



Republic of the Philippines  
 Department of Education (DepEd)  
 Region XII  
 Division of Butuan

**SAN CARLOS ELEMENTARY SCHOOL**  
**Matalang District**

**Weekly Home Learning Plan for Grade 5**

**Quarter 1, Week 1**

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.			
<b>MONDAY</b>				
9:30 - 11:30	<b>Edukasyon sa Pagpapakatao (ESP)</b>	1. Napahahalagahan ang katotohanan sa pamamagitan ng pagsusuri sa mga:  1.1. balitang napakinggan  1.2. patalastas na nabasa/narinig  1.3. napanood na programang pantelebisyon  1.4. nabasa sa internet (EsP5PKP – Ia- 27)	* <b>Learning Task 1:</b> Sagutin ng mga mag-aaral ang mga tanong sa bahaging Subukin at Balikan upang masuri ang antas ng kanyang natutunan sa aralin.  * <b>Learning Task 2:</b> Pagbasa ng mga kuwento at pagsagot ng mga katanungan na nasa bahaging Tuklasin at Suriin Gawain 1 hanggang 5.  * <b>Learning Task 3:</b> Pagbasa ng kuwento at pagsagot ng mga tanong sa bahaging Pagyamanin Gawain 1 hanggang 6 at Isagawa Gawain 1 hanggang 2.  * <b>Learning Task 4:</b> Mahubog ng mag-aaral ang mapanuring pag-iisip sa bahaging Isaisip.  * <b>Learning Task 5:</b> Sagutan ng mga mag-aaral ang bahaging Karagdagang Gawain Gawain 1 hanggang 3 upang pagyamanin ang iyong kaalaman o kasanayan sa natutuhang aralin.	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

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1:00 - 3:00	English	Fill-Out Forms Accurately	<p><b>*Learning Task 1:</b> Fill out the form below. Complete it by using the possible answers found inside the box. Use the form provided to you.</p> <div data-bbox="1137 360 1659 769" data-label="Form"> <table border="1"> <thead> <tr> <th colspan="3">Student Personal Information</th> </tr> </thead> <tbody> <tr> <td>Name:</td> <td colspan="2">_____</td> </tr> <tr> <td>Grade &amp; Section:</td> <td>_____</td> <td>Age: _____ Sex: _____</td> </tr> <tr> <td>Teacher:</td> <td colspan="2">_____</td> </tr> <tr> <td>Address:</td> <td colspan="2">_____</td> </tr> <tr> <td>Birth day:</td> <td>_____</td> <td>Country: _____</td> </tr> <tr> <td>School:</td> <td colspan="2">_____</td> </tr> </tbody> </table>   <table border="1"> <tbody> <tr> <td>Royce L. Cabrera</td> <td>Male</td> <td>Ms. Rina B. Macari</td> </tr> <tr> <td>Grade V- Maagap</td> <td colspan="2">December 25, 2010</td> </tr> <tr> <td>Catbalogan City, Samar</td> <td colspan="2">San Roque Elementary School</td> </tr> <tr> <td colspan="3">Philippines 10</td> </tr> </tbody> </table> </div> <p><b>*Learning Task 2:</b> Examine the forms below and then identify each. Pick your answer from the choices inside the box. Write it on your answer sheet.</p> <p><b>*Learning Task 3:</b> Examine closely the completed (filled out) forms and the required information that was supplied in each form. Using a Venn diagram, write down the similarities and differences of the forms based on the required information in filling it out. Do this on your answer sheet.</p> <div data-bbox="1137 1050 1637 1422" data-label="Form"> <table border="1"> <thead> <tr> <th>ABC Bank CASH DEPOSIT SLIP</th> <th>ABC Bank WITHDRAWAL SLIP</th> </tr> </thead> <tbody> <tr> <td> <p>Teller's Validation</p> <p>ABC Bank CASH DEPOSIT SLIP</p> <p>Date: 10/27/2010 Currency: ₱ Peso Type of Account: Savings</p> <p>Account Number: 1234567890123456</p> <p>Account Name: JANE SEARONG</p> <p>Amount in Words: Five Thousand</p> <p>Amount in Figures: 5,000.00</p> <p>I/We hereby declare under the penalties of perjury that my/our co-depositor(s) is/are still living.</p> <p>PERSONAL WITHDRAWAL</p> <p>Signature of Depositor(s)/Co-Depositor(s):</p> <p>1. _____ 2. _____</p> <p>FOR BANK'S USE ONLY</p> <p>Signature Verified by: Approved by: _____</p> <p>Payment Received by: _____</p> <p>Please present Passbook/ATM with this withdrawal slip</p> </td> <td> <p>Teller's Validation</p> <p>ABC Bank WITHDRAWAL SLIP</p> <p>Date: 10/27/2010 Currency: ₱ Peso US Dollar</p> <p>Account Number: 1234567890123456</p> <p>Account Name: JANE SEARONG</p> <p>Amount in Words: Five Thousand</p> <p>Amount in Figures: 5,000.00</p> <p>I/We hereby declare under the penalties of perjury that my/our co-depositor(s) is/are still living.</p> <p>PERSONAL WITHDRAWAL</p> <p>Signature of Depositor(s)/Co-Depositor(s):</p> <p>1. _____ 2. _____</p> <p>FOR BANK'S USE ONLY</p> <p>Signature Verified by: Approved by: _____</p> <p>Payment Received by: _____</p> <p>Please present Passbook/ATM with this withdrawal slip</p> </td> </tr> </tbody> </table> </div>	Student Personal Information			Name:	_____		Grade & Section:	_____	Age: _____ Sex: _____	Teacher:	_____		Address:	_____		Birth day:	_____	Country: _____	School:	_____		Royce L. Cabrera	Male	Ms. Rina B. Macari	Grade V- Maagap	December 25, 2010		Catbalogan City, Samar	San Roque Elementary School		Philippines 10			ABC Bank CASH DEPOSIT SLIP	ABC Bank WITHDRAWAL SLIP	<p>Teller's Validation</p> <p>ABC Bank CASH DEPOSIT SLIP</p> <p>Date: 10/27/2010 Currency: ₱ Peso Type of Account: Savings</p> <p>Account Number: 1234567890123456</p> <p>Account Name: JANE SEARONG</p> <p>Amount in Words: Five Thousand</p> <p>Amount in Figures: 5,000.00</p> <p>I/We hereby declare under the penalties of perjury that my/our co-depositor(s) is/are still living.</p> <p>PERSONAL WITHDRAWAL</p> <p>Signature of Depositor(s)/Co-Depositor(s):</p> <p>1. _____ 2. _____</p> <p>FOR BANK'S USE ONLY</p> <p>Signature Verified by: Approved by: _____</p> <p>Payment Received by: _____</p> <p>Please present Passbook/ATM with this withdrawal slip</p>	<p>Teller's Validation</p> <p>ABC Bank WITHDRAWAL SLIP</p> <p>Date: 10/27/2010 Currency: ₱ Peso US Dollar</p> <p>Account Number: 1234567890123456</p> <p>Account Name: JANE SEARONG</p> <p>Amount in Words: Five Thousand</p> <p>Amount in Figures: 5,000.00</p> <p>I/We hereby declare under the penalties of perjury that my/our co-depositor(s) is/are still living.</p> <p>PERSONAL WITHDRAWAL</p> <p>Signature of Depositor(s)/Co-Depositor(s):</p> <p>1. _____ 2. _____</p> <p>FOR BANK'S USE ONLY</p> <p>Signature Verified by: Approved by: _____</p> <p>Payment Received by: _____</p> <p>Please present Passbook/ATM with this withdrawal slip</p>	<p>Have the parent hand-in the accomplished module to the teacher in school.</p> <p>The teacher can make phone calls to her pupils to assist their needs and monitor their progress in answering the modules.</p>
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\***Learning Task 4:** Fill out a withdrawal slip using the suggested information found in the box. Use the form provided to you.

**ABC Bank WITHDRAWAL SLIP**

Teller's Validation

Date: \_\_\_\_\_ Currency: \_\_\_\_\_ Pesos: \_\_\_\_\_ US Dollar

Account Number: \_\_\_\_\_

Account Name: \_\_\_\_\_

Amount in Words: \_\_\_\_\_ (in Figures) \_\_\_\_\_

I/We hereby declare under the penalties of perjury that the sum so deposited is my/our true.

**PERSONAL WITHDRAWAL**

Signature of Depositor(s) (Or Depositor(s))

1. \_\_\_\_\_ 2. \_\_\_\_\_

**FOR BANK'S USE ONLY**

Signature Verified by: \_\_\_\_\_ Approved by: \_\_\_\_\_ Printed by: \_\_\_\_\_

Facsimile Received by: \_\_\_\_\_

Please present Passbook/ATM with this withdrawal slip

\***Learning Task 5:** Read the selection about Ana and her Grandma. Help your friend, Ana, by completing the withdrawal slip for her grandma. Use the form provided to you.

**Off to the Bank**

Hi, my name is Ana. I will accompany my Grandma to the bank today. Grandma told me that we have to drop by the bank before going to the mall to buy me a birthday present. Today is May 28, 2020 and two days from now I will be turning 10!

Grandma needs money for the birthday present. Today, she will get 3,000 pesos from her bank account. She will have to complete a form and she calls it a withdrawal slip. Can you help Grandma complete the form, so that we can have the money for my birthday present?

Yeeho! Thank you.

Don't forget to leave the depositor's signature line empty, so that Grandma can sign it.

Here's Grandma's bank information.

Name: \_\_\_\_\_ : Landa Cruz  
Account Number: \_\_\_\_\_ : 0977 4444 88

\***Learning Task 6:** You have a savings bank account and you want to put an amount of 2,000 pesos into it, with the following cash breakdown: two 500 pesos and ten 100 pesos. Using the bank account number 0344- 5555-22, complete a cash deposit slip. Fill out the form provided to you.

**ABC Bank CASH DEPOSIT SLIP**

Teller's Validation

**ABC Bank CASH DEPOSIT SLIP**

Date: \_\_\_\_\_ Currency: \_\_\_\_\_ Type of Account: \_\_\_\_\_  
 \_\_\_\_\_ Pesos \_\_\_\_\_ Savings  
 \_\_\_\_\_ US Dollar \_\_\_\_\_ Current

Account Number: \_\_\_\_\_

Account Name: \_\_\_\_\_

**CASH DEPOSIT BREAKDOWN**

Denominations	Pieces	Amount
1,000.00		
500.00		
200.00		
100.00		
50.00		
20.00		
10.00		
5.00		
1.00		

Total Cash Deposit: \_\_\_\_\_

Signature of Depositor/ Representative (Print name): \_\_\_\_\_

This deposit is made and accepted subject to the conditions printed on the reverse side and on the rules and regulations governing savings & current deposit accounts.






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			<p>*<b>Learning Task 7:</b> Complete the school form shown below. Use the form provided to you.</p> <div data-bbox="1205 228 1433 534" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; margin: 0;">Student Registration Form</p> <p>Student Name _____</p> <p style="text-align: center; margin: 0;"><small>Last Name      First Name      Middle Name</small></p> <p>School Name _____ LRN _____</p> <p>Birth Date _____ Sex _____</p> <p style="text-align: center; margin: 0;"><small>Month/day/year</small></p> <p>Complete Address _____</p> <p style="text-align: center; margin: 0;"><small>(Street/Banwaga, City/Municipality, Province, Country)</small></p> <p>Father's Name: _____</p> <p>Mother's Name: _____</p> <p style="text-align: center; margin: 0;"><small>Signature</small></p> <p style="text-align: center; margin: 0;"><small>over Printed Name of Student</small></p> </div>	

**TUESDAY**

9:30 - 11:30	<b>MATH</b>	<p>MELC 1</p> <p>Uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.</p>	<p>* <b>Learning Task No. 1:</b> Present a word problem to the class.</p> <p>On a certain bakery shop, there were 130 pieces of cookies to be placed on trays. The baker wants to arrange them in either 2, 5 or 10 rows. Would it be possible for him to arrange the pieces of cookies? How?</p> <p>1) What is asked in the problem? _____</p> <p>2) What are the given facts? _____</p> <p>3) What operation to be used to solve the problem? _____</p> <p>4) What is the answer to the problem? _____</p> <p>* <b>Learning Task 2:</b> Write <b>YES</b> or <b>NO</b> on your paper if the <b>first number</b> listed is divisible by the <b>second number</b>.</p> <p>1) 45; 2      _____</p> <p>2) 90; 5      _____</p> <p>3) 1180; 10      _____</p> <p>4) 5080; 5      _____</p> <p>5) 6998; 2      _____</p> <p>* <b>Learning Task 3:</b> Use the divisibility rules for 2, 5 and 10. Encircle the correct answer.</p> <p>1. divisible by 2.</p> <p>a. 483      136      622</p>	
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			<p>b. 332      835      620</p> <p>2. divisible by 5.</p> <p>    a. 4000      2934      2425</p> <p>    b. 2152      3215      2640</p> <p>3. divisible by 10</p> <p>    a. 560      420      273</p> <p>    b. 940      365      320</p> <p>* <b>Learning Task 4:</b> Draw a star ( <input type="checkbox"/> ) under the correct column applying the rules for divisibility.</p> <table border="1" data-bbox="1285 536 1664 754"> <thead> <tr> <th>Number</th> <th>2</th> <th>5</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>6345</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8022</td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>4970</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2560</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5348</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* <b>Learning Task 5:</b> Using the divisibility rules, choose the numbers whose factor is the given number before each item.</p> <p><u>2</u> 1) 68    81    740    925</p> <p><u>5</u> 2) 745    4003    1060    8752</p> <p><u>10</u> 3) 430    561    840    955</p> <p><u>10</u> 4) 140    355    370    4535</p> <p><u>5</u> 5) 561    665    788    890</p> <p><u>10</u> 6) 820    747    610    577</p> <p><u>2</u> 7) 123    364    436    633</p> <p><u>5</u> 8) 707    815    900    909</p> <p><u>10</u> 9) 260    401    590    615</p> <p><u>2</u> 10) 563    678    779    852</p> <p>* <b>Learning Task 6:</b> Using the divisibility rules, choose the numbers whose factor is the given number</p> <p>A. Write your answer in a separate sheet of paper whether the given number is divisible by 2, 5 and 10.</p> <p>    1. 16      _____</p> <p>    2. 125     _____</p>	Number	2	5	10	6345				8022	<input type="checkbox"/>			4970				2560				5348				
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		<p>MELC 2</p> <p>Uses divisibility rules for 3, 6, and 9 to find the common factors of numbers.</p>	<p>3. 30 _____</p> <p>4. 344 _____</p> <p>5. 650 _____</p> <p>B. Write <b>YES</b> on your paper if the number is divisible and <b>NO</b> if the number is not divisible.</p> <ol style="list-style-type: none"> <li>1. Can 486 be divided by 2?</li> <li>2. Can 728 be divided by 5?</li> <li>3. Can 310 be divided by 2?</li> <li>4. Can 460 be divided by 10?</li> <li>5. Can 200 be divided by 5?</li> </ol> <p><b>* Learning Task No. 1:</b> Study the problem and answer the ff. questions.</p> <p><b>* Learning Task 2:</b> Put a check under the correct column applying the rules for divisibility.</p> <p><b>* Learning Task 3:</b> Solve the problem.</p> <p><b>* Learning Task 4:</b> Using the divisibility rule of 3, 6 and 9; answer the following questions.</p> <p><b>B. Directions:</b> Using the divisibility rule, encircle the numbers whose factor is the given number before each item.</p> <p><b>* Learning Task 5:</b> Using the divisibility rule, write at least 10 numbers between 2000 to 2100 whose factors are 3, 6 or 9 and write your answer on the table.</p>	
1:00 - 3:00	<b>SCIENCE</b>	<p>Use the properties of materials to identify whether they are useful or harmful; (S5MT-Ia-b-1).</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify properties of some materials use at home;</li> </ol>	<p><b>* Learning Task 1:</b> Determine which of the activities below is desirable or harmful. Write D if desirable or H if harmful.</p> <ol style="list-style-type: none"> <li>1. Placing the biodegradable wastes in the compost pit</li> <li>2. Smelling the fumes exhausted by cars</li> <li>3. Using broken glass to cut paper</li> <li>4. Covering the textbook with acetate</li> <li>5. Burning plastic bottles</li> </ol>	<p>Have the parent hand-in the accomplished module to the teacher in school.</p>

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		2. Classify properties of materials as to their uses; 3. Create a product using materials found at home; 4. Determine whether the material is useful or harmful; 5. Group the materials according to their uses; 6. Practice safety precautions in the use of certain materials.	<p>The pictures in Column I are materials you commonly see at home or in school. Match the image of materials listed in Column I with their usefulness/harmfulness in Column II</p> <p>* <b>Learning Task 2:</b> Classify the following materials usually found at home and in school using the table below as a guide.</p> <table border="1" data-bbox="1048 459 1758 671"> <tr> <td>cooking oil</td> <td>demonstration table</td> <td>laundry soap</td> </tr> <tr> <td>arm chair</td> <td>bell</td> <td>chalkboard</td> </tr> <tr> <td>bed</td> <td>frying pan</td> <td>mosquito repellent</td> </tr> <tr> <td>flag</td> <td>books</td> <td>class record</td> </tr> </table> <table border="1" data-bbox="1122 694 1644 954"> <thead> <tr> <th>Materials usually found at Home</th> <th>Materials usually found in School</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>* <b>Learning Task 3:</b> Observe how the materials in the pictures are being handled. Identify whether they are useful or harmful.</p> <div data-bbox="1310 1074 1664 1469"> <p>1. broken glass </p> <p>2. empty bottles being refilled </p> <p>3. Used boxes as books organizer </p> <p>4. candy wrappers made into wall cover </p> <p>5. vegetable peelings made into compost </p> </div>	cooking oil	demonstration table	laundry soap	arm chair	bell	chalkboard	bed	frying pan	mosquito repellent	flag	books	class record	Materials usually found at Home	Materials usually found in School													<p>The teacher can make phone calls to her pupils to assist their needs and monitor their progress in answering the modules.</p>
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			<p>* <b>Learning Task 4:</b> Classify the different materials found in the word pool below as <b>useful</b> or <b>harmful</b>. Use the following table as a guide. Afterwards, answer the follow-up questions.</p> <table border="1" data-bbox="999 363 1843 541"> <tr> <td>old newspapers</td> <td>food cartons</td> <td>Single-use plastic water bottles</td> </tr> <tr> <td>candy wrappers</td> <td>empty shampoo bottle</td> <td>empty hair gel container</td> </tr> <tr> <td>drained batteries</td> <td>single-use plastic bags</td> <td>empty mayonnaise jar (glass)</td> </tr> <tr> <td>vegetable peelings</td> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="1077 584 1722 700"> <thead> <tr> <th>Useful materials</th> <th>Harmful materials</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Answer the following:</p> <ol style="list-style-type: none"> <li>Which materials are useful? When do they become useful?</li> <li>Which materials are harmful? When do they become harmful?</li> </ol> <p>Classify whether the materials below are useful or harmful. Put a check mark (/) on the appropriate column. Afterward, answer the follow-up questions.</p> <table border="1" data-bbox="987 1002 1836 1243"> <thead> <tr> <th>Materials</th> <th>Useful</th> <th>Harmful/Waste</th> </tr> </thead> <tbody> <tr> <td>1. empty bottles made into plant pots</td> <td></td> <td></td> </tr> <tr> <td>2. fruit peelings converted into fertilizers</td> <td></td> <td></td> </tr> <tr> <td>3. expired medicine in the cabinet</td> <td></td> <td></td> </tr> <tr> <td>4. old newspaper made into flower vase</td> <td></td> <td></td> </tr> <tr> <td>5. broken glass scattered on the floor</td> <td></td> <td></td> </tr> </tbody> </table>	old newspapers	food cartons	Single-use plastic water bottles	candy wrappers	empty shampoo bottle	empty hair gel container	drained batteries	single-use plastic bags	empty mayonnaise jar (glass)	vegetable peelings			Useful materials	Harmful materials			Materials	Useful	Harmful/Waste	1. empty bottles made into plant pots			2. fruit peelings converted into fertilizers			3. expired medicine in the cabinet			4. old newspaper made into flower vase			5. broken glass scattered on the floor			
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			<p>* <b>Learning Task 5:</b> Complete the paragraph using the words in the box.</p> <div data-bbox="1155 331 1704 427" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">harmful</td> <td style="padding: 2px 10px;">hazardous</td> <td style="padding: 2px 10px;">purpose</td> </tr> <tr> <td style="padding: 2px 10px;">reused</td> <td style="padding: 2px 10px;">useful</td> <td style="padding: 2px 10px;">painful</td> </tr> </table> </div> <p style="text-align: center; margin-top: 10px;">Many materials and substances are _____ at home and in school, but they can be _____ if not used properly. Materials are considered useful when they serve the _____. Some useful materials can be _____, for example an empty container can be used as a house decor. But some materials can be _____ like a broken glass jar that can cause cuts or injury.</p> <p>* <b>Learning Task 6:</b> List 5 different materials used at home and in school. Write a sentence describing how can the material be useful or harmful. Afterward, answer the follow-up question.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Materials</th> <th style="width: 50%; padding: 5px;">Sentence</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;">Based on the lists, how do you properly dispose harmful materials?</p> <p>* <b>Learning Task 7:</b> Write a checkmark (/) if the material are useful or a wrong mark (x) if they are harmful.</p> <ol style="list-style-type: none"> <li>1. Used empty bottles made into a flower vase</li> <li>2. Fruit and vegetable peelings converted into fertilizers</li> <li>3. Storing expired medicine in the cabinet</li> <li>4. Old newspapers used to pack things in the store</li> <li>5. Scattered broken glass found inside the classroom</li> <li>6. Food boxes used as toy cabinets at home</li> <li>7. Candy and juice wrappers made into an eco-bag</li> <li>8. Plastic water bottles thrown in the canals</li> </ol>	harmful	hazardous	purpose	reused	useful	painful	Materials	Sentence											
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			9. Busted light bulbs left unattended at home 10. Empty disinfectant bottles not properly disposed * <b>Learning Task 8:</b> Copy and fill in the table. Enumerate some useful and harmful materials that you can find at home or in school. If useful, give examples on how you can use it. If harmful, explain how you can dispose of the material properly. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Materials</th> <th>Ways</th> </tr> </thead> <tbody> <tr> <td>A. Useful Materials</td> <td>Ways to Use</td> </tr> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> </tbody> </table>	Materials	Ways	A. Useful Materials	Ways to Use	1.		2.		3.		
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**WEDNESDAY**

9:30 - 11:30	<b>FILIPINO</b>	<p>Naiiuugnay ang Sariling Karanasan sa Napakinggang Teksto. (MELC)</p> <p>-</p> <p>Pagkatapos mapag-aralan ang modyul na ito, ang mag -aaral ay inaasahang:</p> <ol style="list-style-type: none"> <li>Naiiuugnay ang sariling karanasan sa tekstong napakinggan tungkol sa Ligtas Ang May Alam, Bayanihan, Si Laling Handa at Dock, Cover at Hold</li> <li>Nasasagot ang mga tanong sa tekstong napakinggan; at</li> <li>Napahalagahan ang mga tekstong napakinggan.</li> </ol>	<p>* <b>Learning Task 1:</b> Pagbasa ng pahayag ukol sa “Ligtas ang May Alam” at sagutin ang mga sumusunod ng tanong.</p> <p>* <b>Learning Task 2:</b> Pagsagot sa mga gawain sa “Suriin” at “Pagyamanin”</p> <p>* <b>Learning Task 3:</b> Pagsagot sa gawaing “Isagawa” sa tulong ng islogan</p> <p>* <b>Learning Task 4:</b> Pagsagot ng tanong sa “Tayahin” at sa “Karagdagang Gawain”</p> <p>Aralin 2</p> <p>* <b>Learning Task 5:</b> Sagutin muna ang Tuklasin. Basahin ang maikling talata bago sagutin ang suriin sa pahina 9-11.</p> <p>Aralin 3</p> <p>* <b>Learning Task 6:</b> Pagbasa ng kuwento ukol sa “Si Laling Handa” at sagutin ang mga sumusunod na tanong:</p>	<p>* Tutulungan ng mga magulang ang mag-aaral sa bahaging nahihirapan ang kanilang anak at sabayan sa pag-aaral.</p> <p>*Basahin at pag-aralan ang modyul at sagutan ang katanungan sa iba’t-ibang gawain.</p> <p>* maaring magtanong ang mga mag-aaral sa kanilang mga guro sa bahaging nahihirapan sa</p>
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Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
			<p>* <b>Learning Task 7:</b> Suriin , pagyamanin, Isaisip, Isagawa, Tayahin. At karagdagang gawain.</p> <p>Aralin 4</p> <p>* <b>Learning Task 8:</b> Sagutin muna ang tukasin. Pagkatapos ay sagutin ang mga sumusunod na mga katanungan sa pagyamanin isaisip, isagawa , Tayahin at karagdagang gawain.</p> <p>* <b>Learning Task 9:</b> Sagutin ang Panapos na Pagtataya at Karagdagang Gawain.</p>	<p>pamamagitan ng pag text messaging.</p> <p>* Isumite o ibalik sa guro ang napag-aralan at nasagutang modyul.</p>
1:00 - 3:00	<p><b>ARALING PANLIPIUNAN</b></p>	<p>Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan (MELC)</p> <p>Pagkatapos ng modyul na ito, ang mag-aaral ay inaasahang :</p> <p>1. Natutukoy ang tiyak na lokasyon ng Pilipinas batay sa relatibo (bisinal at insular) at tiyak (absolute) na lokasyon.</p> <p>2. Natatalakay ang impluwensiya o implikasyon ng lokasyon ng Pilipinas sa paghubog ng kasaysayan nito.</p>	<p>* <b>Learning Task 1:</b> Isulat ang <b>T</b> kung ang pahayag ay tama at <b>M</b> naman kung mali. Isulat ang sagot sa sagutang papel.</p> <ol style="list-style-type: none"> <li>1. Ang Pilipinas ay isang bansa.</li> <li>2. Hindi malaya ang Pilipinas kaya hindi ito isang bansa.</li> <li>3. Ang Asya ang pinakamalaking kalupaan o lupalop sa buong daigdig.</li> <li>4. Tao, teritoryo, at pamahalaan lamang ang kailangan para maging isang ganap na bansa.</li> <li>5. Ang Pilipinas ay tinatawag na Perlas ng Silangan.</li> </ol> <p>* <b>Learning Task 2:</b> Gamit ang compass at mapa sa ibaba, hanapin at bilugan ang isla at mga dagat o karagatang matatagpuan sa iba't ibang direksyon ng Pilipinas. Isulat kung saang direksyon mula sa Pilipinas ito matatagpuan. Isulat ang sagot sa iyong kuwaderno.</p> <p>Isulat ang salitang <b>TAMA</b> kung ang bawat pahayag ay nagsasaad ng katotohanan at <b>MALI</b> naman kung hindi nagsasaad ng katotohanan.</p> <p>_____ 1. Dahil sa estratehikong lokasyon ng Pilipinas, malaki ang naitulong nito sa paghubog ng kasaysayan ng Pilipinas maging ng buong mundo.</p> <p>_____ 2. Naging madali ang migrasyon ng mga katutubo dahil malapit lang ang Pilipinas sa kalupaang Asya.</p> <p>_____ 3. Dahil sa Spice Island o Moluccas, na hinahanap ng mga Europeo, natuklasan nila ang ating bansa.</p> <p>_____ 4. Natuklasan ng mga Amerikano ang magandang lokasyon ng bansa kaya sinakop tayo at nagtayo ng mga base militar dito.</p> <p>_____ 5. Ginamit ng Hapones ang magandang lugar ng Pilipinas para paghandaan ang kanilang pagtatayo ng imperyo sa Asya maging sa buong mundo.</p>	<p>* Tutulungan ng mga magulang ang mag-aaral sa bahaging nahihirapan ang kanilang anak at sabayan sa pag-aaral.</p> <p>*Basahin at pag-aralan ang modyul at sagutan ang <u>katanungan</u> sa iba't-ibang gawain.</p> <p>* maaaring magtanong ang mga mag-aaral sa kanilang mga guro sa bahaging nahihirapan sa pamamagitan ng pag text messaging.</p>

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			<p>* <b>Learning Task 3:</b> Maglaro ng <i>Loop a Word</i>: Bilugan sa loob ng kahon ang salitang tinutukoy sa bawat bilang. Pagkatapos, sagutin ang mga tanong at isulat ang inyong sagot sa kuwaderno.</p> <table border="1" data-bbox="990 464 1832 938"> <tbody> <tr><td>W</td><td>E</td><td>R</td><td>T</td><td>Y</td><td>U</td><td>I</td><td>O</td><td>P</td><td>A</td><td>S</td></tr> <tr><td>J</td><td>K</td><td>L</td><td>Q</td><td>W</td><td>S</td><td>E</td><td>R</td><td>T</td><td>Y</td><td>U</td></tr> <tr><td>F</td><td>G</td><td>H</td><td>K</td><td>A</td><td>T</td><td>O</td><td>L</td><td>I</td><td>K</td><td>O</td></tr> <tr><td>Z</td><td>X</td><td>C</td><td>V</td><td>B</td><td>R</td><td>N</td><td>M</td><td>A</td><td>S</td><td>D</td></tr> <tr><td>R</td><td>W</td><td>E</td><td>R</td><td>T</td><td>A</td><td>Y</td><td>U</td><td>I</td><td>O</td><td>P</td></tr> <tr><td>H</td><td>S</td><td>D</td><td>F</td><td>G</td><td>T</td><td>H</td><td>J</td><td>K</td><td>L</td><td>Q</td></tr> <tr><td>A</td><td>R</td><td>K</td><td>I</td><td>P</td><td>E</td><td>L</td><td>A</td><td>G</td><td>O</td><td>Y</td></tr> <tr><td>P</td><td>W</td><td>Q</td><td>O</td><td>J</td><td>H</td><td>D</td><td>M</td><td>E</td><td>R</td><td>R</td></tr> <tr><td>O</td><td>D</td><td>E</td><td>P</td><td>K</td><td>I</td><td>F</td><td>E</td><td>R</td><td>S</td><td>Y</td></tr> <tr><td>N</td><td>S</td><td>W</td><td>A</td><td>L</td><td>K</td><td>G</td><td>R</td><td>T</td><td>T</td><td>U</td></tr> <tr><td>S</td><td>G</td><td>R</td><td>S</td><td>Z</td><td>O</td><td>H</td><td>I</td><td>Y</td><td>Y</td><td>I</td></tr> <tr><td>F</td><td>T</td><td>T</td><td>D</td><td>X</td><td>N</td><td>J</td><td>K</td><td>R</td><td>U</td><td>O</td></tr> <tr><td>G</td><td>Y</td><td>Y</td><td>F</td><td>C</td><td>M</td><td>K</td><td>A</td><td>A</td><td>I</td><td>U</td></tr> <tr><td>H</td><td>U</td><td>U</td><td>G</td><td>V</td><td>Q</td><td>L</td><td>A</td><td>S</td><td>O</td><td>W</td></tr> <tr><td>J</td><td>I</td><td>I</td><td>H</td><td>B</td><td>W</td><td>N</td><td>S</td><td>T</td><td>E</td><td>V</td></tr> </tbody> </table> <ol style="list-style-type: none"> <li>Anyong lupa na binubuo ng mga malalaki at maliliit na pulo at napapalibutan ng tubig.</li> <li>Ang islang hinahanap ng mga Europeo na naging daan sa pagkakatuklas sa ating bansa.</li> <li>Tawag sa magandang lokasyon ng Pilipinas kaya naging tagpuan ito ng kulturang Kanluranin at Silangan.</li> <li>Ang relihiyong pamana ng nga Espanyol sa paghubog ng ating kasaysayan.</li> <li>Bansang nagtatag ng mga base militar sa Pilipinas</li> <li>Anong bansa ang nagbalak magtayo ng imperyo sa Asya kaya sinakop nito ang Pilipinas?</li> </ol>	W	E	R	T	Y	U	I	O	P	A	S	J	K	L	Q	W	S	E	R	T	Y	U	F	G	H	K	A	T	O	L	I	K	O	Z	X	C	V	B	R	N	M	A	S	D	R	W	E	R	T	A	Y	U	I	O	P	H	S	D	F	G	T	H	J	K	L	Q	A	R	K	I	P	E	L	A	G	O	Y	P	W	Q	O	J	H	D	M	E	R	R	O	D	E	P	K	I	F	E	R	S	Y	N	S	W	A	L	K	G	R	T	T	U	S	G	R	S	Z	O	H	I	Y	Y	I	F	T	T	D	X	N	J	K	R	U	O	G	Y	Y	F	C	M	K	A	A	I	U	H	U	U	G	V	Q	L	A	S	O	W	J	I	I	H	B	W	N	S	T	E	V	<p>* Isumite o ibalik sa guro ang napag-aralan at nasagutang modyul.</p>
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			<p>* <b>Learning Task 4:</b> Punan ng salita ang bawat patlang para mabuo ang kaisipan ng araling ito. Piliin ang mga sagot sa loob ng kahon. Isulat sa iyong kuwaderno ang mga sagot.</p> <p>* <b>Learning Task 5:</b> Isulat ang salitang <b>TAMA</b> kung ito’y nagpapaliwanag sa lokasyon ng Pilipinas sa paghubog ng kasaysayan at <b>MALI</b> kung hindi ito nagsasaad ng katotohanan. Isulat ang iyong sagot sa kuwaderno.</p> <ol style="list-style-type: none"> <li>1. Kabilang ang bansang Pilipinas sa rehiyon ng Silangang Asya.</li> <li>2. Nasa 4°23’ at 21°25’ hilagang latitud at 116°00 at 127°00 silangang ang tiyak o <b>absolute</b> na lokasyon ng Pilipinas sa mapa.</li> <li>3. Tinatawag na arkipelago ang Pilipinas dahil ito ay binubuo ng maliliit at malalaking kapuluan na napapalibutan ng kabundukan.</li> <li>4. Maraming mga karatig bansa ang nakipagkalakalan sa Pilipinas noong unang panahon.</li> <li>5. Ang islang <b>Spice Island o Moluccas</b> ang hinahanap ng mga Europeo na naging daan para matuklasan ang Pilipinas.</li> </ol> <p>* <b>Learning Task 6: Sanhi at Bunga:</b> Pagparisin ang mga magkakaugnay na mga pahayag para maipaliwanag kung paanong ang lokasyon ng bansa ay may kinalaman sa paghubog ng ating kasaysayan. Isulat ang titik ng tamang sagot sa inyong kuwader</p> <table border="1" data-bbox="1267 963 1744 1430"> <thead> <tr> <th data-bbox="1267 963 1487 991">SANHI</th> <th data-bbox="1529 963 1744 991">BUNGA</th> </tr> </thead> <tbody> <tr> <td data-bbox="1267 994 1487 1054">1. Estratehikong lokasyon ng Pilipinas</td> <td data-bbox="1529 994 1744 1054">A. Naging malaya ang Pilipinas sa mga dayuhan</td> </tr> <tr> <td data-bbox="1267 1058 1487 1118">2. Paghahanap ng isla ng Moluccas</td> <td data-bbox="1529 1058 1744 1118">B. Naging sentro at tagpuan ang Pilipinas ng kultura, ekonomiya at iba pa ng mga bansang Kanluranin</td> </tr> <tr> <td data-bbox="1267 1121 1487 1182">3. Pananakop ng mga Espanyol</td> <td data-bbox="1529 1121 1744 1182">Napalitan ang paniniwalang pagano patungong Kristiyano o Katoliko</td> </tr> <tr> <td data-bbox="1267 1185 1487 1246">4. Pananakop ng mga Amerikano</td> <td data-bbox="1529 1185 1744 1246">D. Nagtatag ng mga base militar at naging suplayer ang Pilipinas ng mga hilaw na materyal</td> </tr> <tr> <td data-bbox="1267 1249 1487 1310">5. Pananakop ng mga Hapones</td> <td data-bbox="1529 1249 1744 1310">E. Pinaghahandaan nila ang pagtatag ng imperyo sa Asya at sa buong mundo</td> </tr> <tr> <td></td> <td data-bbox="1529 1313 1744 1430">F. Nadiskubre ang Pilipinas ng mga Europeo</td> </tr> </tbody> </table>	SANHI	BUNGA	1. Estratehikong lokasyon ng Pilipinas	A. Naging malaya ang Pilipinas sa mga dayuhan	2. Paghahanap ng isla ng Moluccas	B. Naging sentro at tagpuan ang Pilipinas ng kultura, ekonomiya at iba pa ng mga bansang Kanluranin	3. Pananakop ng mga Espanyol	Napalitan ang paniniwalang pagano patungong Kristiyano o Katoliko	4. Pananakop ng mga Amerikano	D. Nagtatag ng mga base militar at naging suplayer ang Pilipinas ng mga hilaw na materyal	5. Pananakop ng mga Hapones	E. Pinaghahandaan nila ang pagtatag ng imperyo sa Asya at sa buong mundo		F. Nadiskubre ang Pilipinas ng mga Europeo	
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			<p>Lagyan ng (☉) kung itoy nagpapaliwanag sa lokasyon ng Pilipinas at paghubog ng ating kasaysayan ang pahayag at (x) kung hindi. Isulat ang sagot sa iyong kuwaderno.</p> <ol style="list-style-type: none"> <li>1. Nagtayo ng mga istrukturang base militar ang mga Amerikano para gawing sanayan ng mga sundalo at imbakan o arsenal ng mga kagamitang pandigma nila.</li> <li>2. Ang edukasyon ang naging pinakamalaking pamana ng Espanya sa Pilipinas.</li> <li>3. Bukod sa kultura, naging sentro din ang Pilipinas sa komunikasyon, transportasyon, at kalakalan sa Asya.</li> <li>4. Naging kalaban ng Pilipinas ang lahat na mga karatig bansa nito dahil sa estratehikong lokasyon nito sa Asya.</li> <li>5. Mahalagang pag-aralan ang heograpiya o lokasyon ng isang bansa para maunawaan kung paano nahubog ang iba't ibang aspeto ng kultura, ekonomiya, at pamahalaan.</li> </ol> <p><b>* Learning Task 7:</b> Sagutin ang tanong sa ibaba. Gawing gabay ang rubrik sa pagsagot para makakuha ng mataas na marka.</p> <p>Paano nakatulong ang estratehikong lokasyon ng Pilipinas sa paghubog ng ating kasaysayan?</p>	
<b>THURSDAY</b>				
9:30 - 11:30	<b>MAPEH</b>	<p>Assess regular participation in physical activities based on the Philippines activity pyramid. PE5PF-Ib-h-18</p> <p>Observes safety precautions. PE5GS-Ib-h-3</p> <p>Executes the different skills involved in the game. PE5GS-Ib-h-4</p>	<ol style="list-style-type: none"> <li>1. Tukuyin ng mag-aaral ang mga naisulat na mga gawain kung nakakabuti sa pisikal na pangangatawan ng isang batang katulad niya o hindi.</li> <li>2. Kilalanin ng mag-aaral ang gawaing isinasaad sa larawan. Tukuyin din ito kung madalas o madalang lang na dapat gawin.</li> <li>3. Buuin ng mag-aaral ang chart sa pamamagitan ng pagsagot sa bawat karampatang kahon ayon sa isinasaad nito.</li> <li>4. Pipili ang mag-aaral ng isang musika sa tiktok o anumang musika na naayon sa kanya. Gawan niya ito ng sayaw ayon sa mga gawaing isinasaad.</li> </ol>	<p>*Ang mga magulang ay palaging handa upang tulungan ang mga mag-aaral sa bahaging nahihirapan sila.</p> <p>*Maari ring sumangguni o magtanong ang mga mag-aaral sa kanilang</p>

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
		<p>Displays joy of effort, respect for others and fair play during participation in physical activities. PE5PF-Ib-h-20</p>	<p>Kunan ng video ang sarili at ipakita o ipasa sa guro. Sasagutin din niya ang mga katanungan tungkol sa Gawaing TikTok.</p> <p>5. Basahin at intindihin ng mag-aaral ang mga pangyayari. Tama o Mali, isulat ang “TAMA” kung sa iyong palagay na ito ay nagpapakita ng tama at “MALI” naman kung kasalungat ang gawain basi sa Philippine activity pyramid.</p> <p>6. Dugtungan ng mag-aaral ang liham para kay Nathan dahil nanghihingi siya ng tulong sa panghihina ng kanyang katawan.</p> <p>7. Hanapin ng mga-aaral mula sa crossword puzzle ang mga salitang nakatala. Bilugan niya ito gamit ang lapis.</p> <p>8. Ihanda ng mag-aaral ang kanyang pangkulay. Tukuyin niya kung anong gawain ang isinasaad ng larawan.</p> <p>9. Pagsunod-sunurin ng mag-aaral ang mga gawaing pisikal mula sa pinakamababa hanggang sa pinakamataas na bahagi ng pyramid.</p> <p>10. Basahin at unawain ng mag-aaral ang mga tanong tungkol sa mga larawang gawaing pisikal.</p> <p>11. Lagyan ng mag-aaral ng tsek ang pangungusap na nagsasaad ng tamang impormasyon tungkol sa cardiovascular endurance at ekis naman kung mali.</p> <p>12. Tulungan ng mag-aaral si Ralph sa pamamagitan ng paggawa ng isang talata na magbibigay ng suhestiyon at rekomendasyon tungkol sa kanyang mithiin.</p> <p>13. Lagyan ng mag-aaral ng tsek ang mga pangungusap na nagsasaad ng mga dapat sunding alituntunin sa paglalaro ng Tumbang Preso at ekis naman kung hindi.</p> <p>14. Sa pamamagitan ng isang pangungusap, ipaliwanag ng mag-aaral ang kahalagahan ng cardiovascular endurance.</p>	<p>mga gurong nakaantabay upang sagutin ang mga ito sa pamamagitan ng “text messaging o personal message sa “facebook”</p> <p>*Ang TikTok Video ay maaring ipasa sa messenger ng Guro sa MAPEH</p>

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
			<p>15. Subukin ng mag-aaral ang kanyang natutunan. Gamit ang mga ideyang nasa pangungusap ayusin ang mga letrang naka halo-halo</p> <p>16. Batay sa mga larawang ipinakita, gumuhit ang mag-aaral ng bituin sa mga gawaing nagpapaunlad ng kanyang Cardiovascular Endurance.</p> <p>17. Ipaliwanag ng mag-aaral ang kahalagahan ng paglalaro ng Tumbang Preso upang malinang ang ating cardiovascular endurance.</p> <p>18. Isagawa ng mag-aaral ang larong Tumbang Preso ng naayon sa alituntunin nito.</p>	
1:00 - 3:00	<b>EPP</b>	<p>1.1 Nakagagawa ng abonong organiko</p> <p>1.4.1 Natatalakay ang kahalagahan at pamamaraan sa paggawa ng abonong organiko.</p> <p>1.4.2 Nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko (EPP5AG-Ob-4)</p>	<p>1. Sagutin ng mga mag-aaral ang mga tanong sa bahaging Subukin at Balikan upang masuri ang antas ng kanyang natutunan sa aralin.</p> <p>2. Pagbasa ng Bugtong at pagsagot ng mga katanungan na nasa bahaging Tuklasin at Suriin .</p> <p>3. Pagsagot ng mga katanungan sa Pagyamin upang maipakita ang kahalagahan ng abonong organiko.</p> <p>4. Mahubog ang mag-aaral sa mga bagay bagay sa paligid sa bahaging Isaisip.</p> <p>5. Sagutan ng mga mag-aaral ang bahaging Tayahin, Isagawa at Karagdagang Gawain upang pagyamanin ang kanilang kaalaman o kasanayan sa natutuhang aralin.</p>	<p>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.</p> <p>2. Pagsubaybay sa progreso ng mga mag-aaral sa bawat gawain sa pamamagitan ng text, call fb, at internet.</p> <p>3. Pagbibigay ng maayos na gawain sa pamamagitan ng pagbibigay ng malinaw na instruksiyon sa pagkatuto.</p>
<b>FRIDAY</b>				
9:30 - 11:30	Revisit all modules and check if all required tasks are done.			

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
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: (Teacher)

**ARCELLE YUAN MERCADO**

T-III

Checked/ Verified:(MT for T-I-III/SH for MTs)

**ARCELLEYUAN MERCADO**

Principal -I

Noted: (School Head for T-1-III)