

A Fabulous Mistake

Subject/Grade Level:	English – Elementary/Grade V
Title:	A Fabulous Mistake
Competency/ies:	Using dictionaries, Using context clues, Correct pronunciation of words, Correct use of words, Distinguishing the different meanings of homonyms and homographs
KCh Learner Values:	Critical Thinking (I am a critical thinker.), Reflective (I reflect.)
Critical Issue:	none
Materials Used:	projector (or LCD) for the movie clip, 4-5 pocket dictionaries, visual aids

I. Objective/s

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

- Give a simple definition of what a dictionary is, given a few seconds of thinking time
- Demonstrate how a dictionary is used
- Enumerate the different uses/features of a dictionary

II. Essential Understandings

- The dictionary is a book which is used to find the meaning of words which may be too difficult to understand or not used in everyday speech.
- The words defined inside a dictionary are arranged alphabetically.
- In the dictionary, you will find the definition, pronunciation and (in some cases) synonyms of the word.

III. Essential Questions

- What is a dictionary?
- What is a dictionary used for?
- What can be found inside a dictionary?
- How are the words inside a dictionary arranged?

IV. Summary of the Episode

This episode is about Inngo's problem, which knows what to wear for an event because of the words used in the announcement. This he cannot so on his own since he gave away his dictionary. He seeks Karen's help and together they visit the home of the two teachers in town and borrow their dictionary to find the meaning of the words. Throughout the episode, the different uses of the dictionary are described in detail, as well as the dictionary's use itself.

V. Pre-Session Motivation

1. Ask, "Have you ever heard or read words that you didn't understand at first?"
Expected response: Yes
2. Follow with, "How did you find out what they meant?"
Expected response: Parents, elders, etc. (Some may already answer with "dictionary")
3. "I have here a dictionary." Hold up dictionary. "Who here has seen a dictionary?"
4. Follow up with, "What is a dictionary?" and then, "What is it for?"
Expected response: Rough definition of the word "dictionary" or none at all
5. "That's what we're going to find out today. Today, we're going to learn how to use dictionaries! To start, let's watch this video." Play video.

VI. Viewing Proper

- **Karen's World** (ES Grade 5 – English)
"A Fabulous Mistake" - Locate information using dictionaries and decode words with different meanings

VII. Post-viewing

A. Questions (episode)

- Did you like the presentation?
- What was the story about?
- How did Inngo find out the meaning of the words "fabulous", "spectacular", and "dazzling"?

- Who did he ask help from? Were they bad/Did they eat people as the people say?
- How did the story end? Did you like the ending?

B. Review Questions (content)

- What is a dictionary, according to the video?
- What are dictionaries for?
- How are the words in the dictionary arranged?
- What can be found inside the dictionary?
- Give the two uses/meanings of the word “perfect”. What are the differences between these two uses/meanings?

C. Deepening

- When should we use dictionaries?
- Is it okay for us to ask help from others?
- Should we judge people based only on what others say? If not, then how should we know people?

D. Group Work/Activity

Have the class group themselves into four. Lend each group one pocket dictionary.
Play this game:

1. Have a preset list of 5-10 difficult words (each word written in a strip of cartolina; words must be found in the dictionaries) and flash each and have the groups find their meanings. After one group finds the meaning to the word, switch to another.
2. Repeat until all preset words are used up.
3. The group which has the most points is the winner.

(Recommendations: Give the group a prize: Whether an exemption, bonus, or small snack - whatever you may think of. This gives the students motivation to participate in activities.)

VIII. Synthesis and Valuing

To end the session, ask the following:

1. When do you need/When will you use a dictionary?

2. How do you use a dictionary?
3. In the future, will you use a dictionary?
4. If you don't have something you need/your own dictionary, is it okay to borrow?
How should you borrow things?

IX. Homework

For their homework, give the children this activity:

Direction: Find 5 words that you think are used with different meanings, like the word “perfect” in the episode. Find the different meanings of each word and write them down on a sheet of pad paper.

Be Like Nining

Subject/Grade Level:	<i>English / Grade 5</i>
Title:	<i>Karen's World: Be Like Nining</i>
Competency:	<i>(Forming the Simple Past Tense of Regular and Irregular Verbs)</i>
KCh Learner Values:	<i>Driven</i> <i>I am Driven.</i>
Critical Issue:	<i>Education</i>

I. Objectives

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

- transform the base form of regular and irregular verbs to simple past tense;
- identify when to use the simple past tense of the verbs;
- differentiate past and present tense;
- use simple past tense of the verbs in a sentence

II. Essential Understanding

- Verbs are action words.
- There are three tenses of the verbs: present, past and future.
- Simple past tense is used for actions that already happened.

III. Essential Questions

- How do we form the past tense of regular verbs?
- How do we form the past tense of regular verbs ending in -y?

- How do we form the past tense of irregular verbs?
- When do we use the simple past tense of the verb?

IV. Summary of the Episode

This episode showcases the rules in forming the simple past tense of regular and irregular verbs. It identifies three rules in forming regular verbs: (1) add -d, (2) add -ed, and (3) if the verb ends in -y, change -y to -i then add -ed. In forming irregular verbs, we change the spelling. However, there are verbs, like put, that retains its base form in forming its past tense.

V. Pre-viewing (Motivation)

1. As part of the motivational activity, the teacher will ask the students to tell what they did last Christmas (or any past event). As students narrate what happened to them, the teacher will write the verbs that they used.
2. Ask the students to review the verbs written on the board. Notice what is common between the verbs. Ask the following questions:
 - a. When did these actions happen?
 - b. What is common in how they are formed?
3. These verbs all happened in the past and we form regular and irregular verbs in different ways.
4. In the video that they are about to see, the rules in forming the past tense of regular and irregular verbs will be explained further. Take note of when to use the past tense of the verbs.

VI. Viewing Proper

Karen's World (Grade 5- English):
"Be Like Nining"

VII. Post Viewing

1. **Questions** (regarding the episode)
 - Did you like the program? Why or why not?
 - What was it about?
2. **Review Questions** (regarding the content)

- According to the video, when do we use the past tense of the verbs?
- How do we form the past tense of regular verbs?
- If a regular verb ends in -y, how do we form its past tense?
- How do we form the past tense of irregular verbs?
- How do we form the past tense of verbs like “put”?

3. Deepening

- What is the difference between the present tense and the past tense?
- When do we use the past tense of the verb?
- How do we know if a verb is in its past tense form?
- Can we give the past tense of these regular and irregular verbs? (The teacher will post on the board a list of regular and irregular verbs in their base form)

4. Group Work/ Activity

- Ask the students to play charades using only verbs and only answering with the past tense of the verbs.

VIII. Synthesis and Valuing

To end the session, ask the following questions:

1. Again, when do we use the simple past tense of the verb?
2. How do we form the past tense of regular verbs? How about regular verbs ending in -y?
3. How do we form the past tense of irregular verbs?

IX. Homework

For their homework, give the students the following activities:

1. Write a short essay about what you did last weekend. Make sure to use at least 10 verbs in the correct tense.

Critical Friend

Subject/Grade level:	<i>English/Grade 5</i>
Title:	<i>Critical Friend</i>
Competency:	<i>Describing the character in a poem</i>
Kch Learner Values:	Reflective <i>I reflect.</i>

Critical Issue:

I. Objectives

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

- Write a descriptive poem about a person.
- Select appropriate words that describe a person.
- Identify the subject described in a poem through the adjectives and phrases used.

II. Essential Understanding

- Words and phrases can be used to describe a subject.
- Poems can be used to describe a person.

III. Essential Questions

- What are creative ways to describe a person?
- How can you make a poem that clearly describes a person?

IV. Summary of the episode

In this episode, a poem was made by a child named Popoy to describe his pet. Inggo found the poem and thought that Karen wrote it for him. Karen also found it and thought the same way, thinking Inggo wrote it. Later on, they fought until Popoy reveals that it was he who wrote it, and that it was for his pet bayawak.

V. Pre-viewing

1. Ask the students to think of their favorite food and to describe it on a piece of paper.
2. Give the students 5 minutes to share their work to their seatmates.
3. Ask three students to share their works to the whole class.
4. Ask students about the descriptions.
 - a. What is being described?
 - b. What do you feel while it is being described?

- c. How did you describe your favorite food? What senses did you use?

5. Tell the students that they would be watching a film, where something else will be described in a different way.

VI. Viewing Proper

- **Karen's World** (Grade 5 - English)
"Critical Friend"

VII. Post-viewing

1. Questions (re episode)

- a. Did you like the episode?
- b. Can you summarize what happened?

2. Review Questions (re content)

- a. What are the characteristics of the poem?
- b. How did the characters (Inggo and Karen) react to the poem?
- c. Did the poem describe the Popoy's pet well?
- d. In what way did Popoy describe his pet? What are some words that he used?

3. Deepening

- a. Have you ever written a poem about a person before?
- b. In what ways can you use this kind of poem?
- c. How do you think people would react if a poem is written about them?
- d. Do you consider poems an effective tool for describing?

4. Activity

- Ask students to make a poem having one to two stanzas consisting four lines each, describing a person they look up to.

VIII. Synthesis and Valuing

To end the session, discuss the following:

1. How difficult was it to make a poem?
2. What did you feel after finishing your poem?
3. Were there concepts that you could not express through words?
 - Encourage students to learn new words to expand their vocabulary.
 - Encourage students to read poems and practice writing them to get better at it.

IX. Homework

- Tell the students to continue their poems to be submitted the next meeting. If possible, let them read their poems to the persons they wrote them about and let them sign their works for bonus points.

Dear Diary

Subject/Grade Level:	<i>Grade 6 English</i>
Title:	<i>Dear Diary</i>
Competency:	<i>Diary</i>
KCh Learner Values:	<i>Reflective</i>
Critical Issue:	<i>Environment</i>

I. Objectives

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

- enumerate what should a diary entry contain
- write a diary entry
- explain what makes a diary private
- recall and share at least one important event in their life

II. Essential Understanding

- Diaries are special notebooks that contain important personal experiences, feelings or thoughts.
- Diary entries can be used to look back at past experiences.
- Diaries are considered private because they contain personal experiences, feelings, or thoughts.

III. Essential Questions

- What are important personal experiences, feelings or thoughts for you?
- How do you store these personal experiences, feelings or thoughts?
- Why is it important to look back at these when you read through your diary in the future?

IV. Summary of the Episode

The episode focuses on discussing what a diary is, what it contains, and how we should treat our own and other people's diaries.

V. Pre-viewing (Motivation)

1. The students will be given a blank sheet of paper, wherein they will draw for 5 minutes (maximum time) a timeline containing some of the high and low points of their lives.
2. The students will then be requested to pair-up with someone they believe they will be comfortable sharing their timeline with.
3. After sharing their timelines with their partners, the students will be asked to share their experience while making their timelines and sharing it with their partners. (Mentioning of specific experiences from the timeline will not be necessary, as part of showing the importance of diaries being private)
4. The teacher will then introduce to the students the video by connecting the activity to writing a diary entry. The video will explain further what a diary is.

VI. Viewing Proper

- **Karen's World** (Grade 6 English)
"Dear Diary"

VII. Post Viewing

1. Questions

- a. Did you like the story? Why or why not?
- b. What happened in the story?

2. Review Questions

- a. What is a diary?
- b. According to the video, when should you make entries in your diary?
- c. Is it okay to read another person's diary?

3. Deepening

- a. Have you ever tried making a diary entry?
- b. Have you ever tried to reminisce significant past events in your life?
- c. Would you like to share something in the class a significant event in your life?

4. Group Work / Activity

- a. Divide the class into five groups
- b. Ask them to think of a significant past event they experienced as a class
- c. Give them five minutes to prepare a 30 second skit wherein they re-enact this past event.
- d. Ask each group to present their skit in front of the class.
- e. Explain to the class that what they just did was to reminisce a significant past event, which they just shared in front of the class.

VIII. Synthesis and Valuing

- a. Review some of the properties/characteristics of a diary:
 - Private
 - Personal
 - Others: Dated, etc.
- b. Tell the students that some may don't like to make a diary entry but diary entries may be beneficial to some because they allow people to record memories that may be retrieved soon in order reminisce these memories.

IX. Homework

- a. Ask the students to think of at least five events that are memorable. These events should be something they can comfortably share with their teacher (only their teacher will read these assignments).

Do you know the way to Mang Jose's?

Subject/ Grade Level:	<i>English (Grade 6)</i>
Title:	<i>Do You Know the Way to Mang Jose's?</i>
Competency:	<i>Giving, following and asking for directions</i>
KCH Learner Values:	<i>Empowered, Reflective</i> <i>I am empowered. I reflect.</i>
Critical Issue/s:	<i>Giving, following and asking for directions effectively</i>

I. OBJECTIVES

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

- Know how to give, follow, and ask for directions effectively
- Give importance to the ideas of others
- Be aware of the importance of admitting one's mistakes

II. ESSENTIAL UNDERSTANDING

- Taking note of certain landmarks and prepositions are essential in giving, following and asking for directions.
- Being open-minded is helpful in order to accomplish tasks.
- Admitting one's mistakes may be difficult; however, doing so would also help in accomplishing tasks.

III. ESSENTIAL QUESTIONS

- What are the possible consequences when one would not be able to take note of certain landmarks and prepositions in giving, following and asking for directions?
- What are the possible consequences when one becomes close-minded or when one doesn't admit one's mistakes?
- Why is it that some people tend to be close-minded and find it a hard time to admit one's mistakes?

IV. SUMMARY OF THE EPISODE

The episode focuses on how to give, follow and ask for directions effectively. This will also touch on certain values such as being open-minded and admitting one's mistakes.

V. PRE-VIEWING (MOTIVATION)

1. Divide your class into 4 or 5 groups. After which, ask them to draw a map from the classroom to any place in the campus (e.g. principal's office, playground, guidance office, etc.).
2. Ask them to write a narration on how to get to their desired place.
3. Ask them to present both their drawing and their narration in front of class.
4. Tell them that in the video that they are about to see, they would be able to learn how to give, follow and ask for directions effectively. In line with that, they should be able to pay attention to the kinds of words that the protagonists would be using. In addition, they should also be able to take note of how each protagonist would respond to the given situations.

VI. VIEWING PROPER

- **Karen's World** (English - Grade 6)

“Do You Know the Way to Mang Jose’s?”

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 give, follow or ask for directions effectively?

- a. What kinds of words did the protagonists incorporate while doing so?
- b. How was Inggo able to get to Mang Jose’s?
- c. What difficulties did Inggo face? Why did those transpire?

Deepening

- . How do you give, follow or ask for directions?
- a. Have you experienced getting lost? What did you do?

Group work/activity

- . Ask the students to rewrite the narration of their map a while ago while incorporating landmarks and proper prepositions.
- a. After which, ask them to present it in a creative way.

VIII. SYNTHESIS AND VALUING

1. What are the benefits of being able to know how to give, follow and ask for directions effectively?
2. How do you think could situations like what have happened with Inggo be avoided?
3. Aside from knowing what to say, learning how to act accordingly is equally important. Discuss the value of being open-minded and learning how to admit one’s mistakes:
 - a. Being open-minded may lead to better choices and decisions.
 - b. Being able to admit one’s mistakes leads to growth, innovation and empowerment in a sense that one would be able to make better choices and decisions.
 - c. And these may also be applied to other situations in life.

IX. HOMEWORK

1. Ask your parents or guardians on how they are able to reach their destinations effectively (e.g. going to the office, going to the market, etc.). What things do 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.

Don't Go Inngo

Subject and Grade level:	<i>English - Grade 6</i>
Title:	<i>Don't go Inngo!</i>
Competency:	<i>Construction of complex sentences using subordinate conjunction in joining independent and dependent clauses.</i>
KCh Learner Values:	EMPATHIC. <i>I empathize.</i>
Critical Issue:	<i>Understanding friends through empathy.</i>

I. OBJECTIVES

At the end of the 50-minute period, at least 60% of the grade 6 students should be able to:

- a. Construct their own complex sentences
- b. Distinguish complex sentences from simple sentences.
- c. Enumerate the value of learning complex sentences

II. ESSENTIAL UNDERSTANDING

- Independent clause is a group of words that has a subject and a predicate but cannot stand as a complete sentence; it is only a part of a complex sentence
- Complex sentence consists of one independent clause and one or more independent clause
- Subordinate conjunction is the start of every dependent clause
- Constructing correct complex sentences will make explaining a lot easier

III. ESSENTIAL QUESTIONS

- How does creating correct complex sentences help you?
- As a fellow student, how can you help the others to make explaining easier?

IV. SUMMARY OF THE EPISODE

The episode flashes the first scene with Inggosentimenting because he heard a few phrases from the conversation of his brother and mother wherein he suspected that they were about to leave their village. Karen then came and asked what the problem is all about. He explained the situation using dependent clauses only. He did not make any sense and Karen cannot understand him. She then introduced Inggos the different types of dependent clauses and how to construct complex sentences. She introduced the usage of complex sentences. They realized that what Inggos heard were only parts of the complex sentences. At the end of the episode, they asked Inggos's mother if they were really leaving the village, and Inggos was wrong. He misinterpreted the conversation and they weren't actually leaving the village for good, but only for a vacation.

V. PRE-VIEWING (Motivation)

1. As a motivational activity, ask the students to group themselves to 4 or 5, then present them this sentences:
 - *Although I do not always like being taught.*
 - *Who never made a mistake*
 - *Which the deaf can hear and the blind can see.*
 - *If we knew what it was we were doing*
 - *Because it is the only reason anyone is talking to me.*
2. Ask the students what they notice about the sentences. Then ask them these questions:
 - Does the phrases make sense to you?
 - What should be added or modified in the sentences to make it meaningful?

3. Tell the students that the video they are about to see will reveal the remedy to fix the senseless sentences. Take note of how it is important to complete the sentences and know the value of it.

VI. VIEWING PROPER

- **Karen's World!** (Grade 6 -- English)
DON'T GO INGGO!

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 was incomplete sentences hinder communication?
- b. Can you remember some instances that incomplete sentences will make a wrong interpretation?
- c. Can you share some situations that you, personally, had experienced this?
- d. Can you differentiate dependent from independent clauses?
- e. Can you give examples of the different types of dependent clauses?
- f. What do you think will happen if people only know how to construct incomplete sentences?

3. Group Work / Activity

Ask the students to group themselves into 4 or 5 then construct some incomplete sentences. They will pass this to the teacher and the teacher will shuffle the papers and give it randomly to the groups. They will re-construct the incomplete sentences made by the other group and the first group to finish will have a prize.

VIII. SYNTHESIS AND VALUING

To end the session, ask the following:

- I. How does constructing complex sentences help us in our daily lives?
- II. What can you do to avoid misinterpretation or misunderstanding now that you know how to construct simple sentences?

IX. HOMEWORK

For their homework, give the students the following activities:

- I. Make a comic strip that displays the importance of complex sentences. Be creative.

Give a little respect

Subject/Grade Level:	English, Grade 5
Title:	Karen's World, "Give a Little Respect"
Competency:	Show past habitual action using the expression "used to" and the base form of a verb
KCh Learner Values:	Community-oriented; mutual respect
Critical Issue:	Showing respect for elders

I. Objectives

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

- define the meaning of the word "respect"
- express appreciation and respect towards elders for the good they have done for their community
- use the expression "used to" to talk or write about a past habitual action

II. Essential Understanding

- To show respect means to think of another person in a positive manner and admire them.
- Past habitual action can be expressed by using the expression "used to" plus the base form of a verb.
 - (e.g. Lolo Tomas used to visit the farmers, Lolo Tomas used to help the farmers)
- When affirming or denying past habitual action using "did" or "did not," the expression "used to" is changed to "use to" because "did" and "did not" are already in the past tense form.
 - (e.g. Inggodid not use to cry before going to school)

III. Essential Questions

- Past habitual actions refer to actions done by someone many times in the past but not anymore. How do we properly use the expression “used to” to talk or write about past habitual action?
- How is using the simple past tense of an action different in meaning from an expression using “used to”?

IV. Summary of the Episode

This episode discusses how past habitual action can be shown by using the expression “used to” and the base form of a verb. It also shows how children can resolve problems or misunderstandings between themselves and their elders in a polite and respectful manner.

V. Pre-viewing (Motivation)

1. Group Activity

Have the students form groups of 5 students each. Ask them to think of activities that they like to do together with their friends. The activities can either be games, hobbies, or pastimes. Each group is given 5 minutes to brainstorm and plan out a short skit using only actions and sounds, no words allowed.

Groups are called one by one to present their skit, and the rest of the class tries to guess what activity is being portrayed.

2. Activity Discussion

- Do you think that there will come a time when you won’t be able to do or enjoy the different activities you presented?
- What are some of the things you used to do when you were young, but cant do now?
- Do you miss doing the things that you used to do when you were younger?

3. Motive question

- Have you ever been angry at someone in your family because of something they did, or something they used to do? Let’s watch the video and try to listen for activities the characters used to do in the past, but don’t do anymore.

VI. Viewing Proper

- **Karen's World** (Grade 5 - English)
"Give a Little Respect"
 Play time: 13mins. 46 sec.

VII. Post Viewing

1. Episode discussion

- Why did Inngo think Dondon was being disrespectful?
- What did Lolo Tomas do to Dondon that made him angry?
- How did Dondon settle his problem with Lolo Tomas? How did Lolo Tomas react?

2. Lesson discussion

- A. What was the English lesson in today's episode?
- B. Work in pairs and complete the sentences below about what Lolo Tomas and Inngo used to do when they were younger:

Lolo Tomas

1. Lolo Tomas used to _____ the fields all day.
2. He used to _____ them the proper ways of farming.
3. He used to _____ out in the field.
4. He used to _____ make farming tools.
5. He used to _____ in the 100-meter dash when he was in high school.

Inngo

1. When Inngo was very young, he used to _____ in a crib.
2. He used to _____ all day.
3. He used to _____ of going to school.
4. He used to _____ a lot when he went to school.
5. He used to _____ and _____ when he was just a little boy.

3. Deepening

- Why is it important for us to respect others?

- How can you regain the respect of your friends if you have done something wrong to them?

4. Groupwork or Activity

Ask the students to work in groups and list down on Manila paper the people in their lives that they believe deserve our respect, and write down one or two reasons why they think so. After 7 minutes, students can present their answers to the class one group at a time.

VIII. Synthesis and Valuing

To end the session ask the following:

1. How do we show respect to our elders? Are these the same ways we show respect to people our age?
2. How do we expect to be treated with respect by other people?
3. What are some examples of disrespectful behavior that we should avoid doing?

IX. Homework

For their homework, give the students the following activities:

1. Interview three older persons (parents, teachers, siblings, relatives, or family friends) and ask them what were some of the things they used to do when they were younger that helped them become the persons they are today.
2. Make a list of of the interviewed persons' past habitual actions (three to five actions). Use complete sentences that contain the expression "used to."
3. Should you respect your elders, judging by the past habitual actions they shared? Why or why not? Would you still respect your elders, even if you didn't know about their past habitual actions? Why or why not?

How to write a Summary

Subject/ Grade level:	<i>English/ Grade 6</i>
Title:	<i>How to Write a Summary</i>
Competency:	<i>Writing a Summary</i>
KCh Learner Values:	<i>Education- Oriented.</i> <i>I am Responsible.</i>
Critical Issue:	<i>Honesty and Plagiarism</i>

I. Objective:

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

- Define what a summary is
- Identify the elements/parts in writing a summary
- Write the summary of a story
- Define what plagiarism is

II. Essential understanding:

- Summary is a short version of a story but complete and clear.
- There are three main parts/elements in making a summary
- Plagiarism is very dishonest act

III. Essential Questions:

- What is a summary?
- How to make an effective summary?
- What is plagiarism?

IV. Summary of the Episode:

This episode focuses on writing a summary of a story, which includes the parts or elements of a summary. It will also tackle about plagiarism.

V. Pre-viewing (Motivation)

1. Ask the students the following questions:
 - a) Have you read a story or watched a movie lately?
 - b) How did you tell it to your friends?
 - c) Have they understood the story by the way you related it?
2. Have you already written a summary of a story or a movie?
3. Tell the students that in the video they are about to see, talks about writing a summary of a story which will be explained further. Take note of the the different elements in writing a summary and what Plagiarism is.

VI. Viewing Proper

- **Karen's World (Grade 6)**
"Pass Your Assignment" Episode 28

VII. Post-viewing

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

2. Review Questions?

- a. According to the episode, what is a summary?
- b. Can you identify the elements/parts of a summary?
- c. What do we mean by plagiarism?

3. Deepening

- a. Do you think writing a summary is important?
- b. What can you say about plagiarism in the Philippines?
- c. How can we avoid plagiarism?

VIII. Synthesis and Valuing:

To end this session, ask the following:

1. With the wealth of information around us, how can we make a good summary?
2. With the advent of technology and different search engines, how can we avoid plagiarism?

IX. Homework:

For their homework, ask the the students to read one story and have them make their own summary.

I am SMART

Subject/Grade Level:	<i>Grade 5 English</i>
Title:	<i>I am Smart</i>
Competency:	<i>Reflexive Pronouns</i>
KCh Learner Values:	<i>Interdependence</i>
Critical Issue:	<i>Education</i>

I. Objectives

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

- a. define reflexive pronouns
- b. identify when to use reflexive pronouns
- c. enumerate reflexive pronouns
- d. construct sentences with reflective pronouns

II. Essential Understanding

- a. Reflexive pronouns are used when the subject of a sentence is also the object in the given sentence.
- b. Reflexive pronouns are formed by suffixing self (or selves) to a personal pronoun.
- c. Use of reflexive pronouns ensures the clarity or unambiguity of a sentence.

III. Essential Questions

- a. When do we use reflexive pronouns?
- b. Why do we need to differentiate reflexive pronouns from other kinds of pronouns?
- c. Are there any alternatives to using reflexive pronouns? Is there a better way to refer to yourself in a sentence that using reflexive pronouns?

IV. Summary of the Episode

The episode narrates the story of Inggo and how he was tricked by his friends into doing their group project by himself. While doing the project, he was educated by Karen on reflexive pronouns.

V. Pre-viewing (Motivation)

1. The students will be asked on what they know about Manny Pacquiao (or any popular persona).
2. The students will be given a paragraph about Manny Pacquiao (or about the popular persona chosen for pre-viewing) that has grammatical mistakes involving reflexive pronouns, such as the one below:

Manny Pacquiao is one of the most famous Filipinos, if not one of the most famous men, who ever lived. He will forever be considered a champion, both in the boxing ring and outside of it. But before he was a great man, he was once just a student like you. Manny pushed him to study hard, even when his parents separated. He

continued going to school even though he had to rely on him to raise money for his own school supplies. And even though he never finished his studies and went away from home as a teenager, he still went on to finish it later on in his life. Even after experiencing great success and triumphs, he never told him that he was already a wealthy and successful man who does not need to finish his studies anymore. He knew and understood just how important it is to finish his studies. So whenever you feel like not going to school, think of Manny and tell you that if Manny was able to do it, then so can you.

3. The students will then be asked on what they had understood from the paragraph. They will then be asked to point out confusing parts on the paragraph, and on how these can be altered to make the paragraph less confusing. The teacher must guide the students on identifying the confusing words that should be underlined:

Manny Pacquiao is one of the most famous Filipinos, if not one of the most famous men, who ever lived. He will forever be considered a champion, both in the boxing ring and outside of it. But before he was a great man, he was once just a student like you. Manny pushed him to study hard, even when his parents separated. He continued going to school even though he had to rely on him to raise money for his own school supplies. And even though he never finished his studies and went away from home as a teenager, he still went on to finish it later on in his life. Even after experiencing great success and triumphs, he never told him that he was already a wealthy and successful man who does not need to finish his studies anymore. He knew and understood just how important it is to finish his studies. So whenever you feel like not going to school, think of Manny and tell you that if Manny was able to do it, then so can you.

4. After the students had identified and corrected the underlined words, the paragraph should now be similar to this:

Manny Pacquiao is one of the most famous Filipinos, if not one of the most famous men, who ever lived. He will forever be considered a champion, both in the boxing ring and outside of it. But before he was a great man, he was once just a student like you. Manny pushed himself to study hard, even when his parents separated. He continued going to school even though he had to rely on himself to raise money for his own school supplies. And even though he never finished his studies and went away from home as a teenager, he still went on to finish it later on in his life. Even after experiencing great success and triumphs, he never told himself that he was already a wealthy and successful man who does not need to finish his studies anymore. He knew and understood just how important it is to finish his studies. So whenever you feel like not going to school, think of Manny and tell yourself that if Manny was able to do it, then so can you.

(The teacher may allow for other corrections aside from the ones underlined, as long as it is grammatically correct.)

5. The teacher will then tell the students that there is a term that is used to refer to words such as the underlined words above, and that it will be discussed in the video.

VI. Viewing Proper

- **Karen's World** (Grade 5 English)
"I am Smart"

VII. Post Viewing

1. Questions

- Have you had experiences that are similar to what happened to Inngo?
- How do you feel about how Inngo's teacher handled the situation?

2. Review Questions

- What are reflexive pronouns? How are they formed?
- When do we use reflexive pronouns?
- Give some examples of reflexive pronouns and use them in a sentence.

3. Deepening

- Why is it important to do certain tasks as a group?
- Why was Inngo easily manipulated?
- Do you feel that you will not be as easily manipulated as Inngo?
- What are some things to keep in mind so that you do not end up like Inngo?

4. Group Work / Activity

- Have the students form two circles: an inner circle and an outer circle. Both circles must have an equal number of students in them. The students in the inner circle must be facing the students in the outer circle.
- Make the students who are facing each other assess each other truthfully. They must state some positive and negative comments regarding each other.
- After one minute, have the students in the outer circle rotate such that they are facing a different student from the inner circle. They do not have to be facing the student directly to the left or right of the student they were facing before.
- Repeat steps b and c, as time constraints allow

VIII. Synthesis and Valuing

- Ask the students on what they have learned through the group activity. Ask them if they now feel that they would not be as easy to manipulated as Inngo.
- Review on reflexive pronouns:
 - definition
 - form

- c. when to use it

IX. Homework

Have the students write an essay, titled “I Know Myself”, based on the video and the Group Activity done in the class. The essay must be about what the students knew about themselves before the activity was done, and about the new things they have learned about themselves because of the activity. They must also state why knowing oneself is important, and how knowing oneself can keep a person from being manipulated like Inngo. Each of the students' essays must have a minimum of three sentences with reflexive pronouns. These reflexive pronouns must be underlined and highlighted.

Inngo tells a Story

Subject/Grade level:	<i>English Gr. 6</i>
Title:	<i>Inngo Tells a Story</i>
Competency:	<i>Parts of a Story</i>
KCh Learner Values:	<i>Reflective and understanding</i> <i>I Reflect. I Empathize</i>
Critical Issue:	<i>Bullying</i>

I. Objectives

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

- define the three parts of a story, namely the beginning, the middle and the end
- identify the moral lesson of a story
- write a simple story containing its three parts

II. Essential Understanding

- for a story to be complete, it must have a beginning, middle and an end
- stories contain significant message

III. Essential Questions

- The plot is the sequence of events of a story. What do you call the highest point of the plot where the conflict is being resolved?
- How do you treat your siblings or other people?

IV. Summary of the Episode

The episode teaches how to notice the significant details from the story being read. It also introduces the three parts of the story, namely the beginning, the middle and the end, while identifying the events based on the plot of the story.

V. Pre-viewing (Motivation)

1. As part of the motivational activity, group the students into four groups. Distribute to each group a short story that is divided into pieces. Ask them to arrange it according to how they think the proper order of the story is.
2. After discussing the correct arrangement, ask them the following questions:
 - a. how did they come up with the arrangement that they did?
 - b. what do they think the story is all about? what was the message?
3. Tell the students that the video they are about to see will enumerate and define the three parts of a story. Ask them to take note of their definitions

VI. Viewing proper

- **Karen's World** (Grade 6 - English)
"Inggo Tells a Story"

VII. Post viewing

1. **Questions** (re the episode)
 - a. What was the program about?
2. **Review Questions** (re content)
 - a. What are the different parts of a short story? Can you define each?
 - b. What was the problem in the story?
 - c. How was the problem solved?

VIII. Synthesis and Valuing

1. What is bullying?
2. How does bullying make people feel?
3. What can you do to prevent bullying?

IX. Homework

For their homework, give the students the following activity:

Choose a moral value. Write a short story where the moral value that was chosen will be addressed. Take note of the three parts of a short story where:

- the character is introduced, and the problem he is facing
- the character acts to solve the problem

the problem was solved

Inggo's funny bone

Subject/ Grade Level:	<i>English</i>
Title:	<i>Inggo's Funny Bones</i>
Competency:	<i>Poetry as means of expressing one's feelings</i>
KCh Learner Values:	<i>Compassionate</i> <i>I am compassionate.</i>
Critical Issue:	<i>Helping our own countrymen in times of need.</i>

I. Objectives

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

- write a poem of their own
- express themselves through written poetry
- define rhyme and use it in writing a poem

II. Essential Understanding

- Poetry is not only used to describe but also to express one's emotions.
- Rhyme, the correspondence of between words or the endings of words, is used in poetry.

III. Essential Questions

- How do we create a poem?
- Rhyme is used in poetry. How do words rhyme?

- What are the different applications of poetry in life?
- How are going to help the needy such as the victims of flood?

IV. Summary of the Episode

This episode shows the application of poetry in expressing a person's emotions. Rhyme is also introduced in this session.

V. Pre-viewing (Motivation)

1. As part of the motivational activity, ask the students to share to class how they express their emotions and choose some of them to answer the question as to why they decide to express their feelings in the ways they mentioned. Also, you may ask them what kinds of literature forms they know.
2. Ask the students to join you in reading this poem:

**“I Use My Words”
by Jaymie Gerard**

Goodness, I am ANGRY!
It makes me want to SHOUT!
And STOMP and WEAR A MEAN FACE!
To let the ANGER out,
Instead I USE MY WORDS to say
WHAT I AM MAD ABOUT.

Goodness, I am sad today.
It makes me want to cry,
And pout and whine and whimper,
And sniffle, sob and sigh;
Instead I use my words
To tell everybody why.

Goodness, I am happy!
It makes me want to run!
And go wild and act all crazy
Until the day is done!
Instead I use my words 'cause that way
We can ALL have fun!

When my feelings get too strong
I know it's time to say,
"I'll USE MY WORDS to show how I feel
In a SAFE and HEALTHY way."

2. Tell the students to reflect on the poem. Then ask them the following questions:

- a. What emotions does the first stanza convey? The second? The third?
- b. What were the adjectives and verbs used?

3. Emphasize to the students and let them reflect on the stanza:

When my feelings get too STRONG
I know it's time to say,
"I'll USE MY WORDS to show how I feel
In a SAFE and HEALTHY way."

4. Tell the students that the video they are about to watch shows how poetry as means of expressing one's feelings has helped three lost children make friends and safely return to their parents.

VI. Viewing Proper

- **Karen's World** (Grade 5- English)
"Inggo's Funny Bones"

VII. Post- Viewing

1. Questions:

- a. What can you say about the story?

2. Review questions:

- a. How did the lost children communicate with Karen and Inggo?
- b. How did the children lose their parents?
 - c. According to the video, what can be written in a poem?
 - d. What did the children mean when they wrote Inggo had funny bones?

3. Deepening:

Ask the students:

- a. What is rhyme? How do words rhyme?
- b. Can you give an example of words that rhyme?

c. How can you relate the video to the last stanza of the poem “I Use My Words” which you were asked to reflect on before the video presentation?

VIII. Synthesis and Valuing:

At the end of the session, ask the following:

1. Is poetry important? Why is it important?
2. How can a person explain and convey his or her thoughts through poem?
3. How can we help the people who are need such as the flood victims?

- When we cannot say things directly or express our emotions verbally, we can use our creative imagination to speak for us, through poetry
- Poetry is a creative way of expressing what we feel or think
- Right choice of words is essential in creating a mood or feeling in poetry
- *Bayanihan* is a Filipino trait in which we Filipinos help each other, a communal unity, in times of need.

IX. Homework

Require the students to make a four-line three-stanza poem about the emotion they feel at the end of the day, with the use of rhyming words. This would be submitted the next day.

Additional homework may include telling the students to ask their parents or grandparents if they can still remember any old love poems. If there are, let the students write it down and share it to class the next day

Keep It Up

Subject:	<i>English - Grade 6</i>
Title:	<i>Karen's World: Keep It Up</i>
Competency:	<i>Using positive, comparative, and superlative forms of adjectives.</i>
KCh Learner Values:	<i>Driven</i> <i>I am Driven.</i>
Critical Issue:	<i>Education - Always give your best, stay humble and never feel over-confident.</i>

I. Objectives

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

1. Use the correct form of adjectives according to different degrees of comparison.
2. Familiarize themselves with the regular and irregular forms of adjectives.
3. Understand the rules in forming the comparative and superlative form of the adjective.
4. Recognize and appreciate the value of reading.

II. Essential Understanding

1. An adjective changes to express different degrees of comparison.
2. There are 3 degrees of comparison of adjectives: positive, comparative, and superlative.
3. The positive form of an adjective is used when describing one object while comparative degree is used when you are comparing two things. Superlative degree is used when you are comparing three or more things.
4. You add -er to the adjective when it is in the comparative degree (adjective+er).
5. Syllables are sounds that a word makes. Do not add "er" or "est" to adjectives with three or more syllables.
6. Add the word "more" before the adjective in the comparative degree (more+ adjective) and "most" before the adjective in the superlative degree (most+adjective).
7. Adjectives that have suffixes (-ful, -able, -ous, -less) use "more" or "most", no matter how many syllables.
8. There are some two-syllable adjectives that don't end with a suffix that use "more" and "most".
9. Irregular adjectives have their own rules. The entire adjective changes when it is used in the comparative and superlative degree.
10. The English language's rules are not always exact. Reading can help show how words are used properly.

III. Essential Questions

1. When do you use the positive form of the adjective? the comparative form of the adjective? the superlative form of the adjective?
2. When do you use the words most and more before an adjective to express comparison?

IV. Summary of the Episode

The episode focuses on the lesson about the appropriate use of the different degrees of comparison and their importance in everyday conversations. Inngo and his friend are complaining about Isko, their arrogant classmate who keeps on teasing them and bragging about getting the highest score in their Science exam. Karen's lesson about the degrees of adjectives started with explaining on when to use the positive, comparative and the superlative form. Karen also helped them understand the various rules in forming the comparative and superlative form of adjectives.

V. Pre-Viewing (Motivation)

1. Read the following short story to the students:

"I am Ana. I am a Grade 6 pupil. I enjoy cooking, drawing, and telling jokes. But in my family, I am not the best at those things. My mother is better at cooking than me. Among my siblings, Glen is the best at drawing. And when it comes to telling jokes, my father is the funniest. Even if I am not the best, I still enjoy doing these things. I also enjoy playing the piano. Among my family members, I am the most musically-inclined. Everyone shines in their own way."

2. Ask the students to reflect on the story. Then ask the following:

a. Within her family, what is Ana best at?

b. Does Ana feel sad that she isn't the best at cooking, drawing, and telling jokes?

Why?

c. What is the story about? What have you learned?

3. The story shows that everyone is special in their own way and has his/her own talents. We shouldn't be so conscious about being the best all the time.

4. Ask the students what adjectives were used in the story. Tell them that the video they are about to see is a lesson about the degrees of comparison when using adjectives and the rules that apply.

VI. Viewing Proper

Karen's World: Keep It Up (Grade 6 - English)

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 3 degrees of comparison of adjectives?

b. According to the video, when do you use the positive, comparative and superlative form of the an adjective?

c. What is the general rule in using more/most+comparative/ superlative form of the adjective?

- d. According to the video, are the rules always the same when it comes to changing the degrees of the adjectives?
- e. Based on the question above, what can aid you in familiarizing yourself on how words are used, especially when it comes to the degrees of comparison?

3. Deepening

- a. Some children are teased because of low grades. Has anyone experienced this at some point? Share how it made you feel.
- b. Did Isko apologize to his friends for what he has done? Will you do the same thing?
- c. What did Isko realize at the end of the episode?

4. Group Work/Activity

a. Students are given ten minutes for this activity. They will be asked to group themselves. Each group is expected to form a line and arrange themselves according to different categories.

- 1. According to height
- 2. According to length of hair
- 3. According to their age
- 4. According to length of foot

b. The fastest group to arrange themselves will first describe their members according to their choice among the given categories using the 3 degrees of comparison. The same thing will be done by the remaining groups.

c. The last activity will determine their skill in using the three degrees of comparison according to the rules. The teacher will give a set of positive words. The task is to give the comparative and superlative form of the following adjectives: Any member from the groups can answer.

List of words:

- 1. responsible
- 2. tall
- 3. intelligent
- 4. industrious
- 5. old

VIII. Synthesis and Valuing

To end the session, ask and discuss the following:

- 1. What are the values that were emphasized in the episode?
- 2. As a student, how can you show diligence and humility in your own way?
- 3. Share your own experiences wherein you showed diligence and humility.

IX. Homework

Ask your students to:

1. show the degrees of comparison within their family using the following positive forms:

Ex. Tall - My brother is tall. My father is taller than my brother. My father is the tallest in the family.

- a. Short
- b. Funny
- c. Old
- d. Young
- e. Good

2. state their personal view(s) toward comparing oneself to others. In which situations is it appropriate? and when is it not appropriate?

More than One

Subject/Grade level:

Title:

More Than One

Competency:

Regular nouns and Irregular nouns

KCh Learner Values:

Critical Issue:

I. Objectives

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

- differentiate irregular nouns from regular nouns
- use irregular nouns and their plural forms properly

II. Essential Understanding

- There are regular nouns and irregular nouns
- Irregular nouns do not use the adding of "s" after the word to make it plural but rather it requires a change in the spelling itself

III. Essential Questions

- How do you form the plural of an irregular noun?

IV. Summary of the Episode

This episode talks about the use of plural forms of irregular nouns. It also talks about the different irregular nouns, their plural forms, and how they are used in sentences. It started when Ingggo meets Karen at their usual meeting place. Ingggo is troubled as his rice sacks were damaged by mice. But instead of saying “mice”, he said “mouses”. Karen noticed what Ingggo said and corrected him. The episode then further discussed the use of irregular nouns and their plural form.

V. Pre-Viewing (Motivation)

- Discuss previous lesson about nouns
- Lead with, “Do you guys know what irregular nouns are?”
- Flash pictures of examples of regular nouns, then flash pictures of irregular nouns
(i.e. Man vs. Men, Woman vs. Women, Foot vs. Feet, Tooth vs. Teeth, Knife vs. Knives etc...)

VI. Viewing Proper

- Karen’s World (Grade 5 English)
- “More Than One”

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. Review Questions (regarding the content)

- a. According to the video, what is an irregular noun?
- b. What are the different irregular nouns presented in the video?
- c. How are the plural forms of irregular nouns formed?

VIII. Synthesis and Valuing

- Teacher guided discussion
 - Teacher: “So everyone, what did we learn today about irregular nouns and how are they different from regular nouns?”
 - Teacher: “Good! So now let’s discuss our homework.”
 - Teacher: express the value of getting more than one chance in life for your mistakes and actions

IX. Homework

Irregular Nouns Worksheet

Name: _____

Date: _____

* Answer the following on a separate sheet of paper:

1. Aside from those given in the video, what are some other irregular nouns? List down a minimum of 15.
2. From the list of 15, create the plural form of the words and underline the change you made to the noun.
3. Use 5 of the 15 irregular nouns in a sentence.
4. Now use 10 of the 15 irregular nouns in a paragraph.

Painting In Words

Subject/Grade level:	<i>English - Grade 5</i>
Title:	<i>Painting in Words</i>
Competency:	<i>Using adjectives</i>
KCh Learner Values:	<i>Creative</i> <i>I solve problems creatively.</i>
Critical Issue:	<i>Caring for persons with disabilities</i>

I. Objectives:

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

- identify adjectives in a sentence and the noun that they describe
- list different adjectives
- compose their own sentences using adjectives to describe nouns

II. Essential Understanding

- An adjective is a word to describe a noun or give it a more specific meaning

III. Essential Questions

- Levi is blind, thus he can't see and can't paint anymore. Do you think Levi's experience of being able to write poems using adjectives will be the same as his experience of painting his surroundings?

IV. Summary of the Episode

This episode introduces adjectives what adjectives are and how they can be used extensively to describe the surroundings.

V. Pre-Viewing (Motivation)

1. As part of the motivational activity, ask the students to group themselves into 4 or 5. Present them this short narration:
 - It was early morning at the beach. The sun has just started to rise from the horizon of mountains and the sky was clear blue. There were a lot of palm trees and nipa huts meters from the shore. But, a few feet from the shore is the golden sand filled with small shells. By the side of the shore are a few boats. The ocean was painted dark blue.
2. Give each group crayons and a short bond paper and instruct them to draw a picture of what is portrayed in the narration. Post the drawings of each group on the blackboard.
3. Ask the students what words helped them draw what was being described in the short narration even though they did not have exact pictures of what is being described. List down these words, the adjectives, they specify on the blackboard.
4. Tell the students that the video they are about to see are about these words which are called adjectives, words that describe a noun. The definition and use of adjectives will be explained further on the film.

VI. Viewing Proper

- **Painting in Words** (Grade 5 - English)
 “Using adjectives”

VII. Post Viewing

1. Questions
 - a. Did you like the program? Why or why not?
 - b. What was the program about?
2. Review Questions
 - a. According to the video, what is an adjective? Give examples of adjectives mentioned in the video.
 - b. What do they mean by “painting in words?”
 - c. Look at the things around you. Describe them using adjectives.
3. Deepening
 - a. How do you describe the environment you are in with other people who haven’t seen it before?
 - b. Do you have any friends in the community who are also blind? How can you help them imagine what the world looks like?
4. Group Work/Activity
Ask the students to divide themselves into 4 or 5. Give each group a picture of a

place and tell them to describe what they see in the picture using adjectives to describe the nouns in their sentences.

VIII. Synthesis and Valuing

To end the session, tell the students the following?

1. What are adjectives?
2. How do you use adjectives in sentences to describe the surroundings?
3. Construct sentences using adjectives to describe things around you in the classroom or things that are at home.

IX. Homework

For their homework, give the students this activity:

Imagine that you are at your favorite place that you visited. Using adjectives, compose a poem describing your favorite place. The poem must be at least four paragraphs. Everyone will recite their poem next meeting.

Read and Tell

Subject/Grade Level:	English/ Grade 6
Title:	Read and Tell
Competency:	Comprehension
KCh Learner Values:	Responsibility, belonging to a community with social responsibility.
Critical Issue:	Health awareness and education (proper information dissemination)

I. Objectives

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

- (1) identify the important details of the story –(what, where, when, who, why, and how)
- (2) retell the story (paraphrase) without altering the original thought of the story

(3) realize that wrong information dissemination can have a big impact on the community

II. Essential Understanding

- (1) Leaving out important details can change the meaning or thought of a story
- (2) Misinformation can lead to greater consequences in the long run
- (3) The accurate identification of the 5 Ws and 1 H is crucial in retelling a story

III. Essential Questions

- (1) How are reading and understanding different?
- (2) What are the important factors to consider when retelling a story? Why?

IV. Summary of the Episode

This episode emphasizes the importance of giving accurate information especially when it concerns a community. Any change in the information whether it is too much or too little can have a different meaning. When decisions are made based on wrong information, it can affect people in a negative way.

V. Pre-Viewing (Motivation)

Ask students to group themselves into 10. Each group will have a representative that will read a short passage at the same time. When the time starts, the representative will pass the message to the next member until the message reaches the last one. The group with the last member who gives the story closest to the original context wins.

VI. Viewing Proper

The students will watch the video
Karen's World: Read and Tell

VII. Post Viewing

1. **Questions** (re the episode)

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

2. **Review Questions** (re content)

- (a) Everyone was avoiding Karen. What exactly did Inggo tell everyone in the community about Karen?
- (b) How has this affected Karen and the community?
- (c) If Inggo would retell the story, how should he do it?
- (d) What did Inggo do to remedy the situation?

3. **Deepening**

- (a) Have you had a similar experience that you can share in class?
- (b) How has this affected you and relationship with the other person?

4. **Group Work/Activity**

Group the students with 5 members each. All groups will be given the same passage. The first group to identify the 5Ws and 1H accurately wins.

VIII. **Synthesis and Valuing**

To end the session, ask the following:

- (1) How does giving accurate information affect the people involved?
- (2) If you were told a story, would you tell it to others right away or validate it first? Why or why not?
- (3) Can you give an example of misinformation and the consequences it can have?

IX. **Homework**

For their homework, give the students the following activity:

Cut a newspaper article and paste it on a short bond paper. Identify the 5Ws and 1H.

Ready, Set, Inggo!

Subject/Grade Level: *Communication and Literature*

Title:	<i>Ready, Set, Inggo</i>
Competency:	<i>Key Sentence identification</i>
KCh Learner Values:	<i>Fair-minded</i>
Critical Issue:	<i>Peace, Sportsmanship, Nationalism and Determination</i>

I. Objectives

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

1. Identify and locate the keys sentence in a short paragraph.
2. Employ sportsmanship and learn acceptance of failure.

II. Essential Understanding

1. Key sentences tell main idea of a paragraph.
2. All the sentence in the paragraph are related to the key sentence.
3. The three locations where you can find the key sentences of the paragraph: beginning, middle, & end.

III. Essential Questions

1. What are key sentences?
2. Where can we locate them?
3. What is Sportsmanship?

IV. Summary of the Episode

This episode focuses on the identification of key sentence in a small paragraph and where it is located.

V. Pre-Viewing (Motivation)

1. As part of the motivational activity, teacher will present to the class a paragraph entitled "The Man's Best Friend" from which a student would identify the key sentence (already underlined in the following example)

(1) Having a pet of your own is one of life's greatest pleasures. (2)A pet gives us love and affection that we so deeply

desire in our lives. (3) Among pets the most popular is the dog.
(4) Dog has been man's best friend for ages and there is no animal which is as faithful and sincere as a dog.

2. Ask the class the following questions:
 - a. What is the story about?
 - b. Do you have dogs?
 - c. What do you like dogs?
 - d. Where can we locate the main idea of the paragraph? 1, 2, 3, 4

The paragraph says that a dog is a man's best friend and we should take care of our pets.

3. Tell the students that in the video they are about to see, the concept of identifying key sentences in a paragraph will be explained further. Tell the students to take note how to recognize key sentences in a paragraph, where these are located, and remember who the are characters in the story.

VI. Viewing Proper

- **Karen's World: "Ready, Set, Inngo"** (Elementary Level - Grade 5)
Key Sentence Formation

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?
- d. Ask the student what is their favourite sport and why?

2. Review Questions (regarding the content)

- a. According to the video what is a key sentence and where can it be found?
- b. Who are the characters of our story?
- c. How can you identify the key sentence of a paragraph?
- d. What is SepakTakraw?
- e. Do you remember what Karen told Inngo about Sportsmanship?

3. Deepening

Ask the students to give an example of instances or situations which portray sportsmanship.

4. Group Work or Activity

Ask the students to group themselves into three (3). Ask them to write about their favourite foods and explain why they like it. After that they should underline the key sentences in the paragraphs they made.

VIII. Synthesis and Valuing

To end the session, ask/discuss the following:

1. What are key sentences again?
2. Where can we locate them?
3. Discuss the value of sportsmanship.

IX. Homework

For their homework, give students the following activities:

1. Ask them to write two paragraphs about the favourite things of their parents, guardians or brothers/sisters.
2. Ask the following questions regarding their output:
 - a. Why is it their favourite?
 - b. What does it look like?
 - c. When did they receive?
 - d. What do you do with it?
 - e. Who gave it to them?

Rhyme Time!

Subject/Grade Level:	English - Grade 5
Title:	<i>Rhyme Time</i>
Competency:	Familiarity with the basics of rhyming words
KCh Learner Values:	I am Driven
Critical issue:	Appreciation of songs and poetry

I. Objectives

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

- define what rhyming words are;
- identify at least five pairs of their own rhyming words;
- compare at least three pairs of words that are spelled the same but do not rhyme;
- compare at least three pairs of words that are spelled differently but still rhyme;
- write a short poem with rhymes.

II. Essential Understanding

- **Rhyme** is repeating the same sound of a word at the end of the line.
- **Rhyming words** are words that have the same sound.
- Some words are spelled the same, but do not rhyme.
- Some words are spelled differently, but still rhyme.
- Rhymes **add music and beauty** to language.

III. Essential Questions

1. What is rhyme?
2. Are there words that are spelled alike but do not rhyme?
3. Are there words that are spelled differently but still rhyme?

IV. Summary of the Episode

This episode discusses what rhyme and rhyming words are. It identifies and provides examples of rhymes throughout the video.

V. Pre-Viewing (Motivation)

Prose versus Poetry

1. Let the students read the following paragraph:

Trees are lovely. It grows from the earth and stretches towards the sky. It needs water to live. Birds build their nests in trees. Only God can create trees. Poems are made by people, and are not as lovely as any tree.

2. Let the students read the following poem:

Trees
by Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the sweet earth's flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

3. Ask the students the following questions:

- Are the paragraph and the poem talking about the same thing?
- What are the differences of the paragraph and the poem?
- Which one do you find more interesting?
- What makes it more interesting than the other?

VI. Viewing Proper

Karen's World: "Rhyme Time"

Duration: 13 minutes 41 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. What is rhyme?
- b. Can you give your own examples of rhyming words?
- c. Some words are spelled alike. Do these words always rhyme?
- d. Can you give examples of words that are not spelled alike but still rhyme?

3. Deepening

- Rhymes are used to add music and beauty to language. A letter written with rhymes is much more interesting to read than a plain, narrative letter.
- Rhymes are not limited to poems. They can be found in songs and taglines. Can you cite some examples?

4. Group Work

- Ask each group to think of words that are spelled alike but do not rhyme and list as many as they can.
- Think of words that are spelled differently but still rhyme. List at least three pairs and use them in a short poem.

VIII. Synthesis and Valuing

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

1. What is rhyme?
 - Rhyme is repeating the same sound of a word at the end of the line.
 - Some words are spelled alike but do not rhyme.
 - Some words are spelled differently but still rhyme.
2. Are rhymes found in the real world? Why are rhymes used in these examples?

IX. Homework

Ask the students to write a letter to their parents or friends in the form of a short poem. This poem must include at least four pairs of rhyming words.

Say your Piece

Subject/Grade Level:	<i>English - Grade 5</i>
Title:	<i>Say Your Piece</i>
Competency:	<i>Letter writing</i>
KCh Learner Values:	<i>Empowered</i> <i>I have the right to express my opinions.</i>
Critical Issue:	<i>Writing a letter to the editor to express opinions on a subject matter.</i>

I. Objectives

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

- Differentiate a letter to the editor from a friendly letter

- Describe a letter to the editor
- Identify the parts of a letter to the editor
- Explain the importance of a letter to the editor
- Write their own letter to the editor

II. Essential Understanding

- A letter to the editor is a formal correspondence that allows readers to communicate their thoughts and opinions to the editor of a publication.
- In writing a letter to the editor, the author should use formal language. He or she should also be direct but at the same time tactful and respectful.
- Writing a letter to the editor is an important skill because it allows us to exercise our right to our own opinions. Furthermore, it points out inaccuracies or prejudices in published articles that the editor of the publication and its readers should be aware of.

III. Essential Questions

- What are the characteristics of a letter to the editor?
- What is the importance of a letter to the editor?

IV. Summary of the Episode

This episode focuses on how to write a letter to the editor. The characteristics and parts of a letter to the editor were discussed. Additionally, the episode covered the purpose and importance of writing a letter to the editor.

V. Pre-Viewing (Motivation)

1. Present students with a handwritten letter complete with its envelope and stamp.
2. Ask students the following questions:
 - a. Have you ever written or received a letter?
 - b. In our modern times, do you think it is still important for us to write letters?
3. The short activity should show that even in today's modern times, writing letters is still important.
4. Tell the students that in the video they are about to see, they will be introduced to the letter to the editor.

VI. Viewing Proper

- **Karen's World**
"Say Your Piece"

VII. Post Viewing

1. Questions (re: the episode)

- a. Did you like the program? Why or why not?
- b. What was the program about?
- c. Can you relate to the video you have watched?

2. Review Questions (re: content)

- d. According to the video, how is a letter to the editor different from a friendly letter?
- e. Can you recall the different parts of a letter to the editor?
- f. Can you describe the characteristics of a letter to the editor?
- g. What is the purpose of writing a letter to the editor?

3. Deepening

- h. Have you read a published article that you found inaccurate or offensive? If so, how did you react?
- i. How can you utilize the letter to the editor in such instances?
- j. What do you think is the importance of expressing our opinions?

4. Group Work/ Activity

· Divide students in groups. Ask them to write a letter to the editor in response to the article presented in the video.

VIII. Synthesis and Valuing

To end the session, ask the following:

1. How can inaccuracies and prejudice in published articles affect its readers?
2. A letter to the editor brings attention to inaccuracies in published articles. Discuss the importance of a letter to the editor with the students.
 - When we read a published article that contains false and prejudiced content, we should not hesitate to point it out to the editor. When we do so, we avoid the misinformation that it could cause.

IX. Homework

For their homework, give the students the following activities:

1. Write your own letter to the editor regarding an article from a newspaper or an old magazine. The letter need not be typewritten.
2. Can you think of other purposes of a letter to the editor? Write them on a sheet of paper.

Research on other types of letters. Share them to the class.

The Impossible Dream

Subject/Grade Level:	<i>English/Grade 5</i>
Title:	<i>The Impossible Dream</i>
Competency:	<i>Expressing Future Actions Using “will” and “going to”</i>
KCh Learner Values:	<i>Driven</i> <i>I dream and this drives me to act.</i>
Critical Issue:	<i>Studying for a better future (the value of education)</i>

I. Objectives

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

- determine when to add the auxiliary verbs “will” and “going to” to the base form of a verb;
- use the auxiliary verbs “will” and “going to” in expressing future actions by giving examples of sentences;
- relate the use of the simple future tense in their own lives by stating their personal dreams and aspirations.

II. Essential Understanding

- The simple future tense of a verb is used to express actions that are going to happen in the future.
- The auxiliary verb “will” is used in making predictions or simple statements of facts about the future.
- The auxiliary verb “going to” is often used in talking about intentions. (An intention is a plan for the future that you have already thought about.) But, it is also used to state a prediction with a present evidence, e.g. “The baby’s going to grab that spoon if you don’t move it.”

III. Essential Questions

- How is the future tense of the verb formed?
- It is the addition of auxiliary verbs or the change in tense/s of the verb that determines when an action occurred or will occur. What will happen if you only always use the base form of the verb or incorrectly change its tense?

IV. Summary of the Episode

The episode shows the proper use of the auxiliary verbs “will” and “going to” to express the simple future tense. Many examples are given through the formation of sentences by telling a parable entitled *The Girl and the Milk* and showing the story of *Bong and His Three Quails*. Finally, it also tackles the issue of studying/working hard at present and its good effects in the future.

V. Pre-Viewing

1. For the motivational activity, prepare at least 20 strips of paper with three random words in it. Group the students in two's or three's and have one representative from each group pick a strip of paper. Tell them to use the three words to make up a story about their partners (or group mates), e.g. “You will discover COPPER in your back garden and become WEALTHY, but it will poison your water and so you will grow a LUMP on your back like the Hunchback of Notre Dame”. Note: The capitalized words are the three random words in this example.
2. Notice how the students stated their answers for the game. Ask them the following questions:
 - a. What did you notice in the use of the verb/s every time you or your classmates answered in the game?
 - b. If the auxiliary verbs “will” or “going to” were not used, do you think your classmate will attribute the same meaning to what you said?
3. This game helps students practice the use of the auxiliary verbs “will” and “going to” to express actions in the simple future tense.
4. Tell the students that in the video they are about to see, the proper use of these auxiliary verbs is explained. The importance of studying/working hard at present to prepare for the future is also emphasized.

VI. Viewing Proper

- **Karen's World** (Grade 5 - English)
 “Impossible Dream”

VII. Post Viewing

1. Questions (re 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, when do we use the simple future tense of the verb?
- b. What are the two auxiliary verbs that we add to the base form of the verb to form the simple future tense?
- c. What will happen if we do not add the auxiliary verbs in expressing actions that will happen in the future?
- d. What were the titles of the two stories that was mentioned in the video? What were they about?

3. Deepening

- a. How are our actions at present related to the future?
- b. What will happen if we do not act at present?
- c. In the story *Bong and His Three Quails*, what is the meaning of the line, "Do not count the chicks until the eggs are hatched"?

3. Groupwork

Ask the students to do a short skit showing how the actions they do at present (however small it may be, e.g. throwing their trash in the trash bin, reusing the plastic containers that they buy, etc.) will benefit their community, the school, and the country.

VIII. Synthesis and Valuing

To end the session, ask the following questions:

1. How does your action or lack thereof affect your future and the future of the people around you?
 2. Given these identified effects, what should you do?
 3. Writing down a *to-do list* is a good way in making sure that you accomplish your activities and/or goals in the future. This is also a good way in managing tasks.
- Have a checklist of all the school requirements (e.g. assignments, projects, etc) that you need to do. Put a check beside the requirement if it has already been accomplished so that you'll have a view of the requirements that you still need to finish.
 - Organize your goals into categories. In the short-term goals, list the goals that can be achieved in a short time (e.g. Finish the school project by a certain date); long-term goals expect accomplishment over a long period of time (e.g. Have a general weighted average of 90 when the school ends).

- Allocate priorities. Mark activities that needs immediate attention so that you'll be more conscious to finish it first.

References

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Two Wrongs do not make a Right

Subject / Grade Level:	<i>English 6</i>
Title:	<i>Two Wrongs Do Not Make A Right</i>
Competency:	<i>Using active or passive voice of verbs</i>
KCh Learner Value:	<i>Fair – minded</i> <i>I am fair-minded.</i>
Critical Issues:	<i>Maintaining a peaceful environment with others and preventingConflicts</i>

I. Objectives

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

- differentiate the active and the passive voice of verbs
- identify what voice of the verb is more appropriate to use in a particular situation
- construct sentences in the active voice and reorganize it to make it passive, and vice versa
- employ conflict resolution

II. Essential Understanding

- The active voice of the verb puts emphasis on the doer of the action while the passive voice focuses on the receiver of the action.
- It is better to use the active voice in conversing, storytelling and in writing letters and formal compositions.
- The passive voice is useful when writing about impersonal topics like scientific experiments and academic researches.

III. Essential Questions

- What are the important points to be considered when choosing the voice of the verb to be used?
- Does the voice of the verb affect the sentence and its meaning? How?

IV. Summary of the Episode

This episode differentiates the two voices of verbs namely the active and the passive voice. It also shows how to construct sentences/statements using the two voices and how to transform active to passive voice and vice versa. Also this episode cites specific situations wherein active and passive voice are more appropriate to be used.

V. Pre-Viewing (Motivation)

1. As a motivational activity, present this letter to the class:

Dear Mama,

I feel sorry for what I've done. The things scattered around my room was thrown by me. The things were thrown because I felt mad. That bad action was done since you did not allow me to go to my friend's party. Again, I feel sorry and the stuff will be cleaned by me later.

2. Ask the student these questions:
 - a. What was the letter about?
 - b. What do you observe in the way the letter was written?
 - c. Do you think there can be a better way to write personal letters?

3. The letter was written in a passive voice wherein the sentences focus on the receiver of the action rather than the doer.
4. Tell the students that in the video that they are about to see, the concept of active and passive voice will be discussed further. Note how the two voices differ and how and on what situations should we use a specific voice.

VI. Viewing Proper

- **Karen's World** (Grade 6 - English)
"Two Wrongs Do Not Make A Right"

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. What are the two voices of verbs?
- b. What does the active voice emphasize on? How about the passive voice?
- c. When is it best to use the active voice? Cite specific examples or situations.
- d. When is it more appropriate to use the passive voice? Cite specific examples or situations.
- e. What voice of the verb should you use when you want to catch the attention of your listener or reader?
- f. When you use the passive voice during a conversation, what is more likely to happen?

3. Deepening

- a. Suppose you had a fight with your sibling or friend, how will you respond? Will you immediately apologize, regardless "who started the fight", or insist on "getting even"?
- b. What would you feel if someone did something wrong to you which you never want to experience? Recall the "Golden Rule".

4. Group Activity

- Ask the students to form 4-5 groups.
- Groups 1 and 2 will present a skit about having a fight with someone and show how they will respond and resolve this conflict.
- Groups 3 and 4 will make a short story; Group 3 should use the passive voice in writing while Group 4 will use the active voice.
- Group 5 will present a scientific report (e.g. about the latest invention, a new discovery, chemical processes, etc.) in class using the passive voice of the verb.

VIII. Synthesis and Valuing

To end the session, ask the following:

1. Does “getting even” with other people do you good? How does it affect your relationship with others?
2. What is the best thing to do to prevent miscommunication and conflict with others?
3. Always keep in mind the Golden Rule:
 - a. ***“Don’t do unto others what you don’t want others do unto you.”***

IX. Homework

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

1. Write a story about your most unforgettable summer vacation. Make sure to use the active voice of the verb to make your story livelier and more interesting for the reader.
2. In a separate sheet of paper, rewrite the same story but this time, use the passive voice of the verb.

Your Turn, My Turn

Subject/ Grade Level:	<i>English – Grade Three</i>
Title:	<i>Your Turn, My Turn</i>
Competency:	<i>Basic rules of a meeting</i>
KCh Learner Value:	<i>Fair-minded</i> <i>If it's my turn, you will let me speak and listen to me and if you are the one speaking, I will do the same.</i>
Critical Issue:	<i>Maintain peace and courtesy towards others' opinions</i>

I. Objectives:

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

- observe the good outcomes of giving fair chances to let the other people voice out their opinions
- keep in mind and list the rules or strategies on how to come up with effective meetings
- use the rules of an effective meeting in real life (during academic meetings, family meetings, etc.)
- distinguish the characteristics of an effective and ineffective meeting
- design their own rules in meetings inside the class or even at home
- criticize the rules presented in the video

II. Essential Learning:

1. Meetings could be organized and controlled if there are rules agreed by all.
2. Courtesy or respect towards others should always be a rule, not just in meetings but in every manner possible.
3. There should be a facilitator during meetings to facilitate the flow of the meeting and to organize the ideas being expressed and suggested by the people.
4. All suggestions and ideas from the people must be given credit and respect.

III. Essential Questions:

1. In what ways can rules help during meetings?
2. Can every meeting be effective if the rules in the video are the standard rules?
3. Why is courtesy a significant aspect to be considered during meetings?

IV. Summary of the Episode:

This episode introduces and discusses the rules to be followed in conducting group meetings. It also teaches how to freely and courteously express views and opinions following parliamentary procedure.

V. Pre-viewing/ Motivation

(either of the two):

1. The teacher will divide the class into two groups. The teacher will give a topic that the class will have a debate on. Before the class starts the debate, each group will talk about their arguments first. After the actual debate, the teacher will ask the students, did you find it hard to propose arguments to your team? Do you have so many arguments collected or do you started with no one speaking? Were there any problems while the two groups were discussing their arguments? Then the video will be introduced.

2. The teacher will chose a particular topic that will be talked about by the class. It can be the hottest issues in politics, in their community or in their schools. It can be about tuition hikes, a controversial bill on the senate or anything that can ignite the interest of the students. The teacher will regulate the class without any rules first. Let the students be wary of the hassle of meetings or discussions that has no rules. So that, one may stand-up and suggest to the teacher that there should be rules in discussions. Then the teacher will introduce the video.

VI. Viewing Proper

- **Karen's World**(Elementary)
"Your Turn, My Turn"

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 six rules stated in the video?
- b. Was it evident in the video that there are differences between a meeting with rules and one without rules? Differentiate the scenario in the barangay meeting before and after the rules were given.
- c. What are the roles of the "chairperson" or the facilitator during meetings?

3. Deepening

- a. The teacher will ask the students to write the rules that they want in every meeting (academic meetings and meetings with family and friends). The teacher will pick at least three students to share their rules and state why.
- b. If you were to be the “chairperson” during meetings, what should be your characteristics being the facilitator? And what should a chairperson remember when facilitating a meeting?

4. Group Work/ Activity

- a. The teacher will divide the class into groups each containing 5-6 members. Each group must make a creative poster that contains their own “Rules in Meetings in All Subjects.” Each member must contribute a rule. After the posters were made, the class collaboratively will pick their best poster that will be used as a standard of rules in every meetings.

VIII. Synthesis and Valuing

- a. Have you experienced to be in an unorganized meeting? How was it like?
- b. Now that you have learned the rules in a meeting, how important is it to have rules in a meeting?
- c. How do you think can those rules make a difference during meetings?

IX. Homework

- a. The students must share at least one experience when their families cannot decide on something. Example, the family is at the mall and it is dinnertime, mom wants to eat at home, dad wants to eat at fast food, the brother wants to eat pizza, while the eldest sister wants to eat pasta. Then they will share what they think is the solution if that problem ever happens again.