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4

QUARTER 1



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

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 4
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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Features of Different Text Types

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Rubric for Information Report

	4	3	2	1
Content	There is only one clear well-focused topic with supporting information.	There is clear topic but with few information.	There is somewhat clear but more information are needed.	The topic is vague or not clearly presented with very few information are included.
Organization	The sentences follow a logical sequence and the ideas are written coherently.	The sentences follow a somewhat logical sequence and some ideas are written coherently.	The sentences follow a somewhat logical sequence and the ideas are not written coherently.	The sentences do not follow a logical sequence and most of the ideas are not written coherently.
Mechanics and Grammar	No errors in spelling, punctuation, capitalization, sentence structure and grammar are observed.	Minimal errors in spelling, punctuation, capitalization, sentence structure and grammar are observed	Only few errors in spelling, punctuation, capitalization, sentence structure and grammar are observed	Lots of errors in spelling, punctuation, capitalization, sentence structure and grammar are observed

Grade 4 Aralin 1	FILIPINO Pagsulat ng Talata
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Name: _____

Unang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Nakasusulat ng talata tungkol sa sarili (F4PU-Ia-2)



GAWAIN 1- SULATRILI



Mga hakbang na gagawin:

1. Sumulat ng isang talata patungkol sa iyong kahinaan (weakness) at kung papaano mo ito babaguhin, aayusin at pauunlarin upang makatulong sa iyong inaasam na pagbabago.
2. Ipabasa sa pinakamalapit na kaibigan o pinagkakatiwalaang kamag-aral ang iyong ginawa.
3. Humingi sa kamag-aral ng payo kung tinutugunan ng talata ang layuning hikayatin ang sarili na magbago.

Makatutulong na pagyamanin ang talata gamit ang isinasaad na pamantayan ng rubrik:

Maaaring gamitin ang gabay na ito:

Pamantayan	Bahagdan
NILALAMAN Organisado ang ugnayan ng pagkilala sa kahinaan ng sarili na nilapatan ng panghihikayat, na ito ay mapagbuti.	30%
PAMARAAN Lohikal at sistematikong inisa-isa at tinimbang ang pagkukulang at organisadong tinapatan ng angkop na hakbang o paraan upang ito ay mapagbuti.	20%
KATAPATAN Masusi ang naging pagsunod sa pamantayan sa pagsulat ng talata	20%
WIKA/GRAMATIKA Maayos na gamit ng wika, bantas, malaki at maliit na titik	30%
Kabuoan	100 %

Ako ay si _____. Ako ay isang mabuting bata subalit ako ay may kahinaan din. Ang aking kahinaan _____
_____.

Sa tulong ng aking guro, kamag-aral, at mga kapamilya _____

_____.

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 4 Lesson 7	SCIENCE Changes in Materials whether Useful or Harmful
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Name: _____

Quarter 1: Week 6-7

Learning Competency with Code:

Identify changes in materials whether useful or harmful to one's environment.
(S4MT-li-j-7)



ACTIVITY 1

I. Objectives:

Identify the hazardous products in the school and how these products are labelled to warn the consumers.

II. Materials

Reference 1: Hazardous Characteristics

Reference 2: Hazardous Substance Toxicity Chart

Reference 3: Common Safer Substitutes for Hazardous Household Products

III. Procedure

A. Brainstorm and answer the following questions with your group mates.

1. Name two potentially hazardous products that can be found in each of the following areas in the school. Write your answers in column 2 of Table 1.

- a. comfort room (toilet bowl cleanser, toilet freshener, disinfectants)
- b. classroom (window cleaner, furniture polish etc.)
- c. school's storeroom (pesticides, flea powders, paint, paint thinner, disinfectants, etc.)

Table 1

Areas	Products	Hazardous characteristics	Type of Product	Method of disposal	Safer Substitute
Comfort Room	a.				
	b.				
Classroom	a.				
	b.				
School's Store Room (Bodega)	a.				
	b.				

2. Give the hazardous/characteristics , type of product and method of disposal of the identified hazardous products.
 - the hazardous characteristics (toxic, Reactive etc)
 - the type of product (cleaning, etc.)
 - the proper method of disposal (recycle, use up, etc.)
 - a safer substitute
3. Write your answer on table 1 column 3,4 and 5. (*You may use the four(4) references below*)
4. Present your output in the class.

Reference 1: Hazardous Characteristics

Characteristics		Examples
Toxic	A substance that is potentially harmful to human health, can cause cancer or birth defects, and can contaminate, harm or kill fish or wildlife.	Lead , Mercury Pesticides
Reactive	An unstable substance that react strongly (including exploding) if exposed to heat shock, air or water	Black and ammonia when mixed together munitions.
Corrosive	A highly acidic or basic substance that corrodes storage containers or damages humans tissues if touched	Bathroom cleaners, pool chemicals, battery acid
Ignitable	A substance that can exploded, catch on fire or emit toxic fumes or gases into the environment.	Fuel, some cleaning fluids, some furniture polishes

Reference 2: Proper Method of disposal

Item	Why Hazardous	Disposal
Drain Cleaner	Corrosive, Toxic	Give to someone to use up or flush small amount down the drain
Empty Aerosol Can	Flammable, Toxic	Place in trash for landfill
Oil base Paint	Flammable. Toxic	Give to someone to use up or hazardous waste collection
Cockroach and Ant killer	Toxic	Hazardous waste collection

Reference 3: Hazardous Substance Toxicity Chart

Warning word	Toxicity	Examples
CAUTION	Moderately Toxic Lethal Dose: An ounce to a pint	Ammonia Most Paints Floor polishes
WARNING	Very Toxic Lethal Dose: a taspoon to a tabvlespoon	Antifreeze, Bleach Some ferlilizer Many pesticides
DANGER	Extremely Toxic Lethal Dose: a taste to a teaspoon	Rat Poison Mercury batteries, Some pesticides and weed killers Paint thinner, drain opener

Reference 4: Common Safer Substitute for Hazardous Household Products

Product	Substitute
Air Freshener	Leave an opened box of baking soda in the room. Add cloves and cinnamon to boiling water and then simmer. Use fresh flowers and herbs.
Insecticide	Stripping old fruit from the vines and trees will keep insects from laying their eggs in the old fruit, decreasing the number of baby insects in the garden. Use products like DiPel for tomato hookworm. DiPel causes disease only in specific pests and is harmless to human and pets.
Drain opener	Prevent clogging by using a drain strainer use a plunger
General Cleaner	Mix 3 tablespoon (45 ml) baking soda with 1 quart(950) ml warm water.
Insect Repellent	Blend 6 cloves crushed garlic, one onion (minced) 1 tablespoon (15ml) dried hot pepper and 1 tsp (5ml) soap in one gallon . Let set one to two days. Strain and spray,(4L)
Floor wax	Mop with one cup (250ml) white vinegar with 2 gallons (7.6L) of water to remove dull greasy film. Polish with club soda. Adding sour milk or skim milk to rinse water will shine the floor without polishing.
Mosquito repellent	Drink brewer's yeast

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Hazardous Household Products, p.138 , *Hazardous Waste*, p.140.

New York State Department of environmental Conservation, Recycling Lesson for Students (Bureau of Waste Reduction and Recycling, 2010), pp 20-22

Scott Emily et al., *The 5 R's*, (Environmental Arts LLC, 2010), 42-44

Scott Ricky , *5th Grade Science*, (Utah State Office of Education, 2013), 24-2

Grade 4 Aralin 3	MATHEMATICS Multiplication of Whole Numbers
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Name: _____

Quarter 1: Week 3

Learning Competency with Code:

Multiply numbers up to 3 digit numbers by up to 2 digit numbers with or without regrouping (M4NS-Ic-43.7)



ACTIVITY 1

The value of each letter is given below. Solve the following:

N	U	M	B	E	R	S
234	25	315	38	278	234	53

1. $N \times U =$ _____

2. $M \times B =$ _____

3. $E \times S =$ _____

4. $R \times S =$ _____

5. $U \times B =$ _____

6. $B \times S =$ _____

7. $M \times S =$ _____

8. $R \times U =$ _____

9. $E \times U =$ _____

10. $E \times B =$ _____



ACTIVITY 2

Solve the following:

1. If there are 14 classes in your school, and each class has 17 reading books, how many reading books are there in all?
2. Alex shared his Lanzones with his 13 friends. If each of his friends received 12 Lanzones, how many Lanzones did Alex share in all?

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Jalon et al. 2019. Phoenix Math For The 21st Century Learners. Grade

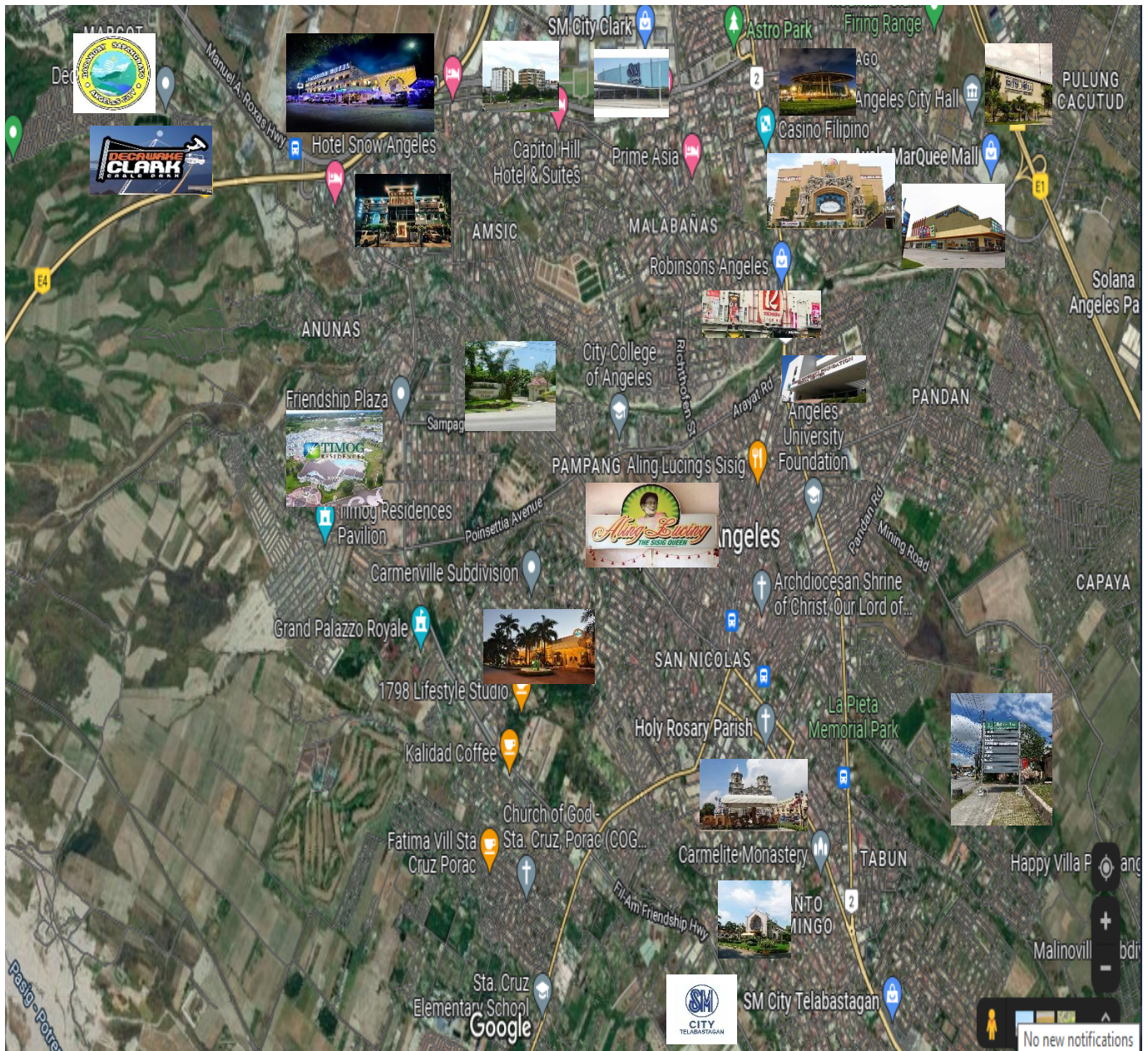
4. Page 24. Second Edition. Phoenix Publishing House INC.

Tabillang et al. 2015. Mathematics 2.Learner's Material . Page 39. Department of Education



GAWAIN 2:

Panuto: Tingnan ang mapa ng Lungsod ng Angeles at pansinin ang katangiang pisikal ng siyudad. Lagyan ng tsek ang mga pangungusap na angkop sa katangian ng siyudad sa ibaba ng mapa. Gamitin ang mga impormasyong ito upang mabuo ang simpleng dayagram sa loob ng kahon.



Mga Katangian ng Siyudad ng Angeles	/
1. May malalaking negosyo tulad ng mall ang makikita sa siyudad na nagbibigay ng trabaho sa mga tao.	
2. Pagsasaka ang karamihang ikinabubuhay ng mga tao	
3. Maraming mga paaralang pampubliko at pampribado ang makikita sa siyudad na nagbibigay ng edukasyon sa mga kabataan.	
4. May mga naitayong ospital din na nangangalaga sa kalusugan ng mga mamamayan.	
5. May mga bahay sambahan din na makikita sa lungsod.	
6. Malawak ang lugar na maaaring pagtamnan ng gulay at iba pang pagkain.	
7. May mga <i>subdivision</i> na naitayo para matirahan ng mga mamamayan ng lungsod.	

Pag-unlad ng Siyudad ng Angeles



Mga nagpaunlad sa Siyudad ng Angeles

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

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Kagawarawan ng Edukasyon. 2020. Most Essential Learning Competencies. Pasig. Philippines.

Angeles City. Map.

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Angeles City. Marquee Mall. <https://ph.locale.online/marquee-mall-angeles-city-pampanga-896666780.html>

Angeles City. SM City Clark. <https://www.yellow-pages.ph/business/sm-prime-holdings-incorporated-9>

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Angeles City. Grand Palazzo Royal. <https://www.facebook.com/grandpalazzoroyale.ac/>

Angeles City.

<https://www.facebook.com/TimogResidencesAngeles/photos/a.292640854236925/1434890676678598/>

Grade 4 Aralin 6	EDUKASYONG PANTAHANAN AT PANGKABUHAYAN Paghahanda ng Masustansyang Pagkain
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Pangalan _____

Pamantayan sa Pagkatuto at Koda

Nakakatulong sa paghahanda ng masustansyang pagkain (EPP4HE-0i-14)



GAWAIN 1

Panuto: Basahin ang mga sumusunod na pangungusap. Lagyan ng masayang mukha



kung ito ay nararapat na isaalang-alang sa tuwing maghahanda ng pagkain at malungkot na mukha



naman kung hindi.

- _____ 1. Linisin muna ang kapaligiran bago magsimula.
- _____ 2. Magsuot ng apron, hairnet, at facemask.
- _____ 3. Ihanda ang mga kagamitan na gagamiting sangkap at kasangkapan sa pagluluto.
- _____ 4. Gumamit ng bimpo sa pagtanggag ng takip ng mga kaldero o sa mainit na bahagi.
- _____ 5. Iwanan lang na nakabukas ang gas cylinder pagkatapos magluto.



GAWAIN 2

Panuto: Pagsunod-sunurin ang mga paraan ng wastong paghahanda ng masustansyang pagkain. Lagyan ng bilang ayon sa pagkasunod-sunod.

- _____ 1. Hugasan ang mga sangkap bago gamitin.
- _____ 2. Sariwang pagkain ang gamitin
- _____ 3. Maghugas ng kamay bago maghanda ng pagkain.
- _____ 4. Masustansyang pagkain ang gamitin.
- _____ 5. Siguraduhing malinis ang mga gamit at ang paligid.
- _____ 6. Siguraduhing malinis ang kusina at mga kagamitan sa paghahanda ng pagkain.



GAWAIN 2

Panuto: Bumuo ng grupo na may apat (4) na miyembro. Ipamalas kung paano makatutulong sa paghahanda ng masustansyang pagkain.

RUBRIK SA PAGTULONG NG PAGHAHANDA NG MASUSTANSYA	1	2	3	4	5
1. Nakahanda na lahat ang mga kagamitan sa paghahanda ng masustansyang pagkain.					
2. Naipakita ang kumpletong kagamitan					
3. Nakasuot ng tamang kasuotan sa paghahanda ng masustansyang pagkain					
4. Napanatiling malinis at organisado ang kapaligiran					
5. Nakasunod sa tamang proseso ng paghahanda ng masustansiyang pagkain					

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Most Essential Learning Competencies (MELCs)

Edukasyong Pantahanan at Pangkabuhayan 4

Grade 4 Aralin 4	EDUKASYON SA PAGPAPAKATAO Mapanuring Pag-lisip sa Pagtuklas ng Katotohanan
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Pangalan _____

Unang Markahan: Ika-apat na Linggo

Kasanayang Pampagkatuto at Koda:

Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/pamantayan sa pagtuklas ng katotohanan

(EsP4PKP-Ih-i – 26)



GAWAIN: Katotohanan, Alamin at Suriin!

Panuto:

- A. Sumulat ng isang maikling sanaysay tungkol sa iyong karanasan kung saan ay naging bahagi ka ng kasinungalingan o hindi pagsasabi ng totoo. Maaring ikaw ang nagsinungaling o ang ibang tao. Ano ang iyong naramdaman noon? Paano mo inalam ang katotohanan at ano ang aral na iyong natutuhan? Gawin ito sa sagutang papel.

- B. Pangkatang Gawain
 1. Pangkatin ang mga mag-aaral ayon sa kanilang interes at kakayahan.

 2. Sa kanya kanyang pangkat ay pag-usapan ang mga kumakalat na *fake news* sa *social media* lalo na iyong may kinalaman sa lungsod ng Angeles.

 3. Ang bawat pangkat ay magpapakita ng pagtutol sa mga kumakalat na “fake news” sa *social media* bilang pagpapakita ng pagtatangi at pagpapahalaga sa katotohanan.
 - a. Pangkat 1: Awit
 - b. Pangkat 2: Tula o Sabayang Pagbigkas
 - c. Pangkat 3: Poster o Slogan
 - d. Pangkat 4: Sayaw

 4. Gumamit ng mga lokal na impormasyon, kultura, larawan, bagay, ideya at kagamitan sa pagsasagawa ng bawat gawain.

 5. Ipaliliwanag ng guro ang Rubriks sa Paggawa bago simulan ang pangkatang Gawain.

Rubrik sa Paggawa

Kraytirya	5	4	3	1-2	Puntos
Pagkama-likhain	Lubos na nagpamalas ng pagkamalik hain sa paghahanda.	Naging malikhain sa paghahanda.	Hindi gaanong naging malikhain sa paghahanda.	Walang ipinamalas na pagkamalik hain sa paghahanda.	
Nilalaman at Presentasyon	Lubhang naging malinaw ang pagbigkas at paghahatid ng mensahe.	Naging malinaw ang pagbigkas at paghahatid ng mensahe.	Hindi gaanong malinaw ang pagbigkas at paghahatid ng mensahe.	Hindi naging malinaw ang pagbigkas/ paghahatid ng mensahe.	
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	
Kaangku-pan sa Paksa	Angkop na angkop sa paksa.	Angkop sa paksa.	Hindi gaanong angkop sa paksa.	Hindi angkop sa paksa.	
Kabuuang Puntos					

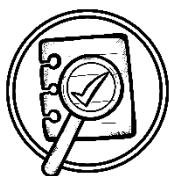
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MELCs– Most Essential Learning Competencies, ESP – Edukasyon sa
Pagpapakatao Curriculum Guide

EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

EsP Grade 4 Activity Sheets, Department of Education, 2016

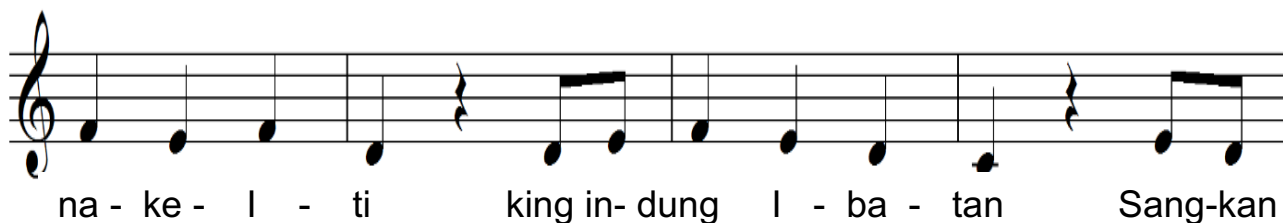
Edukasyon sa Pagpapakatao Grade 4 Learners Material, Department of Education,
2017



GAWAIN 2

Panuto: Pag-aralan ang iskor ng awiting “Atin Ku Pung Singsing”. Lagyan ng diin (>) ang mga notang nangangailangan nito.

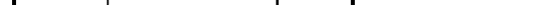
ATIN KU PUNG SINGSING





1. 

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4. 

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