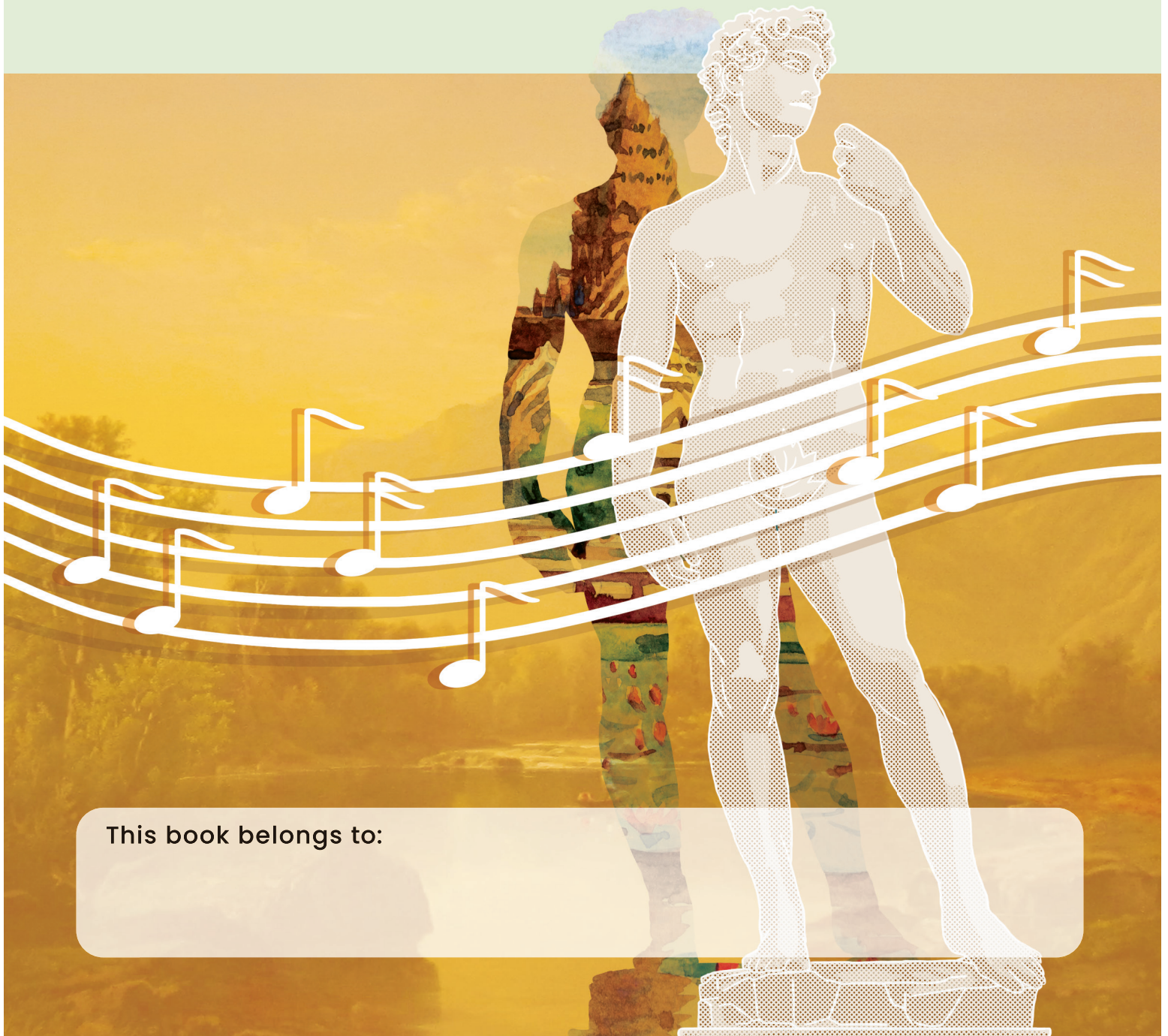


MundiTek 3

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Ruby Ann Sumodlayon Briones



This book belongs to:

***MundiTek* 3**

Appreciating Music, Arts, Physical Education, and Health

Ruby Ann Sumodlayon Briones
Author



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Author Ruby Ann Sumodlayon Briones

Cover Design Gilbert Lavides

Layout and Design Christian Andrew Sabado, Romeo Alcantara Jr., and Gilbert Lavides

Content and Editorial Mabeth Magandingan

Dyea Dolot

Vincent Isidro

Donna Sabido

Creatives Jiyas Suministrado-Morales

Gilbert Lavides

Christian Andrew Sabado

Joseph Timothy Bago

Justine Eliza Fontanilla

Kaye Ann Peñaverde

Aren Dela Cruz

Exclusively distributed by TechFactors, Inc.
101 V. Luna Road, Sikatuna Village
Quezon City 1101 Philippines

Telephone number: (632) 8929 6924
E-mail address: info@techfactors.com
Website: www.techfactors.com

FOREWORD

Being able to express oneself through different activities such as singing, creating artwork, or by simply playing a game means a lot to people. It gives them an avenue to relax and live an active healthy lifestyle.

MAPEH, or Music, Arts, Physical Education and Health, aims to teach our learners the value and richness of our culture within and beyond our borders through songs, dances, artworks and different physical activities.

Music and Arts aims to provide knowledge and skills pertaining to the rich culture and traditions of the Philippines and other countries across the globe providing an opportunity to our learners show their ingeniousness through creative performances and artworks.

Physical Education aims to give each learner a chance to live a healthy lifestyle through different physical fitness activities which focuses on the development of the learner's abilities, competence, and confidence.

Health Education will help our learners gain knowledge and skills needed in obtaining a positive attitude towards life. Its aim is to educate our learners about emotional, mental and social health issues and concerns pertaining to relatable circumstances in their daily lives.

We wish to impart knowledge and skills using this MundiTek: Appreciating Music, Arts, Physical Education, and Health Series.

About the Author

Ruby Ann Sumodlayon Briones

Ruby Ann Sumodlayon Briones is a graduate of Bulacan State University with a Bachelor's Degree in MAPEH.

She started working as an artistic director to where she mastered her skills in the field of arts and designs. She fulfilled her life-long dream and passion to teaching when she joined the academe as an art teacher where she helps learners develop and nurture skills in Arts and folk dances as she handled Art Clubs and Folkloric Dance Troupe.

Currently, she is handling Grade 7 MAPEH at Sta. Lucia High School Pasig where she is exposing most of her students to love, appreciate, and preserve our own culture and traditions through her lessons and activities.

HOW TO USE THIS RESOURCE



OUTCOMES

Each lesson has its own set of learning goals. This informs the readers on what is expected to be learned by the end of the lesson.



CHECK

This is a brief and fun activity that is related to the topic that can help in attracting the attention of the students.



EXPLAIN

This is where the main content of the lesson is found.



PRACTICE

This contains exercises after the discussion.



EVALUATE

This will measure how much you have learned.

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UNIT 1

Lesson 01

MUSIC EDUCATION



OUTCOMES

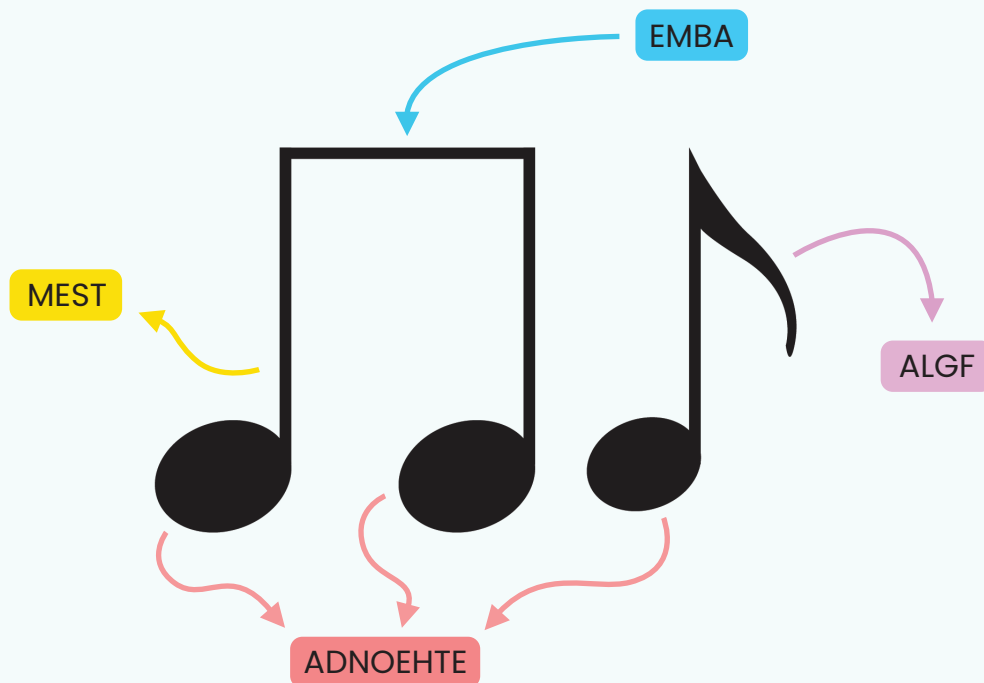
At the end of the module, you are expected to:

- Determine the values of notes in a musical form.
- Perform the beats of notes correctly.



CHECK

Directions: Let us recall your past lesson in Music. Rearrange the jumbled letters to name the parts of notes correctly. Write the correct answer on the space below each box.



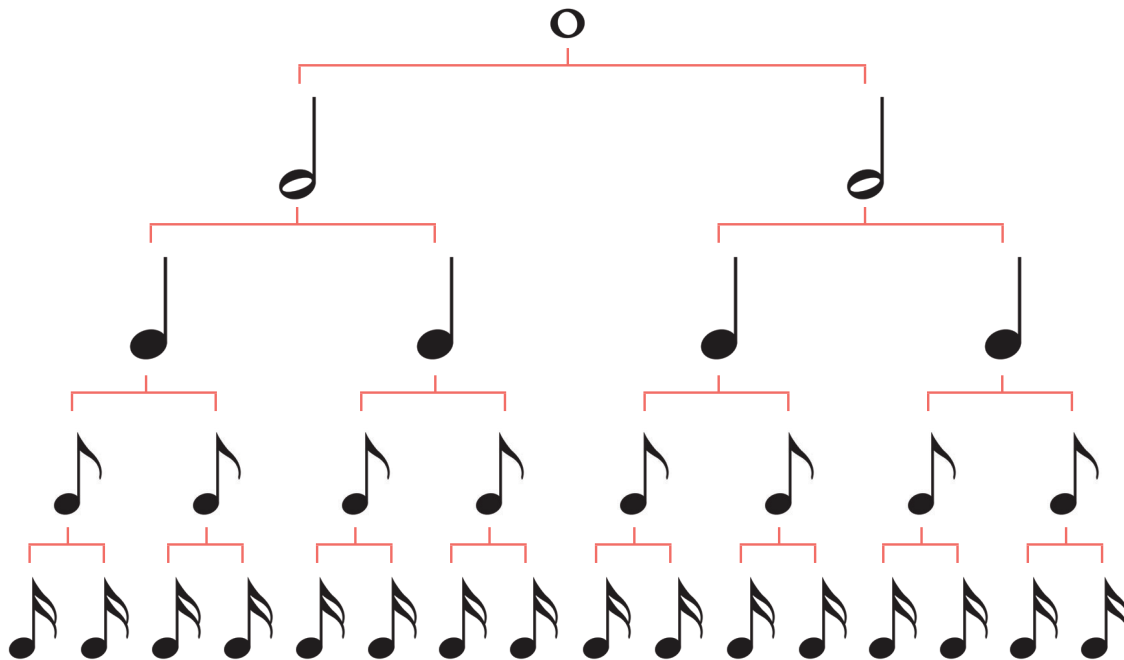


EXPLAIN

NOTE VALUE

This tells how long the length of a note lasts through the shape of the notehead or the presence/absence of flags, beams, or stems.

The relationship of notes is shown below.



To determine these note values, here are the following types:

1. **Whole Note**

It is shaped with an open oval that has four (4) counts of a quarter note. The length of the whole note is to two (2) half notes.



2. **Half Note**

It has a stem and an open note head that has two (2) counts. One half note is to two (2) quarter notes.



3. Quarter Note

It has a solid black circle with a stem and it has one (1) count. A quarter is to two (2) eighth notes.



4. Eighth Note

It is shaped as a solid black circle with a stem and one flag that is one half ($1/2$) of a quarter note. One eighth note is to two (2) sixteenth note.



5. Sixteenth Note

It is a solid black circle with a stem and two flags that makes up one-fourth ($1/4$) of a quarter note.




1 whole note

=
is to


2 half notes


1 half note

=
is to


2 quarter notes


1 quarter note

=
is to


2 eighth notes


1 eighth note

=
is to


2 sixteenth notes



PRACTICE

Directions: Clap your hands and tap your laps and shoulders according to the count of each note in “London Bridge is Falling Down”. Have your parent/guardian cover a video of you doing this task with them and share it to the class. Be creative with your presentation!

Quarter Note – Lap

Eight Note – Clap

Half Note – Shoulders (Right Hand to Left Shoulder, Left Hand to Right Shoulder)

London Bridge is Falling Down

Traditional

The image shows the musical notation for the song 'London Bridge is Falling Down'. It is written on a treble clef staff in 2/4 time. The melody consists of quarter and half notes. The first line of music contains four measures, and the second line contains four measures, ending with a double bar line. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), D5 (half), E5 (half), F5 (quarter), G5 (quarter), A5 (quarter), B5 (quarter), C6 (half), D6 (half), E6 (quarter), F6 (quarter), G6 (quarter), A6 (quarter), B6 (half), C7 (half).

CRITERIA FOR GRADING:

Creativity	20 POINTS
Tempo	20 POINTS
Rhythmic Pattern	20 POINTS
Sound and Video are Clear	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Write the letter of the correct answer on the space provided before each item.

_____ 1. Which of the following notes has a $\frac{1}{2}$ count of the quarter note?

- a. Eighth Note
- b. Half Note
- c. Quarter Note
- d. Whole Note

_____ 2. How many counts will you perform in this note  ?

- a. four
- b. one
- c. one half
- d. two

_____ 3. How many sixteenth notes are there in a quarter note?

- a. eight
- b. four
- c. six
- d. two

_____ 4. Which of the following notes is equivalent to a whole note?

- a. 
- b. 
- c. 
- d. 

_____ 5. Carla's teacher assign these notes to her  , how many counts will she perform?

- a. one and one-fourth
- b. one and one-half
- c. one fourth
- d. one half

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Make a realistic artwork by showing a depth effect.



CHECK

Directions: Let us remember your past lesson in arts. Draw a heart ♥ if the statement is correct and a star ★ if it is incorrect on the space before each number.

- _____ 1. Painting only uses a pencil.
- _____ 2. Art is a way to express oneself.
- _____ 3. Camera is the tool in Photography.
- _____ 4. Eggshells can be used as art materials too.
- _____ 5. The primary colors are not visible in our flag.

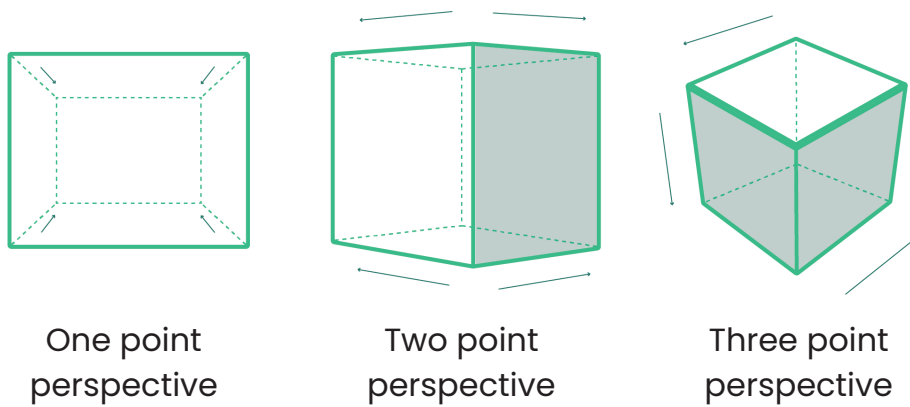


EXPLAIN

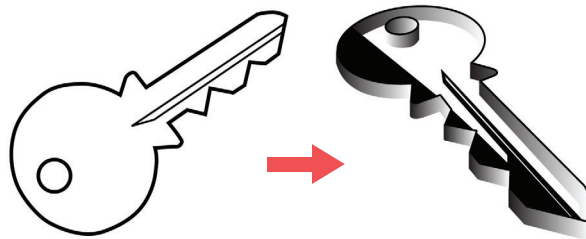
THE DEPTH IN ARTS

A strong sense of reality is one of the most important elements of visual art. So, artists use depth to make an object occupy real space by using shadows.

See how depth gives the square a livelier vision.



See how a simple illustration of a key turns your vision into a reality when it has depth.



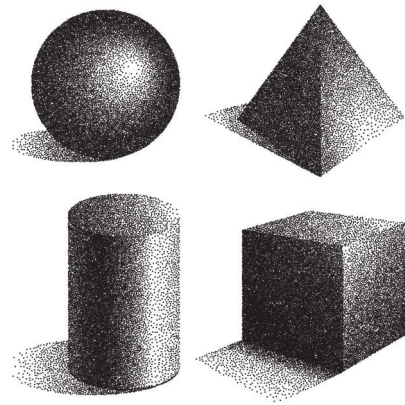
Three-Dimension (3D)

Three-dimension images are presented in the dimensions of height, width, and depth. They show all sides and angles like sculptures and other created artforms.



Michaelangelo's David

Shapes turn into something realistic where a circle becomes a sphere, a square becomes a cube, and a triangle becomes a cone or a pyramid.

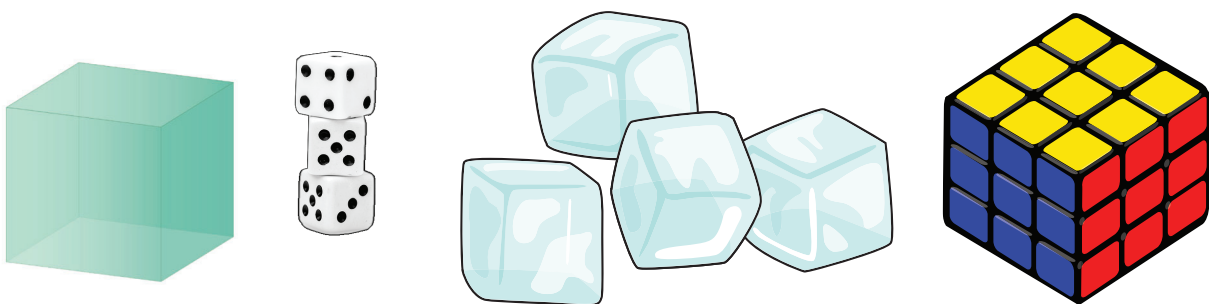


Take note of the images shown below:

Real depth through a triangle:



Real depth through a square:



Real depth through a circle:



PRACTICE

Directions: On a clean sheet of paper, draw a simple object with a depth effect. Color it creatively and show it to the class!

CRITERIA FOR GRADING:

Depth	20 POINTS
Attractiveness	20 POINTS
Composition	20 POINTS
Layout and Proportion	20 POINTS
Effort and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what is being asked. Encircle the letter of the correct answer.

1. What shape does a party hat form?
 - a. Circle
 - b. Oval
 - c. Square
 - d. Triangle

2. Which of the following objects is not created through a triangle shape?
 - a. slice of pizza
 - b. party hat
 - c. donut
 - d. ice cream cone

3. What dimension of art has height, width, and depth?
 - a. 2 Dimension
 - b. 3 Dimension
 - c. Drawing
 - d. Painting

4. What is an element of visual art that shows the real sense of artwork?
 - a. Colors
 - b. Contrast
 - c. Depth
 - d. Rhythm

5. Which of the following object can be created through a sphere shape?
 - a. a slice of pizza
 - b. ball
 - c. dice
 - d. ice cream cone

PHYSICAL EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Perform different body actions to prepare for various movement exercises properly.



CHECK

Directions: Let us remember your past lesson in PE by arranging the jumbled letters to form a word. Write your answer on the space before each item.

- _____ 1. AWUPRM
- _____ 2. LKNWAIG
- _____ 3. NIRNNUG
- _____ 4. GIOGNJG
- _____ 5. THITCRENSG



EXPLAIN

DIFFERENT BODY SHAPES AND ACTIONS

Movement helps you strengthen your body muscles. It improves stability, balance, and coordination. Doing physical tasks helps improve your health and keeps us from getting sick.



Flexibility is the ability to move or bend easily without pain or fear of breaking.



Strength is the state of being physically strong.



Balance is the ability to control your body's position without falling to either side.

Here are simple exercises that you can do using different positions.

1. Standing Exercise Positions

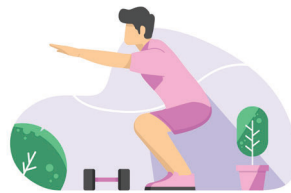
Side Reach



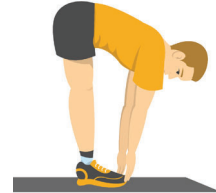
Lunge



Squat



Toe Touch



2. Sitting

Stride Sitting Position



Side Sitting Position



Hurdle Sitting Position



Hook Sitting Position



Tuck Sitting Position



Cross Sitting Position



Frog Sitting Position



Heel Sitting Position

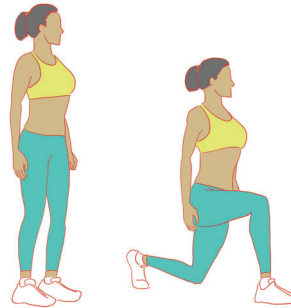


3. Kneeling

Kneeling

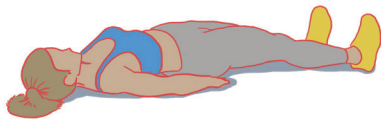


Stride Kneeling



4. Lying Down

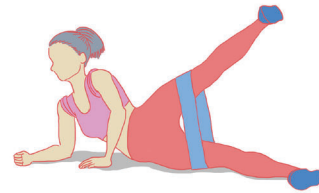
Front Lying
Down



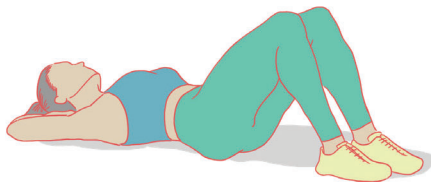
Back Lying
Down



Side Lying
Down



Hook Lying
Down



Tuck Lying
Down





PRACTICE

Directions: Together with your parents, guardians, or family members, perform the simple exercises by counting one to eight and/or backwards. Record a 4-to-5-minute video of your family exercise with your chosen workout song. Have fun!

CRITERIA FOR GRADING:

Safety Demonstration of Each Body Position	30 POINTS
Active Participation	20 POINTS
Emphasized Body Movements	30 POINTS
Video and Sound is Clear	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Write **T** if the statement is correct and **F** if it's incorrect. Write the letter of the correct answer on the space before each item.

- _____ 1. Exercise is tiring and unhelpful to your body.
- _____ 2. Kneeling exercises comes up with poor body posture.
- _____ 3. Lying in bed the whole day helps improve your health.
- _____ 4. Stretching your body helps improve your flexibility.
- _____ 5. Being strong is important because it helps you perform your daily tasks.

HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Describe a healthy and unhealthy body.
- Help others to keep themselves healthy.



CHECK

Directions: Let us remember your past lesson in Health. Draw a heart ❤️ if it is a healthy habit and star ★ if otherwise. Write your answer on the space before each item.

- _____ 1. Glen eats at the proper meal times.
- _____ 2. Mario cuts his nails.
- _____ 3. Grace watches television all day.
- _____ 4. Lee brushes his teeth after eating.
- _____ 5. Miel is always eating ice cream after school.



EXPLAIN

Health is wealth. All the things we have are nothing if we are not healthy, so everyone should strive to stay healthy. Health is the sum of a healthy body, mind, feeling, spirit, and human fellowship. This can be achieved through a good lifestyle and healthy habits. Look at the difference between the two children in the picture. How do they differ from each other?



A



B

The child in picture A looks healthy, strong, and happy. While the child in picture B appears weak, hungry, and sick.

The characteristics of a healthy body can be seen not only from our physical appearances but also from how we think and act around other people. Here are the characteristics of a healthy child:

1. Fun and content.
2. Full of self-confidence.
3. Always has positive ideas.
4. Loves to explore or learn new things.
5. Actively engages in social activities.



An unhealthy child is always prone to sickness. These are children who lack the vitamins and minerals that their body needs. Here are the characteristics of an unhealthy child:

1. A weak body.
2. Lack of appetite.
3. Feeling sad and anxious.
4. Not interested to do anything.
5. Difficulty in carrying out day-to-day activity.





PRACTICE

Directions: Compose an eight-line poem about being healthy. Prepare to present your poem in front of the camera. Have your parents/guardians assist you in doing the task. Your poem must encourage other children to be healthy just like you.

CRITERIA FOR GRADING:

Content	30 POINTS
Modulation	20 POINTS
Video and Sound are Clear	20 POINTS
Participation	20 POINTS
TOTAL	90 POINTS



EVALUATE

Directions: Read each item carefully. Write the letter of the correct answer on the space provided.

1. A healthy child is _____.
 - a. lazy
 - b. active
 - c. hiding
 - d. none of the above
2. A child with proper sleep is _____.
 - a. lazy
 - b. healthy
 - c. sickly
 - d. nothing

3. Healthy habits are good for our _____.

- | | |
|-----------|---------------|
| a. health | c. misfortune |
| b. wealth | d. weakness |

4. The child who only sleep all day _____.

- | | |
|--------------------|--------------------|
| a. will be popular | c. will be healthy |
| b. will be weak | d. will be strong |

5. Anna never leaves the house. She is skinny and always watching television. Anna has a/an _____ condition.

- | | |
|--------------|-------------|
| a. healthy | c. fine |
| b. unhealthy | d. outgoing |

Lesson 02

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss rest values in a musical form.
- Perform the composed pattern of notes and rests creatively.



CHECK

Directions: Let us remember your past lesson in Music. Write the note that corresponds to its duration. Write your answer in the box.

1. Four -

2. One -

3. One-fourth -

4. One-half -

5. Two -



EXPLAIN

REST VALUE

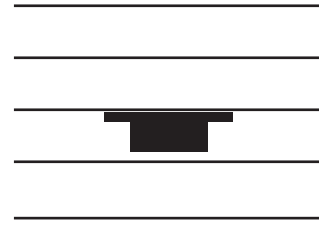
This means silence or the beat/s of silence after a corresponding note. Rests are always placed on the third line of the staff.

Look at the chart below. Remember that each note has a matching rest with the same number of beat/s.

Notes (Sounding)	Type and Value	Rests (Silent)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	

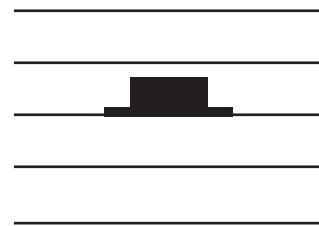
1. Whole Rest

It is drawn as a small rectangle that hangs off the third line from the top. It has **four counts/beats** similar to the whole note. A whole rest is also known as a **semibreve rest**.



2. Half Rest

It is a small rectangle that sits on the second and third line and has **two counts/beats** like the half note. A half rest is also known as the **minim rest**.



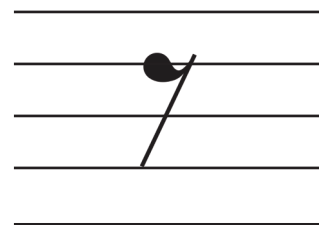
3. Quarter Rest

Like the quarter note, it is **one count/beat** long. A quarter rest is also known as a **crotchet rest**.



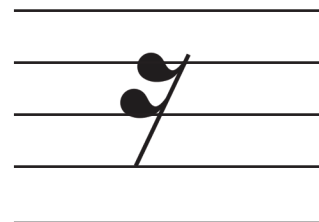
4. Eighth Rest

It has an equal amount of time as the quarter note which is **1/2 count/beat**. An eighth rest is also called a **quaver rest**.



5. Sixteenth Rest

Like the sixteenth note, it lasts **1/4 count/beat**. Another name for the sixteenth rest is the **semiquaver rest**.





PRACTICE

Directions: Draw the different rest value and label it.

1.

2.

3.

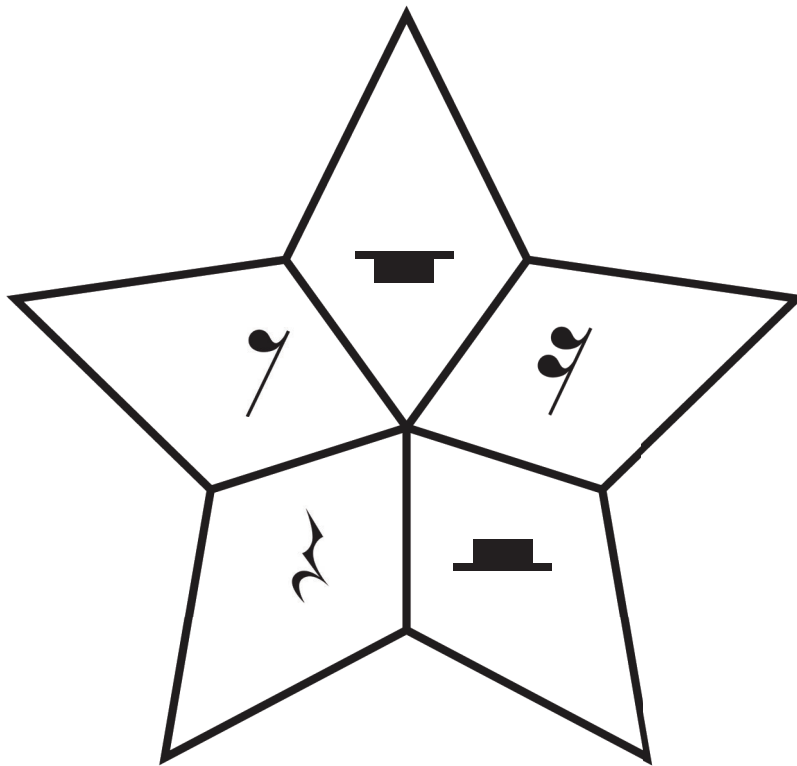
4.



EVALUATE

Directions: Match the name of each rest with the colors being asked.

1. **Semibreve** - RED
2. **Minim** - GREEN
3. **Crotchet** - YELLOW
4. **Quaver** - BLUE
5. **Semiquaver** - ORANGE



ARTS EDUCATION



OUTCOMES

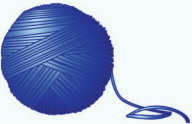
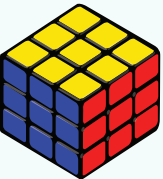
At the end of the module, you are expected to:

- Design an artwork that displays textured lines and colors.



CHECK

Directions: Let us remember your past lesson in Arts. Shade the star ★ that each object is shaped from.

	Circle	Square	Triangle		Circle	Square	Triangle
1. 	★	★	★	4. 	★	★	★
2. 	★	★	★	5. 	★	★	★
3. 	★	★	★	6. 	★	★	★



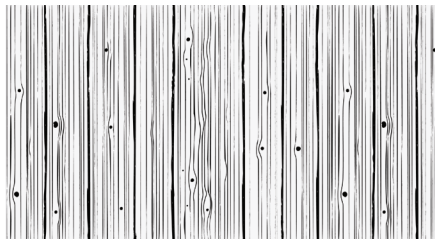
EXPLAIN

UNDERSTANDING VISUAL TEXTURES THROUGH LINES AND COLORS

Texture in art shows the quality of touch we see in real life. Upon using texture, an art piece can look smooth, rough, soft, hard, etc.

Visual texture is used by artists to make their art appear like something we can touch.

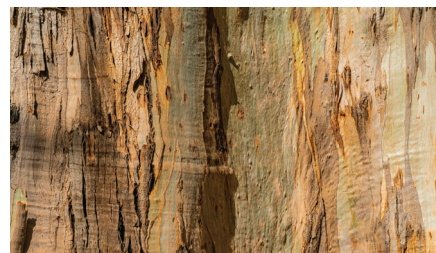
Here are the categories of texture:



1. **Natural texture** is the vision we find in the things made by nature.



Drought



Tree Trunk



Ocean

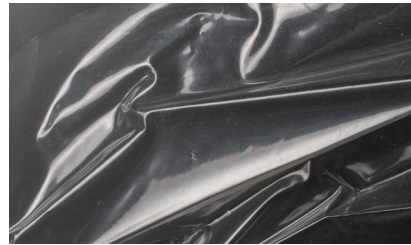


Rock Pile

2. **Artificial texture** are the things made by humans.



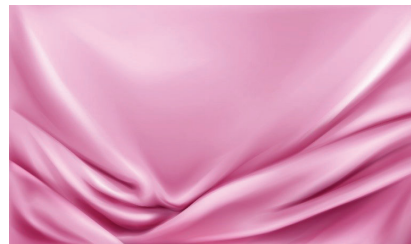
Paper



Plastic



Cement



Silk



PRACTICE

Directions: With a clean sheet of paper, color an object by placing your paper on top of a rough surface to create a textured artwork. Be creative with your art!

CRITERIA FOR GRADING:

Texture	20 POINTS
Attractiveness	20 POINTS
Composition	20 POINTS
Harmony of colors	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS

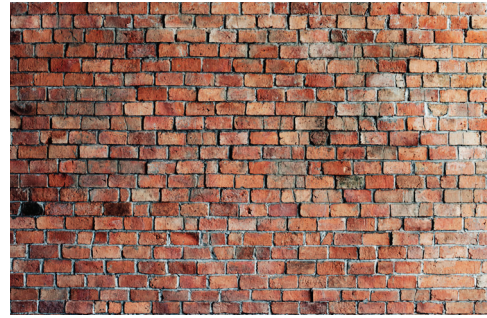


EVALUATE

Directions: Look at each photo carefully and identify how a texture is made. Write **Artificial** if it is human made or **Natural** if not. Write the correct answer on the space provided.



1. _____



2. _____



3. _____



4. _____



5. _____

PHYSICAL EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Recognize the symmetrical shapes of the body.
- Demonstrate symmetrical body shapes according to each position properly.



CHECK

Directions: Let us remember your past lesson in PE by writing the body position shown in each photo. Write your answer on the space provided.



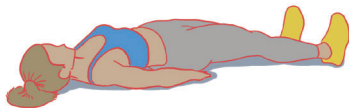
1. _____



2. _____



3. _____



4. _____



5. _____



EXPLAIN

SYMMETRICAL SHAPES USING BODY PARTS

It is when both left and right sides of the body show the same shape.

Below are some examples of standing and sitting positions:



Common Symmetrical body actions you make at home:



How much do you enjoy playing or watching television when you are sitting like this at home?



How excited are you while you are waiting for your cone to be filled with ice cream, or telling your mom that you got a perfect score in a quiz?



How excited are you to learn how to swim or to go to the beach this weekend?



How do you thank the Heavenly Father for all the good health and protection that He has given?



PRACTICE

Directions: Create a collage of you showing each symmetrical body position (standing, sitting, kneeling, and lying). Ask your parent/guardian to assist and help you do the task.

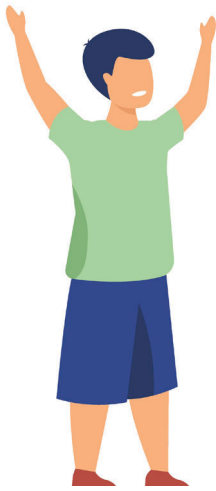
CRITERIA FOR GRADING:

Proper Body Posture	25 POINTS
Perform in a Safety Manner	25 POINTS
Efforts and Participation	25 POINTS
Creative and Labeled Collage	25 POINTS
TOTAL	100 POINTS

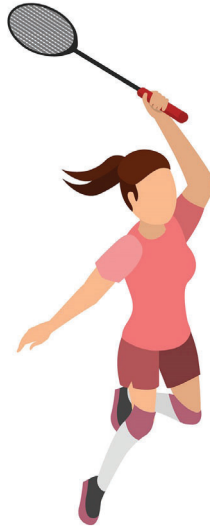


EVALUATE

Directions: Analyze each photo. Shade the circle blue ● if the body shows a symmetrical shape and green ● if not.



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐

HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Determine the problems that bad nutrition can cause to our bodies.
- Choose a healthy food to eat to avoid bad nutrition.



CHECK

Directions: Let us remember your past lesson in Health. Draw a smiley face 😊 if it is a healthy habit and a sad face ☹️ if it is unhealthy. Draw your answer on the space before each item.

- _____ 1. Bree does not like eating vegetables.
- _____ 2. Mickey loves to play with his siblings outside.
- _____ 3. Ella loves to drink fresh juice every morning.
- _____ 4. Athena's mom prepares pinakbet for dinner.
- _____ 5. Alfie plays video games late every night.



EXPLAIN

BAD NUTRITION

This happens when you do not eat foods filled with vitamins and minerals that our bodies need.

Our bodies need all these nutrients to become healthy and to be able to perform our daily tasks like attending school, doing chores, playing with friends, and a lot more.

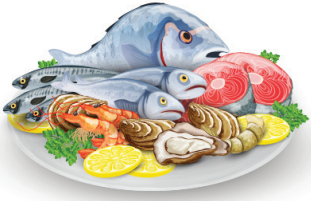


- A. Tooth decay
- B. Outbreak of acne
- C. High cholesterol
- D. High blood sugar
- E. Continual headaches
- F. Weak immune system
- G. Various heart diseases
- H. Risk of mental health illnesses

Macronutrients are the nutrients that provides calories or energy. They are needed in large amounts to maintain the body and to carry out our daily activities.

Nutrients	Food Sources	Macro deficiencies
1. Protein is a body building food especially for bones and muscles. 1-gram protein per kg.	 meat, fish, poultry, eggs milk, cheese, and soybeans	<u>Kwashiorkor</u> is the cause of lack of protein like meat, fish, and eggs.
2. Carbohydrates are the energy giving food. 50% to 60% of calories from carbohydrate.	 bread, rice, cereals, fruits and vegetables	<u>Diabetes</u> is when your body cannot control the sugar levels in your blood.
3. Fats regulates metabolism, improve blood flow, and promote cell growth and regeneration. 25% to 35% of calories from fat.	 salmon, nuts, avocado, oils from flaxseed, olive and canola, and all other vegetables	<u>Heart Diseases</u> are the result from eating highly saturated fat foods like chips and sweets.

Micronutrients are one of the major groups of nutrients that your body needs. They include vitamins and minerals.

Vitamins and Minerals	Food Sources	Micro deficiencies
Vitamin A	 Orange and yellow fruits, vegetables, dark green leafy vegetables	<u>Xerophthalmia</u> causes the eye to become abnormally dry due to lack of Vitamin A.
Iron	 Liver, red meat, beans, nuts, and dried fruits	<u>Anemia</u> is a condition in which you lack red blood cells to carry enough oxygen to your body.
Iodine	 Seaweeds, shrimp, and other seafood, milk, yogurt, and cheese	<u>Hypothyroidism</u> is a condition in which the thyroid gland is not able to produce enough thyroid hormone. <u>Hyperthyroidism</u> is a condition in which a thyroid gland is giving out too much hormones.



PRACTICE

Directions: Compose an eight-line poem about being a healthy child that helps others to stay healthy too. Memorize your poem and recite it in front of the camera. Be creative with your presentation and have your parent/guardian assist you in doing the task.

CRITERIA FOR GRADING:

Content	25 POINTS
Modulation	25 POINTS
Video and Sound are Clear	25 POINTS
Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Match sickness (Column A) to the nutrients it lacks (Column B). Write the letter of the correct answer on the space before each item.

Column A

- _____ 1. Anemia
- _____ 2. Diabetes
- _____ 3. Kwashiorkor
- _____ 4. Xerophthalmia
- _____ 5. Hyperthyroidism

Column B

- A. Carbohydrates
- B. Iodine
- C. Iron
- D. Protein
- E. Vitamin A

Lesson 03

MUSIC EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Recognize a simple rhythm and its syllables.
- Clap the steady beats of your own composition accurately.



CHECK

Directions: Let us remember your past lesson in Music. Match the name of rests in column A to the signs in Column B. Write your answer on the space before each item.

COLUMN A

- _____ 1. Half Rest
- _____ 2. Eight Rest
- _____ 3. Quarter Rest
- _____ 4. Whole Rest
- _____ 5. Sixteenth Rest

COLUMN B

- A.
- B.
- C.
- D.
- E.



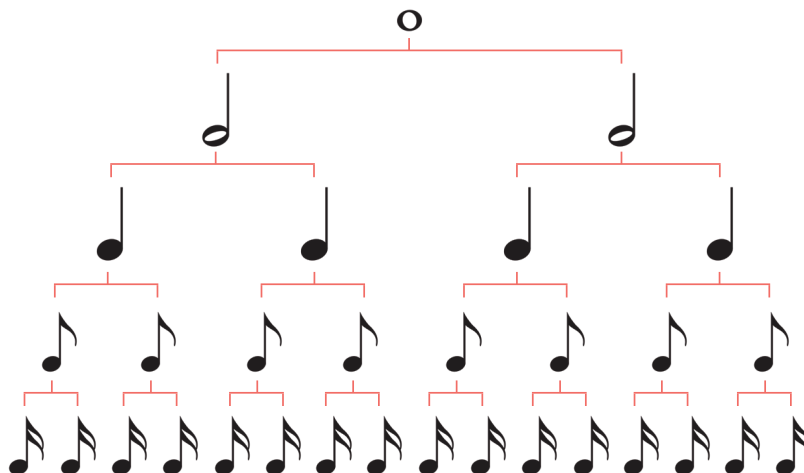
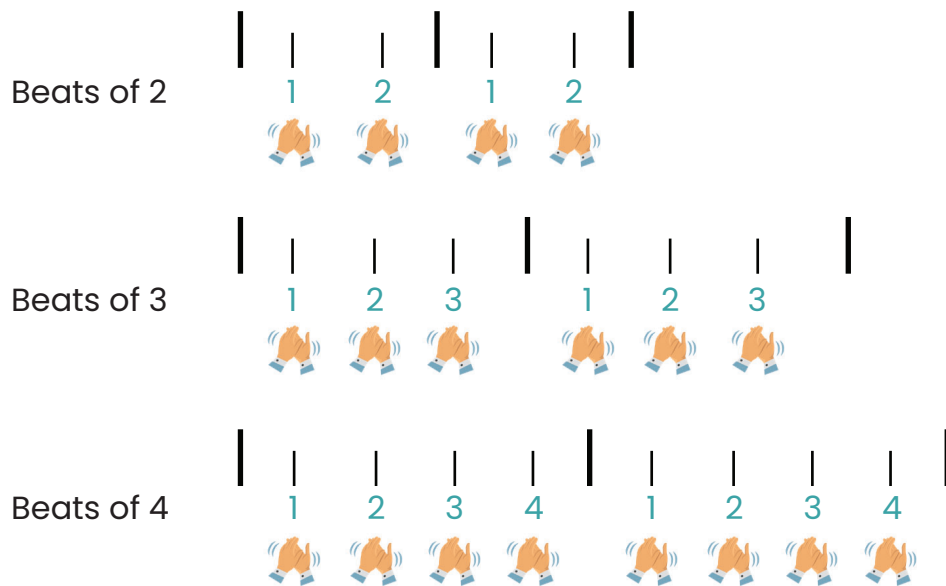
EXPLAIN

Everything in our environment has a rhythm like the swing of the trees, the crashing of the waves, and even the way we talk.

RHYTHM

Rhythm is the flow of repeated pattern of beats and rests.

Steady beats can be slow or fast, but the flow felt in the music is even or equal.



	=	
1 whole note	is to	2 half notes
	=	
1 half note	is to	2 quarter notes
	=	
1 quarter note	is to	2 eighth notes
	=	
1 eighth note	is to	2 sixteenth notes

4/4



Ta Ta Ta Ta Ta-a Ta-a Ta Ta Ta-a Ta-a-a-a

2/2



Ta Ta Ta-a Ta Ta Ta-a Ta-a Ta Ta

3/4

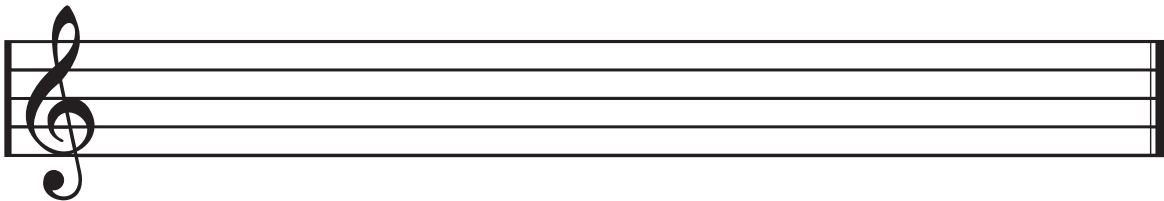
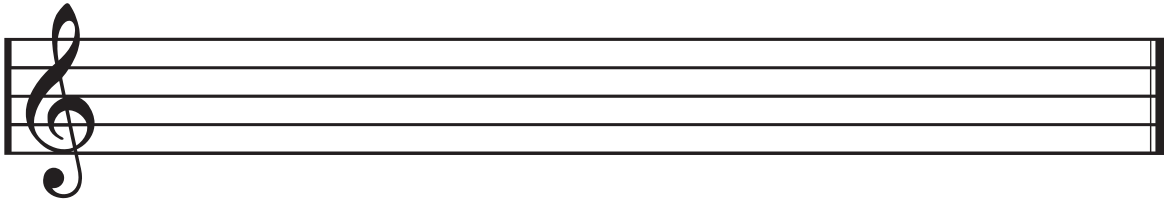


Ta-a Ta Ta-a Ta Ta Ta Ta Ta-a-a



PRACTICE

Directions: Compose a 3/4-time signature rhythm. Make a video of yourself clapping the beats and present it to the class. Be creative with your presentation!



CRITERIA FOR GRADING:

Rhythm	25 POINTS
Accurate Rhythm Syllables	25 POINTS
Arrangement of Notes in $\frac{3}{4}$ Time Signature	25 POINTS
Presentation	25 POINTS
TOTAL	100 POINTS

[illegible]

3. The rhythmic syllable of a quarter note.
4. A note that has 1-and- counting.
5. A note that has Ta-a-a rhythmic syllables.

ARTS EDUCATION



OUTCOMES

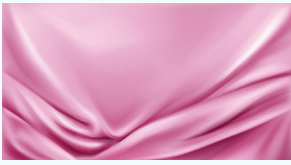
At the end of the module, you are expected to:

- Identify the foreground objects in a painting.



CHECK

Directions: Let us remember your past lesson in arts. Draw a full heart ❤️ in the box if a photo represents an Artificial or Natural Texture.

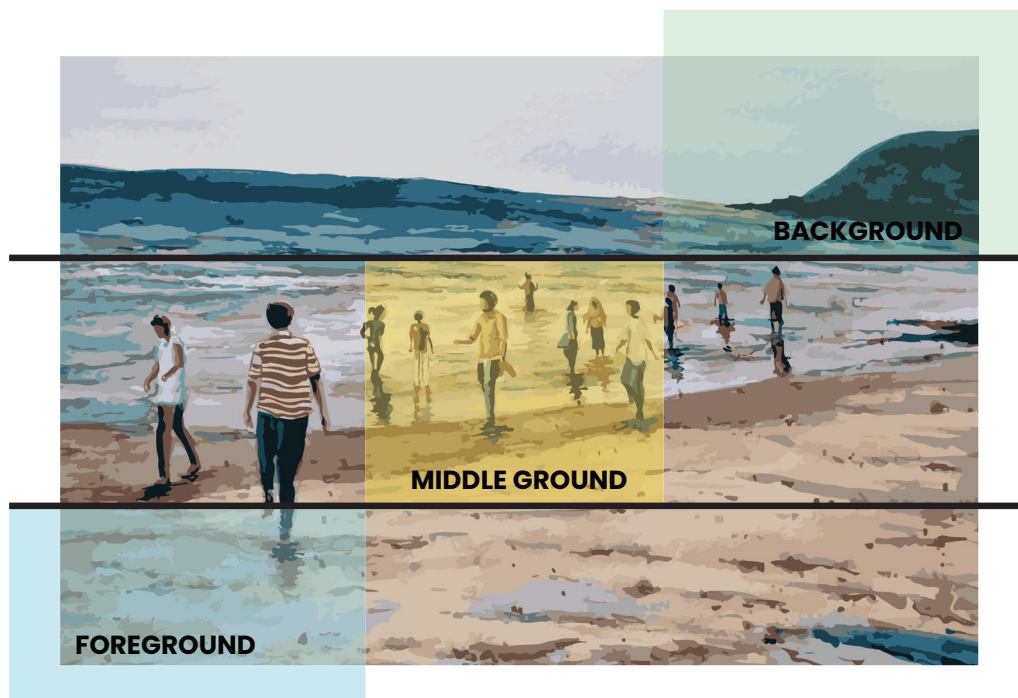
Object	Natural	Artificial
1. 		
2. 		
3. 		
4. 		

5.



EXPLAIN

Painting a scene varies in size, shape, line, and form. It is important for harmony or togetherness to fit your artwork well. Take note of the image below.



These are the three parts in an image:

1. **Foreground** is the nearest view an eye can see in an artwork.
2. **Middle ground** is the middle distance of an artwork. The objects are smaller than the foreground.
3. **Background** is the back part of the picture and looks the smallest and farthest.

Let us identify the objects shown in the *foreground*.

A.



The foreground in the painting are the **waterlilies** and the **lake**.

B.



The foreground in the painting is the **woman**.

C.

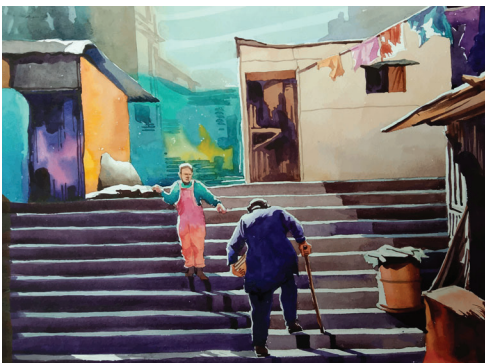


The foreground in the painting is the **ground**.



PRACTICE

Directions: Analyze the foreground of the artworks below by encircling them.





EVALUATE

Directions: Read each item carefully and identify what is being asked. Choose the answer from the box below and write the letter of the correct answer on the space before each item.

A. Background

B. Foreground

C. Harmony

D. Middle Ground

E. Painting

_____ 1. The nearest view that an eye can see.

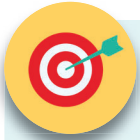
_____ 2. The farther object in an artwork.

_____ 3. An artform that uses canvas and paint.

_____ 4. The objects are smaller than the foreground.

_____ 5. The essential element that uses line, shape, and form.

PHYSICAL EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Discuss the asymmetrical shapes of the body in standing and sitting positions.
- Demonstrate standing and sitting asymmetrical body positions.



CHECK

Directions: Let us remember your past lesson in PE. Draw a line at the middle of the body to show the symmetrical body shape in each photo.





EXPLAIN

ASYMMETRICAL SHAPES WHEN STANDING AND SITTING

It is when both left and right sides of the body show different shapes. The images below are some examples of asymmetrical standing positions:



Common Asymmetrical body actions you make when you are standing.



How do you kick a ball for the win?



How do you stretch before playing a sport?

The images below are some examples of asymmetrical sitting positions:



Common Asymmetrical body actions you make when you are sitting:



Drawing



Stretching exercise



PRACTICE

Directions: Create a 2-video collage of standing and sitting body positions. Show different asymmetrical positions while doing simple tasks like chores or activities. Ask your parent/guardian to assist and help you do this task. Be creative with your presentation!

CRITERIA FOR GRADING:

Proper Body Posture	25 POINTS
Shows the Asymmetrical Body Shape	25 POINTS
Efforts and Participation	25 POINTS
Creative and Labeled Collage	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Analyze what body position each photo shows. Write **S** if it is symmetrical or **A** if it is asymmetrical. Write the letter of the correct answer on the space provided.



1. _____



2. _____



3. _____

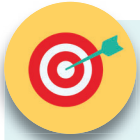


4. _____



5. _____

HEALTH EDUCATION



OUTCOMES

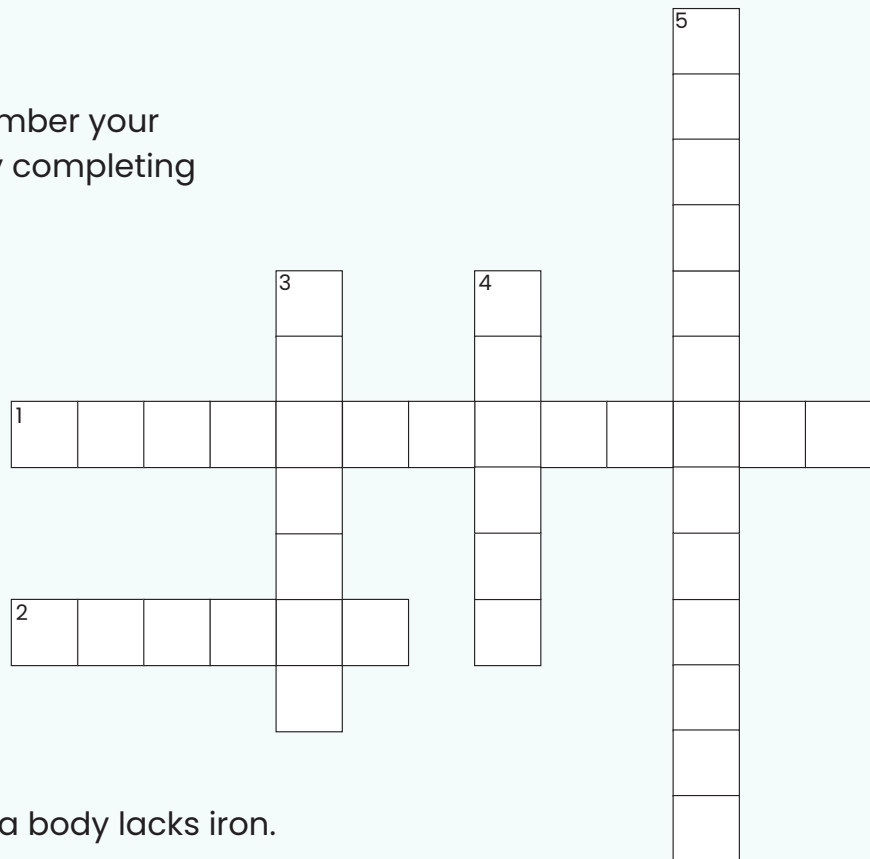
At the end of the module, you are expected to:

- Recognize the ways to prevent malnutrition.
- Prepare a healthy meal with the family.



CHECK

Directions: Let us remember your past lesson in Health by completing the crossword puzzle.



ACROSS:

1. Energy giving food.
2. A conditions when a body lacks iron.

DOWN:

3. Nutrient you get from eating meat.
4. Mineral you get from eating seaweeds and seafoods.
5. A conditions when a body lacks Vitamin A.



EXPLAIN

Malnutrition is a condition of the body that happens when a person is not eating healthy food. The body has no supply of the right nutrients, so it leads to weakness and illnesses.

Here are the ways that you can prevent malnutrition:



1. **Eat healthy food rich in vitamins and minerals.**

Make sure to always eat your fruits and vegetables.



2. **Getting nine to twelve hours of sleep.**

Sleeping well gives plenty of benefits to a growing body like keeping your mind and body strong.



3. **Engage yourself in physical activities.**

It is more fun when you exercise with your family and friends.

Nutritional Guideline is a healthy eating pattern you follow to become healthy by planning the nutritious food to eat every mealtime.



Unsaturated fats are healthy fats which come from vegetables.

THREE BASIC FOOD GROUPS

1. **Go Foods** – these are the energy giving food. (Carbohydrates and Fibers)



2. **Grow Foods** – helps you grow by building your bones and muscles.
(Proteins)



3. **Glow Foods** – protects you from illnesses. (Fruits and Green Vegetables)





PRACTICE

Directions: With a parent/guardian, prepare a healthy meal. Capture photos of your nutritious food while you eat with your family. Happy eating!

CRITERIA FOR GRADING:

Followed the Balanced Diet Suggested Plating Content	25 POINTS
Choice of Nutritious Food that Fits Your Needs	25 POINTS
Plating Creativity	25 POINTS
Eating Nutritious Food with the Family	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Determine which food group each item belongs to. Color the circle **RED** if it is a go food, **GREEN** if grow food, or **BLUE** if glow food.

1. ☐ Pork
2. ☐ Oats
3. ☐ apple
4. ☐ Malunggay
5. ☐ Sweet Potato (Kamote)

Lesson 04

MUSIC EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Identify the notes and rests in a rhythmic pattern.
- Perform the rhythmic pattern of a simple song.



CHECK

Directions: Let us remember your past lesson in Music. Write the rhythmic syllable of a note. Place your answer in the box provided.

1. 
2. 
3. 
4. 
5. 



EXPLAIN

Rhythmic pattern is the arrangement of notes and rests in a composition.

Below is the guide of the rhythmic pattern movement:

Notes and Rest



Words use

Da

Di-di

sh

Clap/s



Whole Clap

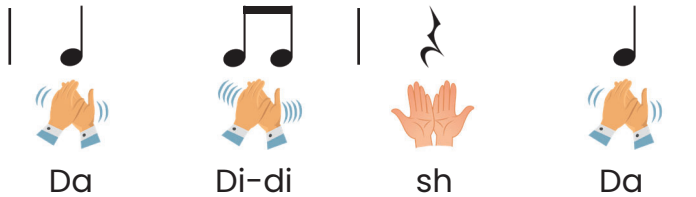


Two Short Consecutive Claps



Rest

A.



B.



C.



The rhythmic patterns are composed of strong and weak beats. It may vary from a slow or fast sound. The fast beat has a beam.

Here is a simple nursery rhyme with its rhythmic pattern.

The image displays the musical notation for the nursery rhyme "Twinkle, Twinkle, Little Star" across three staves. Each staff begins with a treble clef and a common time signature (C). The notes are quarter notes, and the lyrics are written below the staff lines. The first staff contains the first line of the rhyme, the second staff contains the second line, and the third staff contains the first line repeated. The notation uses beams to connect eighth notes, illustrating the rhythmic pattern of the song.

Twin-kle, twin-kle, lit - tle star, how I won - der what you are!

5 Up a - bove the world so high, like a dia-mond in the sky.

9 Twin-kle, twin-kle, lit - tle star, how I won - der what you are!



PRACTICE

Directions: Sing and perform our National Anthem, “Lupang Hinirang”. Cover a video of you performing the task and send it to your teacher.

Lupang Hinirang

Julian Felipe

ba - yang ma - gi - liw per-las ng si - la - nga - nan a - lab ng pu - so, sa dib-dib mo'y bu -

8 hay, lu - pang hi - ni - rang, du-yan ka ng ma - gi - ting, sa man-lu - lu - pig, 'di ka pa si - si -

16 il, sa da-gat at bun-dok, sa si - moy at sa la - ngit mong bug - haw, may di-lag

21 ang tu-la at a - wit sa pag - la - ya - ng mi-na-ma - hal, ang kis-lap ng wa-ta - wat

26 mo'y ta-gum - pay na nag-ni - ning 3 ning, ang bi - tu - in at a - raw n'yay, kai-lan pa

31 ma'y 'di mag-di-di - lim lu-pa ng a - raw ng l'wal - ha - ti't pag - sin - ta, bu-hay ay

37 la - ngit sa pi-ling mo, a-ming li - ga ya na pag may mang-a - a - pi ang ma-ma-

45 tay ng da - hil sa - 'yo

CRITERIA FOR GRADING:

Performance	20 POINTS
Tempo	20 POINTS
Rhythmic Pattern	20 POINTS
Sound and Video are Clear	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS

**EVALUATE**

Directions: Read each item carefully, draw a Quarter Rest Z if the statement is correct and Sixteenth Note ♪ if it is false. Draw your answer in the circle before each item.

- ☐ 1. Slow notes have a beam.
- ☐ 2. Silent is an equivalent to a rest.
- ☐ 3. The human heart beats have rhythms.
- ☐ 4. Rhythmic pattern is composed of weak beats.
- ☐ 5. We use Da to signify a quarter note in the rhythmic pattern.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Differentiate the middle ground and background of a painting.
- Paint nature with harmony of colors using an application.



CHECK

Directions: Let us remember your past lesson in Arts. Write the name of the foreground object you see in each artwork. Write your answer in the box above each photo.



1.



2.



3.



4.



EXPLAIN

In painting a scene, the harmony of the objects' size, shape, and color gives the artwork life. The three parts that bring harmony and life to the work are the foreground, middle ground, and background.

The other parts of an image are:

1. **Middle ground** are the objects next to foreground. These are located at the middle of an artwork.

A.



Middle ground in the painting is the **large building**, the **boats**, and the **harbor** itself.

B.



Middle ground in the painting is the **train**.

2. **Background** is the object located at the farthest or at the back of an artwork.

A.



Background in the painting is **city**.

B.



Background in the painting is the **sea, sun,** and **sky**.



PRACTICE

Directions: Reflect on the photo below and bring yourself closer to nature! Paint an artwork that shows how beautiful our nature is. Make sure to show all the three parts of an image. You may use the “KIDS PAINT” or “SCRIBBALOO PAINT” app using your android or iOS gadget or any painting app you are comfortable to use. Share your creative work to your teacher!



CRITERIA FOR GRADING:

Creativity and Originality	20 POINTS
Overall Impression of the Painting	20 POINTS
Harmony	20 POINTS
Attractiveness	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS



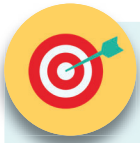
EVALUATE

Directions: Study the image below and identify which group each item belongs to. Write **F** if it is Foreground, **M** if it is Middle ground, or **B** if it is Background. Write the letter of the correct answer on the space before each item.



- _____ 1. sea
- _____ 2. sun
- _____ 3. man
- _____ 4. bench
- _____ 5. ground

PHYSICAL EDUCATION



OUTCOMES

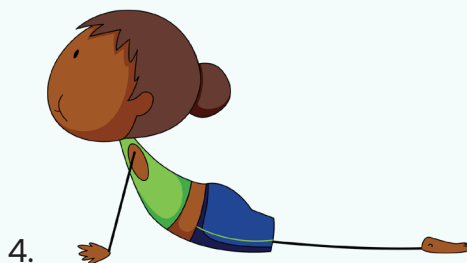
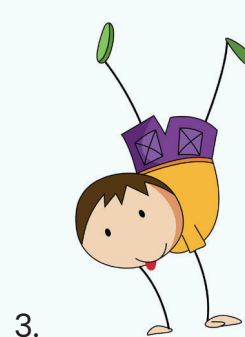
After going through this module, you are expected to:

- Discuss asymmetrical kneeling and lying body positions.
- Create a collage of asymmetrical kneeling and lying body position activities.



CHECK

Directions: Let us remember your past lesson in PE. Encircle the image if it is an asymmetrical body position and box it if it is a symmetrical body position.





EXPLAIN

ASSYMETRICAL SHAPES USING BODY PARTS WHEN KNEELING AND LYING

It is when both the left and right sides of the body show different shape.

Here are some examples of asymmetrical kneeling positions:



Common Asymmetrical kneeling body actions that you make when you are active.

A.



Playing

B.



Praying

Here are some examples of asymmetrical lying positions:



Common Asymmetrical lying body actions that you make when you are active:

A.



B.



PRACTICE

Directions: Create a collage showing asymmetrical kneeling and lying body positions while doing some activities at home. Ask your parent/guardian to help you do this task. Be creative with your work!

Procedure:

1. Ask your parent/guardian to capture photos of you showing asymmetrical kneeling and lying body positions while you are doing your usual activities at home.
2. Have these photos printed.
3. Paste them in a clean $\frac{1}{4}$ cardboard or illustration board.
4. Design your work to your liking.

CRITERIA FOR GRADING:

Creativity of Work	25 POINTS
Shows the Asymmetrical Body Kneeling and Lying Body Positions	30 POINTS
Efforts and Participations	25 POINTS
TOTAL	80 POINTS



EVALUATE

Directions: Read each item carefully. Write **T** if the statement is correct and **F** if it is false. Write the correct answer on the space before each item.

- _____ 1. An equal body shape is asymmetrical.
- _____ 2. An uneven body shape is symmetrical.
- _____ 3. Kneeling exercises help build leg muscles.
- _____ 4. Lying body exercises help reduce back pain.
- _____ 5. Being physically active is important even at home.

HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Determine the habits in maintaining a healthier lifestyle.
- Practice healthy habits regularly.



CHECK

Directions: Let us remember your past lesson in Health. Arrange the jumbled letters to form a word. Write your answers in the box provided.

1. IEDT

2. OLGW

3. EERCXEIS

4. SEEPL ELARY

5. ETA HYEATLT



EXPLAIN

Maintaining a healthy lifestyle requires commitment and regular practices.

Here are some important ways to maintain your healthy lifestyle:

1. **Avoid skipping a meal.**

Eating on time is very important if you do not, your body will only crave more food than the healthy amount it needs.



2. **Stick to your healthy diet.**

Eating nutritious food every day helps keep you away from sickness.



3. **Be physically active with your family.**

One of the best ways to keep you active is doing chores and other activities with your family.



4. **Avoid eating sweet food.**

Keep yourself from eating too much unhealthy foods like candies and chips. This may cause a lot of illnesses.



5. **Drink plenty of water.**

Always hydrate yourself. This helps you keep your body healthy and safe from diseases.



Make these practices a habit for a healthier lifestyle:

- **Rest**

Be mindful of the time. Remember to take a nap and sleep for the right amount of hours.

- **Cleanliness**

Proper hygiene plays an important role in keeping your body. Always remember to wash your hands, brush your teeth, and take a bath.

- **Always eat breakfast.**

Remember that skipping meals is bad for you. Fuel your body with the energy needed to perform your daily tasks.

- **Regular exercise and balanced diet.**

Keep yourself active and eat nutritious food every day.



PRACTICE

Directions: Together with your parent/guardian, plan a week filled with activities that help you stay fit and healthy. Capture these moments and compile them in a scrapbook.

Date	Days	Morning	Afternoon
	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		
	Saturday		
	Sunday		



EVALUATE

Directions: Read each item carefully. Draw a smile face 😊 if the statement is true and sad face ☹️ if it is not. Place your answers on the space before each item.

- _____ 1. Eating so much sweets is healthy.
- _____ 2. Play video games any time you want.
- _____ 3. Drink 8-10 glasses of water every day.
- _____ 4. Skipping meal may cause you to eat a lot.
- _____ 5. Wash your hands all the time to keep safe from germs and viruses.

UNIT 2

Lesson 01

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss pitch.
- Differentiate ascending pitch from descending pitch.



CHECK

Directions: Let us remember what you have learned. What is the rhythmic syllable of each given note/rest? Write the correct answer on the box given.

Note / Rest	Rhythmic Syllable
1. 	
2. 	
3. 	



EXPLAIN

PITCH

Pitch is the highness or lowness of a sound.

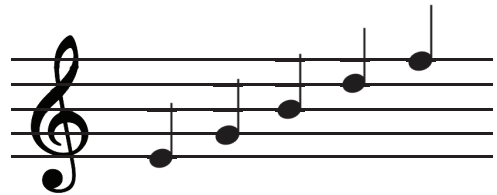
*Last Chorus, Bach's
"Passion" (St. Matthew).*

Top { High

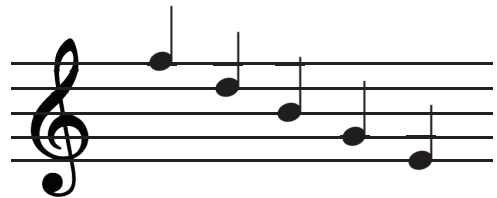
Bottom { Low

These are the two levels of pitch: ascending and descending. They depend on where the notes are placed in the line or space on the scale.

1. **Ascending** is the highness of sound. The notes are on the top scale and its pitch is going upward.



2. **Descending** is the lowness of sound. The notes are on the bottom scale and its pitch is going downward.



Let us identify the pitch levels of the song, "Three Blind Mice".

Three Blind Mice



Look at the image above. The green boxes tell the descending order of pitch. The orange boxes tell the ascending order of pitch.

Let us listen to the pitch of the song:

<https://www.youtube.com/watch?v=LVPSQyILPmE>



PRACTICE

Directions: Analyze the notes of the song, “Humpty Dumpty”. What are the pitch levels of each item? Encircle the ascending pitch. Then, box the descending pitch.



Allegretto.

Hump - ty Dump - ty sat on a wall, Hump - ty-Dump - ty

had a great fall; All the king's horses, and all the king's men, Couldn't

set Hump - ty Dump - ty up . . a - gain.



EVALUATE

Directions: Match the description of column A to column B. Write the letter of the correct answer on the space provided before each item.

COLUMN A

COLUMN B

- _____ 1. What is the rising tone pitch called?
- _____ 2. What tells the highness or lowness of sound?
- _____ 3. What pitch where notes are going downward?
- _____ 4. What sound do you hear to the group of arranged notes located at the top scale?
- _____ 5. What sound do you hear to the group of arranged notes located at the bottom scale?

- a. Ascending
- b. Descending
- c. High Pitch
- d. Low Pitch
- e. Pitch

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify harmony with nature.
- Create an object made from recyclable materials.



CHECK

Directions: Do you remember your past lesson? Which is the middle ground and background in the painting? Write your answer in the box below.



1. Middle Ground

2. Background



EXPLAIN

Harmony brings the beauty to an artwork. All the visual elements such as color, lines, shapes form, and texture are put together to create harmony.

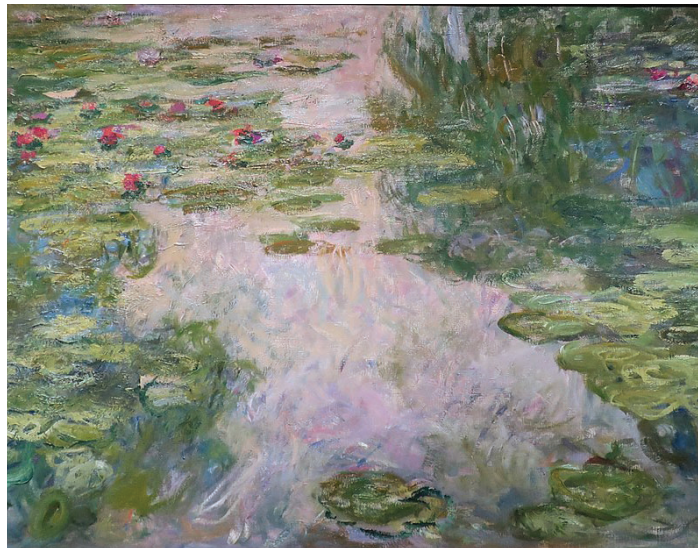
Harmony with nature is the reconnection of humans to nature. Artists are inspired to create artworks such as painting because of nature. Furthermore, the colors and elements are put together in an artwork to express appreciation to nature.

Here are some examples of harmony with nature:



Magnolia and Erect Rock

Chen Hongshou



Waterlilies

Claude Monet

Combining different natural things like mountains, seas, and all kinds of plants brings calmness and peace to others. There is a moment of pause where people can actually take in and look. With this, we can appreciate and care for nature more.



PRACTICE

Directions: Prepare a 15x20 illustration board, paint, and paintbrush. Then, paint an artwork that shows the beauty of nature. Show your work to the class. Have fun!

You may use these pictures as inspirations:



Rodrigo Argenton



Besarta Vuqa

CRITERIA FOR GRADING:

Creativity	15 POINTS
Composition and Design	15 POINTS
Colors	10 POINTS
Effort	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each sentence carefully. Write **T** if it is correct and **F** if it is false. Write your answer on the space before each item.

- _____ 1. Painting nature is about man-made objects.
- _____ 2. Harmony in nature reconnects people to nature.
- _____ 3. Seeing nature arts gives no inspiration.
- _____ 4. We use different elements like colors and forms to create harmony.
- _____ 5. Nature in art bring calmness and peace to others.

PHYSICAL EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Differentiate personal space from general space.
- Create a photo collage.



CHECK

Directions: Let us remember your past lesson. Which is symmetrical and which is asymmetrical? Write your answer on the space below.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



EXPLAIN

Your body can move in different ways and in different places. Moving in place is different from moving from one place to another. The difference between them is called space. **Space** is the area where you can make movement.

There are two kinds of spaces:

1. **Personal space** is the space around you. This space separates you from other things or people.

Here are some activities that show personal space:

Skipping Rope



Planting



Cleaning



Studying



2. **General space** is a space where you can move from one place to another.

Walking the dog



Playing Hopscotch



Horseback Riding



Swimming





PRACTICE

Directions: Make a photo collage with what you have learned! Perform two (2) activities of personal space and two (2) activities of general space. Have your guardian/parent take pictures of you. Be creative with your work and show it to the class.

CRITERIA FOR GRADING:

Appropriate Activity/Task for Each Space	20 POINTS
Follow Directions Properly	20 POINTS
Fun and Healthy Tasks	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Look at the pictures below. Are they moving on a personal space or a general space? Encircle the picture if it is personal space. Box it if it is general space.



HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Identify common diseases.
- Create a poster on how to avoid getting sick.



CHECK

Directions: Let us remember your past lesson. Read each sentence carefully. Draw a star ☆ if it is a healthy habit. Draw a triangle △ if not. Place your answers on the space before each number.

- _____ 1. Amber eats junk foods most of the time.
- _____ 2. Kylie drinks 8 glasses of water every day.
- _____ 3. My mom and dad jog every morning.
- _____ 4. Alice makes sure to eat meal at the right time.
- _____ 5. Albert eats sweet foods every day.



EXPLAIN

Growing children need to eat healthy meals every day. This is to keep you away from illnesses. You can get sick by simply being close to a sick person. You can also get sick by eating unsafe foods and drinks.

Here are the most common childhood illnesses in the Philippines:

1. **Pneumonia** is an illness of the lungs. This causes difficulty in breathing, coughing with phlegm, and fever.
2. **Dengue fever** is caused by a mosquito carrying the dengue virus. This can cause headache, muscle pain, high fever, vomiting, and skin rash.
3. **Diarrhea** is the abnormal movement of your bowels. This is caused from eating spoiled and dirty food. You can also experience vomiting, fever, and dehydration.
4. **Measles** is a skin rash caused by a virus. This can spread easily to other people. This causes a sore throat, runny nose, and fever.
5. A **common cold** is caused by a virus that easily spreads in cold weather. You can experience a runny nose, sneezing, sore throat, and fever.



Keeping your body clean will keep you safe from these diseases. Always remember to wash your hands properly, eat clean and healthy food, take a bath every day, and exercise as much as you can. Wearing face masks is also important to keep yourself away from viruses or to keep others safe when you are sick.



PRACTICE

Directions: How to tell others to avoid getting sick? Create a short poster that tells people how to properly take care of themselves. Be creative with your work. Share it to the class afterwards.

CRITERIA FOR GRADING:

Content	30 POINTS
Creativity	20 POINTS
Attractiveness	20 POINTS
Effort and Participation	20 POINTS
TOTAL	90 POINTS



EVALUATE

Directions: Read each sentence carefully and identify what is being asked. Write your answer on the space before each number.

- _____ 1. What disease causes skin rashes and can spread to others?
- _____ 2. What is the disease caused by a mosquito carrying a virus?
- _____ 3. What illness causes the abnormal movement of bowels?
- _____ 4. What illness is caused by the coldness of the weather?
- _____ 5. What illness in the lungs causes you to cough and find it hard to breathe?

Lesson 02

MUSIC EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss melodic contour in music.



CHECK

Directions: Tell the pitch level of “Twinkle, Twinkle Little Star”. Write **A** if it is ascending. Write **D** if it is descending. Place your answer on the space given.

1

Twin-kle, twin-kle, lit - tle star, how I won - der what you are!

3

Twin-kle, twin-kle, lit - tle star, how I won - der what you are!

4

Twin-kle, twin-kle, lit - tle star, how I won - der what you are!

5

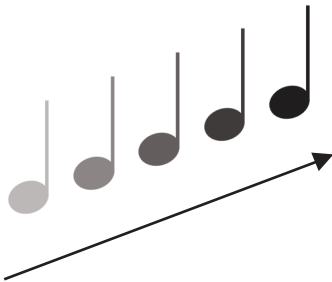


EXPLAIN

Melody shows how notes are arranged in a musical piece. This tells how the notes are sung or played using a musical instrument. **Contour** focuses on movement. So, a **melodic contour** shows the movement or direction of notes in a music piece. Notes may go up, go down or stay on the same line in a musical piece.

These are three melodic contours:

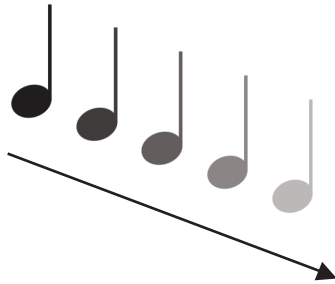
1. A **rising** melody means the notes are moving upward. The sound goes higher than the usual arrangement of notes.



You may listen “Hickory Dickory Dock” to hear a rising melodic contour:
<https://www.youtube.com/watch?v=ezpxAzROPgo>



2. A **falling** melody means the notes are moving downward. The sound goes lower than the usual arrangement of notes.



You may listen “Ring a Ring o’ Roses” here to show a falling melodic contour: <https://www.youtube.com/watch?v=HDExiV9fIRk>



3. A **flat** melody means that the notes are on the same line in the staff. The sound stays the same even if the notes move.



You may listen Jack and Jill here to show a flat melodic contour: <https://www.youtube.com/watch?v=EFj0K38sPmA>





PRACTICE

Directions: Look for the musical sheet of your favorite song. Then, identify at least two (2) of each melodic contour. Encircle two (2) rising melodies, box two (2) falling melodies, and underline two (2) flat melodies. Sing the song to help identify the melodies of the song. Have fun!

CRITERIA FOR GRADING:

Appropriate and Complete Activity/Task	20 POINTS
Follow Direction Thoroughly	20 POINTS
Enthusiasm in Doing the Task	20 POINTS
TOTAL	60 POINTS



EVALUATE

Directions: What is the word missing in each sentence? Choose the correct answer in the box below. Write the word of your choice on the space given.

Melodic Contour		Flat
Falling	Melody	Rising

1. When the sound grows lower, it is called _____ melody.
2. _____ is the arrangement of notes in a musical piece.
3. _____ melody makes the sound grow higher.
4. When notes move upward, downward, or at the same level in the staff, it is called _____.
5. Notes on the same line in the staff shows a _____ melody.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss landscape paintings.
- Identify the landscape paintings of Filipino artists.



CHECK

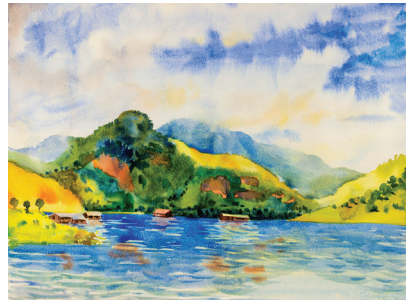
Directions: Let us remember your past lesson. Encircle the painting that shows harmony in nature. Leave it blank if it is not.





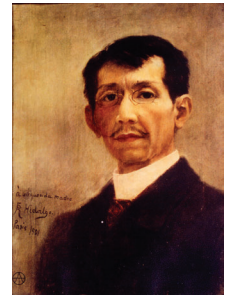
EXPLAIN

After learning harmony in nature, you will now learn about landscape paintings. **Landscape paintings** show the natural beauty of a place like the mountains, valleys, trees, rivers, oceans, and even the skies. These artworks show a range of colors that we see in nature. So, with colors alone, it brings happiness and joy to others.



Now let us see the landscape painting of Filipino artists:

1. **Félix Resurrección Hidalgo** was a great Filipino artist alongside the famous Juan Luna. He was famous for his portraits and landscape paintings. His works show a lighter shade of color, illustrating a feeling of calmness.



Here are some of Félix Resurrección Hidalgo's landscape paintings:



Seascape

Felix Resurreccion Hidalgo



La Casa Cerca del Rio

Felix Resurreccion Hidalgo

2. **Fabian de la Rosa** was the uncle and mentor of the famous Fernando Amorsolo. He has influenced not only his nephew, but other artists as well. His landscape paintings show an emphasis on the plants seen in nature. This makes them feel more important and appreciated.



Here are some of Fabian de la Rosa's landscape paintings:



Women Working in a Rice Field
Fabian de la Rosa



Pasay Beach, Manila
Fabian de la Rosa

3. **Isidro Ancheta** is a landscape painter who focuses more on different bodies of water. Water is emphasized by how people depend their livelihood and even culture on the lakes and seas near them.

Here are the links to some of Isidro Ancheta's landscape paintings:
<http://www.artnet.com/artists/isidro-ancheta/>



PRACTICE

Directions: Think of a favorite place. It can be real or imaginary. Then, create your own landscape painting. Color your painting and show it to the class!

Materials you need:

- Paint
- Paintbrush
- Canvas or ¼ illustration board

Here are some examples:



CRITERIA FOR GRADING:

Texture	20 POINTS
Attractiveness	20 POINTS
Composition	20 POINTS
Harmony of Colors	20 POINTS
Efforts and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Do you remember who made each painting? Shade the circle on the first column if it was painted by Félix Hidalgo. Shade the circle on the second if it is Isidro Ancheta. Shade the circle on the third if it was made by Fernando Amorsolo.

Artworks	Felix Hidalgo	Fabian de la Rosa	Isidro Ancheta
1. Women Working in a Rice Field 	☐	☐	☐
2. La Casa Cerca del Rio 	☐	☐	☐
3. Pasay Beach, Manila 	☐	☐	☐

4. Seascape



PHYSICAL EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Practice performing movements in forward, backward, sideward directions.



CHECK

Directions: Let us remember your past lesson. Put a check ✓ on the first column if it is done on a personal space. Put a check ✓ on the second if it is done on a general space.

Activity	Personal Space	General Space
 1.		
 2.		



3.



4.



5.



EXPLAIN

Locomotor movement means moving your body from one place to another. Locomotor exercises are healthy for your body, even if you are just at home. They help you be strong in many ways and keeps you away from diseases.

These are the directions of movements:

1. Forward is moving your body to the front.

- a. Jumping



- b. Sit and reach



2. Backward is moving your body to the back.

- a. Bend/lean backward



- b. Stepping back



3. Sideward is moving the body towards the right and left side.

- a. Bending to the side



- b. Lunge sideways





PRACTICE

Directions: Perform a simple exercise with your family that shows locomotor movements. Do exercises that show forward, backward, and sideward directions. Have your parent/guardian help you do this task. Make a short video collage of these activities. Then, send it to your teacher.

CRITERIA FOR GRADING:

Appropriate and Complete Activity/Task	20 POINTS
Enthusiasm in Doing the Task	20 POINTS
Follow Direction Thoroughly	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Study each image below. Is it making a forward, backward, or sideward direction? Draw a circle on the image if it is forward direction. Draw a box if it is backward. Draw a heart if it is sideward.

1.



2.



3.



4.



5.



HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss the effects and preventions of common diseases.



CHECK

Directions: Let us remember your past lesson. Arrange the jumbled letters to form a word. Write the correct answer on the box.

1. LEMESAS

2. ARDHEIRA

3. PEUNNIMOA

4. OMCMCOLOND

5. NEFEGUVERDE



EXPLAIN

Do you know the saying “prevention is better than the cure”? Prevention means to stop something from happening. So, this saying tells us to take good care of bodies before we get sick. Keeping ourselves safe starts with cleaning our bodies properly and eating nutritious food.

These are the effects and preventions of common childhood diseases:

Common Childhood Diseases	Effects	Preventions
1. Pneumonia 	• Coughing • Infected lungs • Trouble breathing	• Exercise regularly. • Drink plenty of water. • Stay away from smokers.
2. Dengue fever 	• Chill • Skin rash • Vomiting	• Keep your room and house clean. • Always clean water containers. • Throw your trash properly.
3. Diarrhea 	• Dehydration • Vomiting • Very loose bowels	• Drink clean water. • Always wash your hands. • Chew cooked food properly.

4. Measles 	• Skin rash • High fever • Brain swelling	• Get vaccinated. • Drink plenty of water. • Wash your hands before eating.
5. Common Cold 	• Asthma • Ear infection • Heart failure	• Get good sleep. • Eat lots of fruits and vegetables. • Always wash your hands.



PRACTICE

Directions: Look for a video on how to wash your hands properly. Make your own video on proper handwashing. Ask for your parent/guardian's help in doing this activity. Have fun!



CRITERIA FOR GRADING:

Proper Hand Washing	25 POINTS
Used Soap and Towels	25 POINTS
Effort and Participation	25 POINTS
TOTAL	75 POINTS



EVALUATE

Directions: Read the words in the box below. Then, look for them in the word search puzzle. Encircle the words that you find.

Doctor					Hands				
Exercise			Vitamin C			Water			

W	Q	M	T	R	P	K	D	L	A
B	V	T	U	S	W	E	H	P	B
P	Y	I	R	A	O	X	B	R	Y
J	H	L	T	I	R	E	U	T	P
I	C	E	D	A	D	R	K	N	I
F	R	V	H	Y	M	C	E	R	I
F	G	N	C	E	S	I	Q	D	G
S	D	N	A	H	Z	S	N	O	J
I	Y	L	A	P	R	E	M	C	Y
D	O	P	B	X	K	Q	R	T	S
E	T	R	Y	N	E	D	Y	O	O
F	U	T	P	O	L	V	Y	R	M

Lesson 03

MUSIC EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Discuss the melodic lines in a musical arrangement.



CHECK

Directions: Match the word in column A to their description in column B. Write your answer on the space before each number.

COLUMN A

- _____ 1. Flat Melody
- _____ 2. Melodic Contour
- _____ 3. Falling Melody
- _____ 4. Melody
- _____ 5. Rising Melody

COLUMN B

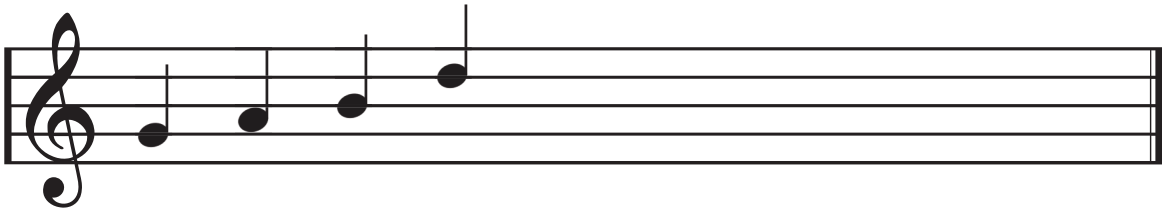
- a. It is the arrangement of notes in a musical piece.
- b. The notes move downward and the sound goes lower.
- c. The notes move upward and the sound goes higher.
- d. This shows the movement of direction of notes in a musical piece.
- e. The notes stay on the same level in the staff.



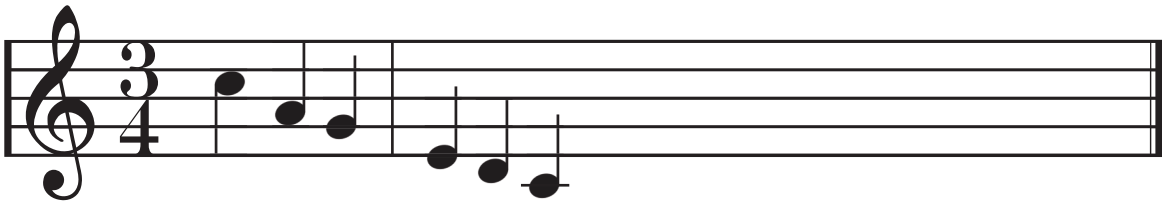
EXPLAIN

Melodic Lines are notes written in succession. This means that the notes make a pattern. There are different patterns formed like upward, downward, and repeated note patterns.

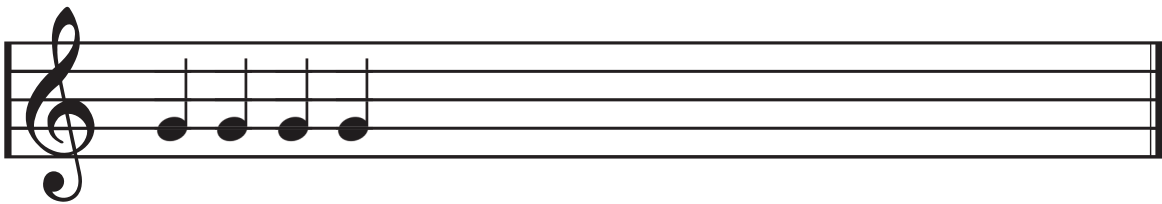
Upward is the arrangement where the notes are rising.



Downward is the arrangement where the notes are falling.



Repeated is the arrangement where the notes are on the same line.



In this example, we can see the three melodic lines that we have learned. We have upward note movements, downward, as well as repeated note movements.





PRACTICE

Directions: Let us sing the song “Mary Had a Little Lamb”. Then, let us look at the movements of the notes. Encircle the upward motion with a **RED** colored pen, **BLUE** for downward movement, and **GREEN** for repeating note movement.

Mary Had a Little Lamb

Sarah Josepha Hale

Lowell Mason

Soprano

Ma - ry had a li - ttle lamb, li - ttle lamb, li - ttle lamb, Ma - ry had a

S.

li - ttle lamb whose fleece was white as snow.



EVALUATE

Directions: Look at the music sheet given below. Put a box on the different melodic lines that you can see. Then, label them with upward, downward, or repeating. Write your answers above each box.

The wheels on the bus go round and round, round and round, round and round. The

wheels on the bus go round and round, All through the town.

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss still life painting.
- Identify the still life paintings of Filipino artists.



CHECK

Directions: Let us remember your past lesson. What are the things that can be seen in a landscape painting? Shade the circle if it is part of a landscape painting. Leave it blank if it is not.

1. ☐ Trees

2. ☐ Computer

3. ☐ Flowers

4. ☐ Telephone

5. ☐ Ocean

6. ☐ Paintbrush

7. ☐ Valley

8. ☐ Chair

9. ☐ Mountain

10. ☐ Plates



EXPLAIN

Still life painting focuses on objects as its subjects. These objects can be made by humans or by nature. Sometimes, artists use special objects that are important to their culture or beliefs.

Let us see some of the famous still life Filipino artists.

1. **Fernando Amorsolo** is the first National Artist of the Philippines. He is famous for his rural paintings that give out quiet and peaceful scenes. His simple life in Daet, Camarines Norte has contributed to his work in the natural images of his works.

Here is a link to some of Fernando Amorsolo's paintings:

<http://www.artnet.com/artists/fernando-amorsolo/>



2. **Jorge Pineda** is famous for the nationalistic theme and the daily life of traditional Filipinos of his art. His works have lively colors that show the simplicity of the Filipino community.

Here are some of Jorge Pineda's paintings:

<http://www.artnet.com/artists/jorge-pineda/>

3. **Vicente Manansala** is one of our country's National Artists in painting. He is known for Cubism, a style of painting where it shows abstract design. The uniqueness of his works made him stand out in the art community. Through this, he is able to express himself and show Filipino traditions with his art.

Here are some of Vicente Manansala's paintings:

<https://www.wikiart.org/en/vicente-manansala>



PRACTICE

Directions: What is your favorite thing in the entire world? Create your own simple still life painting using your favorite object. Be creative! Reflect on the sample work below.

Materials you need:

- Paint
- Paintbrush
- Canvas or $\frac{1}{4}$ illustration board



CRITERIA FOR GRADING:

Creativity	20 POINTS
Attractiveness	20 POINTS
Effort	10 POINTS
TOTAL	50 POINTS

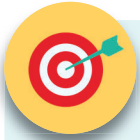


EVALUATE

Directions: Remember the artists you learned? What are their paintings?
Place a ❤️ on the box if it is made by that artist.

Artworks	Fernando Amorsolo	Jorge Pineda	Vicente Manansala
1. Planting Rice			
2. Still Life			
3. Mother and Child			
4. Rice Harvesting			
5. The Execution of Jose Rizal			
6. Madonna of the Slums			

PHYSICAL EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Discuss the level of movements.
- Practice performing the level of movements.



CHECK

Directions: Let us remember your past lesson. Fill in the missing letters to complete the word. Write your answers on the blanks provided.

1. S _ I _ I _ G

2. W _ L _ I N _

3. _ O P _ I N _

4. S _ I P _ I _ G

5. _ U _ N _ N G

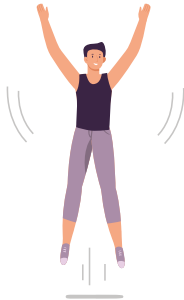


EXPLAIN

Levels of movements show how far the floor is from your body.

1. High level movements are done when you are standing such as:

a. jumping jacks



b. moving arms alternately and/or rotating the head.



2. Middle level movements are done when your knees are bent, or body is slightly bent such as:

a. squats



b. kneeling



3. Low level movements are done when your body is touching the floor such as:

a. sitting down



b. lying





PRACTICE

Directions: Think of the different activities that you do at home. What activity can you do per level? Give three activities each. Then, ask your parent/guardian to take pictures of you doing said activities. Paste it on a separate sheet of paper. Then, show it to the class.

CRITERIA FOR GRADING:

Appropriate and Complete Activity/Task	20 POINTS
Follow Direction Thoroughly	20 POINTS
Enthusiasm in Doing the Task	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Look at the illustrations carefully. Which level of movement do they belong to? Place it under the first column if it is high level. Place it under the second if it is middle level. Then, place it under the third if it is done in a low level. Write only the letters given.

A.



B.



C.



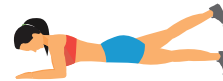
D.



E.

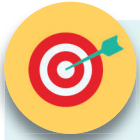


F.



High Level	Middle Level	Low Level

HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss the importance of proper hygiene.
- Practice proper hygiene to stop the spread of diseases.



CHECK

Directions: Remember your past lesson? Complete the crossword by identifying the disease being asked. The choices are given in the box below.

A crossword puzzle grid is shown on a light blue background. The grid consists of white squares for letters and light blue squares for empty space. There are five numbered starting points for words:

- 1: Horizontal word starting at the first square of the fourth row.
- 2: Horizontal word starting at the second square of the sixth row.
- 3: Horizontal word starting at the first square of the seventh row.
- 4: Vertical word starting at the first square of the first column.
- 5: Vertical word starting at the first square of the third column.

To the right of the grid is a word bank box with a black border, containing the following words:

- Common cold
- Dengue Fever
- Diarrhea
- Measles
- Pneumonia

ACROSS:

1. Paul has a fever after getting bitten by a mosquito.
2. Glen has skin rashes all over her skin.
3. Ana has an irregular bowel movement after eating spoiled food.

DOWN:

4. Flor cannot stop her nose from running after getting wet from the rain.
5. Dollie is coughing so hard she can barely breathe.



EXPLAIN

Proper hygiene is important because it helps keep you away from sickness. Here are the habits that we should always practice:

1. Bathing

Daily wash your entire body with soap and your hair with shampoo. Dry both your body and hair properly. Then, make sure to always wear clean clothes.



2. Toothbrushing

Always brush your teeth after every meal.



3. Handwashing

Always wash your hands with clean water and soap. Make sure you do this before and after eating, using the toilet, or going outside.



4. Covering your mouth

Germs can spread easily. So, use a tissue to cover your mouth whenever you cough or sneeze. If you are sick, make sure to use a face mask to stop it from spreading.



PRACTICE

Directions: How do you brush your teeth? Create a short song that reminds people to always brush their teeth. Ask your parents/ guardian to help you. Then, take a video of yourself singing the song. Show it to the class afterwards.



CRITERIA FOR GRADING:

Proper Toothbrushing	25 POINTS
Creativity	25 POINTS
Effort and Participation	25 POINTS
TOTAL	75 POINTS



EVALUATE

Directions: Read each sentence carefully. Write **TRUE** if the statement is correct. Write **FALSE** if it is incorrect. Write your answers on the given space.

- _____ 1. Wash your body with soap only in the morning.
- _____ 2. Facemasks should not be worn when you are sick.
- _____ 3. Brushing your teeth keeps the teeth healthy.
- _____ 4. Always washing your hands keeps you away from illnesses.
- _____ 5. You protect others when you cover your mouth when you cough and sneeze.

Lesson 04

MUSIC EDUCATION



OUTCOMES

After going through this module, you are expected to:

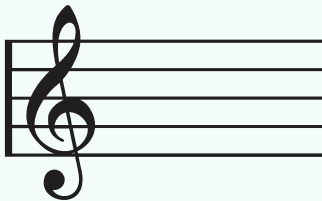
- Identify the melodic lines of a musical arrangement.



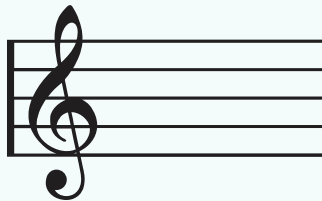
CHECK

Directions: Let us remember your past lesson. Create a melodic line in each staff. Use four quarter notes  in your composition.

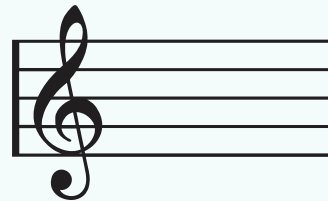
1. Repeated



2. Downward



3. Upward





EXPLAIN

The **musical form** tells how music is put into order. This is where you can see the arrangement of notes.

There are three types of musical forms:

1. The binary musical form is a two-part form: AB. The arrangement of the first section (A) is different from the second section (B).

Row, Row, Row Your Boat

A



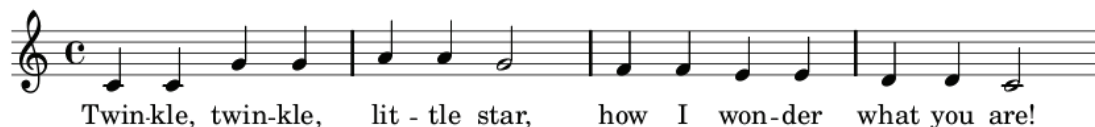
B



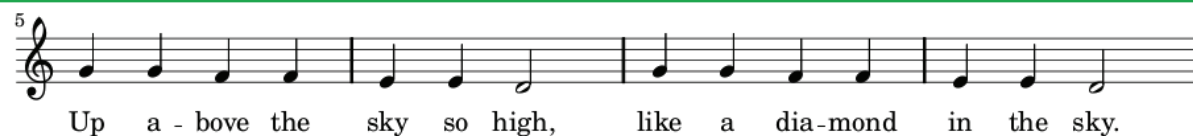
2. The ternary musical form is a three-part form: ABA. The arrangement of the first and third section is the same, so they are both (A). On the other hand, the second section (B) is different from the first and third.

Row, Row, Row Your Boat

A



B



A



3. The rondo musical form shows rotating melodies: ABACA. This comes with a main melody (A) and two alternating melodies (B, C). The arrangement begins with the first section (A), followed by the second section (B). Then, it is back to the first section again (A), but now it is followed by the third section (C). Then, it is back to the first section (A).

Let us take a look at this example. The red box shows the main melody, the green and the blue boxes show the alternating melodies.

Fur Elise

Clavierstück in A Minor - WoO 59

Ludwig Van Beethoven

The musical score for 'Fur Elise' is presented in five systems, each containing a grand staff (treble and bass clef). The score is color-coded to illustrate the rondo form (ABACA):

- System 1 (Measures 1-5):** Enclosed in a red box, representing the first section (A). It begins with the tempo marking 'Poco moto.' and the dynamic 'pp'.
- System 2 (Measures 6-10):** Enclosed in a red box, representing the first section (A) returning.
- System 3 (Measures 11-16):** Enclosed in a green box, representing the second section (B). It contains a repeat sign at measure 11.
- System 4 (Measures 17-22):** Enclosed in a red box, representing the first section (A) returning.
- System 5 (Measures 23-28):** Enclosed in a blue box, representing the third section (C). It begins with a repeat sign at measure 23.

Below the staves, there are markings for first and second endings: '1.' and '2.' are placed under measures 10 and 16 respectively, with arrows indicating the flow of the music.



PRACTICE

Directions: Sing the following songs below. Tell whether the song is in a binary, ternary, or rondo musical form. Write your answers on the space before each number.

- _____ 1. Three Blind Mice
<https://www.youtube.com/watch?v=jwL8EfZGxT0>
- _____ 2. I'm a Little Teapot
https://www.youtube.com/watch?v=mdu5lLpMH_w
- _____ 3. If You're Happy and You Know It!
<https://www.youtube.com/watch?v=7lhqRT9U0wg>



EVALUATE

Directions: Match the arrangement in column A to its musical form in column B. Write the correct answer on the space before each number.

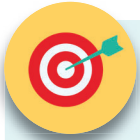
Column A

- _____ 1. Slow notes have a beam.
- _____ 2. Silent is an equivalent to a rest.
- _____ 3. The human heart beats have rhythms.

Column B

- A. Binary
- B. Rondo
- C. Ternary

ARTS EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss the colors and patterns of animal skins.
- Differentiate the colors and patterns of animal skins.



CHECK

Directions: Let us remember your past lesson in Arts by putting a smiling face 😊 in the circle if an image shows a still life painting and sad face ☹️ if not.

1.



4.



2.



5.



3.





EXPLAIN

DIFFERENT ANIMAL SKIN PRINTS AND COLORS

Animals come in different shapes and sizes. This is also the same with their skin prints and colors. A lot of animals use their skin to protect them from other animals that can hurt them. Some of their prints and colors make them different from other others. So, it makes them charming and one of a kind.

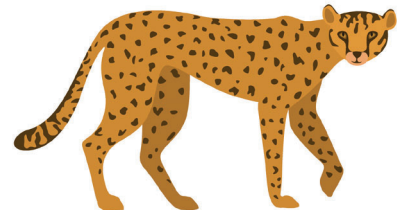
These elements help us determine what group they belong to or what kind of animals they are that make them charmingly unique.

Let us see the different animals with their prints and colors.

1. A zebra has strips of black and white.



2. A cheetah has more solid black spots.



3. A leopard has circular patterns with no spots in the middle.



4. A jaguar has circular patterns with a spot in the middle.



5. A giraffe has brown spots with no definite shape and size.



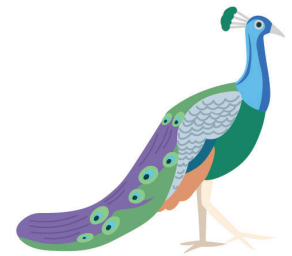
6. A deer has white spots in its brown fur.



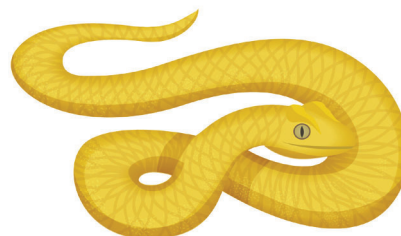
7. Dalmatians have black spots in their white fur.



8. A peacock comes very bright with the mix of blue, green, and golden colors.



9. Snakes come in different shapes and colors. Most of these colors are yellow, red, brown, and black.





PRACTICE

Directions: Think of your favorite animal. What are the print and color of its skin? Draw it on a different sheet of paper. Color your own and show it to the class.

CRITERIA FOR GRADING:

Creativity	25 POINTS
Attractiveness	25 POINTS
Efforts	25 POINTS
Patterns	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Remember the animals we have learned? What are the differences of the prints and colors of their skins? Write it on the box below.

1. Tiger

Zebra

2. Deer



Dalmation



3. Jaguar



Leopard



4. Giraffe



Snake



PHYSICAL EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Discuss the pathways and planes of movements.
- Practice performing the pathways and planes of movements.



CHECK

Directions: Let us remember your past lesson. Write **H** if the level movement is high. Write **M** if it is middle. Then, write **L** if it is Low. Write your answer on the space before each number.

- _____ 1. Lying
- _____ 2. Squats
- _____ 3. Kneeling
- _____ 4. Sitting down
- _____ 5. Jumping jacks
- _____ 6. Moving arms upward to reach



EXPLAIN

Pathways are spaces where you perform body movement. This serves as a guide to a certain direction. There are three kinds of pathways: straight, curved, zigzag.

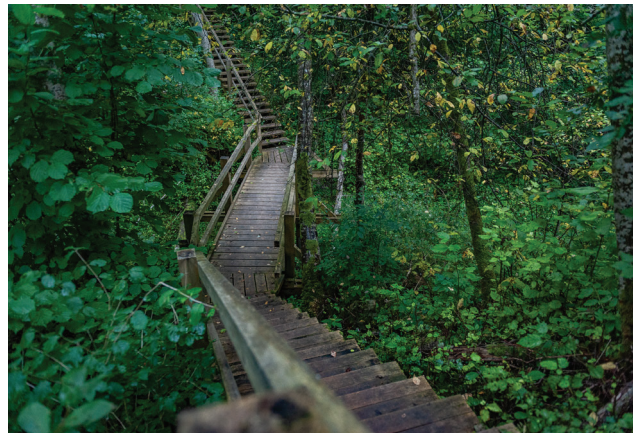
1. A straight pathway has no curves and turns.



2. A curve pathway shows a bend or smooth turn of movement.



3. A zigzag pathway shows the sharp left and right turns of a path.



Planes refer to the direction of your body. They can either be to the side, front, or back. The four kinds of planes we will discuss are horizontal plane, vertical plane, and rotational plane.

1. Horizontal plane is moving the body to the right and left side. These activities are jumping jacks and side lunges.



2. Vertical plane is moving the body towards the front and the back. These activities are walking/running and calf raises.



3. Rotational is where a body move around or in circle. These activities are Russian twists and clamshells.





PRACTICE

Directions: Invite your family to play “Blind Leads”. There should be groups of two, and one of each group should be blindfolded. A parent/guardian will create pathways leading to the finish line. The groupmate will lead the blindfolded groupmate towards the finish line by telling them which way to go. Upon reaching the finish line, the blindfolded groupmate must perform a plane exercise in eight counts. The first one to complete the game wins. Have fun!

CRITERIA FOR GRADING:

Appropriate and Complete Activity/Task	20 POINTS
Enthusiasm in Doing the Task	20 POINTS
Participation	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each sentence carefully. What is being asked? Choose the answer among the choices below. Write the letter of the correct answer on the space before each number.

A. Curve

C. Horizontal

E. Vertical

B. Rotational

D. Straight

- _____ 1. What is the performed plane when you do a jumping jack?
- _____ 2. What pathway is making a turn in a curve space?
- _____ 3. Aika reaches her toes as part of her stretching exercise.
What kind of plane does she move in?
- _____ 4. Alfie runs directly towards the door without making turns.
What pathway does his body move on?
- _____ 5. What plane are you in when you do Russian twists?

HEALTH EDUCATION



OUTCOMES

At the end of the module, you are expected to:

- Discuss how to make good decisions to keep safe from common diseases.



CHECK

Directions: Let us remember your past lesson. Draw a happy face 😊 in the circle if the sentence is about keeping your body clean and healthy. Draw a sad face ☹️ if it is not.

☐

1. Take a bath every day.

☐

2. Brush teeth twice a week.

☐

3. Stop washing hands with soap.

☐

4. Do not cover your nose and mouth when sneezing.

☐

5. Wear a facemask when you are sick.



EXPLAIN

Self-Management is being able to do daily tasks to stay healthy and you can perform your responsibilities for yourself at home to become healthy and free from diseases.

Good Decision-making is making the best choice on your will that benefits your health.

Here are the healthy choices to make for your daily activities or your daily habit to stick on to:

1. **Choosing a healthy and nutritious food to eat every mealtime.**

Eating vegetables is very essential for your growing body that is why it is very important to include them on your meals. Drink plenty of water too.

2. **You have an early sleep time to give your body enough time to rest.**

You need to have a nine to twelve hours of sleep as it helps you grow and develop your body system. Know how you should separate your leisure time from the time you should sleep. Taking a nap in the afternoon is very helpful for you too.

3. **Create a schedule for your exercise at least three times a week with your family.**

Regular exercise is already required for you especially that you spend most of your time at home. This activity helps keep your heart and body healthy. This could also be a great bonding between you and your family.

4. **Maintaining good personal hygiene every day.**

Make it a habit to take a bath in the morning after breakfast and before going to bed at night. Wash your body with soap, properly. Frequent handwashing using soap is very important as it keeps you away from infections because you touch your face most of the time and use them as you eat. The hands carry most of the bacteria and germs every day.

5. **Perform diligently simple house chores like sweeping the floor or keeping the cluttered things at home.**

Helping simple tasks at home is a very responsible act you perform at home. It helps the elders at home lessen their chores and be able to spend more time with everyone at home. It also contributes in your physical activities and exercises.



PRACTICE

Directions: Create healthy tasks, activities, and food you eat for a week. These activities must be done on your will. Make sure you stick into it and have your parent/s draw a heart  once you accomplish them and triangle  if not. Follow the table below.

Activities		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Healthy	Breakfast							
	Lunch							
	Dinner							
Rest Time/ No. of hours spent	Nap							
	Sleep (Night)							
At least thrice a week	Exercise with the family (aerobics, zumba, etc.)							
	How many times I washed my hands?							
	House chores done							
Accomplished								



EVALUATE

Directions: Read each item carefully. Put check ✓ in the hexagon if the statement is a healthy decision and cross out ✗ if unhealthy.



1. Ariane eats pinakbet at lunch.



2. Andrew waited for his mom to bathe him.



3. Ian helps his mom fold his washed clothes.



4. Aya wash her hands before she eats her snacks.

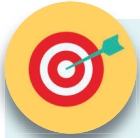


5. Bree lie in bed the whole day and play video games on her tablet.

UNIT 3

Lesson 01

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Define timbre.
- Understand important concepts of timbre.



CHECK

Directions: Let us remember your previous lesson by identifying its musical form through the given letter arrangements.

- _____ 1. AB
- _____ 2. ABA
- _____ 3. ABACA



EXPLAIN

Did you notice that sometimes there are voices or sounds that when you hear, you instantly know who or where it comes from?



A sound of a crying baby, the voice of your parents, and the sound of your dog. Those are examples of voices or sounds that you can identify at once. The voices or sounds that you hear are attributed to the voice timbre.

In music, it is called Timbre. **Timbre** is one of the most important elements of music that distinguishes one sound from other sounds. That is why your voice is different from the voice of your parents as well as your classmates. It also describes as the unique quality of a voice or an instrument. It can make songs sound more interesting.

One of the main sources of sound is the voice but depends on the vocal cord size. Every voice has its own different timbre. There are different types of vocal timbre.

Speaking voice – the normal voice we use to speak.

Singing Voice – the voice we use to sing.

As the girls grow older, their voices become thinner and higher. Unlike, the boys, when they grow older, their voices get deeper. So many factors to consider why our voice changes. Our voices change over the years and even from day to day.



PRACTICE

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. Timbre is the quality of a sound or an instrument.
- _____ 2. Your voice is unique and different from others.
- _____ 3. One of the main sources of sound is our voice but it varies based on the size of our vocal cord.
- _____ 4. Singing voice refers to the voice that you use in speaking.
- _____ 5. Speaking voice is the voice you use in singing.



EVALUATE

Directions: Sing the song “I am but a small voice” with one of your family members. It can be with your parent or with your sibling. Ask someone to take a video of your performance and share it with your teacher.

<https://www.youtube.com/watch?v=WxKxZuBxp10>

CRITERIA FOR GRADING::

Voice Quality	20 POINTS
Total Performance	20 POINTS
TOTAL	40 POINTS

ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

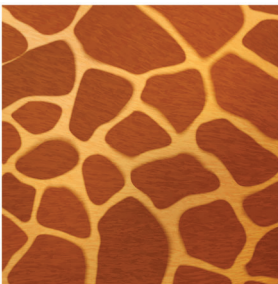
- Identify the materials used for printing.
- Value the significance of the materials used for printing.



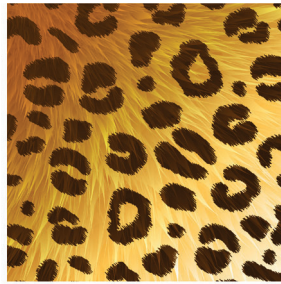
CHECK

Directions: Analyze the skin patterns carefully and identify what animal it is.

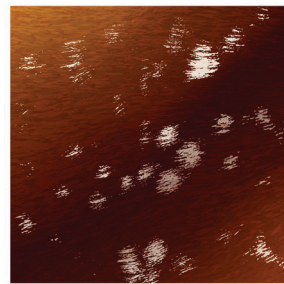
1. _____



2. _____



3. _____



4. _____



5. _____





EXPLAIN

There are different images around us which are printed on different surfaces such as paper, walls, and metal. These images are created using various materials that represent different colors which make them more visually appealing.



Marbling is a mixture of water and paint. It is a simple way of printing technique in creating images. You can capture your design by laying a treated piece of paper down on top of the paint to transfer the swirls to the fabric.

Paper water Marbling



These are the materials needed:

1. paint (primary colors, black and white)
2. oslo paper
3. water
4. basin or flat tray
5. old newspaper
6. rag
7. used plastic spoon
8. stick

How to do it?

1. Prepare the basin filled with water. Pour 1-2 colors of paints into the water.
2. Mix the paint well with a stick. Create a pattern you desire to look more artistic.
3. Apply more drops of paint on the water and mix it well. Don't overmix well or the whole thing will dry out. You may add black or white paint.
4. After mixing the paint, lay your blank sheet of paper onto the surface of the water.
5. Slowly press the paper down onto the surface of the water.
6. After it's been completely drowned, lift the paper, and pat it dry.



PRACTICE

Directions: Create a simple paper marbling together with your family. Share your work to your teacher.

CRITERIA FOR GRADING:

Creativity	25 POINTS
Followed Instructions	25 POINTS
Shared to the Teacher	25 POINTS
Attractiveness	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Color the star blue ★ if the sentence states true about paper water marble making and green ★ if not.

- ★ 1. The design cannot be printed on fabrics.
- ★ 2. Overmix well the paint into water.
- ★ 3. Gently touch the paper with the stick when lifting the paper.
- ★ 4. Marbling is a way of creating a design from water with mixed paint.
- ★ 5. Pour the paint into the fabric to transfer the design.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize movements according to its location, direction, level, pathway, and plane.
- Explore movements in a given space, direction, level, pathway, and plane.



CHECK

Directions: Let us remember the past lesson by identifying the pathways of movements based on the picture.

_____ 1.



_____ 2.



_____ 3.





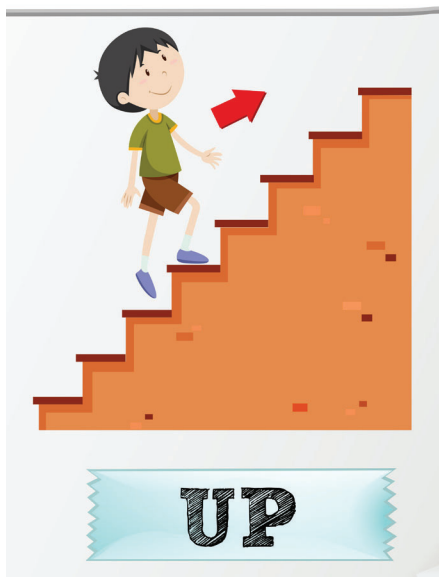
EXPLAIN

Movements is when you change the position of the body in a given space, direction, level, pathway, and plane.

1. **Space** is a place where your body occupies and interacts with the environment around you. Personal space and general space are the space where we move.



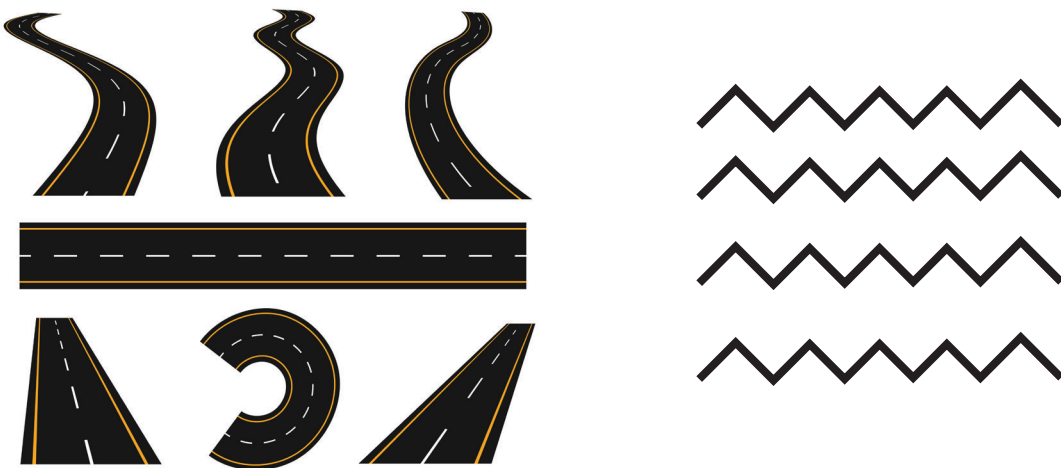
2. **Directions** are the ways how your body moves. (e.i., up, down, forward, backward, and sideward).



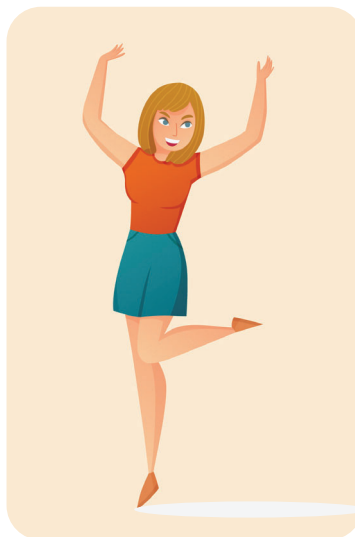
3. **Levels of movements** are the distance of the body from the floor. There are types of levels: high, middle, and low.



4. **Pathways** is track that is made by people walking over the ground. Zigzag, straight, curved are example of a pathway.



5. **Plane** is a flat surface that separates your body or which how the body rotates or spins.



PRACTICE

Directions: Create an exercise routine that requires on the video, watch the video , “Move with Me”:

https://www.youtube.com/watch?v=JoF_d5sgGgc.

Apply your movements in space, direction, pathway, level, and plane.
Encourage your family to join you in this activity. Cover a video in this task.

CRITERIA FOR GRADING:

Applied Location, Direction, Level, Pathway, and Plane.	25 POINTS
Enthusiasm in Doing the Task.	25 POINTS
Move Safely and Accordingly.	25 POINTS
Proper Attire	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what each refers to. Choose the answer in the box. Write the letter of the correct answer on the space provided.

A. Directions

C. Space

B. Levels

D. Pathways

E. Plane

- _____ 1. The distance of the body from the floor.
- _____ 2. It is how your body moves.
- _____ 3. The place or space where your body moves.
- _____ 4. The imaginary lines you follow when your body moves.
- _____ 5. This is the flat surface that separates your body into two parts.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Define consumer.
- Recognize the different components of consumer health.



CHECK

Directions: Draw a happy face in the circle if the statement shows a good decision and sad if poor.

1. ☐ Eat vegetables.
2. ☐ Skipping meals.
3. ☐ Exercise regularly.
4. ☐ Sleeps late at night.
5. ☐ Washes hands frequently.



EXPLAIN



Guide Questions:

1. Do the pictures above look familiar to you? Have you been to a public market? Supermarket?
2. What are the things that you see on a public market? Supermarket?

A **market** is a place where the most of our basic needs such as; foods and clothes are available. A person or group who buys products or services to meet their demands is called a **consumer**.



Consumer health it refers to the decision process in purchasing products or services.

COMPONENTS OF CONSUMER HEALTH

1. Health Information

- It refers to the information gathered from media, doctors, health workers, and Department of Health (DOH).

2. Health Products

- It refers to the products that keeps you healthy.

3. Health Services

- It refers to the services offered by health care providers to improve your health care condition.



PRACTICE

Directions: Look at the pictures below. Encircle all the consumers/buyers that you see.





EVALUATE

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. Market is the place where we go if we want to buy something.
- _____ 2. Consumer is the person who buys a product or uses a service.
- _____ 3. You cannot buy anything from the market.
- _____ 4. All the products and services offered in the market are important.
- _____ 5. Consumer health refers to the decision process, purchasing a product or service.

Lesson 02

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize the different classifications of timbre.



CHECK

Directions: Copy the sound that they produce and record it. Share your record task with your teacher.

1. chirping bird
2. barking dog
3. hissing snake
4. whistling wind
5. crying baby



EXPLAIN

Timbre is the quality of sound we recognize when we listen to singers and played musical instruments, the difference, and uniqueness of its sound in a piece of music. It is also referred to as the tone color of music.

FEMALE VOICE

- a. **Alto** – It refers to the thick and low tone of a female voice.

**AIZA
SEGUERRA**



CHER



<https://www.youtube.com/watch?v=SekStcFHECI>
<https://www.youtube.com/watch?v=safkWMNJdDg>

- b. **Soprano** – It is a woman's voice that is light and thin. It is the highest type of a female voice.

**REGINE
VELASQUEZ**



**MARIAH
CAREY**



<https://www.youtube.com/watch?v=bSNlpX9hahM>
<https://www.youtube.com/watch?v=BEJmP8T07JU>

MALE VOICE

- a. **Bass** – It refers to the thick and lowest tone among the voices.

**JANNO
GIBBS**



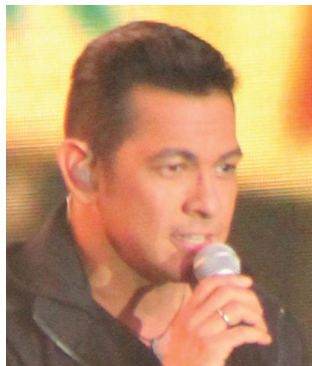
TIM FOUST



https://www.youtube.com/watch?v=iPk69D07d_I
<https://www.youtube.com/watch?v=qyNgohTZWTA>

- b. **Tenor** – It is the highest voice of a male.

**GARY
VALENCIANO**



ED SHEERAN



<https://www.youtube.com/watch?v=oxas9Gub5AU>
<https://www.youtube.com/watch?v=hTbeVXuWyaU>



PRACTICE

Directions: Classify the timbre of the following singers. Write **ALTO**, **SOPRANO**, **BASS**, or **TENOR** on the space provided.

- _____ 1. Regine Velasquez
- _____ 2. Gary Valenciano
- _____ 3. Aiza Segurra
- _____ 4. Janno Gibbs
- _____ 5. Mariah Carey



EVALUATE

Directions: Identify what is being asked on each number. Arrange the jumbled letters to get the answer. Write the correct answer in the space provided.

- _____ 1. It describes the unique quality of a voice or an instrument.

EBTMIR

- _____ 2. It is a type of male voice that is low and thick.

ASBS

- _____ 3. It is the highest type of a female voice.

ONRPSOA

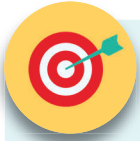
- _____ 4. It is a type of female voice that is thick and low in tone.

OLAT

- _____ 5. It is the highest type of a male voice.

ONETR

ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize the realistic and abstract prints.
- Create an abstract printing design.



CHECK

Directions: Encircle the materials used in Paper Marble Making.

metal	basin
paint	plate
canvas	rag
waters	box
small pale	stick



EXPLAIN

Patterns is a repeated design in a piece of work. It has a great effect in art, it is used as a decoration and a tool to grab the viewer's eyes. Designs come from different shapes, lines, words, flowers, animals, landscapes, and faces.

There are two types of designs:

1. **Abstract** has unrealistic designs, they are only represented by different lines patterns, and colors.

Here are some of examples of Abstract design:



2. **Realistic** designs replicate nature or things like the ones shown in the pictures below.





PRACTICE

Directions: Create an abstract T-shirt design.



Using T-shirt design – OShirt Application on your Android and Apple gadgets (Suggested). You may also use a designing app in your comfort. Share your work with your teacher. Ask assistance from your parent/guardian to guide you in doing this task. Be creative by adding colors to it.

CRITERIA FOR GRADING::

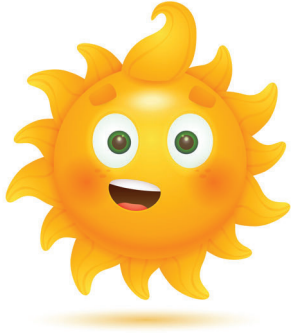
Creativity	20 POINTS
Attractiveness	15 POINTS
Patterns	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Analyze each photo carefully. Put a check ✓ if the picture shows an Abstract or Realistic design.

	ABSTRACT	REALISTIC
		

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Execute movements at a slow, slower, and slowest pace.



CHECK

Directions: Arrange the jumbled letters to form the correct word.

- _____ 1. PINLA
- _____ 2. VSELEL
- _____ 3. LCAIOTNO
- _____ 4. THPAYWSA
- _____ 5. ECIODINRT



EXPLAIN

Time is one of the factors of movement. It determines the speed of a movement or it tells how our body moves at a certain pace (example: slow/fast). Make sure that there is a safe distance for between the activity area and the furniture/walls when you move.

These are the activities you can do at a slow, slower, and slowest pace.

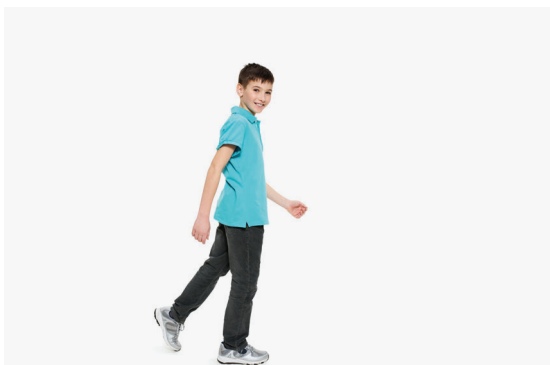
1. Crawling when you play outside or at home.



2. Climbing a staircase or a ladder to reach for something.



3. Walking from one place towards your bedroom or any spaces in your house or even outside.



These activities require effort to achieve the movement you desire to do at your own pace.



PRACTICE

Directions: Perform three movements you usually do at home. Do it in a slow, slower, and slowest paced. Have your parent/guardian assist you in doing the task. Record and share your work with your teacher.

CRITERIA FOR GRADING:

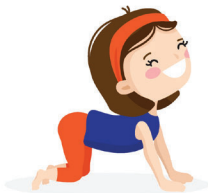
Perform Each Task in Slow, Slower, and Slowest Pace	20 POINTS
Participation and Effort	15 POINTS
Movements are Done Accordingly and Safely	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Shade the  if the movement shows a slow, slower and slowest pace movement and half shade  if not.

1.

2.




3.




4.




5.




HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Understand the different factors that influence choice of goods and services.



CHECK

Directions: Write down the three (3) components of Consumer Health. Write your answer in the space provided.

1. _____
2. _____
3. _____



EXPLAIN

FACTORS THAT INFLUENCE CHOICE OF GOODS AND SERVICES

1. **Price** – It refers to the price of goods and services offered by the producers. Consumers are interested on how they will consume the product and how much will it fit into their budget.

2. **Advertisements**– Something that is shown to promote, or sell a product, services or idea that may attract the attention of the consumers.
3. **Quality Product and Services** – It is the good quality of products and services offered by the seller that will satisfy the costumers needs.
4. **Social Trends** – It refers to the new trends that the consumer may see through social media using mobile apps that promote and offer a product or service.
5. **Weather Condition** – Weather affects the consumer's mood to purchase products. It influences the types of food, types of clothes, and how much money will spend on the product. For example, during warm and sunny days, consumers would buy refreshing products that will satisfy their thirst. On rainy days, consumers would buy umbrellas and raincoats.
6. **Income** – The consumers purchased goods and services according to their family's income.



PRACTICE

Directions: Color the circle **YELLOW** if the statement is correct and color it **BLUE** if it is not.

- ☐ 1. There are six (6) factors that influence choice of goods and services.
- ☐ 2. Income is one of the factors that influence choice of goods and services.
- ☐ 3. Consumers tend to buy products that are on sale because it is affordable.
- ☐ 4. Quality of the product is not important as long as it is affordable.
- ☐ 5. Always buy products or services that are in current trends even if you don't need them.



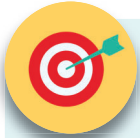
EVALUATE

Directions: List down the six factors that influence choice of goods and services. Write them on the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 03

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Define dynamics.



CHECK

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. Timbre refers to the quality of a sound.
- _____ 2. Timbre is classified according to male and female voice.
- _____ 3. Female voice can be bass or tenor.
- _____ 4. Male voice can be soprano or alto.
- _____ 5. Soprano and Tenor are both thin and high voice.



EXPLAIN

Dynamics in music refers to the softness or loudness of sounds. It helps you express the true meaning of a song.

Loud sounds are sounds that are high in volume and sometimes it is unpleasant to hear. Soft sounds are low, soft in volume, and pleasant to listen to.

Here are examples of loud sounds:



Here are examples of soft sounds:





PRACTICE

Directions: The Coconut song is an example of a song that has dynamics. Your task is to sing the song “The Coconut” in front of your parent then ask them to take a video of your performance and share it with your teacher.

The Coconut Song

<https://www.youtube.com/watch?v=w0AOGeqOnFY>

CRITERIA FOR GRADING:

Voice Quality	10 POINTS
Dynamics in a Song	10 POINTS
TOTAL	20 POINTS



EVALUATE

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. Dynamics is the softness and loudness of sound.
- _____ 2. Lightning produces soft sounds.
- _____ 3. Loud sounds are unpleasant to the ears.
- _____ 4. Soft sounds are sounds used for singing a lullaby.
- _____ 5. Old Macdonald song is an example of a lullaby.

ARTS EDUCATION



OUTCOMES

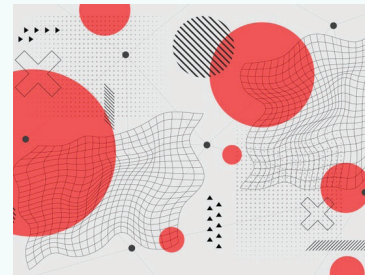
At the end of this module, you are expected to:

- Recognize nature printing design using hands.
- Create a printing design using hands.



CHECK

Directions: Encircle the pictures with an abstract designs and box if it is a realistic designs.





EXPLAIN

Hand printing is a printing technique using fingers and hands in creating designs.



Hand printing design



Finger printing design

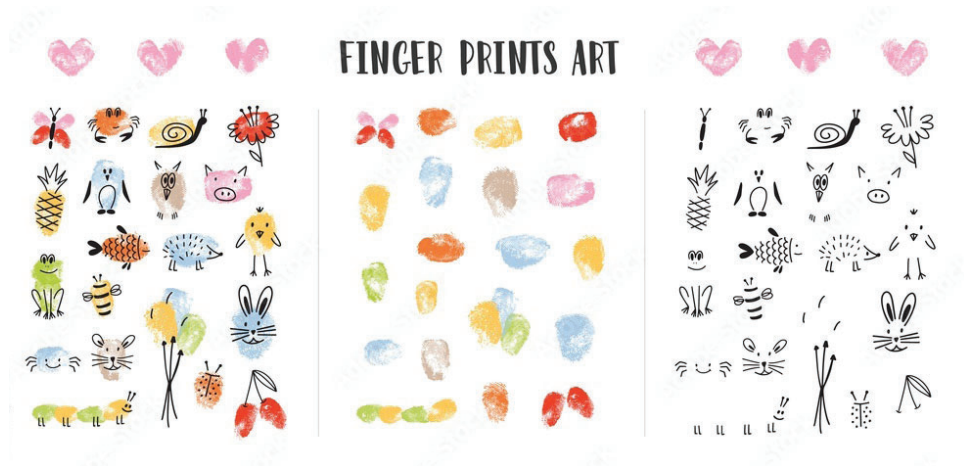
One of the best ways to paint is with your fingers. Fingerprinting art is a fun way to boost your fine motor development by strengthening your finger and hand muscles.

Reflect on the photos below.

1. **Hand Printing Art**



2. Fingerprinting Art



PRACTICE

Directions: Make a fingerprinting design using a shirt. Have your parent/guardian assist you in this activity. Cover a video and take a photo wearing your finished artwork.

Materials needed.

1. Paint (primary colors or colors of your choice)
2. Old white T-shirt
3. Old newspaper (Place this inside the shirt so the paint won't stain the other side of the clothes)
4. Rags

CRITERIA FOR GRADING::

Creativity	25 POINTS
Effort and Participation	25 POINTS
Textures and Shapes	25 POINTS
Attractiveness	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Draw a diamond  if the sentence states a fact about hand and finger printing and a triangle  if not.

- _____ 1. Hand printing uses a pencil and pen.
- _____ 2. Hand printing can be done on paper.
- _____ 3. Pressure is not important in hand and fingerprinting.
- _____ 4. Fingerprinting art helps strengthen your hand and finger muscles.
- _____ 5. A wonderful design is created through hand printing only.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Execute movements at a fast, faster, and fastest pace.



CHECK

Directions: Put a check ✓ if a movement is slow and ✗ if not.

- _____ 1. Walk
- _____ 2. Run
- _____ 3. Climb



EXPLAIN

The element of time affects depends on the pace of a movement or how long you do the activity.

Walking and running can be done in this pace.



Going down the stairs while your doorbell keeps on ringing.

Playing and running with your pet.



PRACTICE

Directions: Perform three movements you usually do at home. Do it in a fast, faster, and fastest pace. Have your parent/guardian assist in doing this task. Cover a video and share it with your teacher.

CRITERIA FOR GRADING:

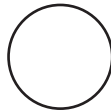
Perform Each Task in Fast, Faster, and Fastest Pace	20 POINTS
Participation and Effort	15 POINTS
Movements are Done Accordingly and Safely	15 POINTS
TOTAL	50 POINTS



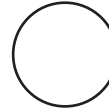
EVALUATE

Directions: Analyze each photo carefully and arrange them according to how fast, faster, or fastest the movement by putting a number in the circle. **1** is for fast, **2** for faster, and **3** for fastest.

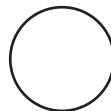
1. jogging



2. run and chase



3. walking to school



HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify basic consumer rights.



CHECK

Directions: Identify what factor that influence choice of goods and services is being asked on each number. Write your answer in the space provided.

- _____ 1. It refers to the price of goods and services offered by the producers.
- _____ 2. It is something that is shown to promote or sell a product that may attract the attention of consumers and encourage them to buy.
- _____ 3. The consumers purchased goods and services according to their family's income.
- _____ 4. It affects the consumer's mood to purchase a product that influences type of food to eat and type of clothes to wear.
- _____ 5. This is the good quality of the products and services offered by the vendor.



EXPLAIN

BASIC CONSUMER RIGHTS

1. **Right to Basic Needs**

- The consumer has the right to access necessities such as food, clothing, shelter, and other health services at affordable price and good quality.

2. **Right to Safety**

- Everyone has the right to be protected against dangerous products and services that could harm someone's health and life.

3. **Right to Information**

- Everyone has the right to receive accurate and easy to understand information about health plans, health care professionals, and facilities.

4. **Right to Choose**

- Consumers have the right to choose health care providers who are proficient in providing appropriately high-quality health care.

5. **Right to Consumer Education**

- Customers must be aware of their benefits, advantages, and liabilities in the purchased goods and services.

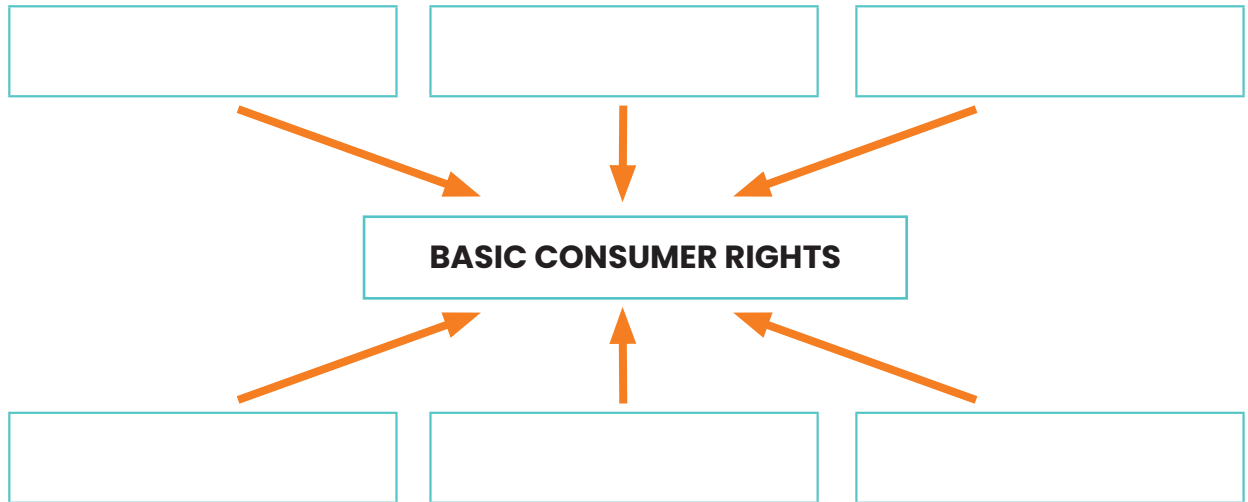
6. **Right to a Healthy Environment**

- Customers have the freedom to live and work in a safe environment for their welfare and the next generations.



PRACTICE

Directions: Write down the six (6) basic consumer rights. Write your answer in the space provided.



EVALUATE

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. It is important that you know your rights as a consumer.
- _____ 2. You can only buy products from the malls.
- _____ 3. You have the right to know all the necessary information needed from the products that you are buying.
- _____ 4. You can only exercise one from six basic consumer rights.
- _____ 5. You don't have to know your rights as a consumer.

Lesson 04

MUSIC EDUCATION



OUTCOMES

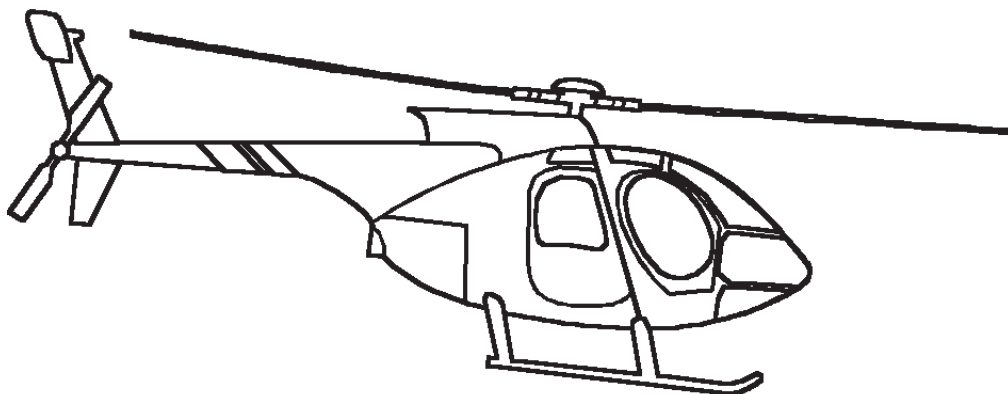
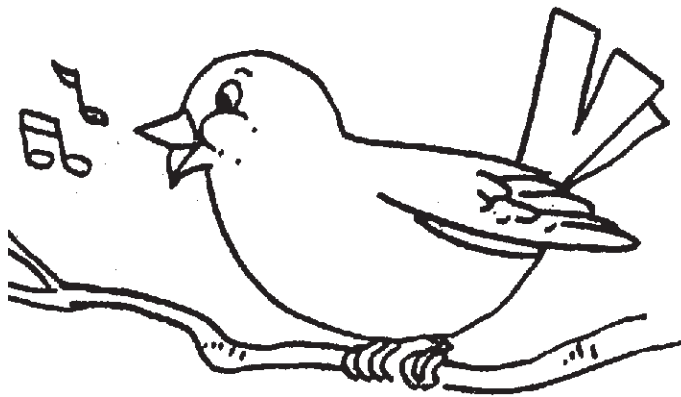
At the end of this module, you are expected to:

- Recognize the different kinds of dynamics.



CHECK

Directions: Color the picture that produces loud sound and leave the picture uncolored if it produces soft sound.





EXPLAIN

Dynamics refers to the changes of the volume (soft or loud). It is one of the most important parts of playing music and it express so music emotion.

Musicians used Italian words to describe the levels of dynamics.

KINDS OF DYNAMICS		
fortississimo	<i>fff</i>	loudest
fortissimo	<i>ff</i>	very loud
forte	<i>f</i>	strong and loud
mezzo forte	<i>mf</i>	moderately loud
mezzo piano	<i>mp</i>	moderately soft
piano	<i>p</i>	quiet or soft
pianissimo	<i>pp</i>	very quiet
pianississimo	<i>ppp</i>	softest



PRACTICE

Directions: Complete the table below. Write your answer in the space provided.

KINDS OF DYNAMICS		
1. _____	<i>fff</i>	loudest
fortissimo	2. _____	very loud
forte	<i>f</i>	3. _____
mezzo forte	<i>mf</i>	moderately loud
4. _____	<i>mp</i>	moderately soft
piano	<i>p</i>	quiet or soft
pianissimo	<i>pp</i>	5. _____
pianississimo	<i>ppp</i>	softest



EVALUATE

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if it is not.

- _____ 1. Dynamics refers to the softness or loudness of sound.
- _____ 2. Musicians used Spanish words to describe the different levels of dynamics.
- _____ 3. Fortissimo means loudest.
- _____ 4. Pianississimo is the softest level.
- _____ 5. Mezzo forte can be written as mfff.

ARTS EDUCATION



OUTCOMES

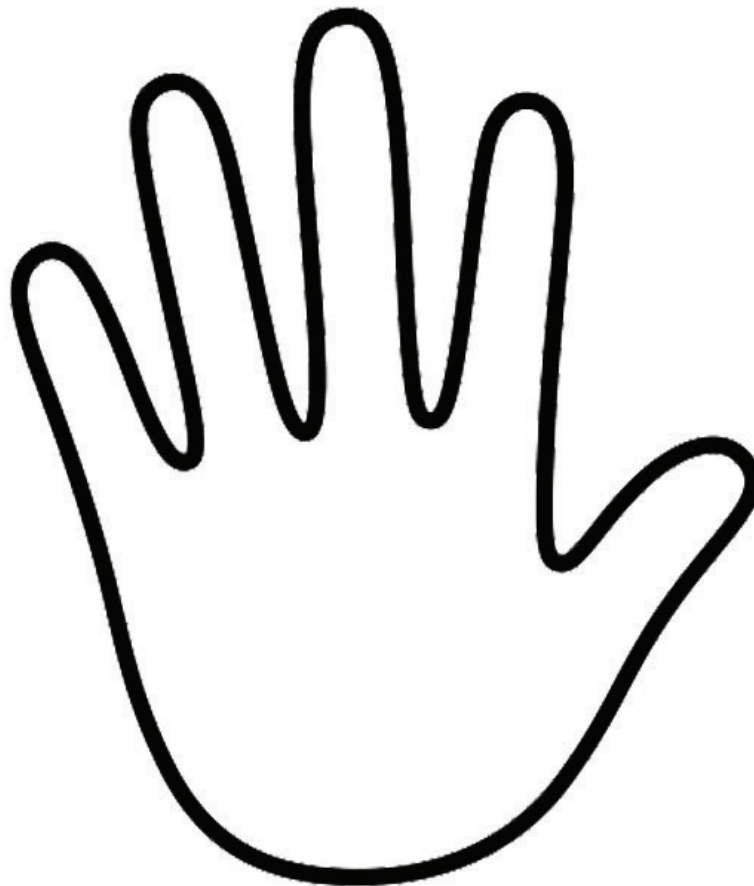
At the end of this module, you are expected to:

- Recognize digital printing.
- Explain the comfort in making digital designs and printing.



CHECK

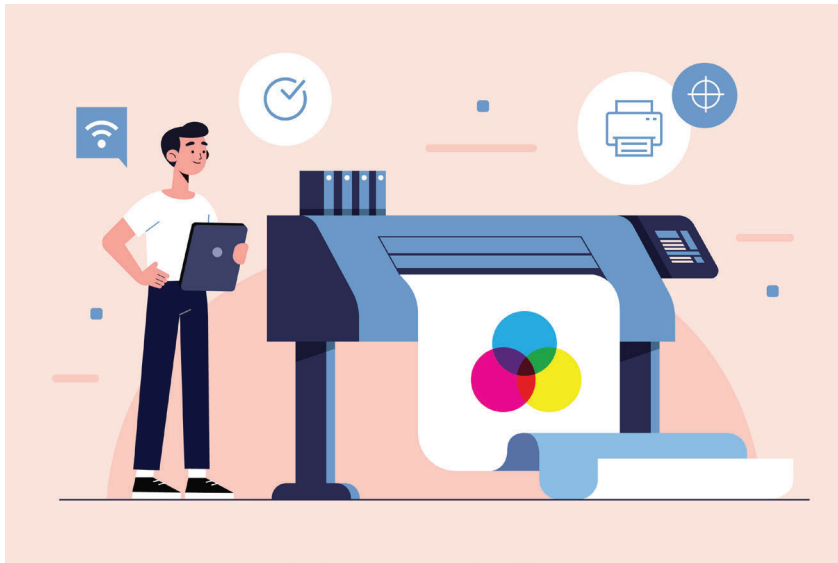
Directions: Create a simple design using your fingerprints inside the hand.





EXPLAIN

Digital printing is a technique of printing images and designs using a machine or printer, or from an electronic file. Creating designs is easy and convenient using computers.



This kind of printing has a higher cost per page rather than making prints manually.

Printing can be on fabric, paper, plastic, for personal and commercial purposes.



Printing a tarpaulin
for commercial uses.



Printing on Papers for
school and office needs.



PRACTICE

Directions: Create a doodle design , use the Kids Doodle app  or an app you are comfortable with. Print your creative design on paper. Have your parent/guardian assist you with this activity and capture a photo while doing this task. Share your work with your teacher.

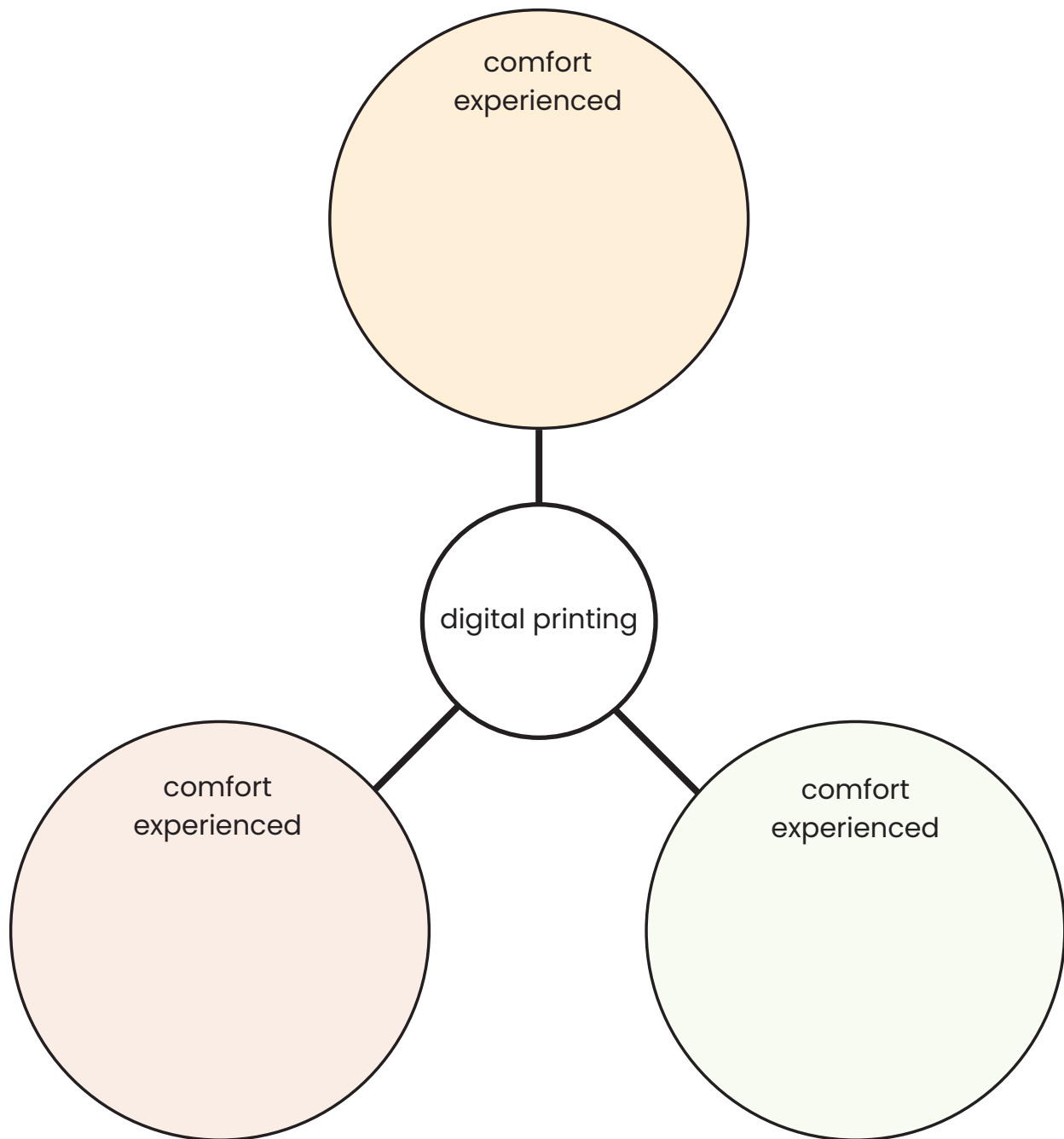
CRITERIA FOR GRADING:

Creativity	20 POINTS
Effort and Participation	15 POINTS
Attractiveness	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write on the colored circles the three comforts you experienced in digital design and printing.



PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize the movements done in strong, stronger, and strongest force.
- Perform strong, stronger, and strongest movements with smoothness.



CHECK

Directions: Write three tasks or activities you did yesterday and today in a fast, faster, and fastest pace.

1. _____
2. _____
3. _____



EXPLAIN

Strength and power are important for so many reasons. It helps you to keep your healthy body weight and it reduces injuries. Doing normal activities like walking up and down the stairs or lifting a groceries are examples on how to improve your muscular strength and power. How strong are you to carry the things around you?





How strong are you to push and pull-up yourself?



PRACTICE

Directions: Perform three movements you usually do at home that shows strength and power. Have your parent or guardian assist you in doing this activity. Cover a video and share it with your teacher.

CRITERIA FOR GRADING:

Perform Each Task that Shows Strength and Power	20 POINTS
Participation and Effort	15 POINTS
Movements are Done Accordingly and Safe	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Color the diamond blue "  " if the photo shows a strong movement and green "  " if not.

1. 



2. 



3. 



4. 



5. 



HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize the different consumer responsibilities.



CHECK

Directions: Write down at least three (3) basic consumer rights. Write it on the space provided.

1. _____
2. _____
3. _____



EXPLAIN

CONSUMER RESPONSIBILITIES

1. **Critical Awareness**

One of the consumer's responsibilities is to ask question about the use, price, quality, and the right information of the products.

2. **Action**

It is the consumer's responsibility to ensure that she/he gets a fair deal and in an honest manner. You may inform business appropriate authorities about your dissatisfaction with a product or service.

3. **Social Concern**

It is the consumer's responsibility to know the effects of the products or services being purchased. It is her/his right to speak out and defend herself/himself if they feel the company wronged them.

4. **Environmental Awareness**

It is the duty of the consumer to know the effects of the products or services being purchased to the environment. Consumers must understand the environmental consequences before they consume.

5. **Solidarity**

It is the consumer's duty to promote the right and to protect the welfare of every consumer by giving comments and suggestions to improve the quality of products and services offered by the seller.



PRACTICE

Directions: Interview your parent/guardian on what will they do in the following situation that will show them on how responsible they are as a consumer. Have them assist you with this task. Cover a video of this interview and share it with your teacher.

CRITERIA FOR GRADING:

Confidence	15 POINTS
Clarity of Video and Sound	15 POINTS
Shows a Responsible Action as a Consumer	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write the word **DUTY** if the statement shows an attitude of a responsible consumer and **NO** if not. Write your answer in the space provided.

- _____ 1. Rina bought a bag without checking the quality of the item.
- _____ 2. You compared the price and quality of the product that you bought from the market.
- _____ 3. Sean checked the quality of the pants before paying.
- _____ 4. Ruth complained the product she bought because it was defective.
- _____ 5. Justine went to the market and used plastics for all the items he bought and throws it after being used.

UNIT 4

Lesson 01

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Define tempo.



CHECK

Directions: Identify the Italian words used by musicians to describe the levels of dynamics. Choose the answer in the box. Write the letter of the correct on the space provided.

A. forte

C. mezzo piano

E. piano

B. mezzo

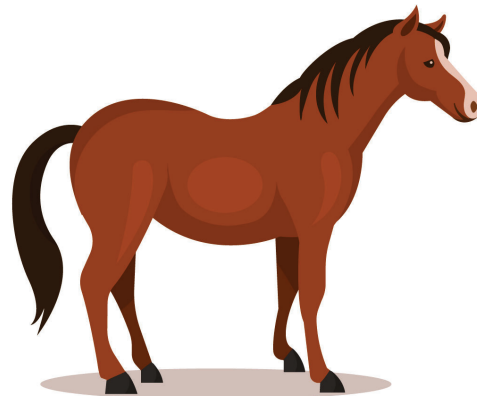
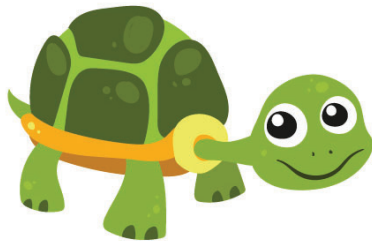
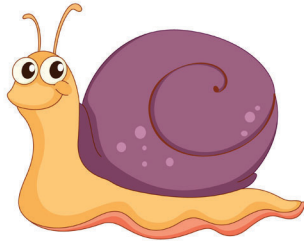
D. forte pianississimo

- _____ 1. soft
- _____ 2. loud
- _____ 3. softest
- _____ 4. moderately soft
- _____ 5. moderately loud



EXPLAIN

Tempo refers to the speed of music. It tells how the music should be played, whether it is fast or slow.



These animals move at different speeds. Some of them move fast and slowly. Just like in music, a piece of music sounds can be different depends on the pace or speed of the music.

Listen to the song "You are my Sunshine".

<https://www.youtube.com/watch?v=dh7LJDHFaqA>

Listen to the song "Old Macdonald".

<https://www.youtube.com/watch?v=Wm4R8d0d8kU>

GUIDE QUESTIONS:

1. What have you noticed with the speed of the songs that you just heard?
2. Which of them played fast? slow?



PRACTICE

Directions: Choose 2 songs to sing. The songs must be in a fast and slow tempo. Ask your parent to record your performance and share it with your teacher.

CRITERIA FOR GRADING:

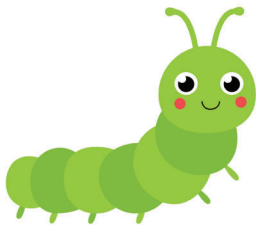
Voice Quality	20 POINTS
Total Performance	20 POINTS
TOTAL	40 POINTS



EVALUATE

Directions: Draw a happy face in the circle if the picture moves slowly and sad face if it moves fast.

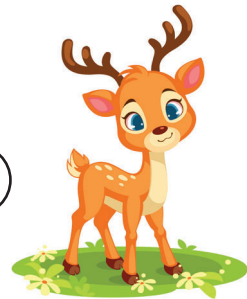
1.



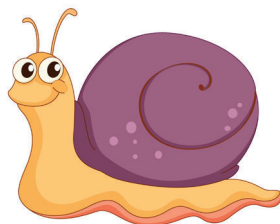
2.



3.



4.



5.



ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify puppetry.
- Create a family puppet finger.



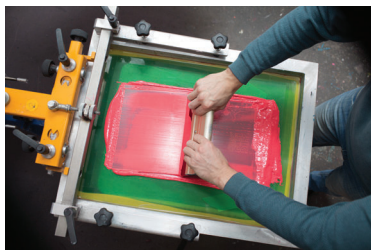
CHECK

Directions: Color the circle red ☐ if the photo shows a digital printing and blue ☐ if not.

1. ☐



2. ☐



3. ☐



4. ☐



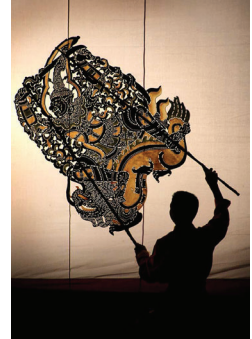
5. ☐





EXPLAIN

A **puppet** is an artificial object or figures usually a person or animals that is manipulated by a person.



A **puppeteer** is the one who manipulates the puppet. It uses strings or rods to control the movement of hands and arms.





Puppetry is a theatrical show of puppets.

Teatrang Mulat is a puppetry production of the University of the Philippines founded by Amelia Lapeña-Bonifacio in 1977 that entertained many Filipino children.



Papet Pasyon is the first Lenten puppet show in the Philippines that represents the narrative of the life of Jesus Christ. It is considered as standard of Children Theater. Each puppet replicates the people whom Jesus got along with on the journey of His life.



PRACTICE

Directions: Create a simple family puppet finger. You may print or draw photos of your family. Ask your parent/guardian to assist you with this task. Introduce each member of the family. Cover a video and share it with your teacher. See the photo below.



You may watch this video on.

HOW TO MAKE EASY FAMILY FINGER PUPPETS AT HOME (2:57 Minutes)

<https://www.youtube.com/watch?v=6tI2uNaIJDY>



EVALUATE

Directions: Read each item carefully and identify what each refers to. Choose the answer in the box. Write the letter of the correct answer on the space provided.

A. Amelia Lapeña-Bonifacio

C. Puppet Show

E. Teatrang Mulat

B. Puppet

D. Puppeteer

- _____ 1. The theatre production of puppets.
- _____ 2. The object that represents a human.
- _____ 3. The founder of Philippines puppetry.
- _____ 4. The person who manages the puppet.
- _____ 5. The puppetry production in the Philippines.

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Perform movements with a hula hoop, individually.



CHECK

Directions: Draw a happy face 😊 in the circle if the sentence states a fact about ribbon dancing and sad 😞 if not.

☐

1. It develops the arms' muscles.

☐

2. Ribbon dancing is for everyone.

☐

3. Dancing is lousy when there is music.

☐

4. Dancing looks wonderful when the body moves with grace.

☐

5. Your ribbon's length should be longer than your height.



EXPLAIN

A **hula hoop** is a round plastic tube toy used for recreation. It is used to create movements, for exercise and dancing too. Hula hoop is a great exercise for children. It helps develop their body coordination, balance, and gross motor skills.



Here are examples of hula hoop activities:

1. Spin the hoop up your neck down to your ankles.



2. Bring the hula hoop upward, downward, and side-to-side.



3. Spin the hoop clockwise or counterclockwise around your waist.



4. Spin the hoop around your arms.



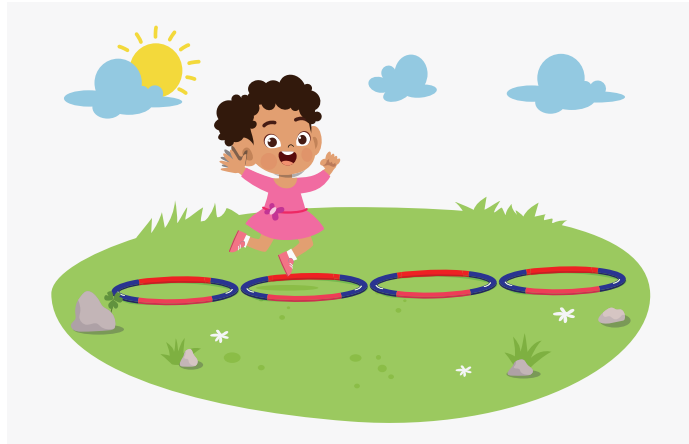
5. Spin the hoop like a steering wheel.



6. Jump in and out the hoop with your left or right foot.



7. Step and hop in and out the hula hoop.



8. Spin the hoop around your waist while moving around.



PRACTICE

Directions: Perform a hula hoop dance routine with music. Choose from the activities above and add two more routines. Ask your parent/guardian to cover a video of your performance and share it with your teacher.

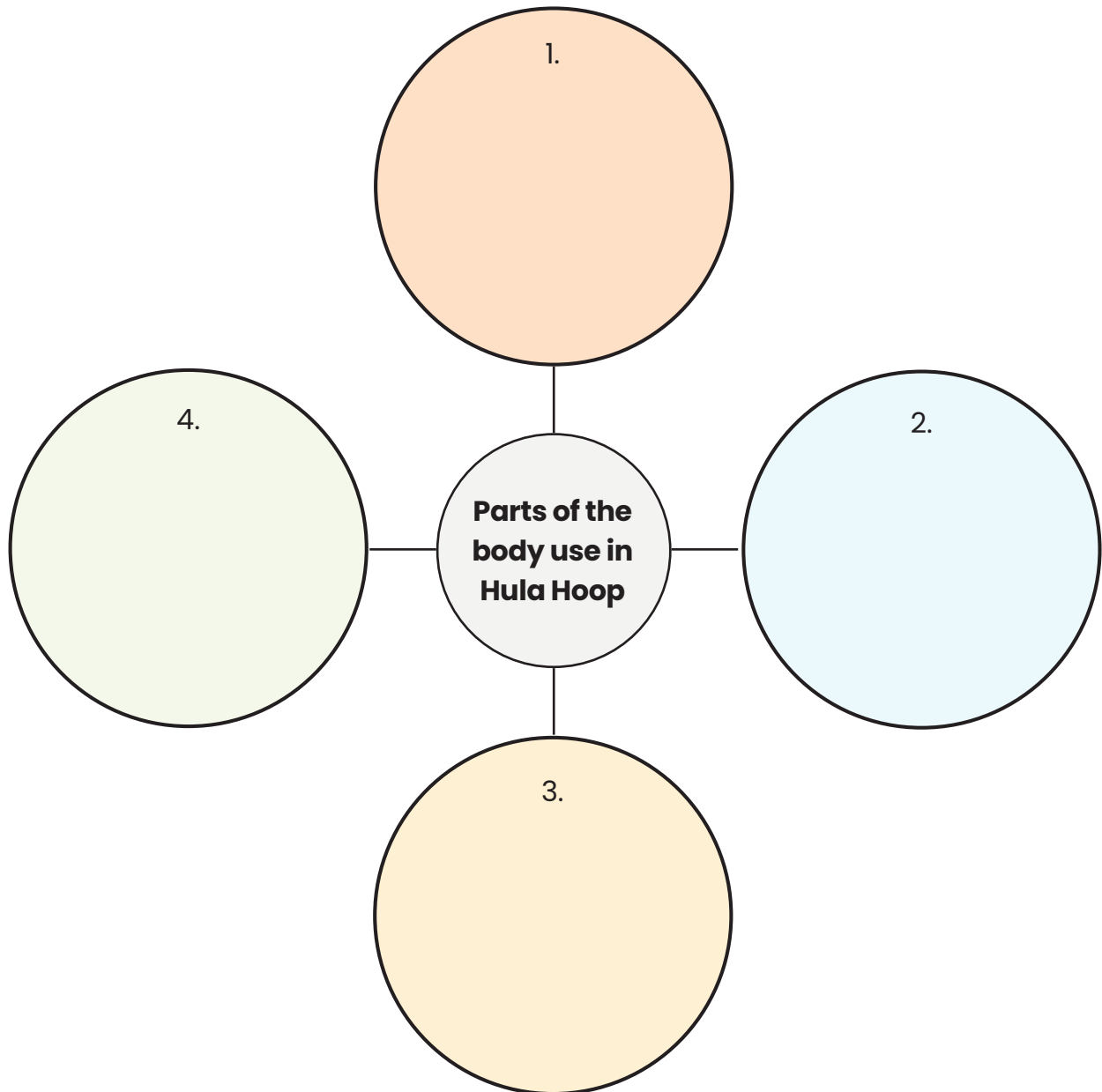
CRITERIA FOR GRADING:

Creativity	15 POINTS
Follow Instructions	20 POINTS
Shared to the Teacher	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Complete the diagram by writing the body parts used in hula hooping.



HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize road safety practices as a pedestrian.
- Recognize basic road safety practices as a passenger.



CHECK

Directions: Read each item carefully and identify what it refers to. Choose your answer in the box. Write the letter of the correct answer on the space provided before each item.

- | | | |
|-----------------------|----------------------------|---------------|
| A. Action | C. Environmental Awareness | |
| B. Critical Awareness | D. Social Concern | E. Solidarity |

- _____ 1. Asking how the product works.
- _____ 2. Know the effects of the products.
- _____ 3. Reporting a complaint to the business authorities.
- _____ 4. Effects of the products to the environment.
- _____ 5. Giving comments and suggestions to improve the quality of the products.



EXPLAIN

It is important for you to follow the traffic signs and rules for the interest of your safety. Signs or symbols give you instructions to know when or where you can cross a road. It provides instant communication or information displayed on the sign for road users like you.

Here are some road signs we often see.

PEDESTRIAN CROSSING



This is the right place for you to cross the road. You should know where the pedestrian crossing is located.

TRAFFIC LIGHTS



Traffic lights are important to prevent traffic accidents. The most known colors of traffic lights are green, red, and yellow. **Green** means go or permission to move. **Yellow** means that the vehicles should slow down. The **red** light means stop. The vehicle must come to a full stop.

PEDESTRIAN STOP & GO



DO NOT CROSS SIGN



There is no pedestrian lane. You are not allowed to cross the road.

ROAD SAFETY PRACTICES AS A PASSENGER

1. Look for the proper Loading and Unloading Zone.
2. Do not put your arm, head, or hands out on the car window.
3. Stay seated while the vehicle is moving.
4. Always wear your seatbelt for your safety.



PRACTICE

Directions: On a long bond paper, make a poster using any traffic signs. Take a picture and send a copy to your teacher.

CRITERIA FOR GRADING:

Clarity of the Sign	20 POINTS
Creativity	20 POINTS
TOTAL	40 POINTS



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. It is important to follow the road signs.
- _____ 2. Do not cross in a pedestrian lane.
- _____ 3. Wait for the "GO" signal before crossing the street.
- _____ 4. In traffic lights, red color means stop.
- _____ 5. Always wear your seatbelt.

Lesson 02

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify the kinds of tempo.



CHECK

Directions: Color the circle red if the animal moves slow and blue if fast.



1.



3.



2.

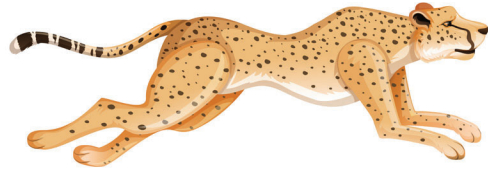
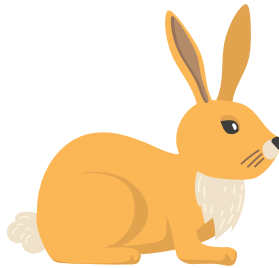


4.





EXPLAIN



Guide Questions:

1. What are the different paces or movements of the animals?
2. Which of them moves slowest to fastest?

In music, every song has a different tempo that gives emotional expression to the listeners and singers.

Here are the kinds of tempo:

1. **Adagio** is a slow tempo and it literally means “at ease”, it brings peace and calmness.

You may listen here: <https://www.youtube.com/watch?v=9OAFF4ZIXvA>

2. **Andante** is moderately slow and a familiar tempo that translate as at a “walking pace”.

You may listen here: https://www.youtube.com/watch?v=p_ftrysaMHU

3. **Moderato** plays in a medium pace. It sounds comforting and happy.

You may listen here: <https://www.youtube.com/watch?v=ww50OkujBYA>

4. **Allegro** is a quick and bright tempo that brings cheerfulness and pleasant mood.

You may listen here: <https://www.youtube.com/watch?v=wfF0zHeU3Zs&list=PLShIU5KmPYIcNlpgJoRtwhYDnMaT5QvHV>

5. **Vivace** – means faster and lively beat.

You may listen here: <https://www.youtube.com/watch?v=DT6EMDOpanY>



PRACTICE

Directions: Sing and dance the song “If You’re Happy and You Know It” with a progression of tempo in each dance movement. Have your parents cover a video of this task and share it with your teacher.

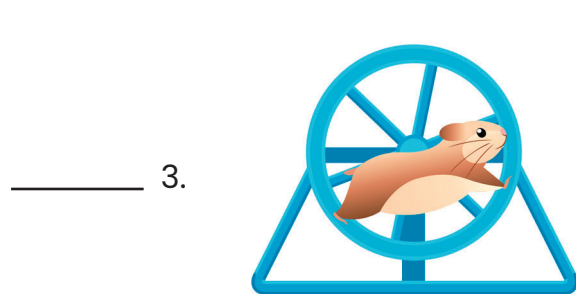
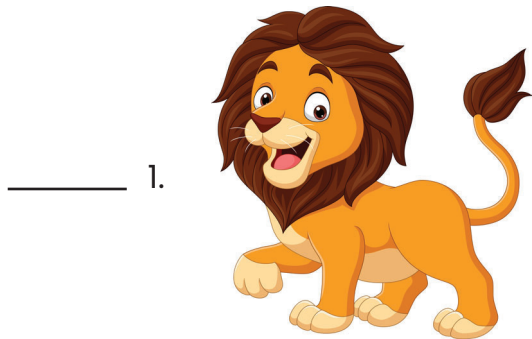
CRITERIA FOR GRADING:

Tempo	25 POINTS
Enthusiasm	25 POINTS
Clarity of Video and Sound	25 POINTS
Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Analyze the photos carefully and arrange them according to their movement by writing a number, **1** is the slowest and **4** is the fastest. Write the correct answer on the space provided each.



ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize shadow puppetry.
- Make a shadow puppetry.



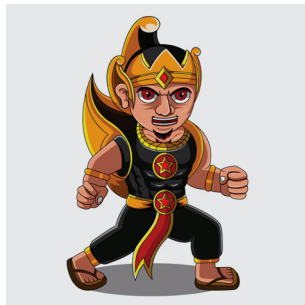
CHECK

Directions: Check the box if the photo shows puppetry and **x** if not.

1. ☐



2. ☐



3. ☐



4. ☐

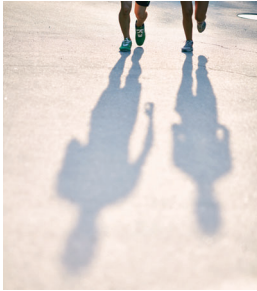


5. ☐





EXPLAIN



What is the similarity you see in the photos?

Shadow puppetry uses cut-out figures presented through a light and screen that produces a shadow. These Puppeteers make puppets move using sticks or threads to entertain the viewers especially the children from its form of storytelling.



Theatre Group is a group of multimedia artists that popularized the art of shadowplay in the Anino Philippines and it was established in 1990s.

Watch this Shadow Puppetry of Anino Theatre, Nanay Kong Kalbo!

<https://www.youtube.com/watch?v=UQwqt6GvNA4>

Guide Questions:

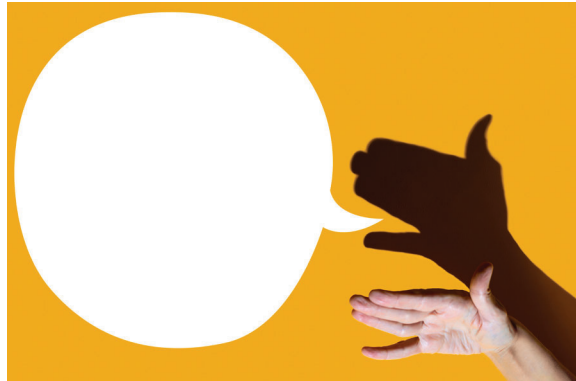
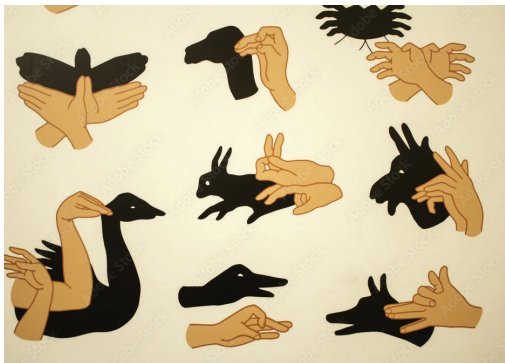
1. What animals did you see in the video ?
2. Who is the mother referring to the song?





PRACTICE

Directions: Make a short shadow puppetry together with your family using your hands (see the picture below). Cover a video of your performance and share it with your teacher.



CRITERIA FOR GRADING:

Puppet Design	25 POINTS
Puppet Visual and Speaking Expression	25 POINTS
Clarity of Sound and Video	25 POINTS
Content of the Story	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Color the triangle orange "▲" if the photo shows shadow puppetry and green "▲" if not.



1.



2.



3.



4.



5.



PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Perform movements with a partner using ribbon, gracefully.



CHECK

Directions: Write **YES** if the movement or activity needs muscle strength and **NO** if not.

- _____ 1. holding a pen
- _____ 2. pushing the table
- _____ 3. carrying a pillow
- _____ 4. carrying a basket of fruits



EXPLAIN

Dancing is an interesting activity. It explores movements and awakens our creativity. We can explore movements through the use of objects and can create simple pattern sequences. Dancing can be more fun if done with a partner. One activity that you will enjoy is ribbon dancing. Using streamers or ribbon, you can create movements by moving your hands. It develops coordination and gross motor skills.

Choosing the best music for your dance is a great way to help you perform, gracefully. It guides your body movement, passion, and gives you a strong desire to perform.



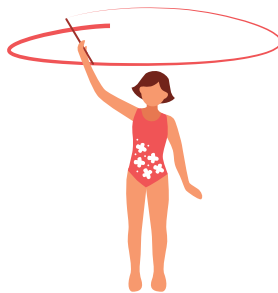
Moving your hands and arms with grace strengthens your muscles. You can create a simple ribbon dance routine by moving your hands up and down, side to side, or even in a circular motion.

Here are some of ribbon dance moves that you can explore:

1. Raise your arm.
2. Move your arm left to right.
3. Move your arm in of you front and behind you.



4. Create a big circle above your head.



5. Spin around while twirling the ribbon down like a tornado.





PRACTICE

Directions: Perform a creative dance movement with one of your family members using a ribbon with music. Ask your parent to assist you to cover a video of your performance and share it with your teacher.

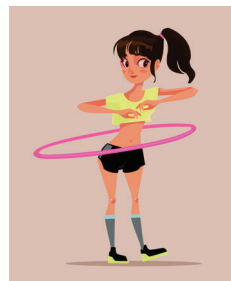
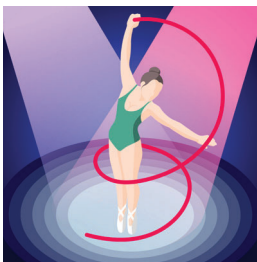
CRITERIA FOR GRADING:

Posture	25 POINTS
Creativity	25 POINTS
Effort and Participation	25 POINTS
Cooperation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Encircle the photo that shows a ribbon dance.



HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify the meaning of traffic signals and road signs.
- Recognize different self-management skills for road safety.



CHECK

Directions: Put a check ✓ on the box if it states road safety practices as a pedestrian and crosses ✗ out if as a passenger.

- ☐ 1. Always fasten your seatbelts for safety.
- ☐ 2. Always look at the traffic lights before crossing the road.
- ☐ 3. Only cross on a pedestrian lane.
- ☐ 4. Stay seated while the vehicle is moving.
- ☐ 5. Look for the proper Loading and Unloading Zone.



EXPLAIN

Here are the different road signs/symbols that you may see.

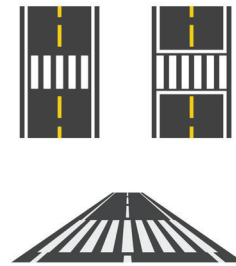
TRAFFIC LIGHT



STOP SIGN



PEDESTRIAN LANE



SCHOOL ZONE



NO U-TURN



DO NOT ENTER



Traffic lights and traffic signs serve as a guide for us to have a proper system on the road.

SELF MANAGEMENT SKILLS FOR ROAD SAFETY

1. Be mindful while crossing the road.
2. Should be prepared on sharing the road.
3. Walk on the side of the road.
4. Follow the safety rules in crossing the road. Look for the traffic lights: Stop, look, and listen.
5. Use the pedestrian lane when crossing the streets.
6. Do not use cellphone while walking along the streets.
7. Do not play when crossing the roads.



PRACTICE

Directions: Match Column A to Column B. Write the letter of the correct answer in the space provided.

Column A

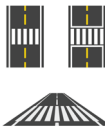
_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.



Column B

a. No U-Turn

b. School Zone

c. Do Not Enter

d. Traffic Light

e. Pedestrian Lane



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if not. Write your answer in the space provided.

- _____ 1. Be mindful while crossing the road.
- _____ 2. You may play while walking along the streets.
- _____ 3. Always practice the stop, look, and listen when crossing the roads.
- _____ 4. You may cross anywhere you want.
- _____ 5. Always look for pedestrian lane before crossing the roads.

Lesson 03

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify texture.



CHECK

Directions: Read each item carefully and identify what each refers to the kinds of tempo. Write the correct answer in the space provided.

- _____ 1. slow
- _____ 2. medium
- _____ 3. very fast
- _____ 4. walking pace
- _____ 5. quick and bright



EXPLAIN

I.



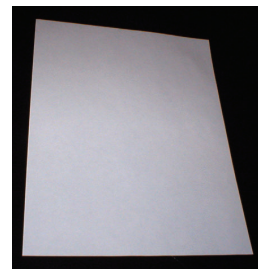
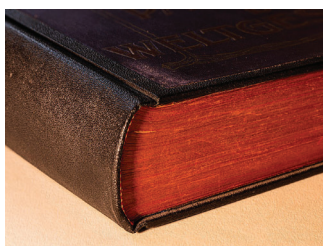
II.



Figure 1



Figure 2



Guide Questions:

1. What is the difference between the photos in figures I and in II?
2. How does it relate to music?

Texture in music it refers to the layers of sounds and the density of a music. A thin and thick texture of a song is depends on the instrument playing at any given time and as well as how those instruments are being performed.

A singing choir and an orchestra is an example of a heavy and thick sound.



Click the links to hear how the texture sounds.

How Far I'll Go (from Moana) | Northwest Girlchoir:

<https://www.youtube.com/watch?v=3qwhnJTnWfE>

FROZEN orchestral medley:

<https://www.youtube.com/watch?v=Mvm2rligPtM>

A singer or playing an instrument is an example of a light and thin.



Click the links to hear how the texture.

Lea Salonga singing in acapella:

<https://www.youtube.com/watch?v=SBgSQWTP62M>

Violin Cover by Karolina Protsenko:

<https://www.youtube.com/watch?v=lpHkv4KUifY>



PRACTICE

Directions: Using improvised materials that are available at home, compose a sound that will characterize the texture. Play a thick sound with your family and a thin sound by yourself. Ask your parents to cover a video of this task and share it with your teacher.

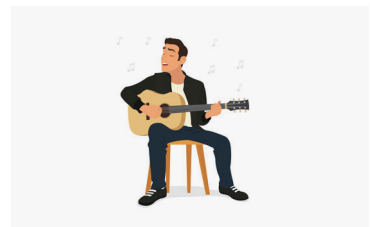
CRITERIA FOR GRADING:

Thick Sound	25 POINTS
Thin Sound	25 POINTS
Resourcefulness	25 POINTS
Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Encircle the photo that represents a thick sound and box the thin sound.



ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize the different kinds of puppets.
- Create a stick puppet.



CHECK

Directions: Match the description of column A to column B. Write the letter of the correct answer on the space provided.

Column A

- _____ 1. A puppetry show presented through a light.
- _____ 2. A shadow play organization in the Philippines.
- _____ 3. A puppetry production created about animals.

Column B

- A. Anino Theatre
- B. Nanay Kong Kalbo
- C. shadow puppetry and nature



EXPLAIN

Puppets are made from different materials depends on the story and the characters' portrayal. Here are the different types of puppets:

1. **Finger Puppets** is controlled by one or more than one finger. The movement comes from the hand of the puppeteer by moving and bending their fingers.



2. **Shadow Puppets** are made from cut-out figures where a shadow is projected into a light and screen.



3. **Marionette Puppets** are puppets that are controlled above by strings. The strings are connected to the body of the puppet.



4. **Hand Puppets** are also known as glove puppets that are made of sock or cloth that are worn over hand. The hand controls the movement of the head, body, and mouth of a puppet.



5. **Stick Puppets** are made from cut-out images and stuck to a stick. The puppeteer holds the stick to manipulate the movement of the puppet.





PRACTICE

Directions: Make an animal and flower stick puppets. Use materials that are available at home. Have your parents assist you in doing this task. Share your work with your teacher.

CRITERIA FOR GRADING:

Creativity	25 POINTS
Quality of Work	25 POINTS
Resourcefulness	25 POINTS
Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and identify what type of puppet each refers to. Choose the letter of the correct answer. Write your answer on the space provided.

- _____ 1. Puppets that are used to perform with a light.
a. Finger b. Hand c. Marionette d. Shadow
- _____ 2. A puppet that is controlled by a strings.
a. Finger b. Hand c. Marionette d. Shadow
- _____ 3. It is also known as the glove puppet.
a. Finger b. Hand c. Shadow d. Stick
- _____ 4. It is controlled by one or more than one finger.
a. Finger b. Hand c. Shadow d. Stick
- _____ 5. It is formed from a cut- out image and stuck to a stick.
a. Hand b. Marionette c. Shadow d. Stick

PHYSICAL EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Perform a group exercise with your family using a ball.



CHECK

Directions: Shade the circle if each item tell about hula hoop exercise.

	TRUE	FALSE
1. Improves balance.	☐	☐
2. Hula hooping is fun.	☐	☐
3. Hula hooping hurts your body.	☐	☐
4. A hula hoop is for the waist only.	☐	☐
5. You can step and hop in the hula hoop.	☐	☐



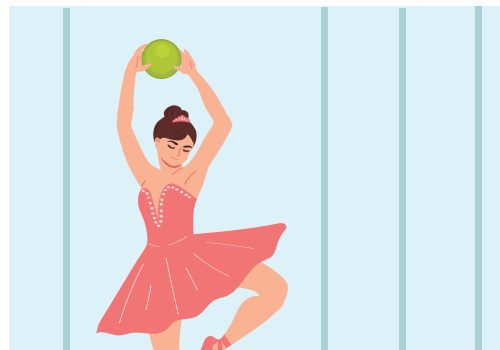
EXPLAIN

What object is used in the activity below?



Rhythmic activities are a combination of music and movement. Rhythm is used for self-expression and exercise. It is a fun activity that you and your family will enjoy especially when using a ball. Here are some rhythmic activities using a ball that you can do with your family:

1. Hold the ball with one hand or both, move.
 - Forward
 - Side-to-side
 - Upward and downward
2. Make a circular motion while holding the ball.
3. Standing back to back with a partner and pass the ball.
 - right and left
 - over and under
4. Spin to your right and left while holding the ball.





PRACTICE

Directions: Perform a rhythmic exercise using a ball with your family. Make sure that each of you has a ball for this activity. Ask your parent to assist you in choosing music. Cover a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Posture	25 POINTS
Creativity	25 POINTS
Rhythm	25 POINTS
Group Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Draw a heart  to an exercise if the picture shows a ball activity and a square  if not.



HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Identify types of disaster in a community.
- Recognize different safety rules to avoid accidents in the community.



CHECK

Directions: List down three (3) Self-management skills for road safety.

1. _____
2. _____
3. _____



EXPLAIN

A disaster is a phenomenon. It is unexpected and purposely devastating in a community. It may put our lives in danger and it may result in a permanent change to human societies and the environment and the ecosystem.





Can you identify the types of disaster in the pictures? There are two types of disaster in a community.

1. **Natural disaster** – is an event caused by the natural forces of the earth.
 - a. Typhoon
 - b. Landslide
 - c. Volcanic Eruption
2. **Man-made disaster** – are disaster caused by human beings.
 - a. Fire
 - b. Road Accident
 - c. War

Community safety is being safe whether you are at home, on the road, or at work. It builds a strong unity that helps communities to be and feel safe. It gives opportunity too to be active and support people in making healthy choices.

SAFETY RULES TO AVOID ACCIDENTS IN THE COMMUNITY

1. Strictly follow all the road signs.
2. Stay away from dangerous area.
3. Wait for the local government advice.
4. Be aware on what is happening around you.
5. Know the natural or man-made disaster that could affect your community. Ask for an advice on how to prepare.



PRACTICE

Directions: List down five (5) emergency contact lists. Write it on your notebook and send a copy to your teacher.

HOSPITAL NAME:

HOSPITAL CONTACT NUMBER:

POLICE STATION:

POLICE STATION CONTACT NUMBER:

FIRE FIGHTER STATION:

FIRE FIGHTER STATION CONTACT NUMBER:

RESCUE TEAM:

RESCUE TEAM CONTACT NUMBER:

BARANGAY:

BARANGAY CONTACT NUMBER:



EVALUATE

Directions: Classify whether the following disaster is a **NATURAL** or **HUMAN-CAUSED**. Write your answer in the space provided.

- | | |
|-------|----------------------|
| _____ | 1. typhoon |
| _____ | 2. war |
| _____ | 3. road accident |
| _____ | 4. volcanic eruption |
| _____ | 5. fire |

Lesson 04

MUSIC EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Distinguish between different types of texture in music.



CHECK

Directions: Draw a star ★ if a photo shows a thick musical texture and diamond ◇ if it shows a thin texture on the space provided.

_____ 1.



_____ 2.





EXPLAIN

KINDS OF TEXTURE

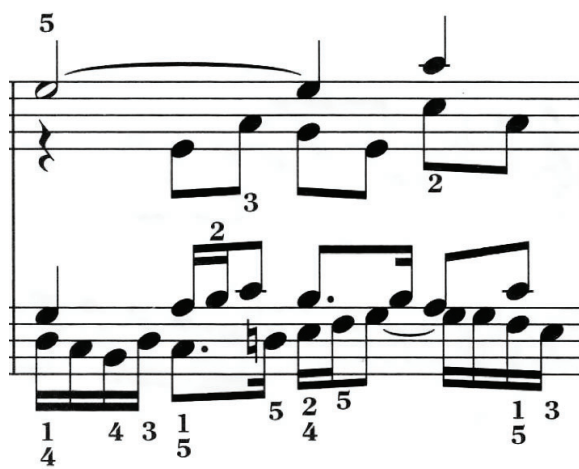
1. **Monophonic** is where a song or musical piece is sung by a singer only and played with an instrument alone.



Click the link to listen to its sound:

<https://www.youtube.com/watch?v=X6vkzbSPbnc>

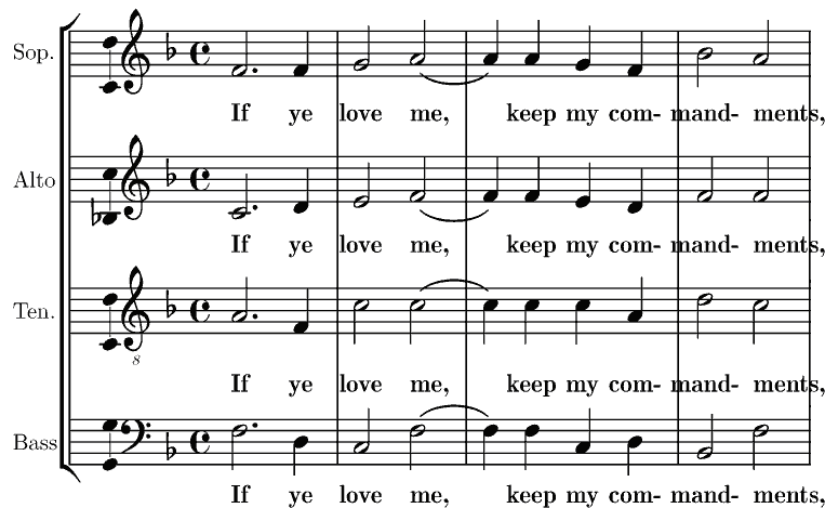
2. **Polyphonic** is when multiple independent melodies are played but at a different times.



Click the link to listen to its sound:

<https://www.youtube.com/watch?v=dC34cajGG4U>

3. **Homophonic** is when all parts of melodies and harmonies having the exact same rhythm. For example: A pop star is singing while playing a guitar at the same time.



A musical score for four voices: Soprano (Sop.), Alto, Tenor (Ten.), and Bass. The music is in a homophonic style, meaning all parts have the same rhythm. The lyrics are: "If ye love me, keep my com- mand- ments,". The score is written in a key with one flat (B-flat) and a common time signature (C). The Soprano part starts with a half note, followed by quarter notes. The Alto part starts with a half note, followed by quarter notes. The Tenor part starts with a half note, followed by quarter notes. The Bass part starts with a half note, followed by quarter notes. The lyrics are written below each staff.

You may listen to its sound here:

<https://www.youtube.com/watch?v=IKN-jtQX5XU>

4. **Heterophonic** is when a melody of music is sung altogether in different vocal types and ranges.



A musical score for Piano and Violins. The tempo is marked "Allegro". The key signature has two flats (B-flat and E-flat) and the time signature is 3/4. The Piano part features a melody with eighth notes and triplets. The Violins part features a melody with quarter notes and half notes. The lyrics are: "If ye love me, keep my com- mand- ments,". The score is written in a key with two flats (B-flat and E-flat) and a 3/4 time signature. The Piano part starts with a half note, followed by quarter notes. The Violins part starts with a half note, followed by quarter notes. The lyrics are written below each staff.

You may listen to its sound here:

<https://www.youtube.com/watch?v=8tm5L7vSREU> <https://www.youtube.com/watch?v=GNVvjwi9xSw>



PRACTICE

Directions: Compose a simple music in a monophonic texture at <https://www.noteflight.com/>. Screenshot and record your composition. Ask your parents to assist you in doing this task. Share your work with your teacher.

CRITERIA FOR GRADING:

Harmony	25 POINTS
Monophony	25 POINTS
Creativity	25 POINTS
Effort and Participation	25 POINTS
TOTAL	100 POINTS



EVALUATE

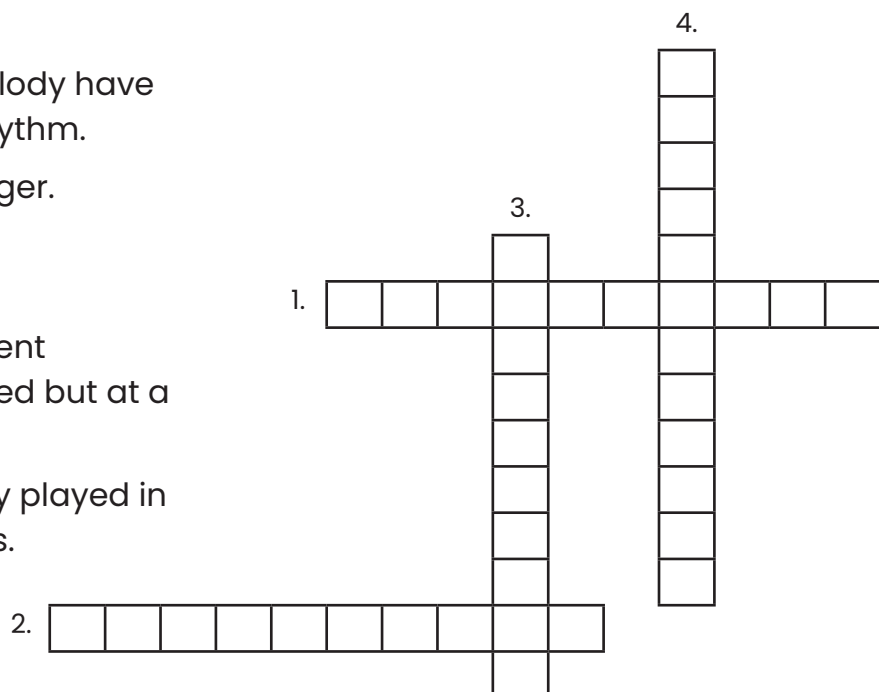
Directions: Complete the crossword puzzle below. Write your answer in the box.

ACROSS:

- All parts of the melody have the same exact rhythm.
- Sung by a solo singer.

DOWN:

- Multiple independent melodies are played but at a different times.
- Only single melody played in different variations.



ARTS EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize how puppets are created.
- Construct a puppet made from recyclable materials.

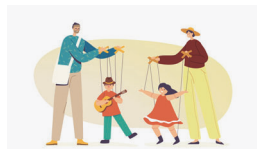


CHECK

Directions: Match the photos of column A to column B. Write the correct answer on the space provided.

Column A

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.



Column B

A. Finger Puppet

B. Hand Puppets

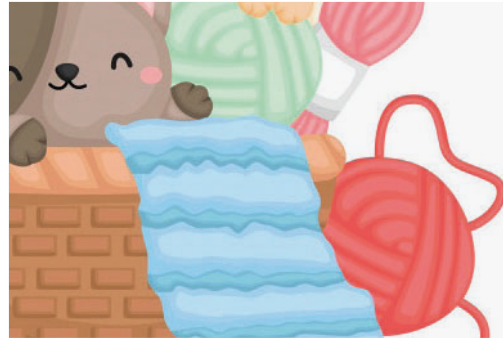
C. Marionette Puppets

D. Shadow Puppet

E. Stick Puppets



EXPLAIN



How can these materials help you make puppets?

Each puppet has its own individual characteristics and suitable kinds of dramatically materials. In creating a puppet show, you must consider the character of the puppets, the scenes, and scripts.



Here are ways to guide you in making your puppet.

1. Choose a character.
2. Gather recyclable materials needed.
3. Make the figure by tracing out to the desired size.
4. Build your cut outs by putting the body parts, hair, and clothes.
5. Make your puppets bright and interesting. You may add any decorations.



PRACTICE

Directions: Choose a short children's story that has three to five characters. Make puppets using recycled materials. Each of your family members performs as a puppeteer. Cover a video of your performance and share it with your teacher.

See the pictures below:





EVALUATE

Directions: Draw a star ★ in the circle if the sentence tells about puppetry and triangle △ if not.

☐

1. Puppets are like dolls too.

☐

2. Puppets can move by themselves.

☐

3. The puppeteer manipulates the puppet.

☐

4. Puppetry is not used for theatre shows.

☐

5. A puppet portrays a character in a story.

PHYSICAL EDUCATION



OUTCOMES

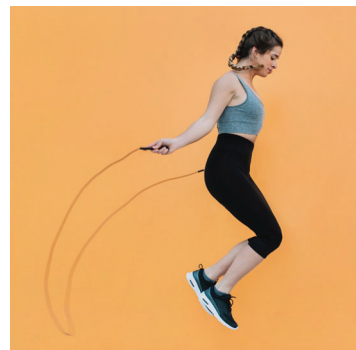
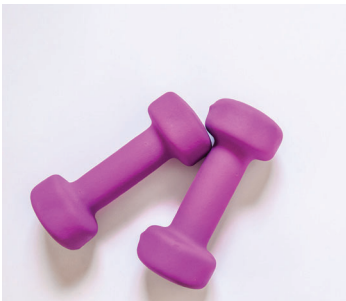
At the end of this module, you are expected to:

- Perform a group exercise with your family using improvised materials available at home.



CHECK

Directions: Encircle the objects that you used in your previous activity.





EXPLAIN

There are many ways to keep you and your family to be healthy and active even if you are at home or during school closures. You can use your everyday household items for a little physical activity and fun that your family will enjoy.

Guide Question:

- How useful are those materials (see the pictures below) for your home exercises?
- How will you use them in your home exercises?
- What other materials can you use at home?



Those are only few available objects that you have at home, find more materials that can be used for your exercise. Physically active helps you build your confidence, strengthen your body, and make you more creative and resourceful. You may try other items at home that can transform into a physical activity.

What object can you use when dumbbell is not available at home?





PRACTICE

Directions: Using materials that are available at your home. Make easy at home workout moves with your family. Ask your parent to cover a video of your performance and share a copy with your teacher.

CRITERIA FOR GRADING:

Posture	20 POINTS
Creativity	20 POINTS
Rhythm	20 POINTS
Resourcefulness	20 POINTS
Group Effort and Participation	20 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and write **YES** if the statement is true and **NO** if false.

- _____ 1. Home exercises test your resourcefulness.
- _____ 2. No need to exercise with family at home.
- _____ 3. The materials at home cannot be used for exercises.
- _____ 4. Music accompaniment makes you express yourself.
- _____ 5. Dancing with family makes fitness enjoyable.

HEALTH EDUCATION



OUTCOMES

At the end of this module, you are expected to:

- Recognize preventive actions for a safe community.



CHECK

Directions: Write 2 each example of disaster.

NATURAL HAZARDS

1. _____
2. _____

HUMAN-CAUSED HAZARDS

1. _____
2. _____



EXPLAIN

As a member of a community, participating in volunteering activities is the most fulfilling ways that you can do to help your community.

PREVENTIVE ACTIONS FOR A SAFE COMMUNITY

1. Spread awareness.
2. Let them know the importance of self-discipline.
3. Informing young people about ways on how they can help the community.
4. Be cooperative and join crime preventive programs on your community.
5. Participate whenever there is an earthquake drills, fire drills, and other drills.



PRACTICE

Directions: Create a poster about the importance of wearing a facemask in this pandemic and from the minor explosions of Taal volcano. Post your work outside your home and capture a photo of it. Share your work to your teacher.

CRITERIA FOR GRADING:

Informative/Content	20 POINTS
Creativity/Resourcefulness	15 POINTS
TOTAL	35 POINTS



EVALUATE

Directions: Draw a happy face 😊 if the statement is correct and a sad face ☹️ if it is not.

- ☐ 1. Participating community programs is just a waste of time.
- ☐ 2. Cooperation and participation is the key for a healthy community.
- ☐ 3. Attend meetings initiated by the Community Officials.
- ☐ 4. Stay outside your house to keep your family safe.
- ☐ 5. It is important for every family to support the programs of their community.