

Grade 1

Lesson Exemplars for Rabies Education



Lesson Exemplars for Rabies Education – Grade 1
First Edition, 2019

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Grade 1

Lesson Exemplars for

Rabies Education

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

We value your feedback and recommendations.

INTRODUCTION

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

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

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

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

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

ACKNOWLEDGEMENT

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

A. Development of Lesson Exemplars

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

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- Ms. Ramona T. Consunji, Animal Welfare Coalition

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- Oita University

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ENGLISH 1 (en10l-iiib-c 1.3.3)

I. OBJECTIVES	
A. <i>Content Standards</i>	The learner demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions and feelings.
B. <i>Performance Standards</i>	The learner shares, expresses personal ideas, thoughts, actions, and feelings using familiar words.
C. <i>Learning Competencies/ Objectives</i>	Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences.
	EN10L-IIib-c 1.3.3
II. CONTENT	<p>Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> <p><i>Integration of Rabies Education:</i></p> <p>A. Proper Ways of Taking Care of Pets/Animals</p> <p>B. Needs of Pets/Animals</p> <p>(The lesson will take 3 days for implementation.)</p>
III. LEARNING RESOURCES	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	

<p><i>B. Other Learning Resources</i></p>	<ul style="list-style-type: none"> • “The Knowledge Channel: Si Bino, si Buboy, at si Bantay.” YouTube. June 16, 2017. Accessed August 21, 2017. https://www.youtube.com/watch?v=9y7pxxmksW0. • Copy of the story “Si Bino, si Buboy, at si Bantay, Magkakaibigang Tunay” • HarryKindergarten. “The Needs of an Animal (song for kids about 4 things animals need to survive).” YouTube. April 02, 2014. Accessed August 21, 2017. https://www.youtube.com/watch?v=k4UDf3tF_O4. • Copy of the lyrics of the song “The Needs of an Animal.” • Pictures lifted from Global Alliance for Rabies Control Activity Book 						
<p>IV. PROCEDURES</p>							
<p><i>A. Reviewing previous lesson or presenting the new lesson</i></p>							
<p><i>B. Establishing a purpose for the lesson</i></p>	<p>Day 1 Activity: (Time allotment: 10 minutes)</p> <ol style="list-style-type: none"> 1. Show a picture of a happy family together with their pets. <div data-bbox="817 1220 1134 1420" data-label="Image"> </div> <p style="text-align: center;">Annex 1</p> <ol style="list-style-type: none"> 2. Ask: Who are in the picture? <p>Possible answers:</p> <table border="0"> <tr> <td>a. father</td> <td>d. sister</td> </tr> <tr> <td>b. mother</td> <td>e. dog or puppy</td> </tr> <tr> <td>c. brother</td> <td>f. cat or kitten</td> </tr> </table> <p>(The teacher will write the answer of the learners on the board.)</p> <ol style="list-style-type: none"> 3. What do you call them? (a family) 4. What does the family have? (The family has a pet dog and cat.) 5. Say: Some families have pets. They treat them as part of their family. 6. Do you have pets? 	a. father	d. sister	b. mother	e. dog or puppy	c. brother	f. cat or kitten
a. father	d. sister						
b. mother	e. dog or puppy						
c. brother	f. cat or kitten						

	<p>7. What kind of animals do you have as pets?</p> <p>8. If you don't have, what kind of animals do you want to have as pets? Why?</p> <p>9. For those who have pets, do you love them?</p> <p>10. How do you show that you love them?</p> <p>Possible answers:</p> <ol style="list-style-type: none"> I feed them. I give them clean water to drink. I give my pet a clean shelter. I play with them. I bathe them. <p>(The teacher will write the answers of the learners on the board.)</p> <p>11. Why do you need to love them? (I love my pet because he/she is part of our family.)</p> <p>12. Have you been bitten by a dog or cat?</p> <p>13. What did you and your parents do?</p> <p>(Let the learners share their experiences.)</p>
<i>C. Presenting examples/instances of the new lesson</i>	
<i>D. Discussing new concepts and practicing new skills #1</i>	<p>(Time allotment: 15 minutes)</p> <p>1. Say: There are different ways on how we show love to our pets.</p> <p>Listen and repeat after me.</p> <ol style="list-style-type: none"> I feed them. I give them clean water to drink. I give my pet a clean shelter. I play with them. I bathe them. <p>2. Say: Like you, a boy named Bino has a pet. He loves his pet so much.</p> <p>3. Ask: Do you want to know how Bino shows his love to his pet?</p> <p>4. Let the learners listen to the story "Bino, Buboy, and their Pet Dog, Bantay, True Friends!"</p> <p>5. Ask questions once in a while to elicit proper ways of taking care of animals/pets.</p>

	<p>(If the technology is available, the teacher may use the video of the story by accessing the link (https://www.youtube.com/watch?v=9y7pxxmKSw0)</p> <p>Bino, Buboy, and their Pet Dog, Bantay, True Friends!</p>
	<p>One morning, the parents' Bino gave him a surprise. Yahoo! A puppy! I will name him Bantay. "Thank you, Dad. Thank you, Mom," Bino said.</p>
	<p>Questions:</p> <ol style="list-style-type: none"> 1. What was Bino's parents surprise for him? (a puppy) 2. What did Bino tell his dad and mom when he got his puppy? (Thank you, Dad. Thank you, Mom.) What name did Bino give his new puppy? (Bantay)
	<p>Bino loves Bantay so much. Everyday he feeds and plays with him. One Saturday morning, Bino asked permission from his mom if he can take Bantay to the playground. "Okay, son. Make sure you get hold of his lace very tightly as he might escape and accidentally bite someone," his mom instructed.</p>
	<p>Questions:</p> <p>How does Bino take care of Bantay? (Bino feeds and plays with him.)</p> <p>Where does Bino want to take Bantay? (He wants to take Bantay to the playground.)</p>
	<p>Bino with his friend, Buboy, happily played with Bantay. After playing, Bino and Buboy fed Bantay. While Bantay was eating, Buboy lifted Bantay.</p>
	<p>Questions:</p> <p>What did Buboy do while Bantay is eating? (Buboy lifted Bantay.)</p> <p>Was it right for Buboy to lift Bantay while he was eating? Why? (No. Bantay might bite him.)</p>
	<p>"Ouch, Bantay bit me!" Buboy shouted. They immediately went to Buboy's home. They told Buboy's mom that he was bitten by Bantay.</p>
	<p>Questions:</p> <p>What did Bino and Buboy do after Buboy was bitten by Bantay? (They told Buboy's Mom about what Bantay did to Buboy.)</p>
	<p>Buboy's mom immediately washed the wounds with soap and clean running water for 15 minutes. "We should now go to the Animal Bite Treatment Center (ABTC) for a check-up," his mother said.</p>

	<p>Questions: What did Buboy's mom do upon knowing he was bitten by a dog? (She washed the wound with soap and clean running water for 15 minutes.) What else did the mother say? (His mom told Buboy that they should go to the Animal Bite Treatment Center (ABTC) for check-up.)</p> <p>At the ABTC... Buboy got anti-rabies vaccine injection. "Kids, it is right that you told mom immediately that Buboy was bitten by a puppy," the doctor said. "Mom is also right in washing the wound with soap and clean running water. It is also good that you immediately brought Buboy here to get an anti-rabies vaccine injection," the doctor explained</p> <p>Questions: What are the things that the doctor told Buboy? Answers: Let your parents know immediately if bitten by a dog. Clean the wound with soap and clean running water.</p> <p>"You should take good care of our pet dog. Do not go near him when he is asleep or is eating so he won't bite you." the doctor reminded. He added, "In case bitten by a dog, clean the wound and go to ABTC. Observe the dog for 14 days if there are changes in its behavior." From then on, they refrained from disturbing Bantay when he is eating or sleeping. Bino and Buboy became good caretakers of Bantay. Bino treated Bantay as one of his real true friends.</p> <p>Questions: What are the other things that the doctor reminded the two friends to do? <i>Take good care of our pet.</i> <i>Do not go near the dog when he is asleep or is eating so he won't bite you.</i> <i>Go to the nearest Animal Bite Treatment Center (ABTC) for treatment.</i> <i>Observe the dog for 14 days if there are changes in its behavior.</i> (Teacher may use the copy of the story if video is not available.)</p>
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>(Time allotment: 15 minutes)</p> <ol style="list-style-type: none"> 1. Say: There are different ways on how we show love to our pets.

	<p>Listen and repeat after me.</p> <ol style="list-style-type: none"> I feed them. I give them clean water to drink. I give my pet a clean shelter. I play with them. I bathe them. <ol style="list-style-type: none"> Say: Like you, a boy named Bino has a pet. He loves his pet so much. Ask: Do you want to know how Bino shows his love to his pet? Let the learners listen to the story “Bino, Buboy, and their Pet Dog, Bantay, True Friends!” Ask questions once in a while to elicit proper ways of taking care of animals/pets. (If the technology is available, the teacher may use the video of the story by accessing the link (https://www.youtube.com/watch?v=9y7pxxmKSw0)) <p style="text-align: center;">Bino, Buboy, and their Pet Dog, Bantay, True Friends!</p> <p>One morning, the parents’ Bino gave him a surprise. Yahoo! A puppy! I will name him Bantay. “Thank you, Dad. Thank you, Mom,” Bino said.</p> <p>Questions:</p> <ol style="list-style-type: none"> What was Bino’s parents surprise for him? (a puppy) What did Bino tell his dad and mom when he got his puppy? Thank you, Dad. Thank you, Mom.) What name did Bino give his new puppy? (Bantay) <p>Bino loves Bantay so much. Everyday he feeds and plays with him. One Saturday morning, Bino asked permission from his mom if he can take Bantay to the playground. “Okay, son. Make sure you get hold of his lace very tightly as he might escape and accidentally bite someone,” his mom instructed.</p> <p>Questions:</p> <ol style="list-style-type: none"> How does Bino take care of Bantay? (Bino feeds and plays with him.) Where does Bino want to take Bantay? (He wants to take Bantay to the playground.)
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	<p>Bino with his friend, Buboy, happily played with Bantay. After playing, Bino and Buboy fed Bantay. While Bantay was eating, Buboy lifted Bantay.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What did Buboy do while Bantay is eating? (Buboy lifted Bantay.) 2. Was it right for Buboy to lift Bantay while he was eating? Why? (No. Bantay might bite him.) <p>“Ouch, Bantay bit me!” Buboy shouted. They immediately went to Buboy’s home. They told Buboy’s mom that he was bitten by Bantay.</p> <p>Questions:</p> <p>What did Bino and Buboy do after Buboy was bitten by Bantay? (They told Buboy’s Mom about what Bantay did to Buboy.)</p> <p>Buboy’s mom immediately washed the wounds with soap and clean running water for 15 minutes. “We should now go to the Animal Bite Treatment Center (ABTC) for a check-up,” his mother said.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What did Buboy’s mom do upon knowing he was bitten by a dog? (She washed the wound with soap and clean running water for 15 minutes.) 2. What else did the mother say? (His mom told Buboy that they should go to the Animal Bite Treatment Center (ABTC) for check-up.) <p>At the ABTC... Buboy got anti-rabies vaccine injection. “Kids, it is right that you told mom immediately that Buboy was bitten by a puppy,” the doctor said.</p> <p>“Mom is also right in washing the wound with soap and clean running water. It is also good that you immediately brought Buboy here to get an anti-rabies vaccine injection,” the doctor explained.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What are the things that the doctor told Buboy? 2. Answers: 3. Let your parents know immediately if bitten by a dog. 4. Clean the wound with soap and clean running water.
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	<p>“You should take good care of our pet dog. Do not go near him when he is asleep or is eating so he won’t bite you,” the doctor reminded. He added, “In case bitten by a dog, clean the wound and go to ABTC. Observe the dog for 14 days if there are changes in its behavior.”</p> <p>From then on, they refrained from disturbing Bantay when he is eating or sleeping.</p> <p>Bino and Buboy became good caretakers of Bantay.</p> <p>Bino treated Bantay as one of his real true friends.</p> <p>Questions:</p> <p>What are the other things that the doctor reminded the two friends to do?</p> <p><i>Take good care of our pet.</i></p> <p><i>Do not go near the dog when he is asleep or is eating so he won’t bite you.</i></p> <p><i>Go to the nearest Animal Bite Treatment Center (ABTC) for treatment.</i></p> <p><i>Observe the dog for 14 days if there are changes in its behavior.</i></p> <p>(Teacher may use the copy of the story if video is not available.)</p>
<p><i>F. Developing mastery (leads to Formative Assessment 3)</i></p>	<p>Activity: (Time allotment: 5 minutes)</p> <ol style="list-style-type: none"> 1. Call 2 to 3 learners who will share their experiences in taking care of their pet/s? 2. Ask: What do you feel after doing your task? Why?
<p><i>G. Finding practical applications of concepts and skills in daily living</i></p>	<p>Day 2</p> <p>Activity: (Time allotment: 20 minutes)</p> <ol style="list-style-type: none"> 1. Based on the story listened to, animals/pets have different needs. We should provide their needs because they are part of our family. We should not go near them when they are sleeping or eating so they won’t bite us. 2. Look at the pictures and tell something about each picture. <div data-bbox="660 1644 1294 1890" data-label="Image"> </div> <p>(Annex 2 & 3)</p>

Possible descriptions:

Picture A:

- a. a happy family in the dining room
- b. a happy family eating lunch/dinner

Picture B:

- a. stray dog and cat in a street looking for food
- b. hungry dog and cat in the street

3. What do you think do the dog and cat in picture B need?

Possible answers:

- a. Food
- b. Clean water
- c. Shelter
- d. Air

(Teacher will write the answers on the board.)

4. Let the learners listen to a song “The Needs of an Animal”.

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 their needs if you dare

Need 1

Food

Need 2

Water

Need 3

Shelter

Need 4

Air

(Teacher may ask the learners to sing as they listen to the song.)

5. Based on the song listened to, what are the needs of an animal/pet?

	<p>(Teacher may use the video of the song by accessing the link https://www.youtube.com/watch?v=k4UDf3tF_O4 depending on the availability of the resources.)</p> <p>(Teacher may change the song to a chant or a poem depending on the interest of the learners.)</p>						
<p><i>H. Making generalizations and abstractions about the lesson</i></p>	<p>Activity: (Time allotment: 10 minutes)</p> <ol style="list-style-type: none"> 1. Let the learners look at the picture. 2. Ask them to tell something about it. <div data-bbox="903 562 1137 777" data-label="Image"> </div> <p>(Annex 4)</p> <ol style="list-style-type: none"> 3. Ask: Have you experienced adopting a stray animal like dog or cat? 4. Tell why you need to adopt the stray animal. 5. Say: Animals/Pets need food, clean water, air, and shelter. They also need love and affection from the owner. 						
<p><i>I. Evaluating learning</i></p>	<p>Day 3</p> <p>Activity: (Time allotment: 20 minutes)</p> <ol style="list-style-type: none"> 1. Call 5 learners. 2. Ask each learner to pick a picture. 3. Let them tell something about it. 4. Ask: Does the picture show proper care of pets? Why? 5. Do you have the same experience as of the child in the picture? <table border="1"> <tbody> <tr> <td> <p>Picture 1</p> </td><td> <p>Picture 4</p> </td></tr> <tr> <td> <p>Picture 2</p> </td><td> <p>Picture 5</p> </td></tr> <tr> <td> <p>Picture 3</p> </td><td> <p>Pictures 1- 5 (annex 5 to 9 consecutively)</p> </td></tr> </tbody> </table>	<p>Picture 1</p>	<p>Picture 4</p>	<p>Picture 2</p>	<p>Picture 5</p>	<p>Picture 3</p>	<p>Pictures 1- 5 (annex 5 to 9 consecutively)</p>
<p>Picture 1</p>	<p>Picture 4</p>						
<p>Picture 2</p>	<p>Picture 5</p>						
<p>Picture 3</p>	<p>Pictures 1- 5 (annex 5 to 9 consecutively)</p>						
<p><i>J. Additional activities for</i></p>	<p>A. In a provided worksheet, let the learners draw the needs of an animal/pet.</p>						

<i>application or remediation</i>	B. In a group, let them share their experiences in taking care of animals/pets. (See attached activity sheet and teacher's handout.)	
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

Teacher needs to prepare the following before the execution of the lesson:

1. Download the following:

- download video/story "Si Bino, si Buboy, at si Bantay, Magkaibigang Tunay" (<https://www.youtube.com/watch?v=9y7pxmkSw0>)
- download song "The Needs of an Animal." (https://www.youtube.com/watch?v=k4UDf3tF_04)
(If the video of the story and song is not available, teacher may use the attached copy of the story and the lyrics of the song.)

Part B – DLL (**Establishing a purpose for the lesson**)



Annex 1

Part G – DLL (Finding practical applications of concepts and skills in daily living)



Annex 2

F. Making generalizations and abstractions about the lesson



Annex 3



Annex 4



Picture 1

Annex 5



Picture 2

Annex 6



Picture 3

Annex 7



Picture 4

Annex 8

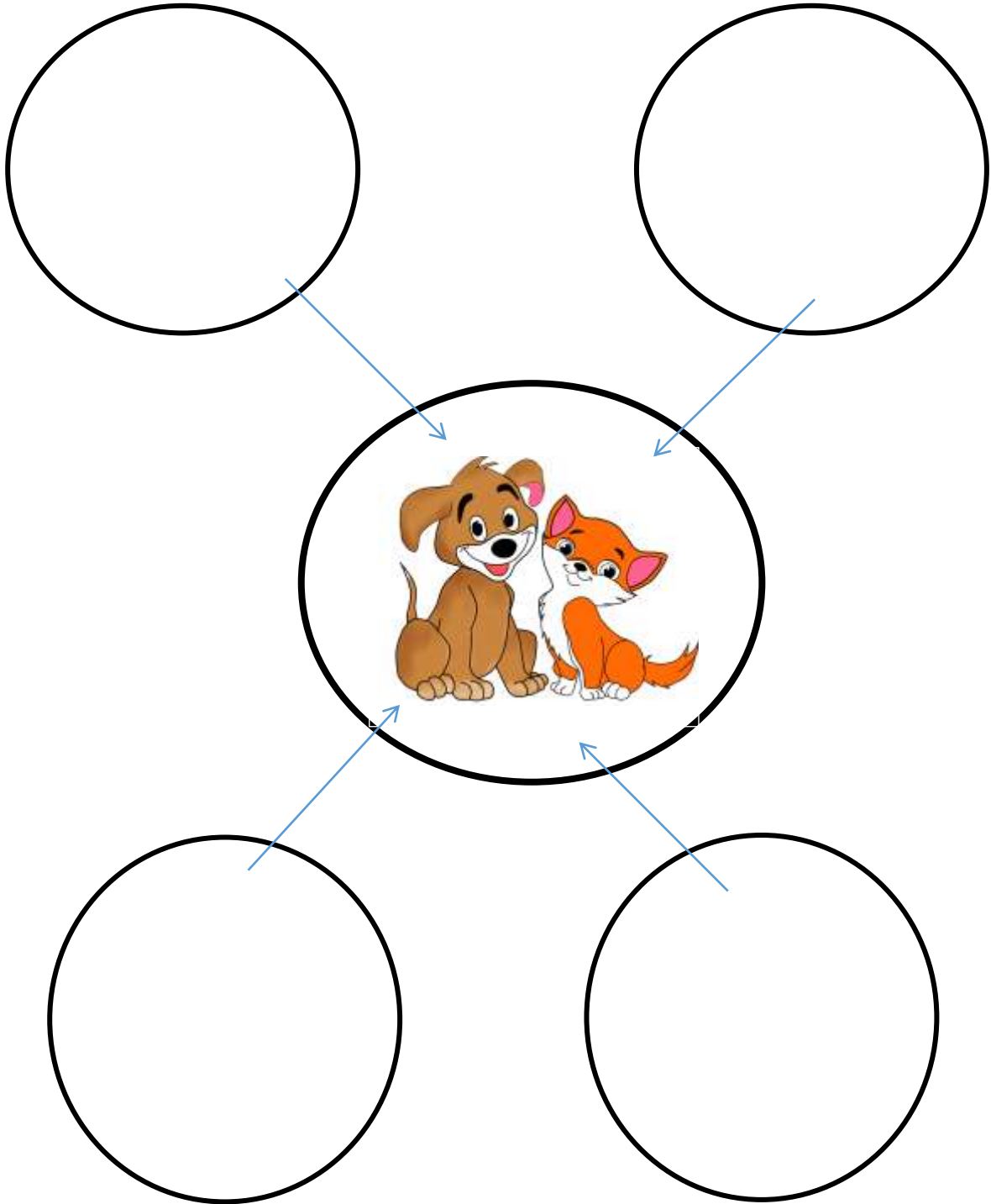


Picture 5

Annex 8

ACTIVITY SHEET

Draw the needs of an animal/pet inside each circle.



TEACHER'S HANDOUT

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

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.

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.

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.

"Aray ko! Kinagat ako ni Bantay," sigaw ni Buboy.

Nagmadali silang umuwi sa bahay nina Buboy.

Sinabi nila kay Nanay ni Buboy na nakagat si Buboy ng tutang si Bantay.

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

"Dapat na tayong pumunta sa ospital upang magpatingin ka sa doktor," ang wika ni Nanay.

Sa ospital...

Tinuruan 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 beterinaryo," 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.

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

Bino, Buboy, and their Pet Dog, Bantay, True Friends!

One morning, Bino's parent gave him a surprise.
Yahoo! A puppy!
I will name him Bantay.
"Thank you, Dad. Thank you, Mom," Bino said.

Bino loves Bantay so much.
Everyday he feeds and plays with him.
One Saturday morning, Bino asked permission from his mom if he can take Bantay to the playground.
"Okay, son. Make sure you get hold of his lace very tightly as he might escape and accidentally bite someone," his mom instructed.

Bino with his friend, Buboy, happily played with Bantay.
After playing, Bino and Buboy fed Bantay.
While Bantay was eating, Buboy lifted Bantay.

"Ouch, Bantay bit me!" Buboy shouted.
They immediately went to Buboy's home.
They told Buboy's mom that he was bitten by Bantay.

Buboy's mom immediately washed the wounds with soap and clean running water for 15 minutes.
"We should go now to the Animal Bite Treatment Center (ABTC) for a check-up," his mother said.

At the ABTC...
Buboy got anti-rabies vaccine injection.
"Kids, it is right that you told mom immediately that Buboy was bitten by a puppy," the doctor said.
"Mom is also right in washing the wound with soap and clean running water. It is also good that you immediately brought Buboy here to get an anti-rabies vaccine injection," the doctor explained.

"You should take good care of your pet dog. Do not go near him when he is asleep or is eating so he won't bite you," the doctor reminded. He added, "In case bitten by a dog, clean the wound and go to ABTC. Observe the dog for 14 days if there are changes in his behavior."


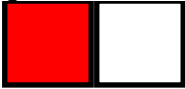


From then on, they refrained from disturbing Bantay when he is eating or sleeping.
Bino and Buboy became good caretakers of Bantay.
Bino treated Bantay as one of his real true friends.

MATHEMATICS 1 (m1ns-1e-7)

I. OBJECTIVES	
A. <i>Content Standards</i>	The learner demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10 th , money up to PhP100 and fractions 1/2 and 1/4
B. <i>Performance Standards</i>	The learner is able to: 1. Recognize, represent and order whole numbers up to 100 and money up to PhP100 in various forms and contexts. 2. Recognize and represent ordinal numbers up to 10 th , in various forms and contexts.
C. <i>Learning Competencies/ Objectives</i>	Visualizes, represents and orders sets from least to greatest and vice versa.
	M1NS-1e-7
II. CONTENT	<i>Numbers and Number Sense:</i> Visualizing, Representing and Ordering Sets From Least to Greatest and Vice Versa. <i>Integration of Rabies Education:</i> Responsibilities of a Pet Owner.
III. LEARNING RESOURCES	
A. <i>References</i>	
1. <i>Teacher's Guide pages</i>	Lesson Guides in Elem. Math Grade 1. 2010. pp. 23-27, 27-32
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	K-12 Mathematics Curriculum Guide August 2016 pp. 10-11 K to 12 Curriculum Guide: Mathematics (Math CG- with tagged math equipment_v1) (https://lrmds.deped.gov.ph/list/kto12/subject/mathematics1)
B. <i>Other Learning Resources</i>	https://rabiesalliance.org/ video presentation from GARC-SUPER FINAL OUTPUT_1 Rabies Education.mp4 (Si Dennis at Si Donna – Mahusay Mag-alaga) The Knowledge Channel: Dennis and Donna 4 (www.youtube.com/user/knowledgechannelorg) (www.facebook.com/KnowledgeChannel) (www.twitter.com/kchonline) (www.instagram.com/knowledge_channel)

IV. PROCEDURES	
<p>A. <i>Reviewing previous lesson or presenting the new lesson</i></p>	<p>Show me Card! Write greater than ($>$) less than ($<$), or equal to ($=$). The teacher will show the number using cardboard. Pupils will write their answer on the cardboard and show it to the teacher (Refer to Activity Sheet No. 1)</p> <p>Materials needed: (cardboard and chalk) (3 minutes)</p>
<p>B. <i>Establishing a purpose for the lesson</i></p>	<p>The teacher will present the action song written on cartolina or through Power Point presentation. Pupils will clap their hands/stomp their feet while singing the song.</p> <p style="text-align: center;">Action Song!</p> <p>Note: (The teacher will give copies of the song to the pupils a week/day before he/she will execute the lesson. Let the pupils practice the song at home to the tune of "Ten Little Indians.")</p> <p style="text-align: center;">Ten Little Puppies</p> <p style="text-align: center;">One little two Little three Little puppies Four little five Little six Little puppies Seven little eight Little nine Little puppies Ten little cute puppies (Repeat 2x) (Repeat the song from ten to one 2x)</p> <p>(3 minutes)</p>
<p>C. <i>Presenting examples/</i> a. <i>instances of the new lesson</i></p>	<p>A. The Teacher will ask questions about the song.</p> <ol style="list-style-type: none"> 1. What is the song all about? (Ten Little Puppies) 2. Who among you have puppies at home? (answer varies) 3. How many puppies do you have? (answer varies) 4. Who among you are responsible pet owners? (answer varies) 5. How do you take care of your puppies? (by giving them food and shelter)

	<p>Say: Class, here are some characteristics of being a responsible pet owner:</p> <ul style="list-style-type: none">a. make sure to give your pet clean food and water;b. bathe them once or twice a week;c. provide shelter for your pet;d. keep your pet on leash while walking outside with you;e. keep your dog vaccinated with Anti-Rabies once a year; andb. f.love your pet. <p>Source: Knowledge Channel: Dennis and Donna mp4 (Si Dennis at Si Donna – Mahusay Mag-alaga) (www.youtube.com/user/knowledgechannelorg) (www.facebook.com/KnowledgeChannel) (www.twitter.com/kchonline) (www.instagram.com/knowledge_channel)</p> <p>Say: You can view it if you have an internet connection at home.</p> <p>Say: Based from the song:</p> <ul style="list-style-type: none">1. In what number did we start? (one) (ten)2. In what number did we end? (ten) (one)3. Write the set of numbers in figures mentioned in the song. (1,2,3,4,5,6,7,8,9,10) and (10,9,8,7,6,5,4,3,2,1)4. How are the numbers arranged? (from least to greatest) and (from greatest to least) <p>(15 minutes)</p>									
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>The teacher will post the activity chart in front of the class. Call pupils to answer the activity.</p> <p>1. Using numbers: 5, 4, and 3 color the box RED if it is the greatest number, and BLUE if it is the least number.</p> <p style="text-align: center;">Answer</p> <table><tr><td>5</td><td><div></div></td><td><div></div></td></tr><tr><td>4</td><td><div></div></td><td><div></div></td></tr><tr><td>3</td><td><div></div></td><td><div></div></td></tr></table>	5	<div></div>	<div></div>	4	<div></div>	<div></div>	3	<div></div>	<div></div>
5	<div></div>	<div></div>								
4	<div></div>	<div></div>								
3	<div></div>	<div></div>								

	<p>2. Write the number in the box with its corresponding color.</p> <p>Figure 1 least to greatest</p>  <p>Figure 2 greatest to least</p>  <p>(answer)</p> <p>least to greatest</p>  <p>greatest to least</p>  <p>6</p> <p>3. What do you observe in the arrangement of numbers in figure 1? (from smallest number to biggest number) What order does it begin? (from least number) What order does it end? (with greatest number)</p> <p>4. How about the arrangement of numbers in figure 2? (from biggest number to smallest number) What order does it begin? (from greatest number) What order does it end? (with least number)</p> <p>(5 minutes)</p>
<p><i>E. Discussing new concepts and practicing new skills #2</i></p>	
<p><i>F. Developing mastery (leads to Formative Assessment 3)</i></p>	<p>The teacher will give another activity to be answered by the pupils. (Refer to Activity Sheet No. 2 and 3)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Count the puppies in each set, write the number in the blank. (1-2) 2. Color the box RED if it is the greatest number and BLUE if it is the least number. (1-2) 3. Arrange the numbers from least to greatest/from greatest to least by writing the numbers on its corresponding colored box.(1-2) <p>Materials needed: (Individual copy of activity sheets for pupils)</p>

	(5 minutes)
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	Ask: How did we arrange the sets of numbers in order? Answer: (We arranged the sets of numbers in order from least to greatest and from greatest to least) (2minutes)
I. Evaluating learning	<p>Directions: Visualize, represent and order sets of numbers through counting, coloring and arranging numbers. Write your answer on the blank, color the box and write the correct number on corresponding colors of the figure.</p> <p>Legend: RED box is the greatest number and BLUE box is the least number. (Refer to Activity Sheet No. 4)</p> <p>Materials needed: (Individual copy of activity sheets for pupils) (5 minutes)</p>
J. Additional activities for application or remediation	<p>The pupils will have another group activity. Pupils will be divided into three groups. Each group will do the following task:</p> <ol style="list-style-type: none"> 1. Prepare scissors and glue. 2. Get sets of pictures from your teacher. 3. Cut pictures and paste the pictures depending on what is asked in each number. <ol style="list-style-type: none"> a. Choose 3 sets of pictures. Paste the pictures in the least to greatest arrangement. b. Choose another 3 sets of pictures. Paste the pictures in greatest to least arrangement. <p>(Refer to Activity Sheet No. 4)</p> <p>Materials needed: (copy of activity sheet no.3 per group, sets of different pictures, scissors, glue) (4 minutes)</p>
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?	

ACTIVITY SHEET NO.1

Show Me Card!

Direction: Compare the following numbers. Write greater than

($>$), ($<$) less than (), or equal to ($=$).

1. 9 _____ 8

2. 12 _____ 15

3. 76 _____ 76

4. 59 _____ 60




5. 88 _____ 78

ACTIVITY SHEET NO. 2

Name: _____

Grade and Section: _____

1.

 _____	 _____	 _____
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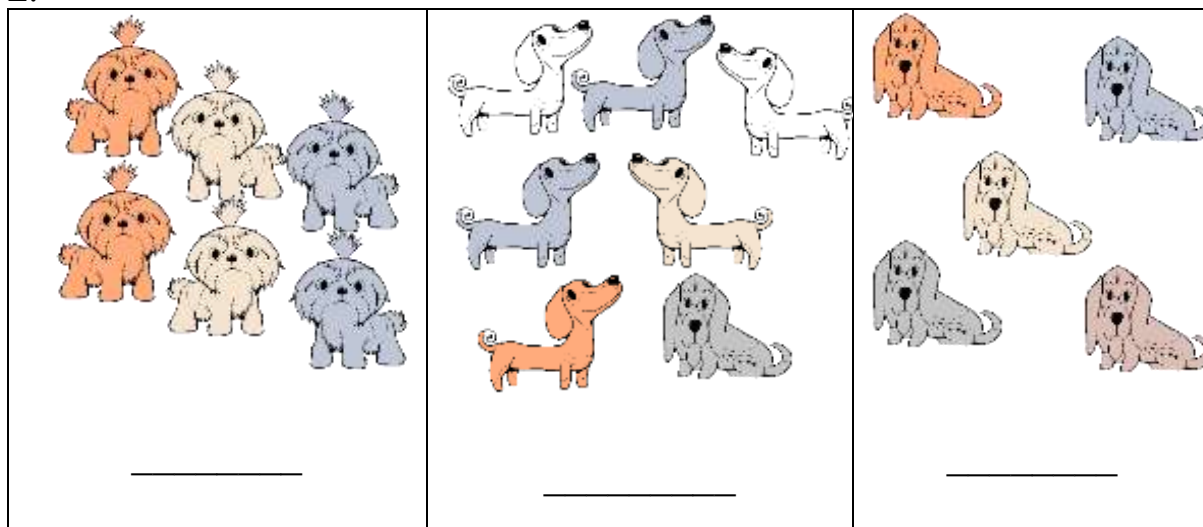
a. Count the puppies in each set, write the number on the blank

b. Color the box red if it is the greatest number and blue if it is the least)

--	--	--

(Arrange the numbers from least to greatest by writing the numbers in its corresponding colored box)

2.



a. Count the puppies in each set, write the number on the blank

b. Color the box red if it is the greatest number and blue if it is the least)

--	--	--


(Arrange the numbers from least to greatest by writing the numbers in its corresponding colored box)

ACTIVITY SHEET NO. 3

Name: _____

Grade and Section: _____

1.




 _____	 _____	 _____
--	--	--

a. Count the puppies in each set, write the number on the blank

b. Color the box red if it is the greatest number and blue if it is the least)

--	--	--

2.

 _____	 _____	 _____
--	--	--

a. Count the puppies in each set, write the number on the blank

b. Color the box red if it is the greatest number and blue if it is the least)

--	--	--

ACTIVITY SHEET NO. 4

Name: _____

Grade and Section: _____

Directions: Visualize, represent and order sets of numbers through counting, coloring and arranging numbers. Write your answer on the blank, color the box and write the correct number on corresponding colors of the figure.




Legend: **RED BOX** is the greatest number and **BLUE BOX** is the least number.

<p>1.</p> 		
--	--	--

a. _____

b. 

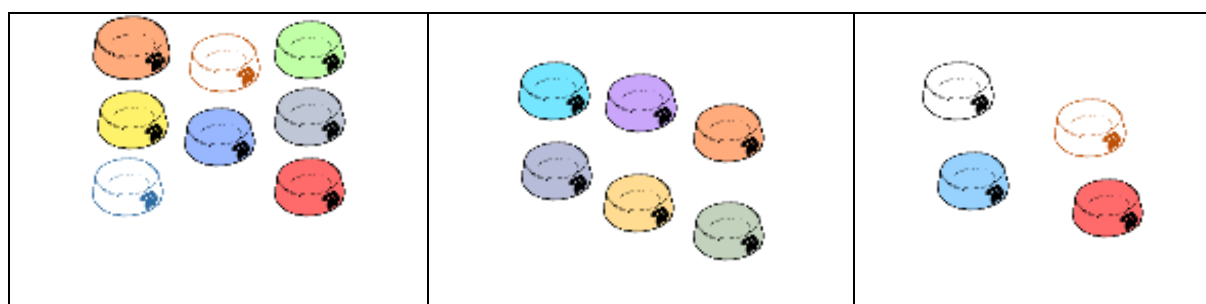
c. 

<p>2.</p> 		
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a. _____

b.

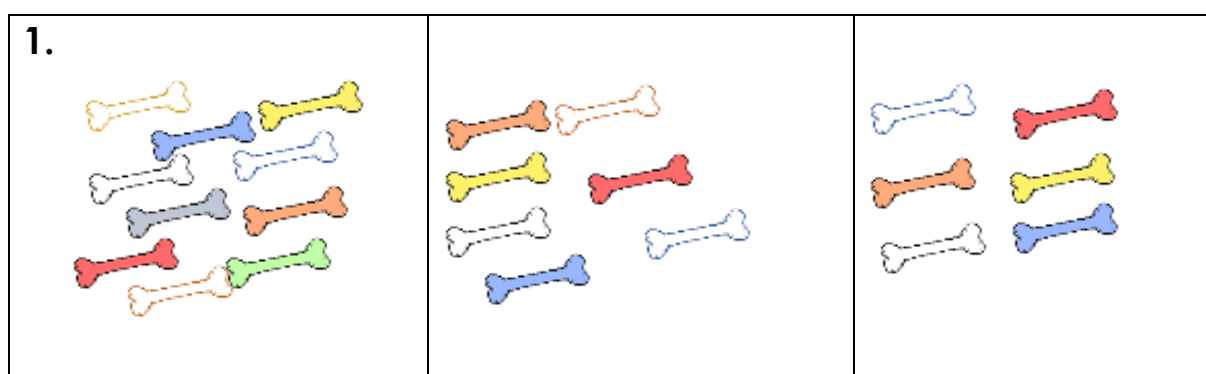
c. 



a. _____

b.

c. 



a. _____

b.

c. 

ACTIVITY SHEET NO. 5

Name: _____

Grade and Section: _____

(Group Activity)

- a. Get sets of pictures from your teacher.
- b. Prepare scissors and glue.
- c. Cut pictures and paste the pictures depending on what is asked in each number.

1. Choose 3 sets of pictures. Paste the pictures from the least to greatest arrangement.

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2. Choose another 3 sets of pictures. Paste the pictures from greatest to least arrangement.

--	--	--

Answer Keys:

Activity Sheet No. 1

Show Me Card!

1. >
2. <
3. =
4. <
5. >

Activity Sheet No. 2

1. A. 4, 1, 2
B. 1st box - red, 2nd box – blue
C. 1, 2, 4
2. A. 6, 7, 5
B. 2nd box - red, 3rd box – blue
C. 5, 6, 7

Activity Sheet No. 3

1. A. 9, 7, 10
B. 2nd box - blue, 3rd box – red
C. 10, 9, 7
2. A. 4, 3, 5
B. 2nd box - blue, 3rd box – red
C. 5, 4, 3

Activity Sheet No. 4

1. A. 3, 4, 5
B. 1st box - blue, 3rd box – red
C. 3, 4, 5
2. A. 3, 2, 1
B. 1st box - red, 3rd box – blue
C. 1, 2, 3
3. A. 8, 6, 4
B. 1st box - red, 3rd box – blue
C. 8, 6, 4
4. A. 10, 7, 6
B. 1st box - red, 3rd box – blue
C. 10, 7, 6

Activity Sheet No. 5

(Answer varies)

MATHEMATICS 1 (m1ns-1f-9.1)

I. OBJECTIVES	
A. Content Standards	The learner demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10 th , money up to PhP100 and fractions $\frac{1}{2}$ and $\frac{1}{4}$
B. Performance Standards	The learner is able to... 1. Recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts. 2. Recognize, and represent ordinal numbers up to 10 th , in various forms and contexts.
C. Learning Competencies/ Objectives <i>Write the LC code for each</i>	Reads and writes numbers up to 100 in symbols and in words. (M1NS-1f-9.1)
II. CONTENT	<i>Numbers and Number Sense: Reading and Writing Numbers up to 100 in Symbols and in Words</i> <i>Integration of Rabies Education: World Rabies Day – (September 28) and Animal Bite Management</i>
III. LEARNING RESOURCES	
A. References	
1. <i>Teacher's Guide pages</i>	Lesson Guides in Elem. Math Grade 1. 2010. pp. 90-96
2. <i>Learner's Materials pages</i>	
3. <i>Textbook pages</i>	
4. <i>Additional Materials from Learning Resource (LR) portal</i>	https://lrmds.deped.gov.ph (K to 12 Learning Resources – Grade 1) for Mother Tongue (Localization) purposes

5. Other Learning Resources	https://rabiesalliance.org/ http://www.helpingwithmath.com/printables/worksheets/numbers/1nbt1-numbers-words01.htm#page1-3 http://www.woodwardenglish.com/numbers-from-1-to-100-in-english/
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	<p>Remember Me!</p> <ol style="list-style-type: none"> 1. The teacher will present the Number Chart in symbols and in words to the pupils. (This could be given in any of the following forms: in tarpapel, Power Point presentation or individual copy for pupils) 2. The Teacher will guide the pupils to read the numbers in the number chart. <p>Materials needed: (Number Chart 0-100 written in figures and in words) (5 minutes)</p>
B. Establishing a purpose for the lesson	<p><i>Guide questions:</i> (The teacher will show the calendar to the pupils) Ask: Class, what is this? (calendar) Say: Let us read the following numbers in the calendar. <i>Look at the encircled number in the calendar. I marked it because I want you to know that this day is the Celebration of World's Rabies Day.</i></p> <p>(The teacher will show to the pupils the encircled number on the calendar)</p> <p>Ask: What day do we celebrate World's Rabies Day? (Every 28th day of September)</p> <p>Why do you think is this event important to us? <i>(It is celebrated annually to raise awareness about Rabies prevention.)</i></p> <p>Who among you here know about bite management? Say: In order for you to understand the importance of animal bite management. I will present a short story entitled</p>

	<p>"A Day to Remember"</p> <p>Materials needed: (calendar) (3 minutes)</p>
<p>C. <i>Presenting examples/instances of the new lesson</i></p>	<p>1. The teacher will present the short story to the pupils.</p> <p style="text-align: center;">A Day to Remember Original Story by: Melanie E. Edquilang</p> <p>Teacher Lanie remembers the day when a dog has bitten her during home visitation. Thanks to her three alert friends. They washed her wound with soap under running water for 15 minutes. Then, they put iodine on the wound to clean it.</p> <p>After the first aid was given, they went to Animal Bite Treatment Center (ABTC) for consultation and proper medication. The doctor also advised them to observe the dog's behavior for two weeks.</p> <p>Since then, Teacher Lanie continues in joining the World's Rabies Day being celebrated every September 28. She supports the Global Alliances for Rabies Control (GARC) campaign on Rabies Awareness and Anti – Rabies Vaccination for animals.</p> <p>(Note: Teacher will show the illustrations to the pupils while reading the short story – Refer to Teacher's Handout No. 1)</p> <p>2. Answer the following questions.</p> <ol style="list-style-type: none"> Who is the character in the Story? (Teacher Lanie) What happened to Teacher Lanie? (she was bitten by a dog) Who helped Teacher Lanie? (her three alert friends) What did they do to her wounds? <i>(They washed her wound with soap under running water for 15 minutes. Then, they put iodine on the wound to clean it)</i> What did they do after the first aid was given? (they went to Animal Bite Treatment Center (ABTC) for consultation and proper medication) What do the numbers below signify based from the story? <ol style="list-style-type: none"> 3 - alert friends of Teacher Lanie)

	<p>b. 15 - Minutes of washing Teacher Lanie's wound with soap and running water)</p> <p>c. 28-28th day of September as World Rabies Day Celebrated</p> <p>d. The teacher will ask pupil to write the numbers in the blackboard.</p> <p>Write numbers 3, 15 and 28 in symbols and in words. After writing the numbers on the blackboard, pupils will read the numbers in symbols and in words.</p> <p><i>(18 minutes)</i></p>
D. Discussing new concepts and practicing new skills #1	<p>Game: Catch Me, Read Me!</p> <p>The teacher will provide improvised aquarium and fishing rod. Put cutouts of fish with words and numerals written on it. Pupils will catch the fish using the fishing rod. They will read the numbers and write it on the board.</p> <p><i>(Refer to Activity Sheet No. 1)</i></p> <p>Materials needed: (improvised aquarium and fishing rod, cut-outs of fish, chalk)</p> <p><i>(5 minutes)</i></p>
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (leads to Formative Assessment 3)	<p>Guessing Game:</p> <p>The teacher will give the activity entitled Guessing Game. The teacher will call the pupils to write their answer in figures and in words inside the box.</p> <p><i>(Refer to Activity Sheet No. 2)</i></p> <p>Materials needed: (Tarpapel for Activity Sheet No. 2 to be posted in front of the board, marker/chalk)</p> <p><i>(5 minutes)</i></p>
G. Finding practical applications of	

concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	<p>Ask: How do we write numbers up to 100?</p> <p>Answer: (We write numbers up to 100 in symbols and in words)</p> <p><i>(3 minutes)</i></p>
I. Evaluating learning	<p>Match and Write!</p> <p>The teacher will give the activity entitled Match and Write. The pupils will answer the activity.</p> <p>Direction: Read and write the numerals and the number words inside the chart.</p> <p>(Refer to Activity Sheet No. 3)</p> <p>Materials needed: (Individual copy of Activity Sheet No.3)</p> <p><i>(5 minutes)</i></p>
J. Additional activities for application or remediation	<p>A. Group Activity</p> <p>Spot the Magic Number Word!</p> <p>The teacher will read and explain the rubrics for the group activity entitled Spot the Magic Number Word.</p> <p>After reading and explaining the rubrics, the pupils will answer the activity by group.</p> <p>Direction: Write the number in word form along the rows. When you have done them all, look down the columns and try and spot the "magic number word."</p> <p>(Refer to Activity Sheet No. - 3.1, 3.2, 3.3)</p> <p>Materials needed: ((Individual copy of activity sheet for each group) <i>(6 minutes)</i></p>
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?	



Department of Education
Region III
Schools Division Office of Zambales
District of Candelaria
CANDELARIA CENTRAL ELEMENTARY SCHOOL
Poblacion, Candelaria, Zambales



Original Story by:
MELANIE E. EDQUILANG

Illustrator:
ARVIN G. BUENAVENTURA

Graphic Designer:
EVANGELINE E. EBIDAG



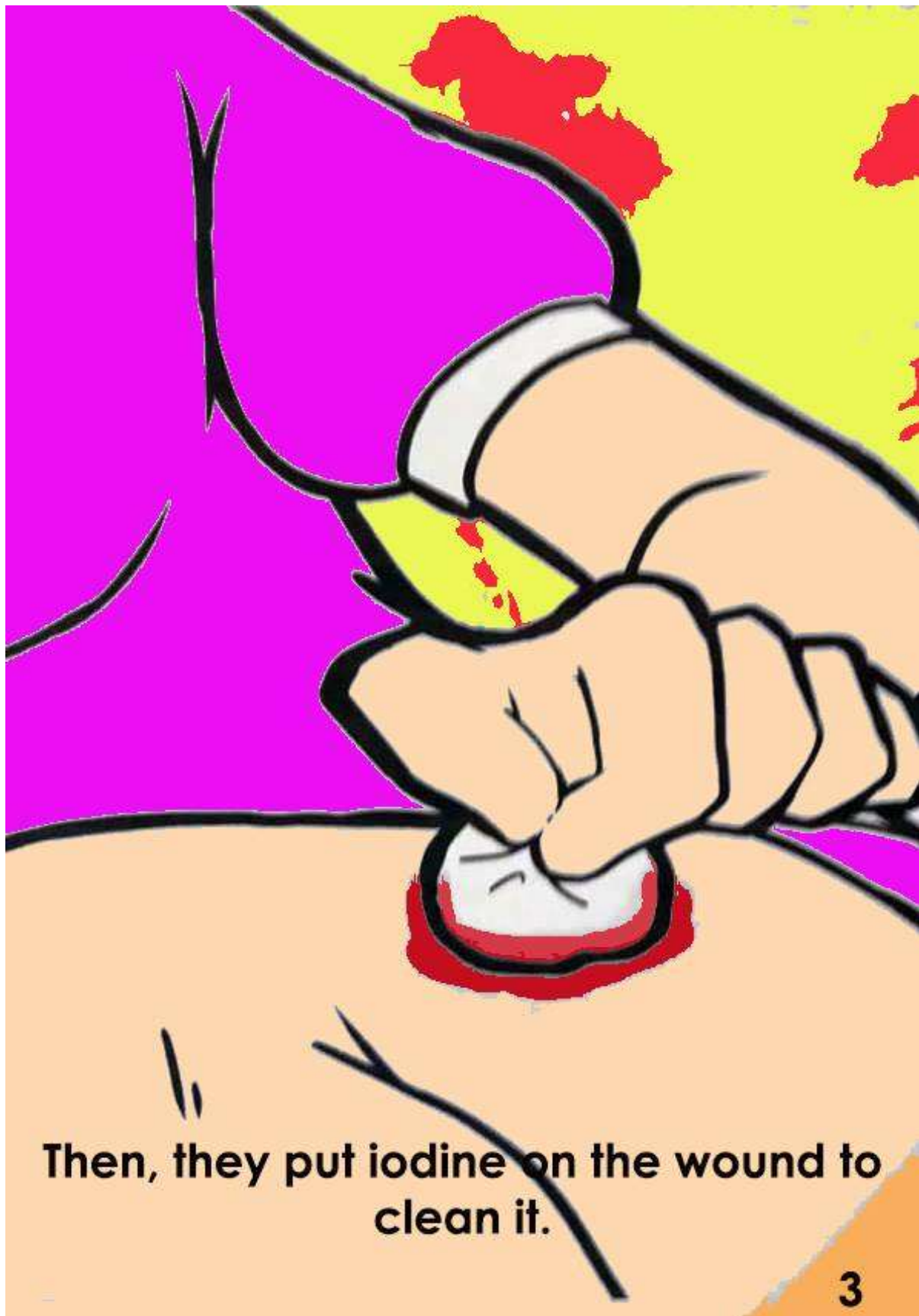
**Teacher Lanie
remembers the
day when a dog
has bitten her
during home
visitation.**

1



Thanks to her three alert friends.
They washed her wound with soap
under running water for 15
minutes.

2

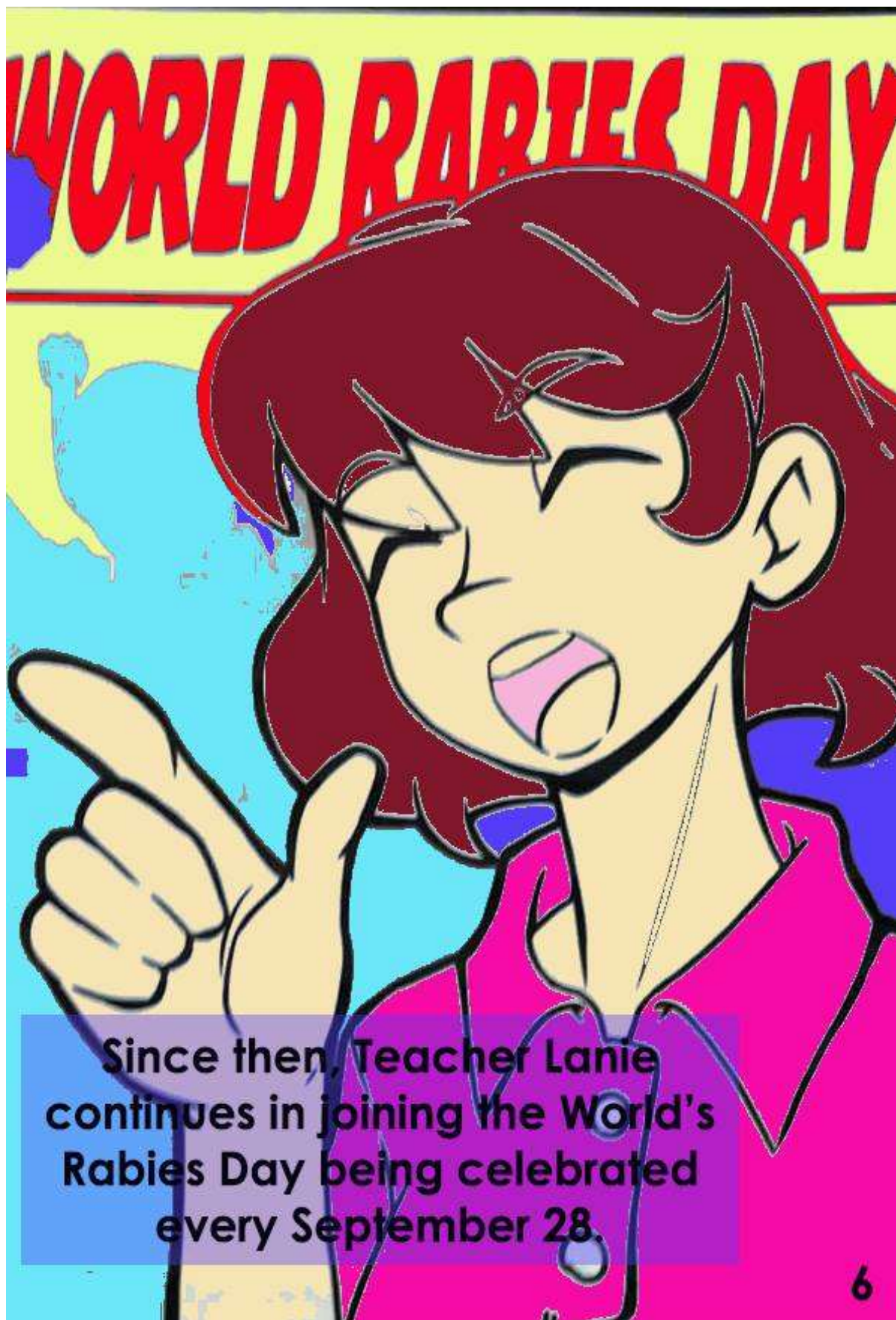




After the first aid was given, they went to Animal Bite Treatment Center (ABTC) for consultation and proper medication.

The doctor also advised them to observe the dog's behavior for two weeks.





She supports the Global Alliances for Rabies Control (GARC) campaign on Rabies Awareness and Anti – Rabies Vaccination for animals.

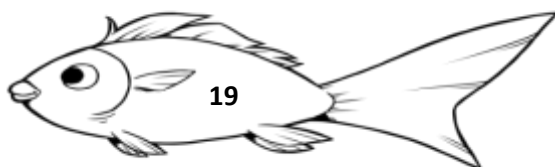
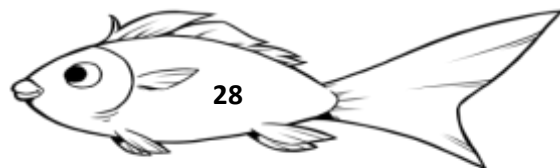
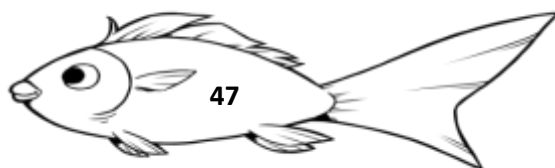
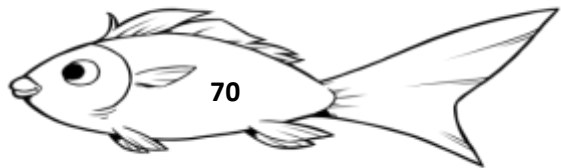
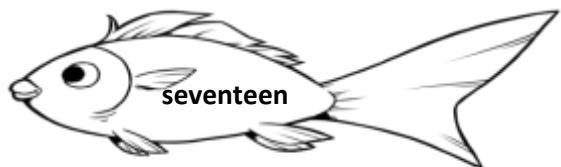
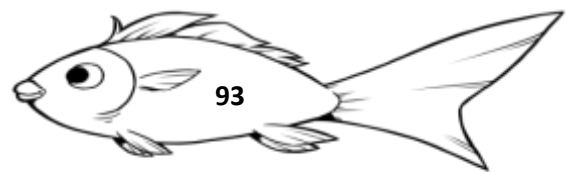


7

ACTIVITY SHEET NO. 1

Game: **Catch Me, Read Me!**

Catch cut-outs of fish using improvised fishing rod. Read the word and numbers written on it. Then, write it on the board.



ACTIVITY SHEET NO. 2

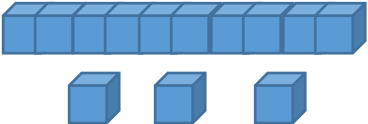
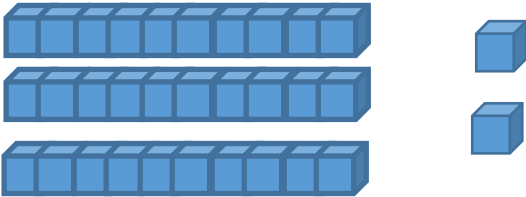
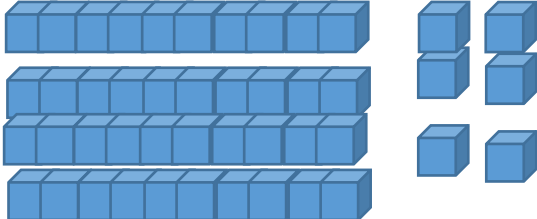
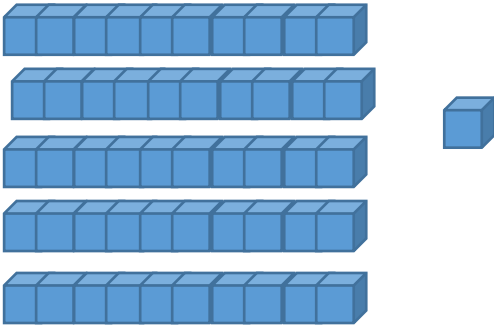
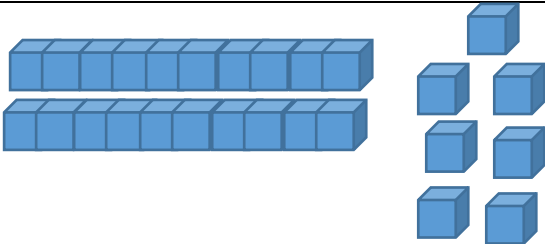
Guessing Game: Write the numbers in figures and in words.

	Figures	Words
1. I am a two-digit number. I am between 37 and 39. What number am I?		
2. I am a two-digit number. I come after 64. What number am I?		
3. I am a two-digit number less than 30 but greater than 20. My ones digit is 9. What number am I?		
4. I am a two-digit number. I come before 71. What number am I?		
5. I am a two-digit same number. My tens digit is 5. What number am I?		

ACTIVITY SHEET NO. 3

Match and Write!

Write the numerals and the number words to complete the chart.

Figure	Numerals		Words
	Tens	Ones	
	1	3	Thirteen
			
			
			
			

(Group Activity)

Rubrics in Participation for Group Activity

Points	Indicators
5	The group got the correct answers for the activities and everybody shows cooperation.
4	The group got the correct answers for the activities but not everybody participated.
3	The group got one mistake for the activities and not everybody participated.
2	The group got two mistakes for the activities and not everybody participated.
1	The group has no correct answers and not everybody participated.

ACTIVITY SHEET NO. 3.1

Group I: Write the number in word form along the rows. When you have done them all, look down the columns and try to spot the "magic number word."

14													
8													
16													
3													
18													
17													
11													
20													

ACTIVITY SHEET NO. 3.2

Group II: Write the number in word form along the rows. When you have done them all, look down the columns and try to spot the "magic number word."

17																		
12																		
38							-											
71											-							
45											-							
64											-							
89								-										
35							-											
57												-						
11																		
94											-							

ACTIVITY SHEET NO. 3.3

Group III: Write the number in word form along the rows. When you have done them all, look down the columns and try to spot the "magic number word."

26									-							
34										-						
77									-							
81											-					
52								-								
63							-									
44						-										
11																
92										-						
19																
80																

Answer Key:

Catch Me, Read Me!

The answers may vary depending on the cut-outs of fish with numbers and words caught by individual pupils inside the improvised aquarium.

Guessing Game:

1. 38 – thirty-eight
2. 65 – sixty-five
3. 29 – twenty-nine
4. 70 - seventy
5. 55 – fifty-five

Match and Write!

1. 13 – thirteen
2. 32 - thirty-two
3. 46 – forty-six
4. 51 – fifty-one
5. 27 – twenty-seven

Spot the Magic Word Number! (Enrichment Activity)

Activity Sheet No. 3. 1 - Magic number word is: thirteen

14		f	o	u	r	t	e	e	n					
8			e	i	g	h	t							
16					s	i	x	t	e	e	n			
3				t	h	r	e	e						
18		e	i	g	h	t	e	e	n					
17					s	e	v	e	n	t	e	e	n	
11				e	l	e	v	e	n					
20			t	w	e	n	t	y						

<http://www.helpingwithmath.com/printables/worksheets/numbers/1nbt1-numbers-words01.htm#page1-3>

Activity Sheet No. 3. 2 - Magic number word is: twenty-five

17				s	e	v	e	n	t	e	e	n							
12								t	w	e	l	v	e						
38		t	h	i	r	t	y	-	e	i	g	h	t						
71					s	e	v	e	n	t	y	-	o	n	e				
45						f	o	r	t	y	-	f	i	v	e				
64					s	i	x	t	y	-	f	o	u	r					
89			e	i	g	h	t	y	-	n	i	n	e						
35		t	h	i	r	t	y	-	f	i	v	e							
57								f	i	f	t	y	-	s	e	v	e	n	
11						e	l	e	v	e	n								
94						n	i	n	e	t	y	-	f	o	u	r			

<http://www.helpingwithmath.com/printables/worksheets/numbers/1nbt1-numbers-words01.htm#page1-3>

Activity Sheet No. 3. 3 - Magic number word is: ninety-nine

26				t	w	e	n	t	y	-	s	i	x						
34					t	h	i	r	t	y	-	f	o	u	r				
77			s	e	v	e	n	t	y	-	s	e	v	e	n				
81							e	i	g	h	t	y	-	o	n	e			
52				f	i	f	t	y	-	t	w	o							
63			s	i	x	t	y	-	t	h	r	e	e						
44		f	o	r	t	y	-	f	o	u	r								
11		e	l	e	v	e	n												
92						n	i	n	e	t	y	-	t	w	o				
19					n	i	n	e	t	e	e	n							
80							e	i	g	h	t	y							

<http://www.helpingwithmath.com/printables/worksheets/numbers/1nbt1-numbers-words01.htm#page1-3>

EDUKASYON SA PAGPAPAKATAO 1 (esp1p-iig-5)

I. LAYUNIN	
A. <i>Pamantayang Pangnilalaman</i>	Naipamamalas ang pag-unawa sa kahalagahan ng wastong pakikitungo sa ibang kasapi ng pamilya at kapwa tulad ng pagkilos at pagsasalita nang may paggalang at pagsasabi ng katotohanan para sa kabutihan ng nakararami
B. <i>Pamantayan sa Pagganap</i>	Naisasabuhay ang pagiging matapat sa lahat ng pagkakataon
C. <i>Kasanayan sa Pagkatuto/ Layunin</i> (Isulat ang code ng bawat kasanayan)	<p>12. Nakapagsasabi ng totoo sa magulang/nakatatanda at iba pang kasapi ng mag-anak sa lahat ng pagkakataon upang maging maayos ang samahan (EsP1P-IIg-5)</p> <p>Layunin: Nakapagsasabi ng totoo sa magulang o guro sa lahat ng pagkakataon upang maging maayos ang samahan</p>
II. NILALAMAN	<p>YUNIT II: KAPWA KO MAHAL KO ANG BATANG MATAPAT MINAMAHAL NG KAPWA AT PAMILYA</p> <p>Rabies Education Integration: Tamang Pangangalaga ng Sugat Dulot ng Kagat ng Hayop.</p>
III. KAGAMITAN SA PAGTUTURO	
A. <i>Sanggunian</i>	
1. Mga pahina sa Gabay ng guro	
2. Mga pahina sa kagamitang pang-mag-aaral	
3. Mga pahina sa teksbuk	

4. Karagdagang Kagamitan mula sa Portal ng Learning Resource	Gabay Pangkurikulum sa Edukasyon sa Pagpapakatao p. 18
5. Iba pang kagamitang panturo	Activity Sheets mula sa Teacher's Handout (Attachments)
IV. PAMAMARAAN	
<i>A. Balik-aral o pagsisimula ng bagong aralin</i>	<p>Ihahanda ng guro ang mga mag-aaral sa talakayan sa araw na ito.</p> <p>Ang kaayusan ng klase ay sisiguruhin ng guro upang maging mabunga ang talakayan.</p>
<i>1. Paghahabi ng layunin ng aralin</i>	<p>Basahin ang kuwentong “Si Dave ang Batang Matapat” sa klase at itanong ang mga sumusunod: (10 minuto)</p> <ol style="list-style-type: none"> 1. Sino ang pangunahing tauhan sa kuwento? 2. Ano-ano ang mga katangian ni Dave ayon sa kuwento? 3. Paano nakatulong ang mga katangiang ito sa kanyang pamilya? 4. Mahalaga ba ang pagiging matapat sa lahat ng oras? Bakit? <ul style="list-style-type: none"> • Bibigyang diin ng guro ang aral mula sa kuwento, iuugnay niya ito sa mga sagot ng mga mag-aaral.
<i>B. Pag-uugnay ng mga halimbawa sa bagong aralin</i>	<p>(5 minuto)</p> <ol style="list-style-type: none"> 1. Ang Gawain 1 (<i>Attachment A</i>) ay sasagutan ng mga mag-aaral. 2. Maaaring gumawa ng maraming kopya ng <i>Attachment A</i> bago ang talakayan ayon sa bilang ng mga mag-aaral sa klase. 3. Gabayan ang mga mag-aaral sa pagsagot ng gawain. 4. Itanong: Ano ang inyong natutunan sa ating gawain? <p><i>Sagot:</i> Kapag may pagsusulit, nakakita ng laruang hindi sa iyo, at naglalaro mahalagang isabuhay sa lahat ng oras ang pagiging matapat.</p>
<i>C. Pagtatalakay ng bagong konsepto at paglalahad ng</i>	<p>Sabihin: Ang pagiging matapat ay lubhang mahalaga sa lahat ng pagkakataon. Kung ikaw ay nakagat o nasaktan ng alagang hayop sa bahay, ano ang gagawin mo?</p>

<p><i>bagong kasanayan #1</i></p>	<p>Balikan ang kuwentong binasa at itanong ang mga sumusunod:</p> <ol style="list-style-type: none"> 1. Anong hayop ang alaga ni Dave? 2. Anong nangyari kay Dave habang hinihimas niya si Bantay? 3. Ano ang ginawa ng nanay ni Dave sa kanyang sugat? <ul style="list-style-type: none"> • Hayaang makapagpahayag ang mga mag-aaral ng sagot, ang kaayusan ng pagsagot ng mga mag-aaral ay sisiguruhin ng guro. Maaaring tumawag ang guro ng mag-aaral na sasagot sa katanungan. • Ihanda ang <i>Attachment B</i> ayon sa bilang ng mga mag-aaral. • Pakulayan ang larawan sa <i>Attachment B</i> sa mga mag-aaral. • Iproseso ng guro ang gawain sa mga mag-aaral. Bigyang diin ang tamang pangangalaga ng sugat na dulot ng kagat ng alagang hayop at hikayatin ang mga mag-aaral na ibahagi ito sa kanilang mga magulang.
<p>V. MGA TALA</p>	
<p>VI. PAGNINILAY</p>	
<p>A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.</p>	
<p>B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation</p>	
<p>C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin. Did the remedial lessons work?</p>	
<p>D. Bilang ng mag-aaral na magpapatuloy sa remediation</p>	
<p>E. Alin sa mga istratehiya ng pagtuturo ang nakatulong nang lubos?</p>	
<p>F. Anong suliranin ang aking naranasan na nasolusyonan sa tulong ng aking punong-guro / prinsipal at superbisor?</p>	

G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapuwa ko guro?	
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TEACHER'S HANDOUT

PAGHAHABI NG LAYUNIN NG ARALIN

1. Sa pasimula ng aralin ay ihahanda ng guro ang mga mag-aaral para sa proseso ng pagkatuto.
2. Ikukuwento ang "Si Dave, Ang Batang Matapat".
3. Sa paghahabi ng layunin ay itatanong ng guro ang mga gabay na tanong at ipropose ang mga kasagutan ng mga mag-aral. Palalimin ang kasagutan ng mga mag-aaral at sabihin na:
 - ✓ **Tulad ni Dave sa kwentong ating binasa, mga bata, lubhang napakahalaga ang pagiging matapat sa lahat ng oras. Ang pagiging matapat ni Dave ay nakatulong upang maagapang magamot ang kaniyang sugat na natamo dahil sa pagkagat sa kanya ni Bantay.**

PAG-UUGNAY NG MGA HALIMBAWA SA BAGONG ARALIN

1. Luugnay ng guro ang Gawain 1 sa aralin at ipropose ang mga kasagutan ng mga mag-aaral. Hahayaang makapagpahayag ang mga mag-aaral ng kanilang reaksyon o opinyon. Bigyang diin ang kaisipang:
 - ✓ **Ang pagiging matapat ay ang pagsasabi ng totoo sa mga magulang o nakatatanda at sa iba pang kasapi ng mag-anak. May magandang maidudulot ito sa ating buhay sapagkat magiging maayos ang samahan ng ating pamilya. Mamahalin tayo ng ating pamilya kapag tayo ay matapat sa lahat ng bagay.**
2. Unti-unting dadalhin ang klase sa integrasyon ng Rabies Education na nakatuon sa tamang pangangalaga ng sugat na dulot ng kagat hayop. Itatanong sa klase ang mga gabay na katanungan. Ipagagawa ang Gawain 2, matapos itong gawin ng mga mag-aaral ay itatanong ng guro ang mga gabay na katanungan. Hayaang magpahayag ang mga mag-aaral. Bigyang diin ang mga sumusunod:

Dapat nating tatandaan na kahit maamo ang ating mga alagang hayop sa bahay ay may kakayahan pa rin silang mangagat o manakit. Kapag naglalaro sa labas ng bahay o paaralan at may mga hayop sa paligid ay ibayong pag-iingat ang kailangan. Sabihin agad ito sa nakatatanda lalo na kapag ito ay nagpapakita ng hindi pangkaraniwang kilos.

Ang mga hayop tulad ng pusa at aso na nasa ating tahanan o sa ating paligid ay maaaring magkaroon ng RABIES. Ito ang virus na maaaring makuha sa pamamagitan ng mga kagat ng aso at pusa na may rabies. Kaya't laging sabihin sa mga magulang o nakatatanda sa bahay kapag nakalmot o nakagat ng inyong pusa o aso sa bahay. Hindi lahat ng hayop ay may rabies subalit ibayong pag-iingat pa rin ang ating kailangan para sa ating kaligtasan.

Kapag kayo ay nakagat ng aso o pusa gawin ang mga sumusunod:

- Hugasan ang sugat ng sabon sa dumadaloy na tubig.
- Linisin ang sugat na kinagat ng aso o pusa gamit ang *tincture of iodine*.
- Agad na komunsulta sa doktor at pumunta sa Animal Bite Treatment Center (ABTC) sa inyong lugar.

Sanggunian: Harvesting and Development of Lesson Exemplars/Module Writing for Rabies Education Hand Out, Rabies Education Key Messages. August 14-25, 2017. El Cielito Hotel. Sta Rosa Laguna.

PAGLALAHAT NG ARALIN

Lagumin ang aralin sa pamamagitan ng mga gabay na katanungan, bigyang pansin ang sumusunod na kaisipan.

- ✓ Ang pagsasabi ng TOTOO sa magulang at nakatatanda ay isang paraan upang mapanatili ang maayos na ugnayan. Gawin ito sa lahat ng oras. Kahit anong mangyari ay mahalagang sabihin ang totoo.

Paalaala:

Ang mga pusa at aso ay maaaring makapanakit sa pamamagitan ng pagkalmot o pagkagat. Kaya kapag tayo ay nakalmot o nakagat sabihin agad sa mga magulang kapag nasa tahanan at sa inyong guro naman kapag kayo ay nasa paaralan. Ang kagat ng mga aso at pusa na may rabies ay maaaring pagmulan ng virus at ito ay lubhang mapanganib.

Susi sa Pagwawasto sa Karagdagang Gawain: Tukuyin Mo!

1. Pusa, kulay pula. Sapagkat ang pusang may taglay na rabies ay pagmumulan nito.
2. Ibon, kulay dilaw.
3. Isda, kulay dilaw.
4. Aso, kulay pula. Sapagkat ang asong may taglay na rabies ay pagmumulan nito.

Ang kuwentong babasahin ng guro sa pagsisimula ng aralin.

Si Dave, ang Batang Matapat

Akda ni: **Mauricio F. Angeles**

SDO-Nueva Ecija

Si Dave ay isang batang masayahin. Siya ay lumaki sa isang simple at masayang tahanan. Itinuro sa kanya ng kanyang magulang ang pagiging matapat sa lahat ng oras. Matulungin siya sa mga gawain sa bahay. Sa kanyang munting kakayahan ay sinisikap niyang magawa ang mga ito.

Isang araw, napag-utusan si Dave ng kanyang ina na pakainin ang kanilang alagang asong si Bantay. Habang kumakain si Bantay, naisipan ni Dave na haplusin ito. Biglang kinagat ni Bantay si Dave sa kamay. Tumakbong umiiyak papasok sa bahay si Dave at nagsumbong sa ina. Dali-daling hinugasan ni nanay ang kamay ni Dave sa dumadaloy na tubig sa loob ng labinlimang minuto at saka nilagyan ni nanay ng *tincture of iodine*. Habang papunta sila sa malapit na Animal Bite Center tinanong ni nanay si Dave kung ano ang nangyari. Ikinuwento ni Dave ang buong katotohanan sa ina.

Gawain 1: Ugaling Matapat, Bilugan Mo!

Panuto: Bilugan ang mga larawang nagpapakita ng ugaling katapatan.



Gawain 2: Sabihin kay Nanay at Tatay, Ito ang Dapat Gawin!

Panuto: Kulayan ang mga hakbang na dapat gawin kapag ikaw ay nakagat ng hayop, at ito ay ibabahagi kay nanay at tatay.



Pagtataya

Gawain 3: Matapat ba Ito at Dapat Ipagmalaki?

Pangkatang Gawain: Mag-*Thumbs up* kung ang larawan ay nagpapakita ng matapat na ugali, at *Thumbs down* kung ang larawan ay nagpapakita ng hindi matapat na ugali.

1. Pagsasabi kay tatay kapag ikaw ay nadapa



2. Pagtatago ng napulot na laruang hindi sa iyo



3. Pagsasabi sa lola na si bunso ay nakagat ng tuta



4. Pagsauli ng napulot na pera



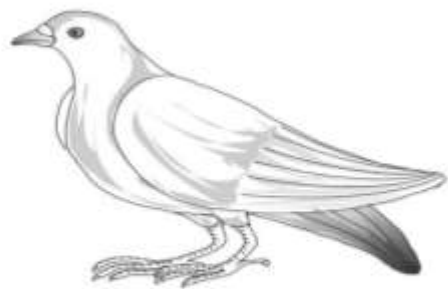
5. Pagsasabi kay kuya na nakagat ng aso ang pinsan



Remedial Activity

Tukuyin Mo!

Panuto: Kulayan ng pula kapag ang hayop ay maaaring makapanakit at maaaring makapagdulot ng rabies sa mga bata at dilaw kapag ito ay walang kakayahang manakit.



Karadagang Gawain: Tapat na Gawain, Ugaliin Mo! (Remedial Activity)

Panuto: Lagyan ng ☺ sa kahon kung ang larawan ay nagpapakita ng gawaing tapat at lagyan ng ☹ sa kahon kung ang larawan ay hindi nagpapakita ng gawaing tapat.

☐☐☐☐

Panlinang na Gawain 1: Tapat na Gawa, Aalamin ko!

Panuto: Idikit sa tamang kolum ang nakaguhit na sitwasyong ibibigay sa iyo ng iyong guro.

Matapat na Gawain	Hindi Matapat na Gawain




Ang mga sumusunod ay mga munghaking larawang maaaring ibigay ng guro. Ang guro ay maaaring gumamit ng ibang larawan para sa gawaing ito.








Paalaala: Gugupitin ng guro ang mga larawan upang idikit ng mga mag-aaral sa kolum sa *Activity Sheet*.

HEALTH 1 (h1is-ivc-3)

I. LAYUNIN	
A. <i>Pamantayang Pangnilalaman</i>	The learner demonstrates understanding of safe and responsible behaviour to lessen risk and prevent injuries in day-to-day living.
C. <i>Pamantayan sa Pagganap</i>	The learner appropriately demonstrates safety behaviours in daily activities to prevent injuries
D. <i>Kasanayan sa Pagkatuto/ Layunin</i> (<i>Isulat ang code ng bawat kasanayan</i>)	Identifies appropriate persons to ask for assistance. H1IS-IVc-3
II. NILALAMAN	ARALIN 1: PAGHINGI NG TULONG Content : <ul style="list-style-type: none"> • People whom we can ask for help • Personal Information
	INTEGRATION: ANIMAL BITE MANAGEMENT
III. KAGAMITAN SA PAGTUTURO	
A. <i>Sanggunian</i>	Curriculum Guide pahina 11
1. Mga pahina sa Gabay ng guro	*PEH Grade 1 (Q3&Q4) page 23-25
2. Mga pahina sa kagamitang pang-mag-aaral	*Health (Quarters 3&4) Tagalog pahina 43-46
3. Mga pahina sa teksbuk	
4. Karagdagang Kagamitan mula sa Portal ng Learning Resource	
5. Iba pang kagamitang panturo	Larawan o ilustrasyon ng mga sitwasyon na nangangailangan ng tulong at mga taong dapat hingan ng tulong.

IV. PAMAMARAAN	
<p>A. <i>Balik-aral o pagsisimula ng bagong aralin</i></p>	<p>Punan ng impormasyon ang ID o Identification Card.</p> <p>Pangalan:_____</p> <p>Tirahan:_____</p> <p>Numero ng Telepono:_____</p> <p>Pangalan ng Tatay:_____</p> <p>Pangalan ng Nanay:_____</p> <ul style="list-style-type: none"> • Sa palagay ninyo, magagamit ba ang mga impormasyong isinulat ninyo sa inyong Identification Card? • Magbigay ng sitwasyon kung saan pwedeng magamit ang mga impormasyong ito?
<p>B. <i>Paghahabi ng layunin ng aralin</i></p>	<p>TULUNGAN NINYO PO AKO!</p> <p>➤ Pagmasdang mabuti ang mga larawan. Ilagay ang sarili sa sitwasyon, kanino ka hihingi ng tulong?</p> <p>Kinagat ng aso</p>  <p>Batang nasa nasusunog na bahay</p>  <p>Batang nawawala</p> 

	<p>ITANONG:</p> <ol style="list-style-type: none"> 1. Sino ang dapat mong hingan ng tulong kung nakagat ng aso? nasusunog ang iyong bahay? nawawala ka? 2. Pare-pareho ba ang hinihingan natin ng tulong? Bakit? 3. Sa paghingi ng tulong, ano-ano ang dapat tandaan? 4. Bukod sa iyong mga nabanggit, sino-sino ang taong maaari mong hingan ng tulong?
<p><i>C. Pag-uugnay ng mga halimbawa sa bagong aralin</i></p>	<p>PUSUAN MO AKO!</p> <p>Kilalanin ang mga sumusunod na larawan. Lagyan ng hugis puso  ang larawan ng taong hihingan mo ng tulong sa oras ng sakuna. Iguhit ang hugis puso sa ibaba ng larawan.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  _____ </div> <div style="text-align: center;">  _____ </div> </div> <p>Mga Gabay na Tanong:</p> <ol style="list-style-type: none"> 1. Sino ang pwede mong hingan ng tulong? 2. Bakit sila ang karapat-dapat mong hingan ng tulong? 3. Kung sakaling may kaibigan kang nakagat ng aso, kanino ka hihingi ng tulong?
<p><i>D. Pagtalakay ng bagong konsepto at paglalahad ng</i></p>	<p>Pagtalakay sa mga taong karapat dapat hingan ng tulong sa oras ng sakuna.</p>

<i>bagong kasanayan #1</i>	<p>ITANONG:</p> <p>Sino-sino ang taong karapat-dapat hingan ng tulong?</p> <p>Matutuhan ang mga dapat tandaan kapag humihingi ng tulong.</p> <p>ITANONG: Ano ang dapat tandaan sa paghingi ng tulong? Bakit?</p>				
<i>E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</i>					
<i>F. Paglinang sa Kabihasaan (Tungo sa Formative Assessment)</i>					
<i>G. Paglalapat ng aralin sa pang-araw-araw na buhay</i>	<p>MALAYANG TALAKAYAN:</p> <p>Ilahad sa mga mag aaral ang senaryo at pasagutan ang mga tanong pagkatapos.</p>				
<i>H. Paglalahat ng Aralin</i>	<p>Senaryo:</p> <p>Naglalaro ka sa likod ng bahay ninyo kasama ang mga kalaro mo. Nang biglang may paparating na isang nagngangalit na aso at kinagat ang iyong kanang paa. Ano ang gagawin mo? Kanino ka hihingi ng tulong?</p> <ol style="list-style-type: none"> 1. Bakit mahalagang malaman kung sino ang mga taong karapat dapat hingan ng tulong? 2. Sino-sino ang taong maaaring hingan ng tulong? <ol style="list-style-type: none"> a. magulang b. -guro c. -doktor d. -nars e. -health worker 3. - Anong tulong ang maaari nating hingin sa mga health worker? 				
<i>I. Pagtataya ng Aralin</i>	<p>PANUTO: Pagtapatin ang hihingan ng tulong sa Hanay A sa sitwasyon sa Hanay B. Isulat ang titik ng tamang sagot.</p> <table> <tr> <td>A</td> <td>B</td> </tr> <tr> <td>___1. guwardiya</td> <td>A. nasusunog ang bahay ng kaibigan mo</td> </tr> </table>	A	B	___1. guwardiya	A. nasusunog ang bahay ng kaibigan mo
A	B				
___1. guwardiya	A. nasusunog ang bahay ng kaibigan mo				

	____2. barangay tanod ____3. doktor ____4. bumbero ____5. guro	B. naliligaw ka sa palengke C. nais mong malaman ang palikuran ng paaralan D. nakagat ng aso o pusa ang kapatid mo E. nawawala ka sa loob ng mall
<i>J. Karagdagang Gawain para sa takdang-aralin at remediation</i>		
V. MGA TALA		
VI. PAGNINILAY		
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.		
B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation		
C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin. Did the remedial lessons work?		
D. Bilang ng mag-aaral na magpapatuloy sa remediation		
E. Alin sa mga istratehiya ng pagtuturo ang nakatulong nang lubos?		
F. Anong suliranin ang aking naranasan na nasolusyonan sa tulong ng aking punong-guro / prinsipal at superbisor?		
G. Anong kagamitan ang aking nadibuhon na nais kong ibahagi sa mga kapuwa ko guro?		

TEACHER'S HANDOUT

Personal information is any information that uniquely identifies an individual. This is used to determine basic details about a pupil and her / his family and how to contact them in case of emergency. This also entails the details of a pupil's residence and the people she / he is closely (if not family) related to. Personal information may include the following data:

1. name;
2. address;
3. telephone number;
4. age;
5. birthday;
6. parents' names, work and contact details; and
7. person to contact in case of emergency

Knowing the helpers of the community helps a pupil become safe. Community helpers (such as teacher, police officer, nurse, soldier, etc.) are people whom the pupil can trust with her/his personal information and who can help her / him, in case of stressful situations, such as getting lost or meeting an accident. Moreover, relatives, close friends, neighbors, and classmates may also be trusted and asked for help. These people may know the pupil at a personal level and will not harm her / him.

PERSONS TO ASK FOR HELP IN CASE OF ACCIDENTS AND / OR INJURIES IN SCHOOL:

1. school doctor, nurse, or clinic teacher;
2. teacher;
3. principal;
4. security guard, policeman, or barangay tanod; and
5. janitors, school staff, or personnel

MGA PAUNANG LUNAS SA KAGAT NG ASO:

1. Sabihin kay nanay at tatay na ikaw ay nakagat ng aso.
2. Hugasan agad agad ang sugat gamit ang sabon at dumadaloy na tubig sa loob ng 15 minuto.
3. Disimpektahin ang sugat gamit ang alcohol o kaya iodine.
4. Komunsulta sa doctor o kaya pumunta sa pinakamalapit na Animal Bite Treatment Center (ABTC) upang mabakunahan.

MGA SAGOT:


Tulungan niyo po ako!


1. doktor
2. bumbero
3. pulis

MGA SAGOT:

1.

2. 

3. 

4. 

5. 

ACTIVITY SHEET 1

I. OBJECTIVE:

Matutukoy kung kanino hihingi ng tulong.

II. MATERIALS: Larawan

III. PROCEDURE:

TULUNGAN NINYO PO AKO!

Pagmasdang mabuti ang mga larawan. Ilagay ang sarili sa sitwasyon, kanino ka hihingi ng tulong?



Kinagat ng aso



Batang nasa nasusunog na bahay



Batang nawawala

IV. ANALYSIS:





Sa paghingi ng tulong, ano-ano ang dapat tandaan?

ACTIVITY SHEET 2

- I. **OBJECTIVE:** Matukoy ang karapat dapat na taong hihingan ng tulong.
- II. **MATERIALS:** Larawan
- III. **PROCEDURES:**

PUSUAN MO AKO!

Kilalanin ang mga sumusunod na larawan. Lagyan ng hugis puso ♡ ang larawan ng taong hihingan mo ng tulong sa oras ng sakuna. Iguhit ang hugis puso sa ibaba ng larawan.

 _____	 _____
 _____	 _____

IV. ANALYSIS:

Sino-sino ang karapat-dapat hingan ng tulong?

ACTIVITY SHEET 3

I. **OBJECTIVE:** Matukoy ang karapat dapat na taong hihingan ng tulong.

II. **MATERIALS:** marker, manila paper

III. PROCEDURES:

PANUTO: Pagtapatin ang hihingan ng tulong sa Hanay **A** sa sitwasyon sa Hanay **B**. Isulat ang titik ng tamang sagot.

A

___1. guwardiya

___2. barangay tanod

___3. doktor

___4. bumpero

___5. guro

B

A. nasusunog ang bahay ng kaibigan mo

B. naliligaw ka sa palengke

C. nais mong malaman ang palikuran ng paaralan






D. nakagat ng aso o pusa ang kapatid mo

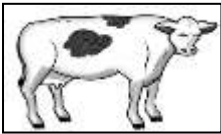



E. nawawala ka sa loob ng mall






IV. **ANALYSIS:** Kanino ka dapat humingi ng tulong? Bakit?

HEALTH 1 (h1is-ivf-7/ h1is-ivg-8)

I. LAYUNIN	
A. <i>Pamantayang Pangnilalaman</i>	The learner demonstrates understanding of safe and responsible behaviour to lessen risk and prevent injuries in day-to-day living.
B. <i>Pamantayan sa Pagganap</i>	The learner appropriately demonstrates safety behaviours in daily activities to prevent injuries
C. <i>Kasanayan sa Pagkatuto/ Layunin</i> (<i>Isulat ang code ng bawat kasanayan</i>)	<ol style="list-style-type: none"> 1. Observes safety practices with stray or strange animals. 2. Describes what may happen if safety practices are not followed.
	H1IS-IVf-7 H1IS-IVg-8
II. INILALAMAN	<p>Aralin 6: Ligtas Ako Sa Aking Alaga Content: Safety With Animals</p> <p><i>Integration:</i> Responsible Pet Ownership, Animal Bite Prevention</p>
III. KAGAMITANG PANTURO	
A. <i>Sanggunian</i>	
1. Mga pahina sa Gabay ng guro	
2. Mga pahina sa kagamitang pang-mag-aaral	
3. Mga pahina sa teksbuk	<p>*Bantay Alaga Activity Book by Amparo, et.al, pahina 6 *Si Bino, Si Buboy, at Si Bantay, Magkakaibigang Tunay by Sabile, et.al, pahina 1-18</p>
4. Karagdagang Kagamitan mula sa Portal ng Learning Resource	
5. Iba pang kagamitang panturo	<p>*10 Essential Things You Should Know About Rabies, GARC poster, *GARC Rabies IEC Materials - Rabies Information Flyer (Filipino)</p>
IV. PAMAMARAAN	
A. <i>Balik-aral o pagsisimula ng bagong aralin</i>	<p>ITANONG:</p> <ol style="list-style-type: none"> 1. Sino-sino ang taong pwede ninyong hingan ng tulong sa oras ng sakuna: <ul style="list-style-type: none"> • Sa Paaralan - (guro, principal, janitor)

	<ul style="list-style-type: none"> Sa Pamayanan – (pulis, bumbero, guwardya) <ol style="list-style-type: none"> Anong tulong ang hihingin mo sa doctor? sa health worker? Kung nakagat ka ng hayop, saan ka pupunta? Bakit? Ano ang dapat tandaan kung ikaw ay may alaga hayop? <p>SABIHIN: Kilalanin natin ang alaga ko.</p>
B. <i>Paghahabi ng layunin ng aralin</i>	<p>KILALANIN ANG IYONG ALAGA: Pagdugtungin ang mga bilog para makabuo ng larawan ng isang hayop. Maari rin itong kulayan kung nais.</p> <div style="text-align: center;"> <div style="border: 2px solid orange; padding: 5px; display: inline-block; margin-bottom: 10px;"> Kilalanin ang aking alaga </div>  </div> <ol style="list-style-type: none"> Anong hayop ang inyong nabuo? May alaga ka rin ba katulad nito? Paano mo sila inaalagaan? Ano-ano pa ang hayop na maaaring alagaan? Bakit? Ano-ano naman ang hayop na hindi pwedeng alagaan? Bakit
C. <i>Pag-uugnay ng mga halimbawa sa bagong aralin</i>	<p>PARADA NG MGA LARAWAN NG IBA'T IBANG HAYOP</p> <ol style="list-style-type: none"> Tukuyin ang sumusunod na hayop na maaaring alagaan. Lagyan ng tsek (✓) kung maaaring alagaan at ekis (x) kung hindi. Isulat ang sagot sa kahon bago ang larawan. <div style="display: flex; flex-wrap: wrap; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center; margin: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">1</div>  </div> <div style="text-align: center; margin: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">2</div>  </div> <div style="text-align: center; margin: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">3</div>  </div> <div style="text-align: center; margin: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">4</div>  </div> </div>

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">5</div>  <div style="border: 1px solid black; padding: 5px; text-align: center; width: 40px;">6</div> </div> <div style="margin-top: 10px;"> <p>2. Batay sa larawang ipinakita, alin ang maaaring alagaan? Bakit?</p> <p>3. Alin naman ang hindi maaaring alagaan? Bakit?</p> </div>
D. <i>Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</i>	<p>Pagbasa ng guro sa kuwentong pinamagatang “Si Bino, Si Buboy, at Si Bantay, Magkakaibigang Tunay.” Mula sa akda nina Josephine V. Sabile at Maria Cecille R. Arca.</p> <p>Sagutin ang mga gabay na tanong:</p> <ol style="list-style-type: none"> 1. Sino-sino ang tauhan sa kwento? 2. Ano-ano ang katangian ng mga tauhan sa kuwentong binasa? 3. Ano ang nangyari kay Buboy? 4. Bakit kinagat ni Bantay si Buboy? 5. Ano ang natutuhan mo sa kuwentong binasa? 6. Paano ang tamang pagtrato sa inyong alagang hayop?
E. <i>Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</i>	<p>HAKBANG PANGKALIGTASAN SA PAGTRATO NG LIGAW/GALANG HAYOP</p> <ul style="list-style-type: none"> • Huwag makipaglaro sa mga hayop ng walang patnubay ng nakatatanda. • Iwasang lumapit o makipaglaro sa hindi kilalang hayop. • Huwag gambalain ang hayop habang ito ay natutulog o kumakain. • Huwag bibiruin ang ligaw na hayop. • Huwag lapitan o hipuin ang mga ligaw na hayop (aso o pusa).
F. <i>Paglinang sa Kabihasaan (Tungo sa Formative Assessment)</i>	
G. <i>Paglalapad ng aralin sa pang-araw-araw na buhay</i>	<p>Mga Pangunang Lunas</p> <p>PANUTO: Ano-ano ang kailangan mong gawin kapag ikaw ay nakagat ng alaga mong aso o pusa? Pagsunud sunurin.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <hr style="width: 150px;"/> <hr style="width: 150px;"/> <hr style="width: 150px;"/> </div>

<p>H. <i>Paglalahat ng Aralin</i></p>	<p>Ano ang maaaring mangyari kung ang mga gawaing pangkaligtasan ay hindi sinusunod sa wastong pagtrato sa mga hayop na ligaw o mabangis na hayop?</p> <p>ALAGAANG MABUTI ANG IYONG ASO PANUTO: Sa tapat ng kahon, gumuhit ng \checkmark kung ang larawan ay nagpapakita ng TAMANG pangangalaga ang alagang aso. Gumuhit naman ng X kung ang larawan ay nagpapakita ng MALING pangangalaga.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p> <p>5. </p> </div> <div style="width: 150px;"> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px;"></div> </div> </div>
<p>I. <i>Pagtataya ng Aralin</i></p>	
<p>J. <i>Karagdagang Gawain para sa takdang-aralin at remediation</i></p>	
<p>V. MGA TALA</p>	
<p>VI. PAGNINILAY</p>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p>A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.</p> <p>B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation</p> <p>C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin. Did the remedial lessons work?</p> </div> <div style="width: 25%; text-align: center;"> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px;"></div> </div> </div>	

D. Bilang ng mag-aaral na magpapatuloy sa remediation	
E. Alin sa mga istratehiya ng pagtuturo ang nakatulong nang lubos?	
F. Anong suliranin ang aking naranasan na nasolusyonan sa tulong ng aking punong-guro / prinsipal at superbisor?	
G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapuwa ko guro?	

TEACHER'S HANDOUT

Ang rabies ay sakit na nakamamatay na sanhi ng isang virus at mikrobyo. Ito ay mula sa hayop at maaaring mahawa ang tao sa pamamagitan ng laway kapag nakagat ng aso o pusa na may rabies infection.

Maaari ding maisalin ang rabies virus kapag nalagyan ng laway ng hayop na may rabies infection ang sariwang sugat, gasgas, at maging ang ibang parte ng katawan ng tao tulad ng mata, ilong, at bibig.

Sa Pilipinas, karamihan sa mga nabibiktima ng rabies ay mga bata. Bagaman walang lunas ang rabies, maaari itong maagapan at maiwasan.

Upang maiwasan ang rabies, dapat pabakunahan ang alagang aso at pusa laban sa rabies kapag ito ay tatlong buwan na, at kada taon pagkatapos nito.

Kung sakaling makagat ng aso o pusa, dapat gawin ang mga sumusunod:

1. Hugasan agad ang sugat ng sabon at dumadaloy na tubig sa loob ng 15 minuto.
2. Pahiran ng tintura de yudo o anumang gamot pangsugat.
3. Kumunsulta sa pinakamalapit na Animal Bite Treatment Center o ABTC.

BACKGROUND INFORMATION

The main health risk to pupils associated with other animals includes infections (The Royal Pupils's Hospital Safety Centre, 2008). These infections can be caused by:

- ☐ bites and scratches;
- ☐ handling of birds; and
- ☐ eating food that has been infected by animal feces.

HOW TO AVOID ANIMAL-RELATED INJURIES?

1. Do not play with the pets without the supervision of an adult relative/ person.
2. Avoid petting stray or strange animals.
3. Do not approach the pet when it is sleeping or eating.
4. Do not play with pets that you do not know.
5. Do not tease pets.
6. Do not poke or inflict any form of pain.

SI BINO, SI BUBOY, at SI BANTAY, MAGKAIBIGANG TUNAY

Ni: Josephine V. Sabile, et.al

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. 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.

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. “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. Hinugasan agad ni Nanay ang sugat gamit ang sabon at dumadaloy na malinis na tubig sa loob ng labinlimang minuto. “Dapat na tayong pumunta sa ospital upang magpatingin ka sa doktor,” ang wika ni Nanay.

Sa ospital...

Tinuruan 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 doctor. “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 doctor. “Dapat ninyong tandaan na alagaang mabuti ang mga hayop. Huwag lumapit sa natutulog o kumakain na hayop upang hindi makagat,” paalala ng doctor. “Kung kayo ay kinagat ng aso, obserbahan ang aso sa loob ng labing-apat na araw at kumunsulta sa beterinaryo,” dagdag na paliwanag ng doctor.

At simula noon, hindi na nila ginagambala 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.

SAGOT: PARADA NG MGA LARAWAN

1. Aso
2. Pusa
3. Baboy

SAGOT: ALAGAANG MABUTI ANG IYONG HAYOP

1. ✓
2. ✗
3. ✓
4. ✓
5. ✗

SAGOT: MGA PAUNANG LUNAS

- 1,3,2

ACTIVITY SHEET 1

- I. **OBJECTIVE:** Makabuo ng larawan ng isang hayop gamit ang pinagdugtong na mga bilog.
- II. **MATERIALS:** Larawan, Lapis, Gamit pangkulay
- III. **PROCEDURE:**

KILALANIN ANG IYONG ALAGA:

Pagdugtungin ang mga bilog para makabuo ng larawan ng isang hayop. Maari rin itong kulayan kung nais.



IV. ANALYSIS:

- 1. Anong hayop ang inyong nabuo?
- 2. May alaga ka din ba katulad nito?

ACTIVITY SHEET 2

I. **OBJECTIVE:** Matukoy ang mga larawan ng hayop at magaya ang tunog na nalilikha ng mga ito.

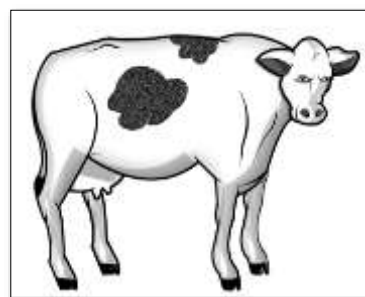
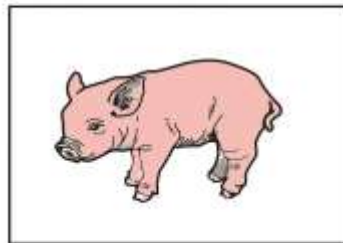
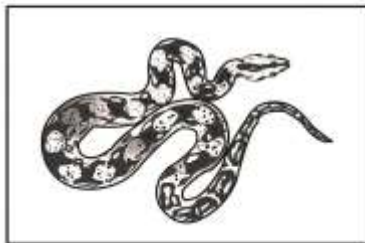
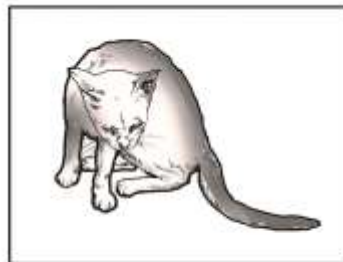
II. **MATERIALS:**

➤ Larawan ng aso, pusa, ahas, ibon at baka.

III. **IPROCEDURE:**

PARADA NG MGA LARAWAN NG IBA'T IBANG HAYOP

Tukuyin ang sumusunod na mga larawan at gayahin ang tunog na kanilang nalilikha.






IV. **ANALYSIS:** Ayon sa larawang ipinakita, alin ang mapanganib na alagaan? Bakit?



ACTIVITY SHEET 3

- I. **OBJECTIVE:** Malaman ang mga dapat at hindi dapat sa pangangalaga ng alagang aso.
- II. **MATERIALS:** GARC poster/flyer
- III. **PROCEDURE:**

ALAGAANG MABUTI ANG IYONG ASO

PANUTO: Sa tapat ng kahon, gumuhit ng √ kung ang larawan ay nagpapakita ng TAMANG pangangalaga ang alagang aso. Gumuhit naman ng X kung ang larawan ay nagpapakita ng MALING pangangalaga.

<p>1.</p> 	<div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
<p>2.</p> 	<div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
<p>3.</p> 	<div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>

<p>4.</p> 	<div data-bbox="1002 194 1195 271" style="border: 1px solid black; width: 121px; height: 34px; margin: 10px auto;"></div>
<p>5.</p> 	<div data-bbox="1002 501 1195 577" style="border: 1px solid black; width: 121px; height: 34px; margin: 10px auto;"></div>




IV. ANALYSIS:

Alin sa mga larawan ang nagpapakita ng tamang pangangalaga ng alagang aso?

Alin namang larawan ang nagpapakita ng maling pangangalaga ng alagang aso?




HEALTH 1 (h1is-ivi-10)

I. LAYUNIN	
A. <i>Pamantayang Pangnilalaman</i>	The learner demonstrates understanding of safe and responsible behaviour to lessen risk and prevent injuries in day-to-day living.
B. <i>Pamantayan sa Pagganap</i>	The learner appropriately demonstrates safety behaviours in daily activities to prevent injuries.
C. <i>Kasanayan sa Pagkatuto/ Layunin</i> (<i>Isulat ang code ng bawat kasanayan</i>)	Distinguishes between good and bad touch. H1IS-IVi-10
II. NILALAMAN	ARALIN 7: TAMANG PAGHIPO, MALING PAGHIPO CONTENT: Knowing by which People are Intentionally Helpful or Harmful INTEGRATION: RESPONSIBLE PET OWNERSHIP, ANIMAL BITE MANAGEMENT
III. KAGAMITAN SA PAGTUTURO	
A. <i>Sanggunian</i>	
1. Mga pahina sa Gabay ng guro	Physical Education and Health Page 34-35
2. Mga pahina sa kagamitang pang-mag-aaaral	*Health (Quarters 3&4) Tagalog pahina 62-64
3. Mga pahina sa teksbuk	
4. Karagdagang Kagamitan mula sa Portal ng Learning Resource	

5. Iba pang kagamitang panturo	
IV. PAMAMARAAN	
A. <i>Balik-Aral sa nakaraang aralin at/o pagsisimula ng bagong aralin.</i>	<p>Ipaawit ang “Paa, tuhod” sa saliw ng musika.</p> <p>ITANONG:</p> <ul style="list-style-type: none"> Ano-ano ang bahagi ng katawan ang nabanggit sa awit? Ano ang ginawa natin sa tuwing nababanggit ang bahagi ng katawan?
B. <i>Paghahabi sa layunin ng aralin.</i>	<p>ANO KAYA ITO?</p> <p>May bahagi ng ating katawan na madalas hawakan. Tukuyin ang mga ito.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> B _ _ _ _ _ G </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> K _ _ _ _ </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> B _ _ _ _ _ T </div> </div> <p style="text-align: center; margin-top: 20px;">(Tingnan ang sagot sa Teacher’s Hand-out pahina 8.)</p>

	<p>ITANONG:</p> <ol style="list-style-type: none"> 1. Kailan nahahawakan/nahihipo ang beywang? kamay? balikat? 2. Bakit ito nahahawakan/nahihipo? 3. May pagkakataon ba na hindi maganda ang paghawak/paghipo sa bahagi ng ating katawan? 4. Ano-ano ang halimbawa ng hindi magandang paghipo/paghawak sa bahagi ng katawan?
<p><i>C. Pag-uugnay ng mga halimbawa sa bagong aralin.</i></p>	<p>TAMA O MALI</p> <p>Isulat ang TAMA kung ang larawan ay nagpapakita ng tamang paghipo at MALI naman kapag ito ay nagpapakita ng maling paghipo. Gawin ito sa inyong kuwaderno.</p> <div data-bbox="555 723 1385 1870"> <div> <div>1. _____</div> <div data-bbox="1010 734 1246 938"></div> </div> <div> <div>2. _____</div> <div data-bbox="1010 1016 1225 1223"></div> </div> <div> <div>3. _____</div> <div data-bbox="938 1256 1225 1534"></div> </div> <div> <div>4. _____</div> <div data-bbox="946 1568 1249 1848"></div> </div> </div> <p>(Tingnan ang sagot sa Teacher's Hand-out pahina 9.)</p>

<p><i>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</i></p>	<ul style="list-style-type: none"> Talakayin ang tama at maling paghipo. Ipapakita ng guro sa pamamagitan ng demonstrasyon. (Tingnan ang Learner's Material na nasa pahina 62-64) <p>Mga Gabay na Tanong:</p> <ol style="list-style-type: none"> Ano ang tamang paghipo? Maling paghipo? Kailan mo masasabi na tama ang paghipo ng isang tao sa iyo? Kailan mali? Ano ang maaari mong maramdaman kung mali ang paghipo? Tama? Ano ang gagawin mo kapag nagawan ng maling paghipo? Ang mga hayop ba may tama at maling paghipo din na dapat nating tandaan? Bakit? Kailan hindi dapat hawakan ang hayop? Bakit? Ano ang maaaring mangyari kapag hindi mo nahawakan ng tama ang iyong alagang aso? Paano ang tamang paghawak? Paano ang tamang paghawak sa iyong alagang hayop?
<p><i>E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</i></p>	
<p><i>F. Paglinang sa Kabihasaan (Tungo sa Formative Assessment)</i></p>	
<p><i>G. Paglalapat ng aralin sa pang-araw-araw na buhay</i></p>	<p>Pangkatang Gawain:</p> <p>Tukuyin sa sumusunod na mga larawan ang nagpapakita ng tamang paghipo. Lagyan ng tsek <u>✓</u> ang kahon na nasa tapat ng larawan kung tama at lagyan ng ekis <u>✗</u> kung mali.</p> <div data-bbox="699 1753 986 1989" data-label="Image"> </div> <div data-bbox="1031 1906 1289 1984" data-label="Form"> <input type="checkbox"/> </div>

	<div data-bbox="699 197 986 450">  <div data-bbox="1045 293 1303 371" style="border: 1px solid black; height: 35px; width: 162px;"></div> </div> <div data-bbox="699 512 986 766">  <div data-bbox="1056 627 1315 703" style="border: 1px solid black; height: 34px; width: 162px;"></div> </div> <div data-bbox="699 878 986 1189">  <div data-bbox="1045 1001 1303 1077" style="border: 1px solid black; height: 34px; width: 162px;"></div> </div>
<p><i>H. Paglalahat ng Aralin</i></p>	<p>ITANONG: Ano ang tamang paghipo? Maling paghipo?</p> <p>TAMANG PAGHIPO:</p> <ol style="list-style-type: none"> 1. Pakikipaglaro at pagbigay ng apir o high fives sa kaibigan. 2. Pagtanggap ng mahigpit na yakap mula kay Tatay. 3. Pagbigay ng yakap sa miyembro ng pamilya. <p>MALING PAGHIPO:</p> <ol style="list-style-type: none"> 1. Subukang hawakan ang maselang bahagi ng katawan. 2. Paghawak ng may diin sa anumang bahagi ng katawan 3. Kapag ang paghipo ay may pananakot. 4. Pagkurot sa iba't ibang bahagi ng katawan.

	<p>SABIHIN:</p> <p>Ang mga aso ay itinuturing na “Man’s Bestfriend” at tinatratong miyembro ng ating pamilya, nararapat lamang na sila ay alagaan at hipuin ng tama.</p> <p>Sumangguni sa Learner’s Material ng Health Grade 1 pahina 61.</p>	
I. <i>Pagtataya ng Aralin</i>	<p>Lagyan ng tsek (√) kung tama ang paraan ng paghipo at ekis (X) naman kung mali ang paghipo.</p> <p>____ 1. Pakikipagkamay sa guro dahil nanalo sa paligsahan</p> <p>____ 2. Pagpalo ng malakas sa braso</p> <p>____ 3. Paghila ng buhok ng kamag aral</p> <p>____ 4. Pagtapik sa balikat dahil sa nagawang tama</p> <p>____ 5. Pagmamano sa nakatatanda</p>	
J. <i>Karagdagang Gawain para sa takdang-aralin at remediation</i>	<p>Magpakita ng maikling video clip/palabas tungkol sa tama at maling paghipo.</p> <p>(https://www.youtube.com/watch?v=8d5SEUGheGA)</p>	
V. MGA TALA		
VI. PAGNINILAY		
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.		
B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation		
C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin. Did the remedial lessons work?		
D. Bilang ng mag-aaral na magpapatuloy sa remediation		
E. Alin sa mga istratehiya ng pagtuturo ang nakatulong nang lubos?		
F. Anong suliranin ang aking naranasan na nasolusyonan sa tulong ng aking punong-guro / prinsipal at superbisor?		
G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapuwa ko guro?		

TEACHER'S HANDOUT

Merriam Webster defines violence as the exertion of physical force so as to injure or abuse; an injury by or as if by distortion, infringement or profanation; intense, turbulent or furious and often destructive action or force. According to the World Report on Violence and Health, it is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, development, or deprivation.

UNWANTED BEHAVIOR:

- unpleasant acts of an individual towards others
- undesirable manner of a person
- disagreeable deeds
- examples: disrespectful behavior, shouting, cursing, covetousness, laziness, irresponsibility, impatience

GOOD & SAFE TOUCHES:

1. Playing and giving high fives to your friends.
2. Receiving tightest hugs from your father.
3. Doctor gives you a check up in the presence of your parents.
4. Getting hugs from your family member.
5. Having pats from your grandfather.
6. Mother gives a refreshing bath.

UNSAFE TOUCHES:

1. Trying to touch your private parts.

If anyone tries to touch your private parts:

- They might scare you.
- They might make you a promise to keep it a secret.
- They might beat you.
- They might hurt you and make you cry.
- They might hit you.
- They might pinch you on various places.

MY SAFE CIRCLES:

- Father
- Grandfather
- Brother
- Mother
- Grandmother
- Sister
- Teacher

TOUCHING RULES:

1. No one should ever touch your private parts except to keep you clean and healthy.
2. Make sure nobody touches you on your private parts except for your parents.
3. If you feel uncomfortable about what someone is doing, say NO! Be assertive if you can.
4. Go to safe place with other people and tell it to an adult you trusted.

HOW TO AVOID DOG BITES:

1. Leave dogs alone when they are eating. Do not go near their food.
2. Do not grab and frighten the dog.
3. Never surprise a sleeping dog.
4. Do not enter an unknown dog's yard without the owner being present and the dog being aware of your presence.
5. Do not touch any dogs unknown to you.
6. Always ask the owner if you want to pet the dog.
7. Don't play with puppies especially when the dog is feeding them.
8. Do not run away from unknown dogs, as this can make them more likely to attack.
9. If a strange dog comes close, stand still and keep quiet. Imagine you are a tree.
10. If a dog attacks, curl up into a ball, with your head tucked in. Keep still and be quiet. Imagine you are a rock.
11. A rabid dog attacks and bites. It is uncontrollable. If it shows signs of rabies, stay away from it. Warn other people to keep away and contact the local authorities (e.g. local veterinary workers, animal welfare organizations, police officers, so they can come and manage the dog).
12. If it attacks, throw something else to bite, like a bag, a shoe or the branch of a tree, and move away slowly before attracting attention for help. Do not scream and make a loud noise.

LIGTAS AKO SA AKING ALAGA

TANDAAN:

1. Hindi naman masamang makipaglaro sa alagang hayop.
2. Huwag saktan ang mga hayop.
3. Maaari ka ring saktan ng mga ito.
4. May tama at maling paghipo.
5. Huwag nating gawin ang maling paghipo.

MGA SAGOT:

ANO KAYA ITO?

1. Baywang
2. Kamay
3. Balikat

TAMA O MALI

1. Tama
2. Mali
3. Tama
4. Tama

PANGKATANG GAWAIN

1. ✓
2. ✓
3. ✓
4. x

ACTIVITY SHEET 1

I. OBJECTIVE:

Makilala ang mga bahagi ng katawan na ginamit sa larawan.

II. MATERIALS: Larawan / illustration

III. PROCEDURE:

ANO KAYA ITO?

May bahagi ng ating katawan na madalas hawakan. Tukuyin ang mga ito.



IV. ANALYSIS:

Anong mga salita ang nabuo?

ACTIVITY SHEET 2

I. OBJECTIVE:

Malaman ang tamang paghipo at maling paghipo.

II. MATERIALS: Larawan / illustration

III. PROCEDURES:

TAMA O MALI

Isulat ang **TAMA** kung ang larawan ay nagpapakita ng tamang paghipo at **MALI** naman kapag ito ay nagpapakita ng maling paghipo. Gawin sa inyong kuwaderno



1. _____



2. _____



3. _____



4. _____

IV. ANALYSIS:

Ano ang dapat mong gawin kapag may taong gustong humawak sa iyong alaga?

ACTIVITY SHEET 3

I. OBJECTIVE:

Matukoy ang tamang paghipo.

II. MATERIALS: Larawan / illustration

III. PROCEDURES:

Pangkatang Gawain:

Tukuyin sa sumusunod na mga larawan ang nagpapakita ng tamang paghipo. Lagyan ng tsek ✓ ang kahon na nasa tapat ng larawan kung tama at lagyan ng ekis X kung mali.

☐☐☐☐

For inquiries or feedback, please write or call:

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