

### WEEKLY LEARNING PLAN

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| Quarter | 1                                                                                                             | Grade Level                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3                                                                                                                                                                                                                                                                                |
| Week    | 5                                                                                                             | Learning Area                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ESP                                                                                                                                                                                                                                                                              |
| MEL Cs  | Nakagagawa ng mga wastong kilos at gawi sa pangangalaga sa sariling kalusugan at kaligtasan (EsP3PKP-Ie – 18) |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                  |
| Day     | Objectives                                                                                                    | Topic/s                                               | Classroom-Based Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Home-Based Activities                                                                                                                                                                                                                                                            |
| 1       | Nakagagawa ng mga wastong kilos at gawi sa pangangalaga sa sariling kalusugan at kaligtasan                   | Malusog na Katawan , Damdamin, at Isipan: Pangalagaan | <p><b>SUBUKIN</b></p> <p>Suriin ang bawat larawan. Lagyan ng tsek ( ) ang loob ng kahon kung ito ay nagpapakita ng mabuting gawi ng pangangalaga ng sariling kalusugan at kaligtasan. Lagyan naman ng ekis ( X ) kung ito ay hindi. Isulat sa sagutang papel.</p> <div><div><div>1</div></div><div><div>2</div></div><div><div></div></div><div><div>4</div></div><div><div>5</div></div></div> <p><b>BALIKAN</b></p> <p>Ano ang iyong nakikita sa larawan?<br/>Ibig mo bang maging malusog?<br/>Paano mo ito makakamit at mapapanatili?</p>  <p>Mahalaga ang pagkakaroon ng malusog na pangangatawan sapagkat magiging maayos ang kalusugan, gayundin ang kaisipan at maging ang ating damdamin, para mas maging produktibo tayo bilang tao at mamamayan. Kung malusog ang bawat mamamayan, tumutugma ito sa ating komunidad maging sa ating personalidad bilang tao.</p> | <p>Sagutan ang sumusunod na Gawain sa Pagkatuto Bilang _____ na makikita sa Modyul ESP 3.</p> <p>Isulat ang mga sagot ng bawat gawain sa Notebook/Papel/ Activity Sheets.</p> <p>Gawain sa Pagkatuto Bilang 1:</p> <p>(Ang gawaing ito ay makikita sa pahina ____ ng Modyul)</p> |
| 2       | Nakagagawa ng mga wastong kilos at gawi sa pangangalaga sa sariling kalusugan at kaligtasan                   | Malusog na Katawan , Damdamin, at Isipan:             | <p><b>TUKLASIN</b></p> <p>Panuto: Basahin mo nang mabuti ang tulang ito.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Gawain sa Pagkatuto Bilang 2:</p> <p>(Ang gawaing ito ay makikita sa</p>                                                                                                                                                                                                      |

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|   | laga sa sariling kalusugan at kaligtasan | Pangalagaan        | <p>Malusog na Katawan, Damdamin at Isipan<br/> <small>NI: Roanlen R. Tiong</small></p> <p>Sa bawat paglalakbay ng aking kabataan,<br/>       May mahalaga akong patutunguhan,<br/>       Sa bawat kapanahunan na aking masagupa<br/>       Hangad ko ang kadalisan ng aking diwa.<br/>       Bagama't ang katawan ay bigay ng Maykapal<br/>       Kalinisan at pag-aaruga nito ay aking dasal<br/>       Na sa aking gawain sa araw-araw<br/>       Sana karamdaman ay hindi dadalaw<br/>       Minsan darating ang hindi inaasahang suliranin<br/>       Kaya mahalaga na ang damdamin ay pagtibayin<br/>       Kalungkutan at kahinaan ng loob ay huwag hayaan<br/>       Upang katatagan at tiwala sa sarili ay makamitan<br/>       Huwag mag-isip ng kasamaan<br/>       Dulot nito'y pinsala sa ating isipan<br/>       Buhay ay purihin at panalangin ay bilangin<br/>       Araw mo'y sagana at tulog ay mahimbing<br/>       Ang pag-alay ng kalusugan sa ating katawan<br/>       Handog nito sa ating damdamin ay kabutihan<br/>       Kabutihan at kalusugan ay siyang taglay ng ating isipan<br/>       At sa paglalakbay, kaligtasan ay makamitan.</p> <p><b>SURIIN</b></p> <p>Ang pangangalaga sa sariling kalusugan at kaligtasan ng bawat tao ay isa sa pinakamahalagang aspekto ng buhay. Ito ay nakaaapekto sa pag-unlad ng ating bayan lalo na sa kalusugan at kalagayan ng ating damdamin at kaisipan. Ang malusog na pangangatawan ay magdudulot sa atin ng magandang gawain sa pang-araw-araw.</p> <p>Mga Gabay sa Pangangalaga sa Sarili:</p> <ol style="list-style-type: none"> <li>1. Maligo araw-araw. Nakagagaan at nakagiginhawa ng pakiramdam ito sa simula ng iyong araw.</li> <li>2. Alagaan ang buhok. Mag-shampoo tatlong beses o mahigit sa isang linggo. Suklayin ito at gumamit ng brush para kumintab at matanggal ang mga dumi sa anit.</li> <li>3. Magsipilyo ng mga ngipin pagkatapos kumain. Upang masigurong walang sira ang mga ngipin, bumisita sa dentista dalawang beses o higit pa sa isang taon.</li> <li>4. Kumain nang sapat sa tamang oras. Ang pagkaing masustansiya ay kailangan ng katawan upang manatiling malusog.</li> <li>5. Uminom ng anim hanggang walong basong tubig araw-araw. Ang katawan ay nangangailangan ng sapat na tubig.</li> <li>6. Maghugas ng mga kamay bago at matapos kumain, at tuwing manggagaling sa palikuran.</li> <li>7. Putulan at linisin ang mga kuko sa kamay at paa.</li> <li>8. Mag-ehersisyo araw-araw. Ang madalas na pag-eehersisyo ay nagdudulot ng malakas na pangangatawan.</li> <li>9. Matulog sa tamang oras. Iwasang magpuyat para maging masigla ang katawan at pag-iisip.</li> <li>10. _____.</li> </ol> | <p>pahina ____ ng Modyul)</p> <p>File created by DepEdClick</p> |
| 3 | Nakagagaan ng mga                        | Malusog na Katawan | <p><b>PAGYAMANIN</b></p> <p>Gawain 1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Gawain sa Pagkatuto Bilang 3:                                   |

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|   | wastong kilos at gawi sa pangangalaga sa sariling kalusugan at kaligtasan                   | ,<br>Damdam in, at Isipan: Pangalagaan                    | <p>Suriing mabuti ang bawat larawan. Piliin ang bilang na nagpapakita ng mabuting gawi. Isulat ito sa sagutang papel.</p> <div><div><br/>1. Batang nagsisipilyo</div><div><br/>2. Batang nagkasakit</div></div> <div><br/>3. Batang nag-eehersisyo</div> <div><div><br/>4. Batang naghuhugas ng kamay</div><div><br/>5. Batang kulang sa tulog</div></div> <p>Gawain 2</p> <p>Hanapin sa loob ng kahon ang mga nabuong salitang may mabuting gawaing nagtataglay ng pangangalaga sa sariling kalusugan at kaligtasan at isulat ito sa sagutang papel.</p> <table><tr><td>P</td><td>A</td><td>G</td><td>E</td><td>H</td><td>E</td><td>R</td><td>S</td><td>I</td><td>S</td><td>Y</td><td>O</td><td>X</td><td>P</td></tr><tr><td>Q</td><td>O</td><td>J</td><td>N</td><td>F</td><td>P</td><td>G</td><td>Y</td><td>Q</td><td>Y</td><td>R</td><td>Q</td><td>W</td><td>A</td></tr><tr><td>W</td><td>P</td><td>K</td><td>M</td><td>D</td><td>A</td><td>H</td><td>R</td><td>W</td><td>M</td><td>B</td><td>V</td><td>C</td><td>G</td></tr><tr><td>E</td><td>A</td><td>L</td><td>Q</td><td>S</td><td>G</td><td>J</td><td>E</td><td>W</td><td>L</td><td>L</td><td>J</td><td>H</td><td>L</td></tr><tr><td>P</td><td>A</td><td>G</td><td>S</td><td>I</td><td>S</td><td>I</td><td>P</td><td>I</td><td>L</td><td>Y</td><td>O</td><td>W</td><td>I</td></tr><tr><td>R</td><td>S</td><td>Z</td><td>W</td><td>A</td><td>U</td><td>K</td><td>Q</td><td>H</td><td>C</td><td>D</td><td>F</td><td>G</td><td>L</td></tr><tr><td>T</td><td>D</td><td>X</td><td>E</td><td>P</td><td>K</td><td>L</td><td>M</td><td>Y</td><td>H</td><td>Y</td><td>Z</td><td>X</td><td>I</td></tr><tr><td>Y</td><td>F</td><td>C</td><td>R</td><td>O</td><td>L</td><td>Z</td><td>N</td><td>T</td><td>M</td><td>I</td><td>P</td><td>Q</td><td>G</td></tr><tr><td>U</td><td>G</td><td>V</td><td>T</td><td>I</td><td>A</td><td>X</td><td>B</td><td>P</td><td>G</td><td>F</td><td>V</td><td>B</td><td>O</td></tr><tr><td>I</td><td>H</td><td>B</td><td>Y</td><td>U</td><td>Y</td><td>C</td><td>V</td><td>L</td><td>A</td><td>D</td><td>G</td><td>E</td><td>M</td></tr><tr><td>P</td><td>A</td><td>G</td><td>H</td><td>U</td><td>G</td><td>A</td><td>S</td><td>K</td><td>A</td><td>M</td><td>A</td><td>Y</td><td>C</td></tr></table> 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G | V | T | I | A | X | B | P | G | F | V | B | O | I | H | B | Y | U | Y | C | V | L | A | D | G | E | M | P | A | G | H | U | G | A | S | K | A | M | A | Y | C | (Ang gawaing ito ay makikita sa pahina ____ ng Modyul) |
| P | A                                                                                           | G                                                         | E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| W | P                                                                                           | K                                                         | M                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| E | A                                                                                           | L                                                         | Q                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| 4 | Nakagagawa ng mga wastong kilos at gawi sa pangangalaga sa sariling kalusugan at kaligtasan | Malusog na Katawan ,<br>Damdam in, at Isipan: Pangalagaan | <p><b>ISAISIP</b></p> <p>Isulat sa loob ng mga kahon ang mga mabubuting gawaing nagtataglay ng pangangalaga sa sariling kalusugan at kaligtasan. Isulat ito sa sagutang papel.</p> 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|   |                                                                                             |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                      |
| 5 | Nakagagawa ng mga wastong kilos at gawi sa pangangalaga sa sariling kalusugan at kaligtasan | Malusog na Katawan, Damdamin, at Isipan: Pangalagaan. | <b>TAYAHIN</b><br>Panuto: Piliin ang titik ng tamang sagot at isulat ito sa iyong papel.<br>1. Ang batang malusog ay _____.<br>A. sakitin<br>B. may aktibong katawan<br>C. magaspang na balat<br>D. madaling mapagod<br>2. Ang pagkain ng masustansiyang gulay, prutas, at pag-inom ng gatas ay nakatutulong sa ating _____.<br>a. kaisipan<br>b. kapitbahay<br>c. katamaran<br>d. katamlayan<br>3. Ang pagsisimba tuwing linggo ay nakatutulong sa ating _____.<br>a. pag-inom<br>b. paglalaro<br>c. paniniwala<br>d. pagpapasya<br>4. Gaano kadalas maligo ang isang tao?<br>a. Bihira<br>b. Araw-araw<br>c. Hindi naliligo<br>d. Tuwing ikalawang araw<br>5. Ang pagtulog sa tamang oras ay nakakatutulong sa ating _____.<br>a. kalikasan<br>b. kaliksihan<br>c. katamlayan<br>d. katawan | Sagutan ang Pagtataya na matatagpuan sa pahina ____. |

### WEEKLY LEARNING PLAN

|         |                                                                                                                                                                                       |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |
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| Quarter | 1                                                                                                                                                                                     | Grade Level                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3                                                                                                                                                                                                                                                                                     |
| Week    | 5                                                                                                                                                                                     | Learning Area                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | FILIPINO                                                                                                                                                                                                                                                                              |
| MELCs   | Nababaybay nang wasto ang mga salitang natutunan sa aralin, salita di-kilala batay sa bigkas, tatlo o apat na pantig, batayang talasalitaan, mga salitang hiram at salitang dinaglat. |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       |
| Day     | Objectives                                                                                                                                                                            | Topic/s                                                                                          | Classroom-Based Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Home-Based Activities                                                                                                                                                                                                                                                                 |
| 1       | Nakabaybay ng mga salitang natutunan sa aralin at mga salitang di-kilala batay sa bigkas.                                                                                             | Pagbaybay y nang Wasto ng Salitang Natutuhan sa Aralin at mga Salitang Di-kilala Batay sa Bigkas | <p><b>SUBUKIN</b></p> <p>Kopyahin mo nang tama ang mga salitang di-kilala sa bawat bilang. Isulat ang sagot sa sagutang papel.</p> <div><div>1. kalupi -</div><div>2. tsubibo -</div><div>3. antipara -</div><div>4. tampipi -</div><div>5. batobalani -</div></div> <p><b>BALIKAN</b></p> <p>Unawain mo ang kahulugan ng mga salitang may salungguhit batay sa gamit nito sa pangungusap. Bilugan ang kasingkahulugan nito sa loob ng panaklong. Gawin mo ito sa iyong sagutang papel.</p> <div><div>1. Luma na ang dekorasyon ni Aling Nena sa bahay kaya bumili siya ng iba’t ibang bulaklak upang magkaroon ng bagong (palamuti, paso, aparador).</div><div>2. Nakatira sa isang malapad na lote sina Tony at Lito kaya matagal silang natatapos maglinis dahil na rin sa (layo, lawak, lalim) nito.</div><div>3. Ang lumang City Hall ng Tagum ay nasa (dulo, gilid, sentro) ng lungsod kaya madali itong nararating dahil nasa gitnang bahagi ito ng Tagum.</div><div>4. Bumisita sa Mababang Paaralan ng Mankilam ang mga panauhing dayuhan upang maghandog sa mga mag-aaral ng libreng salamin sa mata. (bisita, sundalo, kaibigan)</div><div>5. Maligayang tinanggap ng mga mag-aaral ang salamin sa mata at umuwi silang (umiiyak, malungkot, masaya).</div></div> | <p>Sagutan ang sumusunod na Gawain sa Pagkatuto Bilang _____ na makikita sa Modyul FILIPINO 3.</p> <p>Isulat ang mga sagot ng bawat gawain sa Notebook/Papel/Activity Sheets.</p> <p>Gawain sa Pagkatuto Bilang 1:</p> <p>(Ang gawaing ito ay makikita sa pahina _____ ng Modyul)</p> |
| 2       | Nakabaybay ng mga                                                                                                                                                                     | Pagbaybay y nang                                                                                 | <b>TUKLASIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Gawain sa Pagkatuto Bilang 2:                                                                                                                                                                                                                                                         |

|                |                                                                                             |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |        |         |     |           |      |                |         |                                                                                                    |
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|                | salitang natutunan sa aralin at mga salitang di-kilala batay sa bigkas.                     | Wasto ng Salitang Natutuhan sa Aralin at mga Salitang Di-kilala Batay sa Bigkas                    | <p>Basahin ang kuwento upang masagot nang tama ang kasunod na gawain. Isulat ang sagot sa sagutang papel.</p> <p>Ang Paghihintay<br/>ni: Giffie Ravara-Barico</p> <p>Sabik na sabik ang magkapatid na sina Eric at Sem dahil ngayon ang araw na mamamasyal sila sa kamabal para sumakay sa Ferris Wheel o tsubibo kasama si Tiyo Ruel na kararating lamang galing sa Japan. Alam nilang maraming dalang pasalubong si Tiyo Ruel na nakalagay sa kanyang bag na de gulong o tampipi.</p> <p>Habang naghihintay sila sa kanilang tiyo ay naisipan nilang kunin ang mga barya sa kanilang wallet o kalupi at pinagdikit-dikit ang mga ito gamit ang magnet o batobalani.</p> <p>Lumipas ang ilang sandali ay may dumating na isang lalaki ngunit hindi nila agad nakilala dahil sa suot nitong antipara dahil malabo na ang mga mata nito. Ito na pala ang kanilang Tiyo Ruel na kanina pa nila hinihintay. Masaya nila itong niyakap at agad na silana umalis upang mamasyal.</p> <p>Punan mo ng tamang letra ang mga kahon upang mabuo ang kahulugan ng bawat salita. Isulat ang sagot sa sagutang papel.</p> <p>1. Isang bagay gawa sa isang materyal na magnet</p> <p>b _ t _ _ a l _ n _ i </p> <p>2. pitaka - k _ l _ u _ p _ </p> <p>3. salamin sa malabong mata - a _ n _ i _ p _ _ _ </p> <p>4. maleta - t _ a _ _ p _ i _ _ </p> <p>5. uri ng gulong at sasakyang panlibangan</p> <p>t _ _ u _ b _ _ _ </p> | <p>(Ang gawaing ito ay makikita sa pahina ____ ng Modyul)</p> <p>File created by DepEdClick</p> |        |         |     |           |      |                |         |                                                                                                    |
| 3              | Nakababaybay ng mga salitang natutunan sa aralin at mga salitang di-kilala batay sa bigkas. | Pagbabaybay y nang Wasto ng Salitang Natutuhan sa Aralin at mga Salitang Di-kilala Batay sa Bigkas | <p><b>SURIIN</b></p> <p>Ang Pagbabaybay o Ispeling ay maaaring pasulat o pabigkas. Kadalasan, sumusunod ito sa alituntunin sa kung anong bigkas siyang baybay. Halimbawa.</p> <table><tr><td>Tunog</td><td>Baybay</td></tr><tr><td>/b-a-g/</td><td>bag</td></tr><tr><td>/m-a-t-a/</td><td>mata</td></tr><tr><td>/ts-u-b-i-b-o/</td><td>tsubibo</td></tr></table> <p>Mababaybay mo nang maayos ang salita kung alam at naisaulo mo ang tunog ng bawat letra ng alpabeto at maisusulat ito sa tamang pagkasunod-sunod ng mga tunog ng letra ng salitang binabaybay.</p> <p>Ang mga salitang batobalani, kalupi, miktinig, antipara, tampipi at tsubibo ay mga halimbawa ng salitang di-kilala o mga salitang hindi natin karaniwang ginagamit. Dahil sa ito ay mahirap maunawaan, mahalagang</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Tunog                                                                                           | Baybay | /b-a-g/ | bag | /m-a-t-a/ | mata | /ts-u-b-i-b-o/ | tsubibo | <p>Gawain sa Pagkatuto Bilang 3:</p> <p>(Ang gawaing ito ay makikita sa pahina ____ ng Modyul)</p> |
| Tunog          | Baybay                                                                                      |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |        |         |     |           |      |                |         |                                                                                                    |
| /b-a-g/        | bag                                                                                         |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |        |         |     |           |      |                |         |                                                                                                    |
| /m-a-t-a/      | mata                                                                                        |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |        |         |     |           |      |                |         |                                                                                                    |
| /ts-u-b-i-b-o/ | tsubibo                                                                                     |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |        |         |     |           |      |                |         |                                                                                                    |

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|   |                                                                                             |                                                                                                  | <p>intindihiing mabuti kung paano ito ginamit sa pangungusap o pahayag. Sa kasanayang ito, higit na mapapaunlad mo ang iyong bokabularyo</p> <p><b>PAGYAMANIN</b><br/>Gawain 1<br/>Basahin ang kuwento upang masagot nang tama ang kasunod na gawain.</p> <p>Ang Masayang Tagpuan<br/>ni: Giffie Ravara-Barico</p> <p>Masaya. Walang kasing saya. Ito ang nararamdaman namin tuwing umaga pagatok sa klase ni Gng. Cristy Pascual. Bukod sa malinis at maayos, maaliwalas din ang aming silid-aralan.</p> <p>Tuwang-tuwa kaming nagbabasa ng mga kuwento gamit ang miktinig para sa mas malakas at malinaw na pagasali. Kung minsan, kapag may mga salitang hindi namin nalilitindihan, sumasangguni kami sa talatinagan.</p> <p>Gumagamit si Gng. Pascual ng makabagong teknolohiya sa pagtuturo katulad ng Internet at laptop. Dala-dala niya palagi ang pantablay para hindi malo-lowbat. Kung minsan ay hinahayaan niya kaming mangalap ng impormasyon sa pook-sapot tulad ng Google at Youtube gamit ang Internet.</p> <p>Sa pagtatapos ng tala, isang makulay na abaniko ang aming handog para kay Gng. Pascual bilang sukil sa napakagandang karanasan sa aming masayang tagpuan.</p> <p>Tukuyin mo ang larawan sa bawat bilang. Bilugan ang tamang baybay ng larawan. Gawin ito sa iyong sagutang papel.</p> <div> <div>1. </div> <div>talatinigan    talatinogan    talatunugan</div> </div> <div> <div>2. </div> <div>pantamlay    pantablay    pansablay</div> </div> <div> <div>3. </div> <div>pook-sipat    pook-sapat    pook-sapot</div> </div> <div> <div>4. </div> <div>miktinig    maktunog    metunog</div> </div> <div> <div>5. </div> <div>abaniko    abako    abiko</div> </div> |                                                                                                     |
| 4 | Nakababaybay ng mga salitang natutunan sa aralin at mga salitang di-kilala batay sa bigkas. | Pagbabaybay nang Wasto ng Salitang Natutuhan sa Aralin at mga Salitang Di-kilala Batay sa Bigkas | <p><b>Isaisip</b></p> <p>Mababaybay mo nang maayos ang salita kung alam at naisaulo mo ang tunog ng bawat letra ng alpabeto at maisusulat ito sa tamang pagkasunod-sunod ayon sa salitang binabaybay.</p> <p>Ang mga salitang di-kilala ay mga salitang hindi natin karaniwang ginagamit. Kinakailangang mapaunlad mo ang iyong bokabularyo sa pamamagitan ng pagbabasa nang may pag-unawa sa bawat pahayag.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Gawain sa Pagkatuto Bilang 4:</p> <p>(Ang gawaing ito ay makikita sa pahina _____ ng Modyul)</p> |

|   |                                                                                             |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                      |
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| 5 | Nakababaybay ng mga salitang natutunan sa aralin at mga salitang di-kilala batay sa bigkas. | Pagbabaybay nang Wasto ng Salitang Natutuhan sa Aralin at mga Salitang Di-kilala Batay sa Bigkas | <p><b>TAYAHIN</b></p> <p>Isulat ang bilang 1-4 sa loob ng kahon upang mapagsunod-sunod ang mga panuto. Isulat sa sagutang papel ang iyong sagot.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div> <p>Magsipilyo ng ngipin pagkatapos kumain.</p>  </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div> <p>Maligo at linisng mabuti ang buong katawan.</p>  </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div> <p>Gumising sa tamang oras at iayos ang higaan.</p>  </div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div> <p>Kumain ng agahan bago pumasok sa paaralan.</p>  </div> </div> <p><b>Karagdagang Gawain</b></p> <p>Basahin at sundin mo ang mga nakasulat na panuto. Iguhit mo sa papel ang iyong sagot.</p> <ol style="list-style-type: none"> <li>Una, gumuhit ng isang malaking hugis-puso sa gitna ng kahon.</li> <li>Pangalawa, sa kaliwa at itaas na bahagi ng hugis-puso ay isulat kung ilang taong gulang ka na.</li> <li>Pangatlo, sa kanan at ibaba na bahagi ng hugis-puso ay iguhit mo ang paborito mong pagkain.</li> <li>Panghuli, sa itaas na bahagi ng puso ay gumuhit ng isang bahay.</li> </ol> <div style="border: 1px solid black; width: 200px; height: 100px; margin-top: 20px;"></div> | Sagutan ang Pagtataya na matatagpuan sa pahina ____. |
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### WEEKLY LEARNING PLAN

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                          |
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| Quarter | 1                                                                                                                                                                                                                                                                                                                                                                                                                                             | Grade Level                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3                                                                                                                                                                                                                                                                        |
| Week    | 5                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learning Area                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | AP                                                                                                                                                                                                                                                                       |
| MELCs   | Sa araling ito, inaasahang:<br>1. Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at lupa sa mga lalawigan ng sariling rehiyon (AP3LAR-If-9);<br>2. napahahalagahan ang pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon; at<br>3. naitatala ang mga lalawigang pinag-uugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon.                                                  |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                          |
| Day     | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                    | Topic/s                                                                            | Classroom-Based Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Home-Based Activities                                                                                                                                                                                                                                                    |
| 1       | <b>SUBUKIN</b><br><br>Piliin at isulat ang letra ng tamang sagot sa sagutang papel.<br>1. Ano-ano ang mga lalawigan na tumatalunton sa Mt. Apo?<br>A. Davao de Oro at Davao del Sur<br>B. Davao del Sur at North Cotabato<br>C. Davao Oriental at Davao del Norte<br>D. Davao Occidental at Davao Oriental<br>2. Ito ay nagsisilbing hangganan ng Davao Region mula sa lalawigan ng Agusan del Sur na sakop ng ibang rehiyon.<br>A. kabahayan | Pagkakaugnay-ugnay ng mga Anyong Lupa at Anyong Tubig sa mga Lalawigan at Rehiyon. | <b>SUBUKIN</b><br><br>Piliin at isulat ang letra ng tamang sagot sa sagutang papel.<br>1. Ano-ano ang mga lalawigan na tumatalunton sa Mt. Apo?<br>A. Davao de Oro at Davao del Sur<br>B. Davao del Sur at North Cotabato<br>C. Davao Oriental at Davao del Norte<br>D. Davao Occidental at Davao Oriental<br>2. Ito ay nagsisilbing hangganan ng Davao Region mula sa lalawigan ng Agusan del Sur na sakop ng ibang rehiyon.<br>A. kabahayan<br>B. kanayunan<br>C. kapatagan<br>D. kabundukan<br>3. Ano-ano ang kabuhayan ng mga lalawigan sa paanan ng Mt. Apo?<br>A. pagsasaka at pangingisda<br>B. pangingisda at pagmimina<br>C. pagsasaka at pangangahoy<br>D. pangangalakal at pagmimina<br>4. Paano maipakikita ng mga lalawigan ang pagtutulungan para mapapanatili ang yaman ng kabundukan?<br>A. magkakaingin taun-taon<br>B. kakatayin ang mga hayop<br>C. magtatanim ng maraming puno<br>D. bubungkalin ang mga bundok para patagin | Sagutan ang sumusunod na Gawain sa Pagkatuto Bilang _____ na makikita sa Modyul AP 3.<br><br>Isulat ang mga sagot ng bawat gawain sa Notebook/Papel/Activity Sheets.<br><br>Gawain sa Pagkatuto Bilang 1:<br><br>(Ang gawaing ito ay makikita sa pahina _____ ng Modyul) |

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|  | <p>B. kanayunan<br/>C. kapatagan<br/>D. kabundukan</p> <p>3. Ano-ano ang kabuhayan ng mga lalawigan sa paanan ng Mt. Apo?</p> <p>A. pagsasaka at pangingisda<br/>B. pangingisda at pagmimina<br/>C. pagsasaka at pangangahoy<br/>D. pangangalakal at pagmimina</p> <p>4. Paano maipakikita ng mga lalawigan ang pagtutulungan para mapapanatili ang yaman ng kabundukan?</p> <p>A. magkakaingin taun-taon<br/>B. kakatayin ang mga hayop<br/>C. magtatanim ng maraming puno<br/>D. bubungkalin ang mga bundok para patagin</p> <p>5. Ano-ano ang naghihiwalay sa Davao del Norte at sa karatig lalawigan ng Bukidnon?</p> <p>A. mga bundok</p> |  | <p>5. Ano-ano ang naghihiwalay sa Davao del Norte at sa karatig lalawigan ng Bukidnon?</p> <p>A. mga bundok<br/>B. mga kabahayan<br/>C. maliliit na baybayin<br/>D. mga malalalim na ilog</p> <p><b>BALIKAN</b></p> <p>Panuto: Sagutin ang sumusunod na mga tanong at isulat sa sagutang papel.</p> <p>1. Ano-ano ang anyong tubig na makikita sa lalawigan ng Davao de Oro?</p> <p>2. Ano ang katangian ng Davao de Oro kung saan naroroon ang Summer Capital ng Davao Region?</p> <p>3. Anong lugar sa lalawigan ng Davao del Norte ang may magagandang baybayin na patuloy na umaakit sa mga turista?</p> <p>4. Ano ang katangian ng Balut Island sa Davao Occidental na maihahantulad sa Vanishing Island sa Davao del Norte?</p> <p>5. Anong anyong tubig ang tanyag sa Davao Oriental na umaabot ang daloy nito hanggang sa mga karatig lugar ng rehiyon?</p> |  |
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|   | B. mga kabahayan<br>C. maliliit na baybayin<br>D. mga malalalim na ilog                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                               |
| 2 | <b>SUBUKIN</b><br><br>Piliin at isulat ang letra ng tamang sagot sa sagutang papel.<br>1. Ano-ano ang mga lalawigan na tumatalunton sa Mt. Apo?<br>A. Davao de Oro at Davao del Sur<br>B. Davao del Sur at North Cotabato<br>C. Davao Oriental at Davao del Norte<br>D. Davao Occidental at Davao Oriental<br>2. Ito ay nagsisilbing hangganan ng Davao Region mula sa lalawigan ng Agusan del Sur na sakop ng ibang rehiyon.<br>A. kabahayan<br>B. kanayunan<br>C. kapatagan<br>D. kabundukan<br>3. Ano-ano ang kabuhayan ng mga lalawigan sa paanan ng | Pagkakaugnay-ugnay ng mga Anyong Lupa at Anyong Tubig sa mga Lalawigan at Rehiyon. | <b>TUKLASIN</b><br><br>Ang Davao Region ay biniyayaan ng mga kabundukan. Nasa bahaging timog ng Davao Region ang Mt. Apo na itinuturing na pinakamataas na bundok sa buong Pilipinas. Ang Mt. Apo ay naghihiwalay sa lalawigan ng Davao del Sur at North Cotabato sa Rehiyon XII.<br>Mayroon ding mga kabundukan sa kanlurang bahagi ng Davao del Norte na naghihiwalay sa karatig na lalawigan ng Bukidnon na nasa hilagang bahagi ng Mindanao. Marami pang ibang anyong lupa na magkakaugnay-ugnay. Kasama na rito ang kabundukan ng Davao de Oro at Davao del Norte na naghihiwalay sa lalawigan ng Agusan del Sur sa Rehiyon XIII.<br>Sa mga nabanggit na anyong lupang naghihiwalay sa ibang lugar, ang anyong tubig ay isa ring dahilan sa pagkakahiwalay ng mga lalawigan sa iba pang rehiyon kagaya ng Davao Gulf na siya ring nag-uugnay sa limang lalawigan sa Davao Region. Ang Ilog ng Agusan naman at mga sangay nito ay sumasaklaw sa kalakhan ng Caraga Region at ilang bahagi ng Davao de Oro. | Gawain sa Pagkatuto Bilang 2:<br><br>(Ang gawaing ito ay makikita sa pahina ____ ng Modyul)<br><br>File created by DepEdClick |

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|  | <p>Mt. Apo?</p> <p>A. pagsasaka at pangingisda</p> <p>B. pangingisda at pagmimina</p> <p>C. pagsasaka at pangangahoy</p> <p>D. pangangalakal at pagmimina</p> <p>4. Paano maipakikita ng mga lalawigan ang pagtutulungan para mapapanatili ang yaman ng kabundukan?</p> <p>A. magkakaingin taun-taon</p> <p>B. kakatayin ang mga hayop</p> <p>C. magtatanim ng maraming puno</p> <p>D. bubungkalin ang mga bundok para patagin</p> <p>5. Ano-ano ang naghihiwalay sa Davao del Norte at sa karatig lalawigan ng Bukidnon?</p> <p>A. mga bundok</p> <p>B. mga kabahayan</p> <p>C. maliliit na baybayin</p> <p>D. mga malalalim na ilog</p> |  |  |  |
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| 3 | <p><b>SUBUKIN</b></p> <p>Piliin at isulat ang letra ng tamang sagot sa sagutang papel.</p> <p>1. Ano-ano ang mga lalawigan na tumatalunton sa Mt. Apo?</p> <p>A. Davao de Oro at Davao del Sur</p> <p>B. Davao del Sur at North Cotabato</p> <p>C. Davao Oriental at Davao del Norte</p> <p>D. Davao Occidental at Davao Oriental</p> <p>2. Ito ay nagsisilbing hangganan ng Davao Region mula sa lalawigan ng Agusan del Sur na sakop ng ibang rehiyon.</p> <p>A. kabahayan</p> <p>B. kanayunan</p> <p>C. kapatagan</p> <p>D. kabundukan</p> <p>3. Ano-ano ang kabuhayan ng mga lalawigan sa paanan ng Mt. Apo?</p> <p>A. pagsasaka at pangingisda</p> <p>B. pangingisda at pagmimina</p> | <p><b>Pagkakaugnay-ugnay ng mga Anyong Lupa at Anyong Tubig sa mga Lalawigan at Rehiyon.</b></p> | <p><b>Isagawa</b></p> <p>Gumupit ng isang larawan ng anyong tubig o anyong lupa mula sa lumang diyaryo. Idikit ang larawan sa isang malinis na papel at tukuyin ang lugar o mga lugar na nasasakupan ng napiling larawan. Sagutin: Bilang isang mag-aaral, paano mo mapapaunlad at mapapaganda ng husto ang napiling larawan?</p> | <p><b>Gawain sa Pagkatuto Bilang 3:</b></p> <p>(Ang gawaing ito ay makikita sa pahina ____ ng Modyul)</p> |
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|   | <p>C. pagsasaka at pangangahoy</p> <p>D. pangangalakal at pagmimina</p> <p>4. Paano maipakikita ng mga lalawigan ang pagtutulungan para mapapanatili ang yaman ng kabundukan?</p> <p>A. magkakaingin taun-taon</p> <p>B. kakatayin ang mga hayop</p> <p>C. magtatanim ng maraming puno</p> <p>D. bubungkalin ang mga bundok para patagin</p> <p>5. Ano-ano ang naghihiwalay sa Davao del Norte at sa karatig lalawigan ng Bukidnon?</p> <p>A. mga bundok</p> <p>B. mga kabahayan</p> <p>C. maliliit na baybayin</p> <p>D. mga malalalim na ilog</p> |                                                                     |                                                                                                                                   |                                                                                               |
| 4 | <p><b>SUBUKIN</b></p> <p>Piliin at isulat ang letra ng tamang sagot</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Pagkakaugnay-ugnay ng mga Anyong Lupa at Anyong Tubig sa mga</p> | <p><b>PAGYAMANIN</b></p> <p>Gawain A</p> <p>Itala ang mga lugar na pinag-uugnayan ng mga anyong tubig o anyong lupa gamit ang</p> | <p>Gawain sa Pagkatuto Bilang 4:</p> <p>(Ang gawaing ito ay makikita sa pahina ng Modyul)</p> |

|                                                | <p>sa sagutang papel.</p> <p>1. Ano-ano ang mga lalawigan na tumatalunton sa Mt. Apo?</p> <p>A. Davao de Oro at Davao del Sur</p> <p>B. Davao del Sur at North Cotabato</p> <p>C. Davao Oriental at Davao del Norte</p> <p>D. Davao Occidental at Davao Oriental</p> <p>2. Ito ay nagsisilbing hangganan ng Davao Region mula sa lalawigan ng Agusan del Sur na sakop ng ibang rehiyon.</p> <p>A. kabahayan</p> <p>B. kanayunan</p> <p>C. kapatagan</p> <p>D. kabundukan</p> <p>3. Ano-ano ang kabuhayan ng mga lalawigan sa paanan ng Mt. Apo?</p> <p>A. pagsasaka at pangingisda</p> <p>B. pangingisda at pagmimina</p> <p>C. pagsasaka at pangangahoy</p> <p>D. pangangalakal at pagmimina</p> <p>4. Paano maipakikita ng mga</p> | <p>Lalawigan at Rehiyon.</p> | <p>mapang topograpiya. Kopyahin ang gabay at gawin ito sa kwaderno.</p> <table><tr><th>Pangalan ng lugar</th><th>Anyong tubig</th><th>Anyong lupa</th></tr><tr><td>1. Davao City, Davao del Sur at North Cotabato</td><td></td><td>Mt. Apo</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Gawin B</p> <p>Gumawa ng isang slogan tungkol sa pangangalaga sa ating mga kasagutang anyong tubig at anyong lupa mula sa Gawain A. Gawin ito sa papel.</p> <p>Gawain C</p> <p>Gumuhit ng isang magkakaugnay na anyong tubig o anyong lupa sa sariling lalawigan at rehiyon sa isang papel. Kulayan ito ayon sa gusto mo.</p> <p><b>Isaisip</b></p> <p>Paano nagkakaugnay-ugnay ang mga anyong tubig at anyong lupa sa ating lalawigan at rehiyon?</p> <p>Ano ang kahalagahan ng pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa ating lalawigan at rehiyon??</p> | Pangalan ng lugar | Anyong tubig | Anyong lupa | 1. Davao City, Davao del Sur at North Cotabato |  | Mt. Apo |  |  |  |  |  |  |  |  |  |  |
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| Pangalan ng lugar                              | Anyong tubig                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Anyong lupa                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |              |             |                                                |  |         |  |  |  |  |  |  |  |  |  |  |
| 1. Davao City, Davao del Sur at North Cotabato |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mt. Apo                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |              |             |                                                |  |         |  |  |  |  |  |  |  |  |  |  |
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|   | <p>lalawigan ang pagtutulungan para mapapanatili ang yaman ng kabundukan?</p> <p>A. magkakaingin taun-taon</p> <p>B. kakatayin ang mga hayop</p> <p>C. magtatanim ng maraming puno</p> <p>D. bubungkalin ang mga bundok para patagin</p> <p>5. Ano-ano ang naghihiwalay sa Davao del Norte at sa karatig lalawigan ng Bukidnon?</p> <p>A. mga bundok</p> <p>B. mga kabahayan</p> <p>C. maliliit na baybayin</p> <p>D. mga malalalim na ilog</p> |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
| 5 | <p><b>SUBUKIN</b></p> <p>Piliin at isulat ang letra ng tamang sagot sa sagutang papel.</p> <p>1. Ano-ano ang mga lalawigan na tumatalunton sa Mt. Apo?</p> <p>A. Davao de Oro at Davao del Sur</p>                                                                                                                                                                                                                                              | <p>Pagkakaugnay-ugnay ng mga Anyong Lupa at Anyong Tubig sa mga Lalawigan at Rehiyon.</p> | <p><b>TAYAHIN</b></p> <p>Iguhit ang masayang mukha kung nagpapakita ng wastong pangangalaga ang sumusunod na pahayag sa mga anyong tubig at anyong lupa at malungkot na mukha kung hindi. Iguhit ang sagot sa sagutang papel.</p> <p>_____ 1. Palalawakin ang mga taniman sa pamamagitan ng pagpatag sa mga kabundukan.</p> <p>_____ 2. Lilinisin ang paligid ng mga ilog para manatiling malinis ang tubig patungong kanayunan.</p> | <p>Sagutan ang Pagtataya na matatagpuan sa pahina _____.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                        |  |
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|  | <p>B. Davao del Sur at North Cotabato</p> <p>C. Davao Oriental at Davao del Norte</p> <p>D. Davao Occidental at Davao Oriental</p> <p>2. Ito ay nagsisilbing hangganan ng Davao Region mula sa lalawigan ng Agusan del Sur na sakop ng ibang rehiyon.</p> <p>A. kabahayan</p> <p>B. kanayunan</p> <p>C. kapatagan</p> <p>D. kabundukan</p> <p>3. Ano-ano ang kabuhayan ng mga lalawigan sa paanan ng Mt. Apo?</p> <p>A. pagsasaka at pangingisda</p> <p>B. pangingisda at pagmimina</p> <p>C. pagsasaka at pangangahoy</p> <p>D. pangangalakal at pagmimina</p> <p>4. Paano maipakikita ng mga lalawigan ang pagtutulungan para mapapanatili ang yaman ng kabundukan?</p> <p>A. magkakaingin taun-taon</p> |  | <p>_____ 3. Pananatiliing ligtas ang mga kabahayan sa pamamagitan ng pagsusunog ng mga patay na puno.</p> <p>_____ 4. Pagtatanim ng mga punongkahoy sa kabundukan upang mapanatili ang kalinisan ng mga ilog sa kapatagan.</p> <p>_____ 5. Pangangalagaan ang iba't ibang anyong tubig na nakapalibot sa buong rehiyon para sa ating mga kabataan.</p> |  |
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|  | B. kakatayin ang mga hayop<br>C. magtatanim ng maraming puno<br>D. bubungkalin ang mga bundok para patagin<br>5. Ano-ano ang naghihiwalay sa Davao del Norte at sa karatig lalawigan ng Bukidnon?<br>A. mga bundok<br>B. mga kabahayan<br>C. maliliit na baybayin<br>D. mga malalalim na ilog |  |  |  |
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#### WEEKLY LEARNING PLAN

|                |                                                                                                          |                      |         |
|----------------|----------------------------------------------------------------------------------------------------------|----------------------|---------|
| <b>Quarter</b> | 1                                                                                                        | <b>Grade Level</b>   | 3       |
| <b>Week</b>    | 5                                                                                                        | <b>Learning Area</b> | ENGLISH |
| <b>MELCs</b>   | Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)<br>EN2G-Ig-h-2 .3 |                      |         |

| Day | Objectives                                                                                  | Topic/s                                   | Classroom-Based Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Home-Based Activities                                                                                                                                                                          |
|-----|---------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Form the plural form of regular nouns; and use plural form of regular nouns in the sentence | Singular to Plural Nouns of Regular Nouns | <p><b>What I Know</b></p> <p>Directions: Identify the noun used in each sentence. Write the letter of your answer on a separate sheet of paper.</p> <ol style="list-style-type: none"> <li>The boy ate almost all bananas.<br/>a. the<br/>b. boy<br/>c. almost<br/>d. all</li> <li>The cat watched and waited.<br/>a. cat<br/>b. watched<br/>c. and<br/>d. waited</li> <li>She danced on the stage.<br/>a. she<br/>b. danced<br/>c. on<br/>d. stage</li> <li>The pupils polished the chair carefully.<br/>a. the<br/>b. polished<br/>c. chair<br/>d. carefully</li> <li>The book is too heavy to carry.<br/>a. book<br/>b. is<br/>c. heavy<br/>d. carry</li> </ol> <p><b>WHAT'S IN</b></p> <p>Direction: Write the plural form of the following nouns on a separate sheet of paper.</p> <p>Singular                  Plural</p> <ol style="list-style-type: none"> <li>book + s = _____</li> <li>friend + s = _____</li> <li>bag + s = _____</li> <li>bird + s = _____</li> <li>tree + s = _____.</li> </ol> | <p>Answer the Learning Tasks found in ENGLISH 3 SLM.</p> <p>Write your answers on your Notebook/Activity Sheets.</p> <p>Learning Task No. 1:</p> <p>(This task can be found on page _____)</p> |
| 2   | Form the plural form of regular nouns; and use plural form of regular nouns in              | Singular to Plural Nouns of Regular Nouns | <p><b>What is It</b></p> <p>Have you noticed the underlined words in the story? How do we form the plural of nouns? In order to do this, you have to understand and follow the rules in forming the plural form of regular nouns.</p> <p>Rules to follow in forming plural form of regular nouns:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Learning Task No. 2:</p> <p>(This task can be found on page _____)</p> <p>File created by DepEdClick</p>                                                                                    |

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|   | the sentence         |                          | <p>Rule 1: Add an <b>-s</b> to singular nouns.</p> <p>Examples:</p> <p>girl - girls</p> <p>door - doors</p> <p>bag - bags</p> <p>Rule 2: Add <b>-s</b> to nouns ending in y preceded by a vowel.</p> <p>Examples:</p> <p>monkey - monkeys</p> <p>day - days</p> <p>boy - boys</p> <p>Rule 3: Add <b>-es</b> to nouns ending in ch, sh, s, and x.</p> <p>Examples:</p> <p>coach - coaches</p> <p>sash - sashes</p> <p>tax - taxes</p> <p>boss - bosses</p> <p><b>What's More</b></p> <p>Activity A.1 Identifying Nouns in the Sentence<br/>You already knew what is noun in a sentence and the rules in forming the plural form of regular nouns.<br/>Now let's try the following activities.<br/>Directions: On a separate sheet of paper, copy the following sentences. Then, identify the nouns by underlining them.</p> <ol style="list-style-type: none"> <li>1. That girl had a heart of stone.</li> <li>2. The boy asked for help.</li> <li>3. She gave him bag full of treats.</li> <li>4. This kid is very sad.</li> <li>5. He cried all day.</li> </ol> <p>Activity A.2 Plural form of Regular Nouns<br/>Directions: Write the plural form of the underlined nouns in the sentence. Write your answer on a separate sheet of paper.</p> <ol style="list-style-type: none"> <li>1. Mari is a kind <u>kid</u>.</li> <li>2. The <u>boy</u> went to the mansion to seek for help.</li> <li>3. Mari gave the boy a <u>bag</u> full of treats.</li> <li>4. Mari asked the boy to read some stories from her <u>book</u>.</li> <li>5. On that <u>day</u>, Mari realized that it was a good thing to help those in need.</li> </ol> |                      |
| 3 | Form the plural form | Singular to Plural Nouns | <b>What I Can Do</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning Task No. 3: |

|   |                                                                                             |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |
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|   | of regular nouns; and use plural form of regular nouns in the sentence                      | of Regular Nouns                          | <p>Directions: Write the correct plural form of the noun in the parentheses to complete the sentences and do it on a separate sheet of paper.</p> <p>1. These (book) _____ are interesting to read.</p> <p>2. People in those (valley) _____ have many tales to tell about "The Legend of the Beast."</p> <p>3. The people in that mountain are mostly (farmer) _____.</p> <p>4. They are surrounded with huge (rock) _____.</p> <p>5. There are many (visitor) _____ in the nearby village.</p> <p><b>What I Have Learned</b></p> <p>Direction: Answer the following questions.</p> <p>A. How will you identify the nouns in a sentence?</p> <p>B. What are the rules in forming the plural form of the regular nouns?</p> | (This task can be found on page _____)                                    |
| 4 | Form the plural form of regular nouns; and use plural form of regular nouns in the sentence | Singular to Plural Nouns of Regular Nouns | <p><b>Additional Activities</b></p> <p>Directions: Write the plural form of the given nouns and use them to construct a sentence. Write your answer on a separate sheet of paper.</p> <p>1. girl - _____</p> <p>2. market - _____</p> <p>3. toy - _____</p> <p>4. teacher - _____</p> <p>5. sock - _____</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Learning Task No. 4:</p> <p>(This task can be found on page _____)</p> |
| 5 | Form the plural form of regular nouns; and use plural form of regular nouns in the sentence | Singular to Plural Nouns of Regular Nouns | <p><b>Assessment</b></p> <p>A. Directions: Choose the letter of the correct plural form of the underlined nouns in the following sentences. Write the answers on a separate sheet of paper.</p> <p>_____ 1. Some guest arrived early.</p> <p>a. guest<br/>b. guests<br/>c. guestes</p> <p>_____ 2. The servants polished the chair carefully.</p> <p>a. chair</p>                                                                                                                                                                                                                                                                                                                                                           | Answer the Evaluation that can be found on page _____.                    |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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|  |  |  | <p>b. chairs<br/>c. chaires</p> <p>_____ 3. His parents prepared plenty of dessert.<br/>a. dessert<br/>b. dessertes<br/>c. desserts</p> <p>_____ 4. My two brothers helped mother to wash the plate.<br/>a. plates<br/>b. plate<br/>c. platess</p> <p>_____ 5. I have seen the visitors dancing in their respective room.<br/>a. room<br/>b. rooms<br/>c. rooms</p> <p><b>B. Directions: Look at the picture clues. Write the missing plural noun in each sentence.</b></p> <p>1. Many _____ crawl in his pants. </p> <p>2. Carlo saw two _____ beside the table. </p> <p>3. The _____ enjoy playing under the shady tree. </p> <p>4. Some kids enjoy feeding the _____. </p> <p>5. Danny walks his two _____ in the park. </p> |  |
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### WEEKLY LEARNING PLAN

| Quarter | 1                                                                                                                                                                                                  | Grade Level                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                                                                                                                                                                                     |
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| Week    | 4                                                                                                                                                                                                  | Learning Area                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | MATH                                                                                                                                                                                  |
| MELCs   | Adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping. M3NS-Id-27.6                                                                                    |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                       |
| Day     | Objectives                                                                                                                                                                                         | Topic/s                                       | Classroom-Based Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Home-Based Activities                                                                                                                                                                 |
| 1       | 1. Identify the unifying ideas in adding 3-to 4-digit numbers up to three addends with sums up to 10 000 (M3NS-Id-27.6); and<br>2. Explain the steps in adding numbers with or without regrouping. | Adds 3 to 4-Digit Numbers up to Three Addends | <b>What I Know</b><br>Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.<br>1. Which pair of addends have the least sum?<br>a. 234 b. 123 c. 543 d. 814<br>568 654 768 357<br>2. Find the sum of 603 and 476.<br>a. 1 709 b. 1 079 c. 9 071 d. 1 970<br>3. What is 1 327 more than 1 588?<br>a. 2 815 b. 2 915 c. 2 745 d. 2 475<br>4. If you add 729 and 1 886, what is the sum?<br>a. 2 615 b. 3 625 c. 2 695 d. 8 615<br>5. What is 5 138 increased by 2 243?<br>a. 9 381 b. 8831 c. 7 381 d. 6 318<br><br><b>What's In</b><br><br>In your previous grades, you learned how to add simple numbers. For example, adding 2-digit numbers with two addends without regrouping, $23 + 34 = ?$ . Hence,<br>$\begin{array}{r} 23 \text{ ---- addend} \\ + 34 \text{ ---- addend} \\ \hline 57 \text{ ---- sum} \end{array}$<br>As you go further, you will be adding 3 to 4-digit numbers up to three addends, and reviewing your lessons in the past is very important.<br>Review: Arrange in the column and add.<br>1) $43 + 26 =$ 2) $65 + 13 =$ 3) $25 + 44 =$<br><br>4) $16 + 23 =$ 5) $23 + 15 =$ | Answer the Learning Tasks found in ENGLISH 3 SLM<br><br>Write you answers on your Notebook/Activity Sheets.<br><br>Learning Task No. 1:<br><br>(This task can be found on page _____) |

|   |                                                                                                                                                                                                 |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                 |
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| 2 | 1. Identify the unifying ideas in adding 3-to 4-digit numbers up to three addends with sums up to 10 000 (M3NS-Id-27.6); and 2. Explain the steps in adding numbers with or without regrouping. | Adds 3 to 4-Digit Numbers up to Three Addends | <p><b>What Is It</b></p> <p>In Mathematics, regrouping can be defined as the process of making groups of tens when carrying out operations. In adding 3 to 4-digit numbers with three addends, for instance, <math>740 + 1090 + 1745</math>, addends are arranged vertically in columns aligning the digits according to place values. Hence,</p> <div><div><div>740</div><div><div><div>1090</div><div>+ 1745</div></div></div></div><div>It is done to arrange numbers that belong to their places, most likely ones, tens, hundreds, and thousands. After putting them in place, we will start adding from the one's column up to the thousands.</div></div> <div><div><div><div>Thousands</div><div>Hundreds</div><div>Tens</div><div>Ones</div></div><div><div>1</div><div>7</div><div>4</div><div>0</div></div><div><div>+ 1</div><div>7</div><div>4</div><div>5</div></div></div><div>Study the following steps:</div><div>1. Add the ones. Th H T O</div><div><div><div>7</div><div>4</div><div>0</div></div><div><div>1</div><div>0</div><div>9</div><div>0</div></div><div><div>+ 1</div><div>7</div><div>4</div><div>5</div></div></div><div>0 ones + 0 one + 5 ones = 5 one</div><div>5</div><div>2. Add the tens. Th H T O</div><div><div><div>1</div><div>7</div><div>4</div><div>0</div></div><div><div>1</div><div>0</div><div>9</div><div>0</div></div><div><div>+ 1</div><div>7</div><div>4</div><div>5</div></div></div><div>4 tens + 9 tens + 4 tens = 17 tens</div><div>Regroup tens.</div><div>17 tens = 1 hundreds 7 tens</div><div>7 5</div><div>3. Add the hundreds.</div><div><div><div>Th</div><div>H</div><div>T</div><div>O</div></div><div><div>1</div><div>1</div><div>7</div><div>4</div><div>0</div></div><div><div>1</div><div>0</div><div>9</div><div>0</div></div><div><div>+ 1</div><div>7</div><div>4</div><div>5</div></div></div><div>1 hundreds + 7 hundreds + 0 hundreds + 7 hundreds = 15 hundreds</div><div>Regroup hundreds.</div><div>15 hundreds = 1 thousands 5 hundreds</div><div>5 7 5</div><div>4. Add the thousands.</div><div><div><div>Th</div><div>H</div><div>T</div><div>O</div></div><div><div>1</div><div>1</div><div>7</div><div>4</div><div>0</div></div><div><div>1</div><div>0</div><div>9</div><div>0</div></div><div><div>+ 1</div><div>7</div><div>4</div><div>5</div></div></div><div>3 5 7 5</div><div>Therefore, <math>740 + 1090 + 1745 = 3575</math></div></div> | Learning Task No. 2:<br><br>(This task can be found on page ____)<br>File created by DepEdClick |
| 3 | 1. Identify the unifying ideas in adding 3-to 4-digit numbers up to three addends                                                                                                               | Adds 3 to 4-Digit Numbers up to Three Addends | <p><b>What's More</b></p> <p>Activity 1<br/>Activity<br/>Add the given addends in each number. Use regrouping if needed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Task No. 3:<br><br>(This task can be found on page ____)                               |

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|   | with sums up to 10 000 (M3NS-Id-27.6); and 2. Explain the steps in adding numbers with or without regrouping.                                                                                   |                                               | $\begin{array}{r} 1) \ 1\ 323 \\ + 2\ 113 \\ \hline \end{array}$ $\begin{array}{r} 2) \ 2\ 231 \\ + \ 113 \\ \hline \end{array}$ $\begin{array}{r} 3) \ 2\ 004 \\ 1\ 323 \\ + 2\ 432 \\ \hline \end{array}$ $\begin{array}{r} 4) \ 6\ 105 \\ 222 \\ + 400 \\ \hline \end{array}$ $\begin{array}{r} 5) \ 2\ 002 \\ 3\ 125 \\ + 2\ 141 \\ \hline \end{array}$<br>$\begin{array}{r} 6) \ 6\ 335 \\ 2\ 215 \\ + 1\ 200 \\ \hline \end{array}$ $\begin{array}{r} 7) \ 3\ 635 \\ + 2\ 815 \\ \hline \end{array}$ $\begin{array}{r} 8) \ 4\ 185 \\ + 2\ 125 \\ \hline \end{array}$ $\begin{array}{r} 9) \ 6\ 261 \\ 1\ 563 \\ + 1\ 224 \\ \hline \end{array}$ $\begin{array}{r} 10) \ 2\ 009 \\ + 1\ 104 \\ \hline \end{array}$                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                    |
| 4 | 1. Identify the unifying ideas in adding 3-to 4-digit numbers up to three addends with sums up to 10 000 (M3NS-Id-27.6); and 2. Explain the steps in adding numbers with or without regrouping. | Adds 3 to 4-Digit Numbers up to Three Addends | <b>What I Can Do</b><br><br>Arrange the following numbers in a column and add.<br>1) $3\ 456 + 356 + 267$<br>2) $5\ 796 + 3\ 271 + 564$<br>3) $2\ 876 + 1\ 243 + 1\ 265$<br>4) $1\ 009 + 2\ 090 + 124$<br>5) $1\ 431 + 200 + 563$<br><br><b>Additional Activities</b><br><br>Read and solve the following questions.<br>1) My mother bought me a dress worth ₱2 346, a pair of shoes worth ₱1 495, and a pair of trousers worth ₱2 456. How much will my mother pay?<br>a) ₱5 972 b) ₱6 297 c) ₱7 297 d) 8 279<br>2) These are the number of Scouters from Mati City contingents.<br>Mati Central District – 500, Mati North District – 475, Mati South District – 348<br>What is the total number of Scouters from Mati City delegation?<br>a) 1 323 b) 2 323 c) 3 233 d) 4 223<br>3) Add 3 465, 2 564, and 3 723.<br>a) 9 752 b) 8 752 c) 6 725 d) 5 527<br>4) When 4 342 and 2 345 will be added to 1 216, what is the sum?<br>a) 7 803 b) 7 903 c) 9 803 d) 9 830<br>5) There are 3 323 girls, 3 422 boys, and 2 341 gays and lesbians in a particular high school. What is the total population of the school?<br>a) 7 860 b) 8 680 c) 9 068 d) 9 086 | Learning Task No. 4:<br><br>(This task can be found on page ____ ) |
| 5 | 1. Identify the unifying ideas in adding 3-to 4-digit numbers up to three addends                                                                                                               | Adds 3 to 4-Digit Numbers up to Three Addends | <b>Assessment</b><br><br>Multiple Choice. Choose the letter of the correct answer.<br>1) Find the sum of 1 745, 2 353, and 4 234.<br>a) 6 332 b) 7 233 c) 8 332 d) 9 332<br>2) When 7 123 is added to 345 and 145, what is the sum?<br>a) 7 613 b) 6 614 c) 3 462 d) 4 215                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Answer the Evaluation that can be found on page _____.             |

|  |                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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|  | <p>with sums up to 10 000 (M3NS-Id-27.6); and</p> <p>2. Explain the steps in adding numbers with or without regrouping.</p> |  | <p>3) Mike has bought 500 red balloons, 4 400 blue balloons, and 355 chocolates. How many balloons did he buy?<br/>a) 6 981 b) 2 093 c) 4 900 d) 5 255</p> <p>4) There are 4 334 gold, 1 245 silver, and 453 bronze won by the Philippines last SEA Games. What is the total number of medals?<br/>a) 6 032 b) 5 302 c) 4 032 d) 3 932</p> <p>5) What is the sum if 5 673, 1 863, and 2 341 are added?<br/>a) 5 778 b) 7 787 c) 8 877 d) 9 877</p> |  |
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