



Republic of the Philippines
Department of Education

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DepEd MEMORANDUM
No. **57**, s. 2012

**LEARNING RESOURCES TO SUPPORT THE IMPLEMENTATION OF GRADE I
ENHANCED CURRICULUM UNDER THE K TO 12 PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary Schools

1. The Department of Education (DepEd) has issued the enclosed lists of the **Learning Resources to Support the Implementation of Grade 1 Enhanced Curriculum Under the K to 12 Program** starting School Year (SY) 2012-2013.
2. These Lists contain titles of Learning Resources which are available and are used to guide the schools in planning for instruction with reference to the learning competencies defined in Grade I Enhanced Curriculum.
3. The regional, division and district offices and schools are encouraged to make an inventory of existing materials available in their areas to supplement the lists of learning resources provided by the DepEd-Central Office (CO) and to ensure that every school be provided with copies of these lists to effectively support the implementation of the Grade I Enhanced Curriculum.
4. Immediate dissemination of this Memorandum is desired.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl. :
As stated

Reference:
None

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
LIST
PROGRAMS

R-MCR/DM-Learning Resources
1065/March 12, 2012

INVENTORY OF GRADE 1 EXISTING TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS
ENGLISH

The lessons identified in the book should be backed up by other appropriate teaching materials to teach the "new skills" lined up in the first column. The activities can be used not as a spring board to develop the "new skills" but as exercises to fix the new skills learned.

Competencies for English	Book/Lessons	Pages
Oral Language Listen and attempt to respond to other in English.	English Expressways/ Courteous Expressions English Expressways/ Knowing My self English Expressways/ Telling About your Grade Level	Page 3-8 Page 30-32 page 44-47
Listen and respond to texts.	English Expressways/ Following directions English Expressways/ Following commands	9-15 76-77
Relate texts to personal experience.	English Expressways/ Short commands	89-91

Talk about personal experiences.	English Expressways/ All about me English Expressways/ Things We Do Everyday	16-25 231-235
Clarify meanings heard while drawing on personal experience.		
Start to ask questions, attempt to listen to, interpret and present information.		
Use correct nouns and personal pronouns in telling about one's family and friends.	English Expressways/ Using He and She English Expressways/ Using You and I	116-119 122-127
Use a limited number of simple verbs in telling about the activities of one's family and friends.	English Expressways/ Using live in, live on and live near English Expressways/ Using Is and Are English Expressways/ Keeping Fit English Expressways/ Using am, is, and are	56-61 131-135 192-197 198-199 209-211

	English Expressways/ Using the Past Form of Verbs	
Describe one's family and friends using common adjectives.		
Use directional prepositions correctly.		
Vocabulary Development Differentiate English words to from words in other languages spoken at home and in school.		
Ask about unfamiliar words to gain meaning.		
Sort familiar words into basic categories (e.g., colors, shapes, foods)		
Describe familiar objects and events in both general and specific language.	English Expressways/ Happy Days Ahead	170-174
Show curiosity about and play with words and language		
Use new words learned thru stories in own speech		

<p>Know and use words that are important to school work, such as the names for colors, shapes, and numbers</p>	<p>English Expressways/ Community Helpers</p>	<p>236-237</p>
<p>Know and use words that are important to daily life, such as street names and names for community workers.</p>		
<ol style="list-style-type: none"> 1. Know the parts of a book and how books are held and read 2. Understand what authors and illustrators do 3. Follow print from left to right and from top to bottom of a page when stories are read aloud 4. Understand the relationship between print and pictures 5. Understand that the message of most books is in the print and not the pictures 6. Identify the patterns and structures of rhyme and patterned text when retelling and reciting 7. Understand, and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line 8. Track the text in the correct order: page by page, left to right, top to bottom 9. Make 1-1 correspondence between written and spoken words 		
<p>Identify connections between text listened to and</p>		

personal experience		
Make predictions about stories based on the cover or titles of texts		
Expect written text to make sense		
Use the meaning of simple texts to support predictions		
Listen carefully to texts read aloud		
Ask and answer questions about texts	English Expressways/ Mother Dear English Expressways/ Hungry Ming English Expressways/ Picnic Day	240-242 243-245 246-249
Use what is already known to understand a text		

Derive meaning from repetitive language structure		
Predict what will happen in a text based on pictures or information in the text	English Expressways/ Playing with Pictures English Expressways/ Telling What Will Happen? English Expressways/ Telling What Happened	187-191 220-223 254-256
Retell and/or act out events in text		
Talk about texts identifying major points and keys themes		
Participate (e.g., react, speculate, join in, read along) when repetitive language structure of fiction and poetry are read aloud.		
Understand the structure of a simple text and use when re-enacting and retelling		

Answer simple questions (who, what, where, when) about text listened to	English Expressways/ Answering Questions English Expressways/ Answering <u>Where</u> Questions English Expressways/ Answering <u>When</u> Questions	202-208 214-216 217-218
Determine whether a story is realistic or fantasy.		
Restate facts from listening to expository text.		
Respond appropriately to questions base on facts in expository text	English Expressways/ Friendly Trees English Expressways/ A Colorful Rainbow English Expressways/ All About Growing English Expressways/ Where Animals Live	257-259 253-254 250-252 224-227
Sequentially follow a two-step directions (e.g., recipes, directions, classroom procedures) using picture clues given verbally		

Identify signs, symbols, labels and captions in the environment.	English Expressways/ Caring for Plants	228-229
Locate information in pictorial information books		
Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.		
Relate story setting and incidents to own experience		
Return to favorite books, songs, rhymes to be re-read and enjoyed		
Attempt to read or re-tell familiar storybooks		
Following directions		
Interpreting pictographs		
Interpreting simple maps of familiar places		

INVENTORY OF GRADE 1 EXISTING TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. ORAL LANGUAGE

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none">• Listen and attempt to respond to others in English		
<ul style="list-style-type: none">• Listen and respond to texts	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 1 p. 1
<ul style="list-style-type: none">• Relate texts to personal experience		
<ul style="list-style-type: none">• Talk about personal experiences		
<ul style="list-style-type: none">• Clarify meaning heard while drawing on personal experience		
<ul style="list-style-type: none">• Start to ask questions, attempt to listen to, interpret and present information		

B. PHONOLOGICAL AWARENESS (No competencies)

C. PHONICS AND WORD RECOGNITION (No competencies)

D. GRAMMAR

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none">• Use correct nouns and personal pronouns in telling about one's family and friends		
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 37 p. 208
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 38 p. 213
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 47 p. 260
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 48 p. 265
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 49 p. 270
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 50 p. 278
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 51 p. 283
	<i>Words that Name Persons, Places or Things</i> 12-A	1-14
	<i>Adding S or ES to Mean More Than One</i> 13-	1-11

	A	
	Adding S or ES to Mean More Than One 13-B	1-8
	Making Words Mean More Than One 13-C	1-12
	Words in Place of Nouns 15-A	1-16
	Words in Place of Nouns 15-B	1-14
	Using Object Pronouns 16-A	1-9
	Words in Place of Nouns 16-B	1-10
	Lesson Guides in Elementary English (Grade 1)	Lesson 56 p. 301
<ul style="list-style-type: none"> Use a limited number of simple verbs in telling about the activities of one's family and friends 	Lesson Guides in Elementary English (Grade 1)	Lesson 57 p. 307
	Let's Use Action Verbs 17-A	1-11
	Let's Use More Action Words 17-B	1-16
	Let's Use More Action Words 6-C	1-20
	Let's Compare 19-A	1-9
	Let's Compare 19-B	1-9
	Let's Compare 19-C	1-8
	Lesson Guides in Elementary English (Grade 1)	Lesson 52 p. 286
	Lesson Guides in Elementary English (Grade 1)	Lesson 53 p. 290
	Lesson Guides in Elementary English (Grade 1)	Lesson 54 p. 294
<ul style="list-style-type: none"> Using directional prepositions correctly 	Lesson Guides in Elementary English (Grade 1)	Lesson 44 p. 242
	Lesson Guides in Elementary English (Grade 1)	Lesson 45 p. 249
	Lesson Guides in Elementary English (Grade 1)	Lesson 46 p. 253

E. VOCABULARY DEVELOPMENT

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Differentiate English words from words in other languages spoken at home and in school Ask about unfamiliar words to gain meaning 		
<ul style="list-style-type: none"> Sort familiar words into basic categories (e.g. colors, shapes, foods) Describe familiar objects and events in both general and specific language Show curiosity about and play with words and language Use new words learned thru stories in own speech Know and use words that are important to school work, such as the names for colors, shapes, and numbers Know and use words that are important to daily life, such as street names and names for community workers 	<p><i>Lesson Guides in Elementary English</i> (Grade 1)</p> <p><i>Words that Name Persons, Places or Things</i> 12-A</p>	<p>Lesson 65 p. 345</p> <p>1-14</p>

F. BOOK AND PRINT KNOWLEDGE

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Know the parts of a book and how books are held and read Understand what authors and illustrators do Follow print from left to right and from top to bottom of a page when stories are read aloud Understand the relationship between print and pictures Understand that the message of most books is in the print and not the pictures 	<p><i>Lesson Guides in Elementary English</i> (Grade 1)</p> <p><i>Lesson Guides in Elementary English</i> (Grade 1)</p> <p><i>Lesson Guides in Elementary English</i> (Grade 1)</p> <p><i>Lesson Guides in Elementary English</i> (Grade 1)</p> <p><i>Lesson Guides in Elementary English</i> (Grade 1)</p> <p><i>Lesson Guides in Elementary English</i> (Grade 1)</p>	<p>Lesson 61 p. 327</p> <p>Lesson 6 p. 25</p> <p>Lesson 7 p. 30</p> <p>Lesson 8 p. 38</p> <p>Lesson 9 p. 44</p>

- Understand that the message of most books is in the print and not the pictures
- Understand, and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line
- Track the text in the correct order: page by page, left to right, top to bottom
- Make 1-1 correspondence between written and spoken words

Lesson Guides in Elementary English (Grade 1)	Lesson 10 p. 51
Lesson Guides in Elementary English (Grade 1)	Lesson 11 p. 56
Lesson Guides in Elementary English (Grade 1)	Lesson 12 p. 61
Lesson Guides in Elementary English (Grade 1)	Lesson 13 p. 67
Lesson Guides in Elementary English (Grade 1)	Lesson 14 p. 73
Lesson Guides in Elementary English (Grade 1)	Lesson 15 p. 81
Lesson Guides in Elementary English (Grade 1)	Lesson 16 p. 90
Lesson Guides in Elementary English (Grade 1)	Lesson 17 p. 98
Lesson Guides in Elementary English (Grade 1)	Lesson 18 p. 104
Lesson Guides in Elementary English (Grade 1)	Lesson 19 p. 110
Lesson Guides in Elementary English (Grade 1)	Lesson 20 p. 116
Lesson Guides in Elementary English (Grade 1)	Lesson 21 p. 121
Lesson Guides in Elementary English (Grade 1)	Lesson 22 p. 125
Lesson Guides in Elementary English (Grade 1)	Lesson 23 p. 133
Lesson Guides in Elementary English (Grade 1)	Lesson 24 p. 139
Lesson Guides in Elementary English (Grade 1)	Lesson 25 p. 143
Lesson Guides in Elementary English (Grade 1)	Lesson 26 p. 153
Lesson Guides in Elementary English (Grade 1)	Lesson 27 p. 157
Lesson Guides in Elementary English (Grade 1)	Lesson 28 p. 162
Lesson Guides in Elementary English	Lesson 29

<ul style="list-style-type: none"> Identify the patterns and structures of rhyme and patterned text when retelling and reciting 	(Grade 1)	p. 166
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 30 p. 169
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 31 p. 172
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 32 p. 1179
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 33 p. 188
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 34 p. 194
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 20 p. 116
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 62 p. 333
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 63 p. 336

G. LISTENING COMPREHENSION (LISTENING CAPACITY)

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Identify connections between text listened to and personal experience Make predictions about stories based on the cover or titles of texts 	<i>Tell Us Why 12-A</i>	1-11
	<i>Tell Us Why 12-B</i>	1-9
	<i>Tell Us Why 12-C</i>	1-10
<ul style="list-style-type: none"> Expect written text to make sense Use the meaning of simple texts to support predictions 		
<ul style="list-style-type: none"> Listen carefully to texts read aloud Use what is already known to understand a text Derive meaning from repetitive language structure 		
	<i>Believe It or Not 15-A</i>	1-4
	<i>What Do You Think? 7-A</i>	1-14
<ul style="list-style-type: none"> Retell and/or act out events in texts 		

<ul style="list-style-type: none"> • Talk about texts identifying major points and key themes 		
<ul style="list-style-type: none"> • Participate (e.g. react, speculate, join in, read along) when repetitive language structure of fiction and poetry are read aloud 		
<ul style="list-style-type: none"> • Understand the structure of simple text and use when re-enacting and retelling 	Lesson Guides in Elementary English (Grade 1)	Lesson 3 p. 9
	Know the Detailed Parts of a Story 8-B	1-10
	Know More About the Parts of a Story 8-C	1-12
	Are the Events in Order? 5-A	1-9
	Are the Events in Order? 5-B	1-16
	Are the Events in Order? 5-C	1-9
	What is It all About? 4-A	1-12
	What is IT all About? 4-B	1-13
	Where and Who of a Story 8-A	1-8
	Why? How? 9-A	1-11
	Why? How? 9-C	1-15
<ul style="list-style-type: none"> • Determine whether a story is realistic or fantasy 	Believe It or Not 15-A	5-11
	Believe It or Not 15-B	1-12
	Believe It or Not 15-C	1-12
<ul style="list-style-type: none"> • Restate facts from listening to expository text 		
<ul style="list-style-type: none"> • Respond appropriately to questions based on facts in expository text 		
<ul style="list-style-type: none"> • Sequentially follow a two-step directions (e.g. recipes, directions, classroom procedures) using picture clues given verbally 		
<ul style="list-style-type: none"> • Identify signs, symbols, labels, and captions in the environment 		
<ul style="list-style-type: none"> • Locate information in pictorial information books 		
<ul style="list-style-type: none"> • Participate (e.g. clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm 		
<ul style="list-style-type: none"> • Relate story setting and incidents to own experience 		

H. READING COMPREHENSION (No competencies)

I. FLUENCY (No competencies)

J. SPELLING (No competencies)

K. WRITING/COMPOSITION (No competencies)

L. ATTITUDE TOWARDS LANGAUGE, LITERATURE AND LITERACY

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Return to favorite books, songs, rhymes to be read-aloud and enjoyed 		
<ul style="list-style-type: none"> Attempt to read or retell familiar storybooks 		

M. STUDY SKILLS

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Following directions 		
<ul style="list-style-type: none"> Interpreting pictographs 		
<ul style="list-style-type: none"> Interpreting simple maps of familiar places 		

Inventory of Existing Materials
Grade 1 Mathematics

Learning Competencies	Book	Pages
1. Recognizes cardinal numbers from 0 to 100	Elementary Mathematics by Isidro D. Carino and Adoracion M. Acuna	
2. Counts and tells the number of objects in a given set by ones and tens		pp. 17 – 35
3. Identifies the number that is one more or one less from a given number		pp. 72 - 74
4. Composes and decomposes a given number		
5. Regroups sets of ones into sets of tens and sets of tens into hundred using objects		
6. Compares two sets using the expressions “fewer than”, “more than”, and “as many as”		
7. Orders sets from least to greatest and vice-versa		
8. Counts by 2’s, 5’s and 10’s through 100		pp. 80 - 81
9. Reads and writes numbers from 1 through 100 in symbols and in words		
10. Identifies the place value and finds the value of a digit in a one to two-digit numbers		
11. Renames the numbers into tens and ones		pp. 75 - 76
12. Compares numbers up to 100 using relation symbols		pp. 77 - 78
13. Arranges numbers up to 100 in increasing order and vice versa		p. 79
14. Recognizes coins and bills up to P100 (pesos and centavos)		pp. 129 - 141
15. Reads and writes ordinal numbers 1st, 2nd, 3rd up to 10th		
16. Identifies the 1st, 2nd, 3rd up to the 10th object in a given set from a given point of reference		p. 82
17. Determines the position of an object using 1st – 10th from a given point of reference		
Addition		

18. Illustrates addition as putting together and subtraction as taking away, comparing and adding up		p. 37; p. 44
19. Illustrates the relationship of joining sets to addition of whole numbers		
20. Illustrates that addition and subtraction are inverse operations		
21. Identifies and constructs equivalent number expressions using addition and subtraction		
22. Identifies and creates patterns to compose and decompose numbers using addition		pp. 39 – 41 pp. 57 – 63
23. Adds two one-digit numbers with sums up to 18 using the order and zero properties of addition		
24. Adds two to three one-digit numbers horizontally and vertically with sums up to 18		
25. Adds three one-digit numbers having sums up to 18 using the order and grouping properties of addition		
26. Uses expanded form to explain the meaning of addition with regrouping		
27. Adds numbers with sums through 99 without or with regrouping		pp. 89 - 90
28. Mentally adds two to three one-digit numbers with sums up to 18		
29. Mentally adds a 2-digit number and ones with regrouping		
30. Solves one-step word problems involving addition of whole numbers with sums up to 99 using appropriate problem solving strategy		p. 42- 43 pp. 64 – 66 p.95
Subtraction		
31. Subtracts one-digit numbers with minuends through 18 (basic facts)		pp. 45 – 49 pp. 57 – 63
32. Subtracts one to two-digit numbers with minuends up to 99 without regrouping		p. 92
33. Subtracts one to two-digit numbers with minuends up to 99 with regrouping		p. 93
34. Mentally subtracts one-digit numbers from minuends up to 18 without regrouping		

35. Mentally subtracts a 2-digit number and ones without regrouping	
36. Solves word problems involving subtraction of whole numbers with minuends up to 99 without and with regrouping using appropriate problem solving strategy	pp. 50 – 51 pp. 64 - 66 p. 95- 96
$\begin{array}{r} 1 \\ \underline{1} \end{array}$	pp. 102 - 103
37. Visualizes and identifies $\frac{2}{4}$ and $\frac{4}{4}$ of a whole	
38. Divides a whole into halves and fourths	
39. Divides the elements of a set of objects into two groups of equal quantities to show halves of whole/sets	pp. 107 - 108
40. Divides the elements of a set of objects into four groups of equal quantities to show halves of whole/sets	pp. 109 - 110
41. Given half of a region or a set, draws the whole region or set	
42. Identifies, names and describes the four basic shapes in 2- and 3-dimensional objects: square, rectangle, triangle and circle	pp. 117 - 121
43. Compares and classifies 2- and 3-dimensional figures according to common attributes	
44. Draws the four basic shapes	
45. Constructs three-dimensional objects using manipulative materials	
46. Identifies and explains simple repeating patterns	
47. Makes patterns of shapes, colors and numbers	
48. Finds the missing number/digit in addition or subtraction problems	
49. Finds and completes patterns of one or two of the following attributes: Shape, Size, Color, Number, Orientation	
50. Determines the next term (figure/number) in a given sequence and give a reason	
Time Measure	
51. Names and tells the number of days in a week; months in a year in the right order	pp. 149 - 150
52. Uses a calendar to determine a day or month	
53. Tells the time by an hour, half-hour and quarter-hour	
Linear, Mass and Capacity Measures	

54. Compares objects using the comparative words: Short, shorter, shortest; Long, longer, longest; Tall, taller, tallest; High, higher, highest; Heavy, heavier, heaviest; Light, lighter, lightest	
55. Estimates and measures length using non-standard units of linear measures	pp. 161 - 166
56. Estimates and measures mass using non-standard units of linear measures	pp. 178 - 179
57. Shows and finds capacity using non-standard units	
58. Collects and organizes data using tallies and tables	
59. Represents data using pictographs without using a scale	
60. Reads and interprets a pictograph	
61. Identifies cause and effect relationships	
62. Predicts and records outcome of experiments and chance games	

Prepared by: **ROBESA R. HILARIO**

Inventory of Existing Materials
Grade 1 Mathematics

Learning Competencies	Material	Pages
1. Recognizes cardinal numbers from 0 to 100	Lesson Guide in Elementary Mathematics Grade 1 by DepEd-BEE	p. 70
2. Counts and tells the number of objects in a given set by ones and tens		p. 49 p. 54 p. 73 p. 84
3. Identifies the number that is one more or one less from a given number		
4. Composes and decomposes a given number		
5. Regroups sets of ones into sets of tens and sets of tens into hundred using objects		
6. Compares two sets using the expressions "fewer than", "more than", and "as many as"		
7. Orders sets from least to greatest and vice-versa		p. 40
8. Counts by 2's, 5's and 10's through 100		p. 76 p. 79 p. 82
9. Reads and writes numbers from 1 through 100 in symbols and in words		p. 90 p. 94
10. Identifies the place value and finds the value of a digit in a one to two-digit numbers		p. 88
11. Renames the numbers into tens and ones		p. 97
12. Compares numbers up to 100 using relation symbols		p. 67
13. Arranges numbers up to 100 in increasing order and vice versa		p. 58
14. Recognizes coins and bills up to P100 (pesos and centavos)		p. 109
15. Reads and writes ordinal numbers 1st, 2nd, 3rd up to 10th		p. 104

16. Identifies the 1st, 2nd, 3rd up to the 10th object in a given set from a given point of reference	
17. Determines the position of an object using 1st – 10th from a given point of reference	
Addition	
18. Illustrates addition as putting together and subtraction as taking away, comparing and adding up	
19. Illustrates the relationship of joining sets to addition of whole numbers	p. 123
20. Illustrates that addition and subtraction are inverse operations	
21. Identifies and constructs equivalent number expressions using addition and subtraction	p. 184
22. Identifies and creates patterns to compose and decompose numbers using addition	
23. Adds two one-digit numbers with sums up to 18 using the order and zero properties of addition	p. 135 p. 137
24. Adds two to three one-digit numbers horizontally and vertically with sums up to 18	p. 141
25. Adds three one-digit numbers having sums up to 18 using the order and grouping properties of addition	p. 144
26. Uses expanded form to explain the meaning of addition with regrouping	
27. Adds numbers with sums through 99 without or with regrouping	
28. Mentally adds two to three one-digit numbers with sums up to 18	p. 149 p. 152 p. 147
29. Mentally adds a 2-digit number and ones with regrouping	
30. Solves one-step word problems involving addition of whole numbers with sums up to 99 using appropriate problem solving strategy	p. 169
Subtraction	
31. Subtracts one-digit numbers with minuends through 18 (basic facts)	p. 190
32. Subtracts one to two-digit numbers with minuends up to 99 without regrouping	p. 194

33. Subtracts one to two-digit numbers with minuends up to 99 with regrouping		p. 197
34. Mentally subtracts one-digit numbers from minuends up to 18 without regrouping		p. 209
35. Mentally subtracts a 2-digit number and ones without regrouping		
36. Solves word problems involving subtraction of whole numbers with minuends up to 99 without and with regrouping using appropriate problem solving strategy		p. 235
37. Visualizes and identifies $\frac{2}{1}$ and $\frac{4}{1}$ of a whole		p. 239 p. 242
38. Divides a whole into halves and fourths		p. 246 p. 249
39. Divides the elements of a set of objects into two groups of equal quantities to show halves of whole/sets		p. 254
40. Divides the elements of a set of objects into four groups of equal quantities to show halves of whole/sets		p. 258
41. Given half of a region or a set, draws the whole region or set		
42. Identifies, names and describes the four basic shapes in 2- and 3-dimensional objects: square, rectangle, triangle and circle		
43. Compares and classifies 2- and 3-dimensional figures according to common attributes		
44. Draws the four basic shapes		
45. Constructs three-dimensional objects using manipulative materials		
46. Identifies and explains simple repeating patterns		
47. Makes patterns of shapes, colors and numbers		
48. Finds the missing number/digit in addition or subtraction problems		
49. Finds and completes patterns of one or two of the following attributes: Shape, Size, Color, Number, Orientation		
50. Determines the next term (figure/number) in a given sequence and give a reason		
Time Measure		

51. Names and tells the number of days in a week; months in a year in the right order		p. 262 p. 267
52. Uses a calendar to determine a day or month		
53. Tells the time by an hour, half-hour and quarter-hour		p. 270 p. 274 p. 281
Linear, Mass and Capacity Measures		
54. Compares objects using the comparative words: Short, shorter, shortest; Long, longer, longest; Tall, taller, tallest; High, higher, highest; Heavy, heavier, heaviest; Light, lighter, lightest		p. 284
55. Estimates and measures length using non-standard units of linear measures		p. 292
56. Estimates and measures mass using non-standard units of linear measures		p. 298
57. Shows and finds capacity using non-standard units		
58. Collects and organizes data using tallies and tables		
59. Represents data using pictographs without using a scale		
60. Reads and interprets a pictograph		
61. Identifies cause and effect relationships		
62. Predicts and records outcome of experiments and chance games		

Prepared by: **ROBESA R. HILARIO**

**Inventory of Existing Instructional Materials
for Filipino (Unang Baitang)**

Kasanayan	Batayang Aklat	Pahina
Napag-uusapan ang mga personal na karanarasan (<i>Kaunay ito ng kasanayan sa pamantayang Gramatikal</i>)	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 23-24; 34; 44; 130
Nauunawaan na ang pagkakaayos ng mga titik ng isinulat na salita ay kumakatawan sa pagkakaayos ng mga titik ng binigkas na salita	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 73-75; 79; 83-85 (preliminaries – pp. 31; 38; 42; 46; 54-55; 63-65; 90;
Pamilyar sa mga karaniwang salita tulad ng ang, mga, at, si	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 40-41; 127-129; 131-135; 128-129
Alam ang katumbas na larawan at bagay ng mga salita (salitang pang unang baitang)	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 85-87; 91
Nakabubuo ng mga wasto at payak na pangungusap kapag pinag-uusapan ang mga personal na karanasan	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 23-24; 34; 48; 61; 65; 75; 119; 142-144 (ang mga gawaing pagpapahalaga ay kadalasang makalimbag ng nabanggit na kasanayan)
Gumagamit ng tamang pangngalan sa pagkukuwento tungkol sa pamilya o kaibigan ng isang indibidwal	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 40- 41
Nailalarawan ang pamilya at mga kaibigan ng isang indibidwal gamit ang mga karaniwang pang-uri	Landas sa Wika at Pagbasa (Liwanaag, 1999)	p. 182; 186
Gumagamit ng mga tamang directional terms	Landas sa Wika at Pagbasa (Liwanaag, 1999)	p. 37; 67
Nagtatanong tungkol sa mga di kilalang salita upang malaman ang kanilang kahulugan	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 23-24; 28-30; 36; 46; 74; 86; 146-147
Nauunawaan ang ugnayan ng teksto at ng mga larawan	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 88-90; 105-108
Nauunawaan na ang mensahe ng aklat ay nasa teksto at hindi sa mga larawan	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 127-128; 146-147

**Inventory of Existing Instructional Materials
for Filipino (Unang Baitang)**

Natutukoy ang ayos at estruktura ng tugma at ng mga nakaayos na teksto kapag nagsasalaysay o tumutula	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 49-51; 149
Alam ang mga bahagi ng aklat at kung paano ito binabasa	Multi-level Material (MLM) (Liwanaag, 1999)	12-A Mga Bahagi ng Aklat p. 190
Maunawaan na ang mga nakalimbag na teksto ay may kahulugan at kumakatawan sa mga binigkas na wika	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 179; 186
Naiuugnay ang mga personal na karanasan sa mga napakinggang kuwento	Landas sa Wika at Pagbasa (Liwanaag, 1999)	pp. 120-124

**Inventory of Grade I Existing Instructional Materials
Araling Panlipunan**

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<ul style="list-style-type: none">• Nasasabi ang batayang impormasyon tungkol sa sarili<ul style="list-style-type: none">- pangalan- kaarawan- edad- tirahan- paaralan• Nailalarawan ang sarili sa pamamagitan ng sumusunod:<ul style="list-style-type: none">- larawan ng sarili (self portrait)- graphic organizer• Naisa-isa ang sariling pangangailangan tulad ng:<ul style="list-style-type: none">- pagkain- kasuotan- tahanan• Nailalarawan ang pansariling kagustuhan tulad ng:<ul style="list-style-type: none">- paboritong kapatid- paboritong pinsan- paboritong kulay- paboritong pagkain- paboritong damit- paboritong laruan- paboritong lugar- atbp	<p style="text-align: center;">Matapat na Pilipino Rosita D. Tadena, Ph.D. et. al.</p>	<p style="text-align: center;">pp. 120-123 pp. 140-144</p>

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<p>pagsilang hanggang sa kasalukuyang edad</p> <ul style="list-style-type: none"> • Nakabubuo ng timeline tungkol sa inilarawang sariling buhay • Nasasabi ang sariling kwento ng buhay • Nailalarawan ang mga pagbabago sa buhay at sa personal na kagamtan tulad ng laruan, damit at iba pa mula noon sanggol hanggang sa kasalukuyang edad • Naihahambing ang sariling kwento o karanasan sa buhay sa karanasan ng mga kamag-aral 		
<ul style="list-style-type: none"> • Nailalarawan ang mga bagay na nagpapakilala sa sarili sa pamamagitan ng collage o scrapbook • Nasasabi ang mga pangarap o ninanais para sa sarili • Nakabubuo ng simpleng graphic organizer na nagsasaad ng mga pangarap o ninanais para sa sarili • Naipaliwanag kung bakit mahalaga ang mga personal na pagnanais para sa sarili 		
<ul style="list-style-type: none"> • Natutukoy ang mga kasapi ng pamilya. • Nailalarawan ang bawat kasapi sa pamamagitan ng isang likhang sining • Naiisa-isa ang papel na ginagampanan ng bawat kasapi ng pamilya sa pamamagitan ng paggamit ng concept map o graphic organizer • Nakabubuo ng sariling kwento tungkol sa 	<p>Matapat na Pilipino Rosita D. Tadena, Ph.D. et. al.</p> <p>Matapat na Pilipino Rosita D. Tadena, Ph.D. et. al.</p>	<p>pp.98-101</p> <p>pp. 136-137</p>

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<p>pang-araw-araw na gawain ng mga kasapi ng pamilya</p> <ul style="list-style-type: none"> • Natutukoy ang elemento o nilalaman ng family tree • Natatalunton ang lahing pinagmulan ng sariling pamilya sa pamamagitan ng paggawa ng Family Tree o Album ng Pamilya • Naiisa-isa ang mga mahahalagang pangyayari sa buhay ng pamilya • Nakabubuo ng timeline ng mahahalagang pangyayari sa buhay ng pamilya base sa ginawang paglalarawan • Naisasalaysay ang kwento buhay ng pamilya base sa timeline • Natutukoy ang mga nagbago at patuloy na tradisyon o nakagawiang gawain ng pamilya • Naihahambing ang mga tradisyon at nakagawiang gawain ng pamilya ngayon at noon • Naihahambing ang kwento ng sariling pamilya sa kwento ng pamilya ng mga kamag-aral • Napahahalagahan ang pagkakatulad at pagkakaiba ng mga pamilya • Naiisa-isa ang mga nagaganap na pangyayari o sitwasyon sa pang-araw-araw na buhay ng pamilya • Natutukoy ang mga alituntunin ng pamilya batay sa pang-araw-araw na pangyayari sa 		

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<p>buhay ng pamilya</p> <ul style="list-style-type: none"> • Naikakategorya ang iba't ibang alituntunin ng pamilya ayon sa panloob at panlabas na patakaran ng pamilya • Naipaliliwanag ang batayan ng mga alituntunin ng pamilya • Naihahambing ang alituntunin ng sariling pamilya sa alituntunin ng pamilya ng mga kamag-aral • Napahahahalagahan ang pagtupad sa mga alituntunin ng pamilya 		
<ul style="list-style-type: none"> • Napahahahalagahan ang sariling pamilya sa pamamagitan ng: <ul style="list-style-type: none"> - pagguhit ng larawan ng pamilya - paggawa ng kwento ng buhay ng sariling pamilya sa pamamagitan accordion book • Nailalarawan ang batayang pagpapahalaga ng pamilya at nabibigyang katwiran ang pagtupad sa mga ito • Nakikilala ang mga pagpapahalaga ng iba't ibang pamilya • Naihahambing ang mga pagpapahalaga ng iba't ibang pamilya • Natutukoy ang mga halimbawa ng ugnayan ng sariling pamilya sa ibang pamilya • Nakabubuo ng paglalahat tungkol sa kabutihan ng mabuting pakikipag-ugnayan ng sariling pamilya sa iba pang pamilya 		
<ul style="list-style-type: none"> • Nasasabi ang batayang impormasyon tungkol sa sariling paaralan 1.1 pangalan 		

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<ul style="list-style-type: none"> 1.2 lokasyon 1.3 mga bahagi nito 1.4 taon ng pagkakatag nito/edad • Nakapagsasaliksik ng mga impormasyon tungkol sa sariling paaralan • Naisasaayos ang mga mga nakalap na impormasyon sa simpleng graphic organizer • Nailalarawan ang pisikal na kapaligiran ng paaralan sa pamamagitan ng pagguhit ng mapa ng paaralan • Naipaliwanag ang kahalagahan ng paaralan sa buhay ng bata 		
<ul style="list-style-type: none"> • Naiisa-isa ang mga naganap na pagbabago ng paaralan simula ng itatag ito • nailalarawan ang mga pagbabagong naganap sa paaralan sa iba't ibang panahon sa pamamagitan ng: <ul style="list-style-type: none"> - timeline - album ng larawan ng mga pagbabago ng paaralan • nasasabi kung paano nagbago ang paaralan: <ul style="list-style-type: none"> - laki nito - pangalan - lokasyon - tauhan - bilang ng mag-aaral • naisasaayos ang mga pagbabago ng paaralan sa simpleng graphic organizer • Naihahambing ang mga pagbabago ng paaralan sa iba't ibang aspeto noon at 		

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
ngayon • Nakabubuo ng kwento ng paaralan		
• Nasasabi kung bakit nag-aaral • Nailalarawan ang isang araw sa paaralan • Nakabubuo ng timeline ng isang tiptikal na araw sa paaralan • Nasasabi ang mga tungkulin bilang mag-aaral	Matapat na Pilipino Rosta D. Tadena, Ph.D. et. al.	p. 234
• Nasasabi ang mga alituntunin sa silid-aralan at nabibigyang katwiran ang pagtupad nito • Nakapagbibigay ng halimbawa ng mga pagsunod at paglabag sa mga alituntuning ito • Naihahambing ang epekto sa sarili at sa klase ng pagsunod at hindi pagsunod sa mga alituntunin • Napahahalagahan ang pagtupad sa mga alituntunin ng silid aralan	•	•
• Nakagagawa ng kwento o larawan tungkol sa batang nag-aaral at hindi nag-aaral • Nahihinuha ang kahalagahan ng paaralan sa buhay ng bata • Nakapagbibigay ng paglalahat tungkol sa kahalagahan ng paaralan sa kinabukasan ng bata	•	•
• Naisa-isa ang mga bahagi ng tahanan sa		

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<p>pamamagitan ng paggawa ng mapa ng tahanan</p> <ul style="list-style-type: none"> • Natutukoy ang mga pangunahing direksyon sa pagtuturo ng lokasyon ng mga bagay sa bahay • Natutukoy ang nilalaman at gamit sa bahay at kung saan ito matatagpuan (Kanan, Kaliwa, itaas, ibaba, harapan at likuran) • Nakagagawa ng mapa ng bahay at natutukoy ang layo o distansya mula sa iba't ibang bahagi nito 		
<ul style="list-style-type: none"> • Natutukoy ang iba't ibang transportasyon mula sa bahay patungo sa paaralan base sa layo o distansya nito • Naiisa-isa ang mga bagay at istruktura na nakikita at nadadaanan mula sa bahay patungo sa paaralan • Nailalarawan at naiguguhit ang panahon at ang pagbabago nito sa sariling kapaligiran • Nasasabi kung paano naaakpektuhan ng panahon ang kasuotan at pang-araw-araw na gawain • Naipakikita ang pagpapahalaga sa pisikal na kapaligiran sa pamamagitan ng pagguhit 		
<ul style="list-style-type: none"> • Naiisa-isa ang iba't ibang paraan ng pangangalaga sa sariling pamayanan o kapaligiran • Nakikilala ang mga gawi at ugali na nakatutulong o nakasisira sa kapaligiran • Naipaliwanag kung bakit dapat pangalagaan ang kapaligiran 		

<i>Learning Competencies</i>	<i>Batayang Aklat</i>	<i>Pahina</i>
<ul style="list-style-type: none"> • Naipaliwanag ang sanhi at bunga ng pagkasira ng kapaligiran • Naisa-isa ang tungkulin ng bata sa pangangalaga ng kapaligiran • Napahalagahan ang wastong paraan ng pangangalaga sa kapaligiran sa pamamagitan ng: <ul style="list-style-type: none"> - paggawa ng mural - pagguhit - pagsasagawa nito sa bahay at paaralan - atbp 		