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# Grade 4 to 6 Lesson Exemplars for Rabies Education



**Lesson Exemplars for Rabies Education – Grade 4 to 6**  
**First Edition, 2019**

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# Grade 4 to 6

(English, Filipino, and Mathematics)

# Lesson Exemplars for

# Rabies Education

This instructional material was collaboratively developed and reviewed by educators from public schools with technical guidance from the National Rabies Prevention and Control Committee. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at [action@deped.gov.ph](mailto:action@deped.gov.ph).

**We value your feedback and recommendations.**

## INTRODUCTION

Rabies is a highly fatal viral disease that usually affects dogs and can be transmitted to humans. It is estimated that every 10 minutes, one person die of rabies in the world. Every year, 59,000 people die of the disease wherein 40% are children less than 15 years of age. In the Philippines, an average of 200 to 250 Filipinos die of rabies annually, 30% of which are children. Animal bite incidence is also rapidly increasing with 699,705 animal bite victims in 2015 to 1,130,873 in 2017 wherein almost half of the bites reported are in children.

The National Rabies Prevention and Control Committee (NRPCC) provide direction regarding the implementation of the National Rabies Prevention and Control Program as mandated by the Anti-Rabies Act of 2007 (Republic Act 9485). The inter-agency, intersectoral committee is led by the Department of Agriculture (DA) in collaboration with the Department of Health (DOH), Department of Education (DepEd), Department of Interior and Local Government (DILG), Department of Environment and Natural Resources (DENR), professional organizations (Philippine Veterinary Medical Association), and non-government organizations such as the Global Alliance for Rabies Control (GARC).

Under the Anti-Rabies Act, DepEd was given the mandate to strengthen the national rabies education program through the school health curriculum. In support to this, DepEd has been coordinating with GARC and other member agencies/organizations of NRPCC to integrate rabies education in the delivery curriculum since December 2016 in terms of development of lesson exemplars.

These lesson exemplars will provide an effective delivery on rabies education for teachers. It enables learners engage in relevant, meaningful experiences and activities that can be connected to real life situations.

This national rabies education integration initiative is expected to benefit an estimated 21 million Kinder to Grade10 learners in more than 46,000 schools including teachers, school health personnel and parents as well as the community as a whole. Key messages incorporated in the 78 lesson exemplars developed include the following: rabies as a disease; animal bite prevention; animal bite management; dog vaccination; animal welfare and responsible pet ownership.

## ACKNOWLEDGEMENT

We would like to extend our greatest appreciation to the following government agencies and non-government organizations:

### A. Development of Lesson Exemplars

- Department of Education
  - Bureau of Learner Support Services
  - Bureau of Curriculum Development
  - Bureau of Learning Delivery
  - Bureau of Learning Resources
  - External Partnership Services
- Department of Health
  - Disease Prevention and Control Bureau
  - Health Promotions and Communication Service
  - Research Institute for Tropical Medicine
- Department of Agriculture
  - Bureau of Animal Industry
- Global Alliance for Rabies Control
- Philippine Veterinary Medical Association
  - Provincial, City, Municipal Veterinarians' League of the Philippines
  - Philippine Animal Hospital Association

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- FOUR PAWS International

### C. Front Cover Illustrations

- Ms. Ramona T. Consunji, Animal Welfare Coalition

### D. Printing of Lesson Exemplars

- Japan One Health Rabies Project (JAPOHR) /Japan International Cooperation Agency
- Japan International Cooperation Agency
- Oita University

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## ENGLISH 5 (en5vc-lb5.1)

<b>I. OBJECTIVES</b>	
A. Content Standards	Demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts
B. Performance Standards	Applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
C. Learning Competencies/ Objectives  Write the LC code for each	EN5VC-lb-5.1: Describe different forms and conventions of film and moving pictures ( <i>lights, blocking, direction, characterization, acting, dialog, setting or setup</i> )
<b>II. CONTENT</b>	<b>Forms and Conventions of Films and Moving Pictures (Assessment Part)</b> <ul style="list-style-type: none"> <li>• <i>Integration of Responsible Pet Ownership: Relationship Between Humans and Pets</i></li> </ul>
<b>III. LEARNING RESOURCES</b>	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	<ul style="list-style-type: none"> <li>• Shawnwellingdance. YouTube. March 27, 2015. Accessed August 22, 2017. <a href="https://www.youtube.com/watch?v=NuOCeJSQCTs">https://www.youtube.com/watch?v=NuOCeJSQCTs</a>.</li> </ul>

	<ul style="list-style-type: none"> <li>YouTube. March 24, 2017. Accessed August 23, 2017. <a href="https://www.youtube.com/watch?v=cB3XspeHu1A">https://www.youtube.com/watch?v=cB3XspeHu1A</a>.</li> <li>Tasker, Louisa. <i>Methods for the euthanasia of dogs and cats: comparison and recommendations</i>. Pdf. London: www.icam-coalition.org/.</li> <li>The Production of Films. Accessed September 04, 2018. <a href="https://link.quirper.com/en/organizations/5468be842294ee08bc00024b/curriculum#curriculum">https://link.quirper.com/en/organizations/5468be842294ee08bc00024b/curriculum#curriculum</a>.</li> </ul>
<b>IV. PROCEDURES</b>	
A. Reviewing previous lesson or presenting the new lesson	<p>Ask: (Time allotment: 5 minutes)</p> <ul style="list-style-type: none"> <li>What are the different <b>forms and conventions of films and moving pictures?</b></li> </ul> <p><b>Possible Answer:</b> lights, blocking, direction, characterization, acting, dialog, setting or setup</p>
B. Establishing a purpose for the lesson	<p>Say:</p> <p><i>"Today, I will let you watch a short film (7 minutes and 15 seconds) entitled "<b>If I Could Talk</b>", a film by Shawn Welling. Focus on the film for I will be asking questions after watching.</i></p>
C. Presenting examples/instances of the new lesson	<p>The teacher plays the short film "<b>If I Could Talk</b>" for 7 minutes and 15 seconds.</p>
D. Discussing new concepts and practicing new skills #1	<p>The teacher conducts a short discussion after the film viewing by asking the following questions: (<b>5 minutes</b>)</p> <ol style="list-style-type: none"> <li>Who is the main character and the narrator of the story? <b>Possible answer:</b> a dog</li> <li>What was the film all about? <b>Possible answer:</b> The film was about the thoughts of the dog when he was with his master. It was about how he wanted to talk to say thank you for all the things that his master had done for him.</li> <li>What is the importance of taking care of pets?</li> </ol>

	<p><b>Possible answer:</b> It is important to take care of pets for it makes you more responsible since you consider them as part of the family.</p> <p>A. Give some instances in the film that showed the love of the owner to his dog.</p> <p><b>Possible answers:</b> He gave the dog a bath. He played with it and brought it anywhere with him. Also, he treated the dog as a family member.</p> <p>B. Is mercy killing a humane way of killing a pet in case it has a serious illness? Why? Why not?</p> <p><b>Possible answer:</b> Yes. It is a humane way of ending the suffering of the dying pet and it will not feel any pain. Besides, if you love your pet you cannot afford to see him suffer.</p> <p>No. It is not right to kill your pet even it has a serious illness. It goes against ethics. No one should be taking one's life. Be it a man's life, or an animal's life. You just let your pet die the natural way.</p> <p><i>(Elaborate on the use of Euthanasia for animals on the last part of the discussion)</i></p> <p>The teacher explains the meaning of “EUTHANASIA” or Mercy Killing:</p> <ul style="list-style-type: none"> <li>• It comes from the Greek term meaning “good death”.</li> <li>• Acceptable and necessary when an animal is suffering due to an incurable illness or injury, or when an animal presents a significant risk to human health and safety or the safety of other animals, through disease or aggressive behavior.</li> <li>• Only a duly licensed veterinarian shall perform euthanasia of animals at risk.</li> </ul> <p><i>(from Tasker, Louisa. Methods for the euthanasia of dogs and cats: comparison and recommendations. Pdf. London:www.icam-coalition.org/.)</i></p>
E. Discussing new concepts and practicing new skills #2	<p>(Time allotment: 20 minutes)</p> <p>Say: <i>Now, we'll be evaluating the technical aspect of the film. You will be applying what you have learned in the forms and</i></p>

<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p><i>conventions of films and moving pictures. (Post the directions on the board and read it to the learners.)</i></p> <ol style="list-style-type: none"> <li>1. <b>Form a circle with your group.</b> (<i>The teacher should have oriented the learners already of each group's working area so they know where to go.</i>)</li> <li>2. <b>Assign a leader and a rapporteur.</b></li> <li>3. <b>Use the rubrics and evaluate the short film, “If I Could Talk”, a film by Shawn Welling,</b> considering the following:</li> </ol> <p><i>(Post the activities of the groups on the board so they will be reminded of their output.)</i></p> <ul style="list-style-type: none"> <li>• GROUP 1 - Storyboard/Direction/ Setting or Setup/ Script</li> <li>• GROUP 2 - Lighting/ Blocking</li> <li>• GROUP 3 - Characterization (Acting, Dialog)</li> <li>• GROUP 4 - Values Integration (<b>Integration of Rabies Education Key Message--Responsible Pet Ownership: Relationship Between Humans and Pets including Euthanasia</b>)</li> </ul> <ol style="list-style-type: none"> <li>4. <b>Lastly, present your output in the class.</b> (<i>Presentation of all the outputs should be for 10 minutes.</i>)</li> </ol> <p><i>*A copy of the rubrics should be given to each group for them to easily evaluate the film. (Please see teacher's handout for the rubrics.)</i></p>
<p>G. Finding practical applications of concepts and skills in daily living</p>	
<p>H. Making generalizations and abstractions about the lesson</p>	<p>Say: Give the characteristics of the different forms and conventions of films and moving pictures.</p> <p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• <b>Lighting</b> – is the use of different lights in order to create the mood that the filmmaker wants the scene to have.</li> <li>• <b>Blocking</b> – is the positioning and movement of actors on the set</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Direction - is</b> done by the director, who visualizes the script and guides the crew and the actors to achieve his vision</li> <li>• <b>Characterization (acting, dialog) – is</b> the process by which a character's personality is shown to the audience</li> <li>• <b>Setting or set up – is</b> the location or particular period in which the story in the film takes place</li> </ul>
I. Evaluating learning	
J. Additional activities for application or remediation	<p><b>OPTIONAL:</b></p> <p><b>REMEDIATION:</b> Identify the different forms and conventions of a short film. Use the table provided for your answers. (<i>film about responsible pet ownership</i>)</p> <p><b>ENRICHMENT:</b> Create a short movie showing the different forms and conventions of film and moving pictures. (<i>theme: responsible pet ownership—e.g. animal welfare, love of pets</i>)</p> <p><b>Please see teacher's handout and attached activity sheets.</b></p>
<b>V. REMARKS</b>	
<b>VI. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

## ACTIVITY SHEET

*\*Note: Please be guided of the suggested activities below for the entire week prior to using this Lesson Exemplar.*

TEACHING DAYS				
Day 1	Day 2	Day 3	Day 4	Day 5
<b>-Discussion of Different Forms of Film and Moving Pictures</b> <i>(lectures, sample short video clips, discussion, formative assessments)</i>		<b>-Assessment: Actual Short Film Evaluation</b> <i>(assessment, discussion, values integration)</i>	<b>-Evaluation of another short film</b> <i>(assessment, discussion)</i>	

### **Enclosure 1:**

#### **FILM RUBRIC**

##### **GROUP 1**

CATEGORY	4pts.	3pts.	2pts.	1pt.	SCORE
Storyboard/ direction/ setting or set-up/ script	<i>Storyboard is clear and is relevant to the entire film. The techniques of the director is very evident in the entire story.</i>	<i>Storyboard includes some scenes which are not necessary. The techniques of the director are seen in most parts of the film.</i>	<i>Storyboard is confusing. The techniques of the director is seen in most parts of the film.</i>	<i>Storyboard is unclear and not relevant. No technique is much seen.</i>	

## GROUP 2

CATEGORY	4pts.	3pts.	2pts.	1pt.	SCORE
<i>Lighting/ Blocking</i>	<i>All shots are clearly focused. All scenes have sufficient lighting for viewer to easily see the action.</i>	<i>Most shots are clearly focused. Most scenes have sufficient lighting to tell what is happening.</i>	<i>Some scenes are clearly focused. Some scenes are bright or dark.</i>	<i>Few shots are clearly focused. Many scenes are overly bright or dark.</i>	

## GROUP 3

CATEGORY	4pts.	3pts.	2pts.	1pt.	SCORE
<i>Characterizat ion, (acting, dialog)</i>	<i>Characteriza tion is very clear in the delivery of the message of the film. The dialogues are clear.</i>	<i>Characteriza tion is clear but there are issues in the message delivery. The dialogue is a bit unclear.</i>	<i>Characteriza tion is done but the dialogues and acting did not come out naturally.</i>	<i>Characteri zation is not completely shown in the film. The dialogues and acting did not come out naturally.</i>	

## GROUP 4

CATEGORY	4pts.	3pts.	2pts.	1pt.	SCORE
<i>Values Integration (responsible pet ownership)</i>	<i>The theme given is very evident which clearly shows values to the audience.</i>	<i>The theme given is evident which moderately shows values to the audience.</i>	<i>The theme given is not that evident which made it difficult for the audience to get the values shown.</i>	<i>The theme given is not very evident which clearly shows values to the audience.</i>	

## ACTIVITY SHEET

### **Enclosure 2:** **(For Remediation)**

#### **I. OBJECTIVE/S:**

Identify the different forms and conventions of the short film.

#### **II. MATERIALS:**

Rubric and worksheet for film

#### **III. PROCEDURES:**

Directions: Identify the different forms and conventions of the short film. Use the table provided for your film evaluation. (*film about responsible pet ownership*:

<https://www.youtube.com/watch?v=cB3XspeHu1A>)

#### **FILM RUBRIC**

CATEGORY	4pts.	3pts.	2pts.	1pt.	SCORE
Storyboard/ direction/ setting or set- up/ script	<i>Storyboard is clear and is relevant to the entire film. The techniques of the director is very evident in the entire story.</i>	<i>Storyboard includes some scenes which are not necessary. The techniques of the director are seen in most parts of the film.</i>	<i>Storyboard is confusing. The techniques of the director is seen in most parts of the film.</i>	<i>Storyboard is unclear and not relevant. No technique is much seen.</i>	
Lighting/ Blocking	<i>All shots are clearly focused. All scenes have sufficient lighting for viewer to</i>	<i>Most shots are clearly focused. Most scenes have sufficient lighting to tell</i>	<i>Some scenes are clearly focused. Some scenes are bright or dark.</i>	<i>Few shots are clearly focused. Many scenes are overly bright or dark.</i>	

	<i>easily see the action.</i>	<i>what is happening.</i>			
<i>Characterization, (acting, dialog)</i>	<i>Characterization is very clear in the delivery of the message of the film. The dialogues are clear.</i>	<i>Characterization is clear but there are issues in the message delivery. The dialogue is a bit unclear.</i>	<i>Characterization is done but the dialogues and acting did not come out naturally.</i>	<i>Characterization is not completely shown in the film. The dialogues and acting did not come out naturally.</i>	
<i>Values Integration (responsible pet ownership)</i>	<i>The theme given is very evident which clearly shows values to the audience.</i>	<i>The theme given is evident which moderately shows values to the audience.</i>	<i>The theme given is not that evident which made it difficult for the audience to get the values shown.</i>	<i>The theme given is not very evident which clearly shows values to the audience.</i>	
<b>TOTAL</b>					

**Source:**

[https://web.archive.org/web/20141127132646/http://chs.camas.wednet.edu/tech/files/2012/06/grading\\_rubric.pdf](https://web.archive.org/web/20141127132646/http://chs.camas.wednet.edu/tech/files/2012/06/grading_rubric.pdf)

<https://digitalmediaacademy.wikispaces.com/file/view/StudentFilmRubric.pdf/4055599504/StudentFilmRubric.pdf>

## ACTIVITY SHEET

### Enclosure 3: (For Enrichment)

#### I. OBJECTIVE/S:

Apply the knowledge in the different forms and conventions of the short film.

#### II. MATERIALS:

Rubric and worksheet for film

#### III. PROCEDURES:

Directions: Create a short movie showing the different forms and conventions of film and moving pictures. (*theme: responsible pet ownership—e.g. animal welfare, love of pets*).

#### FILM RUBRIC

CATEGORY	4pts.	3pts.	2pts.	1pt.	SCORE
Storyboard/ direction/ setting or set-up/ script	<i>Storyboard is clear and is relevant to the entire film. The techniques of the director are very evident in the entire story.</i>	<i>Storyboard includes some scenes which are not necessary. The techniques of the director are seen in most parts of the film.</i>	<i>Storyboard is confusing. The techniques of the director are seen in most parts of the film.</i>	<i>Storyboard is unclear and not relevant. No technique is much seen.</i>	
Lighting/ Blocking	<i>All shots are clearly focused. All scenes have sufficient lighting for viewer to</i>	<i>Most shots are clearly focused. Most scenes have sufficient lighting to tell</i>	<i>Some scenes are clearly focused. Some scenes are bright or dark.</i>	<i>Few shots are clearly focused. Many scenes are overly bright or dark.</i>	

	<i>easily see the action.</i>	<i>what is happening.</i>			
<i>Characterization, (acting, dialog)</i>	<i>Characterization is very clear in the delivery of the message of the film. The dialogues are clear.</i>	<i>Characterization is clear but there are issues in the message delivery. The dialogue is a bit unclear.</i>	<i>Characterization is done but the dialogues and acting did not come out naturally.</i>	<i>Characterization is not completely shown in the film. The dialogues and acting did not come out naturally.</i>	
<i>Values Integration (responsible pet ownership)</i>	<i>The theme given is very evident which clearly shows values to the audience.</i>	<i>The theme given is evident which moderately shows values to the audience.</i>	<i>The theme given is not that evident which made it difficult for the audience to get the values shown.</i>	<i>The theme given is not very evident which clearly shows values to the audience.</i>	
<b>TOTAL</b>					

**Source:**

[https://web.archive.org/web/20141127132646/http://chs.camas.wednet.edu/tech/files/2012/06/grading\\_rubric.pdf](https://web.archive.org/web/20141127132646/http://chs.camas.wednet.edu/tech/files/2012/06/grading_rubric.pdf)

<https://digitalmediaacademy.wikispaces.com/file/view/StudentFilmRubric.pdf/4055599504/StudentFilmRubric.pdf>

## ACTIVITY SHEET

### Enclosure 4:

#### Additional Reading:

##### **Republic Act No. 9482 - Anti-Rabies Act of 2007**

- “An Act Providing for the Control and Elimination of Human and Animal Rabies, Prescribing Penalties for Violation Thereof and Appropriating Funds Therefor”

**Under this law, the government created a National Rabies Prevention and Control Program which includes:**

1. **Mass registration and vaccination of dogs.** (*Pet owners who fail to have their dog registered and immunized against rabies will pay a fine amounting to 2,000 pesos*)
2. **Impounding, field control and disposition of unregistered, stray and unvaccinated dogs** (*An impounded dog shall be released to its owner upon payment of a fine not less than 500.00 pesos but not more than 1,000.00 pesos.*)
3. **Encouragement of the practice of responsible pet ownership (RPO)**
  - a. Have the dog regularly vaccinated against rabies and maintain a registration card which shall contain all vaccinations conducted for accurate record purposes.
  - b. Submit the dogs for mandatory registration.
  - c. Maintain control over the dog and do not allow it to roam the streets or any public place without a leash.
  - d. Be a responsible owner by providing the dog with proper grooming, adequate food and clean shelter.
  - e. Within twenty-four (24) hours, report immediately any dog biting incident to the concerned officials for investigation or for any appropriate action and place such dog under observation by a government or private veterinarian.
  - f. Assist the dog bite victim immediately and shoulder the medical expenses incurred and other incidental expenses relative to the victim's injuries.

*from Global Alliance for Rabies Control*

## ACTIVITY SHEET

### Enclosure 5:

#### **Animal Welfare Act of 1998 (RA 8485)**

- was signed into law on February 11, 1998, aims:
  - to protect and promote the welfare of animals in the Philippines by supervising and regulating the establishment and operation of all facilities utilized for breeding, maintaining, keeping, treating or training of all animals either as objects of trade or as household pets.

#### **Animals need the following for their well-being:**

- food, water
- health
- natural activities
- rest
- sleep

#### **Five Basic Freedoms of Animals**

- Freedom from: (1) thirst, hunger, and malnutrition, (2) physical discomfort and pain, (3) injury and disease, (4) fear and distress, and (5) freedom to conform to essential behavior pattern.

#### **SOME LEGISLATION AND STANDARDS**

1. When there is a need to kill an animal to put an end to its misery, it has to be determined and certified by a duly licensed veterinarian.
2. Animals for food (e.g. pigs, cow, etc.) should undergo a humane handling and slaughter (Department Act AO 18 series 2008). If someone is found guilty, imprisonment of not less than six (6) months or more than two (2) years or a fine of not less than one thousand pesos (P1,000.00) or more than five thousand pesos (P5,000.00), or both at the discretion of the court.

**Source: Global Alliance for Rabies Control**

## FILIPINO 4 (f4ps-ib-h-91)

<b>I. LAYUNIN</b>	
A. Pamantayang Pangnilalaman	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin
B. Pamantayan sa Pagganap	Nakabibigkas at nagkapagpapakita ng isang Dula nang may damdamin , wastong tono at intonasyon
C. Mga Kasanayan sa Pampagkatuto	<p>PAGSASALITA</p> <p>Layunin:</p> <ol style="list-style-type: none"> <li>1. Naikukuwentong muli ang napakinggang kuwento na wasteo ang pagkakasunod-sunod at gumagamit ng signal word: una, pangalawa (F4PS-ib-h-91);</li> <li>2. Nakapagpapakita ng isang dula-dulaan batay sa kuwentong napakinggan.</li> </ol>
<b>II. NILALAMAN</b>	<p>Aralin 1: Pangangalaga at Paggalang sa Sarili at sa mga Tao sa Paligid</p> <ul style="list-style-type: none"> <li>➤ Pagkukuwentong muli</li> <li>➤ Pagpapakita ng dula-dulaan</li> </ul> <p>Integrasyon ng Rabies Education:</p> <ul style="list-style-type: none"> <li>➤ Pag-unawa sa Pag-uugali ng mga Hayop Dapat at Di-dapat gawin para maiwasang makagat ng aso</li> <li>➤ Dapat at Di-dapat gawin upang maiwasang makagat ng aso.</li> </ul>
<b>III. KAGAMITANG PANTURO</b>	
A.Sanggunian	Yaman ng Lahi 4
1. Mga pahina sa Gabay ng Guro	pp.2-pp.10
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	

3. Mga pahina sa Teksbuk	
4. Karagdagang Kagamitan mula sa portal ng Learning Resource	
B. Iba pang Kagamitang Panturo	GARC Rabies Information Flipchart Teacher's-Disc4  Larawan ng pangangalaga sa sarili  Larawan ng paggalang, kuwento
<b>IV. PAMAMARAAN</b>	
A. Balik-aryl sa nakaraang aralin at o pasimula sa bagong aralin.	
B. Paghahabi sa layunin ng aralin.	  <p>(Tingnan sa Teacher's Handout 1)</p> <p><b>Tanong Pangganyak:</b></p> <ol style="list-style-type: none"> <li>1. Ano ang ipinapakita sa unang larawan? sa ikalawang larawan?</li> <p><b>Posibleng sagot:</b> Isang batang naliligo. Isang batang naglalaro sa putik.</p> <li>2. Paano natin mapangangalagaan ang ating sarili? Magbigay ng mga halimbawa.</li> <p><b>Posibleng sagot:</b> Maligo araw-araw Kumain ng masustansiyang pagkain Mag-ehersisyo araw-araw Magsipilyo ng ngipin</p> <li>3. Mahalaga ba ang pangangalaga sa sarili? Bakit?</li> <p><b>Posibleng sagot:</b> Opo. Para makaiwas tayo sa sakit.</p> </ol>

<p>C. Pag-uugnay ng mga halimbawa sa bagong aralin</p>	<p><b>Sabihin:</b></p> <ul style="list-style-type: none"> <li>➤ “Sa inyong harapan makikita natin ang dalawang kahon: ang isa ay may nakasulat na PAG-ABUSO SA SARILI, at ang isa naman ay may nakasulat na PAG-AALAGA SA SARILI.”</li> </ul> <p><b>Gawin:</b></p> <ul style="list-style-type: none"> <li>➤ Sa strips ng kartolina, ipasulat sa mga bata ang mga gawî batay sa inilarawan sa kahon. Ilagay ito sa kaukulang kahon.</li> </ul> <p>Mga nakasulat sa strips ng kartolina: Posibleng kasagutan:</p> <table border="1"> <tbody> <tr> <td data-bbox="568 788 981 945">NAGLALARO NG TABLET O CELLPHONES</td><td data-bbox="981 788 1367 945">NANONOON NG TELEBISYON MAGDAMAG</td></tr> <tr> <td data-bbox="568 945 981 1125">NALILIGO ARAW-ARAW</td><td data-bbox="981 945 1367 1125">NAGHIHILAMOS BAGO MATULOG</td></tr> <tr> <td data-bbox="568 1125 981 1253">KUMAKAIN NG JUNK FOODS</td><td data-bbox="981 1125 1367 1253">KUMAKAIN NG MASUSTANSIYANG</td></tr> <tr> <td data-bbox="568 1253 981 1403">NATUTULOG NG HINDI NAGHIHILAMOS</td><td data-bbox="981 1253 1367 1403">NAG-EEHERSISYO ARAW-ARAW</td></tr> <tr> <td data-bbox="568 1403 981 1574">GINUGUPITAN ANG MATATALAS NA KUKOSA KAMAY AT PAA</td><td data-bbox="981 1403 1367 1574">NAGSISIPILYO ISANG BESES ISANGARAW</td></tr> </tbody> </table> <p><b>Gawin:</b></p> <p>Babasahin ng guro ang laman ng bawat kahon at magbibigay paliwanag ang mga bata kaugnay sa kanilang isinulat.</p>	NAGLALARO NG TABLET O CELLPHONES	NANONOON NG TELEBISYON MAGDAMAG	NALILIGO ARAW-ARAW	NAGHIHILAMOS BAGO MATULOG	KUMAKAIN NG JUNK FOODS	KUMAKAIN NG MASUSTANSIYANG	NATUTULOG NG HINDI NAGHIHILAMOS	NAG-EEHERSISYO ARAW-ARAW	GINUGUPITAN ANG MATATALAS NA KUKOSA KAMAY AT PAA	NAGSISIPILYO ISANG BESES ISANGARAW
NAGLALARO NG TABLET O CELLPHONES	NANONOON NG TELEBISYON MAGDAMAG										
NALILIGO ARAW-ARAW	NAGHIHILAMOS BAGO MATULOG										
KUMAKAIN NG JUNK FOODS	KUMAKAIN NG MASUSTANSIYANG										
NATUTULOG NG HINDI NAGHIHILAMOS	NAG-EEHERSISYO ARAW-ARAW										
GINUGUPITAN ANG MATATALAS NA KUKOSA KAMAY AT PAA	NAGSISIPILYO ISANG BESES ISANGARAW										
<p>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</p>	<p><b>Pagbabasa ng Kuwento:</b> Ang Batang Tigasin (Tingnan sa Teacher's Handout 2)</p> <p>Panuto:</p>										

	<ol style="list-style-type: none"> <li>1. Babasahin ng guro ang kuwentong “Ang Batang Tigasin” (tingnan sa Teacher’s Handout 2)</li> <li>2. Tumawag ng mag-aaral upang sagutin ang mga sumusunod na tanong:             <ol style="list-style-type: none"> <li>1. Sino ang pangunahing tauhan sa kuwento? <b>Possibleng sagot:</b> Makisig, Nanay</li> <li>2. Paano mo ilarawan si Makisig bilang isang bata? <b>Possibleng sagot:</b> batang marungis, tamad, matigas ang ulo at pasaway</li> <li>3. Tama ba ang pag-uugaling ipinakita niya? Bakit? <b>Possibleng sagot:</b> Hindi. Dahil hindi ito karapat dapat na tularan.</li> <li>4. Paano ba dapat tayo nakikitungo sa kapwa? Magbigay ng halimbawa. <b>Possibleng sagot:</b> Mag-aabot tayo ng tulong sa mga taong nangangailangan.</li> <li>5. Ano ang dahilan bakit muntik ng makagat ng aso si Makisig? <b>Possibleng sagot:</b> Binato ni Makisig ng sanga ng kahoy ang aso.</li> <li>6. Ano-ano ang mga paraan upang maiwasang makagat ng aso? <b>Possibleng sagot:</b> Huwag galitin ang aso.</li> <li>7. Anong aral ang inyong natutunan sa kuwento? <b>Possibleng sagot:</b> alagaan ang sarili, maging mabait na anak</li> </ol> </li> </ol>
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	<p><b>Itanong:</b></p> <p>Sa kuwentong “Ang Batang Tigasin”, ano kaya ang dahilan bakit muntik ng lapain ng aso si Makisig?</p> <p><b>Possibleng sagot:</b> Binato niya ito ng sanga ng kahoy.</p> <p><b>Sabihin:</b> Ang pagbato ng sanga ni Makisig sa aso ay siyang nagging dahilan bakit ito nagalit sa kanya. Kaya bilang mag-aaral dapat malaman natin kung ano ang dapat nating gawin para maiwasan nating makagat ng aso.</p> <p>(Pagtalakay kung Paano Maiwasang Makagat ng Aso)</p>

	<p><i>GARC Rabies Information Flipchart Teacher's-Disc4</i> ( Tingnan sa Teacher's Handout 3 )</p>
F. Paglinang sa Kabihasaan	<p><b>Sabihin:</b> Matapos mapakinggan ang kuwento “Ang Batang Tigasin” sino sa inyo ang makapagbibigay ng buod gamit ang “signal words” na una, pangalawa.</p>
G. Paglalapat ng aralin sa pang-araw-araw na buhay.	<p><b>Panuto:</b></p> <ol style="list-style-type: none"><li>1. Pangkatin sa apat ang mga mag-aaral.</li><li>2. Bawat pangkat ay bibigyan ng kani-kanilang gawain.</li><li>3. Ang una at ikatlong pangkat ay magpapakitang dula.</li><li>4. Ang ikalawa at ikaapat ay magbubuod ng kuwento gamit ang mga panandang una, ikalawa at pipili ng isang mag-aaral mula sa pangkat na siyang mag-uulat sa klase.</li><li>5. Ang bawat grupo ay magpapakita ng kani-kanilang presentasyon.</li></ol>
H. Paglalahat ng Aralin	<p><b>Sabihin:</b></p> <p>Sa pagbubuod ng kuwento mahalaga ang paggamit ng “signal words” na una, pangalawa dahil napagsunod-sunod nito nang wasto ang mga pangyayari sa kuwento.</p>
I. Pagtataya ng Aralin	Ang natapos na gawain ng bawat pangkat ay mamarkahan gamit ang Rubriks.
J. Karagdagang gawain para sa takdang-aralin at remediation.	
<b>V. MGA TALA</b>	
<b>VI. PAGNINILAY</b>	
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	

B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation.	
C. Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	
D. Bilang ng mag-aaral na magpapatuloy sa remediation?	
E. Alin sa mga istratehiyang pagtuturo nakatulong ng lubos? Paano ito nakatulong?	
F. anong suliranin ang aking naranasan na solusyunan sa tulong ng aking punongguro at superbisor?	
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	

**TEACHER'S HANDOUT 1**

**LARAWAN NG BATANG NALIGO**



**LARAWAN NG BATANG NAGLALARO SA PUTIK**



Illustrated by: Karen D. Romero  
Balanga Elementary School

## TEACHER'S HANDOUT 2

KUWENTO :  
ANG BATANG TIGASIN  
Ni: Rellyn S. Asis

Sa isang malayong lungsod ay may mag-asawang biniyayaan ng isang anak. Siya si Makisig. Si Makisig ay isang batang marungis, tamad, matigas ang ulo at pasaway. Malayong-malayo ang pangalan niya sa kaniyang hitsura. Makalat at ayaw na ayaw niyang pinagsasabihan.

Wala rin siyang kaibigan at kalaro. Isa sa pinakaayaw niya ang maligo. Takot na takot siya sa tubig lalo na't malamig. Isang araw pag-uwi ng kaniyang nanay galing trabaho, nadatnan niyang napakakalat ng bahay. Sa sulok, si Makisig ay nakahiga sa sahig at napakarumi. Galit na galit ang kaniyang ina, Dahil ayaw ni Makisig na mapagsabihan, umalis ito ng walang paalam.

Nakakita siya ng upuan sa ilalim ng punongkahoy kaya doon siya pumunta at pumuwesto. Di nagtagal, nakatulog si Makisig. Nagising siyang may bumabato sa kanyang mga bata. Akala ng mga ito ay katulad din nila itong batang palaboy. Kaya pinapalayas nila ito sa kanilang puwesto. Walang nagawa si Makisig kundi ang umalis at maghanap ng maliliipatan .

Habang naglalakad, may nakasalubong siyang napakalaking aso. Natakor si Makisig. Dahil sa takot, tumakbo siya at hinabol siya ng aso. Kumuha siya ng sanga ng kahoy at binato niya sa aso. Nagalit ang aso kaya hinabol siya nito. Naabutan si Makisig at muntik na siyang makagat. Buti nalang may mamang tumulong sa kaniya. Laking pasalamat ni Makisig dahil utang niya ang buhay sa lalaki. Dahil kung hindi dito, nakagat na sana siya ng aso.

Pawis na pawis si Makisig nang biglang may tumapik sa kaniya balikat. Pagsulat ng mga mata, nakita niya ang kanyang ina na puno ng pag-aalala. Napagtanto ni Makisig na ang lahat ng iyon ay panaginip lang pala. Panaginip na nagdudulot ng aral sa kanyang buhay. Mula noon, naging isang mabuting anak sa magulang, maalaga sa sarili, mapaghahalaga sa kapwa at higit sa lahat ay mapagmahal na anak sa magulang ang batang si Makisig

## Paano **MAIIWASANG MAKAGAT** ng aso?

### 1. **HUWAG** lapitan ang asong:



### 2. **HUWAG** gawin ang mga sumusunod:

Tumakbo kapag may malapit na aso



Kulitin ang aso

Hilahin ang tenga o buntot ng aso



Sakyan ang aso



Yakapin ang aso



Makipagtitigan  
sa aso



**RUBRIK SA PAGBUBUOD NG KUVENTO**

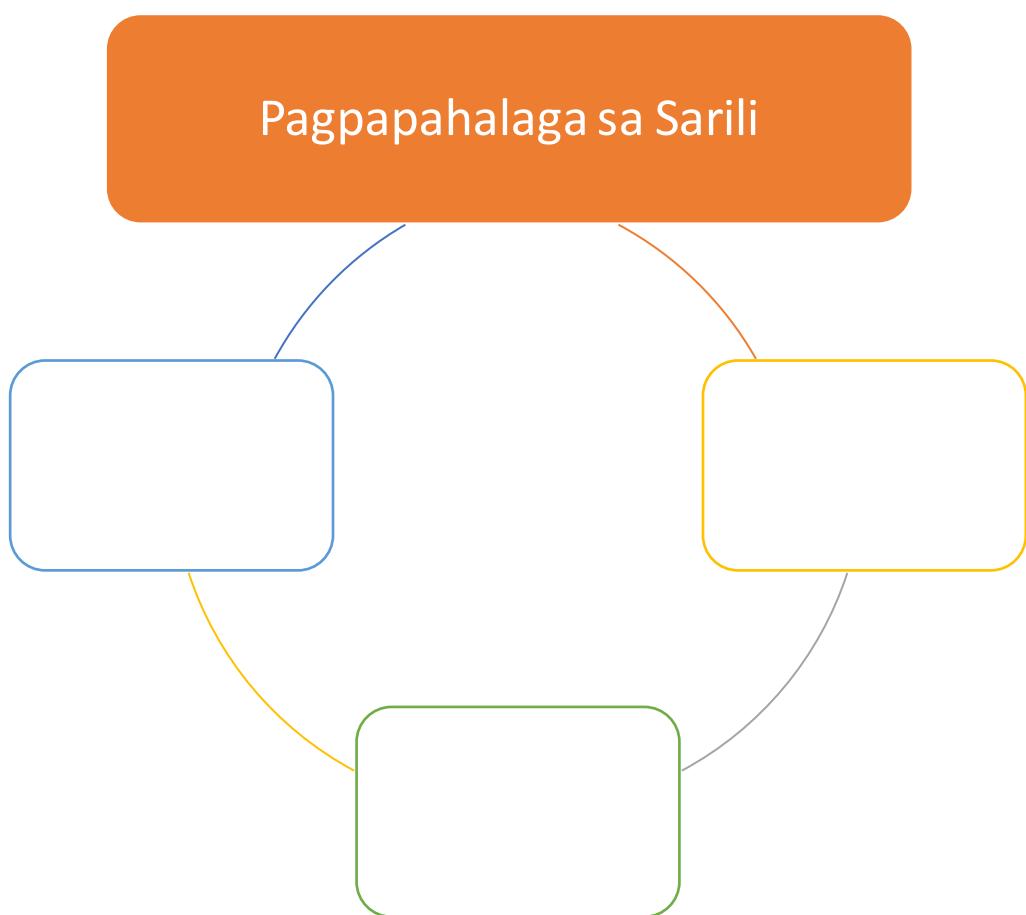
<b>KRAYTERYA</b>	<b>Pinakamahusay 5</b>	<b>Mahusay 4</b>	<b>Kailangan Pang Paghusayan 3</b>	<b>Pangkat</b>
Pagpapalutang sa diwa ng Kwento	Napalutang ang diwa ng kwento sa pamamagitan ng madamdaming pagbasa at pagpapakita ng angkop na ekspresyon	Medyo napalutang ang diwa ng kwento sa pamamagitan ng madamdaming pagbasa at pagpapakita ng angkop na ekspresyon	Kailangan ang pagsasanay sa pagpapalutang sa diwa ng kuvento	
Napagsunud sunod ang mga pangyayari	Pinakaangkop ang pagkakasunud sunod ng mga pangyayari	May kulang sa pagkakasunud-sunod ng mga pangyayari	Hindi wasto ang pagkakasunud sunod ng mga pangyayari	
Dating sa Madla	Pinakamalakas ang ang palakpak mula sa madla	Medyo kapansin-pansin ang malakas na palakpak mula sa madla	Mahina ang palakpak mula sa madla	
<b>KABUUANG PUNTOS</b>				

## GAWAIN 1

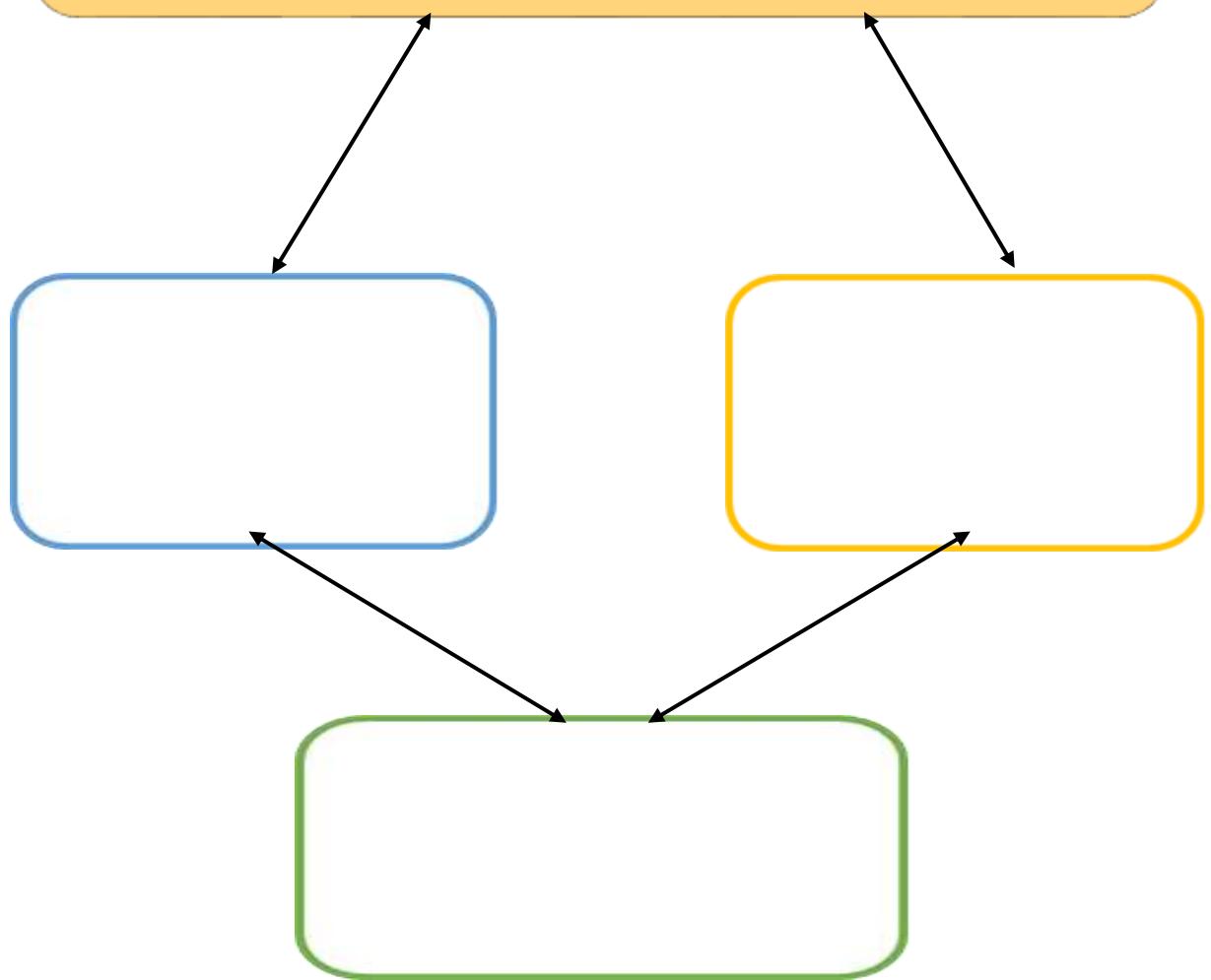
PANGALAN:

PETSA: \_\_\_\_\_

Panuto: Ilarawan kung paano mo pinahahalagahan ang iyong sarili at paano ka nakikitungo sa iyong kapwa. Punan ng sagot ang mga kahon. Pagdugtong-dugtungin ang mga ideya at sumulat ng talata. Iulat ito sa klase



## Pakikitungo sa kapwa



## FILIPINO 4 (f4ps-id-i-1)

<b>I. LAYUNIN</b>	
A. Pamantayang Pangnilalaman	Naipamamalas ang kakayahang tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin
B. Pamantayan sa Pagganap	Nakabibigkas ng tula at iba't ibang pahayag nang may damdamin, Wastong tono at intonasyon.
C. Mga Kasanayan sa Pampagkatuto	PAGSASALITA Ispesipikong Layunin: 1. Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang isyu o usapan (F4 PS-Id-i-1); 2. Nakabibigkas ng tula na may wastong tono, at damdamin.
<b>II. NILALAMAN</b>	Aralin 2 Sama-samang Pamilya Integrasyon ng <i>Rabies Education</i>  ➤ Pigilan ang Paglaganap ng <i>Rabies</i> ... Maging responsableng tagapag-alaga ng hayop
<b>III. KAGAMITANG PANTURO</b>	
A. Sanggunian	Yaman ng Lahi 4
1. Mga pahina sa Gabay ng Guro	
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	
3. Mga pahina sa Teksbuk	pp.11- pp.15
4. Karagdagang Kagamitan mula sa portal ng Learning Resource	<a href="https://julieannrosario.wordpress.com/2014/01/05/tula-ang-aking-pamilya/">https://julieannrosario.wordpress.com/2014/01/05/tula-ang-aking-pamilya/</a> <a href="http://filipinoforfilipinos.blogspot.com/2016/04/rubric-sa-pagtatalodebate.html">http://filipinoforfilipinos.blogspot.com/2016/04/rubric-sa-pagtatalodebate.html</a> <a href="http://www.globalalliance.org">www.globalalliance.org</a>

1. Iba pang Kagamitang Panturo	
<b>IV. PAMAMARAAN</b>	
A. Balik-aral sa nakaraang aralin at o pasimula sa bagong aralin.	<p><b>Itanong:</b> Gaano ba kahalaga sa inyo ang inyong pamilya?</p> <p><b>Posibleng sagot:</b> Mahalaga po sila sa akin kasi kung wala sila wala pong magpapa-aral sa akin.</p>
B. Paghahabi sa layunin ng aralin.	<p><b>Gawain1: (3 MINUTO)</b></p> <ol style="list-style-type: none"> <li>1. Ipakita sa mga bata ang larawan.</li> </ol>  <ol style="list-style-type: none"> <li>2. Itanong:             <ol style="list-style-type: none"> <li>a. Ano ang nakikita ninyo sa larawan? Posibleng sagot: Isang pamilya po.</li> </ol> <p><b>Sabihin:</b></p> <ol style="list-style-type: none"> <li>b. Kung ito ay isang pamilya, sino-sino ang bumubuo dito? Posibleng sagot: Ama, Ina at mga anak</li> <li>c. Ano-anong tungkulin ng bawat miyembro ng pamilya? Posibleng sagot: Ang ama ang siyang haligi ng tahanan. Ang ina ang ilaw ng tahanan. Ang mga anak ay iginagalang ang mga magulang.</li> </ol> </li> </ol>

<p>C. Pag-uugnay ng mga halimbawa sa bagong aralin</p>	<p><b>Gawain 2: (7 Minuto)</b></p> <p><b>Sabihin:</b> “Ngayon, magkakaroon tayo ng isang laro na magpapakita kung talagang alam ninyo ang tungkulin ng bawat miyembro ng pamilya.”</p> <p><b>Panuto:</b></p> <ol style="list-style-type: none"> <li>1. Pangkatin ang mga mag-aaral sa apat.</li> <li>2. Mag-uunahan ang bawat pangkat sa pagtaas ng plaskard na may nakasulat na <b><u>FACT</u></b> at <b><u>Bluff</u></b>.</li> </ol> <p><b><u>FACT</u></b> kung makatotohanan ang pahayag at <b><u>BLUFF</u></b> kapag ito'y walang katotohanan.</p> <ol style="list-style-type: none"> <li>_____ 1. Pundasyon ng lipunan ang ating pamilya.</li> <li>_____ 2. Ang ina ang tumatayong haligi ng tahanan.</li> <li>_____ 3. Tungkulin ng mga magulang ang pag-aralin ang mga anak.</li> <li>_____ 4. May hangganan ang dakilang pagmamahal.</li> <li>_____ 5. Tungkulin ng mga anak na mahalin at arugain ang mga magulang.</li> </ol> <p><b>Pamprosesong Tanong:</b></p> <ol style="list-style-type: none"> <li>1. Tungkol saan ang ating ginawa?</li> <li>2. Batay sa ating ginawa, Ano-anong mga tungkulin ng bawat miyembro ng pamilya?</li> </ol>
<p>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</p>	<p><b>Sabihin:</b> “Sa katatapos nating laro, nalaman natin ang mga tungkulin ng bawat miyembro ng pamilya at ang kahalagahan nito sa lipunan.”</p> <p><b>Gawain 3: (6 Minuto)</b></p> <ol style="list-style-type: none"> <li>1. Dugtungan/ Sabayang Pagpapabasa</li> <li>2. Ipabasa ang tula sa mga mag-aaral</li> </ol> <p>Ang Aking Pamilya ni: Julie Ann F. Rosario</p> <p>Sa mundong ito, simula nang ako'y mabuhay, Ang mga magulang ko ang aking tanging gabay. Sa mundong puno ng lungkot at problema, Hindi nila 'ko hinayaang mag-isá at walang kasama.</p>

	<p>Sa loob ng labing-anim na pagkabuhay ko sa mundo, Nagpapasalamat ako sa mga magulang ko. Mula sa araw ng aking pagsilang, sila'y nasa tabi. Hindi nila 'ko pinabayaan hanggang sa ako'y lumaki.</p> <p>Laking pasasalamat ko sa kanilang pag-aalaga Pagkat ako'y lumaki nang maayos at may kwenta. Kapag may problema, laging nariyan para umalala Dahil sa ako'y mahal at anak nila</p> <p>Bilang isang anak, hindi man ako perpekto. Ayos lang dahil sila nama'y mahal ko. Hindi ko man ipakita ang pagmamahal na ito Alam kong nararamdaman ito ng kanilang puso.</p> <p>Salamat sa inyo, aking ama't ina. Sa walang sawa niyong pagsuporta. Alay ko sa inyo ang matatanggap na medalya, Kapalit ng inyong maayos na pag-aaruga</p> <p><a href="https://julieannrosario.wordpress.com/2014/01/05/tula-ang-aking-pamilya/">https://julieannrosario.wordpress.com/2014/01/05/tula-ang-aking-pamilya/</a></p> <p><b>Itanong:</b></p> <ol style="list-style-type: none"> <li>1.Tungkol saan ang tula? <i>Posibleng sagot:</i> Tungkol po sa pamilya.</li> <li>2.Nagustuhan n'yo ba ang tula? Bakit? <i>Posibleng sagot:</i> Opo, dahil naliwanagan ang aking isip kung ano ang mga tungkulin ng bawat miyembro ng pamilya.</li> <li>3.Bakit mahalaga ang ating pamilya? <i>Posibleng sagot:</i> Sila ang tanging yaman dito sa mundo.</li> <li>4. Paano natin masusuklian ang kabutihan ng ating mga magulang? <i>Posibleng sagot:</i> Mag-aaral ako ng mabuti para sila ay matuwa.</li> </ol>
E. Pagtalakay ng bagong konsepto at paglalahad ng	<p><b>Tanong (6 Minuto)</b></p> <ol style="list-style-type: none"> <li>1. Maliban sa inyong mga magulang, kapatid at kaibigan sino pa ang itinuring ninyong kasapi ng pamilya? <i>Posibleng sagot:</i> Ang aking alagang hayop po.</li> </ol>

bagong  
kasarian #2

2. Mayroon ba kayong kaalaman kung paano alagaan ang mga ito?

*Posibleng sagot:* Wala pa po masyado

3. Bakit mahalagang magkaroon ng sapat na kaalaman sa pag-aalaga ng mga hayop gaya ng aso at pusa?

*Posibleng sagot:* Mahalagang magkaroon ng sapat na kaalaman sa pag-aalaga ng mga hayop para mabigyan natin sila ng tamang pag-aaruga.

4. Ano-ano ang dapat nating gawin upang mabigyan natin sila ng

tamang pag-aaruga?

*Posibleng sagot:* Pinapakain, pinapaliguan at

**PINABABAUNAHAN** po.

**Sabihin:** “Nabanggit ninyo na isa sa mga dapat nating gawin kung tayo ay mag-aalaga ng hayop ay ang pagpababakuna nito. Ngayon, tatalakayin natin ang iba pang mga bagay kung paano maging responsableng tagapag-alaga ng hayop.”

Gawin:

1. Ipakita sa mga mag-aaral ang larawan.
2. Ipabasa ang teksto sa larawan.

*From GARC Handout*

**Pigilan ang Paglaganap ng Rabies...**

*Maging responsableng tagapag-alaga ng hayop*

Pabakunahan ang  
inyong alagang  
aso laban sa rabies  
kapag ito ay 3 buwan  
na, at kada taon  
pagkatapos nito.



Pangalagaan ng mabuti ang inyong mga hayop, bigyan ng masustansiyang pagkain at malinis na inumin.

Siguraduhing malinis ang kulungan at komportable ang alagang aso.



Panatilihing nakatali o nakakulong ang inyong alagang aso, huwag itong hayaang gumala sa kalsada.



#### Pamprosesong Tanong:

1. Batay sa inyong nabasa, kaya n'yo na bang alagaan nang mabuti ang inyong alagang hayop? Ipaliwanag.  
( Tanggapin at iproseso ang sagot ng mga mag-aaral. )

F. Paglinang sa Kabihasaan	<p><b>Sabihin:</b></p> <p>Ngayong alam na ninyo ang tamang pangangalaga ng Hayop, mayroon akong ipapabasang isang islogan. <b>(4 Minuto)</b></p> <p><b>“Ang taong sa mga hayop ay mapagpahalaga, Pag-ibig sa pamilya'y lalong naipadarama”</b></p> <p><b>Itanong:</b></p> <p>“Ano ang masasabi ninyo sa islogan na ito?” Ipaliwanag ang islogang ito at magbigay ng sariling opinyon o reaksyon ukol dito.</p>
G. Paglalapat ng aralin sa pang-araw-araw na buhay.	<p><b>Sabihin:</b></p> <p>“Nakapagbigay na kayo ng sariling opinyon ukol sa islogan. Ngayon naman ay pagtuunan natin ng pansin kung Sang-ayon o Di-sang-ayon kayo sa paniniwalang ito.” <b>(4 Minuto)</b></p> <p>Panuto: Magbigay ng sariling opinyon tungkol sa paniniwala. Kapag nakagat tayo ng aso ay gagamutin ito gamit ang bawang at sasangguni tayo sa tandok.</p>
H. Paglalahat ng Aralin	<p><b>Sabihin:</b></p> <p>“Ang paniniwalang ito ay hindi dapat ipagpatuloy at dapat iwasto kung ano ang tama. Sa halip na bawang hugasan natin ng sabon ang sugat at kumunsulta tayo sa <i>Animal Bite Treatment Center</i> (ABTC).”</p> <p><b>Itanong:</b></p> <p>Bakit mahalaga ang opinyon ng isang tao ukol sa isyu o paksa? <i>Posibleng sagot:</i> Mahalaga ang opinyon ng isang tao para malaman natin kung ano ang saloobin o damdamin nila ukol sa isang isyu.</p>
I. Pagtataya ng Aralin	<p><b>(10 Minuto)</b></p> <p>Pagpapabasa sa mga mag-aaral ng tulang <b>“Ang Aking Pamilya”</b> nang may wastong tono at tamang damdamin gamit ang Rubrik na makikita sa <b>Annex 1</b> sa pagmamarka.</p>
J. Karagdagang gawain para sa	Remediation: <b><i>Opsyunal na Gawain)</i></b>

takdang-aralin at remediation.	Gamit ang isang organizer .Ipagawa ang Gawain 1 na makikita sa <b>Annex 2</b>
<b>V. MGA TALA</b>	
<b>VI. PAGNINILAY</b>	
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation.	
C. Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	
D. Bilang ng mag-aaral na magpapatuloy sa remediation?	
E. Alin sa mga istratehiyang pagtuturo nakatulong ng lubos? Paano ito nakatulong?	
F. anong suliranin ang aking naranasan na solusyunan sa tulong ng aking punongguro at superbisor?	
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	

**ANNEX 1**

<b>RUBRIK SA PAGTATANGHAL NG TULA</b>				
<i>Krayterya</i>	<i>Napakahusay</i> <b>5</b>	<i>Katamtamang husay</i> <b>4</b>	<i>Kailangan ang karagdagang Pagsasanay</i> <b>3</b>	<i>Kabuuan</i>
Tinig	Angkop ang paghina at paglakas ng tinig ayon sa diwa at damdaming nakapaloob sa tula	Pabagu-bago ang lakas at hina ng bosses at katamtaman lamang ang pagpapadama ng damdamin	Di-gaanong naiparinig ang pagbabago ng lakas at hina ng tinig gayundin ang damdaming nakapaloob sa tula	
Bigkas	Napalutang ng bigkas ang damdaming namamayani sa tula	Malinaw ang bigkas maliban sa ilang bahagi	Di-gaanong malinaw ang pagbigkas sa mga salita	
Tindig	Akma ang bawat kilos at galaw	May ilang galaw at kilos na di-gaanong angkop	Di-gaanong naipakita ang angkop na kilos para sa tula	
Panghikayat sa Madla	Taglay nito ang epektebong panghikayat sa madla dahil sa nagging reaksyon ng tagapakinig	Taglay ang hikayat sa madla ngunit katamtaman lamang ang reaksyon ng madla	Di-gaanong nahikayat ang mga nakikinig dahil di gaanong reaksyon makikita sa kanila	
<b>KABUUANG PUNTOS</b>				

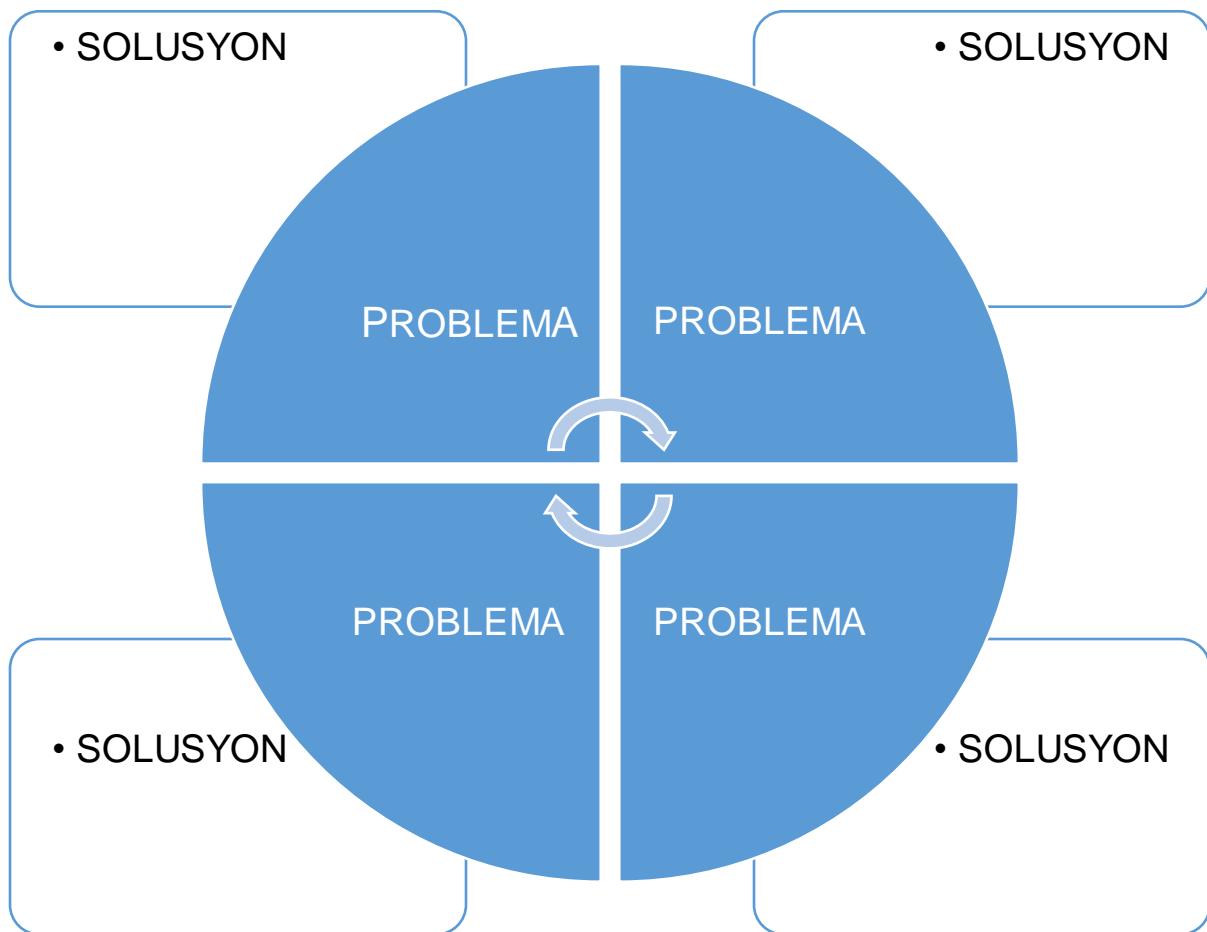
## ANNEX 2

### Gawain 1:

ISYU:

Ano-anong suliranin ang kadalasang kinakaharap ng bawat pamilya?

Paano nalulutas at natutugunan ang mga suliranin ito?



## FILIPINO 5 (f5ep-ia-15)

<b>I. LAYUNIN</b>	
A. Pamantayang Pangnilalaman	Naipamamalas ang iba't ibang kasanayan upang maunawaan ang iba't ibang teksto
B. Pamantayan sa Pagganap	Nakapagtatala ng mga kailangang impormasyon o datos
C. Mga Kasanayan sa Pagkatuto	PAGBASA  1.Nabibigyang kahulugan ang patalastas (F5EP-ia-15); 2.Nakasusulat ng sariling patalastas; 3.Nakasasagot sa mga tanong na Ano, Saan, Kailan at Bakit.
<b>II. NILALAMAN</b>	Aralin 1: Matapat na Simula, Pundasyon ng Tunay na Pagkakaibigan Integrasyon ng <i>Rabies Education</i> : ➤ Responsableng Tagapangalaga ng Hayop
<b>III. KAGAMITANG PANTURO</b>	
A.Sanggunian	Alab Filipino 5
1. Mga pahina sa Gabay ng Guro	pp.3 - pp.7
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	
3. Mga pahina sa Teksbuk	
4.Karagdagang Kagamitan mula sa portal ng Learning Resource	
B. Iba pang Kagamitang Panturo	(GARC Rabies IEC Materials (Rabies Information Flyer page 1))

<b>IV. PAMAMARAAN</b>	
A. Balik-aral sa nakaraang aralin at o pasimula sa bagong aralin.	<p><b>Itanong:</b> Mga bata, kayo ba ay may mga matalik na kaibigan? Posibleng sagot: Opo</p> <p><b>Itanong:</b> 1. Sino ang inyong matalik na kaibigan? Posibleng sagot: Si Juan po.</p> <p><b>Itanong</b></p> <p>2. Anong katangian ni Juan ang nagustuhan mo? Posibleng sagot: Mabait at matulungan po</p> <p><b>Sabihin at Itanong:</b></p> <p>Napakasarap magkaroon ng tunay na kaibigan, 'di ba mga bata? Bakit?</p> <p>Posibleng sagot: Opo, dahil mayroon po akong kakuwentuhan at masasandalan tuwing may problema ako.</p>
B. Paghahabi sa layunin ng aralin.	<p><b>Sabihin:</b></p> <p><i>"Ngayon ay magkakaroon tayo ng paligsahan tungkol sa mga katangiang hinahanap natin sa isang totoo at tunay na kaibigan.</i></p> <p><b>Gawain 1: Pangkatan, Dalawahan, Isahan</b></p> <p>Panuto:</p> <ol style="list-style-type: none"> <li>1. Papangkatin ng guro sa apat ang mga mag-aaral.</li> <li>2. Bawat pangkat ay may hawak na plaskard ng pinaghahalong letra.</li> </ol> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">anlawapagtikama</div> <div style="border: 1px solid black; padding: 5px;">hansaaam</div> <div style="border: 1px solid black; padding: 5px;">tamapat</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px;">lutunginma</div> <div style="border: 1px solid black; padding: 5px;">nawamauin</div> </div> <ol style="list-style-type: none"> <li>3. Mula sa pinaghahalong letra, aayusin ito hanggang sa mabuo ang mga katangian ng isang tunay na kaibigan.</li> <li>4. Paunahan sa pagbuo ng salita.</li> </ol> <p><b>Itanong:</b></p> <p>“Ano-ano ang inyong mga nabuong salita?”</p> <p>Posibleng sagot:</p> <p>mapagkatiwalaan, maaasahan, matapat, maunawain, matulungan</p>

<p>C. Pag-uugnay ng mga halimbawa sa bagong aralin</p>	<p><b>Sabihin</b></p> <p>“Batay sa inyong mga sagot ilan lamang iyan sa mga katangiang dapat taglayin upang magkaroon ng isang matatag na pundasyon ng pagkakaibigan.”</p>
<p>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</p>	<p><b>Gawain 2:</b></p> <p>Panuto: Magpapakita ang guro ng isang larawan na nasa Teacher's Handout 1</p> <p><b>Itanong:</b></p> <p>Ano ang nakikita ninyo sa larawan?</p> <p>Posibleng sagot: Mga babae</p> <p><b>Itanong:</b> Ano kaya ang kanilang relasyon o ugnayan?</p> <p>Posibleng sagot:</p> <p>Magkakaibigan o matalik na magkakaibigan</p> <p><b>Sabihin:</b></p> <p>“Ipinakita sa larawan ang samahan ng isang tunay na magkakaibigan. Ngayon, basahin natin ang nakasulat sa ibaba ng larawan.”</p> <p><b>Gawain 3:</b></p> <p>Panuto: 1. Babasahin ng mga mag-aaral ang nasa <u>Teacher's Handout 1</u></p> <p>2. Tatanungin ang mga mag-aaral.</p> <p><b>Gabay na Tanong:</b></p> <ol style="list-style-type: none"> <li>1. Tungkol saan ang aking binasa? Posibleng sagot: Patimpalak sa sayaw</li> <li>2. Sino sino ang puwedeng sumali sa patimpalak sa sayaw? Posibleng sagot: Grupo ng magkakaibigan</li> <li>3. Saan ito gaganapin? Posibleng sagot: Himnasyo ng Del Monte</li> <li>4. Kailan ito gaganapin? Posibleng sagot: Ika -20 ng Marso, 2018</li> </ol> <p><b>Sabihin at itanong:</b></p> <p>“Sa kabuuan, tungkol saan ang binasang seleksyon/patalastas?”</p> <p>Posibleng sagot:</p> <p>Isa itong anunsyo na nag-iimbita sa mga kabataan o magkakaibigan na lumahok sa patimpalak sa sayaw.</p>

	<p><b>Sabihin:</b></p> <p>“Tama! Ang ipinakita ko sa inyo ay isa ngang uri ng anunsyo o patalastas.”</p> <p><b>Itanong:</b></p> <p>Batay sa inyong mga kasagutan, ano ang patalastas?</p> <p>Posibleng sagot: Ito ay isang uri ng anunsyon pangmadla</p> <p>na dapat sasagot sa mga tanong na sino, ano, saan, kailan at bakit.</p>
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	<p><b>Tatalakaying ng guro ang tungkol sa Patalastas.</b></p> <p><b>PATALASTAS</b></p> <p>&gt; Isang paraan ng pag-aanunsyo ng produkto o serbisyo sa pamamagitan ng iba’t ibang anyo ng komunikasyong pangmadla.</p> <p>&gt; Maikling mensahe na nagpapabatid ng mahalagang impormasyon tungkol sa:</p> <ul style="list-style-type: none"> <li>a. Gaganaping palatuntunan / iba pang gawain</li> <li>b. Panawagan sa madla</li> <li>c. Kautusan ng paaralan / bayan</li> <li>d. Pangangailangan sa hanapbhay</li> <li>e. Nawawala</li> </ul> <p>Kailangang maikli ang patalastas at maliwanag ang mensaheng sumasagot sa tanong na ano, sino, saan, kailan at bakit.</p> <p>Ang pinakaunang anyo ng patalastas ay sa pamamagitan ng bibig. Ang tagasigaw sa daan ang naghihikayat na bilhin ang kaniyang paninda tulad ng hayop, pagkain at kasangkapan.</p> <p style="text-align: right;"><i>Alab Filipino 5 pp. 125</i></p> <p><b>Sabihin:</b></p> <p>Sa patalastas na aking binasa at tinalakay, bakit kaya grupong magkakaibigan ang dapat na kalahok?</p> <p>Posibleng sagot:</p> <ol style="list-style-type: none"> <li>1. Mas madali para sa kanila ang pag-eensayo.</li> <li>2. Hindi na sila mahihirapang makitungo sa isat-isa</li> </ol>
F. Paglinang sa Kabihasaan	<p><b>Sabihin:</b></p> <p>“Bukod sa ating mga kakilala, kasama o kaklase, ang ating</p>

	<p>alagang hayop ay maituturing din nating kaibigan o kapamilya."</p> <p><b>Tanong</b></p> <p>Kung sakaling mawawala ang iyong alagang hayop, ano ang iyong gagawin?</p> <p>Posibleng sagot:</p> <p>Hahanapin at magpapaskil sa bawat lugar ng larawan ng aking alaga.</p>
G. Paglalapat ng aralin sa pang-araw-araw na buhay.	<p><b>Gawain 4:</b></p> <p><b>Panuto:</b> Sa inyong grupo, sundin ang mga sumusunod na hakbang.</p> <p><b>Sabihin:</b></p> <p>Para mas madaling mahanap ang nawawala ninyong alaga,</p> <ol style="list-style-type: none"> <li>1. Gumawa ng isang anunsiyo o patalastas.</li> <li>2. Dapat sumasagot sa tanong na ano, saan, kalian, sino at bakit.</li> </ol> <p><b>Sabihin at Itanong:</b></p> <p>Matapos ninyong gawin ang inyong anunsyo o Patalastas, sinasagot ba nito ang tanong na ano, saan, kailan at bakit?</p> <p>Posibleng sagot: Opo</p> <p><b>Itanong:</b></p> <p>Ano kaya ang dahilan ng madalas na pagkawala ng mga aso at pagala-gala ang ilan sa kalye?</p> <p>Posibleng sagot: Kasi hindi marunong mag-alaga ng aso ang may-ari.</p> <p><b>Itanong:</b></p> <p>Alam ba ninyo ang mga kaakibat na tungkulin bilang nagmamay-ari ng mga hayop?</p> <p>Posibleng sagot: Hindi pa po masyado.</p> <p><b>Sabihin:</b></p> <p>Para malaman natin ang ating mga tungkulin bilang nagmamay-ari ng mga hayop, tatalakayin natin ang mahahalagang detalye tungkol dito.</p> <p><b>TALAKAYAN:</b> (<i>Tingnan ang <u>Teacher's Handout 2.</u></i>)</p>
H. Paglalahat ng Aralin	<p><b>Sabihin:</b></p> <p>Balikan natin ang ginawa ninyong anunsiyo o patalastas.</p>

	<p><b>Itanong:</b></p> <p>1. Ano ang Patalastas?</p> <p>Posibleng sagot: Isang paraan ng pag-aanunsiyo na sumasagot sa tanong na sino, ano, saan, kalian at bakit.</p> <p>2. Kailan ginagamit ang patalastas?</p> <p>Posibleng sagot: Kapag mayroon tayong gustong hanapin ipaalam.</p> <p>3. Bakit mahalaga ang patalastas?</p> <p>Posibleng sagot: Mahalaga ang patalastas upang madaling mapaabot ang mga impormasyon.</p>
I. Pagtataya ng Aralin	<p><b>Gawain 5:</b></p> <p><b>Panuto:</b></p> <p>1. Sumulat ng patalastas sa ibebentang mga alagang hayop tulad ng manok, baboy at kambing.</p> <p>2. Gawing kaakit-akit para sa mga mamimili.</p>
J. Karagdagang gawain para sa takdang-aralin at remediation.	<p><b>Takdang Aralin:</b></p> <p>Pipili ang mag-aaral kung patalastas o balita ang kanyang gagawin. Kapag balita ang pipiliin, itala ang mga mahahalagang datos. Kapag patalastas naman, iuulat ito sa klase.</p> <p>1. Balita: Kahalagahan ng wastong pangangalaga ng aso.</p> <p>2. Patalastas: <i>Fashion Show</i> ng mga aso</p>
<b>V. MGA TALA</b>	
<b>VI. PAGNINILAY</b>	
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.	
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation.	
C. Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.	
D. Bilang ng mag-aaral na magpapatuloy sa remediation?	
E. Alin sa mga istratehiyang pagtuturo nakatulong ng lubos? Paano ito nakatulong?	

F. anong suliranin ang aking naranasan na solusyon sa tulong ng aking punongguro at superbisor?	
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	

### TEACHER'S HANDOUT<sup>1</sup>



### PARA SA KAALAMAN NG LAHAT

**Ano:** Patimpalak sa sayaw (Pop Dance)

**Sino:** Grupo ng magkakaibigan may edad na 13 hanggang 18 taon.

Lima hanggang sampung miyembro ang kailangan.

**Saan:** Gaganapin sa Himnasyo ng Del Monte

**Kailan:** Ika-20 ng Marso, 2018 sa ika-7 ng gabi.

Hanapin lang si Gng. Jesusa Delos Santos o tumawag sa Numerong 09192789342 para sa karagdagang impormasyon.

## TEACHER'S HANDOUT 2

### Pigilan ang Paglaganap ng Rabies...

Maging responsableng tagapag-alaga ng hayop

Pabakunahan ang inyong alagang aso laban sa rabies kapag ito ay 3 buwan na, at kada taon pagkatapos nito.



Pangalagaan ng mabuti ang inyong mga hayop, bigyan ng masustansiya ng pagkain at malinis na inumin.

Siguraduhing malinis ang kulungan at komportable ang alagang aso.



Panatilihing nakatali o nakakulong ang inyong alagang aso, huwag itong hayaang gumala sa kalsada.



### O pagbayaran ang kapabayaan...

Republic Act 9482  
(Anti-Rabies Act of 2007)

#### Pet Owners Penalties

Pet owners who fail or refuse to have their dog registered and immunized against rabies shall be punished by a fine of Two Thousand Pesos (P2,000.00).

Pet owners who refuse to have their dog vaccinated against rabies shall be liable to pay for the vaccination of both the dog and the individual bitten by their dog.

Pet owners who refuse to have their dog put under observation after said dog has bitten an individual shall be meted a fine of Ten Thousand Pesos (P10,000.00).

Pet owners who refuse to have their dog put under observation and do not shoulder the medical expenses of the person bitten by their dog shall be meted a fine of Twenty Five Thousand Pesos (P25,000.00).

Pet owners who refuse to put a leash on their dogs while they are brought outside the house shall be meted a fine of Five Hundred Pesos (P500.00) for each incident.

Para sa karagdagang impormasyon,  
tumawag sa inyong Provincial o City Veterinary Office

#### BAI RABIES HOTLINE

(02) 928-2743 / (02) 928-2836

### Iparehistro at Pabakunahan ang Inyong Aso at Pusa Laban sa RABIES



Rabies-Free Philippines



## MATHEMATICS 4 (f4ps-id-i-1)

<b>I. OBJECTIVES</b>	
A. Content Standards	<ol style="list-style-type: none"> <li>1. Demonstrates understanding of factors and multiples and addition and subtraction of fractions</li> <li>2. Demonstrates understanding of improper fractions and mixed numbers</li> </ol>
B. Performance Standards	<p>The learner is able to</p> <ol style="list-style-type: none"> <li>1. apply knowledge of factors and multiples, and addition and subtraction of fractions in mathematical problems and real-life situations.</li> <li>2. recognize and represent improper fractions and mixed numbers in various forms and contexts.</li> </ol>
C. Learning Competencies/ Objectives Write the LC code for each	<p>Differentiate prime from composite numbers. M4NS-IIb66</p>
<b>II. CONTENT</b>	<p>Numbers and Number Sense</p> <ul style="list-style-type: none"> <li>• Differentiating prime from composite numbers</li> <li>• Integration on how big is the rabies problem</li> </ul>
<b>III. LEARNING RESOURCES</b>	
A. References	
1. Teacher's Guide pages	<p>Lesson Guide in Elementary Math Grade 5. 2010. Pp. 37-41 Lesson Guide in Elementary Math Grade 5. 2012. pp. 30-33</p>
2. Learner's Materials pages	MISOSA, Grade 5 Module – Prime and Composite Numbers
3. Textbook pages	Mathematics for Everyday Life Grade 4. 2000. pp. 50-51
4. Additional Materials from Learning Resource (LR) portal	<p>K to 12 Curriculum Guide: Mathematics (Math CG_with tagged math equipment_VI)  <a href="https://lrmlds.depEd.gov.ph/list/kto12/subject/1157">https://lrmlds.depEd.gov.ph/list/kto12/subject/1157</a>  Misosa Gr.5 Module 1 Prime and Composite Numbers (7490)  <a href="https://lrmlds.depEd.gov.ph-Grade 4 Math">https://lrmlds.depEd.gov.ph-Grade 4 Math</a></p>
B. Other Learning Resources	www.rabiesalliance.org

<b>IV. PROCEDURES</b>																																																																									
A. Reviewing previous lesson or presenting the new lesson																																																																									
B. Establishing a purpose for the lesson	<p>Ask:</p> <ul style="list-style-type: none"> <li>• Who among you have been bitten by a dog?</li> <li>• What did you do after you had been bitten?</li> </ul> <p>Say:</p> <p>Rabies cases is rampant nowadays based on the data on Animal Rabies Cases in the Philippine Regions.</p> <p><b>Table 1. Animal Rabies Cases in the Regions (As of July 2017)</b></p> <table border="1"> <thead> <tr> <th>Regions</th> <th>Total No. of Cases</th> <th>Positive Cases</th> <th>Negative Cases</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>107</td> <td>42</td> <td>65</td> </tr> <tr> <td>II</td> <td>22</td> <td>16</td> <td>6</td> </tr> <tr> <td>III</td> <td>525</td> <td>144</td> <td>381</td> </tr> <tr> <td>IVA</td> <td>143</td> <td>52</td> <td>91</td> </tr> <tr> <td>IVB</td> <td>39</td> <td>6</td> <td>33</td> </tr> <tr> <td>V</td> <td>118</td> <td>26</td> <td>92</td> </tr> <tr> <td>VI</td> <td>67</td> <td>25</td> <td>42</td> </tr> <tr> <td>VII</td> <td>187</td> <td>43</td> <td>144</td> </tr> <tr> <td>VIII</td> <td>21</td> <td>8</td> <td>13</td> </tr> <tr> <td>IX</td> <td>20</td> <td>17</td> <td>3</td> </tr> <tr> <td>X</td> <td>50</td> <td>17</td> <td>33</td> </tr> <tr> <td>XI</td> <td>52</td> <td>13</td> <td>39</td> </tr> <tr> <td>XII</td> <td>90</td> <td>38</td> <td>52</td> </tr> <tr> <td>NCR</td> <td>129</td> <td>41</td> <td>88</td> </tr> <tr> <td>CAR</td> <td>61</td> <td>12</td> <td>49</td> </tr> <tr> <td>CARAGA</td> <td>98</td> <td>22</td> <td>76</td> </tr> <tr> <td>ARMM</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Source: Department of Agriculture – Bureau of Animal Industry, 2017</p> <p>Ask:</p> <ol style="list-style-type: none"> <li>1. Which region has the largest total number of rabies cases?</li> <li>2. Which region has the least total number of rabies cases?</li> <li>3. What does this data indicate?</li> </ol>	Regions	Total No. of Cases	Positive Cases	Negative Cases	I	107	42	65	II	22	16	6	III	525	144	381	IVA	143	52	91	IVB	39	6	33	V	118	26	92	VI	67	25	42	VII	187	43	144	VIII	21	8	13	IX	20	17	3	X	50	17	33	XI	52	13	39	XII	90	38	52	NCR	129	41	88	CAR	61	12	49	CARAGA	98	22	76	ARMM	3	1	2
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IVB	39	6	33																																																																						
V	118	26	92																																																																						
VI	67	25	42																																																																						
VII	187	43	144																																																																						
VIII	21	8	13																																																																						
IX	20	17	3																																																																						
X	50	17	33																																																																						
XI	52	13	39																																																																						
XII	90	38	52																																																																						
NCR	129	41	88																																																																						
CAR	61	12	49																																																																						
CARAGA	98	22	76																																																																						
ARMM	3	1	2																																																																						

	<p>Say:</p> <p>Let us perform the next activity using the information above.</p>																																												
C. Presenting examples/instances of the new lesson	<ol style="list-style-type: none"> <li>1. Group the class into six groups.</li> <li>2. Using the data from the previous activity, let the learners factor the numbers below.</li> </ol> <p>a. Groups 1 &amp; 4: Animal Rabies Cases in Region VII</p> <table border="1"> <thead> <tr> <th>Positive Cases</th> <th>Factors</th> <th>Negative Cases</th> <th>Factors</th> </tr> </thead> <tbody> <tr> <td>43</td> <td></td> <td>144</td> <td></td> </tr> </tbody> </table> <p>Factors: 1 and 43. Factors: 1,2,3,4,6,8,9,12,16, 18, 24, 36, 48, 72 and 144.</p> <p>b. Groups 2 &amp; 5 – Animal Rabies Cases in Region X</p> <table border="1"> <thead> <tr> <th>Positive Cases</th> <th>Factors</th> <th>Negative Cases</th> <th>Factors</th> </tr> </thead> <tbody> <tr> <td>17</td> <td></td> <td>33</td> <td></td> </tr> </tbody> </table> <p>Factors: 1 and 17. Factors: 1,3,11 and 33.</p> <p>c. Groups 3 &amp; 6 – Animal Rabies Cases in Region XI</p> <table border="1"> <thead> <tr> <th>Positive Cases</th> <th>Factors</th> <th>Negative Cases</th> <th>Factors</th> </tr> </thead> <tbody> <tr> <td>13</td> <td></td> <td>39</td> <td></td> </tr> </tbody> </table> <p>Factors: 1 and 13. Factors: 1,3,13 and 39</p> <ol style="list-style-type: none"> <li>3. Consolidate the results/factors given by the learners using the format below.</li> </ol> <table border="1"> <thead> <tr> <th>Region</th> <th>Positive Cases</th> <th>Factor</th> <th>Negative Factors</th> <th>Factors</th> </tr> </thead> <tbody> <tr> <td>VII</td> <td>43</td> <td></td> <td>144</td> <td></td> </tr> <tr> <td>X</td> <td>17</td> <td></td> <td>33</td> <td></td> </tr> <tr> <td>XI</td> <td>13</td> <td></td> <td>39</td> <td></td> </tr> </tbody> </table> <p>Guide Questions:</p> <ol style="list-style-type: none"> <li>1. How many factors did you obtain in the positive cases column? What about in the negative cases column?</li> <li>2. Numbers in the positive cases column are prime</li> </ol>	Positive Cases	Factors	Negative Cases	Factors	43		144		Positive Cases	Factors	Negative Cases	Factors	17		33		Positive Cases	Factors	Negative Cases	Factors	13		39		Region	Positive Cases	Factor	Negative Factors	Factors	VII	43		144		X	17		33		XI	13		39	
Positive Cases	Factors	Negative Cases	Factors																																										
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VII	43		144																																										
X	17		33																																										
XI	13		39																																										

	<p>numbers while the numbers in the negative columns are composite numbers. Is 25 a composite number? Why?</p> <p>3. Which of the numbers 15, 13, and 29 is prime? Why?</p>
D. Discussing new concepts and practicing new skills #1	<ul style="list-style-type: none"> <li>• Group the learners in 2s or 3s.</li> <li>• Assign them to identify the prime from a given table. (See Activity 1).</li> <li>• Call volunteers to answer the following questions below. <ul style="list-style-type: none"> <li>1. What are the challenges you have encountered during the activity?</li> <li>2. How did you know that the numbers you have encircled are prime numbers?</li> </ul> </li> </ul>
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to Formative Assessment 3)	<p>1. Let the pupils work in pairs. 2. Ask them to prepare paper strips and a ballpen.</p> <p>Say: I will flash cards with numbers. Factor these numbers and identify whether it is a prime or composite.</p> <p>1. 22 2. 17 3. 54 4. 25 5. 5</p>
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	<p>Ask: What is the difference between prime numbers and composite numbers? ➤ A prime number is a number that has exactly two factors, one and itself while a composite number is a number that has more than two factors.</p>
I. Evaluating learning	<p>Let the learners do an individual activity on listing the factors of a given number and telling whether it is prime or not. (See Activity Sheet2.)</p>
J. Additional activities for application or remediation	<p>1. Let the learners use the data on Animal Rabies Cases in the Regions (As of July 2017). 2. Ask them to pick any two prime numbers and</p>

	<p>add/multiply them.</p> <p>3. What is your observation? Is the sum/product prime or composite?</p>
<b>V. REMARKS</b>	
<b>VI. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

ACTIVITY SHEET 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Direction: Circle the prime numbers using green crayon.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## ACTIVITY SHEET 2

Directions: Complete the table below. List down all possible factors of the given number. Then, decide whether the number is prime or composite.

<b>Number</b>	<b>List of Factors</b>	<b>Prime or Composite</b>
41		
6		
35		
67		
98		

ACTIVITY SHEET 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Prime or Composite

Directions: Identify if it is Prime or Composite. Write your answer on the blank.

1. 67 \_\_\_\_\_

2. 19 \_\_\_\_\_

3. 41 \_\_\_\_\_

4. 62 \_\_\_\_\_

5. 79 \_\_\_\_\_

6. 16 \_\_\_\_\_

7. 31 \_\_\_\_\_

8. 157 \_\_\_\_\_

9. 87 \_\_\_\_\_

10. 91 \_\_\_\_\_

## ACTIVITY SHEET 1 (KEY TO CORRECTIONS)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Circle the prime numbers using green crayon.

1	(2)	3	4	(5)	6	(7)	8	9	10
(11)	12	(13)	14	15	16	(17)	18	(19)	20
21	22	(23)	24	25	26	27	28	(29)	30
31	32	33	34	35	36	(37)	38	39	40
(41)	42	(43)	44	45	46	(47)	48	49	50
51	52	(53)	54	55	56	57	58	(59)	60
(61)	62	63	64	65	66	67	68	69	70
(71)	72	(73)	74	75	76	77	78	(79)	80
81	82	(83)	84	85	86	87	88	(89)	90
91	92	93	94	95	96	(97)	98	99	100

### ACTIVITY SHEET 3 (KEY TO CORRECTIONS)

Complete the table below. List down all possible factors of the given number. Then, decide whether the number is prime or composite.

<b>Number</b>	<b>List of Factors</b>	<b>Prime or Composite</b>
41	1, 41	Prime
6	1, 6, 2, 3	Composite
35	35, 1, 7, 5	Composite
67	1, 67	Prime
98	1, 98, 49, 2, 7	Composite

## ACTIVITY SHEET 4 (KEY TO CORRECTIONS)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Prme or Composite

Directions: Identify if it is Prime or Composite. Write your answer on the blank.

1. 67      Prime
2. 19      Prime
3. 41      Prime
4. 62      Composite
5. 79      Prime
6. 16      Composite
7. 31      Prime
8. 157      Prime
9. 87      Composite
10. 91      Prime

## MATHEMATICS 6 (m6sp-ive-2.6)

<b>I. OBJECTIVES</b>	
A. Content Standards	<ul style="list-style-type: none"> <li>Demonstrates understanding of pie graphs and experimental probability</li> </ul>
A. Performance Standards	<ul style="list-style-type: none"> <li>The learner is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems in real-life situations</li> </ul>
B. Learning Competencies/ Objectives Write the LC code for each	<ul style="list-style-type: none"> <li>Constructs a pie graph based on a given set of data</li> <li>M6SP-IVe-2.6</li> </ul>
<b>II. CONTENT</b>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>Constructing a Pie Graph</li> <li>Integration of Rabies Education: <b>Rabies Awareness</b></li> </ul>
<b>III. LEARNING RESOURCES</b>	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	<p>K to 12 Curriculum Guide: Mathematics CG- with tagged Math equipment_v1)  <a href="https://lrmlds.deped.gov.ph/list/kto12/Subject/1154">https://lrmlds.deped.gov.ph/list/kto12/Subject/1154</a>)</p>
B. Other Learning Resources	<p>Data from Slide deck (PowerPoint) of EMELINDA L. LOPEZ, DVM, MSc, Rabies Focal Person, Animal Health and Welfare Division, Bureau of Animal Industry</p> <p><b>protractor, pencil, crayons, Manila paper/Cartolina</b></p>

<b>IV. PROCEDURES</b>							
A. Reviewing previous lesson or presenting the new lesson	<p><b>Remember Me!</b></p> <p>Ask:</p> <p>What is a pie graph? <b><i>A pie graph is a circular graph that represents data.</i></b></p> <p>How does a pie graph help in presenting data? <b><i>Various observations of the data are represented by the sectors of the circle.</i></b></p>						
B. Establishing a purpose for the lesson	<p><b>Look at Me!</b></p> <ol style="list-style-type: none"> <li>1. Show a graph about Animal Rabies Cases in the Philippines. (See Teacher's Handout Attachment #1)</li> </ol> <p><b>Background:</b> There are 540 total number of animal rabies in the country as of July 28, 2017. (Source: ADDRL-BAI, RADDLs, RITM-DOH, PADDLs)</p> <ol style="list-style-type: none"> <li>2. Based on the graph presented, ask the following questions.             <ol style="list-style-type: none"> <li>a. What is the title of the graph?</li> <li>b. What region has the highest number of animal rabies case? The lowest incidence of animal rabies?</li> <li>c. How many incidence of animal rabies happened in Region IV-A? How did you get it?</li> <li>d. Based on the computation you have shown in item c, what formula can be drawn in order to get the value of each sectors of the pie graph?</li> </ol> </li> </ol> <p>Note: The teacher can give the formula in getting the real value of each sectors in the pie graph.</p> <p><b>Percentage X Total Value = Value of Sector</b></p> <p><b>Ex. Region III = 27% Total Value = 540</b></p> $0.27 \times 540 = 154.8 \text{ or } 155$						
C. Presenting examples/ instances of the new lesson	<p><b>Let Me Do It!</b></p> <p>Present the table below showing the data of the number of hours spent by students in their daily activities.</p> <table border="1"> <thead> <tr> <th>Daily Activities</th> <th>Number of Hours</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>6</td> </tr> <tr> <td>Play</td> <td>3</td> </tr> </tbody> </table>	Daily Activities	Number of Hours	School	6	Play	3
Daily Activities	Number of Hours						
School	6						
Play	3						

Study	2
Sleep	9
Gadget	4

Say: Let us construct a pie graph using the given information above. Here is how we do it.

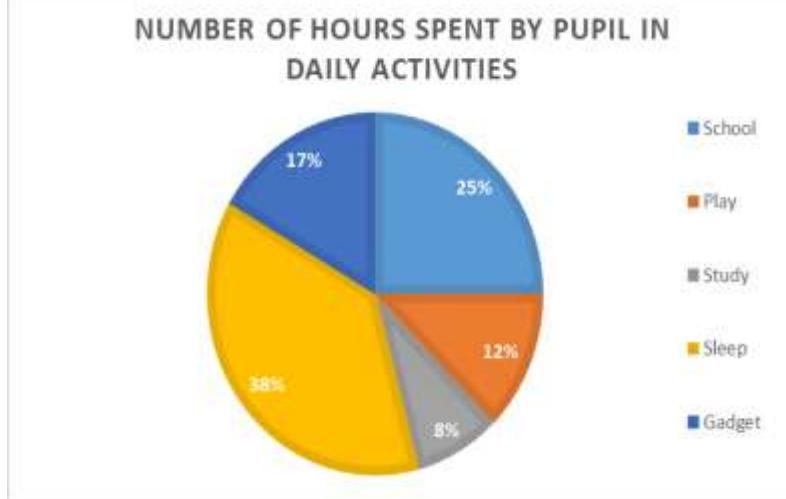
Present the steps below.

1. Express each value in percentage and in degree. (Draw additional 2 columns to the table for percentage and degree).

Daily Activities	Number of Hours	Percentage	Degree
School	6	25%	90°
Play	3	12.5%	45°
Study	2	8.3%	30°
Sleep	9	37.5%	135°
Gadget	4	16.7%	60°
Total	24	100%	360°

Note: Guide the students on how to use a protractor. The teacher can print improvised protractor for the students (see Attachment 6).

2. Present the steps in constructing a pie graph.
  - a. Draw a circle of any radius.
  - b. Draw a horizontal radius.
  - c. Starting with the horizontal radius, draw radii, making central angles corresponding to the values of each component.
  - d. Repeat the process until all components have its place on the graph.
  - e. Shade the sectors with corresponding colors.
  - f. Give a correct title for the pie graph.
3. Construct a pie graph based on the data following the steps.



4. Present another example to practice the skills learned by the pupils.

Note: The teacher can remind the pupils that a small protractor can be used to make a bigger circle by extending the radii formed. Cite also the importance of presenting data using a pie graph.

## SECOND DAY

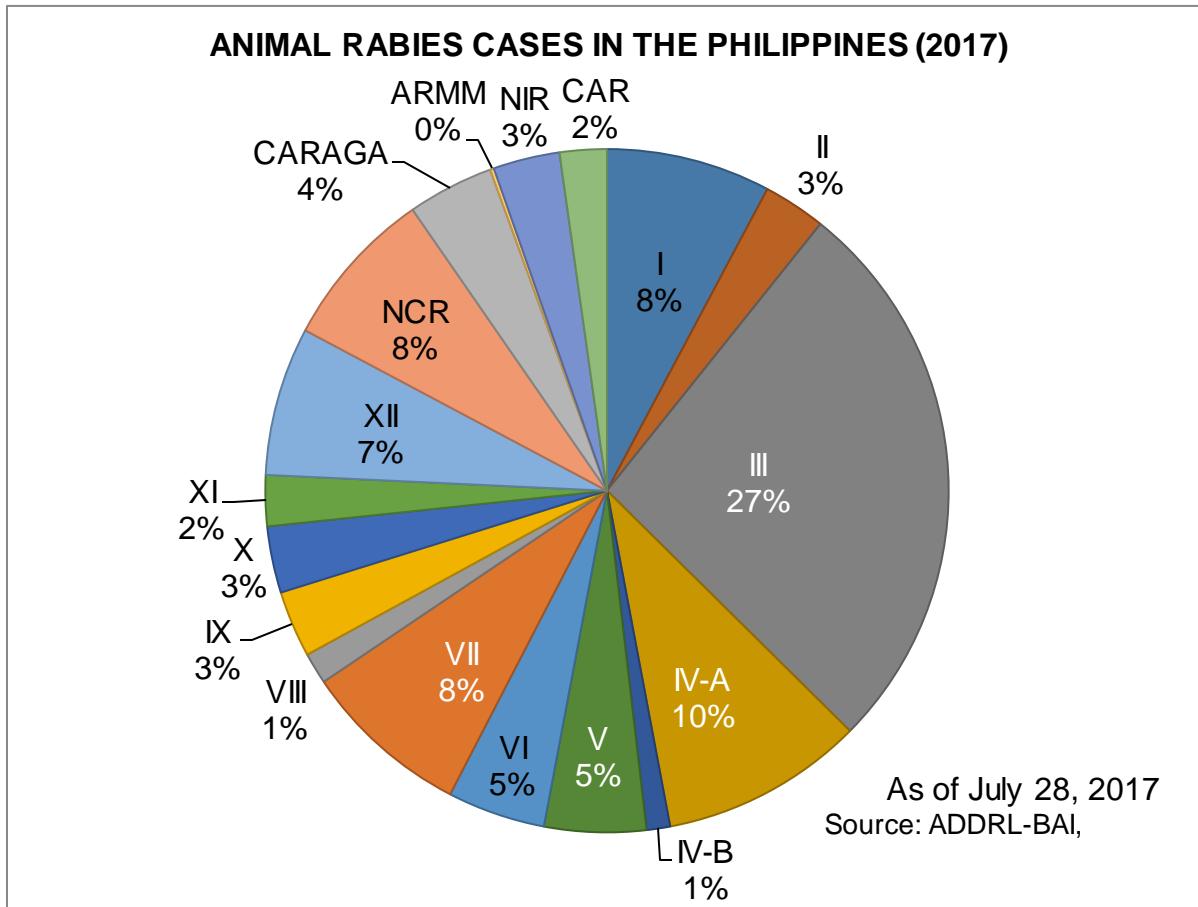
<p>D. Discussing new concepts and practicing new skills #1</p>	<p><b>You Can Do It!</b></p> <p><b>Materials:</b> protractor, pencil, crayons, Manila paper/Cartolina</p> <ol style="list-style-type: none"> <li>1. Present the rubric (see Attachment 2.3).</li> <li>2. Each group will be given an envelope containing activity sheet, rubric and role card (see Attachment 2.1 and 2.2).</li> <li>3. They will perform the assigned task and present the output to the class.</li> <li>4. The output will be graded using the rubric.</li> </ol> <p>Note: This activity is intended for 15 minutes.</p>
<p>E. Discussing new concepts and practicing new skills #2</p>	

F. Developing mastery (leads to Formative Assessment 3)	<p><b>You can Do It Nice in Pair!</b></p> <p>Materials: Bond paper, ruler, protractor/compass, pencil, crayons</p> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Present the table on animal rabies cases in Region III (see attachment 3).</li> <li>2. Construct a pie graph using the given sets of data.</li> </ol>				
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson	<p><b>I Know Now!</b></p> <p><b>What are the steps in constructing a pie graph?</b></p> <ol style="list-style-type: none"> <li>1. Draw a circle of any radius.</li> <li>2. Draw a horizontal radius.</li> <li>3. Starting with the horizontal radius, draw radii, making central angles corresponding to the values of each component.</li> <li>4. Repeat the process until all components have its place on the graph.</li> <li>5. Shade the sectors with corresponding colors.</li> <li>6. Give a correct title for the pie graph.</li> </ol>				
I. Evaluating learning					
J. Additional activities for application or remediation	<p><b>REMEDIAL ACTIVITY</b></p> <p>Individual Activity. Draw a circle using a protractor/compass and illustrate the following expressions.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. 30% of 360</td> <td style="width: 50%;">3. 12% of 360</td> </tr> <tr> <td>2. 17% of 360</td> <td>4. 6% of 360</td> </tr> </table>	1. 30% of 360	3. 12% of 360	2. 17% of 360	4. 6% of 360
1. 30% of 360	3. 12% of 360				
2. 17% of 360	4. 6% of 360				

	<b>ENRICHMENT ACTIVITY</b>
	The government wanted to lessen the animal rabies cases in the country by 50% in 2019. Make a table based on the given data and present it using a pie or circle graph. (See attachment 4)
<b>V. REMARKS</b>	
<b>VI. REFLECTION</b>	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lesson work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties dis I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

## TEACHER'S HANDOUT

Attachment1



Guide questions:

There are 540 total number of animal rabies in the country.

- What is the title of the graph? **Animal Rabies Cases in the Philippines**
- What region has the highest number of animal rabies case? The lowest incidence of animal rabies? **Region III has the highest while ARMM has the lowest.**
- How many incidence of animal rabies happened in Region IV-A? **There are 54 cases.** How did you get it? **Use the formula percentage multiplied by total or  $0.1 \times 540 = 54$**
- Based on the computation you have shown in item c, what formula can be drawn in order to get the value of each sectors of the pie graph?

$$Degree = \frac{value\ sector}{total\ value\ of\ sector} \times 360^\circ$$

## PUPIL'S ACTIVITY SHEET

### Attachment 2.1

#### Group 1

Make a circle/pie graph based on the given data.

**Favorite Animals of Grade 6**

Favorite Animal	Number	Percent	Degrees
Dog	4	40%	144°
Cat	2	20%	72°
Cow	1	10%	36°
Pig	1	10%	36°
Bird	2	20%	72°
Total	10	100%	360°

#### Group 2

Make a circle/pie graph based on the given data.

**Favorite Food of Grade 6**

Favorite Food	Number	Percent	Degrees
Adobo	4	40%	144°
Fish Fillet	2	20%	72°
Pork Steak	1	10%	36°
Corned Beef	1	10%	36°
Hotdog	2	20%	72°
Total	10	100%	360°

#### Group 3

Make a circle/pie graph based on the given data.

**Favorite Subject of Grade 6**

Favorite Subject	Number	Percent	Degrees
English	4	40%	144°
Science	2	20%	72°
Math	1	10%	36°
AP	1	10%	36°
Filipino	2	20%	72°
Total	10	100%	360°

#### Group 4

Make a circle/pie graph based on the given data.

**Favorite Fruit of Grade 6**

Favorite Fruit	Number	Percent	Degrees
Mango	4	40%	144°
Banana	2	20%	72°
Guava	1	10%	36°
Pineapple	1	10%	36°
Dalandan	2	20%	72°
Total	10	100%	360°

## PUPIL'S HANDOUT

<b>Attachment 2.2</b> <b>Role Cards</b>	
Leader: _____  Leads the group in accomplishing the assigned task(s).	Encourager: _____  Ensures everyone is participating. Invites everyone to join in.
Time Keeper: _____  Keeps an eye of the allotted time so that the assigned task will be finished on or before time.	Reporter: _____  Shares the consolidated ideas generated during the group discussion/ brainstorming.

*Note: Teacher can make his/her own rubric*

### **Attachment 2.3**

#### **Rubrics for Group Activity**

<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>Completeness</b>	With complete title and labels	With title but with 1 label missing	With title but with 2 labels missing	With title but with 3 labels missing	No title and label	
<b>Participation and Cooperation</b>	All members participated actively	One member did not participate actively	Two members did not participate actively	Three members did not participate actively	Four members did not participate actively	
<b>Timeliness</b>	Finished the activity on or before the time	Finished the activity one minute after the time	Finished the activity two minutes after the time	Finished the activity three minutes after the time	Finished the activity four minutes or more after the time	
<b>Accuracy</b>	All degree measurements were accurate	There was 1 mistake in degree measurement	There were 2 mistakes in degree measurement	There were 3 mistakes in degree measurement	There were 4 or more mistakes in degree measurement	

## ACTIVITY SHEET

### Attachment 3 Individual Activity

Materials: Bond paper, ruler, protractor/compass, pencil, crayons

#### Directions:

1. Present the table on animal rabies cases in Region III.
2. Construct a pie graph using the data below.

Province	Number of Animal Rabies	Percent	Degrees
Pampanga	62	44%	158.4°
Bulacan	13	9%	32.4°
Bataan	17	12%	43.2°
Zambales	33	24%	86.4°
Nueva Ecija	15	11%	39.6°
Total	140	100%	360°

As of July 28, 2017

Source: ADDRL-BAI, RADDLs, RITM-DOH, PADDLs

## TEACHER'S HANDOUT

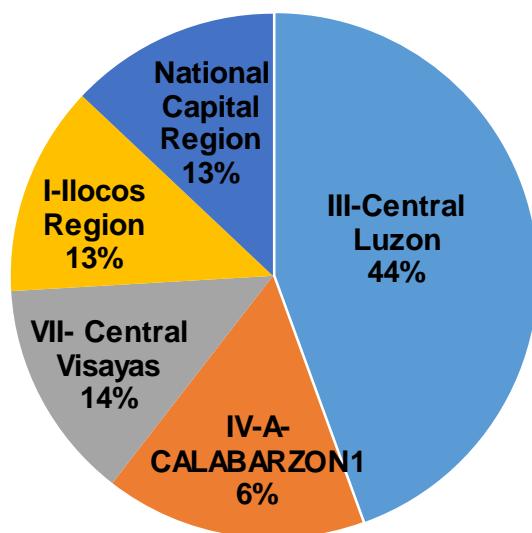
### Attachment 4 Enrichment Activity

As of July 28, 2017  
Source: ADDRL-BAI, RADDLs,  
RITM-DOH, PADDLs

TOP 5 REGIONS WITH ANIMAL RABIES CASE	POSITIVE SAMPLES	Target by 2019	PERCENT	DEGREES
III-Central Luzon	144	72	44%	158.4°
IV-A-CALABARZON	52	26	16%	57.6°
VII- Central Visayas	43	22	14%	50.4°
I-Ilocos Region	42	21	13%	46.8°
National Capital Region	41	21	13%	46.8°
TOTAL	322	162	100%	360°

**Answer: Attachment 4**

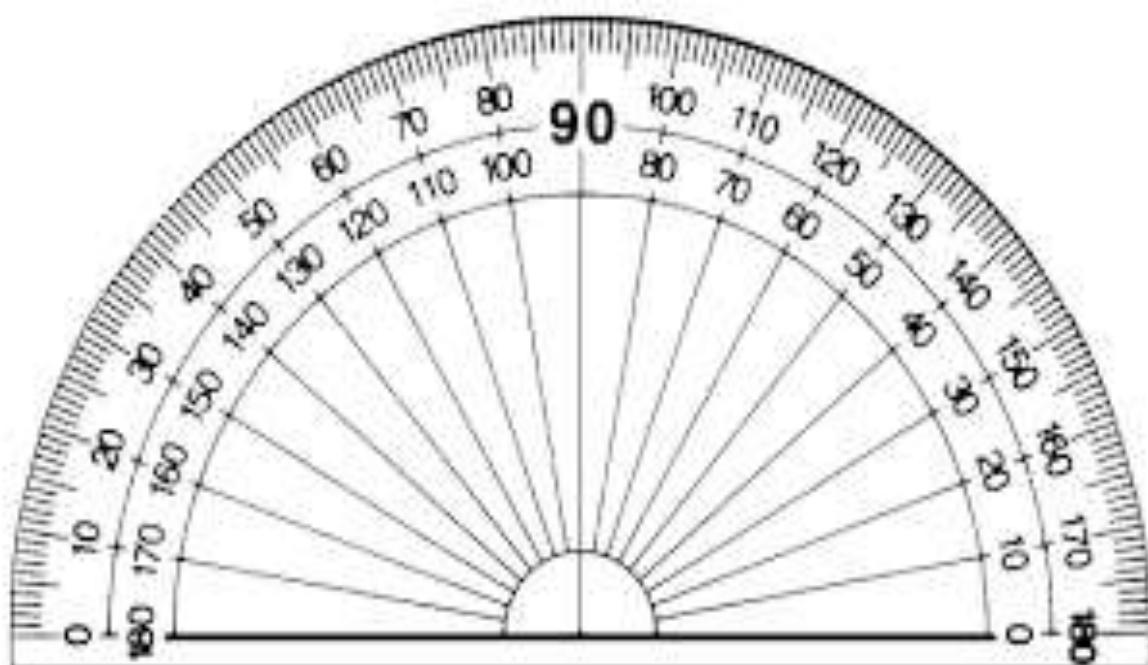
**Top 5 Regions with Animal Rabies Case**



**TEACHER'S HANDOUT**

Attachment 5

**IMPROVISED PROTRACTOR**



**For inquiries or feedback, please write or call:**

**Department of Education – Bureau of Learning Resources (DepEd-BLR)**

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                          Meralco Avenue, Pasig City, Philippines 1600

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Email Address:        blr.lrqad@deped.gov.ph; blr.lrpd@deped.gov.ph