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6

QUARTER 2



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 6
Quarter 2 – 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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Grade 6 Lesson 2	ENGLISH Detecting Biases and Propaganda Devices
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Name _____

Quarter 2: Week 2

Learning Competency with Code:

Recognize evaluative word choices to detect biases and propaganda devices used by speaker
(EN6LC-IIIb- 3. 1.12)



ACTIVITY 1

Group yourselves into three. Choose your topic and make a commercial about a laundry detergent that can run for one to two minutes. Then, present it before the class. Refer to the following rubric for scoring.

Commercial Presentation Rubric

Presenters: 1. _____
2. _____
3. _____

Date : _____ Start Time _____ End Time _____

	3	2	1
Creativity and presentation	The commercial is creative and well presented.	The commercial is somewhat creative and the presentation is adequate.	The commercial shows little creativity and is not well presented.
Need for product	The commercial clearly explains the need for the product.	The commercial somewhat explains the need for the product.	The commercial does not clearly explain the need for the product.
Visual aids (Props)	The commercial makes good use of the visual aids or props.	The commercial makes good use of the visual aids or props.	The commercial makes good use of the visual aids or props.
Enunciation / Diction	Presenter's enunciation / diction is excellent.	Presenter's enunciation / diction is average.	Presenter's enunciation / diction is below average.
Time frame	The commercial is presented within the time frame.	The commercial is presented slightly outside the time frame.	The commercial is presented significantly outside the time frame.

REFERENCE

https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1120/CommercialRubric1.pdf Accessed July 28, 2022

Grade 4
Aralin
8

FILIPINO

Lihām Pangangalakal

Pangalan _____

Ikalawang Markahan: Ikawalong Linggo

Kasanayang Pampagkatuto at Koda:

Nakasusulat ng liham pangangalakal F6WC-IIh-2.3



GAWAIN 1

Panuto: Isulat kung paano mo ipahahayag ang pasasalamat sa inyong guro pagkatapos mo ng pag-aaral. Sumulat ng isang Liham Pasasalamat. Gamitin ang balangkas sa ibaba.

LIHAM PASASALAMAT

[illegible]

Gamitin ang *Rubric* sa pagtatasa ng sulatin. Lagyan ng tsek (/) ang napiling hanay ng skor.

PAMANTAYAN	5	4	3	2	1
Wastong bantas					
Wastong gamit ng malaking titik					
Malinis at maayos na pagsulat					
Pagbuo ng wasto, kaakit-akit na nilalaman ng liham					
Kabuoan					

Grade 6
Lesson
3

SCIENCE
How Different Organ Systems Work Together

Name _____

Quarter 2: Week 3

Learning Competency with Code:

- Explain how the different organ systems work together (**Week 3 S6LT-Ilc-d-2**)



ACTIVITY 1

I. **Problem:** Which part of the brain is injured in the given situation?

II. Situation/ Case

Imagine that you are working in one of the hospitals in Angeles City alongside a neurologist who has been called to the emergency room. Patients with head injuries come through the door. The doctor will make the final diagnosis, but he wants your input based on what you have learned about the brain. Read each case and decide which part of the brain may have been injured.

Patient A

Mang Jose hit his head while falling off his bike a few days ago. He was wearing a helmet, but it wasn't covering his forehead. His relatives tell you 'he just doesn't seem to be the Mang Jose we know'. He's been shy and quiet since the accident. Before, he was bubbly and outgoing". What part of the brain might Mang Jose have injured? Which lobe at the brain is affected by the injury?

Patient B

A woman arrives by ambulance after being involved in a car accident. She is complaining that she cannot feel anything in her lower body. What part of the brain might she have injured?

Patient C

The 12 year old girl fell down the stairs and hit her head. She has difficulty in explaining what happened because she has trouble forming single sentences. What part of the brain might the girl have injured? Which lobe at the brain is affected by the injury?



ACTIVITY 2

I. Problem: How does reflex action occur?

II. Materials:

A glass with very cold water

Cotton buds

Vinegar

III. Procedure:

1. Do the activity in pairs. Put your hand in front of the face of your partner's eye. Observe how he/she reacts.
2. Using a big handkerchief, blindfold your partner. Dip the finger of your partner on a glass filled with very cold water. Observe his/her response.
3. Still blindfolded, tell your partner to stick out his/her tongue. Put the cotton bud dipped in vinegar on the surface of his/her tongue. Observe your partner's reaction.

Answer the following questions:

1. What is the reaction of your partner when you:
 - a. passed your hand before his/her eyes?

 - b. dipped his/her finger in the glass with cold water?

 - c. placed the cotton bud dipped in vinegar on his/her tongue?
2. Do you think your classmate prepared for his /her reaction ? Why?

3. Which organ is responsible for these different responses?

4. What do you call this action of response?

5. Why is reflex action important?

REFERENCE

Padpad Evelyn C. et al, 2013, RBS Science and Health, The New Science Links 6,
First Edition 2013 pp 33 ,72

Grade 6
Lesson
7

M A T H E M A T I C S
SET OF INTEGERS

Name _____

Quarter 2: Week 7

Learning Competency with Code:

Describe the set of Integers and identify real-life situations that make use of it
(M6NS-IIg-152)



Activity 1

Group Activity: The Power Positive Traits Game

Divide the class into four groups. Each member of the group will take turns rolling the dice thrice and ask them to complete the following statement on each roll:

- Roll 1: I am grateful for
Roll 2: My friends compliment me on my ability to ...
Roll 3: Something that I want other people to know about me is...
Roll 4: I feel great about myself when...
Roll 5: I feel happy and proud of my ability to...
Roll 6: Something good that I recently did for someone else was...

Questions to ask:

- Why do you think the statement for Roll number 6 was included?
- If I have positive traits, what actions might I exhibit?
- If I have a negative attitude, what actions might I exhibit?
- What do positive and negative traits “look” like to others?

Together with the learners, the teacher will process “How positive and negative traits affect you and the people around you.”



Activity 2

Write the integer suggested by each situation.

1. 28 feet above sea level
2. P 7, 400 deposited in a bank
3. an elevator on the ground floor
4. a profit of P 7, 985
5. 3-point loss in a basketball game
6. 14 degrees clockwise
7. 27 minutes before departure
8. 3 years from now
9. withdrawal of P 4,000
10. gain of 7 pounds

Reference

Agtarap et.al. 2016. Phoenix Math For the 21st Century Learners. Grade 6. Pages 212 and 213. Phoenix Publishing House, Inc.

Grade 6
Aralin
7

ARALING PANLIPUNAN
Ang Lungsod ng Angeles sa
Panahon ng Digmaang Hapon

Name _____

Ikalawang Markahan: Linggo 7

Kakayahang Pampagkatuto:

*Naipaliliwanag ang paraan ng pakikipaglaban ng mga Pilipino para sa kalayaan laban sa Hapon. (Week 7, no code)



Gawain 1

Panuto: Basahin ang kasaysayan ng Angeles sa panahon ng Ikalawang Digmaan.

Ang Angeles City sa Panahon ng Ikalawang Digmaang Pandaigdig

Noong Disyembre 8, 1941, bago mag-alas dose ng tanghali, binomba ng mga eroplanong pandigma ng Hapon ang *Clark Field* at Angeles. Nawasak halos ang lahat ng mga eroplanong pandigma ng mga Amerikano sa insidenteng ito.

Ang bayan ng Angeles ay pinasok ng mga Hapones noong Enero 1, 1942 sa pamumuno ni Koronel Tatsuko Suzuki.

Nang makontrol ng mga tropang Hapones ang Kampo Stotsenberg, nawala ang mga armas sa mga arsenal sapagkat bago dumating ang mga Hapones sa kampo ay may kumalat na balita na ang nasabing bodega ay binuksan para sa publiko. Sinasabing doon nag-umpisa ang malawakang paggamit ng mga Amerikanong armas sa Gitnang Luzon.

Martsa ng Kamatayan

Noong Abril 10, 1942, dumaan sa bayan ng Angeles ang mga Filipino at Amerikano (humigit-kumulang 57,000) na napuwersang sumali sa Martsa ng Kamatayan papunta sa kampong konsentrasyon ng O'Donell, Capas, Tarlac. Ipinakita ng mga Angeleño ang kanilang pagdamay sa matatapang na bayani sa pamamagitan ng pag-aabot ng mga pagkain, gatas, nilagang itlog, kalamay, sigarilyo at iba pa.

Bukod dito, sinundan ng mga Angeleño ang tren hanggang sa istasyon sa Dau (4 na kilometro ang layo) upang magbigay ng suportang moral o espirituwal, at pagtulong sa mga may pagkakataong tumakas.

Nakinabang din sa kabaitan ng mga Angeleño ang mga Amerikanong sakay ng trak na nakisalo din sa mga inihagis na pagkain ng mga tao.

Pamumuhay sa Panahon ng mga Hapones

Sa mga panahong iyon, ang sinumang mahulihan na nagsusuot ng *khaki* at asul na denim o pantalon, sombrero o sapatos ng Ameriknong sundalo at pinaparusan o pinapatay ng mga Hapones. Ang ilang matatapang na nakipagsapalaran sa nasabing sitwasyon at nahuli at pinuwersang magtulak ng karitong nagdadala ng mga baril at bala para sa mga mananakop. Ang mga sibilyan na hindi alam ito at hindi alerto ay namatay nang walang kalaban-laban.

Nang muling maitatag ang pamahalaang local, nagpatupad ng mahihigpit na alituntunin ang mga Hapones. Isa rito ay ang pagyuko sa mga Hapones. Ang mga sibilyan na hindi sumusunod o binabalewala ay sinasampal sa mukha o sinisipa ng sapatos na may bakal.

Ginawang garrison ng mga Hapones ang mga eskuwelahan tulad ng Holy Angel Academy, Sto. Rosario Elementary School, at ang Pulungbulu Elementary School. Nagsilbi ring prostitution house na para lamang sa mga Hapones ang mga kinatatayuan ng Angelina Bakery ngayon.

Naging kritikal din sa panahong iyon ang kakulangan ng bigas, asukal at karne, kaya ang mga Angeleno ay nagtiyaga sa kamote kahit kulang sa sustansiya. Naging importante din noon ang langis ng niyog – na nagsilbing tanglaw sa mga tao, enerhiya sa mga gilingang palay at motor na dekuriente, at mahalagang panangkap sa pagluluto, at paggawa ng sabon.

Noong Agosto 15, 1943, ipinatupad ng Kempeitai o pulis militar ng mga Hapones, ang sistemang zonification o pagsosona ng lahat ng mga kalalakihan sa mga baryo na pinaghihinalaang may simpatya sa mga gerilya. Ipinatupad din ang patakarang *Open Waist* sa lahat ng mga kalalakihan. Kailangang nakataas ang kamiseta at camiso de tsino na tumatakip sa pantalon upang makita kung may itinatagong armas.

Pagdating ng mga Amerikano

Noong Agosto, 1944 nagtatag ng limang *Air Fields* ang mga Hapones sa Angeles kaya napuno ito ng libo-libong pilotong Hapones at *Air Field Technicians*. Noong Setyembre 21, 1944 inatake at binomba ng mga eroplanong Amerikano ang Clark Field at Angeles.

Ang mga Amerikano mula *37th Infantry* sa pamumuno ni Heneral Kruegger ay nakapasok sa Magalang noong Enero 26, 1945. Natakot ang mga Hapones at nagsimulang umatras palabas ng Angeles at naglagay ng mga binigkis na dayami sa mga malalaking bahay para sunugin pagkatapos. Nakuha pa rin nilang makahuli at makapatay ng maraming lalaking sibilyan lalo na sa mga baryo ng Sto. Rosario at Cutcut. Sunod-sunod at halos araw-araw ang atake at noong Enero 27, 1945, nakapasok ang mga puwersang Amerikano sa Angeles at pinalaya ito sa kamay ng mga Hapones.



Gawain 2

Panuto: Sumulat ng isang pangungusap sa loob ng kahon sa bawat hanay ng mga mahahalagang pangyayari sa Angeles City noong panahon ng Ikalawang Digmaang Pandaigdig. Hanguin mula sa loob ng kahon sa ibaba ang mga impormasyon at isulat sa bawat hanay.

- Binomba ng mga Hapones ang Clark at Angeles noong Disyembre 8, 1941 matapos bumagsak ang Pearl Harbor sa Hawaii. Tuluyang nasakop ang lungsod noong Enero 1, 1942.
- Nabawi ng mga Amerikano ang Angeles noong Enero 27, 1945 mula sa sunod-sunod na mga pag-atake. Subalit nakapatay pa rin ng mga Angeleño ang Hapones habang tumatakas.
- Ipinagbawal ang pagsusuot ng *khaki* at iba pang kasuotang pang-Amerikano, pagyuko kapag nakakasalubong ang mga Hapones. Ginawang garrison ang mga paaralan at nagkaroon ng kakulangan ng pagkain.

Pagsalakay ng mga
Hapones sa Clark

Pananatili ng mga
Hapones sa Angeles City

Pagbawi ng mga
Amerikano sa Angeles at
Clark

SANGGUNIAN

Zaide, Sonia M. The Philippines: A unique Nation, Quezon City, 1994

Pellazar, Frederick M. et al Bigkis ng Lahi, Araling Panlipunan 6, PrimeBooks
Publishing Corp. Bulacan, 2016

Angeles City. <https://web.archive.org/web/20080226150445/>

Angeles City. http://www.filipinoamericans.net/balangiga_massacre.shtml

Yosuico, Romana et al. 2000. Kasaysayang Lokal: Angeles City. Textbook and
Student Manual. Zaide Foundation and Department of Education. All Nations
Publishing Co. Inc. Cubao, Quezon City.

Name _____

Quarter 2: Week 4

Learning Competency with Code:

Demonstrates scientific ways of propagating fruit-bearing trees. (TLE6AG-od-5)



ACTIVITY 1

Directions: Identify the different types of propagation tools/methods as prescribed in the statement. Write your answer on the space provided.

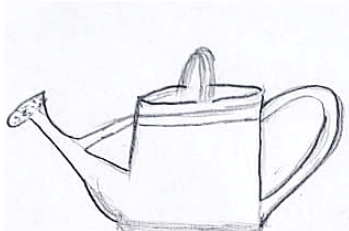
1. A tool used for digging, lifting, and moving bulk materials, such as soil, coal, gravel, snow, and sand or ore.



2. It is a long-handled tool having a bar at one end with teeth in. It is used for even spreading of soil or leveling the soil.



3. It is a container with small holes on the spout to sprinkle water on the plants.



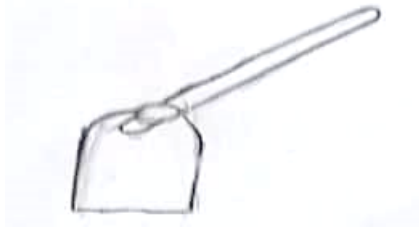
4. It is a tool with a curved blade used for loosening the ground and taking up small plants.



5. It is a tool with a wooden or metal handle in which a long blade is attached. It is used for cutting tall grasses and branches of trees.



6. It is used in digging and breaking hard and dry soil. It has a thin blade across the end of a log handle.



7. It is a broad scoop attached to a handle. It is used for removing soil or weeds and transferring the soil from one place to another.



8. A part of a single or mother plant is cut to be planted as cutting for purpose of multiplying its variety.



9. Stimulates the stem or branch of a mother plant to develop roots while still connected to it.



10. Plant propagation method that involves inserting a scion into a stock so that they will form a union and grow together.



- | | | | |
|------------------|--------------------|-----------------|-------------|
| a. Rake | b. Spade | c. Hoe | d. Bolo |
| e. Shovel | f. Water Sprinkler | g. Spading Fork | |
| h. Pruning Shear | i. Cutting | j. Marcotting | k. grafting |

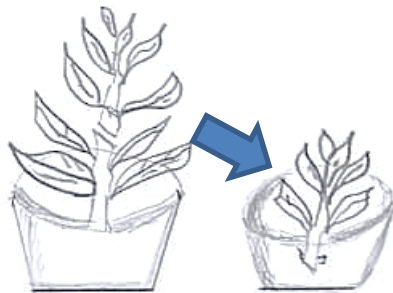


ACTIVITY 2

Let's apply. Group yourselves into 5 groups. Choose and perform any of the following ways in propagating trees/fruit bearing trees.

Different types of Asexual Propagation

- Cutting.** A part of a single or mother plant is cut to be planted as cutting for purpose of multiply its variety. Example of fruit-bearing tree that can be planted by cutting.



- Marcotting or Air Layering.**

Materials:

Knife or cutter

Plastic (transparent

Straw

Soil or coco husk.

Steps in Marcotting:

1. Remove a ring-like layer of soft bark about 2 to 3 inches long.



2. Apply soil or coco husk around the cut surface.



3. Cover securely with a piece of plastic sheet.



4. Tie both ends to prevent drying of the rooting medium. Keep it moist.



c. Grafting

Materials:

Grafting Knife

Pruning Shears

Grafting Wax

Stock

Scion

Steps in Grafting:

1. The stock is first cut straight and after that a perpendicular cut is made in the center of the stump. For bigger material, a wedge is cut in the top of the stump.



2. The scion is cut in the form of a wedge (for big material, similar to that of the stock).



3. The scion is inserted in the cut made in the stock. In case the stock is of bigger diameter, the cambium should fit at one side only.



4. Seal all exposed surfaces with grafting wax or grafting paint.



- d. Budding – is the process of transferring the lateral bud taken from the scion to the stock of the same family.

Materials:

Budding knife

Grafting wax

Buddy tape

The steps are the following:

1. On the rootstock, cut vertically about 2.5 cm long. A horizontal cut is made through the bark about one-third the distance around the stock. With a knife blade, lift the corners and carefully loosen the bark.



2. Cut a bud from the bud stick which includes a thin piece of attached wood.



- Slide the bud under the flaps of the bark on the rootstock until the ends are firmly even. Using buddy tape, tie the bud to the rootstock.



- Wrap the ends tightly but be sure not to cover the bud with tape.

Rubrics in measuring ingredients. Mark check on the points appropriate to the performance of the learners.



Rubrics in propagating trees/fruit bearing trees.	4 Performed its best.	3 Performed good	2 Perform but needs more improvement	1 Did not perform well.
1. Observance of safety precautionary measures.				
2. Completeness of tools and equipment.				
3. Appropriateness and correctness of procedures.				

REFERENCES

Pangalan _____

Ikalawang Markahan: Ika-apat na Linggo

Kasanayang Pampagkatuto at Koda:

nakapagpapakita ng paggalang sa ideya o suhestyon ng kapuwa (EsP6P- IId-i-31)



GAWAIN: “Mag-usap Tayo”

Panuto:

A. Pangkatang Gawain

1. Sa gabay ng guro ay bumuo ng limang pangkat.
2. Ang lider ng pangkat ay bubunot ng isang paksa mula sa mga kasunod na sitwasyon. Pag-usapan sa pangkat ang nabunot na sitwasyon sa pamamagitan ng malayang pagpapalitan ng mga ideya o opinyon sa kung ano ang nararapat gawin sa kaugnay na sitwasyon.

Sitwasyon 1: Nais maglagay ng mga karagdagang *electric fans* sa inyong silid-aralan, ngunit hindi lahat ay may sapat na kakayahan na makagbigay ng kontribusyon para mabili ang mga ito.

Sitwasyon 2: Hindi maayos ang pagtatapon ng basura sa loob at labas ng inyong silid-aralan.

Sitwasyon 3: Madalas na bumabaha sa harapan ng silid-aralan.

Sitwasyon 4: May mga mag-aaral na hindi nagsusuot ng *face mask* at hindi sumusunod sa *social distancing*.

Sitwasyon 5: May kaklase kang dalawang linggo nang hindi pumapasok at marami nang hindi natapos na mga takdang-aralin at mga proyekto sa paaralan.

3. Ang bawat lider ng mga pangkat ay maglalahad sa buong klase ng nabuong ideya o opinion ng kaniyang pangkat. Pagkatapos ay maglalahad din ng kanilang reaksiyon ng pagsang-ayon o hindi pagsang-ayon ang ibang pangkat.
4. Pagkatapos ng mga presentasyon at palitan ng mga idea o suhestyon, ang guro ay magbibigay ng pagpapalalim at paglalagom. Bibigyan niya ng diin kung anong pagpapahalaga ang nahubog sa gawain gaya ng pagpapamalas ng pang-unawa sa kahalagahan ng paggalang sa ideya o suhestyon ng kapuwa.

B. Repleksyon

Gamit ang iyong *journal* o sagutang papel, buuin ang diwa ng mga sumusunod na sugnay sa pamamagitan ng paglalahad mo ng iyong gagawin.

1. Igagalang ko ang ideya o suhestyon ng kapuwa ko sa pamamagitan ng

2. Kung hindi ako sang-ayon sa ideya o suhestyon ng iba, ako ay

SANGGUNIAN

MELCs– Most Essential Learning Competencies sa ESP 6

ESP – Edukasyon sa Pagpapakatao Curriculum Guide

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

EsP-DepEd Alternative Delivery Mode, Unang Edisyon 2020

<https://lrmds.deped.gov.ph>

MISOSA Baitang 6, Magsusuri Muna Bago Magbigay ng Desisyon; Panatilihin ang Kaangkupang Pisikal

Vivas, Anna Lain C., & Peña, Elizabeth F., Busilak: Edukasyon sa Pagpapakatao 6, Yunit 2: Aralin4 pp. 87-102, Neo Asia Publishing, Inc. 2019

Grade 6
Lesson
1-2

MUSIC
Major Scales

Name _____

Quarter 2: Week 1-2

Learning Competency with Code:

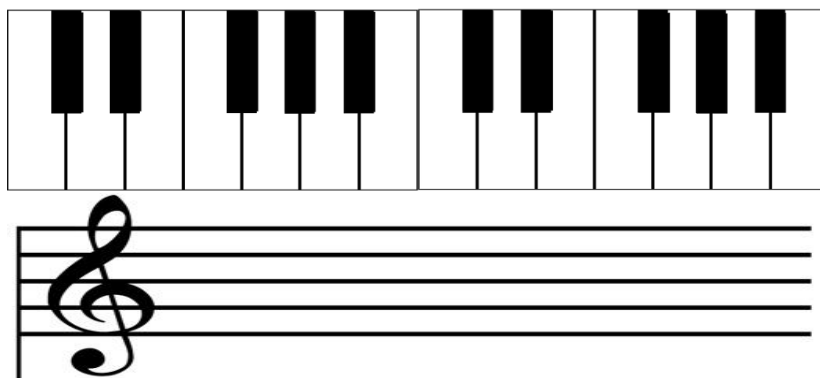
Reads simple musical notations in the Key of C Major, F Major, and G Major.
(MU6ME-IIa-1)



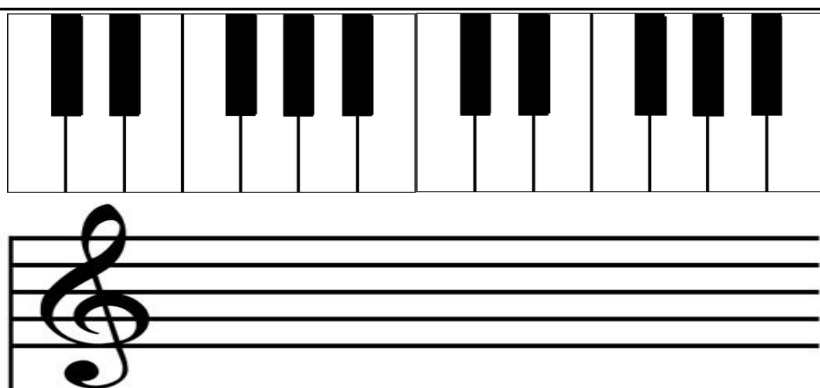
ACTIVITY 1

Directions: Plot the pattern of each major scale in the keyboard and staff.

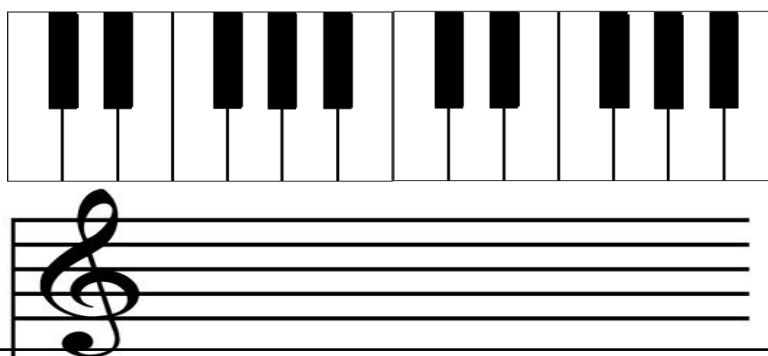
C MAJOR SCALE



F MAJOR SCALE



G MAJOR SCALE





ACTIVITY 2

- A. Choose only one and sing the song “Abaruray” in C Major Scale or “Take Me Home, Country Roads” in G Major Scale.

Criteria	Advanced (5)	Proficient (4)	Approaching Proficiency (3)	Developing (2)	Beginning (1)
Melody	Can always sing in the correct pitch	Can frequently sing in the correct pitch	Can sometimes sing in the correct pitch	Can rarely sing in the correct pitch	Cannot sing in the correct pitch
Rhythm	Can always sing in the correct rhythm	Can frequently sing in the correct rhythm	Can sometimes sing in the correct rhythm	Can rarely sing in the correct rhythm	Cannot sing in the correct rhythm

References:

Battad, L. M. et al. (2015). *Explore and Shine Through MAPEH 6 (Music, Arts, Physical Education and Health)*, PrimeBooks Publishing Corp.

Pascual M. C. et al. (2017). *Enjoying Life Through Music, Arts, Physical Education and Health (MAPEH) 6*, Phoenix Publishing House

Most Essential Competencies (MELCS). (2020). Pasig, Philippines: Kagawaran ng Edukasyon

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