

**CEAP – PALT Seminar- Workshop on the MTB-MLE K-12 Curriculum**

**Lubi-Lubi**  
(To be presented)

Lubi-lubi, lubi *lingkuranay*  
Ayaw gud pagsak-i,  
Kay *hibuboayay*  
Ayaw gud pagsak-i, lubi-lu

Enero, Pebrero, Marso, Abril, Mayo  
Hunyo, Hulyo, Agosto  
Setyembre, Oktubre,  
Nobyembre, Disyembre, lubi-lubi

Kun naruruyag ka kumaon hin silot  
Didto la, nga didto la  
Kan Nanay nga didto la  
Kan Tatay nga didto la, pakigsabot.

Agidaw-gidaw an bukaw  
Naglupad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Naglupad-lupad ha langit

Agidaw-gidaw an bukaw  
Naglupad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Naglupad-lupad ha langit

Kun naruruyag ka kumaon hin silot  
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Naglupad-lupad ha langit

Agidaw-gidaw an bukaw  
Naglupad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Nilupad-lupad ha langit

**Ang Iruy Nga Tuna**  
(Intended for participants to work on)

Ang iruy nga tuna  
Matam-is pagsuy-an  
Bisan diin siplat puro kasangkayan  
Aanhi ang himpit  
Na ak kalipayan  
Aanhi hira Nanay  
Pati kabugtuan

Lugaring mahidlum  
Ha *lupang mabutil*  
Ining Pilipinas  
Gayud ay *uripun*  
Ang tuna na ak natauhan  
Hain daw ang *himpit*  
Na ak kalipayan

## Waray Folk Songs

### Lubi-Lubi

Lubi-lubi, lubi *lingkud anay*  
Ayaw gud pagsak-i,  
Kay *hibubo ayay*  
Ayaw gud pagsak-i, lubi-lubi

Kun naruruyag ka kumaon hin silot  
Didto la, nga didto la  
Kan Nanay nga didto la  
Kan Tatay nga didto la, pakigsabot.

Agidaw-gidaw an bukaw  
Naglupad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Naglupad-lupad ha langit

Enero, Pebrero, Marso, Abril, Mayo  
Hulyo, Hunyo, Agosto  
Setyembre, Oktubre  
Nobyembre, Disyembre, lubi-lubi

Agidaw-gidaw an bukaw  
Naglupad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Nilupad ha langit

### *Ang Iruy Nga Tuna*

Ang iruy nga tuna  
Matam-is pagpuy-an  
Bisan diin siplat, puro kasangkayan  
Aan-hi ang hingpit  
Na ak kalipayan  
Aan-hi hira Nanay  
Pati kabugtuan

Lugaring *mahidlaw*  
Ha dughan *mabug-on*  
Ining Pilipinas  
Gayud ay *uripun*  
Ang tuna na ak natauhan  
Hain daw ang hingpit  
Na ak kalipayan

## English Translation

### The Coconut Tree

Coconut tree, Coconut sit a while  
Don't climb it, please.  
Because it's still not big enough  
Please don't climb the coconut tree.

If you want to eat young coconut  
Just go there  
To Mother over there  
To Father over there and let them know

My goodness: the owl  
Flew upward  
My goodness: the small swift white birds  
Flew to the heavens

January, February, March, April, May  
June, July, August,  
September, October,  
November, December, - coconut time

My goodness: the owl  
Flew upward  
My goodness: the small swift white birds  
Flew to the heavens

### *Motherland*

Motherland  
It's so nice to live in  
No matter where you glance, you see friends  
Here is the true and sincere  
Joy of mine  
Here are my Mother  
And my brothers as well

But it is intense homesickness  
In the heart of a vagrant  
From this Philippines  
It's like being widowed  
From the land wherein I came to life  
Where now is the true and sincere  
Joy of mine

## Lubi-Lubi

Lubi-lubi, lubi *lingkud anay*  
Ayaw gud pagsak-i,  
Kay *hibubo ayay*  
Ayaw gud pagsak-i, lubi-lubi

Kun naruruyag ka kumaon hin silot  
Didto la, nga didto la  
Kan Nanay nga didto la  
Kan Tatay nga didto la, pakigsabot.

Agidaw-gidaw an bukaw  
Naglapad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Naglapad-lupad ha langit

Enero, Pebrero, Marso, Abril, Mayo  
Hulyo, Hunyo, Agosto  
Setyembre, Oktubre  
Nobyembre, Disyembre, lubi-lubi

Agidaw-gidaw an bukaw  
Naglapad-lupad ha igbaw  
Agidaw-gidaw an gitgit  
Nilupad ha langit

## The Coconut Tree

Coconut tree, Coconut sit a while  
Don't climb it, please.  
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## English

- I. Objectives
  - A. Values
  - B. Skills

- II. Subject Matter
  - Texts
  - Comprehension
  - Language
  - Reading

## III. Materials

- IV. Methodology
  - A. Prior to taking up the text
    - 1. Clearance of difficulties
    - 2. Motivation and schema activation
    - 3. Text orientation

## Tagalog

- Mga Layunin
- Pagpapahalaga
- Mga Kasanayan

- Paksang Aralin
- Kwento, kanta, at iba pa
- Pag-unawa
- Wika
- Pagbasa

- Mga kagamitan
- Pamaraan
- Bago basahin ang kwento
- Pag-alis ng mga balakid
- Pagganyak

## Waray

- Katuunan (?)*
- Pahahatag hin importansia (?)*
- Buruhaton (?)*

- Ang Itututdu
- Isorya, kanta,, ug la-in pa
- An masabtan
- An yakan
- An pagbasa

- Mga gamit
- Pama-agi (?)*
- Antes pamatian ang kanta

<p>4. Giving motive questions</p> <p>B. Going over the text</p>	<p>Pagganyak na tanong Pagbasa ng kwento</p>	<p><i>Paghimang-raw</i> han kanta (?)</p>
<p>1. First exposure to the text read aloud by the teacher to develop listening comprehension</p> <p>2. Answering of motive questions</p>		
<p>C. Deepening activities on the text</p>	<p>Mga gawain tungkol sa kwento</p>	<p>Ang buhaton tungug ha kanta</p>
<p>1. Raising higher-order thinking questions</p> <p>2. Calling attention to the discourse structure of the text</p> <p>3. Viewing the videoke version</p> <p>4. Singling out the sentence patterns in the text for grammar awareness and to develop oral language (speaking) skills</p> <p>    a. Presentation</p> <p>    b. Practice</p> <p>5. Second reading /Singing the text (poem or folksong by the students</p>		
<p>D. Pre-reading Acyivities</p>		
<p>1. Capital and small forms and sound-to-symbol correspondence of selected letters (<b>l</b>, <b>u</b> and <b>a</b>)</p> <p>2. Blending of sounds in a syllable</p> <p>3 Writing the letter forms of (<b>l</b>, <b>u</b> and <b>a</b>)</p>		

## English Lesson Plan

### I. Objectives

#### A. Values

The child will be able to give the reason for a given set of commands and will express appreciation for our folksongs

#### B. Skills

After a week, the students will be able to do the following:

1. Give the names of pictured items
2. State what they are asked to do or not to do in a given set of commands
3. State the reason underlying the given commands
4. Single out from printed words the letters l, a and u and produce the sounds given to those letters
5. Give the months of the year

### II. Subject Matter

#### A. Text – Folksong: “Lubi-lubi, lubi”

#### B. Comprehension

1. Commands
2. Conditionals

#### C. Language

1. Vocabulary
2. Structure – Command forms both positive and negative  
If conditionals

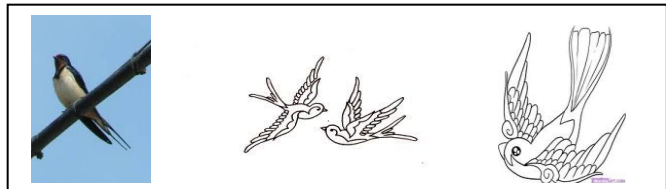
### III. Materials

- A. Pictures
- B. Letter cards
- C. Chart indicating cause-effect and reason-result relationship
- D. Calendar

### IV. Methodology

#### A. Prior to taking up the text

1. Clearance of difficulties –
  - a. Point to the sketch orally described in the lines below



\* coconut tree – a tall plant that bears all year round, big hard-shelled nuts containing white meat and a milky juice

\* coconut – the hard-shelled fruit of the coconut plant

\* owl – a bird with big round eyes that stays awake at night

\* git-git – small birds that fly very fast here and there

b. Do you know what this is (*Show a calendar*) ?

\* What information does this give us?

\* How many months are there in the year?

\* In what month were you born? What is your birthday?

c. Pair off and ask each other your birthday and what you do and have on that day.

2. Motivation and schema activation

a. How many of you have seen a coconut tree?

b. Have you tried climbing it?

c. What are the things we can get from the coconut tree?

d. Do you enjoy drinking coconut juice and eating the young fresh coconut meat?

e. What can we do with hard coconut meat?

3. Text orientation

You know we have songs handed down to us by our ancestors. We don't know who wrote those songs but they are still sung up to now. Some of them are even used as music accompaniment of folk dances. One such song is about the coconut tree and the nuts it gives us.

4. Giving motive questions – As you listen to the song find out the answers to these questions:

a. What two commands are given in the song telling us what to do and what not to do about the coconut?

b. What else aside from the coconut are mentioned in the song?

B. Going over the text

1. First exposure to the recording of the folksong “Lubi-lubi” sung by the Mabuhay singers to develop listening skills

2. Answering of motive questions

C. Deepening activities on the text to develop speaking skills

1. Raising higher-order thinking questions

a. Who do you think is addressed in this song?

b. How can you tell who is addressed in the song?

c. What is he told not to do?

d. What is the reason for that command?

e. What are you told to do if you want to eat young, fresh coconut?

f. Why do you suppose you are asked to do this first?

g. Why do you think all the months of the year are given in the song? What do they have to do with the coconut?

h. Why do you think mention is made of two birds – a big night bird (the owl) and a small swift-flying day bird (*git-git*) – in this song about the coconut?

2. Showing the videoke version of the song to develop viewing skills

a. This time, what scenes are shown as the song is sung?

b. Why do you suppose those scenes were shown?

c. What scenes in the song had no pictures to go with them?

3. Calling attention to the discourse structure of the text

The song is divided into four parts. Tell which comes first, next and last in the order that they are mentioned in the song:

\_\_\_\_\_ \* What not to do about the tree and why you are not to do it

\_\_\_\_\_ \* The months of the year

\_\_\_\_\_ \* The two birds flying about the tree

\_\_\_\_\_ \* What to do in case you want the fruit of the tree

4. Singling out the sentence patterns in the text for grammar awareness and to develop sentence construction oral language (speaking) skills

a. Presentation

Note the order of what is mentioned first in commands telling you what not to do and the reason why you are not to do it and in advice on what to do if you want something

\* Ayaw gud pagsak-i,      { (What not to do) } Don't climb it, please.  
Kay *hibuboayay*      { (Reason why you are not to do it) } Because \_\_\_\_\_

\* Kun naruruyag ka kumaon hin silot      { - What you want to happen (*Condition*)  
Didto la, nga didto la      { What to do about it (*How to get it done*)  
Kan Nanay nga didto la  
Kan Tatay nga didto la, pakigsabot.

If you want to eat young coconut      { - What you want to happen (*Condition*)  
Just go there to Mother over there      { What to do about it (*How to get it done*)  
To Mother over there  
To Father over there and let them know

b. Practice

Complete these sentences:

\*Ayaw pag-uyag hin *posporo*  
Kay bangin \_\_\_\_\_

\*Ayaw pag-uyag hin *kutsilyo*  
Kay bangin \_\_\_\_\_

\*Ayaw pag-uyag ha *karsada*  
Kay \_\_\_\_\_

\*Paghunaw ka san-o kumaon  
Kay basi \_\_\_\_\_

\*Tan-aw anay ha luyu ug ha wala  
Bag-u magtabuk ha karsada  
Kay basi \_\_\_\_\_

\*Kung karuyag nimo magpakusog,  
\_\_\_\_\_

\* Don't play with *matches*  
Because \_\_\_\_\_

\* Don't play with *knives*  
Because \_\_\_\_\_

\* Don't play in the *street*  
Because \_\_\_\_\_

\*Wash your hands before eating  
So that \_\_\_\_\_

\*Look to the right and to the left  
Before crossing the street  
So that \_\_\_\_\_

\*If you want to be strong, \_\_\_\_\_

4. Choral singing of the folksong by the students

D. Pre-reading activity

1. Sound-to-symbol correspondence of the letters l, a and u

a. Presenting the capital and small forms of these letters: Their names and the sounds given them:

L – l                      U – u                      A – a

b. Pick out the letters **l**, **a** and **u** in these set of words , tell how many times they appear in the words, state if they are the capital or small form of the letter and where they are found in the word – in the beginning, middle, or at the end of each word.

Lubi-lubi	naruruyag	Agidaw
lingkud	Kumaon	Nanay
silot	gud	Tatay
langit	naglupad	Ayaw
lupad	bukaw	pakigsabot

2. Blending the sounds of consonant – vowel (CV) syllables **la** and **lu** in words

**Lubi**                      **lupad**                      **la**                      **langit**

3. Writing the capital and small forms of letters **l**, **a** and **u**

\_\_\_ - l                      L - \_\_\_                      A - \_\_\_                      \_\_\_ - a                      \_\_\_ - u                      U - \_\_\_

### Waray Version

*(With some English words in italics and question marks to indicate uncertain equivalents in Waray)*



I. *Katuunan* (Objectives)

A. *Pahahatag hin importansia* (?)

Ma explikar han bata ang rason han mga saway

Malipayan hira ha kanta na gikan pa ha atun *ancestors* (*folksongs handed down to us*)

B. *Buruhaton* (?)

Pakatima han usa nga domingo, mahihimu ini han mga kabataan:

1. Ihatag ang ngaran han mga *butang na nakaretrato* (or *butang ha retrato*)
2. Signon kung ano ang kinahanlang buhaton o diri buhaton ha saway
3. Ihatag an rason hitung mga sugu
4. Ma tutdo ha mga yakan ang mga letra **l**, **a** ngan **u** ug ihatag ang mga tunog nira
5. Signon ang ngaran han mga bulan ha kalendario

II. Ang Itututdu

A. Kanta: “Lubi-lubi, lubi”

B. An masabtan

1. Sugo ngan an rason hitong mga sugo
2. An kinahanlang buhaton basi kuhaon ang karuyag mo

C. An yakan

1. *Vocabulary* (?)
2. *Sentences* (?)
  - a. Mga sugo ug saway
  - b. Mga rason tungud hinton mga sugo ug saway

III. Mga gamiton

A.. Retrato – lubi (tanun ug *nut* (?)

mga letra **l**, **a** ngan **u** (*dako ug guti*)

mga tamsi – bukaw ug git-git

kalendario

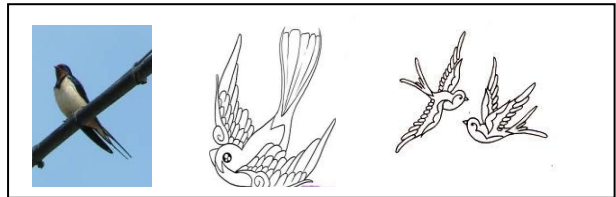
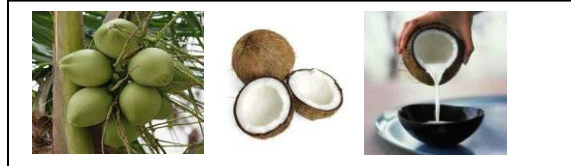
B. *Chart indicating cause-effect and reason-result relationship*

IV. *Pama-agi* (?)

A. Antes pamatian ang kanta

1. *Clearance of difficulties*

a. Itutdu ang retrato han mga butang na akon *ihihimangraw* \_\_\_\_\_



tu n  
ubi  
i n

ngan diri ha gab-i.  
\* git-git – gutiyay nga tamsi na madagmit maglupad

b. Kalendario ini



- \* Anu ang ginhahatag ha aton han kalendaryo?
- \* Pira ka bulan ha usa katuig?
- \* Ha ano nga (or *Unsa nga*) bulan an imong kaadlawan?

## 2. Motivation and schema activation

- a. Maaram ka ba kung ano ang lubi?
- b. Nakasaka ka na ba ha lubi?
- c. Anu man an makuha natun ha lubi?
- d. Matam-is ba ha imu an sabaw ug unud han lubi?

## 3. Text orientation

*May aram ka ba na kanta ha Waray? Sige daw Kantahi*

*Damo an aton mga kanta ha Waray na gikan pa ha aton **Ancestors**.*

*May kanta ngani na **ginhimu** ha sayaw. Usa hini an kanta tungod ha lubi Magdungog Kamu hini na gintaha han Mabuhay Singers ngan kitaon natun kung nasabtan an ginkanta nira. kamu ha mga tanong ko*

## 4. Giving of motive questions

- \* Anu an duha nga sugo ha kanta tungod na buhaton ug diri buhaton natun ha lubi?
- \* Anu pa an nadunog mo ha kanta

## B. Going over the text

1. An una nga pamati ha lubulubi na gin kanta han Mabuhay singers (to develop listening skills)
2. An pagbatun ha duha nga pangutana tungod ha kanta

## C. Ang mga buhaton pa tungod ha kanta

- 1 An lain pa nga pangutana
  - a. Para hin-u ini na kanta
  - b. Kay anu nga ginsiring mo nga para ha iya ito nga kanta?
  - c. Ano an ginsugu ha iya na kinahanglan diri niya buhaton?
  - d. Kay ano nga ginsugo ini ha iya.
  - e. Ano an ginsiring na kinahanglan buhaton kun karuyag natun magka-un han lubi?

- f. Kay anu na kinahanglan buhaton ini antes kuma-un han lubi?
- g. Anu man mga bulan ng tu-ig an nadungog nimu ha kanta?  
Kay anu daw la nga gin-api nira ini ha kanta tungod ha lubi?
- h. Kay anu daw la na gin-api liwat nira ha kanta an duha na tamsi, ang bukaw – usa nga dako na tamsi na may da-ku na mata na nakaturug ha adlaw ngan diri ha gab-i ngan an *git-git* – gutiay nga tamsi na madagmit maglupad ha adlaw

2. Pamati ug kitaon ang videoke han kanta (to develop viewing skills)

- a. Unsa man an retrato na ginpakita ha videoke tungud ha kanta lubi-lubi?
- b. Kay anu daw la na amu ito an ginpakita ha videoke?
- c. Anu man ha kanta na waray retrato ha videoke?

3. *Calling attention to the discourse structure of the text*

May upat nga **parte** ang kanta. Anu dinhi ang una, ikaduha, ikatulu ngan ikaupat na parte:

- \_\_\_\_\_ \* Ang kinahanglan diri buhaton ha lubi ug an rason hini
- \_\_\_\_\_ \* An mga bulan ha usa ka tuig
- \_\_\_\_\_ \* An duha nga tamsi nga naglulupad dito
- \_\_\_\_\_ \* An kinahanglan buhaton kung karuyag natun kumaon han silot

4. *Singling out the sentence patterns in the text for grammar awareness and to develop oral language (speaking) skills*

a. *Presentation*

Kita-a ini nga sugu. Anu ang una ha sugu – an kinahanglan diri buhatun o ang rason han sugu :

\* Ayaw gud pagsak-i, { (What not to do) } Don't climb it, please.  
 Kay *hibuboayay* { (Reason why you are not to do it) } Because \_\_\_\_\_

\* Kun naruruyag ka kumaon hin silot { – What you want to happen (*Condition*)  
 Didto la, nga didto la { What to do about it (*How to get it done*)  
 Kan Nanay nga didto la  
 Kan Tatay nga didto la, pakigsabot.

If you want to eat young coconut { – What you want to happen (*Condition*)  
 Just go there to Mother over there { What to do about it (*How to get it done*)  
 To Mother over there  
 To Father over there and let them know

b. *Practice*

Complete these sentences:

- \*Ayaw pag-uyag hin *posporo* \* Don't play with *matches*  
 Kay bangin \_\_\_\_\_ Because \_\_\_\_\_
- \*Ayaw pag-uyag hin *kutsilyo* \* Don't play with *knives*  
 Kay bangin \_\_\_\_\_ Because \_\_\_\_\_
- \*Ayaw pag-uyag ha *karsada* \* Don't play in the *street*

Kay \_\_\_\_\_  
 \*Paghunaw ka san-o kumaon  
 Kay basi \_\_\_\_\_  
 \*Tan-aw anay ha luyu ug ha wala  
 Bag-u magtabuk ha karsada  
 Kay basi \_\_\_\_\_  
 \*Kung karuyag nimo magpakusog,  
 \_\_\_\_\_

Because \_\_\_\_\_  
 \*Wash your hands before eating  
 So that \_\_\_\_\_  
 \*Look to the right and to the left  
 Before crossing the street  
 So that \_\_\_\_\_  
 \*If you want to be strong, \_\_\_\_\_  
 \_\_\_\_\_

4. Kantaon han mga bata ang lubi-lubi

**D.** Antes nga makabasa an bata

1. *Sound-to-symbol correspondence of the letters l, a and u*

a. Aadi an tulo nga letra – an ira ngaran ug an tunog nira.

L – l                      U – u                      A – a

b. Hain man an letra l, a ngan u (daku ug gutiay) ha mga *yakan* hini na nadungug nimo ha kanta? Makapira na api hira ha *yakan*? Aada ba hira ha una, ha butnga o ha urhi han *yakan*.

Lubi-lubi	naruruyag	Agidaw
lingkud	Kumaon	Nanay
silot	gud	Tatay
langit	naglupad	Ayaw
lupad	bukaw	pakigsabot

2. *Blending the sounds of consonant – vowel (CV) syllables la and lu in words*

**Lubi                      lupad                      la                      langit**

3. An pagsurat han padis (daku o gutiay) hitong mga letra l, a and u

\_\_\_\_ - l              L - \_\_\_\_              A - \_\_\_\_              \_\_\_\_ - a              \_\_\_\_ - u              U - \_\_\_\_