

Active and Passive Voice / Karaniwan at Di-Karaniwan o Kabaligtarang Anyo ngPangungusap

Subject/Grade Level:	Filipino – Elementary/Grade II / III
Title:	Active and Passive Voice / Karaniwan at Di-Karaniwan o Kabaligtarang Anyo ngPangungusap
Competency/ies:	Sentence Forms / Mga Anyo ng Pangungusap
KCh Learner Values:	Critical Thinking (I am a critical thinker.)
Critical Issue:	none
Materials Used:	projector (or LCD) for the movie clip, visual aids written in cartolina, test questions

I. Objective/s

At the end of the session, students should be able to:

- differentiate a passive voice from an active voice,
- recognize the subject and the predicate of a sentence for more understanding about active and passive voices
- compose statements that are of active and passive voices; and
- revise sentences from active to passive construction and vice versa.

II. Essential Understandings

- If the subject came first before the predicate, it is in a passive voice.
- If the predicate came first before the predicate, it is in an active voice.
- Passive and active voice of sentences doesn't really change the meaning it conveys.

III. Essential Questions

- What is an active and a passive voice?
- What is the difference between an active an a passive voice?

IV. Summary of the Episode

This episode is about a young boy named Jomel who is writing a birthday poem for his friend Minda. He can't find a way to end his lines in rhymes without altering or changing its meaning so he asked his grandmother's help. The latter easily did it by changing the form / voice of the sentence.

The movie clip also showed a conversation of Prinsipe Maranao and Prinsesa Minda, the characters in Jomel's gift to Minda which is a book. In their conversation, Prinsesa Minda argues that Prinsipe Maranao always repeat her sentences. Jomel, in the end, tells the two that their sentences actually mean the same, be it in an active or passive voice.

V. Pre-Session Motivation

1. Ask one of the students to lead a song.
2. "Based from our past lesson, what is a subject again?" (expected ans. the one being talked about in a sentence)
3. "And a predicate means?" (expected answer : describes or tells something about the subject)
4. It's good to know that you still remember our lesson about subject and predicate. It will be very important to our subject later on. Now, were going to watch an educational movie clip about a young boy who is making a short poem for his friend but can't find a way to rhyme his lines without changing the meaning of his line. Let's find out what it is all about.

VI. Viewing Proper

- **Alikabuk** (ES Grade 2 – English / Filipino)
Karaniwan at Di-pangkaraniwang Ayos ng Pangungusap / Active and Passive Voice

VII. Post-viewing

A. Questions (episode)

- How was the episode? Did you like it?
- What was the episode about?
- What were the lines that Jomel couldn't rhyme?
- How did Jomel's grandmother solve his problem?
- When Prinsesa Minda told Prinsipe Maranao "Mahal kita", what did the the prince answer?

- And when Prinsesa Minda told Prinsipe Maranao “Wagas ang ating pag-ibig”, what did the the latter reply?
- Do you think the meaning of their sentences were really the same?

B. Review Questions (content)

- What is a passive voice?
- Who can give an example? (Ask the class to give some examples.)
- What is an active voice?
- Who can give an example? (Ask the class to give some examples.)

C. Deepening

- What is the most obvious clue if a sentence is in a passive voice? (expected answer : ginagamit ang salitang “ay”.)
- It is right or wrong if I ask the class that changing the form of the sentence changes its meaning? (expected answer: mali.)

D. Group Work/Activity

Divide the group into two and let them form a line for a game about the lesson. The front man will be the one to answer the question given by the teacher. The one who raises his/her right hand first and answers the question correctly wins. The group who has the most score wins.

- Directions : Is this sentence in an active or passive form? (The teacher shows a sentence written in a piece of cartolina.) Change it into an active voice (if passive, or vice versa).
- If the one who raised his/her hand didn't answer the question correctly, it will be the chance of the other group's front man to answer.
- After that, the front men will go to the back of the line and it will be the turn of the next two pupils in line to compete.
- The group that will have the most score gets candies as a reward.

VIII. Synthesis and Valuing

To end the session, the teacher may use any of the following:

- A. Karaniwan o Di-pangkaraniwan

Isulat sa papel ang K kung ang pangungusap ay nasa karaniwang anyo o DK kung ito ay nasa di-pangkaraniwang anyo.

- _____ 1. Mahal kita.
- _____ 2. Si Jomel ay kinikilig.
- _____ 3. Si Jomel ay kaibigan ni Minda.
- _____ 4. Maganda si Minda.
- _____ 5. Nagpakita sina Prinsipe Maranao at Prinsesa Minda kay Jomel.
- _____ 6. Isang libro ang regalo ni Jomel kay Minda.
- _____ 7. Ang lola ni Jomel ay isang mananahi.
- _____ 8. Inimbitahan ni Minda si Jomel na dumalo sa kanyang kaarawan.
- _____ 9. Si Minda ay nagpasalamat kay Jomel.
- _____ 10. Humarap si Jomel sa salamin para tingnan ang kanyang porma.

B. Isulat ang karaniwang anyo (1-5) at di-karaniwang anyo (6-10) ng mga pangungusap.

1. Mahal kita.
2. Maganda si Minda.
3. Nagpakita sina Prinsipe Maranao at Prinsesa Minda kay Jomel.
4. Isang libro ang regalo ni Jomel kay Minda.
5. Inimbitahan ni Minda si Jomel na dumalo sa kanyang kaarawan.
6. Si Jomel ay kinikilig.
7. Si Jomel ay kaibigan ni Minda.
8. Ang lola ni Jomel ay isang mananahi.
9. Si Minda ay nagpasalamat kay Jomel.
10. Si Jomel ay humarap sa salamin para tingnan ang kanyang porma.

IX. Homework

For their homework, give the children this activity:

Direction: Sumulat ng isang talata tungkol sa iyong kaibigan (5 sentences limit). Pumili lamang ng isang anyo na gagamitin sa pangungusap.

Ang Bahag ni Aliguyon

Subject/ Grade Level:	Filipino (Grade 5)
Title:	Ang Bahag ni Aliguyon
Competency:	Determining the cause and effect (“Sanhi at Bunga”) of situations
KCH Learner Values:	Reflective I reflect.
Critical Issue/s:	Self-confidence

I. OBJECTIVES

At the end of the session, students should be able to:

- Look into the cause and effect of situations
- Resolve problems by determining the probable causes and effects
- Learn how to believe in one’s capabilities

II. ESSENTIAL UNDERSTANDING

- One can extract the cause and/or the effect by taking note of certain key words in the utterance
- The relationship between the cause and the effect can be reflected by the markers “sapagkat” or “dahil”
- Determining the probable cause and effect would help us understand the situation better. It would also help us avoid misunderstandings.
- Believing in oneself would boost up one’s confidence

III. ESSENTIAL QUESTIONS

- How would one be able to determine the cause and the effect of situations?
- What are the possible consequences when one doesn’t take note of the cause and effect?
- What are the effects of evoking self-confidence?

IV. SUMMARY OF THE EPISODE

The episode focuses on how to determine the cause and effect of certain situations. This will also touch on certain values such as believing in oneself and not jumping into conclusions.

V. PRE-VIEWING (MOTIVATION)

1. Divide your class into 4 or 5 groups. After which, ask them to brainstorm on events that might happen on a normal school day. Then tell them to list them down or to draw them on a cartolina or manila paper. (e.g. “pagkakaroon ng mababang grado”, “pakikipagkwentuhan sa kamagalar habang nagkklase”, etc.)
2. Ask them to present the events up front.
3. Ask them to give at least 2 probable causes and effects for each situation.
4. Then tell them that in the video that they are about to see, they would be able to learn how to determine the cause and effect of situations. In line with that, they should be able to pay attention to the markers that the protagonists would be using. Furthermore, they should also be able to take note of the ways the protagonist tackled the given circumstances.

VI. VIEWING PROPER

- Alikabuk (Filipino - Grade 5)
“Ang Bahag ni Alugyon”

VII. POST VIEWING

1. Questions

- a. Did you like the program? Why or why not?
- b. What was the program about?

Review Questions

According to the video, how would one be able to determine the cause and effect of situations?

- a. What kinds of words did the protagonists use as markers?
 - a. Why did Lola Priming get angry at Jommel?
- b. How was this resolved?

Deepening

- a. How do you solve your problems?
 - a. Have you doubted yourself before? What led to this?

Group work/activity

Ask the students to incorporate their ideas a while ago into statements. Given that they have produced two causes and two effects per situation, they should come up with two statements per situation. (e.g. “Nakakakuha ang mga estudyante ng mababang grado sapagkat hindi sila nagaaral ng mabuti. Dahil dito, maari silang maparusahan ng kanilang mga magulang.”)

- Ask them to develop solutions to remedy the problem, if it’s negative. (e.g. “Magaral ng leksiyon araw-araw”)
- After which, ask them to present them in a creative way.

VIII. SYNTHESIS AND VALUING

1. What are the benefits of being able to know the cause and effect of situations?
2. How do you think could situations like what have happened with Jommel and Lola Prining be avoided?
3. Discuss the value of being self-confident:
 - a. Having self-confidence enables a person to stretch his/her capabilities.
 - b. It also enables one to produce better outputs.
 - c. And these may also be applied to other situations in life.

IX. HOMEWORK

1. Ask your parents or guardians on how they solve their problems. What are the things that they consider in doing such?
2. Evaluate your parent’s or guardian’s answer, and see whether what they did was efficient based on the video that you have watched.
3. List down your remarks and present them in class next meeting.

Ang Gintong Talaba

Subject/ Grade Level:	<i>Filipino / Grade 5</i>
Title:	<i>Ang Gintong Talaba</i>
Competency:	<i>Pagbibigay ng pagkakasunud-sunod na mga ideya sa ulat na napakinggan</i>
KCh Learner Values:	<i>Community-oriented</i>

I belong to a community

Critical Issue: *Education*

I. Objectives

At the end of the lesson, students should be able to:

- recall information that was relayed by the teacher
- report ideas in proper sequence
- list details of an event

II. Essential Understanding

- Ideas are told in sequence.
- Details of a story are important in communicating ideas.
- Listening and taking down notes are skills we must practice in order to remember details easily.

III. Essential Questions

- What are the strategies in listening to an idea so that we can report it properly later?

IV. Summary of the Episode

This episode focuses on strategies of recalling and reporting information that was orally delivered. First, we should listen intently to what a person is saying. We must ignore other distractions and focus on listening. And second, in order not to miss important details, we can also take down notes of essential details.

V. Pre-viewing (Motivation)

- As part of the motivational activity, the teacher will read the following steps in baking a red velvet cupcake*:
 - 1) *Combine flour, cocoa, baking powder, baking soda and salt in a mixing bowl. Sift dry ingredients three times.*
 - 2) *Cream together butter and sugar until light and fluffy. Add eggs one at a time, making sure to beat well after each egg.*

- 3) *Add 1/4 of dry ingredients to creamed mixture then approximately 1/4 of buttermilk alternating until mixed well. Mix in vanilla and food coloring.*
- 4) *Fill lined cupcake pans 1/2 full of red velvet batter. Bake in a preheated 350 degree oven for approximately 20 minutes or until a toothpick inserted in the center comes out clean.*
- 5) *Cool cupcakes in pans for 5 to 10 minutes then remove from pans. Cool completely on wire racks before frosting.*

NOTE: If you don't happen to have buttermilk on hand you can try this simple substitution. Place one tablespoon of lemon juice or white vinegar in an empty one cup measuring cup. Fill with milk to 1 cup. Let stand for 5 minutes then use in any cake recipe that calls for buttermilk.

(Source: <http://www.cupcakerecipes.com/redvelvetrecipe.htm>)

- Ask the students the following questions:
- Can you still remember the steps in baking a red velvet cupcake?
- Who can repeat step 1?
- ...step 2, step 3, step 4, step 5?
- For those who were able to remember, what did you do in order to remember the information?
- The activity tells us that we can't recall the details and sequence of an idea if we don't pay full attention and listen intently.

Ang Gintong Talaba

Subject/ Grade Level:	<i>Filipino / Grade 5</i>
Title:	<i>Ang Gintong Talaba</i>
Competency:	<i>Pagbibigay ng pagkakasunud-sunod na mga ideya sa ulat na napakinggan</i>
KCh Learner Values:	<i>Community-oriented I belong to a community</i>
Critical Issue:	<i>Education</i>

I. Objectives

At the end of the lesson, students should be able to:

- recall information that was relayed by the teacher
- report ideas in proper sequence
- list details of an event

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- Ask the students the following questions:
- Can you still remember the steps in baking a red velvet cupcake?
- Who can repeat step 1?
- ...step 2, step 3, step 4, step 5?
- For those who were able to remember, what did you do in order to remember the information?

- The activity tells us that we can't recall the details and sequence of an idea if we don't pay full attention and listen intently.

- Tell the students that in the video they are about to see, they will learn how to retell an idea by following specific strategies.

VI. Viewing Proper

Alikabuk: Ang Gintong Talaba (Grade 5 - Filipino)

VII. Post Viewing

1. Questions (regarding the episode)

- a. Did you like the program? Why or why not?
- b. What was the program about?

2. Questions (regarding the content)

- a. According to the video, why do we not recall details of an idea?
- b. When we need to report an idea, what is the first thing that we should do?
- c. To retain important details, what should we do?

3. Deepening

- a. In what instances do we report/tell ideas/events?
- b. What other ways can you suggest in order to report an idea properly?

4. Group Work/ Activity

- To test if the students were paying attention to the episode, ask them to dramatize the story of Lam-Ang. Make sure they account for the important details.
 - Why is Lam-Ang looking for *talaba*?
 - Who is he marrying?
 - etc.

VIII. Synthesis and Valuing

To end the session, ask the following questions:

1. Why is listening an important skill in recalling information?
2. What happens when we are not paying full attention to the speaker?
3. Is it better to write down important details? Why or why not?

IX. Homework

For their homework, give the students the following activity:

- 1) If they have a telephone at home, to take down messages from the callers while their parents are not home.

Alikabuk: Ang Sisneng Dalaga

Subject:	Filipino - Grade 5
Title:	Alikabuk: Ang Sisneng Dalaga
Competency:	Using the guide words in the dictionary.
KCh Learner Values:	I am Fair-Minded
Critical Issue:	Population - Respecting and being open to other cultures.

I. Objectives

At the end of the session, students must be able to:

1. Efficiently use the dictionary using the guide words found at the top of the page

II. Essential Understanding

1. When you are unsure or don't know the meaning of a certain word, ask other people or look for its meaning using the dictionary.
2. Guide words are the two words on top of the dictionary that help people find the exact words that they are looking for.
3. The content of the dictionary is arranged in alphabetical order. To use the dictionary more efficiently and quickly, use the two words on top of the page as your guide. You no longer have to read the words one-by-one.

III. Essential Questions

1. What is the use of a dictionary?
2. Aside from the words being arranged alphabetically, what else can help you find the words you are looking for?

IV. Summary of the Episode

The episode is about using the dictionary efficiently through the help of guide words. Jomel came home wondering why he is being called "Nonoy" by their substitute teacher. He does not know the meaning of the word that is why his lola taught him to use a dictionary to find the meaning of the words that he does not know. His grandmother introduced the guide words to help him find the specific word that he is looking for. Jomel finds out that the word "Nonoy" is a word that is usually used by Ilocanos to pertain to a young boy.

Nonoy meets Makaya (one of the characters in the story "Siseng Dalaga"). He was able to help her by teaching her how to use the dictionary to understand the words that she does not know.

V. Pre-Viewing (Motivation)

Prior to the presentation of the lesson/ episode (can be a day before), tell them to bring their own English dictionaries that they will be using for the next meeting)

1. Prepare a set of words that you will ask them to find.
Example: a. Amazing b. Responsible c. Students d. Diligent e. Excellent

2. Tell them to bring out their own dictionaries.
3. They will be asked to find each word in the dictionary. The goal is to know the fastest students in finding the words.
4. After the activity, the teacher will tell them: "Let us clap our hands for those who were able to find the set of words in the dictionary. Are you wondering how they were able to find the words immediately? The episode that we are going to watch today is about using the guide words in the dictionary."

VI. Viewing Proper

- **Alikabuk** (Grade 5 - Filipino)
"Ang Sisneng Dalaga"

VII. Post Viewing

1. Questions (re the Episode)

- a. Did you like the program? Why or why not?
- b. What was the program about?

2. Review Questions (re Content)

- a. What is a dictionary?
- b. What are the two words found on the top part of the page? (Answer: Guide words/ Mga patnubay na salita)
- c. Based on the previous question, what is the significance of these two words?.

2. Deepening

- a. People in our country have their own cultures. They differ in the way they speak, act and treat other people. What is the best thing that you can do to maintain good relationship with them?
- b. What was the reminder given by Alikabuk at the end of the episode? Explain.

4. Group Work/Activity

a. Split the class into four teams. They will be given portion of a page in the dictionary (in Filipino), which would like as this:

<p>hair</p> <p>hair [hēr] <i>n.</i> 1 A very thin, threadlike growth on the skin of people and animals. 2 A mass of such growths.</p> <p>hair-cut [hēr'kut] <i>n.</i> The act or style of cutting hair.</p> <p>hairy [hēr'ē] <i>adj.</i> Covered with hair; having a lot of hair covering the body.</p> <p>half [haf] 1 <i>n.</i> One of two equal parts of something. 2 <i>n.</i> Either of two time periods in certain sports. 3 <i>adv.</i> Not completely; partly: I was <i>half</i> asleep.</p> <p><i>pl. halves</i></p> <p>halfway [haf'wā'] <i>adv.</i> 1 Half the distance; midway: we climbed <i>halfway</i> up the mountain. 2 <i>adv.</i> Not completely.</p>	<p>292</p>	<p>hand</p> <p>ham-ster [ham'stər] <i>n.</i> An animal that is like a mouse. It has a plump body, a short tail, and large cheek pouches. A hamster is a rodent.</p> <p>hand [hand] <i>n.</i> 1 The end part of the arm; below the wrist. It is made up of the palm, four fingers, and a thumb. 2 Anything like a hand in shape or use: the <i>hands</i> of the clock pointed to three o'clock. 3 hands Control or possession: The town is in enemy <i>hands</i>. 4 <i>v.</i> To give or turn over: he</p> <div style="text-align: right; margin-top: 20px;">  <p>hamster</p> </div>
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b. Give each team an activity sheet to be filled out as fast as possible. The sheet contains words which may or may not be included on the missing part of the page. The activity sheet would look like this:

http://www.superteacherworksheets.com/dictionary-skills/dictionary-skills-guide-words_WORDS.pdf

c. The aim of the activity is not only for them to become more efficient in using the dictionary, but also to let the students think critically.

d. The first to finish gets a bonus of 3 points for class recitation. The rest get 1 point for effort.

VIII. Synthesis and Valuing

To end the session, ask and discuss the following:

1. What are the values that were emphasized in the episode? (Answer: Honesty and Respect to other culture) Discuss which part of the story these values were shown.
2. As a student, how can you show respect to other culture?
3. Share your own experiences wherein you showed honesty and respect to other cultures.

IX. Homework

Ask your students to:

1. Practice using the guide words whenever you are using your dictionary.

2. Be sure to share the knowledge that you have learned to other people to help them make use of their dictionaries correctly and efficiently.

Ang Siyokoy

Subject/Grade Level:	Filipino - Grade 5
Title:	<i>Ang Siyokoy</i>
Competency:	Distinguishing dependent and independent clauses (<i>sugnay na makapag-iisa</i> at ' <i>di makapag-iisa</i>)
KCh Learner Values:	I belong to a Community
Critical issue:	Keeping our environment clean

I. Objectives

At the end of the session, the students should be able to:

- o differentiate a *sugnay na nakapag-iisa* from a *sugnay na di nakapag-iisa*;
- o construct at least three sentences with *sugnay na nakapag-iisa* and *sugnay na di nakapag-iisa*;
- o discuss the importance of creating sentences with clear ideas.

II. Essential Understanding

- Ang **hugnayang pangugusap** ay binubuo ng **sugnay na nakapag-iisa** at **sugnay na di nakapag-iisa**.
- Ang **pangatnig** ay ang mga salitang nag-uugnay sa dalawang sugnay, tulad ng:
 - o kung
 - o sapagkat
 - o kapag
 - o nang
 - o upang
 - o kaya
- Ang **sugnay na di nakapag-iisa** ay nagsisimula sa pangatnig at di nagsasaad ng buong diwa.
- Ang **sugnay na nakapag-iisa** ay nagsasaad ng buong diwa.
- Dapat **angkop ang kaisipan na mabubuo** ng mga sugnay na ipinagdurugtong.

III. Essential Questions

1. Ano ang pinagkaiba ng sugnay na nakapag-iisa at sugnay na di nakapag-iisa?
2. Paano malalaman kung ang isang sugnay ang nakapag-iisa o di nakapag-iisa?

3. Anu-ano ang mga salitang nag-uugnay sa mga sugnay? Ano ang tawag sa mga salitang ito?
4. Paano malalaman kung wasto ang pagdugtong sa dalawang sugnay?

IV. Summary of the Episode

This episode discusses dependent and independent clauses. The video shows an integration of the lesson and community belongingness. It emphasizes the importance of communal effort to clean, preserve, and care for our environment.

V. Pre-Viewing (Motivation)

Ask the students to form small groups of five. Within the group, they will discuss environmental problems that they know of (pollution, littering, etc.) and explain what causes these problems. After five minutes, ask each group to share in class what they have discussed.

VI. Viewing Proper

- **Alikabuk: Ang Siyokoy**
Duration: 13 minutes 51 seconds

VII. Post Viewing

1. Questions (re: the episode)

- a. Did you like the program? Why or why not?
- b. What was the program about?

2. Review Questions (re: content)

- a. Ano ang hugnayang pangungusap?
- b. Ano ang dalawang uri ng mga sugnay?
- c. Ano ang pinagkaiba ng dalawang uri?
- d. Ano ang pangatnig?
- e. Anu-ano ang mga halimbawa ng pangatnig?
- f. Paano matitiyak na wasto ang pagbuo ng dalawang sugnay?

3. Deepening

- a. Malinaw na kaisipan ang nabubuo ng wastong pagdugtong ng mga sugnay.
- b. Bakit mahalaga na malinaw ang kaisipan ng ating mga sinasabi?

- c. Mayroon ba kayong alam na mga gawain sa komunidad upang panatilihin malinis ang ating kapaligiran?
- d. Anu-anong mga gawain sa komunidad ang inyong sinasalihan?
- e. Mahalaga ba ang pakikisama sa mga gawain sa komunidad? Bakit?

4. Group Work

- a. Divide the class into two groups.
- b. List three topics on the board which relate to caring for our environment:
 - i. *pagtatapon ng basura sa tamang lugar*
 - ii. *hindi pag-apak sa mga halaman*
 - iii. *pagtanim ng mga halaman*
- c. Ask one group to list three *sugnay na di makapag-iisa* for each topic.
- d. Ask that group to recite their examples.
- e. Ask the other group to come up with *sugnay na makapag-iisa* which can be connected to the first group's examples.

VIII. Synthesis and Valuing

To end the session, review the class about the following:

1. Ano ang pinagkaiba ng sugnay na nakapag-iisa at sugnay na di nakapag-iisa?
2. Paano malalaman kung ang isang sugnay ang nakapag-iisa o di nakapag-iisa?
3. Anu-ano ang mga salitang nag-uugnay sa mga sugnay? Ano ang tawag sa mga salitang ito?
4. Paano malalaman kung wasto ang pagdugtong sa dalawang sugnay?
5. Ano ang kahalagahan ng pagkakaaroon ng malinaw na diwa?
6. Mahalaga ba ang pagpapanatili ng kalinisan at kaayusan ng ating kapaligiran? Bakit?

IX. Homework

Ask the students to come up with five rules (like what the siyokoy from the video did) which call to care and preserve our environment. Each rule should be a *hugnayang pangungusap*. These rules are to be written in their notebook or a piece of paper and will be shared in class during the next meeting.

Anong Ibig Sabihin?

Subject/ Grade Level: Filipino – Grade 6

Title:	<i>Anong Ibig Sabihin?</i>
Competency:	<i>Concepts of Tone, Stress, and Intonation</i>
KCh Learner Values:	<i>Community-oriented</i> <i>I must show respect to the members of my community.</i>
Critical Issue:	<i>Effectively communicating with the use of proper stress and intonation</i>

I. Objectives

At the end of the session, students should be able to:

- Define tone
- Define stress
- Define intonation
- Explain the importance of the use of proper tone, stress, and intonation

II. Essential Understanding

- Tone is the way somebody says something as an indicator of what that person is feeling or thinking (Encarta Dictionaries). It is the manner of expression in speaking or writing (The Oxford Dictionary).
- Intonation is the rising or falling pitch of the voice (Encarta Dictionaries).
- Stress is the emphasis placed on a sound or a syllable by pronouncing it more loudly or forcefully than those surrounding it in the same word or phrase (Encarta Dictionaries).
- The use of proper tone, stress, and intonation is important because it ensures effective communication.

III. Essential Questions

- What is tone?
- What is stress?
- What is intonation?
- What is the importance of the proper use of tone, stress, and intonation?

IV. Summary of the Episode

This episode focuses on the concepts of tone, stress, and intonation. It discussed how these can affect the meaning of the message being conveyed by a speaker. Furthermore, the episode discussed the importance of the proper use of tone, stress, and intonation for effective communication.

V. Pre-Viewing (Motivation)

1. As part of the motivational activity, the teacher will present the situation below:
 - a. *You and your best friend had a fight. You two were supposed to meet-up yesterday to study for your Science quiz but he/she did not show up. To make things worse, your best friend does not seem to have any intention to apologize for what happened. Today, you approached him/her in the canteen to express your disappointment, to which he/she replied, "Edi sorry," sarcastically.*
2. After presenting the situation, ask the students the following questions:
 - a. If you were in that situation, will you accept your best friend's apology? Why or why not?
 - b. Why did you think was the best friend's apology insincere?
3. The hypothetical situation reveals that when a speaker fails to use the proper tone, it may cause misunderstanding.
4. Tell the students that in the video that they are about to see, the concepts of tone, stress, and intonation will be discussed.

VI. Viewing Proper

- **Alikabuk (Grade 6 – Filipino)**
"Anong Ibig Sabihin?"

VII. Post Viewing

1. **Questions** (re: the episode)
 - a. Did you like the program? Why or why not?
 - b. What was the program about?
2. **Review Questions** (re: content)
 - a. What are the roles of tone, stress, and intonation in speech?
 - b. According to the video, what is the importance of these in communication?

3. Deepening

- a. Have you had a misunderstanding with another person because you have failed to use proper tone, stress, or intonation?
- b. What did you do to make peace with that person?
- c. If everyone does not make use of proper tone, stress, and intonation what do you think will happen?

4. Group Work / Activity

- Divide the students into groups. Give each group one expression from the list below and ask them to come up with different ways to say the expression that will be assigned to them.
 - “Good job.”
 - “Good morning.”
 - “I am looking forward to it.”
 - “It’s nice to meet you.”
 - “I’m fine.”
 - “I’m happy for you.”

Ask the students to present these to the class.

VIII. Synthesis and Valuing

To end the session, ask the following:

- Ask the students to reflect on the group activity. Lead them to this conclusion: The meaning of a sentence may change because of the use of tone, stress, and intonation. That is why it is important that we take note of these things whenever we communicate.

IX. Homework

For their homework, give the students this activity:

Infer the mood of the person who said each sentence.

1. “Today is the day I’ve been waiting for.” (excitement)
2. “I hate you so much!” (anger)
3. “We won! We won the game!” (happiness)
4. “Your dress is so pretty.” (admiration)
5. “I can’t thank you enough for the help you’ve given me.” (gratitude)

source: <http://www.elementary.ph/inferring-mood-character-based-actionutterancesintonation>

Bernardo Carpio

Subject/ Grade level:	Filipino/ Grade 5
Title:	Bernardo Carpio
Competency:	Correct Usage of Apostrophe, Colon and Hyphen
KCh Learner Values:	I am Driven
Critical Issue:	Proper use of Words

I. **Objective:**

At the end of the session, students should be able to:

- Recall the definition of punctuation marks.
- Recall the different punctuation marks (period, exclamation point and question mark) and their usage.
- Identify other punctuation marks such as apostrophe, colon and hyphen.
- Use apostrophe, colon and hyphen correctly.

II. **Essential understanding:**

- Punctuation Marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud (Wikipedia).
- The different punctuation marks are: period (*tuldok*), exclamation point (*tandang padamdang*), question mark (*tandang pananong*), colon (*tutuldok*), hyphen (*gitling*) and apostrophe (*kudlit*).
- Colon or *tutuldok* (:) is used in writing time. It is also used to introduce a list of item, explanation or quotation.
- Hyphen or *gitling* (-) is used in between the words of a compound noun that is either repeating (example: *araw-araw*), if the prefix is ending in consonant and the word it precedes starts in vowel that

when hyphen is not used the meaning of the word will be changed (example: *mag-isa*), or if a word is omitted between the compound noun (*pamatay ng insekto – pamatay-insekto*).

- Apostrophe or *kudlit* (') is used to replace a letter that is omitted (example: *kutsara at tinidor – kutsara't tinidor*).

III. Essential Questions:

What are punctuation marks?

- What are the different punctuation marks?
- When do we use apostrophe?
- When do we use colon?
- When do we use hyphen?

IV. Summary of the Episode:

This episode focuses on the different punctuation marks (colon, hyphen and apostrophe) and on how to use them in a sentence.

V. Pre-viewing (Motivation)

1. Ask the students to read the sentences below:
 - Inay ang sakit
 - Naku ang galing naman
 - Ano ang pangalan mo

After reading the sentences, ask the students what are missing and let them supply the missing punctuation marks.

2. Review the students on the usage of punctuation marks (period, exclamation point and question mark). Tell the students that in the video they are about to see, they will learn more punctuation marks. Ask the students to take note of the different punctuation marks and their usage.

VI. Viewing Proper

- **Alikabuk** (Grade 5)
"Bernardo Carpio" Episode 26

VII. Post-viewing

1. **Questions** (regarding the episode)
 - a. Did you like the program? Why or why not?
 - b. What was the program all about?

2. **Review Questions**
 - a. What were the different punctuation marks discussed in the video?
 - b. According to the video, when do we use apostrophe, colon, and hyphen?

3. **Deepening**
 - a. Do you think using apostrophe, colon, and hyphen is important?
 - b. Imagine if punctuation marks are not being use by people in saying their sentences? Will they get what the person is trying to say?

VIII. **Synthesis and Valuing:**

To end this session, ask the following:

1. How important are punctuation marks in our sentences?
2. If punctuation marks are not being used by people, will they be able to relay the right information? the right emotion?

Jomel at Baut

Subject/ Grade Level: *Grade 5 - Filipino*

Title: *Jomel at Baut*

Competency: *The four elements of a story*

KCh Learner Value: ***Responsible***

I will do my duties at home because it's my responsibility to obey my parents and the elderly.

Critical Issue: *Responsibility and obedience*

I. **Objectives:**

At the end of the class, the student must be able to:

- list the four elements of the story

- compose their own story and make sure that their story has the four elements in it
- identify the four elements from a sample story
- know that being able to grasp the four elements in every story means that they are able to grasp the message and the meaning of the story

II. Essential Learning:

1. Story-making is both an art and science. The writer uses his/her imagination and creative side in making the story, together with it he/she systematically thinks of what will be the name/s of the character/s, the setting, what will be the flow of the story and what will be its theme.
2. People should plan their act and act their plan.
3. Persons should be responsible in finishing their work before getting into their leisure time.
4. A story must always be interesting and must have a meaning or a lesson for its readers

III. Essential Questions:

1. How are stories made?
2. What will you do first: your work or your play?
3. Can fictional characters be alive?
4. Why is it important to know understand the four elements of the story?

IV. Summary of the Episode:

The episode introduces the four elements of the story. It also teaches that before you can do what do you want, do what you must do first.

V. Pre-viewing/ Motivation

1. The teacher will read an interesting story about the country, most probably a folklore, to the students. Then the teacher will ask the students if they liked the story that he/she had just read and if they understood it. The video will be introduced afterwards.

*2. The teacher will find an interactive educational video where the students can choose where to go or what will happen to the character. In this way, the students are re-creating a story with the help of the video.

*3. The teacher may read an interactive e-book from Adarna Publishing House. This type of storytelling can cater to the needs of 21st century learners since they are more attracted to digitals than analogues.

*These pre-viewing activities can be done if there are sufficient equipments (Projector, laptop, speakers, etc.)

VI. Viewing Proper

- **Alikabuk**(Elementary)
“Jomel at Baut”

VII. Post-viewing

1. Questions (Episode)

- a. Did you like the episode? Why or why not?
- b. What was the program about?

2. Review Questions (Content)

- a. What are the four elements of the story?
- b. What is the title of the storybook that Jomel read?
 - i. Who is the main character in that story?
 - ii. Where is the setting of the story?
 - iii. What are the significant events that happened to the main character in the story?
 - iv. What do you think is the theme of the story?

3. Deepening

- a. The students will be asked to compose a story (maximum of 10 sentences) of how did their day start until their class time. The students should creatively tell it. For example, they may name themselves differently and they may have superpowers or they may be in another planet, etc. In that way, they can apply what they have learned
- b. Ask the following questions:
 - i. Why was Jomel scolded by his grandmother?
 - ii. What did Baut prefer doing than doing the errand that his parents asked him to do?
 - iii. What happens if you do not obey your parents? Why is important to obey them?

4. Group Work/ Activity

- a. The class as a whole will be making their own story. They will start in choosing the title of the story, the main characters, the setting and what is the genre of the story (e.g. Romance, Comedy, Horror, Drama etc.) The teacher will be providing a paper where the class will write their story and the teacher will be the first one to write on the paper. This will establish the story. The first student will read what the teacher wrote and will add one sentence within a minute then he/she will pass the paper to his/her seatmate. His/her seatmate can see what his/her seatmate wrote but he/she cannot read what the teacher wrote. So he/she will pass again the paper. The teacher will be regulating on where the introduction will end or when will it end. After the story ends, the teacher will read the story to the class. After that, the teacher will ask the students the four elements of the story.

VIII. Synthesis and Valuing

- a. Ask the students the following questions:
 - i. Will you appreciate a story that you cannot understand? Why/ why not?
 - ii. Why is important for a story to have a message or a lesson?

IX. Homework

(Either of the two):

- a. The teacher will ask the students to ask their parents what is their favorite storybook when they are young. The students must ask about details pertaining to the characters, the setting, the sequence of the story and the theme. If they still have that storybook at home, they can bring it to school the next day. On the next day, the teacher will ask which of their parents give the most interesting story that they can share on class.
- b.

The teacher will ask the students to watch their favorite shows in television and write down the the characters, the setting, the sequence of the story and the theme. They must also bring something related to their favorite show. Then they will explain in class what is the relation of that thing to their favorite TV show.

Jomel at Minda

Subject/Grade level:	Filipino - Grade 5
Title:	Jomel at Minda
Competency:	Karaniwan at Di-karaniwang ayos ng pangungusap
KCh Learner Values:	Reflective <i>I Reflect</i>
Critical Issue:	Portraying your feelings to others

I. Objectives:

- Identify if a sentence is in the karaniwan or di-karaniwan ayos.
- Construct sentences in the karaniwan na ayos and di-karaniwan na ayos.

- Sequence the parts of a sentence into the karaniwan and di-karaniwan na ayos.

II. Essential Understanding

- Karaniwang ayos ng pangungusap: The verb (panaguri) precedes the subject (simuno).
- Di-karaniwang ayos ng pangungusap: The subject (simuno) precedes the verb (panaguri). It is always used with the word *ay*.

III. Essential Questions

- What is the importance of knowing and using these two ayos ng pangungusap if you can just use one of them and still have the same meaning?
- At what point does a sentence become its counterpart ayos or a different sentence entirely?

IV. Summary of the Episode

This episode introduces the karaniwan ayos and di-karaniwan ayos of a sentence (pangungusap). It explains how to identify and construct a sentence in the karaniwan ayos and di-karaniwan ayos.

V. Pre-Viewing (Motivation)

1. To refresh the memory of the students in concern with identifying subject (simuno) and verb (panaguri), give them this set of sentences:

- Mahilig akong mag-aral.
- Iginagalang niya ang pambansang watawat.
- Tayo ay magbigay ng masigabong palakpakan.

Let them identify the subject and verb of every sentence.

2. After identifying the subject and verb, ask them if there's a way to rephrase the three sentences without changing the thought and most of the words. They should be able to come up with these three sentences:

- Ako ay mahilig mag-aral.
- Ang pambansang awit ay iginagalang niya.
- Magbigay tayo ng masigabong palakpakan.

3. Ask them what's the difference between the sentence of the first set and its counterpart on the second set, focusing on the arrangement of the subject and verb. Don't let them say their answers yet to the class, but they should think about the question while watching the film.

4. Tell the students that the video they are about to see is about these two kinds of sentences. Further details on what these sentences are, what their differences are and how to construct them will be mentioned further on the film.

VI. Viewing Proper

- **Jomel at Minda** (Grade 5 - Filipino)
"Karaniwan at Di-karaniwang ayos ng pangungusap"

VII. Post Viewing

1. Questions (re the episode)

- a. Did you like the program? Why or why not?
- b. What was the program about?

2. Review Questions (re content)

- a. According to the video, how is karaniwang ayos different from di-karaniwang ayos ng pangungusap? Give examples of both.
- b. Why are they named "karaniwang ayos" and "di-karaniwang ayos"?

3. Deepening

- a. Do you think the way Jomel is showing his feelings for Minda is appropriate?
- b. Do you have someone (a family, a close friend or a relative) you would want to also show your feelings and give a gift to?

4. Group Work/Activity

Divide the class into 4 or 5 groups. Each group must write down a message they want to convey to their parents, this message must consist of 5 sentences. After writing it down, the group will exchange paper with another group. Holding the paper of another group, they must identify the subject and verb of each sentence and identify if it is in the karaniwan or di-karaniwang ayos. After identifying those, they must rewrite the sentence into their counterpart ayos. After everyone is finished, they will return the paper to the owner group and the owner shall check if what the other group did is correct.

VIII. Synthesis and Valuing

To end the session, ask the following:

1. What is the difference between karaniwan and di-karaniwang ayos ng pangungusap?
2. How can you change a sentence from karaniwang ayos to di-karaniwang ayos and vice-versa.

IX. Homework

For their homework, give the students this activity:

- Construct a greeting card for a close friend of yours, include in your greeting card a message using sentences in the karaniwang ayos and di-karaniwang ayos. BE creative, you can also use a poem for your message.

Pandiwa

Subject/Grade Level:	<i>Filipino 6</i>
Title:	<i>Pandiwa</i>
KCh Learner Values:	<i>Nationalism</i>
Critical Issue:	<i>Nationalism</i>

I. Objectives

At the end of the session, students should be able to:

- Identify the different verb tenses
- Define the different verb tenses
- Construct a framework about verb tenses
- Categorize the tenses used in each sentence
- Compose sentences using tenses

II. Essential Understanding

- Verb tenses determine the exact time of a certain happening
- Tenses define the meaning of the sentences
- The difference of past, present, and future

III. Essential Questions

- If tenses are used inappropriately, how will it affect the meaning of the sentence?
- In a certain scenario, what is the best tense to use?

IV. Summary of the Episode

The episode happens in a certain time frame wherein a child is being taught about different tenses, the importance of using the accurate tense. In addition, the episode relates to the history of the Philippines.

V. Pre-Viewing (Motivation)

1. As part of the motivational activity, the teacher will tell a short story:

Isang araw, may isang batang sobrang hilig mag-basketbol. Bago siya pumasok sa eskuwelahan, siya ay naglaro. Sa sobrang hilig mag-basketbol, siya ay naglalaro pa rin kahit nasa eskuwelahan. Habang pauwi, lagi niyang iniisip na siya ay maglalaro muli ng basketbol.

2. The teacher asks the students:

- *Ano ang ginawa ng bata bago pumasok sa eskuwelahan?*
- *Ano ang ginagawa ng bata sa eskuwelahan?*
- *Ano ang gagawin ng bata pagkarating sa kanilang bahay?*
- *Ano sa tingin ninyo ang pinagkaiba ng mga ginawa ng bata sa aspeto ng panahon?*
- *Alam niyo ba pandiwa?*
- *Alam niyo ba ang iba't-ibang klase nito*

VI. Viewing Proper

- Alikabuk: Kahapon, ngayon at bukas
-

VII. Post Viewing

1. Questions about the episode

- *Nagustuhan niyo ba ang palabas?*
- *Tungkol saan ang inyong napanood?*
- *Ano ang paborito niyong eksena?*
-

2. Review Questions

- *Ayon sa palabas, ano ang tatlong uri ng pandiwa?*
- *Ano ang pinagkaiba nila sa bawat isa?*
- *Ano ang mangyayari kung mali ang uri ng pandiwa na nagamit sa isang pangungusap?*
- *Ano ang mga palatandaan na maaaring makita o gamitin sa paggamit ng iba't-ibang uri ng pandiwa?*

3. Group Work/Activity

- The class is assigned to form groups of 5
- Each group is given strips of papers containing words of different tenses
- The goal of each group is to categorize each word in a piece of manila paper
- The categories are verb tenses (Past, Present, Future)
- After assembling them on the manila paper, the group will explain to the class their output
- During explanation, they will formulate sentences to further differentiate each tense

Words to be used for the activity:

kumain, uminom, natulog, naligo, naglakad, nagising, nagsipilyo, nagsulat, nagbasa, lumangoy, nagsuklay, tumakbo, gumulong, umulan, lumindol, bumaha, humangin, kumidlat, nasunog, kumakain, umiinom, natutulog, naliligo, naglalakad, nagigising, nagsisipilyo, nagsusulat, nagbabasa, lumalangoy, nagsusuklay, tumatakbo, gumugulong, umuulan, lumilindol, bumabaha, humahangin, kumikidlat, nasusunog, kakain, iinom, matutulog, maliligo, maglalakad, magigising, magsisipilyo, magsusulat, magbabasa, lalangoy, magsusuklay, tatakbo, gugulong, uulan, lilindol, babaha, hahangin, kikidlat, masusunog

VIII. Synthesis and Valuing

To end the session, ask the following:

- *Anong pangyayari sa kasaysayan ng Pilipinas ang pinakanagustuhan mo?*
- *Bakit mo ito nagustuhan?*
- *Maari mo bang ibahagi sa klase kung ano ang mga nangyari?*
- *Ano ang mga maari mong gawin para sa bayan?*

IX. Homework

For their homework, give the following activities:

1. Categorize the following words given by the teacher according to their tenses.
2. Formulate a short story using the words given.

Kayarian ng Pangungusap

Aralin/Antas ng Grado: Filipino 5

Pamagat: Kayarian ng Pangungusap

Kasanayang Pampagkatuto: Pagsulat/Pagsasalita –Kayarian ng Pangungusap

Mahalagang Isyu: Wastong Pagtatapon ng Basura

I. Layunin

Sa pagtatapos ng talakayan, dapat maisakatuparan ng mga mag-aaral ang mga sumusunod:

- matukoy ang iba't-ibang uri ng kayarian ng pangungusap
- ihambing ang iba't-ibang uri ng kayarian ng pangungusap
- makapagbigay ng halimbawa ng payak, tambalan, at hugnayang pangungusap
- gamitin ang iba't-ibang uri ng kayarian ng pangungusap para sa mas malinaw at epektibong komunikasyon
- makalikha ng isang slogan tungkol sa wastong pagtatapon ng basura gamit ang iba't-ibang uri ng kayarian ng pangungusap

II. Kakailangang Pag-unawa

Mahalagang magkaroon ng kakayahang bumuo ng iba't-ibang uri ng pangungusap ayon sa kayarian nito upang maging mas malinaw at epektibo ang mensahe ng komunikasyon.

III. Mahalagang Tanong

Bakit mahalagang magkaroon ng kakayahang bumuo ng iba't-ibang uri ng pangungusap ayon sa kayarian nito?

IV. Buod ng Programa

Nakilahok si Jomel at Minyong sa proyekto ng barangay tungkol sa wastong pagtatapon ng basura. Bukod sa poster na inilalarawan ang tema ng proyekto, iminungkahi ni lola Perming na maglagay ng slogan sa poster upang mas maipakita ang mensahe na gusto nilang iparating. Itinuturo sa araling ito ang iba't-ibang uri kayarian ng pangungusap.

V. Pagganyak na Gawain

1. Tanungin ang mga mag-aaral kung anong mga problema ang nakikita nila sa kanilang pamayanan at kung paano nila ito maiiwasan o mababawasan. Hikayatin ang mga mag-aaral na sumagot sa buong pangungusap at isulat ang kanilang sagot sa pisara.
2. Kasama ang mga mag-aaral, suriin ang mga sagot sa pisara kung may pagkakaiba ba ang mga pangungusap sa kayarian.
3. Ipakilala ang paksa tungkol sa kayarian ng pangungusap at ibato ang mahalagang tanong kung bakit mahalagang magkaroon ng kakayahang bumuo ng iba't-ibang uri ng pangungusap ayon sa kayarian nito.
4. Sabihin sa mga mag-aaral na isipin ang sagot dahil muling babalikan ang mahalagang tanong sa pagtatapos ng klase.

VI. Panonood

Alikabuk5

Kayarian ng Pangungusap

VII. Paglinang ng Aralin

1. Mga Tanong tungkol sa Programang Napanood

- a. Nagustuhan mo ba ang iyong napanood? Bakit oo? Bakit hindi?
- b. Tungkol saan ang programang iyong napanood?

2. Mga Gabay na Tanong tungkol sa Paksa ng Programa

- a. Ano ang naisip gawin ni Jomel at Minyong para sa proyekto ng barangay tungkol sa wastong pagtatapon ng basura?
- b. Ano ang iminungkahi ni lola Perming upang mas lalong mapalabas nila ang mensaheng gusto nilang iparating?
- c. Ano ang mensahe na gustong ilagay ni Jomel sa kanilang slogan? Ano naman ang mensahe ni Minyong?
- d. Paanong binigyang solusyon ni lola Perming ang magkaibang mensaheng gustong ilagay ni Jomel at Minyong sa kanilang slogan?
- e. Anu-ano ang iba't-ibang uri ng kayarian ng pangungusap?
- f. Ano pagkakaiba ng payak, tambalan at hugnayang pangungusap?

3. Pangkatang Gawain

- a. Hatiin ang klase sa anim na grupo.
- b. Gumawa ng isang slogan tungkol sa wastong pagtatapon ng basura.
- c. Ang una at ikalawang grupo ay dapat gumawa ng slogan na may payak na pangungusap, ang ikatlo at ikaapat na grupo naman ay tambalang pangungusap, samantalang hugnayang pangungusap naman ang gagawin ng ikalima at ikaanim na grupo.

VIII. Paglalagom at Pagpapahalaga

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

1. Paano ang wastong pagtatapon ng basura?
2. Bakit mahalagang malaman ang wastong pagtatapon ng basura?
3. Bakit mahalagang malaman magkaroon ng kakayahang bumuo ng iba't-ibang uri ng pangungusap ayon sa kayarian nito?

IX. Takdang Aralin

Bumuo ng isang talata gamit ang iba't-ibang uri ng pangungusap ayon sa kayarian tungkol sa solusyon sa iba pang problema na makikita sa pamayanan.

Layon Ng Pangungusap

Subject/Grade Level:

Grade 5 Filipino

Title:

Layon Ng Pangungusap

Competency:	<i>Paggamit ng layon ng pangungusap</i>
KCh Learner Values:	<i>Empowered</i>
Critical Issue:	<i>Governance</i>

I. Objectives

Sa dulo ng leksyon, ang mga mag-aaral ay dapat nang:

- a. makapagbigay ng kahulugan ng layon ng pangungusap
- b. makapagsabi ng kahalagahan ng layon ng pangungusap
- c. marunong gumawa ng mga makabuluhang pangungusap gamit ang mga layon
- d. makapagsabi kung alin sa mga salita na nasa pangungusap ang layon nito

II. Essential Understanding

- a. Ang layon ng pangungusap ay nakakapaglinaw ng isang pangungusap.
- b. Ginagawang makabuluhan ng layon ng pangungusap ang isang pangungusap.

III. Essential Questions

- a. Ano ang kahalagahan ng isang makabuluhang pangungusap?
- b. Ano ang maaaring gamitin upang maging makabuluhan ang isang pangungusap?
- c. Paano nakakatulong ang layon sa pangungusap para maging makabuluhan ito?

IV. Summary of the Episode

Ang pangunahing mensahe ng palabas ay ang pagpapakita kung ano ang layon at ano ang gamit nito sa ating mga pangungusap. Ipinakita ito sa pagtulong ng isang lola sa kanyang apo sa paggawa ng isang talumpati na kulang ang mga bahagi dahil walang layon ang kanyang mga pangungusap.

V. Pre-viewing (Motivation)

Ang guro ay magsasagawa ng isang larong tinatawag na “Samahan niyo ako”. Ang ‘mechanics’ ng larong ito ay:

- a. Kukumpletuhin ng isang mag-aaral ang pangungusap na “Pupunta ako sa _____ at magdadala ako ng _____.” (Hindi sasabihin ng guro ang ‘mechanics’.) Kung ang unang titik ng lugar at ang unang titik ng dadalhin ng mag-aaral ay pareho, ang mag-aaral ay kasama pa rin sa laro. Ang mali, ay tanggal na.
- b. Magbibigay ng halimbawa ang guro.
- c. Hihingi ng sagot sa mga mag-aaral.
- d. Magtanggal nang magtanggal ng mga mag-aaral hanggang sa may lima hanggang sampung mag-aaral na lang ang natitira o kaya nama’y tapusin ang laro kapag naubos na ang lima hanggang sa pitong minutong paglalaro o kaya nama’y tapusin ang laro kapag sa tingin ng guro, halos lahat na ng mag-aaral ay alam na ang ‘mechanics’ ng laro.

V. Viewing Proper

- **Alikabuk** (Grade 5 Filipino)
“Layon Ng Pangungusap”

VII. Post Viewing

1. Questions

- a. Ano ang nangyari sa kuwento?
- b. Nagustuhan niyo ba ang kuwento? Bakit?

2. Review Questions

- a. Ano ang mga bahagi ng pangungusap?
- b. Ano ang layon ng pangungusap?

3. Deepening

- a. Naranasan niyo bang magkaroon ng kausap na hindi niyo maintindihan ang kanilang sinasabi?
- b. Naranasan niyo bang mahirapang maghayag ng inyong damdamin dahil kulang ang inyong sinasabi?
- c. Ano sa tingin niyo ang kahalagahan ng layon ng pangungusap?

4. Group Work / Activity

- a. Ang guro ay magpapasagot sa mga mag-aaral (pangkatang gawain o kaya nama’y indibidwal na gawain lamang) ng isang ‘cloze test’. Ang laman ng ‘cloze test’ ay:

Ako ay si _____ at ako’y papunta sa _____ upang maghanap ng _____. Ang _____ ay pinamumunuan ni/ng _____ at ito ay kilala bilang _____ dahil ito’y puno ng _____. Sa aking pagpunta dito, magdadala ako ng _____ para ibigay kay/kina _____ dahil naniniwala ako na _____.

- b. Kung ito ay gagawing pangkatang gawain, maaari ring ipasadula sa grupo ang kanilang mga sagot.

VIII. Synthesis and Valuing

- a. Balik aralan ang kahulugan at halaga ng layon ng pangungusap.
- b. Ipaalala sa mga mag-aaral na isa sa susi para magkaroon ng pagkakaintindihan, dapat malinaw ang isang pangungusap at maaaring maabot ito gamit ang mga layon ng pangungusap.

IX. Homework

Kung ikaw ay isa mga kandidato sa papalapit na halalan sa Mayo 2013, ano ang iyong sasabihin sa madla? (Talumpati na naglalaman ng plataporma). Salungguhitan ang mga ginamit na layon sa pangungusap.

Malaking Titik

Aralin/Antas ng Grado: Filipino 5

Pamagat: Malaking Titik

Batayang Kakayahan: Pagsulat – Wastong Paggamit ng Malaking Titik

Mahalagang Isyu: Pagrespeto sa katangian at kakayahan ng isang tao

I. Layunin

Sa pagtatapos ng talakayan, dapat maisakatuparan ng mga mag-aaral ang mga sumusunod:

- matutunan ang wastong paggamit ng malaking titik
- magbigay ng mga halimbawa ng mga salitang ginagamitan ng malaking titik
- makalikha ng isang sanaysay tungkol sa sariling kakayahan
- obserbahan ang paggamit ng malaking titik sa pagsulat ng sanaysay

II. Mahalagang Matutunan

Ang malaking titik ay ginagamit sa pangalan ng tao, lugar, pamagat at simula ng pangungusap. Mahalagang malaman ito upang maiwasan ang di pagkakaunawaan sa pagsulat na komunikasyon.

III. Mahalagang Tanong

Bakit mahalagang malaman ang wastong paggamit ng malaking titik?

IV. Buod ng Programa

Umuwi si Jomel ng masama ang loob dahil hindi siya hinayaang makasali ng kaniyang mga kamag-aral sa kanilang laro. Ang katwiran nila ay pagiging maliit ni Jomel at ang pagdududa sa kaniyang kakayahan. Pinaliwanagan ni lola Perming si Jomel na wala sa kaliitan o katangkaran ang kakayahan ng isang tao. Ibinigay din niyang halimbawa ang kwento ni Karankal, ang bayaning isang dangkal. Ipinakita din sa palabas na ito ang wastong paggamit ng malaking titik.

V. Gawain Bago ang Panonood (Panghikayat na Gawain)

- Yayain ang buong klase na bumilog sa gitna ng silid-aralan.
- Sabihin na ang dahilan ng gawaing ito ay ibahagi ang sariling kakayahan.
- Lahat ay kailangang magsabi ng kanilang kakayahan. Paalalahanan na habang ang isa ay nababahagi, ang lahat ay dapat makinig lamang at hindi dapat magkomento.
- Matapos marinig ang lahat na magbahagi ng kani-kanilang kakayahan, tanungin ang mag-aaral tungkol sa kanilang natutunan sa gawaing ito.
- Sabihin na ang gawain ay may kinalaman sa bida ng palabas at ito ay tungkol sa iba-ibang kakayahan ng bawat indibidwal.

VI. Panonood

Alikabuk5

Malaking Titik

VII. Gawain Pagkatapos Manood

4. Mga Tanong tungkol sa Programang Napanood

- c. Nagustuhan mo ba ang iyong napanood? Bakit oo? Bakit hindi?
- d. Tungkol saan ang programang iyong napanood?

5. Mga Gabay na Tanong tungkol sa Paksa ng Programa

- g. Bakit masama ang loob ni Jomel ng siya ay umuwi?
- h. Ano ang sinabi ni lola Perming tungkol sa kakayahan ng isang tao?
- i. Paano inilarawan si Karankal?
- j. Ano ang natutunan ni Jomel sa kwento ni Karankal?
- k. Paano ang wastong paggamit ng malaking titik?

6. Pangkatang Gawain

- d. Hatiin ang klase batay sa kakayahan. Maaring may grupo na magaling sumayaw, kumanta, umarte at gumuhit.
- e. Gamit ang kakayahan ng grupo, kailangan makabuo sila ng isang output na may temang, "May K ako!" o may kakayahan ako.

VIII. Paglalagom at Pagpapahalaga

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

4. Ipaliwanag ang sinabi ni lola Perming na wala sa kaliitan o katangkaran ang kakayahan ng tao.
5. Bakit hindi dapat natin husgahan ang isang tao batay sa kaniyang katangian?

6. Bakit mahalagang malaman ang wastong paggamit ng malaking titik?

IX. Takdang Aralin

Gumawa ng isang sanaysay tungkol sa sariling kakayahan. Obserbahan ang wastong paggamit ng malaking titik.

Nagkainitan sa Alikabuk

Subject/Grade level:	Filipino Grade 5
Title:	Nagkainitan sa Alikabuk
Competency:	Using adverbs
KCh Learner Values:	I am responsible.
Critical Issue:	Taking responsibility for items that were borrowed

I. Objectives

At the end of the session, students should be able to:

- describe how adverbs are used
- identify three kinds of adverbs - namely, adverbs of place, time and manner - and describe their uses
- construct sentences using adverbs of place, time and manner

II. Essential Understanding

- adverbs are words that modify the meaning of a verb, adjective or other adverb
- using the different kinds of adverbs makes writing and narrating more interesting
- adverbs of place, time and manner answer to questions where, when and how

III. Essential Questions

- how are adverbs used?
- how can adverbs be located?

IV. Summary of the Episode

The episode discusses the different kinds of adverbs and how it is used in narrating or constructing sentences.

V. Pre-viewing (Motivation)

1. As part of the motivational activity, ask the students to group themselves into 4 or 5.
2. Present to them the words below and ask them to categorize these into three groups.

araw-araw	mamaya	buwan-buwan
bukas	kanina	sa paaralan
sa lungsod	sa palengke	dali-dali
malumanay	madiin	sa may ilog
mabilis	sa kusina	taimtim

3. When the students are done, ask them the following questions:
 - a. How did they come up with those arrangements? What did they notice with each
 - b. group of words?
4. Tell the students that those are examples of adverbs. The video that they are about to see will describe how adverbs are used and three kinds of adverbs shall be introduced.
 - a. Ask them to take note of their definitions.

VI. Viewing proper

- **Alikabuk** (Grade 5- Filipino)
“Nagkainitan sa Alikabuk”

VII. Post viewing

1. Questions (re the episode)

- a. What was the program about?
- b. In the beginning, why did Lola Priming get mad at Lolo Anto?
- c. Why didn't Lola Priming like the way Lolo Anto told the story of Init-Init and Aponibolinayen?

2. Review Questions (re content)

- a. What does an adverb do?
- b. What are the different kinds of adverbs mentioned in the video? Can you define each?

VIII. Synthesis and Valuing

1. What are the items that you usually borrow?
2. How do you take care of these items?

IX. Homework

For their homework, give the students the following activities:

Construct five sentences for each type of adverbs (time, place and manner).
Underline the adverbs used.

Pagsang-ayon at Di Pagsang-ayon

Subject/Grade Level:	Values Education/Grade 6
Title:	Pagsang-ayon at Di Pagsang-ayon
Competency:	Comprehension
KCh Learner Values:	Listening, Negotiation, Compromise, and Thoughtful Decision
Critical Issue:	Accord each one his right to involve and contribute in the accomplishment of cooperative goals.

I. Objective

By the end of this session, the students shall have been able to:

- (1) reflect on the concepts of listening, negotiation, compromise, and thoughtful decision.

II. Essential Understanding

- (1) Views can be as numerous as there are people,
- (2) but differences may be settled,
- (4) and we could always seek compromise, even if sometimes it could be difficult to come up with one.
- (5) Compromises, though, do not always work and are not always the best things to do,
- (6) Compromises are risks, too.
- (7) There will still be times when we will not reach our goals even if we try to negotiate and come up with what we think is best,
- (8) but it always is well to listen to one another as we go
- (9) because sometimes other people think better things than we do.

III. Essential Questions

- (1) Do people always think the same?

- (2) Can we settle our differences? How?
- (3) Would it always be best to seek compromise?
- (4) Is it easy to come up with a compromise?
- (5) Does compromise always mean we get to accomplish what we ought to?
- (6) Does it help to listen? Why?

IV. Summary of Episode

Two children argue over how to go about their Geography report in class. They could not quite agree so their grandma intervenes and tells them to consider one another's points rather than arrogantly force themselves into one another. They meet other characters who have the same problem as they do. They learn to listen to one another, and compromise in the end.

V. Pre-viewing (20 min)

The teacher will ask the students to group themselves up into 8 members at least. He will show the class a number of books whose combined weight he has tested able to be withstood by a tower made of paper. That will be the same thing he will ask each of the groups to do. The only other material that the students will be allowed to use is the masking tape. The teacher will check each group's paper tower after 15 minutes.

There will be groups which will succeed in the task, and there will be groups which will fail. Of this the teacher will ask the students (not per group, but as a class) these questions:

- (1) How did you find the activity?
- (2) To which things would you attribute your success/failure?

The teacher may not process yet the students' feedbacks. The time will be for the students to speak themselves out.

In the middle of the conversation , the teacher will mention that he wants everyone to see a video which he will suppose to have some connection to the prior activity. He will then ask the students to discover if there in fact is any truth to his supposition.

VI. Viewing Proper (15 min)

The students will watch the video *Alikabuk: Pagsang-ayon at Di Pagsang-ayon*.

VII. Post-viewing(10 min)

After watching the video, the teacher will ask the students what they think he meant when he said the video had connection to the activity, and if there were even any sense in him thinking so.

The students will answer, and the teacher may now process their previous feedbacks and their present ones. A conversation like the one below will follow.

Teacher (asking the students): So what was it you were trying to accomplish, in the first place?

Most probable answer: a paper tower [that could hold a certain number of books]

T: Right! And did everybody want to do it the same way?

MPA: No

T: So what did you do?

MPA: (This and that.)

T: So there were a lot of ways you thought, and you weren't exactly thinking the same way just like—(cuts and refers back to the characters in the video) . And what did you do because you didn't think the same?

MPA: We talked.

T: Right! And what you did—talk so you are able to manage your differences—is called negotiation. (Teacher then posts on the board a card written on which is the word "NEGOTIATION".) You see, negotiation is what two people do when they're tasked to do a single thing, but they want to do it in different ways, just like you when you were trying to build your paper towers, and just like the two boys in the video who were trying to decide on how they were going to do their report. Those two boys were quite in a disagreement and their negotiation was going rough just when somebody came in. Who was that somebody?

MPA: Their grandma.

T: Oh yes, it was their grandma! And what she did was have them two reach a compromise. (Teacher then posts on the board a card written on which is the word "COMPROMISE".) And what is a compromise? (Teacher then explains further.)

T: . . . They eventually reached a decision (Teacher then posts on the board a card written on which is the word "DECISION". Teacher explains further if need be.), and the decision was to (teacher refers to what the two boys in the video did). Now in your case, the decision you made was to—(cuts and lets finished by the students).

T: Know that negotiations could be really rough sometimes, and compromise are not always the best way to go. What's more, no one's rvery sure how things will actually turn out, or even, if the decision that one will make will be the best for him, or for all. What sure works, though, and we know it from the video and from the activity you've done, is listening. Listening always works. You think so?

END

Note: The teacher may very well choose not to confine himself in the things this conversation presents. His students, after all, will want to speak of other things as well.

VIII. Synthesis and Valuing

Refer to the script above.

IX. Homework

No homework.

Pagsunod sa mga Gabay

Aralin/Antas ng Grado:	Filipino 6
Pamagat:	Pagsunod sa mga Gabay
Batayang Kakayahan:	Pakikinig/Pagbasa- Pagsunod sa mga Gabay
Mahalagang Isyu:	Pag-unawa at pagsunod sa mga gabay para sa mas mabilis at produktibong pagtapos ng gawain

I. Layunin

Sa pagtatapos ng talakayan, dapat maisakatuparan ng mga mag-aaral ang mga sumusunod:

- intindihin at sundin ang mga gabay sa pagsasagawa ng isang bagay
- makalikha ng isang maikling presentasyon mula sa pagsunod sa mga gabay
- malaman ang kahalagahan ng pagsunod sa mga gabay

II. Mahalagang Matutunan

- Mahalagang intindihin at sundin ang mga gabay bago isagawa ang isang bagay o gawin ng sa gayon ay di masayang ang oras at lakas na gagamitin.

III. Mahalagang Tanong

- Gaano kahalaga ang pagsunod sa mga hakbang ng isang gawain?

IV. Buod ng Programa

Nakatanggap si Jomel ng laruang ibon mula sa kaniyang mga magulang. Ngunit, bago ito magamit ay kailangan muna itong buuin. Itinuturo sa araling ito ang kahalagahan ng pag-unawa at pagsunod sa mga gabay sa pagtapos o pagbuo ng isang bagay o gawain.

V. Gawain Bago ang Panonood (Panghikayat na Gawain)

1. Maghanda ng maikling ehersisyo. Ituro isa-isa sa mga mag-aaral ang mga hakbang sa ehersisyo. Pagkatapos maituro ang lahat ng hakbang, hayaan ang mga mag-aaral na gawin ang ehersisyo.
2. Maaari ring maghanda ng isang “video presentation” tungkol sa pag-eehersisyo. Siguraduhin na may mga hakbang na sinasabi upang makasunod ang mga mag-aaral.
3. Pagkatapos ng ehersisyo, tanungin ang mga sumusunod:
 - a. Naisagawa mo ba ng matagumpay ang ehersisyo o nagkaroon ka ba ng mga pagkakamali?
 - b. Ano ang nakatulong sa iyo upang maisagawa ang ehersisyo? Ano naman ang naging hadlang kaya nagkaroon ka ng pagkakamali?

VI. Panonood

Alikabuk6

Pagsunod sa mga Gabay

VII. Gawain Pagkatapos Manood

7. Mga Tanong tungkol sa Programang Napanood

- e. Nagustuhan mo ba ang iyong napanood? Bakit oo? Bakit hindi?
- f. Tungkol saan ang programang iyong napanood?

8. Mga Gabay na Tanong tungkol sa Paksa ng Programa

- l. Ano ang binubuo ni Jomel at Minyong?
- m. Bakit nahihirapan si Minyong na buuin ang laruang ibon?
- n. Ano ang payong ibinigay sa kaniya ni Jomel?
- o. Matagumpay ba nilang nabuo ang ibon matapos sundin ang mga gabay?
- p. Ano ang kwentong ibinahagi ni Jomel?
- q. Sa papaanong paraan tinulungan ni Jomel si Taramaling sa pagpapaalis sa minukawa?

9. Pangkatang Gawain

- f. Hatiin ang klase sa anim na grupo.
- g. Gumawa ng isang maikling malikhaing presentasyon kagaya ng ginawa ni Jomel at Tiramaling sa pagpapaalis sa minukawa.
- h. Siguraduhing isulat ang mga gabay o hakbang sa presentasyong gagawin.

VIII. Paglalagom at Pagpapahalaga

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

7. Gaano kahalaga ang pagsunod sa mga hakbang o gabay ng isang gawain?
8. Ano ang maiwasan natin kung iintindihin nating mabuti at susundin ang mga hakbang o gabay sa paggawa o pagbuo ng isang gawain?

IX. Takdang Aralin

Maghanap sa mga babasahin ng mga maiikling gabay sa paggawa at paglikha ng isang bagay. Isulat ito sa iyong kuwaderno.

Pareho at Baligtad Magkasalungat

Aralin/Antas ng Grado: Filipino 6

Pamagat: Pareho at Baligtad Magkasalungat

Batayang Kakayahan: Pagbasa/Pagsasalita - Salitang Magkasingkahulugan at Magkasalungat

Mahalagang Isyu: Pagtutulungan ng babae at lalaki sa mga gawaing bahay

I. Layunin

Sa pagtatapos ng talakayan, dapat maisakatuparan ng mga mag-aaral ang mga sumusunod:

- makilala ang mga salitang magkasingkahulugan at magkasalungat
- magbigay ng halimbawa ng mga salitang magkasingkahulugan at magkasalungat
- alamin at unawain ang kwento ni Malakas at Maganda
- magpakita ng pagsang-ayon sa pagtutulungan ng babae at lalaki sa mga gawain
- magpakita ng isang dula tungkol sa pagtutulungan sa mga gawaing bahay

II. Mahalagang Matutunan

Gamit ang mga salitang magkasingkahulugan at magkasalungat, nagiging mas makulay ang komunikasyon at mas malinaw na naipapahayag ng isang tao ang kaniyang sarili.

III. Mahalagang Tanong

Bakit mahalagang maging pamilyar at matutunan ang mga salitang magkasingkahulugan at magkasalungat?

IV. Buod ng Programa

Yamot na umuwi si Jomel mula sa palengke dahil sa pang-aasar sa kaniya ng kaniyang mga kamag-aral dahil sa sinasabi nilang ang pamamalengke ay isang gawaing pambabae. Ito naman ay di sinang-ayunan ni lola Perming at sinabing walang gawaing pambabae o panlalaki lamang. Ipinakita sa palabas na ito ang kwento ni Malakas at Maganda at ang aral na natutunan nila tungkol sa pagtutulungan ng babae at lalaki sa mga gawaing bahay. Itinuro din sa palabas na ito ang mga salitang magkasingkahulugan at magkasalungat.

V. Gawain Bago ang Panonood (Panghikayat na Gawain)

Tanungin ang mga mag-aaral kung anong mga gawain ang kanilang ginagampanan sa kanilang tahanan at tanungin sila kung bakit ito ang kanilang ginagawa.

VI. Panonood

VII. Gawain Pagkatapos Manood

10. Mga Tanong tungkol sa Programang Napanood

- g. Nagustuhan mo ba ang iyong napanood? Bakit oo? Bakit hindi?
- h. Tungkol saan ang programang iyong napanood?

11. Mga Gabay na Tanong tungkol sa Paksa ng Programa

- r. Bakit yamot na umuwi si Jomel mula sa palengke?
- s. Ano ang naging reaksiyon ni lola Perming sa sinabi ni Jomel na ang pamamalengke ay isang gawaing babae?
- t. Ano ang problema ni Malakas at Maganda?
- u. Paano sila tinulungan ni Jomel?
- v. Anu-ano ang mga salitang sinabi sa palabas na magkasingkahulugan at magkasalungat?

12. Pangkatang Gawain

- i. Hatiin ang klase sa mga grupo.
- j. Kailangang makabuo ang lahat ng grupo ng isang dula tungkol sa isang sitwasyon sa tahanan na may kinalaman sa pagtutulungan ng lalaki at babae sa mga gawaing bahay.
- k. Ang dula ay dapat maglaman ng mga salitang magkasingkahulugan at magkasalungat.

VIII. Paglalagom at Pagpapahalaga

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

- 9. Ano ang kahalagahan ng pagpapakita ng pagtutulungan sa loob ng tahanan?
- 10. Bakit mahalagang maging pamilyar at matutunan ang mga salitang magkasingkahulugan at magkasalungat?

IX. Takdang Aralin

Gumawa ng listahan ng mga salitang magkasingkahulugan at magkasalungat.

Alikabuk: Pareho at Baliktad

Subject/Grade Level: *Communication & Literature / Elementary Level - Grade 6*

Title: *Alikabuk: Pareho at Baliktad*

Competency: *Synonyms and Antonyms*

Mga Salitang Magkasingkahulugan at Magkasalungat

KCh Learner Values: *Respect to elders, Nationalism*

Critical Issue: *Peace*
Correct context-based usage of synonyms and antonyms

I. Objectives

At the end of the session, students should be able to:

1. Identify the difference between synonyms and antonyms
2. Give examples of synonyms and antonyms
3. Familiarize with word relations

II. Essential Understanding

1. Synonyms are words which have the same meaning and can be substituted for each other.
2. Antonyms are words which have opposite meanings

III. Essential Questions

1. When and why do we use synonyms or antonyms of words?
2. How do you use synonyms or antonyms, outside the classroom, in everyday life?

IV. Summary of the Episode

The episode focuses on synonymy and antonymy and their implications in everyday life.

V. Pre-Viewing (Motivation)

1. As part of the motivational activity, divide the class into two groups. Each group will have a representative who'll act out a word. The group members will guess the word and give its corresponding synonym and antonym.
(Example: "happy" - the student will act sad)

Words: Happy, Sad, Cold, Scared, Fat

2. Explain the nature of the video the class will be viewing and ask them to note how the characters' use of synonyms and antonyms was relevant to real life.

VI. Viewing Proper

- **Alikabuk: "Pareho at Baliktad"** (Elementary Level - Grade 6)
Synonyms and Antonyms (Mga Salitang Magkasingkahulugan at Magkasalungat)

VII. Post-Viewing

1. Questions (regarding the episode)

- a. Did you like the program? Why or Why not?
- b. Who are the characters in the story?
- c. What is the episode about?

2. Review Questions (regarding the content)

- a. According to the video, what are synonyms and what are antonyms?
- b. Can you give an example of words which have the same meaning and words which have opposite meanings?
- c. Are there any reference materials can we consult if we want to know about a word's synonym or antonym? (Answer: Thesaurus or Dictionary) What else besides those featured by the video? (Answers: Internet, Electronic Dictionary)

3. Deepening

a.

The teacher would have three flashcards presented to class and posted on the board. The teacher would ask for three volunteers who would have a chance to give synonyms and antonyms and write them next to the posted cards. After writing it down the volunteer will now create a sentence out from the given words. The class would check if the sentences given are correct.

Examples:

1. sad (flash card) = gloomy, happy = jolly,
2. good (flash card) = friendly = good hearted = merciful = genial, bad = mean

b. Teachers will then ask students if they understand what antonyms and synonyms are.

4. Group Work or Activity

Ask the students to make a mini poster on a short bond paper about what they learned in class. Ask each student to draw their favorite object or characteristic (Example: "beautiful"), have their drawings labeled beneath the drawing, and have the synonym or antonym written next to its label (Example: "beautiful - pretty").

VIII. Synthesis and Valuing

To end the session, ask the following questions:

1. What are synonyms?
2. What are antonyms ?
3. In what other instances can we apply the concept of synonymy, other than those in relation to word meaning?

IX. Homework

- List 5 or 10 word synonyms and antonyms which are used in everyday life and cite a particular context in which they are used.

SA madaling salita

Subject/Grade Level:	Grade 5 Filipino
Title:	SA madaling salita
Competency:	Pag gawa ng lagom o buod
KCh Learner Values:	Compassionate I am Compassionate
Critical Issue:	Hindi paghuhusga sa ibang tao base lamang sa itsura.

I. Layunin

- Matutong gumawa ng buod.
- Maihayag ang kahalagahan ng paglalagom o pagbubuod.

II. Essential Understanding

- Lagom: Pinaikling bersiyon ng binasa o napakinggan
- Hindi lahat ng nababasa at napapakinggan ay isusulat
- Mahusay na buod: Maikli, malinaw, kumpleto, at madaling basahin

III. Essential Questions

- Paano gumawa ng mahusay na buod?

- Ano ang kailangan alalahanin sa pag gawa ng buod?

IV. Summary of the Episode

Ang palabas na ito ay nakapokus sa pagtuturo ni lola Trining sa kanyang apo na si Jomel tungkol sa pag-gawa ng lagom o buod upang mapaikli ang kanyang iuulat sa klase tungkol sa mga Tingguian.

V. Pre-Viewing (Motivation)

- 1) Igrupo ang klase sa tag lilimang estudyante at ipabasa ang istoryang ito:

Ako si Jordan. Ako ay isang 2nd year highschool student mula sa probinsya ng Sulu. Lumipat ang aming pamilya dito sa Maynila upang dito ituloy ang aking pag-aaral para magkaroon ng magandang kinabukasan. Tuwing tanghalian sa aming paaralan ay mag-isa lamang akong kumakain sa sulok ng aming kantina. Madalas akong nilalapitan ng iba sa aking mga kaklase at ako ay kanilang nilalait dahil sa aking itsura. Binabato nila ng papel ang aking pagkain kasabay sa pagsabi na “hindi pagkain ng tao yang kinakain mo.” Wala akong magawa kung di umiyak at magsumbong sa aking ina ngunit wala rin itong magawa.

- 2) Itanong ang mga sumusunod:

- Tungkol saan ang istoryang nabasa?
- Naranasan mo na ba ang ganitong sitwasyon? O may kakilala ka bang nakaranas na ng ganitong sitwasyon? Paano niya ito inayos?
- Ano ang nararamdaman mo tungkol sa istorya?

- 3) Sabihin sa mga estudyante na sa palabas na kanilang mapapanood ay makikita nila hindi tama na husgahan ang kapwa tao dahil lamang sa kanilang pananalita, pananamit, at itsura. Matututunan din sa palabas kung paano mas mapapadali ang paghahayag o paguulat ng mahahabang mga sulatin. Itinuturo sa palabas kung paano mag lagom o buod.

VI. Viewing Proper

- **Alikabuk** (Grade 5 Filipino)
“Sa madaling salita”

VII. Post Viewing

1) Questions regarding the Episode:

- Nagustuhan niyo ba ang palabas? Bakit? Bakit hindi?
- Tungkol saan ang palabas?
- Ano ang mga natutunan sa palabas?

2) Review Questions:

- Ayon sa palabas, ano ang ibig sabihin ng lagom?
- Paano gumawa ng lagom o buod?
- Ano ang mga katangian ng mahusay ng buod?

3) Deepening

- Naranasan mo na bang mapagtawanan/maasar ng iyong mga kaklase o kaibigan dahil sa isang bagay na iyong nagawa o dahil sa iyong pananamit/pananalita/itsura? O may kakilala ka bang nakaranas na nito?
- Kung naranasan mo na ito, paano ito nakaapekto sa iyo?
- Kung naranas na ng kaibigan o kakilala mo, paano ito nakaapekto sa kanya?
- Paano maiiwasan ang ganitong sitwasyon?

4) Group Work/Activity

- Gumawa ng skit o maikling palabas na nagpapakita ng panghuhusga ng tao sa kanyang kapwa at kung paano ito maiiwasan. Ipakita din ang aplikasyon ng pag-gawa ng buod o lagom at kung paano ito makakatulong sa pang-araw araw na buhay.

VIII. Synthesis and Valuing

Bago matapos ang klase, sabihin ito sa iyong mga estudyante:

Mali ang manghusga ng kapwa tao. Malaki ang magiging epekto nito sa inyong kapwa tao. Matuto tayong magbigay respeto sa ating kapwa kahit ano pa ang kanilang itsura dahil parepareho lamang tayong ginawa ng diyos.

IX. Homework

-Pumili ng inyong paboritong istorya tapos gawan ito ng buod.

Tabi-tabi po

Subject / Grade Level:	<i>Filipino 5</i>
Title:	<i>Tabi-tabi po</i>
Competency:	Guidelines to be observed during a meeting
KCh Learner Value:	Community – oriented <i>I belong to a community.</i>
Critical Issues:	“Pagpapanatiling malinis ng kapaligiran upang sakit ay maiwasan.”

I. Objectives

At the end of the session, students should be able to:

- understand the importance of following certain guidelines during a meeting
- apply all the meeting guidelines tackled in this session
- participate in group discussions while observing the said guidelines

II. Essential Understanding

- There are certain guidelines that have to be observed during a meeting.
- These guidelines are necessary and must be followed accordingly to better achieve the agenda(s) of the meeting.
- Proper communication is important especially in solving critical issues.

III. Essential Questions

- What are the necessary guidelines to be followed during a meeting?
- Why is it important to observe certain guidelines when having a meeting or discussion?

IV. Summary of the Episode

This episode enumerates important guidelines to be observed during a meeting or discussion.

V. Pre-Viewing (Motivation)

1. As part of the motivational activity, divide the students according to their gender. Do "Pass The Message".
2. After three to five rounds, ask the winning team what made it easy for the group to win and ask the losing team what were the problems they encountered that prevented them from winning the game.
3. Tell the students that in the video that they are about to see, they will learn the importance of having some guidelines during a meeting, one of which is learning how to listen to the one conveying a message (or the one speaking).

VI. Viewing Proper

- **Alikabuk** (Grade 5 - Filipino)
"Tabi-tabi po"

VII. Post Viewing

1. Questions (re the episode)

- a. Did you like the video? Why or why not?
- b. What was it all about?
- c. What was your favorite part of the story?

2. Review Questions (re content)

- a. According to the video, what are the guidelines that should be observed during a meeting?
- b. Can you remember them all?
- c. According to the video, what was the real cause of their health concern in the community?
- d. How did the people resolve their issue?

3. Deepening

- a. Did you ever had a problem in discussing a certain issue with other people?
- b. Cite specific ways in which the guidelines could be used in our daily lives.

4. Group Activity

- Divide the students into two groups and have them participate in a debate.

- The teacher will be the one to pick a topic (the topic should be timely and relevant with regards to the present issues in the community or in our country) and assign which group would be PRO and which would be AGAINST.
- The groups will be given 3 minutes each to discuss their position and only 2 minutes to present their respective stand and arguments.
- Each group must assign a scribe to take down all the ideas and arguments contributed by each member of the group.

VIII. **Synthesis and Valuing**

To end the session, ask the following:

1. What should always be remembered when having a meeting?
2. Why is it important to remember these guidelines?
3. Remember that in order to be heard, you first have to learn to listen.

IX. **Homework**

For their homework, ask the students to do the following:

1. Ask your parent(s)/guardian(s) what they usually observe during a meeting they attend to. List down the guidelines they have mentioned and/or the guidelines that they have missed/are lacking in their meeting.
2. Make a poster that shows how people should behave during a meeting.
3. The poster should represent each guideline discussed in class.

Tamang Pagbigkas

Subject: *Filipino*

Title: *Tamang Pagbigkas*

Competency: *Proper usage of tone, pronunciation, intonation and stress in words, phrases and sentences in conveying emotions and in preventing misunderstandings*

KCh Learner Values: *Fair- Minded*
I am Fair-Minded

Critical Issue:

Ensuring peace in the community by using proper communication to solve disputes, respecting one another together with their ideas and/or opinions

I. Objectives:

At the end of the session, students should be able to:

- demonstrate the proper use of tone, intonation, stress and pronunciation of words, phrases and sentences in relaying their emotions during conversation
- differentiate tone, intonation, stress and pronunciation
- show respect to others
- identify between communications showing respect and disrespect to others, especially towards elderly people

II. Essential Understanding

- Tone, intonation, stress and pronunciation adds emotion to a word, a phrase, and a sentence.
- Those four can also change the meaning of words, phrases and sentences depending on how they are said.
- We should be careful on the way we talk to other people because improper tone, intonation, stress and pronunciation may cause misinterpretation.

III. Essential Questions

- What is tone, stress, intonation and pronunciation?
- How do these four convey emotion in words, phrases and sentences?
- Why is it important to use proper tone, intonation, stress and pronunciation in communicating with other people?

IV. Summary of the Episode

This episode focuses on showing how tone, intonation, stress and pronunciation add varied emotions in words, phrases and sentences. It also contains an example of a situation where wrong use of tone, intonation, stress and pronunciation may lead to misunderstanding. It also emphasizes on the value of respecting others especially the elderly.

V. Previewing (Motivation)

1. As part of the motivational activity, ask the students of the following:

- a. Ano ang (mga) paborito niyong palabas? Teleserye man o sine.
- b. Paano pinapakita o pinapahatid ng mga aktor at aktres ang emosyon ng mga karakter na kanilang ginagampanan?
- c. Kayo? Paano ba niyo pinapahayag o pinapakita ang inyong mga emosyon o damdamin?

Afterwards, emphasize to them that verbal is one way of expressing one's emotions and that tone, intonation, stress, and pronunciation is significant in conveying one's emotions correctly.

2. Introduce to them the meaning of tono, intonasyon, diin at bigkas.

- Tono- Kalidad, taas, uri, o tagal ng tunog, katulad halimbawa ng tunog o tinig ng boses.
- Intonasyon-Taas at baba ng boses kapag binibigkas ang isang salita
- Bigkas- Maari ring tawaging pasasatinig, pagsasabi, pronunsasyon, o pagbabadya. Ito ang paraan kung paano binabanggit o sinasalit ang isang salita o wika.

*Ang **tamang pagbigkas**, kung ganoon, ay nakadepende sa kultura o "norms" ng isang pangkat ng tao

- Diin- Tinatawag din na 'punto', ito ang presyon na inilalagay sa bawat pantig ng isang isalita.

3. Tell the students that the video they are about to watch demonstrates how tone, intonation, pronunciation and stress add emotion to words, phrases and sentences.

VI. Viewing Proper

- **Alikabuk** (Intermediate Level)
Tamang Pagbigkas

VII. Post Viewing

1. Questions:

Nagustuhan niyo ba yung palabas? Bakit?
Anung masasabi ninyo sa palabas?

2. Review Questions

- a. Bakit nagalit ang lola ni _____ sa kanya?
- b. Ano ba ang ginamit na tono, bigkas, intonasyon at diin ni _____ nung nagmamadali

ang lola niya?

- c. Sino ang alien sa palabas?
- d. Bakit raw hindi pakinggan si _____ ng mga kapwa nya?
- e. Sa tingin niyo, bakit kaya hindi nagtagumpay si _____ sa pagkombinsi ng kanyang mga kauri na huwag ubusin and kanilang planeta?

3. Deepening

- a. Bakit kaya nagkaintindihan sina _____ at _____ at hindi humantong sa sa away o tampuhan ang pagtangi ni _____ na manuod ng sine?
- b. Paano nga ba ang tama o nakasanayang tono, intonasyon, diin, at bigkas kapag ikaw ay:
 - o masaya?
 - o malungkot?
 - o galit?
 - o nagmamadali?
 - o kumakausap sa mas nakakatanda?
 - o kumakausap sa mas bata?
 - o kumakausap sa iyong mga kaibigan?
- c. Paano maiuugnay ang tono, bigkas, diin at intonasyon sa pagrespeto sa kapwa?

4. Groupwork

Divide the class into 4 groups and let them pick among folded strips of paper containing the scenes:

- a. namatayan ng ina
- b. sinagot ng nililigawan
- c. hinoldap
- d. nadapa at napahiya sa klase

Give the students 2 minutes to prepare a 2-3 short skit of the scene using proper intonation, tone, stress and pronunciation of words, sentences, and phrases. Make sure that the students only present a short skit. If the time allotted is not enough, continue the presentations on the next session.

VIII. Synthesis and Valuing

At the end of the session, ask the following:

1. Why is it important to use the proper tone, intonation, stress and pronunciation in communicating?
 2. How is the meaning of a sentence, a phrase or a word is changed when the wrong tone, intonation, stress and pronunciation is used?
 3. How is emotion expressed in words, phrases and sentences?
- Being *Magalang* is one of our virtues as Filipinos.
 - We should respect other people so that they will respect us also.
 - Improper use of tone, stress, pronunciation and intonation may cause misunderstanding and could hurt other people's feeling.
 - Through tone, stress, pronunciation and intonation, we can express our emotions.
 - It is important to think first what we are going to say to other people before saying it to them directly.

IX. Homework:

Answer this in one whole intermediate pad.

1. Think of atleast one situation wherein you used tone, intonation, stress and pronunciation **IMPROPERLY** while talking to someone then answer the following questions:
 - a. When was it?
 - b. Who were you talking with?
 - c. What was the result of that miscommunication?
 - d. Did the person you are talking with got angry at you? If yes, explain why.
 - e. What have you learned from that experience of yours?

Uri ng Pangungusap

Aralin/Antas ng Grado:	Filipino 5
Pamagat:	Uri ng Pangungusap
Batayang Kakayahan:	Pagbasa/ Pagsasalita – Uri ng Pangungusap
Mahalagang Isyu:	Epektibong Komunikasyon

I. Layunin

Sa pagtatapos ng talakayan, dapat maisakatuparan ng mga mag-aaral ang mga sumusunod:

- matutunan ang iba't-ibang uri ng pangungusap
- ihambing ang iba't-ibang uri ng pangungusap
- magbigay ng halimbawa ng iba't-ibang uri ng pangungusap

- bigkasin ang pangungusap batay sa uri nito

II. Mahalagang Matutunan

Sa pamamagitan ng tamang pagbigkas ng mga pangungusap batay sa uri nito, malinaw at epektibong naipapahayag ng isang tao ang kaniyang sarili.

III. Mahalagang Tanong

Bakit mahalagang malaman ang uri ng pangungusap?

IV. Buod ng Programa

Si Jomel ay nabigyan ng papel sa dulang kanilang ipapalabas tungkol sa pamilyang natutulungan para guminhawa ang buhay. Habang nag-eensayo, napansin ni lola Perming na walang buhay at tila hindi malinaw ang mensahe ng mga linyang binabato ni Jomel. Itinuro sa kaniya ang iba't-ibang uri ng pangungusap at ang kahalagahan ng pagkilala nito. Ipinakita din sa palabas na ito ang kwento ni Tuwaang, ang pinuno Bagobo.

V. Gawain Bago ang Panonood (Panghikayat na Gawain)

- Maghanda ng mga linya mula sa mga sikat na pelikulang Filipino.
Halimbawa: "Walang himala! Ang himala ay nasa puso ng tao lamang!" (Himala, 1982)
- Tumawag ng mga mag-aaral para basahin ang mga linya.
- Tanungin ang klase kung matagumpay ba na nasambit ng kanilang mga kamag-aral ang mga linya.
- Tanungin ang klase kung may pagkakaiba ba sa emosyon at intension ang mga pangungusap o linya.

VI. Panonood

Alikabuk5

Uri ng Pangungusap

VII. Gawain Pagkatapos Manood

13. Mga Tanong tungkol sa Programang Napanood

- Nagustuhan mo ba ang iyong napanood? Bakit oo? Bakit hindi?
- Tungkol saan ang programang iyong napanood?

14. Mga Gabay na Tanong tungkol sa Paksa ng Programa

- Ano ang mali sa pagbato ng mga linya ni Jomel?
- Paano inilarawan si Tuwaang?
- Ano ang naging problema ni Tuwaang sa kwento?
- Ano ang iba't-ibang uri ng pangungusap?
- Ihambing ang iba't-ibang uri ng pangungusap.

15. Pangkatang Gawain

- l.** Sabihan ang klase na kumuha ng kapareha.
- m.** Sabihin na ang isang pares ay kailangang gumawa ng “dialogue” o salitaan tungkol sa posibleng epekto ng di pagkakaunawaan sa komunikasyon.
- n.** Ipaalala na gamitin ang iba’t-ibang uri ng pangungusap.

VIII. Paglalagom at Pagpapahalaga

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

- 11.** Ano ang mangyayari kung hindi malinaw sa isang tao ang uri ng pangungusap?
- 12.** Bakit mahalagang malaman ang uri ng pangungusap?

IX. Takdang Aralin

- 1.** Sa isang papel, maghanda ng isang salitaan tungkol sa isang pamilyang nagtutulungan para guminhawa ang buhay.
- 2.** Sanaying bigkasin ang mga linya sa salitaan para ipalabas ito sa harap ng klase.