PIVOT 4A

LEARNER'S MATERIAL

GRADE 1 - ENGLISH

CLMD

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QUARTER 3

MELC SLM

DepEd CALABARZON
Curriculum and Learning Management Division

English
Grade 1

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Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how the materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

a. answer all activities in your notebook;

b. accomplish the **PIVOT Assessment Card for Learners on page 41** by providing the appropriate symbols that correspond to your personal assessment of your performance; and

c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and through other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Rhyming Words

Lesson

I

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	CONSONANTS					
Aa Ee Ii	Bb	Cc	Dd	Ff	Gg	Hh	Jj
Oo Uu	Kk	Ll	Mm	Nn	Pp	Qq	Rr
	Ss	Tt	Vv	Ww	Xx	Yy	Zz

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

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

At the end of the lesson, you are expected to recognize rhyming words in nursery rhymes, poems or songs heard.

Read the sets of words below.

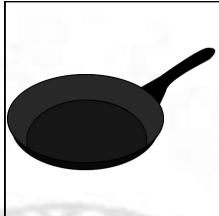| Set A	Set B	Set C
house - mouse	big - small	nap - tap

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 in your notebook.
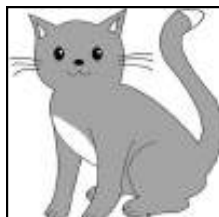
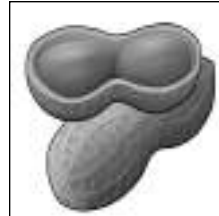| Column A	Column B
1. pan	A. nut
2. hut	B. wig
3. map	C. bat
4. pig	D. cap
5. cat	E. can

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 below.

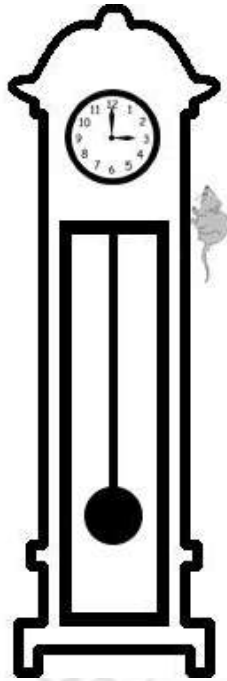|				
car	-	bar	set - net	
rice	-	rise	play - clay	
pet	-	get	read - lead	
tree	-	free	jam - ham	
case	-	vase	shell - bell	
red	-	bed	cup - pup	
bag	-	tag	duck - truck	
pan	-	fan	hen - pen	
jet	-	net	sail - tail	
kit	-	bit	bone - cone	
man	-	van	ball - call	

E

Learning Task 2: Identify the rhyming words in the nursery rhyme below. Write your answers in your notebook.

Hickory Dickory Dock

Hickory, dickory, dock.

The mouse ran up the clock.

The clock struck one.

The mouse ran down.

Learning Task 3: Identify the missing rhyming word for each nursery rhyme below. Select from the given choices. Write your answers in your notebook.

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.
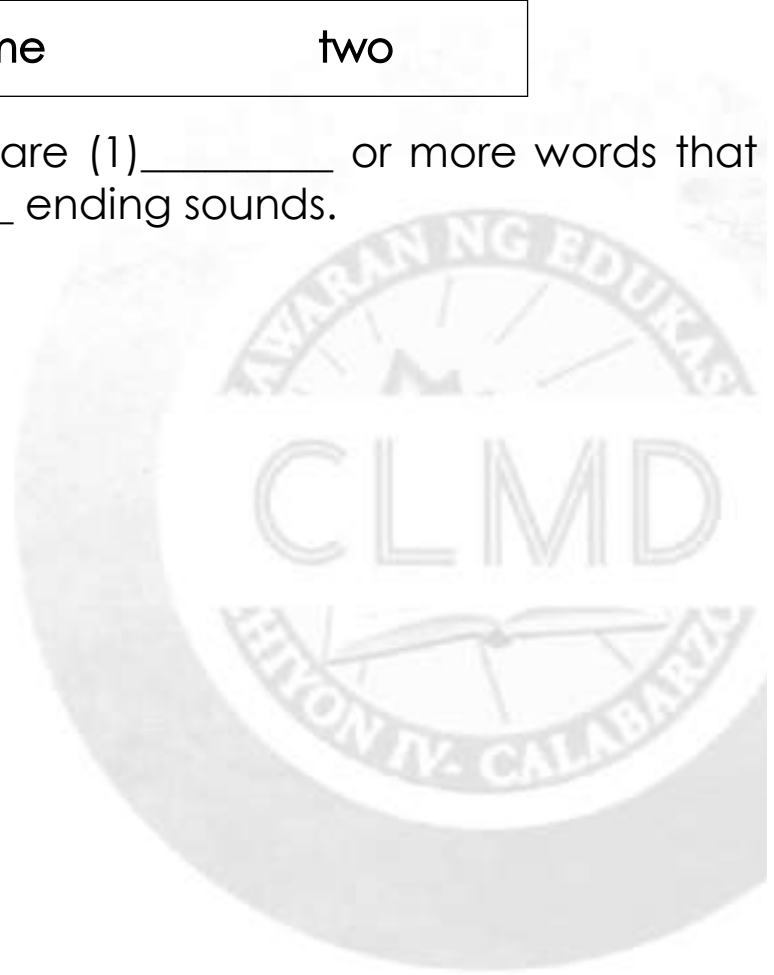   Humpty Dumpty had a great __ __ __ __.

A _____

   In your notebook, complete the sentence by selecting your answers from the choices below.

same	two

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

I

Sentences and Non-Sentences

Lesson

When words are combined, you will be able to form a phrase or a sentence. A phrase is a group of words. It is a non-sentence. It does not have a complete thought. A sentence is also a group of words that gives a complete thought/idea.

At the end of the lesson, you are expected to recognize sentences and non-sentences (phrases).

A

The family prays together.

B

Ethan and Joy

C

a talented girl

D

They study their lessons.

Examples A and D are sentences. They show 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 in your notebook.

Column A	Column B

1.

A. a pretty dress

2.

B. a beautiful rose

3.

C. the two eyes

4.

D. a big vase

5.

E. the last leaf

PIVOT 4A CALABARZON English G1

Learning Task 2: Match the pictures in Column A with the sentences in Column B. Write the letters of your answers in your notebook.
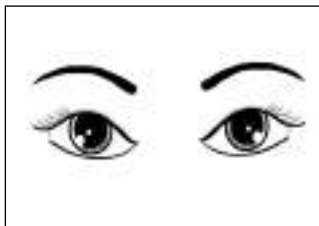
Column A	Column B
1.	A. Aura sleeps well.
2.	B. They are nice parents.
3.	C. Linda fixes her bed.
4.	D. Anthony takes a bath.
5.	E. My mother washes our clothes.

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 below.

Subject	Predicate
Ella	plays the piano.
The sun	rises in the east.
The garden	is beautiful.

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 non-sentences below.

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

Unlike a sentence, the examples above do not give complete thoughts or meanings.

E

Learning Task 3: Write <u>S</u> if the given item is a sentence and <u>NS</u> if it is a non-sentence. Write your answers in your notebook.

_____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 (A-J) below as to sentences and non-sentences. Write only the letters of your answers in the table. Do this in your notebook.

Sentences	Non-Sentences

A. reading books
B. I love my parents.
C. Luis enjoys his vacation.
D. Clara reads some stories.
E. Alexa and Arman
F. My sister bakes a cake.
G. drinking apple juice
H. Carlo recites a poem.
I. visiting my grandparents
J. Vin's favorite toy
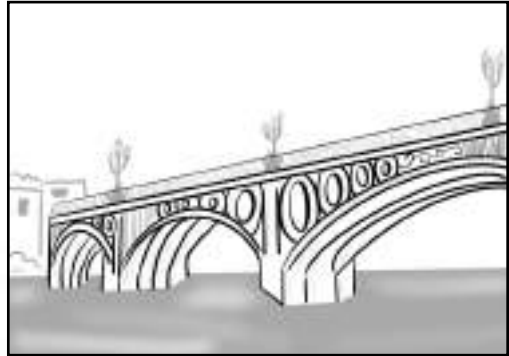
Learning Task 5: Tell if each given item is a <u>sentence</u> or a <u>non-sentence</u>. Do this in your notebook.

1.
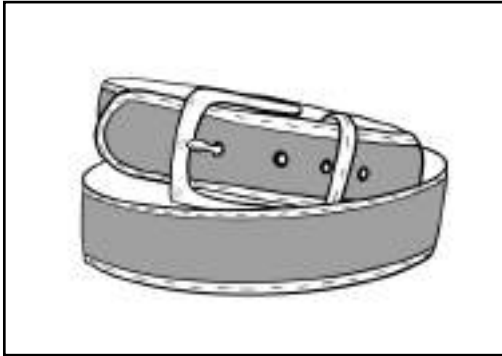
A long belt

3.

It is a beautiful bridge.

2.

This is our house.

4.

visiting my doctor

A

In your notebook, complete the paragraph by selecting your answers from the choices below.

combining	sentence	non-sentence

A group of words is formed by (1)_____ different words. These groups of words may either be a sentence or a non-sentence. A (2)_____ is a group of words that shows complete meaning or thought. Meanwhile, a (3)_____ is also a group of words but does not tell a complete idea.
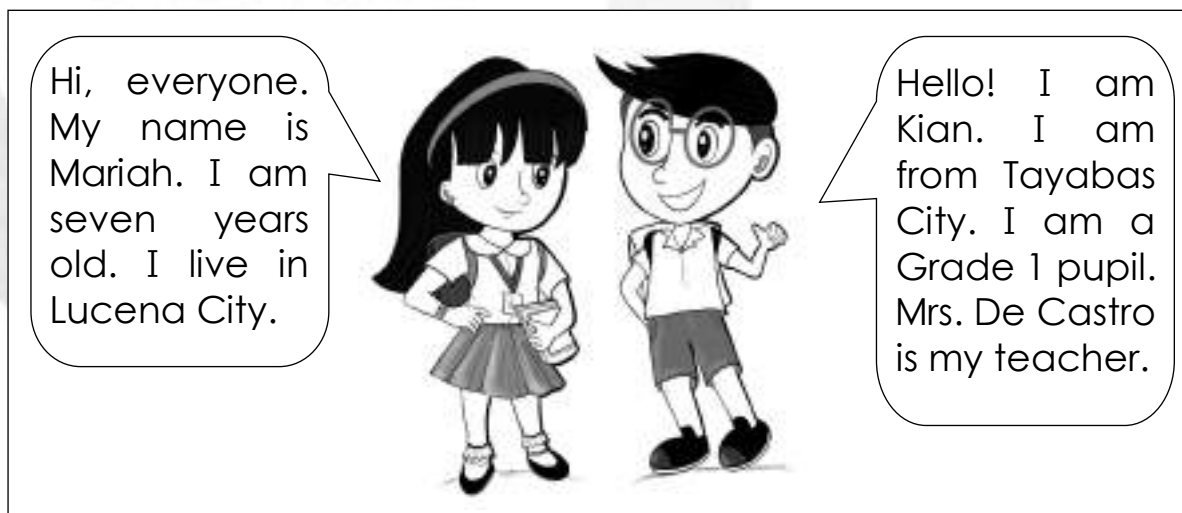
Self, Family, School, and Community
Lesson

I

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.

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

Read how Mariah and Kian introduced themselves.

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 have to learn. Just like Mariah and Kian, you have to know your personal information to be able to introduce yourself to others.

D

Learning Task 1: Match the items in Column A with their specific information in Column B. Let us help Bea Mae know important information about herself. Write the letters of your answers in your notebook.

Column A   Column B

1.
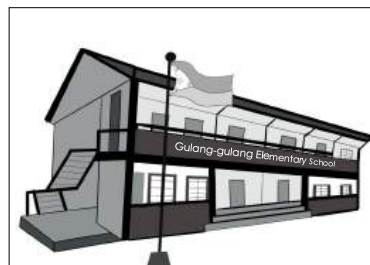
Name

A. I study at Gulang-gulang Elementary School.

2.

Parents

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

3.

Home Address

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

4.

School

D. My name is Bea Mae H. Torres.

SELF, FAMILY, SCHOOL, AND COMMUNITY

As a child, you have 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 include one's *name, age, birthdate, parents, members of the family,* and *home address*.
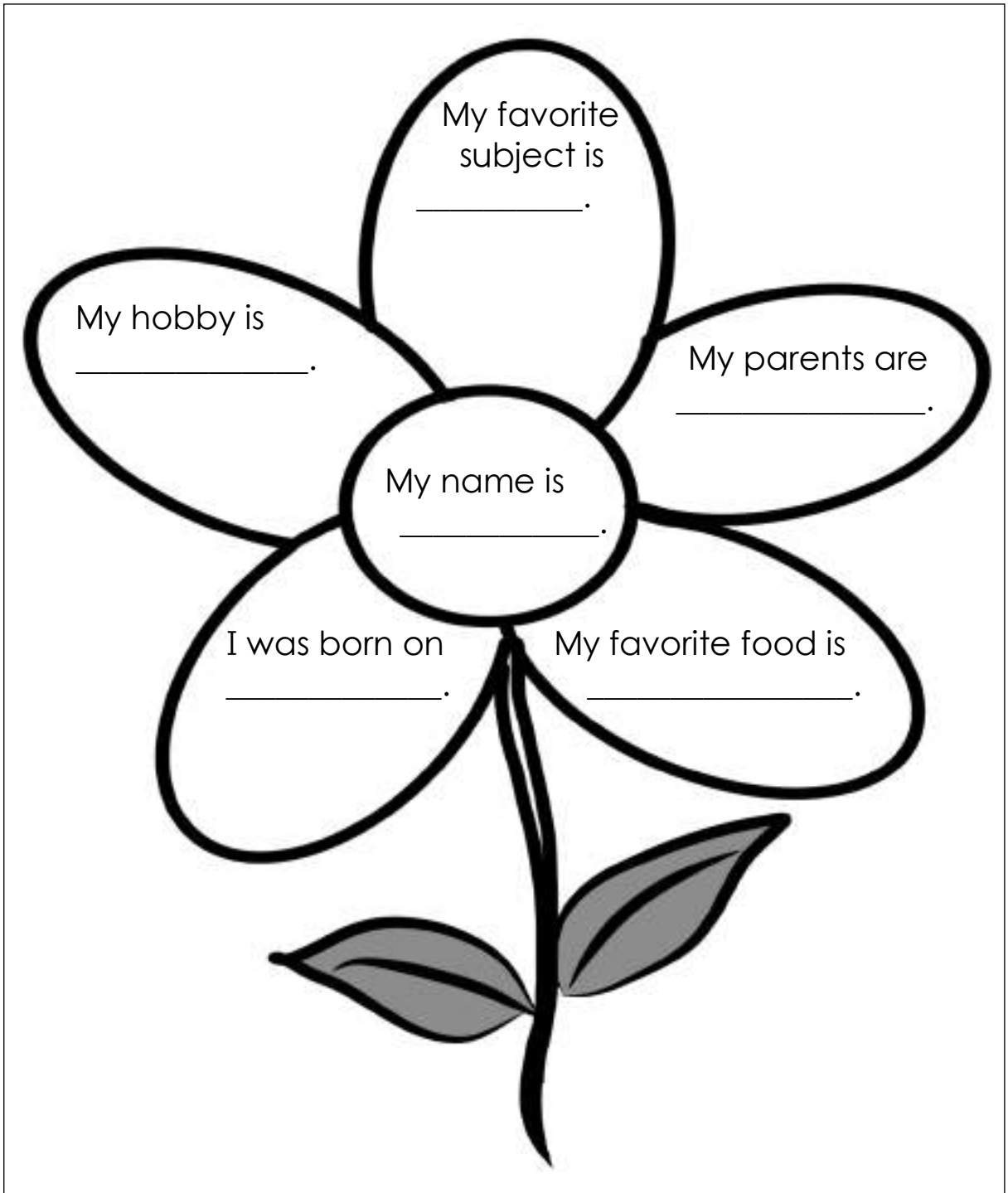
You also have to learn how to share your personal experiences. These experiences may include what you have *seen, heard, touched*, and *felt*.

As a learner, it is also important that you familiarize yourself about the basic information about your school. Some of the words related to school include the name of *your school, your teacher*, and *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: In your notebook, draw the flower and complete the given sentences.

My favorite subject is _____.

My hobby is _____.

My parents are _____.

My name is _____.

I was born on _____.

My favorite food is _____.

PIVOT 4A CALABARZON English G1

Learning Task 3: In your notebook, identify three to five important places or landmarks in your community. Then, describe the uses of these places.

Gulang-gulang Elementary School
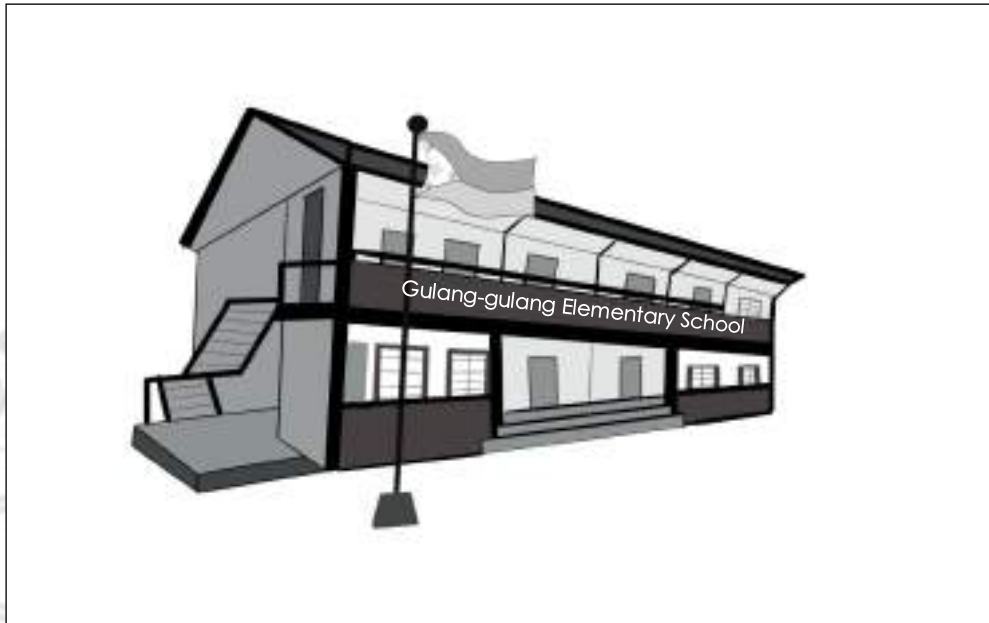
Learning Task 4: Draw or paste a picture of your family. Then, list down their names and tell what they do for your family.
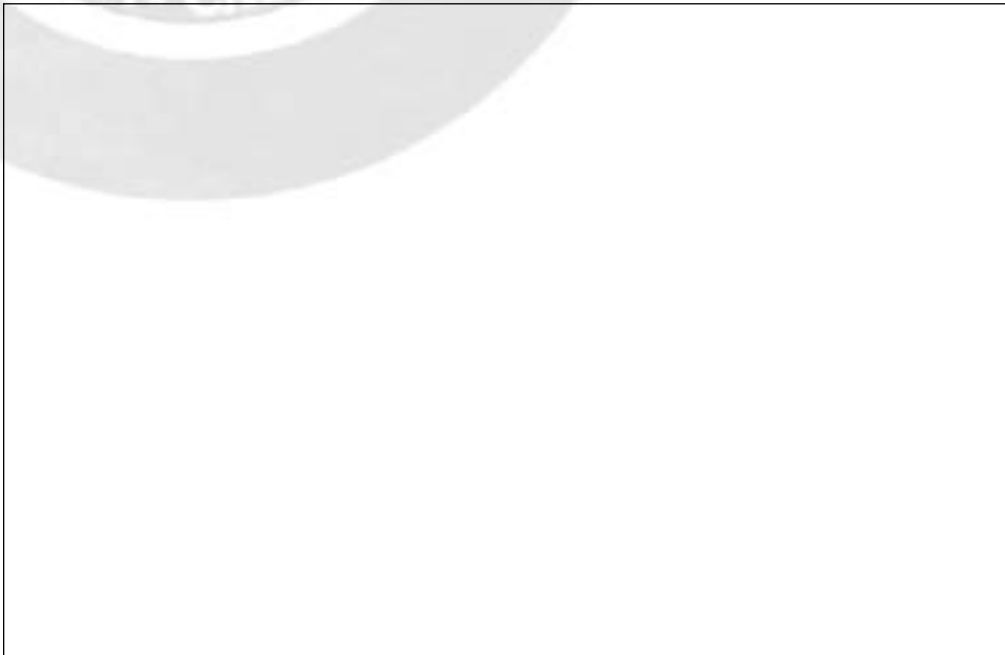
Learning Task 5: Draw the face that best fits each description. Do this in your notebook.

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 in your notebook.

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

Details in Short Stories or Poems

Lesson

I

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.

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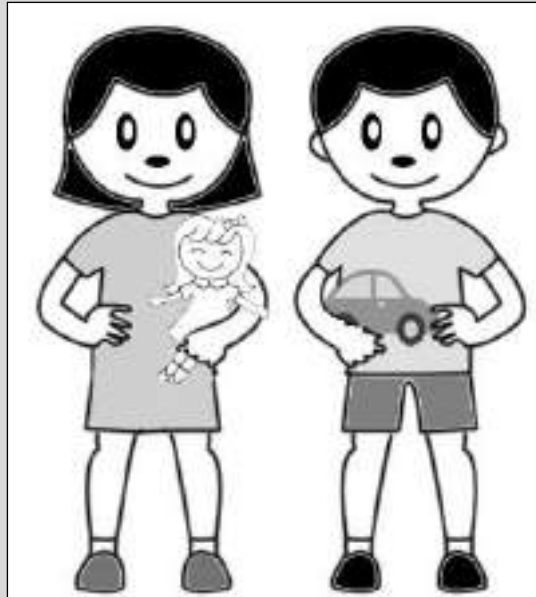
After listening to short stories and poems, you are expected to:

- 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.

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 questions below.

- 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 in your notebook.
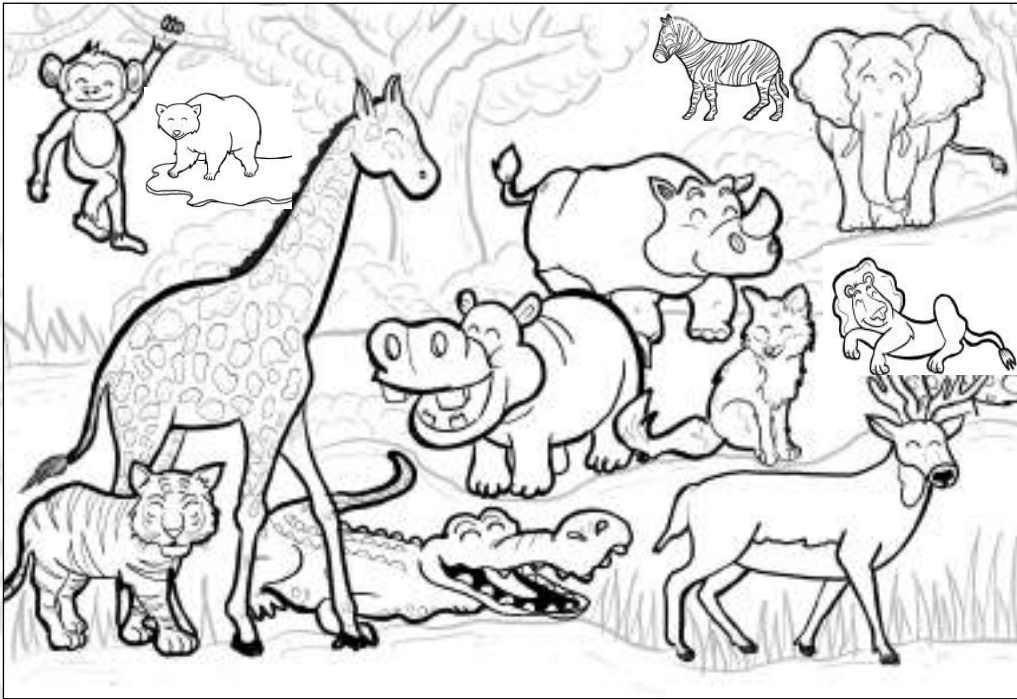
At the Zoo

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;
And then, a big lion sleeping in its den.
It was a wonderful and amazing day at the zoo.

Look at the pictures below. Using the poem that you have just read or listened to, tell which animal the characters first saw. Write <u>A</u> for the first animal, <u>B</u> for the second, and so on. Do this in your notebook.

1.

2.

3.

4.

5.

6.

7.

8.

PIVOT 4A CALABARZON English G1
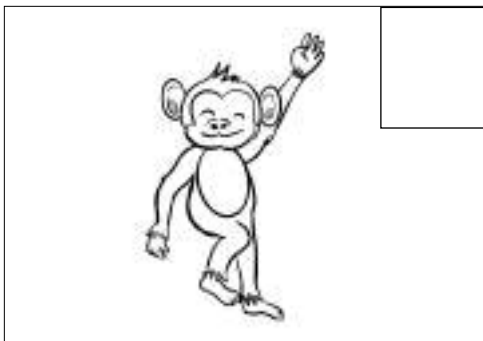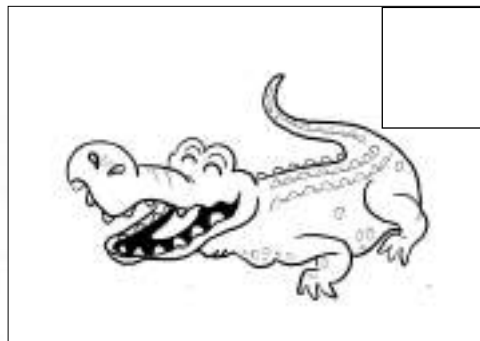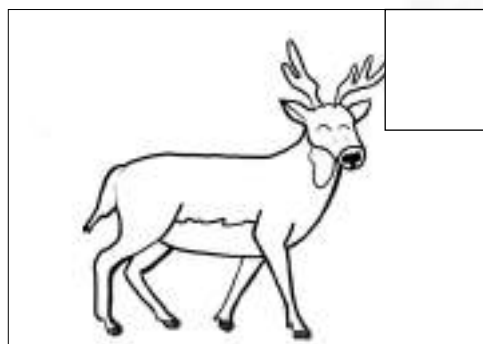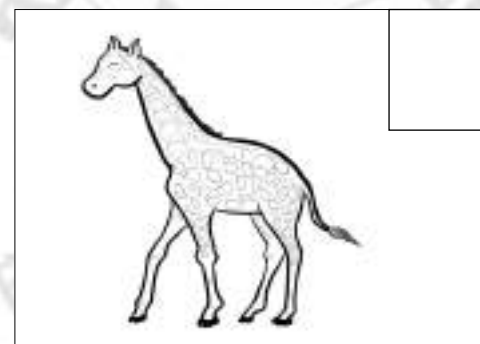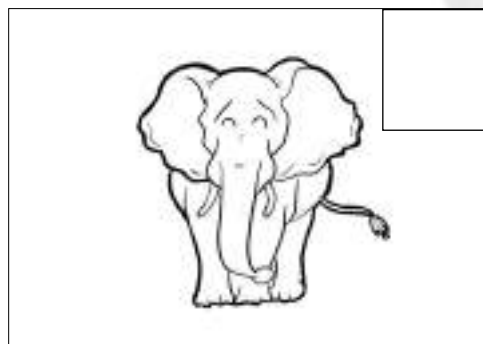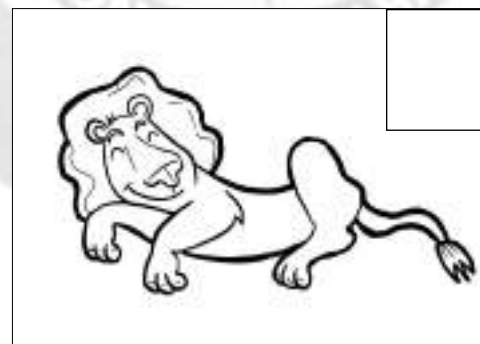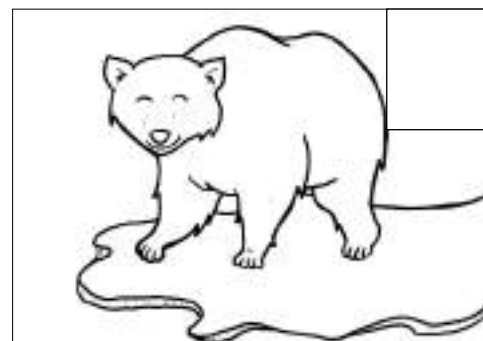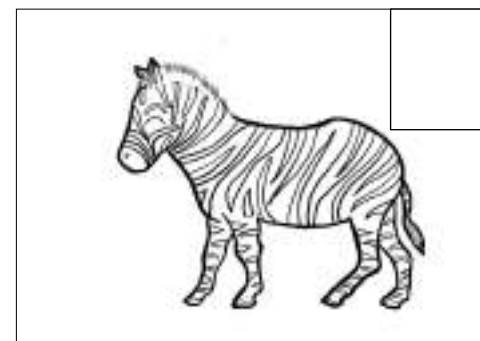
UNDERSTANDING SHORT STORIES AND/OR POEMS

Short stories and poems are important sources of life lessons. As a young child, you are expected to 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.**

Also, **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 in your notebook.

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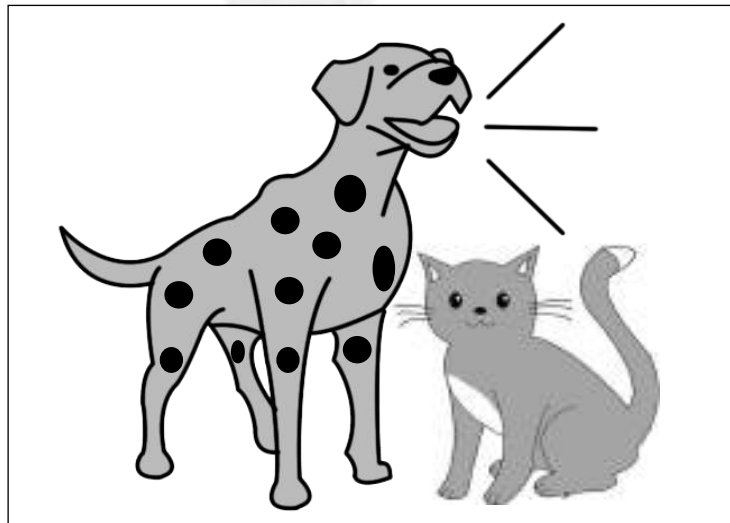
There was an animal shelter in our barangay. It took care of different animals, including cats and dogs.

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

1. What is the reason why the animal shelter shut down?
   A. overcrowded shelter
   B. lack of fund
   C. destroyed buildings

Identifying the Problem and the Solution

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

Noting Details

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

Noting Details

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

6. Who is the speaker's brother?
  A. Spotty
  B. Wilson
  C. Furry

7. What is the name of the puppy?
  A. Spotty
  B. Wilson
  C. Furry

8. What is the name of the kitten?
  A. Spotty
  B. Wilson
  C. Furry

9. Who is the speaker in the story?
  A. I
  B. Spotty
  C. Wilson

10. What did the speaker feel after adopting and naming the puppy and the kitten?
  A. sad
  B. afraid
  C. happy

Learning Task 3: Read the stories below. You may also listen to them by asking your parents or guardian to read them for you. Then, identify what would happen next in each situation as shown by the illustrations. Write the letters of your answers in your notebook.

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

   What do you think happened next?

   A. B. C.

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

   What do you think happened next?

   A. B. C.

Learning Task 4: 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 in your notebook.

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.

Polite Expressions

Lesson

I

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.

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.

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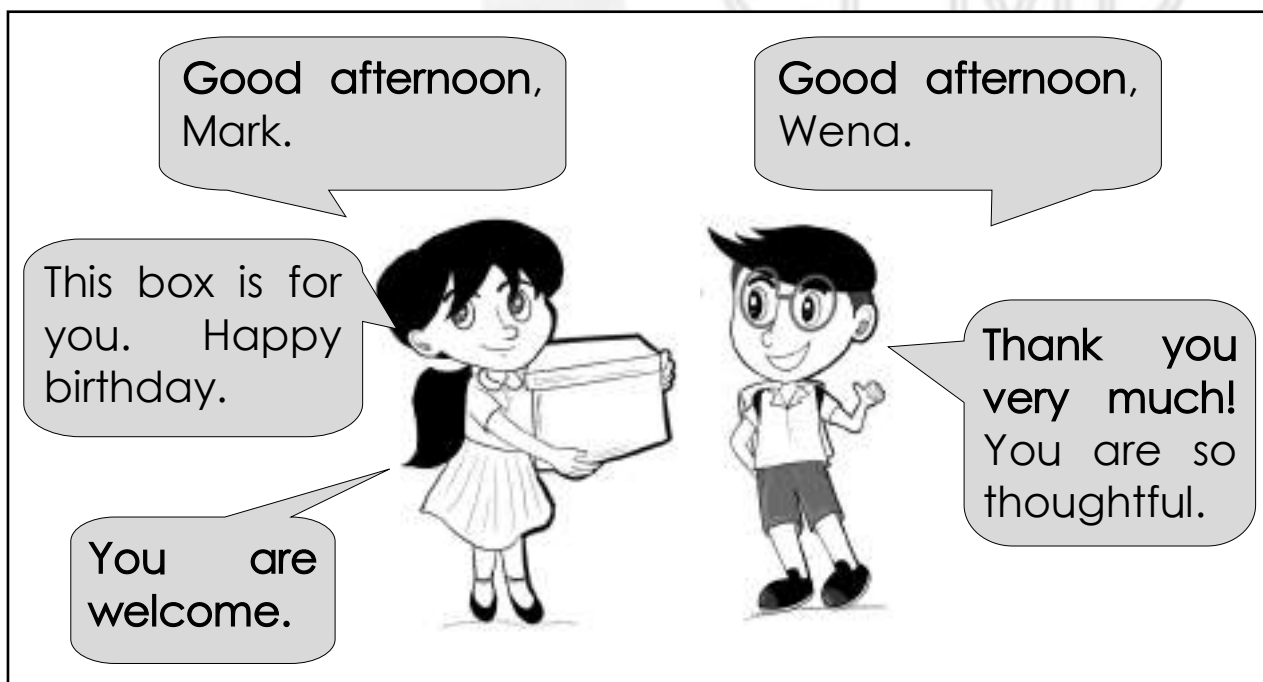
Notice the highlighted words above. *Good afternoon, Thank you very much* and *You are welcome* are examples of polite greetings that you may use in talking to other people.

35

D

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

	Column A	Column B
_____1.	Good morning.	A. Yes, please open it.
_____2.	May I go out?	B. You're welcome.
_____3.	Thank you for helping me.	C. Good morning.
_____4.	Would you like me to open this for you?	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. In your notebook, 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

In your notebook, provide the appropriate polite response to the situation below.

> You borrowed the toy of your best friend. While playing, you accidently 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

RHYMING WORDS

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

Learning Task 2
1. hickory-dickory
2. clock-clock-struck
3. ran-one

Learning Task 3
1. hill
2. are
3. fall

A Phase
1. two
2. same

SENTENCES AND NON-SENTENCES

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

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

Learning Task 3
1. S
2. NS
3. NS
4. S
5. NS
6. S
7. S
8. S
9. NS
10. NS

Learning Task 4
Sentences: B, C, D, F, H
Non-Sentences: A, E, G, I, J

Learning Task 5
1. Non-Sentence
2. Sentence
3. Sentence
4. Non-Sentence

A Phase
1. combining sentence
2. sentence
3. non-sentence

SELF, FAMILY, SCHOOL, AND COMMUNITY

Learning Task 1
1. D
2. C
3. B
4. A

DETAILS IN SHORT STORIES OR POEMS

Learning Task 1
1. C
2. A
3. D
4. F
5. E
6. B
7. H
8. G

Learning Task 2
1. B
2. A
3. A
4. B
5. A
6. A
7. C
8. C
9. A
10. C

Learning Task 3
1. B
2. C

POLITE EXPRESSIONS

Learning Task 1
1. C
2. D
3. B
4. A

Learning Task 2
1. B
2. A
3. A
4. A
5. A

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 1		Learning Task 1		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 1		Learning Task 1		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.
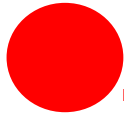
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