MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	1
	Name of Teacher		Learning Area:	LANGUAGE
	Teaching Dates and Time:	OCTOBER 7 - 11, 2024 (WEEK 2)	Quarter:	Second

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners demonstrate ongoing development in decoding images, symbols, and content-specific vocabulary; they understand and create simple sentences in getting and expressing meaning about one's school and everyday topics (narrative and informational); and they recognize features of their language and other languages in their environment.			
B. Performance Standards	The learners use their developing vocabulary to communicate with others, respond to instructions, ask questions, and express ideas; and share personal experiences about one's school and content-specific topics.			
C. Learning Competencies	**LANG1AL-I-1** Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in one's context. **LANG1AL-I-2** Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between **statements**, questions,	**LANG1LIO-I-4** Interact purposely and participate in conversations and discussions in pairs, in groups, or in whole-class discussions. b. Give or offer information c. Communicate needs f. Take part in or take turns in conversation or discussion **LANG1LIO-I-5** Share confidently thoughts, preferences, needs,	**LANG1AL-II-1** Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in one's contexts. **LANG1AL-I-2** Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between statements, **questions, commands** and	**LANG1LIO-I-4** Interact purposely and participate in conversations and discussions in pairs, in groups, or in whole-class discussions. a. Make requests d. Clarify information e. Seek help f. Take part in or take turns in conversation or discussion" **LANG1LIO-I-5** Share confidently thoughts, preferences, needs,

	commands and **exclamations**. b. Respond to change of tones and cues through facial expressions, gestures and actions **LANG1AL-I-3** Recognize how language reflects cultural practices and norms. a. Share about the language(s) spoken at home b. Share words and phrases in their language **LANG1IT-I-3** Engage with or respond to a short spoken texts. a. View or listen to spoken texts	feelings, and ideas with peers, teachers, and other adults. **LANG1LDEI-I-4** Use high-frequency and content-specific words referring to school.	exclamations. b. Respond to change of tones and cues through facial expressions, gestures and actions **LANG1AL-I-3** Recognize how language reflects cultural practices and norms. a. Share about the language(s) spoken at home b. Share words and phrases in their language **LANG1IT-I-3** Engage with or respond to a short spoken texts. a. View or listen to spoken texts	feelings, and ideas with peers, teachers, and other adults. **LANG1LDEI-I-4** Use high-frequency and content-specific words referring to school.
D. Learning Objectives	At the end of the lesson, the learners can: a. recognize the features of their first language and other languages in a school context; b. tell how language reflects cultural practices and norms	At the end of the lesson, the learners can: a. Use common and appropriate language to express a request or ask for a favor; b. Share confidently thoughts, preferences, needs, feelings, and	At the end of the lesson, the learners can: a. Notice and discuss features of different languages. b. Recognize and demonstrate the effect of intonation	At the end of the lesson, the learners can: a. State the importance of proper hand washing b. Participate in conversations with

	through sharing about the language(s) spoken in school; c. share words and phrases in first language d. recognize the difference between statements and exclamations in terms of intonation; and e. respond appropriately to the change of tones and cues through facial expressions and body language.	ideas with peers, teachers, and other adults; c. Use high-frequency words learned in a story.	and body language on communication. c. Share about the languages spoken at home and common phrases. d. Engage with and respond to a short spoken text. e. Participate in an interactive classroom activity (chanting)	partners and small groups c. Communicate (ask and answer clarificatory questions and make requests or give commands) with peers confidently
II. CONTENT				
III. LEARNING RESOURCES				
• *References*	Anchor for the week: Cleanliness Be clean, be healthy. Linis lusog.	Delada, Ma. C. (2022). *Malinis na bata.* https://bloomlibrary.org/language:fil/book/UEERCBGYR9?lang=fil	Christchurch City Libraries. (2020, September 7). *Learn Philippine Greetings in different languages* [Video]. YouTube. https://www.youtube.com/watch?v=LIo8dW9ndK4	Orsolino, M. (2024). *Malinis ba ang iyong mga kamay.* https://earlygradelearninghub.org/file?key=malinis-ba-ang-iyong-mga-kamay
• *Other Learning Resources*	Map of the Philippines that shows Rizal, Iloilo,	Kanta: Ang Batang Malinis	Who Stole the Cookie from the Cookie jar:	When to Wash your Hands poster: https://drive.google.com/

	Ilocos, and Zamboanga City.	https://www.youtube.com/watch?v=EQVkehGMbjk	https://www.youtube.com/watch?v=ZHRoosrLc5s	file/d/12mmzQc-OT3yRfN6ujoFaypRK3vGVtG52/view How to Wash your Hands poster: https://slh.doh.gov.ph/images/image/phu/2020_02_10_handwashing01.jpg
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	**Note:** When you do this lesson, use the learners' L1 or the language they understand better. Lead the learners to the action song: Kumusta, Kumusta https://www.youtube.com/watch?v=7DMa0vbQzWM Encourage the learners to converse with each other using the languages they know. Engage them in a conversation with their seatmate using the following prompts:	**Note:** When you do this lesson, use the learners' L1 or the language they understand better. Lead the learners to the action song: Ang Batang Malinis (Tune: Leron, leron sinta) https://www.youtube.com/watch?v=EQVkehGMbjk *Ayon sa awit, ano-ano ang mga dapat nating gawin upang maging batang malinis?*	**Note:** When you do this lesson, use the learners' L1 or the language they understand better. Review the greetings and expressions in different languages learned in the previous session. Watch a recording of common greetings in different languages. https://youtu.be/LIo8dW9ndK4?si=ALMYXkF5xfVRg1WM Or prepare a chart that shows a common greeting in different languages	**Note:** When you do this lesson, use the learners' L1 or the language they understand better. Play a quick game of charades. Have volunteers stand in front and act out the following questions and commands using only body gestures and facial expressions: ● Kumain ka na ba? ● Kunin mo ang walis. ● Nagsipilyo ka na ba? ● Maghugas ka muna ng kamay. ● Magbihis ka ng damit.

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(This also serves as a review of the poem discussed in the previous week)

ASK:
Ano-ano ang ginagawang pag-aalaga ng iyong kapamilya kapag ikaw ay nagkakasakit?

Ano-ano ang iyong mga dapat gawin upang gumaling agad ang taong maysakit?

Say: Ngayon naman, magbahagi tayo ng iba't ibang wikang alam natin.

Lead the learners in practicing saying simple greetings to each other using different languages spoken in the home, school, and community. Start with the languages that learners know.

<table>
<tr><td>L1</td><td>Filipino</td><td>English</td></tr>
<tr><td></td><td>Magandang araw!</td><td>Good day!</td></tr>
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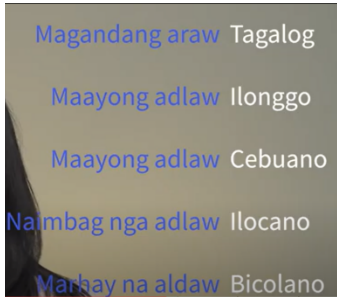

Discuss how languages sound similar and/or different.
</td>
<td>Discuss how easy or difficult it is to communicate without words.</td>
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<tr><td></td><td>Kumusta?</td><td>How are you?</td></tr>
<tr><td></td><td>Salamat!</td><td>Thank you!</td></tr>
<tr><td></td><td>Paumanhin/ patawad</td><td>I'm sorry.</td></tr>
<tr><td></td><td>Paalam!</td><td>Goodbye!</td></tr>
</table>
Expand this table with other languages spoken in the local community.
Discuss the meaning of each greeting and when they are used, and have the learners practice using the expressions in different languages with their partners.
Discuss how words and phrases are similar or different across languages.
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<td>Lesson Purpose/Intention</td>
<td>Sa araw na ito, may ikukuwento ako sa inyo tungkol sa</td>
<td>Ngayong araw, tatalakayin natin ang mga dapat nating gawin bago</td>
<td>Ngayong araw, pag-uusapan natin ang</td>
<td>Ngayong araw, tatalakayin natin ang kahalagahan ng</td>
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	magkakaibigang gumagamit ng iba't ibang wika. Makinig nang mabuti dahil mamaya ay susubukan nating magsalita gamit ang mga ito	*tayo pumasok sa paaralan upang mapanatiling malinis ang ating mga katawan.*	*iba't ibang paraan ng pakikipagtalakayan o pakikipag-usap, gamit ang wika. Papansinin natin na ang pagbago ng tono at galaw ay nakaka-apekto sa mga mensaheng gusto nating iparating.*	*paghuhugas ng kamay. Alamin natin ang tamang paraan ng paghugas ng kamay. Magsasanay tayong makipagtalakayan sa ating mga kamag-aral upang mailahad ang ating mga tanong at mga hinihiling.*
Lesson Language Practice	Have the learners practice saying statements and exclamations, emphasizing changes in tone, pitch, and body language as they shift from statements to exclamations. Examples: ● Wow! Ang husay sumayaw ng mga mag-aaral. ● Mahusay sumayaw ang mga mag-aaral. ● Malaki ang aming paaralan. ● Grabe! Ang laki naman ng aming paaralan.	Unlock words the learners' mother tongues – malinis, kaugalian, niligpit ang higaan, dumi na kumakapit sa kamay, sipilyo, maporma Use the words in a sentence to provide context clues. If applicable, show pictures of the words to be unlocked (ex. Sipilyo, maporma)	Have learners practice saying questions and commands, emphasizing changes in tone, pitch, and body language as they shift from questions to commands. Examples: ● Kunin mo ang pambura. ● Maaari mo bang iabot ang pambura? ● Malinis na ba ang ating silid-aralan? ● Pulutin niyo ang lahat ng kalat sa sahig. ● Saan naganap ang kuwento? ● Bilugan ang tagpuan ng kuwento.	Unlock the following words in the learners' mother tongue: ● paghawak ● kinakapitan ng mikrobyo ● palikuran ● kuskusin Use the words in a sentence to provide context clues. If applicable, show pictures of the words to be unlocked (ex. Palikuran) or demonstrate the word (ex. Kuskusin)

	• Gustong-gusto ko ang kuwento ng aking guro! • Nagustuhan ko ang kuwento ng aking guro. Para sa **tagaguhit**: Gumuhit ng mga batang sumasayaw, malaking paaralan, gurong nagkukuwento sa mga mag-aaral		Para sa **tagaguhit**: Gumuhit ng pambura, makalat na silid-aralan, at drawing ng worksheet na may 2 tagpuan: bundok at dagat.	
During/Lesson Proper				
Reading the Key Idea/Stem	Read the story below and pause at some points to ask questions about the story or locate places using the map of the Philippines. Ang pamagat ng ating kuwento ay "Ang Bagong Kamag-aral" Ask: *Ano ang ginagawa ninyo kapag kayo ay may bagong kamag-aral?*	**Dialogic reading** Reread the story, "Malinis na Bata". Show the pictures from the story and pause at some points to ask questions about the story and the pictures. Lead the learners to do actions to show how Lita prepares herself in the morning (e.g., taking a bath, washing hands, brushing teeth). You may ask the learners to	Review the story, "Ang Bagong Kamag-aral" *Naalala niyo ba ang kuwentong binasa natin noong isang araw? Sino-sino ang mga tauhan sa kuwento? Ano ang mga wikang ginagamit nila?* *Babasahin ko sa inyo ang kanilang kuwentuhan.* Read the following short dialogue with proper	Read the informational text below and pause at some points to ask questions about what has been read. "Malinis ba ang iyong mga kamay?" Bakit mahalagang malinis ang ating mga kamay? Ang mga kamay ay napakahalagang parte ng ating katawan. Ginagamit natin ang mga

	Say: Alamin natin ano ang ginawa ng mga bata nang may bago silang kamag-aral. **Ang Bagong Kamag-aral** Kuwento ni: Dorothy Joann Lei Rabajante May bagong lipat na mag--aaral sa Mababang Paaralan ng Rizal - si Zoren. Nais ni Zoren na makipagkaibigan sa mga bata sa kanilang klase. Wala pa kasi siyang kakilala doon. Isang araw, nakakita siya ng tatlong batang naglalaro sa palaruan. Lumapit si Zoren sa kanila ngunit habang papalapit siya, narinig niya na sila ay nag-uusap sa kakaibang wika. Hindi niya maintindihan. Dahan-dahan siyang tumalikod at bumalik sa silid-aralan nila, ngunit bigla siyang nilapitan ng batang babae.	continue parts of the story since they have already listened to it previously. **Performative storytelling** For the performative storytelling session, bring out props like the following: a blanket and pillow, toothbrush, pail, bucket (tabo), soap, plate, clothes, and other objects for the extended ending. Ask learners what they will say or ask if they need something from their parents (ex. Soap is missing, they cannot find their uniform, etc.) Practice asking favors or requests politely. Ask volunteers to retell the story through performative storytelling. They will use their **own words** and demonstrate **actions** using the props. They may use the following sentence prompts:	intonation, expression, and body language as necessary. Liza: “Gusto mong sumali sa laro namin?” Zoren: Sige! Diwa: Maglaro tayo ng taguan! Dino: Sino ang unang taya? Liza: Ako na lang. Diwa: Teka, hanggang dalawampu o tatlumpo ang bilang? Liza: Dalawampu lang! Zoren: Dahan-dahan lang ang pagbilang ha. Call on different learners to role-play as the different characters. You can add more lines and more characters to the dialogue as needed. Have a short discussion after their role-play. Ask the learners: Napansin niyo ba na nagbabago ang tono at kilos ng tagapagsalita, depende sa kanyang mensahe?	ito sa paghawak ng mga bagay. Ginagamit din ito sa paghawak ng pagkain. Maaaring makapasok ang mikrobyo sa katawan kapag marumi ang mga kamay. Mga kamay ang unang kinakapitan ng mikrobyo. Kailan kaya dapat maghugas ng kamay? Maghugas ng mga kamay bago at pagkatapos kumain. Hugasan din ang mga ito pagkatapos gamitin ang palikuran. Ugaliin ito palagi. Gumamit ng sabon sa paghuhugas ng mga kamay. Tinatanggal nito ang mga mikrobyong nakakakipt sa mga kamay. Awitin ang kantang “Hapi Bertdey” nang dalawang beses habang naghuhugas. Kuskusing mabuti ang mga kamay gamit ang sabon. Banlawan ng malinis na

	"Gusto mong sumali sa laro namin?" tanong ng batang babae. Tumango si Zoren. "Oo sana, pero hindi ko kayo maintindihan kanina." "Ah, nagsasalita kasi kami sa aming wika," tugon ng batang babae. "Ano'ng pananalita yon?" tanong ni Zoren. "Bagobo Klata. Galing kami sa Davao City pero dito na kami nakatira ngayon. Ano'ng pangalan mo?" "Ako si Zoren. Galing kami sa Zamboanga City. Chavacano ang wika namin doon." Tinawag ng batang babae ang dalawang pang mga bata. "Ito ang mga kaibigan kong sina Diwa at Dino. Marunong din kaming mag-Bisaya. Ako naman si Liza. Marunong din akong mag-Ilokano dahil ang Tatay ko mula sa Ilocos," sagot ng batang babae.	Ang kuwento ay tungkol sa _________. Para manatiling malinis, ito ang mga ginagawa ng bata sa kuwento: ________.		tubig, patuyuin gamit ang tuwalyang malinis. Kung walang tubig at sabon, gumamit ng 70 porsiyentong alkohol. Mabisa itong pantanggal ng mikrobyo. Ang kalusugan ay kayamanan. Ito ay nakasalalay sa iyong mga kamay. Panatilihing malinis ang mga ito.

	"Wow! Ang dami niyo palang alam na wika!" sabi ni Zoren. "Ang mahalaga, tayo ay nagkakaintindihan. Sali ka sa laro namin, Zoren. Tuturuan ka rin namin ng Bagobo Klata at Bisaya. Turuan mo rin kami ng Chavacano," sabi ni Dino. Simula noon ay naging magkaibigan na sina Zoren, Liza, Dino, at Diwa. Lagi na silang magkasama sa paglalaro at tinuturuan nila ang isa't isa ng kanilang wika. 			
Developing Understanding of the Key Idea/Stem	Ask the learners:	**Circle within a Circle**	Have the students practice saying phrases	**Circle within a Circle**

	Balikan natin ang ating tanong kanina. Ano ang ginawa ng mga bata nang may bago silang kamag-aral? Discuss the story as a class. Ask the following comprehension questions using the 5-finger retell: • *Ano ang pamagat ng kuwento?* • *Saan naganap ang kuwento? Anong oras kaya ito nangyari?* • *Sino-sino ang mga tauhan sa kuwento? Ano ang pangalan ng bagong mag-aaral? Ano-ano ang pangalan ng mga batang matagal nang nag-aaral doon?* • *Ano ang unang nangyari? Pangalawa? Pangatlo? Ano ang katapusan ng kuwento?* • *Ilang wika ang alam ng mga bata sa kuwento? Ano-ano ang mga ito?* • *Sa inyong palagay, bakit kaya nagsasalita pa rin ng Bagobo Klata sina*	Divide the participants into two equal groups. Have one group form a circle facing outward, and the other group form a circle around them facing inward. This way, each person in the inner circle is paired with a person in the outer circle. Provide a discussion prompt or question to each pair. Encourage all learners to answer the prompts in complete sentences. Sample prompts: • Alin sa mga ginagawa ni Lita ay ginagawa mo rin? • Ano ang una mong ginagawa paggising mo? • Ano naman ang huli mong ginagawa sa gabi? Bakit? • Ano ang mga kailangan mong kagamitan para manatiling malinis? • Paano mo napapanatili ang sariling kalinisan? • Bakit natin kailangan panatilihing malinis	with different intonations and body language. Sample phrases: Tumigil ka! Tumigil ka? Hintay? Hintay! Kawawa? Kawawa! Alin dito? Alin dito! Have them notice the following: • We use a rising intonation when uttering questions. • Facial expression may show confusion or puzzlement when asking questions. • When giving commands, the tone is more firm and face may look serious. Have students practice saying questions and commands with different intonations and body language or gesture. Sample statements: • Buksan mo ang bintana. • Pwede ba akong sumali?	Divide the participants into two equal groups. Have one group form a circle facing outward, and the other group form a circle around them facing inward. This way, each person in the inner circle is paired with a person in the outer circle. Provide a discussion prompt or question to each pair. Encourage all learners to answer the prompts in complete sentences. Sample prompts: • Anong bahagi ng katawan ang sa tingin mo ay pinakamalinis/ pinakamadumi? Bakit? • Ano-anong mga bagay ang maaaring gamitin sa paglilinis ng kamay? Bakit? • Paano ang tamang paghugas ng kamay? • Bakit kaya kailangang kumanta ng Hapi Bertdey habang naghuhugas ng kamay? • Ano-anong mga gawain ang

	Diwa, Dino, at Liza kahit wala naman sila sa Davao City? ● *Kayo, iba rin ba ang wika ninyo sa bahay at sa paaralan? Kung oo, bakit iba ang ginagamit ninyong wika sa bahay?* Explain to the learners the importance of using one's L1. Explain that L1 is the language one speaks at home and the language that one knows the most. There are many L1s in the Philippines (give examples of languages spoken in your area) ● *Sa inyong palagay, natuto kaya ang mga tauhan sa kuwento ng iba-ibang wika?* ● *Ano ang mga benepisyo na makukuha natin kung matututo tayo ng iba-ibang wika?* Ask the learners who among them come from other provinces. Ask them if they know of other languages, like the ones their parents or relatives	ang ating pangangatawan? ● Ano ang pwede mong sabihin sa kaibigan mo kapag napansin mong hindi siya malinis (ex. Hindi nagsipilyo, hindi nagsuklay, etc.) Give the pairs a set amount of time (e.g., 2-3 minutes) to discuss the prompt. Encourage active listening and reciprocal conversation, where both participants get a chance to speak. After the time is up, have the outer circle move one step to the right or left, so everyone gets a new partner. Provide a new prompt for the next discussion round.	● Isuot mo na ang sapatos. ● May lapis ka pa ba? ● Lumabas ka na. ● Lumabas ka na! As an optional activity, have students utter the same command sentence but emphasize different words. After the activity, ask learners how the meaning changes depending on what word is emphasized. Ex. ● KUNIN mo ang lapis. ● Kunin MO ang lapis. ● Kunin mo ANG lapis. ● Kunin mo ang LAPIS.	nangangailangan ng malinis na kamay? ● Nais mong kumain ngunit marumi ang iyong mga kamay, ano ang dapat mong gawin? Bakit?

	speak. Encourage learners to share words and phrases of other languages they know. Explain why one should learn additional languages. ● *Kung kayo ang papipiliin, anong wika ang nais niyong matutunan? Bakit?*			
Deepening Understanding of the Key Idea/ Stem	Read these two sentences to the class (with proper expression) Sentence 1: "Ako si Zoren. Galing kami sa Zamboanga City. Chavacano ang wika namin doon." Sentence 2: "Wow! Ang dami niyo palang alam na wika!" Discuss and explain the difference between statements and exclamations. **SAY:** Ang mga pahayag na nagpapakita ng matinding	**Making a commitment** Ask the learners: ● *Alin sa mga gawain ni Lita ang hindi ninyo ginagawa ngunit nais ninyong simulan bukas? Bakit kaya mahirap gawin ito? (Help the learners discuss and solve the barriers)* ● *Ano pa ang ibang gawain na makatutulong sa pananatili ng ating kalinisan at kalusugan? Alin dito ang mga gagawin ninyo*	Game: Who Stole the Cookie from the Cookie Jar?" Have the students sit in a circle. Explain the game to the students. They will have to ask and answer the question: Who Stole the Cookie from the Cookie Jar? While clapping to the chant. Start the chant with an animated and exaggerated intonation. Use body language to show surprise, curiosity, and accusation. Encourage students to use different tones of voice (high, low, questioning, exclamatory)	Show handwashing posters: https://slh.doh.gov.ph/images/image/phu/2020_02_10_handwashing01.jpg

	damdamin (exclamations) ay nagtatapos sa tandang padamdam (exclamation mark). Ang mga pahayag na nagsasalaysay (statements) ay nagtatapos naman sa tuldok. Nag-iiba ang ating tono at kilos o galaw kapag tayo ay nagpapahayag ng pasalaysay o padamdam na pangungusap. Exclamations are statements that express sudden or strong emotions and feelings. Exclamations also end with an exclamation mark. Discuss how changes in tone and body language change the meaning of the sentences. Read the following scenarios and ask learners to say the proper greeting or expression in different languages for each case. You may ask the learners to work in small groups and role play the following scenarios.	*simula bukas?* *Bakit ninyo ito gagawin?* Ask the learners to draw their responses. Encourage them to label or say a sentence about their illustration. They can scribble a sentence or use invented spelling. Give them time to share their drawings and ideas to their partners or seatmates.	and appropriate facial expression and gestures. The following script can be used: Teacher: Sino ang kumain ng biskwit? Students: Sino ang kumain ng biskwit? Teacher: Si [pangalan ng bata] ang kumain ng biskwit! Bata: Sino, ako? Hindi ako! Teacher: Sino nga kaya? If possible, translate the script into the learners' L1. You may ask the learners to work in small groups and role-play the following scenarios. 1. You (learners) have food to share. Ask your classmates if they want some. 2. You left your pencil at home. Ask your classmate if you can borrow from him or her. 3. You lent a friend your book, but you need it back tomorrow. How will	https://drive.google.com/file/d/12mmzQc-OT3yRfN6ujoFaypRK3vGVtG52/view Encourage learners to use the posters as springboard for conversation with their partners/small groups. Have them come up with questions, seek clarifications, or make requests or give commands (or instructions) related to the handwashing posters. Encourage them to use proper intonation, gestures, and facial expressions when asking questions or giving instructions.

	1. You (learners) arrive at school in the morning. What should you say to your teachers and classmates? 2. Your friend announced that she won a major competition. What should you tell your friend? 3. You miss your best friend who got sick, and you want to know how she is doing. What will you tell your best friend on the phone? 4. You broke the plate while washing dishes. 5. It's the end of the class. You are excited to go home because it's your mom's birthday. Before going home, how should you greet your teacher and classmates?		you tell him to bring it back? 4. You see that your friend is exhausted from running. Ask him to rest for a while because he may collapse from the heat. 5. You are studying and your seatmate is noisy. How would you ask him to tone down his voice.	
After/Post-Lesson Proper				
Making Generalizations and Abstractions	*Itinuro sa atin ng kuwento na maaaring may iba-ibang wika ang mga tao sa ating paaralan, ngunit ang pagkakaroon ng iba-ibang wika ay hindi hadlang sa*	*Ipinaalala ng kuwento sa atin ang kahalagahan ng pagliligpit ng ating tinulugan, paliligo, paghuhugas ng kamay, pagsisipilyo, at pagsusuot ng malinis na damit.*	*Sa pakikipag-usap, gumagamit tayo ng mga salita, pati na rin ng kilos at galaw. Mahalaga ang paggamit ng tamang tono, diin, at ekspresyon ng mukha upang mailahad*	*Mahalagang panatilihing malinis ang ating mga kamay dahil ginagamit natin itong panghawak ng maraming bagay. Ang tamang paghugas ay nakatatanggal ng mga*

	pagkakaibigan. (If the learners in class know different languages, use this as an example.) Ask the learners to reflect and complete these statements: Ang natutuhan ko ngayong araw ay ___________. Ang halimbawa ng salitang natutuhan ko ay _______. Ito rin ay tinatawag na _____ sa ibang wika.	Ask the learners to reflect and complete these statements: Ang natutuhan ko ngayong araw ay ___________. Para manatiling malinis, dapat tayong _______ araw-araw. Importante ang pagpapanatili ng kalinisan dahil _______.	*natin nang mas maayos ang ating mensahe.* Ask the learners to reflect and complete these statements: Ang natutuhan ko ngayong araw ay ___________. Isa sa mga bagay na nakakatulong sa atin sa paglahad ng ating mensahe ay ___________.	*mikrobyo na dahilan ng pagkakasakit natin.* Ask the learners to reflect and complete these statements: Ang natutuhan ko ngayong araw ay ___________. Dapat tayong gumamit ng sabon at tubig dahil ________. Kailangan nating maghugas ng kamay bago _______ dahil _______.
Evaluating Learning	Read these sentences to the class and ask them to raise the EXCITED emoji if the sentence is an exclamatory sentence, and a SMILING emoji if the sentence is a statement. (Note: You can change the following statements and contextualize for your learners.) 1. Mahal na mahal ko ang aking guro! 2. Naku! May pagsusulit tayo ngayon! 3. Mahuhuli na ako sa klase, Inay!	Ask the learners to draw what they should do to keep themselves clean and healthy. Encourage them to label or write a sentence about their illustration.	Read the following sentences and ask learners to STOMP their feet if the sentence is a command, and CLAP their hands if the sentence is a question. 1. Sagutan ninyo ang pahina 12. 2. Aling tula ang ibabahagi natin? 3. Masama ba ang pakiramdam mo? 4. Ibalik mo ang libro pagkatapos ng isang linggo.	Read the following scenarios and ask learners to say if it is correct or not. 1. Gumagamit ng sabon si Rosa sa paghuhugas ng kaniyang mga kamay pagkatapos kumain ng merienda sa paaralan. 2. Hugasan ang kamay bago at pagkatapos gumamit ng palikuran sa paaralan.

	4. Maglalaro kami ng habulan mamaya. 5. Maglilinis tayo ng hardin tuwing Miyerkules. 6. Mas malaki ang paaralan namin kaysa sa paaralan nila.		5. Magkano po ang biskwit na ito?	3. Pumasok sa paaralan nang marumi ang kamay at katawan. 4. Winisikw-wisik lang ni Mark ang tubig sa kamay niya matapos niya ito hugasan. 5. Dahil nagmamadali si Xian, binasa lang niya ang kamay niya. Hindi na siya gumamit ng sabon.
Additional Activities for Application or Remediation (if applicable)	**Home practice** Ask learners to teach their family members about the different greetings they learned. Encourage learners to ask their family or relatives to teach them greetings, words or phrases in other languages (particularly from other provinces) they know and share this with the class the next day. Give the link of the songs to parents and ask them to practice singing the song with their child:	**Home practice** Ask learners to show their illustrations to their family members about what they should do to keep themselves healthy and clean. Ask them to inquire what their family members do every day to keep themselves clean. Give the link of the song "Ang Batang Malinis" to parents and let them practice singing the song. https://www.youtube.com/watch?v=EQVkehGMbjk	**Home practice** Ask learners to think about what their family members usually ask them (questions or commands). Invite their family members to do a role-play where they (learners) will act as the other member (parent or sibling) and their family member will act as them.	**Home practice** Ask the learners to draw, color, and write about what he / she has learned about handwashing. Ask them to tally how many times in a day they washed their hands in a day, and report it to school the next day.

	"Hello Around the World" https://www.youtube.com/watch?v=472AnCrHYVs "Hello to All the Children of the World" https://www.youtube.com/watch?v=37YETDACQG0			
Remarks				
Reflection				

Prepared by: _______________________ Subject Teacher	Reviewed by: _______________________ Master Teacher/Head Teacher	Approved by: _______________________ School Head