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5

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 5
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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Grade 5 Lesson 4	ENGLISH Compound and Complex Sentences
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Name _____

Quarter 1: Week 4

Learning Competency with Code:

Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas
(EN5G-IVa-1.8.1)



ACTIVITY 1

Construct compound and complex sentences showing **cause and effect** relationship following the given topic.

A. Planting trees along the highways in Angeles City

1. Compound sentence

2. Complex sentence



ACTIVITY 2

Construct compound and complex sentences showing **problem - solution** in response to the given situation.

- B. You are walking home from Pampang Market, and suddenly your cellphone falls to the ground and breaks into pieces. What will you do to solve your problem?

3. Compound sentence

4. Complex sentence

Rubric for Scoring

Criteria	4	3	2	1
Sentence Structure	The compound and complex sentences are structured correctly.	The compound and complex sentences are mostly structured correctly.	The compound and complex sentences are somewhat structured correctly.	The compound and complex sentences are not structured correctly.
Grammatical Accuracy	The compound and complex sentences have no grammatical errors.	The compound and complex sentences have minimal grammatical errors.	The compound and complex sentences have only few grammatical errors.	The compound and complex sentences have many grammatical errors.
Punctuation and Spelling	All the four sentences are properly punctuated and have no misspelled words.	Three sentences are properly punctuated and have no misspelled words.	Two sentences are properly punctuated and have no misspelled words.	None or only one sentence is properly punctuated and has no misspelled words.

REFERENCE

<https://brainly.ph/app/profile/4681934/answers> retrieved May 28, 2022

Grade 5 Aralin 1	FILIPINO Tekstong Pang-impormasyon
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Pangalan _____

Unang Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

Nasasagot ang mga tanong sa binasa/napakinggang kuwento at tekstong pang-impormasyon (F5PB-la-3.1, F5PB-lc-3.2)



GAWAIN 1: ANG TANONG, ANG SAGOT



Nakapagsimba ka na ba o nakita mo na ba ang Angeles Cathedral o ang tinatawag ngayon na Holy Rosary Church?

Basahin ang sumusunod na tekstong pang-impormasyon at sagutin ang mga katanungan pagkatapos nito. Sa bawat tanong na masasagot nang tama, kulayan nang isa-isa ang bintana ng simbahan.



ANGELES CATHEDRAL (Holy Rosary Church)

Ang Simbahang *Holy Rosary* na itinuturing na pinakamalaking simbahan Katoliko sa Pampanga (at possible rin sa buong Gitnang Luzon), ay hindi lamang simpleng simbahan kundi isang Katedral na arkitekturang *Byzantine* na may estilong *Romanesque*. Ito ay naging posible dahil sa pagpupunyagi ni *Monsignor* Serafin Ocampo nang ipaayos nito ang simbahan noong 1962. Ilan sa mga magagandang katangian nito ay ang 21 pintuan, na lahat ng de-kulay na salamin sa itaas ay naglalarawan ng 21 bahagi ng Biblia mula Luma hanggang Bagong Tipan. Sa maikling salita, ang mga tarangkahan ito ay nagbibigay ng maliwanag na pananaw sa pananampalatayang Kristiano. Isang nabighani sa *Angeles Cathedral* ay ang dating *Papal Nuncio* sa Pilipinas na nagwika: “Sa lahat ng mga altar ng simbahan na nakita ko sa buong Luzon, ang altar ng *Holy Rosary* ang maituturing na isa sa pinakamaganda.

Mga tanong:

1. Anong taon ipinaayos ni Monsignor Serafin Ocampo ang *Holy Rosary*?
2. Ano ang ibig sabihin ng 21 de-kulay na tarangkahan sa buhay ng mga Kristiyanong Angeleno?
3. Sinong Papa ang humanga sa arkitektura ng simbahan *Holy Rosary*?
4. Ano-anong mga magagandang katangian mayroon ang *Holy Rosary*?
5. Sang-ayon ka ba na ang *Holy Rosary* ay isa sa pinakamagandang simbahan sa Luzon? Bakit?

SANGGUNIAN

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Yosuico, Romana. 2000. Kasaysayang Lokal Angeles City. All Nations Publishing Co., Inc.935 Aurora Boulevard corner Pittsburgh Street , Cubao, Quezon City

Grade 5 Lesson 4	MATHEMATICS Greatest Common Factor
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Pangalan _____

Quarter 1: Week 4

Learning Competency:

Find the common factors, GCF, common multiples, and LCM of 2 – 4 numbers using continuous Division.



ACTIVITY 1- Show-me-boards

Group the learners, then engage them in solving problems using GCF. Ask them to bring out a pair of scissors, a pencil, and a ruler. Guide the groups to do the following activity:

- Provide each group with four 12cm x 18 cm rectangular cardboards.
- Ask the learners to cut the first rectangular cardboard into 1 cm x 1cm squares.
- Cut the second cardboard into squares 2cm x 2cm in squares.
- Cut the third cardboard into 3cm x 3cm squares.
- Cut the fourth cardboard into 6cm x 6cm squares.
- Answer the question: Why is it not possible for the rectangle to be cut into 4 cm x 4cm or 5cm x 5cm.
- Provide another rectangle with different dimensions. This time, they shall discover how they can cut this into identical squares and ask them to write their observations.



ACTIVITY 2

Solve the following by applying the Greatest Common Factor.

1. Miss De Guzman asks the boys to help her pack art supplies for a drawing contest. There are 24 markers, 40 sheets of Manila paper, and 16 boxes of crayons. All packages must have at least one kind of each supply. What is the greatest number of packages the boys can make using all the supplies?
2. Elmer wants to cut as many pieces of wood of equal lengths from three pieces with lengths of 35dm, 49dm, and 56 dm. What is the longest that he could cut each piece? How will you solve the answer to the problem?

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Phoenix Publishing House

Lumbre et al., 2016. 21st Century Mathletes 5. Page 46. Vibal Group, Inc.

Retrieved from
https://lrmds.deped.gov.ph/search?filter=&search_param=all&query=GCF

Grade 5 Lesson 4	SCIENCE Changes That Happen in Materials
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Name _____

Quarter 1: Week 3-4

Learning Competency with Code:

Investigate changes that happen in materials under the following conditions:

1. presence or absence/lack of oxygen
2. application of heat (**S5MT-Ic-d-2**)



ACTIVITY 1

I. Objective:

Investigate changes that happen in materials due to the presence or lack of oxygen

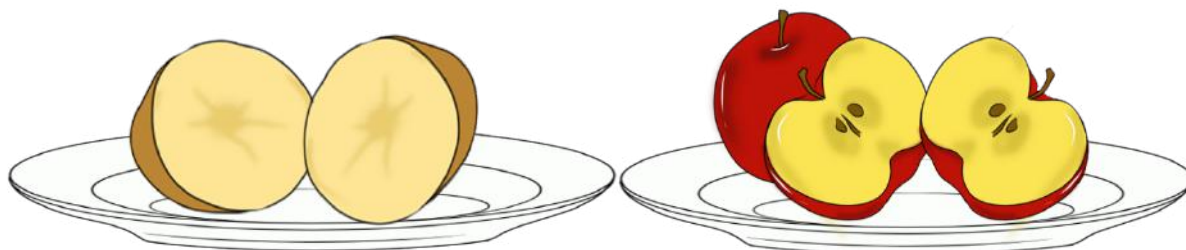
II. Materials:

- 1 piece apple (alternative: eggplant)
- 1 piece potato (alternative: sweet potato)
- Knife
- Candle
- Glass
- Plate
- Matches or lighter
- Ice cubes

Note: You may use alternative materials such as eggplant for apple and sweet potato for potato)

III. Procedure:

1. Slice the sweet potato and apple into half. Put them on a plate.



2. Observe what will happen to the 2 slices of potato and apple.

3. What have you observed after 5 minutes? Why do you think it happened? Write your observations on the table below.
4. Light the candle. Let it stand on a plate, then cover it with glass.



5. Observe what happened. Why do you think it happened? Write your observations on the table below.

Set Up	What happened?	Why did it happen?
1. Sliced Sweet Potato		
2. Sliced Apple		
3. Lighted Candle		

- How are the changes of materials with the presence of oxygen important to the environment?



ACTIVITY 2

- I. **Objective:** Investigate changes that happen in materials when heat is applied.

- II. **Materials:**

Candle
Crayon
Lighter
Spoon
Ice cubes
Plate

1. Crush the crayon . Put the crushed crayon on a spoon.



2. Light the candle and heat the spoon containing the crushed crayon.



3. Observe what happens. Why do you think it happened?
Write your observations on the table below.
4. Put off the lighted candle by blowing air on it.
5. Let the heated material stand for 2-3 minutes.
6. Put ice cubes on a plate. Let it stay for 3-5 minutes



7. Observe what happens to the ice cubes when exposed at room temperature.



Table for observations.

Set up	What happened?	Why did it happen?
1. Crushed Crayon		
2. Ice cubes		

- Give some applications of heat in our everyday life.

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

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Grade 5 Aralin 3	ARALING PANLIPUNAN Impluwensiya ng mga Kastila sa Kulturang Kapampangan
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Pangalan _____

Unang Markahan: Linggo 3

Pamantayan sa Pagkatuto at Koda (Learning Competency with Code):

Natatalakay ang impluwensiya ng mga Espanyol sa kultura ng mga Pilipino.
 (AP5_Q3_Week 3-4_No code)



GAWAIN 1

Panuto: Lagyan ng **tsek (/)** ang maliit na kahon sa ibaba ng mga larawan na nagpapakita ng impluwensiya ng mga Kastila sa kulturang Angeleriño at **ekis (X)** naman kung hindi.


☐

SISIG


☐

TIGTIGAN TERAHAN KING



LIGLIGAN PAROL



HOT AIR BALLOON



SIMBANG BENGI



MALELDO



PAROL MAKING



PAROL MAKING



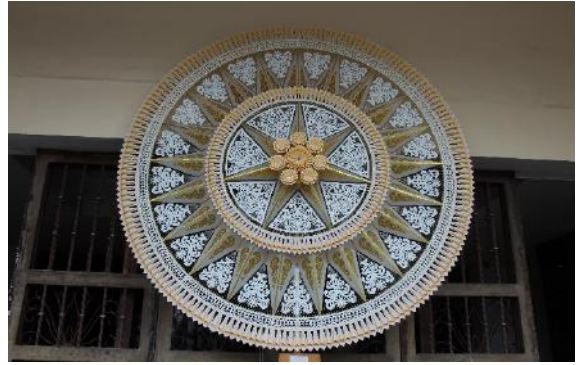
KITE FLYING



SKY DIVING



PISAMBAN MARAGUL



PARUL ANGELEÑO



APUNG MAMAKALULU SHRINE



SALAKOT



ANGELES MUSEUM



CAKE, SALAD AT IBA PA



WAKEBOARDING



SISIG AT TOKWA'T BABOY



PAROL ANGELEÑO MAKING



OLD PAMINTUAN MANSION DESIGN



SIDE WALK VENDOR



BETUTE/PRITONG PALAKA



GAWAIN 2

Panuto: Gamit ang mga impormasyon sa itaas, isulat sa talahanayan ang mga impluwensiya na nakatsek ayon sa kanilang klasipikasyon.

Impluwensiya ng mga Kastila sa Kultura (pagkain, istruktura at iba pa)	Impluwensiya ng mga Kastila sa Relihiyon	Impluwensiya ng mga Kastila sa Kabuhayan

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Pangalan _____

Quarter 1: Week 10

Naisasagawa ang pagluluto (EPP5HE-0j-29)



GAWAIN 1

Panuto: Pangkatin ang mga mag-aaral sa tatlo. Bawat pangkat ay bubuo ng plano ng ihahain (meal plan). Unang pangkat ay gagawa ng plano para sa agahan, pangalawang pangkat naman sa tanghalian at pangatlong pangkat ay para sa hapunan. Suriing mabuti ang binubuong plano sa tulong ng Food Pyramid Guide.

Halimbawa:

ALMUSAL	TANGHALIAN	HAPUNAN
Saging Itlog Longganisa Kamatis Kanin Gatas/Tsokolate	Sinigang na Bangus Kanin Mangga Tubig/juice	Fried Porkchop Ginisang gulay Kanin Pinya Tubig/juice

Healthy Food Pyramid

Fats, Oils and Sweets Groups USE SPARINGLY

The small tip of the Pyramid shows fats, oil, and sweets. These are foods such as oils, salad dressings, cream, butter margarine, sugars soft drinks, candies, and sweet desserts. These foods provide calories.

Milk, Yogurt and Cheese Group

2-3 Servings Per Day
What counts as a serving?
1 cup of or yogurt
1 ½ ounces of natural cheese

Milk, Yogurt and Cheese Group

3-5 Servings Per Day
What counts as a serving?
1 cup of raw leafy vegetables
½ cup of cooked vegetables
¾ cup of vegetables juice

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

2-3 Servings Per Day
What counts as a serving?
2-3 ounces of cooked lean meat, poultry, or fish.
½ cup of cooked dry beans or 1 egg or 2 tablespoons of peanut butter count as 1 ounce of lean meat.

Fruit Group

2-3 Servings Per Day
What counts as a serving?
1 medium piece of fresh fruit
½ cup of chopped cooked or canned fruit

Bread, Cereal, Rice and Pasta Group

6-11 Servings Per Day
What counts as a serving?
1 ounce of bread
½ cup of cooked cereal
1 cup of rice or pasta

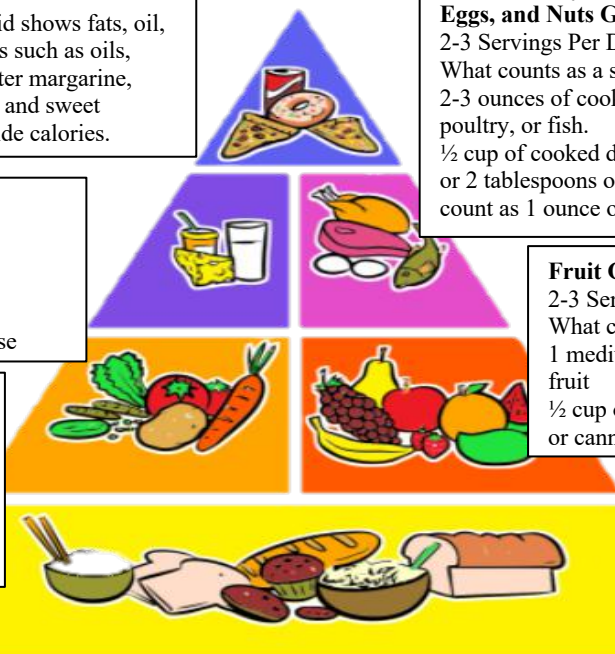


Photo source: <https://www.makeoverfitness.com/images/Food%20pyramid%20small%201.jpg>



GAWAIN 2

Panuto: Isagawa ang *meal planning* para sa buong araw (agahan, tanghalian at hapunan). Sundin ang tamang pamamaraan ng paghahanda ng pagkain at ihanda ang nilutong pagkain sa hapag kainan. Tandaan ang mga hakbang sa paghahain at paghahanda ng mesa.

Rubrik para sa paghahanda ng pagkain at pagsasaayos ng hapag kainan. Lagyan ng tsek (/) ang puntos na naaangkop sa bawat galaw ng pamantayan.

RUBRIK SA PAGTULONG NG PAGHAHANDA NG MASUSTANSYANG PAGKAIN	4 Pinakamahusay	3 Mahusay	2 Katamta-mang husay	1 Hindi Mahusay
1. Ang pagkain na naihanda ay angkop para sa almusal, pananghalian o hapunan.				
2. Isinaalang-alang ang pagpili ng pagkain ayon sa food pyramid.				
3. Naihanda ang pagkain sa maayos at ligtas na pamamaraan.				
4. Naihanda nang malinis at maayos ang hapag kainan.				
5. Nasunod ng wasto ang tamang paglalalatag ng plato, baso, serbilyeta, kutsara, at tinidor sa angkop na lugar.				
6. Nailagay sa tamang lalagyan, wastong lugar, at tamang sukat ang mga pagkain, prutas at inumin				

Batayan:

16-20= Isinagawa ang lahat

15-11 = Bahagyang naisagawa

10-6 = Kailangan pang paunlarin

5-1= Hindi naisagawa

SANGGUNIAN

Most Essential Learning Competencies (MELCs)

Edukasyong Pantahanan at Pangkabuhayan 5

Clinton Walker III, Fitness Professional, Atlanta, GA 30080 copyright 2006-2022 Makeoverfitneess LLC. Makeover Fitness. Workout Routines and Diet Tips. <https://www.makeoverfitness.com/food-guide-pyramids>

Pangalan: _____

Unang Markahan: Ika-anim na Linggo

Kasanayang Pampagkatuto at Koda:

Nakapagpapahayag ng katotohanan kahit masakit sa kalooban gaya ng pagkuha ng pag-aari ng iba, pangongopya sa oras ng pagsusulit at pagsisinungaling sa sinumang miyembro ng pamilya, at iba pa.

(EsP5PKP –ih – 35)



GAWAIN: Dula ng Katotohanan

Panuto: Pangkatang Gawain

1. Bumuo ng tatlong grupo. Pangkatin sila ayon sa kanilang napiling kasama.
2. Gumawa ng isang Maiksing Dula tungkol sa pagpapahayag ng katotohanan kahit masakit sa kalooban na may positibong aral sa buhay.
3. Hayaan ang mga bata na mamili sa mga sumusunod na sitwasyon na kanilang isasadula:
 - A. pagkuha ng pag-aari ng iba
 - B. pangongopya sa oras ng pagsusulit
 - C. pagsisinungaling sa sinumang miyembro ng pamilya
4. Ang pagsasadula ay dapat gamitan ng mga lokal na impormasyon, kultura, ideya, lugar, bagay o pangyayari upang maging makabuluhan at napapanahon.
5. Ipaliliwanag ng guro ang Rubriks sa Paggawa at mga panuntunan bago simulan ang pangkatang Gawain.

Rubriks sa Pagsasadula

Kraytiry	5	4	3	1-2	Puntos
Pagkamalikha	Lubos na nagpamalas ng pagkamalikha sa paghahanda.	Naging malikha sa paghahanda.	Hindi gaanong naging malikha sa paghahanda.	Walang ipinamalas na pagkamalikha sa paghahanda.	
Nilalaman, Aral at Presentasyon	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 mangilang lokal na ideya o bagay	Gumamit ng kakaunting lokal na ideya o bagay	Hindi gumamit ng mga lokal na ideya o bagay	
Kaangkuhan 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, Edukasyon sa Pagpapakatao Curriculum Guide

EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Edukasyon sa Pagpapakatao Grade 5 Learners Material, Department of Education, 2017
MISOSA 5 Matapat na Pakikitungo sa Kapwa; Katapatan sa Pakikitungo sa Kapwa.

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<https://images.app.goo.gl/1GorTfedJdccYcei9>

Honesty Drawing at GetDrawings | Free getdrawings.com

Grade 5 Aralin 5	MUSIC Paggawa ng Rhythmic Pattern
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Pangalan _____

Unang Markahan : Linggo 5 – 6

KASANAYAN SA PAMPAGKATUTO

Create different rhythmic patterns using notes and rests in time signatures.

(MU5RH-If-g-4)



GAWAIN 1

Panuto: Gawin ang mga sumusunod na kilos ayon sa ritmo at sagutin ang mga tanong sa ibaba. Lapatan ng awitin ayon sa sukat o palakumpasan nito.

Martsa: 2s

L R L R L R L R

Waltz 3s

R L R R L R R L R

Paglakad 4s

R L R L R L R L R L R L

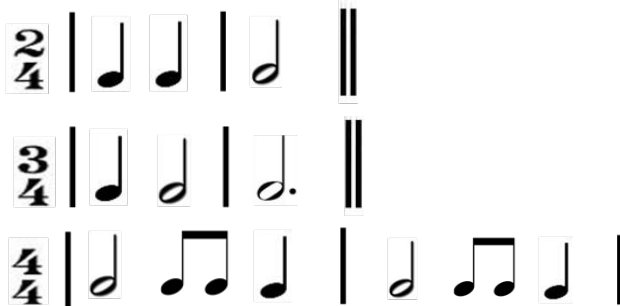
pasulong paurong patagilid sa kanan
(Ulitin sa kaliwa)

1. Anong naramdaman mo sa mga gawain?
2. Sa paanong paraan nagkakaiba ang bawat grupo?
3. Ano ang tawag natin sa musika sa mga grupo ng ritmo na may sukat na dalawahan, tatluhan, at apatan?

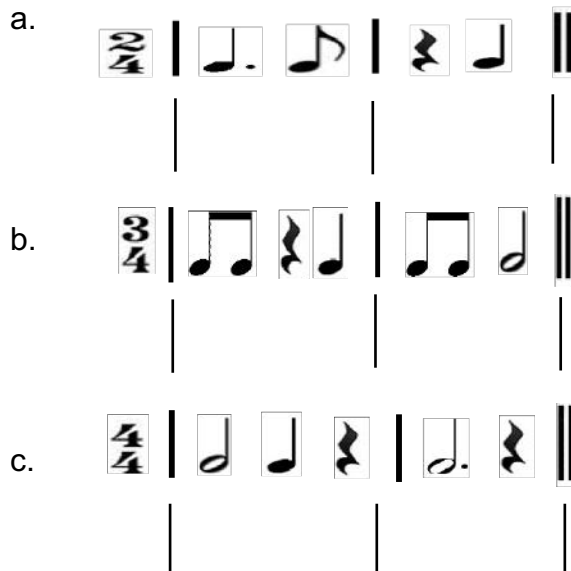


GAWAIN 2

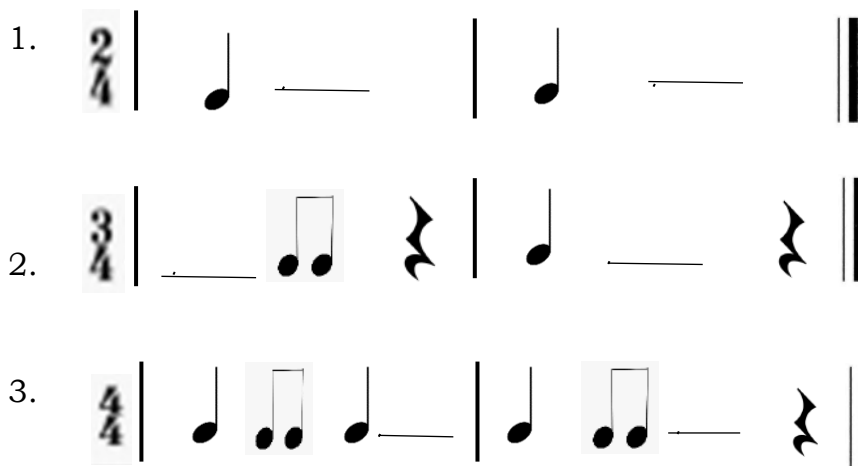
1. Itapik o ipalapak ang mga sumusunod na *rhythmic patterns*:



2. Isulat ang *stick notation* ng sumusunod na *rhythmic patterns*.



3. Kumpletuhin ang mga *rhythmic patterns* sa pamamagitan ng paglalagay ng wastong *note* o *rest* sa guhit.





GAWAIN 3

Gumawa ng *rhythmic pattern* gamit ang mga *note at rest* ayon sa *Time Signature* nito.

1. $\frac{2}{4}$ | | ||

2. $\frac{3}{4}$ | | ||

3. $\frac{4}{4}$ | | ||

4. $\frac{3}{4}$ | | ||

5. $\frac{4}{4}$ | | ||

SANGGUNIAN

Milagros V. Referente, et al. Music, Art, Physical Education and Health- Ikalimang Baitang. Kagamitan ng Mag-aaral, Unang Edisyon 2014,Ikalawang Limbag 2016, Ikatlong Limbag 2017 DepEd- Bureau of Learning Resources
2020 Most Essential Competencies (MELCS). Pasig, Philippines: Kagawaran ng Edukasyon.

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