

CURRICULUM MAP

Soaring to New Heights in Language 1 (Second Edition)

Dear Teacher,

Greetings from Abiva Publishing House Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides (TG) that provide you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official website at wecare@abiva.com.ph.

Thank you.

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Curriculum Map Components and Content Sources

Key Stage Standards	Copied from the DepEd Curriculum Guide for English
Grade Level Standards	Copied from the DepEd Curriculum Guide for English
Content Standards	Copied from the DepEd Curriculum Guide for English
Performance Standards	Copied from the DepEd Curriculum Guide for English
Content	Taken from the textbook: <i>Soaring to New Heights in Language 1 (Second Edition)</i>
K to 12 Learning Competencies (MELCs included)	Copied from the DepEd Curriculum Guide for English. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

Key Stage Standard	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
Grade Level Standards	The learner listens for comprehension, speaks clearly, and uses appropriate expressions in talking about oneself, family, and other social context interactions.

1st Quarter

Unit 1: New Things for Me		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> story elements and text structures for effective oral expression; and the elements of literary and informational texts for effective oral expression. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings; and familiar literary forms and concept of words in English for effective expression. <p><i>Grammar</i> The learner demonstrates understanding of concepts of nouns and adjectives for identification and description.</p>	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> correctly identifies elements of literary and informational texts to aid meaning getting; and uses elements of literary and informational texts to sufficiently extend meaning and understanding. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> participates actively in different oral activities; and shares/expresses personal ideas, thoughts, actions, and feelings using familiar words. <p><i>Grammar</i> The learner correctly names people, objects, places, and things through theme-based activities.</p> <p><i>Attitude Toward Language, Literacy, and Literature</i> The learner presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks.</p>

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	<i>Attitude Toward Language, Literacy, and Literature</i> The learner demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks.		
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Meeting New Friends in School <i>(Nonsentences and Sentences)</i>	<i>Answer simple questions (who, what, when, where, why) about a dialogue listened to</i> EN1G-IIIa-1.1 MELC Recognize sentences and nonsentences EN1G-IIIb-1.4 Recognize simple sentences EN1OL-IIIa-b-1.17 MELC Talk about oneself and one's family <i>Write sentences about oneself</i> <i>Spell words with long a sound spelled as a-e</i>	How do I make new friends using good English?	Talking properly and asking polite questions in English about a new friend are good way to make friends.	Communication Sharing and receiving clear information and using oral and interpersonal communication skills	Oral Production Read and recite a poem Motivation Bingo Name game Guided Listening Activity Pre-listening, Listening, Post-listening Deductive Method in Teaching Grammar Discussion Lecture Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing	Diagnostic Spelling pretest and drills Formative <ul style="list-style-type: none"> Post-listening exercises Grammar exercises (recognize sentence and nonsentence; match phrases to form complete sentences; complete sentences; rearrange words to form correct sentences) Pair work (ask and answer questions by completing given) 	<ul style="list-style-type: none"> Respectfulness Friendliness 	<ul style="list-style-type: none"> listening text dialogues written on manila paper bingo sheets strips of cartolina paper with sentences and phrases written on them flash cards with spelling words

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					<p>Horn Method of Teaching Spelling Pretest, Identifying common spelling patterns, Drill, Seatwork</p>	<p>sentence stems)</p> <ul style="list-style-type: none"> • Writing sentences about oneself • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 2 The Day I Was Born</p> <p><i>(Telling Sentences, Capitalization, and Punctuations)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j- 1.1 Listen to short stories/poems and</p> <p>1. note important details pertaining to</p> <ol style="list-style-type: none"> character setting events <p>EN1G-IIIc-1.3 MELC EN1GIId-1.3 EN1G-IIIE-1.3 Recognize telling and asking sentences</p>	<p>How can I tell the story of my birth clearly to my friends and relatives in English?</p>	<p>By using asking sentences about my birth and telling sentences in English, I can share with others about the story of my birth.</p>	<p>Social and Cultural Awareness Knowing one's family members and relatives and everyone that comprises one's social environment</p> <p>Communication Sharing and receiving clear information and using oral and interpersonal communication</p>	<p>Oral Production Read, memorize, and recite a rhyme)</p> <p>Motivation Question-and-answer activity on months of the year</p> <p>Guided Listening Activity Tune in, Guide Question, Listen, Recall (TQLR) strategy</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises (rewrite sentences for proper capitalization; rewrite names of days and months correctly) 	<ul style="list-style-type: none"> • Gratefulness • Friendliness 	<ul style="list-style-type: none"> • listening text • strips of cartolina paper with sentences written on them • manila or cartolina paper with sentences not written correctly • flash cards with spelling words

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	<p>MELC <i>Talk about one's personal experiences</i></p> <p><i>Write a paragraph about one's birth</i></p> <p><i>Spell words with long a sound spelled as ay or ai</i></p>			skills	<p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Checking/Revising, Sharing/Publishing</p> <p>Horn Method of Teaching Spelling</p>	<ul style="list-style-type: none"> • Game: Spot the Mistake (activity on proper capitalization) • Quick response activity using magic slate/response cards (activity on recognizing days of the weeks and months in a year) • Pair work (use telling sentences in talking about one's baby photo) • Writing the story of one's birth • Checking/ proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative 		<ul style="list-style-type: none"> • magic slate or any every-child-response board/card • months of the year on cartolina paper
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<p>LESSON 3 My First Day in School</p> <p><i>(Asking Sentences, Capitalization, and Punctuation)</i></p>	<p><i>Listen carefully to a dialogue read aloud</i></p> <p>EN1G-IIIc-1.3 MELC EN1GIII d-1.3 EN1G-IIIe-1.3 Recognize telling and asking sentences</p> <p>EN1OL-IIIb-c 1.3.3 MELC Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> <p><i>Write a paragraph about the first day of school</i></p> <p><i>Spell words with long e sound spelled as ea</i></p>	<p>How can my school help me use English properly?</p>	<p>The school is a place where I can practice listening and talking in English with our teachers and classmates.</p>	<p>Social and Cultural Awareness Being aware of the larger community one belongs to.</p> <p>Communication Using English to communicate with confidence</p>	<p>Oral Production Read, memorize, and recite a tongue twister</p> <p>Motivation Guessing Game/<i>Pinoy Henyo</i> to practice the use of asking sentences</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Checking, Revising, Proofreading, Posting/Publishing Work</p> <p>Horn Method of Teaching Spelling</p>	<p>Test (unit ender)</p> <p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises (rewrite asking sentences for proper capitalization and punctuation; recognize telling and asking sentences) • Pair work (read aloud a dialog; share personal experiences on the first day of school) • Writing a paragraph about the first day of school • Checking/proofreading of a short paragraph 	<ul style="list-style-type: none"> • Being courteous • Respectfulness 	<ul style="list-style-type: none"> • listening text written on a chart • strips of paper with telling sentences and asking sentences written incorrectly • flash cards or chart of spelling words
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						<p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 4 Getting Ready for School</p> <p><i>(Commanding and Requesting Sentences)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and 2. give the correct sequence of three events</p> <p>EN1OL-IIIId-1.5.4 MELC Use/Respond appropriately to polite expressions: asking permission</p> <p>MELC <i>Recognize and respond to commands and requests</i></p> <p>MELC <i>Give commands and saying requests</i></p> <p>MELC <i>Write directions or instructions</i></p>	<p>What is the proper way of asking or requesting help from others?</p>	<p>I need to use and understand commanding and requesting sentences in English for me to get ready for school.</p>	<p>Initiative Learning to do things for oneself and for others</p>	<p>Oral Production Read, memorize, and recite a short Bible verse</p> <p>Motivation <i>Ms. Please Says</i>, a variation of <i>Simon Says</i>; a game on commands and requests)</p> <p>Guided Listening Activity Pre-listening, Listening, Post-Listening</p> <p>Inductive Method in Teaching Grammar</p> <p>Read-aloud Activities</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Pair work (share about the things they do before going to school) • Oral exercises (recognize and construct commands and requests) • Written grammar exercises (recognize and construct commands and requests) • Group work (give commands or requests, 	<ul style="list-style-type: none"> • Independence • Reliability 	<ul style="list-style-type: none"> • listening text • cartolina • crayons or colored pencils • flash cards or chart of spelling words • strips of paper with situations

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	<i>Spell words with long e sound spelled as ee</i>				<p>Guided Writing Activity Prewriting, Writing, Proofreading, Publishing/Posting</p> <p>Horn Method of Teaching Spelling</p>	<p>round robin style)</p> <ul style="list-style-type: none"> • Write instructions (step-by-step) • Checking/proofreading of a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 5 A Trip to the Zoo <i>(Exclaiming Sentences)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. infer the character feelings and traits <p><i>Recognize exclaiming sentences</i></p> <p><i>Say exclaiming sentence</i></p> <p><i>Write a paragraph about an exciting trip</i></p> <p><i>Spell words with the long i sound spelled as a-e</i></p>	How do I show my appreciation of the things around me through language?	With a sense of awe and wonder I can show appreciation with the right words and expressions.	<p>Social and Cultural Awareness Becoming aware of one's surroundings</p>	<p>Oral Production Read and recite a short dialogue</p> <p>Motivation Name and show different feelings; Guess What I am Feeling game; mime</p> <p>Guided Listening Activity TQLR strategy</p> <p>Read-aloud Activities</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Written exercise (talk about a trip one had with family) • Grammar exercises (write down exclamatory sentences dictated by the teacher) 	Appreciation and care for animals	<ul style="list-style-type: none"> • listening text • pictures showing strong feeling • flash cards or chart of spelling words; strips of manila paper



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					<p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Proofreading, Publishing/Posting</p> <p>Horn Method of Teaching Spelling</p>	<p>observing proper capitalization and punctuation; say an exclaiming sentence based on a given picture)</p> <ul style="list-style-type: none"> • Individual written exercises on exclaiming sentences • Group task (say exclamatory sentences with correct facial expressions and feelings according to given situations) • Writing about an exciting trip • Checking/ proofreading of a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery • Lesson-ender test • Corresponding section in Unit/ 		
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						Summative Test (unit ender)		
<p>LESSON 6 My Talents Are God's Gifts <i>(Using Different Kinds of Sentences)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and 7. Relate story events to one's experience</p> <p><i>Use different kinds of sentences to improve a story</i></p> <p><i>Say different kinds of sentences with different kinds of expressions</i></p> <p><i>Write a paragraph about one's hidden talents</i></p> <p><i>Spell words with long and short u sound spelled as oo</i></p>	<p>How can I discover my talents through my knowledge in English?</p>	<p>I can discover my talents by listening and talking to others in English.</p>	<p>Social and Cultural Awareness Sharing one's God-given talents as a way to discover oneself</p>	<p>Oral Production Read and recite a limerick</p> <p>Motivation Milling Around with Bingo Cards; Talent show by selected pupils)</p> <p>Guided Listening Activity TQLR strategy</p> <p>Read-aloud Activities</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Proofreading, Revising, Sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises (recognize and use different kinds of sentences; write a story based on a given picture using different kinds of sentences) • Read-aloud activities (pair and group work) • Writing a paragraph about one's hidden talent • Checking/proofreading of a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Writing a story based on a given picture 	<ul style="list-style-type: none"> • Believing in oneself • Generosity in sharing one's talents 	<ul style="list-style-type: none"> • listening text • bingo sheets

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						<ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/ Summative Test (unit ender) 		
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.

2nd Quarter

Unit 2: All Around Me		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> story elements and text structures for effective oral expression; and the elements of literary and informational texts for effective oral expression. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings; and familiar literary forms and concept of words in English for effective expression. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> correctly identifies elements of literary and informational texts to aid meaning getting; and uses elements of literary and informational texts to sufficiently extend meaning and understanding. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> participates actively in different oral activities, and shares/expresses personal ideas, thoughts, actions, and feelings using familiar words. <p><i>Grammar</i> The learner correctly names people, objects, places, and things through theme-based activities.</p>

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	<p><i>Grammar</i> The learner demonstrates understanding of concepts of nouns and adjectives for identification and description.</p> <p><i>Attitude Toward Language, Literacy, and Literature</i> The learner demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks.</p>			<p><i>Attitude Toward Language, Literacy, and Literature</i> The learner presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks.</p>
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p>LESSON 1 Persons, Animals, Places, and Things <i>(Nouns)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to: <ol style="list-style-type: none"> a. character b. setting c. events <p><i>Identify names of persons, animal, places, and things</i></p> <p><i>Classify nouns that refer to persons, places, things, and animals</i></p> <p>EN1OL-IIIb-c-1.3.3 MELC Talk about one's personal experiences pertaining to the family,</p>	<p>What would make me a better English speaker when talking about my personal experiences?</p>	<p>To be good in English, I need to add to my vocabulary, especially names of people, places and things.</p>	<p>Communication Saying clearly and loudly what one can see in a given place</p>	<p>Oral Production Read, memorize, and recite a poem</p> <p>Motivation Word Chain game</p> <p>Guided Listening Activity Setting Purpose, Listening, Discussion, Seatwork</p> <p>Deductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (pair work) • Grammar exercises • Read-aloud activity (pair and class work) • Naming game (what one sees in different places) • Writing a paragraph about what one sees on his/her way to 	<p>Respectfulness</p>	<ul style="list-style-type: none"> • listening text • flash cards or chart of spelling words

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	<p>one's pets, and personal experiences</p> <p>MELC <i>Write about what you see around</i></p> <p><i>Spell words with L blends</i></p> <p><i>Spell words used in Math</i></p>				<p>Guided Writing Activity Prewriting, Writing, Sharing with a Partner, Revising, Posting/Publishing</p> <p>Horn Method of Teaching Spelling</p>	<p>school</p> <ul style="list-style-type: none"> • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 2 Helpful Friends <i>(Proper and Common Nouns)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and 10. Retell a story listened to</p> <p><i>Use proper and common nouns</i></p> <p>MELC <i>Tell something about your community</i></p> <p>MELC <i>Write a paragraph to describe your community</i></p> <p><i>Spell words with r-blends</i></p>	<p>How do people in the community help each other?</p>	<p>People do different jobs in the community and they are called different names.</p>	<p>Collaboration Becoming aware of the duties of the members of the community</p>	<p>Oral production Read and recite riddles</p> <p>Motivation Group game on classifying brand names</p> <p>Guided Listening Activity Setting Purpose, Listening, Recall</p> <p>Deductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p>	<p>Diagnostic Spelling pretest and drills (group spelling game)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise • Small group activity (discuss people they meet in the neighborhood) • Grammar exercises • Pair work (talk about one's community) • Writing about 	<ul style="list-style-type: none"> • Being cooperative • Respectfulness 	<ul style="list-style-type: none"> • listening text • flash cards or chart with spelling words • pieces of cartolina paper or cardboard boxes with proper nouns belonging to categories like <i>milk, cars, cereals, toothpaste, bath soap, etc.</i>

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					Guided Writing Activity Prewriting, Writing, Revising, Sharing Horn Method of Teaching Spelling	one's community <ul style="list-style-type: none"> • Checking/proofreading of a short paragraph • Group work (read-aloud activity) Summative <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		
LESSON 3 Animal Friends <i>(Singular and Plural Nouns)</i>	<i>Answer questions about a short story listened to</i> MELC <i>Relate story events to an experience</i> <i>Form the plural of nouns</i> <i>Form the plural of special nouns</i> MELC <i>Recite rhymes</i>	Can animals become our friends, too?	Some animals can be our friends.	Adaptability Showing humility and accepting that there are many things one has to learn	Oral Production Read and recite a tongue twister Motivation Group work; list things that they see inside the classroom Guided Listening Activity Setting purpose, Listening, Recall	Diagnostic Spelling pretest and drills Formative <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises (individual and group work, oral and board exercises) • Post-reading comprehension check 	Showing respect and care for animal friends	<ul style="list-style-type: none"> • listening text • flash cards or chart of spelling words

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	<p><i>Write a paragraph to describe your animal friends</i></p> <p><i>Spell plural forms of nouns</i></p>				<p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Choral Reading; Read-aloud Exercises</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method of Teaching Spelling</p>	<ul style="list-style-type: none"> • Pair work (recite rhymes) • Writing a paragraph about animal friends • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 4 What Are We? <i>(Articles a and an)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC Listen to short stories/poems and 2. give the correct sequence of three events</p> <p><i>Use the articles a and an</i></p> <p>MELC <i>Ask questions</i></p>	<p>How do we name our animal friends correctly?</p>	<p>We can name our animal friends correctly using articles.</p>	<p>Communication Using rules in grammar and usage makes it easy for us to know and say what we need to say.</p>	<p>Oral Production Read and recite a dialogue</p> <p>Motivation Game: name animals in the zoo, add proper article; activating prior knowledge)</p> <p>Guided Listening Activity TQLR strategy</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises (individual, written) • Pair work (match descriptions written on 	<p>Showing respect and care for our animal friends.</p>	<ul style="list-style-type: none"> • listening text • flash cards or chart of spelling words • heart-shaped cards with feminine and masculine nouns

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	<p>MELC</p> <p><i>Listen and respond in English</i></p> <p><i>Write a paragraph using nouns</i></p> <p><i>Spell nouns that start with a vowel</i></p> <p><i>Spell words used in Social Studies</i></p>				<p>Deductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided writing activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method of teaching spelling</p>	<p>given flash cards; read-aloud the texts)</p> <ul style="list-style-type: none"> • Writing a paragraph with nouns about kingdoms or palaces • Checking/proofreading of a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test in Spelling • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 5 God Made Them All</p> <p><i>(Countable and Uncountable Nouns: This is, That is, These are, Those are)</i></p>	<p>EN1LC-IVa-j-2.7 MELC</p> <p>Listen to narrative and informational text or poem and</p> <p>4. Sequence events when appropriate</p> <p><i>Recognize countable and uncountable nouns</i></p>	<p>How do I express myself clearly when talking about people and things around me?</p>	<p>There are rules in English that allow us to give exact numbers, amounts and measures.</p>	<p>Communication Shares with and receives from others exact information</p>	<p>Oral Production Read and recite a poem</p> <p>Motivation Answer riddles; Total Physical Response or TPR</p> <p>Guided Listening Activity TQLR strategy</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises • Class activity, oral exercise 	<p>Gratefulness</p>	<ul style="list-style-type: none"> • listening text • flash cards or chart of mass and count nouns like sand, salt, flowers, or fruits • realia: rice, water, dust, milk, books,

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	<p>Use this is, that is, these are, and those are</p> <p>Write a prayer of thanks</p> <p>Spell plural forms of nouns</p>				<p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Revising, Publishing</p> <p>Horn Method of Teaching Spelling</p>	<p>(talk about bag's contents)</p> <ul style="list-style-type: none"> • Writing a prayer of thanks • Group work (spelling game) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		<p>pencils, rulers</p>
<p>LESSON 6 Who's the Owner? <i>(Possessive Nouns)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and 3. infer the character feelings and traits</p> <p>Use possessive forms of nouns</p> <p>Ask and answer simple questions with whose with the correct possessive forms of nouns</p>	<p>How do we care for our things and those of others?</p>	<p>We should learn how to respect other's possession and expect that they respect ours, too.</p>	<p>Adaptability Knowing that one has to learn many things and that one has to adapt to the changes around</p>	<p>Oral Production Read and recite a tongue twister</p> <p>Motivation Group game; picture prompts</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Pair work (talk about pets; spell check) • Grammar exercises • Substitution drills (oral exercise) • Writing a 	<ul style="list-style-type: none"> • Respectfulness • Caring for others 	<ul style="list-style-type: none"> • listening text • spelling chart • two big pictures (which are alike) with things used or owned by different persons; for example, picture of a crown, dress, pair of pants, stethoscope,

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	<p><i>Write a paragraph to describe a pet using possessive nouns</i></p> <p><i>Spell words with long i sound spelled as igh</i></p>				<p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Revising, Publishing</p> <p>Horn Method of Teaching Spelling</p>	<p>paragraph about a pet using obsessive pronouns</p> <ul style="list-style-type: none"> • Checking/proofreading of a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 	<p>hammer, bib, and a hose</p>
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.

3rd Quarter

Unit 3: My Favorites		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • story elements and text structures for effective oral expression; and 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • correctly identifies elements of literary and informational texts to aid meaning getting; and

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<ul style="list-style-type: none"> the elements of literary and informational texts for effective oral expression. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings; and familiar literary forms and concept of words in English for effective expression. <p><i>Grammar</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> concepts of nouns and adjectives for identification and description; and concepts of verbs, pronouns, and prepositions in meaningful messages. <p><i>Attitude Toward Language, Literacy, and Literature</i> The learner demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks.</p>	<ul style="list-style-type: none"> uses elements of literary and informational texts to sufficiently extend meaning and understanding. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> participates actively in different oral activities; and shares/expresses personal ideas, thoughts, actions, and feelings using familiar words. <p><i>Grammar</i> The learner constructs grammatically correct simple sentences in theme-based conversations using verbs, pronouns, and prepositions.</p> <p><i>Attitude Toward Language, Literacy, and Literature</i> The learner presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks.</p>
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 They Make Me Happy <i>(Personal Pronouns)</i>	EN1LC-IVa-j-2.1 MELC Listen to narrative and informational text or poem and note important details <i>Use personal pronouns</i>	What makes me happy?	Our family and friends can be our source of our happiness. Without them our lives will not be complete.	Social and Cultural Awareness Realizing the importance of one's family	Oral Production Read and recite a poem Motivation Activating prior knowledge; language game:	Diagnostic Spelling pretest and drills Formative <ul style="list-style-type: none"> Post listening exercises Small group discussion 	<ul style="list-style-type: none"> Cheerfulness Love for Family 	<ul style="list-style-type: none"> listening text flash cards or chart of spelling words pictures of their family or favorite person



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	<p>Say some things about a picture using stress and intonation</p> <p>Write a paragraph about your family</p> <p>Spell words with the long o sound spelled as o-e and oa</p>				<p>riddles; picture prompts</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive Method in Teaching Grammar</p> <p>Read-aloud Activity</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method of Teaching Spelling</p>	<p>(share about how one makes his/her family happy)</p> <ul style="list-style-type: none"> Grammar exercises Group activity (round robin storytelling) Pair work (picture prompts, talk about one's family) Writing a paragraph about one's family Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 2 My Pets and Toys</p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short</p>	<p>What makes me happy?</p>	<p>There are other things that make me happy aside from my pets</p>	<p>Critical Thinking/ Problem Solving</p>	<p>Oral Production Reading and reciting a tongue twister</p>	<p>Diagnostic Spelling pretest and drills</p> <ul style="list-style-type: none"> Cheerfulness Caring 	<ul style="list-style-type: none"> listening text realia— examples: pen, eraser, 	

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<p>(Possessive Pronouns)</p>	<p>stories/poems and 9. identify the problem and solution</p> <p><i>Learn about possessive pronouns</i></p> <p><i>Ask and answer questions using possessive pronouns</i></p> <p><i>Write an advertisement</i></p> <p><i>Spell words with /ù/ sound spelled as oo, u_e, and ew</i></p>		<p>and toys.</p>	<p>Identifying the problem and solutions in a given situation</p>	<p>Motivation Picture prompts</p> <p>Oral Drill Guessing game</p> <p>Guided Listening Activity TQLR strategy</p> <p>Read-aloud Activity</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method in Teaching Spelling</p>	<p>Formative</p> <ul style="list-style-type: none"> • Oral drills • Post-listening exercises • Grammar exercises • Group work (game, ask and answer questions using possessive pronouns) • Writing an advertisement • Checking/proofreading an advertisement <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		<p>sharpener, book</p> <ul style="list-style-type: none"> • letters of spelling words • flash cards or chart of spelling words • manila paper with exercises on possessive pronouns
<p>LESSON 3 They Make Me Strong and Healthy</p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j- 1.1 Listen to short stories/poems and</p>	<p>What makes me strong and healthy?</p>	<p>Healthy eating habits and healthy lifestyle are the secrets of good health.</p>	<p>Communication Actively seeking others' perspectives to ensure</p>	<p>Oral Production Class reading; pair work, discuss a Bible verse</p>	<p>Diagnostic Spelling pretest and drills</p>	<p>Showing care for one's health</p>	<ul style="list-style-type: none"> • listening text • several large mounted pictures of things or

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<p>(Adjectives or Describing Words)</p>	<p>4. identify cause and/or effect of events</p> <p>EN1G-IVf-j-5 MELC</p> <p><u>Adjectives</u> Recognize describing words for people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.)</p> <p>EN1OL-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p><i>Say descriptive words clearly</i></p> <p><i>Write a descriptive paragraph</i></p> <p><i>Spell words with /oi/ sound spelled as oi or oy</i></p>			<p>inclusiveness and understanding</p>	<p>Motivation Picture prompts; describe a picture</p> <p>Read-aloud Activity</p> <p>Guided Listening Activity TQLR strategy</p> <p>Deductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method in Teaching Spelling</p>	<p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar exercises • Group work (talk using word prompts; use descriptive words) • Writing a descriptive paragraph • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		<p>animals that can be easily described (like a flower, a dog, a dress, among others)</p> <ul style="list-style-type: none"> • spelling chart
<p>LESSON 4 My Home (Prepositions)</p>	<p><i>Listen to a selection to get the main idea</i></p> <p><i>Use prepositions correctly</i></p> <p><i>Ask questions</i></p>	<p>Why does a child need a home?</p>	<p>A home is a place where children are loved and cared for.</p>	<p>Social and Cultural Awareness Appreciating the role of one's family in helping one while growing up</p>	<p>Oral Production Read and recite an inspirational quote</p> <p>Motivation Pair work: talk about their gifts;</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar 	<p>Love for family</p>	<ul style="list-style-type: none"> • listening text flash cards or chart of spelling words

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	<p><i>Attempt to listen to, interpret, and present information</i></p> <p>EN10L-IVf-1.17.2 MELC Ask simple questions</p> <p><i>Write a letter of invitation</i></p> <p><i>Spell words with the /aù/ sound spelled as ou and ow</i></p>				<p>drawing game, follow instructions</p> <p>Guided Listening Activity TQLR strategy</p> <p>Read-aloud Activity</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method in Teaching Spelling</p>	<p>exercises</p> <ul style="list-style-type: none"> • Oral class exercise (picture prompts; use prepositions correctly) • Group work (<i>Where is Rambo</i> game) • Write a letter of invitation • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 5 Places I Love to Visit</p> <p><i>(Using Preposition of Time)</i></p>	<p>EN10L-IVf-1.17.2 MELC Ask simple questions</p> <p>MELC <i>Use prepositions of time (in, on, at)</i></p> <p><i>Ask questions politely</i></p>	<p>What do we get from visiting places?</p>	<p>Going to other places gives one more information and understanding of nature and people.</p>	<p>Communication Sharing with and asking information from others politely</p>	<p>Oral Production Read, memorize, and recite a stanza</p> <p>Motivation Picture prompts, oral activity</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Grammar drills and 	<p>Respect and care for the environment</p>	<ul style="list-style-type: none"> • listening text • pictures of famous scenic spots in the Philippines • recorded voice of some



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	<p>Write questions about a place</p> <p>Spell words with /ow/ sound</p>				<p>Guided Listening Activity TQLR strategy</p> <p>Inductive Method in Teaching Grammar</p> <p>Read-aloud Activity</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method in Teaching Spelling</p>	<p>exercises</p> <ul style="list-style-type: none"> Examine audio recordings Oral reading exercises Writing questions for a tourist guide about a place Checking/proofreading a short paragraph Pair and group work (round robin, reading and answering questions) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/ Summative Test (unit ender) 	<p>teachers intended to ask questions about scenic spots in the Philippines</p> <ul style="list-style-type: none"> voice recorder in cellphone
<p>LESSON 6 My Favorite Food</p>	<p>EN1LC-IVg-h-3.6 MELC Follow one- to two-step directions</p>	<p>Why is clear instruction important in communication?</p>	<p>Specific and clear instruction or direction is important in communicating</p>	<p>Communication Demonstrating effective written and oral communication</p>	<p>Oral Production Class reading of a poem</p>	<p>Diagnostic Spelling pretest and drills</p>	<p>Showing care for one's health</p> <ul style="list-style-type: none"> listening text materials for sandwich preparation equipment/

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<p><i>(Using Two-Word Verbs)</i></p>	<p><i>Use two-word verbs</i></p> <p><i>Give instructions</i></p> <p>MELC</p> <p><i>Write a step-by-step instruction</i></p> <p><i>Spell words with y that sound /iy/, and /ay/</i></p>		<p>our thoughts.</p>	<p>skills</p>	<p>Motivation Talk about preparing favorite food</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method in Teaching Spelling Pretest, identifying spelling patterns, drill, seatwork</p>	<p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Pair work (read a step-by-step instruction; give and follow a two-step direction using two-word verbs) • Grammar exercises • Prewriting task (interview; make a list; draw) • Writing a recipe • Checking/proofreading a short paragraph • Read-aloud activity <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit 		<p>toys that need to be turned on or off</p>
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.

4th Quarter

Unit 4: In My World		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • story elements and text structures for effective oral expression; and • the elements of literary and informational texts for effective oral expression. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings; and • familiar literary forms and concept of words in English for effective expression. <p><i>Grammar</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • concepts of nouns and adjectives for identification and description; and • concepts of verbs, pronouns, and prepositions in meaningful messages. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • correctly identifies elements of literary and informational texts to aid meaning getting; and • uses elements of literary and informational texts to sufficiently extend meaning and understanding. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • participates actively in different oral activities; and • shares/expresses personal ideas, thoughts, actions, and feelings using familiar words. <p><i>Grammar</i> The learner constructs grammatically correct simple sentences in theme-based conversations using verbs, pronouns, and prepositions.</p> <p><i>Attitude Toward Language, Literacy, and Literature</i> The learner presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks.</p>

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	<p><i>Attitude Toward Language, Literacy, and Literature</i> The learner demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks.</p>		
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p>LESSON 1 Every Living Thing Moves</p> <p><i>(Subject and Verbs; Verbs—Present Tense)</i></p>	<p>EN1LC-IVa-j-2.1 MELC Listen to narrative and informational text or poem and</p> <p>1. Note important details</p> <p>EN1G-IVa-e-3 Verbs</p> <p>EN1G-IVa-e-3.4 MELC Recognize common action words in stories listened to</p> <p><i>Use the simple present form of the verb</i></p> <p><i>Form and say sentences with verbs in the simple present tense</i></p> <p><i>Write a paragraph using action words in the simple present tense</i></p> <p><i>Spell simple present –s forms of verbs ending in –</i></p>	<p>Why do animals need to move?</p>	<p>Animals move differently to get food, seek shelter, and protect themselves.</p>	<p>Curiosity Asking questions correctly to learn about things in the environment</p> <p>Adaptability Knowing the steps to take in doing a certain task</p>	<p>Oral Production Read and recite a tongue twister</p> <p>Motivation Guessing game, animal activities, action words</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive and Deductive Methods in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Checking and Rewriting,</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercises Small group activity (talk about animals including their activities and their habitats) Grammar exercises Small group work (prepare a two-step direction) Write a paragraph using the simple present tense of verbs Checking/proofreading a short 	<p>Caring for animals</p>	<ul style="list-style-type: none"> listening text strips of paper wherein names of people or animals and verbs in the simple present tense are written flash cards or chart of spelling words

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	sh, -s, -ch, and -y				Sharing/ Publishing	paragraph		
					Horn Method of Teaching Spelling	Summative <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 2 More of the Animal World</p> <p><i>(Verbs- What/Where/ When +Do or Does)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j-1.1 Listen to short stories/poems and</p> <p>1. Note important details pertaining to</p> <ol style="list-style-type: none"> character setting events <p>EN1OL-IVf-1.17.2 MELC Ask simple questions</p> <p><i>Use the correct form of the verb in answering what/where/when + do or does questions</i></p> <p>MELC <i>Ask and answer questions (who, what, when, where, and how) about texts listened</i></p>	<ul style="list-style-type: none"> How do we ask good questions? How do we answer questions? 	<ul style="list-style-type: none"> First, curiosity, then asking good and clear questions that give require information and factual answers. Politeness should always be used in answering questions. 	<p>Curiosity Asking questions politely to learn about things is important in everyday life.</p> <p>Communication Sharing information with others</p>	<p>Oral Production Read and recite a tongue twister</p> <p>Motivation Riddle game, picture prompts, group work</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive method in teaching grammar</p> <p>Read-aloud Activities</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercises Checking/proofreading a short text Grammar exercises Group work (oral drills in asking <i>wh</i>-questions) Small group activity (write a riddle using what/where/when + do/does questions) <p>Summative</p> <ul style="list-style-type: none"> Spelling 	<p>Showing respect in asking good questions</p>	<ul style="list-style-type: none"> listening text flash cards or chart of spelling words cutouts of a horse, an airplane, a grandmother, a hospital, an apple, and a mango double adhesive tape

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	<p><i>Write a riddle using what/ where/ when + do or does questions</i></p> <p><i>Spell -s forms of verbs ending in -x,-y, and -e</i></p>				<p>Prewriting, Writing, Sharing, Rewriting, Publishing</p> <p>Horn Method of Teaching Spelling</p>	<p>mastery test</p> <ul style="list-style-type: none"> Lesson-ender test Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 3 At the Beach</p> <p><i>(Verbs – Present Progressive or –ing Form)</i></p>	<p>EN1LC-IVa-j-1.13.2.1 MELC</p> <p>Listen and respond through discussions, illustrations, songs, dramatization, and art</p> <p><i>Use the present progressive or -ing form of the verb</i></p> <p><i>Answer questions using the present progressive or –ing form of the verb</i></p> <p><i>Write a paragraph telling what people are doing</i></p> <p><i>Spell -ing form of verbs</i></p>	<p>How important is specific and exact information to us?</p>	<p>We need to give exact and specific events and other details every time we give information.</p>	<p>Communication Communicating to diverse audiences</p>	<p>Oral Production Read and recite a Bible verse</p> <p>Motivation Guessing game, guess the action</p> <p>Guided Listening Activity TQLR strategy</p> <p>Inductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Sharing, Checking/Proofreading, Read-aloud</p> <p>Horn Method of Teaching Spelling</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercises Grammar exercises Oral exercise (picture prompts, ask and answer questions) Read-aloud activity (read a jazz chant) Writing a paragraph using the present progressive form of verbs Checking/proofreading a short paragraph 	<ul style="list-style-type: none"> Respectfulness Courtesy 	<ul style="list-style-type: none"> listening text pictures of people doing specific actions flash cards or chart of spelling words list of verbs in the -ing form

CURRICULUM MAP

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						<p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 4 When the Storm Came (Regular Verbs- Past Tense)</p>	<p>EN1LC-IIIa-j-1.1 MELC Listen to short stories/poems and 4. identify cause and/or effect of events <i>Use the past tense of regular verbs</i> <i>Add –ed to regular verbs</i> <i>Add –d to regular verbs that end with –e</i> <i>Say sentences with correct pronunciation</i> <i>Write a note of advice</i> <i>Spell the past tense of regular verbs</i></p>	<p>Why is it important to be prepared when the storm comes?</p>	<p>We need to be prepared any time to save us and our belongings.</p>	<p>Adaptability Learning to cope with life's discomforts like storms and other emergencies.</p>	<p>Oral Production Read and recite a short poem Motivation Game, object prompt Guided Listening Activity TQLR strategy Deductive Method in Teaching Grammar Read-aloud Activities Discussion Lecture Guided Writing Activity Prewriting, Writing, Checking</p>	<p>Diagnostic Spelling pretest and drills Formative</p> <ul style="list-style-type: none"> • Post-listening exercises • Pair work (talk about what they and their family will do if a storm comes; talk about the details of the given selection) • Grammar exercises • Writing a note of advice • Checking/ proofreading a short paragraph 	<ul style="list-style-type: none"> • Showing disaster preparedness • Concern for others 	<ul style="list-style-type: none"> • listening text; different things or objects • flash cards or chart of spelling words • flash cards of verbs in the base form

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					and Proofreading, Revising, Sharing/Sending	Summative		
					Horn Method of Teaching Spelling	<ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 5 Tree Planting, Anyone? <i>(Verbs-Future Tense)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j- 1.1 Listen to short stories/poems and 9. identify the problem and solution</p> <p><i>Learn how to write the past tense of irregular verbs</i></p> <p><i>Learn how to use the correct form of the verbs in answering what/where/when + did questions</i></p> <p><i>Ask and answer what/where/when + did questions</i></p> <p><i>Write a short story based on guide questions</i></p> <p><i>Spell the past tense of irregular verbs</i></p>	Why are trees important?	Trees are important for people and animals.	<p>Critical Thinking/ Problem Solving Learning to recognize problems and look for solutions</p>	<p>Oral Production Read an inspirational quote</p> <p>Motivation Guessing game</p> <p>Guided Listening Activity TQLR strategy</p> <p>Deductive Method in Teaching Grammar</p> <p>Memory Drills</p> <p>Read-aloud Activities</p> <p>Discussion</p> <p>Lecture</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercises (written exercises; pair sharing of answers; write a promise to Mother Earth) Grammar exercises Pair work (role-playing activity, interview) Prewriting tasks (listening and arranging sentences to come up with a story) 	<ul style="list-style-type: none"> Care for plants Care for the earth 	<ul style="list-style-type: none"> listening text flash cards or chart of spelling words pieces of paper on which situations and questions with verbs in the future tense are written

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					<p>Guided Writing Activity Prewriting, Writing, Checking and Proofreading, Revising, Sharing/Sending</p> <p>Horn Method of Teaching Spelling</p>	<ul style="list-style-type: none"> • Write a short story based on guide questions • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/ Summative Test (unit ender) 		
<p>LESSON 6 What Will the World Be? <i>(Verbs-Future Tense)</i></p>	<p>EN1LC-IIIa-j-1.1 MELC EN1LC-IVa-j- 1.1 Listen to short stories/poem and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events <p><i>Learn about the future tense of verbs</i></p> <p><i>Say sentences as answers to given situations</i></p> <p><i>Write a paragraph about</i></p>	<p>What kind of world do we want to live in?</p>	<p>A clean and peaceful world makes a better place to live in.</p>	<p>Civic Literacy Learning to clean one's surrounding and make peace with family and friends</p>	<p>Oral Production Read and recite a verse from the Bible</p> <p>Motivation Guessing game</p> <p>Guided Listening Activity Setting purpose, listening to a poem, discussion, seatwork</p> <p>Read-aloud Activities</p>	<p>Diagnostic Spelling pretest and drills</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise • Grammar exercises • Group work (reading and answering questions using the future tense of verbs) • Pair work (talk about 	<ul style="list-style-type: none"> • Care for the environment • Love for humanity 	<ul style="list-style-type: none"> • listening text • flash cards or chart of spelling words • strips of cartolina paper on which sentences with adverbs are written • list of adverbs



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	<i>one's place</i>					<p>Deductive Method in Teaching Grammar</p> <p>Discussion</p> <p>Lecture</p> <p>Guided Writing Activity Prewriting, Writing, Revising, Sharing, Posting/Publishing</p> <p>Horn Method of Teaching Spelling</p>	<p>the message of the given Bible verse)</p> <ul style="list-style-type: none"> • Write a paragraph using the future tense of verbs • Checking/proofreading a short paragraph <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
	<p><i>Spell words with silent k, l, and b</i></p>								

*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.