



Department of Education
Caraga Administrative Region
Division of Agusan del Norte
Las Nieves District I
POOK ELEMENTARY SCHOOL

Weekly Home Learning Plan for Grade 6

Quarter 1, Week 1, September 13-17, 2021

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
8:00 - 9:00	Wake up, make up your bed, eat breakfast, and get ready for an awesome day!			
9:00 - 9:30	Have a short exercise/meditation/bonding with family.			
MONDAY				
9:30 - 11:30	Edukasyon sa Pagpapakatao (ESP)	Nakapagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari	* Learning Task 1: Sa iyong kuwaderno isulat ang TAMA kung ang pangyayari o sitwasyon ay nagsasaad ng naaayong hakbang sa pagpasya at MALI kung hindi. * Learning Task 2: Basahin nang mabuti ang sumusunod. Piliin ang katangian na ipinahihiwatig sa bawat sitwasyon. Isulat ang titik ng napiling sagot sa iyong kuwaderno. * Learning Task 3: Tingnan ang larawan. Ano ang mga katangian ng tao ang ipinakikita sa larawan. Nagtataglay ka ba ng mga katangiang ito? Ano kaya ang kinalaman ng mga bagay o katangiang ito sa iyong sarili? * Learning Task 4: Sagutin ang mga gabay na tanong. Isulat ang sagot sa iyong kuwaderno at pag-usapan ninyo ito ng kung sino man sa nakatatanda mong kasama ngayon sa bahay. * Learning Task 5: Basahin ang maikling tula at sagutin ang sumusunod na tanong. * Learning Task 6: Unawaing mabuti ang tula. Isulat sa iyong kuwaderno ang mga sagot sa tanog.	1. Pakikipag-uganayan sa magulang sa araw, oras, pagbibigay at pagsauli ng modyul sa paaralan at upang magagawa ng mag-aaral ng tiyak ang modyul. 2. Pagsubaybay sa progreso ng mga mag-aaral sa bawat gawain sa pamamagitan ng text, call fb, at internet. 3. Pagbibigay ng maayos na gawain sa pamamagitan ng pagbibigay ng malinaw na

			* Learning Task 7: Basahin ang “Isagawa” at sagutan ang sumusunod na tanong. * Learning Task 8: A. Sagutin ng TAMA o MALI ang pangungusap. Isulat ang iyong sagot sa kuwaderno. B. Batay sa iyong natutuhan. Ipaliwanag ang iyong sagot. Isulat ito sa iyong kuwaderno. * Learning Task 9: A. Suriin ang bawat sitwasyon. Isulat ang napiling titik na iyong sagot sa kuwaderno. B. Magtukoy ng dalawang sitwasyon o pangyayari batay sa iyong personal na karanasan at ang iyong naging pasya na nagkaroon ng epekto sa iyong sarili at maaaring sa iba.	instruksiyon sa pagkatuto.
1:00 - 3:00	English	Lesson 1 Analyze figures of speech (hyperbole, irony); and	* Learning Task 1: Read and understand the statements very well. Answer what is asked by choosing your best response. * Learning Task 2: Answer the questions honestly. Just answer yes or no. * Learning Task 3: Read the Comic Strips about Mona and Elsa. Answer the questions that follows. * Learning Task 4: Read and study “What Is It”. * Learning Task 5: Analyze the following statements. Write A if it is a hyperbole which expresses exaggeration; something that is unbelievable to happen. Write B if it is an irony which expresses the contrary or opposite of what is said. * Learning Task 6: Read “What I Have Learned”. * Learning Task 7: Read and analyze if the statements express exaggeration or ironic ideas. Write the sentences in the correct column of the table provided. * Learning Task 8: Analyze if the statement is hyperbole or irony. The underlined words will help you decide on your correct answer. Draw a circle if you think it is a hyperbole and a box if it is an irony.	Have the parent hand-in the accomplished module to the teacher in school. <i>The teacher can make phone calls to her pupils to assist their needs and monitor their progress in answering the modules.</i>

		Lesson 2 Infer meaning of idiomatic expressions using context clues.	* Learning Task 9: Read and understand the short selection. Look and underline the hyperbolic sentences and circle the ironic sentences. * Learning Task 1: Look at the given pictures below. Choose the correct idiomatic expression that best describes the picture. Write the letter of your answer before the number. * Learning Task 2: Read the selection “A Mother’s Love” * Learning Task 3: Read again the poem “A Mother’s Love“ and notice the following phrases. * Learning Task 4: Try to find the meaning of the idioms by inferring on how they are used in context. * Learning Task 5: Read “What I Have Learned”. * Learning Task 6: Read with understanding and infer the meaning of the idioms based on how they are used in the following sentences. Choose your answer from the phrases inside the box. * Learning Task 7: Examine how the following idioms in column A are used in context. Infer its meaning by understanding the whole sentence. Choose your answer from the choices in column B. Write the complete meaning. * Learning Task 8: The following selection uses idiomatic expressions. Infer the meaning of idioms based on how they are used in context. Match your answer with correct letter.	
		Lesson 3 Identifying Real or Make-Believe Images	* Learning Task 1: Fill in the blanks with your most reasonable answer that will complete the sentence. Choices are given after. * Learning Task 2: Read the selection and answer the questions that follows. * Learning Task 3: Read and Study “What Is It”.	

			* Learning Task 4: Using your knowledge and experience, identify the following images if they are real or make-believe. Provide your answer by putting a  mark for real and an X mark for make-believe. * Learning Task 5: Recall ideas you have learned and answer the cloze test to come-up with the correct meaning of reality and fantasy. * Learning Task 6: Think wisely, use your experience/knowledge and do critical thinking to correctly choose the group of words (as suggested by the instruction) that will complete the following sentences. * Learning Task 7: The following images are named. Identify whether they are real or make- believe. Write your answer on the space provided. * Learning Task 8: Read the sentences. Do you think they can happen or exist in real life? Write the word real if they can and make-believe if they cannot.	
TUESDAY				
9:30 - 11:30	MATH	Adds and subtracts simple fractions and mixed numbers without or with regrouping.	* Learning Task 1: Study “What’s In”. * Learning Task 2: Activity 1: “Part of a Whole” A. Add the following fractions: B. Subtract the following fractions. * Learning Task 3: Study “What Is It”. * Learning Task 4: Activity 1. Hidden Word Reveal the hidden word below by solving the following fractions. Write the corresponding letter in the decoder box that matches your answer. * Learning Task 5: Fill in the blanks with the correct answer. Write your answer on a separate sheet of paper. * Learning Task 6: Activity 1: It’s PIZZA Time! Study the illustration and answer the following questions. * Learning Task 7: A. Add the fractions. Reduce your answer to lowest term.	Have the parent hand-in the accomplished module to the teacher in school. <i>The teacher can make phone calls to her pupils to assist their needs and monitor their progress in answering the modules.</i>

			B. Subtract the fractions. Reduce your answer to lowest term. * Learning Task 8: Add or subtract the following fractions below. Reduce your answer to lowest term.	
1:00 - 3:00	SCIENCE	Describe the appearance and uses of homogeneous and heterogeneous mixtures	* Learning Task 1: Write the letter of the correct answer. Use a separate sheet for your answer. * Learning Task 2: Illustrate how the particles of matter are arranged in the following objects. * Learning Task 3: Study “What’s New”. * Learning Task 4: From the short information that you have read about mixtures, answer the following questions. Write the answer in your journal. * Learning Task 5: Classify the mixtures below as homogeneous or heterogeneous. Write the answer in your journal. * Learning Task 6: Complete the paragraph below. Do it in your Science journal or notebook. * Learning Task 7: Read and answer the following. Write the answers in your journal. * Learning Task 8: A. Choose the correct answer in each number. Use separate sheet for your answer. B. Combine two or more substances to form a mixture. List down your combinations in the table below. * Learning Task 9: Complete the diagram. Write the answer in your journal.	Have the parent hand-in the accomplished module to the teacher in school. <i>The teacher can make phone calls to her pupils to assist their needs and monitor their progress in answering the modules.</i>
WEDNESDAY				
9:30 - 11:30	FILIPINO	Nasasagot ang mga tanong tungkol sa napakinggang/nabasang pabula, kuwento, tekstong pang-impormasyon at usapan	* Learning Task 1: Basahing mabuti ang mga pangungusap. Sagutin ang mga tanong at isulat ang titik ng tamang sagot bago ang bilang. * Learning Task 2: Isulat sa loob ng kahon ang mga salitang nasa ibaba ayon sa wastong hanay ng pangngalan.	* Tutulungan ng mga magulang ang mag-aaral sa bahaging nahihirapan ang

			* Learning Task 3: Basahin ang kwento at unawaing mabuti ang bawat detalye upang masagot mo ang mga sumunod na tanong. * Learning Task 4: A. Balikan ang kwento. Mula sa nabasang kwento, magtala ng: a.) mga salitang tiyak o tanging ngalan ng tao, hayop, bagay, lugar at pangyayari. Ito ay mga pangngalang nagsisimula sa malaking titik. Isulat ito sa iyong sagutang papel. b.) mula sa mga pangkalahatang pangngalang iyong naitala, uriin ang mga ito at ilagay sa loob ng kahon ayon sa wastong hanay nito. B. Mula sa kwento, magsipi o isulat ang isang talata na kung saan ito ay kapupulutan ng inspirasyon at kung papano mo ito maiiugnay sa iyong sariling karanasan. Isulat ito sa iyong sagutang papel. * Learning Task 5: Suriin ang uri ng pangngalang may salungguhit kung ito ay pantangi o pambalana. Kung ang pangngalan ay pambalana, ibigay kung anong uri ng pambalana ito. Lagyan ng tsek ang patlang ng tamang uri ng pangngalan. * Learning Task 6: Basahin ang “Tandaan”. * Learning Task 7: A. Sumulat ng isang seleksyon at magtala ng mga pangngalang pantangi at pambalana mula sa seleksyon, isulat sa loob ng kahon ayon sa wastong hanay nito. Isulat ang sagot sa inyong kwaderno. B. Magsipi ng isang talata mula sa seleksyon kung saan ito ay makapag-udyok sa iba sa paggawa ng mabuti. * Learning Task 8: Basahin at unawaing mabuti ang mga pangungusap. Mula sa isang pabula na nasa itaas, sagutin ang mga tanong. Isulat ang titik ng tamang sagot bago ang bilang. * Learning Task 9: Maghanap ng isang pabula na may mga tanong. Kopyahin ito sa inyong kwaderno at sagutin ang mga tanong.	kanilang anak at sabayan sa pag-aaral. *Basahin at pag-aralan ang modyul at sagutan ang katanungan sa iba’t-ibang gawain. * maaaring magtanong ang mga mag-aaral sa kanilang mga guro sa bahaging nahihirapan sa pamamagitan ng pag text messaging. * Isumite o ibalik sa guro ang napag-aralan at nasagutang modyul.
1:00 - 3:00	ARALING PANLIPIUNAN	*Nasusuri ang epekto ng kaisipang liberal sa pag-usbong ng damdaming nasyonalismo.	* Learning Task 1: Suriin at unawaing mabuti ang bawat pangungusap. Isulat sa sagutang papel ang titik ng tamang sagot.	* Tutulungan ng mga magulang ang mag-aaral sa bahaging nahihirapan ang

		Aralin 1- Pag-usbong ng Kamalayang Nasyonalismo	* Learning Task 2: Katulad ng nakikita mo sa larawan kulayan mo diyan ang sasakyang Galyon at sa loob ng kahon sa ibaba ng larawan ay isulat kung saan ito ginagamit ng mga unang Pilipino. * Learning Task 3: Bago ka pumunta sa iyong aralin, suriin mo ang mga larawan sa ibaba. Isulat ang mga titik ng mga larawan na may kinalaman sa pag-usbong ng damdaming nasyonalismo ng mga Pilipino. * Learning Task 4: Basahin at pag-aralan ang nasa “Suriin”. * Learning Task 5: Gawain 1 Basahin at suriing mabuti ang mga pangungusap at piliin sa loob ng panaklong ang tamang sagot. Isulat ito sa inyong sagutang papel. Gawain 2 Punan ng wastong titik ang bawat kahon upang mabuo ang salitang tinutukoy. Isulat sa sagutang papel ang buong salita. * Learning Task 6: Sagutin ang mga tanong sa ibaba. Isulat sa sagutang papel ang iyong sagot. * Learning Task 7: A. Ano anong salita ang maiuugnay sa salitang “malayang kaisipan.” Isulat ang iyong mga sagot sa loob ng bilog (isa bawat bilog). Gawin ito sa iyong kuwaderno. B. Bilang kabataang Pilipino, paano mo maipakita ang iyong damdaming nasyonalismo? Isulat ang iyong sagot sa loob ng puso. * Learning Task 8: Tama o Mali. Isulat ang Tama kung ang ipinahahayag sa pangungusap ay wasto. Kung mali, palitan ang salitang nasalungguhitan upang maging wasto ang pangungusap. Isulat ang sagot sa sagutang papel. Basahin at unawaing mabuti ang mga pahayag. Isulat ang sagot sa sagutang papel. * Learning Task 9: Isulat ang tsek (✍️) sa sagutang papel kung ang pahayag ay salik na nakapagpausbong ng damdaming nasyonalismo ng mga Pilipino. Lagyan ng ekis (X) kung hindi. * Learning Task 1: Sagutin ang BLOCKBUSTER. Isulat ang sagot sa sagutang papel.	kanilang anak at sabayan sa pag-aaral. *Basahin at pag-aralan ang modyul at sagutan ang katanungan sa iba’t-ibang gawain. * maaaring magtanong ang mga mag-aaral sa kanilang mga guro sa bahaging nahihirapan sa pamamagitan ng pag-text messaging. * Isumite o ibalik sa guro ang napag-aralan at nasagutang modyul.
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		Aralin 2- Epekto ng Kaisipang Liberal Sa Pilipinas	* Learning Task 2: A. Awitin ng buong puso ang popular na kundiman na “Bayan Ko”. Pagkatapos mong awitin ito, sagutin ang ilang katanungan sa ibaba. B. Subukan mong ilarawan ang sumusunod na bayani natin ayon sa iyong pagkakakilala sa kanila. Isulat ang iyong sagot sa sagutang papel. * Learning Task 3: Basahin at pag-aralan ang “Suriin”. * Learning Task 4: Palitan ng titik ang bawat bilang sa loob ng kahon ayon sa pagkakasunodsunod ng alpabetong Ingles upang mabuo ang mga pangalan. * Learning Task 5: Sagutan ang “Isaisip”. * Learning Task 6: Punan ang tsart tungkol sa Kilusang Propaganda at Katipunan. * Learning Task 7: Basahin at suriing mabuti ang mga pangungusap at piliin ang tamang sagot na tinutukoy sa bawat pangungusap. Isulat sa sagutang papel. * Learning Task 8: Punan ang patlang. Kompletuhin ang pangungusap sa pamamagitan ng pagtukoy sa tamang salita. Isulat ang sagot sa sagutang papel.	
THURSDAY				
9:30 - 11:30	MAPEH	Lesson 1 Assess regularly participation in physical activities based on the Philippines physical activity pyramid (PE6PF-1b-h-18)	* Learning Task 1: Read the questions carefully. Choose the letter of the correct answer. Use a separate sheet. * Learning Task 2: Name some games you usually play during your free time. * Learning Task 3: Look at the pictures and tell something about it. * Learning Task 4: Read and study “What Is It”. * Learning Task 5: Activity 1 Look at the pictures below. How frequent do you perform these activities based on the Philippine physical activity pyramid? Write <u>once a week</u>, <u>sometimes</u>, or <u>everyday</u> on the blank. Use a separate sheet.	*Ang mga magulang ay palaging handa upang tulungan ang mga mag-aaral sa bahaging nahihirapan sila. *Maari ring sumangguni o magtanong ang mga mag-aaral sa kanilang mga gurong nakaantabay upang sagutin ang mga ito sa

		Lesson 2 Observes safety precautions (PE6GS-1b-h-3)	Activity 2 Let us do the following activity. Ask a member of the family to help you execute the skills. * Learning Task 6: Identify what skill is used in doing household chores. Look for your answer on the box and write it down on the space below each picture. * Learning Task 1: Write the following skills involve in the action (throwing, tossing, rolling, catching, running, jumping, hopping). * Learning Task 2: Study “What Is It”. * Learning Task 3: Activity 1: Ask a family member to help you execute the skills. Put a check on the appropriate column on how many times you try to do the skill. Use a separate sheet of paper. Activity 2: Play this game with the members of your family. Follow the rules in playing it and check the right column on the rubric that corresponds to your action. Do the warm up exercise before doing the activity. * Learning Task 4: Answer the following questions. Use a separate sheet of paper. * Learning Task 5: Activity 1: Ask a member of the family to help you. Do the following activities and identify the skill/skills being executed. Use a separate sheet of paper. * Learning Task 6: Activity 2: Put a check (✓) if you perform the activity very well and (X) if not. Use a separate sheet of paper. * Learning Task 7: Ask a member of the family to help you execute the skills. Let us do the following activity once more but with additional number of times.	pamamagitan ng “text messaging o personal message sa “facebook” *Ang TikTok Video ay maaring ipasa sa messenger ng Guro sa MAPEH
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		Lesson 3 Executes the different skills involved in the game (PE6GS-ic-h-4)	* Learning Task 1: Read and answer the following questions. Use a separate sheet of paper. * Learning Task 2: Read “What’s New”. * Learning Task 3: Study “What Is It”. * Learning Task 4: Activity 1: Ask anyone in the house or any member of the family and try to execute the following skills involved in playing Tumbang Preso or knock down the prisoner. Activity 2: Ask a member of the family help you execute them. Put a check mark on the appropriate column on how many times you try to do the skill. * Learning Task 5: Put a check on each box if you were able to display joy of effort, respect for others and fair play during <u>participation</u> in the game Tumbang Preso. Use a separate sheet of paper. * Learning Task 6: Using the template below, fill in the activities are you will be engaged with during the week which involves the different skills of Tumbang Preso.	
		Lesson 4 Display joy of effort, respect for others and fair play during participation in physical activities. (PE6PF-11b-h-18)	* Learning Task 1: Answer the following questions. Use a separate sheet of paper. * Learning Task 2: Study “What Is It”. * Learning Task 3: Activity 1: Identify the following skills_whether they are involved in the game Tumbang Preso_or not. Put a check (✓) if the skills are involved, (x) if not. Use a separate sheet of paper. Activity 2: Let’s practice playing this game. Follow the rules in playing it. Do the warm up exercise before doing the activity.	

			* Learning Task 4: Put a check (✓) on each box if you were able to display joy of effort, respect for others and fair play during participation in the game Tumbang Preso. Use a separate sheet of paper. * Learning Task 5: Activity 1: Answer the following questions. Use a separate sheet of paper. Activity 2: Answer the following questions. Use a separate sheet of pad paper. * Learning Task 6: Write an essay or a paragraph on how you plan to use the skills you learned in your daily life. Use a separate sheet of paper. * Learning Task 7: Read the sentences carefully. Choose the letter of the correct answer in a piece of paper.	
1:00 - 3:00	EPP	Discusses the importance of planting and propagating trees and fruit bearing trees and marketing seedlings. Lesson 1 Importance of Planting and Propagating Trees and Fruit- Bearing Tress	* Learning Task 1: Read the following statements. Choose the letter of the correct answer. * Learning Task 2: Activity 1.1 Can you recall what you have learned about plants? Then, try to do this. Fill in the blanks the classification of plants referred to in the sentences. Select your answer from the choices inside the box. Activity 1.2 Guess the Word: Four-Pic-One- Word * Learning Task 3: Activity 1.3 Read, understand and arrange the ideas to its appropriate column. * Learning Task 4: Activity 1.4 Fill in the blank with the appropriate word to complete the statement. * Learning Task 5: Activity 1.5 Make a poster showing about the importance of propagating trees and fruit bearing trees. Share your work with your parents but observe social distancing. * Learning Task 6: Read the following statements and choose the letter of the correct answer.	1. Pakikipag-uganayan sa magulang sa araw, oras, pagbibigay at pagsauli ng modyul sa paaralan at upang magagawa ng mag-aaral ng tiyak ang modyul. 2. Pagsubaybay sa progreso ng mga mag-aaral sa bawat gawain.sa pamamagitan ng text, call fb, at internet. 3. Pagbibigay ng maayos na gawain sa pamamagitan ng pagbibigay ng malinaw na instruksiyon sa pagkatuto.

		Lesson 2 Benefits Derived from Planting Trees and Fruit-bearing	* Learning Task 7: Activity 1.6 Write a paragraph of 5 sentences about the importance of trees and fruit-bearing trees to families and communities and share your work with your parents and relatives, however, consider social distancing and also wear face mask. * Learning Task 1: Read the following statements. Choose the letter of the correct answer. * Learning Task 2: Observe the picture and explain your insights. * Learning Task 3: Read the story and Answer the question. * Learning Task 4: Read “What Is It”. * Learning Task 5: Read and study “What’s More”. * Learning Task 6: Complete the statements below by writing reasons of why planting trees and fruit-bearing trees are beneficial to the family. * Learning Task 7: Activity 2.1: Read the sentences. Identify what benefits do a family get from planting trees and fruit-bearing trees based on the situation given. Select the letter of your answer from the given choices. * Learning Task 8: Read the following statements. Choose the letter of the correct answer. * Learning Task 9: Activity 2.2 Write check (✓) on the blank if the sentence shows the benefits derived from planting trees and fruit-bearing trees to families and Write (X) if it is not.	
		Lesson 3	* Learning Task 1: Read the test items. Select the correct answer from the given choices and write the letter only of your answer.	

		Benefits Derived from Planting Trees and Fruit-bearing Trees to Communities	* Learning Task 2: Study the pictures in “What’s In”. * Learning Task 3: Read the poem on benefits of trees. * Learning Task 4: Read and study “What Is It”. * Learning Task 5: Study “What’s More”. * Learning Task 6: Read ‘What I Have Learned’. * Learning Task 7: Activity 3.1. Match column A with column B. Write the letters of the correct answer in your activity notebook. * Learning Task 8: Read the following test items below. Select the correct answer from the given choices and write the letter only of your answer. * Learning Task 9: Activity 3.2. Write down at least 5 trees/ fruit-bearing trees and the benefits derived from it. Supply you answer in each column. * Learning Task 1: Read the test items below. Select the correct answer from the given choices and write the letter of your answer.	
		Lesson 4 Successful Growers in Orchard the Community	* Learning Task 2: Activity 4.1 Search from the puzzle ten (10) benefits or products derived from planting trees and fruit bearing trees. Write your answer in your activity notebook. * Learning Task 3: Read “What’s New”. * Learning Task 4: Based from the selection you have read, answer the following questions: * Learning Task 5: Read and study “What’s More”. * Learning Task 6: Answer the following questions in “What I Have Learned”.	

		Lesson 5 Successful Orchard Growers in the Adjacent Communities	* Learning Task 7: Identify the following persons by writing a short description about them. * Learning Task 8: Read the following test items below. Select the correct answer from the given choices and write the letter of your answer. * Learning Task 9: Identify at least one successful orchard grower in your community and ask how he became successful. Consider always the health protocol in your place. * Learning Task 1: Read the test items. Select the correct answer from the given choices and write the letter of your answer. * Learning Task 2: Answer the following question in “What’s In”. * Learning Task 3: Read the poem. * Learning Task 4: Read and study “What Is It”. * Learning Task 5: Activity 5.1 Connect column A with column B with a line from the successful orchard growers to their description on the right. * Learning Task 6: Answer the following question in “What I Have Learned”. * Learning Task 7: Activity 5.2 Identify the name being described in each statement. Write your answer on the line before each number. * Learning Task 8: Read the following test items below. Select the correct answer from the given choices. * Learning Task 9: Activity 5.3 Have a research on other successful orchard growers in our country. Name at least 1 entrepreneur and make a report about him/her. Share your findings in the class.	
FRIDAY				

9:30 - 11:30	Revisit all modules and check if all required tasks are done.
1:00 - 4:00	Parents/Learners meet to return all modules and answer sheets for the week and get new modules to be used for the following week.
4:00 onwards	Family Time

Note: Under the Learning Task column, write the title of the module, the tasks (consider all parts) in the module and the teacher may prepare a checklist of the module's parts for additional monitoring guide for both teacher and the learner.

Prepared by:

CYRISH B. MIRANDA

T-I

Noted by:

SAREX G. BALANTAC

HT-1