MATATAG K to 10 Curriculum Weekly Lesson Log	School:	DepEdClub.com	Grade Level:	1
	Name of Teacher		Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 21 - 25, 2024 (WEEK 4)	Quarter:	Second

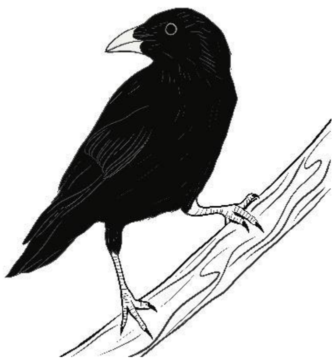
	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; understand and create simple sentences in getting and expressing meaning about one's school and everyday topics (narrative and informational).			
B. Performance Standards	The learners use their developing word knowledge in automatically recognizing sight words; decode high frequency words and content-specific vocabulary and use them to express ideas; and narrate personal experiences with one's school and content-specific topics.			
C. Learning Competencies	RL1VWK-II-2. Identify words with different functions: naming words. A. words that **label animals** **B.** Words that **describe animals** RL1VWK-II-5. Write words legibly and correctly. RL1CAT-II-1. Comprehend stories. a. Note important details in stories (character, setting, and events). b. Sequence events in stories. c. Infer the character's feelings and traits. e. Relate story events to one's experience.	RL1PWS-II-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). RL1PWS-II-4. Substitute individual sounds in simple words to make new words. RL1PWS-II-5. Sound out words accurately. RL1BPK-II-2 Recognize the parts of the book (cover page, title page, etc.). RL1BPK-II-3. Recognize proper eye movement skills in reading:	RL1PWS-II-5. Sound out words accurately. LC1. Recognize environmental print (symbols). RL1VWK-II-1. Use vocabulary referring to **self, family,** school, community, and environment. RL1VWK-II-3. Read high-frequency words accurately for meaning. RL1VWK-II-5. Write words legibly and correctly. RL1CAT-II-1. Comprehend stories.	RL1PWS-II-1. Produce the sound of the letters of L1. RL1PWS-II-2. Identify the letters in L1. RL1PWS-II-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). RL1PWS-II-5. Sound out words accurately. RL1VWK-II-2. Identify words with different functions: naming words: words that label **situations**. RL1VWK-II-5. Write words

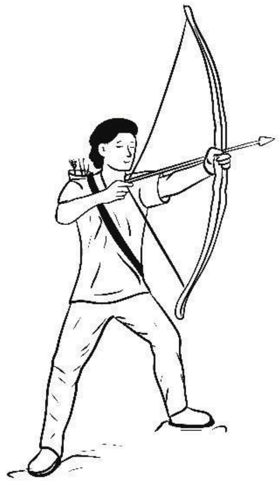
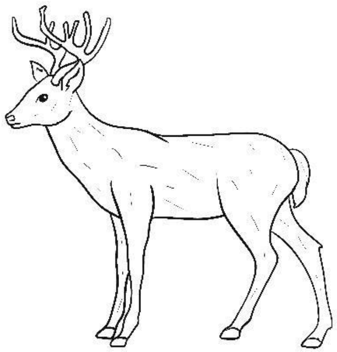
	RL1CCT-II-2 Use own words in retelling myths, legends, **fables**, and narrative poems RL1CCT-II-4. Respond creatively to texts (myths, legends, **fables**, and narrative poems).	a. left to right b. top to bottom c. return sweep RL1VWK-II-5. Write words legibly and correctly. RL1CAT-II-1. Comprehend stories. a. Note important details in stories (character, setting, and events). b. Sequence events in stories. c. Infer the character's feelings and traits. d. Predict possible endings. e. Relate story events to one's experience. f. Identify cause and effect of events RL1CCT-II-1. Narrate one's personal experiences. b. school	a. Note important details in stories (character, setting, and events). e. Relate story events to one's experience. RL1BPK-II-3. Recognize proper eye movement skills in reading: a. left to right b. top to bottom c. return sweep RL1VWK-II-2. Identify words with different functions: naming words. C. words that **label people, actions**	legibly and correctly. LC. Read sentences with appropriate speed, accuracy, and expression.
D. Learning Objectives	At the end of the lesson, the learners can: ● Note important details in story read: characters, settings, and events ● Retell the story following the correct sequence of events. ● Relate story events to	At the end of the lesson, the learners can: ● Substitute individual sounds in words to make new words ● Identify the beginning or ending sounds of a given word ● Note important details in story read:	At the end of the lesson, the learners can: ● Blend the individual sounds in the word ● Follow proper eye movement from left to right and top to bottom during reading. ● Recognize	At the end of the lesson, the learners can: ● Identify target sounds in a word ● Blend the individual sounds in the word ● Read sentences with appropriate speed, accuracy, and expression.

	one's experience. • Retell the story in one's own words. • Infer character traits based on his/her actions in the story • Write/spell animal names and descriptions using letters they already know	characters, settings, and events • Retell the story following the correct sequence of events. • Relate story events to one's experience. • Retell the story in one's own words. • Infer character traits based on his/her actions in the story • Predict possible endings • Identify cause and effect • Narrate personal experiences that show cause and effect	environmental symbols • Read high-frequency words accurately for meaning • Recognize the importance of being helpful • Relate story events to one's experiences • Use vocabulary words (pertaining to self and family) in their own sentences • Identify naming words (words that label other family members, words that label actions or chores)	• Answer questions about sentences read • Use new words learned in own sentences.
II. CONTENT	**Apat na Magkakaibigan (pabula)**	**Kakaiba si Kara (Cause and Effect)**	**When Mama is Away (pagiging matulungin)**	Letter **Ññ**
III. LEARNING RESOURCES				
A. References	GMRC anchor for the week: Helpful; Helping hands create happy hearts	DeVera, R. B. (2022). *Kakaiba si Kara.* https://bloomlibrary.org/ABCPhilippines/ABCPhilippines-Tagalog-Filipino-Grade1/book/0co2k45CIt	Jackson, T. (n.d.). *When mama is away* [PDF]. Bilum Books. https://www.letsreadasia.org/book/kun-harayo-si-mama?bookLang=5991442983944192	Unang Hakbang sa Pagbasa 1 - Tagalog (Primer), Kagamitan ng Guro sa Pagtuturo (Teacher's Guide) at Kagamitan ng Mag-aaral (Learner's Material)
B. Other Learning Resources	Kids Planet Filipino. (2018, June 30). *Apat Na Kaibigan - Kwentong Pambata - Mga kwentong pambata tagalog na may aral - Pambatang kwento*		Picture of bus stop sign	Flashcards of target words Picture of the target words (ex. El Nino, La Nina, Niño (boy), Niña (girl), Doña, piñata, Sergio

	[Video]. YouTube. https://www.youtube.com/watch?v=O7nrlfRo-sY Pictures from freepik.com Five Finger Retell Anchor Chart			Osmeña (50 Peso bill), Malacañan Palace (20 peso bill) Map to show Las Piñas Parañaque
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Ask the learners about their favorite stories and characters. Say: 1. Ano ang paborito ninyong kuwento? 2. Sino ang paborito ninyong bida sa kwento? 3. Bakit? Call one volunteer to retell the story of their favorite story. After listening, ask the class if they would like to learn how to retell a story briefly.	*Note to teacher: The following activity is a phonological awareness task. The students must listen carefully as words and sounds are presented orally.* Activity: Sound swap Tell the learners: *Ngayon naman, maglalaro uli tayo. "Hulaan ang bagong salita"* *Ang mga salita ay binubuo ng iba't ibang tunog. Kapag nagpalit tayo ng isang tunog, makakabuo tayo ng bagong salita.* *Subukan natin. Halimbawa, ang salita ay "dahon." Paki-ulit ang salita.* *S: dahon.* *T: Ano ang unang tunog ng*	Show picture of a bus stop. Ask the learners if they have seen such a sign, and if yes, what does it mean. Ask learners about appropriate behavior while waiting at a bus stop. Affirm the responses of the learners to the question and say, Ang kuwento natin ay magsisimula sa bus stop. Pag-uusapan rin ang iba't ibang paraan na maaari tayong makatulong sa mga nakatatanda sa	**Game**: Encourage learners to jot down the letter sounds they hear, either on their individual papers or on the board. Instruct them to verbalize the corresponding letters and count the total number of sounds. Say: *Magbabanggit ako ng mga tunog. Isulat ang titik ng tunog na aking babanggitin at basahin ang salitang nabuo. Ibigay ang mga titik (spell). Ibigay din ang bilang ng mga tunog. Makinig kayong mabuti. Halimbawa:* */l/…/u/…/z/…/o/…/n/* Learners will write the corresponding letters on board or paper. Ask: *Ano ang salitang*

		salitang dahon? *S: /d/* *T: Ngayon, palitan natin ang tunog na /d/ at gawin itong /k/. Ano ang bagong salita?* *S: kahon.* *Kayo naman.* *Ang salita ay ___.* *Ano ang una/huling tunog ng ____.* *Palitan ang __ ng __.* *Ano ang bagong salita?* *Ang mga salita:* *1. Baso - o --> a - basa* *2. Baro - b--> l - laro* *3. Kanto - o--> a - kanta* *4. Gulat - g--> s - sulat* *5. Gulay - g--> k - kulay* Connection to Language: Ano ang pagkakapareho ng mga bagong salitang nabuo (lahat sila ay mga salitang kilos, lahat sila ay ginagawa natin sa paaralan.) Ask the learners: *"Naranasan niyo na bang maging bagong lipat sa isang paaralan? Ano ang naging pakiramdam mo bilang bagong lipat?* *Sa mga dati nang*	pamilya.	*mabubuo? (Luzon).* I*lang tunog ang aking binanggit?* (5) Words to write/spell: Felix Quezon Jose zipper vinta fax bagyo tagtuyo **Preparation** Show them pictures of extreme weather - drought and floods. *Ano ang nakikita niyo sa larawan?* *Ang tawag sa magkaibang lagay ng panahon na ito ay El Niño at La Niña.* Write on the board: El Niño, La Niña *Ask them what letters are common in both words/phrases.* *Emphasize the letter* **ñ**

		pumapasok sa paaralan, ano naman ang pakiramdam o iniisip niyo kapag nakakakita kayo ng bagong lipat sa inyong paaralan o klase?"		
Lesson Purpose/Intention	Say, *"Ang pag-aaralan natin ngayong araw ay paano natin iku-kuwento sa iba ang narinig nating kwento gamit ang ating sariling salita.* *Susubukan din natin pumili at ilarawan ang nagustuhang tauhan sa kwento."*	Say, *"Sa araw na ito, magbabasa tayo ng maikling kwento. Gagamitin natin ang mga letrang ating natutunan upang basahin ang kwento."*	Say: "Ngayong araw, magbabasa tayo ng kuwento at babalikan natin ang mga salitang kilos na napag-aralan natin at gagamitin natin ito sa ating mga pangungusap.	Say*:* *"Ang pag-aaralan natin ngayong araw ay ang titik ñ–ang tunog nito, ang tamang pagsulat nito, at ang pagbasa ng mga salitang may titik na ito."*
Lesson Language Practice	Unlock the following words in the learners' L1: - uwak - usa - mangangaso- isang tao na nanghuhuli ng mga hayop sa gubat para gawing pagkain 	Discuss unfamiliar words and phrases in the text to be read: Examples: Tribong Manide Hilagang Kamarines pagpapakilala masayang tinanggap Halimbawa: "Ang *tribo* ay isang pangkat ng mga taong may sarili nilang kultura at paniniwala. Ang tribong Manide ay mula sa Hilagang Kamarines." Ipakita ang Hilagang Kamarines sa mapa ng Pilipinas.	Discuss the action words in the story through a game (Charades). Print out the following words on paper (in learners L1): ● Didilig ● Magluluto ● Mag-aalaga ● Maglilinis ● Maglalaba ● Maghuhukay ● Mag-iigib ● Magtatapon Have volunteers pick a word and act it out for the class to guess.	Discuss the unfamiliar words in the learners' L1 that they may encounter in today's lesson. Examples: *Malacañan, Osmeña,* etc.

	 			
During/Lesson Proper				
Reading the Key Idea/Stem	Watch and listen to the story “Apat na Magkakaibigan.” Kids Planet Filipino. (2018, June 30). *Apat Na Kaibigan - Kwentong Pambata - Mga kwentong pambata tagalog na may aral - Pambatang kwento* [Video]. YouTube.	Before Reading: Point to and show the cover page. Say, *Tingnan niyo ang pabalat ng kwento. Ano ang nakikita niyo?* *Tungkol saan kaya ang ating kwento?* Point to and read the title	**Read-Aloud** Conduct a read-aloud of the story. (Retell the story in the learners’ L1) **Kapag Wala si Mama**. Nakatira si Bubu sa bayan. Maysakit siya.	Start the lesson with this short rap: Yo yes, yes, yo ! Yo yes, yes, yo! Itong batang si Niño na anak ng doña

	https://www.youtube.com/watch?v=O7nrlfRo-sY (Tell the story in the learners' L1) The following is a simplified version of the story. You are free to edit and contextualize it. Noong unang panahaon, may apat na magkakaibigang nakatira sa gubat: sina Uwak, Daga, Usa, at Pagong. Araw-araw silang nagpupulong. Ngunit isang araw hindi dumating si Usa. Hinanap ni Uwak si Usa. Habang lumlipad siya, narinig niya ang umiiyak na boses ni Usa. Nagulat siya nang makitang nahuli si Usa sa lambat ng isang mangangaso. Agad siyang bumalik sa mga kaibigan para sabihin sa kanila ang nangyari kay Uwak. Nagplano sila para tulungan si Usa.	of the story: Ang pamagat ng ating kwento ay "Kakaiba si Kara." Ito ay kwento ni Rochelle De Vera at ginuhit ni Anele Abanto. Nailimbag ang kwentong ito noong 2022. Ask, *Bakit kaya ganyan ang pamagat ng kwento? Alamin natin kung bakit kakaiba si Kara.* Remind the learners that when reading a text, we read from left to right and top to bottom. When we get to the end of the line, we make a return sweep and go back to the beginning of the next line. Read the story. Story can also be projected on screen, and learners can be asked to follow along while the teacher reads. **Kakaiba si Kara** Isang araw, nagkakatuwaan ang klase ni Binibining Karen Santos. Malakas ang tawanan ng mga bata.	Pupuntahan siya ni Mama para maalagaan siya. Sino ang maglilinis ng bahay? Sino ang magtatrabaho sa hardin? Sino ang magluluto ng pagkain? Sino ang maglalaba ng damit? Ako ang magtatrabaho sa hardin. Ako ang maglilinis ng bahay. Ako ang magluluto ng pagkain. Ako ang maglalaba ng damit. Sino ang mag-aalaga kay bunso? Tayong lahat ang mag-aalaga kay bunso. After reading the story one time, invite the learners to read the story again, this time, do a shared reading activity. This is a strategy wherein the teacher and the learners read different parts of the story. Select only some phrases or sentences that contain familiar words for children to read. The rest of the	Mabait at masunurin sa kaniyang ina Nagmamano at tumutulong sa iba Kaya't si Ñiño ay mahal nila. This is a picture of Niño. What sound do you hear in the middle of the name Niño? Tell students that they will now know and learn to read more words with the letter of the day. Show picture of things/objects that have the letter ñ: Niño Niña Doña piñata Sergio Osmeña (50 Peso bill) Malacañan Palace (20 peso bill) El Niño La Niña Las Piñas Parañaque Explain that the letter ñ is

	Pinunit ni Daga ang lambat ng mangangaso gamit ang kanyang ngipin at sila ay nakatakas. Ngunit, dahil mabagal si Pagong, nahuli siya ng mangangaso, at nilagay siya sa bag. Nagplano uli ang mga magkakaibigan para matulungang makalaya si Pagong. Nagpakita si Usa sa mangangaso para habulin siya nito. Habang hinabol ng mangangaso ang Usa, madali namang dinala ni Daga ang bag sa lawa upang makatakas si Pagong. Pagkatapos ng lahat, nanirahan ng masaya ang apat na magkakaibigan sa tabi ng ilog. (Tell the story in the learners' L1) The following images are screenshots from the video.	Natigilan sila nang may napansing sumisilip sa may pintuan. Isang batang babae ang nakatayo doon. Kulot ang buhok at kulay itim ang balat niya. Nilapitan siya ni Binibining Karen Santos. Niyaya niya ito na pumasok sa loob ng silid-aralan. Magandang araw, ako po si Kara," pagpapakilala niya. "Kabilang po ako sa Tribong Manide," dagdag pa niya. Nagulat at nagtaka ang klase sa sinabi ni Kara. "Ano po ang kahulugan ng Manide?" tanong ni Ken. "Tribo ito ng ilang taong naninirahan sa Hilagang Kamarines. Manide ang tawag sa salita nila," paliwanag ng guro. "Kulot ang buhok at maitim ang balat nila. Ganito talaga ang kanilang anyo. Dapat	text will be read by the teacher.) Since the story is already familiar to the learners, invite the learners to read along with you. Remind them to look at all the letters in the word, and to read from left to right, and top to bottom. Before the shared reading activity, practice reading the following high-frequency words: • Sino • Mama • Bunso • Pagkain • Hardin • Bahay • Damit After the shared reading, Discuss the story. 1. What did the family do when Mama went away? 2. Where is Mama going on the bus? Why? 3. Is the family happy to see mom go? How do you know? 4. Why do you think dad looks worried?	from the Spanish alphabet and so many Filipino words containing this letter are proper nouns, otherwise, the words are spelled with *ny* instead of ñ. (Ex. piña and pinya, señora and senyora) Give the names of the pictures that have the target letter one by one. Say *"Ang titik ñ ay may tunog na /ñ/"*. Show how to form the mouth to properly sound out the target letter. Ask the learners to follow. Tell students that to remember the sound of the word, they can use *Niña* as the key word (or any relevant word in the L1). Present the keyword with a picture. It may be explained that *Niña* is used as a girl's name.

silang igalang," paglalarawan ng guro.

"Mayroon palang tribo sa Hilagang Kamarines! Sana magkuwento pa po kayo, Mam," sabi ni Karla. "Sige, pero sa susunod na," sagot ng guro.

Masayang tinanggap ng mga kaklase si Kara. Nagpasalamat siya kay Binibining Santos.

Kinabukasan, masayang masaya si Kara. Naging kaibigan niya ang kaniyang mga kaklase.

After reading, ask the following questions:

1. Ano ang tawag sa tribo ni Kara?
2. Ilarawan si Kara. Ano ang masasabi mo tungkol sa kanya? Ano ang katangian ni Kara na dapat nating tularan?
3. Ano ang naging pakiramdam ni Kara sa simula ng kwento? Bakit kaya?
4. Kung isa ka sa mga kaklase ni Kara, ano ang gagawin mo upang

Ask the learners to accomplish the chart below:

Mga Gawain sa Bahay	Sino ang tumulong?
Trabaho sa hardin	
Pagluto ng pagkain	
Paglinis ng bahay	
Paglaba ng damit	
Pag-alaga kay bunso	

5. Will mom be pleased when she gets home? Why?
6. What things do you do to help at home?

Have the class say, "ñ, /ñ/, *Niña*".

Write the big and small letter Ññ on the board to show the class what they look like.

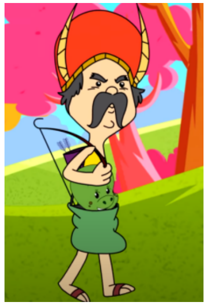
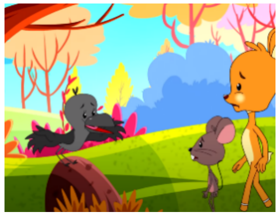
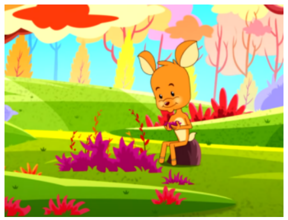
Talk about words with ñ for vocabulary development. Example:

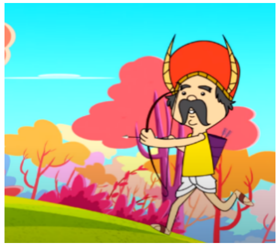
Ito ay larawan ng /ñ/… Sto. Niño. Kilala niyo ba si Sto. Niño? Siya ay kinikilala ng mga Katoliko bilang ang batang Hesus.

Ipalakpak natin ang bawat pantig ng salita.

Ano pa ang ibang mga salita na may /ñ/?

Call learners whose names have /ñ/..

	     	maparamdam ang maligayang pagtanggap kay Kara? Paano mo siya matutulungan sa paaralan? 5. Bakit kaya karaniwang tahimik ang mga bagong lipat o bagong mag-aaral sa paaralan? Ano kaya ang pwede ninyong tulong sa mga bagong mag-aaral? 6. Bukod sa mga kaklase, sino pa ang nakatulong kay Kara? Paano?		

				
Developing Understanding of the Key Idea/Stem	After watching the story, ask the learners to respond to the following questions: 1. Sino ang mga bida sa ating kwento?	Say: "Kahapon, natutunan natin ang muling pagkwento gamit ang ating limang daliri. Gawin natin uli ngayon. Ilabas ang hinlalaki: Sino	Ask the learners: Nahirapan ba si Tatay nang umalis si Nanay? Bakit hindi? Kayo, paano kayo tumutulong sa bahay?	Demonstrate the proper strokes for writing the target letter: *Ganito natin isinusulat ang malaki at maliit na titik: Ñ, ñ.* Ask the learners to write

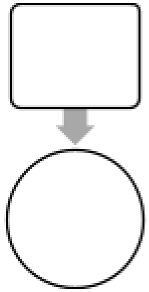
	2. Nasaan nangyari ang kwento? 3. Sino ang unang nahuli ng hunter/mangangaso? 4. Sino ang sumunod na nahuli? 5. Paano pinakita ng bawat isa na siya ay matulungin na kaibigan? 6. Mayroon ka bang kaibigan na matulungin? Paano ka nya tinutulungan? 7. Ano ang pakiramdam mo kapag tinutulungan ka ng iyong kaibigan? Say: *“Ang kwentong pinanood (o pinakinggan) natin ay halimbawa ng isang pabula. Ang pabula ay isang kuwento kung saan ang mga hayop ang mga tauhan. Sila ay nagsasalita at kumikilos na parang tao. May natututunan tayong mahalagang aral mula sa mga pabula.* *Alalahanin natin muli ang nangyari sa kwento. Subukan natin na piliin lamang ang mga importanteng pangyayari. Gamitin ang 5-finger retell upang ikuwento muli ang nangyari.”*	ang tauhan o mga tauhan sa kwento? Ilabas ang hintuturo: Saan naganap ang kwento? Ilabas ang tatlo pang daliri: Ano ang nangyari sa simula, sa gitna, at sa wakas ng kwento? Basahin natin ang sumusunod na mga pangungusap: *Bago si Kara sa paaralan, kaya hindi siya kilala ng ibang mga mag-aaral.* Ang pangungusap na ito ay nagpapakita ng sanhi at bunga. Ang **sanhi** ang dahilan ng isang bagay, at ang **bunga** naman ang naging resulta. Sa kwento natin, ang sanhi ay: Bago si Kara sa paaralan. Ang bunga noon ay hindi siya kilala ng ibang mga bata. Maari natin ipakita ang kaugnayan ng sanhi at bunga sa pamamagitan ng isang graphic organizer. Malinaw na maipakikita ng isang graphic organizer kung alin ang sanhi o unang	Iguhit kung paano ka tumutulong sa bahay, o sa mga nakatatanda sa pamilya. Magsulat ng isang pangungusap tungkol dito. Ibahagi ang iyong ginuhit at sinulat sa iyong kapares. Write the word MATULUNGIN on the board. Further discuss how children can be helpful at home or to other elderly people in the community.	the letter using their fingers in the air, on the desk, or on their palm. Demonstrate how to write the big and small letters following the lines on the paper. Ask volunteers to write the letters on the board. Ask the learners to write the big and small letters on their paper. Instruct them to write the following words in their notebooks: ● *Doña* ● *El Niño* ● *Niña* Ask them to read aloud what they wrote. Have them notice that the letter *ñ is usually found in the middle of words.* **Syllable Box** *Basahin natin ang mga pantig na may ñ :* *Ni **ño*** *Ni **ña*** *Or do **ñez*** *Zu **ñi** ga*

Post this table on the board and call volunteers to share their responses. Draw their responses on each column and then put together the story. Model and use the transition words, "simula, gitna, katapusan" during the retelling.

Simula	Gitna	Katapusan

Call some learners to demonstrate retelling the story using the 5-finger retell. Make sure they can now speak more clearly and use complete sentences. Once you have shown a good example of a story re-teller, ask each one to retell the story to his partner.

nangyari, at alin ang bunga o pangalawang pangyayari.

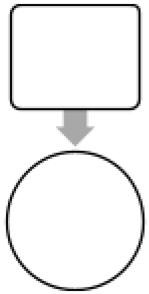


Basahin naman natin itong isa pang pangungusap:

Masaya si Kara dahil nagkaroon siya ng maraming kaibigan.

Ano ang pakiramdam ni Kara? (Masaya siya.)

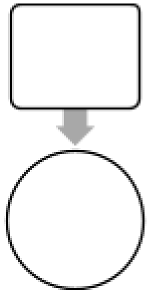
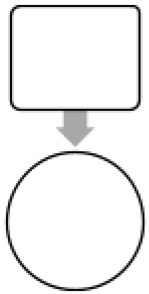
Ano kaya ang sanhi ng kanyang kasiyahan?

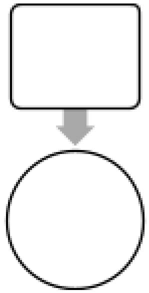


Balikan naman natin ang kuwento kahapon. Tukuyin natin ang sanhi at bunga.
"Mabagal kumilos si

Ipalakpak natin ang bilang ng mga pantig sa sa salita.
Ilang pantig ang nasa apelyidong Ordoñez?

Remind learners that to read a word, they need to identify the sound of each letter from left to right and blend the sounds together to form the word.

		Pagong, kaya nahuli siya ng mangangaso.” Ano ang resulta o nangyari kay Pagong? (Nahuli siya).  Ano ang sanhi o naging dahilan ng kanyang pagkahuli? (Mabagal siya.)  Basahin naman natin itong pangungusap. Sabihin niyo kung ano ang sanhi at bunga sa pangungusap. “Nagtulungan ang apat na magkakaibigan, kaya masaya silang nagsama-sama.”		

		 **Think-Pair-Share** Kayo, masaya rin ba kayo sa paaralan? Pag-isipan niyo ang inyong mga naging karanasan sa paaralan. Tukuyin niyo ang sanhi at bunga ng inyong mga karanasan sa paaralan. Iguhit ito at ibahagi sa iyong katabi. Halimbawa: Nag-aral ako ng mabuti para sa eksam, kaya mataas ang iskor ko. Hindi ako nakapasok sa tamang oras, kaya pinagalitan ako ng guro.		
Deepening Understanding of the Key Idea/Stem	Divide the class into groups and assign a character to each group. Ask the group to: 1) Draw (or trace) the animal 2) Write the animal's name 3) Describe the animal	**Extended Ending** Sa kuwento, naging masaya si Kara sa paaralan kinabukasan dahil nagkaroon siya ng maraming kaibigan. Ano-ano kaya ang iba pang naging karanasan ni Kara sa bago niyang	Prepare a chart containing a list of words in the learners' L1. • Didilig • Magluluto • Mag-aalaga • Maglilinis • Maglalaba • Magtatanim	Model fluent reading of the sentences below, following the direction - left to right, top to bottom. Remind learners that we read from left to right and top to bottom. They can use their finger or pencil to track their reading.

	4) Explain why such an animal is a good friend. They can use the following sentence stems: Ito si (pangalan ng kaibigang hayop). Siya ay (katangian, salitang naglalarawan). Siya ay isang mabuting kaibigan dahil (paano siya nakatulong o paano siya naging mabuting kaibigan?) Once they are done with their drawing, ask each group to share with the their outputs to the class.	paaralan? (Possible answers: kakailanganin niyang mag-aral nang mabuti, marami silang takdang -aralin, magkakaroon sila ng lakbay-aral, atbp.) Iguhit at ibahagi ito sa iyong katabi.	• Mag-iigib • Magtatapon (Note: You may add other words depending on the previous draw-and-share activity. Pick out the most common chores done by the learners.) Practice reading the words with the class. Then read in smaller groups (ex. All the boys, all the girls, Row 1 learners, etc.) Present a worksheet with pictures of common chores. Have the class match words to their corresponding pictures. Ask the students to identify the picture corresponding to the word just read. Beside each picture, ask students to copy the letters for each word. They may be asked to give the sound of each letter as they write the letter. They can also be asked to clap the syllables of the word they read.	After they read each sentence, ask them to read it again faster and with expression. Model when needed. Ask a question about the sentence for comprehension check. • Si Ñiño at Ñiña ay magkapatid. *Sino ang magkapatid?* • May imahe ng Sto. Ñiño sa bahay ng magkapatid. *Ano ang makikita sa bahay ng magkapatid?*
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Ask the learners to reflect and complete these statements:	Ask the learners to reflect and complete these statements:	Ask the learners to reflect and complete these statements:	Ask the learners to reflect and complete these statements:

	Ngayong araw, ang natutunan ko ay ___________. *Sa muling pagkuwento, kailangan kong tandaan ang mga sumusunod: ________.* *Ang isa sa mga tauhan sa kwento ay ang _______. Ito ay ____________(katangian o paglalarawan).*	*Ang natutunan ko ngayong araw ay ang pagtukoy sa _______ at _____.* *Kapag mayroon akong bagong kaklase, ang maaari kong gawin para makatulong ay ________.*	Ang natutunan ko ngayong araw ay ang kahalagahan ng _______. Isa sa mga salitang binasa namin ay _____. Ilan sa mga ito ay mga *pangalan.* Halimbawa ng mga *pangalan* na may titik d ay _____.	Ang natutunan ko ngayong araw ay ang letrang _____ . Ang tunog ng letrang ___ ay____. Ganito isulat ang maliit at malaking letrang *ñ*: Halimbawa ng mga mga salitang may titik *ñ*: ____________. Ilan sa mga ito ay mga *pangalan.* Halimbawa ng mga *pangalan* na may titik *ñ* ay _____.
Evaluating Learning	Ask them to choose one character in the story (Apat na Magkakaibigan) to draw and briefly describe.	*See LAS Read the following sentences. Ask learners to identify the cause and the effect in each sentence. 1. Nakalimutan ko ang payong ko, kaya nabasa ako ng ulan. 2. Kumain ako ng maraming kendi, kaya sumakit ang tiyan ko. 3. Bumagsak ako kasi hindi ako nag-aral kagabi. 4. Namatay ang mga halaman dahil sa	**See LAS* Ask learners to fill in the blanks. _______________ ako sa mga gawaing bahay gaya ng ____ at ____. Masaya ako kapag ako ay nakatutulong sa ____. Have them read their completed sentence frames to their seatmate.	*See LAS Task 1: Write the big Ñ and the small ñ. Task 2: Write the letter *ñ* on the blank and read the sentence. Answer the questions that follow. *1. Sina Ni__a at Ni__o ay nasa paaralan.* *Sino-sino ang nasa paaralan?* *2. May mga palaro ngayon sa paaralan katulad ng pi__ata.* *Anong klase ng palaro ang binanggit sa pangungusap?*

		sobrang init ng panahon. 5. Napakalakas ng bagyo, kaya ang daming natumbang puno.	Call volunteers to read their work to the class.	*3. Sasali si Ni__o at Ni__a sa pi__ata.* *Sino sa magkapatid ang sasali sa larong piñata?*
Additional Activities for Application or Remediation (if applicable)	**Home practice** Share the link of the video to parents for home practice of retelling: Kids Planet Filipino. (2018, June 30). *Apat Na Kaibigan - Kwentong Pambata - Mga kwentong pambata tagalog na may aral - Pambatang kwento* [Video]. YouTube. https://www.youtube.com/watch?v=O7nrlfRo-sY	**Home practice** Ask learners to read the story, "Kakaiba si Kara": DeVera, R. B. (2022). *Kakaiba si Kara.* https://bloomlibrary.org/ABCPhilippines/ABCPhilippines-Tagalog-Filipino-Grade1/book/0co2k45CIt Ask learners to choose five interesting words from the story to write in their notebook.	**Home practice** Ask learners to practice reading the story, "When Mama is Away" Jackson, T. (n.d.). *When mama is away* [PDF]. Bilum Books. https://www.letsreadasia.org/book/kun-harayo-si-mama?bookLang=5991442983944192	**Home practice** Ask learners to practice reading the words, phrases, and sentences on Primer LM Tagalog
Remarks				
Reflection				

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