



# Remediation and Enrichment for Remote Teaching and Learning



## Notes to Remember in Developing Learning Modules

- Write like you are talking to a child.
- Use the first or second person  
    “I” and “We”  
    “You”.
- Converse with the child.
- Use simple words- No to  
    “generally”, “Recognize” , “identify”  
    Use “at all times”, “tell”, “find out”
- Short sentences and Short paragraphs
- Segment the lessons- cut them up-  
    at most 15 minutes per segment
- Use illustrations
- Signalling—memes, highlights

# Helping Learners to Answer Work Exercises Independently

## 1. Prompting using Formal Clues

An animal with a long neck is a g \_ \_ \_ \_ \_.

The clues are the beginning letter of the word and  
The number of spaces/lines for the answer.

## 2. Thematic prompts

Give meaningful clues related/ associated with the required response.

Happy means \_\_\_\_\_.

We say \_\_\_\_\_ Christmas!



**Provide contextual clues-** words and phrases related to the unfamiliar word that give a clue to its meaning.

Contextual clues are synonyms, antonyms, example definition, explanation, comparison, contrast

To develop lonely:

She is a sad girl- **synonym**.

She is not happy.- **antonym**

She has no friends. She is lonely. **definition**

A happy girl is not lonely.-**contrast**

Certainly, the best clue is **a picture**.



Remember to put the blank at the end and not the beginning of the sentence.

**No**

\_\_\_\_\_are names of persons, places or things.

**Yes**

The names of objects, persons or things are\_\_\_\_\_.

Use active voice.-verbs or action follows the subject. The action is done by the subject  
Rey watched the movies.

**Avoid using passive verbs.**

The movies were watched by Rey.

**Use the active voice.**-verbs or the action follows the subject. The action is done by the subject.

Rey watched the movies.

Si Ana ay nagbabasa.

**Avoid using the passive voice.** The subject is acted upon by the verb.

The movies were watched by Rey.

Binabasa ni Ana ang aklat.

For beginning readers, learning sounds without  
a teacher is difficult.

Work with sounds that are familiar with the learner.

My name is A

My sound is /a/ apple



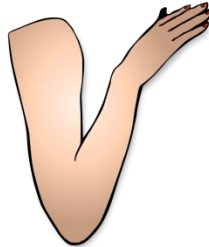
Say /a/



Say /a/-avocado



Say /a/ arm



Say the word .

bed

The name of the letter is b.

The sound of the letter is /b/.

It has the same sound as:





Nabibigkas ng wasto ang bawat letra sa alpabetong Filipino.



Ano ang natatanggap mo kung Pasko?

Ako ay nakakatanggap ng \_\_\_\_\_.

Ano ang pangalan ng unang titik?

Ano ng tunog nito?

Ang tunog nito ay katulad ng unang titik ng :



Bigkasin natin: regalo, relo

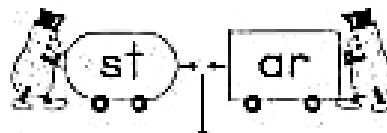
Name: \_\_\_\_\_

Date:     /     /

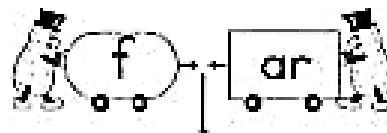
Time:     :     -     :



Say the sound parts, trace them and then read the words.



star

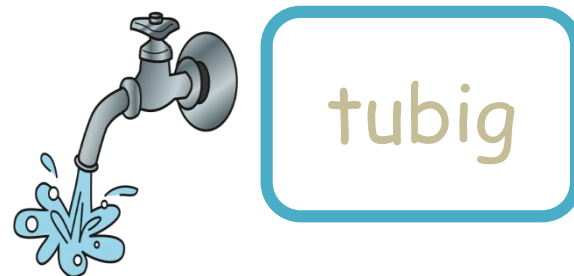
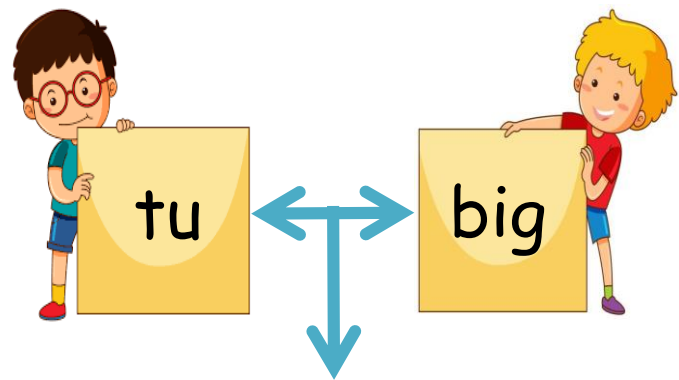
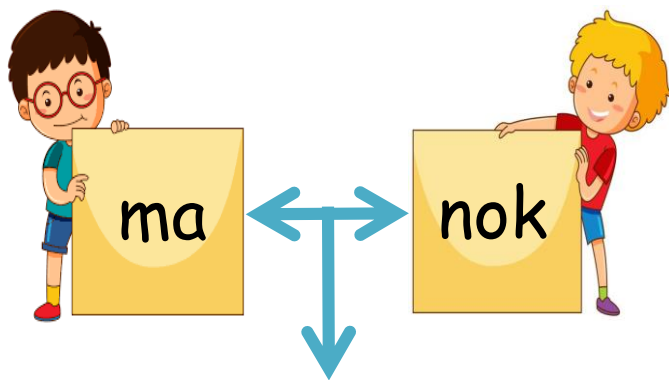


far



Saying words  
by blending the  
Sounds.

Sabihin ng tunog at basahin ang salita.



# 1. Objectives/Outcomes

Talk to the child about that he/she will learn.

Use the –simple, short, clear language.

Be conversational

You will learn action words .  
They are called “verbs”.

You will learn new words.  
You will use them in correct sentences.

.



## 2. What's In: Balikan- Review

Note to teachers: The past lesson was on the beginning letter of pictures.

Write the beginning letter of these words.

Next, write a word that begins with the same letter.

\_\_\_\_\_sleep

\_\_\_\_\_

\_\_\_\_\_morning

\_\_\_\_\_

\_\_\_\_\_father

\_\_\_\_\_

### **3. Presentation of the Lesson**

Introduce the lesson through a

- story,
- an activity,
- poem,
- song,
- drawing,
- situation,
- problem.
- activity.

### 3.1. Lesson Presentation Through A Story

#### My Family



My father works in the farm. My mother cooks our food . She cleans the house. She plants vegetables in the garden.

We help our Mother by washing dishes. We wash our clothes.

At night, we tell stories. We read books. We pray before we sleep.

List the words that show action.

\_\_\_\_\_

A family that plays and works together stays together.



Plays, Works and Stays are Action Words.



## 3.2 Lesson Presentation through an Activity

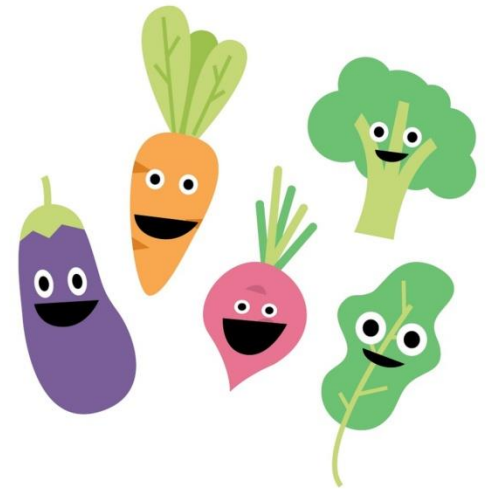
### Keeping Ourselves Healthy

Here are some things you can do to be healthy.

1. Stay under the sun for 30 minutes every day.
2. Eat vegetables.
3. Wash you hands often.
4. Wear mask.
5. Stay at home.

List the words that show action.

\_\_\_\_\_



### 3.3 Presentation of the Lesson Through a Poem

#### My Busy Day

I run, I play  
I read and write  
I rest, I sleep  
I pray before I go to sleep.

I help my Mom.  
I clean the house.  
I wash the dishes  
So she can smile.



List the words that show action.

### 3.4. Presentation of the Lesson through a Song

Let us sing Baby Shark Do do do do doo.  
But let us change the words.

Let us sing do do do do doo  
Let us dance do do do do do doo  
Let us jump do do do do doo  
Let us play.

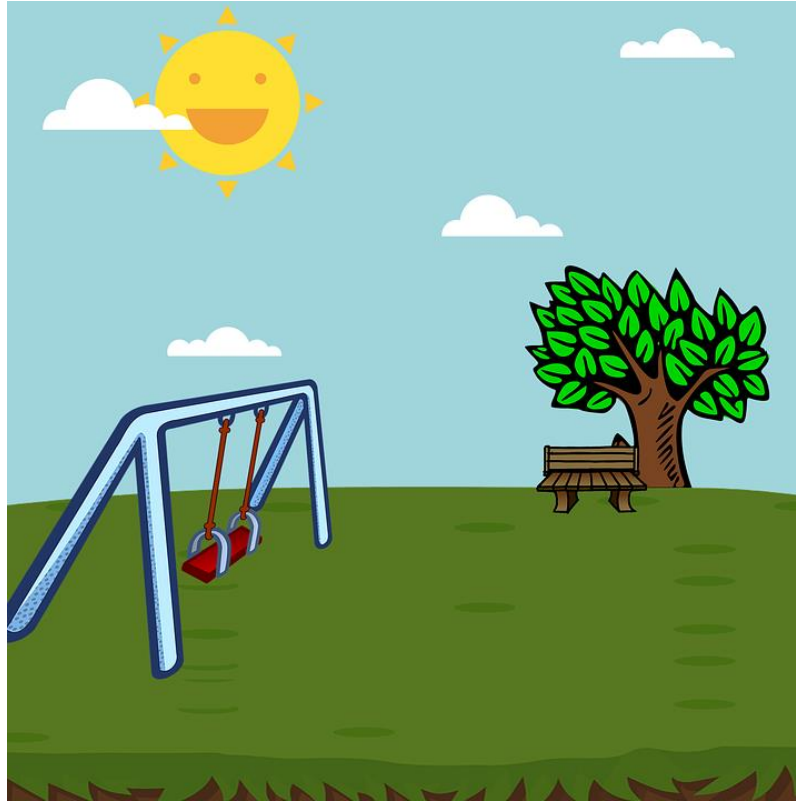
Let us skip do do do doo  
Let us run do do do doo  
Let us hop do do do do doo  
Let us rest



List the words that show action.

\_\_\_\_\_

### 3.5. Development of the Lesson through a Drawing



Draw circle around the words that you can do in the playground.

I can play.


I can run around.

I can climb the trees.

I can sit on the swing.

### 3.6. Development of the Lesson through a Problem

Mother looks so sad. I want to make her happy.  
What can I do to make her happy?

Put a happy face   
on the things you can do.

I will sing for her.  
I will give her a flower.  
I will dance with her.  
I will recite a poem.  
I will tell her a story.

# Lesson Presentation Through A Story



## My Family

My father works in the farm. My mother cooks our food . She cleans the house. She plants vegetables in the garden.

We help our Mother by washing dishes. We wash our clothes.

At night, we tell stories. We read books. We pray before we sleep.

## 4. Recitation/ Discussion

Our new words:

cooks



What does mother do?  
She cooks the food.

pray



What does the boy do?  
He prays.

read



What does the boy do?  
He reads.

Cooks, prays, reads tell us what  
they do . They are action  
words.

They are **VERBS**

## Note to teachers: Developing Comprehension of Action Words

Underline the correct answer.

1. What does mother cook?

book, food, shoes

2. Who prays?

good girl bad girl dirty girl

3. What can you read?

book tree shoes

cook, pray, read – show what we do.

They are action words.

They are verbs.



## Note to Teacher: Develop skill to classify

These are action words that children and animals do.

Children can	Animals can	Children and animals can
play	bark	jump
draw	fly	swim
study	croak	run
write	meow	eat
sing	roar	play
speak		drink
wash		climb

Answer with a Yes or No.

1. Can animals read? \_\_\_\_\_
2. Can boys fly? \_\_\_\_\_
3. Can animals ? eat \_\_\_\_\_
4. Can animals drink? \_\_\_\_\_
5. Can boys write?

Draw a line to connect the person with what he does.

Person	Action
Baker	Acts
Painter	Plants
Carpenter	Bakes
Gardener	Paints
Poet	Dribble
Basketball player	Builds
Actor	Writes

#### 4. What I have Learned: Isaisip (Summarize the lesson.)

**We have learned that a word that shows action is called a verb.**

**A verb is different from noun.**

**(Then check if students got the summary).**

**What does a verb show?\_\_\_\_\_**  
place, person, action

**Action words are called \_\_\_\_\_**  
nouns, verb , alphabet

Verbs are words that show action.

Play, cry, sleep, bark



## 5. Apply

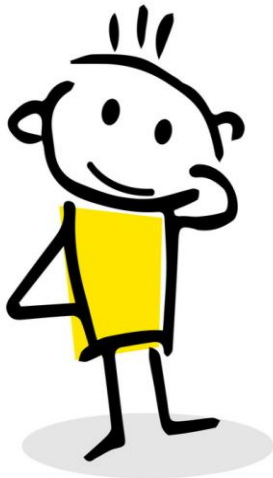
**Give exercises for students to apply what the students learned. Always give an example of how to Answer the exercise.)**

My favorite person is my sister.  
She cooks our food.  
She cleans the house.  
She helps my mother.

Who is your favorite person?  
What does she or he do every day?

# Ating Alamin

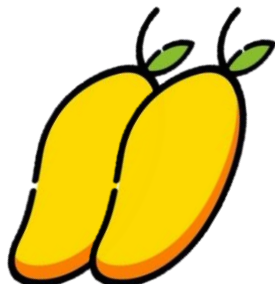
Aayusin natin ang ang mga bilang mula sa  
maliit hanggang sa malaki.



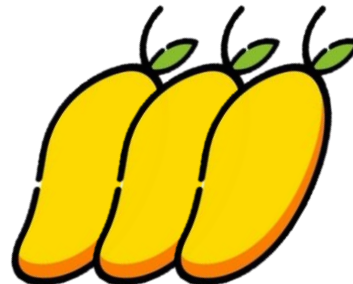
**Isulat ang tamang bilang sa ilalim ng mga mangga.**



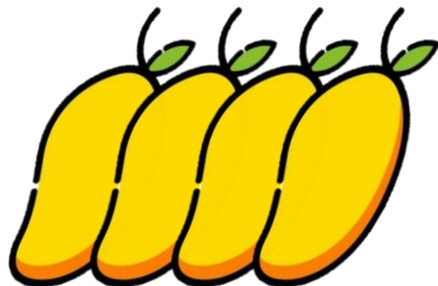
\_\_\_\_\_



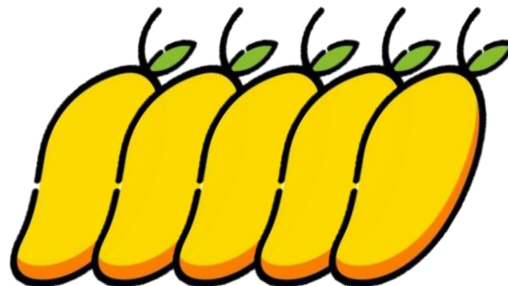
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Paglililang

Namasyal sina Dan, Mica, Ben, Lino, Isel sa bukid. Namitas sila ng mangga.

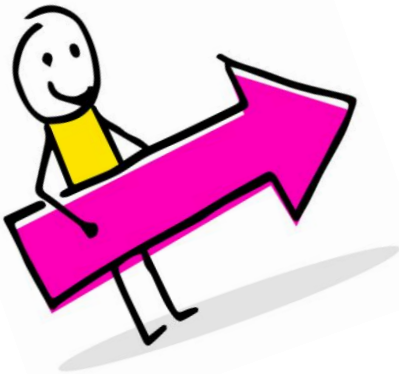
Kumuha si Dan ng 2 mangga.

Si Mica, mayroong 4 na mangga.

Si Lino, kumuha ng 5 mangga.

Si Ben mayroong 3 mangga.

Si Isel mayroong 1 mangga.



**Dan**



**Mica**



**Lino**

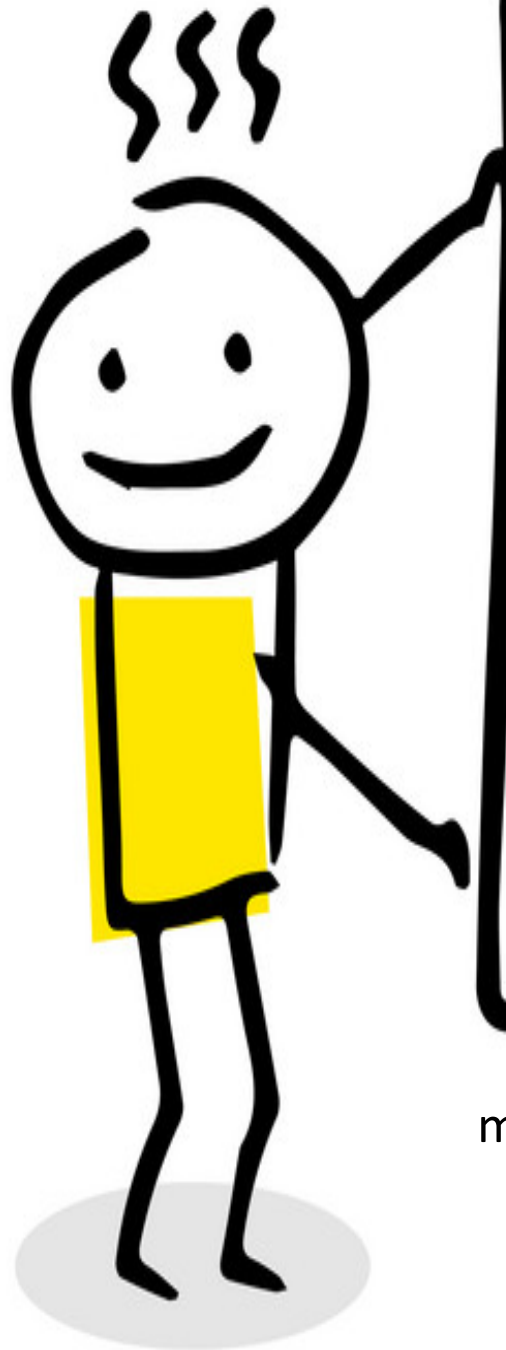


**Ben**



**Isel**





Isulat kung ilang bata ang pumunta sa bukid. \_\_\_\_\_

Ilang mangga ang kinuha ni Isel? \_\_\_\_\_

Isang mangga mayroon si Ben? \_\_\_\_\_

Ilan ang kinuha nin Dan? \_\_\_\_\_

Ilan ang kinuha ni Lino? \_\_\_\_\_

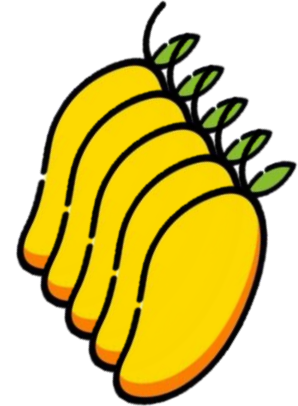
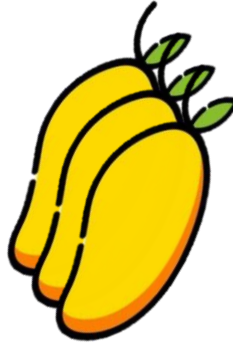
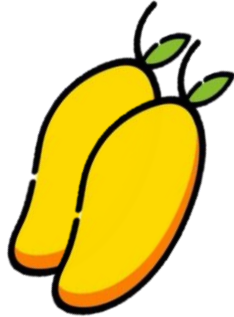
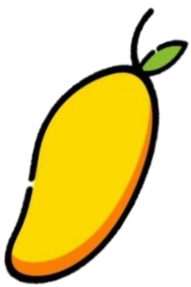
Ilang mangga mayroon si Mica? \_\_\_\_\_

Sino ang batang may pinakamaraming mangga? \_\_\_\_\_

Sino ang batang may pinaka-kaunting mangga? \_\_\_\_\_

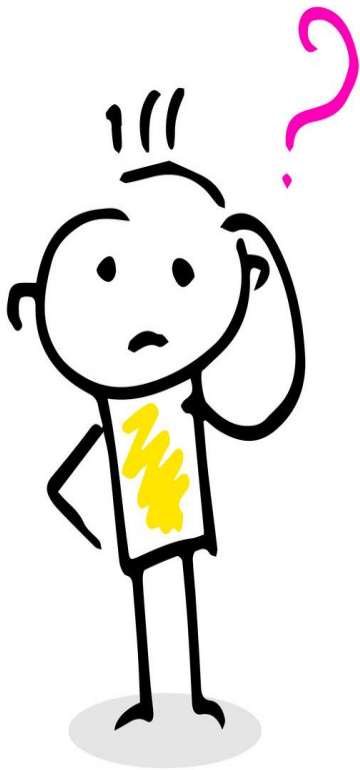


**Ayusin natin ang mga mangga mula sa pinakaunti  
hanggang sa pinakamarami.**

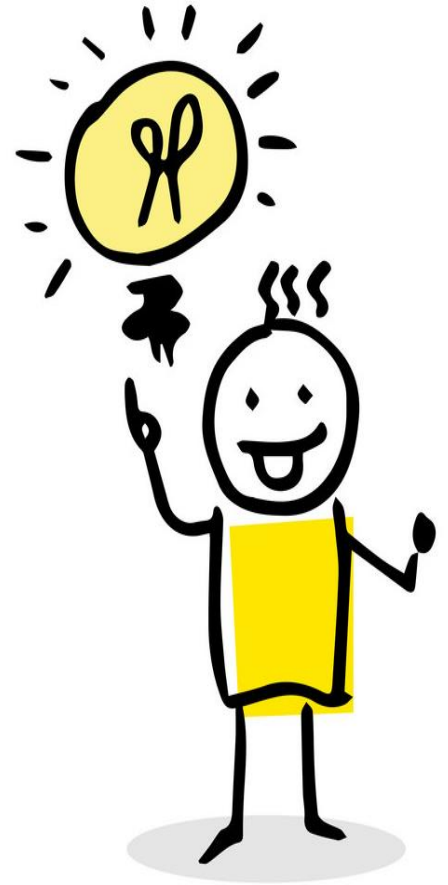


**1 Mangga 2 Mangga 3 Mangga 4 Mangga 5 Mangga**

# Paglalagom – Ano ang ating natututuhan?



Inuuna natin ang  
pinakamaliit na bilang.  
Susunod and higit na  
marami.



# Gamitn ang ating natutuhan

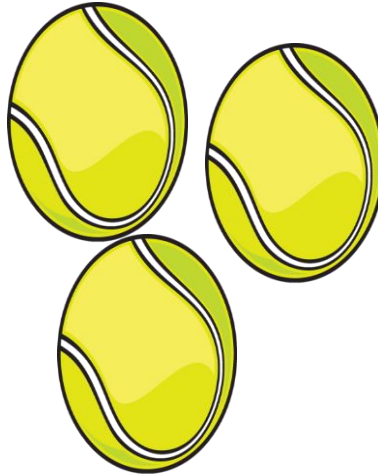
Ayusin ang mga set .

Isulat **A** sa pinakaunit , B sa susunod, at K sa pinakamarami. Halimbawa:

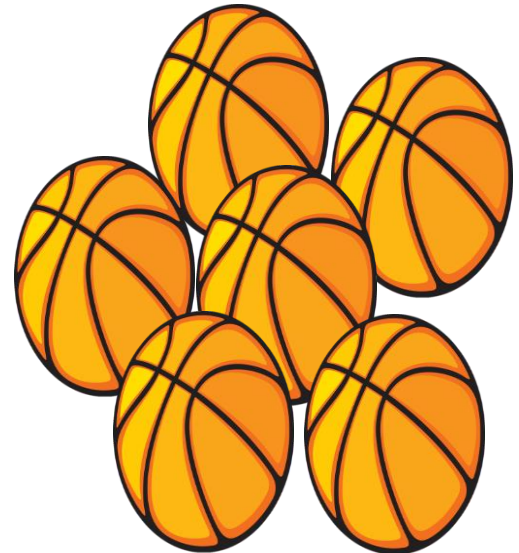
1.



\_\_\_B\_\_\_

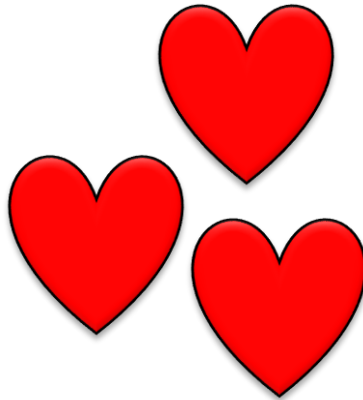
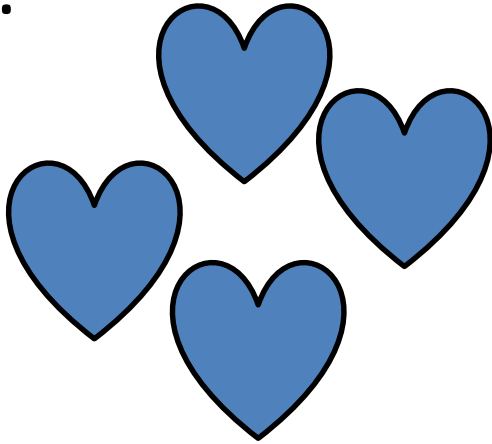


\_\_\_A\_\_\_

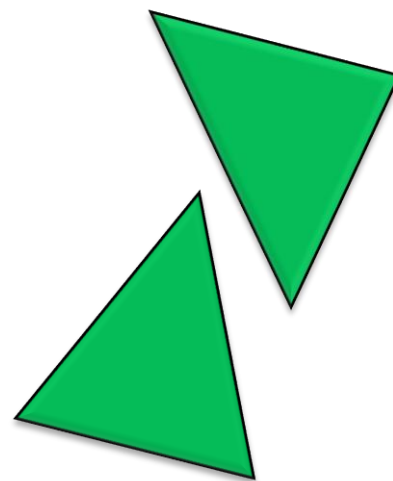
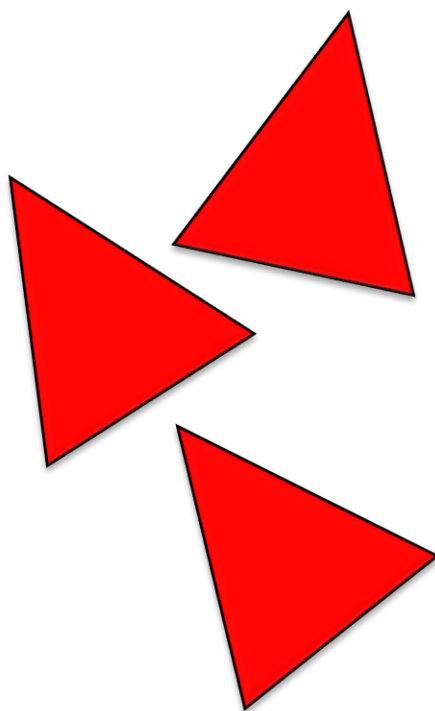
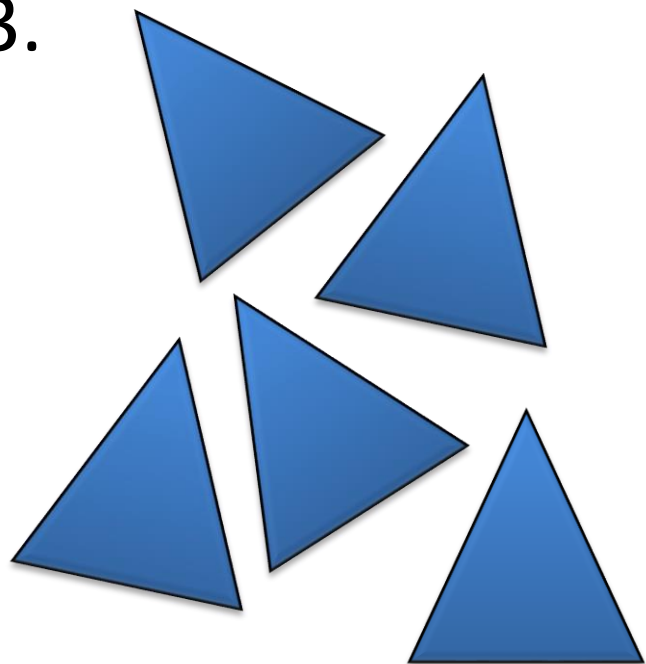


\_\_\_K\_\_\_

2.

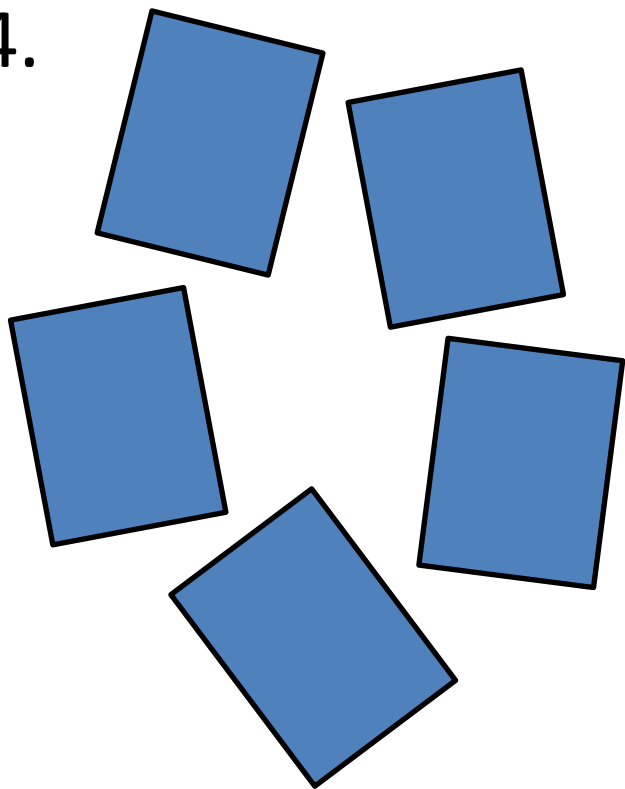


3.

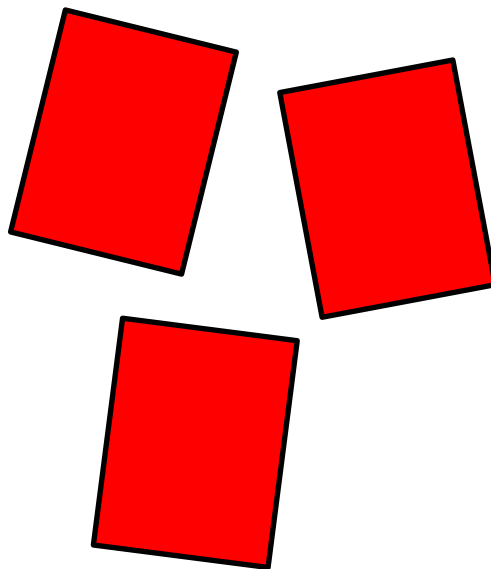




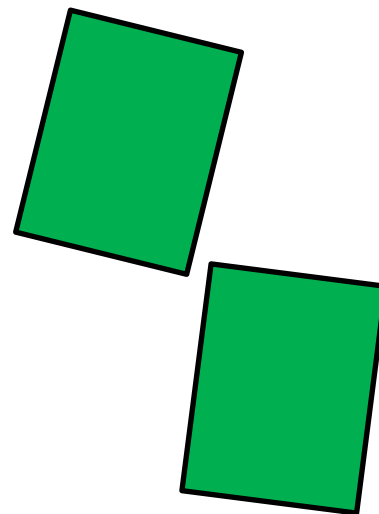
4.



A



B



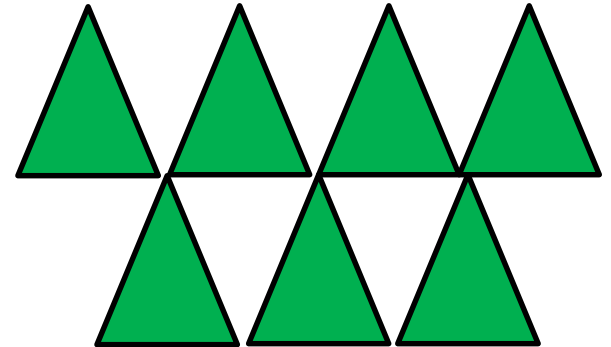
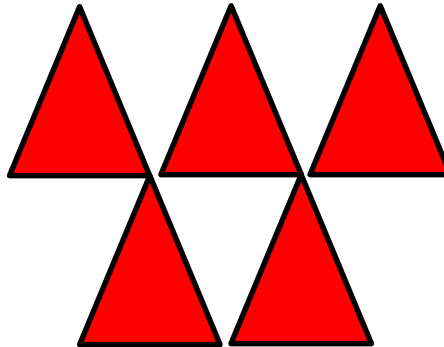
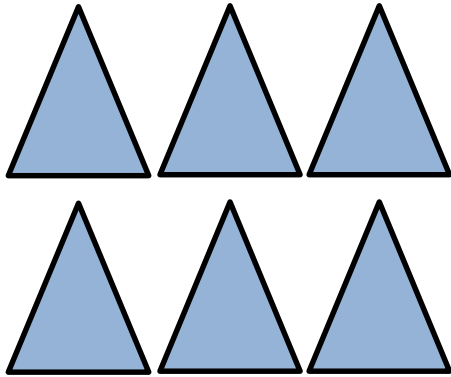
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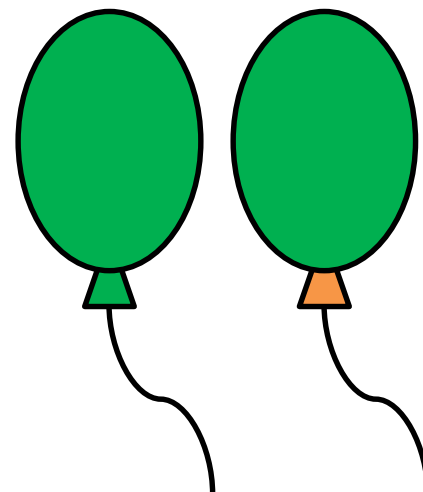
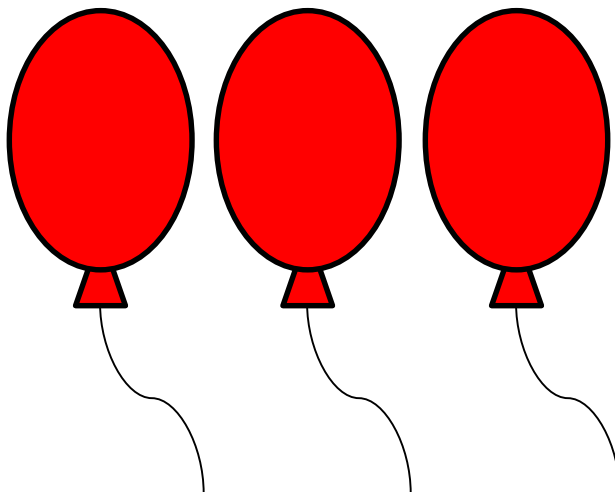
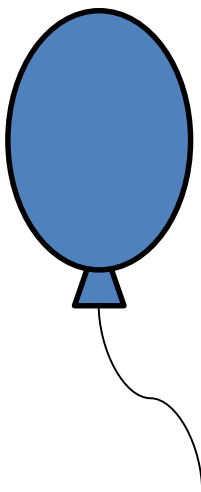
**Ayusin ang mga set ayon sa dami.**

**Isulat ang 1 sa pinakakaunti, 2 sa susunod at 3 sa pinakamarami.**

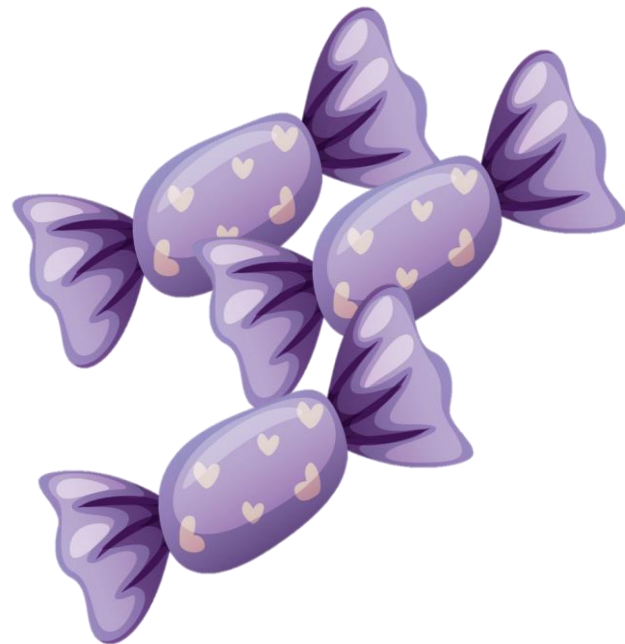
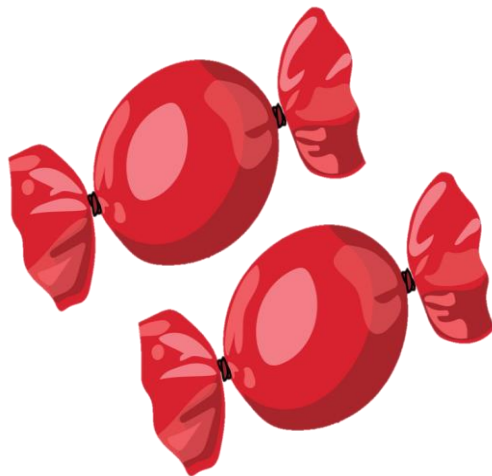
1.



2.



4.



## Suggestions on More Exercises

Outcome	Suggested Exercise
1. Remember	1. what, who, where, when Who directs the traffic? What do babies drink? When do you pray? Where do we play?
2. Understand	2. Why do babies cry?
3. Apply	3. Use in a sentence Give example Solve
4. Analyze	What can happen? Illustrate Make a diagram
5. Evaluate	Is it right? What will you do?
6. Create	Draw, write a story, dance, Write song, do a project

## Read the Story

**In a dark, dark house  
Was a dark, dark room.**

**In a dark, dark, room  
Was a dark, dark, chest.**

**In a dark, dark chest  
Was a dark, dark box.**



Why is it a dark, dark house? \_\_\_\_\_

What was inside the dark, dark box? \_\_\_\_\_

Create a title for the story. \_\_\_\_\_

Who do you think lives in the dark, dark, house? \_\_\_\_\_?

Is the story true? Why \_\_\_\_\_

**Your turn to do an instructional module .**  
**Choose among the following MELC:**

1. Nakikilala ang mga tunog na bumubuo ng pantig
2. Nakakasunod sa panuto.
3. Naibibigay ang mga pangalan ng mga bagay, lugar,
4. Name common nouns.
5. Name proper nouns.
6. Nasasagot ang tanong mula sa isang kwento.

## **Our Structure**

1. Ating Alamin- Objectives
2. Presentation of the lesson
3. Discussion/Remediation/ Enrichment
4. Generalization/Summary of what we Learned
5. Application