

GOVERNMENT PROPERTY
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6
QUARTER 1



LEARNING RESOURCE MANAGEMENT SECTION

DEPED - ANGELES CITY

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 6
Quarter 1 – All Subjects
First Edition, 2022

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INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

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Rubric for Scoring

	4	3	2	1
Content	Presents accurate information and complete ideas	Presents some accurate information and complete ideas	Presents few accurate information and complete ideas	Presents incomplete information and incomplete ideas
Organization	Narration is logical and effective.	Narration is generally logical and effective.	Narration is somewhat illogical and confusing.	Narration is illogical and ineffective.
Mechanics	No errors in spelling, punctuation, capitalization, sentence structure and grammar are observed.	Minimal errors in spelling, punctuation, capitalization, sentence structure and grammar are observed.	Few errors in spelling, punctuation, capitalization, sentence structure and grammar are observed.	Many errors in spelling, punctuation, capitalization, sentence structure and grammar are observed.

References

Socrates Villegas Instagram, Show Me Your Smile, Sept. 30,2021

<https://www.facebook.com/watch/?v=233016142134665>

Grade 6 Aralin 6	FILIPINO Pagsagot sa Tanong na Bakit at Paano
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Pangalan _____

Unang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Nasasagot ang tanong na bakit at paano (F6PB-If-3.2.1)



GAWAIN 1-Aking Tanong, Iyong Tugon

Mga hakbang na gagawin:

1. Balikan ang mga kuwentong inyo nang nabasa at napag-aralan at isulat ang mga pamagat ng mga ito sa isang kalahating papel
2. Maghanda ng tig-dadalawang tanong gamit ang bakit at paano mula sa kuwentong nabasa o narinig.
3. Hahatiin ng inyong guro ang klase sa tatlong pangkat.
4. Maaaring pabilugin ang bawat pangkat at tapatan gamit ang pananda o bandera kung sino ang dapat magsagawa ng pagtatanong o pagsagot.



Halimbawa:

Tanong: Paano napipigil ng kagubatan ang tubig na nagiging sanhi ng baha?

Sagot: Ang mga ugat ng puno ang sumisipsip sa tubig sa kabundukan kapag umuulan. Napipigil nito ang pagguho ng lupa at pagbaha sa mababang lugar.

Tanong: Bakit itinuturing na kayamanan ang kagubatan?

Sagot: Ang kagubatan ay itinututuring na kayamanan dahil maraming bungang-kahoy ang nakukuha rito.

Ang marka sa ugnayang mag-aaral sa tulong ng gawaing ito ay mamarkahan gamit ang sumusunod na rubrik:

PAMANTAYAN	AKO ITO PUNTOS 4-5	HINDI AKO ITO PUNTOS 1-3
Nagpakita ng kompiyansa sa pagbuo ng tanong o sagot		
Kumpletong naipahayag ang tanong at sagot		
Naging bukas ang sarili sa pagtanggap sa hamon ng pagbuo ng tanong at sagot		
Mahusay na naipamalas ang pagpapahayag gamit ang berbal at di- berbal na komunikasyon.		
Naging mapanghikayat sa iba ang isinagawang pagtatanong at pagbuo ng kasagutan.		
KABUOANG PUNTOS: _____		

SANGGUNIAN

Villanueva, Voltaire. 2018. Ako Bibo Kase Dapat #ABKD: Alpabeto ng inobatibo at Makabagong Guro sa Agham Panlipunan, Edukasyon sa Pagpapakatao, at Filipino. 2018.VMV11483 Book Publishing House. D2 2273 P. Binay st. Bangkal. Makati City

Grade 6
Lesson
1

MATHEMATICS

Addition of Simple Fractions and
Mixed Numbers

Name _____

Quarter 1: Week 1

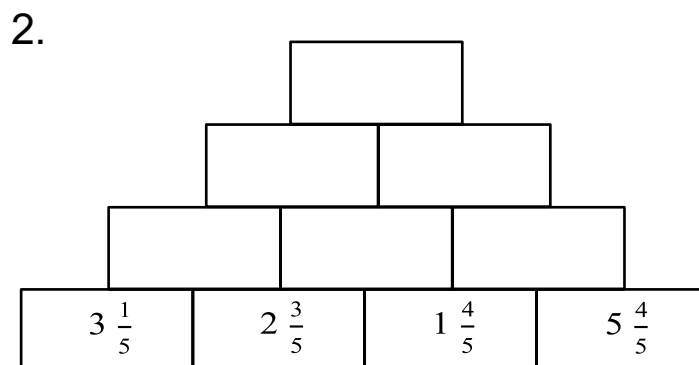
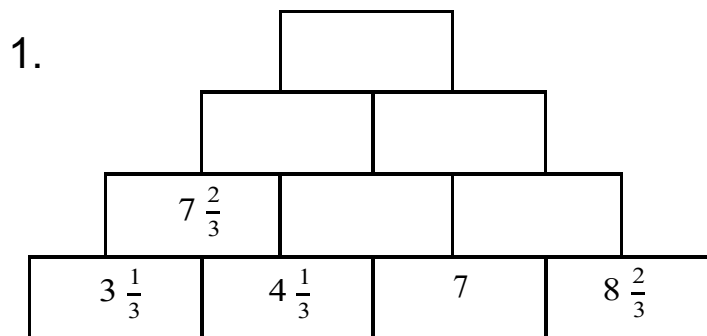
Learning Competency with Code:

Add and subtract simple fractions and mixed numbers without or with regrouping (M6NS-Ia-86)

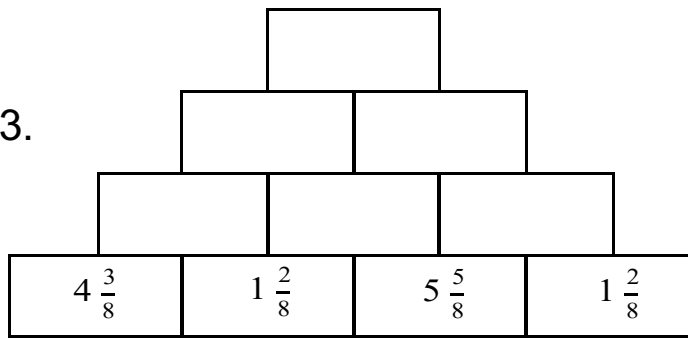


ACTIVITY 1

Fill in the boxes to complete each pyramid. The number in each box should be the sum of the numbers in the two boxes below it. One example has been done for you.



3.



ACTIVITY 2

Solve the following:

1. My mother bought $2\frac{3}{4}$ kg of beef , $3\frac{1}{4}$ kg of pork and $4\frac{1}{2}$ kg of chicken . How many kilograms of meat did she buy?

2. Tonie bought $\frac{2}{5}$ meter of yellow cloth, $\frac{2}{3}$ meter of blue cloth, and $\frac{1}{4}$ meter of red cloth to make a dress for her daughter. What is the total length of cloth that Tonie bought?

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Elenzano and Uy. 2016. 21st Century Mathletes 6. Page 10 and Page 14. Vibal Group , Inc.

Grade 6 Lesson 6	SCIENCE Techniques In Separating Mixtures
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Name _____

Quarter 1: Week 4-6

Learning Competency with Code:

Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet. (**S5MT-Id-f-2**)



ACTIVITY 1

I. **Objective:** To plan and carry out a technique of separating the four parts of a mixture

II. Materials:

sand (about 250 mL)
toothpicks
Small pebbles
steel paper clips
bond paper
magnet
strainer/fine screen
plastic container (about 500 mL) water as required

III. Procedures:

- Your task is to separate the four parts of a mixture of toothpicks, pebbles, steel paper clips and sand.
- Mix the toothpicks, pebbles and paperclips evenly in a plastic container of sand.

IV. Tasks

1. Write a step-by-step techniques to separate the four parts. You will need to think about the properties of each part of the mixture that will make separation possible.

Step 1

Step 2

Step 3

Step 4

2. Make a list of all of the equipment/materials that you will need. Check your plan with your teacher, and then gather the equipment and perform the separation.

List of Equipment

- 1.
 - 2.
 - 3
 - 4
 - 5
3. Draw a flowchart to show how each part was separated from the mixture.

REFERENCES

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Grade 6 Aralin 7	ARALING PANLIPUNAN Ang Kontribusyon ng mga Kapampangan at Angeleño para sa Kalayaan
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Pangalan _____

Markahan 1: Linggo 7

Kakayahang Pampagkatuto at Koda (Learning Competency with Code):

*Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano:

- Unang Putok sa panulukan ng Silencio at Sociego, Sta.Mesa
- Labanan sa Tirad Pass
- Balangiga Massacre



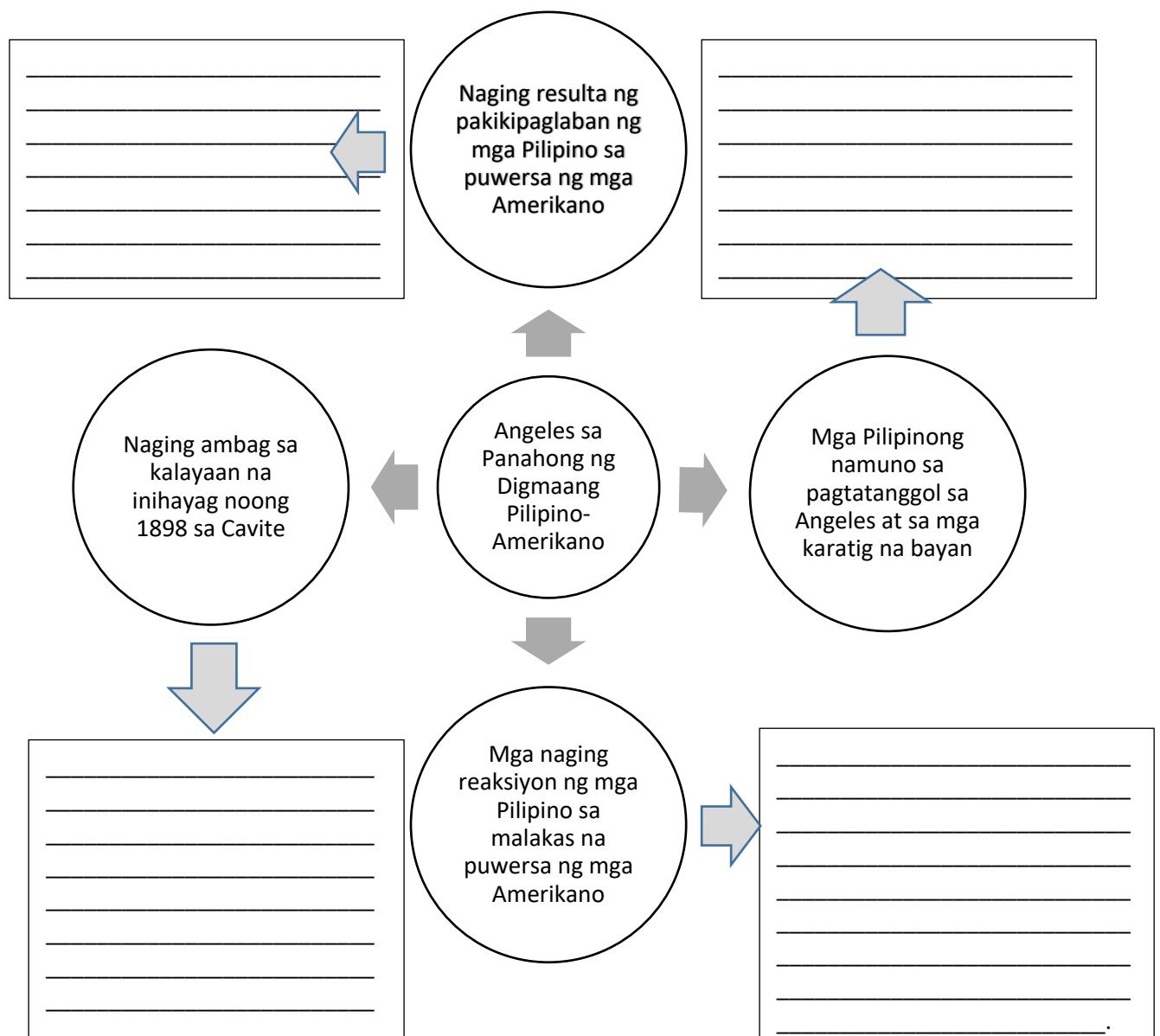
GAWAIN 1

Panuto: Suriin ang mga dahilan at resulta ng pakikibaka ng mga Pilipino laban sa mga Amerikano sa pamamagitan ng pagbuo sa talahanayan sa ibaba.

Digmaang Pilipino-Amerikano	Labanan sa Tirad Pass	Balangiga Massacre
Noong gabi ng Pebrero 4, 1899, isang Amerikanong sundalo na si Private Robert W. Grayson ang bumaril at nakapatay sa isang sundalong Pilipino na tumatawid sa isang tulay sa panulukan ng Silencio at Sociego, Sta. Mesa, Manila. Ang tulay na ito ang nagsilbing hangganan sa pagitan ng dalawang panig. Dahil sa pangyayaring ito, itinuring ng mga Amerikano na isang marahas na pagkilos ang naging aksyon ng mga Pilipino at itinuring ito na paghihimagsik sa kapangyarihan ng mga Amerikano. Dahil dito idineklara nila ang digmaan	Dahil sa malakas na puwersa ng mga Amerikano sa Pilipinas, napilitang umatras si Aguinaldo pahilaga. Habang tumatakas siya sa puwersa ni Major Peyton G. March, dinaanan niya ang mga masusukal na kabundukan ng Candon, Tirad Pass at Cervantes upang matawid ang Cagayan Valley hanggang Palanan, Isabela kung saan niya itinayo ang kanyang kampo. Nagpaiwan sa Tirad Pass si Gregorio Del Pilar, isang 24 taong gulang na heneral kasama ang 60 na mga sundalo upang tambangan ang mga humahabol na 300	Matapos madakip sa Palanan, Isabela si Aguinaldo at manumpa ng katapatan sa mga Amerikano noong April 19, 1901, nagpatuloy ang pakikibaka ng mga Pilipino sa ibat-ibang bahagi ng bansa. Isang pangyayari sa Balangiga, Samar ang nagpagalit sa mga Amerikano nang patayin ng mga mamamayan ang mga sundalo na nakadestino sa bayan upang supilin ang puwersa ni Vicente Lukban, isang lokal na lider ng himagsikan. Sa pagitan ng 6:20 at 6:45 habang nag-aalmusal ang mga sundalong Amerikano,

Noong Hunyo 16, 1899, inutusan ni Aguinaldo ang mga puwersa sa Baryo Calulut sa pamumuno ni Hen. Luciano San Miguel, Bacolor sa pamumuno ni Hen. Tomas Mascardo at sa Mexico sa pamumuno ni Servillano Aquino na maglunsad ng sunod-sunod na pag-atake sa San Fernando na noo'y okupado ng mga Amerikano sa ilalim ni Kumandante Hen. Arthur MacArthur. Inutusan ni Hen. MacArthur si Hen. Elwell Otis na kunin ang Angeles upang makontrol ang riles na nagsisilbing lakas ng tropa ng mga Pilipino. Sa tulong ng mga Macabebe Scouts napasok ng mga puwersang Amerikano ang Angeles noong Agosto 16, 1899. Sinalubong sila ng maliit na detatsment ng mga boluntaryong Angeleño sa pamumuno ni Don Galicano Valdez sa baryo Sto. Domingo. Dahil sa naubusan ng mga bala ang mga Pilipino, nakuha rin ng mga Amerikano ang Angeles.

Ang bagong tapos na simbahan ng Sto. Rosario, ang kumbento at ang kalapit na mansyon ni Don Florentino ay inukupa nina Provost Marshall G.A Densmore, Koronel Richmond at Kumandante Heneral Arthur MacArthur. Muli ang mansyon ay nagsilbing palasyo para sa bagong mananakop.



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**Grade 6
Lesson
6**

TECHNOLOGY AND LIVELIHOOD EDUCATION

Food Preservation

Name _____

Quarter 1: Week 6

Learning Competency with Code:

Explains different ways of food preservation (drying, salting, freezing, and processing) (TLE6HE-0f-10)

Uses the tools/utensils, and equipment and their substitutes in food preservation/processing (TLE6HE-0g-11)

Preserves food applying principles, and skills in food preservation processing. (TLE6HE-0h-12)



ACTIVITY 1

Direction: Read the statements carefully. Identify what is being asked and choose your best answer from the box. Write your answer in the space provided.

- | | | | | |
|-----------------|-----------------|------------------|------------|------------|
| a. Cheese Cloth | b. Eggs | c. Vegetables | d. Fruits | e. Boiling |
| f. Canning | g. fermentation | h. Brine | i. Smoking | |
| j. Drying | k. Salting | l. Basting Brush | | |

- _____ 1. A natural process through which microorganisms like yeast and bacteria convert carbs – such as starch and sugar – into alcohol or acids.
- _____ 2. The oldest method of food preservation in which food is dehydrated or desiccated.
- _____ 3. Food is exposed near the fire and smoke until it is cooked.
- _____ 4. Preserving food sealed in cans such as milk, fish meats and fruits.
- _____ 5. Food in this process usually boiled or sterilized in the bottle to kill off microscopic organisms. Most dangerous bacteria are destroyed at temperature of 50% °C to 60 °C.
- _____ 6. This food is fresh when the eyes are clear; flesh is firm; belly is intact; gills are reddish; scales are shinny and slippery; and firmly attached to the flesh.
- _____ 7. These are fresh when leaves are whole, green and crispy, no stain or scratches.

- _____ 8. These are fresh when shells are rough; submerge in water and it is clear inside when placed in front of the light.
- _____ 9. It is used for spreading juice or liquid on meat, so it does not dry up and adds flavor.
- _____ 10. It is used for making and wrapping cheese.



ACTIVITY 2

Directions: Group yourselves into 5 groups. Preserve food of your choice available in your community and consider fruits or vegetables in seasons. (Always wear proper Personal Protective Equipment and observe health protocols)

Samples of foods preservations:

Burong Kapampangan

Fermentation Process

Prep Time 20 minutes

Fermentation time 3-5 days

Total time 120 hrs. & 20 minutes

Ingredients

- 500 grams, small or medium-size shrimps
- 5 cups, cook white rice
- 1 cup, of rock salt

Instructions:

1. Remove the beard of the shrimp, then wash in running water and drain.
2. In a large bowl, mix salt, shrimp, and cooked rice.
3. Put the mixture in a clean and dry gallon jar.
4. Then cover the mouth of the jar with clean plastic and cover the lid tightly. Make sure there is no air leak on the jar.
5. Ferment for 3 to 5 days or more in a cool and dry place. Fermentation gives a pinkish color to the mixture.



Cooking Instruction

In cooking "buro", cook the mixture in batches based on your preferred consumption amount.

Good for Serving – 3-5 persons

Preparation time – 10 minutes

Cooking time – 15 minutes

Total time – 25 minutes

Ingredients

- 2 cups, of fermented shrimp “burong hipon”
- 1 pc. head, garlic minced
- 1 pc. medium size, onion, diced.
- 3 pcs. medium size, tomatoes, chopped
- ½ cup, of cooking oil
- ½ thumb, ginger, minced (optional)

Instructions:

1. In a heavy, medium-sized saucepan over low fire, heat oil.
2. Sauté garlic, until lightly brown, then add ginger and birds eye chili then wait until it extracts the aroma.
3. Then, add onions and wait until translucent.
4. Add tomatoes and simmer until tomatoes are cooked, stir to prevent sticking to the bottom of the pan.
5. Add the fermented rice mixture and cook for about 10 minutes, stirring continuously.
6. Add the fermented rice mixture and cook for about 10 minutes, stirring continuously.
7. Let cook until the foul odor is gone.
8. Serve with fried or grilled fish, steamed vegetables, fresh mustard leaves, and hot rice.
9. Share and enjoy!

Mango Jam

Ingredients:

- 2 cups chopped ripe mango
- ¾ cup granulated sugar
- 1 teaspoon lime juice



<https://www.cditchen.com/recipes/recs/2209/Mango-Jam84855.shtml>

Instructions:

1. In a saucepan, add chopped mango and sugar. Cook on medium heat while mashing the mango until you get a thick jam-like consistency for 15-20 minutes. Stir in the lime juice and cook for another 5 minutes.
2. Let the jam cool completely before transferring it to a jar. The jam will continue to thicken over the next 24-48 hours. Use mango jam on buttered bread, yogurt, pancakes, and even ice cream. Enjoy.

Pampanga Style Skinless Longganisa

Preparation time – 20 minutes

Cooke Time – 12 minutes

Total Time - 32 minutes



Ingredients:

- ½ kilo ground pork shoulder
- 6 garlic cloves chopped
- 4 ¼ tbsp. washed sugar light brown sugar
- 1 tbsp. freshly-ground black pepper
- ¾ tbsp. sea salt
- 2 tbsp. achuete oil soak 2 tbsp. achuete seeds in 2 tbsp cooking oil
- 1 tbsp vinegar

Instructions:

1. If you are going to ground your pork, remove the skin and leave the fatty layer. Grind the pork finely using a meat grinder or food processor. To make the achuete oil, soak 2 tbsp. achuete seeds in 2 tbsp. cooking oil for an hour. Remove the seeds and set aside the achuete oil.
2. In a mixing bowl combine pork, vinegar, garlic, sugar, pepper, salt, and achuete oil. Mix all the ingredients until well combined. Chill the mixture for at least 5 hours or overnight.
3. Form the meat mixture into logs about an inch in diameter and 3 to 4 inches long. You can use wax paper to make the logs and cut them about 6 inches by 4 inches. Form the mixture into logs and roll in wax paper.
4. Put longganisa on a baking sheet and put it in a freezer until frozen. Transfer to plastic containers and put back in the freezer for storing.
5. To cook the longganisa, you can fry it directly in cooking oil on low heat until brown to prevent burning the longganisa and still raw inside. You can also put some water in the pan and boil the longganisa until the liquid evaporates. Then put some cooking oil and fry it until cooked.

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<https://www.panlasangpinoymeatrecipes.com/pampanga-skinless-longganisa.htm>

Pangalan _____

Unang Markahan: Ika-anim na Linggo

Kasanayang Pampagkatuto at Koda:

Naisasagawa ang mga tamang hakbang na makatutulong sa pagbuo ng isang desisyon na makabubuti sa pamilya nang may katatagan ng loob. (EsP6PKP-Ia-i-37)



GAWAIN: Batang Angeleño, Matatag ang Loob!

Panuto:

1. Babasahin ng mga mag-aaral ang maikling kwento at tatalakayin ng guro sa klase ang mga kasunod na mga tanong.

Ang Batang Mag-uuling



Si Rain ay kakaiba sa ibang mga bata. Siya ay sampung taong gulang at nag-aaral sa Paaralang Elementarya ng Sapangbato. Siya ay naghahanapbuhay habang nag-aaral sa Ika-anim na baitang. Si Rain ay gumagawa ng uling at ibinebenta niya sa palengke.

Siya ay batang lumaki sa kahirapan. Maaga pa'y namulat na siya sa pakikibaka sa buhay kaya nagiging matatag siya sa pagharap sa mga suliranin sa buhay. Hindi siya nagpapanik na tulad ng mga sanay sa ginhawa. Nagiging malikhain siya sa paghanap ng mapagkakakitaan upang makatulong sa pamilya.

Tumatanggap siya ng mula sampung piso hanggang dalawampung piso ayon sa dami ng kanyang nagawang uling sa bundok. Tuwing alas-dos naroroon na siya na may dalang sako pababa ng bundok. Hindi niya alintana ang init at pagod sa daan. Kapuri-puri ang batang ito na maagang nagising sa katotohanan na sa kaniyang pawis manggagaling ang kaniyang ikabubuhay.

Maliit pa si Rain ay may direksyon na ang kanyang buhay. Sa pamamagitan ng pagbabanat ng buto at pagpapatulo ng pawis, siya ay kumikita na. Hindi na siya matitigil sa pag-aaral. May tiyak na siyang mababaon, may kaunti pang maibibigay sa magulang.

Gabay na Tanong para sa talakayan

- a. Ano ang katangian ng bata sa kwento?
 - b. Maliban sa pag-aaral, ano ang ginagawa ni Rain upang matustusan niya ang kanyang pag-aaral?
 - c. Paano nakatutulong si Rain sa kanyang pamilya ?
 - d. Paano mo ipinipakita ang katatagan ng loob sa tuwing nakakaranas ka ng mga pagsubok o kahirapan sa buhay?
 - e. Sa iyong palagay ang katatagan ba ng loob ay susi upang makamit ang pangarap?
2. Bumuo ng tatlong pangkat, Hayaan silang magpangkat ayon sa kanilang kakayahan.
 3. Bawat isang grupo ay gagawa ng isa sa mga sumusunod na gawain tungkol sa tamang hakbang na makatutulong sa pagbuo ng isang desisyon na makabubuti sa pamilya nang may katatagan ng loob.
 - A. Pagsulat ng maikling sanaysay
 - B. Pagguhit o gumawa ng isang poster
 - C. Sabayang Pagbigkas
 4. Ang bawat gawain ay dapat gamitan ng mga lokal na impormasyon, kultura, ideya, lugar, bagay o pangyayari upang maging makabuluhan at napapanahon.
 5. Ipaliliwanag ng guro ang rubrik sa gawain at mga panuntunan bago simulan ang pangkatang gawain.

Rubrik sa Gawain

Kraytirya	5	4	3	1-2	Pun- tos
Pagkama- likhain	Lubos na nagpamalas ng pagkamalikhain sa paghahanda.	Naging malikhain sa paghahanda.	Hindi gaanong naging malikhain sa paghahanda.	Walang ipinamalas na pagkamalikhain sa paghahanda.	
Nilalaman, Aral at Presentas- yon	Lubhang naging malinaw ang pagbigkas at paghahatid ng aral.	Naging malinaw ang pagbigkas at paghahatid ng aral.	Hindi gaanong malinaw ang pagbigkas at paghahatid ng aral.	Hindi naging malinaw ang pagbigkas/ paghahatid ng aral.	
Lokalisasyon	Lubos ang paggamit ng mga lokal na ideya o bagay	Gumamit ng mangilan-ngilang lokal na ideya o bagay	Gumamit ng kakaunting lokal na ideya o bagay	Hindi gumamit ng mga lokal na ideya o bagay	
Kaangukupan sa Paksa	Angkop na angkop ang dula sa paksa.	Angkop ang dula sa paksa.	Hindi gaanong angkop ang dula sa paksa.	Hindi angkop ang dula sa paksa.	
Kabuuang Puntos					

SANGGUNIAN

MELCs – Most Essential Learning Competencies, ESP – Edukasyon sa Pagpapakatao Curriculum Guide

EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Ugaling Pilipino sa Makabagong Panahon Batayang Aklat sa Ika-anim na baitang, Kagawaran ng Edukasyong 2016

ESP – Edukasyon sa Pagpapakatao Curriculum Guide

Edukasyon sa Pagpapakatao Grade 6 Learners Material, Department of Education, 2017

<https://image.slidesharecdn.com/2esplmtagu3-131207083448-phpapp02/95/esp-5-lm-unit-3-52-638.jpg?cb=1386405380>

<https://www.slideshare.net/lhoralight/k-to12-grade-5-learners-material-in-edukasyon-sapagpapakatao-q1q4>

**Grade 6
Lesson
6**

MUSIC

Creating Rhythmic Patterns

Quarter 1: Week 6 – 8

LEARNING COMPETENCY

Create rhythmic patterns in time signatures of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$.

(MU6RH-Ig-h-5)



ACTIVITY 1

A. Playing the Ball with the Beat

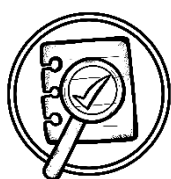
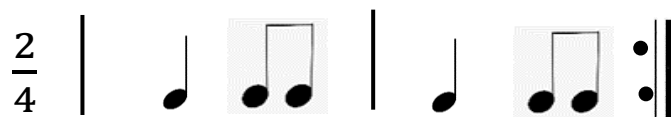
Materials: ball, music with $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ time signature
(or improvised ball made of crumpled paper)

Procedure:

Play the music and execute the following movements:

1. In $\frac{2}{4}$ – hold the ball with the right hand then throw and catch with left hand
(Music in $\frac{2}{4}$ time)
2. In $\frac{3}{4}$ – hold the ball with the right hand, in count 1, toss the ball up, count 2, catch on the hand, and on the third count pass it to your other hand. (Music in $\frac{3}{4}$ time)
3. In $\frac{4}{4}$ - bounce, catch with one hand, toss it up, and catch it with the other hand. (Music in $\frac{4}{4}$ time)

B. Read and tap the *rhythmic patterns* of the following meters.



ACTIVITY 2

Draw the missing notes on the blank to complete each *rhythmic pattern* in $\frac{2}{4}$ time.



Draw the missing rest on the line to complete each *rhythmic pattern* in $\frac{3}{4}$ time.



Draw the missing note on the line to complete each *rhythmic pattern* in $\frac{4}{4}$ time.

1. 
2. 
3. 



Activity 3

Write *rhythmic patterns* in time signatures of 2, 3, and 4.

1. $\frac{4}{4}$   
2. $\frac{3}{4}$   
3. $\frac{2}{4}$   
4. $\frac{3}{4}$   
5. $\frac{2}{4}$   

REFERENCES

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