

PIVOT 4A

LEARNER'S MATERIAL

GRADE 1 - ENGLISH



QUARTER 3

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and the authors do not represent nor claim ownership over them.

This module was carefully examined and revised in accordance with the standards prescribed by the DepEd Regional Office 4A and CLMD CALABARZON. All parts and sections of the module are assured not to have violated any rules stated in the Intellectual Property Rights for learning standards.

The Editors

**PIVOT 4A Learner's Material
Quarter 3
Second Edition, 2021**

English

Grade 1

Job S. Zape, Jr.

PIVOT 4A Instructional Design & Development Lead

Leeroi Christian Rubio

Content Creator & Writer

Jhonathan S. Cadavido, Noel D. Anciado & Wenifreda S. Diquit
Internal Reviewers & Editors

Ephraim L. Gibas, Hiyasmin D. Capelo & Don Kirby M. Alvarez
Layout Artists & Illustrators

Jeewel L. Cabriga, Alvin G. Alejandro & Melanie Mae N. Moreno
Graphic Artist & Cover Designer

Ephraim L. Gibas

IT & Logistics

Published by: Department of Education Region IV-A CALABARZON
Regional Director: **Francis Cesar B. Bringas**

PIVOT 4A CALABARZON English G1

Rhyming Words

Lesson

I

At the end of the lesson, you will know and recognize the rhyming words in nursery rhymes, poems or songs heard.

Words are formed by combining the letters of the alphabet. It is important to remember that the English alphabet is composed of 26 letters with five (5) vowels and 21 consonants.

VOWELS

Aa Ee Ii
Oo Uu

CONSONANTS

Bb Cc Dd Ff Gg Hh Jj
Kk Ll Mm Nn Pp Qq Rr
Ss Tt Vv Ww Xx Yy Zz

Combining some of these letters, **words** may be formed. Some of these **words** include *net*, *one*, *pen*, and *red*.

Some words have the same ending sounds. They are called **rhyming words**.

Read the following sets of words.

Set A

house - mouse

Set B

big - small

Set C

nap - tap

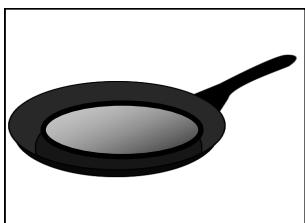
Notice the sounds of the words. Sets A and C are considered as rhyming words while Set B is not.

D

Learning Task 1: Match the pictures which have the same ending sounds. Write the letters of your answers on your answer sheet.

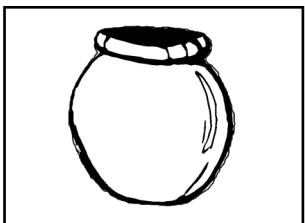
Column A

1.



pan

2.



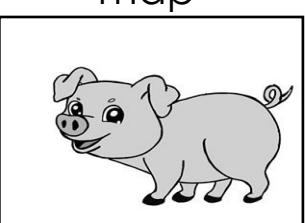
pot

3.



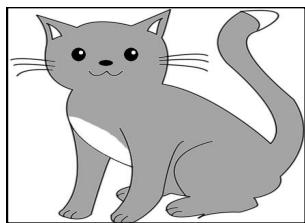
map

4.



pig

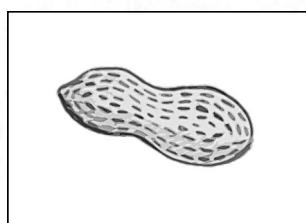
5.



cat

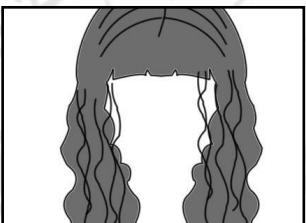
Column B

A.



nut

B.



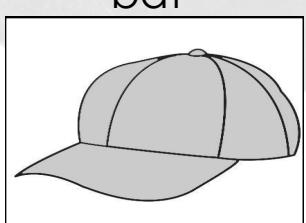
wig

C.



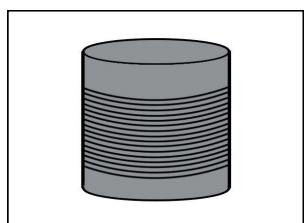
bat

D.



cap

E.



can

Rhyming words

Rhyming words refer to two or more words having the same ending sounds.

These rhyming words are very common in songs, poems, and nursery rhymes.

Read the examples.

car - bar

set - net

rice - rise

play - clay

pet - get

read - lead

tree - free

jam - ham

case - vase

shell - bell

red - bed

cup - pup

bag - tag

duck - truck

pan - fan

hen - pen

jet - net

sail - tail

kit - bit

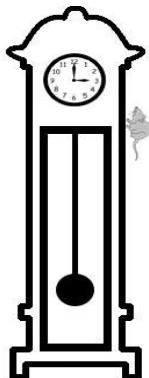
bone - cone

man - van

ball - call

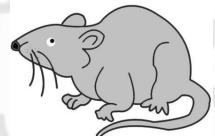
E

Learning Task 2: Identify the rhyming words in the given nursery rhyme below. Write your answers on your answer sheet.



Hickory Dickory Dock

Hickory, dickory, dock.
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory, dickory, dock!



Learning Task 3: Identify the missing rhyming word for each nursery rhyme. Select your answer from the given choices. Write your answers on your answer sheet.

hill
stairs

1. Jack and Jill
went up the _____.

were
are

2. Twinkle, twinkle little star,
how I wonder what you _____.

fall
sleep

3. Humpty Dumpty sat on a wall.
Humpty Dumpty had a great _____.

A

Complete the sentence by selecting your answers from the given choices and write on your answer sheet.

same

flame

two

too

Rhyming words are (1)_____ or more words that have the (2)_____ ending sounds.

Sentences and Non-Sentences

I

Lesson

At the end of the lesson, you will be able to recognize sentences and non-sentences (phrases).

When words are combined, you will form a phrase or a sentence. A **phrase** is a group of words, it is not a sentence. It does not have a complete thought.

A **Sentence** is also a group of words that gives a complete thought or idea.



The family prays together.



Joy and Ethan



a talented girl



The kids are studying.

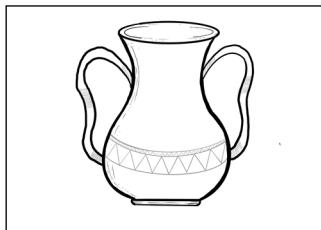
Examples A and D are sentences. They show a complete idea. Each has its own subject and predicate. Examples B and C are non-sentences. They do not show complete meaning.

D

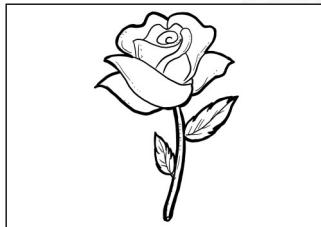
Learning Task 1: Match the pictures in Column A with the non-sentences in Column B. Write the letters of your answers on your answer sheet.

Column A

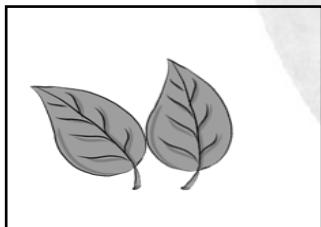
1.



2.



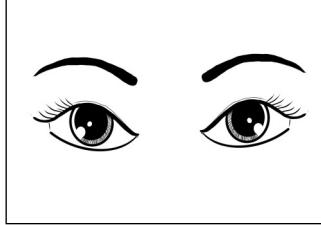
3.



4.



5.



Column B

A. a pretty dress

B. a beautiful rose

C. the two eyes

D. a big vase

E. the leaves

Learning Task 2: Match the pictures in Column A with the sentences in Column B. Write the letters of your answers on your answer sheet.

Column A

1.



2.



3.



4.



5.



Column B

A. Aura sleeps well.

B. The man and woman are waving their hands.

C. Linda fixes her bed.

D. Anthony takes a bath.

E. My mother washes our clothes.

Sentences and Non-sentences

When words are combined, you will form a group of words which may either be a sentence or a non-sentence.

A **Sentence** is a group of words. It tells a complete thought or idea. It is composed of a subject and a predicate. It begins with a capital letter and ends with a period (.), a question mark (?), or an exclamation point (!).

Study the sample sentences.

Subject	Predicate
Ella	<u>plays the piano.</u>
The sun	<u>rises in the east.</u>
he garden	<u>is beautiful.</u>

A **Non-sentence**, like a phrase, is also a group of words. Unlike a sentence, it does not tell a complete thought or idea. It may just be the subject or the predicate.

Study the sample sentences that do not give complete thoughts or meanings.

playing the piano	Ray and May
wide garden	sets in the west
Jayson's dogs	flying a kite

E

Learning Task 3: Write S if the given item is a sentence and NS if it is a non-sentence. Write your answers on your answer sheet.

- _____ 1. My name is Paula Marie.
- _____ 2. my wonderful pet
- _____ 3. Anna's new phone
- _____ 4. What is your name?
- _____ 5. her father's house
- _____ 6. The children are playing.
- _____ 7. Ramon sings a song.
- _____ 8. I am sorry.
- _____ 9. playing the piano
- _____ 10. selling some apples

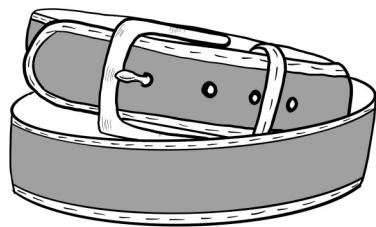
Learning Task 4: Group the items as to Sentences and Non-sentences. Write only the letters of your answers in the table. Do this on your answer sheet.

- | | |
|------------------------------|-----------------------------|
| A. reading books | F. My sister bakes a cake. |
| B. I love my parents. | G. drinking apple juice |
| C. Luis enjoys his vacation. | H. Carlo recites a poem. |
| D. Clara reads some stories. | I. visiting my grandparents |
| E. Alexa and Arman | J. Vin's favorite toy |

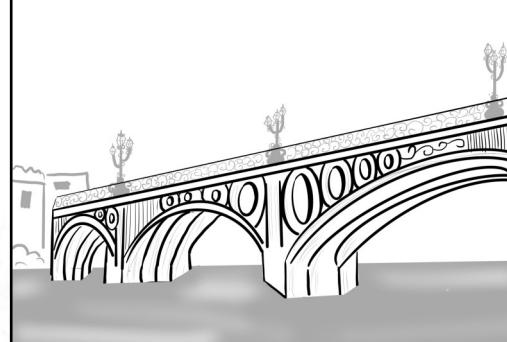
Sentences	Non-Sentences

Learning Task 5: Tell if each given item is a Sentence or a Non-sentence. Do this on your answer sheet.

1.



3.



A long belt

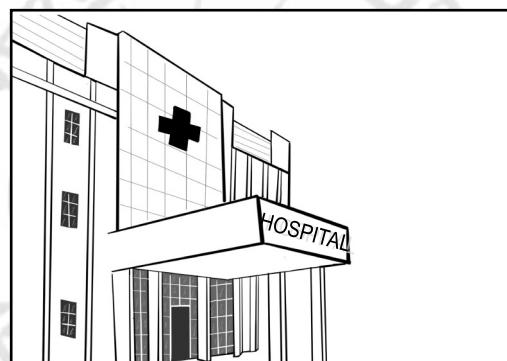
It is a beautiful bridge.

2.



This is our house.

4.



visiting my doctor

A

Complete the paragraph by selecting your answers from the given choices. Write on your answer sheet.

combining

sentence

non-sentence

A group of words is formed by (1) _____ different words. These groups of words may be a Sentence or a Non-sentence. A (2) _____ is a group of words that shows complete meaning or thought. A (3) _____ is also a group of words but does not tell a complete idea.

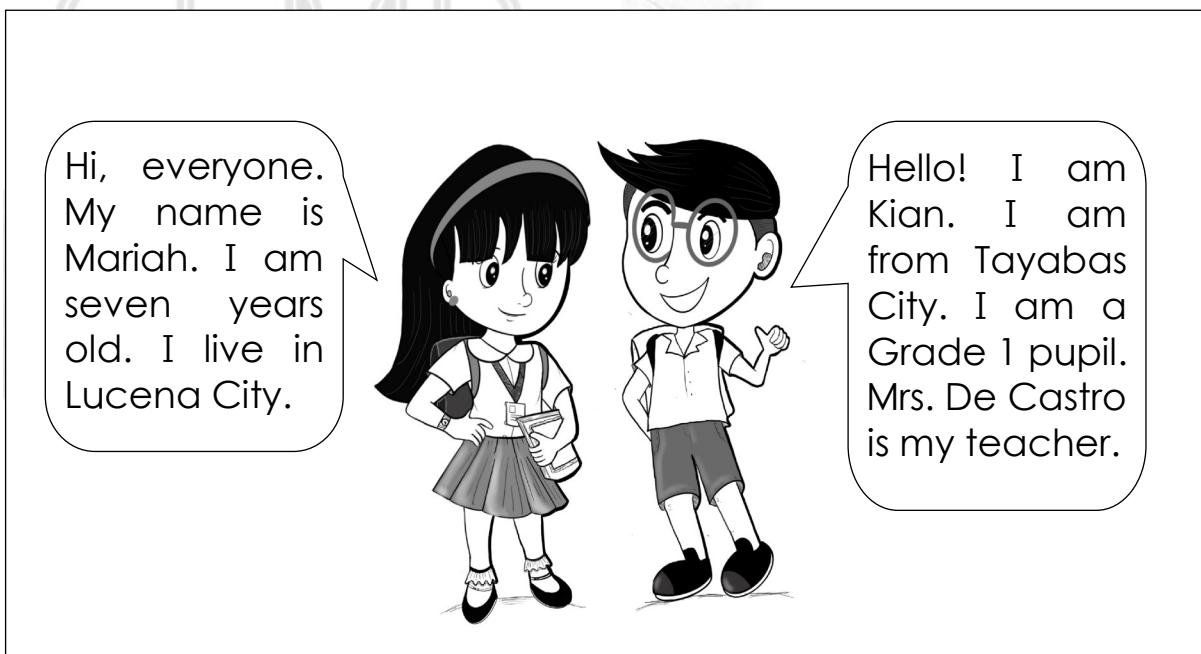
I

Self, Family, School, and Community

Lesson

At the end of the lesson, you will know how to use words that are related to self, family, school, and community; and talk about oneself, one's family, and one's personal experiences.

As a child, it is important that you are able to introduce yourself to others. To do this, you have to know yourself, your family, your school, and your community. You may also introduce yourself by sharing your personal experiences.



Hi, everyone.
My name is
Mariah. I am
seven years
old. I live in
Lucena City.

Hello! I am
Kian. I am
from Tayabas
City. I am a
Grade 1 pupil.
Mrs. De Castro
is my teacher.

Introducing oneself is an important skill that you need to learn. Just like Mariah and Kian, you have to know your personal details to introduce to others.

D

Learning Task 1: Match the items in Column A in Column B. Let us help Bea Mae know about herself. Write the letter of your answers on your answer sheet.

Column A

1.



Name

2.



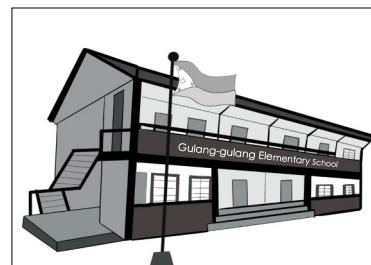
Parents

3.



Home Address

4.



School

Column B

A. I study at Gulang-gulang Elementary School.

B. I live at 80 Kamias Street, Barangay Gulang-gulang, Lucena City.

C. My parents are Mr. Arnold Torres and Mrs. Joy Torres.

D. My name is Bea Mae H. Torres.

Self, Family, School, and Community

As a child, you need to be familiar with the basic information about yourself and your experiences, your family, your school, and your community.

Introducing oneself is one of the common ways of telling others how well you know yourself. Some of the common terms used in introducing oneself are one's *name*, *age*, *birthdate*, *parents*, *members of the family*, and *home address*.



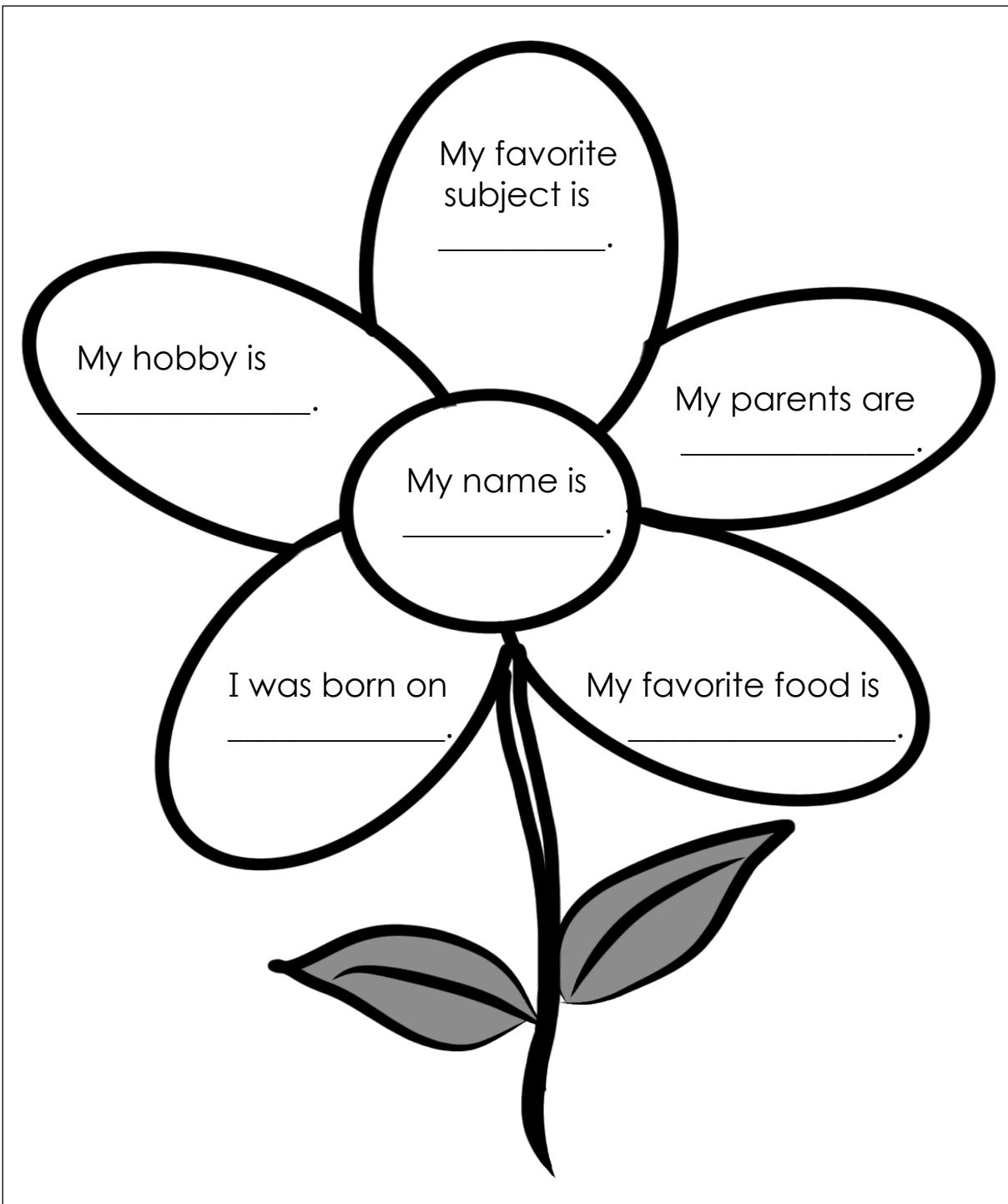
You also have to learn how to share your personal experiences. These experiences may include what you have *seen*, *heard*, *touched*, and *felt*.

As a learner, it is also important that you familiarize yourself about the basic information about your school. Some of these words are the name of *your school*, *name of your teacher*, and *name of your principal*.

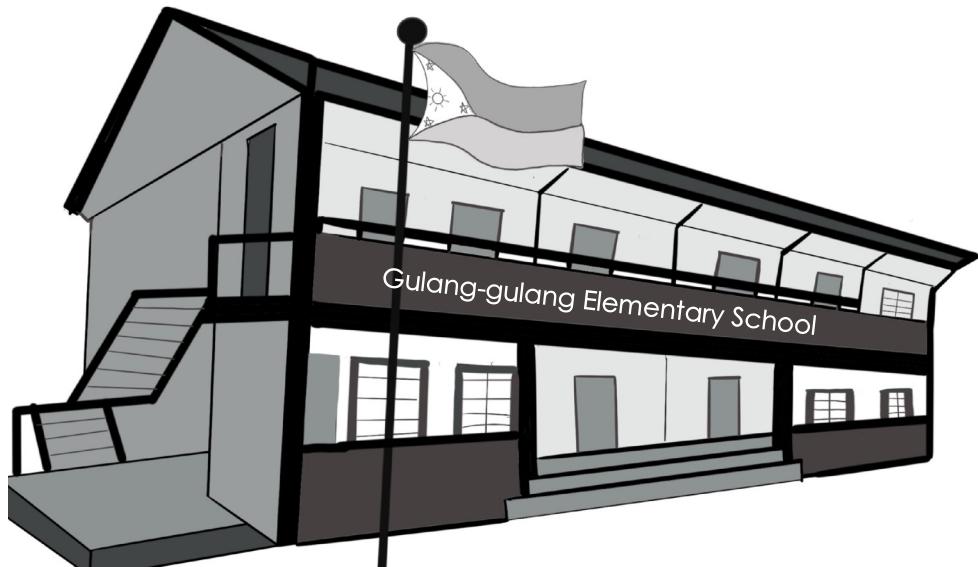
As a member of your community, you also have to know your community and its important persons, such as our community helpers, and the places in it like the market, fire station, police station, barangay/town/city hall, church, and park.

E

Learning Task 2: Draw the flower and complete the given sentences on your answer sheet.



Learning Task 3: Identify three to five important places or landmarks in your community. Describe the uses of these places.



Learning Task 4: Draw or paste a picture of your family. Then, list down their names and tell what they do for your family.

Learning Task 5: Draw the face that best fits each description. Do this on your answer sheet.



1. I am happy.



3. I am excited.



2. I am sad.



4. I am scared.

A _____

Complete the statements below by recalling your experiences yesterday. Write your answers on your answer sheet.

1. I saw _____.
2. I heard _____.
3. I smelled _____.
4. I tasted _____.
5. I felt _____.

Details in Short Stories or Poems

I

Lesson

After listening to short stories and poems, you are expected to:

- note important details pertaining to character, setting, and events;
- give the correct sequence of three events;
- infer the character's feelings and traits;
- Identify cause and effect/or effect of events;
- identify the speaker in the story or poem;
- predict possible ending of a story read;
- relating story events to one's experience;
- discuss, illustrate, and dramatize specific event;
- identify the problem and solution;
- retell a story listened to; and
- ask simple questions about the text listened to.

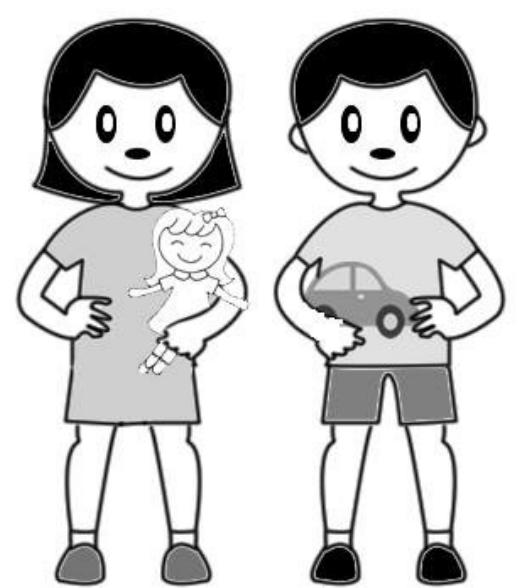
By reading or listening carefully to stories and poems, you are able to determine the important details pertaining to the given topic, characters, settings, and other events. By knowing these details, you are able to answer questions asked related to the given stories or poems.

Are you familiar with short stories and poems? You have possibly read and listened to different stories and poems, such as fairy tales and other bedtime stories. These stories and poems tell us what the characters feel and do. They may also teach us important lessons in life.

Have you received a gift before? Read the story below. You may also listen to it by asking your parents or guardian to read it for you.

The New Toys

Jay and Joy have new toys. Jay has a new toy car. It is small but shiny. Meanwhile, Joy has a new doll. It is big and beautiful. Their Tita May gave these gifts to them during their birthday. She hid them behind the table to surprise them. They hurriedly looked for the hidden gifts. When they saw them, they immediately opened them. They jumped for joy when they saw their new toys. They were just what they wished for. They thanked and kissed their Tita. They love their new toys.

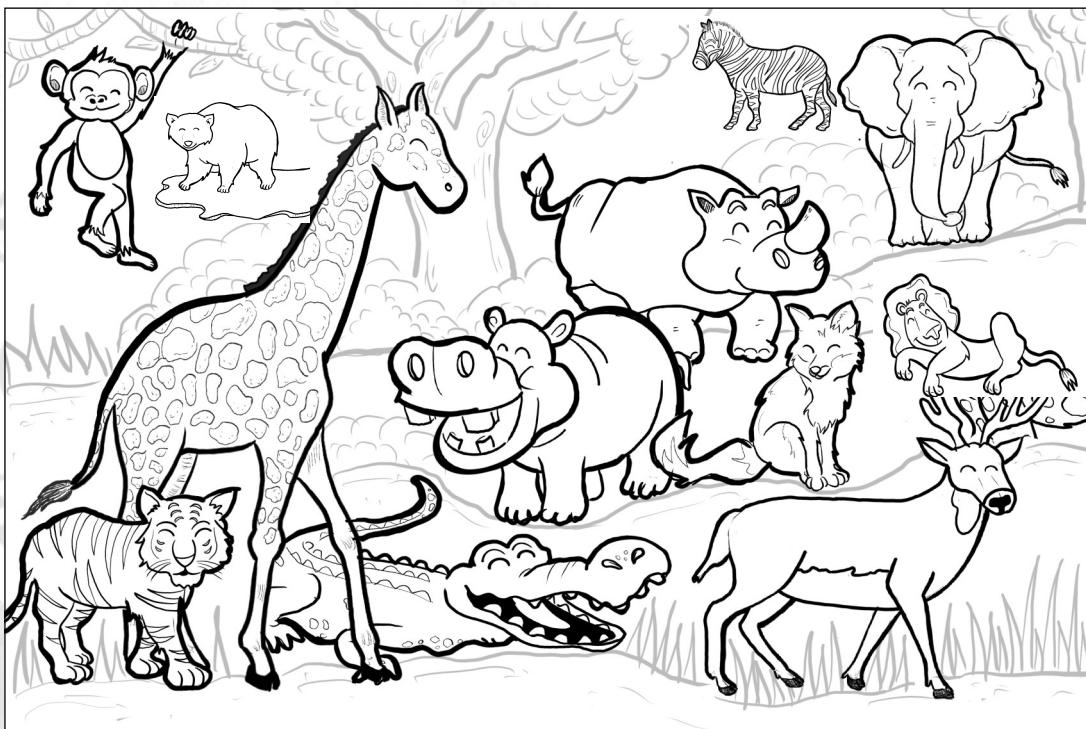


Answer the following questions.

- Who received gifts during their birthday?
- Who gave them the gifts?
- Where did she hide the gifts?
- What gifts did they receive?
- What did they do when they found the gifts?

D

Learning Task 1: Read the poem below. You may also listen to it by asking your parents or guardian to read it for you. Then, arrange the given events in their correct order or sequence. Do this on your answer sheet.



At the Zoo

I went to the zoo with my cousins and friends.

First, we saw a deer with its long antlers;

Then, we saw a giraffe with towering neck and long legs;

Then, we saw a monkey jumping from tree to tree;

And then, an elephant with ears waving at me;

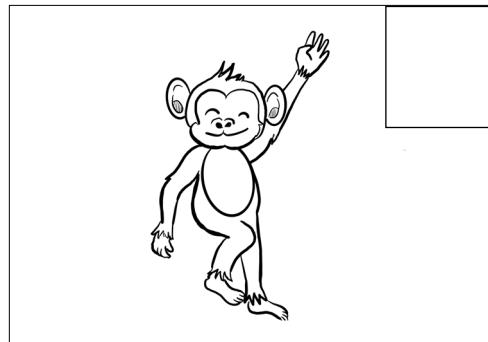
Then, a crocodile with long tail and sharp teeth;

Then, a bear as white as milk;

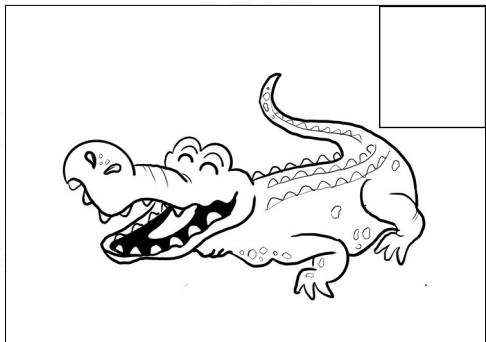
Then, a zebra with stripes from head to feet.

Look at the pictures. Using the poem that you have just read or listened to, tell which animal the characters first saw. Write A for the first animal, B for the second, and so on. Do this on your answer sheet.

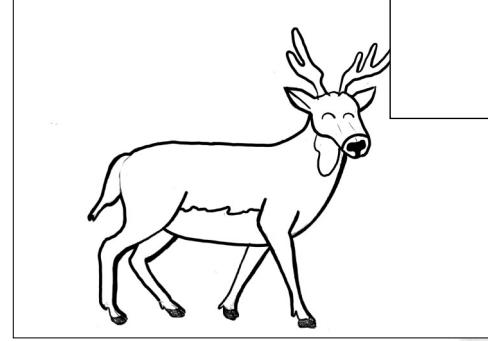
1.



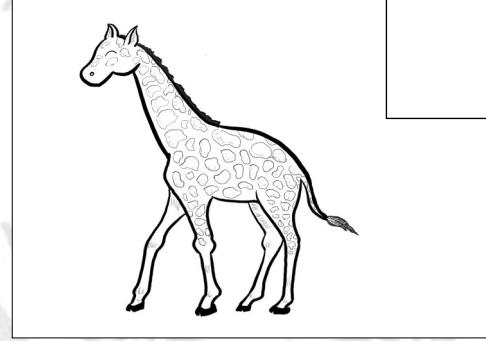
5.



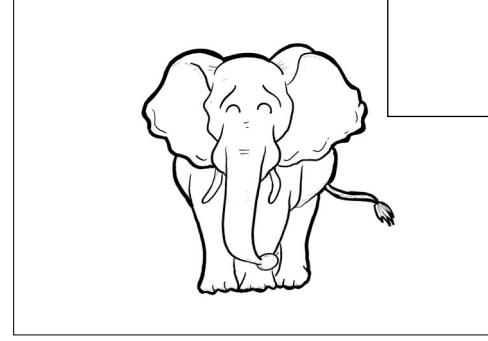
2.



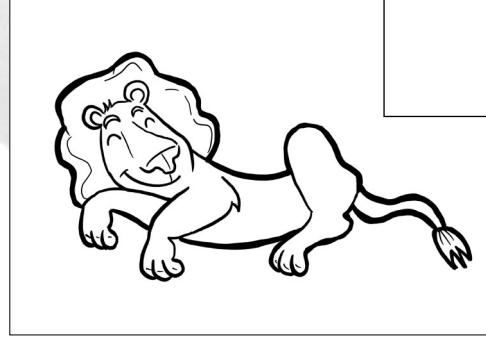
6.



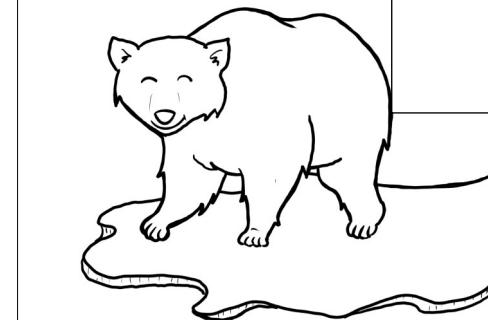
3.



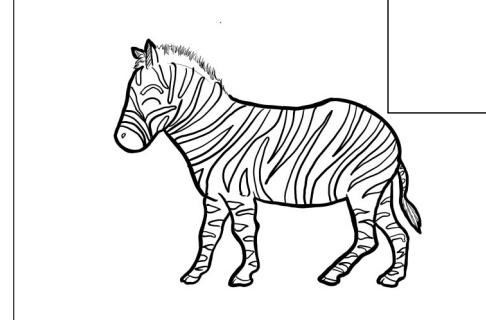
7.



4.



8.



Understanding Short Stories and/or Poems

Short stories and poems are important sources of life lessons. As a young child, you will read and listen to different stories and poems appropriate to your age or level.

After reading or listening to them, it is necessary that you are able to understand their meanings and details.

One of the ways to show that you understand the story or poem that you have read is by noting details. You can **note important details** by describing the characters, the setting (when and where the story happened), and the events.

Sequencing events is also a good way to show that you have understood the story or the poem. You may rearrange the events by identifying which one occurs first, which one is the second, and so on.

Inferring the feelings and characteristics of the characters is also an example of showing understanding of the poem or story. Through this, you are able to determine the feelings of the characters in a story or poem. You will know if the characters are happy, afraid, or sad.

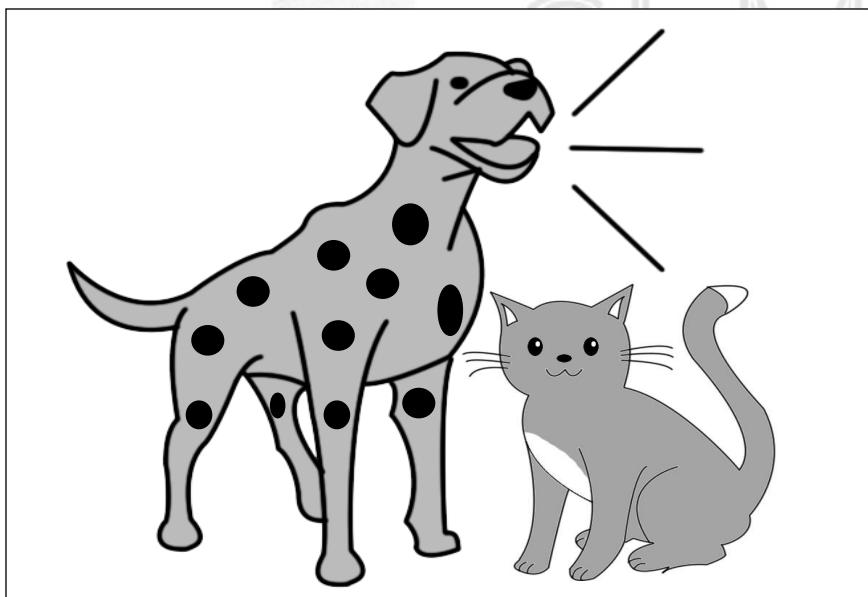
Other ways of showing understanding of what we have read or listened to are by **identifying the cause and effect**, and **determining the problem and the solution**.

Dramatizing and predicting the possible ending are some of the best ways to show how well one understands a poem or story. You can make prediction by guessing what will happen next.

E

Learning Task 2: Read the story below. You may also listen to it by asking your parents or guardian to read it for you. Then, answer the questions that follow. Do this on your answer sheet.

Spotty and Furry



There was an animal shelter in our barangay. It took care of different animals, including cats and dogs.

But due to lack of financial support, it decided to close or shut down.

Many animals would be affected by this, so my family decided to adopt a puppy and a kitten. They were really cute and calm.

They did not have names yet. I wanted to give them nice names.

Wilson, my brother, asked me, "What names will you give them?"

"I will give them names that best describe their characteristics," I replied.

The puppy has black spots in its body so I named it Spotty.

The kitten has white long fur, so I called it Furry.

I was so happy with the names I gave them. I will love and take care of them. They have finally found their new home.

Questions:

Identifying
the Cause
and the
Effect

Identifying
the Problem
and the
Solution

Noting
Details

Noting
Details

1. What is the reason why the animal shelter shut down?
 - A. Too many animals
 - B. lack of money
 - C. damaged buildings

2. What did the family do to save some animals?
 - A. adopted a puppy and a kitten
 - B. gave donations to the shelter
 - C. bought a puppy and a kitten

3. What animals did they adopt?
 - A. a kitten and a puppy
 - B. a rabbit and a kitten
 - C. a puppy and a bird

4. What characteristic does the kitten have?
 - A. has black spots in its body
 - B. has white long fur
 - C. loves to eat

5. What characteristic does the puppy have?

- A. has black spots in its body
- B. has white long fur
- C. loves to eat

Noting Details

6. Who is the speaker's brother?

- A. Spotty
- B. Wilson
- C. Furry

Noting Details

7. What is the name of the puppy?

- A. Spotty
- B. Wilson
- C. Furry

Noting Details

8. What is the name of the kitten?

- A. Spotty
- B. Wilson
- C. Furry

Noting Details

9. Who is the speaker in the story?

- A. I
- B. Spotty
- C. Wilson

Identifying the Speaker

10. What did the speaker feel after adopting and naming the puppy and the kitten?

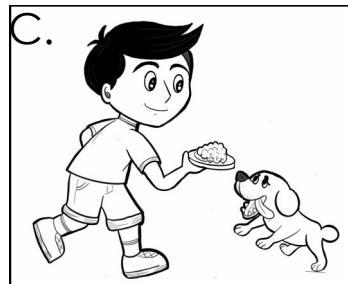
- A. sad
- B. afraid
- C. happy

Inferring Feelings and Traits

Learning Task 3: Ask your parents, guardian or siblings to read for you. Then, identify what would happen next in each situation as shown by the illustrations. Write the letters of your answers on your answer sheet.

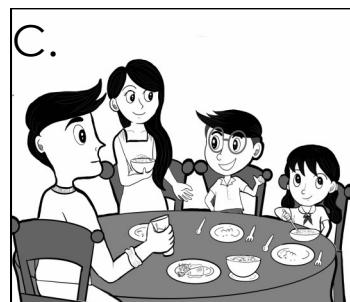
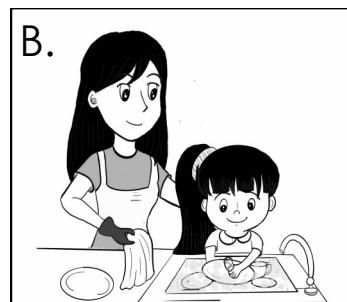
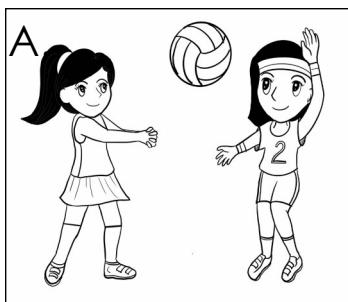
1. Jayson has a dog named Bantay. One rainy day, it got all muddy. Jayson decided not to let Bantay in, as it will make the house dirty.

What do you think will happen next?



2. Paula was working on her assignment. When she finished it, her mother had prepared their food for dinner. Her mother called her after.

What do you think will happen next?



Learning Task 4: Read the story below. You may also listen by asking your parents or guardian to read it for you. Then, answer the questions tha. Do this on your answer sheet..

The Missing Book



It was late in the evening. Anthony was very sad. He could not find his English book. What he remembered was he placed it on his study table.

"Check your cabinet," his mother told him. "Maybe it is there."

Anthony opened his cabinet. He checked all the drawers. He removed all his clothes to check if the book was there. Unfortunately, it was not there.

He was really lonely.

"Check your bag," his father said. But it was not there, too.

"I have to find it," Anthony whispered.

"Ah, I went to the *bahay kubo* in the garden to study there," he suddenly remembered. "I have to check it there."

His mother joined him in looking for his book in the said *bahay kubo* beside their house.

It was there. His English book was there. "I found it," Anthony shouted.

He thanked his mother and father for helping him find his book.

He then finished the last part of his assignment and placed his book in his bag. He was so happy for finding his most precious book.

Questions:

1. What is your most favorite part of the story? Tell why this part is your most favorite scene.
2. Just like Anthony, have you experienced losing something very important? What item did you lose? How did you find it?

A

In your own words, retell and share this story to your parents or guardians. After retelling it, ask them if you have shared all important details of the story.

Discussing
Specific
Event

Relating
Story Events
to One's
Experience

Retelling
a Story

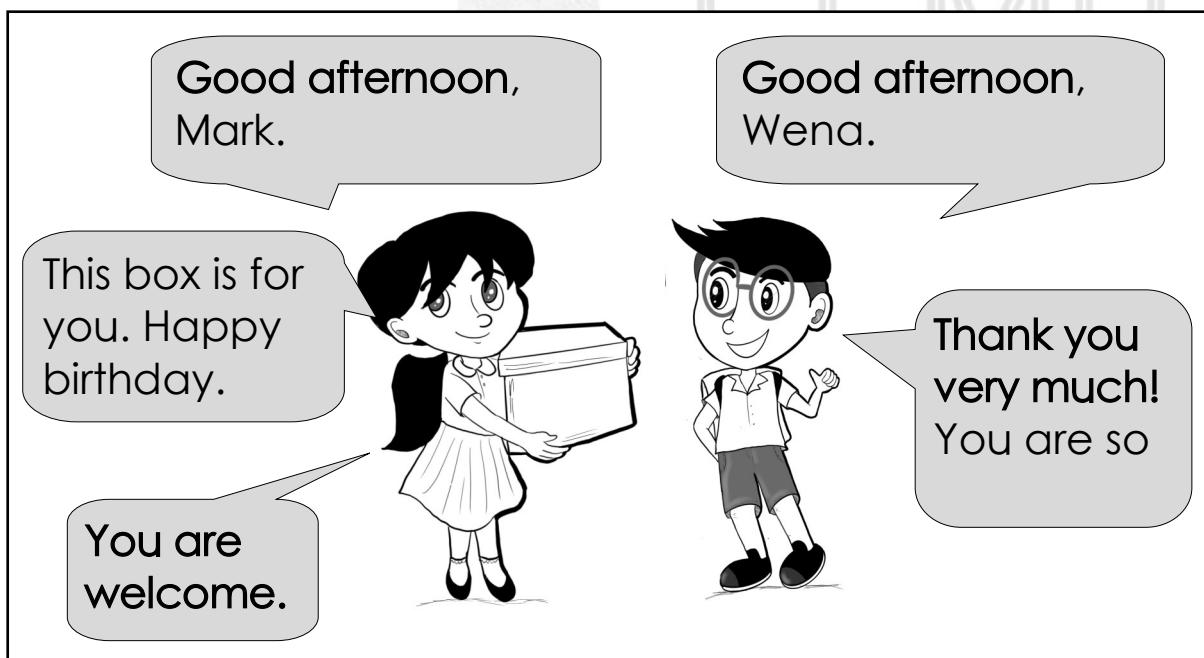
Polite Expressions

Lesson

I

At the end of the lesson, you are expected to use/respond appropriately to polite expressions in greetings, leave takings, expressing gratitude and apology, asking permission, and offering help.

Politeness is one of the characteristics that you should have. There are lots of ways on how one can show politeness. Saying *po* and *opo* is one of these ways. Also, you can show politeness using appropriate words or expressions in different events.



Notice the highlighted words above. *Good afternoon*, *Thank you very much* and *You are welcome* are examples of polite greetings that you may use in talking to other people.

D

Learning Task 1: Match the expressions in Column A with their appropriate responses in Column B. Write the letters of your answers on your answer sheet.

Column A

- _____ 1. Good morning.
- _____ 2. May I go out?
- _____ 3. Thank you for helping me.
- _____ 4. Would you like me to open this for you?

Column B

- A. Yes, please open it.
- B. You're welcome.
- C. Good morning.
- D. Yes, you may.

Greetings

It is important that you learn how to use polite expressions in greeting others.

- Example: Jane : Good morning. How are you doing?
 Julio : Good morning. I am great.
 How about you?
 Jane : I am fine. Thank you.

Leave Takings

In leaving, there are also appropriate expressions that you have to use.

- Example: Warren : Goodbye, Dina.
 Dina : Goodbye, Warren. See you tomorrow.
 Warren : See you tomorrow and take care.
 Dina : Take care, too.

Expressing Gratitude and Apology

Expressing gratitude means being *thankful* for the help received from others. It is also used when one is thankful for receiving items or things from someone.

Example: John : Thank you for this gift.
Emily : You are welcome.

Expressing apology means being sorry for something that you have done. You also say it when you fail to do something that you are expected to do.

Example A: Pearl : I am very sorry, Teacher Mary. I forgot to bring my assignment notebook.
Teacher : It is okay, Pearl. Be sure to bring and submit it tomorrow.

Example B: Gio : I am sorry. I lost the pencil that I borrowed from you. I will just buy a new one for you.
Nica : It is okay, Gio. I understand.

Asking Permission

There are appropriate expressions that you may use in asking permission. Asking permission is expressed by using *can* and *may*.

Can is used to express one's ability while *may* is used to express permission in doing something.

Example A: Rita : Can you bring this inside?

Tony : Yes, I can.

Example B: Barron : Teacher, may I go out?

Teacher : Yes, you may.

Offering Help

Helping others is an attitude that you must learn. You may use appropriate polite expressions in helping other people.

Example A: Sam : Would you like me to help you?

Ken : Yes, please.

Example B: Oscar : Shall I open the door for you?

Vanessa : Yes, please. Thank you.

E

Learning Task 2: Identify the polite response to each situation. On your answer sheet, write the letter of the correct answer for each item.

1. Rex: Good evening, Lyka. Are you okay?
 - A. Lyka: Good morning, Rex. Yes, I am fine. Thank you.
 - B. Lyka: Good evening, Rex. Yes, I am fine. Thank you.
2. Carmen: I am sorry. I forgot to bring your book.
 - A. Elsa: It is okay. Just bring it tomorrow.
 - B. Elsa: Goodbye. See you tomorrow.

3. Belle: Anna, thank you for helping me with my assignment.
- A. Anna: It is really difficult, Belle.
B. Anna: You are welcome, Belle.
4. John: Should I prepare the food for dinner?
- A. Carlo: Yes, please. Thank you.
B. Carlo: I cannot help you.
5. Susan: Grace, may I tell you something?
- A. Grace: Yes, you may. What is it?
B. Grace: I know that already.

A _____

Give the appropriate polite response to the situation below on your answer sheet.

You borrowed the toy of your best friend. While playing, you accidentally broke it. What would you tell him/her?

- James : Hi! How are you?
- You : Hello. I am fine. Thank you. By the way, I have to tell you something.
- James : Oh! What is it?
- You : _____.
- James : It's okay. Don't worry. I understand.

Key to Correction

Week 1 - RHYMING WORDS

A Phase	1. two	Learning Task 1	1. hill	Learning Task 2	1. hickory-dickory	Learning Task 3	1. ran-one	Learning Task 4	1. rock-clock-stuck	Learning Task 5	1. same

Week 2 - SENTENCES AND NON-SENTENCES

A Phase	1. combining	Learning Task 1	1. S	Learning Task 2	1. NS	Learning Task 3	1. NS	Learning Task 4	1. B, C, D, F, H	Learning Task 5	1. Non-Sentence

Week 4 - SELF, FAMILY, SCHOOL, AND COMMUNI- TIES

Week 5 - DETAILS IN SHORT STORIES OR POEMS

A Phase	1. B	Learning Task 1	1. C	Learning Task 2	1. D	Learning Task 3	1. E	Learning Task 4	1. A	Learning Task 5	1. A

Week 8 - POLITE EXPRESSIONS

A Phase	1. B	Learning Task 1	1. C	Learning Task 2	1. D	Learning Task 3	1. E	Learning Task 4	1. A	Learning Task 5	1. A

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.



- I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.



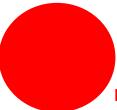
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 3

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1							
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1							
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

- Department of Education. (2020). *K to 12 most essential learning competencies with corresponding codes*. Pasig City: Department of Education.
- Department of Education Region 4A CALABARZON. (2020). *PIVOT 4A budget of work in all learning areas in key stages 1-4: Version 2.0*. Cainta, Rizal: Department of Education Region 4A CALABARZON.
- Trinity College London. (n.d.). *Exchanging greetings, giving personal information and leave-taking*. Retrieved from <https://www.trinitycollege.com>

For inquiries or feedback, please write or call:

Department of Education Region 4A CALABARZON

Office Address: Gate 2, Karangalan Village, Cainta, Rizal

Landline: 02-8682-5773, locals 420/421

<https://tinyurl.com/Concerns-on-PIVOT4A-SLMs>

