

PIVOT^{4A} LEARNER'S MATERIAL



GRADE 1
English

QUARTER 4

PIVOT 4A Learner's Material
Quarter 4
First Edition, 2021

English Grade 1

Job S. Zape, Jr.

PIVOT 4A Instructional Design & Development Lead

Mary Rose P. Genovania, Emerita S. Omana & Byron M. Ricablanca
Content Creator & Writer

Abner L. Pureza, Cynthia M. Tadong, Rodel D. Briones & Jhonathan S. Cadavido
Internal Reviewers & Editors

Ephraim L. Gibas & Don Kirby M. Alvarez
Layout Artist & Illustrator

Alvin G. Alejandro & Melanie Mae N. Moreno
Graphic Artist & Cover Designer

Ephraim L. Gibas
IT & Logistics

Chene Merene Dino-Aparicio
External Reviewer & Language Editor

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The Editors

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 **40** 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).

Action Words

Lesson

I

Words that tell what something or someone does are called ***action words***. A sentence has to include at least one action word to complete its thought.

Action words help the reader to understand about what subjects do.

In this lesson, you are expected to recognize common action words in stories.

Read the story below.

Every morning, Kate and Len **wake up** early. They **eat** breakfast and **help** their parents. They **prepare** the things needed in their study. Then, they **answer** their modules with their parents. They **love** doing these everyday.

Using the story above, answer the questions below.

- What do Kate and Len do every morning?
Kate and Len _____ early.
- What do Kate and Len do after preparing their things?
Kate and Len _____ their modules.

Notice the highlighted words. The words **wake up**, **eat**, **help**, **prepare**, **answer**, **love** are called action words. They talk about what Kate and Len do every morning.

D

Learning Task 1: Complete the story. Choose the correct action words inside the box. Use the picture to guide you. Write the answers in your notebook.

read	write	listen	sing	dance
------	-------	--------	------	-------

Hi! I am Leo. I am 6 years old. I want to share

the things that I can do. I can



1. _____

and



2. _____ well. I also



3. _____

stories in the books clearly. I can



4. _____

my name properly. I



5. _____ to my

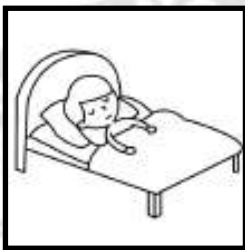
parents. I enjoy doing all of these every day.

Action Words

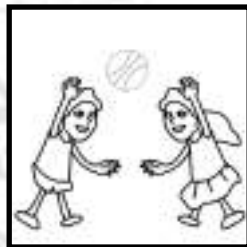
Action words are words that show movement. It refers to what we can do.

These action words are used to make a story or sentence.

Here are examples of common action words:



sleep



play



eat



dance



sing



write

Read and study the action words used in the sentences below.

Lani **sleeps** well.

Mira and Lisa **play** every afternoon.

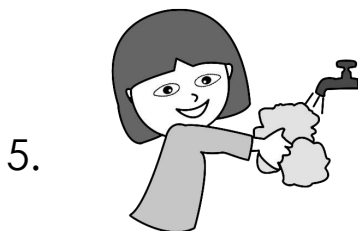
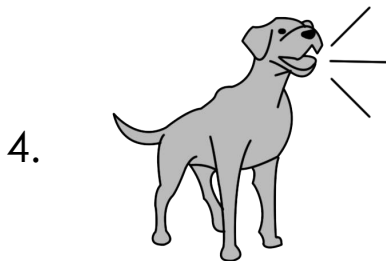
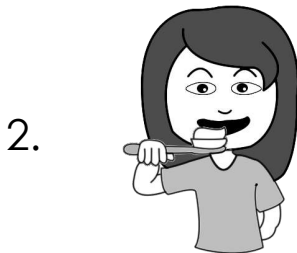
We **eat** together.

Rita **dances** gracefully.

She **sings** her favorite song.

Learning Task 2: Match the pictures in Column A with the correct action words in Column B. Write the letters of your answers in your notebook.

Column A



Column B

A. wash

B. brush

C. swim

D. clap

E. bark

E

Learning Task 3: Read the story. Identify the action words used. Write the answers in your notebook.

My Best Friend

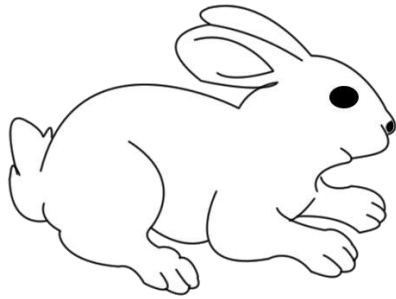
By: Mary Rose P. Genovania

My best friend is Rina. We play dolls together after class. We also share our snacks. We watch our favorite movies every Sunday. We help each other finish our assignment. Our parents buy us similar clothes and other things. We really love each other. She is my best friend forever.

Answer the questions below.

1. What do Rina and her best friend do every Sunday?
sing watch
2. What do they do together after class?
play sleep
3. What do they do to their snacks? share fight
4. How do they finish their assignment ? help cry
5. How do they value each other? love hope

Learning Task 4: Read the story. Recognize the action words used. Draw a **happy face** (☺) if the highlighted words show action and a **sad face** (☹) if not. Write the answers in your notebook.



Mika (1) **buys** a new pet. It has long ears and a short fluffy tail. It jumps over our (2) **fence** and play around. It hops quickly and hides.

(3) **Mika** looks at the backyard. She never sees her (4) **pet**. She goes to her garden and walks around. At last, (5) **she** found her pet.

Learning Task 5: Read the story. Choose the correct action words to complete the story. Write the answers in your notebook.

Our family goes to a trip every summer. We (**pack, throw**) our things for our trip. We (**fry , bake**) hotdog and egg, then (**drink, eat**) our breakfast. I (**bring, wear**) my cellphone and (**take, move**) pictures of every moment. We are all excited for our family trip.

A

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

stories	action words
---------	--------------

Words that tell what something or someone does are called (1) _____. These action words are used to make (2) _____ or sentences.

Describing Words

Lesson

I

Describing words add meaning to a noun. They tell about persons, animals, things/objects, and places.

words that describe
people

pretty strong
brave rich

words that describe
animals

wild fast
big tall

words that describe
things/objects

red sweet
long clear

words that describe
places

warm wide
far near

They usually come before the words they describe.

sweet mango

silver bells

round ball

heavy metal

At the end of the lesson, you are expected to recognize describing words for people, things/objects, and places.

D

Learning Task 1: Choose the correct describing word for each picture. Write the complete sentences in your notebook.



1. This is Nanay's _____ basket.
(full, empty)



2. I like Miguel's _____ cap.
(light, heavy)



3. The _____ kid feels sad.
(well, sick)



4. Shane is a _____ girl.
(happy, sad)



5. Isabela has _____ hair.
(curly, straight)

Learning Task 2: Choose a word that best describes the following nouns. Write your answers in your notebook.

smart	sweet	bright	fresh	round
-------	-------	--------	-------	-------

- _____ 1. ball
- _____ 2. meat
- _____ 3. teacher
- _____ 4. light
- _____ 5. candy

Learning Task 3: Choose the correct describing word that best fits the sentence. Write your answers in your notebook.

- 1. Grandmother is (young , old) now.
- 2. Mina and Nina like to eat (green , white) apples.
- 3. Metal is a (hard , soft) object.
- 4. The ball is (round , flat).
- 5. Elephants are (big , small) animals.



Learning Task 4: Read the poem below. Identify all the words that describe people, things/objects, animals, and places as found in the poem. Write your answers in your notebook.

Sam's Sweet Jam

By: Byron M. Ricablanca

Pretty Sam makes a sweet jam
Together with some orange yam
Sprinkled with yummy ham
That was taken out on the flat ram

One hot afternoon, while busy making jams
She heard a loud bam
It was her big, fat dog named Tam
Who fell from a rusty and old dam

Learning Task 5: Read the story below. Then fill out the table with words that describe people, things/objects, animals, and places. Write your answers in your notebook.

Our Buddy

By: Byron M. Ricablanca

Buddy is Alberto's lovely and curly pet dog. It was a surprise gift from his pretty Aunt Baby on his 10th birthday. It likes to roam around their big house. Every morning, it wags its long tail and licks Alberto's face, making him get out of his bed. They love going to a grassy park down the road.

Whenever they return, his loving mother has prepared a delicious breakfast for both of them.

People	Things/ Objects	Animals	Places

Learning Task 6: Copy the sentences in your notebook. **Box** the describing word in each sentence and **underline** the word it describes.

1. Uncle Jose drinks hot coffee every morning.
2. The active pupils are dancing on the stage.
3. Mother bought me a red cap.
4. The travelers pass an old road.
5. Mario climbs a tall tree.



Complete the following sentences. Select your answers from the words inside the box. Write your answers in your notebook.

add

describe

before

Describing words (1) _____ and (2) _____ the meaning to a noun. They tell about people, animals, things/objects, and places.

They usually come (3) _____ the words they describe.

Basic Categories of Words

Lesson

I

Sorting words is an activity that builds your skills in grouping words. It involves your thinking ability. It helps you understand the category of different words.

Sorting and classifying things are done almost every day.

In this lesson, you are expected to sort and classify familiar words into basic categories.

Look at the list of words below. Sort them into the groups.

ice cream

cow

noodle

pig

swing

horse

tomato

carabao

cake

bike

basketball

goat

soup

jump rope

doll

Foods

Toys

Farm Animals

D

Learning Task 1: Group the objects according to their size. Do this in your notebook.

Big	Small

Pencil



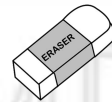
drawer



chair





eraser



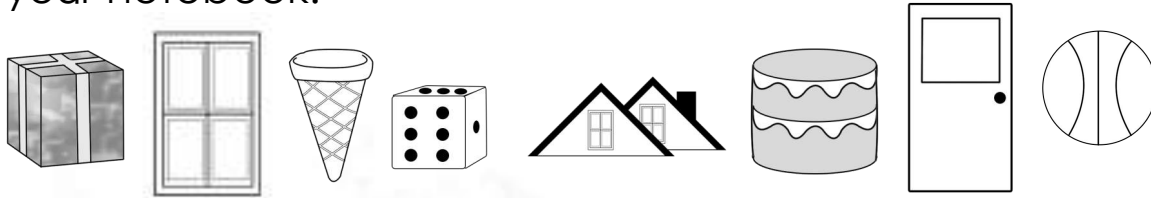
Learning Task 2 : Sort the following words under proper groups or categories. Do this in your notebook.

doctor
dog
teacher

cat
police officer
fish

 People	 Animals

Learning Task 3: Group the pictures according to the given categories. Draw the answers in the box. Do this in your notebook.



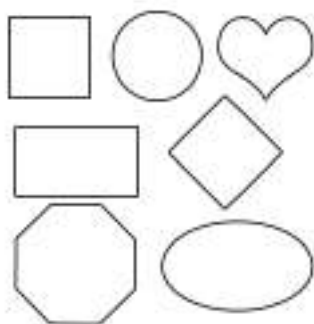
SHAPE			
Round	Square	Triangular	Rectangular

Categories of Words

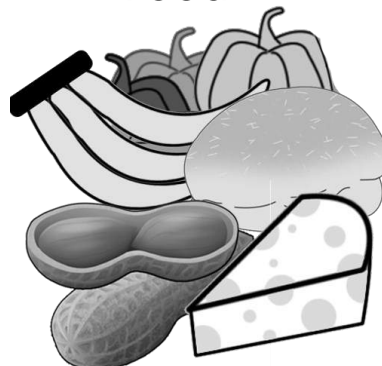
Categorization is the act of sorting and organizing things according to group, class, or category.

Here are the examples of categorizing words:

Shapes



Food



Animals



E

Learning Task 4: Choose from the box below the days of the week. Write them in your notebook.


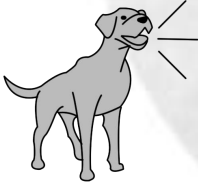

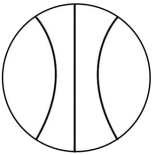
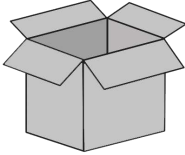
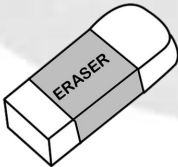



Monday	today	Wednesday
tomorrow	morning	Tuesday
Saturday	Thursday	afternoon
Friday	picnic	Sunday

Learning Task 5: Identify the category of each group of pictures. Then, write them in your notebook.

People

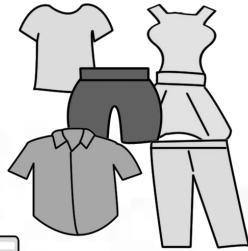
Animals

Objects

			1.
			2.
			3.

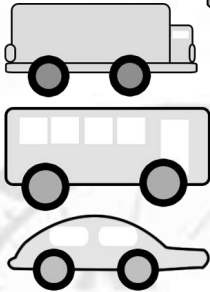
Learning Task 6 : Identify the correct categories of the pictures in each number. Write the answers in your notebook.

1.



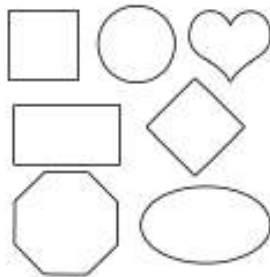
clothes food

2.



vehicles fruits

3.



shapes colors

A

Complete the sentences below. Select your answers from the choices in the box. Do this in your notebook.

categories

classifies

colors

Categorizing words sorts and (1)_____ things into basic (2)_____. Some examples are (3)_____, shapes, and many more.

Meaning of Words

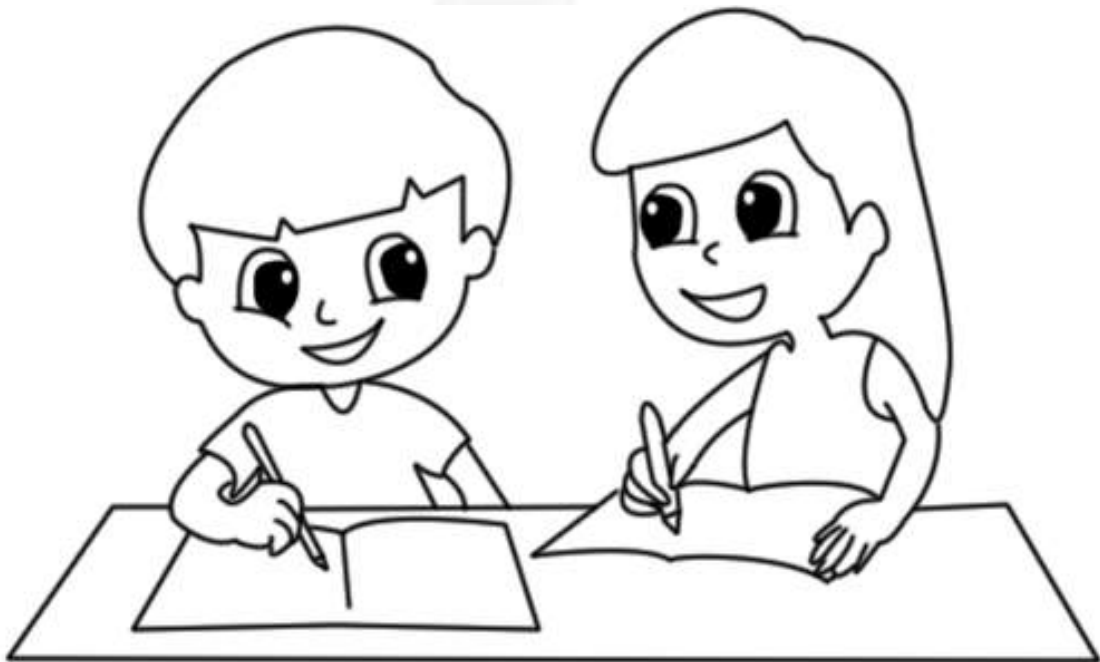
Lesson



Clues help you identify the meaning of words in any contexts. They may be in forms of pictures, Total Physical Response (TPR), and body movements.

In this lesson, you are expected to give the meaning of words using clues: Total Physical Response (TPR), pictures, and body movements.

Study the picture below and answer the question that follows.



- What are the girl and the boy doing?

D

Learning Task 1: Read each sentence. Match the underlined words in Column A with the correct pictures in Column B. Write the letter of your answer in your notebook.

Column A

____ 1. Jerry has a pet dog.

A.

____ 2. Tom feeds the chicken.

B.

____ 3. My dad bought me a new baseball bat.

C.

____ 4. We spent our vacation in my uncle's farm.

D.

Column B



Learning Task 2: Cut/draw pictures that best show the meaning of the highlighted words. Paste them in your notebook.

1. Mother is **cooking**.



2. The cat sleeps on the **rag**.



3. We **planted** a mango seed in our backyard.



4. Missy had **toothache** because she ate too much candy.



5. She **reads** the books loud and clear.



CLUES

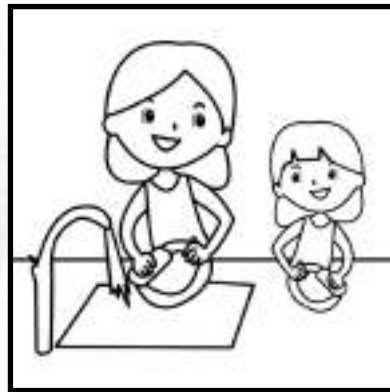
Clues are hints found in sentences. They are used to understand and identify the meaning of unfamiliar words.

Pictures, body movements, and Total Physical Response are used as clues in understanding the meaning of words.

Study the examples below:



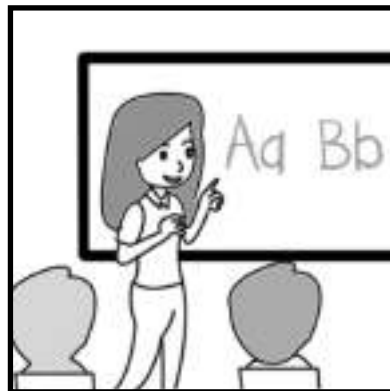
Mary and Ella play together.



She helps her mother wash the dishes.



The family attends mass every Sunday.



Teacher Mary loves to teach her pupils.

Learning Task 3: Look at the pictures. Complete the phrases by choosing the correct word in the parentheses. Write the completed phrases in your notebook.

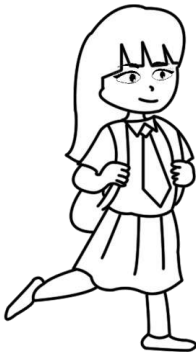
1.



_____ of Dennis

(book, bag, paper)

2.



a beautiful _____

(teacher, mother, pupil)

3.



the two _____

(ears, eyes, dimples)

4.



_____ of Jenny

(pet, doll, tablet)

E

Learning Task 4: Read each sentence. Then match it with the correct picture. Write the letter of your answer in your notebook.

A. She looks very nice in her dress.

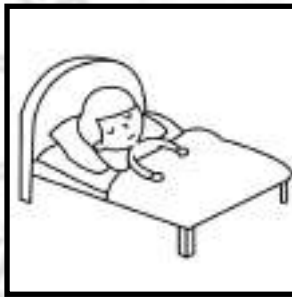
B. Jenny sleeps on her soft bed.

C. She sings well.

1.



2.



3.



Learning Task 5: Work with a partner (any member of the family). Show through actions what each word means.

1. exercise - I **exercise** every morning.

2. read - I **read** my modules every day.

3. listen - I **listen** to my parents to complete my module.

4. laugh - I **laugh** out loud.

A

Complete the paragraph by selecting your answers inside the box. Do this in your notebook.

Clues

picture

words

(1)_____ are hints found in sentences. They are used to easily understand and identify the meaning of (2)_____.

The use of (3)_____, body movements, and Total Physical Response are clues in figuring out the meaning of words.

Following Directions

Lesson

I

Following directions shows your ability to complete a task or a request. It requires you to sequence information by following the given steps.

It helps you focus on the details of spoken language through step by step instructions.

How can a learner follow instructions effectively?

1. Listen carefully to the instructions.
2. Focus on what is being said.
3. Ask questions on what you do not understand.

D

Learning Task 1: Read and understand what the sentence tells you in each given number. In your notebook, copy each box and follow what each sentence tells you.

1. Circle the words that name objects/things.

Ana	pencil	box	dove
-----	--------	-----	------

2. Box the words that refer to colors.

flower	white	school	green
--------	-------	--------	-------

3. Cross out the words that name places.

seashore

vase

church

bag

Learning Task 2: Copy the number words from the circle. Write your answers in your notebook.

fifty eyes leaves
kind metal
crayons twenty one
bird apple three
hundred pillow

Learning Task 3: Copy the box that contains words arranged in alphabetical order. Color it yellow. Do this in your notebook.

butterfly

caterpillar

donkey

eagle

eagle

donkey

butterfly

caterpillar

caterpillar

butterfly

eagle

donkey

E

Learning Task 4: Draw nutritious foods you have to eat to keep yourself healthy. Name what you have drawn. Do this in your notebook.



Learning Task 5: Follow one-to-two step directions for each activity. Do this in your notebook.

1.



Draw a cat. Color it orange.

2.

Write your complete name inside the box. Below your name, write your age.

--



Complete the sentences below. Select your answers from the choices in the box. Do this in your notebook.

request	Following directions	details	steps
---------	----------------------	---------	-------

(1)_____ shows your ability to complete a task or a (2)_____. It requires you to sequence information following the given (3)_____.

It helps you focus on the (4)_____ of spoken language through step by step instructions.

Giving Directions

Lesson

I

Following and giving directions is a part of your everyday life. It requires you to attend to step by step detailed instructions.

In this lesson you are expected to give one-to-two steps directions.

Read the situation below. Then, answer the questions that follow.

Your younger brother is sleepy. He wants to go to bed. What directions will you give him?

A. First, clean your body.

Then, change your clothes,

B. First, eat chocolate.

Then, wash your hands.

If you were the younger brother, can you follow the directions given by your big brother ?

Were the given directions clear?

It is important for children to be able to follow instructions to the given directions so that they can function effectively across different situations and scenarios. If a child struggles with following instructions, this can affect his/her ability to reach the desired 'purpose' or 'outcome'; thus, effectively completing the tasks.



Learning Task 1: Arrange the given directions by writing A for the first step and B for next.

1. How to brush your teeth

- _____ Brush your teeth in upward and downward manner.
- _____ Put toothpaste on your toothbrush.

2. How to wash your hands

- _____ Wash your hand thoroughly with soap and rinse.
- _____ Wet hands with water.

Giving Directions

Directions are part of everyday life. They serve as guide to understand how the actions need to be done.

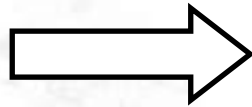
Here are the ways to improve your skills in giving directions.

1. Keep the instructions short and simple.
2. Give one instruction at a time.
3. Explain the instructions clearly.

E

Learning Task 2: Study the pictures. Then, give the missing step to complete the directions. Do this in your notebook.

1. How to fix your bed after waking up



First, fold your blanket.

Then, _____

2. How to water your plants



First, fill the sprinkler with water.

Second, _____

Learning Task 3: Give one-to-two step directions based on the given situations. Do this in your notebook.

1. Your younger sister does not know how to sweep the floor. She asks for directions. What will you tell her?

First, _____

Then, _____

2. Your new classmate asks you to give her directions in going to the canteen. What will you tell her?

First, _____

Then, _____



Complete the sentences below. Select your answers from the choices in the box. Do this in your notebook.

directions

step-by-step

Following and giving (1)_____ are part of your everyday life. It requires you to attend to (2)_____ and detailed instructions.



Key to Corrections

ACTION WORDS

A Phase 1. Action words 2. stories	Learning Task 5 1. pack 2. fry 3. eat 4. bring 5. take	Learning Task 4 1. Happy 2. face 3. Sad face 4. Sad face 5. Sad face	Learning Task 3 1. watch 2. play 3. share 4. help 5. love	Learning Task 2 1. C 2. B 3. D 4. E 5. A	Learning Task 1 1. sing 2. dance 3. read 4. write 5. listen
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DESCRIBING WORDS

A Phase 1. describe 2. add 3. before	Learning Task 6 1. hot-coffee 2. Active 3. Red-cap 4. Old-road pupils lovely, curly, long 3. Places—big, grassy	Learning Task 5 1. People—pretty 2. Animals—yummy, flat, hot, busy, loud, big, fat, rusty, old	Learning Task 4 Pretty, sweet, orange, yummy, flat, hot, busy, loud, big, fat, rusty, old	Learning Task 3 1. old 2. green 3. hard 4. round 5. big	Learning Task 2 1. round 2. fresh 3. smart 4. bright 5. sweet	Learning Task 1 1. full 2. light 3. sick 4. happy 5. curly
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BASIC CATEGORIES OF WORDS

A Phase 1. classifies 2. categories 3. colors	Learning Task 6 1. clothes 2. vehicles 3. shapes	Learning Task 5 1. Animals 2. Objects 3. people	Learning Task 4 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday	Learning Task 3 Round—ball & cake Square—gift & die Triangular—cone, attic Rectangular—door, window	Learning Task 2 People - doctor, teacher, police officer Animal—dog, cat, fish	Learning Task 1 1. Big—drawer and chair 2. Small—pencil and eraser
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MEANING OF WORDS

A Phase 1. Clues 2. words 3. pictures	Learning Task 5 Performance Task	Learning Task 4 1. C 2. B 3. A	Learning Task 3 1. Book 2. Pupil 3. Eyes 4. Doll	Learning Task 2 Answers vary.	Learning Task 1 1. A 2. D 3. C 4. B
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FOLLOWING DIRECTIONS

<p>Learning Task 1</p> <p>1. Box — pencil</p> <p>2. White — green</p> <p>3. Seashore — church</p>	<p>Learning Task 2</p> <p>Fifty, twenty, one, three, hundred</p>	<p>Learning Task 3</p> <p>The first box shall be colored yellow.</p>	<p>Learning Task 4</p> <p>Answers vary — Performance Test</p>	<p>Learning Task 5</p> <p>Follow instructions: Performance Tasks</p>	<p>A Phase</p> <p>1. Following directions</p> <p>2. requests</p> <p>3. steps</p> <p>4. details</p>
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GIVING DIRECTIONS

<p>Learning Task 1</p> <p>1. B, A</p> <p>2. B, A</p>	<p>Learning Task 2</p> <p>Answers vary.</p>	<p>Learning Task 3</p> <p>Answers vary</p>	<p>A Phase</p> <p>1. directions</p> <p>2. Step-by-step</p>
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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.



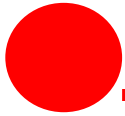
- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. 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 4

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.



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.



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

Email Address: lrmd.calabarzon@deped.gov.ph

