

FIRST TERM: EVERYONE IS SPECIAL

LESSON 1: OUR COMMUNITY THROUGH TIME

LEARNING OBJECTIVES

Cognitive:	• Define the word community. • Describe the main facilities, landmarks, and characteristics of community.
Psychomotor:	• Create a simple illustrated map or poster showing at least three important features of their community.
Affective:	• Show appreciation for the important people, places, and events that shaped the history of the community, province, and region.

LEARNING CONTENTS

Print Reference Materials:	• Textbook: iNation 3 pp. 2-20 • Workbook: Pages 161-164
Teachers' Digital Materials:	• www.idigital.ibookpublishing.biz • iNation 3 – iPresent with iClips – iManual – iWorksheet – iExam – iConnect – iScenario – iKlasiks
Students' Digital Materials: (Applicable to Premium+ and Full Digital package users only)	• www.idigital.ibookpublishing.biz • iNation 3 – iWorksheet – iExam – iConnect – iScenario
Instructional Materials:	• Visual aids
Value:	• Learning about the community through time helps children appreciate its history and culture and inspires them to help preserve and improve their community.

DEVELOPMENTAL ACTIVITIES

PREPARATORY ACTIVITIES

LEARNING LANGUAGE PRACTICE:

- Furniture
- Indigenous
- Trade

REVIEW: Ask students what a community is and identify important places or events that help shape their community and its history.

MOTIVATIONAL: Let the students share what they know about their community. Encourage them to think about how people, places, and products have changed over time and why learning about their community's history is important.

PRESENTATION OF THE LESSON

Discuss the lesson using the **iPresentation** resource found within the interactive courseware to facilitate the learning on **PAGES 2-20**. Introduce the concept of a community as a place where people live, work, study, and interact. Present examples of important Filipino heroes, historical places, community facilities, local livelihoods, and products to help students understand the history, characteristics, and development of communities over time. Guide the students in appreciating their history and culture.

GENERALIZATION

Lead the Students in generating that:

A community is a place where people live, study, work, interact, and help one another. Each community has its own history, important people, places, events, traditions, products, and ways of life that make it unique. Learning about the history and characteristics of a community helps learners understand how it has changed and developed over time. It also helps them appreciate the contributions of important people, value historical places and events, and recognize the natural resources and livelihoods that support the community. Understanding one's community develops a sense of appreciation, belonging, and responsibility toward preserving its history and helping it grow.

EVALUATION

iConcept

Let the student answer the **iConcept** on **pages 19-20** on the textbook.

- | | | | | |
|------|------|------|------|-------|
| 1. ✓ | 2. ✓ | 3. ✓ | 4. ✓ | 5. X |
| 6. ✓ | 7. ✓ | 8. X | 9. ✓ | 10. ✓ |

ACTIVITY - WORKBOOK

Activity 1

Let the student answer the **Activity 1** on **page 161** on the workbook.

- | | | | | |
|------|------|------|------|-------|
| 1. 😊 | 2. 😬 | 3. 😊 | 4. 😊 | 5. 😬 |
| 6. 😊 | 7. 😊 | 8. 😊 | 9. 😬 | 10. 😊 |

Activity 2

Let the student answer the **Activity 2** on **pages 161-163** on the workbook.

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. C. | 2. A. | 3. D. | 4. B. | 5. C. |
| 6. D. | 7. A. | 8. B. | 9. C. | 10. D. |

Activity 3

Let the student answer the **Activity 3** on **page 164** on the workbook.



ACTIVITY - IWORKSHEET

Activity 1

Let the student answer the **Activity 1** in the **iWorksheet**.

- The church of Baler is located in the province of Aurora.
Answer: 😊
- Tromba Marina happened on December 27, 1945.
Answer: 😊
- The Dambana ng Kagitingan was built to honor the bravery of Filipino soldiers who fought against the Japanese during World War II.
Answer: 😊
- During the Death March, Filipino and American soldiers walked from Mariveles, Bataan to Capas, Tarlac.
Answer: 😊
- The Death March happened on April 10, 1942.
Answer: 😊
- The Dambana ng Kagitingan is located on top of Mount Samat, Pilar, Bataan.
Answer: 😊
- The meeting of the First Philippine Congress was held at Barasoain Church.
Answer: 😊
- Casa Real de Malolos was the printing house of the First Philippine Republic.
Answer: 😊
- Clark Air Base is located in Malolos, Bulacan

Answer: 😞

- Japanese warplanes bombed the San Agustin Church in Lubao, Pampanga.

Answer: 😊

Activity 2

Let the student answer the **Activity 2** in the **iWorksheet**.

- Who is recognized as the National Hero of the Philippines?

Answer: C. Dr. José P. Rizal

- The Bataan Death March happened during which historical event?

Answer: A. World War II

- Which province is known for its sweet mangoes?

Answer: D. Guimaras

- Who led the fight against the Spaniards in the Ilocos Region?

Answer: B. Diego Silang

- Which historic place in Bulacan became the site of the First Congress of the Philippines?

Answer: C. Barasoain Church

- Which product is one of the main products of Quezon Province?

Answer: D. Coconut

- Where can the Shrine of Valor (Dambana ng Kagitingan) be found?

Answer: A. Mount Samat, Pilar, Bataan

- Which livelihood is related to catching and producing resources from the sea?

Answer: B. Fishing

- Why is Manila important in Philippine history?

Answer: D. It became the center of government and trade during the Spanish period.

- Which product is known from Sulu and is used to make jewelry and other items?

Answer: C. Shells and pearls

Activity 3

Let the student answer the **Activity 3** on in the **iWorksheet**.

- He is recognized as the National Hero of the Philippines.

Answer: José Rizal

- He led the Ilocos Revolt against Spanish rule.

Answer: Diego Silang

- This is the work of catching fish from the sea, lakes, or rivers.

Answer: Fishing

- This is the making of designs on clothes using thread.

Answer: Embroidery

- This is the making of items by carving wood.

Answer: Wood Carving

- This is a historic event in 1942 when Filipino and American soldiers were forced to march from Mariveles, Bataan, to Capas, Tarlac.

Answer: Death March

- This is the province where the Tabon Caves are found.

Answer: Palawan

- This is the capital city of the Philippines. It became an important center of government and trade.
Answer: Manila
- This is the place in Aurora where the Baler Church can be found.
Answer: Baler
- This city is known as the "Queen City of the South."
Answer: Cebu

REINFORCEMENT

iConnect

My Community, My Words

Learning to describe places and things in a community helps children understand their surroundings and the people who live there. Using simple and clear words, learners can identify community features, explain their importance, and connect these descriptions to places and products found in different communities.

Activity

Instructions: Read each sentence carefully and choose a word from the word bank to complete it.

Word Bank:

- school
- community
- products
- market
- landmark

1. A _____ is a place where people live, study, work, and meet others.
2. A _____ is a place where people can buy and sell goods.
3. A _____ is an important place that can help people remember the history of a community.
4. Rice, coconut, bananas, and vegetables are examples of _____ from different communities.
5. A _____ is a place where children go to learn.

Answer Key:

1. community
2. market
3. landmark
4. products
5. school

Guide Questions:

1. What places can be found in a community?
Possible Answer: Schools, houses, churches, and markets can be found in a community.
2. Why are landmarks important to a community?
Possible Answer: They can help people remember important parts of the community's history.
3. Why is it important to know the names of places and features in your community?
Possible Answer: Answers may vary. It helps me understand my surroundings and appreciate the place where I live.

Conclusion

This activity helps learners build their vocabulary by identifying and describing common features of a community, such as schools, markets, landmarks, and products. Through English, students practice understanding words and completing simple sentences while learning about the places, features, and products that are part of a community. This integration strengthens both language skills and understanding of the community.

ENRICHMENT

iScenario

Community Helpers and Planners

Understanding a community helps learners recognize the important places, people, products, and events that shape the place where they live. Through this activity, learners will take on the role of young community planners who need to help a new family understand their community. They will use what they learned about community features, historical places, important people, and local products to create a simple community guide.

Activity

Materials:

- Paper
- pencil
- crayons or colored pencils

Group size: 4-5 students

Situation: A new family has moved into the community. They want to learn about the important places, people, and products in the area. Your group has been asked to create a “*Welcome to Our Community*” guide to help the family understand and appreciate the community.

Instructions:

Create a simple illustrated community guide or poster that includes:

- **Three important community features**
Examples: school, market, church, houses, or other important places.
- **One historical place, event, or important person**
Choose one from the lesson and explain why it is important.
- **One local product or livelihood**
Show a product or job connected to a community, such as rice farming, fishing, wood carving, weaving, or growing mangoes.
- **A simple message for the new family**
Write 1–2 sentences explaining why people should learn about and appreciate their community.

Community Planning Questions:

1. Which three places should the new family know first? Why?
2. Which historical person, place, or event should be included? What can people learn from it?
3. Which product or livelihood should be shown? How does it help people in the community?
4. How can your guide help the new family understand and appreciate the community?

Presentation:

Each group presents its community guide to the class.

Guide Questions:

1. Why did your group choose these community features?
Possible Answer: Answers may vary. We chose them because they are important places where people live, study, work, buy things, or meet others.
2. Why is it important to remember people, places, and events from the past?
Possible Answer: They help us understand our history and appreciate the people and events that helped shape our community and country.
3. How can your community guide be useful in real life?
Possible Answer: Answers may vary. It can help visitors or new families learn about important places, history, products, and people in the community.

Conclusion:

The activity allows learners to apply what they learned about communities in a meaningful real-life situation. Through this activity, they practice identifying important places, appreciating historical people and events, recognizing local products and livelihoods, and explaining why these are valuable to the community.

RUBRIC: COMMUNITY HELPERS AND PLANNERS

Criteria	Excellent (5)	Good (4)	Needs Improvement (3)
Community Features	Shows three or more important community features clearly	Shows two important community features	Shows one or no important community features
Historical Information	Identifies a historical person, place, or event and explains its importance clearly	Identifies a historical person, place, or event with some explanation	Has difficulty identifying or explaining the historical information
Local Product/Livelihood	Shows a local product or livelihood and explains how it helps the community	Shows a local product or livelihood with some explanation	Has difficulty showing or explaining a local product or livelihood
Creativity/Organization	Guide is neat, creative, and easy to understand	Guide is organized and understandable	Guide needs more organization or details
Participation/Presentation	All members participate and present ideas clearly	Most members participate and share ideas	Few members participate or share ideas
Message	Gives a clear message showing appreciation for the community	Gives a simple message about the community	Message is unclear or missing

ASSIGNMENT

My Community at Home

A. Look Around Your Community

Look around your home or community with an adult. Draw three important features that you can see. Label each drawing.

B. Know My Community

Ask a parent, guardian, or family member about your community. Write the correct answer on the blank.

1. A community is a place where people _____, study, work, and meet others.

2. Name one important place in your community.

Answer: _____

3. Name one product that people in your community grow, make, or sell.

Answer: _____

4. Name one important person, hero, place, or event that you know about in your community or province.

Answer: _____

5. Why is this person, place, or event important?

Answer: _____