

SCHOOL-BASED EDUCATION AND AWARENESS ON DISASTER PREPAREDNESS AND MITIGATION PROJECT

DISASTER RISK REDUCTION

TEACHING EXEMPLARS

In partnership with



Camarines Sur
Catanduanes

BANGHAY-ARALIN sa SIBIKA at KULTURA
Unang Baitang

Inihanda ni:
Bb. Yvonne B. Peñaredondo
Paaralang Elementarya ng Biong
Purok ng Cabusao

I. LAYUNIN:	Nakikilala ang mga karapatan ng batang Pilipino.
II. PAKSA:	Mga karapatan ng batang Pilipino.
	<p>Sanggunian:</p> <p style="margin-left: 40px;">A. PELC III-A.2, d. 13 B. Matapat na Pilipino I, d. 196-199</p> <p>Kagamitan: Mga larawan, kahon, tsart, cassette recorder, tape.</p> <p>Pagpapahalaga: Pagbibigay-halaga sa mga karapatang tinatamasa.</p>
III. PAMAMARAAN:	<p>A. Panimulang Gawain:</p> <p style="margin-left: 40px;">1. Pagbalik-Aral:</p> <p style="margin-left: 80px;">Ano ang karapatan?</p> <p style="margin-left: 40px;">2. Pagganyak:</p> <p style="margin-left: 80px;">Magsasagawa ang guro ng ibat-ibang kilos at pahuhulaan sa klase kung ano ang kanyang ginagawa. Halimbawa: Nanganganak, naglalaro.</p> <p>B. Panlinang na Gawain:</p> <p style="margin-left: 40px;">1. Pagbubuo ng Hinuha:</p> <p style="margin-left: 80px;">Anu-ano ang mga karapatan ng batang Pilipino?</p> <p style="margin-left: 40px;">2. Pagbasa sa teksto.</p> <p style="margin-left: 40px;">3. Pagtatalakay:</p> <p style="margin-left: 80px;">a. Anu-ano ang ipinakitang karapatan sa bawat larawan? Bakit mahalaga ang mga ito? Paano natatamasa ang mga ito?</p> <p style="margin-left: 80px;">b. Pakikinig sa awiting “Ang Bawat Bata.”</p>

	<p>Ano ang mensahe ng awiting ito? Anu-ano ang mga karapatang binanggit dito?</p> <p>c. Pag-awit ng mga mag-aaral. d. Pagbuo ng kaisipan.</p> <p>Ang mga batang Pilipino ay may ibat-ibang karapatang dapat matamasa at pahalagahan.</p> <p>4. Paglalapat:</p> <p>Hahatiin sa sampung pangkat ang klase. Pipili n glider sa bawat pangkat na siyang bubunot ng larawan sa loob ng kahon. Tutukuyin ng bawat pangkat kung ano ang karapatang ipinapakita sa larawang napili.</p>
<p>IV. PAGTATAYA:</p>	<p>Kilalanin at tukuyin ang mga karapatang ipinapakita sa bawat sitwasyon.</p> <ol style="list-style-type: none"> 1. Pinabinyagan ang anak na bagong silang. 2. Si Jay ay marunong nang magbasa at magsulat. 3. Hinuhuli ng pulis ang magnanakaw. 4. Kumakain ng masusustansiyang pagkain si Jessica. 5. Nakapaglalaro si Rexel pagkatapos niyang gawin ang kanyang takdang-aralin.
<p>V. TAKDANG ARALIN:</p>	<p>Gumupit ng tatlong larawang nagpapakita ng pagtamasa sa mga karapatan ng batang Pilipino. Idikit ang mga ito sa inyong kuwaderno.</p>

LESSON PLAN IN ENGLISH I

Prepared by:
Gemma M. Palino
Sta. Cruz E/S
Cabusao District, Camarines Sur

I. OBJECTIVE:	Give short commands and directions.				
II. SUBJECT MATTER:	Following and giving directions/short commands.				
	Reference: BEC PELC 5.6 English Expressways, pp. 88-91 Materials: Strips of paper, box, picture. Integration: Practice safety commands for fire or earthquake.				
III. PROCEDURE:	<p>A. Preparatory Activity:</p> <p>1. Review :</p> <p>The teacher will give one – step directions and the pupils will follow.</p> <table><tr><td>1. Stand.</td><td>3. Jump.</td></tr><tr><td>2. Sit erect.</td><td>4. Clap your hands.</td></tr></table> <p>2. Motivation:</p> <p>Showing a picture of children falling in line going inside the room.</p> <p>Ask: What can you say about the picture? What are they doing?</p> <p>3. Motive Question:</p> <p>Who went on a trip one day?</p> <p>B. Developmental Activity:</p> <p>1. Prevention:</p> <p>Reading of the story.</p> <p>Story: The class of Miss Gomez went on a trip. She gave some instructions to her pupils to be observed before they went</p>	1. Stand.	3. Jump.	2. Sit erect.	4. Clap your hands.
1. Stand.	3. Jump.				
2. Sit erect.	4. Clap your hands.				

on. Suddenly, Mona cried. Miss Gomez saw Mona dropped on the floor.

2. Answering motive question:

Who went on a trip?

3. Comprehension questions:

1. What did Miss Gomez give to her class before they went on a trip?
2. How did the class of Miss Gomez feel when they went on a trip?
3. What happened to Mona?
4. Why did it happen? Why did Mona cry?
5. If you were one of Miss Gomez' pupils, would you follow her commands? Why and why not?

4. Discussion:

What other directions or commands can you give?
What commands will you observe in school?

Possible answers: Fall in line, do not shout, etc...

In case there's an earthquake, what commands/directions can you give to be observed?

Examples:

- | | |
|---------------------------|------------------|
| 1. Don't run. | 4. Don't talk. |
| 2. Duck, cover, and hold. | 5. Fall in line. |
| 3. Don't push. | 6. Go outside. |

Integrate the warning signals in case an earthquake is happening.

How about if there's a fire? What will you do? What safety commands will you follow?

Examples:

- | | |
|--------------------------|-------------------|
| 1. Don't run. | 4. Don't talk. |
| 2. Don't push. | 5. Don't go back. |
| 3. Stop, drop, and roll. | |

Integrate in the discussion the warning signals when there's a fire.

Why do we need to follow directions or commands? What is the importance of following directions?

	<p>5. Generalization:</p> <p>There are directions and commands to be observed at home, school, and in the community. We have to follow for our safety.</p> <p>C. Post Activity:</p> <p>1. Application:</p> <p>Before the class starts, the teacher pasted pictures under some chairs.</p> <p>Let the pupils show the picture and give the command on direction it illustrates.</p> <p>2. Group activity:</p> <p>The teacher will divide the class in four and will give situations on strips of paper in the box for each group to follow.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Pass. Don't run. 2. Hands at your back. 3. Sit erect. 4. Duck, cover, and hold. 5. Stop, drop, and roll. 6. Fall in line. 7. Clap your hands. 8. Close the window.
IV. EVALUATION:	Give short commands and directions as I act out situations.
V. ASSIGNMENT:	<ol style="list-style-type: none"> 1. List 5 commands to be observed at home. 2. Share what safety commands you learned if the earthquake happens or if there's a fire to your family.

BANGHAY ARALIN SA FILIPINO I

Inihanda ni:
Melanie Plaza
Binagasbasan E/S
Garchitorena District

I. LAYUNIN:	Nasasabi ang dinaramdam or mensaheng ibig ipaalam ng mga hayop sa tao.											
II. PAKSA:	Dinaramdam or mensaheng ibig ipaalam ng mga hayop sa tao.											
	<p>Sanggunian: Landas sa Wika at Pagbasa dahon bilang PELC I.I</p> <p>Mga kagamitan: larawan, plaskard</p> <p>Integrasyon: a. Pagpapahalaga – pagiging handa. b. DRR – Pampublikong babala tungkol sa bagyo.</p>											
III. PAMAMARAAN:	<p>A. Pagganyak:</p> <p style="padding-left: 40px;">Sinu-sino sa inyo ang makapagbibigay ng ibat-ibang huni ng mga hayop sa paligid?</p> <p>B. Panimulang gawain:</p> <ol style="list-style-type: none"> 1. May ibig sabihin ba ang kanilang huni sa atin? 2. Anu-ano ba ang mensaheng ibig nilang iparating sa atin sa pamamagitan ng kanilang huni? <p>C. Pagtatalakayan:</p> <p style="padding-left: 40px;">May ginawa akong tsart kung saan pupunan natin ng hinihinging impormasyon upang lubos nating maunawaan ang dinaramdam or mensaheng ibig iparating ng mga hayop sa tao.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="2" style="width: 15%;">Hayop</th> <th colspan="3" style="text-align: center;">Dulot ng Huni sa Nakaririnig</th> </tr> <tr> <th style="width: 20%;">Nakakaaliw</th> <th style="width: 20%;">May karamdaman</th> <th style="width: 20%;">May nakaambang panganib</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Aso 2. Manok 3. Pusa 4. Ibon 5. Baboy, etc</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </tbody> </table> <p style="padding-left: 40px; margin-top: 10px;">Ang mga bata ang gagaya ng huni ng mga hayop na nasa tsart. Sa pamamagitan ng kanilang tinig or daloy ng huni ay maiparirinig nila kung ang karaniwang hayop ay nagpaparamdam ng isang</p>	Hayop	Dulot ng Huni sa Nakaririnig			Nakakaaliw	May karamdaman	May nakaambang panganib	1. Aso 2. Manok 3. Pusa 4. Ibon 5. Baboy, etc			
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	<p>mensaheng ibig nilang iparating sa tao.</p> <p>Lahat kayo ay may alagang hayop sa bahay. Anu-ano ang napapansin ninyong huni nila bago dumating ang bagyo? May pagkakaiba ba kayong napapansin sa kanilang huni sa bawat babalang ibinibigay ng PAGASA tungkol sa bagyo? Halimbawa 1, 2, 3, at 4?</p> <p>Tulad ng mga huni ng hayop may ibat-ibang lakas din ang dulot ng babala ng bagyo. Habang tumataas ang bilang ng babala, lumalakas ang hangin at ulan na bagyo at hatid na pinsala sa atin.</p> <p>D. Paglalahat:</p> <p>Sa bawat huni ng ibat-ibang mensaheng ibig iparating ito sa mga tao. Sinu-sino sainyo ang makakagaya ng huni ng isang hayop. Kung siya ay nang-aaliw, may karamdaman, at may nagbabadyang panganib?</p> <p>Ano ang ibig sabihin o ipakahulugan ng babala 1, 2, 3, at 4 ng bagyo sa atin?</p> <p>E. Paglalapat:</p> <p>Hahatiin ko kayo sa tatlong grupo.</p> <p>Unang grupo – Ang magbibigay ng ngalan ng mga hayop/babala bilang ng bagyo.</p> <p>Ikalawang grupo – Ang magbibigay ng ngalan ng huni/ibig sabihin ng bawat babala.</p> <p>Ikatlong grupo – Ang magbibigay ng mensaheng o dinaramdam na hatid ng bawat huni/babala ng bagyo.</p>
<p>IV. PAGTATAYA:</p>	<p>1. Gamitin ang plaskard na may nakasulat na huni ng mga hayop/bilang ng babala ng bagyo sa pagsasagawa ng huni upang maparating ang nararamdaman o mensaheng ibig iparating ng mga ito sa tao.</p> <p>a. aso c. pusa e. baboy</p> <p>b. manok d. ibon f. kambing</p> <p>Tatawag ng mga batang ngsasagawa nito sa ibat-ibang paraan na tinalakay sa talakayan.</p> <p>2. Ibigay ang bilang ng babala sa bawat pagsasalarawan na sasabihin ng guro.</p>

	<ol style="list-style-type: none">1. Winds of 45-60 KPH may be expected in at least 36 hours.2. Winds of 61-100 KPH may be expected in at least 24 hours.3. Winds of 101-185 KPH may be expected in at least 18 hours.4. Winds of greater than 185 KPH may be expected in at least 12 hours.
V. TAKDANG ARALIN:	<ol style="list-style-type: none">1. Gumuhit sa isang puting papel ng paboritong hayop na gustong-gusto ninyong alagaan isulat sa baba nito ang kanyang huni.2. Iguhit din sa puting papel ang kahalagahan ng ating pamayanan sa bawat babala. Isulat sa baba nito kung anong babala bilang ang ipinakikita.

BANGHAY ARALIN SA CHARACTER EDUCATION
Ikalawang Baitang

Inihanda Ni:
Mrs. Marycel C. Yusores
MT-I Hitoma-Bulalacao Elementary School
Caramoran South District, Catanduanes

I. LAYUNIN:	Nakasusunod sa hudyat ng bell/kampana sa paaralan.
II. PAKSA:	Pagsunod sa hudyat ng bell/kampana sa paaralan.
	<p>Sanggunian:</p> <ol style="list-style-type: none">1. PELC, Mga Tuntunin sa Paaralan I.I.I d.152. School Disaster Management Plan dd. 18-20 <p>Kagamitan:</p> <ol style="list-style-type: none">1. Mga larawan na may kinalaman sa aralin;2. Tsart ng Early Warning Signal on Fire.3. Batingting. <p>Pagsasanib:</p> <p>Pag-alam at pagsunod sa mga Early Warning Signal sa sunog.</p>
III. PAMAMARAAN:	<ol style="list-style-type: none">1. Balik-aral: <p>Pagbabalik-aral sa mga napag-aralan na mga tuntunin at patakaran sa paaralan sa pamamagitan ng pagpapakita ng mga larawan. Ipapili sa mga bata kung alin ang dapat ipagpatuloy gawin at hindi.</p>2. Pagganyak: <p>Itanong: “Ano ang dapat nyong gawin kapag narinig ninyo ang tunog ng kampana sa umaga bago magsimula ang klase?”</p>3. Paglalahad: <p>Ngayong umaga pag-aaralan natin ang isa pang tuntunin at patakaran sa paaralan – ang pagsunod sa hudyat ng kampana sa paaralan.</p><p>Iparinig sa mga bata ang pagbatingting ng</p>

	<p>kampana/batingting at ipasabi kung ano ang dapat gagawin sa oras na marinig ito.</p> <p>4. Pagtalakay:</p> <p>Talakayin ang mga sagot ng bata. Talakayin din sa kanila ang mga Early Warning System sa sunog.</p> <p>5. Paglalahat:</p> <p>Sumunod sa hudyat ng kampana sa paaralan.</p> <p>6. Paglalapat:</p> <p>a. Malapit ka na sa inyong paaralan, narinig mo ang hudyat na kampana upang luminya na para sa pagtaas ng watawat. Ano ang gagawin mo?</p> <p>b. Nasa kalagitnaan ng paglalaro ang iyong mga kaklase ng biglang tumunog ang bell ng mabilisan dahil may sunog sa laboratory room. Ano ang gagawin mo?</p>
<p>IV. PAGTATAYA:</p>	<p>Gumamit ng Rubrics sa pagbibigay-marka sa gawain ng mga bata.</p> <p>Pangkatán or pwedeng dalawahang gawain ito.</p> <p>Pangkat I – Magpatunog ng batingting.</p> <p>Pangkat II – Magsasagawa ng gawaing ipinahihwatig ng tunog ng kampana. Gawing salitan.</p>
<p>V. TAKDANG ARALIN:</p>	<p>Magtala ng 5 tuntunin at patakarang dapat sundin sa paaralan ng di pa natatalakay sa klase.</p>

LESSON PLAN in ENGLISH GRADE II

Prepared By:
Daisy V. Cambonga
Guiamlong Elementary School
Caramoran School District
Catanduanes

I. OBJECTIVE:	Identify words that rhyme in two to three stanza poems.
II. SUBJECT MATTER:	Identifying words that rhyme in two to three stanza poems.
	<p>Reference: PELC – Reading Grade II</p> <p>Materials: Flashcards, charts, pictures of different canned goods or a real representation of groceries.</p> <p>Integration: Safety measures to be observed/followed when there is a typhoon.</p>
III. PROCEDURE:	<p>A) Pre-Reading Activities:</p> <p style="padding-left: 20px;">a) Unlocking of Difficulties:</p> <p style="padding-left: 40px;">Show pictures of real objects to demonstrate to pupils the meaning of some words found in the poem.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> store grocery street packages </div> <p style="padding-left: 20px;">b) Motivation:</p> <p style="padding-left: 40px;">Ask: Children who among you have visited the store? Who are you companions in going there? Why is it that there is a need for us to prepare food during typhoon? Is preparing food important when typhoon comes?</p> <p style="padding-left: 20px;">c) Motive questions:</p> <p style="padding-left: 40px;">Tell pupils, “Today, we are going to read a poem entitled, “The Groceries.” We will find out, “<u>What did mother do in going to the store?</u>”</p> <p>B) During Reading:</p> <ul style="list-style-type: none"> ➤ Reading of the poem; “The Groceries.” ➤ The teacher will read first the poem alone and let pupils listen.

- In the second reading, the teacher will read the poem and she will let the pupils follow after her.
- She will let the pupils read the poem by group, by row, and individual.

POEM

The Groceries

The store around the corner,
Has a grocery to sell.
I go there with my mother,
I like that very well.

We look in the store windows,
As we walk down the street.
We bring home many packages,
Of groceries to eat.

C) Post-Reading Activities:

- a) Answering the motive questions:
What did mother do in going to the store?
- b) Engagement activities:
Ask children some questions about the poem?

Example:

- Who went to the store?
 - Where can you find the store?
 - What did they bring home from the store?
 - When did they go to the store?
 - How did they get there?
- c) Typhoon discussion:
 - Connect the poem they heard and read with their experiences in their communities where there is a storm.
 - Give them some safety measures to be followed when there is a typhoon.
 - a) Have you seen some houses damaged when there is a strong wind?
 - b) Why do they fall down?
 - c) What did people feel when their houses are damaged?
 - d) When there is typhoon, what are the safety

	<p>measures that we should follow?</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Leave your school early. • Stay inside your house. • Listen to the radio for updates of the weather. <p>e) What are the things that we should prepare?</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Prepare a safe drinking water, cooking and eating utensils. • Prepare canned goods, biscuits, rice and bread. • Be ready with the emergency kits like flashlights and candles. <p>D) Enrichment Activity: Distribute pupils some emergency kits that can be used when there is a typhoon like: Flashlights, candles, matches, radio and batteries.</p> <p>Ask them: “Why is it important to have those things especially when typhoon comes?”</p>
<p>IV. EVALUATION:</p>	<p>Have the children read again the poem entitled: “The Groceries.” Let them identify the words that rhyme in the poem.</p> <p style="text-align: center;">The Groceries</p> <p style="text-align: center;">The store around the corner, Has a grocery to sell. I go there with my mother, I like that very well.</p> <p style="text-align: center;">We look in the store windows, As we walk down the street. We bring home many packages, Of groceries to eat.</p>
<p>V. ASSIGMENT:</p>	<p>Draw some objects/things that can be found in the store.</p>

LESSON PLAN IN MATHEMATICS II

Prepared by:
Sally M. Tatel
Balatohan Elementary School
San Miguel North District
Division of Catanduanes

I. OBJECTIVE:	Add 3 to 4 digit numbers with zero in any of the addends with regrouping and with sums up to 9000.				
II. SUBJECT MATTER:	Add 3 to 4 digit numbers with zero in any of the addends with regrouping and with sums up to 9000.				
	Reference: Elementary Mathematics II PELC 6.3				
	Integration: Causes and effects of landslide.				
III. PROCEDURE:	<p>A. Preparatory Activities:</p> <p>a. Drill: Give exercise in addition without regrouping.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">1) $\begin{array}{r} 325 \\ + 362 \\ \hline \end{array}$</div> <div style="text-align: center;">2) $\begin{array}{r} 528 \\ + 361 \\ \hline \end{array}$</div> <div style="text-align: center;">3) $\begin{array}{r} 361 \\ + 328 \\ \hline \end{array}$</div> <div style="text-align: center;">4) $\begin{array}{r} 563 \\ + 322 \\ \hline \end{array}$</div> <div style="text-align: center;">5) $\begin{array}{r} 380 \\ + 418 \\ \hline \end{array}$</div> </div> <p>b. Review: Using the show me board. (by the pupils) addition with regrouping.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">1) $\begin{array}{r} 526 \\ + 395 \\ \hline \end{array}$</div> <div style="text-align: center;">2) $\begin{array}{r} 677 \\ + 235 \\ \hline \end{array}$</div> <div style="text-align: center;">3) $\begin{array}{r} 721 \\ + 199 \\ \hline \end{array}$</div> </div> <p>B. Developmental Activities:</p> <p>a. Presentation: In a form of problem.</p> <p>In Barangay San Marcelino 3,921 people died because of landslides. In San Gabriel 1,200 and in San Antonio 4,325. How many people died in the three barangays?</p> <ul style="list-style-type: none"> ➤ How many people died in Barangay San Marcelino? ➤ How many people died in Barangay San Gabriel? ➤ How about Barangay San Antonio? <p>I have here a picture of place that have big landslide. Ask the pupils why a landslide occurred. Cite the cause and effect of these. Write the answers on the blackboard.</p> <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">CAUSES</th> <th style="width: 50%; text-align: center;">EFFECTS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I. Cutting down of trees.</td> <td style="text-align: center;">I. Damages the houses, school properties, and</td> </tr> </tbody> </table>	CAUSES	EFFECTS	I. Cutting down of trees.	I. Damages the houses, school properties, and
CAUSES	EFFECTS				
I. Cutting down of trees.	I. Damages the houses, school properties, and				

	<p>2. Continuous Heavy Rain</p> <p>3. Mining.</p>	<p>fields.</p> <p>2. The soil loosens.</p>
	<p>➤ Going back to the problem.... Answer these questions.</p> <p>➤ What will we do in adding these numbers?</p> <p>➤ Where do we start?</p> <p>➤ What is the sum?</p> <p>Do another example for the mastery of the pupils.</p> <p>At Quezon Elementary School 4,500 pupils were evacuated because of landslides, at Buhi Elementary School 3,000, and at Carmen Elementary School 1,379. How many pupils were evacuated because of landslides?</p> <p>b. Fixing skills:</p> <p>Activity #1 – Blackboard Challenge.</p> <p>Group the pupils into three. They will find their partner and they will answer the problem given by the teacher. The first pupil to finish the problem will get the score.</p> <p>Activity #2 – Add and solve these numbers.</p> <p>1) 325 2) 457 3) 635 4) 672 5) 261 <u>+ 475</u> <u>+ 450</u> <u>+ 310</u> <u>+ 244</u> <u>+ 572</u></p> <p>c. Generalization: Ask the pupils on how to add 3 to 4 digit numbers with zero in any of the addends with regrouping and with sums up to 9000.</p>	
<p>IV. EVALUATION:</p>	<p>Add these numbers on your paper.</p> <p>1) 525 2) 701 3) 4,650 4) 5,125 5) 6,200 <u>+ 225</u> <u>+ 201</u> <u>+ 4,185</u> <u>+ 3,000</u> <u>+ 2,500</u></p>	
<p>V. ASSIGMENT:</p>	<p>Arrange these numbers in column then add.</p> <p>1. 835 + 1,165 2. 1,250 + 7,500 3. 1,800 + 6,100 4. 5,595 + 3,827 5. 1,654 + 6,158</p>	

BANGHAY ARALIN sa SIBIKA ANG KULTURA IKATLONG BAITANG

Inihanda Ni:
Ronnie D. Pagal
Del Pilar Elementary School
Garchitorena District

I. LAYUNIN:	Pagkatapos ng aralin, ang mga mag-aaral ay inaasahang matukoy ang klima sa sariling pamayanan.
II. PAKSA:	Klima sa sariling pamayanan. Sanggunian: 1. Masipag na Pilipino 3, batayang aklat, d. 52. 2. BEC-PELC c, 5.3 Kagamitan: Mga larawan tungkol sa klima at panahon. Konsepto: May ibat-ibang klima sa sariling pamayanan. Integrasyon ng DRR: Lokasyong pangheograpikal ng lugar na vulnerable sa kalamidad/sakuna. Pagpapahalaga: Pag-iingat sa lahat ng pagkakataon.
III. PAMAMARAAN:	A. Panimulang gawain. 1. Bigyang pagkakataon ang mga bata na magmasid sa kalagayan ng panahon sa labas ng silid-aralan (5 minuto). 2. Pagkatapos magmasid, papasukin uli sa silid at itanong. “Ano ang panahon sa kasalukuyan?” 3. Kanina pag-alis nyo sa bahay, ano ang kalagayan ng panahon? B. Panlinang na gawain: 1. Ipabasa ang babasahin sa batayang aklat ng may kaugnayan sa klima. Ipaalala ang mga pamantayan sa pagbasa nang tahimik. 2. Ano ang masasabi nyo sa kalagayan ng panahon ngayon? 3. Ano ang galaw ng hangin at dagat kapag ganitong uri ng panahon? 4. Ano ang klima ng lugar na ating tinitirhan ngayon? Anong uri maroon ito? C. Pagtatalakay: 1. May kaugnayan ba ang klima sa pagbabago ng panahon sa ating

	<p>lugar.</p> <p>2. Sa anong buwan tayo madalas nakakaranas ng malakas na pag-uuan na minsan may malalakas na hangin?</p> <p>D. Integrasyon ng DRR:</p> <p>Ano ang maaari nating gawin kapag nakakaranas tayo ng masamang uri ng panahon lalo na sa mga lugar na madalas daanan ng bagyo o malapit sa dagat kung saan may posibilidad na tumaas ito?</p> <p>E. Pangwakas na gawain:</p> <p>I. Pagbubuod:</p> <p>Itanong: Ano ang masasabi niyo tungkol sa ating panahon ngayon?</p> <p>F. Paglalapat:</p> <ol style="list-style-type: none"> 1. Sakaling masama ang panahon, magbibiyahe ka pa bas a dagat? Bakit? 2. Kailan tayo pwedeng maglayag o mangisda sa laot para makaiwas sa sakuna?
V. PAGTATAYA:	<p>Sabihin kung ang mga sumusunod ay ginagawa ng mga tao sa panahon ng <u>tag-araw</u> o <u>tag-ulan</u>.</p> <ol style="list-style-type: none"> 1. Pagpapalipad ng saranggola. 2. Paglalaro sa parke at plaza. 3. Pagtatanim ng palay. 4. Pag-aayos ng mga daan at tulay. 5. Pagsuspinde ng klase. 6. Binabahang kalsada. 7. Pagbibilad ng palay. 8. Umiinom ng malamig na juice at kumakain ng ice cream. 9. Di-pinapayagang lumabas ang mga bata para maglaro. 10. Pag-iimbak ng tubig at pagkain.
V. KASUNDUAN:	<p>Magtanong sa magulang, kapitbahay or sa mas nakatatanda sa inyong lugar kung ano ang mga dapat gawin kapag may bagyo.</p>

LESSON PLAN IN MATH – GRADE III

Prepared by:
 Vilma Pastor
 Burabod E/S
 Garchitorena District

I. OBJECTIVE:	Add 4 to 5 digits numbers with up to 10,000 without regrouping in short form.
II. SUBJECT MATTER:	Adding 4 to 5 digits numbers with up to 10,000 without regrouping in short form.
	Reference: Math for Everyday Lesson, PELC Materials: Flashcards, show me card, pictures DRR integration: Landslide
III. PROCEDURE:	<p>A. Preparatory Activities:</p> <p>a. Drill:</p> $\begin{array}{r} 223 \\ + 13 \\ \hline \end{array}$ $\begin{array}{r} 453 \\ + 113 \\ \hline \end{array}$ $\begin{array}{r} 113 \\ + 331 \\ \hline \end{array}$ $\begin{array}{r} 231 \\ + 132 \\ \hline \end{array}$ <p>b. Review: Add the following numbers.</p> <p>1) $\begin{array}{r} 223 \\ + 181 \\ \hline \end{array}$ 2) $\begin{array}{r} 621 \\ + 132 \\ \hline \end{array}$ 3) $\begin{array}{r} 432 \\ + 222 \\ \hline \end{array}$ 4) $\begin{array}{r} 113 \\ + 321 \\ \hline \end{array}$ 5) $\begin{array}{r} 541 \\ + 321 \\ \hline \end{array}$</p> <p>c. Motivation:</p> <p>Show picture to pupils of the landslide that happened in a certain town. Ask them the reasons why the landslide happened. Next, ask them how the landslide affect the people in the community.</p> <p>B. Developmental Activities:</p> <p>a. Presentation:</p> <p>Give the pupils some situations based on the picture they saw.</p> <p>In Barangay Burabod 1000 houses were lost. In Barangay Cagamutan 1001 houses were lost. How many houses were lost in all?</p> <p>- How many hoses were lost in Brgy. Burabod?</p>

- How many hoses were lost in Brgy. Cagamutan?
- How many hoses were lost in all?

Let's write these numbers on a place value chart.

TH	H	T	O
1	0	0	0
1	0	0	1

Do another example together with the pupils.

At Bahi Elementary School 1000 pupils were sent home before the heavy rains. At Cagamutan Community School 400 pupils were sent home. How many pupils were sent home in all?

Step I			
Add the ones			
TH	H	T	O
1	0	0	0
	4	0	0
			0

Step II			
Add the tens			
TH	H	T	O
1	0	0	0
	4	0	0
		0	0

Step III			
Add the hundreds			
TH	H	T	O
1	0	0	0
	4	0	0
	4	0	0

Step IV			
Add the thousands			
TH	H	T	O
1	0	0	0
	4	0	0
1	4	0	0

	<p>b. Fixing Skills:</p> <p>Find the sum:</p> <p>(1) $\begin{array}{r} 21312 \\ + 3412 \\ \hline \end{array}$ (2) $\begin{array}{r} 6512 \\ + 1345 \\ \hline \end{array}$ (3) $\begin{array}{r} 4624 \\ + 3254 \\ \hline \end{array}$ (4) $\begin{array}{r} 32516 \\ + 1353 \\ \hline \end{array}$ (5) $\begin{array}{r} 56893 \\ + 1014 \\ \hline \end{array}$</p>
IV. EVALUATION:	<p>Find the sum:</p> <p>(1) $\begin{array}{r} 73252 \\ + 4203 \\ \hline \end{array}$ (2) $\begin{array}{r} 65403 \\ + 10502 \\ \hline \end{array}$ (3) $\begin{array}{r} 75431 \\ + 1342 \\ \hline \end{array}$ (4) $\begin{array}{r} 6824 \\ + 1343 \\ \hline \end{array}$ (5) $\begin{array}{r} 33422 \\ + 4453 \\ \hline \end{array}$</p>
V. ASSIGNMENT:	<p>Arrange the numbers in column and then find the sum.</p> <p>1. $45631 + 4135 =$ 2. $73241 + 13442 =$ 3. $90380 + 5143 =$ 4. $35564 + 4135 =$ 5. $45632 + 1431 =$</p>

LESSON PLAN IN SCIENCE AND HEALTH 3

Prepared by:
Mercedita T. Dela Cruz
Cabusao Central School
Cabusao, Camarines Sur

I. OBJECTIVE:	Identify activities of human beings that can be done on rainy days.
II. SUBJECT MATTER:	Activities of human beings on rainy days
	<p>Reference: Science and Health 3 txt. pp. 208-211 PELC III – 6.1 - Identify activities done during certain weather conditions.</p> <p>Materials: Pictures of activities done on rainy days. Pictures of flooded area.</p> <p>Integration: DRR – Cause and effect of floods. Science concept: ○ Certain activities are done on rainy days/ (ex. Planting, swimming, playing under the rain)</p>
III. PROCEDURE:	<ol style="list-style-type: none">Motivation: Ask them if what are the kinds of weather. Can you name them? What kind of weather do you like most. Ask them why they choose that certain type of weather.Presentation: Have the pupils observe the different pictures done during rainy days. Group the pictures into two. On the first column, put the pictures which can have good effects and on the second column, picture with bad effects on people, plants, and animals. Ask: - What do you think are the causes of flood? - Is it safe playing on a flood area?Hands-on activity: From the pictures of activities on the second column, let them choose one which has bad effect on people, plants, and animals. Divide the class into three groups. Group one will work on the effect to people, group two will work on the effect to animals, group three will on the effect to plants.

	Group 1 Effect on People	Group 2 Effect on Animals	Group 3 Effect on Plants
IV. EVALUATION:	<p>Identify the activities on rainy days by checking the number.</p> <ol style="list-style-type: none"> 1. Fly kite. 2. Playing under the rain. 3. Staying indoors. 4. Hanging clothes outside on rainy days. 5. Playing on a flooded area. 		
V. ASSIGMENT:	<p>List down activities during sunny days. Cut pictures of activities during sunny days.</p>		

Let them go back to their seats. Together with the teacher, let them check their work.

- What are the causes of flood?
- What are the effects of a flood?
- Ask now if what are the dangers they will meet if they are playing on a flooded area?

4. Minds-on-Activity:

Ask them which are the following activities on rainy days are they going to choose. Let them get one picture and explain why they choose it.

Ask the other to get the remaining picture and explain why did they choose it.

5. Concept Formation:

Let the pupils observe some picture of activities during rainy days like playing on a flooded area.

Ask: Is it safe to play on it? Why?
 What should you do in case of flood?
 Make a list of it.

6. Application:

Cooperative learning (group them into 50
 Role playing on the activities during rainy days whether it has good effect on plants, people, and environment.

LESSON PLAN in SCIENCE and HEALTH III

Prepared By:
Virginia D. Lazaro
San Miguel Cental Elementary School
San Miguel South District
San Miguel, Catanduanes

I. OBJECTIVE:	Practice safety measures during certain types of weather.
II. SUBJECT MATTER:	Safety measures during certain types of weather.
	<p>References: PELC vI.8 Science and Health III (textbook and manual)</p> <p>Science concept: Safety measures must be observed during certain types of weather.</p> <p>Materials: Pentel pen pictures Manila paper chart</p> <p>Process: Observing, inferring.</p> <p>Integration: Preparedness in different kinds of weather.</p>
III. PROCEDURE:	<p>A. Pre-Activity:</p> <ol style="list-style-type: none"> 1. Review: What are the activities that can be done on sunny/rainy days? 2. Motivation: What do you think will be the weather when the sky is covered with clouds? 3. Presentation: Show picture of bad weather (heavy rains, lightning and thunder) <ul style="list-style-type: none"> ➤ What do you think will happen? ➤ What will you do if there is bad weather? (give the pupils instruction on the day's lesson) 4. Setting up standards. 5. Grouping of pupils into 2. <p>B. Activity Proper:</p>

	<p style="text-align: center;">Performing the activity</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Group I</td> <td style="width: 50%; text-align: center;">Group II</td> </tr> <tr> <td style="text-align: center;">What to do during typhoon?</td> <td style="text-align: center;">What to bring/prepare during typhoon?</td> </tr> </table> <p>C. Post Activity:</p> <ol style="list-style-type: none"> 1. Group reporting. 2. Test reading (For verification). 3. Discussing by answering questions. <ul style="list-style-type: none"> ➤ What should we do to be safe during typhoon? ➤ What safety measures can be done? ➤ What are to be done first before? During? After the typhoon? ➤ Is it important to know/do safety measures before, during, and after the typhoon? Why? 	Group I	Group II	What to do during typhoon?	What to bring/prepare during typhoon?				
Group I	Group II								
What to do during typhoon?	What to bring/prepare during typhoon?								
<p>IV. GENERALIZATION:</p>	<ul style="list-style-type: none"> ➤ What should one do during typhoon? ➤ What can we do to be safe during bad weather? 								
<p>V. APPLICATION:</p>	<ul style="list-style-type: none"> ➤ You heard the weather forecast that there is a typhoon coming, what will you do before, during, and after the typhoon? 								
<p>VI. EVALUATION:</p>	<ul style="list-style-type: none"> ➤ Let's form two groups and have a contest. ➤ Act out the situation given. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">A moderate tropical cyclone will affect the locality. Winds of more than 60 up to 100 kph, may be affected in at least 24 hours.</p> </div> <p>RUBRIC SCORING</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">5</td> <td>All participated actively and performed well.</td> </tr> <tr> <td style="text-align: center;">4-3</td> <td>Some participate actively and performed well.</td> </tr> <tr> <td style="text-align: center;">2-3</td> <td>Few participate actively and performed well.</td> </tr> <tr> <td style="text-align: center;">1-0</td> <td>Did not participate and perform.</td> </tr> </table>	5	All participated actively and performed well.	4-3	Some participate actively and performed well.	2-3	Few participate actively and performed well.	1-0	Did not participate and perform.
5	All participated actively and performed well.								
4-3	Some participate actively and performed well.								
2-3	Few participate actively and performed well.								
1-0	Did not participate and perform.								
<p>VII. ASSIGNMENT:</p>	<p>Make a poster or cut out pictures showing a scenario after or during typhoon.</p>								

LESSON PLAN IN SCIENCE GRADE IV

Prepared by:
Genevieve A. Cabaltea
Castillo Elementary School
Cabusao, Cam. Sur.

I. OBJECTIVE:	Describe ways of preventing fire.
II. SUBJECT MATTER:	Describing ways of preventing fire.
	<p>Reference: Science for Daily Life, pp. 175-180 PELC 7.1</p> <p>Materials: Pictures of the causes of fire, useful and harmful effects of fire, fire safety precautions.</p> <p>Science concept: There are different ways of preventing fire.</p> <p>Science processes: Observing, describing.</p> <p>Integration: Value: Safety.</p>
III. PROCEDURE:	<p>A. Preparatory Activities:</p> <ol style="list-style-type: none"> 1. Checking of assignments. 2. Health inspection. <p>B. Developmental Activities:</p> <ol style="list-style-type: none"> 1. Review: Have the pupils identify the causes of fire. Let them give examples with the aid of pictures. 2. Motivation: Show pictures showing the useful and harmful effects of fire (p.175 textbook). Talk about the pictures. Ask: What may happen if fire is not attended to? What are the hazards of fire? 3. Presentation/discussion: <ol style="list-style-type: none"> a. Group the pupils into 3. Ask them to list down ways of preventing fire to be followed by group reporting. Tell them the activity is a contest. b. Group reporting time limit – 15 minutes. c. The teacher may present pictures about the topic not mentioned during the pupils group reporting to supplement the discussion of the topic. d. Ask: How can you help prevent fire? Allow varied answers.

	<p>4. Generalization:</p> <p>Guide the pupils in formulating the generalization – There are different ways to prevent fire.</p> <p>5. Application:</p> <p>Suggest ways on how to prevent fire during these situations.</p> <ol style="list-style-type: none"> 1. You saw your younger siblings playing with matches. 2. Jake forgot to unplug the appliances after using it. 3. Father went to sleep smoking cigarette. 4. Pain, gasoline, and grease are kept near the stove. 5. John is playing firecrackers and sparklers near a nipa hut.
VI. EVALUATION:	<p>Describe ways of preventing fire in these situations.</p> <ol style="list-style-type: none"> 1. A candle is lighted near the curtain during brownout, what should you do? 2. In case you neighbor's house is on fire, what is the first thing you should do? 3. You found out there is a leak in the hose of your gas stove, what should you do?
VII. ASSIGNMENT:	<p>Make a poster showing how to prevent fire.</p>

**BANGHAY ARALIN SA MAKABAYAN
(HEKASI IV)**

Inihanda Ni:
Myra B. Antolin
Tobrehon E/S
San Miguel North District
Division of Catanduanes

I. LAYUNIN:	Nakikilala na ang Pilipinas ay isang bansang tropiko.
II. PAKSA:	Pilipinas bilang isang bansang tropiko
	<p>Sanggunian: PELC IV – D. 24 3.1 Makasaysayan Pilipino</p> <p>Integrasyon:</p> <ul style="list-style-type: none"> a. Values: Pagkakaisa b. DRR – Mga dapat tandaan ang mga babalang pangkalikasan <p>Mga Kagamitan: Globo</p>
III. PAMAMARAAN:	<p>A. Panimulang Gawain;</p> <ul style="list-style-type: none"> 1. Balik Aral: Anu-ano ang dahilan ng pagkakaiba ng klima ng bansa? 2. Pagganyak Ipakita ang globo. Paano mo ilalarawan ang lokasyon ng Pilipinas? Ano ang epekto nito sa ating bansa? <p>B. Panlinang na Gawain:</p> <ul style="list-style-type: none"> 1. Pagbuo ng Hinuha: Ano/Saan ang tiyak na kinalalagyan ng Pilipinas? 2. Pangkatang Gawain: (Ibibigay ng guro ang activity card sa mga bata) <p>Unang grupo: Ano ang mga salik bakit daanan ng bagyo ang Pilipinas?</p> <p>Ikalawang grupo: Ilarawan ang kinalalagyan ng Pilipinas?</p> <ul style="list-style-type: none"> 3. Pag-uulat ng bawat grupo: 4. Pagbasa ng teksto:

	<p>C. Pagtatalakay:</p> <p>Ano/Saan ang tiyak na kinalalagyan ng Pilipinas? Bakit tinawag na bansang tropiko ang ating bansa? Bakit ang Pilipinas ay daanan ng bagyo? Anu-ano ang epekto nito sa ating bansa? Ano ang masasabi ninyo tungkol sa ating hinuha?</p> <p>D. Pagpapahalaga:</p> <p>Paano natin maiiwasan ang mataas na bilang ng mga apektadong pamilya sa oras ng bagyo? Anu-ano ang dapat tandaan sa oras ng bagyo?</p> <p>E. Paglalahat:</p> <p>Paano mo nasabi na ang Pilipinas ay isang bansang tropiko? Anu-ano ang mga aspeto nito?</p> <p>F. Paglalapat:</p> <p>Bakit daanan ng bagyo ang bansang Pilipinas?</p>
<p>V. PAGTATAYA:</p>	<p>Isulat ang T kung tama at M kung mali ang pangungusap.</p> <p>Ang Pilipinas ay isang bansang tropiko sapagkat;</p> <ol style="list-style-type: none"> _____ 1. Ang Pilipinas ay napapaligiran ng tubig. _____ 2. Ang Pilipinas ay ligtas sa bagyo. _____ 3. Ang Pilipinas ay may dalawang uri ng klima. _____ 4. Ang Pilipinas ay isang tropikong bansa. _____ 5. Ang Dagat Tsina ay nakapaligid sa bansang Pilipinas.
<p>V. KASUNDUAN:</p>	<p>Ibigay ang mga karagatang nakapaligid sa Pilipinas.</p>

LESSON PLAN IN SCIENCE AND HEALTH 4

Prepared by:
 Jovino B. Naguit Jr.
 Pandan Elementary School
 Cabusao District, Camarines Sur

I. OBJECTIVE:	Explain the hazards of fire. Follow safety rules in case of fire.
II. SUBJECT MATTER:	Safety rules in case of fire.
	<p>Science concept: Fire safety measures, protect building occupants from injury, and to prevent loss of life.</p> <p>Val. Integration: Preservation of lives and properties.</p> <p>DRR integration: Fire drill.</p> <p>Materials: Visual images of various signs. Exit signs. Fire mock-up.</p> <p>Reference: PELC 7.4</p>
III. PROCEDURE:	<p>A. Pre-Activity:</p> <p>1. Discuss with the pupils the kinds of signs found everywhere e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Don't block the stairs</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Post no bill</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">No Entry</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Fire Exit</div> </div> <p>Show pictures of various signs and ask the pupils to identify what they mean.</p> <p>2. Show the sign. Ask what it means. Explain to the pupils that an exit sign will either be a door or the way to a door that will lead outside the building. Mention that not all building where exit sign might be found. Write the responses on the board. Discuss the need to know how to get out of the building.</p>

	<p>B. Discussion:</p> <ol style="list-style-type: none"> 1. Discuss why it is necessary to evacuate a burning building. 2. Explain the hazards of fire. Write on the board. <ul style="list-style-type: none"> Flame – can cause injury and death to persons. Smokes – makes you choke. 3. Discuss the rules the pupils must follow during a fire drill. Write them on the board. 4. Ask which exist is normal exit for this room. Ask the pupils to identify the other exits they could use. Explain that they need to use one of the alternate exits if their main one is blocked by smoke or fire. <p>C. Activity Proper:</p> <ol style="list-style-type: none"> 1. Conduct a fire drill. (prior to drill set-up fire mock-up to block the primary exit. <p>D. Post Activity:</p> <ol style="list-style-type: none"> 1. Comment on appropriate behavior during drill. <p>E. Generalization:</p> <p>What’s the importance of a fire drill? What are the things to watch for during drill?</p> <p>F. Application:</p> <ol style="list-style-type: none"> 1. What will you do if you were caught in a burning building? 						
IV. EVALUATION:	<p>Participation in class fire drill.</p> <p>Sample rubrics:</p> <table border="1" data-bbox="561 1402 1385 1671"> <tr> <td data-bbox="561 1402 837 1535">1. Everyone stayed calm. _____</td> <td data-bbox="837 1402 1109 1535">2. They walked to the safe holding area. _____</td> <td data-bbox="1109 1402 1385 1535">3. Calmly went to the alternate exit. _____</td> </tr> <tr> <td colspan="2" data-bbox="561 1535 984 1671">4. Teacher took her class roll and accounted for all the children.</td> <td data-bbox="984 1535 1385 1671">5. Pupils remained orderly throughout. _____</td> </tr> </table>	1. Everyone stayed calm. _____	2. They walked to the safe holding area. _____	3. Calmly went to the alternate exit. _____	4. Teacher took her class roll and accounted for all the children.		5. Pupils remained orderly throughout. _____
1. Everyone stayed calm. _____	2. They walked to the safe holding area. _____	3. Calmly went to the alternate exit. _____					
4. Teacher took her class roll and accounted for all the children.		5. Pupils remained orderly throughout. _____					
V. ASSIGMENT:	<p>Draw the floor plans of your home. Make a list of your family’s fire escape plan.</p>						

**BANGHAY ARALIN sa EPP 5
(Home Economics)**

Inihanda ni:
Gng. Eugenia M. Purcia
Binagasbasan Elementary School
Garchitorena District

I. LAYUNIN:	Natutukoy ang karapatan, tungkulin, at pananagutan ng bawat kasapi ng mag-anak.
II. PAKSA:	Karapatan, tungkulin, at pananagutan ng bawat kasapi ng mag-anak. Sanggunian: Makabuluhang Gawaing Pantahanan 5 PELC 2.1.1 dahon 56 Kagamitan: Larawan ng mag-anak Aklat Istruktura ng Bulilit Emergency Response Team Integrasyon: Mga tungkulin at pananagutan ng Bulilit Emergency Response Team
III. PAMAMARAAN:	A. Panimulang gawain: 1. Balik-aral sa mga kasapi ng mag-anak. 2. Magpaskil ng larawan ng mag-anak. Ipalarawan ito sa mga bata. B. Panlinang na gawain: (pangkatang gawain) 1. Hatiin sa tatlong pangkat ang klase. 2. Ipaisa-isa ang mga karapatan, tungkulin, at pananagutan ng bawat kasapi ng mag-anak. Ipasulat ito sa tsart. Pangkat I – Karapatan ng bawat kasapi ng mag-anak. Pangkat II – Tungkulin ng bawat kasapi ng mag-anak. Pangkat III – Pananagutan ng bawat kasapi ng mag-anak. 3. Pagtalakay ng paksa. C. Integrasyon:

1. Ipaalala sa mga bata ang mga organisasyon/samahang kanilang sinalihan. (inaasahang sagot: BERT)

2. Bigyang diin na sa isang organisasyon/samahan ang bawat kasapi ay may kaaakibat na karapatan, tungkulin, at pananagutan.

3. Itanong kung sinu-sino ang kasapi sa BERT

4. Pag-usapan ang mga tungkulin at pananagutan ng bawat kasapi ng BERT.

D. Paglalahat:

Gabayan ang mga bata na masabi nila na ang bawat kasapi ng mag-anak o isang samahan ay may kaakibat na karapatan at tungkulin na dapat gampanan.

IV. PAGLALAPAT

(gawain 1)
Pasagutan ang ss. Na mga katanungan.

1. Sa panahon na wala ang nanay, sino ang maaaring gumawa ng kanyang tungkulin?

2. Ipagpalagay mo na nasa malayong lugar nagtatrabaho ang tatay mo. Bilang anak na lalaki, ano ang tungkuling dapat mong gampanan?

(gawain 2)

Magpaskil ng meta cards na may nakasulat na tungkulin, karapatan, at pananagutan ng bawat kasapi ng mag-anak. Pumili ng isa at ilagay sa tamang hanay sa tsart.

KASAPI NG MAG-ANAK	TUNGKULIN	KARATAPATAN	PANANAGUTAN
Ama			
Ina			
Panganay na babae			
Panganay na lalaki			
Bunso			

V. PAGTATAYA:

A. Punan ng tamang sago tang hinihingi sa tsart.

KASAPI	TUNGKULIN	KARATAPATAN	PANANAGUTAN
Nanay			
Tatay			
Ate			
Kuya			

	<p>Bunso</p> <p>B. Piliin ang titik ng tamang sagot sa sumusunod na katanungan.</p> <ol style="list-style-type: none"> 1. Kung ikaw ang anak na babae, alin sa sumusunod na tungkulin ang iyong dapat gampanan? <ol style="list-style-type: none"> a. maghanapbuhay para sa pamilya. b. alagaan ang pamilya. c. tumulong sa gawaing bahay. d. maglaro lamang. 2. Alin ang karapatan ng mga magulang? <ol style="list-style-type: none"> a. karapatang mapagsilbihan ng mga anak. b. karapatang igalang ng mga anak. c. karapatang mag-utos sa mga anak. d. karapatan sa ligtas na pamumuhay. 3. Bilang ama ng tahanan, tungkulin niyang _____. <ol style="list-style-type: none"> a. Suportahan ang pangangailangan ng pamilya. b. Alagaan ang mga anak. c. Gawin ang mga gawaing bahay. d. Maging tagapag-utos sa loob ng bahay.
<p>V. KASUNDUAN:</p>	<p>Bilang kasapi ng pamilya, itala sa kwaderno ang tungkuling iyong ginagampanan sa loob ng pamamahay.</p>

BANGHAY ARALIN sa CHARACTER EDUCATION V

Inihanda Ni:
Edgar S. Santos
Teacher – I
Caramoran South District
Milaviga Elementary School

I. LAYUNIN:	Nakalalahok sa mga pagsasanay pangkaligtasan sa lindol at sunog.
II. PAKSA:	Mga pagsasanay pangkaligtasan sa lindol at sunog.
	<p>Sanggunian: PELC I.3 d. 4 Wastong Pag-uugali sa Makabagong Panahon</p> <p>Kagamitan: Larawan Tsart</p> <p>Integrasyon: Values: Pagkamaginoo DRR: Earthquake drill, fire drill</p>
III. PAMAMARAAN:	<p>A. Panimulang Gawain:</p> <ol style="list-style-type: none">1. Balik-aral.2. Pagganyak: Anu-anong sakuna ang alam niyo at naranasan na dito sa ating pamayanan?<p>Pagpapakita ng larawan pagkatapos ng lindol, sunog, at nasusunog na tao.</p><p>Nakaranas na ba kayong magkaroon ng lindol at sunog sa inyong paaralan? Barangay?</p><p>Ano ang ginawa ninyo ng mangyari ang sakunang ito?</p><p>Sino ang maari nating hingan ng tulong sa oras ng mga kalamidad na ito?</p><p>B. Panlinang na Gawain:</p><ol style="list-style-type: none">1. Paghahanda. Pagbasa ng sanaysay.2. Pagtatalakay. Anu-anong pagsasanay pangkaligtasan ang nabanggit sa sanaysay?

	<p>Anu-ano ang kahalagahan sa paglalahok sa pagsasanay pangkaligtasan?</p> <p>Anong magandand kaugalian ang dapat taglayin sa paglalahok sa mga pagsasanay pangkaligtasan?</p> <p>Bilang isang mag-aaral, magkakaroon ng pagsasanay pangkaligtasan sa lindol at sunog sa inyong paaralan, makikilahok ka ba? Bakit?</p> <p>Anu-ano ang dapat gawing pagsasanay tuwing may lindol at sunog?</p> <p>Bakit kaya dapat natin iton sundin?</p> <p>Pagpapakita ng mga hakbang na dapat gawin sa oras ng lindol at sunog (pagpapakitang gawa ng guro).</p> <p>3. Paglalahat. Anu-ano ang mga pagsasanay pagkaligtasan sa lindol at sunog ang napag-aralan natin?</p> <p>4. Paglalapat. Paligsahan sa pagsasanay pangkaligtasan sa oras ng lindol at sunog (gawaing bata).</p>																																										
<p>IV. PAGTATAYA:</p>	<p>Tseklist:</p> <table border="1" data-bbox="565 1241 1382 1755"> <thead> <tr> <th>LINDOL</th> <th>Yes</th> <th>No</th> <th>SUNOG</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Ginawa ba ang</td> <td></td> <td></td> <td>Ginawa ba ang</td> <td></td> <td></td> </tr> <tr> <td>* Duck, cover, hold?</td> <td></td> <td></td> <td>* Stop, drop, roll?</td> <td></td> <td></td> </tr> <tr> <td>* Walang tulakang naganap?</td> <td></td> <td></td> <td>* Walang tulakang naganap?</td> <td></td> <td></td> </tr> <tr> <td>* Maayos ba ang paglabas?</td> <td></td> <td></td> <td>* Maayos ba ang paglabas?</td> <td></td> <td></td> </tr> <tr> <td>* Alam ba ng mga bata kung saan sila dapat pumunta?</td> <td></td> <td></td> <td>* Alam ba ng mga bata kung saan sila dapat pumunta?</td> <td></td> <td></td> </tr> <tr> <td>* Nakinig bang mabuti sa mga panuto?</td> <td></td> <td></td> <td>* Nakinig bang mabuti sa mga panuto?</td> <td></td> <td></td> </tr> </tbody> </table>	LINDOL	Yes	No	SUNOG	Yes	No	Ginawa ba ang			Ginawa ba ang			* Duck, cover, hold?			* Stop, drop, roll?			* Walang tulakang naganap?			* Walang tulakang naganap?			* Maayos ba ang paglabas?			* Maayos ba ang paglabas?			* Alam ba ng mga bata kung saan sila dapat pumunta?			* Alam ba ng mga bata kung saan sila dapat pumunta?			* Nakinig bang mabuti sa mga panuto?			* Nakinig bang mabuti sa mga panuto?		
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<p>V. TAKDANG ARALIN:</p>	<p>Magsaliksik tungkol sa iba pang mga hakbang pangkaligtasan tulad ng:</p>																																										

	<ul style="list-style-type: none">•Baha•Bagyo•Pagguho ng lupa•Iba pa
--	---------------------------------------------------------------------------------------------------------------

BANGHAY ARALIN SA SINING V

Inihanda ni:
Evelyn C. Gianan
Garchitorena Central School
Garchitorena District

I. LAYUNIN:	Nakaguguhit ng larawan na nagpapakita ng pangangala sa kagandahan ng sariling pamayanan.
II. PAKSA:	Pagguhit ng larawan na nagpapakita ng pangangala sa kagandahan ng sariling pamayanan.
	<p>Sanggunian: BEC Handbook (Sining) Layunin 2.1, d.120</p> <p>Mga Kagamitan: Mga larawan, krayola, cartolina, lapis, pentel pen</p> <p>Integrasyon: Dahilan ng pagkasira ng kapaligiran (Pagguho). Pagpapahalaga: Pagkamalikhain.</p>
III. PAMAMARAAN:	<p>I. Panimulang Gawain:</p> <ol style="list-style-type: none">Ipaawit ang tanyag na awiting “Kapaligiran.” Tatalakayin ang mga bagay-bagay na nakakasira sa kapaligiran sa awitin.Magpapakita ng mga larawan. Pagmasdan ito at ipahinuha sa mga bata ang maaaring sumira or sumalanta sa lugar.Apat na larawan ang ipapakita na naguudyok sa maaring pinagmulan o sanhi ng pagkasira ng kapaligiran. <p>2. Panlinang na Gawain:</p> <ol style="list-style-type: none">Hahatiin or papangkatin sa apat ang klase. Bawat pangkat ay susuri sa larawang nakapaskil.Bibigyan pansin ang mga dahilan ng pagbaha at pagguho ng lupa. Ang apat na pangkat ay mag-iisip ng mga dahilan ng pagguho at madalas na pagbaha. luulat ng bawat pangkat ang kanilang mga sagot.Paglalahad: Pag-uusapan ang paraan kung paano mapangalagaan ang kapaligiran.Pagtatalakay: Ipasalaysay sa mga bata kung paano sila makatutulong sa pangangalaga sa kapaligiran. Isusulat ang kanilang sagot sa pisara.Pamantayan sa paggawa – Ipaalala sa mga bata ang nararapat gawin sa paggawa.Paghahanda – Ipaakuha ang mga kagamitang pangguhit.

	<p>g. Pagsasagawa – Paggawa ng likhang sining. (Iguhit ng mga bata kung papaano mapangalagaan ang kagandahan ng sariling pamayanan).</p> <p>3. Pagpapahalaga: Pagbibigay puna sa mga likhang sining.</p> <p>4. Paglalahat: Ano ang ipinapakita ng inyong mga nilikha?</p>
IV. PAGTATAYA:	<p>Pagtsek ng mga iginuhit gamit ng rubric.</p> <p style="text-align: center;"> Kalinisan 25% Kaangkupan sa paksa 30% Kombinasyon ng Kulay 20% Kabuuang 25% </p>
V. TAKDANG ARALIN:	<p>Pagawain ang mga bata ng slogan tungkol sa pangangalaga ng kapaligiran.</p>

BANGHAY ARALIN SA FILIPINO – V

Inihanda Ni:

Bb. Concepcion R. Berja

Teacher – I

Inalmasinan Elementary School

I. LAYUNIN:	Nasasabi ang mga pangyayaring may ugnayang sanhi at bunga sa seleksyong binasa.
II. PAKSA:	Masabi ang mga pangyayariing may ugnayang sanhi at bunga sa seleksyong binasa.
	<p>Sanggunian: PELC – Hiyas sa Pagbasa, ph. 116-122</p> <p>Mga Kagamitan: larawan, lathalain, tsart</p> <p>Saloobing isinanib: Pagtulong sa kapwa.</p> <p>Integrasyon: Pangkaligtasang Gawain sa panahon ng pagbaha.</p>
III. PAMAMARAAN:	<p>A. Panimulang Gawain:</p> <ol style="list-style-type: none">1. Balik-aral2. Paghawan ng balakid3. Pagganyak: Nakaranas na ba kayo ng baha sa inyong lugar? <p>B. Panlinang na Gawain:</p> <ol style="list-style-type: none">1. Paglalahad<ol style="list-style-type: none">a. Tanong pagganyak: Anu-ano ang sanhi ng pagkakaroon ng baha?b. Pagbibigay ng pamantayan sa pagbasac. Pagbasa ng seleksyond. Pagsagot sa tanong pagganyak Ano ang sagot sa iniwang tanong bago natin basahin ang sanaysay?

	<p>e. Pagsagot sa pang-unawang tanong.</p> <ul style="list-style-type: none"> • Tungkol saan ang sanaysay? • Anu-ano ang sanhi at bunga ng sakuna sa binasang sanaysay? • Ano ang dapat gawin kung may baha? • Bilang mag-aaral paano ka makatutulong para maiwasan ang ganitong suliranin? • Ano ang pangkaligtasang gawain sa panahon ng pagbaha? <p>2. Pagsasanay:</p> <p>Magbibigay ang guro ng pangungusap na hango sa Sanaysay na mayroong sanhi at bunga.</p> <ul style="list-style-type: none"> • Pag-uusapan kung alin ang sanhi at bunga sa pangungusap. • Bigyang kahulugan ang sanhi at bunga upang lubos na maunawaan. • Magbigay ng pangungusap ang mga bata hango sa sanaysay na mayroon din sanhi at bunga. <p>3. Paglalahat:</p> <p>Ano ang sanhi at bunga?</p> <p>4. Paglalapat:</p> <p>Sipiin ang pangungusap. Bilugan ang sanhi at salungguhitan ang bunga.</p> <ol style="list-style-type: none"> 1. Nagkasakit ang bata dahil sa paglalaro sa ulan. 2. Hindi nagising ng maaga si Carlo kaya nahuli sa pagpasok sa paaralan. 3. Hindi siya nag-aaral ng aralin kaya mababa ang kanyang marka.
<p>IV. PAGTATAYA:</p>	<p>Kahunan ang sanhi at salungguhitan ang bunga sa bawat pangungusap.</p> <ol style="list-style-type: none"> 1. Nagiba ang malaking gusali ng magkaroon ng malakas na lindol. 2. Mataas ang kanyang nakuhang marka sapagkat ngsunog siya ng kilay. 3. Ang Pilipinas ay naggig malaya dahil sa mga bayaning nagbuwis ng kanilang buhay. 4. Gaganda an gating kapaligiran kung magtatanim ng mga punong-kahoy.

	5. Maganda ang kinalabasan ng palatuntunan dahil ginawa ng bawat isa ang kanilang tungkulin.
V. TAKDANG ARALIN:	Magbigay ng 5 pangungusap na may ugnayang sanhi at bunga.

BANGHAY-ARALIN SA MAKABAYAN (HEKASI – V)

Inihanda Ni:

Jhonney Boy D. Bernal
Kilikilihan E/S
San Miguel North District
Division of Catanduanes

I. LAYUNIN:	Natatalakay ang kahalagahan ng pinagkukunang yaman sa hanapbuhay ng mga unang Pilipino.
II. PAKSA:	Pagtalakay ng kahalagahan ng pinagkukunang yaman. Sanggunian: PELC 5 – I.C.I Pamana 5 Makasaysayang Pilipino Kagamitan: Larawan ng mga likas na yaman Larawan ng pagbaha Tsart Integrasyon: Mga dapat gawin upang maiwasan ang pagbaha
III. PAMAMARAAN:	B. Balik Aral: Ano ang pagkakaiba ng pamahalaang sultanato sa pamahalaang barangay? C. Pagganyak: Ipakita sa mga bata ang larawan ng mga likas na yaman, kalbong kagubatan at larawan ng pagbaha. Mga Tanong: 1. Ano ang nakikita niyo sa larawan? 2. Anu-ano ang mga likas na yaman. C. Panlinang na Gawain: 1. Paano natin dapat pangalagaan ang mga pinagkukunang yaman natin. 2. Ano ang mangyayari kung pabayaang nating masira ang ating mga pinagkukunang yaman. (Ipakita ang larawan ng pagbaha) Isa ito sa maaaring mangyari kung di natin pangalagaan ang ating mga gubat.

	<ol style="list-style-type: none"> 1. Sino sa inyo ang nakaranas nang baha? 2. Ano ang ginawa ninyo? 3. Umalis ba kayo sa baha niyo? 4. Bakit kaya nagkakaroon ng baha? 5. Ano ang maaari nating gawin upang maiwasan ang baha? <p>D. Pagpapahalaga:</p> <p>Paano natin mapapangalagaan an gating kalikasan upang maiwasan ang pagbaha?</p> <p>Ano ang dapat nating gawin?</p> <p>E. Paglalapat:</p> <ol style="list-style-type: none"> 1. Nakita mo ang tatay ng iyong kaklase na patuloy sa pagpuputol ng mga punongkahoy sa kagubatan o kabundukan. Ano ang maaari o nararapat mong gawin gayong alam mo ang magiging epekto sa kalikasan at maging sa mga tao kung patuloy ang pagputol ng mga puno? Ano ang gagawin upang maiwasan ang pagbaha? 2. Nakita mong nagtatapon ng basura ang iyong kapatid sa ilog, ano ang gagawin mo? <p>F. Pangwakas na Gawain:</p> <p>Iguhit kung ano ang mangyayari sa ating bansa kapag pinabayaan an gating kalikasan.</p>
IV. EBALWASYON:	<p>Saguting ang tanong. 5 puntos.</p> <ol style="list-style-type: none"> 1. Ipaliwanag ang kahalagahan ng pinagkukunang yaman ng mga unang Pilipino.
V. TAKDANG ARALIN:	<p>Gumupit ng larawan na nagpapakita ng tamang pangangalaga sa mga pinagkukunang yaman.</p>

LESSON PLAN IN ENGLISH – V

Prepared by:
Rosa C. Molina
Mabato Central School
San Miguel North District
San Miguel, Catanduanes

I. OBJECTIVE:	Give possible ending to a given selection.																
II. SUBJECT MATTER:	Giving possible ending to a given selection.																
	Reference: BEC/PELC – III- C – 5.2.2 Materials: Charts, flashcards, pictures. Integration: Safety measures on fire.																
III. PROCEDURE:	<p>A. Pre-Activity:</p> <p>1. Phonics drill:</p> <table><tr><td>Short /a/ sounds</td><td>long /a/ sounds</td></tr><tr><td>Take</td><td>later</td></tr><tr><td>Care</td><td>fatal</td></tr><tr><td>bake</td><td>mad</td></tr><tr><td>make</td><td></td></tr><tr><td>sake</td><td></td></tr></table> <p>2. Unlocking of difficulties: Giving synonyms.</p> <table><tr><td>smoke</td><td>lazy</td></tr><tr><td>surprise</td><td>put-off</td></tr></table> <p>3. Motivation:</p> <p>a. Show a picture of a boy playing with matches near a container of kerosene.</p> <p>b. Tell something about the picture. What do you think can happen if the boy lights the match?</p> <p>4. Motive questions:</p> <p>What happened to Peter's house?</p> <p>B. During Reading:</p> <p>The teacher reads the selection orally while the pupils listen silently.</p>	Short /a/ sounds	long /a/ sounds	Take	later	Care	fatal	bake	mad	make		sake		smoke	lazy	surprise	put-off
Short /a/ sounds	long /a/ sounds																
Take	later																
Care	fatal																
bake	mad																
make																	
sake																	
smoke	lazy																
surprise	put-off																

C. Post Activity:

1. Answering motive questions:

What happened to Peter's house?

2. Engagement activity:

- a. Where are Peter's parents?
- b. Who put off the fire?
- c. Where was Peter at that time?
- d. What do you think could have happened if the neighbors did not help in putting off the fire?
- e. How can we prevent fire?

3. Extending literary experience:

Group work:

Group 1 – Role play. What to do when there is fire?

Group 2 – Make a slogan on how to prevent fire.

Group 3 – Make posters on fire prevention.

4. Skill development:

- a. What could have happened if Peter did not go out to play?
- b. What could have happened if the neighbors did not help?

D. Generalization:

How will you give possible ending to a certain situation/selection?

E. Application:

Give possible ending to the following situation.

- a. It was raining heavily Sally forgot to bring her umbrella. What do you think will happen to Sally?
- b. If illegal loggers will not be prevented, what do you think will happen?
- c. A boy was playing a ball along the street. The ball rolled across the street and the boy ran to get the ball. Suddenly, a bus came. What will happen to the boy?
- d. Dan was playing a toy car inside the house. His friends called him to play outside. He forgot to keep his toy car. His younger brother who is very eager to go with him outside stepped on the toy car. What do you think

	will happen next?
IV. EVALUATION:	<p>Give possible ending to the following situations. Write your answer.</p> <ol style="list-style-type: none">1. Mario stepped on marbles scattered on the floor. What would happen to Mario?2. The skirt of a girl has caught fire? What might happen next?3. Carlo saw that his younger brother is playing a match. What would Carlo do?
V. ASSIGNMENT:	<p>Read the selection. Give possible ending.</p> <p>Maria studies her lessons because their teacher will give a long test next day. What do you think will happen next?</p>

LESSON PLAN in MATHEMATICS-V

Prepared by:
Gary T. Tañon
Pagsangahan E/S
San Miguel North District
Division of Catanduanes

I – OBJECTIVE: Reads and interprets data presented in a line graph.

II – SUBJECT MATTER: Reading and Interpreting Data Presented in a Line Graph.

Concept: A line graph shows information through the use of line which represents two sets of related data.

Reference: BEC PELC V, I

Materials: Charts, Activity sheets, picture

Integration: Safety Measures before, during, and after a typhoon.

III – LEARNING EXPERIENCE:

A. Preparatory Activities

1. Checking of Preparation.
2. Review

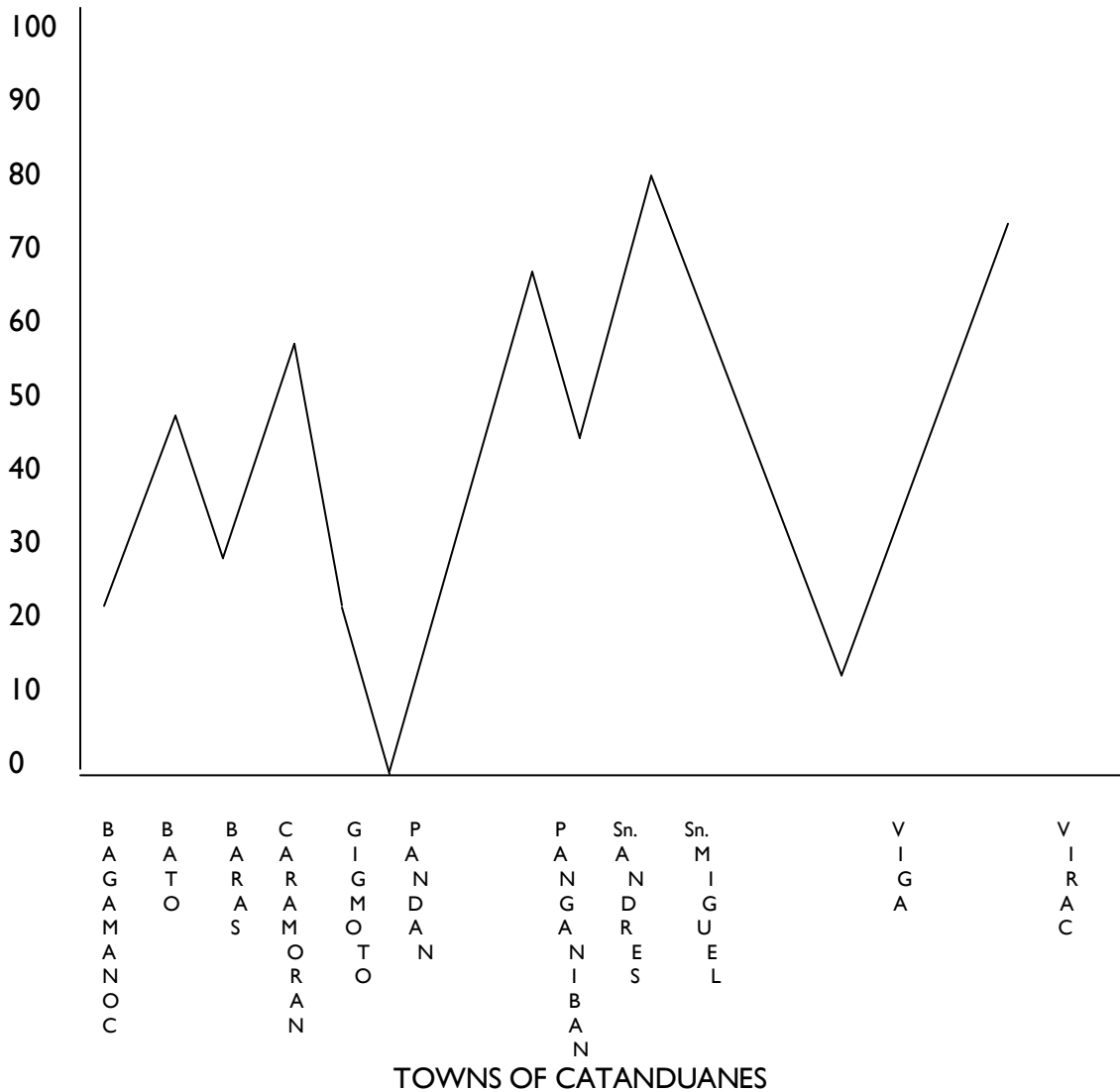
Ask:

1. What is a graph?
2. What are the different kinds of graphs?
3. What does a graph show?

B. I. Presentation:

Study this line graph.

LIVES LOST IN CATANDUANES DUE TO TYPHOON EGAY



2. DISCUSSION

Ask:

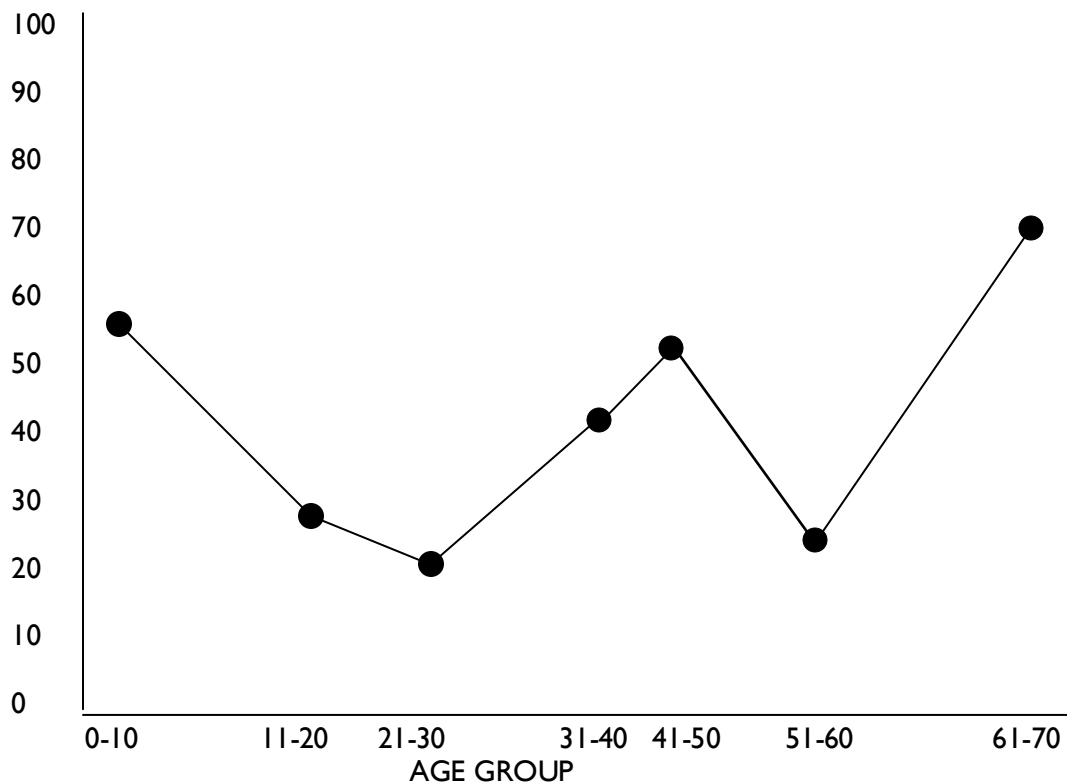
1. What does this line graph tell?
 2. What town in Catanduanes has the biggest casualty? What does it imply?
 3. What has zero casualties? Why do you think there were no casualties?
 4. What other safety measures can we adapt before a typhoon?
 5. How many lives were lost due to typhoon Egay?
 6. What can we do to mitigate the loss of lives during a typhoon?
 7. What precautionary measures can we do after a typhoon?
- (Note: Teacher may ask other questions)

C. Practice Exercise (Group Activity)

1. Dividing the class in to 4 groups.
2. Setting of standard for group activity.
3. Activity proper.

GROUP A and B (ACTIVITY SHEET)

CASUALTIES OF BAGYONG JUAN ACCORDING TO AGE GROUP

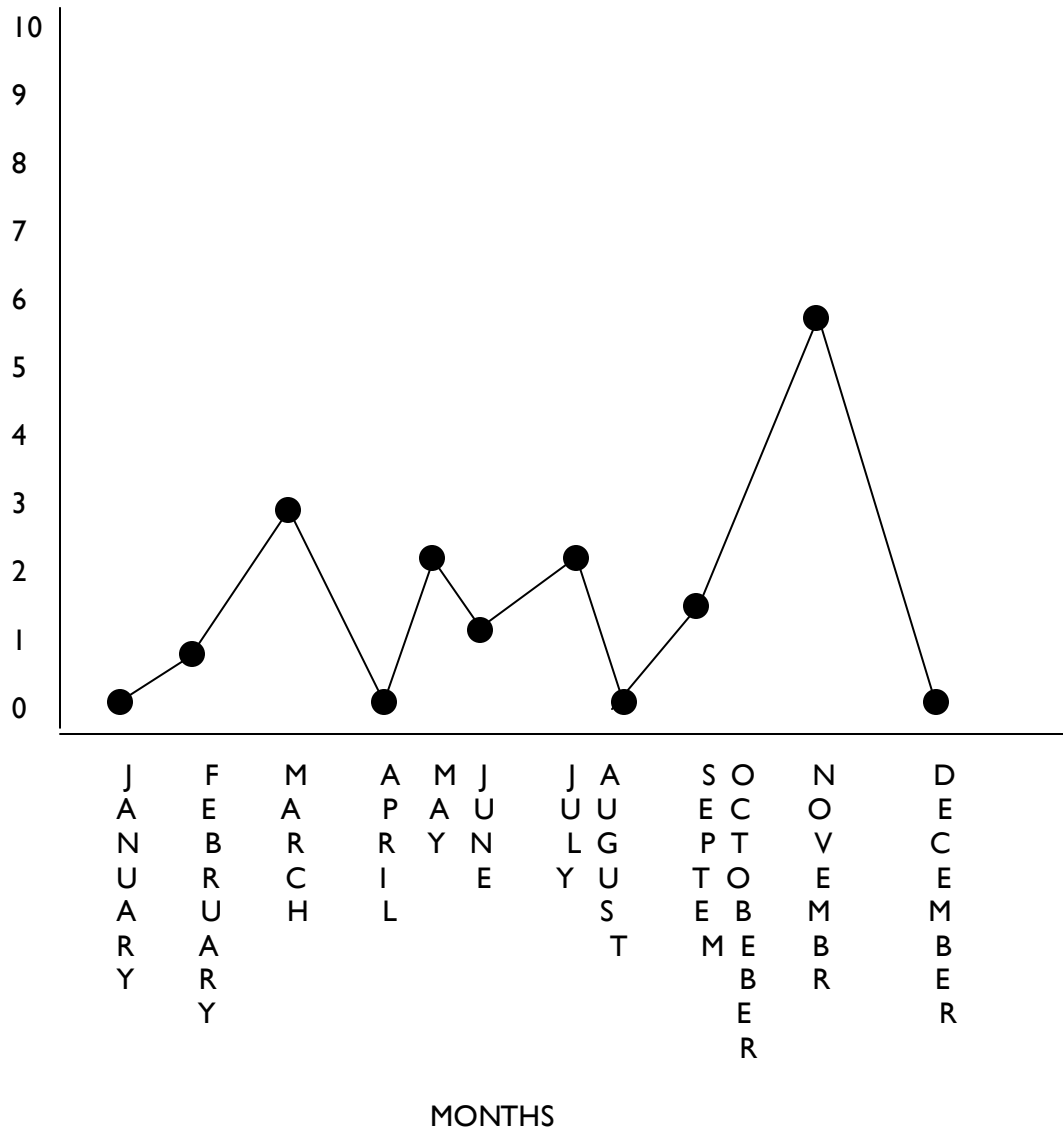


1. What information does the graph tell you?
2. What age group has the highest casualty?
3. What age group has the least casualty?
4. Why do you think ages 61-70 is the most affected group?
5. Why were there many casualties?

GROUP C and D (ACTIVITY SHEET)

Interpret the data presented in this graph. Tell something about it in front of the class.

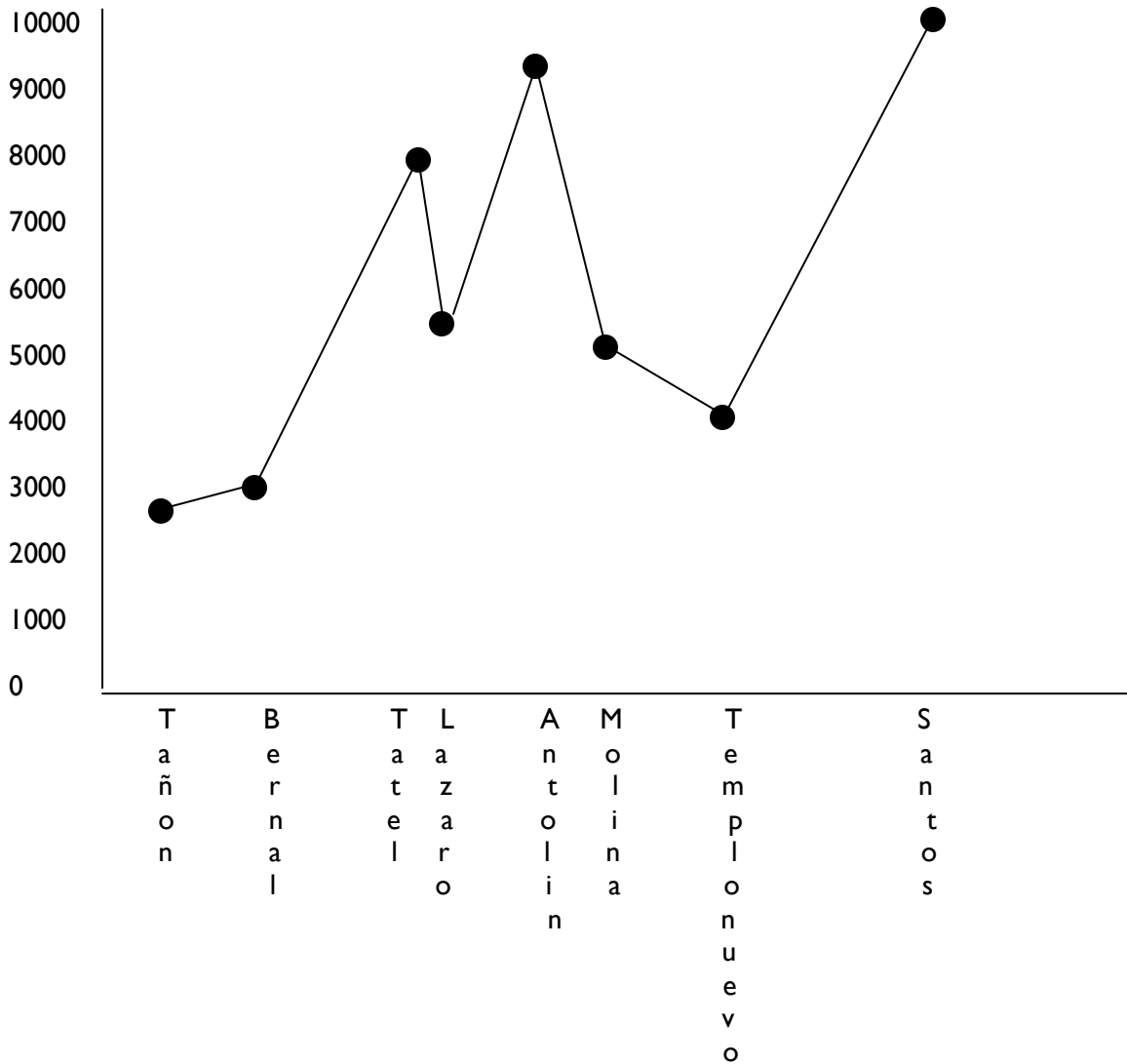
NUMBER OF TYPHOONS PER MONTH IN CATANDUANES



4. GROUP REPORTING

5. Fixing Skills

ESTIMATED VALUE ON THE EXTENT OF DAMAGE OF TYHPOON EGAY



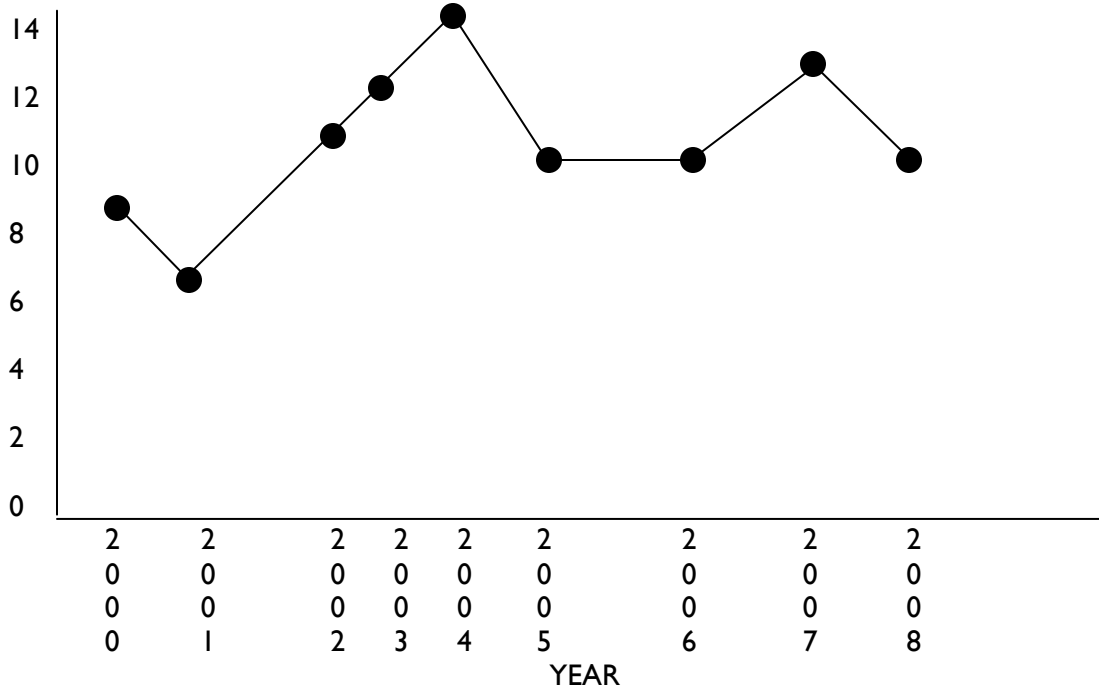
QUESTION:

1. What does the graph show?
2. Which family received a highest amount?
3. Which family has the least damage?
4. What conclusion can you make on the damages incurred between Tanon and Santos family?

IV – EVALUATION:

Study the line graph. Interpret the data presented by filling the blank.

TYPHOON PASSED IN CATANDUANES FOR THE FOLLOWING YEARS



1. What is the title of the graph?
2. What year has the most number of typhoons?
3. What has the least typhoon occurred?
4. How many typhoons does Catanduanes experience in the year 2000?
5. Give your idea about vulnerability of typhoon in Catanduanes.

V – ASSIGNMENT:

Construct a line graph base from the given data.

Number of participants attended the DRR Children's Camp

Pagsangahan E/S	10
Milaviga E/S	12
Mabato E/S	10
Balatohan E/S	6
Kilikilian E/S	8
Tobrehon E/S	7
San Miguel E/S	15

LESSON PLAN IN SCIENCE AND HEALTH 5

Prepared by:
Renan A. Romano
Castillo E/S
Cabusao District, Camarines Sur

I. OBJECTIVE:	Practice precautionary and conservation measures related to electricity.
II. SUBJECT MATTER:	Using electricity wisely and safely.
	<p>Science Concept: Electricity can be both a friend and an enemy. It can be useful but it can also be dangerous. Safety rules must be followed to prevent accidents. Electricity should be considered for the future generation.</p> <p>Value Focus: Conservation of electricity, thrift.</p> <p>DRR Integration: Safety/conversation measures in using electricity.</p> <p>Science Processes: Observing, describing, inferring.</p> <p>Materials: Manila papers, pentel pens.</p> <p>References: BEC, PELC v.8</p>
III. PROCEDURE:	<p>A. Pre-Activity:</p> <ol style="list-style-type: none"> 1. Review: How do electromagnets work? 2. Motivation and Presentation: Is electricity very important to all activities of man? Why? What kind of fuel is needed to produce electricity? How are you going to use electricity? <p>B. Activity Paper:</p> <ol style="list-style-type: none"> 1. Distribute activity cards to each group. <p style="text-align: center;">Activity I</p> <p>Materials: Sheets of Manila paper, pentel pen.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. With your group, brainstorm on the precautionary and conservation measures (on the use of electricity)

practiced in the home and in community.

2. Follow the format below.

	Precautionary Measures	Conservation Measures
Home		
Community		

3. Answer the following questions:

1. What fuels are needed to produce electricity?
2. What will happen if we continue to use more and more fuels to generate electricity? Why?

C. Post Activity:

I. Publishing and Reporting:

Group report should be done

EXPECTED ANSWERS:

Precautionary Measures

1. Disconnect electrical appliances when not in use
2. Replace damaged or old wires
3. Turn off the main switch when replacing a fuse or repairing electrical wirings.
4. Put electrical cords away from passage ways.
5. Change a burnt-out fuse with same capacity
6. Unplug appliances by carefully disconnecting the cords

Conservation Measures

1. Iron clothes in bunch once or twice a week.
 2. When cooking, make sure that the size of the pan suits the size of the stove coils
 3. Use fluorescent lamp instead of incandescent bulb. Clean the bulb regularly.
 4. Turn off any appliances when not in use.
- Coal, gasoline, and oil
 - There may come a time when we will not have enough fuels to use. These fuels are non-reusable. Once they are used, they can not be recycled again or

	<p>use again.</p> <p>2. Generalization</p> <p>Why we use electricity wisely and safely?</p> <p>Expected Answers:</p> <p>Electricity can be both a friend and an enemy. It can be useful but it can also be dangerous. Safety rules must be followed to prevent accidents. Electricity should be conserved for the future generation.</p> <p>3. Application</p> <p>Nowadays, we have been experiencing brownouts or power failure.</p> <p>What do you think is the reason for this? What are you going to do to preven brownout or power failure?</p>
<p>IV. EVALUATION:</p>	<p>Practice precautionary and conservation measures related to the electricity by choosing the letter of the correct answer.</p> <ol style="list-style-type: none">1. Safety tips in the use of electricity should be observed so that<ol style="list-style-type: none">a. accidents will be avoidedb. food will be preservedc. water will tasted. surrounding will be cleaned2. Which of the following is a precautionary measures related to electricity?<ol style="list-style-type: none">a. Unplug electrical appliances during brownoutsb. Repair electrical connectivity during a thunderstormc. Unplug appliances by pulling out cords carelesslyd. Turn on the main switch when replacing a fuse or repairing and electrical wire3. A melted fuse should be replaced with one which has<ol style="list-style-type: none">a. bigger wiresb. different capacityc. with the same capacityd. the same size4. Which of the following shows conservation of electrical energy?<ol style="list-style-type: none">a. connecting more than two appliances at the same timeb. opening all lights at the same time

	<ul style="list-style-type: none">c. turning off lights when not in used. Using a no frost refrigerator
V. ASSIGNMENT:	Make slogans/posters depicting safety tips on using electricity at home or in school.

BANGHAY ARALIN SA FILIPINO VI

Inihanda Ni:
Mariel L. Paglinawan
Cabusao Central School
Cabusao District

I. LAYUNIN:	Naibibigay ang sanhi ng mga pangyayari or ganapan sa binasang seleksyon.
II. PAKSA:	Pagbibigay ng sanhi at bunga.
	Sanggunian: BEC PELC Badget ng Gawain VI Landas sa Pagbasa VI pp. 109-113 Kagamitan: Larawan na nagpapakita ng kultura ng Ifugao. Ibat-ibang uri ng larawan na nagpapakita ng ibat-ibang sitwasyon. Integrasyon: Value: Pakikipagtulungan, pakikiisa DRR: Sanhi at bunga na dulot ng bagyo at baha.
III. PAMAMARAAN:	A. Bago Bumasa: 1. Paghahawan ng Balakid: Sasabihin sa mga bata na ang babasahing seleksyon ay may uring epiko o halaw sa epiko. Ipapaliwanag kung ano ang epiko at ang katangian nito. Pag-usapan din ang iba pang uri ng panitikang bayan gaya ng alamat, pabula at parabola. 2. Pagganyak: a. Bakit nag-away ang tribu ni Pangaiwan at tribu ni Amtulao? b. Ano ang ginawa ni Aliguyon para malutas ang suliranin ng ama? 3. Pagbibigay ng panuntunan sa pagbasa ng tahimik. B. Habang Bumabasa: Habang binabasa ng mga bata ang teksto, itatala nila ang mga pangyayaring may ugnayang sanhi at bunga sa kuwento. C. Pagkatapos Bumasa: 1. Pagsagot sa tanong pagganyak. 2. Ipapasulat o ipapabigay sa mga bata ang naitala nilang sanhi at bunga

	<p>buhat sa seleksiyong binasa.</p> <p>3. Pagsagot sa pang-unawang tanong.</p> <ol style="list-style-type: none"> Ano ang malaking pangamba ni Amtulao sakaling siya ang mamatay? Paano ginapi ni Aliguyon ang kaaway ng kanyang ama? Bakit humanga si Pumbakhayon kay Aliguyon? Ano ang maaaring mangyari sa mga tribu ng Daligdigan at Hannanga matapos magkaisang dibdib sina Aliguyon at Bugan? Ano ang naging bunga ng pagpunta ni Aliguyon sa Daligdigan? <p>4. Integrasyon.</p> <p>Pagtatalakay sa sanhi at bunga na idinudulot ng bagyo at baha.</p> <ol style="list-style-type: none"> Kung nagkakaroon ng isang masamang pangyayari sa pamilya ninyo, ano ang inyong ginagawa? Paano ninyo ito maiiwasan? Kung sakaling nagkaroon ng mlakas na bagyo sa inyong pamayanan, ano ang bunga nito? Ano ang sanhi ng pagbabaha? Ano ang magiging bunga kapag nagkaroon ng baha? (Posibleng sagot: Masisira ang mga pananim.) Ano naman ang magiging bunga kapag nagkaroon ng bagyo? Kung ang mga mamayan walang pagkakaisa, ano ang mangyayari sa kanilang pook? <p>5. Pagsasanay.</p> <p>Magpapakita ang guro ng ibat-ibang larawan at hahayaan ang mga bata na magbigay ng sanhi at bunga sa pangyayari.</p> <p>Hal: Larawan ng kalbong bundok.</p>
<p>IV. EBALWASYON:</p>	<p>Ibigay ang sanhi o naging bunga sa sumusunod na pangyayari.</p> <ol style="list-style-type: none"> Kapwa malakas o matalino at matapang sina Aliguyon at Pumbakhayon. Bunga: _____ Nag-aalala si Amtulao sa kaaway na si Pangaiwan. Bunga: _____ Tatlong taon naglaban ang mga kawal ng Daligdigan at Hannanga na walang nagwagi at walang natalo. Bunga: _____ Ipinakilala ni Pumbakhayon kay Aliguyon ang kapatid niyang dalaga, si

	<p>Bugan.</p> <p>Bunga:</p> <hr/> <p>5. Naging magkaibigan ang mga tribu ng Hannanga at Daligdigan.</p> <p>Sanhi:</p> <hr/>
V. TAKDANG ARALIN:	<p>Gumawa ng pagsasaliksik sa mga epiko ng ibat-ibang pangkat etniko. Ibahagi sa mga kamag-aral.</p>

**BANGHAY ARALIN SA KAGANDAHANG-ASAL AT
WASTONG PAG-UUGALI
Ikaanim na Baitang**

Inihanda Ni:
Irma S. Bayos
Hitoma-Bulalacao E/S
Caramoran South District
Caramoran, Catanduanes

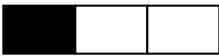
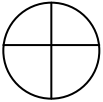

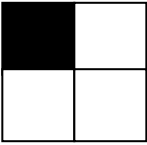
I. LAYUNIN:	<ol style="list-style-type: none"> 1. Nabibigyang-halaga ang matalinong pangangalaga ng likas na pinagkukunang yaman. 2. Naisasagawa ang mga paraan ng matalinong pangangalaga ng likas na pinagkukunang yaman.
II. PAKSA:	Matalinong pangangalaga ng likas na pinagkukunang yaman.
	<p>Sanggunian: BEC I, I.I-p.14</p> <p>Kagamitan: Larawan ng kabundukan at kagubatan.</p> <p>Integrasyon: Values: Pagpapahalaga sa likas na yaman. DRR: Mitigation</p>
III. PAMAMARAAN:	<p>A. Panimulang gawain:</p> <ol style="list-style-type: none"> 1. Balik-aral: Anu-ano ang mga pinagkukunang-yaman? 2. Pag-awit I Kapaligiran. 3. Pagganyak: Pagpapakita ng larawan ng kagubatan na may illegal loggers. Pagpapakita ng larawan ng kalbong kabundukan at kagubatan. Pagpapakita ng larawan ng makahoy na kabundukan at kagubatan. <p>Mga Tanong:</p> <ol style="list-style-type: none"> 1. Ano ang makikita or mapapansin ninyo sa unang larawan? Sa ikalawa? 2. Bakit kaya nila ginagawa ang mga ganitong pamamaraan ng pagkuha ng mga kahoy? 3. Ano ang maaaring maidulot ng kalbong kabundukan? Kagubatan. 4. Ano ang maaaring maidulot ng makahoy kabundukan? <p>B. Panlinang na gawain:</p>

	<p>1. Paglalahad:</p> <p>Pagbasa ng kwento.</p> <p>2. Pagpapahalaga/pagtatalakay:</p> <ul style="list-style-type: none"> - Sa palagay nyo, ano ang tatalakayin natin ngayon? - Anu-ano ang mga dahilan kung bakit nagkakaroon tayo ng pagbaha at pagguho ng lupa? - Paano maiiwasan ang ganitong pamamaraan ng pagputol ng kahoy? - Ano ang magiging bunga kung patuloy nating puputulin ang mga kahoy sa ating kapaligiran? - Bilang isang mag-aaral, paano ka makatutulong sa matalinong pangangalaga ng likas na yaman. <p>3. Paglalahat:</p> <p>Anu-ano ang mga paraan ng matalinong pangangalaga ng likas na pinagkukunang yaman?</p> <p>4. Pagsasanib:</p> <p>Anu-anong hakbang ang mga dapat gawin sa mga pinagkukunang-yamang unti-unti ng nasisira upang bumalik ang dating taglay na pinagkukunang yaman?</p>
<p>IV. PAGTATAYA:</p>	<p>Lagyan ng (√) kung tama ang pangungusap at (x) kung mali ang pangungusap.</p> <p>A.</p> <ol style="list-style-type: none"> 1. Putulin ang lahat ng punong-kahoy sa kagubatan at kabundukan. 2. Hindi pahalagahan ang mga likas na yaman. 3. Palitan ang mga pinutol na kahoy. 4. Isumbong sa may kapangyarihan ang pumuputol ng kahoy sa walang pahitulot. 5. Kaingin ang gamitin na pamamaraan sa pagpuputol ng kahoy. <p>B.</p> <ol style="list-style-type: none"> 1. Magbigay ng ibat-ibang pamamaraan ng matalinong pangangalaga ng likas na pinagkukunang yaman.
<p>V. TAKDANG ARALIN:</p>	<p>Ipaliwanag:</p> <ol style="list-style-type: none"> 1. Bilang isang mag-aaral, paano mo mapapangalagaan ang matalinong pagpapahalaga sa likas na pinagkukunang yaman? 2. Ipaliwanag ang “Save Mother Earth” sa sariling pangungusap.

	<p>A. Panlinang na gawain:</p> <ol style="list-style-type: none"> a. Ipalabas ng mga kagamitan at magbuo ng pamantayan sa paggawa. b. Bawat pangkat ay mapapasya kung anong magandang tanawin sa ating kapaligiran ang kanilang iguguhit. c. Ipaliwanag ang mga gagawing dibuho sa pamamagitan ng ilang halimbawa nito. d. Bawat pangkat ay gagawa ng kanilang sariling dibuho. e. Habang abala sila sa paggawa, lumapit sa bawat pangkat at gabayan sila. <p>B. Pangwakas na gawain:</p> <ol style="list-style-type: none"> a. Ganyakin na magkaroon ng malaya at masiglang kuwentuhan tungkol sa likhang sining ng bawat pangkat. b. Pagdikit-dikitin ang likhang mural. Ipaskil sa dingding ng kwarto.
IV. PAGTATAYA:	Ipaskil ang mga likhang sining sa dingding ng kwarto at bibigyan ng marka ng guro ang mga ginawa ng mga bata sa pamamagitan ng rubrics.
V. TAKDANG ARALIN:	Mula sa likhang sining ng buong klase gumawa ng “journal” or isang tala tungkol sa pagpapahalaga sa kapaligiran or pamayanan na makatutulong para maipagmalaki ang likas ng yaman.

LESSON PLAN IN MATHEMATICS GRADE VI

Prepared by:
Nerissa D. Valencia
Toytoy Elementary School
Garchitorena District

I. OBJECTIVE:	Form ratio and proportion for groups of objects/numbers.
II. SUBJECT MATTER:	Forming ratio and proportion
	<p>Reference: BEC PELC 11.k.1, 1.1.1</p> <p>Materials: Flashcards, picture of a tropical cyclone.</p> <p>Springboard: Tropical cyclone.</p> <p>Integration:</p> <p>Values: Care and concerns with each other.</p> <p>DRR message: Awareness on tropical cyclone.</p>
III. PROCEDURE:	<p>A. Preparatory Activity:</p> <p>a. Drill:</p> <p>Give the fraction name of the shaded part.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Ex. $1/3$</p> </div> <div style="text-align: center;">  <p>Ex. $2/4$</p> </div> <div style="text-align: center;">  <p>Ex. $2/3$</p> </div> <div style="text-align: center;">  <p>Ex. $1/4$</p> </div> </div> <p>b. Review:</p> <p>Use picture cards with different numbers of objects/pictures. Let the pupils give the number that it represents.</p> <p style="text-align: center;">Ex. 2 flowers and 8 leaves 3 pencils and 6 bags.</p> <p>c. Motivation:</p> <p>Show picture of a tropical cyclone. Ask the pupils what it is and how it is formed. Ask them the possible effects if it strike/hit a place. Let them give also the precautionary measures to prevent the possible effects. Record pupil's</p>

responses in the blackboard.

B. Developmental Activities:

a. Presentation:

Based from the picture of a tropical cyclone, give pupils insight how it is formed and its classifications. Its probable effect and the precautionary measures in order to elicit or minimize effects, to check what they gave in review.

Classification of a Tropical Cyclone

- (1) Tropical Depression – less than 64 KPH
- (2) Tropical Storm – greater than 64 to 117 KPH
- (3) Typhoon – greater than 117 KPH

Express in ratio each classification by using a color to compare quantities/numbers.

Ex: 64:1
117:1
64:117

The Philippines is visited by typhoon in a year for almost 25 times. How can you express this in ratio?

1:25

Monthly average frequency of occurrence of tropical cyclone in the Philippines. (Represent a number for each month and compare with the number of typhoons per month to form a ratio.)

Jan-1	April-1	July-3	Oct-3
Feb-1	May-1	Aug-4	Nov-2
March-1	June-2	Sep-3	Dec-1

Possible answers:

1:1	4:1	7:3	10:3
2:1	5:1	8:4	11:2
3:1	6:2	9:3	12:1

Based from the ratio being formed, let the pupils give an equivalent ratio to form a proportion. Wherein the product of the means and extremes are the same or equal.

Ex:

$1:1 = 1:1$

$2:1 = 2:1$

$6:2 = 3:1$

$8:4 = 10:5$

C. Fixing skills:

Group activity:

(First group – give a ratio; second group – give the equivalent to form a proportion)

Stages of Tropical Cyclone Warning

(1) Weather Advisory – The cyclone is still too far from the country to pose a threat in the next 3 days. Issued once a day at 5 PM.

(2) Severe Weather Bulletin

- Tropical Cyclone Alert – Poses an impending threat on a part of the country but fell short of the basis for raising storm signal. Issued twice a day at 11 AM and 11 PM.

- Tropical Cyclone Warning – There is immediate threat in a particular part of the country. Issued 4 times a day at 5AM, 11AM, 5PM, and 11PM.

RATIO	PROPORTION

D. Generalization:

What is a ratio? How do you form a ratio?

(Ratio is a comparison of two quantities and form by using a color)

What is a proportion? How can you say that it is a proportion?

(Proportion are two equal ratios, wherein the product of the means and extreme are the same or equal)

IV. EVALUATION:

Express as ratio and give the equivalent ratio to form a proportion.

	Public storm signal # 1 with winds of 60 KPH Public storm signal # 2 with winds of 100 KPH Public storm signal # 3 with winds of 185 KPH Public storm signal # 4 with winds of 200 KPH
V. ASSIGNMENT:	List down the things to do before, during, and after a tropical cyclone (signal # 1, 2, and 3).

LESSON PLAN in SCIENCE and HEALTH VI

Prepared By:
Maria B. Templonuevo
San Miguel Central Elementary School
San Miguel, Catanduanes

I. OBJECTIVE:	Practice precautionary measures before, during and after volcanic eruptions.
II. SUBJECT MATTER:	Precautionary measures to practice before, during and after a volcanic eruption.
	<p>Concept: Certain precautionary measures must be observed in order to prevent loss of lives and reduce property destruction before, during and after volcanic eruptions.</p> <p>Reference: Science and Health 6 TM – pp. 139-140 PELC – v.3.2.5</p> <p>Materials: Books, posters, chart and picture of evacuation in progress.</p> <p>Science Process: Interviewing resource person, enumerating.</p>
III. PROCEDURE:	<p>A. Pre-Activity:</p> <ol style="list-style-type: none">1. Checking of assignment.2. Review What are the harmful effects of volcanic eruptions? Its beneficial effects?3. Motivation: Can you remember the latest time when Mount Mayon Erupted? What do you think were affected by this eruption?4. Presentation: Show a picture that depicts the activities of a volcano. Listening to the teacher's instruction about the day's lesson.5. Setting of the standards to be observed in the activity.6. Grouping of pupils into 3.7. Distribution of the activity sheets.

	<p>B. Activity Proper:</p> <p>Performing an activity:</p> <p>Activity I – What should you do before a volcano erupts?</p> <p>Activity II – What should you do during an eruption of a volcano?</p> <p>Activity III – What should you do after an eruption of a volcano?</p> <p>C. Post Activity:</p> <p>1. Group reporting about the activity.</p> <p>2. Discussion.</p> <p style="padding-left: 40px;">< What are the precautionary measures to practice before volcanic eruptions? During volcanic eruption? And after volcanic eruptions?</p> <p style="padding-left: 40px;">< What should one practice in case of volcanic eruption?</p> <p style="padding-left: 40px;">< Why do we need to practice these precautionary measures?</p> <p>3. Generalization:</p> <p style="padding-left: 40px;">a. What must you do when a volcanic eruption occurs?</p> <p style="padding-left: 40px;">b. During and after they happened?</p> <p style="padding-left: 40px;">c. How can we be safe before, during and after volcanic eruptions?</p> <p>4. Application:</p> <p style="padding-left: 40px;">a. PHIVOLCS issued a warning that a volcano showed signs of erupting. If you are living in the declared danger zone, what would you do?</p> <p style="padding-left: 40px;">b. You are planning to go out picnic with your family while the volcano is erupting, what will you do?</p>						
<p>IV. EVALUATION:</p>	<p>Give at least 2 precautionary measures in the chart regarding volcanic eruption.</p> <table border="1" data-bbox="565 1612 1382 1787"> <thead> <tr> <th data-bbox="565 1612 841 1648">Before</th> <th data-bbox="841 1612 1117 1648">During</th> <th data-bbox="1117 1612 1382 1648">After</th> </tr> </thead> <tbody> <tr> <td data-bbox="565 1648 841 1787"> 1. 2. </td> <td data-bbox="841 1648 1117 1787"> 1. 2. </td> <td data-bbox="1117 1648 1382 1787"> 1. 2. </td> </tr> </tbody> </table>	Before	During	After	1. 2.	1. 2.	1. 2.
Before	During	After					
1. 2.	1. 2.	1. 2.					
<p>V. ASSIGNMENT:</p>	<p>Read more about major volcanic eruption that occurred here in our country, number of lives killed, and amount of property destroyed.</p>						

PRECAUTIONARY MEASURES TO PRACTICE

A. Before Volcanic Eruptions:

1. Keep calm.
2. Evacuate to a safer place.
3. Stay away from/keep a safe distance away from the radius specified by the authorities.
4. Wear thick clothes that will protect from heat and masks to avoid breathing in poisonous air or dust.

B. During the Volcanic Eruption:

1. Keep calm. Do not panic.
2. Move to a safe place. Have a ready means of transportation
3. During ash showers. Cover your nose with a wet piece of cloth.
4. People with respiratory ailments should evacuate outside the ash shower area.
5. In between ash showers, ash on rooftops should be scraped.

C. After Volcanic Eruption:

1. Stay in place until help from authorized agencies come.
2. Report any strange occurrence of smoke, cracks on the ground, etc. to authorities.
3. Clean utensils, plates, etc. from dust expelled from the volcano thoroughly before using them.

Question:

What are the precautionary measures to practice before, during, and after volcanic eruptions?

SAMPLE LESSON PLAN IN ENGLISH-VI

(Story Reading Framework – SRF)

Prepared By:
Norma R. Teoxon
Garchitorena Central School
Garchitorena District
Division of Camarines Sur

I. OBJECTIVE:	At the end of the lesson, the pupils should be able to identify the events on the plot of a story read.
II. SUBJECT MATTER:	Identify the events on the plot of a story read.
	References: Fun in English Reading 6, pp. 87 “Follow the Wind” Headway in Science and Health Today, pp. 230-237 BEC Handbook, Reading 3.1, p.1 Value: Being prepared. DRR Integration: Describing a typhoon. Following safety measures during typhoon. Materials: An ACCORDION showing pictures about typhoon and its safety precautionary measures, picture of a typhoon.
III. PROCEDURE:	A. Pre – Reading Activities: 1. Unlocking of Difficulties: Present jumbled letters for the pupils to form a word with its meaning as a clue. N D A E D O L I N S – Small yellow flowers F F R G U – Boastful F O P W U E R L – Has great power. 2. Motivation: (Let the pupils form two lines and instruct them to go outside the room and they:...) Let us observe our surroundings, what do you feel? Try to look up the sky, what do you see? What about the leaves and the trees around us, what do you observe? 3. Presentation:

Say: Today, we are going to hear a history about the wind. Present the KWL chart as shown below:

What did I know?	What I want to know?	What have I learned?
<p>Possible answers...</p> <p>-Wind is important to us to feel fresh and relaxed.</p> <p>-Wind is disastrous if it is strong.</p> <p>-We can't stop the wind from blowing.</p> <p>-Strong/great wind is called typhoon.</p>	<p>Possible answers...</p> <p>-Can we follow the wind?</p> <p>-Where did it end?</p> <p>-What should one do whenever strong winds occur?</p>	<p>(This portion is to be filled-up during generalization)</p>

4. Motive Question:

Can we follow the wind? Let's find out.

B. DURING READING ACTIVITY:

Reading of a story through a "reader's theatre"
(Let the pupils perform the reader's theatre on stage if possible)

C. POST – READING ACTIVITIES:

1. Engagement Activity:

- Ask the pupils questions about the story.
- Can we follow the wind?
- Who wanted to follow the wind? Enumerate each.
- Were they able to reach the end of the wind? Why? Why not?
- Can we control the wind from blowing?
- What do you think may happen if the wind becomes strong?
- How does a typhoon develop?

2. Skills Development:

Present the episodal web below and let the pupils identify the events on the plot of the story read.

A. Discussion of the events on the plot of the story:

- Where did the story happen?
- Who is the main character of the story? The secondary characters?
- What is the most interesting part of the story?
- How did it end?
- What did the author trying to tell us about the wind?
- If no one can stop the wind from blowing, what should we do? Why?

Note: Connect the story they have just learned with their experiences during strong winds. The teacher will give some inputs on typhoon.

B. Generalization:

No one can't stop the wind from blowing so we need to prepare ourselves on the precautionary measures to follow in case there is a strong that struck our place.

The pupils will mention some plots of the story such as; setting, main character, secondary characters, climax, and ending.

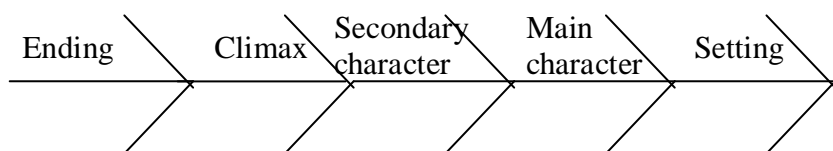
C. Practice Exercise:

Read a short selection and answer the questions that follow:

The story of King Midas is taken from the roman mythology.

Midas was a rich and mighty king, but he was not satisfied. He begged the god Bacchus to grant him his wish. He wanted everything he touches to turn to gold. Bacchus unwillingly granted this request. At first, Midas was delighted in turning everything he owned to gold. Then, he discovered that when he touched his food, it also turned to gold. Fearing starvation, he ask Bacchus to remove the power.

Try to write the plot of the story through this hearing bone.



	<p>3. Literary Extender:</p> <p>If you were one of the objects who followed the wind, would you do the same? Why? Why not?</p> <p>4. Across the Curriculum:</p> <p>Divide the group into four. Let the pupils perform these activities through a performance.</p> <p>I – Show a scenario with a fair weather condition.</p> <p>II – A scenario where your family is experiencing a typhoon.</p> <p>III – Things to do after a typhoon.</p> <p>IV – Things to prepare before the typhoon.</p>
<p>IV. EVALUATION:</p>	<ol style="list-style-type: none">1. Who is the main character of the story?<ol style="list-style-type: none">a. windmillb. cloudc. sailboatd. wind 2. What are the objects who wanted to follow the wind?<ol style="list-style-type: none">a. windmill, bird, cloudb. sailboat, leaf, balloonc. airplane, boy, paperd. bird, leaf, balloon 3. How can we prepare ourselves in times of disaster like typhoon?<ol style="list-style-type: none">a. Know the preventive measures before, during, and after typhoon.b. Do not mind anything.c. Just continue doing our work at home.d. Never listen to radio broadcasts. 4. How does a typhoon develop?<ol style="list-style-type: none">a. As air moves faster it picks up more water vapor from the ocean.b. As more water vapor condenses, more clouds are formed and more heat is released into the atmosphere.

	<ul style="list-style-type: none">c. As more heat is released, the wind grows stronger.d. All of the above. <p>5. How does the author trying to tell the readers about the wind?</p> <ul style="list-style-type: none">a. A powerful person can stop the wind from blowing.b. No one can't stop it from blowing.c. We need to be aware of the safety precautionary measures.d. Both B and C.
V. ASSIGMENT:	Make a poster showing the safety measures before, during, and after the typhoon in a 1/4 sized cardboard.