

CURRICULUM MAP

Curriculum Map Components and Content Sources

Content Standards	Taken from the DepEd K to 12 Curriculum Guide for Kindergarten
Performance Standards	Taken from the DepEd K to 12 Curriculum Guide for Kindergarten
Content	Taken from the worktext: <i>Ladders to Learning Series: Science Kinder 1 Third Edition</i>
K to 12 Learning Competencies (MELCS included)	Taken from the DepEd K to 12 Curriculum Guide for Kindergarten 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 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

First Quarter

Unit 1: My Body

Time Frame: 20 days

Content Standards	The child demonstrates an understanding of body parts and their uses	Performance Standards	The child shall be able to take care of oneself and the environment and able to solve problems encountered within the context of everyday living
	<p>Ang bata ay nagkakaroon ng pag-unawa sa...</p> <ul style="list-style-type: none"> • kahalagahan ng pagkakaroon ng masiglang pangangatawan; • kaniyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan; at • kakayahang pangalagaan ang sariling kalusugan at kaligtasan. 		<p>Ang bata ay nakapagpapamalas ng...</p> <ul style="list-style-type: none"> • sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain; • maayos na galaw at koordinasyon ng mga bahagi ng katawan; at • pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 1 <i>Parts of My Body</i>	<p>MELC PNEKBS-Id-1 Identify one's basic body parts</p> <p>MELC PNEKBS-Id-2 Tell the function of each basic body part</p> <p>MELC PNEKBS-Ic-3 Demonstrate movements using different body parts</p> <p>MELC PNEKBS-Ic-4 Name the five senses and their corresponding body parts</p> <p>PNEKBS-Ic-5 Use the senses to observe the environment</p>	<p>Critical Thinking and Scientific Literacy</p> <ul style="list-style-type: none"> • Identifying body parts and sense organs and their functions correctly • Integrating the parts of the body to the lyrics of the song <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>Persistence and Creativity</p> <ul style="list-style-type: none"> • Patiently completing a picture puzzle and matching body parts correctly on the posters of boy and girl • Solving a puzzle of the 	<p>Introduction</p> <ul style="list-style-type: none"> • Introducing the central characters of the book—Amiel and Avi—to the pupils <p>Motivational activity Reading to the pupils the parts of the body and the texts found in their worktext</p> <p>Guided discussion and technology integration</p> <ul style="list-style-type: none"> • Encouraging the pupils to scan the QR Code in the <i>Awesome Kid</i> component and do the suggested game • Having the pupils present their body pictures and explain the function of each part 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> Matching the name of the body part to its corresponding picture Counting how many of each given body part each pupil has • <i>Let Us Practice</i> <ol style="list-style-type: none"> Recognizing the body part that each item asked for Situating body parts and the functions they do • Individual/class exercise Singing songs and playing games about body parts for further assessment 	<ul style="list-style-type: none"> • Appreciating one's body parts and senses • Intending to share with others one's thoughts, ideas, and knowledge in playing games and activities 	<ul style="list-style-type: none"> • pictures of or standees of central characters in the book • cartolina • whole body pictures of the pupils • music player and recording of the songs related to body parts • poster of the central characters showing the different parts of the body • cutout pictures of the different parts of the body for the Mix and Match game • puzzles of the human body • YouTube videos: <ul style="list-style-type: none"> ○ "Head, Shoulders, Knees & Toes - Exercise Song For Kids" by ChuChu TV

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta</p> <p>KPKGM-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan</p> <p>KPKGM-Ie-2 Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, at paglukso)</p> <p>KPKGM-Ig-3 Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, at pagsasayaw</p> <p>LLKOL-Ia-2 Recite rhymes and</p>	<p>human body through the help of imagination</p> <p>ICT Literacy Playing a game and singing songs about body parts using the provided online resources</p> <p>Initiative Having the resolve to do the assigned tasks</p>	<ul style="list-style-type: none"> • Calling on pupils and having them point to each part you will say • Having the pupils listen and watch an online video while acting out the lyrics of the song • Integrating the song into the pictures of a girl and boy as they discuss the different body parts • Assisting the pupils in building phrases and sentences about body parts and their functions <p>Class Drill</p> <ul style="list-style-type: none"> • Instructing the pupils to touch the body parts that you will say • Letting them play a game by group about matching body parts • Asking the pupils to sing the song and act out its lyrics • Playing another game about forming the human body puzzle • Teaching them different riddles about parts of the body <p>Assessment Letting them do worktext exercises</p>			<p>Nursery Rhymes & Kids Songs, https://www.youtube.com/watch?v=h4eu eDYPTIg</p> <ul style="list-style-type: none"> • “Parts of the Body Song” by Have Fun Teaching, https://www.youtube.com/watch?v=BwH MMZQGFoM <i>(Note: This video link can be used as an additional activity)</i> • <i>Awesome Kid QR Code</i>, page 3, “Body Parts” by Teresa Grimes, https://www.tinytap.com/activities/g3ndh/play/body-parts

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Identify each part of the human body</i></p> <p><i>Explain how each body part works</i></p>					
<p>LESSON 2 <i>Ways of Taking Care of My Body</i></p>	<p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng:</p> <ul style="list-style-type: none"> - paglilinis ng katawan, - paghuhugas ng kamay bago at pagkatapos kumain, - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ih, pagdumi), at - paghuhugas ng kamay pagkatapos gumamit ng palikuran <p>MELC PNEKBS-Ii-8 Identify one's basic needs and ways to care for one's body</p> <p>MELC PNEKBS-Ii-9 Practice ways to care for one's body</p>	<p>Critical Thinking and Scientific Literacy</p> <ul style="list-style-type: none"> • Identifying ways of taking care of the body • Applying the importance of eating a balanced diet in everyday life <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos of songs about good habits and keeping clean</p>	<p>Introduction Asking the pupils to read the different statements that have to do with taking care of the body</p> <p>Guided discussion</p> <ul style="list-style-type: none"> • Telling a made-up story and asking questions about it • Developing the pupils' vocabulary by integrating to the lesson the related words • Leading them to construct phrases and sentences using words with "h" and "s" • Discussing the ways of caring for the body <p>Class Drill Having the class play "Ready, Get Set, Go" by group</p> <p>Technology Integration Asking the pupils to listen and watch a video about the ways of taking care of the body</p>	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> Checking the correct images that demonstrate proper care of the body • <i>Let Us Practice</i> <ul style="list-style-type: none"> A. Identifying the activity that is good for each child B. Identifying pictures that show proper care of the body • Individual/class exercise <ul style="list-style-type: none"> - Playing a game called "Ready, Get Set, Go" - Bringing a health kit containing a toothbrush, toothpaste, shampoo, comb, handkerchief, face towel, and other things used to keep the body clean 	<ul style="list-style-type: none"> • Appreciating one's body • Taking good care of one's body and health 	<ul style="list-style-type: none"> • cartolina • pictures of a healthy girl and a sickly boy • illustrations and pictures showing ways of taking care of the body • cutouts of things used to take care of the body • music player; lively music • flash cards of different body parts • YouTube videos: <ul style="list-style-type: none"> ○ "Our Favorite Kids Songs About Good Habits Super Simple Songs" by Super Simple Songs - Kids Songs, https://www.youtube.com/watch?v=gm_jm0DcNQk ○ "Keeping Clean Educational Songs for Kids Nursery Rhymes & Kids Songs - BabyTiger's Family" by BabyTiger – Nursery Rhymes,

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag, at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta</p> <p>KPKGM-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan</p> <p>KPKGM-Ie-2 Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis: paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, at paglukso</p> <p>KPKGM-Ig-3 Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, at pagsasayaw</p> <p><i>Identify the different ways of taking care of the body</i></p>		<p>Assessment Letting them do worktext exercises</p> <p>Assignment Instructing the pupils to bring a health kit</p>			<p>https://www.youtube.com/watch?v=1t2KtWqFtj8 <i>(Note: This video link can be used as an additional activity)</i></p>

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<i>Enumerate the things used to take care of the body</i>					
LESSON 3 <i>Things I Use to Clean My Body</i>	<p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng:</p> <ul style="list-style-type: none"> - paglilinis ng katawan, - paghuhugas ng kamay bago at pagkatapos kumain, - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihl, pagdumi), at - paghuhugas ng kamay pagkatapos gumamit ng palikuran <p>KPKPKK-00-2 Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan</p> <p>MELC PNEKBS-ii-8 Identify one's basic needs and ways to care for one's body</p> <p>MELC PNEKBS-ii-9 Practice ways to care for one's body</p>	<p>Critical Thinking and Scientific Literacy Identifying things to use to clean the body</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos and songs about keeping the body clean and proper hygiene</p> <p>Initiative Having the resolve to do the assigned tasks</p> <p>Creativity</p> <ul style="list-style-type: none"> • Patiently completing picture puzzle of things used in cleaning the body • Solving puzzle of the things used in cleaning the body through the help of imagination 	<p>Introduction</p> <ul style="list-style-type: none"> • Reading the lesson overview to the pupils • Letting the pupils identify the different things used for cleaning the body <p>Guided discussion and technology integration</p> <ul style="list-style-type: none"> • Having the pupils watch the video to learn how to clean their bodies • Showing the pupils the proper ways of brushing their teeth, washing their face, and other activities to keep their bodies clean • Letting the pupils tell their ways of making themselves clean before going to school • Having the pupils watch and sing along to an online video about cleaning the body and encouraging them to copy the actions shown in it <p>Class drill</p> <ul style="list-style-type: none"> • Having the pupils play the "Picture Puzzle Game" about naming the objects and how each item is used • Having the pupils identify the things that 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> A. Identifying the things used to clean the body B. Checking the things used to take care of the body and crossing out things that are not • <i>Let Us Practice</i> <ol style="list-style-type: none"> A. Connecting each body part with the thing used to clean it B. Identifying if the body part shown and the object beside it matches or not • Individual/class exercise <ul style="list-style-type: none"> - Playing games and activities related to things to use in cleaning one's body - Connecting each body part with the things to use to clean it by playing the "Picture Puzzle Game" - Identifying if each body part matches the thing used to clean it 	<ul style="list-style-type: none"> • Appreciating the things they use to clean the body • Appreciating one's body • Taking good care of one's body and health 	<ul style="list-style-type: none"> • cartolina • cutouts of things used to keep the body clean • music player • puzzles • flash cards of the different parts of the body • health kit with things used to clean the body • YouTube videos: <ul style="list-style-type: none"> ○ "What I Need to Keep My Body Clean" by Teacher Beth, https://www.youtube.com/watch?v=e1No-f-GgNvgY ○ "Song on Hygiene - Five things used for Hygiene in Ultra HD (4K)" by APPUSERIES, https://www.youtube.com/watch?v=eh0_KjbrCBs ○ "Here We Go Round The Mulberry Bush - This is the way we with Actions and Lyrics Sing with Bella" by Sing with Bella, https://www.youtube.com/watch?v=Z2dy8q59I14

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta</p> <p>KPKGM-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan</p> <p>KPKGM-Ie-2 Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, at paglukso)</p> <p><i>Identify the things used to keep the body clean</i></p> <p><i>Demonstrate proper ways of using the things that keep the body clean</i></p>		<p>they use to clean a particular body part</p> <p>Additional activities</p> <ul style="list-style-type: none"> • Calling on volunteers to show and tell the things in their health kit • Letting them play a game integrating colors and size concepts <p>Assessment Letting them do worktext exercises</p>			
LESSON 4 <i>My Needs for Growing</i>	PNEKBS-Ij-7 Describe how one grows and changes	Critical Thinking and Scientific Literacy Identifying needs of the	Introduction Taking the pupils out for a walk around the	Formative <ul style="list-style-type: none"> • <i>Let Us Try</i> Circling the things that 	<ul style="list-style-type: none"> • Appreciating the things that we need to grow strong and healthy 	<ul style="list-style-type: none"> • pictures of things that people need to live and grow (e.g., pictures of

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>MELC PNEKBS-II-8 Identify one's basic needs and ways to care for one's body</p> <p>LLKV-00-1 Name common objects/things in the environment (in school, home, and community)</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta</p> <p>KPKGM-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan <i>Name the things people need to live and grow</i></p> <p><i>Identify the importance of the different things that people need to live</i></p>	<p>body to grow strong and healthy</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about basic needs from the environment and exercise</p> <p>Creativity Decoding riddles that are metaphorical</p>	<p>schoolyard to discuss how important air and sunlight are</p> <p>Guided discussion and technology integration</p> <ul style="list-style-type: none"> Showing the pupils images of people breathing air, enjoying the sunlight, eating food, drinking water, exercising, and taking rest and images of people practicing bad habits Asking them questions about the images shown and having them learn new words Letting them watch an online video related to the lesson <p>Guided discussion and Music integration</p> <ul style="list-style-type: none"> Discussing and explaining the other things that a person needs to live and grow Having them sing the song about things people need to grow Letting them construct phrases and exercises related to the lesson Showing the pupils pictures of things that people may want to have but not necessarily need to live 	<p>Amiel needs to live and grow healthy</p> <ul style="list-style-type: none"> <i>Let Us Practice</i> Checking the activities that is good for the body Individual/class exercise <ul style="list-style-type: none"> Constructing phrases and sentences related to the need of people to live and grow Answering riddles Doing "Baby Shark Workout" <p>Summative Unit Test</p> <p>A. Drawing a box around the correct picture of each given part of the body</p> <p>B. Encircling the thing in the box used to clean each given part of the body</p> <p>C. Identifying if each statement is correct or corresponds to the picture</p> <p>D. Assessing if the sentences tell proper care for the body</p> <p>E. Encircling the pictures that shows proper care for the body</p>	<ul style="list-style-type: none"> Appreciating one's body Taking good care of one's body and health 	<p>people breathing air, people enjoying the sunlight, people eating food and drinking water, children playing sports and people doing exercises, and people taking some rest and sleep)</p> <ul style="list-style-type: none"> pictures of people showing poor health practices (e.g., eating junk food, drinking soda, and sleeping late at night) background music for exercises and body movements pictures of a car, jewelry, chips, burger, gown, makeup, toy, and high-heeled shoes musical instruments such as maracas, cymbals, and tambourines YouTube videos: <ul style="list-style-type: none"> "5 Basic Needs we Need from the Environment Nursery Rhymes and Kids Songs " by Nursery Rhymes and Kids Songs, https://www.youtube.com/watch?v=MNliu2vAzzY "Baby Shark Workout 10 MIN Exercise with Baby Shark Pinkfong Songs for Children"

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>Class drill and Music integration</p> <ul style="list-style-type: none"> • Demonstrating exercise and teaching different body movements with background music • Having the pupils decode the riddles <p>Technology integration</p> <ul style="list-style-type: none"> • Leading the pupils to do the “Baby Shark Workout” • Telling them that exercise, water, and clothes are essential <p>Additional activity Leading the pupils in singing a song about the rhythm of the body parts on the teachers guide</p> <p>Assessment Letting them do worktext exercises</p>			<p>by Pinkfong Baby Shark – Kids’ Songs & Stories, https://www.youtube.com/watch?v=eNuZN3GSm8U</p>

Unit 2: My Sense Organs		Time Frame: 50 days	
Content Standards	<p>The child demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • body parts and their uses; • increasing his/her conversation skills; and • how to discriminate the different sounds in the environment. <p>Ang bata ay nagkakaroon ng pag-unawa sa . . .</p> <ul style="list-style-type: none"> • kahalagahan ng pagkakaroon ng masiglang pangangatawan; • kaniyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan; • kakayahang pangalagaan ang sariling kalusugan at kaligtasan; • kahalagahan at kagandahan ng kapaligiran; at • pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan. 	Performance Standards	<p>The child shall be able to . . .</p> <ul style="list-style-type: none"> • take care of oneself and the environment and be able to solve problems encountered within the context of everyday living; • confidently speak and express his/her feelings and ideas in words that make sense; and • actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly. <p>Ang bata ay nakapagpapamalas ng...</p> <ul style="list-style-type: none"> • sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain; • maayos na galaw at koordinasyon ng mga bahagi ng katawan; • pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan; • kakayahang magmasid at magpahalaga sa ganda ng kapaligiran • kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 1 <i>Eyes</i>	<p>MELC PNEKBS-Id-1 Identify one's basic body parts</p> <p>MELC PNEKBS-Id-2 Tell the function of each basic body part</p> <p>MELC PNEKBS-Ic-3 Demonstrate movements using different body parts</p>	<p>Critical Thinking and Scientific Literacy</p> <ul style="list-style-type: none"> • Identifying parts and functions of the eyes correctly • Identifying objects described in a certain activity <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Posting the posters of the color wheel and the pair of eyes on the board for the pupils to see • Posting the lesson overview on the board, then reading it aloud to the pupils <p>Technology integration</p> <ul style="list-style-type: none"> • Watching an online video about colors with the pupils • Asking them to identify the colors of objects inside their classroom 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> A. Naming and coloring things correctly B. Coloring small and big things C. Matching the given objects to their right shape • <i>Let Us Practice</i> <ol style="list-style-type: none"> A. Answering <i>yes</i> or <i>no</i> to the questions described B. Following instructions • Individual/class exercise 	<ul style="list-style-type: none"> • Appreciating one's body parts and senses • Having knowledge of the importance and functions of the eyes • Having pleasure in seeing colors, sizes, and shapes of the things around us 	<ul style="list-style-type: none"> • cartolina • poster of a color wheel • poster of a pair of eyes • YouTube videos: <ul style="list-style-type: none"> ○ "What Color Is It? Color Song for Kids Learn your Colors Jack Hartmann" by Jack Hartmann Kids Music Channel, https://www.youtube.com/watch?v=wmsjmTUVHmc ○ <i>Awesome Kid</i> QR Code page 30, "Mixing Colors Science Experiments for

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>MELC</p> <p>PNEKBS-Ic-4 Name the five senses and their corresponding body parts</p> <p>PNEKBS-Ic-5 Use the senses to observe the environment</p> <p>SKPK-00-1 Natutukoy ang magagandang bagay na nakikita sa paligid</p> <p>SKPK-00-2 Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na:</p> <p>a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa</p> <p>b. gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, at gusali</p> <p>SKMP-00-2 Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga</p>	<p>ICT Literacy Doing experiment and singing a song about colors using the provided links</p>	<p>Guided discussion</p> <ul style="list-style-type: none"> Asking the pupils to identify the colors of classroom objects that you point out to them Having the pupils give other examples of objects that have the colors that you point to in the color wheel poster Eliciting answers as to which body part they use to identify the colors of objects Introducing to the class the parts of the eye and their functions Discussing the things that the eyes can see <p>Music integration</p> <ul style="list-style-type: none"> Singing the song on page 30 of the worktext to the tune of "My Toes, My Knees" Asking them questions about the song <p>Game-based learning Letting the pupils play an Eye Spy Game by asking them to find and identify the object that you are describing</p> <p>Guided discussion and experiential learning</p> <ul style="list-style-type: none"> Calling on pupils to talk about the things they saw inside the 	<ul style="list-style-type: none"> Singing a song about parts of the body Identifying objects that were described in the "Eye Spy" game Identifying and describing colors, sizes, and shapes in the classroom, around the school, in houses, malls, parks, and other places Saying a prayer for having healthy eyes Experimenting with mixing colors in <i>Awesome Kid</i> 		<p>Kids" by Mayta the Brown Bear – Toddler Learning Videos, https://www.youtube.com/watch?v=GFSsRYmSIZ0</p>

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>alagang hayop, at mga halaman sa paligid)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapa-kinggan / awit na kinakanta</p> <p>KPKGM-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Tell the use and importance of the eyes</i></p> <p><i>Identify the things in the classroom and around the school campus</i></p> <p><i>Describe things by telling their colors, sizes, and shapes</i></p>		<p>classroom, around the school, in their houses, in malls, in parks, and other places</p> <ul style="list-style-type: none"> • Asking the pupils why their eyes are important • Leading them to say a prayer for having healthy eyes <p>Technology integration Preparing the materials listed in <i>Awesome Kid</i>, watching the online video, and doing the activity in class</p> <p>Flipped learning Telling the pupils to bring things that can be used to take care of the eyes for the next meeting</p> <p>Assessment Letting them do worktext exercises</p>			

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<p>LESSON 2 <i>Taking Care of My Eyes</i></p>	<p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng:</p> <ul style="list-style-type: none"> - paglilinis ng katawan, - paghuhugas ng kamay bago at pagkatapos kumain, - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ih, pagdumi), at - paghuhugas ng kamay pagkatapos gumamit ng palikuran <p>MELC PNEKBS-Ii-8 Identify one's basic needs and ways to care for one's body</p> <p>MELC PNEKBS-Ii-9 Practice ways to care for one's body</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta</p>	<p>Critical Thinking and Scientific Literacy Identifying ways of taking care of the eyes</p> <p>ICT Literacy Watching online videos of songs about the eyes</p>	<p>Introduction and motivational activity</p> <ul style="list-style-type: none"> • Telling the pupils to close their eyes and then asking them what they think will happen if they do not have eyes • Posting the lesson overview on the board with the poster of the eyes <p>Review Recalling with the pupils the function of the eyes</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Showing and telling the pupils the proper ways of using the things for taking care of the eyes that you asked them to bring • Letting the pupils repeat after you the different ways of caring for the eyes • Letting the pupils watch the video with you about the eyes • Showing the class pictures or actual samples of yellow and orange fruits and vegetables • Discussing to the class how the shown types of food help keep our eyes healthy and our vision or eyesight clear 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> A. Identifying pictures of children who take good care of their eyes and those who do not B. Identifying pictures of the correct answer on how to take care of the eyes • <i>Let Us Practice</i> <ol style="list-style-type: none"> A. Choosing the pictures that show how to take care of the eyes B. Coloring food that helps keep the eyes healthy • Individual/class exercise Experiencing having their eyes checked by going to their school's eye clinic 	<ul style="list-style-type: none"> • Appreciating the importance and functions of the eyes • Caring for the eyes 	<ul style="list-style-type: none"> • cartolina • blindfold • handkerchief and eye drops • pictures or actual samples of yellow and orange fruits and vegetables • YouTube videos: <ul style="list-style-type: none"> ○ "5 things you didn't know about eyes Educational Videos For Kids" by Happy Learning English, https://www.youtube.com/watch?v=KsdYjtdpZtE ○ "Eye Doctor Checkup Kids Songs & Nursery Rhymes By Little Angel" by Little Angel: Nursery Rhymes & Kids Songs, https://www.youtube.com/watch?v=Y2uWm1fqbl8

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>KPKG-M-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan</p> <p><i>Enumerate ways of taking care of the eyes</i></p> <p><i>Explain the importance of taking care of the eyes</i></p> <p><i>Experience having one's eyes checked</i></p>		<ul style="list-style-type: none"> Explaining to the class that other types of food are not yellow or orange but are still good for the eyes (e.g., eggs, lean/not fatty meat, dark, leafy vegetables, berries) Letting the pupils sing along with the video "Eye Doctor Checkup" <p>Experiential learning Taking the pupils on a trip to the school clinic or an eye clinic and letting them experience having their eyes checked by a doctor with the <i>Snellen Eye Chart</i> test</p>			
<p>LESSON 3 <i>Ears</i></p>	<p>MELC PNEKBS-Id-1 Identify one's basic body parts</p> <p>MELC PNEKBS-Id-2 Tell the function of each basic body part</p> <p>MELC PNEKBS-Ic-3 Demonstrate movements using different body parts</p> <p>MELC PNEKBS-Ic-4 Name the five senses and their corresponding body parts</p>	<p>Critical Thinking and Scientific Literacy Identifying functions of the ears correctly</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos and songs about hearing and playing listening games</p>	<p>Introduction and Motivational activity</p> <ul style="list-style-type: none"> Spreading of things that produce sounds around the classroom Posting the lesson overview on the board along with the poster of the ears <p>Guided discussion and Game-based learning</p> <ul style="list-style-type: none"> Having the class play the game Repeat What I Say Categorizing the things in the classroom that produce and do not produce sounds Asking the class to tell why ears are important 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the things that produce a soft sound Identifying the things that produce a loud sound <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying if the children in the pictures are making soft or loud sounds Identifying the picture that makes a different sound in each group Individual/class exercise <ul style="list-style-type: none"> Playing the game called "Repeat What 	<ul style="list-style-type: none"> Having knowledge of the importance of the ears Appreciating different sounds from the environment 	<ul style="list-style-type: none"> things that produce sound like a cell phone, whistle, drum, rattle, etc. cartolina poster of the ears YouTube videos: <ul style="list-style-type: none"> "HEARING 🎵 Five Senses Song Wormhole Learning - Songs For Kids" by Wormhole Learning, https://www.youtube.com/watch?v=w1VzQsjhADE <i>Awesome Kid</i> QR Code, page 43, "Loud or soft" at Wordwall, https://wordwall.n

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>PNEKBS-Ic-5 Use the senses to observe the environment</p> <p>LLKAPD-Ie-1 Identify familiar sounds in the environment</p> <p>LLKAPD-Id-4 Tell if the sound is loud/soft, high/low</p> <p>LLKAPD-Ie-5 Differentiate a soft from a loud sound/high from low</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Tell the use and importance of the ears</i></p> <p><i>Name things that produce sounds</i></p> <p><i>Identify whether a sound is loud or soft</i></p>		<ul style="list-style-type: none"> Teaching the pupils the song on the worktext to the tune of “My Toes, My Knees” and having them sing with you Discussing with the pupils the different sounds they hear in their houses, in malls, in parks, and other places <p>Class drill Dividing the class into pairs and giving each pair a word that they would say loudly and softly</p> <p>Technology integration</p> <ul style="list-style-type: none"> Letting the class watch an online video about hearing Telling the pupils to scan the QR Code in <i>Awesome Kid</i> at home and play some games about sound with the help of a parent or a guardian <p>Game Letting the pupils play a listening game and having them name the given sounds</p>	<p><i>I Say</i>”</p> <ul style="list-style-type: none"> Grouping things in the classroom that produce sound and things that do not Singing a song about the use of our ears Group activity about saying words loudly and softly Identifying objects that make soft and loud sounds 		<p>et/en-us/community/loud-or-soft</p> <ul style="list-style-type: none"> “Listening Game - Guess The Sound Help Children Improve Listening Skills and Improve Attention” by Kreative Leadership, https://www.youtube.com/watch?v=pbxFOxz9c1g
<p>LESSON 4 <i>Taking Care of My Ears</i></p>	<p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: - paglilinis ng katawan,</p>	<p>Critical Thinking and Scientific Literacy Identifying ways of taking care of the ears</p>	<p>Introduction Posting the lesson overview on the board along with the poster of the ears</p>	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying things that are harmful to the ears Identifying activities 	<ul style="list-style-type: none"> Appreciating the importance and functions of the ears Caring for the ears 	<ul style="list-style-type: none"> cartolina poster of the ears YouTube videos: <ul style="list-style-type: none"> “Don't Scratch Your Ear Healthy Habits

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<ul style="list-style-type: none"> - paghuhugas ng kamay bago at pagkatapos kumain, - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ih, pagdumi), at - paghuhugas ng kamay pagkatapos gumamit ng palikuran <p>MELC PNEKBS-li-8 Identify one's basic needs and ways to care for one's body</p> <p>MELC PNEKBS-li-9 Practice ways to care for one's body</p> <p><i>Show the correct way of cleaning the ears</i></p> <p><i>Enumerate the things used to clean the ears</i></p> <p><i>Explain the importance of cleaning the ears</i></p> <p><i>Name activities that are not good for the ears</i></p>	<p>ICT Literacy Watching an online video and song on how to take care of the ears</p>	<p>Technology integration Letting the class watch an online video about taking care of the ears</p> <p>Review Reviewing the function of the ears and telling why the ears and the sense of hearing are important</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Discussing why we need to take care of our ears • Talking about what can happen if we do not take care of our ears • Teaching the class the correct way of cleaning the ears • Letting them watch an online video about taking care of the ears • Inviting an ear doctor to conduct a talk to the children to highlight the importance of taking care of the ears and to show them the proper way of cleaning their ears 	<p>that are good for the ears</p> <ul style="list-style-type: none"> • <i>Let Us Practice</i> <ol style="list-style-type: none"> A. Identifying if the child shows care for his ears B. Identifying if a child in the picture is caring for the ears or not 		<p>Song Doctor Cartoon Kids Songs Kids Cartoon BabyBus” by BabyBus - Kids Songs and Cartoons, https://www.youtube.com/watch?v=vcpg00f9Pac</p> <ul style="list-style-type: none"> ○ “How to take care our ears - Tips for kids, Do's and Don'ts” by Superkids Gurukul, https://www.youtube.com/watch?v=h_sAHOE9dcU
<p>LESSON 5 Nose</p>	<p>MELC PNEKBS-Id-1 Identify one's basic body parts</p>	<p>Critical Thinking and Scientific Literacy Identifying functions of the nose correctly</p>	<p>Introduction Posting the lesson overview on the board along with the poster of the nose</p>	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> A. Identifying images that smell good B. Identifying images 	<ul style="list-style-type: none"> • Having knowledge of the importance of the nose • Appreciating different smells from the 	<ul style="list-style-type: none"> • cartolina • poster of the nose, with main parts (nostrils, bridge/bone, tip) labeled

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>MELC PNEKBS-Id-2 Tell the function of each basic body part</p> <p>MELC PNEKBS-Ic-3 Demonstrate movements using different body parts</p> <p>MELC PNEKBS-Ic-4 Name the five senses and their corresponding body parts</p> <p>PNEKBS-Ic-5 Use the senses to observe the environment</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Tell the use and importance of the nose</i></p> <p><i>Identify and name things that have good smells and those with bad smells</i></p>	<p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos and songs about hygiene and function of the nose</p>	<p>Technology integration</p> <ul style="list-style-type: none"> Letting the pupils listen and sing to the music video about the smell of things <p>Guided discussion and Game-based learning</p> <ul style="list-style-type: none"> Having the class play the game “Where Is My Nose?” Posting the poster of the nose on the board for the class to see and discussing the main parts of the nose briefly Letting the blindfolded students describe the smell of the object assigned to them <p>Music integration Teaching the class the song on their worktext to the tune of “If You’re Happy and You Know It”</p> <p>Active learning</p> <ul style="list-style-type: none"> Asking the pupils to give examples of fruits and cooked meals that they think smell good Encouraging the pupils to watch online videos about nose hygiene <p>Flipped learning Encouraging the pupils to do the home activity in <i>Awesome Kid</i> in the worktext with their family</p>	<p>that smell bad</p> <ul style="list-style-type: none"> <i>Let Us Practice</i> <ol style="list-style-type: none"> Coloring the box that tells the smell of each thing Coloring the right thumb if the given thing smells good or bad Individual/class exercise <ul style="list-style-type: none"> Playing the game called “Where is My Nose?” Describing smells of objects in a blindfold game Singing a song about the use of nose Placing pictures to the right category/tray division based on the smell 	environment	<ul style="list-style-type: none"> cutouts or paper foldings of the animals’ noses illustrations of different animals without a nose, ex. elephant without a nose (trunk) blindfolds small containers, each containing one of the following: baby powder, cologne, bath soap, hand sanitizer, perfume, fabric softener tray with dividers pictures of things that smell good (e.g., perfume, cologne, soap, baby powder, broth, orange fruit, etc.) and things that smell bad/unpleasant (e.g., shrimp paste, garbage, dirty socks, vehicle smoke, paint, etc.) YouTube videos: <ul style="list-style-type: none"> “SMELL 🎵 Five Senses Song Wormhole Learning - Songs For Kids” by Wormhole Learning, https://www.youtube.com/watch?v=8xO1liO-5GI “Stay Healthy, Don’t Get Sick! Good Hygiene Song Little Angel Kids Songs & Nursery Rhymes” by Little Angel: Nursery Rhymes & Kids Songs,

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
						<p>https://www.youtube.com/watch?v=eNgqPHTI9dw</p> <ul style="list-style-type: none"> ○ “Why Are There Boogers in the Nose? Curious Song for Kids Kindergarten Song JunyTony” by JunyTony - Songs and Stories, https://www.youtube.com/watch?v=FQioTvHqMnc
<p>LESSON 6 <i>Taking Care of My Nose</i></p>	<p>MELC PNEKBS-li-8 Identify one’s basic needs and ways to care for one’s body</p> <p>MELC PNEKBS-li-9 Practice ways to care for one’s body</p> <p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng:</p> <ul style="list-style-type: none"> - paglilinis ng katawan, - paghuhugas ng kamay bago at pagkatapos kumain, - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ih, pagdumi), at 	<p>Critical Thinking and Scientific Literacy Identifying ways of taking care of the nose</p> <p>ICT Literacy Watching online videos and song on how to take care of the nose</p>	<p>Introduction and Motivational activity</p> <ul style="list-style-type: none"> • Posting on the board the lesson overview along with the poster of the nose • Helping and guiding the pupils in making a simple bunny nose mask <p>Guided discussion and Experiential learning</p> <ul style="list-style-type: none"> • Letting the children hop around the room and pretend to smell things around them • Discussing the actions shown in the worktext and explaining why it is important to care for the nose in those ways and emphasizing that inserting objects into the nose is not safe 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ul style="list-style-type: none"> A. Identifying activities that are good and bad for the nose B. Answering the questions that the teacher will ask by drawing a happy and a sad face • <i>Let Us Practice</i> <ul style="list-style-type: none"> A. Identifying the correct way of caring for the nose when clogged or runny B. Identifying things that are harmful to the nose • Individual/class exercise <ul style="list-style-type: none"> - Making a simple bunny nose mask - Raising hands if what is shown is caring for the nose and pretending to be sleeping if not 	<ul style="list-style-type: none"> • Appreciating the importance and functions of the nose • Taking care of the nose 	<ul style="list-style-type: none"> • cartolina • poster of the nose, with parts labeled • materials for bunny nose mask: large Popsicle stick or tongue depressor, 3 fuzzy wires, 2 pompom balls, cutout of two front teeth, glue • YouTube videos: <ul style="list-style-type: none"> ○ “Baby, Don’t Pick Your Nose Play Safe Song Good Habits Song Kids Songs Kids Cartoon BabyBus” by BabyBus - Kids Songs and Cartoons, https://www.youtube.com/watch?v=4UDqjzK8oas ○ “How to take care of you[r] nose” by Levi Villa, https://www.youtube.com/watch?v=H7Rt

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>- paghuhugas ng kamay pagkatapos gumamit ng palikuran</p> <p><i>Explain why the nose needs to be taken care of</i></p> <p><i>Enumerate ways of taking care of the nose</i></p>		<p>Technology integration and Class drill</p> <ul style="list-style-type: none"> Scanning the QR Code and letting the pupils watch the video about not picking up one's nose Telling the pupils to raise their hands if what you say shows care for the nose and to pretend sleeping if what you say does not show care for the nose Discussing the lesson shown in an online video about how to take care of their nose when they have a cold or runny nose 			OJ6xHBI
<p>LESSON 7 <i>Tongue</i></p>	<p>MELC PNEKBS-Id-1 Identify one's basic body parts</p> <p>MELC PNEKBS-Id-2 Tell the function of each basic body part</p> <p>MELC PNEKBS-Ic-3 Demonstrate movements using different body parts</p> <p>MELC PNEKBS-Ic-4 Name the five senses and their corresponding body parts</p>	<p>Critical Thinking and Scientific Literacy Identifying functions of the tongue correctly</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos and songs about taste</p>	<p>Introduction</p> <ul style="list-style-type: none"> Posting on the board the lesson overview Showing the poster of the tongue and the flash cards of the words sweet, salty, sour, and bitter <p>Technology integration Letting the pupils watch an online video about tastes</p> <p>Guided discussion and Demonstration</p> <ul style="list-style-type: none"> Leading the class in doing a tongue exercise Showing the big poster of the tongue and talking about the uses and importance of the 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying food that tastes sweet and sour Connecting each given food to its taste <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying the food that has the given taste in each set Identifying food that has different taste in each group Individual/class exercise <ul style="list-style-type: none"> Doing tongue exercises, longest tongue, and tongue twister game Participating in a 	<ul style="list-style-type: none"> Having knowledge of the importance of the tongue Appreciating different tastes 	<ul style="list-style-type: none"> cartolina big poster of the tongue flash cards of the words sweet, salty, sour, and bitter pictures and real examples of food with different tastes, like candy, calamansi, ampalaya, salt, chili powder, etc. (1-2 examples per taste) tongue twister riddles written on a manila paper YouTube videos: <ul style="list-style-type: none"> "TASTE 🎵 Five Senses Song Wormhole Learning - Songs For Kids" by Wormhole Learning, https://www.youtube.com/watch?v=OJ6xHBI

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>PNEKBS-Ic-5 Use the senses to observe the environment</p> <p>PNEKBS-Id-6 Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Explain the use and importance of the tongue</i></p> <p><i>Identify the tastes of different foods</i></p> <p><i>Describe the tastes of foods</i></p> <p><i>Group foods according to taste</i></p>		<p>tongue</p> <ul style="list-style-type: none"> Mentioning to the pupils that the tongue is mostly made up of muscles and is covered with taste buds Saying that the tongue lets identify the taste of food and helps them say words clearly Reading together and asking them what their favorite food is and how it tastes <p>Game-based learning and Technology integration</p> <ul style="list-style-type: none"> Playing a tongue twister game Conducting the longest tongue game in class Letting the pupils watch and sing along to the music video about tastes Showing pictures of foods with different tastes and having the pupils categorize the pictures according to taste Conducting a tasting activity for the class 	<p>tasting activity</p> <ul style="list-style-type: none"> Giving examples of foods with different tastes 		<ul style="list-style-type: none"> .com/watch?v=xIL_K8WkK8Q “The Taste Song (SINGLE) Original Educational Learning Songs & Nursery Rhymes for Kids by ChuChu TV” by ChuChu TV Nursery Rhymes & Kids Songs, https://www.youtube.com/watch?v=QLOwCd6sK34
<p>LESSON 8 <i>Taking Care of My Tongue</i></p>	<p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng:</p> <ul style="list-style-type: none"> paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos 	<p>Critical Thinking and Scientific Literacy Identifying ways of taking care of the tongue</p> <p>ICT Literacy Watching an online video of a tattle tongue</p>	<p>Introduction Posting on the board the lesson overview and showing the poster of a tongue</p> <p>Guided discussion and Technology</p>	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying pictures that show proper ways of taking care of the tongue Identifying activities that are harmful to 	<ul style="list-style-type: none"> Appreciating the importance and functions of the tongue Taking care of the tongue 	<ul style="list-style-type: none"> cartolina poster of tongue tongue cleaner toothbrush online website: <ul style="list-style-type: none"> “A Bad Case of Tattle Tongue” by Hill Elementary at

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>kumain,</p> <ul style="list-style-type: none"> - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihing, pagdumi), at - paghuhugas ng kamay pagkatapos gumamit ng palikuran <p>MELC PNEKBS-li-8 Identify one's basic needs and ways to care for one's body</p> <p>MELC PNEKBS-li-9 Practice ways to care for one's body</p> <p><i>Explain the importance of taking care of the tongue</i></p> <p><i>Enumerate ways of taking care of the tongue</i></p>		<p>integration</p> <ul style="list-style-type: none"> • Discussing the different activities that are not good for the tongue • Leading the class in the pictures of the worktext and have the pupils see the different pictures of activities that are good and bad for the tongue • Letting the pupils watch the online video of the story "A Bad Case of Tattle Tongue" • Asking the pupils what they learned from the story reading • Telling the pupils to be careful of what they say because it can hurt others' feelings or get someone in trouble • Showing the class a tongue cleaner and demonstrating how it is used to take care of the tongue • Asking the pupils what they have learned in the lesson • Asking them about the importance of the tongue and the proper ways of taking care of it 	<p>the tongue</p> <ul style="list-style-type: none"> • <i>Let Us Practice</i> <ol style="list-style-type: none"> A. Answering questions with yes or no about proper way of taking care of the tongue B. Coloring things used in cleaning the tongue 		<p>Vimeo, https://vimeo.com/205971472</p>
<p>LESSON 9 <i>Skin</i></p>	<p>MELC PNEKBS-Id-1 Identify one's basic body parts</p> <p>MELC PNEKBS-Id-2 Tell the function of each</p>	<p>Critical Thinking and Scientific Literacy Identifying functions of the skin correctly</p> <p>Communication, Collaboration, and Adaptability</p>	<p>Introduction and Game-based learning</p> <ul style="list-style-type: none"> • Posting the lesson overview on the board and showing a poster of the skin • Showing pictures of 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> A. Identifying the thing that feels different in a group B. Identifying if the statement about an object's texture is 	<ul style="list-style-type: none"> • Having knowledge of the importance of the skin • Appreciating different feelings and textures 	<ul style="list-style-type: none"> • cartolina • poster of the skin with its main parts labeled • medium- to big-sized box • objects with different textures, shapes, and temperatures (if

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>basic body part</p> <p>MELC PNEKBS-Ic-3 Demonstrate movements using different body parts</p> <p>MELC PNEKBS-Ic-4 Name the five senses and their corresponding body parts</p> <p>PNEKBS-Ic-5 Use the senses to observe the environment</p> <p>PNEKBS-Id-6 Use the senses to observe and perform simple experiments in classifying objects (e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Explain the importance of the skin</i></p>	<p>Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about the skin and how it works</p>	<p>things with different textures and feels</p> <ul style="list-style-type: none"> Reviewing the pupils by letting them play the game Follow the Leader <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Letting the pupils watch the video about how the skin works Discussing the main parts of the skin and their functions briefly Discussing with the pupils the key functions of the skin <p>Music integration Teaching the pupils the song in the worktext to the tune of “My Toes, My Knees”</p> <p>Guided discussion and Demonstration</p> <ul style="list-style-type: none"> Conducting a feeling activity with the pupils by having them touch the objects and letting them describe how the objects feel when they touch it Discussing the importance of the skin and the different things that the skin feels <p>Active learning Asking the pupils if the object in the picture is hot,</p>	<p>correct or not</p> <ul style="list-style-type: none"> Let Us Practice <ol style="list-style-type: none"> Doing what is asked in every item about textures of things Identifying the picture that matches the feeling in a set Individual/class exercise <ul style="list-style-type: none"> Playing Follow the Leader game Touching objects inside a covered box and telling how each object feels when touching them Identifying shown pictures if it’s hot, cold, smooth, rough, hard, or soft 		<p>possible), such as sponge, stone, plushie, bowl of ice, etc.</p> <ul style="list-style-type: none"> pictures of things that are rough, smooth, hard, and soft YouTube videos: <ul style="list-style-type: none"> “How Your Skin Works? - The Dr. Binocs Show Best Learning Videos For Kids Peekaboo Kidz” by Peekaboo Kidz, https://www.youtube.com/watch?v=yCWclrhsPQ8 “Skin - Human Body Parts - Pre School Know Your Body - Animated Videos For Kids” by MagicBox English, https://www.youtube.com/watch?v=LS8vFZTxuGc <i>(Note: This video link can be used if you wish to briefly discuss the main parts of the skin.)</i>

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><i>Identify things that are hot, cold, rough, smooth, hard, or soft</i></p> <p><i>Group things according to feel and texture</i></p>		<p>cold, smooth, rough, hard, or soft</p> <p>Flipped learning Asking the pupils to draw and color in their science notebooks one object for each category of feel and texture—hot, cold, rough, smooth, hard, and soft</p>			
<p>LESSON 10 <i>Taking Care of My Skin</i></p>	<p>MELC PNEKBS-li-8 Identify one’s basic needs and ways to care for one’s body</p> <p>MELC PNEKBS-li-9 Practice ways to care for one’s body</p> <p>KPKPKK-Ih-1 Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng:</p> <ul style="list-style-type: none"> - paglilinis ng katawan, - paghuhugas ng kamay bago at pagkatapos kumain, - pagsesipilyo, - pagsusuklay, - paglilinis ng kuko, - pagpapalit ng damit, - pagtugon sa personal na pangangailangan nang nag-iisa (pag-ih, pagdumi), at - paghuhugas ng kamay pagkatapos gumamit ng palikuran 	<p>Critical Thinking and Scientific Literacy Identifying ways of taking care of the skin</p> <p>ICT Literacy Watching online videos of how to take care of the skin</p>	<p>Introduction Posting on the board the lesson overview and showing the poster of the skin</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Letting the pupils watch the online music video about scabs and scars • Discussing the importance of being gentle to their skin • Reading with them the lessons on their worktext • Letting the class watch the online video on how to take care of their skin • Showing them pictures or actual samples of things that can be used to take care of their skin • Posting on the board the pictures of activities that are good for the skin and those that are harmful and telling the class to draw a box around the pictures of 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ul style="list-style-type: none"> A. Identifying activities that show care for the skin B. Identifying pictures that show proper care for the skin C. Identifying things that one can use to care for the skin • <i>Let Us Practice</i> <ul style="list-style-type: none"> A. Helping Avi and Amiel get through a maze to get the things that can make the skin smooth and healthy B. Identifying correct picture for each question regarding on how to take care of the skin • Individual/class exercise Identifying pictures of activities that are good for the skin and those that are not <p>Summative Unit Test</p>	<ul style="list-style-type: none"> • Having knowledge of the importance of the skin • Taking care for the skin 	<ul style="list-style-type: none"> • cartolina • poster of the skin • pictures of actual samples of soap, towel, umbrella, lotion, water, fruits, vegetables • pictures of children with healthy skin • pictures of activities that are good for the skin and those that are harmful • YouTube videos: <ul style="list-style-type: none"> ○ “Why Do We Have Scabs on Scars? Curious Songs for Kids Wonder Why Preschool Songs JunyTony” by JunyTony – Songs and Stories, https://www.youtube.com/watch?v=NerNeqenjxA ○ “how to take care of your skin” by Levi Villa, https://www.youtube.com/watch?v=GYzogvZXSGo

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><i>Tell the importance of taking care of the skin</i></p> <p><i>Enumerate the proper ways of taking care of the skin</i></p> <p><i>Identify things that are used to take care of the skin</i></p>		<p>activities that are good for the skin and cross out the ones that are not</p> <p>Class drill</p> <ul style="list-style-type: none"> • Asking them to bring small bottle of lotion and letting them apply lotion to their skin • Giving them instructions on which part should they start applying the lotion 	<p>A. Identifying the sense organ asked in the sentence</p> <p>B. Identifying if the sentence is correct or not</p> <p>C. Identifying the picture that differs from the group</p> <p>D. Filling in the blank with correct sense organ to complete the sentence</p> <p>E. Identifying the pictures that answer the questions</p>		

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Second Quarter

Unit 3: Things Around Us

Time Frame: 10 days

Content Standards	<p>The child demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • increasing his/her conversation skills; and • characteristics and needs of animals and how they grow. <p>Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan at kagandahan ng kapaligiran.</p>	Performance Standards	<p>The child shall be able to . . .</p> <ul style="list-style-type: none"> • confidently speak and express his/her feelings and ideas in words that make sense; and • communicate the usefulness of animals and practice ways to care for them. <p>Ang bata ay nakapagpapamalas ng . . .</p> <ul style="list-style-type: none"> • sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain; at • kakayahang magmasid at magpahalaga sa ganda ng kapaligiran.
--------------------------	---	------------------------------	--

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<p>LESSON 1 <i>Living Things</i></p>	<p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>SKPK-00-1 Natutukoy ang magagandang bagay na nakikita sa paligid</p> <p>MELC PNEKP-IIa-7 Name common animals</p> <p><i>Identify and describe living things</i></p>	<p>Critical Thinking and Scientific Literacy Identifying living things correctly in the environment and surroundings</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>Persistence and Creativity</p> <ul style="list-style-type: none"> • Patiently and creatively coloring the living things in a picture • Creatively drawing living things <p>ICT Literacy Watching music videos about living and nonliving</p>	<p>Introduction Posting on the board the lesson overview on their worktext together with the picture of other living things</p> <p>Technology integration Having the pupils watch an online video about living things</p> <p>Guided discussion</p> <ul style="list-style-type: none"> • Taking the pupils to the school grounds and having them name or draw living things that they will see • Letting the pupils talk about the things they saw and letting them show the drawings they made • Explaining to them the lesson on their worktext 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the living things in each group Writing the beginning letter of the given living things to find a secret word • <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying and coloring the living things in the given picture Identifying the pictures that correctly talk about living things • Individual/class exercise <ul style="list-style-type: none"> - Drawing or naming living things seen in the school garden - Singing songs about living things 	<ul style="list-style-type: none"> • Appreciating living and nonliving things in the surroundings and environment • Caring for living and nonliving things 	<ul style="list-style-type: none"> • cartolina • pictures of a plant, an animal, a person, and a mushroom • pictures of various other living things • YouTube videos: <ul style="list-style-type: none"> ○ “Living Things - STEAM Song I Nursery Rhymes & Kids Songs” by Badanamu, https://www.youtube.com/watch?v=3BY7QOwCnCG ○ “LIVING Things and NONLIVING Things (Science Learning Video for Kids)” by Learning Time Fun, https://www.youtube.com/watch?v=BEz7RPvQCAI

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<i>Give examples of living things</i>	things using the provided online links	<p>Music integration Leading the pupils in singing the song on their worktext to the tune of “Where is Thumbkin?”</p> <p>Vocabulary development</p> <ul style="list-style-type: none"> Developing the pupils’ vocabulary by asking them to name living things according to their given pictures Encouraging the pupils to tell a simple sentence about the pictures of living things <p>Technology integration Having them review the characteristics of living things by watching an online video about living and nonliving things</p> <p>Assignment Asking the pupils to bring their favorite toy on the next meeting</p>	<ul style="list-style-type: none"> Reciting a simple sentence about living things shown in the picture 		
LESSON 2 <i>Nonliving Things</i>	<p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba’t ibang paraan ng pag-eehersisyo</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na</p>	<p>Critical Thinking and Scientific Literacy Identifying nonliving things correctly in the environment and surroundings</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p>	<p>Introduction Using visual aids posted on the board to introduce to the pupils the lesson overview</p> <p>Show-and-Tell activity Conducting a Show-and-Tell activity with the pupils using the toys that they brought</p>	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying pictures of nonliving things Drawing nonliving things <i>Let Us Practice</i> <ol style="list-style-type: none"> Connecting pictures of living or nonliving things to their proper label Identifying if a statement is correct 	<ul style="list-style-type: none"> Appreciating living and nonliving things in the surroundings and the environment Caring for living and nonliving things 	<ul style="list-style-type: none"> cartolina pictures of a toy robot, chair, and shoes poster of the solar system pupils’ favorite toys pictures of living and nonliving things toy drums online website: YouTube video: <ul style="list-style-type: none"> “LIVING OR NON-

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>napapakinggan/awit na kinakanta</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>SKPK-00-1 Natutukoy ang magagandang bagay na nakikita sa paligid</p> <p><i>Identify and describe nonliving things</i></p> <p><i>Give examples of nonliving things</i></p> <p><i>Compare living things and nonliving things</i></p>	<p>Persistence and Creativity Patiently and creatively cut out pictures of nonliving things from magazines</p> <p>ICT Literacy Watching an online music video about living and nonliving things</p>	<p>Review Reviewing the characteristics of living things</p> <p>Guided discussion and Music integration</p> <ul style="list-style-type: none"> Teaching the pupils the songs about the characteristics of nonliving things Guiding the pupils in reading the lesson on their worktext Developing the pupils' vocabulary by asking them to name and describe the nonliving things in the pictures using simple sentences Asking them to give other examples of nonliving things and describing those using simple sentences Teaching them another song to the tune of "The Mulberry Bush" <p>Class drill</p> <ul style="list-style-type: none"> Having the pupils play the game Move or Stop by telling them to do any movement when a picture of a living thing is raised Asking the pupils to cut out pictures of nonliving things from old magazines and paste each on a bond paper Saying with the pupils a 	<p>or wrong regarding living and nonliving things</p> <p>C. Drawing and naming living and nonliving things found in the community</p> <p>Summative Unit Test Identifying living and nonliving things</p>		<p>LIVING? (a science song for kids)" by Harry Kindergarten Music, https://www.youtube.com/watch?v=LScD4x-kEbQ</p> <ul style="list-style-type: none"> o <i>Awesome Kid QR Code</i>, page 108, "Living and Non-living Things – Science Game for Kids" by Turaco Games, https://www.turacogames.com/games/living-non-living/ <i>(Note: This video link can be used as an additional activity for the pupils)</i>

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>prayer about caring for living and nonliving things</p> <p>Technology integration Having them review the lesson by watching an online video</p> <p>Assignment Asking the pupils to make scrapbook pages of pictures of living and nonliving things</p> <p>Assessment Letting them do worktext exercises</p>			

Unit 4: Plants Around Us

Time Frame: 20 days

Content Standards

- The child demonstrates an understanding of . . .
- characteristics and growth of common plants; and
 - increasing his/her conversation skills.
- Ang bata ay nagkakaroon ng pag-unawa sa . . .
- pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan; at
 - kahalagahan ng pagkakaroon ng masiglang pangangatawan.

Performance Standards

- The child shall be able to . . .
- communicate the usefulness of plants and practice ways to care for them; and
 - confidently speak and express his/her feelings and ideas in words that make sense.
- Ang bata ay nakapagpapamalas ng . . .
- kakayahang maipahayag ang kaisipan, damdamin, saloobin, at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta; at
 - sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 1 <i>Common Plants</i>	<p>MELC PNEKP-IIa-7 Name common plants</p> <p>MELC PNEKP-IIb-1 Observe, describe, and examine common plants using their senses</p> <p>MELC PNEKP-IIb-8 Group plants according to certain characteristics, e.g., parts, kind, habitat</p> <p>MELC PNEKP-IIIf-4 Identify and describe how plants can be useful</p> <p>SKMP-00-2 Nakaguguhit, nakapagpipinta at</p>	<p>Critical Thinking and Scientific Literacy Identifying common plants correctly in the environment and surroundings</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>Persistence and Creativity Patiently and creatively coloring and drawing plants</p> <p>ICT Literacy Watching online videos about common plants</p>	<p>Introduction Using visual aids and posters to introduce the lesson overview to the pupils</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Taking the pupils to a tour of school garden or school grounds • Guiding them in observing different kinds and types of plants • Having the pupils draw plants seen in the school garden • Having the pupils watch videos about common plants • Reading and understanding the lesson on their worktext • Asking them to name 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> Coloring each given plant • <i>Let Us Practice</i> Identifying big and small plants • Individual/class exercise <ul style="list-style-type: none"> - Observing and drawing plants seen in the school garden - Playing a relay game about classifying plants 	<ul style="list-style-type: none"> • Appreciating common plants in the surroundings and environment • Caring for plants 	<ul style="list-style-type: none"> • real plants • picture or poster of many different plants • drawing book • pictures of common plants such as mango, banana, coconut, santan, acacia, gumamela, etc. • things that can be used for the obstacle race, such as orange cones or chairs, hula hoops, etc. • YouTube videos: <ul style="list-style-type: none"> ○ <i>Awesome Kid QR Code</i>, page 117, "Common Plants in the Community" by Teacher Rizza, https://www.youtube.com/watch?v=hlpPUkqrFKY ○ "Plants Plants name in English" by

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop, at mga halaman sa paligid)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Identify common plants</i></p> <p><i>Compare big and small plants</i></p>		<p>the plants and to tell if the plants are big or small</p> <ul style="list-style-type: none"> Plotting the number of pupils who each have a plant using a line or bar graph <p>Game (Relay) Playing a relay game of classifying the plants according to size</p> <p>Technology integration and Assignment Asking the pupils to watch online videos about common plants and habitats</p>			<p>Kitty Education Tamil, https://www.youtube.com/watch?v=_Wvs cRh1Wt8</p> <ul style="list-style-type: none"> "Common Plants And Their Habitats Learning Video AuSum Sisters" by AuSum Sisters, https://www.youtube.com/watch?v=SGJkz-fWlwg
<p>LESSON 2 <i>Parts of a Plant</i></p>	<p>MELC PNEKP-IIb-8 Group plants according to certain characteristics, e.g., parts, kind, habitat</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Identify the parts of a plant</i></p> <p><i>Describe each part of a plant</i></p>	<p>Critical Thinking and Scientific Literacy Identifying parts of a plant correctly</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about seeds growing and how a plant grows</p>	<p>Introduction</p> <ul style="list-style-type: none"> Showing an actual plant to the pupils and letting them describe its characteristics Asking them to say something about its size, color, and leaf shape <p>Music integration Teaching the pupils the song about parts of a plant</p> <p>Guided discussion</p> <ul style="list-style-type: none"> Discussing the lesson to the pupils by pointing to the parts of the potted plant Explaining to them the importance of each part 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Coloring parts of a plant Connecting each part of the plant to its correct name <i>Let Us Practice</i> <ol style="list-style-type: none"> Coloring the butterfly with the correct name of each plant part Tracing and coloring the picture of a plant and naming its parts by writing the missing letters Individual/class exercise <ul style="list-style-type: none"> Arranging puzzles by group Guessing the part of the plants being 	<ul style="list-style-type: none"> Appreciating parts of a plant Caring for every part of a plant 	<ul style="list-style-type: none"> real plant in a pot 2 sets of an enlarged picture of a plant made into a puzzle picture of plants plant seed pot with soil watering can YouTube videos: <ul style="list-style-type: none"> "I Could Watch Time Lapses Of Seeds Growing All Day" by Goodful, https://www.youtube.com/watch?v=ECib etK2EYI "How Does a Plant Grow? (Lifecycle of Plant) Miss Molly Sing Along Songs The ALPHABET Kids" by Miss Molly,

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<i>State the functions of each plant part</i>		<p>Games Having the two groups in the class arrange a puzzle</p> <p>Technology integration Instructing the pupils to watch an online video about plant growth</p> <p>Reviewing the lesson Having the pupils guess the described plant parts</p> <p>Guided activity Teaching the pupils about proper care for the planted seed on the pot and having them measure its growth weekly</p>	described		https://www.youtube.com/watch?v=nrz3WM3x_HA
LESSON 3 <i>Needs of Plants</i>	<p>MELC PNEKP-IIb-1 Observe, describe, and examine common plants using their senses</p> <p>MELC PNEKP-IIb-2 Identify needs of plants and ways to care for plants</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Enumerate the needs of plants</i></p>	<p>Critical Thinking and Scientific Literacy Identifying the needs of plants correctly</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos and songs about the needs of plants</p>	<p>Introduction Using visual aids and pictures of different plants to introduce the lesson overview to the pupils</p> <p>Technology integration Having the pupils watch the videos about basic plant needs</p> <p>Guided discussion and Music integration</p> <ul style="list-style-type: none"> Having the pupils sing the song about the needs of plants for kids Showing a real plant to the pupils to demonstrate the needs of plants Discussing the lesson by letting them look at 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Coloring the leaves that have the needs of a plant to grow Identifying the activities that help the plants grow <i>Let Us Practice</i> <ol style="list-style-type: none"> Coloring boxes with the letters that will form the words <i>sunlight, water, air, and soil</i> Arranging the order of caring for plants Individual/class exercise Going to the school garden and showing them the correct way of watering the plants 	<ul style="list-style-type: none"> Providing needs of a plant Caring for plants 	<ul style="list-style-type: none"> cartolina picture showing different plants real plants pictures of different needs of plants watering can or pail with water dipper YouTube videos: <ul style="list-style-type: none"> “The Needs of a Plant for Kids What do Plants Need to Survive?” by BuzzWithBee, https://www.youtube.com/watch?v=gIRR-VdIP1M “The Needs of a Plant (song for kids about 5 things plants

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><i>Explain why plants should be given their needs</i></p> <p><i>Understand the importance of taking care of plants</i></p>		<p>the picture on their worktext</p> <ul style="list-style-type: none"> Letting the pupils sing along to the music video about the needs of a plant Providing further explanation regarding the lesson <p>Assignment Instructing the pupils to watch the video about the basic needs of plants in <i>Awesome Kid</i></p>			<p>need to live)” by Harry Kindergarten Music, https://www.youtube.com/watch?v=dUBIQ1fTRzI</p> <ul style="list-style-type: none"> <i>Awesome Kid</i> QR Code page 125, “BASIC NEEDS OF PLANTS WHAT DO PLANTS NEED TO GROW MUNG BEAN SEEDS EXPERIMENT MONGO SEEDS ” by Hungry SciANNtist, https://www.youtube.com/watch?v=ZdOmVDRNXys “The Seed Song - What Do Seeds Need?” by Let’s Roll Snowball, https://www.youtube.com/watch?v=Cd2O4utPw6c <p><i>(Note: This video link can be used as an additional resource in discussing the lesson)</i></p>
<p>LESSON 4 <i>What We Get from Plants</i></p>	<p>MELC PNEKP-IIIif-4 Identify and describe how plants can be useful</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p>	<p>Critical Thinking and Scientific Literacy Identifying the things we get from plants</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p>	<p>Introduction Using visual aids and pictures of different plants to introduce the lesson overview to the pupils</p> <p>Technology integration and Guided discussion</p> <ul style="list-style-type: none"> Reading or having the pupils watch an animated video of the storybook <i>The Giving</i> 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying things that we get from plants Identifying things that we get from plants and not <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying plant parts from which the given things are 	<p>Appreciating the things that we get from plants</p>	<ul style="list-style-type: none"> cartolina pictures of a plant, tree, furniture, fruits, wooden house, pencil, food, house/shelter, air, clothing, and medicine YouTube videos: <ul style="list-style-type: none"> “The Giving Tree - Animated Children’s Book” by Animated Children’s Books, https://www.youtube.com/watch?v=Cd2O4utPw6c

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><i>State the importance of plants to people</i></p> <p><i>Enumerate the things that plants give</i></p>	<p>ICT Literacy Watching an online story about the giving tree, how papers are made, and a video about the use of plants</p>	<p><i>Tree</i></p> <ul style="list-style-type: none"> • Discussing to them the story they just read or watched • Guiding the pupils in reading the text about plants in <i>Let Us Learn</i> • Teaching the pupils the song about the importance of plants • Showing the pupils different pictures of things that plants give to people • Having the pupils watch the video about the importance of plants <p>Assignment Assigning the pupils to watch the video about how papers are made from plants in <i>Awesome Kid</i></p>	<p>made of</p> <p>B. Coloring the apple red if it has something we get from plants</p> <p>Summative Unit Test</p> <p>A. Identifying big and small plants</p> <p>B. Matching a plant part to its name</p> <p>C. Identifying the needs of plants</p> <p>D. Identifying the things plants give</p> <p>E. Drawing a box around the correct picture of a specified thing</p>		<p>.com/watch?v=XFQZfeHq9wo</p> <ul style="list-style-type: none"> ○ “Use of Plants for Kids How are plants important to us How Plants help us Uses of Plants” by Neel Nation, https://www.youtube.com/watch?v=GMrQuLtus20 ○ <i>Awesome Kid</i> QR Code, page 130, “Smurfit Kappa: How paper is made? (For Children)” by Smurfit Kappa, https://www.youtube.com/watch?v=L4j-McwKckQ

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Third Quarter

Unit 5: Animals Around Us

Time Frame: 45 days

Content Standards	<p>The child demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • characteristics and needs of animals and how they grow; and • increasing his/her conversation skills. <p>Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan ng pagkakaroon ng masiglang pangangatawan.</p>	Performance Standards	<p>The child shall be able to . . .</p> <ul style="list-style-type: none"> • communicate the usefulness of animals and practice ways to care for them; and • confidently speak and express his/her feelings and ideas in words that make sense. <p>Ang bata ay nakapagpapamalas ng sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain.</p>
--------------------------	--	------------------------------	--

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 1 <i>Pets</i>	<p>MELC PNEKA-Ia-1 Name common animals</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p>	<p>Critical Thinking and Scientific Literacy Identifying the difference of pets from other kinds of animals</p> <p>Persistence and Creativity Patiently and creatively coloring situations that are correct about pets, drawing the pets they want, and making a dog using toilet paper, black marker, and cutout colored paper</p> <p>ICT Literacy Watching online videos and songs about pets</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Showing the class a live fish or turtle in a bowl and letting them observe its color and how it moves • Asking the pupils what comes to their mind first when they hear the word <i>pet</i> • Telling the pupils that pets are animals that we take care of in our homes <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Having the pupils watch the online video about different pets • Asking them about their pets at home and showing them examples of pets • Reading to the pupils Dr. Seuss' story or letting the class watch 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the pet animals Matching the pet to the food it eats • <i>Let Us Practice</i> <ol style="list-style-type: none"> Coloring pictures that talk correctly about pets Identifying the pictures that show the pet with its correct food • Individual/class exercise <ul style="list-style-type: none"> - Making a dog using toilet paper, black marker, and cutout colored paper - Drawing the kind of pet that one wishes to have or already have - Naming the different pictures of pets shown 	<ul style="list-style-type: none"> • Appreciating the pets in the community • Caring and protecting pets 	<ul style="list-style-type: none"> • live fish or turtle in a bowl • pictures/flashcards of different pets • toilet paper core • cutout dog ears, paws, and tail • black marker • online website: <ul style="list-style-type: none"> ○ "Pets Learn more about pets for kids Kids academy" by Kids Academy, https://www.youtube.com/watch?v=S1nUMsPC1-0 ○ "What Pet Should I Get? by Dr. Seuss READ ALOUD for Kids" by Little Cozy Nook, https://www.youtube.com/watch?v=psCzO1TIJU ○ "Pets song for Kids Care for Pets song for Children I love my Pet" by Miss

*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>MELC PNEKA-III g-5 Identify the needs of animals</p> <p>MELC PNEKA-III g-7 Identify and describe how animals can be useful</p> <p><i>Name the different pet animals</i></p> <p><i>Identify the food for each pet</i></p> <p><i>Understand the importance of pets to people</i></p>		<p>the digital version of the book</p> <ul style="list-style-type: none"> • Discussing the different foods that pets should eat and those that are harmful to them • Having the pupils watch and sing along to the song about caring for the pets • Discussing what pets can do for people and asking the class if they know of other things that pets can do for people • Letting the pupils watch a video about taking care of pets • Asking the pupils who among them have pets and what kinds of pets they have, and showing them pictures of the pets they give/answer • Creating a line or bar graph of the pupils' responses about the pet they wish to have to conclude about which is the most liked by them and which is the least liked <p>Guided activity</p> <ul style="list-style-type: none"> • Instructing them to make a dog using toilet paper, black marker, and cutout colored paper • Letting the pupils draw in their drawing 			<p>Linky - Educational Videos for Kids, https://www.youtube.com/watch?v=LQTVS7CPDxE</p> <ul style="list-style-type: none"> ○ "Teaching Kids to Care for Pets Videos for Toddlers" by Mayta the Brown Bear - Toddler Learning Videos, https://www.youtube.com/watch?v=pKosbOawGSY ○ <i>Awesome Kid</i> QR Code, page 138, "Pet Shop Field Trip" by PBS Learning Media, https://www.pbslearningmedia.org/resource/a96ec2d0-1ddb-428a-a82c-9e6e558e1fb4/pet-shop-field-trip/

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>notebook the kind of pet that they wish to have or already have</p> <p>Flipped learning Having the pupils do a virtual visit to a pet shop by scanning the QR Code in <i>Awesome Kid</i></p>			
<p>LESSON 2 <i>Farm Animals</i></p>	<p>MELC PNEKA-Ie-1 Name common animals</p> <p>MELC PNEKA-III g-5 Identify the needs of animals</p> <p>MELC PNEKA-III g-7 Identify and describe how animals can be useful</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they</p>	<p>Critical Thinking and Scientific Literacy Identifying the difference of farm animals from other kinds of animals</p> <p>Persistence and Creativity Patiently and creatively using hard-boiled eggs to make food art and drawing of a favorite farm animal</p> <p>ICT Literacy Watching online videos and songs about farm animals</p>	<p>Introduction</p> <ul style="list-style-type: none"> Letting the pupils identify the animals from which we get meat and dairy foods and where to find them Writing on the board the words FARM ANIMALS and telling the class that these are animals that are raised on farms <p>Guided discussion and Motivational activity</p> <ul style="list-style-type: none"> Asking them if they have experienced going to a farm and letting them share their experience Showing the pupils the pictures of farm animals and letting them say what that animal gives to people <p>Technology and Music integration</p> <ul style="list-style-type: none"> Grouping the pupils into different farm animals and letting each group make the assigned sound when you point to them 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying each farm animal in the picture Identifying the farm animal that is related to the given picture <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying the things we get from each farm animal Guessing the answer to the riddle about farm animals Individual/class exercise <ul style="list-style-type: none"> Making food art using hard-boiled eggs Naming animals that produce the given food Drawing favorite farm animal 	<ul style="list-style-type: none"> Having knowledge of the different farm animals Appreciating farm animals Caring and protecting farm animals 	<ul style="list-style-type: none"> pictures of foods such as fried eggs, fried chicken, pork barbecue, steak, and glass of milk pictures/flashcards of different farm animals 4 hard-boiled eggs, carrots plate, plastic knife drawing notebook YouTube videos: <ul style="list-style-type: none"> “Farm Animals for Kids Learn all about these fun animals!” by Learn Bright, https://www.youtube.com/watch?v=zFtMamMUAVw “The Funny Farmer Song! Jack Hartmann” by Jack Hartmann Kids Music Channel, https://www.youtube.com/watch?v=655sZV1kZZI <i>Awesome Kid</i> QR Code, page 145, “Farm Animals Game Farmyard Animals Vocabulary”

*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>make, what they eat, where they live)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Name the different farm animals</i></p> <p><i>Name the foods that people get from farm animals</i></p> <p><i>Identify the kinds of help that people can get from farm animals</i></p> <p><i>Understand the importance of farm animals to people</i></p>		<ul style="list-style-type: none"> Having the pupils watch an online video <p>Experiential learning Using hard-boiled eggs to make a food art and guiding the pupils in slicing the eggs and assembling the eggs and carrots on the plate to make a face or figure of their favorite animal</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Letting the pupils watch an online video and reviewing them about the sounds of farm animals Discussing to the class the importance of farm animals <p>Class drill Showing different pictures of food and have them name the animals that produce those</p> <p>Flipped learning Telling the pupils to scan the QR Code in <i>Awesome Kid</i> to learn more about farm animals while having fun</p>			<p>by Games4esl, https://www.youtube.com/watch?v=H0DVnV5tldw</p>
<p>LESSON 3 <i>Wild and Zoo Animals</i></p>	<p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino</p>	<p>Critical Thinking and Scientific Literacy Identifying the difference of wild and zoo animals from other kinds of</p>	<p>Introduction and Technology integration</p> <ul style="list-style-type: none"> Playing an online video and letting the pupils 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the wild animals in a group Looking for names 	<ul style="list-style-type: none"> Appreciating wild and zoo animals Caring and protecting wild and zoo animals Respecting wild 	<ul style="list-style-type: none"> pictures or flash cards of different wild animals small pieces of paper with the names or pictures of different wild

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>and/or English</p> <p>MELC PNEKA-Ie-1 Name common animals</p> <p>MELC PNEKA-III g-5 Identify the needs of animals</p> <p>MELC PNEKA-III g-7 Identify and describe how animals can be useful</p> <p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo <i>Name the different wild animals</i></p> <p><i>Name wild animals that are also found in zoos</i></p>	<p>animals</p> <p>Persistence and Creativity</p> <ul style="list-style-type: none"> • Patiently and creatively drawing a map of a zoo and drawing a favorite wild animal • Patiently and creatively coloring wild animals in a picture <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos and songs about wild animals using the provided links</p>	<p>guess the wild animals that make the sounds</p> <ul style="list-style-type: none"> • Asking them what makes an animal wild • Telling them brief information about the lesson <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Letting the pupils watch an online video about naming wild animal sounds • Guiding them in reading the lesson on their worktext • Letting them watch the animated story of Noah's Ark and having them identify the animals mentioned in the story • Having them watch and sing along to an online video about a favorite animal • Asking them to name other wild animals and giving them some notes about wild animals <p>Class drill</p> <ul style="list-style-type: none"> • Having the class draw a map of a zoo in a manila paper • Having the class play Wild Animal Charade 	<p>of wild animals in a word search puzzle</p> <ul style="list-style-type: none"> • <i>Let Us Practice</i> <ol style="list-style-type: none"> A. Coloring the wild animals in a picture B. Identifying pet, wild, and farm animals by coloring them green, red, and brown • Individual/class exercise <ul style="list-style-type: none"> - Drawing a map of a zoo on a manila paper as a group and indicating where the animals will be and the name of the zoo - Playing the game "Wild Animal Charade" 	<p>animals in their habitats</p>	<p>animals</p> <ul style="list-style-type: none"> • box or small fish bowl • manila paper, pencils, and crayons • YouTube videos: <ul style="list-style-type: none"> ○ "Wild animals sounds quiz!" by Armagan Citak, https://www.youtube.com/watch?v=xQclBNCDCTQ ○ "WILD ANIMALS Learn Wild Animals Sounds and Names For Children, Kids And Toddlers" by Yala Kids Channel, https://www.youtube.com/watch?v=_Yh8Nx7mnaU ○ "Noah's Ark Bible Story For Kids - (Children Christian Bible Cartoon Movie) The Bible's True Story" by Geethanjali Kids – Rhymes and Stories, https://www.youtube.com/watch?v=QAsfOcGjgoM ○ "Our Favorite Animals Songs For Kids Super Simple Songs" by Super Simple Songs – Kids Songs, https://www.youtube.com/watch?v=bYkN5Qk_C8U ○ "Why do we protect

*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<i>Understand the importance of wild animals</i>		Guided discussion and Technology integration <ul style="list-style-type: none"> Discussing why some animals are kept in zoos Asking them why they must protect animals and having them watch an online video about it Discuss briefly and simply why wild animals are important Flipped learning Tasking the pupils to draw their favorite wild animal in their drawing notebook and have a Show-and-Tell in the next meeting			animals” by Juan Gomez, https://www.youtube.com/watch?v=41LuFdQtzo4
LESSON 4 <i>Body Parts of Animals</i>	LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English MELC PNEKA-Ie-1 Name common animals MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts , how	Critical Thinking and Scientific Literacy Identifying different body parts of animals Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities Persistence and Creativity Patiently and creatively drawing parts of animals’ bodies in Listen-and-Draw-a-Funny-Animal activity ICT Literacy Watching online videos about wild animals	Introduction and Technology integration <ul style="list-style-type: none"> Letting the pupils guess which animals own the tail shown in the video Telling them that animals also have body parts Game-based learning Having the pupils play the game Touch the Body Parts Music integration Having the pupils sing the song “My Toes, My Knees” and having them repeat the song after you Review Reviewing the pupils the	Formative <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the body parts used for each given movement Matching body part to the correct animal <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying the animal that does not have the given part in each set Identifying the animal that has the given body part Individual/class exercise <ul style="list-style-type: none"> Singing “My Toes, My Knees” as a class Playing the Listen-and-Draw-a-Funny-Animal activity 	<ul style="list-style-type: none"> Having knowledge of the body parts of the animals Caring and protecting animals 	<ul style="list-style-type: none"> puzzle of different body parts of animals, such as fish, bird, butterfly, and cat pieces of bond paper or small whiteboards drawing materials (pencils, crayons, etc.) YouTube videos: <ul style="list-style-type: none"> “Whose Tail? Learn Animals Song for Kids” by Maple Leaf Learning, https://www.youtube.com/watch?v=TV3X26zXJNE “P.1 Science Parts of the animals” by MV Kids, https://www.youtube.com/watch?v=7oMD43tTL_U

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>they move, sounds they make, what they eat, where they live)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Identify the body parts of different animals and their functions</i></p> <p><i>Enumerate the body parts that are common to many animals</i></p> <p><i>Name the body parts that are not common to many animals</i></p>		<p>body parts of a human</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Discussing the body parts of the fish, bird, and horse in their worktext • Having them name other animals that have body parts like animals discussed and letting them watch an online video about parts of the animals • Discussing the importance and functions of the different animal body parts <p>Class drill</p> <ul style="list-style-type: none"> • Asking the pupils what they will do and where they will go if they have a pair of wings, if they have long trunks or long necks, or if they can turn their heads all the way around like an owl • Instructing them to do the Listen-and-Draw-a-Funny-Animal activity • Dividing the class into groups and having them solve puzzles of animals' body parts <p>Lesson summary Reviewing the body parts of different animals</p>	<ul style="list-style-type: none"> - Forming puzzle of different animal body parts as a group within the allotted time - Reviewing the body parts of different animals 		

*The italicized LCs are author-created or add-on objectives from the WT and/or TG..

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 5 <i>Movements of Animals</i>	<p>MELC PNEKA-Ie-1 Name common animals</p> <p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Describe how animals move</i></p> <p><i>Differentiate between animal movements</i></p> <p><i>Understand the importance of animal movements in the animals' survival</i></p>	<p>Critical Thinking and Scientific Literacy Identifying the movements of animals</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>Persistence and Creativity Patiently and creatively drawing parts of animals' bodies in the Listen-and-Draw-a-Funny-Animal activity</p> <p>ICT Literacy Watching online videos about wild animals</p>	<p>Introduction and Music integration</p> <ul style="list-style-type: none"> Posting on the board the lyrics of the song on their worktext Teaching them the song and having them come up with actions for the lyrics <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Letting the pupils dance along to an online video "If Animals Danced" Asking them to do the actions you will say and having them follow you Telling the pupils that animals move in different ways Having the pupils walk, hop, crawl, and run around the classroom and letting them identify the body parts that they used to move around Giving the name of an animal and having the pupils do the movements that the animal makes Having them watch an online video about the movements of animals <p>Class drill</p> <ul style="list-style-type: none"> Instructing the pupils to draw the animals that make the movements they have picked from 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying how each given animal moves Identifying the animal that can do the given movement <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying the animal that moves like the given one Identifying the correct part of the body told on the riddle Individual/class exercise <ul style="list-style-type: none"> Drawing animals depending on the movements written on the randomly picked paper Drawing an animal on the paper as quickly as they can and posting it to the right column on a chart Identifying animals that move the same way as the animal in the picture shown and imitating the animal movements 	<ul style="list-style-type: none"> Pleasure in imitating the movements of animals Caring and protecting animals 	<ul style="list-style-type: none"> cartolina pieces of paper, box drawing booklet, bond paper, or small whiteboard pencil, permanent marker, or whiteboard marker adhesive tape pictures of different animals online websites: <ul style="list-style-type: none"> "If Animals Danced" – Dance Song for Kids with actions! by Bounce Patrol - Kids Songs, https://www.youtube.com/watch?v=30ePPeUbwSs "Movements of Animals Science Lesson in Kindergarten" by Teacher Beth, https://www.youtube.com/watch?v=T0dNGLHcbNg "Freeze Dance Nature" by Every BODY Moves, https://www.youtube.com/watch?v=ZkheQ-QHwi4 <i>Awesome Kid</i> QR Code, page 164, "Animals on the Move" by Next Generation Science, https://www.youtube.com/watch?v=dsOLNFZipLU

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>the box</p> <ul style="list-style-type: none"> Making a chart of animals according to their movements <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Discussing with the class that the different movements are important for the survival of the animals Letting the pupils watch and dance to the online video “Freeze Dance Nature” Having the pupils watch the online video suggested in <i>Awesome Kid</i> <p>Class drill Showing them a picture of an animal and asking them to imitate its movements</p> <p>Assignment Telling the pupils to bring toy animals for their next lesson</p>			<ul style="list-style-type: none"> <i>Awesome Kid</i> QR Code, page 166, “Animals Move” by Cheryl Stewart at Tiny Tap, https://www.tinytap.com/activities/gam2/play/animals-move
<p>LESSON 6 <i>Body Coverings of Animals</i></p>	<p>MELC PNEKA-Ie-1 Name common animals</p> <p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p>	<p>Critical Thinking and Scientific Literacy Identifying coverings of animals</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom</p>	<p>Introduction and Music integration</p> <ul style="list-style-type: none"> Posting on the board the lyrics of the song on their worktext Teaching them the song to the tune of “Old MacDonald Had a Farm” 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the animal that has the given body covering Identifying if the given sentence is true or false 	<ul style="list-style-type: none"> Having knowledge of the body coverings of animals Caring and protecting animals 	<ul style="list-style-type: none"> cartolina pictures of animals with different body coverings toy animals online websites: <ul style="list-style-type: none"> “Body Covering of Animals Feathers Hair or Fur Scales Shell” by Teacher

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Identify the body coverings of different animals</i></p> <p><i>Group animals according to their body coverings</i></p> <p><i>Tell the importance of body coverings for animals</i></p>	<p>games and activities</p> <p>ICT Literacy Watching online videos and playing an online game about body coverings of animals</p>	<p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Guiding the pupils in reading different body covering lesson on their worktext Asking the pupils to bring out their assignment about toy animals <p>Reviewing Reviewing the different body coverings of animals</p> <p>Guided discussion Talking about how the body coverings help and protect the animals from the environment</p> <p>Class drill and Technology integration</p> <ul style="list-style-type: none"> Asking the pupil to fill in the table on the board with names of animals that have the given body covering Having the pupil watch an online video related to the lesson Having a Show-and-Tell activity Encouraging them to play a digital game about the lesson by scanning the <i>Awesome Kid</i> QR Code on their worktext 	<ul style="list-style-type: none"> <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying the correct body covering of each animal Identifying animal that has a different body covering in each group Individual/class exercise <ul style="list-style-type: none"> Filling in a table with names of animals that have the given body coverings Bringing a picture of an uncommon animal and sharing facts about it, especially its body covering 		<p>Beth, https://www.youtube.com/watch?v=3PKcDCmFj0c</p> <ul style="list-style-type: none"> <i>Awesome Kid</i> QR Code, page 172, – “Let’s Explore Fur, Feathers, Scales or Skin - Science for Kids!” by Miacademy Learning Channel, https://www.youtube.com/watch?v=dkjFa9uoGEk <i>(Note: This video link can be used as an additional resource in discussing the lesson)</i> <i>Awesome Kid</i> QR Code, page 174, “Animal Body Coverings” by ELIZABETH HARTUNG at Tiny Tap, https://www.tinytap.com/activities/g4p7/play/animal-body-coverings

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 7 <i>Sounds of Animals</i>	<p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>MELC PNEKA-Ie-1 Name common animals</p> <p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p> <p><i>Identify the different sounds of animals</i></p> <p><i>Mimic the sounds of different animals</i></p> <p><i>Give the importance of the different sounds that animals produce</i></p>	<p>Critical Thinking and Scientific Literacy Identifying the sounds of animals</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about animal sounds</p>	<p>Introduction and Music integration</p> <ul style="list-style-type: none"> Teaching the pupils how to sing the song on their worktext Asking the pupils to identify the sound of each animal included in the song Reviewing the names of the animals and their sounds <p>Guided discussion Discussing the importance of the different sounds that animals produce</p> <p>Class drill and Technology integration</p> <ul style="list-style-type: none"> Showing a picture of an animal and letting the pupils produce its sound Letting the pupils watch and listen to an online video about animal sounds Giving the pupils a picture of an animal and instructing them to find their classmates who have the same animals as they make the correct animal sound Having them do another drill about guessing the animal sounds 	<p>Formative</p> <ul style="list-style-type: none"> Let Us Try <ol style="list-style-type: none"> Identifying the animal that makes the given sound Identifying if the given animal makes the correct given sound or not Let Us Practice <ol style="list-style-type: none"> Drawing a line to match the correct animal to its sound Coloring the animal that makes the correct given sound Individual/class exercise <ul style="list-style-type: none"> Singing song to the tune of "B-I-N-G-O" Class drill on producing the sound of an animal shown in the picture Playing a guessing game about animals that make the sound Playing a game about matching the animal to the sound it created 	<ul style="list-style-type: none"> Having knowledge of sound of animals Pleasure in imitating the sounds of animals Caring and protecting animals 	<ul style="list-style-type: none"> cartolina recorded sounds made by different animals pictures of animals YouTube videos: <ul style="list-style-type: none"> "Animal Sounds for Children (20 Amazing Animals)" by Art, https://www.youtube.com/watch?v=YCvzPBUPZ9w "The Animal Sounds Song" by KidsTV123, https://www.youtube.com/watch?v=t99ULJcSaM "Guess the Animal Sound. Have Fun Learning Animals." by Smiling Tots, https://www.youtube.com/watch?v=ucuXAYMYttc

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<p>LESSON 8 <i>Needs of Animals</i></p>	<p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p> <p>MELC PNEKA-III g-5 Identify the needs of animals</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Enumerate what animals need to live and grow well</i></p> <p><i>Explain how the needs of animals can be provided</i></p>	<p>Critical Thinking and Scientific Literacy Identifying the needs of animals</p> <p>ICT Literacy Watching online videos about the needs of animals</p>	<p>Introduction and Music integration Teaching the pupils how to sing the song on their worktext</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Discussing the different needs of animals as mentioned in the song • Guiding the pupils in reading the discussions in their worktext • Asking the pupils what they think is more important: food, water, air, or shelter and encouraging to share why they chose their answer • Discussing the importance of the needs of animals to live and grow • Having the pupils watch an online video about animals' needs • Talking about the different foods that animals eat and explaining that they get food in different ways • Letting the pupils sing along to an online video about animals' needs <p>Experiential learning Launching an Adopt-an-Animal activity for three days</p>	<p>Formative</p> <ul style="list-style-type: none"> • Let Us Try <ol style="list-style-type: none"> A. Coloring a path for the animal in the picture to get what it needs B. Coloring what the animal in the given scenario needs • Let Us Practice <ol style="list-style-type: none"> A. Identifying the picture of the thing that the animal needs B. Identifying what the given animal needs • Individual/class exercise <ul style="list-style-type: none"> - Singing song to the tune of "Twinkle, Twinkle Little Star" - Matching animals with the things they need to survive - Conducting an Adopt-an-animal activity 	<ul style="list-style-type: none"> • Caring and protecting animals • Having knowledge of the needs of animals 	<ul style="list-style-type: none"> • cartolina • pictures of the different needs of animals • live pet (fish or hamster) • YouTube videos: <ul style="list-style-type: none"> ○ "What do animals need to live grow and stay healthy?" by Next Generation Science, https://www.youtube.com/watch?v=tooFr5Ci3tY ○ "The Needs of an Animal Needs of Living Things Animal Needs Basic Needs of Animal for Kids" by Neel Nation, https://www.youtube.com/watch?v=S8XOFeMLyRk ○ "The Needs of an Animal (song for kids about 4 things animals need to survive)" by Harry Kindergarten Music, https://www.youtube.com/watch?v=k4UDf3tF_O4

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 9 <i>Caring for Animals</i>	<p>MELC PNEKA-IIIh-2 Observe, describe, and examine common animals using their senses</p> <p>PNEKA-IIIi-4 Group animals according to certain characteristics (how they look/body, coverings/parts, how they move, sounds they make, what they eat, where they live)</p> <p>MELC PNEKA-III g-5 Identify the needs of animals</p> <p>MELC PNEKA-III g-6 Identify ways to care for animals</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Enumerate ways of taking care of animals</i></p> <p><i>Show proper care for animals</i></p> <p><i>Understand the importance of taking care of animals</i></p>	<p>Critical Thinking and Scientific Literacy Identifying how to take care of animals</p> <p>ICT Literacy Watching online videos about protecting and taking care of animals</p>	<p>Introduction Showing the pupils how to clean the home of the class pet and asking the pupils about their experience of cleaning the class pet's cage</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Guiding them in reading the lesson on their worktext Letting the pupils watch an online video about how to take care of animals Asking the pupils to tell why people need to take care of animals and letting them explain what will happen if animals are not given proper care Discussing and explaining the importance of taking care of animals Encouraging the pupils to tell how they take care of their pets at home Discussing the proper ways of taking care of farms, zoos, and wild animals Talking about veterinarians, zookeepers, and animal rescuers and what they do 	<p>Formative</p> <ul style="list-style-type: none"> Let Us Try <ol style="list-style-type: none"> Identifying pictures that show proper care for animals Coloring thumbs up or thumbs down depending if the statement regarding caring of animals is correct or wrong Let Us Practice <ol style="list-style-type: none"> Spotting the difference between picture 1 and picture 2 Coloring the things that can harm sea animals Individual/class exercise Dancing and singing to online videos <p>Summative Unit Test</p> <ol style="list-style-type: none"> Identifying if the given animal is a pet, a farm animal, or a wild animal Identifying the animal that has the given parts Identifying the animal that has the given body covering Matching the animal to the sound it makes Identifying the animal that moves differently in each group Identifying the needs of animals Identifying the pictures 	<ul style="list-style-type: none"> Respecting animals as God creations Caring and protecting animals 	<ul style="list-style-type: none"> class pet pictures showing ways of taking care of animals, like feeding a pet cat, building a kennel, taking a pet to a veterinarian, etc. YouTube videos: <ul style="list-style-type: none"> "How To Take Care Of Animals Pre School Learning and Kids Education" by Quixot Kids – Edu, https://www.youtube.com/watch?v=p-bPoQw19a4 "Protect Wildlife" by DENR FASPS Official, https://www.youtube.com/watch?v=Xx9pc9c-mGQ "So Many Animals Hi-5 - Season 2 Song of the Week Kids Songs" by Hi-5 World, https://www.youtube.com/watch?v=EMI MDIB_ABQ <i>Awesome Kid QR Code</i>, page 192, "Plastic Pollution PSA Earth Day 2019" by Reed Taylor, https://www.youtube.com/watch?v=XD-k_Tkw3IY

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

**Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<ul style="list-style-type: none"> • Having the pupil watch an online video about protecting wildlife • Letting the pupils watch and dance along to an online video about different animals <p>Flipped learning Telling the pupils to scan the <i>Awesome Kid</i> QR Code of the worktext, and watch the video on what plastic materials can do to animals</p>	that show proper care of animals		

Unit 6: Matter		Time Frame: 10 days	
Content Standards	<p>The child demonstrates an understanding of . . .</p> <ul style="list-style-type: none"> • objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes; • physical properties and movement of objects; • similarities and differences in what he/she can see; and • acquiring new words/widening his/her vocabulary links to his/her experiences. <p>Ang bata ay nagkakaroon ng pag-unawa sa kahalagahan ng pagkakaroon ng masiglang pangangatawan.</p>	Performance Standards	<p>The child shall be able to . . .</p> <ul style="list-style-type: none"> • manipulate objects based on properties or attributes; • work with objects and materials safely and appropriately; • critically observe and make sense of things around him/her; and • actively engage in meaningful conversation with peers and adults using varied spoken vocabulary. <p>Ang bata ay nakapagpapamalas ng sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain.</p>

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<p>LESSON 1 <i>Kinds of Matter</i></p>	<p>MKSC-00-4 Describe objects based on attributes/properties (shapes, size, its use, and functions)</p> <p>MELC</p> <p>MKSC-00-6 Sort and classify objects according to one attribute/property (shape, color, size, function/use)</p> <p>MKSC-00-24 Tell that the volume of liquid does not change even if the size and shape of container do</p> <p>MELC</p> <p>PNEKPP-00-1 Classify objects according to observable properties like size, color, shape, texture, and weight</p>	<p>Critical Thinking and Scientific Literacy Identifying things if solid, liquid, or gas</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about kinds of matter</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Asking the pupils their prior knowledge about the word <i>matter</i> • Reading and explaining to them the lesson overview on their worktext <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> • Letting pupils listen and learn in an online book • Explaining to them the meaning of matter • Asking pupils to participate in games about solid, liquid, or gas • Discussing scientific facts about matter and its three kinds • Guiding the pupils in reading texts from the 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying all the solids Identifying things that can be poured into a container Coloring pictures that show a gas • <i>Let Us Practice</i> Identifying the thing that is different in a group related to the kinds of matter • Individual/class exercise Clapping hands if the picture shown is solid, jumping if liquid, and waving hands if gas <p>Summative Performing a simple experiment using a link and with the help of an</p>	<ul style="list-style-type: none"> • Appreciating all kinds of matter • Identifying the importance of matter 	<ul style="list-style-type: none"> • real objects and pictures of solids and liquids • balloon • online website: <ul style="list-style-type: none"> ○ “Matter: Physical Science for Kids Literacy Lab Read Aloud” by Literacy Lab FTD Team, https://www.youtube.com/watch?v=zamug7Fj7MM ○ “Move Like a State of Matter Science Song for Kids Solid, Liquid, Gas Jack Hartmann” by Jack Hartmann Kids Music Channel, https://www.youtube.com/watch?v=3IW8E1YR0kE ○ “The Three States of Matter Song (NEW

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>LLKVPD-Id-1 Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>LLKV-00-2 Describe common objects/things in the environment based on color, shape, size, and function/use</p> <p><i>Identify the three kinds of matter</i></p> <p><i>Classify matter into solid, liquid, or gas</i></p>		<p>lesson</p> <ul style="list-style-type: none"> Instructing the pupils to draw shapes and color illustrations in activities Demonstrating how the three kinds of matter work <p>Game Asking pupils to perform activities with guidance</p> <p>Technology integration Letting the pupils watch three different online videos to further their knowledge about matter</p>	adult		<p>Video) “Silly School Songs” by Silly School Songs, https://www.youtube.com/watch?v=fhhFwdJqvfw</p> <ul style="list-style-type: none"> “3 States of Matter Science DIY Educational For Kids (Solid Liquid Gas)” by Ryan’s World, https://www.youtube.com/watch?v=jyFIHm_3pNY “What Is A Gas?” by MonkeySee, https://www.youtube.com/watch?v=cs6UcpmfBc <i>Awesome Kid QR Code</i>, page 207 – “States of matter for kids - What are the states of matter? Solid, liquid and gas” by Smile and Learn – English, https://www.youtube.com/watch?v=JQ4WduVp9k4
<p>LESSON 2 <i>Properties of Matter</i></p>	<p>MKSC-00-4 Describe objects based on attributes/properties (shapes, size, its use, and functions)</p> <p>MELC</p> <p>MKSC-00-6 Sort and classify objects according to one attribute/property (shape, color, size, function/use)</p>	<p>Critical Thinking and Scientific Literacy Identifying properties of matter</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p>	<p>Introduction</p> <ul style="list-style-type: none"> Showing a ball to the class and letting the pupils describe it <i>Reading and explaining to pupils the lesson overview of the worktext</i> <p>Guided discussion</p> <ul style="list-style-type: none"> Presenting to the pupils different objects in the 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying big and small things Identifying the tall and short things in each pair Coloring each item with the correct color <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying and 	<ul style="list-style-type: none"> Appreciating all things around us (size, color, shape, texture, and weight) Appreciating the importance of matter 	<ul style="list-style-type: none"> ball objects with different sizes, colors, and shapes 4 bins color cards (ROYGBIV) marker colored cutouts of different shapes bond paper weighing scale online website:

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>MKSC-00-24 Tell that the volume of liquid does not change even if the size and shape of container do</p> <p>MELC</p> <p>PNEKPP-00-1 Classify objects according to observable properties like size, color, shape, texture, and weight</p> <p>LLKVPD-Id-1 Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar)</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p>LLKV-00-2 Describe common objects/things in the environment based on color, shape, size, and function/use</p> <p><i>Identify the properties of matter</i></p> <p><i>Classify matter according to their properties</i></p>	<p>Persistence and Creativity Patiently and creatively forming something like house, robot, flower, or something using colored paper</p> <p>ICT Literacy Watching videos and songs about colors and textures using the provided online links</p>	<p>classroom and letting them describe each</p> <ul style="list-style-type: none"> Encouraging pupils to say the characteristics of the object shown Guiding pupils in reading texts from the lesson <p>Class drill</p> <ul style="list-style-type: none"> Letting them play a relay game about classifying objects into different characteristics Letting the pupils complete the table on the board Having them play the game about identifying the color of a given object Having them participate in a board drill about matching the color card to its name <p>Technology integration Letting the class chant along to an online video about colors</p> <p>Guided activity Instructing the pupils to draw shapes and color illustrations</p> <p>Guided discussion and Technology integration</p> <ul style="list-style-type: none"> Helping the students to read the lesson about shapes on their 	<p>coloring the thing that has the same shape as the given object on the left side</p> <p>B. Drawing a line to connect things to their correct texture</p> <p>C. Identifying the correct weight of the things shown by coloring the correct label</p> <ul style="list-style-type: none"> Individual/class exercise <ul style="list-style-type: none"> Playing a relay game about classifying objects with different characteristics Board drill about the sizes of an object Playing a game called "Touch the Color" Board drill about matching each color card to its name <p>Summative Unit Test</p> <p>A. Identifying solid things</p> <p>B. Identifying liquids or things that contain liquids</p> <p>C. Identifying things that contain gases</p>		<ul style="list-style-type: none"> "Learn Colors - Preschool Chant - Colors Song for Preschool by ELF Learning - ELF Kids Videos" by ELF Kids Videos, https://www.youtube.com/watch?v=qhOTU8_1Af4 "Textures Songs on Learning Science 4K Appu Series" by APPUSERIES, https://www.youtube.com/watch?v=C6xfpQx1sUU <i>Awesome Kid</i> QR Code, page 208 – "States of Matter" by ABCYa, https://www.abcya.com/games/states_of_matter

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			worktext <ul style="list-style-type: none"> • Letting the students sing along to an online video about texture • Reviewing pupils about lessons on different textures and properties of matter 			

Fourth Quarter

Unit 7: Times of the Day and Weather

Time Frame: 25 days

Content Standards	<p>The child demonstrates an understanding of...</p> <ul style="list-style-type: none"> • increasing his/her conversation skills; • concepts of size, length, weight, time, and money; and • different types of weather and changes that occur in the environment. <p>Ang bata ay nagkakaroon ng pag-unawa sa . . .</p> <ul style="list-style-type: none"> • kahalagahan ng pagkakaroon ng masiglang pangangatawan; • kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan; at • kahalagahan ng pagkakaroon ng masiglang pangangatawan. 	Performance Standards	<p>The child shall be able to . . .</p> <ul style="list-style-type: none"> • confidently speak and express his/her feelings and ideas in words that make sense; • use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule); and • talk about how to adapt to the different kinds of weather and care for the environment. <p>Ang bata ay nakapagpapamalas ng . . .</p> <ul style="list-style-type: none"> • sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain; • maayos na galaw at koordinasyon ng mga bahagi ng katawan; at • sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain.
--------------------------	--	------------------------------	---

Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
LESSON 1 <i>Daytime and Nighttime</i>	<p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Compare daytime and nighttime</i></p> <p><i>Identify the things that can be seen during daytime and nighttime</i></p>	<p>Critical Thinking and Scientific Literacy Identifying things that can be seen in daytime and nighttime</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about daytime and nighttime</p>	<p>Motivational activity</p> <ul style="list-style-type: none"> • Having the pupils dance and sing along to the music video provided in the TG • Asking the pupils what they know about daytime and nighttime <p>Guided activity Guiding the pupils outside the classroom and letting them observe and describe the things seen in the sky during the daytime</p> <p>Assignment Assigning the pupils to</p>	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the things that can be seen in daytime and nighttime Cutting and pasting pictures of things that can be seen in the sky during day or night • <i>Let Us Practice</i> <ol style="list-style-type: none"> Drawing and classifying things that can be seen in daytime and nighttime Identifying correct or wrong statements 	Appreciating the things that can be seen during daytime and nighttime	<ul style="list-style-type: none"> • pictures of things that can be seen in the sky during daytime and nighttime • YouTube videos: <ul style="list-style-type: none"> ○ “Barney - Mr Sun, Sun, Mister Golden Sun! (15 MINUTES SONG!)” by Barney - 9 Story, https://www.youtube.com/watch?v=A17a4OaBomk ○ “Day and night explanation causes science for kids Day and Night for kids Polly Olly” by Polly Olly - Kids

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.


Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>look out of their windows to observe the nighttime sky and asking them to describe the things they saw the next day</p> <p>Music integration Teaching and having the pupils sing the song in <i>Let Us Learn</i> about the daytime and nighttime sky</p> <p>Blended learning</p> <ul style="list-style-type: none"> • Having the pupils watch the video explaining day and night using the QR Code in the TG • Asking the pupils to describe the things seen in the sky during daytime and nighttime mentioned in the song • Having the pupils sing along to a song about daytime and nighttime using the QR Code provided in the TG <p>Guided reading Guiding the pupils in reading <i>Let Us Learn</i> while showing pictures of things seen during daytime and nighttime</p>	<p>about the things that can be seen during daytime and nighttime</p> <ul style="list-style-type: none"> • Show-and-Tell activity Participating in a Show-and-Tell activity 		<p>Videos and Nursery Rhymes, https://www.youtube.com/watch?v=yypZ_xL7qGQ</p> <ul style="list-style-type: none"> ○ “Daytime and Nighttime Jack Hartmann” by Jack Hartmann Kids Music Channel, https://www.youtube.com/watch?v=gNDUPDtrkjQ ○ “What can you see? Day/Night” by Armagan Citak, https://www.youtube.com/watch?v=KurK0hBnjfl <p>(Note to teacher: The QR Code for this video was not included in the TG. Kindly use this link instead. Thank you)</p>
<p>LESSON 2 <i>Daytime and Nighttime Activities</i></p>	<p>MKME-00-3 Tell the time of day when activities are being done, e.g., morning, afternoon, night</p>	<p>Critical Thinking and Scientific Literacy Identifying daytime and nighttime activities</p> <p>Communication, Collaboration, and</p>	<p>Motivational activity</p> <ul style="list-style-type: none"> • Having the pupils dance along to the song provided in the TG • Asking the pupils about the fun activities that they remember doing 	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ol style="list-style-type: none"> A. Identifying activities that are done during daytime or nighttime B. Identifying if the 	<p>Appreciating daytime and nighttime activities</p>	<ul style="list-style-type: none"> • pictures of different activities that are done during daytime and at nighttime • 2 flash cards, one with the word <i>daytime</i> and the other with the word

Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>KPKPF-Ia-2 Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta</p> <p>KPKGM-Ia-1 Naisasagawa ang paggalaw/pagkilos ng iba't ibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan</p> <p><i>Identify the activities that are done during daytime and at nighttime</i></p>	<p>Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about daytime and nighttime activities</p>	<p>during a sunny day</p> <p>Games</p> <ul style="list-style-type: none"> Dividing the class into two groups and having them play Act It Out Having a pupil act out an activity done during daytime or nighttime as the other group tries to guess it Using the embedded video in the QR Code provided in the TG to facilitate a sorting activity for the pupils <p>Class field trip Conducting a class field trip to a park or farm and having the pupils participate in a tree-planting activity</p> <p>Drill Showing pictures of different activities to the class and instructing the pupils to raise the flash card with the word daytime or nighttime based on the pictures shown</p>	<p>activity shown is done during daytime or nighttime</p> <ul style="list-style-type: none"> <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying activities that are done during daytime or nighttime Arranging activities for daytime and nighttime 		<p><i>nighttime</i> for each pupil</p> <ul style="list-style-type: none"> YouTube videos: <ul style="list-style-type: none"> "It's A Beautiful Day! (KINDERGARTEN Moving Up Song) Teacher Blessed" by Tr. BLESSED, https://www.youtube.com/watch?v=WjF4NKeq11o "Teaching Day and Night For Kids - Sorting Activity" by Twinkl Kids' TV, https://www.youtube.com/watch?v=V-hQy_4MqGM
<p>LESSON 3 <i>Different Kinds of Weather</i></p>	<p>PNEKE-00-1 Tell and describe the different kinds of weather (sunny, rainy, stormy, windy)</p> <p>PNEKE-00-1 Observe and record the</p>	<p>Critical Thinking and Scientific Literacy Identifying different kinds of weather</p> <p>Communication, Collaboration, and Adaptability</p>	<p>Motivational activity</p> <ul style="list-style-type: none"> Having the class sing along to the song embedded in the QR Code in the TG Asking the pupils to describe the things shown in the 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying the kind of weather shown in a picture Matching activities to the correct kind of weather 	<p>Appreciating different kinds of weather</p>	<ul style="list-style-type: none"> pictures of children doing different activities during different kinds of weather pictures of sunny day, cloudy day, windy day, and stormy day globe

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>weather daily (as part of the class opening routine)</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p><i>Identify the different kinds of weather</i></p> <p><i>Know the symbols for the different kinds of weather</i></p> <p><i>Enumerate the activities that can be done during each kind of weather</i></p>	<p>Coordinating and participating in classroom games and activities</p> <p>Persistence and Creativity Patiently and creatively drawing things that one likes to do in a specific weather</p> <p>ICT Literacy Watching online videos about different kinds of weather</p>	<p>background of the music video</p> <p>Discussion</p> <ul style="list-style-type: none"> Defining weather to the pupils and asking them to tell stories about their experiences in changes in weather Teaching and having the pupils sing along to the songs in <i>Let Us Learn</i> about the different kinds of weather Having the pupils describe pictures of different kinds of weather and activities you will show Using a globe to explain how location affects the weather by pointing to the different regions of the planet <p>Activity</p> <ul style="list-style-type: none"> Having the pupils chart the weather for each day of the week using the table in <i>Awesome Kid</i> Letting the pupils show their completed weather charts at the end of the lesson and lead them to conclude that weather changes often <p>Game Playing the game Guess the Sound by letting the</p>	<ul style="list-style-type: none"> <i>Let Us Practice</i> <ol style="list-style-type: none"> Identifying pictures that show a different kind of weather in a group Drawing things that one loves to do during the weather that day and completing the sentences after 		<ul style="list-style-type: none"> YouTube videos: <ul style="list-style-type: none"> "You Are My Sunshine - Song for Children Kids Songs Super Simple Songs Nursery Rhymes LUCA" by HANIDDU SUPER SIMPLE ACOUSTIC SONGS, https://www.youtube.com/watch?v=tptPct-IBI4 "Guess the Sound, Weather" by abi k, https://www.youtube.com/watch?v=-1d1O6E9Gr4 (<i>Note to teacher: The QR Code for this video was not included in the TG. Kindly use this link instead. Thank you</i>)

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			pupils listen to a sound and having them guess the kind of weather connected to it			
LESSON 4 <i>What to Wear and Use for Different Kinds of Weather</i>	<p>PNEKE-00-1 Tell and describe the different kinds of weather (sunny, rainy, stormy, windy)</p> <p>PNEKE-00-2 Identify what we wear and use for each kind of weather</p> <p>LLKOL-Ia-2 Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p> <p>KPKPF-00-1 Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo</p> <p><i>Identify the different clothes and things for the different kinds of weather</i></p> <p><i>Sort things that are used for the different kinds of weather</i></p>	<p>Critical Thinking and Scientific Literacy Identifying what to wear and use for different kinds of weather</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about clothes for different weather</p>	<p>Introduction Wearing a noticeable attire for a specific weather and having the pupils identify the kind of weather appropriate for your outfit</p> <p>Review Reviewing the previous lesson by posting big icons of the different kinds of weather on the board</p> <p>Lesson discussion Explaining to the pupils the importance of wearing the appropriate clothing to protect us from the weather</p> <p>Blended learning Having the pupils watch videos about different clothes for different weather using the QR Codes in the TG</p> <p>Mini fashion show Conducting a mini fashion show in the classroom by grouping the pupils according to their assigned weather and having them wear the appropriate attire</p>	<p>Formative</p> <ul style="list-style-type: none"> • <i>Let Us Try</i> <ul style="list-style-type: none"> A. Identifying the right things for each given weather B. Matching clothing to the correct weather • <i>Let Us Practice</i> <ul style="list-style-type: none"> A. Identifying if a child in the picture wears the right clothing for the weather or not B. Identifying things that do not belong in each given group of clothes worn in a specific weather 	<p><i>Appreciating clothes and things to wear in every kinds of weather</i></p>	<ul style="list-style-type: none"> • big icons of the different kinds of weather from page 238 of the worktext • 12-inch DIY paper doll with different clothes and accessories • pictures of clothes and accessories for different kinds of weather • bell • YouTube videos: <ul style="list-style-type: none"> ○ “Clothes for different weather” by Magic English Paradise, https://www.youtube.com/watch?v=1q_-BBSq24U ○ “Fashion Show Clothes  Song ESL Kids Songs English For Kids Planet Pop Learn English” by Planet Pop by ELT Songs, https://www.youtube.com/watch?v=ZklzvwfvpGg

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>Paper doll dress-up Calling on the pupils to dress up the paper doll according to the mentioned weather</p> <p>Game Playing a guessing game with the pupils by showing pictures of clothes and having them guess the weather these can be worn in</p>			
<p>LESSON 5 <i>Caring for My Surroundings</i></p>	<p>PNEKE-00-4 Identify simple ways of taking care of the environment</p> <p>PNEKE-00-5 Explore simple cause-and-effect relationships in familiar events and situations</p> <p><i>Learn the meaning of the word surroundings</i></p> <p><i>Identify actions that can be good or bad for the environment</i></p> <p><i>Enumerate ways of keeping the surroundings clean and safe</i></p> <p><i>Do the 3Rs to help take care of the environment</i></p>	<p>Critical Thinking and Scientific Literacy Identifying ways to care for the surroundings</p> <p>Communication, Collaboration, and Adaptability Coordinating and participating in classroom games and activities</p> <p>ICT Literacy Watching online videos about taking care of the environment and animal rescue</p>	<p>Introduction Posting two strips of cartolina reading <i>surroundings</i> and <i>environment</i> and defining these words to the class</p> <p>Discussion</p> <ul style="list-style-type: none"> Posting the three letter <i>R</i> cutouts on the board and adding letters to complete the words REUSE, REDUCE, and RECYCLE Showing the pupils pictures of different situations that happen when the environment is not taken care of <p>Blended learning</p> <ul style="list-style-type: none"> Having the class watch the embedded video in the TG and discuss the importance of taking care of the environment Letting the pupils watch a video about sea animal rescues and 	<p>Formative</p> <ul style="list-style-type: none"> <i>Let Us Try</i> <ol style="list-style-type: none"> Identifying pictures that show care for the surroundings Connecting to the picture of planet Earth the activities that show care for the surroundings <i>Let Us Practice</i> <ol style="list-style-type: none"> Connecting a given situation to the activity that will make the surroundings healthy Identifying what happens if we do not take care of the surroundings Completing each sentence related to taking care of the environment <p>Summative Unit Test</p> <ol style="list-style-type: none"> Identifying things that can be seen in the sky 	<p>Taking care of the surroundings and the Earth</p>	<ul style="list-style-type: none"> 2 strips of cartolina 3 pcs. 10-12-inch cutouts of the big letter <i>R</i> pictures of the Payatas Dumpsite, sea turtle with plastic around its neck, flies on food, and flooded street YouTube videos: <ul style="list-style-type: none"> <i>Awesome Kid</i> page 248 – “How to Take Care of the Environment - 10 Ways to Take Care of the Environment” by Smile and Learn – English, https://www.youtube.com/watch?v=X2YgM1Zw4_E “How to Take Care of the Environment - Save Environment (Learning Videos For Kids)” by Fun World For Kids, https://www.youtube.com/watch?v=belX

*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K-12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>discussing how trash harms animals</p> <ul style="list-style-type: none"> Having the pupils watch the video about ways of taking care of the environment in <i>Awesome Kid</i> <p>Slogan-Making Contest Conducting a slogan-making contest about caring for the environment</p>	<p>in daytime and nighttime</p> <p>B. Identifying activities that are done during nighttime or daytime</p> <p>C. Matching activities to the correct kind of weather</p> <p>D. Identifying clothing that should be worn for the given weather</p> <p>E. Identifying things that are good and bad for the environment</p>		<p>C_loW4o</p> <ul style="list-style-type: none"> “Sea Animals Rescue compilation” by Tomas Smatrara, https://www.youtube.com/watch?v=Y6L9tCBmPI8