



DepEd – DIVISION OF QUEZON

Sitio Fori, Brgy. Talipan, Pagbilao, Quezon
Trunkline # (042) 784-0366, (042) 784-0164, (042) 784-0391, (042) 784-0321
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Registration Number:
QAC/R63/0216

June 5, 2020

DIVISION MEMORANDUM

DM No. **142**, s. 2020

DISSEMINATION OF GUIDELINES ON THE PREPARATION OF PIVOT I-D-E-A LESSON EXEMPLARS

To: Education Program Supervisors, Public Schools District Supervisors, Elementary and Secondary School Heads

- Attached herewith is Regional Memo 296 s.2020 entitled Guidelines on the Preparation of PIVOT I-D-E-A Lesson Exemplars relative to the implementation of PIVOT 4A Learning Continuity Plan (LCP).
- In view of this, all Education Program Supervisors and Public Schools District Supervisors are directed to prepare one lesson exemplar using the IDEA instructional process in SHS Specialized subjects using any learning competencies from the Most Essential Learning Competencies (MELC) in the First Semester. The developed lesson exemplars are to be submitted at sdo.quezon.cid@deped.gov.ph on or before June 11, 2020. Please refer to the attached list of EPS and PSDS with their assigned subjects.
- All public elementary and secondary school teachers shall prepare their IDEA lesson exemplars beginning June 8, 2020 aligned with MELC and ADM modules from the Regional Office. These lesson exemplars shall be checked by their respective School Heads, Head teachers and /or Master Teachers. Developed lesson exemplars shall be used by teachers based on their own contexts. Enclosure 7 of RM 296 s 2020 shows sample lesson exemplars.
- School Heads are expected to submit teachers' compliance report to the district office. The district office shall consolidate the reports to be submitted to SDO-CID office. Enclosure 6 of RM 296 presents the compliance report templates.
- Widest dissemination of and strict compliance to this Memorandum is directed.

CATHERINE P. TALAVERA, CESO V
Schools Division Superintendent

cid/ims/lsw/rqn/06/05/2020

DEPEDQUEZON-TM-SDS-04-009-002

Email address: quezon@deped.gov.ph

Comments: **Txt HELEN – 09178902327 (Smart/Sun/TalknTxt) 2327 (Globe and TM)**

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DEPED - QUEZON
ICT UNIT
U P L O A D E D

Date/Time: **JUNE 8, 2020**

By: **Cristell 9:35 A.M.**

Ref. No.: **DM 142, s. 2020**



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ASSIGNED SENIOR HIGH SCHOOL (SHS) SPECIALIZATION SUBJECTS FOR IDEA EXEMPLARS

Academic Track

Track and Strand	Specialization Subjects	Name	Position
Academic ABM	Applied Economics	Melanie Adan	PSDS
	Business Ethics and Social Responsibility	Liliosa Diasanta	PSDS
	Fundamentals of Accountancy, Business and Management 1	Marilyn Permejo	PSDS
	Fundamentals of Accountancy, Business and Management 2	Rejulios M. Villenes	PSDS
	Business Math	Juanito A. Merle, EdD	EPS
	Business Finance	Soleta Agravante	PSDS
	Organization and Management	Catalino Porta	PSDS
	Principles of Marketing	Francisco Oblea	PSDS
Academic HUMSS	Creative Writing	Asuncion C. Ila	EPS
	Malikhaing Pagsulat	Joseph E. Jarasa	EPS
	Introduction to World Religions and Belief System	Fernando T. Seno, DEM	EPS
	Creative Nonfiction	Abner L. Pureza	EPS
	Trends, Networks and Critical Thinking in the 21st Century Culture	Ma. Dylin S. Garcia	EPS
	Philippine Politics and Governance	Walter Galarosa, PhD	EPS
	Community Engagement, Solidarity, and Citizenship	Nolan Santoalla	PSDS
	Disciplines and Ideas in the Social Sciences	Joan Alejaida R. Mauhay	EPS
	Disciplines and Ideas in the Applied Social Sciences	Rosario Almodiel	PSDS
Academic STEM	Pre-Calculus	Celestina M. Alba, EdD	EPS
	Basic Calculus	Alicia Gonzales	PSDS
	General Biology 1	Raquel Marcuap	PSDS
	General Biology 2	Carla Caraan	PSDS
	General Physics 1	Caridad Grimaldo	PSDS
	General Physics 2	Jessie Quesea, PhD	PSDS
	General Chemistry 1	Carmela Ezel A. Orogo	EPS
	General Chemistry 2	Lourdes Tan	PSDS

Technical-Vocational-Livelihood (TVL) Track

Track and Strand	Specialization Subjects*	Name	Position
TVL-AFA	Agricultural Crops Production	Leonora Mopera	PSDS
	Food Processing	Laarni Gloria	PSDS
	Horticulture	Reyvi Faraon	PSDS

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TVL-HE	Organic Agriculture	Isagani Matibag	PSDS
	Beauty/ Nail Care	Avelina Jugueta	PSDS
	Bread and Pastry Production	Cynthia Marquez	PSDS
	Caregiving	Jocelyn Allarey	PSDS
	Cookery	Carolina T. Zaracena	PSDS
	Dressmaking	Melinda Camacho	PSDS
	Food and Beverage Services	Plaridel Lampos	PSDS
	Front Office Services	Yolanda Ayuma	PSDS
TVL-ICT	Wellness Massage	Luciano Ever Calumno, EdD	PSDS
	Animation	Mercedita Loreda	PSDS
	Computer Systems Servicing	Faustino Parro	PSDS
TVL-IA	Contact Center Services	Mercedita Lorredo	PSDS
	Automotive Servicing	Orlando D. Serdon	PSDS
	Electrical Installation and Maintenance	Restituto Hernandez	PSDS
	Electronic Products Assembly and Servicing	Fatima Calayag	PSDS
TVL-Maritime	Shielded Metal Arc Welding	Angelito Olvida	PSDS
	Navigational Watch 1	Marlon M. Raneses	PSDS
	Engine Watch 1	Eutiquio Empleo	PSDS
	Safety 1	Chona Andrade	PSDS
	Ship's Catering Services	Luzviminda Buerano	PSDS

* selected specializations only, commonly offered in TVL track

Sports Track

Track	Specialization Subjects*	Name	Position
Sports	Safety and First Aid	Carmelo Eusebio Altamira	PSDS
	Human Movement	Helen Esternon	PSDS
	Fundamentals of Coaching	Elenar Opena	PSDS
	Sports Officiating and Activity Management	Aurea Gandia	PSDS
	Fitness, Sports and Recreation Leadership	Isidro Delos Reyes	PSDS
	Psychosocial Aspects of Sports and Exercise	Anabelle Empleo	PSDS
	Fitness Testing and Basic Exercise Programming	Darwin Villaflor	PSDS
	Practicum (In-Campus)	Rosaldo Adan	PSDS

Arts and Design Track

Track	Specialization Subjects*	Name	Position
Arts and Design	Creative Industries I – Arts and Design Appreciation and Production	Celso Dimaculangan	PSDS
	Creative Industries II – Performing Arts	Meriam Camposano	PSDS
	Physical and Personal Development in the Arts	Carlito Gunay	PSDS
	Developing Filipino Identity in the Arts	Desideria Zafanco	PSDS

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	Integrating the Elements and Principles of Organization in the Arts	Bernardo Decin	PSDS
	Leadership and Management in Different Arts Fields	Mario Pablo Umali	PSDS
	Apprenticeship and Exploration of Different Arts Fields (Media Arts and Visual Arts, Literary Arts, Dance, Music, Theater)	Marita A. Pionilla, EdD	EPS

All Tracks

All Tracks	Work Immersion	Ma. Lourdes Cabanag	PSDS
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Links for Resources (CGs, MELC, Sample Learning Modules, Reference Books):

Full URL: https://drive.google.com/drive/folders/1KmHLY_YfQKjdvOz6ulzWahYkchbgGM6c?usp=sharing

Shortened URL: <https://tinyurl.com/IDEAExResources>

* Note: Kindly use DepEd Email for access.





Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
GATE 2, KARANGALAN VILLAGE
1900 CAINTA, RIZAL



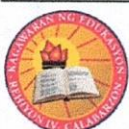
1 June 2020

Regional Memorandum

GUIDELINES ON THE PREPARATION PIVOT I-D-E-A LESSON EXEMPLARS

To **Schools Division Superintendent**

1. With reference to Regional Order No. 10, s. 2020, re: PIVOT 4A Budget of Work in All Learning Areas in Key Stages 1-4, this Office, through the Curriculum and Learning Management Division (CLMD), presents the **guidelines on the preparation of PIVOT I-D-E-A lesson exemplars** to address immediate concerns on learning delivery relative to the implementation of PIVOT 4A Learning Continuity Plan (LCP) under the ICLeA framework.
2. These guidelines aim to:
 - a. set directions on lesson exemplar preparations in the new normal;
 - b. provide specific procedures in preparing lesson using the IDEA instructional process; and
 - c. allow teachers to be creative in designing lessons founded on the basic principles of varied learning delivery modalities.
3. Conceptualized for this purpose, the IDEA instructional process design is an **abridged and refined format** based from the provisions of DepEd Order No. 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Curriculum). This is also consistent with other existing policies set in the Philippine Professional Standards for Teachers – Results-Based Performance Management System (PPST-RPMS). All parts of the original DLL/DLP are subsumed in PIVOT 4A lesson exemplars. These lesson exemplars shall replace DLL/DLP during this period for teachers to manage their time, adjustment, preparations and resources. Enclosure 1 presents the lesson exemplar format using the IDEA instructional process based from the ICLeA framework.
4. Preparation of lessons should be anchored to PIVOT 4A Budget of Work (BOW) where most essential learning competencies (MELCs) and enabling competencies are mapped. The PIVOT 4A lesson exemplar preparation and curriculum delivery process follow four (4) main teaching-learning phases with the teacher as facilitator of learning using **the I-D-E-A** instructional process for a 30-minute to one-hour lesson depending on the nature or set-up of each learning area. These phases include the following: **Introduction** - the **I** Phase, **Development** - the **D** Phase, **Engagement** - the **E** Phase and **Assimilation** - the **A** Phase. The IDEA instructional process shall be guided by necessary teaching and learning adjustments to accommodate diverse learners. Enclosure 2 shows



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AJA17-0078

the guide concepts in preparing PIVOT 4A lesson exemplars while Enclosure 3 exhibits the PIVOT 4A QuBE adjustment.

5. In designing their PIVOT 4A lesson exemplars, all public elementary and secondary school teachers in the region may opt to prepare a lesson in: (a) **a daily basis** and/or (b) **a period (weekly) when MELCs and/or enabling competencies have to be taught**, i.e. if an LC and/or MELC has to be taught for five (5) days based from the PIVOT 4A BOW, the teacher may prepare a PIVOT 4A lesson exemplar good for five (5) days. Enclosure 4 illustrates the PIVOT 4A lesson exemplar templates.
6. The developed ADM modules, as learner-led materials, shall be strictly used in lesson planning. In designing their lessons based from the ADM modules, teachers shall be guided by the following points:

IDEA Instructional Process	Parts in ADM Modules
Introduction	<ul style="list-style-type: none"> • What I need to know? • What's new?
Development	<ul style="list-style-type: none"> • What I know? • What's in? • What is it?
Engagement	<ul style="list-style-type: none"> • What's more? • What I can do? • What other enrichment activities can I engage in?
Assimilation	<ul style="list-style-type: none"> • What I have learned? • What I can do?

7. At the end of each month, teachers are enjoined to develop supplementary materials, e.g. worksheets and/or activity sheets, to be used by learners after each lesson cycle based from the results of assessment activities.
8. Each **Public Schools District Supervisor (PSDS)** and/or **Division Education Program Supervisors (EPS)**, is directed to prepare **one lesson exemplar** using the IDEA instructional process based from their specialization and the grade level/s assigned to them to be submitted to the Regional Office at clmd.calabarzon@deped.gov.ph. Enclosure 5 indicates the assignment of each Schools Division Office.

Activities	In-Charge	Date
Crafting of Lesson Exemplars	Curriculum Managers	June 1-11, 2020
Submission of Exemplars to Reviewers/Validators	Curriculum Implementation Division (CID) Chiefs	June 11, 2020
Review/Validation of Lesson Exemplars	Curriculum Managers	June 15-19, 2020
Submission of Validated Exemplars to the RO	CID Chiefs	June 19, 2020
Acceptance of Reviewed Lesson Exemplars	Curriculum and Learning Management Division	June 19, 2020

9. In line with preparation for the opening of classes come August 24, 2020, all public elementary and secondary school teachers shall prepare their PIVOT lesson exemplars beginning June 8, 2020. These lesson exemplars shall be checked by their respective school heads, head teachers and/or master teachers. For reference, PIVOT 4A lesson exemplars which will be developed by PSDSs and EPSs will be available at <https://tinyurl.com/PIVOT4ACLMD> on June 22, 2020. Developed lesson exemplars shall be used by teachers based on their own contexts. Enclosure 7 shows sample lesson exemplars using the IDEA instructional process.

Lesson Exemplars of Teachers	Period	Deadline of Submission
Quarters 1 and 2	June 8 to July 10, 2020	July 10, 2020
Quarters 3 and 4	July 13 to August 14, 2020	August 14, 2020

10. School heads are expected to submit teachers' compliance report to their respective SDOs. Consolidated report shall be then submitted by each SDO to the Regional Office. Enclosure 6 presents the compliance report templates.

Teachers' Compliance Report (Soft Copy Only)	Period	To be Submitted to	Deadline of Submission
School Report	Quarters 1 and 2	SDO – CID	July 13, 2020
	Quarters 3 and 4		August 15, 2020
SDO Report	Quarters 1 and 2	RO – CLMD	July 17, 2020
	Quarters 3 and 4		August 20, 2020

11. To guide and assist everyone in the preparation of PIVOT IDEA lesson exemplars, a **regional orientation on the design and principles of IDEA exemplars** shall be conducted through a webinar via Facebook Live on the following schedules:

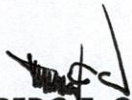
Batch	Participants	Date/Day/Time	Registration Link
1	CID Chiefs, EPSs, PSDSs and School Heads	June 3, 2020 Wednesday 9:30 am – 12 nn	https://tinyurl.com/IDEAExemplarsBatch1
2	Teachers (Cavite, Rizal and Quezon Clusters)	June 4, 2020 Thursday 9:30 am – 12 nn	https://tinyurl.com/IDEAExemplarsBatch2
3	Teachers (Laguna and Batangas Clusters)	June 5, 2020 Friday 9:30 am – 12 nn	https://tinyurl.com/IDEAExemplarsBatch3

12. Anchored to PIVOT Learning Continuity Plan (LCP), trainings on the **Development and Implementation of IDEA Exemplars** shall also be facilitated by the Human Resource Development Division (HRDD) in partnership with the Curriculum and Learning Management Division (CLMD).

Module	Course Title	Indicative Dates
1	Development and Implementation of IDEA Exemplars for Teachers	June 24-26, 2020
2	Implementation of IDEA Exemplars for School Heads	July 1-3, 2020
3	Development and Implementation of IDEA Exemplars for Supervisors	July 7-9, 2020

13. For more information or queries, contact **JOB S. ZAPE JR.**, Chief, Curriculum and Learning Management Division at (02) 8647-4914 / 8682-5773 local 110.

14. Widest dissemination of and strict compliance to this Memorandum is directed.


WILFREDO E. CABRAL
 Regional Director

Enclosure 1

**LESSON EXEMPLAR FORMAT USING THE IDEA INSTRUCTIONAL PROCESS
BASED FROM THE ICLEA FRAMEWORK**

DO 42, s. 2016	RO 10, s. 2020
I. Objectives a. Content Standard b. Performance Standards c. Learning Competencies or Objectives	I. Objectives a. Most Essential Learning Competencies (MELC) b. Enabling Competencies
II. Content	II. Content
III. Learning Resources A. References a. Teacher's Guide Pages b. Learner's Material Pages c. Textbook Pages d. Additional Materials from Learning Resource B. Other Learning Resources	III. Learning Resources A. References a. Teacher's Guide Pages b. Learner's Material Pages c. Textbook Pages d. Additional Materials from Learning Resource B. List of Learning Resources for Development and Engagement Activities
IV. Procedures a. Lesson Review b. Purpose of the Lesson c. Presentation of Samples d. Discussion e. Mastery Development f. Application g. Generalization and Abstraction h. Evaluation i. Additional Activities or Remediation	IV. Procedures a. Introduction How will you present the lesson to all types of learners? b. Development How will you develop the content as part of the enabling and foundation skills? How will you develop learners' mastery of the given competency? c. Engagement What appropriate pedagogical or real-world tasks and learning opportunities will be presented and implemented for all learners to learn? d. Assimilation What are the ideas or contexts that will be assessed and processed so that learners can assimilate and refine their knowledge, skills and attitude/values?
V. Remarks	VI. Reflection I understand that _____. I realize that _____.
VI. Reflection	

***The ones in bold letters reflect the refinement of the DLL/DLP format.

Enclosure 2

GUIDE CONCEPTS IN PREPARING PIVOT 4A LESSON EXEMPLARS

The Parts of PIVOT 4A Lesson Exemplar (Ang mga Bahagi ng Lesson Exemplar)	The General Guide/Concept (English Version)	Ang Pangkalahatang Gabay/Konsepto (Tagalog Version)
Introduction <i>Panimula</i>	<p>The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson</p>	<p>Gumagamit ang guro ng mga angkop na estratehiya sa paghaharap ng MELC at mga ninanais na outcome ng pagkatuto para sa araw o linggo, layunin ng aralín, pangunahing nilalaman at mga kaugnay na halimbawa. Nabibigyan nitó ng pagkakataon ang mga guro na maipabatid sa mga mag-aaral ang kaniláng sariling kaalaman tungkol sa nilalaman at kasanayang kailangan para sa aralín.</p>
Development <i>Pagpapaunlad</i>	<p>The teacher presents activities, tasks, contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.</p>	<p>Ang guro ay naghaharap ng mga aktibidad, gawain, nilalaman na mahalaga at kawili-wili sa mga mag-aaral. Ilalantad nitó sa mga mag-aaral sa kung ano ang alam na nilá, ano ang mga hindi pa nilá alam at kung ano ang gusto niyang malaman at matutuhan. Karamihan sa mga aktibidad at gawain ay dapat na uminog lámang sa mga konseptong magpapaunlad at magpapahusay ng mga kasanayan o ng MELC</p>
Engagement <i>Pakikipagpalihan</i>	<p>The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .</p>	<p>Pinahihintulutan ng guro ang mga mag-aaral na makisali sa iba't ibang gawain at oportunidad sa pagbuo ng kaniláng mga KSA upang makahulugang mapag-ugnay-ugnay ang kaniláng mga natutuhan pagkatapos ng mga gawain sa D. Inilalantad ng bahaging ito sa mag-aaral ang totoong sitwasyon/gawain ng búhay na magpapasidhi ng kaniyang interes upang matugunan ang inaasahan, gawing kasiyá-siyá ang kaniláng pagganap o lumikha ng isang produkto o gawain upang ganap niyang maunawaan ang mga kasanayan at konsepto.</p>
Assimilation <i>Paglalapad</i>	<p>The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.</p>	<p>Itinuturo ng guro sa mga mag-aaral ang proseso na maipakikita nilá ang mga idea, interpretasyon, pananaw, o halagahan at makalikha ng mga piraso ng impormasyon na magiging bahagi ng kaniláng kaalaman sa pagbibigay ng repleksiyon, pag-uugnay o paggamit nang epektibong nito sa alinmang sitwasyon o konteksto. Hinihikayat ng bahaging ito ang mga mag-aaral na lumikha ng mga estukturang konseptuwal na nagbibigay sa kanilá ng pagkakataong pagsamahin ang mga bago at lumang natutuhan.</p>

Note: Assessment should already be embedded or incorporated in each phase/part.

Enclosure 3

**PIVOT 4A BOW TEACHING AND LEARNING ADJUSTMENTS
TO ACCOMMODATE DIVERSE LEARNERS**

PIVOT 4A BOW Teaching-Learning Process	Focus	PIVOT 4A QuBE Adjustments (4Rs)
Introduction <i>Panimula</i>	<ul style="list-style-type: none"> • Learning Competency • MELCs • Desired Learning Outcomes • Content and Values 	Recall
Development <i>Pagpapaunlad</i>	<ul style="list-style-type: none"> • Concepts and Basic Skills • Developmental Activities 	Remediation
Engagement <i>Pakikipagpalihan</i>	<ul style="list-style-type: none"> • Learning Opportunities • Hands-on Engaging Activities • Learning Points • Performance or Output 	Reflection
Assimilation <i>Paglalapad</i>	<ul style="list-style-type: none"> • Learning Delivery Outcomes • New Skills/New Knowledge/Idea • Habits of Mind • Life Skills 	Relearning


Source: Zape Jr., J. S. (2020, February 6). *PIVOT 4A BOW: Prerequisite skills* [Meeting presentation] First Regional Management Committee Meeting, Imus City, Philippines. <https://www.depedimuscity.com/RD%20Cabral%20bats%20for%20more%20responsive%20PPAs.php>



Enclosure 4


PIVOT 4A LESSON EXEMPLAR TEMPLATES

A. PIVOT 4A Lesson Exemplar Format for Kindergarten

 KINDERGARTEN LESSON EXEMPLAR	School		Grade Level	
	Teacher		Learning Area	
	Teaching Date		Quarter	
	Teaching Time		No. of Days	


PROCEDURES (BLOCKS OF TIME)	OBJECTIVES Indicate the following Learning Competency Code:	CONTENT				
		I	D	E	A	*
ARRIVAL TIME	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
MEETING TIME	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
WORK PERIOD 1	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
MEETING TIME 2	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
NAP TIME						
SUPERVISED RECESS	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
STORY	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
WORK PERIOD 2	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
INDOOR/OUTDOOR	Developmental Domain(s)					
	Content Standards					
	Performance Standards					
	Learning Competency Code					
MEETING TIME 3	DISMISSAL ROUTINE					

B. PIVOT 4A Lesson Exemplar Format for Grades 1-10

 LESSON EXEMPLAR	School		Grade Level	
	Teacher		Learning Area	
	Teaching Date		Quarter	
	Teaching Time		No. of Days	


	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					
A. Content Standards					
B. Performance Standards					
C. Learning Competencies or Objectives					
D. Most Essential Learning Competencies (MELC) (If available, write the indicated MELC)					
E. Enabling Competencies (If available, write the attached enabling competencies)					
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
a. Teacher's Guide Pages					
b. Learner's Material Pages					
c. Textbook Pages					
d. Additional Materials from Learning Resources					
B. List of Learning Resources for Development and Engagement Activities					
IV. PROCEDURES					
A. Introduction					
B. Development					
C. Engagement					
D. Assimilation					
V. REFLECTION I understand that _____. I realize that _____.					

C. Pormat ng PIVOT 4A Lesson Exemplar para sa Baitang 1-10

 TALA SA PAGTUTURO	Paaralan		Baitang	
	Guro		Antas	
	Petsa		Markahan	
	Oras		Bilang ng Araw	


	Lunes	Martes	Miyerkules	Huwebes	Biyernes
I. LAYUNIN					
A. Pamantayang Pangnilalaman					
B. Pamantayan sa Pagganap					
C. Mga Kasanayan sa Pagkatuto					
D. Pinakamahalagang Kasanayan sa Pagkatuto (MELC) (Kung mayroon, isulat ang pinakamahalagang kasanyan sa pagkatuto o MELC)					
E. Pagpapaganang Kasanayan (Kung mayroon, isulat ang pagpapaganang kasanyan.)					
II. NILALAMAN					
III. KAGAMITAN PANTURO					
A. Mga Sanggunian					
a. Mga Pahina sa Gabay ng Guro					
b. Mga Pahina sa Kagamitang Pangmag-aaral					
c. Mga Pahina sa Teksbuk					
d. Karagdagang Kagamitan mula sa Portal ng Learning Resource					
B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan					
IV. PAMAMARAAN					
A. Panimula					
B. Pagpapaunlad					
C. Pakikipagpalihan					
D. Paglalapat					
V. PAGNINILAY Naunawaan ko na _____. Nabatid ko na _____.					

D. PIVOT 4A Lesson Exemplar Format for Senior High School

 LESSON EXEMPLAR	School		Grade Level	
	Teacher		Learning Area	
	Teaching Date		Quarter	
	Teaching Time		No. of Days	

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					
A. Content Standards					
B. Performance Standards					
C. Most Essential Learning Competencies (MELC) (If available, write the indicated MELC)					
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
e. Teacher's Guide Pages					
f. Learner's Material Pages					
g. Textbook Pages					
h. Additional Materials from Learning Resources					
B. List of Learning Resources for Development and Engagement Activities					
IV. PROCEDURES					
E. Introduction					
F. Development					
G. Engagement					
H. Assimilation					
V. REFLECTION I understand that _____. I realize that _____.					

E. Pormat ng PIVOT 4A Lesson Exemplar para sa Senior High School

 TALA SA PAGTUTURO	Paaralan		Baitang	
	Guro		Antas	
	Petsa		Markahan	
	Oras		Bilang ng Araw	

	Lunes	Martes	Miyerkules	Huwebes	Biyernes
I. LAYUNIN					
A. Pamantayang Pangnilalaman					
B. Pamantayan sa Pagganap					
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC) (Kung mayroon, isulat ang pinakamahalagang kasanayan sa pagkatuto o MELC)					
II. NILALAMAN					
III. KAGAMITAN PANTURO					
A. Mga Sanggunian					
e. Mga Pahina sa Gabay ng Guro					
f. Mga Pahina sa Kagamitang Pangmag-aaral					
g. Mga Pahina sa Teksbuk					
h. Karagdagang Kagamitan mula sa Portal ng Learning Resource					
B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan					
IV. PAMAMARAAN					
E. Panimula					
F. Pagpapaunlad					
G. Pakikipagpalihan					
H. Paglalapat					
V. PAGNINILAY Naunawaan ko na _____. Nabatid ko na _____.					

Enclosure 5

**SDO ASSIGNMENT ON THE PREPARATION OF LESSON EXEMPLARS
USING THE IDEA INSTRUCTIONAL PROCESS**

Grade Level	SDOs	Reviewers/Validators
Kindergarten	All Kinder EPSs	Kinder EPSs (from other SDOs)
1	Antipolo City	Batangas City
	Bacoor City	Binan City
2	Batangas City	Cabuyao City
	Binan City	Calamba City
3	Cabuyao City	Cavite City
	Calamba City	Dasmaringas City
4	Cavite City	General Trias City
	Dasmaringas City	Imus City
5	General Trias City	Lipa City
	Imus City	Lucena City
6	Lipa City	San Pablo City
	Lucena City	Santa Rosa City
7	San Pablo City	Tanauan City
	Santa Rosa City	Tayabas City
8	Tanauan City	Antipolo City
	Tayabas City	Bacoor City
9	Rizal Province	Laguna Province
10	Laguna Province	Cavite Province
SHS Core	Cavite Province	Batangas Province
SHS Applied	Batangas Province	Quezon Province
SHS Specialized	Quezon Province	Rizal Province

Important Notes:

- All curriculum managers composed of Public Schools District Supervisors (PSDs) and Division Education Program Supervisors (EPSs) shall prepare their own PIVOT IDEA lesson exemplars using the identified template and process.
- Crafting of lesson exemplars shall be held on June 1-11, 2020.
- In the crafting process, curriculum managers shall check the **most essential learning skills (MELCs)** and **enabling competencies** mapped in **PIVOT 4A Budget of Work** (see Regional Order No. 10, s. 2020). They should also be guided by the **number of days taught** as identified in the said Order.
- Outputs shall be submitted and consolidated by CID chiefs on June 11, 2020.
- CID chiefs shall forward the division output to their partner SDOs (see the table above) for review and validation.
- The CID chiefs of partner SDOs shall accept the outputs and distribute them to PSDs and EPSs based on their specialization for review purposes.
- The review and validation of lesson exemplars shall be held on June 15-19, 2020. Comments and suggestions in improving the lesson exemplars shall already be incorporated by the reviewers/validators.
- The reviewed/validated outputs shall be collected by CID chiefs who shall return them to the original writers/SDOs.
- SDOs shall submit the reviewed/validated outputs, together with an endorsement signed by the SDS and the submission template (see next page) in soft copies, to the Regional Office at clmd.calabarzon@deped.gov.ph on or before June 19, 2020.
- In submitting the reviewed/validated outputs to the Regional Office, there should be one file (in MS Word format) per learning area. If there are eight (8) learning areas, eight (8) files should be submitted. One file (e.g. for English) may contain one or more lesson exemplars depending on the specialization of PSDs and EPSs.

**Department of Education
REGION IV-A CALABARZON
Schools Division of _____**

**SUBMISSION OF PIVOT IDEA LESSON EXEMPLARS PREPARED
BY CURRICULUM MANAGERS**

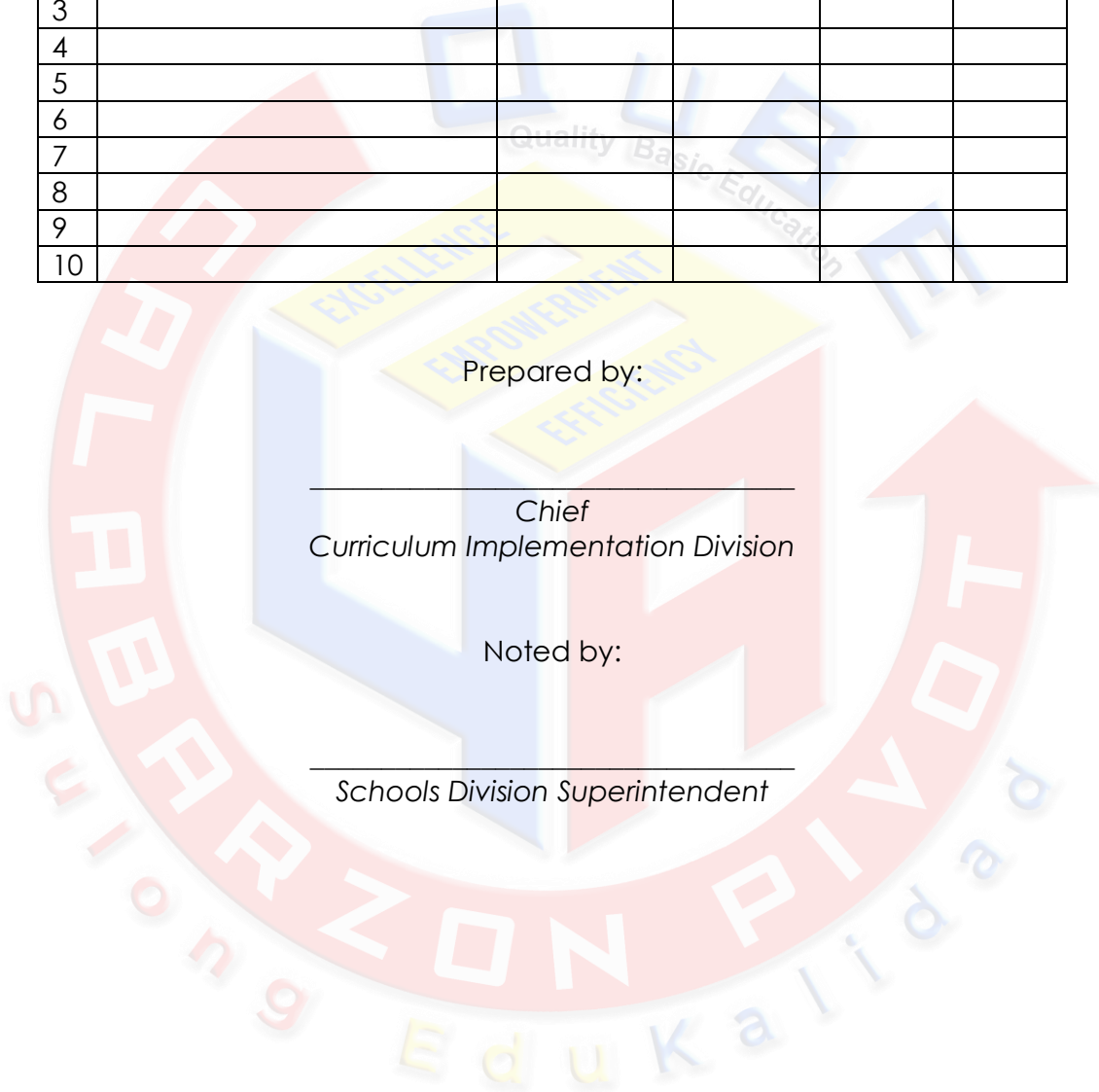
	Name	Position (EPS/PSDS)	Grade Level	Quarter	MELC No.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Prepared by:

*Chief
Curriculum Implementation Division*

Noted by:

Schools Division Superintendent



Enclosure 6

COMPLIANCE REPORT ON PIVOT IDEA LESSON EXEMPLARS

A. School Report (to be submitted to their respective SDOs)

Department of Education
 REGION IV-A CALABARZON
 Schools Division of _____
 _____ Elementary School

TEACHERS' COMPLIANCE REPORT ON PIVOT IDEA LESSON EXEMPLARS

	Name	Position	Grade Level	Status	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Prepared by:

 School Head

B. Division Report (to be submitted to the Regional Office)

**Department of Education
REGION IV-A CALABARZON
Schools Division of _____**

SCHOOL COMPLIANCE REPORT ON PIVOT IDEA LESSON EXEMPLARS**Elementary Level**

	Name of School	School Head	Status	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Secondary Level

	Name of School	School Head	Status	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Prepared by:

*Chief
Curriculum Implementation Division*


Noted by:

Schools Division Superintendent

Enclosure 7

SAMPLE PIVOT 4A LESSON EXEMPLARS USING THE IDEA INSTRUCTIONAL PROCESS

Learning Area	English
Learning Delivery Modality	Modular Distance Modality (Learners-Led Modality)

 LESSON EXEMPLAR	School	CALABARZON National HS	Grade Level	Grade 11
	Teacher	John Dela Cruz	Learning Area	English (SHS) Oral Communication in Context
	Teaching Date	Sept. 1-4, 2020	Quarter	First Quarter
	Teaching Time	1-2pm	No. of Days	4 days (see PIVOT 4A BOW for the number of days)


		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
I. OBJECTIVES	At the end of the lesson, learners are expected to: <ol style="list-style-type: none"> Differentiate various models of communication; Explain the process of communication through elements involved; and Recognize the importance of models in understanding communication process in everyday lives. 	<p>The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAVs). There may be three (3) objectives representing KSAVs. However, a single objective containing KSAVs may be formulated.</p> <p>In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies.</p> <p>At times, lesson objectives are already specified at the beginning portion of the module.</p>
A. Content Standards	The learner understands the nature and elements of oral communication in context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
B. Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
C. Most Essential Learning Competencies (MELC)	Differentiates the various models of communication	Check the PIVOT 4A BOW and look for the MELC. Except for SHS subjects , MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for each grade level.
D. Enabling Competencies (If available, write the attached enabling competencies)	-	<p>Check the PIVOT 4A BOW and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC.</p> <p>For this case, no enabling competencies were mapped for the identified MELCs.</p>
II. CONTENT	Communication Models	<p>The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still they are not the main focus as these will just help in dealing with the MELC.</p> <p>Usually, the content is already identified in the module.</p>
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages		Write the pages where you can find the specified content in the learner's materials.
b. Learner's Material Pages	pp. 1-22	Write the pages where you can find the specified content in the learner's materials.
c. Textbook Pages		In the context of using modular distance learning modality, the only material is the learner's material/module.
d. Additional Materials from Learning Resources		Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources. This may be filled if online distance learning, blended learning and face-to-face

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
		learning delivery modalities will be employed.
B. List of Learning Resources for Development and Engagement Activities	Oral Communication in Context for Quarter 1 – Module 2: Communication Models	List down other resources to be used especially for the development and engagement phases. In the new ADM modules, lessons and flow of discussion are already designed based on IDEA instructional process. Parts of modules are already mapped as identified in Item 6 of Regional Memorandum No. 296, s. 2020.
IV. PROCEDURES		The procedures of this sample lesson exemplar are learners-led considering that modular distance learning delivery modality is employed. The tone of the flow of the lesson is learner-structured considering that the lesson is one-way as there is no face-to-face nor synchronous online interaction with the teacher and other learners.
A. Introduction	What I need to know? <ul style="list-style-type: none"> The learners will do the walkthrough of the lesson expectations. In this part, the content of the lesson will be presented. Learning objectives will also be introduced to guide the learners on the learning targets founded on KSAV principles. 	In this portion, the lesson content and learning objectives will be presented in the Introduction phase to guide the learners on the learning expectations. In modular distance learning , introducing the objectives and content is the first step of learning considering that this modality is learner-led. In face-to-face learning , an activity which may be indicated in <i>What's new?</i> may be done prior to the presentation of learning content and objectives considering that this modality is teacher-led.
	What's new? <ul style="list-style-type: none"> The learners will answer the prompt questions indicated at the beginning of this portion. They will read the short selection entitled <i>The Glitch</i> written by Divina P. Maming. To make the reading activity interactive, they may asked their parents, guardians or housemates to help them in the exchange of dialogues indicated in the selection. After reading the selection, they will answer the questions provided at the end of the selection. 	This part provides preliminary activity that introduces initial concepts on the learning targets. The activity will allow learners to maximize their initial knowledge as regards content and skills required for the lesson. The activity may be conducted or done with the help of learners' parents, guardians and/or housemates.
B. Development	What I know? <ul style="list-style-type: none"> The learners will answer the 15-item activity to test what they know about communication and/or models of communication. After answering the questions, they may check their answers on page 20 to determine their background knowledge about the given topic reflected in the MELC. 	The teacher presents an activity in linking learners' KSAVs revolving in the contexts of MELC and/or enabling competencies. This portion provides initial assessment on learners' KSAVs. From the results, the activities will revolve on developing their KSAVs on the target content and MELCs and/or enabling competencies.
	What's in? <ul style="list-style-type: none"> The learners will read the paragraphs that introduce preliminary concepts about communication. They will complete the <i>word pool</i> activity to determine their vocabulary knowledge about the target content. They may use dictionaries to guide them in this activity. However, it is recommended that they use 	In this portion, activity focusing on learners' background KSAVs and the discussion of content shall be bridged. The activity will help the learners in providing initial background on the KSAVs to be developed with the help of the content to be discussed in <i>What is it?</i>

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
	<p>context clues in accomplishing this task.</p> <p>What is it?</p> <ul style="list-style-type: none"> The learners will be provided with scenarios on the importance and role of communication in daily lives. They may have personal reflection on the importance of communication in their day-to-day activities. To strengthen the points of their personal reflection and further develop their knowledge about communication and communication models based from the <i>What I know?</i> activity, the learners will proceed with reading and personal discussion on the different communication models. If they have internet access, they may check these models online using the links provided below each model. Dictionaries and/or context clues may help them in developing their knowledge, skills and attitude/values about the topic. 	<p>Concept presentation is important in the Development phase. In here, target concepts before providing activities or vice versa will be presented. The presentation of concepts will be helpful in bridging the gaps between what the learners know and have to know.</p>
C. Engagement	<p>What's more?</p> <ul style="list-style-type: none"> The learners will do/perform the activities indicated in the module. These activities include the following: (a) Venn Diagram on similarities and differences of communication models, (b) vocabulary building on communication process, (c) grid-filling on the elements of communication, and (d) writing answers/responses on dialogue prompts. These varying activities will help them in involving themselves in deeper learning on the target concepts about communication models. 	<p>In deepening learners' KSAVS' the activities in this portion will help them in applying what they have learned in the Development phase.</p>
	<p>What I can do?</p> <ul style="list-style-type: none"> The learners will perform real-life tasks identified in the module. These tasks include: (a) calling a friend over the phone, (b) interviewing family members and listening to radio or watching teleseryes. They are expected to reflect on the process of performing the tasks while focusing on their learned concepts about communication models. 	<p>In this part, the learners are given life-related activities that will allow them meet the learning expectations. These real-life or authentic activities should allow them to perform particular tasks or produce products in various forms. The activities should strengthen the KSAVs learned during the D phase.</p>
	<p>What other enrichment activities can I engage in? (Additional Activities)</p> <ul style="list-style-type: none"> To further enrich learners' knowledge, skills and attitude/values (KSAVs), they will be performing other enrichment tasks such as (a) listing down situations reflecting the use of each communication model, (b) writing a paragraph based on the given situation, and (c) exchange of emails or messages. 	<p>These activities in this part of Engagement phase should really help the learners to be engaged in learning and further understanding their learned concepts through various real-life activities. The learners should further engross themselves to feel and stay connected with the target concepts using varied activities.</p>

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
D. Assimilation	What I have learned? <ul style="list-style-type: none"> In formulating or creating bits of information reflective of what they have learned during the Development and Engagement phases, the learners will answer the questions focusing on the given topic. The given questions are directed on synthesizing their learned information based on the given content. They are expected to relate their learned concepts to their personal lives. 	The Assimilation phase should bring the learners to a process where they shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings leading to their personal perception on what they have learned .
	What I can do? (Assessment) <ul style="list-style-type: none"> The learners will answer the questions provided. They may check their answers using the key answer found at the latter part of the module. 	Though assessment may be embedded already in any phase of the lesson, this portion further assimilates learners' learned concepts from I phase to D phase to E phase.
V. REFLECTION	<ul style="list-style-type: none"> The learners, in their notebook, journal or portfolio will write their personal insights about the lesson using the prompts below. I understand that _____. I realize that _____. 	The use of reflective learning embedded in multimodal assessment should not only direct feedback process but also promote personal reflection processes where learners reflect more on their knowledge, skills, attitude/values, aspirations and actions as contribution in making the society a better place for all. This allows learners to think about what they have thought, read, seen, done and learned by relating these concrete concepts to their own lives.

Learning Area	Science
Learning Delivery Modality	Modular Distance Modality (Learners-Led Modality)

 LESSON EXEMPLAR	School	CALABARZON National HS	Grade Level	Grade 3
	Teacher	John Dela Cruz	Learning Area	Science
	Teaching Date	October 7-8, 2020	Quarter	Second Quarter
	Teaching Time	8:00-9:00 a.m.	No. of Days	2 days <small>(see PIVOT 4A BOW for the number of days)</small>

		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>
I. OBJECTIVES	Pagkaraang pag-aralan ang modyul sa Aralin 1, may kakayahan ka nang: <ol style="list-style-type: none"> tukuyin ang iba't ibang sense organ at ang gamit nito; ilarawan ang mga estruktura at kahalagahan; at tukuyin ang iba't-ibang paraan ng pangangalaga sa sense organs. 	The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAVs). There may be three (3) objectives representing KSAVs. However, a single objective containing KSAVs may be formulated. In formulating the objectives, consider the concepts specified by the MELC, enabling and/or enrichment competencies.
A. Content Standards	The learners demonstrate understanding of parts and functions of the sense organs of the human body.	Refer to the curriculum guide for the content standards set for this grade level and quarter.
B. Performance Standards	The learners should be able to practice healthful habits in taking care of the sense organs.	Refer to the curriculum guide for the performance standards set for this grade level and quarter.
C. Most Essential Learning Competencies (MELC) <small>(If available, write the indicated MELC)</small>	Describe the parts and functions of the sense organs of the human body	Check the PIVOT 4A BOW in Science and look for the MELC. The MELC can be identified through the number assigned to it. The number represents the number of MELCs set for each grade level.
D. Enabling Competencies <small>(If available, write the attached enabling competencies)</small>	Enumerate healthful habits to protect the sense organs	Check the PIVOT 4A BOW in Science and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC.
II. CONTENT	Living Things: <ol style="list-style-type: none"> Humans <ol style="list-style-type: none"> Sense Organs <ol style="list-style-type: none"> Aralin 1: "Ang Limang Pandama (5 Sense Organs)" 	The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still they are not the main focus as these will just help in dealing with the MELC.
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages	pp. 50-51	Write the pages where you can find the specified content in the teacher's guide. The given pages are just samples.
b. Learner's Material Pages	Science Kagamitan ng Mag-aaral Tagalog, pp. 42-43	Write the pages where you can find the specified content in the learner's materials. The given pages are just samples.
c. Textbook Pages		If no other textbooks will be used, leave it unfilled.
d. Additional Materials from Learning Resources		Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources.
B. List of Learning Resources for Development and Engagement Activities		List down other resources to be used especially for the development and engagement phases.
IV. PROCEDURES		
A. Introduction	<ul style="list-style-type: none"> The learners will read and answer the following activities presented in their module: <p>Ang palagiang paghuhugas ng kamay bago kumain, pagkatapos gumamit ng banyo, suminga, umubo o bumahing ay mahalaga upang maiwasan ang pagkalat ng mikrobyo gaya ng Corona virus na</p> 	In the Introduction phase, the teacher may provide an activity as a start-up. The activity should be related to the teaching targets as reflected in the MELC and enabling competencies. This is a sort of a motivational activity which will help in getting students' attention about the topic/s to be presented.

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
	<p>nagdudulot ng sakit na COVID-19. Mahalaga rin ito upang mapanatili ang kalusugan ng bawat pamilya.</p> <p>Ang kamay ay isa sa mga bahaging pandama ng ating katawan. Anu ano pa kaya ang iba pang bahaging pandama at ang gamit o kahalagahan nito?</p> <p>Gabay sa Gawain Bilang 1: Bago kumain, magtungo sa lababo at maghugas ng kamay. Awitin ang kantang “Happy Birthday” habang naghuhugas ng kamay sa loob ng dalawampung Segundo.</p> <p>Gabay na Tanong-1: <i>Bakit kailangang maghugas ng kamay bago at pagkatapos kumain?</i> _____</p>	
	<p>Goal Orientation</p> <ul style="list-style-type: none"> The learners will read the objectives that are expected of them as indicated in the module. 	This part is very important as this will make the students aware on the lesson expectations. In here, teachers may directly present the lesson objectives which students should achieve at the end of the lesson.
B. Development	<p>Ano-ano na ang mga Alam Mo?</p> <ul style="list-style-type: none"> The learners will answer the questions below as part of identifying what they already know. They will refer to their modules to identify the tasks they need to accomplish. <p>Bago umpisahan ang pag-aaral sa sense organs, sagutin muna ang mga sumusunod na pagsubok upang malaman ang iyong kaalaman ukol sa sense organs.</p> <p>A. Bilugan ang titik ng tamang sagot.</p> <ol style="list-style-type: none"> Ang ating kamay ay organ para sa _____. A. pang-amoy K. paningin B. Paningin D. pandama Nakadidinig ka ng mga tunog sa pamamagitan ng paggamit ng _____. A. bibig K. ilong B. Mata D. tainga _____ ang pinakamalaking sense organ sa iyong katawan. A. balat K. bibig B. mata D. tainga Matatagpuan sa iyong _____ ang pinkamaliit na buto sa iyong katawan. A. bibig K. ilong B. mata D. tainga May kindalaman ang olfaction sa iyong _____. A. pang-amoy K. pandama B. paningin D. panlasa 	An activity will be done by the learners linked to their KSAVs revolving in the contexts of MELC and/or enabling competencies.

Guide in Preparing the Exemplar

(This does not appear in the actual exemplar.)

B. Isulat sa patlang ang tamang sense organ na gagamitin sa mga sumusunod na tanong. Piliin sa kahon sa ibaba ang tamang sagot.

- _____ 1. Masarap ba ang ice cream?
 _____ 2. Mainit ba ang sabaw?
 _____ 3. Malinaw ba ang tubig sa Lawa ng Laguna?
 _____ 4. Mabango ba ang bulaklak ng sampaguita?
 _____ 5. Malakas ba ang tunog ng TV?

Ano ang marka na iyong nakuha? Ihambing ang iyong mga sagot sa Batayan sa Pagwawasto sa pahina 7.

Kung wasto lahat ang iyong sagot, napakagaling! Patunay ito na malawak na ang iyong kaalaman sa paksa ng ating aralin sa Sense Organs: Five Makes Sense. Maaari mo pa rin itong pagbalik-aralan at muli ay matuto ng mga bagong kaalaman.

Kung hindi mataas ang iyong nakuhang tamang sagot, huwag mag-alala. Matutulungan ka ng araling ito upang maintindihan ang mga konsepto na maari mong magamit sa pang-araw-araw na pamumuhay. Pag-aralan mong mabuti ang aralin na ito at malalaman mo lahat ng kasagutan sa mga gabay sa gawain. Handa ka na ba?

Maaari mo nang pag-aralan ang Human Sense Organs, Aralin 1: Ang Ilmang Pandama

Ano-ano ang mga alam pero di naiintindihan?

- As shown below, the learners will assess their own knowledge, skills and attitude/values relative to the target concept presented in the MELC.

Natututo tayo sa mga bagay sa ating paligid na nakikita, naririnig, nararamdaman, nalalalahan at naamoy. Nalalaman natin ang mga bagay, tunog, sakit, lasa, amoy, bigat o tindi, lamig at init sa pamamagitan ng ating mga bahaging pandama (sense organs) –mata, tainga, balat, dila at ilong .

Mailalarawan mo ba ang estruktura ng iyong mga bahaging pandama at kung ano ang gamit o kahalagahan nito? Alamin natin sa susunod na gawain.

Ang tao ay may limang bahaging pandama na ginagamit sa ibat-ibang paraan at pangangailangan. Ito ay ang mata, ilong, bibig, tainga at kamay. Nais mo bang malaman ang mga ibat-ibang bahaging pandama na ito?

Guide in Preparing the Exemplar

(This does not appear in the actual exemplar.)

Gabay sa Gawain Bilang 2: "Ako at ang Aking Pandama"

1. Pumili ng iyong paboritong larawan o gumupit ng larawan ng isang bata mula sa magazine at idikit sa loob ng kahon na makikita sa ibaba.
2. Kilalanin mula sa iyong larawan ang mga bahaging pandama na makikita sa Fig. 1. Ang Limang Pandama.

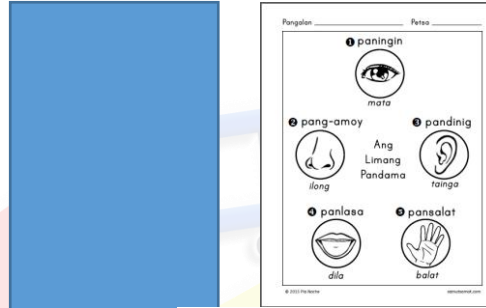


Fig. 1:
Ang Limang Pandama
(source: www.pinterest.ph)

Gabay na Tanong -2

Ano ang mga bahaging pandama na tinutukoy sa bilang? Piliin ang iyong sagot na bahaging pandama mula sa isinasaad sa ibaba.

1. Ito ay ginagamit upang makita ang mga bagay na hinahanap.
2. Ginagamit ang bahaging pandama na ito sa pang-amoy.
3. Ang bahaging pandama na ginagamit sa pandinig ng mga tunog.
4. Ito ay mahalaga upang gamitin sa panlasa ng mga pagkain.
5. Ginagamit ang bahaging pandama na ito sa pansalat ng mga bagay.?

dila kamay ilong
mata tainga


Alamin Natin



- The learners will read and understand the concepts that they need to know and understand. These concepts, as presented below, revolve around the prime information about the learning targets.

Ano ang mga dapat pang malaman?

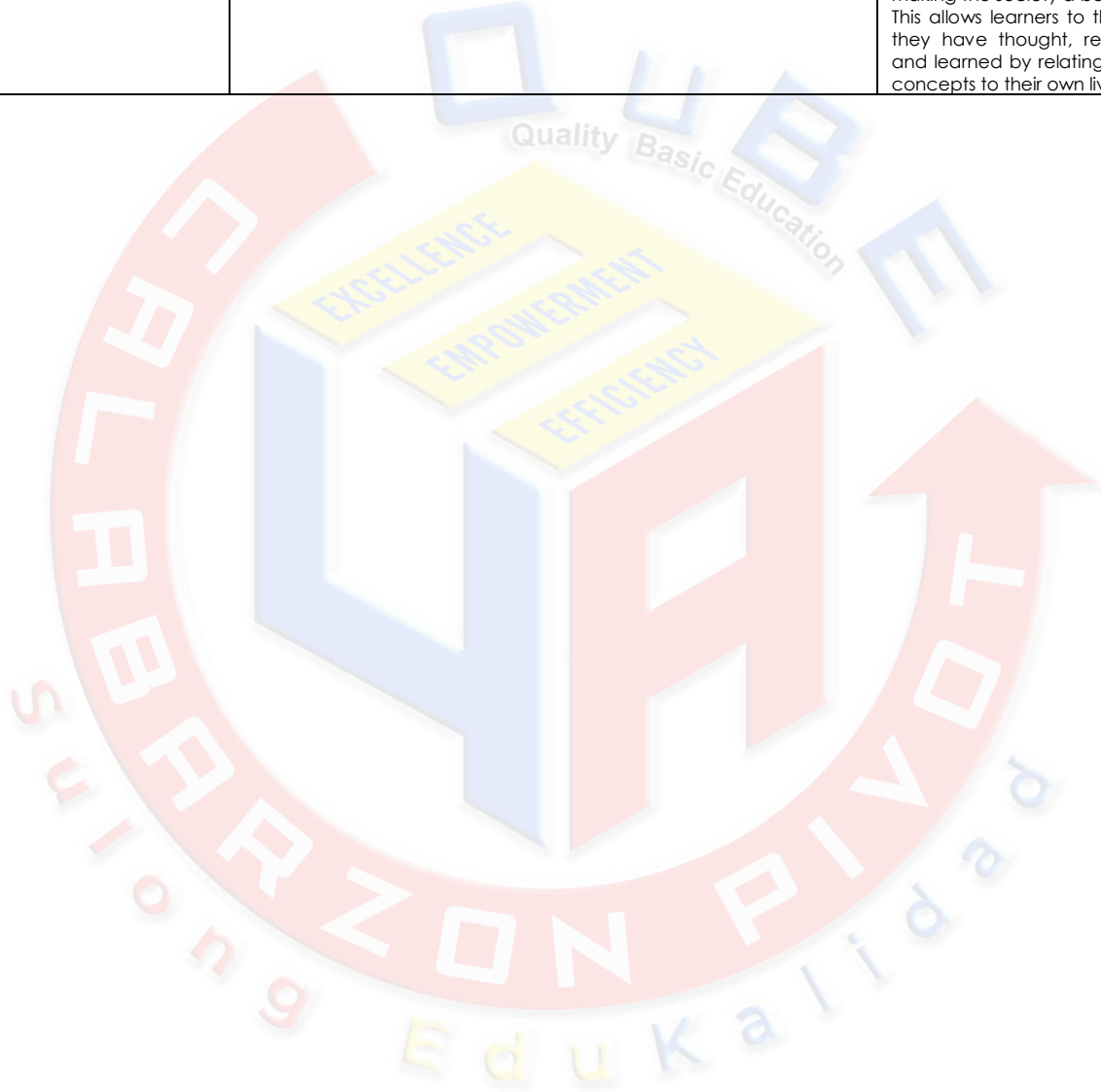
Sa kasalukuyan, ang lahat ng tao ay pinag-iingat sa pagkalat ng sakit na Covid-19. Isang paraan ng pag-iingat ay ang paghuhugas ng kamay ng dalawampung segundo. Ang malinis na kamay ay mahalaga bago at pagkatapos kumain, kapag hahawak sa mukha, ilong, mata at bibig na maaaring maging sanhi ng pagpasok ng mikrobyo sa ating katawan.

Concept presentation is important in the Development phase. In here, the teacher may present first the target concepts before providing activities or vice versa. The presentation of concepts will be helpful in bridging the gaps between what the learners know and have to know.


		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
	<p>Maaari mo bang ilarawan ang estruktura ng mga sense organs at ang gamit/kahalagahan nito?</p> <p>Gabay sa Gawain 3: Ang Aking Sense Organs at Ang kahalagahan nito</p> <p>A. Gamit ang iyong larawan o modelo ng tao,</p> <ol style="list-style-type: none"> tukuyin ang mata, ilong, bibig, kamay at tainga. ilarawan ang estruktura nito. Ibigay ang gamit at kahalagahan nito. <p>B. Ipakilala ang iyong bahaging pandama (sense organs) sa iyong magulang o kapatid. Sundin ang sumusunod na halimbawa:</p> <ul style="list-style-type: none"> Ito ang aking <u>mata</u>. Ito ay parang dalawang maliit na bola. Nakikita at nalalaman ko ang mga bagay na nasa labas ng aking katawan. Ito ay nagbibigay sa akin ng mga larawan, imahen, hugis at laki. Ang mata ang organ para sa paningin. 	
	<p>Sa susunod na aralin, malalaman natin ang iba't-ibang bahagi ng ating mga mata, ilong, kamay, tainga at dila. Ang bawat bahaging ito ay tumutulong upang tayo ay makakita, maka-amoy, makasalat, makadinig at makalasa.</p>	
C. Engagement	<p>Gabay sa Gawain 4:</p> <ul style="list-style-type: none"> Through their modules, the learners will be provided with varying real-life activities that will strengthen their learned concepts as discussed in the Development phase. <p>Limang Pandama at Gamit Nito</p> <p>Mahalagang matukoy ang anyo o estruktura ng sense organ. Ito ay basehan upang mas higit na maunawaan ang gamit at kahalagahan nito.</p> <ol style="list-style-type: none"> Isulat ang bahaging pandama na ipinapakita sa larawan. Isulat ang sagot sa kahon na makikita sa ibaba ng larawan. <div style="text-align: center;">  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </div> <ol style="list-style-type: none"> Mula sa larawan sa itaas, isulat sa patlang ang bahaging pandama ayon sa gamit/kahalagahan nito. <ol style="list-style-type: none"> Nais mong matikman ang lasa ng matamis na pakwan? _____ Alin ang ginagamit natin sa pang-amoy? _____ Anong bahaging pandama ang pandinig? _____ Malalasaan mo ang tamis o asim ng manggang hilaw. _____ Anong bahaging pandama ang pansalat? _____ 	<p>In this phase, the students are given life-related texts, materials and/or activities that will allow them meet the learning expectations. These real-life or authentic activities should allow them to perform particular tasks or produce products in various forms. The activities should strengthen the KSAVs learned during the D phase.</p>
	On Point	Reflection on the contexts of real-life activities may be done to allow learners

		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>													
	<ul style="list-style-type: none"> The learners will analyze the importance of protecting one's senses. With various tools, they will determine their usefulness in protecting one's health and keeping one's body healthy. Upang mapangalagaan ang iyong katawan, higit na ingatan at pahalagahan ang sense organs. Paano mo gagamitin ang mga gamit na ito para mapangalagaan ang iyong sense organ? <ol style="list-style-type: none"> panyo face mask bulak cotton buds payong sunscreen lotion alcohol tissue sabon PPE (Personal Protective Equipment) 	to be fully engaged on the tasks given to them.													
D. Assimilation	<p>Alamin Natin</p> <ul style="list-style-type: none"> The learners will demonstrate their ideas and gained knowledge as to how these are used and useful in one's day-to-day living experiences. <p>Gabay sa Gawain 5: Limang Pandama at ang Kahalagahan Nito</p> <ol style="list-style-type: none"> Anong bahaging pandama ang iyong gagamitin upang malaman ang sagot sa mga sumusunod na tanong. Isulat ang titik ng tamang sagot sa patlang. <div style="text-align: center;">  <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">A</td> <td style="border: 1px solid black; padding: 2px 10px;">B</td> <td style="border: 1px solid black; padding: 2px 10px;">K</td> <td style="border: 1px solid black; padding: 2px 10px;">D</td> <td style="border: 1px solid black; padding: 2px 10px;">E</td> </tr> </table> </div> <ol style="list-style-type: none"> Umuulan ba? _____ Matamis ba ang milktea? _____ Maganda ba ang aking larawan? _____ Malakas ba ang tunog ng TV? _____ Aling kumot ang mas malambot? _____ Mabango ba ang bulaklak na sampaguita? _____ Malinaw ba ang tubig sa Lawa ng Laguna? _____ Parating na ba ang trak ng bumbero? _____ Aling inuming tubig ang mas malamig? _____ Mainit pa ba ang sabaw? _____ <p>Gabay sa Gawain 6:</p> <p>Kilalanin muli ang mga pandama sa larawan. Isulat ang letra ng tamang larawan sa kahon. Ilagay ang pangalan at kahalagahan/gamit nito.</p> <div style="text-align: center;">  <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">A</td> <td style="border: 1px solid black; padding: 2px 10px;">B</td> <td style="border: 1px solid black; padding: 2px 10px;">K</td> <td style="border: 1px solid black; padding: 2px 10px;">D</td> <td style="border: 1px solid black; padding: 2px 10px;">E</td> </tr> </table> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center;">Ang aking pandama</td> <td style="width: 33%; text-align: center;">Pangalan ng Pandama</td> <td style="width: 33%; text-align: center;">Kahalagahan/Gamit Nito</td> </tr> </table>	A	B	K	D	E	A	B	K	D	E	Ang aking pandama	Pangalan ng Pandama	Kahalagahan/Gamit Nito	<p>The learners will undergo a process where they shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.</p>
A	B	K	D	E											
A	B	K	D	E											
Ang aking pandama	Pangalan ng Pandama	Kahalagahan/Gamit Nito													

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)	
	A.		
	B.		
	K.		
	D.		
	E.		
V. REFLECTION	<ul style="list-style-type: none"> The learners, in their notebook, journal or portfolio will write their personal insights about the lesson using the prompts below. <p>Naunawaan ko na _____.</p> <p>Nabatid ko na _____.</p>	<p>The use of reflective learning embedded in multimodal assessment should not only direct feedback process but also promote personal reflection processes where learners reflect more on their knowledge, skills, attitude/values, aspirations and actions as contribution in making the society a better place for all. This allows learners to think about what they have thought, read, seen, done and learned by relating these concrete concepts to their own lives.</p>	



Learning Area	Araling Panlipunan
Learning Delivery Modality	Online Distance Learning Modality

 LESSON EXEMPLAR	Paaralan	CALABARZON National HS	Baitang	Baitang 6
	Guro	John Dela Cruz	Asignatura	Araling Panlipunan
	Petsa	Oct. 19-Nov. 6, 2020	Markahan	Ikalawang Markahan
	Oras	1-2 pm	Bilang ng Araw	15 araw (see PIVOT 4A BOW for the number of days)

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
I. LAYUNIN	<p>Sa araling ito, ang mga mag-aaral ay inaasahang:</p> <ol style="list-style-type: none"> Natutukoy ang mga kontribusyon ng mga pamamahala mula 1946 hanggang 1972 Nahihinuha ang mga suliranin at hamong kinakaharap ng mga Pilipino mula 1946 hanggang 1972 Napahahalagahan ang mga ambag ng pamamahala sa pamamagitan ng pagbuo ng isang swestyon sa pagtugon sa kasalukuyang suliranin 	<p>Ang layunin ay kailangan nagpapakita ng knowledge, skills at attitudes/values (KSAVs). Kayunpaman maaaring isang layunin lang gamitin na napapaloob ang KSAVs</p> <p>Sa pagbuo ng layunin, isaalangalang ang mga concepts na tinukoy sa MELC, enabling and/or enrichment competencies.</p>
A. Pamantayang Pangnilalaman	Naipamamalas ang mas malalim na pag-unawa at pagpapahalaga sa pagpupunyagi ng mga Pilipino tungo sa pagtugon sa mga suliranin, isyu, at hamon ng kasarinlan.	Magbatay sa curriculum guide para sa content standards set para sa grade level at quarter.
B. Pamantayan sa Pagganap	Nakapagpakita ng pagmamalaki sa kontribusyon ng mga nagpupunyaging mga Pilipino sa pagkakamit ng ganap na kalayaan at hamon ng kasarinlan..	Magbatay sa curriculum guide para sa content standards set para sa grade level at quarter.
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC) (Kung mayroon, isulat ang pinakamahalagang kasanayan sa pagkatuto o MELC)	Nasusuri ang pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972. Week 1-3 (MELC) Q3	Sumangguni sa PIVOT 4A BOW ng AP at hanapin ang MELC. Ang MELC ay makikita sa pamamagitan ng number assigned dito. The number ay tumutukoy sa number of MELCs set para sa bawat grade level.
D. Pagpapaganang Kasanayan (Kung mayroon, isulat ang pagpapaganang kasanayan.)	<ul style="list-style-type: none"> Natatalakay ang suliraning pangkabuhayan pagkatapos ng digmaan at ang naging pagtugon sa mga suliranin Natatalakay ang ugnayang Pilipino-Amerikano sa konteksto ng kasunduang militar na nagbigay daan sa pagtayo ng base militar ng Estados Unidos sa Pilipinas 	Sumangguni sa PIVOT 4A BOW ng AP at hanapin ang enabling competencies (pagpapaganang kasanayan). Ang pagpapaganang kasanayan ay mga LCs na makikita bago ang bawat MELC. Ang mga ito ay enabling sapagkat tinutulungan nito ang learners and teachers upang makamit ang mastery sa pagkamit ng MELC.
E. Pagpapayamang Kasanayan (Kung mayroon, isulat ang pagpapayamang kasanayan.)	Natukoy ang mga pangyayari na maaring nakabuti o nakasama sa mga Pilipino pagkatapos ng Ikalawang Digmaan Pandaigdig	Sumangguni sa link ng Regional Order No. 10, s. 2020 kung ang MELCs ay naglalaman ng enrichment competency (pagpapayamang kasanayan). Kung walang pagpapayamang kasanayan, hayaang blank ang bahaging ito
II. NILALAMAN	Suliranin at Hamong Kinaharap sa Ikatlong Republika ng Pilipinas	Ang nilalaman ay matutukoy sa pamamagitan ng pag-evaluate ng concepts na nakapaloob sa MELC. Bagamat an nilalaman sa enabling competencies ay mahalaga, hindi ito ang main focus sapagkat ang focus ay ang MELC.
III. KAGAMITAN PANTURO		
A. Mga Sanggunian		
a. Mga Pahina sa Gabay ng Guro	MELC AP G6 Q3, PIVOT BOW R4QUBE, Curriculum Guide: (p.260) Pagpapaganang Kasanayan Link at Pagpapayamang Kasanayan Link: https://drive.google.com/file/d/1mfYPe3J8Q2tLEz6VORGplVpKqD7rWcc/view	Isulat ang pahina kung saan makikita ang nilalaman mula sa teacher's guide.

		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>
b. Mga Pahina sa Kagamitang Pangmag-aaral	Araling Panlipunan, Kagamitang Pangmag-aaral, pp. 54-59	Isulat ang pahina kung saan makikita ang nilalaman mula sa teacher's guide.
c. Mga Pahina sa Teksbuk	Araling Panlipunan, Kagamitang Pangmag-aaral pp. 54-59, Kayamanan 6, pp. 56-61, Lakbay ng Lahing Pilipino, pp. 73-78	Kung walang ibang textbooks, hayaang blank ang bahaging ito.
d. Karagdagang Kagamitan mula sa Portal ng Learning Resource	Learning Resources Portal sa https://lrmds.deped.gov.ph/k_to_12	Tukuyin ang learning resources na gagamitin. Maaati itong resources ay kuhanin sa LR portal; o sa ibang mga online, offline, print or non-print resources.
B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	Concept map, mga larawan na nakapowepoint, audio ng mga suliraning kinaharap ng mga pangulo sa kani-kanilang mga panahon, internet access, video, timeline, bank note at google meet access.	Ihanay ang mga resources na gagamitin sa development and engagement phases.
IV. PAMAMARAAN		
A. Panimula	<p>Ang Napapanahong Pagpapaalala:</p> <ul style="list-style-type: none"> • Ipaalala ng guro sa mga bata ng mga panuntunan sa online learning gaya ng pag-iwas sa pagbubukas ng mikropono kung hindi kailangang magsalita at iba pa. <p>Balitaan muna Tayo:</p> <ul style="list-style-type: none"> • Gamit ang online platform, tatawag ang guro ng isang mag-aral na maglalahad ng napapanahong isyu na may kinalaman sa paksa. Magkaroon ng tatlong minutong talakayan tungkol dito. • Maaaring talakayin ang mga programa ng pamahalaan at kung paano mapapahalagahan ito <p>Balikan Natin:</p> <ul style="list-style-type: none"> • Itanong ng guro sa mga bata: Sino-sino ang mga naging pangulo sa Ikatlong Republika ng Pilipinas. • Hahayaan ng guro na magsalita ang mga bata sa pagpapakita ng pagtaas ng kamay na makikita sa screen <p>Concept Map: Ugnay-Lawak-Kaisipan</p> <ul style="list-style-type: none"> • Magpakita ng isang <i>concept map</i> ang guro sa pamamagitan ng pagsi-share ng kanyang screen gamit ang online platform. • Magbigay ng gabay na tanong at panuto ang guro ukol sa gawaing kanilang isasakatuparan: Mag-isip ng mga salita na may kaugnayan o kasingkahulugan sa salita na nasa loob ng bilog. <div data-bbox="699 1697 1040 1883" style="text-align: center;"> <pre> graph TD A(SULIRANIN) --> B[] A --> C[] A --> D[] A --> E[] A --> F[] A --> G[] </pre> </div> <p>Puzzle Guess Who:</p> <ul style="list-style-type: none"> • Halinat Maglaro: Guess Who? (gamit ang puzzle) • Isi-share ng guro ang kanyang screen at ipapakita ang ibat- ibang suliranin na kinaharap ng mga naging pangulo ng 	<p>Sa panimulang bahagi, ang guro ay maaaring magbigay ng gawain o talakayan, na maaaring magbigay daan sa pagkamit ng MELC. Ang mga gawain or talakayan ay maaaring maging motivational activity upang maihanda ang mga mag-aaral.</p> <p>Ang bahaging ito ay napakahalaga, upang ang mga mag-aaral ay maging aware sa paksa ng tatalakayin sa leksyong ito. Dito ang guro ay maaaring tahasang ilahad ang mga layunin at paksa ng leksyong ito.</p>

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)						
	<p>Pilipinas mula 1946-1972. Dahan-dahang ipakita ang mga pira-pirasong larawan</p> <ul style="list-style-type: none"> • Ipahula sa mga mag-aaral kung kaninong panahon ito nangyari. Maaaring sumagot ang mga mag-aaral sa pamamagitan ng paglalagay ng kanilang sagot sa comment section ng online platform na ginagamit. 							
B. Pagpapaunlad	<p>Alamin at Kilalanin Natin:</p> <ul style="list-style-type: none"> • Isi-share ng guro ang kanyang screen at ipapakita sa mga mag-aaral ang mga suliraning kinaharap ng mga pangulo sa kani-kanilang mga panahon gamit ang naihandang powerpoint presentation • Isa-isang ipapakita ng guro ang mga naging pangulo at tatalakayin ang iba't ibang suliraning kinaharap ng mga ito. • Mula 1946 hanggang 1972 ay may iba't-ibang suliranin o hamong kinaharap ang mga Pilipino sa panahon ng panunungkulan ng iba't-ibang pangulo. Talakayin natin ito: <div style="text-align: center;"> <p>The flowchart consists of two rows of three circular portraits of Philippine presidents. Below each portrait is a box with the president's name and term. An arrow points from each box to a larger box below it, describing a key event or challenge during that term.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"> 1946-1948 ↓ Pagtataguyod ng bansa mula sa katapos ng gyera </td> <td style="text-align: center;"> 1948-1953 ↓ Kakulangan sa hanapbuhay </td> <td style="text-align: center;"> 1953-1957 ↓ Pagtatanggol sa magsasakang Pilipino </td> </tr> <tr> <td style="text-align: center;"> 1957-1961 ↓ Mahinang ekonomiya </td> <td style="text-align: center;"> 1961-1965 ↓ Hirap sa Komunikasyon </td> <td style="text-align: center;"> 1965-1972 ↓ Paglakas ng pwersa ng rebelde o NPA at Korapsyon </td> </tr> </table> </div> <ul style="list-style-type: none"> • Upang mas maging makabuluhan ang talakayan, maaaring magbahagi ng kanilang nalalaman ang mga mag-aaral gamit ang chatbox ng online platform na ginagamit. 	 1946-1948 ↓ Pagtataguyod ng bansa mula sa katapos ng gyera	 1948-1953 ↓ Kakulangan sa hanapbuhay	 1953-1957 ↓ Pagtatanggol sa magsasakang Pilipino	 1957-1961 ↓ Mahinang ekonomiya	 1961-1965 ↓ Hirap sa Komunikasyon	 1965-1972 ↓ Paglakas ng pwersa ng rebelde o NPA at Korapsyon	<p>Ang guro ay ilalahad ang aralin na kaugnay ayon sa layunin KSAVs ng pag-aral at tumutumbok sa MELC or enabling competencies.</p>
 1946-1948 ↓ Pagtataguyod ng bansa mula sa katapos ng gyera	 1948-1953 ↓ Kakulangan sa hanapbuhay	 1953-1957 ↓ Pagtatanggol sa magsasakang Pilipino						
 1957-1961 ↓ Mahinang ekonomiya	 1961-1965 ↓ Hirap sa Komunikasyon	 1965-1972 ↓ Paglakas ng pwersa ng rebelde o NPA at Korapsyon						


		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>
	<p>Timeline: Balangkasin Natin sa Panahon</p> <ul style="list-style-type: none"> Upang malaman ang lawak ng pagkaunawa ng mga bata sa isinagawang talakayan, magpapakita ang guro sa kanyang screen ng gawaing makikita sa baba. Gamit ang timeline ilagay ang mga naging suliranin at hamong kinaharap ng mga Pilipino sa panahong ito. <div style="text-align: center;"> </div>	<p>Ang concept presentation ay mahalaga sa development phase. Dito mas pinalalim at pinalilinaw ang pangunahing konseptong napapaloob sa pinag-aaralan.</p>
<p>C. Engagement</p>	<p>Tayo mag-MOBA Guess-Who</p> <ul style="list-style-type: none"> Muling magpapakita ang guro gamit ang kanyang screen ng iba't ibang pera. Tukuyin kung sino ang larawang nasa pera at isulat ang kanyang kontribusyon sa kaniyang papel: <div style="display: flex; flex-direction: column; gap: 10px;"> <div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> Sino: _____ Kontribusyon: _____ _____ _____ </div> </div> <div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> Sino: _____ Kontribusyon: _____ _____ _____ </div> </div> <div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> Sino: _____ Kontribusyon: _____ _____ _____ </div> </div> <div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> Sino: _____ Kontribusyon: _____ _____ _____ </div> </div> </div> <p>Pagmunihan Natin....</p> <div style="border: 1px solid black; padding: 5px; background-color: #f9cb9c;"> <p>Bakit kaya sila ang mga nakalagay sa ating pera?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<p>Sa bahaging ito, ang mga mag-aaral ay binibigyan ng mga life-related texts, materials and/or activities natumutugon upang makamit ng mga mag-aaral ang kanilang learning expectations. Ang mga real-life or authentic activities y kailangang makapagpapalalim ng pagkaunawa ng mag-aaral sa lekyon, ayon sa hinihingi ng layunin (KSAVs).</p>
	<p>Gawin ito bilang pagninilay</p> <ul style="list-style-type: none"> Gamit ang electronic roleta na makikita sa computer, pipili ang guro ng batang sasagot tungkol sa gawaing ito. Magpapakita ang guro ng isang metacard na may nakasulat na pangalan ng pangulo at petsa. Ang napiling bata ay magbubukas ng kanyang mikropono at magbabahagi ng 	<p>Ang pagmumuni-muni sa konteksto ng of real-life activities ay makatutulong upang mailagay ng mag-aaral ang kanilang sarili sa pagkatutuo ng bagong leksyon.</p>

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
	<p>kanyang natutunan tungkol sa nasabing pangulo at sa mga suliraning kinaharap nito sa panahon n kanyang panunungkulan.</p> <p>Share mo sa G-Classroom Wall</p> <ul style="list-style-type: none"> Magbibigay ng gawain ang guro gaya ng pagsulat ng isang tula ukol sa naging suliranin at hamon ng pag-aalsa ng Bulkang Taal sa mga Batangueño o ng kasalukyang pandemya sa Pilipinas. Matapos makalikha ng isang tula i-share ito sa inyong gooclassroom link. Pipili ang guro ng ilang mag-aaral na magbabahagi ng kanilang isinulat na tula. Bubuksan ng bata ang kanyang mikropono para makpagbahagi ng kanyang nasulat na tula. 	
D. Assimilation	<p>Exitcard: Paksa-Halaga-Natutunan ko</p> <ul style="list-style-type: none"> Upang maipakita ang lalim ng pagkaunawa ng mag-aaral sa kanyang aralin, ipapakita ng guro ang gawain sa ibaba. Kailangan kumpletuhin ng mga bata ang hinihingi ng bawat talata gamit ang Google link na ibibigay ng guro. Pagkatapos ng gawain ay babasahin ng guro ang ilang kasagutan. <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Ang PAKSA ng aralin ay tungkol sa _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Ang HALAGA ng araling ito ay _____</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Ang NATUTUNAN ko sa araling ito ay _____</p> </div> <p>Gagawin kong Sana All</p> <ul style="list-style-type: none"> Bibigyan ng oras ng guro ang mga bata na mag-explore ng internet. Pipili ang mga ito ng mga larawan sa internet na may kinalaman sa mga suliranin at hamon sa ating lipunan. Pipili din sila ng isang larawan sa internet na nagpapakita kung ano ang tugon sa mga sulirnin at hamon sa ating lipunan. Magbibigay din sila ng pananaw kung paano ito masosolusyunan. <div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Larawan ng hamon</div> <div style="font-size: 2em;">↔</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Larawan ng tugon sa suliranin</div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Paano ang gagawin ko:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<p>Ang guro ay magbibigay ng mga gawaing magpapakita ng ideas, interpretation, mindset or values and create pieces of information ng mag-aaral nabubuo sa kanilang bagong natutunan sa leysong ito</p>

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
V. PAGNINILAY	<ul style="list-style-type: none"> Magsulat ang mga bata sa kanilang kwaderno, journal o portfolio ng kanilang nararamdaman o realisasyon gamit ang mga sumusunod na prompt: Naunawaan ko na _____. Nabatid ko na _____. 	



Learning Area	Filipino
Learning Delivery Modality	Online Distance Learning Modality

 LESSON EXEMPLAR	Paaralan	CALABARZON National HS	Baitang	Baitang 6
	Guro	John Dela Cruz	Asignatura	Filipino
	Petsa	August 24-26, 2020	Markahan	Unang Markahn
	Oras	1-2 pm	Bilang ng Araw	3 araw (see PIVOT 4A BOW for the number of days)

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)	
I. LAYUNIN	<p>Sa araling ito, ang mga mag-aaral ay inaasahang:</p> <ul style="list-style-type: none"> Masagot ang mga tanong, bakit at paano tungkol sa napakinggang/nabasang; pabula; kuwento; tekstong pang-impormasyon (procedure), usapan, talaarawan; anekdota; ulat 	<p>Ang layunin ay kailangang nagpapakita ng koalaman, kasanayan at saloobin/halaga (KSAVs). Gayunpaman maaring isang layunin lang ang gamitin na napapaloob ang KSAVs.</p> <p>Sa pagbuo ng layunin, isaalang-alang ang mga konsepto na tinukoy sa MELC, enabling and/or enrichment competencies.</p>	
A. Pamantayang Pangnilalaman	<p>Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan</p> <p>Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin</p>	<p>Gawing batayan ang Gabay Pangkurikulum para sa nakatakdang Pamantayang Pangnilalaman sa baitang at kwarter na ito.</p>	
B. Pamantayan sa Pagganap	<p>Nakasasagot sa mga tanong tungkol sa napakinggan</p> <p>Nakasasali sa isang usapan tungkol sa isyu</p>	<p>Gawing batayan ang Gabay Pangkurikulum para sa nakatakdang Pamantayan sa Pagganap sa baitang at kwarter na ito.</p>	
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC) (Kung mayroon, isulat ang pinakamahalagang kasanayan sa pagkatuto o MELC)	<p>Nasasagot ang mga tanong tungkol sa napakinggang pabula</p> <p>Nagagamit nang wasto ang mga pangngalan at panghalip sa pakikipag-usap sa iba't-ibang sitwasyon</p>	<p>Sumangguni sa PIVOT 4A BOW ng Filipino at hanapin ang MELC. Ang MELC ay makikita sa pamamagitan ng nakatakdang bilang nito. Ang bawat bilang ay tumutukoy sa bilang ng MELCs na nakatakda sa bawat baitang.</p>	
D. Pagpapaganang Kasanayan (Kung mayroon, isulat ang pagpapaganang kasanayan.)	<p>Naibibigay ang kahulugan ng pamilyar at di kilalang salita sa pamamagitan ng sitwasyong pinaggamitan</p>	<p>Sumangguni sa PIVOT 4A BOW ng Filipino at hanapin ang enabling competencies (pagpapaganang kasanayan). Ang pagpapaganang kasanayan ay mga LCs na makikita bago ang bawat MELC. Ang mga ito ay enabling sapagkat tinutulungan nito ang mga mag-aaral at guro upang makamit ang mastery sa pagkamit ng MELC.</p>	
II. NILALAMAN	<p>Pagsagot sa tanong tungkol sa napakinggang pabula</p> <p>Wastong paggamit ng mga pangngalan at panghalip sa pakikipag-usap sa iba't ibang sitwasyon</p>	<p>Ang nilalaman ay matutukoy sa pamamagitan ng pagsusuri ng mga konsepto na nakapaloob sa MELC. Bagamat ang nilalaman sa enabling competencies ay mahalaga, hindi ito ang pangunahing pokus sapagkat ang dapat pagtuunang pansin ay ang MELC.</p>	
III. KAGAMITAN PANTURO			
A. Mga Sanggunian			
a. Mga Pahina sa Gabay ng Guro	<p>MELC Filipino G6 Q1, PIVOT BOW R4QUBE, Curriculum Guide: (p.120)</p> <p>Pagpapaganang Kasanayan Link at Pagpapayamang Kasanayan Link: https://drive.google.com/file/d/1mfYPe3J8Q2tLEz6VORGpIVpKqD7rWcc/view</p> <p>K to 12 Filipino GabayPangkurikulum pp.76 Budgetof Work for Multi grade Teaching pg. 1 https://www.youtube.com/watch?v=EoYySDuR3Ck www.google.com.ph</p>	<p>Isulat ang pahina kung saan makikita ang nilalaman mula sa Patnubay ng Guro. (teacher's guide)</p>	
b. Mga Pahina sa Kagamitang Pangmag-aaral		<p>Isulat ang pahina kung saan makikita ang nilalaman mula sa Patnubay ng Guro.</p>	

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c. Mga Pahina sa Teksbuk		Kung walang ibang teknbuk, hayaang walang laman o walang nakasulat sa bahaging ito.																
d. Karagdagang Kagamitan mula sa Portal ng Learning Resource	Learning Resources Portal sa https://lrmds.deped.gov.ph/k_to_12	Tukuyin ang magpakukunan ng pampagkatuto (learning resources) na gagamitin. Maaari ang mapagkukunan ng pagkatuto ay kuhanin sa LR portal; o sa ibang mga online, offline, print or non-print resources.																
B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	Powerpoint, audio, pictures, cut-outs, bank note at google meet access.	Itala ang mga Kagamitang Panturo na gagamitin sa mga Pagpapaunlad at Pagpapalihan.																
IV. PAMAMARAAN																		
A. Introduction (Panimula)	<p>Ang Napapanahong Pagpapaalala:</p> <ul style="list-style-type: none"> Ipaalala ng guro sa mga bata ng mga panuntunan sa online learning gaya ng pag-iwas sa pagbubukas ng mikropono kung hindi kailangang magsalita at iba pa. <p>Balitaan muna Tayo:</p> <ul style="list-style-type: none"> Opsyonal <p>Paunang Pagtataya (Pre-Assessment)</p> <p>Unique ang kulay Ko!</p> <p>Magsi-share ng screen ang guro gamit ang online platform at papipiliin ang bata ng kulay na kukumpleto sa pangungusap na tutugon sa paraan ng iyong pagkatuto.</p> <p><input type="checkbox"/> Ako ay mabilis na natututo kapag ____</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">(visual)</td> <td style="text-align: center;">(naturalistic)</td> </tr> <tr> <td style="text-align: center; background-color: red; color: white; padding: 5px;">aking nakikita at naisasayaos ang mga ideya</td> <td style="text-align: center; background-color: green; color: white; padding: 5px;">nakakakilala at mabilis na nakapagbibigay ng kahulagan sa aking paligid</td> </tr> <tr> <td style="text-align: center;">(logical)</td> <td style="text-align: center;">(musical)</td> </tr> <tr> <td style="text-align: center; background-color: blue; color: white; padding: 5px;">nakapagbibigay paliwanang sa mga bagay bagay at nakakapaglutas ng suliranin</td> <td style="text-align: center; background-color: orange; color: white; padding: 5px;">nakikinig sa mga musika na aking nais</td> </tr> <tr> <td style="text-align: center;">(interpersonal)</td> <td style="text-align: center;">(kinesthetic)</td> </tr> <tr> <td style="text-align: center; background-color: yellow; color: black; padding: 5px;">nakikipag-ugnayan sa ibang tao</td> <td style="text-align: center; background-color: purple; color: white; padding: 5px;">nagagamit ko ang alin man sa bahagi ng katawan upang maipakita ang</td> </tr> <tr> <td style="text-align: center;">(intrapersonal)</td> <td style="text-align: center;">(linguistic)</td> </tr> <tr> <td style="text-align: center; background-color: brown; color: white; padding: 5px;">mabilis kong nauunawaan at natutugunan ang aking</td> <td style="text-align: center; background-color: black; color: white; padding: 5px;">nakapagpapahayag ng sariling kaisipan pasulat man o pasalita</td> </tr> </table> <p>Pagsasanay #1 :</p>	(visual)	(naturalistic)	aking nakikita at naisasayaos ang mga ideya	nakakakilala at mabilis na nakapagbibigay ng kahulagan sa aking paligid	(logical)	(musical)	nakapagbibigay paliwanang sa mga bagay bagay at nakakapaglutas ng suliranin	nakikinig sa mga musika na aking nais	(interpersonal)	(kinesthetic)	nakikipag-ugnayan sa ibang tao	nagagamit ko ang alin man sa bahagi ng katawan upang maipakita ang	(intrapersonal)	(linguistic)	mabilis kong nauunawaan at natutugunan ang aking	nakapagpapahayag ng sariling kaisipan pasulat man o pasalita	<p>Sa panimulang bahagi, ang guro ay maaaring magbigay ng gawain o talakayan, na maaaring magbigay daan sa pagkamit ng MELC. Ang mga gawain o talakayan ay maaaring maging motivational activity upang mapukaw ang atensyon ng mag-aaral sa paksang tatalakayin.</p>
(visual)	(naturalistic)																	
aking nakikita at naisasayaos ang mga ideya	nakakakilala at mabilis na nakapagbibigay ng kahulagan sa aking paligid																	
(logical)	(musical)																	
nakapagbibigay paliwanang sa mga bagay bagay at nakakapaglutas ng suliranin	nakikinig sa mga musika na aking nais																	
(interpersonal)	(kinesthetic)																	
nakikipag-ugnayan sa ibang tao	nagagamit ko ang alin man sa bahagi ng katawan upang maipakita ang																	
(intrapersonal)	(linguistic)																	
mabilis kong nauunawaan at natutugunan ang aking	nakapagpapahayag ng sariling kaisipan pasulat man o pasalita																	

Magbabahagi ng screen ang guro at papipiliin ang mga mag-aaral ng angkop na salita na naaayon sa larawan upang mabuo ang pangungusap.

Maaaring isulat ng mga bata ang kanilang sagot gamit ang chatbox na makikita sa online platform.

Ako Akin Tayo amin Ikaw
--



1. _____ ay mabait na bata.



2. _____ ay mga Pilipino.



3. _____ ay aking kaibigan.



4. _____ ang lapis na ito.



5. Sa _____ ang bahay na ito.

Pagsasanay #2

Magpapakita ang guro ng kanyang screen at ipaaawit sa mga bata ang awiting "Ako, Ikaw, Tayo, isang Komunidad"

Ako, Ako, Ako'y isang komunidad (3x)

Ako'y isang komunidad

La la la

Sumayaw-sayaw at umindak-indak

Sumayaw-sayaw katulad ng dagat

Sumayaw-sayaw at umindak-indak

Sumayaw-sayaw katulad ng dagat

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
	<p>(Ulitin ang awit. palitan ang Ako ng Ikaw at Tayo)</p> <p>Magbibigay ang guro ng mga tanong tungkol sa mga pinasagutang niyang pagsasanay sa mag-aaral.</p> <p>Pipili ang guro ng ilang mag-aaral na magbibigay ng kanilang kasagutan. Kapag naawag ang kanilang magulang, magbubukas ng mikropono ang bata.</p>	
	<p>Paghahabi sa mga Layunin</p> <p>Visual Prompting Sasabihin ng guro na pag-aralan ang larawan at pasasagutan ang mga tanong.</p> <p>Magpapakita ang guro sa kanyang screen ng larawan ng pagong at matsing.</p> <p>Gabay na tanong:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ano ang masasabi mo sa mga tauhan sa bawat kwento? <input type="checkbox"/> Ano ang tawag sa mga kwentong may ganitong uri ng tauhan? 	<p>Ang bahaging ito ay napakahalaga, dahil ito ang makatutulong sa mga mag-aaral upang malaman ang mga inaasahang aralin. Sa bahagi ito, tahasang ilalahad ng guro ang mga layunin at paksa ng aralin na dapat matutunan ng mag-aaral pagkatapos ng aralin..</p>
B. Development (Pagpapaunlad)	<p>Pagganyak</p> <p>Iparirinig/Babasaahin ng guro ang kwentong "Ang Lobo at Ang Pitong Batang Kambing"</p> <p>Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</p> <p>Thinking Dots/ Cubing</p> <p>Magpapakita ang guro ng online dice na lalaruin gamit ang online prompt. Tatawag ang guro ng isang mag-aaral na sasagot sa tanong batay sa bilang na lumabas sa online dice. Sasagutin ng napiling bata ang mga tanong sa baba:</p> <ul style="list-style-type: none"> • Saan pumapatungkol ang kwentong napakinggan? • Sino-sino ang mga tauhan sa kwento? • Ano ang naging suliranin sa kwento? • Paano nalutas ang suliranin sa kwento? • Anong aral ang natutunan mo sa kwento? • Kung ikaw ay bibigyan ng pagkakataong maging bahagi ng kwento, kaninong bahagi ang nais mong gampanan? Bakit? <p>Paglalahad ng Konsepto</p> <ul style="list-style-type: none"> • Gamit ang kanyang screen, maglalahad ang guro ng isang sitwasyon/kwento tungkol sa araling pangngalan at panghalip. 	<p>Ang guro ay ilalahad ang aralin upang maugnay ang mag-aaral ayon sa layunin ng KSAVs na iinog sa konteksto ng MELC at ng "enabling competencies".</p>

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- Tatalakayin ng guro kung kailan ginagamit ang pangngalan at panghalip na nakasulat sa baba.

Isa pang halimbawa ng paglalahad ng Konsepto

- A. Alin sa mga sumusunod na larawan ng mga bundok ang :

1. Alam Mo
2. Alam mo pero di mo maintindihan
3. Alin ang hiindi mo maintindihan

- A. Alam Ko



- B. Alam ko pero di ko maintindihan



- C. Hindi ko maintindihan



Bundok ng Tianmen lumulutang sa ulap

C. Engagement (Pagpapalihan)

Frayer's Model

Ipapakita ng guro ang larawang makikita sa ibaba. Sasabihin ng guro na pag-aralan ang mga salita sa ibaba at ipatutukoy kung sa anong bahagi ng pananalita nabibilang ang mga ito.

Tatawag ang guro ng ilang mag-aaral na magbibigay ng kanilang sagot.

Sa bahaging ito, ang mga mag-aaral ay binibigyan ng mga makatotohanang pangyayari o sitwasyon, bagay o gawain na tumutugon upang makamit ng mga mag-aaral ang kanilang inaasahang pagkatuto. Ang mga real-life o makatotohanang gawain na kailangang makapagpapalalim ng pagkaunawa ng mag-aaral sa aralin, ayon sa hinihingi ng layunin (KSAs).

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Paglinang sa Kabihasanan

Gawain

Magbibigay ng ilang gawain ang guro batay sa kanilang kanilang learning profiles at learning styles o pamamaraan ng pagkatuto.

Batay sa kanilang kakayahan, bibigyan sila ng oras ng guro na gawin ang isa sa mga gawaing nakatala sa ibaba.

Hahayaan ng guro na patayin muna ng bata ang kanilang koneksyon habang ginagawa nila ang kanilang awtput.

Little Painters (Visual and Naturalistic)

Picasso Moment- Gumuhit na isang larawan na nagpapakita ng isang sitwasyon sa loob ng pamilihan o palengke (Visual learners) at sumulat ng maikling pahayag tungkol dito gamit ang mga pangngalan at panghalip (Naturalistic Learners).

Ang Munting Tinig (Logical and Musical)

Karaoke Moment- Gumawa ng isang maikling diyalogo ng tamang pakikipag-usap ng anak sa kanyang ina nang minsang umuwi ito ng gabi (Logical Learners). Ilahad ang nabuong diyalogo ng paawit sa tono ng alinmang ninanais na awitin (musical Learners).

Dance Kids v 2.0 (Interpersonal and Kinaesthetic)

Fred Astaire Moment- Gumawa ng isang maikling diyalogo gamit ang mga pangngalan at panghalip ng pakikipanayam ng isang reporter kay Pangulong Rodrigo Duterte (Interpersonal Learners). Ilahad ang nabuong diyalogo ng pasayaw. (Kinaesthetic learners)

Ang Kwentong may Kwenta (Intrapersonaland Linguistic)

Dickens Moment- Sumulat ng pabula na may paksang tungkol sa pagtitiwala sa sariling kakayahan gamit ang mga pangngalan at panghalip

Ang paglilimi sa konteksto ng makatotohanang gawain ay maaring gawin upang hayaan ang mga mag-aaral na makibahagi sa mga gawaing ibinigay sa kanila.

Guide in Preparing the Exemplar

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(Intrapersonal Learners). Ilahad ito sa klase sa paraang nagkukwento (Linguistic Learners).

Pamantayan	Na pak ag alin g (3)	Ma gali ng (2)	Kata mta man ang gallin g (1)	Pun tos
Kaangkupan Angkop ang paggamit ng mga pangngalan at panghalip sa paglalahad ng gawain				
Pagkakalahad Maayos at kasiya-siyang nailahad ang gawain nang may malinaw na mensahe sa manonood.				
Pakikilahahok Ang bawat miyembro ng pangkat ay nagpakita ng lubos na partisipasyon upang mapagtagum payan ang gawain.				
Kabuonan				

(Maaaring magmula sa mga mag-aaral ang mga pamantayan sa pagbibigay ng puntos sa pangkatang gawain)

Pagkatapos ng oras na inilaan, muling papasok ang mga bata sa online platform. Pipili ang guro ng ilang mag-aaral na magpapakita ng kanilang awtput.

Pagkatapos, ipapadala ng mga bata ang kanilang awtput sa link na ibibigay ng guro.

D. Assimilation (Paglalapat)

Paglalahap sa pang araw-araw na buhay



Pasasagutan ng guro sa mag-aaral ang katanungan sa tulong ng kanilang napiling 12 o'clock buddy.

Paano nakakatulong ang paggamit ng pangngalan at panghalip sa

Ang guro ay magbibigay ng mga gawaing magpapakita ng mga ideya, paliwanag o kahulugan, kaisipan o pagpapahalaga na bubuo ng impormasyon na magiging bahagi ng kanilang kaalaman na maaaring gamitin sa anumang sitwasyon o konteksto. Sa bahaging ito, nahihikayat ang mga mag-aaral na makalikha ng balangkas na kaisipan na magbibigay ng daan na pagsamahin ang bago at dati ng kaalaman.

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	<p>pagpapahayag ng ating saloobin sa mga taong ating nakakasalamuha?</p> <p>Paglalahat sa Aralin</p> <p>Exit Card</p> <p>Pasasagutan ng guro sa mag-aaral ang tatlong katanungan tungkol sa pinag-aralan.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ano ang aking natutunan sa aralin? <input type="checkbox"/> Ano ang mga salitang hindi pa gaanong malinaw sa akin? <input type="checkbox"/> Ano pa ang nais kong malaman tungkol sa aralin? <p>Karagdagang gawain para sa Takdang Aralin</p> <p>Manunulat Ako!</p> <p>Magpapagawa ang guro sa mag-aaral ng isang maikling kuwento tungkol sa karanasan ng isang bata gamit ang mga pangngalan at panghalip. Sasabihin niya sa mag-aaral na sikaping malagyan ng maikling diyalogo ang mga tauhan sa kwentong bubuuin.</p> <p>Ang mga bata ay pansamantalang lalabas sa kanilang patform upang makapagsulat ng maikling kwento.</p> <p>Pagkatapos ng ibinigay na oras, muling papasok sa online platform ang mga bata at pipili ang guro ng ilang mag-aaral na magsasalaysay ng kanilang kwento.</p> <p>Pagkatapos, ibibigay ng guro ang online link kung saan ilalagak ng mga bata ang kanilang nasulat na maikling kwento.</p>	
V. PAGNINILAY	<p>Magsusulat ang mga bata sa kanilang kwaderno, journal o portfolio ng kanilang nararamdaman o realisasyon gamit ang mga sumusunod na prompt:</p> <p>Naunawaan ko na _____.</p> <p>Nabatid ko na _____.</p>	