

A. Blended Learning (Modular & ODL) Modality

LESSON EXEMPLAR	SCHOOL	Bagong Nayan 1 Elementary School	Grade Level	Non-Graded Level 2B
	TEACHER	Jan Marini C. Esperanza	Learning Area/s	Functional Skills- Language
	Teaching Date	May 25, 2021	Days	
	Teaching Time:	2:00-2:20		

I. Content	Oral Communication
A. Content Standards/Pamantayan sa Pangnilalaman	The learner demonstrates understanding of oral communication skills
B. Performance Standards/Pamantayan sa Pagganap	The learner participates in conversations using appropriate context-dependent expressions
C. Learning Competency	Use words/expressions needed in everyday living such as Please, Thank You, I'm Sorry, Welcome, Good Bye.
II. CONTENT/NILALAMAN/PACKAGE	Functional Skills Language
III. LEARNING RESOURCES/ KAGAMITAN PANTURO	
Mga Sanggunian	
Mga Pahina sa Gabay ng Guro	K-12 Transition Curriculum for Learners with Disabilities, TP-EFP-01f-NG-1
Mga Pahina sa Kagamitang Pangmag-aaral	
Mga Pahina sa Teksbuk	
Karagdagang Kagamitan mula sa Portal ng Learning Resource Strategies	
Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	https://tinyurl.com/3l6e282g https://tinyurl.com/11j0gn0e https://tinyurl.com/qss7doda https://tinyurl.com/47b86000 https://www.youtube.com/watch?v=aNc0J9c_oec
IV. PAMAMARAAN	
Introduction (Panimula)	Daily Routines: Prayer

Energizer
Checking of Attendance
Setting Rules

Pre-Assessment:

The learners are going to watch a video entitled "Magic Words Song".

https://www.youtube.com/watch?v=aNc0J9c_oec

The following questions will be asked after watching the video:

- What are the expressions mentioned in the video?
- When do we use the expression Thank you? I'm sorry? Please? You're welcome?

Activity 1:

Directions: Look at the pictures below, raise the HAPPY face emoticon if it shows politeness and SAD face if not.



- How many pictures have happy faces? Sad faces?
- What does each picture convey?
- What is politeness?
- Can you give some polite expressions?

Development (Pagpapaunlad)

The teacher will show some pictures. She will let the learners describe each picture.



- What can you see in the picture?

- When do we use the polite expression Thank you?



- When someone thank you, what will you respond?



- What can you observe in the picture?
- Have you experienced being hurt or hurting someone?
- What did you feel when you are hurt or you hurt someone?
- What will happen if you hurt someone or when someone hurts you?
- What will you say to someone you hurt?

Question to parents:

- Have you ever witness your child being bullied by someone?
- What did you feel when you witnessed that?
- What did you do to resolve the conflict?

(The teacher will give a short explanation about child abuse and bullying.)

Remember:

Child Abuse is any behavior that harms a child. It can take many forms such as physical, emotional, sexual abuse as well as neglect or exploitation.

Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and harm to their wellbeing.

We should not hurt anyone. Quelling and hurting people is not a good deed. We might go to jail if ever we had hurt a person.

Please!



- When do we use the word Please?

Good Morning!




















- When we saw our teacher in a particular place early in the morning, what will you say?

Goodbye!



- If you will leave, what expression will you tell to show respect?
- What are the polite expressions that you learned?

	<ul style="list-style-type: none">Are these polite expressions essential in our everyday living? Why?How do we use these expressions?																
Engagement (Pagnanalihan)	<p>Raise the Flag</p> <p>Directions: The teacher will show some pictures through a power presentation. The learners will raise correct expression based from the pictures.</p> <div><div>1. </div><div>2. </div><div>3. </div></div> <div><div>4. </div><div>5. </div></div>																
Assimilation (Paglalapat)	<p>Card Making</p> <p>Directions: Make a card for a friend. Give it to him/her after you finish it. Identify the polite expression that is conveyed in the card.</p> <p>Needed Materials:</p> <ul style="list-style-type: none">Colored PaperGlueDesigns for the card. <p>Rubrics:</p> <table><tr><th>Criteria</th><th></th><th></th><th></th></tr><tr><td>The learner has creativity and originality.</td><td></td><td></td><td></td></tr><tr><td>Displayed neat, tidy and good craftsmanship.</td><td></td><td></td><td></td></tr><tr><td>Finished activity completely.</td><td></td><td></td><td></td></tr></table>	Criteria				The learner has creativity and originality.				Displayed neat, tidy and good craftsmanship.				Finished activity completely.			
Criteria																	
The learner has creativity and originality.																	
Displayed neat, tidy and good craftsmanship.																	
Finished activity completely.																	

	<div style="display: flex; justify-content: space-around; align-items: center;">  =5  = 3  =2 </div> <p style="color: red;">Reminder: Parents are going to guide the learners in doing the activity.</p>
V. PAGNINILAY	<p>I learned that...</p>

Prepared by:	Checked by:	Noted by:
<u>JAN MARINI C. ESPERANZA</u>	<u>JENYRIC A. PERIDA</u>	<u>DR. FLORA D. CAHAPAY</u>
SPED Teacher	MT-1/ Mentor	Principal IV



WEEKLY HOME LEARNING PLAN FOR SPED NON-GRADED LEVEL 1 AND 2

Date and Time	Learning areas	Learning Competencies	Learning Tasks	Mode of Delivery
MONDAY				
6:00-7:00	Wake up, take a bath, and get ready for an awesome day!			Give them a teacher-made module and worksheets and meet the pupils online through google meet/classroom for further instruction.
7:00-8:00	Have some short exercise and get ready.			
8:00-10:00	Self-help skills		SHS Day 1 <ul style="list-style-type: none">•	
10:00-12:00	Motor Skills	-	PMS <ul style="list-style-type: none">•	
12:00-1:00	Lunch Break			
1:00-3:00 Monitoring	Functional - Number Skills	Compare 2-dimensional objects (flat/plane) according to common characteristics	FS Day 1 Tracing Numbers 1-20 Write the missing number.	
TUESDAY				
6:00-7:00	Wake up, take a bath, and get ready for an awesome day!			Give them a teacher-made module and worksheets and meet the pupils online through google
7:00-8:00	Have some short exercise and get ready.			
8:00-10:00	Self-help skills		SHS Day 2	
10:00-12:00	Motor Skills		PMS Day 2	
12:00-1:00	Lunch Break			
1:00-3:00 Monitoring	Functional - Language	Compare 2-dimensional objects (flat/plane) according to common characteristics	FS Day 2 Tracing the dotted numbers. Count the objects and	

			number.	instruction.
	WEDNESDAY			Give them a teacher-made module and worksheets and meet the pupils online through google meet/classroom for further instruction.
6:00-7:00	Wake up, take a bath, and get ready for an awesome day!			
7:00-8:00	Have some short exercise and get ready.			
8:00-10:00	Self-help skills	Put on	SHS Day 3 •	
10:00-12:00	Motor Skills		PMS Day 3	
12:00-1:00	Lunch Break			
1:00-3:00 Monitoring	Functional - Language	Compare 2-dimensional objects (flat/plane) according to common characteristics	FS Day 3 Connect the dots based on the proper arrangement of numbers from 1-20. Find and cut the correct sequence of the numbers in the box. Number Bingo. The parent will tell a number and the kids are going to find and put stickers to the numbers in the card provided in the module.	

10:00-12:00	Motor Skills		PMS Day 4	teacher-made module and worksheets and meet the pupils online through google meet/classroom for further instruction.
12:00-1:00	Lunch Break			
1:00-3:00 Monitoring	Functional - Language	Compare 2-dimensional objects (flat/plane) according to common characteristics	FS Day 4 Write the number that comes first. Number Corn. Parent will form a corn-shaped using bandpaper bandpaper. Then cut small circles where numbers 1-20 are written. The kids are going to arrange it according to its correct sequence. Lost and Found my number. The parent will write numbers then put it anywhere inside the house. They will tell a number then the kids are going to find it.	

	FRIDAY			Give them a teacher-made
6:00-7:00	Wake up, take a bath, and get ready for an awesome day!			
7:00-8:00	Have some short exercise and get ready.			
8:00-10:00	Self-help skills		SHS Day 5	
10:00-	Motor		PMS Day 5	

12:00	Skills			module and worksheets and meet the pupils online through google meet/classroom for further instruction.
	Lunch Break			
1:00-3:00 Monitoring	Functional - Language	<i>Compare 2-dimensional objects (flat/plane) according to common characteristics</i>	FS Day 5 Trace and Count the numbers based on its proper sequence. Count the dots then match it to its correct number. Count the objects then find its number match. Count the objects in the picture then circle the correct number.	