

Kindergarten Lesson Exemplars for Rabies Education



**Lesson Exemplars for Rabies Education – Kindergarten
First Edition, 2019**

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

We value your feedback and recommendations.

INTRODUCTION

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

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

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

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

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

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A. Development of Lesson Exemplars

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 - Disease Prevention and Control Bureau
 - Health Promotions and Communication Service
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 - Bureau of Animal Industry
- Global Alliance for Rabies Control
- Philippine Veterinary Medical Association
 - Provincial, City, Municipal Veterinarians' League of the Philippines
 - Philippine Animal Hospital Association

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C. Front Cover Illustrations

- Ms. Ramona T. Consunji, Animal Welfare Coalition

D. Printing of Lesson Exemplars

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

KINDERGARTEN (kpkpkk-ih-1)

I. OBJECTIVES	
A. <i>Content Standards</i>	Kakayahang pangalagaan ang sariling kalusugan at kaligtasan
B. <i>Performance Standards</i>	Pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan
C. <i>Learning Competencies/ Objectives</i>	Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihi, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran
<i>Write the LC code for each</i>	KPKPKK-Ih-1
II. CONTENT	<p><i>Content Focus:</i> I can take care of my body.</p> <p><i>Rabies Education Integration:</i> Animal Bite Management Animal Bite Prevention</p>
III. LEARNING RESOURCES	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	Kindergarten Teachers Guide, First Edition 2017 121-134
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	

<p>B. Other Learning Resources</p>	<p>Story: Ako at si Abo (Refer to p. 22-36) Sulat ni: Ghia C. Ureta Guhit ni: Mary Grace G. Jandoc</p>
<p>IV. BLOCKS OF TIME</p>	
<p>A. Arrival Time (10 minutes)</p>	<p>The teacher greets each learner as they arrive in the classroom. The teacher may shake the learners' hand, say hello, give a hug, and welcome the learners. Learners who come early may be given time for free play while waiting.</p>
<p>B. Meeting Time 1 (10 minutes)</p>	<p><i>Message:</i> I wash my hands before and after eating. I brush my teeth after eating. What do you do before and after eating?</p> <p><i>Possible answers:</i> Hand washing, tooth brushing and prayer before and after meal.</p> <p><i>Teacher will say:</i> We wash our hands to keep it clean. We brush our teeth to keep cavities away and to prevent it from decaying. We do it 3x a day before and after eating.</p> <p><i>Rabies Education Integration:</i> Who among you eat with your family? Do you consider your pets as your family? Who among you fed your pets while you were still eating your meals? What if, while you fed your pet it accidentally bit your hand that cause it to bleed. What will you do? Why do you need to wash wounds when you were bitten by a dog?</p> <p><i>Teacher will say:</i> We wash our hands before and after eating to keep it clean. When we were bitten by a dog or cat, we wash the wounds with flowing water and soap for 15 minutes in order to prevent the spread of infection.</p>
<p>C. Work Period 1 (45 minutes)</p>	<p><i>Teacher-Supervised Activity:</i> Steps in proper handwashing and brushing of teeth I Keep Myself Clean (TH p.5-6) <i>Independent Activity:</i> 1. Picture Match (TH p.7)</p>

	<ol style="list-style-type: none"> 2. Feely Match (TH p.8) 3. Writer's Workshop: I can Take Care of my Body (TH p.9) 4. Cleaning the body (TH p.10-11)
<i>D. Meeting Time 2 (10 minutes)</i>	Teacher will discuss the proper ways in hand washing using any age and culturally appropriate song considering the time element.
<i>E. Supervised Recess (15 minutes)</i>	Nourishing break for the learners. Proper hygiene in eating will be part of the teacher's instruction as this break is facilitated.
<i>F. Quiet Time (10 minutes)</i>	During this time, children may rest or engage in relaxing activities.
<i>G. Story Time (15 minutes)</i>	<p><i>Original Composition:</i> (TH p.11-13) Ako at si Abo Sulat ni: Ghia C. Ureta Guhit ni: Mary Grace G. Jandoc</p>
<i>H. Work Period 2 (40 minutes)</i>	<p><i>Teacher Supervised:</i> Washing and Brushing (TH p.13-14)</p> <p><i>Rabies Education Integration:</i> <i>Question:</i> How many minutes do we need to wash our wounds if we were bitten by a dog? <i>Answer:</i> 15 minutes</p> <p><i>Independent Activities:</i></p> <ol style="list-style-type: none"> 1. Block conservation (TH p.14-15) 2. Play dough conservation (TH p.16) 3. Sports patterns (TH p.17) 4. Health Check (TH p.18 and AS 20)
<i>I. Indoor/Outdoor Activity (20 minutes)</i>	<p>Game: Buwan-Buwan</p> <p>A rough circle is drawn in the ground. Players wear a head band with pictures of washing of wounds, disinfecting the wound, consultation with doctors. One player will be tagged as "It" who will play from the outside circle. His goal is to tagged a player inside the circle and be at rest. The tagged player will be the next "It" and tagged another player. The</p>

	<p>game stops after all of the players are being tagged. Last player will be rewarded.</p> <p>http://larong-pinoy.weebly.com/all-traditional-filipino-gamescompilation.html</p>
<p>J. Meeting Time 3 (5 minutes)</p>	<p>Learners share how to make their hands and teeth clean.</p> <p><i>Rabies Education Integration:</i></p> <p>Say: What are the steps to remember when bitten by a dog?</p> <p>Take home activity: Color the pictures that show the different things to remember when bitten by a dog. (TH p.21)</p>
<p>K. Enrichment Activities</p>	<p>Counting Ladder (TH p. 19)</p> <p>Enrichment Activity will be given to the groups who finished their activity in earliest time as expected.</p>
<p>V. REMARKS</p>	
<p>VI. REFLECTION</p>	
<p>A. No. of learners who earned 80% in the evaluation</p>	
<p>B. No. of learners who require additional activities for remediation</p>	
<p>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</p>	
<p>D. No. of learners who continue to require remediation</p>	
<p>E. Which of my teaching strategies worked well? Why did these work?</p>	
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	
<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	

TEACHER'S HANDOUT

WORK PERIOD 1

Teacher Supervised

I Keep Myself Clean

Competencies:

1. Naipakikita nang kaaya-aya ang tamang gawain sa iba't-ibang sitwasyon (KAKPS-00-6)
2. Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
3. Use objects and materials safely PNEKPP-00-6

Materials:

Pictures of Animal Bite Clinic, washing of wounds, putting of iodine in wounds, garlic over the wound, and *tandok*.

Procedure:

1. Ask: What will you do after being bitten by a dog?
2. Post and show them the meta cards of key word of what to do when being bitten by a dog and the corresponding pictures.
3. The teacher will read the meta data cards of words and call a child.
4. The learners will match the word strips by sticking them on the pictures.
5. Teacher will check the answers of the learners.
6. Learners then take turns in answering.

Hugasan ng
sabon at tubig

Lagyan ng
Iodine

Pumunta sa
malapit na
Animal Bite
Treatment
Center o
ospital



Independent Activities

1. Picture Match

Competencies:

Match pictures according to one attribute/ property: shape, color, size, and function/use (MKAT-00-1)

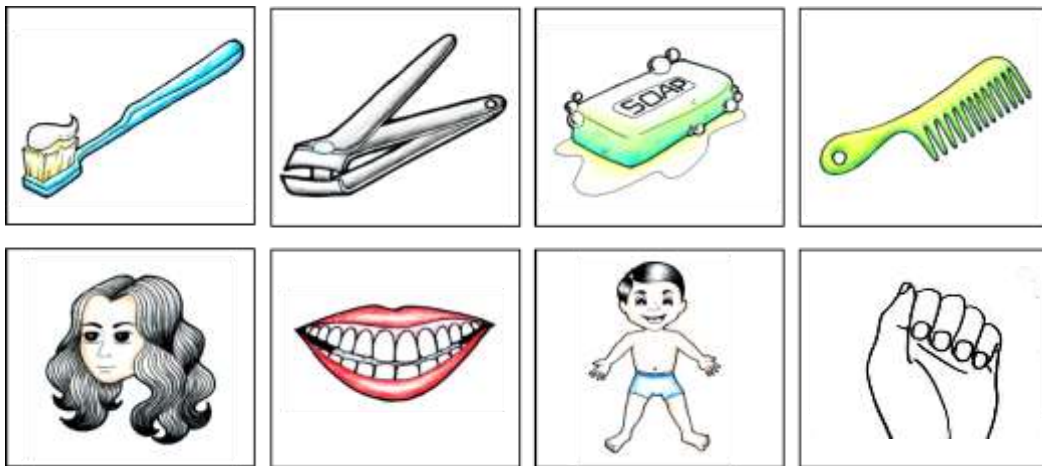
Materials: picture cards

Set A: comb, toothbrush, soap, nail cutter

Set B: hair, teeth, body, nails

Procedure:

1. Show the learners the Set A pictures and ask them to identify the objects. Also ask them the uses of each.
2. Let the learners match the objects to the part of the body they are used on.
3. Learners take turn in matching the pictures.



2. Feely Box

Competencies:

1. Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
2. Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper (PNEKPP-00-2)
3. Use objects and materials safely PNEKPP-00-6
4. Name common objects/things in the environment (in school, home, and community) (LLKV-00-1)
5. Describe common objects/things in the environment based on color, shape, size, and function/use (LLKV-00-2)

Materials:

Materials needed for cleaning the body: toothbrush, comb, towel, toothpaste, nail cutter, cotton buds, etc. inside a box

Procedure:

1. Let the learners put their hands inside the box and touch the objects.
2. They will guess the object they are touching.
3. The learner will pull out the object from the box to verify his answer.
4. Players take turn.

WORK PERIOD 1

Independent Activities

3. Writer's Workshop

Competencies:

1. Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng paghuhugas ng kamay (KPKPKK-Ih-1)
2. Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
3. Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Materials: half-lengthwise bond paper, pencils, crayons

Procedure:

1. Ask each learner to fold the paper in half to make it into a book.
2. The learners will draw a picture of the steps in treating a wound being bitten by a dog.
3. Write/copy the title of the book: "Kapag ako ay nakagat ng aso"

4. Cleaning the Body

Competencies:

1. Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihi, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran (KPKPKK-Ih-1)
2. Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan (KPKPKK-00-2)
3. Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
4. Practice ways to care for one's body (PNEKBS-li-9)

Materials:

cardboard cut-out of a boy and a girl wrapped in plastic cover, whiteboard/washable markers, dark colored chalk, crayons, eraser, damp cloth

Preparation:

Cut-out a boy and a girl at least 24 inches tall. Wrap it in plastic cover.

Procedure:

1. Post the cut-out of a boy and a girl on the wall. Put “dirt” on them with whiteboard/washable markers, dark colored chalk, crayons, even clay/mud.
2. The learners will use the eraser/damp cloth to clean the picture of the child.
3. Learners will sing “This is the Way” while doing the activity.
4. Learners take turn in doing the activity.

Story: Original Composition (Refer to page 22)

Ako at si Abo
ni: Ghia C. Ureta

Ako ay si Bibo. Ako ay may aso. Ang pangalan nya ay Abo. Abo ang kanyang kulay. Isa syang mabait at malambing na aso.

Isang araw habang kumakain si Abo, naisipan kong pingutin ang tainga niya. Nagalit si Abo at bigla niya akong kinagat sa braso.

Dumugo ang aking braso. Sa takot ko, dali-dali akong nagsumbong kay nanay. Agad na kumuha si nanay ng sabon at maligamgam na tubig at hinugasan ang aking sugat. Hinugasan nya ito sa loob ng 15 minuto. Nang mapunasan na niya ang aking sugat, agad naman niya itong pinahiran ng Iodine. Tiniis ko ang sakit at hapdi.

Binihisan ako ni nanay at nagtungo kami sa Animal Bite Center. Doon, binigyan ako ng gamot na Anti Rabies Vaccine. Pinuri ng doktor ang ginawang paghugas ni nanay sa aking sugat. Pinapabalik kami at pinapa-obserbahan si Abo sa loob ng labing-apat na araw. Naging maayos naman ang kondisyon ni Abo. Ang sugat ko ay naghilom na rin.

Mula noon, naging maingat na ako sa pakikisalamuha kay Abo.

Guide Questions:

1. Ano ang pamagat ng kwento?
2. Sino-sino ang mga tauhan sa kwento?
3. Ano ang nangyari sa tauhan sa kwento?
4. Sino ang kumagat kay Bibo?
5. Paano nilunasan ng nanay ang sugat ni Bibo?
6. Tama ba ang ginawang hakbang ng nanay ni Bibo?
7. Kung ikaw ang si Bibo ano ang gagawin mo kapag kinagat ka ng alaga mong aso?

Mga posibleng sagot:

1. Ang pamagat po ng kwento ay Ako at si Abo!
2. Ang mga tauhan po sa kwento ay sina Bibo, si nanay at Abo.
3. Nabanggit po sa kwento na piningut po ng bata ang aso sa tainga kung kaya siya ay kinagat nito.
4. Ang kumagat po sa bata ay ang alaga po nitong aso na si Abo.
5. Nagbigay po ng paunang lunas ang nanay sa pamamagitan ng paghuhugas sa sugat ng bata gamit ang sabon at tubig, paglalagay po ng iodine at ang pagpunta po nila sa klinika para sa pagbibigay ng bakuna laban sa rabis.
6. Ang mga ginawang paunang lunas ng nanay ay tama.
7. Kung ako po ang bata sa kwento gagawin ko din po ang kanyang ginawa kapag ako po ay nakagat ng aso. Sasabihin ko din po agad kay nanay upang mabigyan po ako ng paunang lunas.

WORK PERIOD 2

Teacher Supervised

Washing and Brushing

Competencies:

1. Tell which activities take a longer or shorter time (recognize and name the things that can be done in a minute, e.g., washing hands, etc., and recognize and name the things that can be done in an hour) (MKME-00-4)
2. Recognize that a clock and a watch tell time (MKME-00-5)

Materials: clock with long and short hand

Procedure:

1. Pretend to wash hands as they rote count to 45, and pretend to brush as they rote count to 120. Show the learners a clock. Discuss the long and short hand. Point to the short hand and say that it is also called as second hand. That, 60 seconds make a minute.
2. Rote count with the learners as the seconds hand tick.
3. Ask the learners what they think can be done in a minute.
4. Tell whether their answers are correct. You may try out their answers by timing the activity and checking if it is done above 60 seconds.
5. Tell them that the Department of Health recommends washing hands for 45 seconds (less than a minute) and brushing teeth for 2 minutes.
6. Let them

Independent Activities

1. Block Conservation

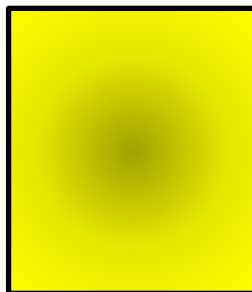
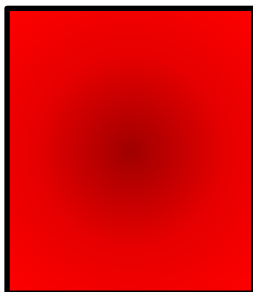
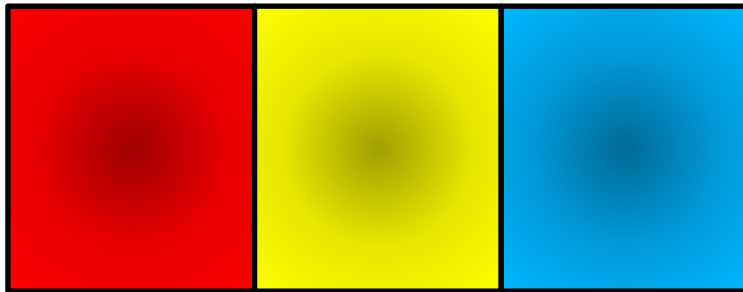
Competencies:

Tell that length of an object does not change even if it is moved (MKSC-00-25)

Materials: similar pieces of blocks

Procedure:

1. Learners will play with similar pieces of blocks. First, the blocks must be put one after the other.
2. Then, the blocks will have gaps in between.
3. Ask, "Did the length changed when the blocks were moved?"
4. Arrange the blocks in other ways and explain that length of an object does not change even if it is moved.



WORK PERIOD 2
Independent Activities

2. Playdough Conservation

Competencies:

Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity) (MKSC-00-23)

Materials: playdough, kitchen scale

Procedure:

1. Learners will play with an amount of playdough. Measure the mass of the playdough in the kitchen scale.
2. Next, pound the playdough flat. Measure its mass again.
3. Make the playdough into a ball. Measure again.
4. Ask, "Did the mass change when the shape changed?"
5. Mold the playdough in other ways and weigh.



3. Sports Patterns

Competencies:

1. Complete patterns (MKSC-00-19)
2. Reproduce and extend patterns (MKSC-00-20)
3. Create own patterns (MKSC-00-21)

Materials: worksheet of patterns with sports balls

Samples:

What comes next?

 A worksheet titled "What comes next?" with five rows of sports ball patterns. Each row consists of a sequence of icons followed by a blank oval for the next item.

- Row 1: Basketball, Basketball, Soccer ball, Basketball, Basketball, []
- Row 2: Bowling ball, Bowling ball, Bowling ball, Bowling ball, Bowling ball, []
- Row 3: Soccer ball, Soccer ball, Soccer ball, Soccer ball, Soccer ball, []
- Row 4: Tennis racket, Tennis racket, Tennis racket, Tennis racket, Tennis racket, []
- Row 5: Baseball, Soccer ball, Bowling ball, Soccer ball, []

What comes next?

 A worksheet titled "What comes next?" with six rows of sports ball patterns. Each row consists of a sequence of icons followed by empty boxes for the next item.

- Row 1: Soccer ball, Soccer ball, Soccer ball, Soccer ball, Soccer ball, []
- Row 2: Bowling ball, Bowling ball, Bowling ball, Bowling ball, Bowling ball, []
- Row 3: Soccer ball, Soccer ball, Soccer ball, Soccer ball, Soccer ball, []
- Row 4: Soccer ball, Soccer ball, Soccer ball, Soccer ball, Soccer ball, []
- Row 5: Soccer ball, Soccer ball, Soccer ball, Soccer ball, Soccer ball, []
- Row 6: Soccer ball, Soccer ball, Soccer ball, Soccer ball, Soccer ball, []

Sports Sudoku

 A 4x4 grid for a "Sports Sudoku" puzzle. Each cell contains a different sports ball icon, with some cells empty.

Soccer ball	Volleyball	Basketball	[]
Baseball	[]	Volleyball	Soccer ball
Basketball	Baseball	[]	Volleyball
[]	Soccer ball	Baseball	Basketball

WORK PERIOD 2
Independent Activities

4. Health Check

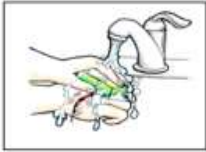


Competencies:

1. Identify one's basic needs and ways to care for one's body (PNEKBS-li-8)
2. Practice ways to care for one's body (PNEKBS-li-9)

Materials: health checklist, pencils

Procedure:

1. Learners work in pairs. One will be the "doctor" and the other the "patient."
2. Scenario: The patient was bitten by a dog. The child will perform the steps discussed when bitten by a dog. The doctor will ask the patient to demonstrate when bitten by a dog or cat.
3. The doctor will put a "✓" on the blank if performed and "x" if not demonstrated.
4. Learners take turns being the doctor and the patient.

HEALTH CARD	
Name of Patient:	_____
Name of Doctor:	_____
	_____
	_____
	_____

WORK PERIOD 2
Enrichment Activity

Counting Ladder

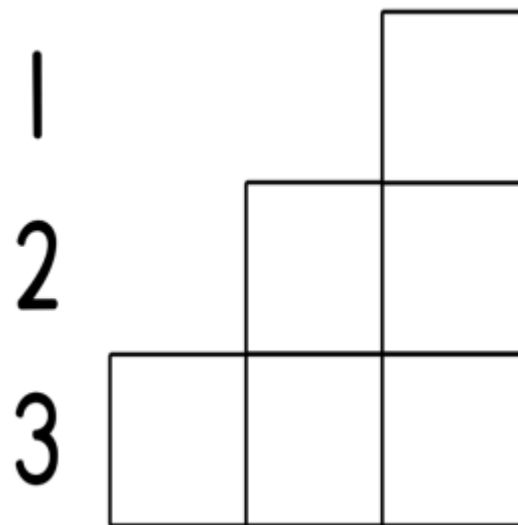
Competencies:

1. Recognize and identify numerals 0 to 10 (3) (MKC-00-2)
2. Count objects with one-to-one correspondence up to quantities of 10 (MKC-00-7)
3. Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)

Materials: stock cards or thick paper with appropriate number of boxes beside the numerals 1, 2, 3

Procedure:

1. Show the card to the learners, emphasize on the number of boxes beside every numeral.
2. Tell them to put one counters print in every box.
3. They may count as they put their fingerprints.



ACTIVITY SHEETS

Work Period 2



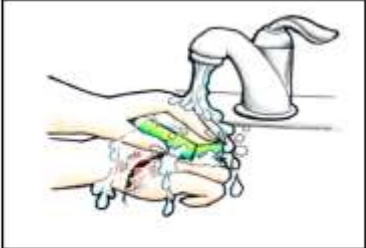
Independent Activity: Health Check

Attachment 1

HEALTH CARD

Name of Patient: _____

Name of Doctor: _____

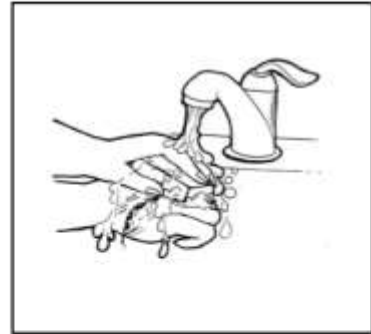


ENRICHMENT ACTIVITY

Attachment: 2

Pangalan: _____

Panuto: Kulayan ang mga larawang nagpapakita ng tamang gawain kapag nakagat ng aso.



PAG-AARIN NG PAMAHALAAN
HINDI IPINAGBIBILI

AKO at si ABO



Kuwento ni:

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Guhit ni:

MARY GRACE G. JANDOG

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HONEY BERT G. DAYANAN

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GHIA C. URETA
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TAGA-GUHIT

HONEY BERT G. DAYANAN
TAGA-LAYOUT

SA MGA MAMBABASA,

Maipakikita sa kwentong ito ang pangangalaga sa katawan. Ipinakikita rin sa kwentong ito na dapat bigyang pansin ng mga bata ang tamang pakikitungo sa mga alagang hayop tulad ng aso.

Nakapaloob dito ang mga kasanayang dapat linangin sa mga mag-aaral sa kindergarten tulad ng:

1. kalusugang pisikal at pagpapaunlad ng kakayahang motor **(KPKPKK-lh-1)**

May Akda

ARAL:

SA PAMAMAGITAN NG KWENTONG ITO, MAIISIP NG MGA BATA KUNG PAPAANO DAPAT MAKISALAMUHA SA MGA ALAGANG HAYOP.

MAIPAKIKITA RIN SA KWENTO ANG MGA HAKBANG SA PAGBIBIGAY NG PANGUNANG -LUNAS KAPAG NAKAGAT NG ASO.



Ako ay si Bibo. Ako ay may aso. Ang pangalan niya ay Abo. Abo ang kanyang kulay. Isa siyang mabait at malambing na aso.

4



Isang araw habang kumakain si Abo ay naisipan kong pingutin ang kanyang tainga.

5



Nagalit si Abo at bigla niya akong kinagat sa
braso. Dumugo ang aking braso.

6



Sa takot ko ay dali-dali akong
nagsumbong kay nanay.

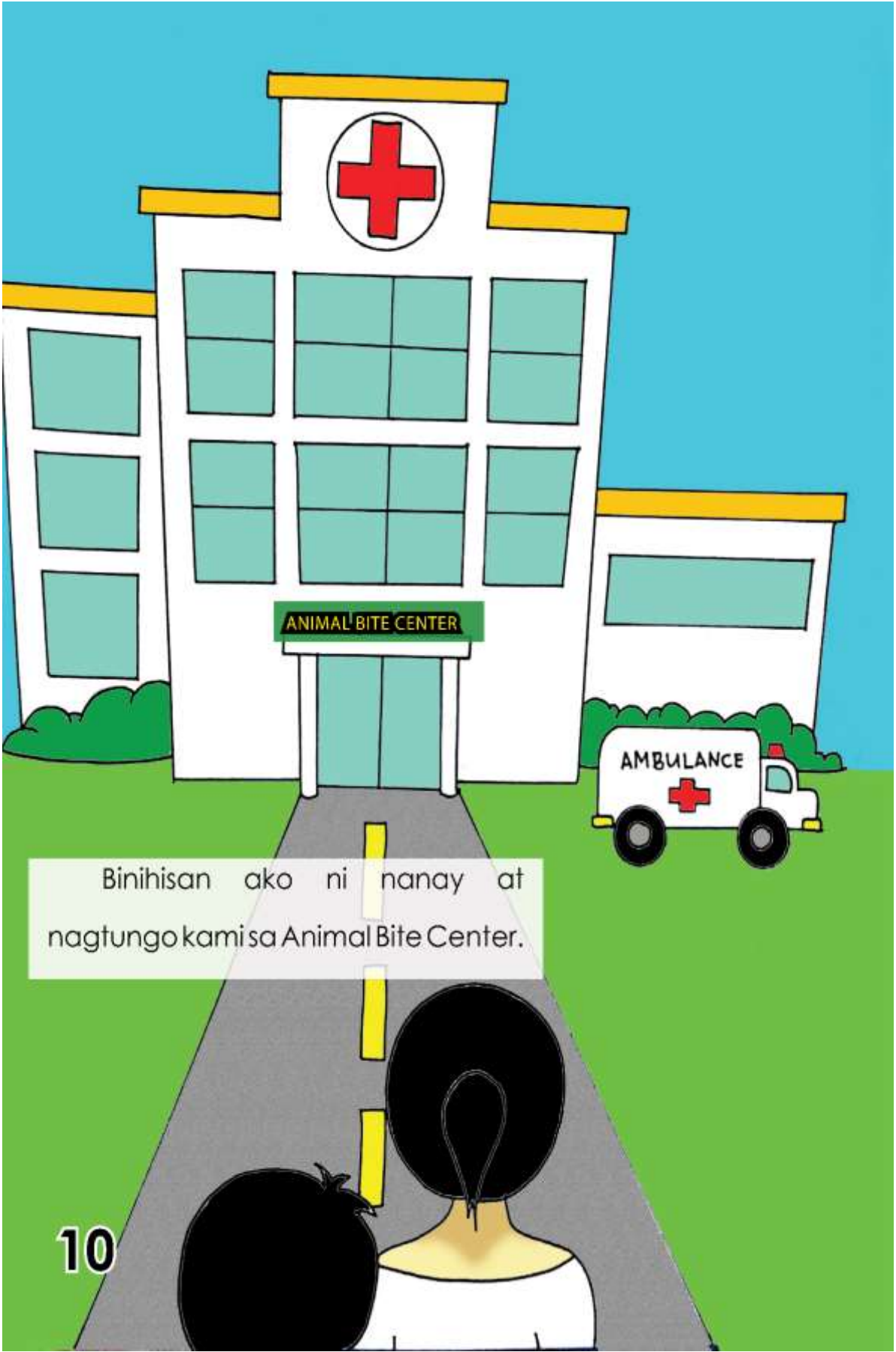
7



Agad na kumuha si nanay ng sabon at maligamgam na tubig at hinugasan ang aking sugat.

Hinugasan niya ito sa loob ng 15 minuto.
Nang mapunasan na niya ang aking sugat
ay agad naman niya itong pinahiran
ng Iodine. Tiniis ko ang hapdi at sakit.



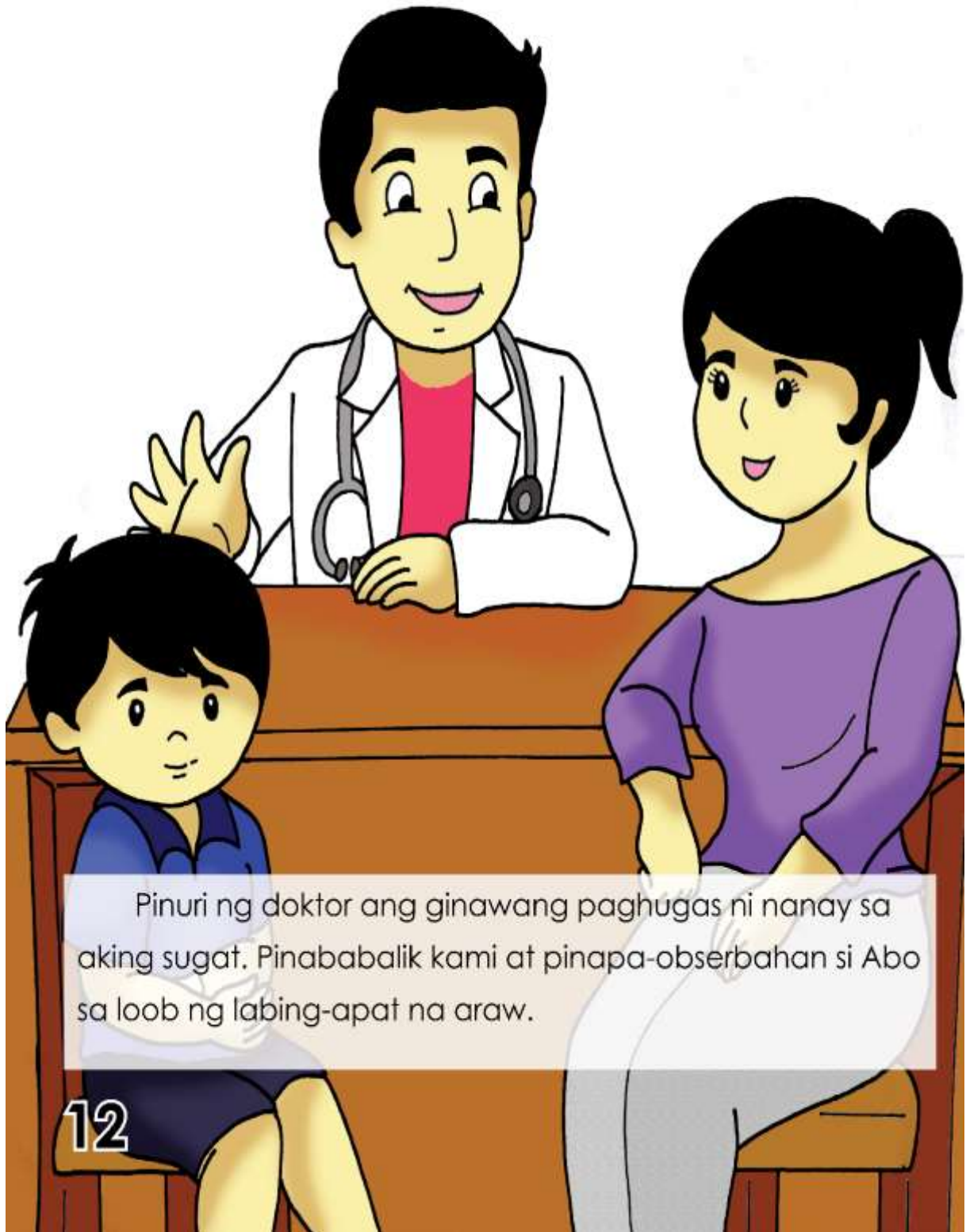


Binihisan ako ni nanay at nagtungo kami sa Animal Bite Center.

10



11

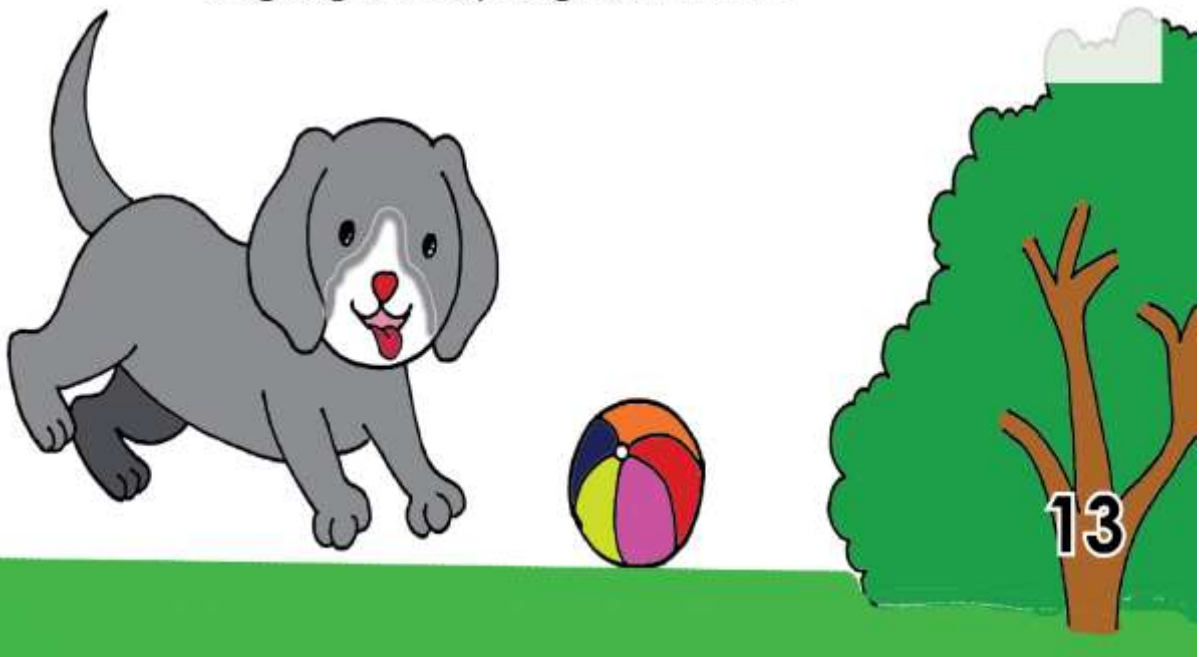


Pinuri ng doktor ang ginawang paghugas ni nanay sa aking sugat. Pinababalik kami at pinapa-obsorbahan si Abo sa loob ng labing-apat na araw.

12



Naging maayos naman ang kondisyon ni Abo.
Ang sugat ko ay naghilom na rin.



13



Mula noon ay naging mabait na ako sa pakikisalamuha kay Abo.

14



Si Bibo ay isang batang may alagang aso. Ang pangalan nito ay Abo. Mabait at malambing ang kanyang alaga. Paano kaya inaalagaan ni Bibo si Abo?

KINDERGARTEN (kmkpkom-00-2)

I. OBJECTIVES	
A. Content Standards	
B. Performance Standards	
C. Learning Competencies/ Objectives Write the LC code for each	Nakikilala ang mga taong nakatutulong sa komunidad, halimbawa Guro,bumbero,pulis atbp (KMKPKom-00-2)
II. CONTENT	<p><i>Content Focus:</i></p> <p><i>There are places I can go to get well when I am sick.</i></p> <p><i>There are places I can go to help me keep healthy.</i></p> <p><i>Integration of Rabies Education:</i></p> <p>Places and people providing health service e.g. <i>Animal Bite Treatment Center</i>"</p>
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	Kindergarten Teachers Guide, First Edition 2017 pages 341-352
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	YouTube Page: Global Alliance for Rabies Control World Rabies Day. "The Knowledge Channel: Si Bino, Si Buboy at si Bantay." YouTube. June 16, 2017. Accessed August 22, 2017. https://www.youtube.com/watch?v=9y7pxxmKSw0 .

	<p>Knowledge Channel Knowledgechannelorg. "Payong K-Lusugan Si Bino, Si Buboy, Si Bantay Magkakaibigang Tunay Grade 4 MAPEH." YouTube. August 10, 2016. Accessed August 22, 2017. https://www.youtube.com/watch?v=AtudH3JqMQA.</p>
IV. BLOCKS OF TIME	
A. Arrival Time (10 minutes)	The teacher greets each learner as they arrive in the classroom. The teacher may shake the learners' hand, say hello, give a hug, and welcome the learners. Learners who come early may be given time for free play while waiting.
B. Meeting Time 1 (10 minutes)	<p><i>Review of concepts learned the previous week/day.</i> <i>Introduction of message for the day.</i></p> <p><i>Message:</i> <i>There are places I can go to get well when I am sick.</i> <i>There are places I can go to help me keep healthy.</i></p> <p><i>Ask the following questions to the learners:</i></p> <ol style="list-style-type: none"> 1. <i>Have you experienced having a toothache? What did you do?</i> 2. <i>Have you experienced having a fever? What does having a fever feel like? What did you do?</i> 3. <i>Have you experienced bitten by dog or cat? What did you do?What did you do?</i> <p><i>The teacher will say : There are places where you can get special medical services. This includes the dentist's clinic, health center, hospital, Animal Bite Treatment Center (ABTC) etc.</i></p> <p><i>Show a picture of different places in the community that provide health services e.g, health center, <u>hospital</u> or hospital signage, Animal Bite Treatment enter (ABTC)</i></p> <p>Letter Hh as in hospital</p> <p>Ask the learners to do the following:</p> <ol style="list-style-type: none"> 1. Give examples of words that begin with /h/. 2. Give the sound of /h/. 3. Other words that begin with /h/. 4. Write Hh using different parts of their body (feet, head, elbows, etc.)
C. Work Period 1 (45 minutes)	<p>Teacher-Supervised Activity</p> <ul style="list-style-type: none"> • Visit to Animal Bite Treatment Center or Gallery Walk (photos of Animal Bite Treatment Center) • Writing letter Hh

	<p>Independent Activity</p> <ul style="list-style-type: none"> • Popsicle Puppet (people providing health services e.g. nurse, doctor ,veterinarian, ABTC workers, BHW) (TH p. 8) • Dramatic Play (acting out situations about emergency health cases, sickness, bitten by dog or a cat ,places in the community providing health services) (TH p. 9) • Thank You Card (appreciation of people providing health services e.g. ABTC workers/staff) (TH p. 9-10) • Search and match letters (TH p. 10)
D. Meeting Time 2 (10 minutes)	Let the learners present their works. Sing a song: To the Hospital (Tune : " Are you sleeping ")
E. Supervised Recess (15 minutes)	Nourishing break for the learners. Proper hygiene in eating will be part of the teacher's instruction as this break is facilitated.
F. Quiet Time (10 minutes)	During this time, children can rest or engage in relaxing activities
G. Story Time (15 minutes)	<p>"Si Bino,Si Buboy ,at Si Bantay, Magkaibigang Tunay"</p> <p>Author: Josephine V. Sabile Maria Cecille R. Arca</p>
H. Work Period 2 (40 minutes)	<p><i>Teacher Supervised Activity</i> Number stations (TH p.11)</p> <p><i>Independent Activity</i></p> <ul style="list-style-type: none"> • Block Play: Medical Services (TH p. 15) • It's a Match (TH p. 16) • Playdough mats (TH p. 16-17) • Domino (TH p. 17)
I. Indoor/Outdoor Activity (20 minutes)	Call the doctor relay
J. Meeting Time 3 (5 minutes)	The learners talk about where they should go when they are sick.
V. REMARKS	

VI. REFLECTION	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

TEACHER'S HANDOUT

MEETING TIME 1

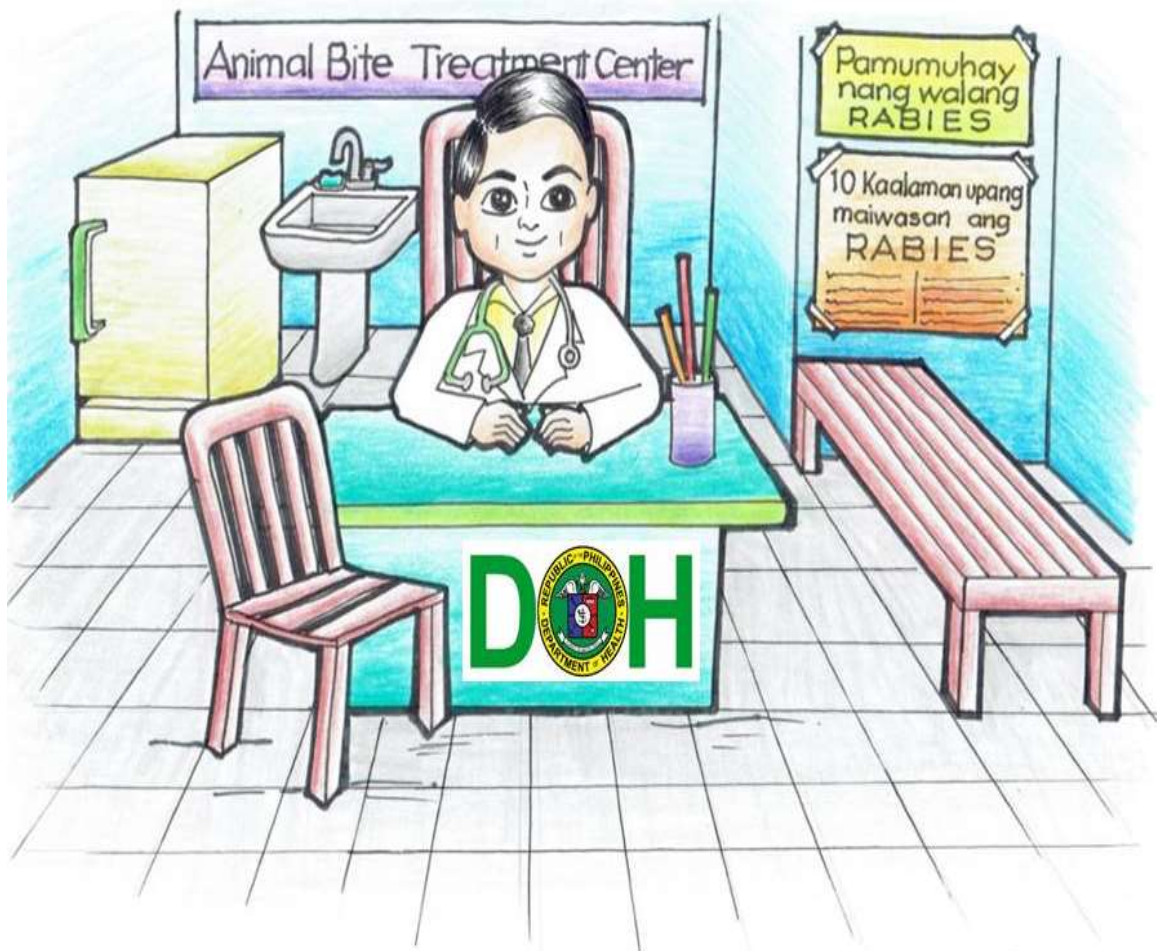
SONG

To the Hospital

(Tune: "Are you sleeping")

To the hospital, to the hospital
We will go. We will go.
We will see the doctors.
We will see the nurses.
I'll be good, I'll be well.

Teacher Supervised Activity Work Period 1 Gallery Walk



Note: The teacher may enlarge the picture or may put up hospital area in the classroom

Work Period 1 **Independent Activity**

1. Popsicle Puppet

Competencies:

1. Nakikilala ang mga taong nakatutulong sa komunidad, hal. guro, bombero, pulis, atbp. (KMKPKom-00-2)
2. Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
3. Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa 'name tag', kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop mga halaman sa paligid) (SKMP-00-2)

Materials:

Pictures of people providing health services
e.g. nurse, doctor, veterinarian, ABTC
workers/staff, glue, crayon,

Procedure:

1. Ask the learners to color the figures of the community helpers.
2. Tell them to paste on the Popsicle stick.



2. Dramatic Play

Competencies:

1. Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPKN-Ig-2)
2. Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
3. Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials: Dramatic play area, different props (tools used by community helpers to their work), picture of different places that provide health services.

Procedure:

1. The teacher encourages the learners to play in the dramatic play area cooperatively.
2. Learners assign roles and proceed with their dramatic play.

3. "Thank you" Card

Competencies:

1. Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
2. Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop mga halaman sa paligid)
3. Naisasagawa ang mga sumusunod na kasanayan: pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)

Materials:

bond paper, pencil, crayons, scissors, art paper, glue

Procedure:

1. Tell the learners that they are going to make a "Thank You" card for the people providing health services e.g. doctor, nurse, ABTC worker/staff.
2. Ask the learners to choose one person that they have drawn and ask the things to be thankful for.
3. Assist the learners in writing the message of their 'thank you' cards. The message may be written in the learner's mother tongue.
4. Ask the learners to draw on their cards and make them colorful using crayons and art papers.

4. **Search and Match**

Competencies:

1. Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
2. Match an upper- to its lower-case letter (LLKAK-Ih-4)
3. Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras (KAKPS-00-1)
4. Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials:

Cut out letters (put these in a bowl), letter mat

Procedure:

1. With the learners taking one's turn, ask them to find the letters buried in the bowl one at a time.
2. Tell them to match the letters on the pattern on the mat (upper and lower case).

WORK PERIOD 2

TEACHER SUPERVISED ACTIVITIES

Number Stations

Competency:

Match numerals to a set of concrete objects (MKC-00-4)

Materials:

number cards, cotton buds, band aid, medicine dropper, masks, or any countable materials related to health care

Procedure:

1. Let the learners choose a card.
2. With the learners, count objects equivalent to the numeral on the card.
3. Let the learners choose a card and count objects on their own.

Support the activity by giving learners paper wherein they can draw their health-care related object based on the number card they can randomly get.

STORY

Tanong: Mga bata, mayron ba kayong alagang hayop?
Paano ninyo inaalagaan ang inyong aso?

Si Bino, si Buboy, at si Bantay, Magkakaibigang Tunay

Isinulat Nina:

Josephine V. Sabile

Maria Cecille R. Arca

Isang umaga, may magandang sorpresa ang mga magulang ni Bino sa kanya.
“Yehey, isang tuta. Bantay ang ipapangalan ko sa kanya. Salamat po, Tatay.
Salamat po, Nanay,” ang sabi ni Bino.

Tanong: Ano daw ang magandang sorpresa ng mga magulang ni Bino?
Ano naman ang sinabi ni Bino sa kanyang tatay at nanay ng makuha niya ang tuta?
Naaalala niyo pa ba kung ano ang pinangalanan ni Bino sa kanyang bagong tuta?

Mahal na mahal ni Bino si Bantay. Araw-araw niya itong pinapakain at nilalaro.

Sabado ng umaga, nagpaalam si Bino sa kanyang Nanay upang ipasyal si Bantay sa palaruan.

“O sige, anak, huwag mong aalisan ng tali si Bantay at baka makakagat,” ang bilin ni Nanay.

Tanong: Ano daw ang ginagawa niya sa alagang tuta araw-araw?
Saan daw dadalhin ni Bino si Bantay?

Masayang nakipaglaro si Bino kay Bantay, kasama ang kanyang kaibigang si Buboy.

Pagkatapos nilang maglaro, pinakain nina Bino at Buboy ang tutang si Bantay. Habang kumakain, bigla itong binuhat ni Buboy.

Tanong: Ano ang ginawa ni Buboy habang kumakain si Bantay?

Aray ko! Kinagat ako ni Bantay,” sigaw ni Buboy.
Nagmadali silang umuwi sa bahay nina Buboy.
Sinabi nila kay Nanay na nakagat si Buboy ng tutang si Bantay.

Tanong: Ano ba ang ginawa ni Buboy kay Bantay?
Tama ba na buhatin ni Buboy ang asong si Bantay habang kumakain?
Ano kaya ang ginawa ni nanay ng malaman niya na kinagat ng aso si Buboy?

Hinugasan agad ni Nanay ang sugat gamit ang sabon at dumadaloy na malinis na tubig sa loob ng labin limang minuto.

“Dapat na tayong pumunta sa ospital Animal Bite Treatment Center (ABTC) upang magpatingin ka sa doktor,” ang wika ni Nanay. Sa ospital (Animal Bite Treatment Center (ABTC)

Tanong: Ano ang unang ginawa ng nanay ni Buboy?
Ano pa ang sabi ng kanyang nanay?
Tinurukan si Buboy ng bakuna laban sa rabies.

“Mga bata, tama na sinabi ninyo agad kay Nanay na nakagat ng tuta si Buboy,” ang sabi ng doktor.

“Nanay, tama rin pong hinugasan ninyo ang sugat gamit ang sabon at malinis na tubig. Tama din pong dinala ninyo agad si Buboy dito sa ospital para maturukan laban sa rabies,” ang paliwanag ng doktor.

“Dapat ninyong tandaan na alagaang mabuti ang mga hayop. Huwag lumapit sa natutulog o kumakain na hayop upang hindi makagat,” paalala ng doktor.

“Kung kayo ay kinagat ng aso, obserbahan ang aso sa loob ng labing-apat na araw at kumunsulta sa beteryaryo,” dagdag na paliwanag ng doktor.

At simula noon, hindi na nila ginagambala pa si Bantay kapag ito ay kumakain o natutulog.

Si Bino at si Buboy ay naging mabuting tagapag-alaga ni Bantay.

Itinuring ni Bino si Bantay na isa sa kanyang kaibigang tunay.

Tanong: *Ano-ano ang mga payo ng doktor ni Buboy*

“The Knowledge Channel: Si Bino, si Buboy, at si Bantay.”
YouTube. June 16, 2017.

WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Block Play: Medical Services

Competencies:

1. Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw (KPKGM-Ig-3)
2. Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, buto, bato, patpat, tansan, atbp. (SKMP-00-3)

Materials: blocks, pictures of hospitals and clinics

Procedure:

1. Show to the learners the pictures of different places where to get medical services.
2. Let the learners build different places where to get medical services using blocks.

2. It's a Match

Competency: Match numerals to a set of concrete objects (MKC-00-4)

Materials: cards with numbers, pictures of medical instruments

Procedure:

1. Let the learners pick a card.
2. Ask the learners to place the number of pictures as indicated in the card.
3. Learners take turn in doing the activity.

Playdough Mats

Competencies:

1. Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
2. Nakapagmomolde ng luwad (clay) sa nais na anyo (SKMP-00-6)

Materials: playdough mats, playdough



Procedure:

1. Give the learners playdough mats and playdough.
2. Ask them to make numeral 0-8 and make enough objects to match the numerals

3. Domino

Competencies:

1. Count objects with one-to-one correspondence up to quantities of 8 (MKC-00-7)
2. Match objects, pictures based on properties /attributes in one-to-one correspondence
- object to object - object to picture - picture to picture (MKAT-00-1)

Materials:

set of 28 medical instrument dominoes

Procedure:

1. All dominoes are placed face down.
2. Each player draws 8 dominoes.
3. A player with a “double” begins to play.
4. Each player in turn says the number names and then plays as in a regular domino game.

Indoor/Outdoor Activity
Call the doctor relay

Materials: 2 pictures of a mother, 2 pictures of faucet with running water and soap, Label: Hospital, Center or Animal Bite Treatment Center

Procedure:

1. Prepare 3 stations for team A and team B.

Station 1: Picture of a mother (Pretending the learner that they will tell his mother that he is bitten by a dog.)

Station 2: Picture of a faucet with running water and soap (The learner will wash bite wound with water and soap for 15 minutes).

Station 3: Go to the nearest Hospital or Health Center, Animal Bite Treatment Center

2. Divide the learners into 2 teams.
3. Have them stand in 2 rows behind a starting line.
4. One child in each team will go to station 1, station 2 and station and do the task for every station.
5. The first team to accomplish all the tasks will be declared as winner.

KINDERGARTEN (kpkpkk-ih-3)

I. OBJECTIVES	
A. <i>Content Standards</i>	Kakayahang pangalagaan ang sariling kalusugan at kaligtasan
B. <i>Performance Standards</i>	Pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan
C. <i>Learning Competencies/ Objectives</i> <i>Write the LC code for each</i>	<p>Nakilala ang sariling kahalagahan ng mga tuntunin at gawain pangkaligtasan: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilyong, at tainga; hindi paglalaro ng posporo; maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting; maingat na pag-akyat at pagbaba sa hagdanan; pagtingin sa kaliwa't kanan bago tumawid sa daan; pananatiliing kasama ng nakakatanda kung nasa mataong lugar.</p> <p>KPKPKK-Ih-3</p>
II. CONTENT	<p><i>Content Focus:</i> My family provides my shelter.</p> <p><i>Message:</i> My Family practices safety measures at home.</p> <p><i>Rabies Education Integration:</i></p> <ol style="list-style-type: none"> a. Pabakunahan ang inyong alagang aso at pusa b. Pangalagaang mabuti ang inyong mga alagang hayop. c. Siguraduhing malinis ang kulungan at komportable ang alagang hayop. d. Panatiliing nakatali o nakakulong ang inyong alagang hayop.
III. LEARNING RESOURCES	
A. References	
1. <i>Teacher's Guide pages</i>	Kindergarten Teachers Guide, First Edition 2017 pages 194 – 210
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	

<p>4. <i>Additional Materials from Learning Resource (LR) portal</i></p>	
<p>B. Other Learning Resources</p>	<p>GARC Brochure on “Iparehistro at Pabakunahan ang Inyong Aso at Pusa Laban sa Rabies”</p> <p>Story: Mga Bilin ni Dok</p>
<p>IV. BLOCKS OF TIME</p>	
<p>A. <i>Arrival Time (10 minutes)</i></p>	<p>The teacher greets each learner as they arrive in the classroom. The teacher may shake the learners’ hand, say hello, give a hug, and welcome the learners. Learners who come early may be given time for free play while waiting.</p>
<p>B. <i>Meeting Time 1 (10 minutes)</i></p>	<p><i>Message:</i> My family practices safety measures at home.</p> <p><i>Question:</i> What do you do to be safe at home?</p> <p style="padding-left: 40px;">If you will have a pet, will you ask your parents to have it vaccinated? Why?</p> <p><i>Rabies Education Integration:</i> Vaccinate your pet dogs and cats with anti-rabies as soon as it reaches 3 months old and a follow up vaccine once a year.</p>
<p>C. <i>Work Period 1 (45 minutes)</i></p>	<p>Teacher Supervised:</p> <ol style="list-style-type: none"> 1. Resource Speaker (TH p. 6) <p>Independent Activity:</p> <ol style="list-style-type: none"> 1. Letter Mosaic Ss (TH p. 7) 2. Safe or Unsafe (TH p. 8) 3. Dramatic Play (TH p. 9-10) 4. Picture Puzzle (TH p. 10)
<p>D. <i>Meeting Time 2 (10 minutes)</i></p>	<p><i>Message:</i> The learners talk about the safety practices they should do at home.</p> <p><i>Question:</i> What safety measures do you practice at home?</p> <p><i>Rabies Education Integration:</i> If your family will have a pet dog, what should you do to keep your family safe from any untoward incident?</p>
<p>E. <i>Supervised Recess (15 minutes)</i></p>	<p>Nourishing break for the learners. Proper hygiene in eating will be part of the teacher’s instruction as this break is facilitated.</p> <p><i>Question:</i> Is it right to give your pet’s proper nutrition, food and drink regularly? Why?</p>

	<i>Rabies Education Integration:</i> Take care of your pet dogs and cats by giving them nutritious foods and clean drinking water.
<i>F. Quiet Time (10 minutes)</i>	During this time, children may rest or engage in relaxing activities.
<i>G. Story Time (15 minutes)</i>	<i>Original Composition: (TH p. 11-12)</i> Mga Bilin ni Dok Ni: Ghia C Ureta <i>Rabies Education Integration:</i> Keep your pet dogs and cats in their neck bands or in their cages to prevent them from strolling in the streets.
<i>H. Work Period 2 (40 minutes)</i>	<i>Teacher Supervised: Safety Practice Pledge (TH p. 13)</i> <i>Independent Activities:</i> 1. Lift the Bowl (concrete quantities of 5) (TH p. 14) 2. Writing numerals 0 to 5 (TH p. 14-15) 3. Number 5 mosaic (TH p. 15-16) 4. Number concentration (matching numerals with quantities) (TH p. 16-17)
<i>I. Indoor/Outdoor Activity (20 minutes)</i>	Thumbs Up, Thumbs Down (TH p. 19)
<i>J. Meeting Time 3 (5 minutes)</i>	Learners will share their thoughts and insight on the learnings acquired.
<i>K. Enrichment Activity</i>	Counting Board (TH p.17-18) Enrichment Activity will be given to the groups who finished their activity in earliest time as expected.
V. REMARKS	
VI. REFLECTION	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	

C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

TEACHER'S HANDOUT

WORK PERIOD 1

Teacher Supervised

1. Resource Person to talk about safety measures at home

Note: The teacher may invite any resource person to discuss different safety measures to be observed at home. The resource person may be a parent, a Red Cross worker, a nurse, a health worker, a firefighter, a veterinarian.

Competencies:

1. Nakikilala ang mga taong nakatutulong sa komunidad, hal. Beterinaryo, guro, bumbero, pulis, atbp. (KMKPKom-00-2)
2. Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar (KPKPKK-Ih-3)
3. Ask questions as may be appropriate (LLKOL-00-7)
4. Use polite greetings and courteous expressions in appropriate situations (LLKOL-Ia-1)

Materials:

First aid kit, pictures or actual objects that are unsafe: toxic substances/chemicals, knives and scissors, matchboxes, candles, etc.

Procedure:

1. The teacher introduces the resource person to the class. The learners greet the guest.
2. The resource person talks about safety measures to be observed at home.
3. The resource person demonstrates some safety practices that need to be observed at home.
4. The resource person talks about the importance of having a first aid kit at home.
5. The resource speaker asks the questions about safety practices at home for the learners to answer.

Guide Questions:

1. Who play toys in their homes?
2. What will you do with the toys after playing?
3. Why do you need to keep your toys after playing?
4. Is it important to follow safety practices at home? Why?

Possible Answers:

1. I play with my toys at home.
2. I keep my toys in the cabinet after playing.
3. I keep my toys to make sure that no one will step on it and be hurt.
4. Yes, it is important to follow safety practices at home because it will make me and my family safe.

Independent Activities

1. Letter Mosaic (Ss)

Competencies:

1. Identify the letters of the alphabet (mother tongue, orthography) (LLKAK-Ih-3)
2. Give the sound of each letter (mother tongue, orthography) (LLKAK-Ih-7)
3. Nakagugupit at nakakapagdidikit ng iba't-ibang hugis na may iba't-ibang tekstura (SKMP-00-4)

Materials: cut out colored papers for pasting, glue, outline of letter Ss

Procedure:

1. Learners take a sheet of paper with the outline of letter Ss.
2. Learners paste the cut out colored papers on the letter outline.
3. Learners say the sound of the letter Ss while pasting.

2. Safe or Unsafe?

Competencies:

1. Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan (KPKPKK-Ih-3)
2. Talk about the details of an object/picture (LLKOL-Id-4)
3. Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)

Materials:

1. Pictures showing safe practices at home - putting matches and candles away from reach of children, wiping wet floors, staying away from hot surfaces, keeping chemicals/toxic substances out of children's reach, walking (not running up and down the stairs), hiding away sharp objects (knives, scissors), covering electrical outlets, among others.
2. Pictures showing unsafe practices at home – playing with fire, keeping floors wet and slippery, touching hot surfaces, keeping chemicals/toxic substances within children's reach, running up and down the stairs, playing with knives and scissors, putting fingers inside electrical outlets, among others graphic organizer (Safe Practices at Home vs. Unsafe Practices at Home)

Procedure:

1. All pictures of safe and unsafe practices are placed in a container.
2. Learners take turns in getting a picture from the container.
3. Learners describe the picture they picked and tell whether it is a safe or unsafe practice at home.
4. Learners classify the picture on the graphic organizer.

3. **Dramatic Play**

Competencies:

1. Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan (SEKPKN-Ig-2)
2. Naikukuwento ang mga ginagawa ng pamilya nang sama sama (KMKPPam-00-6)
3. Participate actively in a dialog or conversation of familiar topics (LLKOL-00-10)

Materials:

dramatic play area (bahay-bahayan with age appropriate toys to represent a kitchen and a dining area and other props as toy dolls)

Procedure:

1. The teacher encourages the learners to play in the dramatic play area cooperatively.
2. Learners assign roles and proceed with their dramatic play.
3. Let the learners observe their safety practices while playing.

4. **Picture Puzzles**

Competencies:

1. Pagbuo ng puzzles (KPKFM-00-1.5)
2. Talk about the details of an object/picture like toys, pets, foods, places (LLKOL-Id-4)

Materials: Large pictures of a living room, kitchen, dining room, toilet, bathroom and bedroom cut out in 4 to 6 pieces and laminated to make a puzzle.

Procedure:

1. The learners put together the puzzles first and describe what they formed.
2. The learners compare the areas in their house to what they see in the puzzles.

ORIGINAL STORY

MGA BILIN NI DOK

Ni Ghia C. Ureta

Araw ng sabado nang pumunta kami ni nanay sa tindahan. Iba't-ibang uri ng hayop ang nakita namin doon. May mga aso, pusa, ibon, isda at kahit daga. Nilapitan ako ni nanay at tinanong, "Gusto mo bang magkaroon ng alagang hayop Nilo?"

"Opo, inay. Gusto ko po ng isang tuta." Dali-dali kong tugon kay nanay.

Lumapit sa amin ang isang nakabihis na doktor. Beterinaryo pala ang tawag sa kanya. Siya ay doktor ng mga hayop.

Bago kami umuwi ay nagbilin si Dok, "Narito ang magiging alaga mong aso. Bigyan mo ito ng pangalan. Lagi mong tatandaan ang apat na bagay bilang responsableng tagapag-alaga. Una, ugaliing pabakunahan ito pag-edad ng tatlong buwan at pagkatapos nito taon-taon. Pangalawa, bigyan mo ito ng tamang pagkain, pagkalinga at atensyon. Pangatlo, panatilihin malinis at komportable ang bahay nito at higit sa lahat, lagi mo itong itatali kung kayo ay maglalakad."

"Opo dok, tatandaan ko po ang mga bilin ninyo," ang nakangiti kong wika.
Mga patnubay na tanong:

1. Ano ang pamagat ng kwento?
2. Sino-sino ang mga tauhang nabanggit?
3. Ano ang napiling hayop ni Simon?
4. Ano-ano ang mga bilin ni dok kay Simon?
5. Paano mo maipapakita sa iyong alaga ang iyong pagkalinga at pagmamahal?

Posibleng Sagot:

1. Ang pamagat po ng kwento ay Mga Bilin ni Dok.
2. Ang mga tauhang nabanggit sa kwento ay sina, Simon, nanay, at Doktor.
3. Ang napiling hayop ni Simon ay aso.
4. Ang mga bilin ni Dok kay Simon ay ang sumusunod, una, pabakunahan ang aso, pangalawa, bigyan ng pagkain, pagmamahal at kalinga, pangatlo, panatilihin maayos at malinis ang bahay ng alagang aso, at pang huli ay ang paglalagay ng tali sa aso higit kapag lumalabas ng bahay.
5. Maipapakita ko po ang pagmamahal sa aking alagang hayop sa pamamagitan ng pagbibigay ng pagkain dito. Hindi ko po ito sasaktan, at magiging isang matalik at mabait pong kaibigan sa kanya

Mga patnubay na tanong:

1. Ano ang pamagat ng kwento?
2. Sino-sino ang mga tauhang nabanggit?
3. Ano ang napiling hayop ni Nilo?
4. Ano-ano ang mga bilin ni dok kay Simon bilang tagapag-alaga ng aso?
5. Paano mo maipapakita sa iyong alaga ang iyong pagkalinga at pagmamahal?

Posibleng Sagot:

1. Ang pamagat po ng kwento ay Mga Bilin ni Dok.
2. Ang mga tauhang nabanggit sa kwento ay sina, Nilo, nanay, at Doktor.
3. Ang napiling hayop ni Nilo ay aso.
4. Ang mga bilin ni Dok kay Simon ay ang sumusunod, una, pabakunahan ang aso, pangalawa, bigyan ng pagkain, pagmamahal at kalinga, pangatlo, panatilihing maayos at malinis ang bahay ng alagang aso, at pang huli ay ang paglalagay ng tali sa aso higit kapag lumalabas ng bahay.
5. Maipapakita ko po ang pagmamahal sa aking alagang hayop sa pamamagitan ng pagbibigay ng pagkain dito. Hindi ko po ito sasaktan, at magiging isang matalik at mabait pong kaibigan sa kanya

WORK PERIOD 2

Teacher Supervised

Safety Practice Pledge

Competencies:

1. Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar (KPKPKK-1h-3)
2. Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit (SKMP-00-1)
3. Express simple ideas through symbols (e.g., drawings, invented spelling) (LLKC-00-1)

Procedure:

1. Recalling what the resource speaker said. Ask the learners to enumerate the safety practices that they have learned.
2. Learners will pick one picture on safety practice as a symbol of their pledge.
3. Stick all the pledges on a big paper.
4. Ask learners to stamp their fingerprint and sign their names on the big paper.
5. Discuss that this pledge must be carried out in their homes.

Independent Activity

1. Lift the Bowl (concrete quantities of 5)

Competencies:

1. Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
2. Add quantities up to 10 using concrete objects (MKAT -00-8)
3. Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to (MKAT-00-10)

Materials:

bowl or cup, any kind of counter such as pebbles, beads, or sticks

Procedure:

Game proceeds as the Hand Game using bowls instead of hands to separate quantities.

2. Writing Numerals (0-5)

Competencies:

1. Read and write numerals 0 to 10 (MKC-00-3)
2. Pagbakat, pagkopya ng larawan, hugis, at titik (KPKFM-00-1.4)

Materials:

pencils, writing paper with dotted numerals 0 to 5 (see sample), sand paper numerals 0 to 5

Note: Some learners will need to work within a small group or one-on-one with the teacher to help them focus. This will also help teachers closely monitor and assist a specific learner complete this activity. Use different counters from time to time.

Procedure:

1. Let the learners trace the sandpaper numerals with their index and middle fingers together.
2. Ask the learners to say the numbers while tracing their shape with their fingers.
3. Ask the learners to identify the numerals on the writing paper randomly.
4. Learners will connect the dots of the numerals 0 to 5 using the right strokes.
5. After tracing, ask the learners to write the numerals on their own in a writing paper.

3. Number 5 Mosaic

Competencies:

1. Recognize and identify numerals 0 to 10 (MKC-00-2)
2. Pagpilas/paggupit/pagdikit ng papel (KPKFM-00-1.3)
3. Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage (SKMP-00-7)

Materials: bond paper, felt tip pens, medium sized cut out paper of different colors, glue

Procedure:

1. Learners write or trace a big numeral 5 on their sheets of paper.
2. Learners paste cut out colored papers on the outline. They may use only one color or as many colors as they wish.

4. **Number Concentration (0 to 5)**

Competencies:

1. Count objects with one-to-one correspondence up to quantities of 10 (4) (MKC-00-7)
2. Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
3. Nakapaghihintay ng kanyang pagkakataon (KAKPS-00-12)

Materials:

a set of number cards from 0 to 5, a set of picture cards of different items in the house with quantities from 0 to 5

Procedure:

1. All the picture cards are laid out face down on the table/floor.
2. Players decide who gets to play first.
3. Player turns two cards face up.
4. If the cards match each other (e.g. numeral 4 and 4 objects on the picture card), the player keeps the cards.
5. Players continue to take turns to play
6. Player with the most cards wins.

Enrichment Activities

Counting Board

Competencies:

1. Combine elements of two sets using concrete objects to represent the concept of addition (MKAT-00-3)
2. Take away a quantity from a given set using concrete objects to represent the concept of subtraction (MKAT-00-4)

Materials:



counting boards, counters (example: webs & spiders, rivers & fish, stores & hats, tables & chairs, sinks & plates)

Procedure:

1. Give each learner a counting board.
2. Have the learners take four counters and decide what they want to represent.
3. Let the learners take turns in telling a story to go with the counters.

Example:

1. Three fish were swimming. One more came. That made four fish swimming.
2. I saw four mangoes on the tree. I climbed the tree and got two mangoes. Two mangoes were left.

0	1	2	3	4	5
					

Indoor/Outdoor Activity

Thumbs Up! Thumbs Down!

Competencies:

1. Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan (KPKPKK-lh-3)
2. Expresses thoughts, feelings, fears, ideas, wishes, and dreams (LLKOL-lg-9)
3. Talk about the details of an object/picture (LLKOL-lid-4)

Materials: Pictures that show safe and unsafe practices at home (those used in the Safe or Unsafe? activity in Work Period 1).

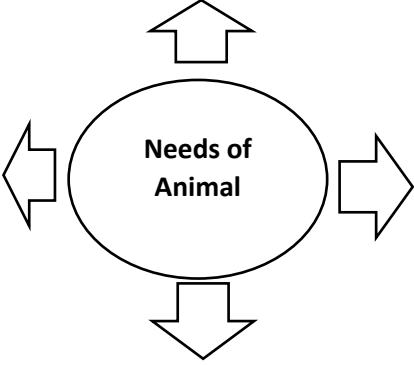
Procedure:

1. The teacher asks the learners to practice making the thumbs up and thumbs down sign.
2. The teacher tells the learners that she will show them some pictures, and when the picture shows a safety practice at home, they will make the thumbs up sign. If the picture shows an unsafe practice at home, the learners are to make the thumbs down sign.
3. The teacher asks the learners why they did the thumbs up or thumbs down sign

KINDERGARTEN (pneka-iii g-5/pneka-iiig-6)

I. OBJECTIVES	
A. Content Standards	Characteristics and needs of animals and how they grow.
B. Performance Standards	Communicate the usefulness of animals and practice ways to care for them.
C. Learning Competencies / Objectives	Identify the needs of animals. Identify ways to care for animals
	PNEKA-III g-5 PNEKA-III g-6
II. CONTENT	We care for animals in the environment. <i>Integration of Rabies Education : “Needs of Animals and Ways to Care for Them”</i>
III. LEARNING RESOURCES	
A. References	
1. <i>Teacher’s Guide pages</i>	Kindergarten Teachers Guide, First Edition 2017 pages 526-542
2. <i>Learner’s Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	
B. Other Learning Resources	<i>Short Story: “Payong K-lusugan”</i> Preventing Childhood Injuries: Safety with Animals

	<p>YouTube Page: Global Alliance for Rabies Control Worldrabiesday. "The Knowledge Channel: Safety with Animals and Rabies." YouTube. June 16, 2017. Accessed August 21, 2017. https://www.youtube.com/watch?v=0VPbjT_aMcU.</p> <p><i>Song: Needs of Animals</i> <i>Harry Kindergarten. "The Needs of an Animal (song for kids about 4 things animals need to survive)." YouTube. April 02, 2014. Accessed August 21, 2017.</i> http://www.youtube.com/watch?v=k4UDf3tF_O4.</p>
III. BLOCKS OF TIME	
A. Arrival Time (10 minutes)	<p>The teacher greets each learner as they arrive in the classroom. The teacher may shake the learners' hand, say hello, give a hug, and welcome the learners. Learners who come early may be given time for free play while waiting.</p>
B. Meeting Time 1	<p><i>Review of concepts learned the previous week/day.</i> <i>Introduction of message for the day.</i></p> <p><i>Message: We care for animals in our environment.</i></p> <p><i>Song: Needs of animals' song</i> <i>Harry Kindergarten. "The Needs of an Animal (song for kids about 4 things animals need to survive)." YouTube. April 02, 2014. Accessed August 21, 2017.</i> http://www.youtube.com/watch?v=k4UDf3tF_O4</p> <p>Directions:</p> <ul style="list-style-type: none"> • Show different pictures of animals • Post the diagram and the pictures on the board. • Ask the learners to answer the questions below by posting the pictures beside the arrows.

	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 15%;">Picture of animal foods</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Picture of animal shelter</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Picture of water</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Picture of air</div> </div> <p style="margin-top: 20px;"><i>Ask the following questions:</i></p> <ol style="list-style-type: none"> 1. <i>What do animals need to live and grow?</i> 2. <i>What do animals eat?</i> 2. 3. <i>How do you take care of animals?</i>
C. Work Period 1	<p>Teacher Supervised Activity <i>Animal Mask</i> (TH p. 6)</p> <p><i>Independent Activity</i></p> <ol style="list-style-type: none"> 1. Animal Pet Graph (common pets at home) (TH pages 7-8) 2. Animal Food Match (TH pages 8-9) 3. Animal Memory Game (TH p.10) 4. Poster: Ways of taking care of animals (TH p. 11)
D. Meeting Time 2	Let the learners present their works.
E. Supervised Recess	Nourishing break for the learners. Proper hygiene in eating will be part of the teacher's instruction as this break is facilitated.
F. Quiet Time	During this time, children can rest or engage in relaxing activities
G. Story Time	<p><i>Short Story: Payong K-lusugan</i></p> <p><i>Preventing Childhood Injuries: Safety with Animals</i></p> <p>Worldrabiesday. "The Knowledge Channel: Safety with Animals and Rabies." YouTube. June 16, 2017.</p>

	<p>Accessed August 21, 2017. https://www.youtube.com/watch?v=0VPbjT_aMcU.</p>
H. Work Period 2	<p><i>Teacher Supervised Activity:</i></p> <p>Triangular Animal (TH pages 18-19)</p> <p><i>Independent Activities:</i></p> <ol style="list-style-type: none"> 1. Saucer and Food Match-Up (TH p.20) 2. Eggs in the Nest (TH p.21) 3. 10 to Reach Home (TH pages 21-22) 4. Five in a Row (TH pages 22-23)
I. Indoor/Outdoor Activity	<i>Pantomime:</i> Pet Ko, Hula Mo (TH p. 24)
J. Meeting Time 3	Learners describe what animals need to live and grow and give ways to care for animals
IV. REMARKS	
V. REFLECTION	
A. No. of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

TEACHER'S HANDOUT

Meeting 1

Note: The teacher may use the video of the song by accessing the link
(http://www.youtube.com/watch?v=k4UDf3tF_O4)

Teacher may change the song to a chant or a poem depending on the interest of the learners)

Needs of Animals' Song

For animals to stay alive
They need 4 things
I would not lie

They need food
So they can grow
And they need water
Just like so

They need shelter
A place to live
And they need air

They breathe in
It's our job to give animals care
Sing there if you dare
Need 1
Food
Need 2
Water
Need 3
Shelter
Need 4
Air

Work Period 1

Teacher Supervised Activity

Animal Mask

Competencies:

1. Name common animals (PNEKA-Ie-1)
2. Nakaguguhit, nakapagpipinta at nakapagkukulay ng ibat-ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak, Gawain ng bawat kasapi ng mag-anak, mga alagang hayop, mga halaman sa paligid (SKMP-00)

Materials:

Animal template, rubber bands, crayon, scissor

Procedure:

1. Distribute the animal template to the learners.
2. Let them color it.
3. Cut around the outline of the mask and use scissors to cut the eye holes (with the help of the teacher).
4. Attach the rubber bands to hold the mask.
5. Let the learners wear the animal mask and have a simple parade in the classroom

Independent Activities

1. Animal Pet Graph

Competencies:

1. Collect data on one variable (e.g., sex /boys or girls) through observation and asking questions (MKAP-00-1)
2. Create simple pictographs (MKAP-00-2)
3. Discuss simple pictographs (MKAP-00-3)
4. Name common animals (PNEKA-1e-1)
5. Talk about likes/dislikes (foods, pets, toys, games, friends, places) (LLKOL-1c-15)

Materials: strips of paper, manila paper or cartolina with graphing chart, glue, pencils/coloring materials

Procedure:

1. Let the learner ask their classmates to choose the animals below, what they want you to care of as a pet.
2. Give each child a piece of paper where he/she will draw his animal of choice.

Cat	Dog	Fish	Turtle	Snake

3. Have children paste their output on the appropriate column.
4. Ask children to look at the graph carefully and answer the following questions:
Which animal has the most number of choices?

Which has the least number of choices?

Did some of your classmate choose cats than dogs?

(Note: You can substitute these with other animals. The point is to compare two animals at a time.)

5. How many from your classmate chose the animal you want for a pet?

2. Animal Food Match


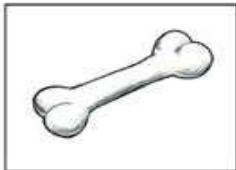







Competencies:

1. Match object, pictures based on properties /attributes in one-to-one correspondence (MKAT-00-1)
2. Identify the needs of animals (PNEKA-III g-5)

Procedure:

Make a reusable chart where the learners match the animals to the food they eat.

Match the animals to its food Draw a line to connect

Note: A line is drawn from the cat to the fish in the original image.

3. Animal Memory Game

Competencies:

1. Identify the letter, number, or word that is different in a group (LLKVPD-00-6)
2. Tell which two letters, numbers, or words in a group are the same (LLKVPD-1e-4)

Material: 10 pairs of animal memory game

Procedure:

1. All the picture cards are randomly placed on the table face down.
2. Each player turns over two cards during his/her turn. If he/she gets a pair of identical picture cards, he/she gets to keep the pair and takes another turn.
3. If the picture cards do not match, the player puts back the cards into their original places.
4. The player who is able to get the most number of pairs wins the game.

4. **Poster: Ways of taking care of animals**

Materials:

Picture showing of taking care of animals, manila paper, markers, crayons

Procedure:

1. Ask learners to think of ways of taking care of animals.
2. Each learner will paste the picture showing of taking care of the animals one way of taking care of animal's manila paper.

STORY

(The teacher may use the story by accessing the link or teacher may read the story to the learners)

The Knowledge Channel: Safety with Animals and Rabies

At the house...

Marco: Don't too naughty. Don't make Mom mad. When I get home after school, we'll play!

Dog :Arf,arf,arf

Marco: Sounds good!

Dog :Arf,arf,arf

Marco: Okay, Buddy!

Mother: Marco, eat your breakfast, or you'll be late for school!

Marco: Yes, Mom, Let's go Buddy!

Mother: Was it good?

Marco: Yes, Mom. I'll go to school now

Mother: Okay, son, But wait, Where's Mommy's kiss?

Marco: Bye Mom

Mother: Goodbye! Take care

At the street

Marco saw his classmate

Marco: Hey Joma, JD, Joaquin! Are you on your way to school? Let's go

Joma: You go ahead, Marco.

Marco: Mrs. Santiago said, a health worker will visit us. And will teach us something important today. You should be there.

JD: Yes we will just a little late.
Joaquin: We'll catch up.
Marco: Okay!
Joma: Let's play again! Game!

At the school...

Mrs. Santiago: Kids, silence please. Please welcome our visitors, Kapitan Dok Emil and Dok Rachel Tores.

Learners: Good morning visitors!

Kap. Emil: Kids, how are you? We are here to talk about something important. Who here has pets?

Learners: Me!Me!Me!

Kap. Emil: What pets do you have?

Learner 1: Fish, sir. I have plenty of fish!

Kap. Emil: Fish, Who else has pets?

Learner 2: Me!Me!Me!

Kap. Emil: Yes

Learner 2: Kitten, sir

Kap. Emil :Who else? Can you tell us something about your pet?

Marco: Sure! My dog's name is Buddy. He is sweet!

Mrs. Santiago: Thank you Marco! It looks like everyone can relate to our topic today. Ms. Rachel

Ms.Rachel: Thank you, Mrs. Santiago. We say that dogs are "man's best friend" right, children?

Learners: Yes, Ma'am

Ms. Rachel: We really love our pet. Do you know that our pets, just like us, get sick too? And that , we can catch disease from them. And an example of this is Rabies. We must be reminded though that not all animals have Rabies.

Learner: Ms. Rachell, What is Rabies?

Ms. Rachell: Children, Rabies is a disease carried by animals such as dogs, cats, monkeys, bats, etc. The Rabies virus may be transmitted to people via saliva of the infected animals, usually through a bite or a scatch

Marco: Does it mean that if we have not been bitten or scratched, were fine?

Ms. Rachel: The Rabies virus can be transmitted when the infected animal's saliva gets directly into our eyes, mouth, nose and open wounds or scratches. The virus multiplies at the bite site or wound. It attacks the brain and spinal cord or central nervous system of the dogs.

Kids let's make sure that our pet don't get Rabies. Let's be careful of dog and cat that roam the street. Have your pets vaccinated with anti-rabies each year at the nearest Veterinary Clinic.

At the street...

Joma: As I was saying

Hey JD, Joaquin, look at the dog!

JD: It doesn't look like a street dog. It looks clean. Are you thinking what I'm thinking?

Joma: We are lazy to guess. Just say it.

JD: Someone owns this dog and its owner must be looking for it now. We might get reward for returning his dog!

Joaquin: That's right. Let's return it!

At the school...

Ms. Rachel: And that's how Rabies is.

Learner: Should we not take care of pet anymore?

Kap. Emil: Well, our pets are not always dangerous. They are like us humans. Like our best friends! We are sometimes happy; sometimes we are not in mood to play with friends.

Animals also feel that way.

Ms. Rachel: That is right, Kap.Emil. There are ways to avoid being bitten by dogs:

1. Don't go near to play with them especially if the dogs are sleeping, eating, scared, angry or if they just gave birth and when they are not familiar with you.
2. Don't stare at the dog's eyes.
3. Don't disturb, ride or hug the dog.
4. Don't pull its ears or tail.
5. Don't tease the dog
6. And most importantly don't run when it is barking at you.

At the street...

JD: I haven't seen this dog before.

Joaquin: How do we know who owns this dog?

JD: There's a dog collar. Maybe its name is written on it.

Joaquin: Let's check

The boys run away and the barking at them.

Joma: HELP Me!

At the school...

Someone came to school and talk to Ms. Santiago.

Kap. Emil: What's wrong, Mrs. Santiago?

Ms. Santiago: My student was bitten by a dog and was brought to the health clinic.

At the clinic...

Father: Joma, why weren't you in school?

Mother: You are so naughty, son!

Ms. Rachel: Ma'am, don't be too angry at your son. It's good that we knew that he got bitten by a dog so we can give him the proper first aid treatment.

Mother: We can rub garlic on the wound just like what folk healers do. If it doesn't work, he will press a stone on the wound to extract the dog's infected saliva.

Kap. Emil: Please do not! We do not recommend rubbing of garlic and pressing stones. The wound might get infected.

Ms. Santiago: What first aid treatments have been done, Nurse?

Nurse: I washed the wound thoroughly with soap in running water for 15 minutes. I am now applying iodine to clean the wound.

Ms. Rachel: We should bring him to the nearest Animal Bite Treatment Center so he could be injected with anti-rabies vaccine and seek proper advice on the best way to treat his wound.

Ms. Santiago: What could have happened to my student?

Kap Emil: Don't worry Ms. Santiago, we would just have to take Joma to the Animal Bite Treatment Center where a doctor could check this wound and gave him free anti-rabies vaccine from the Department of Health to prevent getting infected.

Father: What could happen to my child if he was bitten by a rabid dog and was not vaccinated immediately?

Ms. Rachel: For those who have been bitten by a dog or not given immediate vaccination. The symptom of Rabies infection are; headache, fear of light, aggression and restlessness, usually afraid of water or air. If these symptoms manifest, he cannot be cured anymore.

Brgy. Tanod: Kap, Dok, we caught the dog that bite the child

Kap. Emil: Oh, is this the dog?

Brgy. Tanod: Yes, sir!

Joma's Father: Is that the dog that bit my son?

Kap. Emil: Sir, don't do anything to the dog. Watch the dog and observe. We need to separate it from the other pets, take care and feed it regularly and observe it for two weeks. Don't hurt or kill the dog. Let us see if it will show changes in behaviour or lose appetite. It might become ferocious, listless or sluggish or salivate excessively or bite or eat just anything. It is best to observe the dog and bring it to the nearest veterinary clinic if there are things that we are wary of.

Brgy. Tanod: The dog seems okay and clean. Look at the collar, it says "Buddy".

Father: Who might be its owner?

Brgy. Tanod: I don't know sir!

Mrs. Santiago: Marco owns this dog?

At the Animal Bite Treatment Center (ABTC)

Marco's Mother: Ma'am, I'm sorry our dog just ran out of our house.

Marco: I'm sorry I left the door open

Joma's Mother: My child got wayward with your dog. I hope he does not get rabies.

Marco's Mother: Don't worry Ma'am. Here is Buddy's veterinary record. He is updated with anti-rabies and other vaccinations. We have him vaccinated with dog rabies vaccine annually.

DOK. Rachel: That's great!

Kap. Emil: We should have our pets vaccinated at 3 months. After that, yearly shots are recommended.

Nurse: Ma'am, Joma's okay now.

--The End--

<p>The best way to fight Rabies is to have our pet vaccinated. This helps create antibodies that fight Rabies. This is important to stop the spread of Rabies in an area. Dogs at 3 months should be vaccinated. Vaccinations should be done every year.</p>
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Work Period 2

Teacher Supervised Activity

Triangular Animal

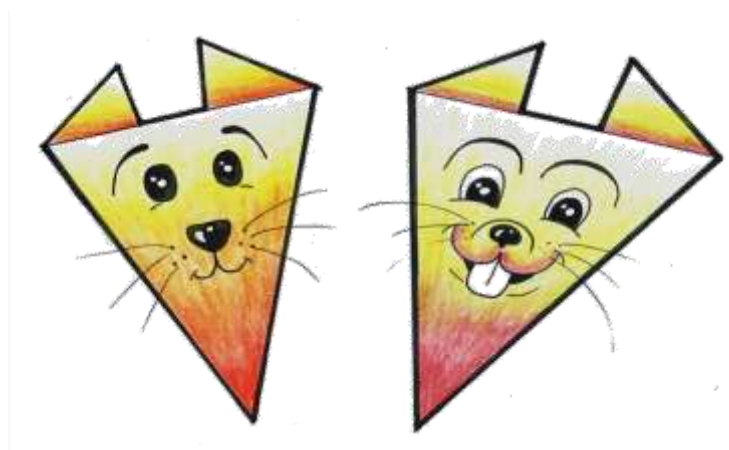
Competencies:

1. Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)
2. Read and write numerals 0 to 10 (MKC-00-3)
3. Match numerals to a set of concrete objects from 0 to 10 (MKC-00-4)
4. Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa 'name tag', kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop mga halaman sa paligid) (SKMP-00-2)

Materials: paper (folded into 4 rows), crayons or pencil

Procedure:

1. Ask the learners to draw 1 triangle with the point down. Turn this into a dog or cat.
2. Ask, "How many sides does a triangle have?" The learner will write the quantity below the triangle.
3. The learner will draw another triangle.
4. Ask, "How many sides do 2 triangles have in all?" The learner will write the quantity below the second triangle.
5. The learner will draw another triangle.
2. x 6. Ask, "How many sides do 3 triangles have in all?" The learner will write the quantity below the third triangle. Beside the triangle, the learner will write the numbers in sequence: 3 6 9



Source:
Department Education
Kindergarten Teacher's Guide
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WORK PERIOD 2 INDEPENDENT ACTIVITIES

1. Saucer and Food Match-Up

Competency:

Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division) (MKAT-00-16)

Materials: Sets of saucers and pictures or drawings of food eaten typically by an associated animal (i.e. fish bone-cat, bone-dog, carrot-rabbit, etc.)

Procedure:

1. Give saucers to the learner. Give corresponding picture card. There has to be a divisible number of pictures in accordance to the number of saucer. For example: 6 pictures, 3 saucers; 8 pictures, 4 saucers; 10 pictures, 5 saucers; etc.
2. Ask the learner to divide the same pictures equally among the saucers.
3. Learner checks by making sure all contents of all the saucers have the same number.

2. Eggs in the Nest

Competency:

Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication) (MKAT-00-15)

Materials: $\frac{1}{4}$ Manila paper, markers

Procedure:

1. Divide the class into small groups. Each group will be given a $\frac{1}{4}$ Manila paper.
2. Ask the learners to draw 5 nests on the paper.
3. Then they will draw 2 eggs in each nest and write the numeral 2 inside it. (Do this again for 4, 6, 8, 10).

2. 10 to Reach Home

Competencies:

1. Recognize and visualize situations that require addition and subtraction (MKAT-00-14)
2. Write addition and subtraction number sentences using concrete representations (MKAT-00-10)
3. Add quantities up to 10 using concrete objects (MKAT-00-8)
4. Count objects with one-to-one correspondence up to quantities of 9 (MKC-00-7)
5. Transform/translate patterns from one form to another (MKSC-00-22)
6. Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/ reperi, pagtanggap ng pagkatalo nang maluwa sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob (KAKPS-00-19)

Materials: playing board, dice

Procedure:

1. Give each player a playing board
2. Players take turns throwing the dice.
3. Player gets as many counters as the number that comes out.
4. Throughout the game the teacher asks questions such as “How many more do you need to reach ten? “
5. Children will write number sentence in their templates.

3. **Five in a Row**

Competencies:

1. Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest) (MKSC-00-10)
2. Sort and classify objects according to one attribute/property (shape, color, size, function/use) (MKSC-00-6)
3. Reproduce and extend patterns (MKSC-00-20)

Materials: 10 picture cards of animals with tails of varied length.

(Note: children can manipulate the tails attached to the picture cards.)

Procedure:

1. Give 3 or 4 different picture cards to a group of 2-3 players.
2. Ask the children to focus their attention on the animal’s tails.
3. Ask them to arrange the tails in order according to its size or length, from smallest to biggest.
4. Increase the number of picture cards based on the children’s ability until they are able to arrange 5-10 picture cards according to a given property.

INDOOR/ OUTDOOR GAMES

Pantomime: Pet Ko, Hula Mo

Competencies:

1. Name common animals (PNEKA-Ie-1)
2. Observe, describe, and examine common animals using their senses (PNEKA-IIIh-2)
3. Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live) (PNEKA-IIIi-4)
4. Demonstrate movements using different body parts (PNEKBS-Ic-3)

Materials: pictures of pet animals

Procedure:

1. Let the learners pick the picture of pet they want.
2. Without showing to the others, he/she will act out the pet on the picture.
3. The rest of the class try to guess what animal it is.

For inquiries or feedback, please write or call:

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