recognizes that illness can affect a child’s growth and development.

II. **SUBJECT MATTER**: Diseases and their Effects on Growth and Development

Materials : pictures, activity cards, cartoon puzzle, strips of cartolina, chart

References : Grade 2 K-12 Curriculum Guide, Quarter 2

Integration : EsP, Music, Art

Value Focus : Cleanliness

III. PROCEDURE

A. Preliminary Activities

- Lead the class in singing the song.

Song : Ako ay masaya, ikaw ay masaya, tayong lahat ay masaya.
Malakas ang katawan, walang karamdaman

Ikaw at ako ay magkaibigan
La lalalalalalalalalalala...

- Discuss the lyrics of the song.
- Ask them to describe themselves while singing the song.
- Let the pupils do the following exercises in preparation for the new lesson.

Basahin at sagutin ang sumusunod na sitwasyon.

Si Jessica ay laging nagkakasakit. Mahina kasi ang kaniyang baga. Lagi siyang nanghihina at walang ganang kumain. Bihira siyang lumabas ng bahay dahil madali siyang mapagod.

Lagyan ng tsek (✓) ang bilang ng pangungusap na maglalarawan kay Jessica habang siya'y lumalaki.

1. Siya ay magiging payat at malungkutin.
2. Magiging masigla siya sa paglalaro.
3. Marami siyang magiging kaibigan dahil siya ay sakitin.

Answers : 1. ✓ 2. 3.

- Discuss the pupils' responses.

B. Development of the Lesson

1. Make a review on the relationship between germs and illness. Ask:
How can we make ourselves free from illness?
 - Discuss the benefit of having health card.
 - Let the pupils read and answer the following exercise orally.

Naglakad sa baha si Tony. Nakalimutan niyang hugasan ang kaniyang mga paa dahil sa pagod.

Tanong:

1. Ano kaya ang mangyayari kay Tony? Bakit?
2. Ano ang kaugnayan nang hindi paglilinis ng paa ni Tony sa kaniyang magiging sakit? Ipaliwanag.

Possible Answers:

1. Magkakasakit si Tony. Makapasok ang mikrobyo sa kaniyang katawan dahil sa hindi niya paghuhugas ng paa.
 2. Magsisimula siyang magkaroon ng sakit sa paa tulad ng alipunga dahil sa mikrobyong dulot ng marumi niyang mga paa. (Other answers may vary depending on pupils' reasons and explanation.)
- Let the pupils demonstrate the proper way of washing their feet.

2. Activities:

- 2.1. Present to the class the story of the two boys (one is sickly and another is healthy). Write it in a manila paper. Ask them to read and understand the story.



Siya si Aaron, walong taong gulang. Marami siyang ginagawa na nakapagpapasigla ng kaniyang katawan tulad ng pagtakbo, pagbibisikleta, paglalaro, at pagbubuhat ng mabibigat na bagay. Siya ay matalino at aktibo sa klase. Marami siyang

kaibigan. Kumakain siya ng masustansiyang pagkain.



Siya si Willie, walong taong gulang. Hindi siya masiglang bata. Mas gusto pa niya ang umupo at manood sa ibang bata habang naglalaro. Gustong-gusto niya ang laging nag-iisa. Siya ay mahiyain, mabagal makaunawa sa aralin, at laging maysakit. Hindi siya kumakain ng masusustansiyang pagkain.

- Discuss the guide questions. Elicit some ideas from the pupils as discussions continue.

Tanong:

1. Ano ang masasabi mo kina Aaron at Willie?
2. Sino sa dalawa ang magiging maayos at masigla ang paglaki? Bakit?
3. Sa iyong palagay, nakakaapekto ba kay Willie ang kaniyang karamdaman? Bakit?
4. Kung kaibigan mo si Willie, ano ang iyong sasabihin sa kaniya upang siya ay maging masigla?
5. Hadlang ba sa paglaki ni Willie ang kaniyang karamdaman? Paano? Ilarawan ito.

Ilarawan si Aaron at Willie. Gamitin ang mga salita sa kahon sa paglalarawan sa kanila: (Have it done in a chart, words should be written in strips of paper.)

Pangalan	Katawan	Isip	Damdamin	Pakikisalamuha / Sosyal
Aaron				
Willie				

masigla	mahina ang katawan
laging nag-iisa	laging masaya
malungkutin	maraming kaibigan
malakas ang katawan	kaunti lang ang kaibigan
matalino	mabagal makaunawa

- Discuss the guide questions. Elicit some ideas from the pupils as discussions continue.

Answer key:

Pangalan	Katawan	Isip	Damdamin	Pakikisalamuha
Aaron	masigla, malakas ang katawan	matalino	laging masaya	maraming kaibigan
Willie	mahina ang katawan	mabagal makaunawa	malungkutin	laging nag-iisa kaunti lang ang kaibigan

2.4 Discuss the effect of illness to one's growth and development. Let them come up with the following ideas.

Illness affects :

- Physical development of a child. Illnesses and diseases slow down the child's growth and development. He grows thin.
- Social development. He becomes shy.
- Emotional development. He is sensitive. He becomes a bully victim.
- Mental development. His memory slows down.

- Lead the class in making generalization.

Ang karamdaman ay hadlang sa pisikal na paglaki ng bata. Ito rin ay nakahahadlang sa kaniyang emosyonal at sosyal na pag-unlad.

- Group the pupils into two. Instruct the pupils to role play the following situations. Write the following situations in activity cards/bond paper.
- Remind the pupils of the guidelines in making a role play. Follow the rubrics in rating the performance of pupils. Use the scale of 3 points as the highest and 1 point as the lowest.

3	2	1
Nagpakita ng wastong kaalaman tungkol sa paksa	May kaunting pagkukulang tungkol sa paksa	Malayo sa paksa ang ipinakita
Nagtulungan ang buong pangkat	Isa ang hindi sumali sa pangkat	Mahigit sa 2 ang hindi sumali sa pangkat
Mahusay ang pagkakaganap ng bawat tauhan	Dalawa lang ang mahusay gumanap	Isa lang ang masugid sa grupo.

- Discuss the guide questions per group.

Sitwasyon I: Yayayain ng mga kalaro sina Anna at Lala na pumunta sa plaza upang maglaro. Hindi papayag ang ina ni Lala dahil siya ay bagong galing sa sakit. Maiiwan si Lala, samantalang masayang magtatakbuhan ang magkalaro.

Tanong:

- Ano ang masasabi ninyo kay Anna? Kay Lala?
- Kapag payat ang bata, ibig bang sabihin ay mahina ang kaniyang katawan? Bakit?
- Bakit hindi pinayagan ng kaniyang ina si Lala na makipaglaro?
- Ano sa palagay mo ang kaniyang nararamdaman?
- Kapag ang isang bata ay bagong galing sa sakit, ano ang nararamdaman niya sa kaniyang katawan? Bakit?

Sitwasyon 2: Matapos mag-aral ng kanilang aralin, niyaya ni Ben si Liza at Doris na magluksong tinik. Pumayag ang dalawa. Pagkatapos ng isang lukso, si Doris ay umayaw na. Hindi siya makahinga. Sinamahan nina Ben at Liza si Doris pauwi sa kanilang bahay. Pagkatapos, muli nilang ipinagpatuloy ang kanilang paglalaro kasama ng iba nilang kamag-aral.

Tanong:

- Ilarawan ang tatlong magkakaibigan.

Possible Answer : Malapit sa isat-isa. Masayahin.

- Anong uri ng sakit mayroon si Doris?

Possible Answer ; Hika/Asthma o may sakit sa puso

- Nagagawa ba ni Doris ang gusto niyang gawin kahit siya ay maysakit? Bakit? Answer: Hindi, dahil sagabal sa kanyang gawain ang kanyang sakit.
- Paano nakahahadlang ang sakit ni Doris sa pakikisalamuha niya sa kapwa? Sa pagpapalakas ng kaniyang katawan? Possible Answer: Hindi niya maisagawa ang nais niyang gawin dahil sa kanyang sakit.
- Anong magandang asal ang ipinakita nina Ben at Liza? Ito ba ay tanda rin ng pagiging malusog? Bakit?

Possible Answer: Sila ay maalalahanin ant mapagkalinga. Oo, tanda ito ng isang malusog na isipan.

- Let the pupils answer Gawin LM p. 123.

Answers 1. M 2. M 3. T 4. T 5. T
- Let the pupils answer Palalimin LM p. 124.

Key to correction for Palalimin :

Pisikal	Emosyonal	Isipan	Sosyal
Mahina ang katawan	Mahiyain, magiging maramdamin	Mahinang umunawa	Hindi makapaglaro dahil laging maysakit.

IV. ASSIGNMENT

- Instruct the pupils to do the following as an extension activity.

Sumulat ng isa hanggang tatlong pangungusap tungkol sa iyong karanasan noong ikaw ay nagkasakit. Isulat ito sa **notebook**.

Lesson 2.3

Common Childhood Diseases

I. OBJECTIVE: Discuss basic information on common childhood diseases like

- mumps
- chickenpox
- measles
- primary complex**

II. SUBJECT MATTER : Common Childhood Diseases

Materials: Learner's Material, pictures of children with mumps, measles, chickenpox and primary complex and charts of diseases, strip of cartolina with names of diseases and effects of poor health.

Reference: Grade 2 K to12 Curriculum Curriculum Guide, Quarter 2

Integration: Music, Physical Education and Science

Value Focus: Cleanliness and Watchfulness

III. PROCEDURE

A. Preliminary Activities

- Have the pupils sing the song with corresponding action:
Ako ay may mga Kamay
(To the tune of Eency, Wency Spider)

Ako'y may mga kamay
Na kaliwa at kanan
Itaas mo man ito'y
Malilinis naman
Ipalakpak, ipalakpak
Itong mga kamay
Ipalakpak, ipalakpak
Itong mga kamay

Ask: Do you have clean hands?
Why do we need to have clean hands always?

B. Developmental Activities

Note to the teacher: Prepare in advance strips of cartolina with the following phrases. Put them in a chart.

siya ay magiging mahiyain,	maramdamin,	iyakin,	magiging payat,
magiging biktima siya ng panunukso,	malakas ang loob,	masigla,	
madaling makipagkaibigan,	matalino,	mahinang makaunawa,	

- Let the pupils answer the following situation orally.

Basahin ang sitwasyon. Piliin sa mga salitang nasa tsart ang maaaring mangyari kay Mario dahil sa kaniyang sakit. Isulat ito sa papel.

Si Mario ay malusog at masiglang bata. Dahil sa paglalaro sa baha habang umuulan, siya ay nagkaroon ng hika.

magiging mahiyain	maramdamin
iyakin	magiging payat
matalino	malakas ang loob
masigla	mahinang makaunawa
magiging biktima siya ng panunukso	madaling makipagkaibigan

- D
iscuss the answers to the pupils

Answers: mahiyain, maramdamin, iyakin, magiging payat, magiging biktima ng panunukso, mahinang makaunawa.

2. Activities

2.1 Motivation

- Show to the children the cover page of Aralin 3.
- Ask: Have you experienced these diseases? Who among you had experienced these illnesses?

- Have the pupils identify, describe and tell something about each disease.
- Use a **KWL** chart for the learners to place what they know and want to know in the day's lesson.
- Encourage them to tell what they want to know about these diseases. Let them post their answers in the chart.

Know	Want to Know	Learned

Unlock the following words:

Glandula ng laway

Impeksiyon

2.2 Tell the pupils about the resource speaker and his/her topic.

Say “ Ano ang gusto ninyong itanong sa ating darating na bisita?”

- Remind the pupils of the standard in listening like:
 - Listen attentively.
 - Understand what the speaker is sharing.
 - Respect the speaker. Do not talk while the speaker is talking.
 - Ask questions in a nice and kind way.
 - Write down important information shared by the speaker.
- Based on the information shared by invited resource speaker, the pupils will fill up the table in Linangin LM p. 126.
Answers in **Linangin** will depend on pupils' responses.
- Have the pupils complete the **KWL** chart. Discuss the answers.
- Integrate the value of cleanliness and being watchful on washing hands.

2.3 Have them answer the following activity.

Ibigay ang impormasyon angkop sa sumusunod na sakit. Hanapin ito sa kahon sa ibaba. Isulat ang letra ng tamang sagot.

1. Beke
2. Bulutong tubig
3. **Primary Complex**
4. Tigdas

- A. Mapupulang butlig na nag-uumpisa sa likod ng tainga at kumakalat sa buong katawan.
- B. Pamamaga ng panga sa ilalim ng tainga. Ito ang sanhi ng kawalan ng gana sa pagkain dahil sa masakit na pagbuka ng bibig.
- C. Patuloy na pamamayay, walang ganang kumain at panghihina dahil sa mahinang baga.
- D. Nag-uumpisa ito bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay, at mga paa.

Answers 1. B 2. D 3. C 4. A

- Discuss the responses given by the pupils.
- Show again the pictures to the pupils for emphasis.

2.4 Let them formulate the generalization.

“Ang karaniwang sakit ng mga bata ay beke, tigdas, bulutong-tubig, at primary complex.”

- Let the pupils do Gawin LM p. 127.
Answers 1. / 2. X 3. / 4. / 5. /

2.5 Let the pupils do **Palalimin**, p. 128.

For expected answers, please refer to Karagdagang Kaalaman Para sa Guro.

- Discuss the answers of the pupils. Tell the pupils that symptoms of these diseases should be conveyed to their parents for their awareness.
- Discuss the importance of cleanliness for value focus.

IV. ASSIGNMENT

- Instruct the pupils to do the following extension activity. (For answer key please refer to Karagdagang Kaalaman Para sa Guro.)

Alamin sa iyong kasambahay kung sino ang nagkasakit ng beke, tigdás, bulutong-tubig at primary complex. Hikayatin sila na ikuwento sa iyo ang kanilang naging karanasan. Ipasulat sa notebook ang kanilang kuwento.

Karagdagang Kaalaman Para sa Guro

Bulutong-tubig- Ang bulutong-tubig ay impeksiyong nakakahawa. Ito ay nagdudulot ng pangangati ng balat at paltos dulot ng **varicella-zoster virus**. Ang mikrobyo ay naisasalin sa iba sa pamamagitan ng mga nabasag na paltos na dala ng hangin at sa pagtabi sa mga batang may impeksiyon nito. Nakahahawa ito tatlong araw bago magkaroon ng pamamantal hanggang ito ay bumuo ng mga langib. Ito ay nag-uumpisa bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay at mga paa.

Primary (Tuberculosis) Complex - Ang sakit sa baga ay maaaring ikamatay ng isang bata kung hindi agad mabibigyang lunas. Ang palatandaan nito ay ang mga sumusunod: walang ganang kumain, pasumpong-sumpong na lagnat lalo na sa hapon, madaling mapagod, pasumpong-sumpong na ubo, magaan ang timbang, may kulani sa leeg. Ito ay madaling makahawa sa pamamagitan ng pag-ubo, pagbahing at pakikipag-usap. Ito ay maiiwasan sa pamamagitan ng pagpapabakuna ng BCG, wastong pagkain, sapat na pahinga, wastong gawi sa kalinisan at pagpapagamot.

Beke - Ang beke ay nakahahawang sakit sanhi nang paglaki ng isa o higit pang glandula ng laway. Ito ay bunga ng impeksiyong nakahahawa na ikinakalat ng hangin at dumadaan sa ilong at lalamunan. Ang mga palatandaan ng sakit na ito ay lagnat, paglaki ng bahagi ng panga sa ilalim ng tainga, masakit na pagbukas ng bibig at walang gana sa pagkain. Karaniwang kumakapit ang sakit na ito sa mga bata pagkalipas ng kanilang ika-dalawang taong gulang. Maiiwasan ito kung ang bata ay napabakunahan sa tigdás. Maliban sa pagpapahinga, walang gamot na makalulunas sa sakit na ito.

Tigdás—Ang tigdás ay nakahahawang sakit na dulot ng **paramyxo-virus**. Ang palatandaan nito ay mataas na lagnat, ubo, sipon, maliliit at mapupulang butlig na nag-uumpisa sa likod ng tainga at kumakalat sa buong katawan. Kasama din sa palatandaan ang sipon, masakit na lalamunan, pag-ubo, namumulang mga mata na sensitibo sa liwanag. Ito ay bunga ng mikrobyo na kumakalat sa hangin sa pamamagitan ng pag-ubo at pagbahing ng taong may karamdaman.

Lesson 2.4

Sleep, Rest, Exercise and Proper Nutrition

I. OBJECTIVE : Discuss the likelihood of catching diseases when one lacks sleep, rest, exercise and is undernourished.

II. SUBJECT MATTER: Acquisition of Diseases When One Lacks Sleep, Rest, Exercise and is Undernourished

Materials: poem, pictures, chart, puzzle, puppet

Reference: Grade 2 K to 12 Curriculum Guide, Quarter 2

Integration: Edukasyon sa Pagpapakatao, Values Education, Art, English (Following Directions)

Value Focus: Taking Care of One's Health

III. PROCEDURE

A. Preliminary Activity

- Check pupils' assignment.
- Lead the class in singing the song *Kalusugan ay Kamtan* (Sa himig na Magtanim ay Di Biro)

Masutansyang pagkain ang kailangan natin

Upang maging malusog, katawan ay bibilog

Sapat na oras ng tulog ay talagang mainam din

Iwasan ang magpuyat para hindi lambutin.

Tayo'y mag-ehersisyo, isa, dalawa, tatlo

Wastong pahinga'y kamtan upang sakit ay maiwasan.

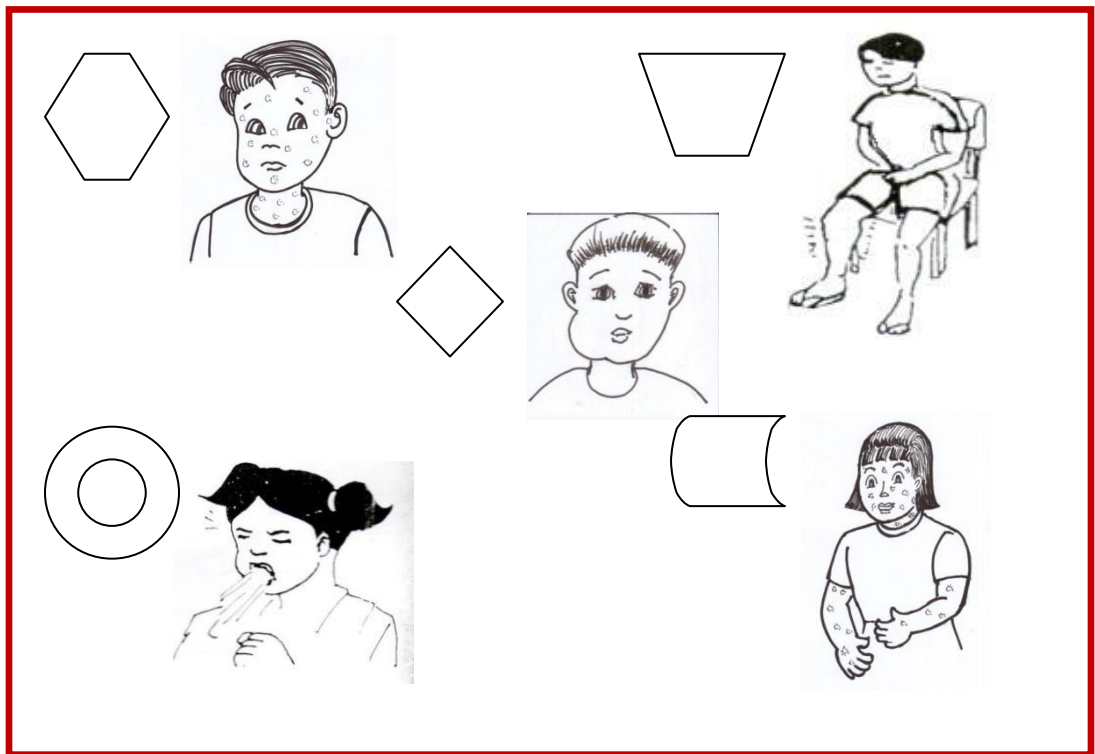
- Discuss the meaning of the song. Ask them of their activities at home about good health.

Answer Key: Answers may vary depending on pupils responses

B. Development of the Lesson

1. Let the pupils do the following activity orally as a review of the previous lesson. Note: Write this activity on a manila paper.

Basahin ang mga nakatalang impormasyon sa ibaba. Hanapin sa kahon ang batang tinutukoy at iguhit sa papel ang hugis na nasa tabi nito.

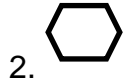


1. Siya ay may nakahahawang sakit. Nakikita ito sa paglaki ng kaniyang panga sa ilalim ng tainga.
2. Siya ay may mataas na lagnat, ubo, sipon, maliliit at mapupulang butlig na nag-umpisa sa likod ng tainga at kumalat sa buong katawan.
3. Siya ay may lagnat at bulutong. Ito ay mula sa mikrobyong nakuha sa pagtabi sa taong may impeksiyon.
4. Mahina ang kaniyang baga kaya siya ay payat, walang ganang kumain, madaling mapagod at laging may lagnat sa gabi.

Answer Key:

1. 

3. 



2. Activities

2.1. Motivation

- Refer the pupils on the cover of this Aralin. Then, show a picture of a sick child and a picture of a healthy child. Tell the pupils that they are going to read a poem about them. (Prepare the poem in a manila paper.)
- Give reminders on what to do while reading the poem.
- Unlock some words like kalugod-lugod, humapay.

2.2 . Using hand puppets, read the poem to the class.

- Let the pupils read and act out the dialogue using the hand puppets
- Assess how well the pupils acted out the poem.

Si Jimbo Malusog at si Berto Sakitin



Dalawang magkaibigan ay nagkitang minsan

Si Jimbo'y malusog at kalugod-lugod

Si Berto'y sakitin at medyo patpatin

Dahilan kung bakit ay ating tuklasin.



Kumusta kaibigan!!! Ang bati ni Jimbo

Tikas at tindig ko ngayon ay tingnan mo

Mga prutas at gulay ang kinakain ko

Mabuting kalusugan aking natatamo.

Mga prutas at gulay ay hindi ko
Kendi at sitsirya ang tanging ibig ko
Ayaw kong maglaro baka lang
Nanghihina ako at nanlulupaypay



gusto

humapay



Lahat ng ayaw mo'y aking ginagawa,
Nag-eehersisyo na may angking tuwa
May sapat na tulog at wastong pahinga
Kaya sa gawain ay kahanga-hanga.

Tinatamad ako sa mga gawain
Lalo na at ako ay laging sakitin.
Laging inaantok dahil laging puyat



Tulongan mo ako, makamtan ang sapat.

Ako ay malusog, buto ko'y matigas
Buong katawan ko'y masigla't malakas
Ako ay sakitin, malambot at payat
Lubos na umaasa, di pa huli ang lahat.

Tanong:

1. Anong uri ng bata si Jimbo? Si Berto? Ilarawan.
2. Ano ang ipinayo ni Jimbo kay Berto?

3. Sa iyong palagay, susundin kaya ni Berto ang kaniyang kaibigan? Bakit?
4. Kung ikaw si Berto, susundin mo ba ang ipinayo ni Jimbo? Bakit?
5. Sa kuwentong iyong nabasa, bakit madaling magkasakit ang batang kulang sa nutrisyon, tulog, pahinga, at ehersisyo.

Answer Key:

1. **Jimbo** - malusog, masigla, malakas, kalugod-lugod
Berto – sakitin, nanghihina, nanlulupaypay, laging inaantok, laging puyat, malambot at payat
 2. Kumain ng mga prutas at gulay, magkaroon ng sapat na tulog, pahinga at ehersisyo.
 3. Oo, dahil sa kaniyang sinabi na hindi pa huli ang lahat
 4. Oo, dahil lulusog ako at sisigla (pupils' answers may vary; accept their answers)
 5. Dahil nawawalan siya ng sapat na sustansiya at enerhiya na kailangan ng karawan.
- Discuss the importance of sleep, rest, exercise and good nutrition. You may have a comparison of the two children, one who is healthy and the other who is sickly. Or, you may ask the pupils to relate their experiences at home on the food they eat, their time to sleep, their rest and regular exercise.
 - Let the pupils answer the table, LM p. 131. Answers will depend on pupils' responses.
 - Discuss the value focus for the day, taking care of one's health.

2.3. Ask: Why does a child easily get sick?

What will happen if a child lacks nutritious food, enough rest and sleep and exercise.

What is the importance of enough sleep, rest, exercise and good nutrition ?

As a growing child like you, how will you make yourself healthy?

- Lead the pupils in making generalization.

“Ang batang kulang sa masustansiyang pagkain, ehersisyo, sapat na tulog at pahinga ay madaling mahawa ng sakit.”

- Instill the value of having complete rest, good food and exercise .

2.4. Have the pupils do **Gawin LM**, p. 132.

Answer Key:

Batang Maysakit

junk foods
maghaponng paglalaro
panonood ng TV hanggang
hatinggabi

Batang Malusog

sapat na tulog
gulay at prutas
pag-inom ng 8-10
basong tubig araw-araw
ehersisyo tuwing umaga

C. Let the pupils work on **Palalimin LM**,, p. 133.

Answer Key:

1. masustansiyang pagkain
2. Sapat na tulog
3. Pahinga
4. ehersisyo
5. Masustansiyang pagkain

IV. ASSIGNMENT

- Instruct the pupils to do the following as their assignment.

Gumuhit ng bilog sa notebook. Iguhit ang iyong sarili sa gitna nito. Isulat sa ibaba ang mga dapat mong gawin upang lalo kang maging masigla at malusog.

Lesson 2.5

Importance of Immunization

I. **OBJECTIVE:** Analyze the importance of immunization in protecting oneself from communicable diseases.

II. **SUBJECT MATTER: Importance of Immunization**

Materials : pictures, chart, poster

Reference: Grade 2 K to 12 Curriculum Guide, Quarter 2

Integration: Music, Arts

Value Focus: Health consciousness

III. **PROCEDURE**

A. **Preliminary Activity**

- Let the pupils sing the following song.
(*To the tune of "Spaghetti Pataas, Spaghetti Pababa"*)

Apir tayo, matatag ang body ko, sa sakit protektado

Bakuna, bakuna, bakuna

Apir tayo, malakas energy ko, ligtas pa sa trangkaso

Bakuna, bakuna, bakuna

Pulmonya at dipterya hinding-hindi uubra

Pag tayo'y may proteksyon, nakasisiguro ka

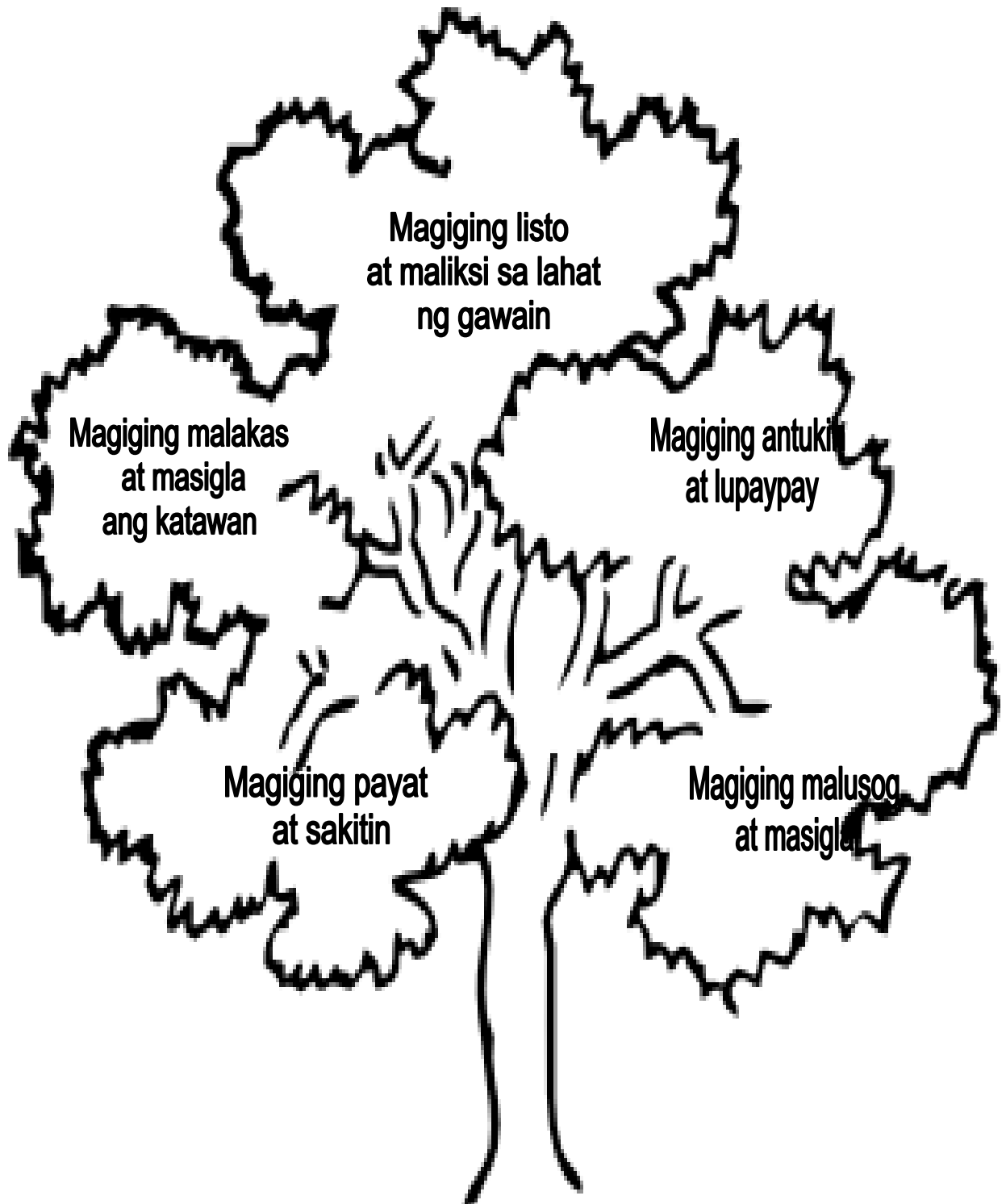
German measles at tigdás, sa beke at bulutong

Bakuna ay kailangan para habangbuhay ang kaligtasan.

B. **Development of the Lesson**

1. As a review on the previous lesson, let the pupils do the following activity. Have this activity written in a manila paper.

Isulat sa papel ang maaaring mangyari batay sa sitwasyong nakasulat sa unang kolum. Piliin ang sagot sa puno sa ibaba.



SITWASYON	MAGIGING BUNGA
1. Kendi, sitsirya at iba pang junk food ang hilig ni Dondon.	
2. Mahilig mag-ehersisyo at mag jogging si Arbie tuwing umaga.	
3. Gulay at prutas ang kinakain ni Melinda. Hindi siya mahilig sa hamburger .	
4. Computer game ang nais laruin ni Nitoy kahit malalim na ang gabi.	
5. Natutulog si Jade nang maaga upang magkaroon siya nang sapat na oras ng pagtulog.	

Answer Key:

1. Magiging payat at sakitin
2. Magiging malakas at masigla ang katawan
3. Magiging malusog at masigla
4. Magiging antukin at lupaypay
5. Magiging listo at maliksi sa lahat ng Gawain

2. Activities

2.1 Motivation

- Show a picture of a mother having her baby immunized in the health center. Elicit ideas about the picture.

Ask:

- Have you asked your mother if you were immunized when you were still a baby?
- Why do mothers bring their babies to the health center to have immunization?
- Why is it important to immunize babies?
- Unlock some words like poster, proteksiyon.

2.2 Show a poster about immunization campaign. Have the pupils talk about it. Let the pupils do **Linangin LM** p. 135.

Possible Answers:

- A. 1. Imyunisasyon
2. Mabigyan ng impormasyon ang mga tao tungkol sa kahalagahan ng imyunisasyon.
3. Makatutulong ito sa pamamagitan ng pagbibigay ng kaalaman sa kahalagahan ng imyunisasyon upang maging ligtas sa sakit.

- Let the pupils answer the table LM p.136.

Answer key for Linangin B.

MABUTING DULOT NG PAGKAKARON NG BAKUNA	MGA PANGANIB SA BATANG WALANG BAKUNA
masisiguro ang kaligtasan ng buhay	maaaring magkaroon ng kapansanang pisikal o mental ang isang bata
maiwasan ang pagkakasakit	madaling magkasakit
magiging malusog ang katawan	maaaring magkaroon ng malalang karamdaman
malakas ang depensa ng katawan	mahina ang katawan laban sa seryosong sakit

- Ask: As shown in the poster, what have you realized about immunization?
- Discuss the following
 - a. Meaning of Immunization and Immune System
 - b. Importance of immunization in the child's body.

- Lead the class in making generalization.

“Ang immunization o pagkakaroon ng bakuna ay mahalaga upang maiwasan ang pagkakasakit na dulot ng impeksiyon.”

2.3. To fix their skills on analyzing the importance of vaccination, let the pupils answer Gawin LM p. 137.

Answer Key: 1. D 2. D 3. B 4. A 5. C

2.4. Ask: Why is immunization important in protecting oneself from childhood diseases?

- Help instill the value of health consciousness to the pupils.

2.5. Let the pupils do **Palalimin A &B, LM p. 139.**

Answer Key: A. 1. karayom 2. Sanggol 3. Mikrobyo

4. Pag-ubo 5. malakas

B. 1. B 2. C 3. A

- Elicit some more questions from the pupils for clarification.

IV. ASSIGNMENT

- Have the pupils do the following as their homework.

Gumawa ng panayam sa nanay ng iyong mga kalaro. Itanong kung napabakunahan sila at isulat sa kolum sa ibaba ang mga impormasyong iyong nakuha.

Pangalan ng Kalaro	Pangalan ng Nanay	Napabakunahan	Hindi Napabakunahan

Additional Information for Teachers

Immunization is the process by which an individual's immune system

becomes fortified against an agent (known as the immunogen). The immune system, which is made up of special cells, proteins, tissues, and organs, defends people against germs and microorganisms every day. In most cases, the immune system does a great job of keeping people healthy and preventing infections. But sometimes problems with the immune system can lead to illness and infection.

Vaccination can prevent the child from getting serious diseases that can kill or cause long-term health problems. Vaccinated babies are much less likely to suffer the devastating consequences of these diseases.

Vaccines contain a tiny part of the virus or bacteria that causes a disease. The vaccine cannot cause the disease itself. When the vaccine is given, the body's immune system reacts towards it and produces antibodies against it. These antibodies remain in the body and will be ready to recognize that virus or bacteria and protect your child should he or she ever come into contact with that infection.

Immunisation also helps prevent outbreaks and epidemics of these infectious diseases.

Newborn babies are immune to many diseases because they have antibodies they got from their mothers. However, this immunity goes away during the first year of life. Also, young children do not have this "maternal immunity" against some diseases, such as whooping cough.

Immunizing individual children also helps protect the health of our community, especially those people who cannot be immunized. These include children who are too young to be vaccinated (for example, children less than a year old cannot receive the measles vaccine but can be infected by the measles virus), those who cannot be vaccinated for medical reasons (for example, children with leukemia), and those who cannot make an adequate response to vaccination.

Lesson 2.6

Prevention and Control of Childhood Diseases

I. **OBJECTIVE** : Demonstrate measures to control and prevent common childhood diseases.

II. **SUBJECT MATTER** : Measures to Control and Prevent Common Childhood Diseases

Materials: picture puzzle of a child taking a bath, eating good food, exercise and sleeping,

4 sets of metacards with letters **b a k u n a**, activity cards, crayon, rubric

References: Grade 2 Kto 12 Curriculum Guide, Quarter 2

Integration: Sining, P E, Musika, Science

Value Focus: Cleanliness, Taking Care of the Body

II. PROCEDURE

A. Preliminary Activities

- Lead the class in singing the song below to the tune of **London Bridge**.

*Tayo ay mag - exercise, exercise, exercise
Tayo ay mag - exercise, nang sumigla.*

*Itaas ang mga kamay,
Ipadyak ang paa
Tayo ay mag- exercise nang sumigla.*

*Itaas ang kamay, ikembot ang beywang
Tayo ay mag-exercise, nang sumigla.*

B. Development of the Lesson

1. Group the pupils into 4. Give each group six letters written on a metacard. Instruct them to arrange the letters into a word. Give the clue if pupils could not do the task . Acknowledge the group who finishes the activity first. Tell the pupils to do the next activity.

Ayusin ang mga titik sa ibaba ng larawan upang makabuo ng isang salita na may kaugnayan sa aralin.



a k u b a n

Clue: 1. Ano ang kailangan upang maiwasang magkasakit?
2. Ang mga doctor ang nagbibigay nito.

B. Tapusin ang pangungusap:

Pinabakunahan ako ng nanay ko upang

Possible answers:

Pinabakunahan ako ng nanay ko upang may panlaban sa sakit.

Pinabakunahan ako ng nanay ko upang hindi ako magkasakit.

Pinabakunahan ako ng nanay ko upang makaiwas ako sa sakit.

2. Activities

2.1 Motivation

- Ask: How do you describe a healthy child?
- Present the poem to the pupils. (The poem should be written in a manila paper.)
- Unlock some words like maliksi, marikit, kaakit-akit
- Remind the pupils of some listening skills they have to observe.

2.2 Let the pupils listen to the poem.



Mga Tanong:

1. Ano ang maaaring mangyari sa isang batang malusog?
2. Paano mo mailalarawan ang batang malusog?
3. Ano ang gagawin mo upang ikaw ay maging malusog?
4. Sino sa mga kamag-aral mo ang katulad ng tauhan sa tula?
Bakit mo nasabi ito?

- Call in some pupils to answer the questions orally.

Possible answers:

1. Siya ay malayo sa sakit.
2. Ang batang malusog ay maliksi, maayos, marikit, matalino at kaakit-akit.
3. Kakain ako ng mga masusustansyang pagkain.
4. (Answers will depend on the pupils' experiences.)

- Discuss measures to prevent and control common diseases of children. Elaborate pupils' responses by encouraging them to share their experiences in the following areas:
 - Good food (*Wastong pagkain*)
 - Exercise (*Ehersisyo*)
 - Sleep and rest (*Wastong tulog at pahinga*)
 - Cleanliness of the body (*Maging malinis sa katawan*)
 - Vaccination for children (*Magpabakuna*)

2.3 Let the pupils do **Linangin**, LM p. 142.

Answer Key:

1. Gulay at Prutas
2. Paliligo
3. **Jogging**

- Let the pupils do the next part of **Linangin**, LM p. 143.

Answer Key: Basket 2,3,6

2.4. Lead the pupils in making generalization.

“Maiiwasan ang mga karaniwang sakit kung kakain ng wastong pagkain, mag-eehersisyo, magkakaroon ng sapat na tulog at pahinga, magiging malinis sa katawan at magpapabakuna.”

- Guide the pupils in appreciating the value of cleanliness.

2.5. Instruct the pupils to do the following activity.

Ibakat sa **notebook** ang iyong kamay. Isulat sa binakat na kamay ang iyong pangakong gagawin upang maiwasan ang sakit. Kulayan ito.

2.6. Let the pupils do Gawin LM p.144.

Answers 1. / 2. / 3. / 4. 5. /

C. Let the pupils do Palalimin LM , p. 145.

Answer Key:

1. C.
2. D.
3. A.

IV. ASSIGNMENT

- Instruct the pupils how to do the extension activity.

Gumawa ng panayam sa tatlong kalaro. Itanong kung ano ang ginagawa nila upang hindi sila magkasakit. Isulat ang sagot sa **notebook**.

Additional Information:

Disease prevention is key to good health. It is always better to prevent a disease than to treat it.

There are measures to control and prevent common childhood diseases.

1. Eating Nutritious food
2. Exercise
3. Sleep and rest
4. Cleanliness of the Body
5. Vaccination

Pangyunit na Pagsusulit

A. Isulat ang **T** kung tama ang pangungusap at **M** kung mali.

1. Ang mikrobyo ang sanhi ng sakit.
2. Ang batang kulang sa tulog, ehersisyo, pahinga at masustansiyang pagkain ay malusog.
3. Ang malinis na bata ay ligtas sa sakit.
4. Pumapasok ang mikrobyo sa katawan sa pamamagitan ng maruming kamay.
5. Ang karamdaman ay hadlang sa paglaki ng isang bata.

B. Piliin ang letra ng tamang sagot.

1. Ano-ano ang kailangan ng batang tulad mo upang maging masigla at malusog?
 - A. magagandang laruan
 - B. masasarap na pagkain

- C. maraming pera, sapatos at damit
- D. masustansyang pagkain, pahinga, sapat na tulog at ehersisyo

2. Si Bong ay maghapon kung maglaro sa labas ng bahay. Pag-uwi sa bahay, **computer** naman ang kaniyang tinututukan hanggang hatinggabi. Ano ang mangyayari kay Bong?

- A. Hahangaan siya ng kaniyang mga kalaro.
- B. Magiging mahusay siyang manlalaro.
- C. Siya ay manghihina at laging aantukin.
- D. Magiging masigla siyang bata.

3. Bakit mahalagang magkaroon ng bakuna ang isang bata?

- A. Tatangkad siya at titibay ang kaniyang buto.
- B. Magkakaroon siya ng proteksiyon laban sa sakit.
- C. Magiging maganda at makinis ang kaniyang kutis.
- D. Gaganda ang kaniyang boses at magiging mahusay siyang mang-aawit.

4. Alin sa sumusunod ang nakahahadlang sa paglaki ng isang bata?

- A. masustansiyang pagkain
- B. Karamdaman
- C. wastong tulog at pahinga
- D. pagpapabakuna

5. Ano ang maaaring mangyari sa mga bata kapag nagkaroon sila ng karamdaman?

- A. Gaganahan sila sa pagkain.
- B. Lalakas ang kanilang katawan.
- C. Magiging aktibo sila sa klase.
- D. Magiging mabagal ang kanyang paglaki at sariling pag-unlad.

C. Hanapin sa loob ng kahon ang sakit na tinutukoy ng sumusunod:

- 1. Nag-uumpisa ito bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay at mga paa.
- 2. Ang palatandaan nito ay walang ganang kumain, lagnat sa hapon, ubo, madaling mapagod, magaan ang timbang at may kulani sa leeg.
- 3. Paglaki ng bahagi ng panga sa ilalim ng tainga, masakit na pagbukas ng bibig at walang gana sa pagkain.
- 4. Mapupulang butlig na nag-uumpisa sa likod ng tainga at kumakalat sa buong katawan.

5. Ito ang karaniwang tawag sa sakit na **primary complex**.

Primary complex	Beke
Bulutong-tubig	Tigdas

Tuberkulosis

Lagnat

ISKOR	KAHULUGAN
15	<i>Mataas ang pagkatuto, Napakahusay</i>
12 - 14	<i>Mataas ang pagkatuto, Mahusay</i>
9 - 11	<i>May potensiyal na ipinakikita</i>
5 - 8	<i>may kakayahang mapataas pa ang marka kung lalo pang magsisikap.</i>
0 - 5	<i>Nangangailangan ang sapat na pagsisikap upang mapataas ang antas ng pagkatuto</i>

Answer Key:

- | | |
|---------|---------|
| A. 1. T | B. 1. D |
| 2. M | 2. C |
| 3. T | 3. B |
| 4. T | 4. B |
| 5. T | 5. D |

- B.
1. bulutong-tubig
 2. primary complex
 3. beke
 4. tigdás
 5. tuberculosis

QUARTER 3: DISEASE PREVENTION AND CONTROL

Content Standards

The Learner demonstrates understanding of the importance of disease prevention and control

Performance Standards

The Learner consistently applies self-management skills to prevent and control the spread of diseases

☞ **Time Allotment:** 40 minutes per week

Overview of Quarter 3 Lessons:

Learning Module for Quarter 3 is all about the importance of disease prevention and control also. But unlike in Module 1, this module will give details on the prevention of food borne diseases (contaminated food and water) and control of diseases due to parasites.

☞ **Contents**

- 1 Food Not Safe to Eat
- 2 Signs and Symptoms of Food-borne Diseases
- 3 Good Health Habits
- 4 Pediculosis
- 5 Worm Infestation
- 6 Personal Hygiene
- 7 Cleanliness of the Surroundings
- 8 Self-Monitoring Skills

Lesson 3.1 **Food Not Safe to Eat**

I. OBJECTIVE: Identify foods that are sources of food-borne diseases.

II. SUBJECT MATTER: Sources of Food-borne Diseases

Materials : Pictures, chart, cartolina strips, crayon,
Reference : Grade 2 K to 12 Curriculum Guide, Quarter 3
Integration : Music, Art
Value Focus : Food Consciousness

III. PROCEDURE

A. Preliminary Activities

- Song

Lead the pupils in singing the song below.

(To the tune of “Ano-ano ang Nakikita?”)

Ano-ano ang mga sakit, na nakukuha sa pagkain

Pagkalason at diarrhea, kung minsa’y allergy

Kaya dapat maging maingat, sa pagpili ng pagkain

Kalinisan ay panatilihin sa lahat ng gagawin

B. Development of the Lesson

1. Review

Have the pupils accomplish the activity as review of the past lesson

Basahin ang mga nakasulat sa bawat damit na nakasampay. Iguhit sa papel ang mga damit na may nakasulat na paraan upang maiwasan ang mga sakit.





Answer Key: kamiseta, palda, pantalon, short, medyas

2. Activities

2.1 Motivation

- Show a picture of an interview. Ask: Have you watched an interview on television? Today, we will listen to an interview.
- Unlock the following words: expired, kontaminado, **food-borne diseases**
- Remind the pupils of what to do while listening.

2.2 Ask the pupils to find a partner and act out the interview on **Linangin**, p. 149 . Call on another partner to do the same.

- Have the pupils answer the given questions.

Answer Key:

1. Si Mario ay nagkasakit dahil nakakain siya ng pagkaing marumi o hindi ligtas kainin. (Accept pupils' answer related to the issues raised)
2. Pupils' responses may vary depending on their experiences or knowledge of the issue.

2.3 Guide the class in making generalization.

Ang pagkain at inuming hindi ligtas ay kontaminado ng bakteryang. Halimbawa ng mga ito ay

- panis na
- nadapuan ng langaw o ipis
- bilasa o hindi na sariwa
- ayon sa tatak sa lata ay expired na
- walang takip na itinitinda sa kalsada
- maruming tubig

Instill the value of food consciousness for prevention and control of diseases due to contaminated food or water.

2.4. Enhance the learning of the pupils by asking them to work on **Gawin**, p. **150**.

Answer Key:

1. expired o lampas na sa panahon ng pagiging ligtas
2. nadapuan ng langaw o iba pangkulisap
3. malansa, hindi malinis
4. panis, marumi

2.5 Let the pupils work on **Palalimin**, p. 151.

Answer key:

1. panis na pagkain
2. expired na pagkain
3. nilalangaw na pagkain

IV. ASSIGNMENT

Have the pupils do the activity at home as their homework.

Gumawa ng panayam sa nanay ng iyong kalaro. Tanungin kung sino ang nakaranas ng pananakit ng tiyan o pagtatae. Alamin kung ano ang naging dahilan nito. Isulat ang sagot sa **notebook**.

Pangalan	Dahilan ng Sakit
1.	
2.	
3.	

- Encourage them to be creative in presenting their work.
-

Lesson 3.2

Signs and Symptoms of Food-borne Diseases

I. **OBJECTIVE:** Identify the signs and symptoms of food-borne diseases.

II. **SUBJECT MATTER: Signs and Symptoms of Food-borne Diseases**

Materials: Pictures, chart, cartolina strips, crayon,

Reference: K to 12 Curriculum

Integration: Music, Art

Value Focus: Food Consciousness

III. PROCEDURE

A. Preliminary Activities

- Lead the pupils in singing the song below,
(*To the tune of "Here We Go Round the Mulberry Bush"*)

Alam nyo ba ang mga sintomas/ ng mga sakit/ ng mga sakit

Pagsusuka at pagtatae/ pagsakit ng tiyan

Kung minsan ay pagkahilo/ pamamantal/ at pamumula

Walang gana sa pagkain/ at nanghihina.

Kaya dapat maging maingat/ sa mga kinakain

Maghugas ng kamay/ at maglinis /ng kapaligiran.

Kalusugan ay alagaan/ karamdaman ay iwasan

Buhay ay magiging masaya/ at walang problema.

B. Development of the Lesson

1. Review

Ask the pupils to work on the activity below.

Isulat sa papel kung dapat o hindi dapat kainin o inumin ang mga pagkaing nasa larawan. Ipaliwanag ang iyong sagot.



Possible answers:

Hindi dapat kainin ang mga nasa larawan. Ang mga pagkain ay expired o lipas na, nadapuan ng kulisap, nilalangaw na. Ang makakakain ng mga pagkaing nasa larawan ay maaaring makaranas ng pagtatae o **diarrhea**, pagsakit ng tiyan, allergy, pagsusuka at pagkalason.

2. Activities

2.1 Motivation

- Ask: Do you buy street foods? What do you usually eat? What might happen if you eat food that is not safe or exposed to germs? Today, we will read a story. Find out what happen to the child in the story.

2.2 Unlock the following words: dehydration, diarrhea, sauce

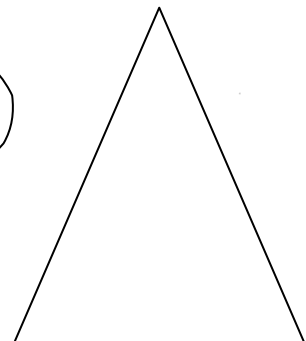
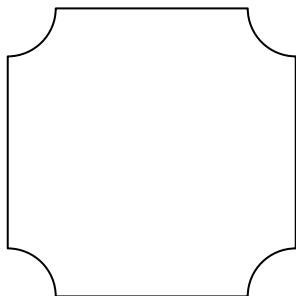
- Present the title of the story. Encourage the pupils to ask some questions about it. Ask them to read the story written in a manila paper, **Ang Sakit ng Tiyan Ko....**
-

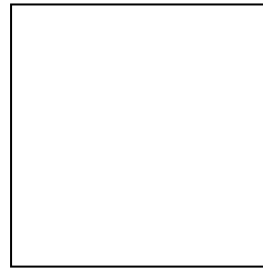
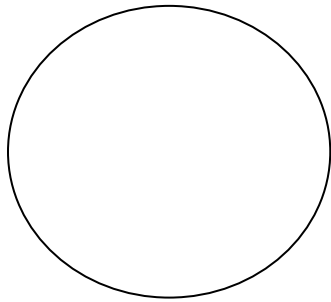
Ang Sakit ng Tiyan Ko . . .

Si Bonn ay batang mahilig sa **fishball** at iba pang pagkain na itinitinda sa kalye. “**Fishball!!!**”, ang sigaw ng mamang nagtitinda. Agad tumakbo si Bonn upang bumili ng halagang sampung piso, sabay sawsaw sa **sauce** na nasa garapon. Lingid sa kaalaman ni Bonn, may mga mikrobyo sa **sauce**. “Ayan, didikit ako sa fish ball para pumasok sa tiyan niya”, ang sabi ni Mikko Mikrobyo. Makaraan ang isang saglit, “Arrraayyyy... ang sakit ng tiyan ko!!!” sigaw ni Bonn sabay takbo sa palikuran. Dinala siya sa doktor ng kaniyang ina. Ipinaliwanag ng doktor na ito ay madalas na nanggagaling sa mga mikrobyo at bakterya na nasa maruming pagkain. Ang pagsakit ng tiyan at ang dalas ng kaniyang pangangailangang pumunta sa palikuran ay sintomas ng **diarrhea**. Pinayuhan siya ng doktor na ihalo ang oresol sa tubig na iinumina niya upang bumalik sa normal ang kaniyang pagdumi. Mula noon, naging maingat na siya sa mga pagkain na maaring makapagdulot sa kaniya ng sakit. Naging malinis na rin siya sa katawan.

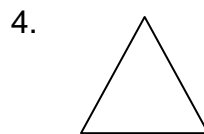
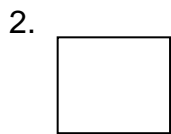
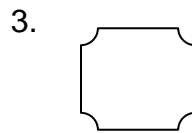
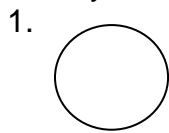
- Have the pupils do the following activity:
Iguhit sa papel ang hugis kung saan nakalagay ang larawang hinihingi ng bawat parirala. Kulayan ito.

1. Hilig na pagkain ni Bonn
2. Nangyari pagkatapos kumain ni Bonn ng **fishball**
3. Dumikit sa **fishball** na naging dahilan ng pagsakit ng tiyan ni Bonn
4. Sintomas ng sakit na **diarrhea** na naranasan ni Bonn
5. Ipinayo ng doktor kay Bonn na ihalo sa tubig na iinumina niya upang bumalik sa normal ang kanyang pagdumi.





Answer Key:



2.3 What are the signs and symptoms of food-borne diseases?

- Lead the class in making generalization.

Ang karaniwang sintomas ng sakit mula sa maruming pagkain ay pananakit ng tiyan, pagtatae, pagsusuka, pagkahilo, pamamantal at pamumula ng balat, walang ganang kumain at panghihina ng katawan.

- Discuss the value of food consciousness for disease prevention and control.

2.4 Ask: What are the effects of eating contaminated foods? What are some food-borne diseases?

How do we know if we are suffering from diarrhea?

What are the symptoms of allergy? food-poisoning?

What are other symptoms of food-borne diseases?

Have you ever experienced having a severe stomach ache? What did you do? How did you deal with pain?

- Have the pupils do **Gawin**, p. 153 .

Answer Key:

a. pagsakit ng tiyan

b. pagtatae

c. lagnat

d. pamamantal at pamumula ng balat

e. pagsusuka

f. walang ganang kumain at panghihina ng katawan.

2.5 Let the pupils work on **Palalimin**, p. 154.

Answer Key: 1. T 2. T 3. T 4. M 5. T

IV. ASSIGNMENT

- Have the pupils do the activity at home.

Naranasan mo na bang sumakit ang iyong tiyan o magsuka sanhi ng pagkain? Isulat sa **notebook** ang iyong naging karanasan. Ibahagi ito sa klase.

Background Information For Teachers

Symptoms of food-borne illnesses depend on the cause. Common symptoms of many food-borne illnesses include vomiting, diarrhea or bloody diarrhea, abdominal pain, fever, chills.

Food-borne illnesses are infections or irritations of the gastrointestinal (GI) tract caused by food or beverages that contain harmful bacteria, parasites, viruses, or chemicals.

Anyone can get a food-borne illness. However, some people are more likely to develop food-borne illnesses than others, including infants and children, pregnant women and their fetuses, older adults, and people with weakened immune systems.

Food-borne illnesses can be prevented by properly storing, cooking, cleaning, and handling foods.

Lesson 3.3

Good Health Habits

I. **OBJECTIVE:** Practice good health habits to prevent and control food-borne diseases.

II. **SUBJECT MATTER: Good Health Habits**

Materials: Pictures, chart,

Reference: Grade 2 K to 12 Curriculum Guide, Quarter 3

Integration: Music, PE, Art

Value Focus: Taking Care of One's Health

III. **PROCEDURE**

A. **Preliminary Activity**

- Group the pupils into 3.
- Explain the mechanics of the song.
(*Sing to the tune of "Mag-isip-isip"*)

Mag-isip-isip, isa, dalawa, tatlo (3x)

Ikaw naman dito.

*Sundan, sundan, sundan ninyo (3x)

Ikaw naman dito.

(Each group will have action for *)

Group 1 – washing their hands

Group 2 – cutting fingernails

Group 3 – covering the food from insects

All – eating nutritious food

B. **Development of the Lesson**

1. **Review**

Ask the pupils to do the activity below as review of the past lesson.

Piliin sa mga sintomas na nasa ibaba ang mga sakit na nakukuha sa maruming pagkain. Isulat ang sagot sa papel.

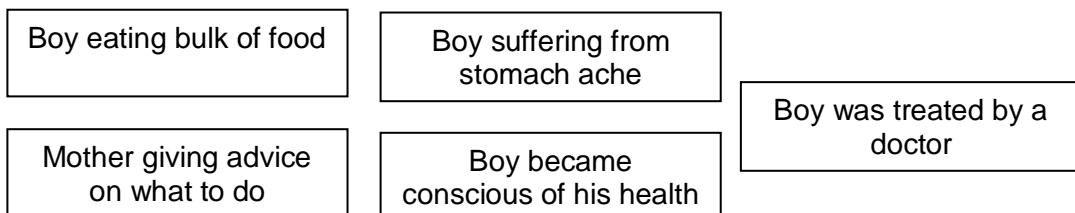
paghaba ng buhok	pamamantal ng balat
paglaki ng tiyan	pagkahilo
pagtatae	pagkakaroon ng lagnat
pamamanhid ng katawan	pagsusuka
pagsakit ng ulo	pag-ubo
pamamaga ng mata	pagkati ng lalamunan
pagsakit ng paa	pagkakaroon ng pigsa

Possible Answers: pagtatae, pamamantal ng balat, pagsusuka, pagkahilo, pagkakaroon ng lagnat

2. Activities

2.1 Motivation

- Show jumbled pictures to the pupils. Have them arrange these in sequence to form a picture story.
- Discuss the picture story. Ask the pupils to relate it to their experiences.



- Ask: Have you ever experienced the same? What did you do?
- Unlock the following words with the use of picture clues and context clues.
 - **Preservatives**- magpakita ng mga larawan ng mga pagkaing may **preservatives**.

Say: Ito ang mga pagkain na may **preservatives** kaya tumatagal at hindi agad nasisira ang mga ito.

- **Dapuan** - Ang batang walang bakuna ay madaling dapuan ng sakit.

2.2 Ask the pupils to read the poem, “Si Jerann” in **Linangin**, p. 156.

Si Jerann

Ako si Jerann, mabilog, malusog
Sagana sa pagkain maging sa pagtulog
Malinis, masigla ang aking katawan
Kaya naman ako ay inyong tularan.

Aking ginagawa, lahat ng paraan
Magandang kaugalian na pangkalusugan
Sakit mula sa pagkain, hindi matatamo.
Tuklasin kung ano ang aking sikreto.

This may be done individually, by pair, by row or by group.

- Ask the pupils the following questions:
 1. Ilarawan si Jerann.
 2. Bakit siya malusog?
 3. Ano-ano kaya ang kaniyang ginagawa upang maiwasan ang sakit mula sa maruming pagkain?
 4. Gusto ba ninyong hulaan ang mga sikreto ni Jerann?
(Pupils will give their answers. The teacher will write them on the board)
 5. Ginagawa rin ba ninyo ang kaniyang mga ginagawa?
 6. Ano sa inyong palagay ang maaaring mangyari kung hindi natin pag-iingat ang ating kalusugan?

2.3 Ask: How can we protect ourselves from food-borne diseases?

- Lead the class in making generalization.

Ang pagsasagawa ng mga tamang kaugaliang pangkalusugan ay paraan upang maiwasan ang mga sakit na nakukuha sa maruruming pagkain.

- Discuss ways and benefits of taking care of one’s health to instil the value focus for the day.

2.4 Have the pupils do **Gawin**, p. 157.

Answer Key: Pupils may have different answers.

- Reconcile the differences in pupils' responses by instilling the value focus of the day.

2.5 Group the pupils into 3. Tell them they will move around in the learning stations inside the room.

- Let the pupils answer the activity in **Palalimin** on p.158. Have them perform the task based on the situation posted thereon.
- Remind them of how their performance/ output will be evaluated. Use the scale below.

Rubrics:

5- Naisagawa nang buong husay at wasto ang gawain

3- Naisagawa ang gawain ngunit hindi gaanong wasto ang pagsasagawa

1-Hindi tama ang pagsasagawa ng gawain

Note: If possible, ask the pupils some criteria that they think could also be included in evaluating their output. Example is cooperation among the members of the group.

Answer Key: 1. YEHEY 2. YEHEY 3. YEHEY 4. YEHEY
5.OOPS

IV. ASSIGNMENT

- Encourage the pupils to work on their homework.

Punan ang talaan sa ibaba. Isulat ang mga gawaing pagbabantay upang maiwasan ang karamdamang nakukuha sa maruming pagkain.

Talaan ng mga Gawain		
Unang Araw	Ika-2 Araw	Ika-3 Araw
1.		
2.		
3.		

Lesson 3.4 **Pediculosis**

I. **OBJECTIVE:** Explain the nature of parasitic infection – **Pediculosis**

II. **SUBJECT MATTER:** Nature of Parasitic Infection (**Pediculosis**)

Materials: pictures, chart, crayon,

Reference: Grade 2 K to 12 Curriculum Guide, Quarter 3

Integration: Music, PE, Art

Value Focus: Cleanliness of One's Body

III. PROCEDURE

A. Preliminary Activities

- Train the pupils to recite the tongue twister below. Let them do it with action

KUTO KATI KAMOT

- When saying **KUTO**, move the fingers, when **KATI**, giggle, when **KAMOT**, scratch the head. The teacher may have other action.

B. Development of the Lesson

1. Review

Let the pupils answer the following activity.

Gumuhit ng bulaklak kung isinasagawa mo ang nasa larawan at dahon kung hindi. Gawin ito sa papel.



Pupils may have different answers. Briefly discuss the differences in their responses.

2. Activities

2.1. Motivation

- Say: What do you feel if your head is dirty and your hair is tangled? What do you do if your head is itchy?
- Show a picture of a girl suffering from too much itchiness due to lice. Have the pupils say something about the girl in the picture.
- Ask: Have you experienced the same as this? What did you do to remedy it? Unlock some words like sumidhi, impeksiyon, lingid, sinuyod

2.2 Introduce the title of the story.

- Present the KWL chart. Guide the pupils to fill out the columns KNOW and WANT.
- Elicit some ideas to share in the chart.

KNOW	WANT	LEARN

- Ask the pupils to read the story written in a manila paper, “**Ang Kati ng Ulo Ko**” .

Ang Kati ng Ulo Ko!

Matalik na magkaibigan sina Elsa at Yara. Si Elsa ay malinis sa katawan dahil maasikaso ang kaniyang nanay. Si Yara ay nagkaroon ng kuto dahil nahawa siya ng kaniyang mga kapatid. Mabilis dumami ang kuto sa ulo ni Yara dahil lagi itong marumi. Bihira siyang magsuklay ng buhok. Sa kaniyang paglalaro, lagi siyang pawisan dahil sa mainit na sikat ng araw. “Ang kati ng ulo ko,” sabay kamot na sabi ni Yara. “Pahiram ng suklay mo, Elsa.” Pinahiram siya ni Elsa ng suklay. Kinabukasan, nakaramdam ng pangangati ng ulo si Elsa. Kinamot niya ng kinamot ang kaniyang ulo. Bawat araw lalong tumitindi ang kati dahil mabilis na pagdami ng kuto. Umiyak ng

umiyak si Elsa dahil sa hindi na niya makaya ang sobrang kati. Humingi ang nanay ni Elsa ng payo sa doktor kung paano masusugpo ang kuto.

Sagutin: 1. Ilarawan si Elsa.

2. Paano nahawa si Elsa ng kuto mula kay Yara?

3. Bakit sumidhi ang kating naranasan ni Yara?

4. Ano ang dapat na ginawa agad ni Elsa upang maagapan ang pagdami ng kuto?

5. Sa palagay mo, dapat bang ikahiya ang pagkakaroon ng kuto? Bakit?

- Discuss the lesson using the following guide questions.
How do lice multiply? How will it be treated? Do you need to be ashamed that you have lice? What will you do? What will happen if you will not tell your mother at once that you have lice? What will happen to your classmates if your lice transfer to their head?
- Explain to the pupils that lice can be acquired from one person to another not by playing under the sun.

2.3 Lead the class in formulating the generalization.

Ang kuto ay isang parasitiko na nasa ulo ng tao. Nangangati ang ulo ng taong mayroon nito.

Makahahawa ito sa pamamagitan ng kontak na ulo sa ulo at paggamit ng suklay, sombrero, bandana o tuwalya ng taong may kuto.

Maaring mapuksa o magamot ang kuto sa pamamagitan ng paggamit ng suyod o suklay o shampoo na ipinayo ng doktor.

- Guide them in making decision to clean one's body.
 - Have the pupils do **Gawin**, p. 160.

Answer Key:

Kumakalat ang kuto sa pamamagitan ng paggamit ng suklay at sombrero ng taong may kuto.

Kung hindi maaagapan ang kuto, dadami ito at magdadala ito ng impeksiyon.

Nangangati ang ulo ng isang batang may kuto.

Ang paggamit ng suyod o suklay ay isang paraan upang mapuksa ang kuto.

2.4 Have the pupils do **Palalimin**, p. 161.

Answer Key: a. suklay at bandana d. umiwas
b. nahawa e. shampoo
c. kating-kati f. suyod at suklay

IV. ASSIGNMENT

- Have the pupils do the activity at home.

Gumuhit o gumupit ng larawan ng kuto. Kulayan ito.

BACKGROUND INFORMATION FOR TEACHERS

Pediculosis is an infestation of the hairy parts of the body or clothing with the eggs, larvae or adults of lice. The crawling stages of this insect feed on human blood, which can result in severe itching. Head lice are usually located on the scalp, crab lice in the pubic area and body lice along seams of clothing. Body lice travel to the skin to feed and return back to the clothing.

Anyone may become louse infested under suitable conditions of exposure. Pediculosis is easily transmitted from person to person during direct contact. Head lice infestations are frequently found in school settings or institutions. Body lice infestation can be found in people living in crowded, unsanitary conditions where clothing is infrequently changed or laundered.

How is pediculosis spread?

For both head lice and body lice, transmission can occur during direct contact with an infested individual. Sharing of clothing and combs or brushes may also result in transmission of these insects

What are the symptoms of pediculosis?

Usually, the first indication of an infestation is the itching or scratching in the area of the body where the lice feed. Scratching at the back of the head or around the ears should lead to an examination for head louse eggs (nits) on the hair. Itching around the genital area should lead to an examination for crab lice or their eggs. Scratching can be sufficiently intense to result in secondary bacterial infection in these areas.

Lesson 3.5 **Worm Infestation**

I. OBJECTIVE: Explain the nature of parasitic infections.

II. SUBJECT MATTER: Nature of Parasitic Infections (Worm Infestation)

Materials: Learner's Material, cut-out pictures of children with parasitic worm infestation, pictures of pinworm, hookworm and tapeworm

References: Grade 2 K to12 Curriculum Guide, Quarter 3

Integration: Science

Value Focus: Cleanliness

III. PROCEDURE:

A. Preliminary Activity

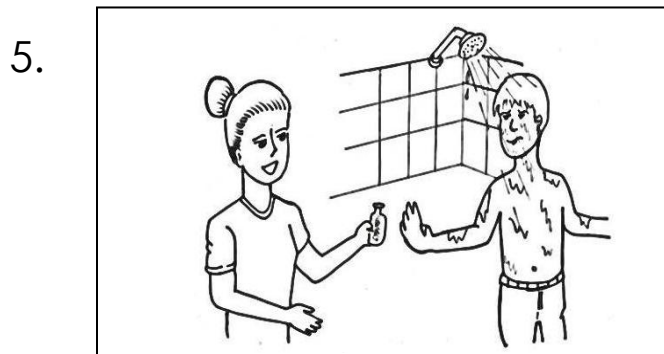
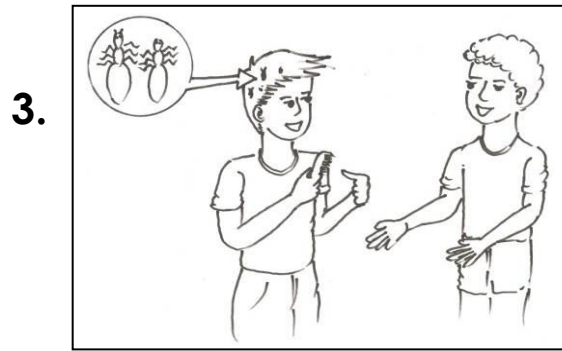
- Let them sing the song, "I Have Two Hands"
Ask: Mahalaga bang laging malinis ang ating mga kamay? Bakit?

B. Development of the Lesson

2. Activities

1. Review

Suriin ang mga larawan. Lagyan ng tsek (✓) ang bilang kung ito ay sanhi ng pagkakaroon ng kuto at ekis (x) naman kung hindi.



Answer Key: 1/ 2. / 3. 4. 5.

2.1. Motivation

- Show the Aralin 3.5 cover. Let the pupils answer the questions posted in it.
- Unlock some words: parasite, bulate

2.2. Let them read the dialogue in **Linangin LM p. 163.**

- Present the dialogue. (A week before, select three pupils who will act as the characters in the dialogue.)
- Have the pupils do the following exercise in the form of a game. Group the pupils into 3. Have them lined. Call this game as **Paunahan.** Whoever gives the right answer they will step forward and the first to reach the goal will be the winner.

Buuin ang pangungusap. Sabihin ang mga palatandaan ng batang may bulate upang mabuo ito.

1. Hindi regular na _____
2. Palaging sumasakit ang ____
3. Madaling _____
4. Pangangati sa palibot ng_____ d. tiyan

Answer Key: 1. pagdumi 2. tiyan 3. mapagod 4. puwit

2.3. Guide the pupils in making generalization.

1. **Ang bulate ay parasitiko sa tiyan ng tao at maging sa hayop.**
2. **Nagkakaroon ng bulate sa tiyan sa pamamagitan ng :**
 - **Pag-inom ng maruming tubig**
 - **Pagkain ng hindi masyadong luto tulad ng karne at isda.**
 - **Maruming katawan lalo na ang kuko.**
 - **Paglalakad o naglalaro ng walang sapin sa paa o panyapak**
 - **Pagpunta sa mga lugar na marurumi.**
3. **Mga palatandaang may bulate sa tiyan**
 - **Madaling mapagod**
 - **Pagbaba ng timbang**
 - **Hindi regular na pagdumi**
 - **Pangangati sa palibot ng puwit**
 - **Palaging sumasakit ang tiyan**

- Help instill the value of cleanliness to the pupils.

2.5. Let the pupils do **Palalimin**, p. 165.

Answer Key.

1. kamay
2. tsinelas
3. karne
4. kuko
5. lugar

IV. ASSIGNMENT

- Sumulat ng 5 pangako ng kalinisan upang maiwasan ang pagkakaroon ng Bulate.

Background Information:

- Parasite is an animal or plant that lives in a host.
- Worm infestation is common in children all over the world. Worms may be of many shapes and sizes, from microscopic “pinworms” to tape-worms” that are several feet long. Most of these worms live in the intestinal tract.
- Hookworm is an intestinal infection that is spread by poor sanitation and contamination of the soil with human and animal feces.
- Tapeworms are intestinal parasites. They are worms that are flattened like a tape measure.
- Pinworm is an intestinal infection caused by tiny parasitic worms.
- Symptoms of intestinal infections by worms are:
 - Tiredness
 - Nausea, vomiting
 - Weight loss
 - Irregular bowel movement, diarrhea
 - Abdominal pain
 - In hookworm infestation - itchy rash on the feet
 - In pinworm infestation - itch around the anus
 - itchy rash, loss of appetite, anemia, pale skin, fatigue and growth problems.
- There are antiparasitic or “deworming” medications that successfully treat hookworm infection.
- Measures to prevent infection are the following :
 - Wash hands carefully and often.
 - Avoid scratching around the anus.
 - Keep fingernails short.
 - Always wear shoes when walking outdoors.

- Cook food well.
 - Avoid unhygienic places and areas with poor sanitation.
 - Wash fruit and vegetables thoroughly. Peel fruit just before eating it. Avoid raw salads not prepared at home.
 - Wear shoes outdoors.
- Doctor will determine the type of worm infestation and will prescribe anthelmintics (anti-worm drugs) to treat the complications.

Reference: retrieved October 2012 from

http://www.ehow.com/about_5089155_signs-symptoms-parasitic-worm-infestation.html

Lesson 3.6

Personal Hygiene

I. OBJECTIVE: Practice personal hygiene to prevent and control parasitic infections.

II. SUBJECT MATTER : Personal Hygiene

Materials: pictures, chart, poster, things for personal hygiene,

Reference: Grade 2 K to 12 Curriculum Guide, Quarter 3

Integration: Music, Art,

Value Focus: Care and Concern for One's Health

III. PROCEDURE

A. Preliminary Activities

- Lead the pupils in singing the song to the tune of "This is the way I wash my face."

Ito ang paraan ng paghuhugas, paghuhugas, paghuhugas

Ito ang paraan ng paghuhugas, ng ating kamay.

Ito ang paraan ng paghilamos, paghilamos, paghilamos.

Ito ang paraan ng paghilamos, ng ating mukha.

Ito ang paraan ng pagsipilyo, pagsipilyo, pagsipilyo

Ito ang paraan ng pagsipilyo ng ating ngipin.

B. Development of the Lesson

1. Review

Hanapin sa puzzle ang mga salitang tumutukoy sa mga bilang sa ibaba.

T	A	P	E	W	O	R	M	B
A	F	I	M	B	A	D	H	U
B	G	N	N	K	B	E	E	L
C	H	W	R	D	K	G	S	A
H	O	O	K	W	O	R	M	T
D	I	R	U	O	S	L	G	E
E	J	M	S	S	B	M	M	Z

1. Dahilan ng pangangati sa palibot ng puwit
2. Bulate na nakukuha sa lupa kapag naglalakad ng walang sapin sa paa
3. Malapad na bulate mula sa pagkaing hindi masyadong naluto
4. Parasito sa tiyan ng tao at hayop

Answer Key: 1. Pinworm 3. tapeworm
2. hookworm 4. bulate

2. Activities

2.1 Motivation

- Show a picture of a dirty child. Ask the pupils to tell something about the picture.
 - Ask: Why is this child dirty? Is this child prone to germs?
 - What will happen to this child? What can you do to help him?

2.2 Group the pupils into 5.

- Have a mini-store with real objects/things used for personal hygiene like soap, basin, toothbrush, toothpaste, towel, comb and others.
- Let the groups go around the stations and demonstrate simultaneously what is asked of them to do. Instruct them to visit all the learning stations for them to see all the tasks in the learning stations.
- Remind them of
 - the time they will stay in each learning station
 - what to do
 - when to move out of the station
 - the role each member will have in doing the task

Task per group is as follows:

Group I – Proper Brushing of Teeth
Group II – Proper Hand Washing
Group III – What to do when Sneezing and Coughing
Group IV – Taking a Bath (using doll)
Group V – Proper Washing and Combing the Hair

- Ask: Have you listed the needed things for the specific health practices?
- Discuss the guide questions. Have the following questions to reflect on.
 - What are the steps in proper hand washing? Proper combing? Brushing teeth? Proper cleaning after removing bowel?
 - Were the group members able to follow the steps properly?
 - Why do we need to have good hygiene?
 - What might happen if we have poor hygiene?
 - Do you have proper hygiene? What was its importance to you?

2.3 Lead the class in making generalization.

Ang pansariling kalinisan ng katawan ay dapat isagawa upang maiwasan at mapuksa ang impeksiyong dulot ng parasitiko.

- Help the pupils understand the value of one's health.

2.4 Have the pupils do **Gawin**, p. 167.

Answers of pupils will be done through actions

- Discuss briefly the differences in pupils' responses.

2.5 Have them work on **Palalimin**, p. 168.

- Present the rubric for the pupils to know how they will be assessed.

IV. ASSIGNMENT

- Have the pupils do the activity at home.

Lagyan ng tsek (**/**) ang talaang angkop sa iyo.

MGA PANSARILING KALINISAN	Nagagawa Ko	Hindi Ko Nagagawa
1. Maghugas ng kamay bago kumain.		
2. Gumamit ng sabon at tubig sa paghuhugas ng puwit pagkatapos dumumi.		
3. Magsuot palagi ng sapin sa paa lalo na kapag nasa labas ng bahay.		
4. Gumamit ng shampoo upang mapanatiling maganda, malinis at ligtas sa kuto ang buhok.		
5. Linisin palagi ang kuko upang hindi singitan ng dumi.		

BACKGROUND INFORMATION FOR TEACHERS

- Good hygiene is important in taking care of oneself physically as well as emotionally. People often have infections because they don't take good care of themselves physically, which can lead to emotional difficulties as well. To avoid physical problems associated with poor hygiene, consider the following ideas to keep oneself clean:
 - teach healthy habits to help reduce the child's risk of infections. Teach the child
 - to wash his or her hands each time they use the toilet and after they blow their nose, especially if drainage has gotten on their hands.
 - to dry his or her hands thoroughly after washing them. Using hand sanitizers also kills germs that can cause illness. Sanitizers can be used if soap and water is not available.
 - Not to share hats, combs, toothbrushes, or other personal items with other children.
 - To use tissues and/ or handkerchief to cover the mouth when coughing or sneezing. Show the child how to hold the tissues so that drainage does not get on his or her hands. Tell the child to always throw tissues away in a trash can. If tissue/hanky is not available, cough/sneeze on the shirt or into the shirt sleeve.

Lesson 3.7

Cleanliness of the Surroundings

I.OBJECTIVE : Practice cleanliness of the surroundings to prevent and control parasitic infections.

II. SUBJECT MATTER: Cleanliness of the Surroundings

Materials: pictures, chart,
Reference: Grade 2 K to 12 Curriculum Guide, Quarter 3
Integration: Music, Art,
Value Focus: Cleanliness of the Surroundings

III. PROCEDURE

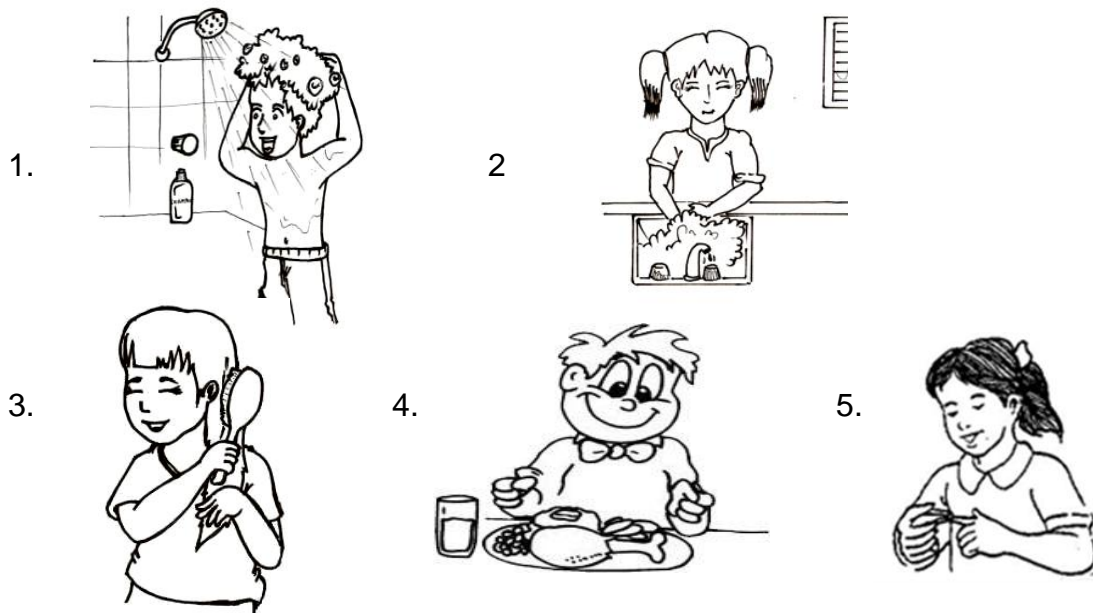
A. Preliminary Activities

- Song
(To the tune of This is the way I brush my teeth)
This is the way I sweep the floor, sweep the floor,
and sweep the floor
This is the way I sweep the floor so early in the morning..
(scrub the floor, trim the grass, wash the dishes, etc..)

B. Development of the Lesson

1. Review

Tingnan ang larawan. Isulat sa papel ang paraan ng pagpapanatili ng kalinisan sa katawan ng nasa larawan.



Answer Key:

1. Naliligo
2. Naghuhugas ng kamay
3. Nagsusuklay
4. Paggamit ng kutsara at tinidor sa pagkain
5. Naggugupit ng kuko

2. Activities

2.1 Motivation

- Show a picture of a dirty surrounding.
- Ask:
 - Why do you think this place is dirty?
 - Do you like to live in a place like this?
 - What can people do to make this area clean and safe?
- Group the pupils into 4. Let them do an activity entitled...Labanan ang Impeksyon..Sugod!!! outside the classroom/school. Give instructions on what to do per group based on the following:

Group I – The Garbage Disposers

Garbage will be placed in compost pit.

Group II – The Drainage Cleaners

Drainage will be cleaned of garbage to make it flowing not stagnant.

Group III- The Surroundings Cleaners

Surroundings will be cleaned from dirt and scattered wastes like plastics, cans and also spit and urines, feces of animals.

Group IV – The Trimmers

Plants will be trimmed so that mosquitoes will have no place to hide and to make the place safe.

- The leader of the group will report in front of the class with the guide question below:
 - What is the importance of the activity?

2.2 Ask the pupils to fill out **Linangin**, p. 170.

Answer Key:

1. Kapaligiran
2. Sakit
3. basura

- Have a brief discussion about the importance of proper waste management.

2.3 Ask the pupils the following questions:

- Where do you throw your garbage?
- What will happen if the people will throw garbage anywhere? What is its bad effect to your health?
- What can you do to help make the surroundings clean?

2.4 Ask: Why do we need to practice and observe cleanliness of the surroundings?

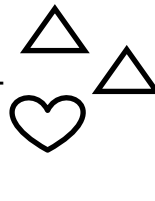
- Lead the class in making generalization.

Ang pagpapanatili ng kalinisan sa paligid ay mahalaga upang maiwasan at mapuksa ang mga impeksyong dulot ng parasito.

- Instill the value of cleanliness of surroundings.
- Have the pupils do **Gawin**, p. 171.

Answer Key:

1. hinahayaang umapaw ang basura sa lalagyan-
2. pagtatapon ng pagkain sa hayop na nasa zoo -
3. paggabay sa tamang paglalagay ng basura -
4. pagwawalis ng dumi -



2.4 Ask them to work on **Palalimin**, p.172.

- Answer Key:
- | | |
|-----------|-----------|
| 1. basura | 3. Marumi |
| 2. epekto | 4. mabaho |
| | 5. sakit |

IV. ASSIGNMENT

- Have the pupils do the activity at home.

Paano mo hihikayatin ang kapwa mo mag-aaral na makibahagi sa paglilinis ng ating kapaligiran? Magbigay ng 3 hanggang limang pangungusap ukol sa iyong mga gagawin.

Lesson 3.8

Self-Monitoring Skills

- I. **OBJECTIVE:** Practice self-monitoring skills to prevent food-borne diseases and parasitic infections.

II. SUBJECT MATTER: Self-Monitoring Skills

Materials: pictures, chart, poster,

Reference: Grade 2 K to 12 Curriculum Guide, Quarter 3

Integration: Music, Art

Value Focus: Health Consciousness

III. PROCEDURE

A. Preliminary Activities

- Lead an action song to the pupils.

B Development of the Lesson.

1. Review

Tingnan ang larawan. Punan ang mga sinabi ni Marlon sa pamamagitan ng pagbuo sa pangungusap. Piliin ang sagot sa ibaba. Iilagay ang sagot sa papel.



1. Dapat linisin ang paligid lalo na ang mga kanal upang _____
2. Ang mga lamok ay nangingitlog at namamahay sa mga _____.
3. Kung hindi maglilinis ng paligid _____
 - hindi pamahayan ng mga lamok at iba pang insekto
 - dadami ang mikrobyo at kakalat ang sakit

- marurumi at madidilim na lugar

Answer Key:

1. hindi pamahayan ng mga lamok at iba pang insekto.
2. marurumi at madidilim na lugar
3. dadami ang mikrobyo at kakalat ang sakit

2. Activities

2.1 Motivation

- Show picture of Diego.



- Say: This is Diego. What can you say about him?
Do you know why he is healthy?

- Unlock some words: bantay, sinisiguro

2.2 Show the chart of Diego's activities.

Pagbantay Kalusugan ni Diego
1. Sinisiguro ko na nagsisipilyo ng ngipin at naghihilamos ako paggising sa umaga.
2. Tinitiyak kong ang aking buhok ay maayos, malinis at ligtas sa kuto.
3. Palagi kong ginugupit ang aking kuko upang maligtas sa dumi na sisingit dito.
4. Inilalagay ko ang basura sa tamang lalagyan upang hindi kumalat ang dumi at mikrobyo.
5. Palagi kong hinuhugasan ang aking kamay upang masigurong ligtas ang ito sa mikrobyo.

Ask the pupils to study and analyze the chart. See **Linangin**, p. 175 .

- Discuss the the questions to the pupils.
 1. Alin sa mga gawain ni Diego ang iyong ginagawa? Gaano kadalas mo ito ginagawa?
 2. Bakit mahalaga ang pansariling pagbantay sa ating kalusugan?
 3. Ano-ano pa ang iyong ginagawa upang masigurong naaalagaan mo ang iyong kalusugan?

- Let the pupils share their activities on how they care about their health.
 - Ask: Why is Diego healthy? What did he do to maintain healthy?
 - Do you also monitor your health? Why?
 - What is the purpose of doing a self-monitoring?
 - Was there a time when you neglect your health?
 - What happened to you?
 - Who helps you in your monitoring process?
 - What was its effect to you?
- 2.3 Ask: Why do we need to do self-monitoring skills?
- Help the class in making generalization.

Ang pagsasagawa ng pansariling pagbabantay kalusugan ay mahalaga upang maiwasan ang mga sakit mula sa maruruming pagkairat at mga impeksyong dulot ng parasitiko.

- 2.4 Have the pupils do **Gawin**, p. 176.
- Have the poem read with feeling.
 - Answer /discuss the questions that follow.
- 2.5 Ask them to work on **Palalimin**, p. 177.
- Discuss pupils' responses.
 - Ask questions that will lead to appreciation of value focus for the day.

IV. ASSIGNMENT

- Have the pupils do the homework.
Gumupit ng larawan na nagpapakita ng pagpapahalaga sa kalusugan.
Idikit ito sa inyong **notebook**.

Panimula/Pangyunit na Pagsusulit

1. Ano ang kahalagahan ng laging paghuhugas ng kamay?
 - A. Magiging manipis ang palad.
 - B. Magiging maganda ang hugis ng mga daliri.
 - C. Agad hahaba ang mga kuko.
 - D. Maiiwasan ang pagkalat ng mikrobyo.
2. Nagtungo sa palikuran si Liza. Umihi siya sa inidoro at hindi niya napansin na marumi ito. Ano ang dapat gawin ni Liza pagkatapos umihi?
 - A. Amuyin ang kamay at iwisik-wisik ito.
 - B. Hugasang mabuti ang mga kamay.
 - C. Magsuot ng guwantes.

- D. Ipahid ang kaniyang kamay sa damit.
3. Ang mga batang lansangan ay kumakain ng maruming pagkain. Nakukuha nila ang milyong-milyong mikrobyo araw-araw. Ano ang mararanasan nila?
- A. Sasakit ang tiyan nila at magtatae.
 - B. Magiging masigla pa rin sila.
 - C. Mangingitim sila dahil sa sikat ng araw.
 - D. Babaho ang kanilang hininga.
4. Ang kalusugan ay dapat bantayan upang ang sakit ay _____.
- A. maranasan
 - B. maramdaman
 - C. maiwasan
 - D. Makilala
5. Maraming ipis at langaw sa inyong bahay. Nakakalat ang mga basura at may bara ang daluyan ng tubig papunta sa kanal. Ano ang dapat mong gawin?
- A. Pabayaang marumi ang bahay
 - B. Ipagpaliban ang paglilinis
 - C. Antayin ang kasambahay upang linisin ang bahay
 - D. Linisin agad ang bahay upang hindi kumalat ang mikrobyo.
6. Ang sumusunod ay paraan upang maging malinis ang kapaligiran maliban sa:
- A. Paglilinis at pag-aalis ng bara sa kanal
 - B. Paglalagay ng basura sa tamang lalagyan
 - C. Pagpipintura ng bakod
 - D. Pagwawalis ng bakuran araw-araw
7. Si Lea ay nagkasakit ng **dengue**. Ano ang maaaring dahilan ng kaniyang pagkakasakit?
- A. Hindi siya madasalin.
 - B. Marumi at madilim ang paligid nila.
 - C. Mahirap lamang ang pamilya niya.
 - D. Mahilig siyang kumain ng kendi.
8. Ano-ano ang mga sintomas ng **food-poisoning** o pagkalason?

- A. Paglaki ng tiyan
 - B. Pagsusuka at pagkahilo
 - C. Pamamaga ng bibig
 - D. Pagkakaroon ng pantal sa balat
9. Ang sintomas ng **allergy** ay _____.
- A. Pagkakaroon ng bukol sa lalamunan
 - B. Pamumula at pamamantal ng balat
 - C. Pagdurugo ng ilong
 - D. Pagtatae at pagsusuka
10. Inutusan si Risha ng kaniyang nanay upang bumili ng isda sa palengke. Hindi niya alam na bilasa ang nabili niyang isda. Iniluto ito ng kaniyang nanay. Kinain niya ang isda. Ano ang maaaring maranasan ni Risha?
- A. Sasakit ang tiyan at magsusuka siya.
 - B. Magkakaroon siya ng kaliskis.
 - C. Sasakit ang kaniyang lalamunan.
 - D. Kikirot ang kaniyang dibdib.
11. Si Arvee at Yam ay matalik na magkaibigan. Lagi silang magkasama. Naghihiraman sila ng mga kagamitan. May kuto si Yam. Maaari bang mahawa si Arvee?
- A. Oo
 - B. Hindi
 - C. Hindi sigurado
 - D. Depende sa mga kuto
12. Alin sa mga gawain ang dapat gawin araw-araw?
- A. Paggupit ng kuko sa kamay at paa
 - B. Paliligo at pagsisipilyo ng ngipin.
 - C. Paglilinis ng tainga
 - D. Pagpapagupit ng buhok
13. Si Imee at Ivy ay kambal. Magkaiba ang kanilang ugali. Si Ivy ay sakitin. Si Imee naman ay malinis sa pangangatawan kaya hindi siya nagkakasakit. Inaalagaan niyang mabuti ang kaniyang kalusugan. Alin ang hindi ginagawa ni Imee?
- A. Sinisiguro niyang malinis at ligtas ang kaniyang kinakain.
 - B. Palagi siyang naghuhugas ng kamay.

- C. Naglilinis siya ng paligid araw-araw upang maiwasan ang parasitiko.
 - D. Tinatapon niya ang basura kahit saan.
14. Ang pagpupurga ay mahalaga para mapuksa ang mga bulate sa tiyan. Ayon sa mga doktor, ilang beses maaring magpurga sa isang taon?
- A. isa
 - B. dalawa
 - C. tatlo
 - D. apat
15. Alin sa mga sumusunod ang palatandaang may bulate sa tiyan ang isang bata?
- A. nangangati ang ulo
 - B. sumasakit ang lalamunan
 - C. nangangati ang palibot ng puwit
 - D. namamanhid ang mga daliri ng kamay

Congratulate the pupils for finishing the lessons in this quarter.

Summative Test Answer Key

- 1. D
- 2. B
- 3. A
- 4. C
- 5. D
- 6. C
- 7. B
- 8. B
- 9. B
- 10. A
- 11. A
- 12. B
- 13. D
- 14. B
- 15. C

ISKOR	KAHULUGAN
14 - 15	Napakahusay- 90% hanggang 100% ang pagkatuto
12 - 13	Mahusay – may 75% hanggang 85% pagkatuto
10 - 11	May 50% hanggang 70% pagkatuto, may potensiyal upang mapataas ang pagkatuto kung pagsisikapan
5 - 9	May 25% hanggang 45% na pagkatuto, nangangailangan ng mas higit na pokus sa pag-aaral upang mapataas ang lebel ng pagkatuto.
0 - 4	0% hanggang 20% ang pagkatuto. Nangagailangan ang higit na pansin sa pag-aaral gabay ang magulang at guro.

Quarter 4:

Safety and Injury Prevention

Content Standards

The Learner demonstrates understanding of rules to ensure safety at home and in school.

Performance Standards

The Learner demonstrates consistency in following safety rules at home and in school.

☞ **Time Allotment:** 40 minutes per week

Overview of Quarter 4:

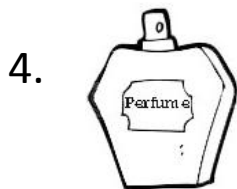
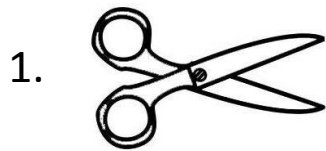
Learning Module intended for Quarter 4 is all about Home Safety and School Safety. In this module home hazards are identified.

Contents

- Lesson 1 Harmful Household Products
- Lesson 2 Warning Labels
- Lesson 3 Rules for Safe Use of Household Chemicals
- Lesson 4 Safety Rules at Home
- Lesson 5 Safety Measures in School
- Lesson 6 School Safety

Panimulang Pagsusulit

Lagyan ng **tsek** ang mga gamit sa bahay na mapanganib kapag nahawakan, nakain o nalanghap.



Tingnan ang larawan sa ibaba. Isulat ang letra nang tamang babala na angkop sa bawat larawan.

1.



2.



3.



A.



B.



C.

Take with doctor's
prescription

Kilalanin ang kahulugan ng mga babala na nasa mga kahon. Piliin ang tamang sagot sa mga salita na nasa kanan.

1.

**DANGER!
HIGH VOLTAGE**

Mag-ingat!
Madulas ang daan

2.

OFF LIMITS!

Huwag lalapit sa lugar

3.

**CAUTION
SLIPPERY FLOOR**

Mapanganib!
Mataas ang boltahe ng kuryente

Lagyan ng tsek (✓) ang ligtas na paraan nang paggamit ng mga pambahay na kemikal.

1. Tikman at amuyin ang mga gamit na hindi kilala bago gamitin.
2. Basahin ang **warning label** bago gamitin ang produkto.

Basahing mabuti ang bawat sitwasyon sa ibaba. Isulat sa papel kung **ligtas** o **hindi-ligtas** gawin ang mga nakatala.

1. Tapos na ang klase. Dumating ang sunda ni Perla kaya nagmadali siyang tumakbo pababa ng hagdanan.
2. Inakyat ni Philip ang puno sa likod ng paaralan na hitik sa bunga.

3. Nagtakbuhan sa pila ang mga mag-aaral sa ikalawang baitang.

Answer Key:

- A. 1. /
2. /
3. /
4. /
5. /
- B. 1. A
2. B
3. C
- C. 1. mataas ang boltahe ng koryente
2. huwag lalapit sa lugar
3. madulas ang daan
- D. 1. /
2. /
- E. 1. hindi ligtas
2. hindi ligtas
3. hindi ligtas

Lesson 4.1 **Harmful Household Products**

I. OBJECTIVE : Identify home hazards such as household products that are harmful if touched, ingested or inhaled especially electrical appliances.

II. SUBJECT MATTER : Home Hazards

Materials: pictures, story, real objects, empty bottles/boxes of harmful products at home (zonrox, muriatic acid, Baygon etc.)

References : Grade 2 K to 12 Curriculum Guide, Quarter 4
Value Focus: Carefulness

III. PROCEDURE

A. Preliminary Activity:

- Let the pupils sing Bahay Kubo.
- Ask: How is Bahay Kubo described in the song?
What do you think is the health of the people living in Bahay Kubo? Why?
Do you want also to live in that kind of place? Why?
Aside from this kind of place, where do you prefer to live, a house free from dangers? or in a house exposed to many dangers?

B. Development of the Lesson

Activities

1. Motivation
 - Show picture of a boy whose hand was accidentally burned due to electric iron.
 - Ask: What do you think happened to the boy in the picture? Why do you think his hand was burned?
 - Unlock words through context clue and picture/s like harmful, electric iron
 - Tell them they will read a story. Set a standard for oral reading. (Write the story in a manila paper.)
 - Discuss the given guide questions.

Basahin at unawain ang kuwento.

Isang umaga, ang nanay ni Aaron ay namalantsa ng mga damit. Tinawag siya ng kaniyang asawa. Nakalimutan niyang tanggalin ang **plug** ng plantsa mula sa **outlet** ng kuryente.

Habang wala ang nanay, kinuha ni Aaron ang plantsa. Sinimulan niyang plantsahin ang kaniyang mga damit. Biglang sumigaw si Aaron dahil napaso ang kaniyang kamay.

Sagutin:

1. Bakit sumigaw nang malakas si Aaron?
2. Tama ba ang ginawa ni Aaron? Bakit?
3. Kung ikaw si Aaron, gagawin mo ba ang kaniyang ginawa? Bakit?
4. Ano ang dapat gawin upang hindi malagay sa panganib ang buhay sa paggamit o paghawak ng mga gamit na de-koryente?

Possible Answers:

1. napaso ang kanyang kamay Possible answers:
- 2-4. Answers depend on pupils' responses.

- Elicit from them other examples of household products that are harmful if touched, especially electrical appliances.

- Present to the class empty bottles of muriatic acid, insecticide, paint, thinner, air freshener and any available materials/products at home which are dangerous when ingested and inhaled.
- Ask: Where do you usually see these products? What can you say about them? Are they useful? How? Are they harmful? How?

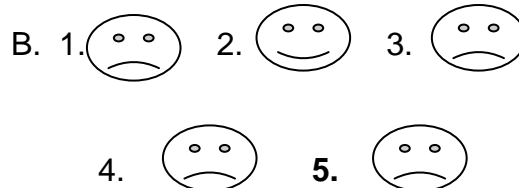
2.4 Lead them in making generalization.

May mga gamit sa tahanan na maaaring maging dahilan ng sakuna kapag nahawakan tulad ng matutulis at de-koryenteng kasangkapan.
Ang mga gamit panlinis at pamatay kulisap ay mapanganib kapag nakain o nalanghap.

- Let them do Gawin LM p. 180.
 Answer Key: A : A,B,C,D,E
 B : thinner, pamatay ng insekto, asido
 - Instill the value of care in handling household materials.

2.5 Have the pupils do **Palalimin**, p 181.

Answer key: A. 1. X 2. X 3. X 4. X 5. /



IV. ASSIGNMENT

Gumuhit ng 5 gamit sa bahay na mapanganib kapag nahawakan at 5 gamit na mapanganib kapag nakain o nalanghap.

Gumawa ng listahan kung paano ibabahagi sa iba ang paraan ng wastong paggamit nito upang maiwasan ang sakuna.

Additional Information for the Teacher

- Hazardous substances may enter your body in three ways ingestion, inhalation and absorption through the skin.
- Most hazardous household products can be grouped into four major categories:
 - Automotive products
 - Household cleaners
 - Paints and solvents
 - Pesticides.

Lesson 4. 2

WARNING LABELS

I. Objective: Recognize warning labels that identify harmful items and substances.

II. Subject Matter : Home Safety

Materials: medicine, detergent, soap, cigarettes, kerosene and insecticides

References: Grade 2 K to 12 Curriculum Guide, Quarter 4

Value Focus: Safety Consciousness

III. PROCEDURE

A. Preliminary Activity

- Check pupils assignment. Link the assignment with the items to be used in this section.

B. Development of the Lesson

- Let the pupils answer the following as a review of the previous lesson.

A. Lagyan ng ekis (**X**) ang mga bagay na makasasama sa kalusugan kapag naamoy o nakain at tsek (✓) kung hindi.

1. pamatay ng insekto

2. pabango

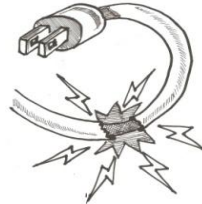
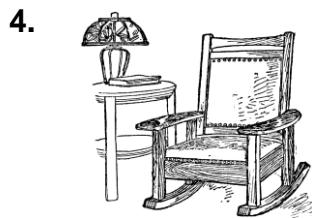
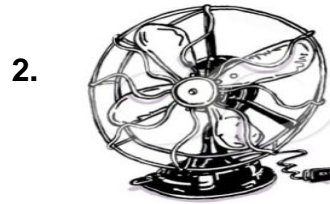
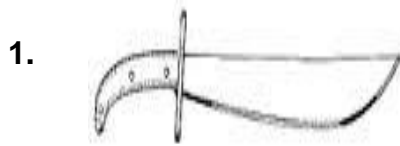
3. gatas

4. rugby

5. katol

Answer Key: 1. X 2. / 3. / 4. X 5. X

B. Isulat sa papel ang **L** kung ang gamit ay ligtas gamitin at **H** kung hindi.



Answer Key: 1. H 2. H 3. L 4. L 5. H

2. Activities

2.1 Motivation

- Unlock some words (warning labels, breading mix, lason, mapanganib)
- Tell: We will have a story for our lesson today.
- Review rules on what to do while reading a story.

Si Aling Linda ay nagluluto ng agahan. Nagmamadali siya sa pagluluto para hindi mahuli sa pagpasok sa paaralan ang kaniyang dalawang apo. Kinuha niya ang supot ng pulbos bilang **breading mix** sa manok na kaniyang niluluto. Mabilis niya itong inihalo. Nang maluto ang pagkain, agad niyang tinawag ang dalawang apo upang kumain.

Hindi pa natatapos kumain ang dalawang bata, nakaramdam sila ng pananakit ng tiyan at pagsusuka. Agad na isinugod sa pagamutan ang dalawang bata.

Ayon sa pagsusuri ng doktor, ang dalawang bata ay nalason sa pagkain. Umuwi ng bahay si Aling Linda. Natuklasan niya na ang nailagay niyang pulbos ay hindi harina na inilalagay na panghalo sa manok. Ito ay may babala na “Huwag kainin, nakalalason”. (Do not swallow, poisonous).

Mga Tanong:

1. Ano ang nangyari sa dalawang apo ni Aling Linda?
2. Ano ang sanhi ng pagkakasakit ng dalawang bata?
3. Anong aral ang natutunan ni Aling Linda?
4. Kung ikaw si Aling Linda, ano ang iyong gagawin upang hindi maulit ang nangyari?

2.2 Discuss the guide questions.

Possible Responses

1. sumakit ang tiyan at nagsuka
2. pagkalason sa pagkain
3. basahin ang babala bago gamitin ang produkto
4. Answer will depend on pupils' responses.

2.3 Group the pupils based on the number of sample materials (empty bottles/boxes of cough syrup, muriatic acid, efficascent oil and rubbing alcohol). Let the pupils read and copy the warning label in the product

- Ask: Why do these bottles or boxes contain warning labels? Why should we follow the warning labels of these products?
- Discuss the advantage / benefit of reading warning labels.
- Use the following to guide the pupils in making their answers.
 - Read labels and instructions on containers before using any material.
 - Wash your hands after using chemicals.
 - Wear safety gloves to protect the skin when using cleaning materials containing acids.

- Place the household chemicals in their proper place.
- Never play with flammable materials
- Guide them in making generalization.

Maraming gamit sa tahanan ang nagbibigay ng panganib sa kalusugan at sa kalikasan. Ilan sa mga ito ay mga gamit panlinis at pamatay ng kulisap.

- Emphasize the value of safety consciousness.

2.5 Let the pupils answer **Gawin LM** , p. 184.

Answer Key : 1. B 2. B 3. A or D 4. A or D 5. C

- Encourage the pupils to ask some questions for clarifications.

IV. ASSIGNMENT

Magdala sa klase ng larawan, bakanteng lalagyan o kahon ng 3 halimbawa ng produktong ginagamit sa bahay na may nakasulat na babala. Ipaliwanag ang kahulugan ng babala na nabasa.

Lesson 4.3

Rules for Safe Use of Household Chemicals

I. **Objective:** Explain rules for the safe use of household chemicals.

II. **Subject Matter:** **Home Safety**

Materials: pictures, real objects (like detergent soap ,downy, zonrox, kerosene, empty container of toilet cleaner)

References: Grade 2 K to 12 Curriculum Guide, Quarter 4

Value Focus : Safety consciousness

III. **Procedure**

A. **Preliminary Activity**

Song

I swim, I swim, I swim I swim

Like a little fish.

(Repeat replacing fish and swim with frog-hop, bird-fly, etc..)

B. Developmental Activities

1. Review

Ask: Saan dapat ilagay ang mga nakalalasang kemikal tulad ng pamatay ng insekto at panglinis ng kubeta?

2. Activities

2.1 Motivation

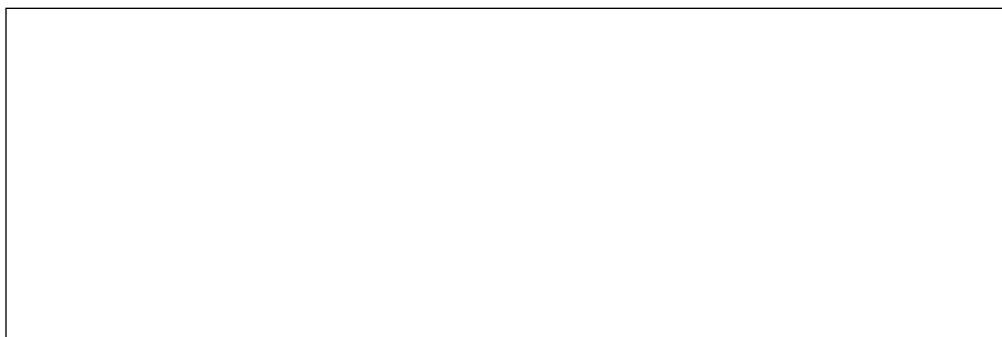
Show the cover picture for Aralin 4.3. Have a short discussion about it. Ask: Ano and dapat mong gawin sa mga nakalalasang kemikal na makikita mo sa inyong tahanan?

2.2 . Let's listen to the news report. Tell: News is everyday events we want to hear. We will have sample news for today's lesson.

Note: To have an effective delivery of the news, rehearse one pupil who will deliver the news a week before the lesson.)

- Unlock the following words through pictures, context clues or gestures.

Nakalalason, Pagkahilo, Pagsusuka, Pataba sa halaman



Mga Tanong:

1. Bakit napagkamalang asin ang pataba sa halaman?
2. Bakit mahalaga ang pagbabasa ng babala sa produkto bago ito gamitin?
3. Ano ang aral na nakuha mo sa balita? Ipaliwanag.

Discuss the guide questions.

- Encourage the pupils to ask questions they might have for clarification.
- Instruct the pupils to do **Linangin**, p. 186..

Answer Key:

1. M 2. M

- Do activity B.

Answer Key

1. E or A. 2. C. 3. D. 4. D or E. 5. B

2.3. Lead them to generalization.



2.4 Have them do **Gawin**, p. 187.

Expected Answers: 1. Ihiwalay sa mga gamit sa kusina, maghugas ng kamay pagkatapos gamitin, gumamit ng **gloves**, basahin at sundin ang babala, huwag maglaro ng mga nakasusunog na gamit.

- Use the following to guide the pupils in making their answers.
 - Read labels and instructions on containers before using any material.
 - Wash your hands after using chemicals.
 - Wear safety gloves to protect the skin when using cleaning materials containing acids.
 - Place the household chemicals in their proper place.
 - Never play with flammable materials

2.5 Let the pupils do **Palalimin**, p.187.

Answer Key : 1. X 2. / 3. X 4. X 5. X

IV. ASSIGNMENT

- Instruct the pupils to interview their parents on what they do before handling chemicals.

Lesson 4.4

Safety Rules at Home

I. **OBJECTIVE** : Follow safety rules at home to avoid accidents.

II. **SUBJECT MATTER** : **Home Safety**

Materials: story, chart, match box, knife and sample chemical substances

References: Grade 2 K to12 Curriculum Guide, Quarter 4

Value Focus: safety consciousness

III. **Procedure**:

A. **Preliminary Activity**:

Song

- With the pupils, sing the song to the tune of This is the way I brush my Teeth

This is the way I sweep the floor,

sweep the floor, sweep the floor

This is the way I sweep the floor

so early in the morning..

(scrub the floor, trim the grass, wash my clothes,

iron my clothes etc..)

:

B. **Development of the Lesson**

1. **Review**

Recall the rules on safe use of household chemicals.

Let the pupils answer the exercises below.

Gumuhit ng masayang mukha kung ang pangungusap ay nagpapakita ng tuntuning pangkaligtasan at malungkot na mukha kung hindi.

1. Nagsusuot ng **gloves** kapag gumagamit ng **muratic acid**.
2. Itinatago ang mga **expired** na produkto.
3. Pinaglalaruan ang mga bagay na maaaring pagmulan ng sunog.
4. Nilalagyan ng babala ang mga gamit sa bahay na mapanganib.
5. Itinataas sa kabinet ang mga gamit na mapanganib.

Answer key: 1.  2.  3.  4.  5. 

- Check the pupils' assignment.

2. Activities:

s

2.1 Motivation

- Show the pupils real objects like match box, knife and petroleum products.
- Ask: Who among you had an unforgettable experience using these materials? Elicit some responses.
- Unlock some words (suwail, posporo, malakas na hangin).

2.2 Ask the pupils to listen to the story, "Ang Suwail na Bata". Have them answer the questions below.

Ang Suwail na Bata

Gustong-gusto ni Marwin ang paglalaro ng posporo Isang Sabado, nagpunta sa palengke ang kaniyang nanay. BAgo umalis, nagbilin ito sa kaniya na huwag maglalaro ng posporo. Hindi pa nakakalayo ang kaniyang ina, kinuha niya agad ang posporo. Tuwang-tuwa niyang sinindihan ang mga papel. Dahil sa malakas na hangin, naabot ng apoy ang kurtina sa kanilang salas. Nakita ito ng kanilang kapitbahay na si Mang Pedro. Humingi ito ng tulong sa kanilang mga kapitbahay upang maapula ang apoy.

Mga Tanong:

1. Saan nagpunta ang nanay ni Marwin?
 2. Ano ang bilin kay Marwin ng kaniyang nanay?
 3. Ano ang naging bunga ng hindi niya pagsunod sa bilin ng kaniyang nanay?
 4. Tama ba ang ginawa ni Marwin? Bakit?
 5. Ano ang dapat gawin sa mga bagay na maaaring magdulot ng panganib o sakuna?
- Have them answer the questions. Discuss further some home safety rules at home.
 - Ask them to work on the activity in **Linangin, p. 189**.

2.3 Lead the pupils in making generalization.

Sundin ang mga tuntuning pangkaligtasan sa ating tahanan upang makaiwas sa anumang panganib o sakuna.

2.4 Ask the pupils to get a partner. Instruct them to talk about the situation below and have them act out the scene.

Nakalimutan ng iyong nanay na itago sa kabinet ang kutsilyo. Nais itong paglaruan ng iyong nakababatang kapatid. Ano ang iyong gagawin at sasabihin sa kaniya?

2.5. Let the pupils do Palalimin LM p. 190.

Answer Key: 1. / 2. / 3. X 4. / 5. /

IV. Assignment

Instruct the pupils to work on the activity at home.

Sumulat ng 3 hanggang 5 tuntuning pangkaligtasan na iyong gagawin sa tahanan. Isulat ito sa notebook.

Lesson 4.5

Safety Measures in School

I. OBJECTIVE: Identifies safe and unsafe practices and conditions in the school.

II. SUBJECT MATTER: School Safety

Materials : flash cards of safety signs ,pictures
References: Grade 2 K-12 Curriculum, Quarter 4
Integration: Science
Value Focus: Carefulness

III. PROCEDURE:

A. Preliminary Activity

- Lead the pupils in singing the song, “ Ang Bilin ng Nanay” to the tune of “Ako ay May Lobo”.

Ang Bilin ng Nanay

Ang bilin ng nanay, pagdating sa klase,
Ang leksiyon ng guro, pakinggang mabuti,
Dunong ay dalhin mo, sa iyong paglaki,
Tangi kong pamana, tandaan mong lagi.

- Ask: Ano ang bilin ng nanay sa kanyang anak? Bakit?

B. Development of the Lesson

1. Review

Basahing mabuti ang mga nasa ibaba. Piliin ang ligtas na gawain at kopyahin sa inyong papel.

1. Ikinalat ang mga laruan sa sahig.
2. Nagbukas ng bintilador at iniwan.
3. Pinunasan ang natapong gatas sa sahig.
4. Pinaglalaruan ang posporo.
5. Naupo sa hawakan ng hagdanan.
6. Iniwang bukas ang ilaw ng matapos ang klase.

2.1. Motivation

Show them different safety signs. Ask : What do these signs mean? Is this important to observe carefully? Why?

DANGER!
HIGH VOLTAGE

CAUTION!
SLIPPERY
FLOOR

OFF
LIMITS!

3. Present the poem. (Write the poem in a manila paper.)
Let them read the poem.

Pakinggan Mo Anak

Anak ko maghanda na at papasok ka pa
Walang maghahatid ,lalakad ka nang mag-isa
Mag-ingat sa paglakad, at pagtawid sa kalsada
Ang gabay ng Maykapal hingin mo sa tuwi-tuwina.

Tandaan mo anak mga nakikitang simbolo
Ilagay sa isip at sundin nang buong –puso,
Bawal dito, bawal doon ito’y paniwalaan mo
Upang sa sakuna, ikaw ay mailayo.

Baka ikaw ay mabuwal, upuan mo ay huwag iduyan,
Upang hindi rin madapa, habulan ay iwasan
Lumakad ka nang maingat, pagbaba ng hagdanan
Pag-akyat sa mga puno, huwag ipasok sa isipan.

Anak lahat ay tandaan paalalang pangkaligtasan
Kalooban ko ay panatag kung ikaw ay maaasahan
Pangaral ng iyong guro ,pakinggan at pahalagahan
Tandaan mong lahat ito ay para sa iyong kabutihan.

-Amfor-

2.2. Discussion

1. Kanino dapat humingi ng gabay sa tuwi-tuwina ?. Sa paanong paraan?
2. Sino ang nagbigay sa anak ng mga paalalang pangkaligtasan ?
3. Ano-ano ang mga paalalang pangkaligtasang binanggit ng nanay?
4. Mahalaga bang sundin ang mga paalala sa tula? Bakit?

2.3. . Lead the class on the following pointers to remember to make them safe in school.

Mga Ligtas na Gawain sa Paaralan:

1. Bigyang pansin ang mga simbolong pangkaligtasan.

2. Humawak sa hawakan ng hagdanan tuwing bumababa at umaakyat.
3. Huwag maglaro o maupo sa hawakan ng hagdanan.
4. Huwag aakyat sa mga matataas na lugar .
5. Ilagay ang mga gamit tulad ng bag at payong sa tamang lalagyan upang hindi makatisod.
6. Huwag gamiting panturo ang anumang matulis na bagay.
7. Ilagay ang gamit sa paglilinis sa tamang lalagyan.

- Instill the value of carefulness.

Note: Use pictures of the warning labels for better understanding of the lesson.

2.4. Guide the pupils in making generalization.

May mga ligtas at di ligtas na lugar sa paaralan na nagdadala ng panganib sa mga bata. Nararapat na malaman ng mga bata ang mga babala upang maiwasan nila ang disgrasya.

2.5. Have the pupils do **Gawin LM** p. 192.

- Ans.: 1. mataas ang boltahe ng koryente
 2. madulas ang daan
 3. huwag lalapit sa lugar

IV. Evaluation

Note: (*Isulat sa pisara o manila paper*)

Panuto: Basahing mabuti ang bawat sitwasyon sa ibaba. Isulat sa papel kung **ligtas** o **hindi-ligtas** gawin ang mga nakatala.

1. Tapos na ang klase. Dumating ang sundo ni Perla kaya nagmadali siyang tumakbo pababa ng hagdanan.
2. Nakita ni Karen na nililinis ang daanan kaya naghanap siya ng ibang madadaanan.
3. Inakyat ni Philip ang punong hitik sa bunga na nasa likod ng paaralan.
4. Pinulot ni Merly ang balat ng hinog na saging at itinapon sa basurahan.
5. Nagtakbuhan sa pila ang mga mag-aaral sa ikalawang baitang.

Ans.: 1. *hindi ligtas* 2. *ligtas* 3. *hindi ligtas* 4. *ligtas* 5. *hindi ligtas*

V. Assignment

Panuto: Pumili ng isa sa mga ligtas na gawain o sitwasyong pinag-aralan. Ilarawan kung bakit ito ang iyong napili. Ilagay ang sagot sa iyong notebook.

Additional Information for Teacher

Safety in School :

- ❖ Observe safety signs
- ❖ Hold onto the railings when going up and down the stairs.
- ❖ Do not run or play along the corridors. Refrain from pushing anyone.
- ❖ Do not throw your garbage anywhere.
- ❖ Never climb in high places.
- ❖ Do not play or sit on railings.
- ❖ Place your things in its proper place so no one will stumble on it.
- ❖ Do not use pointed objects when pointing somebody.

Source: SALVACION, LINDO DORADO et al., Sibs Publishing House 2005

Lesson 4.6

School Safety

1. **OBJECTIVE:** Practices safety rules in school to avoid injuries.

II. **SUBJECT MATTER: School Safety**

Materials : Pictures

References: Grade 2 K-12 Curriculum Guide, Quarter 4

Integration: Science

Value Focus: Carefulness

III. **PROCEDURE:**

A. Preliminary Activity

Let the class sing the song “Kaibigan” to the tune of “The More We Get Together.” Instruct them to find a partner.

Kaibigan

Siya ang aking kaibigan, kaibigan,kaibigan

Siya ang aking kaibigan na nagmamahal.

Heto siya, heto siya

Narito at kasama.

Siya ang aking kaibigan na nagmamahal.

B. Development of the Lesson

1. Review

Panuto:Sagutin ng **Dapat o Hindi dapat** ang mga sumusunod.

1. Nagtutulakan sa pila
2. Nag-aagawan ng upuan
3. Nagpapaalam sa guro tuwing lalabas
4. Taimtim na nakikinig sa guro
5. Kinakalabit ang katabi habang inaawit ang pambansang awit

Ans:1. Hindi Dapat 2. Hindi dapat 3. Dapat 4.Dapat

5. Hindi dapat

2.1. Motivation

Ask: May matalik ka bang kaibigan? Naniniwala ka ba sa payo ng kaibigan? Bakit?

2.3. Let the pupils read the dialogue

Note: (Isulat sa pisara o manila paper)

Panuto: Basahin ang usapan ng magkaibigang sina Nila at Flor.

Ang Magkaibigan

Nila: Halika, bumili tayo ng lugaw sa kantina. Takbo tayo!

Flor: Ayaw kong tumakbo, baka madapa tayo.

Nila: Sige na nga.

(Walang ano-ano'y nadapa ang isang batang nauna sa kanila.)

Flor: Tingnan mo, nadapa siya.

Nila: Naku! Ang haba ng pila. Makipagsiksikan kaya tayo?

Flor: Hindi tama iyon. Dapat tayong pumila nang maayos.

(Hindi nakaimik si Nila. Samantala, isang bata ang natapunan ng lugaw dahil sa pakikipagsiksikan. Nakita iyon ni Nila)

Nila: Tama ka, mas mainam na sundin ang tuntuning pampaaralan.

Pumila sila nang maayos at matiyagang naghintay.

Sagutin ang mga tanong .

1. Ano-anong tuntuning pangkaligtasan ang sinunod nina Flor at Nila?
2. Ano ang maaaring mangyari kung hindi sinunod ng magkaibigan ang mga tuntunin sa paaralan?
3. Sino sa dalawa ang nais mong tularan? Bakit?
4. Ano ang kahalagahan ng pagsunod sa tuntuning pangkaligtasan sa paaralan

2.4. Emphasize the value focus for the day. Connect question number 4 with the value to be emphasized.

2.5. Lead the class in formulating the generalization.

Dapat na isagawa ang mga pangkaligtasang tuntunin ng paaralan tulad ng:

Pagsunod sa pila sa halip na makipagsiksikan.

Pagsunod sa mga pamantayang ibinibigay ng guro tuwing may isahan o pangkatang gawain.

Pagbibigay-pansin sa mga babalang pangkaligtasan

2.6. Group the class into 3. Let them do the following activities;

Batay sa pagkakatangkang ng klase, ipakita ang wastong tuntuning pangkaligtasan na dapat sundin sa sumusunod:

Pangkat 1- Pag-akyat at pagbaba sa hagdanan

Pangkat 2 - Pagsali sa pila sa pagtataas ng bandila

Pangkat 3 - Tapos na ang klase at uwian na.

- Discuss with the pupils the way each task was done based on the standards given.

C. Let the pupils do **Palalimin LM** p. 196.

Answer key: 1. Tama 2. Mali 3. Tama 4.Mali 5.Tama

IV. ASSIGNMENT

Gumuhit o gumupit ng larawang nagpapakita nang pagsunod sa tuntunin ng paaralan . Sabihin kung bakit ligtas na gawin ito .

PANGYUNIT NA PAGSUSULIT

- I. Isulat ang **T** kung ang pangungusap ay tama at **M** kung mali.
 1. Ang mga kasangkapan na ginagamitan ng koryente, katulad ng plantsa at ilaw, ay hindi ligtas gamitin ng mga bata.
 2. Ligtas gamitin at paglaruan ang bintilador habang umaandar.
 3. Dapat maging maingat sa paghawak ng mga gamit na matutulis sa tahanan.
 4. Ang pamatay ng kulisap at pang-alis ng mantsa ay hindi ligtas ilagay sa tabi ng asukal.
 5. Ang **chlorox** at pamatay ng kulisap ay ligtas gamitin lalo na ng mga bata.
- II. Piliin ang letra ng tamang sagot.
 1. Ano ang kahulugan ng simbolong “ Danger ! High Voltage”?
 - A. madulas ang daan
 - B. may malaking butas sa unahan
 - C. mataas ang boltahe ng koryente
 - D. may mga taong gumagawa sa lugar

2. Sinaway ng guro si Arnold na tumatakbo pababa ng hagdanan. Ano kaya ang dahilan?
- A. magigiba ang hagdanan
 - B. masisira ang kaniyang sapatos
 - C. baka siya mahulog sa hagdanan
 - D. baka maiwanan ang kaniyang kamag-aral
3. Si Mila ay huling dumating sa paaralan. Ano ang dapat niyang gawin para makasali sa pila?
- A. itulak ang nasa hulihan ng pila
 - B. pumunta sa unahan ng pila
 - C. pumunta sa hulihan ng pila
 - D. sumingit sa gitna ng pila
4. Hindi gaanong matangkad si Amy. Ano ang dapat niyang sabihin upang makita ang punong-guro na nagsasalita sa kanilang harapan?
- A. "lilipat ninyo ako sa unahan!"
 - B. "Umalis kayo sa harapan ko!"
 - C. "Bigyan ninyo ako ng mataas na upuan".
 - D. "Maari bang makalipat ako sa unahan?"
5. Ang pagbibigay pansin sa mga simbolong pangkaligtasan ay mahalaga upang__
- A. tumaas ang marka sa klase
 - B. mabigyan ng parangal ng guro
 - C. masanay sa pagbasa
 - D. makaiwas sa sakuna

III. Basahin at unawain ang sitwasyon. Piliin ang letra ng tamang sagot.

1. May sipon ka. Wala kayong gamot sa bahay maliban sa vicks . Nakaramdam ka nang ginhawa sa pagpahid nito sa iyong noo. Gusto mo itong kainin upang maalis agad ang sipon mo ngunit hindi pumayag ang nanay mo. Ano sa palagay mo ang **warning label** sa pabalat ng vicks?
- A. For external use only**
 - B. Keep out of reach of children**
 - C. Take with doctor's prescription**
 - D. Smoking is dangerous to your health**

2. Nakita mo sa kabinet ang isang plastic na bote na may nakasulat na “**flammable**.” Katabi nito ang larawan ng ningas ng apoy. Ano ang ibig sabihin ng babalang ito?
- A. maaring magliyab ang apoy
 - B. may apoy sa loob ng pakete
 - C. ilagay sa tabi ang apoy
 - D. may yelo sa loob
3. Nakakita ka nang makulay na bote. Napakasarap sa tingin mo ng laman nito. Subalit, may larawan ng bungo sa harap ng bote. Ano ang ibig sabihin nito?
- A. Masarap inumin ang laman nito.
 - B. May bungo at buto ito sa loob.
 - C. Nakalalason ang laman nito.
 - D. Nakalalasing ang laman nito.
4. Itinago ng nanay mo ang mga bote ng gamot at ang panlinis sa kusina sa itaas ng kabinet. Nabasa mo ang babala sa mga bote na “**Keep away from Children’s reach**”. Ang ibig sabihin ng babala ay:
- A. mapanganib ito para sa mga bata.
 - B. maaring paglaruan ito ng bata.
 - C. maipagbibili ito ng mga bata.
 - D. masustansiya ang laman nito.
5. Nakita mo ang nanay mo na nahihilo sa paglilinis ng inyong palikuran gamit ang muriatic acid. Ano ang maipapayo mo sa iyong nanay?
- A. huwag nang maglinis ng palikuran
 - B. takpan ang ilong at gumamit ng gloves sa paglilinis
 - C. buksan ang mga bintana at pinto habang naglilinis
 - D. ipatapon ang muriatic acid at buhusan na lang ng tubig ang palikuran

Ipalawanang ang sumusunod na sitwasyon.

1. Nakalimutan ng iyong ina na ilagay sa kabinet ang mga kutsilyo. Nais maglaro ng iyong bunsong kapatid. Gusto niya itong kunin upang gamitin. Ano ang iyong gagawin at sasabihin sa kaniya?

2. Bago ang payong ni Danica. Ginamit niya ito pagpasok sa paaralan. Dahil bago ito, itinabi niya ito sa kaniyang upuan kahit nakakaabala sa dadaan. Ano ang iyong sasabihin sa kaniya?

Iskor	Kahulugan
19 - 20	May 90% -100% na pagkatuto sa aralin, Napakahusay
16 - 18	May 75% - 85% na antas ng pagkatuto. Mahusay
10 - 15	May 50% - 70% na pagkatuto. May potensiyal na mapayaman ang kaalaman kung bibigyan ng pokus.
5 - 9	May 25% - 45% antas ng pagkatuto. May ipinakikitang kakayahan ngunit nangangailangan ng higit na pansin sa pag-aaral
0 - 4	0% - 20% na pagkatuto. Nangailangang bigyan ng sapat na tutok ang pag-aaral. Lubos na gabay ng guro at magulang ang kailangan.

Summative Test Answer Key:

- | | | | |
|--|---|--|---|
| <p>I.</p> <ol style="list-style-type: none"> 1. T 2. M 3. T 4. T 5. M | <p>II.</p> <ol style="list-style-type: none"> 1. C 2. C 3. C 4. D 5. D | <p>III.</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. A 5. B | <p>IV.</p> <ol style="list-style-type: none"> 1. See Tandaan section 2. See Tandaan section Use rubric in rating the pupils responses. |
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