

# Ang Ating Mga Ninuno

<b>Subject/ Grade Level:</b>	Social Studies
<b>Title:</b>	Ang Ating Mga Ninuno
<b>Competency:</b>	Origin of Our Forefathers, Their Lifestyle, Characteristics and Contributions
<b>KCh Learner Values:</b>	<b>Community-Oriented</b> I belong to a community
<b>Critical Issue:</b>	Knowing Our Ancestors and Being a Proud Filipino

---

## I. Objectives

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

- explain the scientific theories and the legends about the origin of our ancestors and compare them from one another
- describe the characteristics of our ancestors
- identify our ancestors' contributions to our present time
- characterize our ancestors' way of life
- familiarize and be able to write his or her name using Alibata

## II. Essential Understanding

- The Southeast Asian countries have common ancestors, the Austronesians.
- Our ancestors already had their own culture, lifestyle, beliefs and writing before the Spaniards conquered the Philippines.

## III. Essential Questions

- Who are our ancestors?
- How did they originate?
- What was their lifestyle?
- What were their characteristics?
- What are their contributions to the present time?
- Why should we be proud as a Filipino?

## IV. Summary of the Episode

The episode explains the origin of Philippine ancestors, their lifestyle, characteristics, and contributions to the present day. Southeast Asian nations have a common ancestral descent, therefore there are similarities found in between Filipino appearance and culture with its neighboring countries. The episode emphasizes that

one should be proud of his/ her own ancestors and thus should also be proud of being Filipinos.

## V. Previewing

### (Motivation)

1. As part of the motivational activity, at the start of the class, show at least five pictures of our forefathers or other pictures related to Philippine pre-colonization history like the Tabon Cave, Balanghais, Manunggul Jar and etc. It may be hard copy pictures or they may be flashed on a screen using a projector. Ask them questions related to the pictures shown such as:
  - a. Who are the people (What is) in the picture?
  - b. Describe the man/object in the picture.
  - c. What is/are the use/s of these objects?
  - d. Where is Tabon Cave? What is found inside it?
  - e. They are our ancestors and we came from them.; however, where do you think did they come from?
2. After the first motivational activity, introduce the Alibata to the students. Explain to them what Alibata is and how it is used. As motivational activity, ask your students to write their name using the Alibata.
  - Procure a copy of the Alibata. Each letter of the Alibata must have corresponding translation word or letter in the English alphabet written below each Alibata script. The copy can be handwritten on a manila paper or it can be flashed on the screen. It must be big enough to be seen by the whole class. It can also be on a piece of bond paper which will be distributed to each of the students.
3. Introduce the video that will be shown to the class. Tell them that the two activities done are connected with the video that will be shown to the class.

## VI. Viewing Proper

- **Pamana (Elementary-Social Studies)**

## “Ang Ating Mga Ninuno”

### VII. PostViewing

#### 1. Questions:

- a. Did you like the episode?

#### 2. Review questions:

- a. How did Bathala create our ancestors?
- b. What was found inside the Tabon Cave?
- c. Who were the Homo Erectus Philippinensis?
- d. What is a chert?
- e. Despite of all the collected fossil records of Homo Erectus Philippinensis, why do we still consider the Tabon Man as the first man here in the Philippines?
- f. What were the physical characteristics of our ancestors?
- g. Who were the Austronesians?
- h. What was the lifestyle of our ancestors?
- i. What are their contributions to the present time?

#### 3. Deepening:

Ask the students:

- a. Can you give other contributions of our ancestors NOT mentioned in the video that are still present today?
- b. In the two theories of origin presented (Bathala and Scientific theories) which of those two do you believe most? Why?

### VIII. Synthesis and Valuing

At the end of the session, ask the following:

1. What can you do to show your gratitude to our ancestors?
2. How can you influence other people so that they could also be proud Filipinos?
  - We are Filipinos and we must be proud of what we are.
  - We must also be proud and thankful to our ancestors because they have contributed a lot of things that we still use today such as the Rice Terraces, the belief of afterlife, and etc. We owe them the things we have today.
  - And as Jose Rizal says it, “Ang hindi marunong lumingon sa pinanggalingan ay tulad ng isang mabaho at malansang isda”. We must honor and never forget our ancestors.

## IX. Homework

1. Make a three paragraph essay. Answer the following questions:
  - a. What have you learned in the video?
  - b. Are you a proud of our ancestors? Explain why or why not?
  - c. Are you proud as a Filipino? Explain why or why not?

# The Philippine Flag

<b>Subject/Grade Level:</b>	Primary – Elementary Social Studies (Grades 2-3)
<b>Title:</b>	The Philippine Flag
<b>Competency:</b>	The history of our country's flag
<b>KCh Learner Values:</b>	<u>Patriotism and love for one's country</u> ( <i>I belong to a community</i> )
<b>Critical Issues:</b>	Respect and recognition to the country's flag, and to our country's forefathers, as well

---

## I. Objectives:

*At the end of the lesson, the students must be able to:*

1. Recognize our country's flag;
2. Discuss the condition of the Philippines during its creation;
3. Explain the need for the creation of the flag and respect toward it;
4. Demonstrate the proper conduct during flag ceremonies.

## II. Essential Understanding:

1. We have our own national flag.
2. The flag symbolizes our country.
3. A long time ago, people came to colonize our country.

## III. Essential Questions:

1. Why do we need to have a national flag?
2. We are expected to stand up straight and behave properly during the flag ceremony. Why do we have to pay respect to our flag?
3. There was a time when our country was under foreign rule. Is there connection of our flag to colonization?

## IV. Summary of the episode:

The episode tackles the reasons for the creation of the flag, the hardships of the young Lorenza Agoncillo, and the state of the Philippines during the Spanish colonial period.

**V. Pre-viewing (Motivation):**

1. Request the students to bring out their IDs.
2. Ask them what the purpose of their ID is.
3. Present to them a situation wherein they leave their ID in the classroom. If teacher finds their ID, how will teacher know who to return it to? If they go to school without ID, would they still be recognizable to their peers?
4. The ID is a symbol of their self. If the ID was lost, the person who finds it would know that it is the owner's, but the owner would still be recognizable without the ID. The Philippine flag serves the same purpose. It is a symbol of the identity as a nation.

**VI. Viewing Proper:**

- ***Pamana*** (Primary – Elementary)  
“**Ang Bandila at ang Pambansang Awit (Part 1)**”

**VII. Post-viewing:**

1. **Questions (re: the episode):**
  - a. Was the program enjoyable? Why or why not?
  - b. What was the episode about?
2. **Review Questions (re: content):**
  - a. According to Nico, what happens during the flag ceremony? Does this happen in our school flag ceremony too?
  - b. Who visits Nico, and what is she working on?
  - c. Why is Lorenza working on the flag?
  - d. What is the concept of *pananakop*?
  - e. What happens when the Filipinos take action against the Spaniards?
  - f. Compare the concept of a family photograph and the concept of a flag.
3. **Deepening:**
  - a. Why do you think you have to respect the Philippine flag?
  - b. What would you do if you people trespassed into your home (concept of *pananakop*)?
  - c. Do you think the Filipinos during the Spanish colonial period deserve to be punished for fighting for our country?
4. **Group Work/Activity:**

- a. The class would have a flag ceremony, wherein students demonstrate their respect for the banner through proper conduct all throughout.

### VIII. Synthesis and Valuing

*To end the session, ask the following:*

1. What is the importance of the Philippine flag today, when there are no more colonizers in our country?
2. Why do you think flag ceremonies are important?
3. What are the simple ways of venerating our Philippine flag?
  - a. Standing up straight and facing towards it during the national anthem.
  - b. Never letting it touch the ground.
  - c. Waving and displaying it with the blue side on top.

### IX. Homework

For their homework, give the students the following activities:

1. Make a list of things that make you proud to be a Filipino.
2. Illustrate your favorite example on a short bond, and show it to class during the next meeting.

## Iba't Ibang Hanapbuhay

<b>Subject:</b>	<i>Social Studies</i>
<b>Grade Level:</b>	<i>Primary/Elementary Level</i>
<b>Title:</b>	<i>Iba't Ibang Hanapbuhay</i>
<b>Competency:</b>	<i>Identifying different occupations in the community</i>
<b>KCh Learner Values:</b>	<b>Community-Oriented</b> <i>I belong to a community.</i>
<b>Critical Issue:</b>	<i>Valuing different occupations and their importance in the community</i>

---

## **I. Objectives**

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

- Identify different occupations.
- Differentiate occupations that are based from places, and occupations that give services.
- Value the importance of each occupation in the community.

## **II. Essential Understanding**

- There are different occupations in the community.
- There are two types of occupation.
- The first type is the occupation which is based from the place they are in. Examples are farmers, fishermen, etc.
- The second type is the occupation which gives services. Examples are policemen, carpenters, teachers, etc.
- People with different occupations work together in order to provide for our needs and each contributes to the betterment of the community.

## **III. Essential Questions**

- What will happen if people with different occupations do not cooperate with each other in the community?
- Why is it important that the people in the community should help one another?

## **IV. Summary of the Episode**

This episode focuses on the different occupations in the community, the two types of occupation which are occupations based on places and the occupations that give services. This will also tackle about valuing the importance of each occupation in the community.

## **V. Pre-Viewing (Motivation)**

1. As part of the motivational activity, ask the students to divide themselves into five groups.
2. The teacher will ask each group to pick one occupation that they want to be in the future.
3. Each group will make a 3-5 minute short skit on the occupation they chose.
4. After the presentation of all the groups, the teacher will tell the students that they will watch a video in order to learn more about different occupations.

## **VI. Viewing Proper**

- **Pamana** (Primary/Elementary Level – Social Studies)  
“Iba’t Ibang Hanapbuhay”

## **VII. Post Viewing**

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

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

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

- Give examples of different occupations.
- What are the two types of occupation?
- Describe each type and give examples.
- How do you value the different occupations and their importance in the community?

### **3. Deepening**

- Do you think it is good if there will be no cooperation between the different occupations in the community? Why or why not?

### **4. Group Work/Activity**

Divide the students into two groups. One group should perform a three to five minute skit about a community wherein there is cooperation among the different occupations. The other group should perform a three to five minute skit about a community wherein there is no cooperation among the different occupations. Discuss briefly about the two scenarios portrayed after the presentations.

## **VIII. Synthesis and Valuing**

To end the session, ask the following:

1. How should people with different occupations interact with each other?
2. Why should you value the occupation of the people around you in the community?

## **IX. Homework**

Let the students cut out pictures of what they want to be when they grow up. They should discuss their answers and pictures in front of the class the next meeting.



# Iba't Ibang Pamayanan sa Bansa

<b>Subject/Grade Level:</b>	<i>Social Studies/Primary Elementary</i>
<b>Title:</b>	<i>Iba't Ibang Pamayanan sa Bansa</i>
<b>Competency:</b>	<i>The Different Kinds of Pamayanan</i>
<b>Kch Learner Values:</b>	<b>Community-oriented</b> <i>I belong to a community.</i>
<b>Critical Issue:</b>	<i>Valuing rural areas and the environment.</i>

---

## I. Objectives

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

- Name the different types of *pamayanan*.
- Classify different *pamayanan* into types.
- Differentiate Urban and Rural areas.

## II. Essential Understanding

- There are different types of *pamayanan*: (1) *pamayanan sa kapatagan*, (2) *pamayanan sa tabing-dagat, lawa at ilog*, (3) *pamayanan sa kabundukan*, (4) *pamayanan sa kagubatan*.
- There are different and common characteristics of *pamayanan*.
- There are urban and rural areas. Urban areas are more populated than the rural areas.

## III. Essential Questions

- What are the different types of *pamayanan*?
- What differentiates the different types of *pamayanan*?
- Can a *pamayanan* exist on its own? (without contact with other *pamayanans*)

## IV. Summary of Episode

Nico was visited by his cousin from the province, Abot. Liway and Bobby were actually watching them, and they started discussing the obvious difference in accent between the two. Then, they identified and differentiated the *pamayanan* in the Philippines. There was a short skit between Urbano and Ruralyn, wherein the two met after a long time of being separated by living in different *pamayanans* but met because of the interaction between their *pamayanans*. The story returned to Nico and Abot,

and they differentiated rural and urban sounds, and the idea that there are commonalities between the two emerged.

#### **V. Pre-viewing**

1. Distribute sheets of bond paper to the students and ask them to draw a picture of their hometown.
2. Ask two or three students to share their work to the class briefly.
3. Point out differences in the students drawings and tell the students that they would learn more about these as they watch the episode.

#### **V. Viewing Proper**

- **Pamana** (Primary – Social Studies)  
**Iba't Ibang Pamayanan sa Bansa**

#### **VII. Post Viewing**

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

- a. Did you like the episode?
- b. What did you like about the episode?
- c. What happened in the episode?

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

- a. What are the different types of *pamayanan*?
- b. How are they different from each other?
- c. What is a rural area, and what is an urban area?
- d. What are their similarities and differences?

##### **3. Deepening**

- a. Describe your own pamayanan.
- b. How is it different from where you live now?

##### **4. Group Work/Activity**

#### **VIII. Synthesis and Valuing**

To end the session, discuss the following:

1. What are important or useful things that urban communities provide?
2. What are important or useful things that rural communities provide?
  - Both urban and rural communities are important.

- *Pamayanans* cannot prosper without one another. They should be helping out one another.

We should not think that one type of *pamayanan* is better than the other.

## Klima ng Pilipinas

<b>Subject/Grade Level:</b>	Science 6
<b>Title:</b>	KlimangPilipinas
<b>KCh Learner Values:</b>	Awareness towards various weather conditions
<b>Critical Issue:</b>	Weather, Safety, Income Sources

---

### I. Objectives

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

- Identify the different types of weather
- Differentiate climate from weather
- Tell the income sources during certain weather
- Explain why weather occurs within certain periods of a year
- Predict the sequence of weather within the year
- Tell the different factors that affect the weather and climate of a place

### II. Essential Understanding

- Weather is different from climate
- There are different types of weather within a year
- Weather affects the types of jobs in different locations

### III. Essential Questions

- Why is it important to know the different types of weather?
- Why is it important to know the difference of climate from weather?
- How does weather affect the types of jobs of people?

### IV. Summary of the Episode

The episode tackles about the different types of weather in the Philippines. It also implies why certain types of weather occurs. It also covers the different jobs

in different locations in our country affected by weather. The differentiation between climate-weather and different signal intensities are also discussed.

## V. Pre-Viewing (Motivation)

### 1. As part of the motivational activity, the teacher will:

- Come in class acting like a weather forecaster (uniform is optional.)
- The teacher will ask the students to look outside the classroom and observe the weather.
- After the students answer, the teacher will ask if the students have knowledge about the different types of weather.

## VI. Viewing Proper

- **Pamana:** Klima ng Pilipinas

## 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 iba't-ibang klase ng panahon?
- Tuwing kelan nararanasan ang mga klase ng panahon?
- Ano ang pagkakaiba ng klima at panahon?
- Ano ang epekto ng klima sa pamumuhay at hanap-buhay ng mga tao?
- Ayon sa palabas, ano ang mga salik na nakakaapekto sa lagay ng panahon?
- Bakit iba-iba ang panahon sa magkakaibang lugar kahit sa magkakaparehong oras?

### 3. Group Work/Activity

- The class is divided into 4 groups
- The groups will create an artistic output using manila paper that represents one of the two climates in the Philippines: "tag-araw" and "tag-ulan"; 2 for tag-araw; 2 for tag-ulan
- After each presentation of their output, the groups will demonstrate what people do when experiencing the assigned climate.

## VIII. Synthesis and Valuing

To end the session, ask the following:

- *Ano ang mga kailangang paghandaan tuwing mag-kakaroon ng matinding tag-araw o tag-ulan at ano ang mga dapat nating gawin para matugunan ang mga ito?*

- *Ano ang ginagawa mo o nang iyong pamilya tuwing nagkakaroon ng isang kalamidad tulad ng isang matinding baha o tag-araw?*
- *Anu-ano pa kayang mga hanap-buhay ang maaring gawin ng mga tao sa iba't ibang panahon?*

## IX. Homework

For their homework, give the following activities:

- Ask students to monitor and list down the weather everyday for a week in their community
- The students are also asked to record how the weather affects the lifestyles of the people in their community
- The students will also create a calendar that shows their observations through a drawing of each day
- After a week, the students will present their mini calendars in class

## Mga Magaganda at Makasaysayang Pook sa Bansa

**Batayang Kakayahan:** Pagkilala sa mga magaganda at makasaysayang pook sa Pilipinas

### I. Layunin

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

- makilala ang mga magaganda at makasaysayang pook sa Pilipinas
- alamin ang pagkakaiba ng magagandang tanawin at makasaysayang pook sa Pilipinas
- tuklasin na mayaman sa mga magagandang tanawin at makasaysayang pook ang Pilipinas
- ipagmalaki ang mga magaganda at makasaysayang pook sa Pilipinas
- makiisa sa pangangalaga ng mga magaganda at makasaysayang pook sa Pilipinas

### II. Mahalagang Matutunan

- Mahalagang pag-ingatan natin at ipagmalaki ang mga magagandang tanawin at makasaysayang pook ng Pilipinas dahil kabilang ang mga ito sa mga dahilan kung bakit kilala at dinadayo ang Pilipinas sa buong mundo. Bukod dito, naipapakita natin sa ibang bansa na nabibiyaan ang Pilipinas ng mga makahulugan at tunay na maipagmamalaki na mga lugar at tanawin.

### III. Mahalagang Tanong

- Bakit mahalagang pag-ingatan natin at ipagmalaki ang mga magagandang tanawin at makasaysayang pook ng Pilipinas?

### IV. Buod ng Programa

Sa paglalakbay ni Niko at ni Bobby, matutukalasang mayaman sa mga magagandang tanawin at makasaysayang pook ang Pilipinas.

### V. Gawain Bago ang Panonood (Panghikayat na Gawain)

1. Maghanda ng mga larawan ng iba't-ibang magaganda at makasaysayang pook sa Pilipinas.
2. Tanungin ang mga mag-aaral kung sino na ang nakabisita sa mga lugar na nasa larawan.
3. Tanungin ang mga mag-aaral kung paano nila ilalarawan ang lugar na kanila nang napuntahan.
4. Pagkatapos, alamin kung alin sa mga lugar na hindi pa nila napuntahan ang gusto nilang puntahan. Itanong kung bakit.
5. Alamin mula sa mga mag-aaral kung bakit sa tingin nila maraming pumupunta sa mga lugar na iyong ipinakita.

### VI. Panonood

Pamana : Mga Magaganda at Makasaysayang Pook sa Bansa

### VII. Gawain Pagkatapos Manood

#### 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. Anu-ano ang mga lugar na napuntahan ni Niko at ni Buot?
- b. Paano inilarawan ni Diway ang mga magagandang tanawin? Paano naman niya inilarawan ang mga makasaysayang pook?
- c. Sa iyong palagay, bakit mahalagang malaman natin ang mga lugar na ito?

#### 3. Pangkatang Gawain

- a. Hatiin ang klase sa anim (6) na grupo.

- b. Ipaalam sa kanila na ang kanilang gawain ay makalikha ng isang “brochure” na kung saan ipinakilala ang isang maganda o makasaysayang pook sa Pilipinas. Sabihin sa kanila na ang layunin ng gawaing ito ay makilala ang lugar at makahikayat ng bisita. Magpakita ng halimbawa.
- c. Ang unang tatlong grupo ay pipili ng isang lugar mula sa mga magagandang tanawin sa Pilipinas samantalang ang huling tatlong grupo naman ay pipili ng lugar mula sa mga makasaysayang pook sa Pilipinas.
- d. Ipaalam na matapos gawin ang “brochure” ay kanila itong ipapakita sa buong klase.
- e. Ipaalam sa kanila na ang kanilang gawain ay bibigyan ng marka batay sa mga pamantayan na nasa ibaba:

Pamantayan	Puntos
1. Nilalaman o paglalarawan ng pook	4 puntos
2. Pagiging malikhain sa ‘brochure’ na nagawa	3 puntos
3. Presentasyon ng “brochure” na nagawa	3 puntos
	10 puntos

#### VIII. Pagbuho

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

1. Bakit dapat nating pag-ingatan at ipagmalaki ang mga magaganda at makasaysayang pook ng Pilipinas?
2. Ano ang ipinakilala ng pagkakaroon ng Pilipinas ng magagandang tanawin at makasaysayang pook?

#### IX. Takdang Aralin

Gumupit ng mga larawang hindi pa nabanggit sa programa at sabihin kung ang mga ito ay kabilang sa magagandang tanawin o sa mga makasaysayang lugar.

## Mga Anyong Lupa

**Batayang Kakayahan:** Pagtuklas sa iba’t ibang uri ng anyong lupa na matatagpuan sa Pilipinas

## X. Layunin

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

- Alamin ang iba't ibang uri ng anyong lupa
- Alamin ang pagkakaiba ng mga anyong lupa
- Alamin kung saan matatagpuan sa Pilipinas ang iba't ibang anyong lupa

## XI. Mahalagang Matutunan

- Mahalagang matutunan natin ang iba't ibang uri ng mga anyong lupa at kung saan matatagpuan ang mga ito sa ating bansa.
- Mahalagang pangalagaan natin ang ating mga anyong lupa na pinagkukunan natin ng kabuhayan.

## XII. Mahalagang Tanong

- Anu-ano ang iba't ibang uri ng anyong lupa?
- Anu ang pagkakaiba ng mga anyong lupa?
- Saan natin matatagpuan sa Pilipinas ang iba't ibang uri ng anyong lupa?
- Paano natin mapapangalagaan ang ating mga anyong lupa?

**Comment [CG1]:** Maglagay ka ng tanong na ang sagot ay yung mahalagang matutunan...medyo vague kasi yung II.

## XIII. Buod ng Programa

Sa paglalakbay ni Niko at ni Bobby, matututunan nila ang iba't ibang uri ng anyong lupa. Magiikot sila sa Pilipinas upang matuklasan kung saang lugar naroroon ang mga ito. Matutuklasan nila ang kabuhayang naibibigay sa atin ng iba't ibang anyong lupa. Maiintindihan nila kung bakit kailangang pangalagaan ang ating mga anyong lupa na pinagkukunan natin n gating kabuhayan.

## XIV. Gawain Bago ang Panonood (Panghikayat na Gawain)

6. Magdala ng iba't ibang larawan ng mga anyong lupa.
7. Magpakita ng isang malaking mapa ng Pilipinas.
8. Idikit sa mga lugar sa Pilipinas kung saan matatagpuan ang larawan ng mga anyong lupa.

## XV. Panonood

Pamana: Mga Anyong Lupa

## XVI. 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



- d. Anu-anong mga anyong lupa ang natuklasan nila Niko at ni Bobby?
- e. Saang mga lugar sa Pilipinas maaring amtagpuan ang mga anyong lupa?
- f. Sa iyong palagay, bakit mahalagang pangalagaan natin ang mga anyong lupa?

#### 6. Pangkatang Gawain

- f. Hatiin ang klase sa anim (6) na grupo.
- g. Pagawin ang bawat grupo ng isang larawan kung saan nakalagay ang iba't ibang anyong lupa.
- h. Ipresinta ang nagawang larawan sa klase at talakayin kung bakit ganoon ang pagkakatabi-tabi ng mga anyong lupang iginuhit.

#### XVII. Pagbubuo

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

3. Bakit dapat nating matutunan ang iba't ibang uri ng anyong lupa?
4. Ano ang pinagkaiba ng mga anyong lupa?
5. Ano ang pakinabang na maari nating makuha mula sa mga anyong lupa?
6. Paano mo magagamit ang kaalaman sa mga anyong lupa sa totoong buhay?

#### XVIII. Takdang Aralin

Maghanap ng larawan ng mga anyong lupa na makikita sa Pilipinas na napuntahan na. Kung wala pa ay pumunta sa isang lugar na may anyong lupa. Ibahagi sa klase ang iyong karanasan sa napuntahang anyong lupa.

## Water Forms/Bodies of Water

**Subject/Grade Level:** *Heograpiya, Kasaysayan, at Sibika (HeKaSi)/Primary - Elementary*

**Title:** *Water Forms/Bodies of Water*

**Competency/ies:** *Basics of Water Forms in the Philippines*

**KCh Learner Values:** *Creative Problem Solving (I am a creative problem solver.)  
Responsibility (I am responsible.)*

**Critical Issue:** *Environment (Conservation of water formations/Pollution)*

---

## I. Objective/s

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

- Enumerate the nine different bodies of water mentioned in the episode.
- State the characteristics of the nine different bodies of water mentioned in the episode.
- Give at least one example of the activities done in each body of water.
- Give at least two examples of the bodies of water mentioned in the episode (example may be one from the episode or from the student).

## II. Essential Understandings

- There are many different bodies of water, ranging from small springs to vast oceans, that can either be freshwater (*tubig-tabang*) or saltwater (*tubig-alat*).
- Among these bodies of water, there are mainly nine different kinds: springs, ponds, rivers, waterfalls, bays, gulfs, seas, oceans and lakes.
- Different bodies of water have different resources available to them and are associated with a variety of human activity.

## III. Essential Questions

- What are the different kinds of bodies of water?
- How do people benefit from these bodies of water?

## IV. Summary of the Episode

This episode focuses on the nine main kinds of bodies of water found in the Philippines, which are: spring (*bukal*), pond (*sapa*), river (*ilog*), waterfall (*talon*), bay (*look*), gulf (*golpo*), sea (*dagat*), ocean (*karagatan*), and lake (*lawa*). It also gives their main aspects, and various examples throughout the country. These are all shown as Nico and his friends help out Goldie, a goldfish who has gotten lost and can't find her home.

## V. Pre-Session Motivation

1. Do an icebreaker song to warm up the students: "Roll over the ocean, roll over the sea"
2. Ask the students, "What are the sea and ocean examples of?"

**Expected response** - water

3. Ask again: "Have you ever swum outside your house, like in a pool or a river?"

**Expected response** – yes

4. Continue on with, "Today we're going to see a show on these bodies of water. Are you ready to watch it?"

**Expected response** - excitement to watch the video

## VI. Viewing Proper

- Pamana (ES Grade 2 - HeKaSi)  
"Mga Anyong Tubig"

## VII. Post-viewing

### A. Questions (episode)

- How was the episode? Did you like it?
- What was the episode about?
- What part did you like the best?
- Where did Goldie the goldfish actually live in?

### B. Review Questions (content)

- What are bodies of water?
- Give the nine different bodies of water mentioned in the video.
- What makes lakes (*lawa*) different from all the other bodies of water?
- What do people do in ponds? In rivers? In bays/gulfs?
- Which bodies of water are freshwater? Which ones are saltwater?

### C. Deepening

- How have people benefited from these bodies of water?
- What do you think will happen if these bodies of water get dirty? If they dry up?
- Have you seen these bodies of water get dirty? How are they dirtied?
- How do you think can we avoid dirtying these bodies of water?

### D. Group Work/Activity

Choose either of the following or improvise:

- Have the students think of ways to help conserve these bodies of water.
- Have the students do a short skit on one activity done in a body of water.

## VIII. Synthesis and Valuing

To end the session, you may use either of the following:

A. Quiz Assessment

Tama o Mali. Isulat sa papel ang tama kung sa tingin mo ay tama ang pangungusap at mali kung sa tingin mo ay mali ito.

- \_\_\_\_\_ 1. Ang karagatan ay ang pinakamalaking anyo ng tubig.
- \_\_\_\_\_ 2. Ang look ay isang uri ng anyong tubig na halos napapalibutan ng lupa.
- \_\_\_\_\_ 3. Sa ilog ginagawa ang asin.
- \_\_\_\_\_ 4. Isa sa mga halimbawa ng lawa ay ang Taal Lake.
- \_\_\_\_\_ 5. Ang tubig sa bukal ay galling sa sapa.
- \_\_\_\_\_ 6. Mas malaki ang sapa kaysa sa ilog.
- \_\_\_\_\_ 7. Pinapatakbo ng talon ang mga hydro-electric plant na gumagawa ng kuryente.
- \_\_\_\_\_ 8. Matabang ang tubig sa mga look at golpo.
- \_\_\_\_\_ 9. Ang dagat ang anyong tubig na nagkakabit-kabit sa mga pulo ng Pilipinas.
- \_\_\_\_\_ 10. Kailangang itapon ang mga basura natin sa ilog para ito ay mawala.

B. Questions

- a. What may happen to the people using these bodies of water if they get dirty or dry up?
- b. As a student, what do you think can you do to help keep rivers (or any other body of water) clean?

**IX. Homework**

For their homework, give the children the following activities:

- a. Ask your elders about more examples of each bodies of water in the country. Where can these be found? Write these down in your notebook.
- b. Ask elders or read books about other activities in bodies of water and list these down in your notebook.

Draw one of these bodies of water on a sheet of bond paper. You may color the drawing.

## Mga Larong Pilipino

Subject/ Grade Level: Social Studies and Values Education/ Primary Elementary

Title: Mga Larong Pilipino

Competency: Importance of the culture.

KCh Learner Values: Community oriented.  
I belong to a community.

Critical Issue: Preserving Philippine Games

---

**I. Objectives:**

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

- list some of the Philippine games.
- identify the difference in playing Philippines games and computer games.
- explain why is it important that we should not forget our own culture.

**II. Essential Understanding**

- You will see the cheerfulness and creativeness of Filipinos.
- In playing Philippine games, you'll learn to work with others.
- In playing, it is not important if you win or lose, the important thing is sportsmanship, it is your attitude while playing the game.
- Everyone is welcome to join the game.

**III. Essential Questions**

1. What do you prefer? Playing Philippine games or computer games?
2. What do you think is the importance of sportsmanship?
3. Can you suggest some ways on how we can develop Philippine games so that children of today won't forget about it?

**IV. Summary of the Episode**

The episode highlighted the following Philippine games: kadang-kadang, sungka, dama, patinero. The team who won the intramurals was also announced. The characteristic of Philippine games, involvement, was emphasized.

**V. Pre-Viewing (Motivation)**

1. Based on the previous session, what do the students liked best? What was their favorite game?

**VI. Viewing Proper**

- **Pamana** (Early Elem.)  
"Mga Larong Pilipino" Part 2

## VII. Post-Viewing

### 1. Questions

1. What have you learned in the video?
2. Did you enjoy watching the video?

### 2. Review Questions

1. Identify some of the games that are played in the video.
2. In the video, what did the teacher said is important in playing?
3. In order to win a game what does each player need?
4. Can you name some characteristics of Philippine games?

### 3. Deepening

1. Do you know at least one game played in the video? Can you demonstrate how it is played?
2. What can you say about the creativeness of the Filipinos who made these games?
3. In your community, how can you promote playing of Philippine games?

## VIII. Synthesis and Valuing

To end the session, ask the following:

1. Why do you think that sportsmanship is important in playing games?  
Does it also apply in computer gaming?
2. Which do you prefer, being involved in the playing with your friends  
(having physical contact) or being involved in the virtual word

## Importance of the culture.

**Competency:** *Importance of the culture.*

**KCh Learner Values:** *Community oriented.*  
*I belong to a community.*

**Critical Issue:** *Preserving Philippine Games*

---

### I. Objectives:

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

- list and describe some of the famous Philippine Games

- suggest ways on how to preserve Philippine games
- identify the importance of preserving our own culture

## II. Essential Understanding

- Philippine games bring out creativity and resourcefulness.
- Philippine games enhance mental alertness.
- Few materials, sometimes none at all, are needed in playing Philippine games.

## III. Essential Questions

1. With the rise of technology at home, school, and community, do you have a chance to play any Philippine games?

## IV. Summary of the Episode

This episode introduces some Philippine games and their advantages. It familiarizes children of today's generation to the almost-forgotten games in the Philippines.

## IV. Pre-Viewing (Motivation)

1. Ask the students who's in favor with Philippine games and who's in favor with computer games.
2. Ask the students to group themselves into 2 groups.
3. First group in favor with Philippine games then the second group is in favor with computer games.
4. Ask the students to do a debate about the advantage and disadvantages of the Philippine games and the computer games.
5. After the debate tell the students about the differences between playing the Philippine games and computer games.

## V. Viewing Proper

- Pamana (Early Elem.)

"Mga Larong Pilipino" Part 1

## VII. Post-Viewing

### 1. Questions

- a. Which of the presented games in the episode do you want to try?
- b. Do you know of any games played in your community that you think has originated in the Philippines?

## 2. Review Questions

- a. Can you name the games that are mentioned in the video?
- b. In the video, what did Mario do that keeps him busy?
- c. What are the importance of playing Philippine games?
- d. What are the things that you can learn in playing Philippine games?

## 3. Deepening

- a. Do you still know how to play some of the Philippine games?
- b. How are you going to promote Philippine games to your friends?
- c. Why do you think children of today are more familiar with computer games than Philippine games?

## VIII. Synthesis and Valuing

To end the session, ask the following:

- As a child of this generation, what can you do to help preserve the Philippine games?
- What do you think are the effects of the new technology (ex. computer games) to the Philippine games?
- What do you prefer computer games or Philippine games? Why?

## IX. Homework

Assign each group to facilitate the following Philippine games:

- Luksong baka
- Tumbang preso
- Patintero
- Dama
- Piko
- Kadang-kadang

# Mga Yaman ng Bansa

**Pamagat:** Mga Yaman ng Bansa

**Batayang Kakayahan:** Pagtuklas sa iba't ibang uri ng likas na yaman ng Pilipinas



### **XIX. Layunin**

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

- Alamin ang mga likas na yaman ng Pilipinas;
- Alamin ang mga yamang lupa at kung saan ito matatagpuan;
- Alamin ang mga yamang tubig at kung saan ito matatagpuan;
- Alamin ang mga yamang mineral at kung saan ito matatagpuan.

### **XX. Mahalagang Matutunan**

- Mahalagang matutunan natin ang iba't ibang uri ng mga likas na yaman ng ating bansa tulad ng yamang lupa, tubig, at mineral.
- Mahalagang pangalagaan natin ang ating mga likas na yaman na pinagkukunan natin ng kabuhatan.

### **XXI. Mahalagang Tanong**

- Anu-ano ang iba't ibang uri ng likas na yaman?
- Anu-ano ang ating mga yamang lupa?
- Anu-ano ang ating mga yamang tubig?
- Anu-ano ang ating mga yamang mineral?
- Saan natin matatagpuan sa Pilipinas ang iba't ibang uri ng likas na yaman?
- Paano natin mapapangalagaan ang ating mga likas na yaman?

**Comment [CG2]:** Bawasan na natin to, kung ano na lang yung tanong, yung II yung sagot.

### **XXII. Buod ng Programa**

Sa paglalakbay ni Niko at ni Bobby, matututunan nila ang iba't ibang uri ng likas na yaman na mayroon sa ating bansa. Magiikot sila sa Pilipinas upang matuklasan kung saang lugar naroroon ang mga yamang lupa, yamang tubig, at yamang mineral. Matutuklasan nila ang kabuhayang naibibigay sa atin ng iba't ibang likas na yaman at kung papaano natin ito mapapangalagaan.

### **XXIII. Gawain Bago ang Panonood (Panghikayat na Gawain)**

9. Magdala ng iba't ibang larawan ng mga likas na yaman.
10. Magpakita ng isang malaking mapa ng Pilipinas.
11. Idikit sa mga lugar sa Pilipinas kung saan matatagpuan ang larawan ng mga likas na yaman.

### **XXIV. Panonood**

Pamana: Mga Yaman ng Bansa

### **XXV. 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

- g. Anu-anong mga likas na yaman ang natuklasan nila Niko at ni Bobby?
- h. Saang mga lugar sa Pilipinas maaring matagpuan ang mga likas na yaman?
- i. Sa iyong palagay, bakit mahalagang pangalagaan natin ang mga likas na yaman?

#### 9. Pangkatang Gawain

- i. Hatiin ang klase sa anim (6) na grupo.
- j. Pagawin ang bawat grupo ng isang larawan kung saan nakalagay ang iba't ibang likas na yaman na sa tingin nila ay pinaka-mahalaga.
- k. Ipresinta ang nagawang larawan sa klase at talakayin kung bakit iyon ang pinakamahalagang likas na yaman para sa kanila.

#### XXVI. Pagbubuo

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

- 7. Bakit dapat nating matutunan ang iba't ibang uri ng likas na yaman?
- 8. Ano ang pakinabang na maari nating makuha mula sa mga likas na yaman?
- 9. Paano mo magagamit ang kaalaman sa mga likas na yaman sa totoong buhay?

#### XXVII. Takdang Aralin

Maghanap ng larawan ng mga likas na yaman na makikita sa Pilipinas na napuntahan o nakita mo na na. Kung wala pa ay pumunta sa isang lugar na may likas na yaman. Ibahagi sa klase ang iyong karanasan sa napuntahang o nakitang likas na yaman.

## Paggamit ng Globo at Mapa

#### Batayang Kakayahan:

Pagsunod sa mga pangunahin at pangalawang direksyon upang matukoy ang isang lugar o lokasyon gamit ang isang mapa o globo.

#### XXVIII. Layunin

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

- Alamin ang mga pangunahing direksyon
- Alamin ang mga pangalawang direksyon
- Tuklasin ang mga lugar na itinutukoy sa isang direksyon
- Alamin ang iba't ibang uri at gamit ng mapa ayon sa pangangailangan
- Alamin ang gamit ng isang globo at ang mga bahagi nito
- Alamin kung paano nakakapaglakbay ang sinaunang Pilipino noong wala pa ang mapa

#### **XXIX. Mahalagang Matutunan**

- Mahalagang matutunan natin ang iba't ibang direksyon tulad ng "Hilaga," "Timog," "Silangan," at "Kanluran." Magagamit natin ang mga direksyong ito upang mahanap ang lokasyon ng mga lugar na makikita sa isang mapa na isang larawan ng patag na mundo.

#### **XXX. Mahalagang Tanong**

- Bakit mahalagang matutunan ang iba't ibang direksyon?
- Bakit mahalagang matutunan ang pagbabasa ng isang mapa?

#### **XXXI. Buod ng Programa**

Sa paglalakbay ni Niko at ni Bobby, matututunan ni Niko ang mga pangunahin at pangalawang direksyon na gagamitin niya sa paghahanap ng lokasyon ng isang lugar. Makikilala niya si Salvatore at Bernardino at matutuklasan ang iba't ibang uri at gamit ng mapa ayon sa pangangailangan. Makikilala rin niya si Alvin at matutuklasan ang gamit at mga bahagi ng isang globo. Matutuklasan rin nila kung papaano naglalakbay ang mga sinaunang tao kahit wala pang mapa. Makikilala rin niya si Mang Roger at tutungan niya itong mahanap ang Principal's Office gamit ang kaniyang mga natutunan sa pagbabasa ng mapa.

#### **XXXII. Gawain Bago ang Panonood (Panghikayat na Gawain)**

12. Magdala ng mapa ng probinsiya kinapapalooban ng paaralan.
13. Ipakita sa mga mag-aaral ang mga mahahalagang lugar na nakapaloob sa mapa.
14. Itanong sa mga mag-aaral kung ano ang mga direksyon ng mga mahahalagang lugar mula sa kanilang pinaroroonan na paaralan.

#### **XXXIII. Panonood**

Pamana: Paggamit ng Globo at Mapa

#### **XXXIV. 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**

- j. Sinu-sino ang mga nakilala ni Niko at ni Bobby?
- k. Anu-ano ang natutunan ni Niko sa mga taong nakilala niya?
- l. Sa iyong palagay, bakit mahalagang malaman natin ang lokasyon ng mga lugar?

##### **12. Pangkatang Gawain**

- l. Hatiin ang klase sa anim (6) na grupo.
- m. Pagawin ang bawat grupo ng mapa ng buong paaralan.
- n. Ipresinta ang nagawang mapa sa klase at ipakita ang mga lokasyon ng bawat lugar dito.

#### XXXV. Pagbubuo

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

- 10. Bakit dapat nating matutunan ang paghahanap ng lokasyon ng mga lugar?
- 11. Ano ang pinagkaiba ng isang mapa at isang globo?
- 12. Paano mo magagamit ang kaalaman sa direksyon at pagbabasa ng mapa sa totoong buhay?

#### XXXVI. Takdang Aralin

Gumuhit ng isang mapa na naglalarawan ng mga malalapit na lugar na napuntahan malapit sa inyong bahay sa loob ng nakalipas na buwan. Gumamit ng mga ginupit na larawan upang ipakita ang lokasyon ng mga lugar na ito. Ipresinta sa klase kinabukasan.

## Ang Pananakop ng mga Dayuhan

<b>Subject/Grade Level:</b>	<i>Primary – Elementary Social Studies (Grades 4-5)</i>
<b>Title:</b>	<i>Ang Pananakop ng mga Dayuhan</i>
<b>Competency:</b>	<i>The nations who colonized the Philippines</i>
<b>KCh Learner Values:</b>	<i>Sacrifice and love for one’s country; Standing up for what is right</i>
<b>Critical Issues:</b>	<i>Fighting for our freedom</i>

---

### I. Objectives

*At the end of the lesson, the students must be able to:*

- 1. identify the different nations that colonized our country;
- 2. discuss the condition of the Philippines during each period of colonization;
- 3. narrate how the colonizers influenced our country;
- 4. understand the importance of our freedom.

### II. Essential Understanding:

- 1. We were colonized by Spain, America, and Japan.

2. Filipinos fought the colonizers to gain our freedom which we still experience today.
3. Spain, America, and Japan influenced our culture.

**III. Essential Questions:**

1. Why/how did Spain, America, and Japan colonize our country?
2. Why do we need to fight for our freedom?

**IV. Summary of the episode:**

The episode tackles how Spain, America, and Japan colonize our country. It also discussed their influences, and Filipinos' struggle for freedom.

**V. Pre-viewing (Motivation):**

1. Prepare large pictures of a Spaniard, an American, and a Japanese. Make sure that their clothing is appropriate to their nationality.
2. Post the pictures on the board.
3. Let the students guess where each of them (person in the picture) comes from based on their appearances. Give some clues if they are not able to guess properly.
4. Tell the students that today's discussion is about the people in the pictures, and that a long time ago, their countrymen came to the Philippines. The students will watch a video on how and why these people came in the Philippines.

**VI. Viewing Proper:**

- **Pamana** (Primary – Elementary)  
"Ang Pananakop ng mga Dayuhan"

**VII. Post-viewing:**

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

- a. Was the program enjoyable? Why or why not?
- b. What was the episode about?

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

- a. Who are the first colonizers of the Philippine, and how did they come in our country?
  - b. Who came after the Spaniards and what did they do in our country?
  - c. Who came after the Americans and why did they invade our country?

- d. What is the concept of *pananakop*?
- e. What was the condition of the Philippines during each colonization?
- f. How did the colonizers influenced our culture?
- g. How did the Filipinos gain freedom?

**3. Deepening:**

- a. Why do we need to fight for our freedom?
- b. Is bullying similar to what these colonizers have done? What will you do if you see other students being bullied?
- c. How will you show respect for the Filipinos who fought for our freedom?

**4. Group Work/Activity:**

- a. Divide the class into three groups. Ask them to list things, food, or traits which were influenced by the nations who colonized our country. After 5 minutes, each group will explain their work.

**VII. Synthesis and Valuing**

*To end the session, ask the following:*

- 1. What is the importance of freedom?
- 2. As a student, what are the simple ways to fight for your freedom?
- 3. In what ways can you show your love for our country?

**IX. Homework**

For their homework, give the students the following activities:

- 1. On a short bond paper, draw your favorite food which was influenced by one of the nations who colonized our country. Explain why you love that food, and tell something about the nation where your favorite food came from.

## Pangangalaga sa Yaman ng Bansa

**Batayang Kakayahan:**

Pagalam sa iba't ibang uri ng mga sanhi ng pagkasira ng ating mga likas na yaman at kung papaano natin ito pangangalagaan

**XXXVII. Layunin**

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

- Alamin ang mga likas na yaman ng Pilipinas
- Alamin ang mga sanhi ng pagkasira ng ating mga likas na yaman at kung papaano ito pipigilan o iiwasan.
- Alamin ang mga paraan kung papaano natin pangalagaan ang ating mga likas na yaman

#### **XXXVIII. Mahalagang Matutunan**

- Mahalagang matutunan natin ang iba't ibang uri ng mga likas na yaman.
- Mahalagang malaman natin ang sanhi ng pagkasira n gating mga likas na yaman at kung papaano ito pipigilan o iiwasan.
- Mahalagang pangalagaan natin ang ating mga likas na yaman na pinagkukunan natin ng kabuhayan.

#### **XXXIX. Mahalagang Tanong**

- Anu-ano ang iba't ibang uri ng likas na yaman?
- Anu-ano an gating mga sanhi na nakakasira sa ating mga likas na yaman?
- Paano natin mapipigilan o maiiwasan ang pagkasira ng ating likas na yaman?

#### **XL. Buod ng Programa**

Sa paglalakbay ni Niko at ni Bobby, matututunan nila ang iba't ibang uri ng likas na yaman na mayroon sa ating bansa. Matutuklasan nila ang mga sanhi ng pagkasira ng ating likas na yaman. Matutuklasan nila ang mga paraan upang mapigilan o maiwasan ang pagkasira n gating mga likas na yaman at kung papaano ito mapapangalagaan.

#### **XLI. Gawain Bago ang Panonood (Panghikayat na Gawain)**

15. Magdala ng iba't ibang larawan ng mga likas na yaman.
16. Magdala rin ng iba't ibang larawan ng mga nasirang likas na yaman.
17. Ipakita sa mga magaaral ang mga larawan ng nasirang kalikasan at tanungin kung ano ang maaring maging epekto ng mga ito sa mga tao.

#### **XLII. Panonood**

Pamana: Pangangalaga sa Yaman ng Bansa

#### **XLIII. Gawain Pagkatapos Manood**

##### **13. Mga Tanong tungkol sa Programang Napanood**

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

##### **14. Mga Gabay na Tanong tungkol sa Paksa ng Programa**

**Comment [CG3]:** Change din natin ito para ito yung tanong tapos yung II yung sagot...parang dun sa ibang guides.

- m. Anu-anong mga likas na yaman ang natuklasan nila Niko at ni Bobby?
- n. Anu-ano ang mga Gawain na nakakasira sa ating likas na yaman?
- o. Anu-ano ang epekto ng pagkasira ng ating mga likas na yaman sa tao?
- p. Sa iyong palagay, bakit mahalagang pangalagaan natin ang mga likas na yaman?

#### 15. Pangkatang Gawain

- o. Hatiin ang klase sa anim (6) na grupo.
- p. Pagawin ang bawat grupo ng isang larawan kung saan nagpapakita ng isang likas na yaman sa isang banda at nagpapakita ng nasirang likas na yaman sa kabilang banda.
- q. Ipresinta ang nagawang larawan sa klase at talakayin kung paano nasira ang likas na yaman na iginuhit sa isang banda at kung anung paraan ang dapat gawin upang manumbalik sa dating anyo ang nasirang likas na yaman sa kabilang banda.

#### XLIV. Pagbubuo

Sa pagtatapos ng talakayan, itanong ang mga sumusunod:

- 13. Bakit dapat nating matutunan ang iba't ibang uri ng likas na yaman?
- 14. Anu-ano ang mga sanhi na nakakasira sa ating likas na yaman?
- 15. Paano natin mapapangalagaan an gating mga likas na yaman?
- 16. Paano mo magagamit ang kaalaman sa mga likas na yaman sa totoong buhay?

#### XLV. Takdang Aralin

Maghanap ng larawan ng nasirang likas na yaman na makikita sa Pilipinas na napuntahan o nakita mo na na. Kung wala pa ay pumunta sa isang lugar na may likas na yaman. Ibahagi sa klase ang iyong karanasan sa napuntahang o nakitang likas na yaman.

## Saan matatagpuan ang Pilipinas

<b>Subject/Grade Level:</b>	<i>Primary Elementary - Social studies</i>
<b>Title:</b>	<i>Saan matatagpuan ang Pilipinas</i>
<b>Competency:</b>	<i>Pagtuklas sa mga kaalamang pang heograpiya tungkol sa Pilipinas.</i>
<b>KCh Learner Values:</b>	<b>Responsible</b> <i>I am Responsible</i>
<b>Critical Issue:</b>	<i>Pangangalaga sa Likas Yaman ng Pilipinas.</i>

---



## I. Layunin

- Malaman kung nasaan sa mundo ang Pilipinas
- Matuklasan ang mga bansa at ang mga katawan ng tubig na pumapalibot sa Pilipinas
- Matuklasan ang mga pangunahing malalaking isla na bumubuo sa Pilipinas
- Malaman ang kahalagahan ng pagpapanatili o pag-aalaga ng mga likas na yaman ng bansa

## II. Essential Understanding

- Lahat ng lupa at tubig sa pagitan at paligid ng Pilipinas ay sakop nito
- Pilipinas- timog silangang asya (asya)

Mga katawan ng tubig na pumapalibot sa Pilipinas:

Kanal ng Bashi- hilaga

Dagat ng Pilipinas – silangan

Dagat ng Celebes – timog kanluran

Dagat ng Timog China – kanluran

Mga bansang malapit sa pilipinas:

Indonesia

Malaysia

Thailand

Singapore

-7,107 isla/pulo ang bumubuo sa Pilipinas

-Kapuluan ang pilipinas dahil binubuo ito ng mga pulo

Mga Pulo na bumubuo sa Pilipinas:

Luzon- Pinakamalaki sa pangkat ng mga pulo sa Pilipinas. May lawak na 105,708km<sup>2</sup>. Ilan sa mga pulo ng luzon ay ang Palawan, Mindoro at Romblon.

Visayas- Matatagpuan sa gitna ng Luzon at Mindanao.  
May lawak na  $57,782\text{km}^2$ . Ilan sa mga pulo ang Panay, Negros, Cebu, Bohol.

Mindanao- Pangalawa sa pinakamalaking pangkat ng pulo sa Pilipinas. May lawak na  $95,587\text{km}^2$ . Ilan sa mga pulo ang Sulu at Tawi tawi.

### III. Essential Questions

- Ano ang mga pangunahing pulo na bumubuo sa Pilipinas?
- Ano ang mga bansa na pumapalibot sa Pilipinas?
- Ano ang mga katawan ng tubig na pumapalibot sa Pilipinas?
- Ilang ang pulo sa Pilipinas?
- Saang kontinente naroroon ang Pilipinas?

### IV. Summary of the Episode

Ang palabas na ito ay nakapokus sa batang si Nico. Magbabakasyon ang pinsan ni Nico sa Pilipinas mula sa Amerika at gusto nitong matuto tungkol sa Pilipinas. Itinalakay sa palabas na ito ang mga pangheograpiyang kaalaman tungkol sa Pilipinas tulad ng lokasyon nito sa mundo, mga pulo na bumubuo dito, at mga katawan ng tubig at lupa na pumapalibot dito. Ipinakita din sa palabas kung paano tayo, bilang mga mamamayan ng Pilipinas, makakatulong sa pag-alaga at pagpapanatili ng ating mga Likas na Yaman.

### V. Pre-Viewing (Motivation)

Igrupo ang klase sa tag lilingang estudyante. Bawat grupo ay dapat gumawa ng kanilang patalastas o “ tv commercial” tungkol sa Pilipinas. Bawat grupo ay dapat mang-engganyo ng mga turista na pumunta at bumisita sa Pilipinas.

Ang pinakamagaling na grupo ay bibigyan ng premyo.

## **VI. Viewing Proper**

- **Pamana** (Primary Elementary - Social studies)  
“Saan matatagpuan ang Pilipinas”

## **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, saan sa mundo matatagpuan ang Pilipinas?
- Ano anong mga bansa at katawan ng tubig ang pumapalibot sa Pilipinas?
- Ilang pulo ang bumubuo sa Pilipinas?
- Ano ang mga pangunahing malalaking pulo sa Pilipinas?
- Bakit tinawag na Perlas ng Silangan ang Pilipinas?

### **3) Deepening**

- Masasabi mo bang malinis ang kapaligiran sa inyong pook?
- Ano sa tingin mo ang mga dahilan kung bakit mayroon tayong problema sa ating kapaligiran?
- Bilang Pilipino, paano ka makakatulong sa pag papanatili ng mga likas na yaman ng Pilipinas?

### **4) Group Work/Activity**

- Gumawa ng skit o maikling palabas na nagpapakita kung paano niyo, bilang mga Pilipino papanatilihin o pangangalagaan ang ating mga

Likas na yaman. Ipakita din sa skit kung ano ang mga Likas na yaman na mayroon tayo.

### VIII. Synthesis and Valuing

Bago matapos ang klase, sabihin ang mga sumusunod sa klase:

Ang ating mga likas na yaman ay dapat nating alagaan sapagkat dito nagmumula ang ating mga pangunahing pangangailangan gaya ng pagkain, inumin, tirahan, damit, at iba pa. Malaki rin ang naiaambag ng mga ito sa ating turismo. Dapat lamang na ito ay alagaan, panatilihin, at ipagmalaki sa buong mundo.

Sa maliliit na paraan tulad ng pagtatapon ng basura sa wastong tapunan o pagwawalis ng paligid ay makatutulong na tayong mapaganda pa lalo ang ating mga likas na yaman.

### IX. Homework

Gumawa ng isang poster sa isang short bond paper na nagpapakita ng kagandahan ng Pilipinas at kung paano ito mapangangalagaan. Lagyan ito ng slogan.

## Sino at ano ang Pilipino?

<b>Competency:</b>	<i>Standards and aspects of being a Filipino and Philippine culture.</i>
<b>KCh Learner Values:</b>	<i>I belong to a Community.</i>
<b>Critical Issue:</b>	<i>Population - Love for one's country, culture, and heritage.</i>

### I. Objectives

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

1. Know and understand who is considered a Filipino
2. Familiarize themselves with the culture and heritage of the Philippines.
3. Establish the pride and love for our own country.

### II. Essential Understanding

1. You are a Filipino if you were born in the Philippines, and/or if either your mother or father is a Filipino.
2. Not all Filipinos have the same physical features or characteristics.

3. Although Filipinos have different languages, clothes, houses, and music, we all still have the same set of values.
4. It is important to know one's country and culture to know oneself.

### **III. Essential Questions**

1. Describe what makes a person a Filipino.
2. What characteristics are common among Filipinos?
3. On what country do Filipinos live?
4. Describe some physical features of a Filipino.
5. Enumerate the good traits that Filipinos possess.

### **IV. Summary of the Episode**

The episode will discuss who and what a Filipino is. It starts with an assignment given to Niko on how to define what and who a Filipino is. In the library, he comes by Bobby Buot who helps Niko discover the answer to his assignment question. He found out that it is not physical features, but values, tradition, and heritage that make one a true Filipino. Niko realizes how important it is to know one's culture.

### **V. Pre-Viewing (Motivation) (10-15 mins)**

1. The teacher will write the word "Pilipino/Filipino" on the blackboard.
2. Students will be asked to give the words or phrases that they can associate with the word "Pilipino". The teacher will say: "What words or phrases can you associate with the word "Filipino"?"
3. After the activity, the teacher will explain why they did the activity: "All of these words are related to the word "Filipino". Today we will find out who a Filipino is and what lies behind the Filipino culture.

### **VI. Viewing Proper**

Pamana: Sino at Ano ang Pilipino?

### **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. Does physical appearance show that you are a Filipino? Why or why not?
  - b. In the movie, many different aspects of the Filipino culture were mentioned.

What characteristics are similar to all Filipinos?

- c. Enumerate the good qualities of a Filipino that were mentioned in the video.
- d. Give examples of the dialects that are used by Filipinos in our country.

3. Deepening

- a. In the video, Niko stopped his classmates from teasing a dark-skinned girl. What did he say to stop them?
- b. Will you do what Nikko has done in the video? Why or why not?

4. Group Work/Activity

- a. Instruct your students to form four groups. Station each in one corner of the classroom.
- b. The activity is called "Paint Me A Picture". The students will be asked to create a scene depicting what it means to be a Filipino. This will be done one group at a time.
- c. They are given 5 minutes to brainstorm. When the time is up, the teacher will shout "Freeze!" and the first group of students will stay still in whatever scenario they have chosen to depict.
- d. When everyone has had a good look at their depiction, a representative of the group will describe their chosen scene and explain.
- e. The best group will be chosen by the teacher and receive 5 points for recitation. The rest will receive 3 points.

**VIII. Synthesis and Valuing**

To end the session, ask and discuss the following:

1. Why is it important to know what a Filipino is?
2. Are you proud to be a Filipino? On what ways can you show your pride as a true Filipino?
3. What good values can you get from the video?

**IX. Homework**

Ask your students to:

1. Write a 2-stanza poem or song about their love for the Philippines and pride of being a Filipino.
2. Cut pictures showing the love or pride for our country.