

Grade 1 Term 2, Week 6 LESSON PLAN

Name of Lesson	Environmental Symbols/Icons, Time Words & Retelling Narrative Information				
Learning Area/s	English				
Designed by Teacher/s	Depedlibre				
Designed for which Grade Level and Section	Grade 1				
No. of Sessions	Session 1: Recognizing Environmental Symbols	Session 2: Viewing and Listening for Enjoyment	Session 3: Using Time Words in Sentences	Session 4: Retelling Narratives (Legends/Fables)	Session 5: Relating Stories to Family Experiences
References (books, websites, toolkits, etc.)	MATATAG English Curriculum Guide; DepEd LR Portal Grade 1; Environmental Print Toolkit; "The Lion and the Mouse" Fable	MATATAG English Curriculum Guide; Interactive Storytelling Apps; Local Legend: "The Legend of the Pineapple"	DepEd Grade 1 English Learner's Material; Flashcards of Time Words; Picture Sequence Cards	Localized Storybooks; Retelling Rubric for Grade 1; Audio-visual narrative clips	Family Photo Albums/Drawings; MATATAG English Teacher's Guide; DepEd Order 3 s. 2026

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Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				
Learning Competency:	EN1LIT-II-1: Interacting with Texts: Recognize icons and symbols in various texts (printed, digital, environmental print); View and listen to a range of texts for enjoyment. EN1V-II-1: Language for Developing & Expressing Ideas: Use time words to relate ideas and events; Express ideas about family and everyday topics using learned vocabulary. EN1WC-II-1: Creating Texts: Use own words in retelling information from various texts (legends, fables, jokes); Relate ideas or events to personal family experience.				
Learning Objectives:	Identify common environmental symbols and icons found in the community and school.	Demonstrate active listening and viewing comprehension by identifying characters and symbols in a fable.	Use time words (First, Next, Then, Finally) to sequence daily activities and events.	Retell a simple narrative (legend) using own words and appropriate time markers.	Relate the events or themes of a story to personal experiences with one's family.
Learner Context:	Learners are 6-7 years old, mostly visual and kinesthetic. They are familiar with local surroundings but need guidance in decoding abstract symbols. They enjoy storytelling but require scaffolding (pictures/time				

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	words) to retell stories chronologically. Most learners have strong emotional ties to family-related topics.				
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	Show and Tell: Show pictures of "No Littering" and "Exit" signs. Ask: "Where do we see these?"	Sensory Warm-up: Listen to animal sounds. Ask: "What animal makes this sound? Let's listen to their story."	Daily Routine Chant: "First we wake up, then we wash, next we eat, finally we go to school."	Mystery Box: Pull out objects related to a legend (e.g., a crown, a fruit). Predict the story.	Family Tree Sketch: Have learners draw a quick stick-figure family in their notebooks.
Flow:	Introduction: Define symbols as "pictures that tell a story or rule." Instructional Procedure: Present digital and printed icons (Wi-Fi, Recycle, School Zone). Explain their meanings. Activity: "Symbol	Introduction: Introduce the fable "The Lion and the Mouse." Focus on viewing the illustrations. Instructional Procedure: Read the story aloud with expressions. Pause to point out symbols (e.g., a 'Zzz' for sleeping).	Introduction: Introduce "Time Words" as signal words that help us tell when things happen. Instructional Procedure: Model using First, Next, Then, Finally with a "Making a Sandwich" sequence.	Introduction: Recall the "Legend of the Pineapple." Discuss the main character 'Pina'. Instructional Procedure: Demonstrate retelling the story using only 3-5 sentences and own words.	Introduction: Discuss the theme of "Helping at Home" from the previous stories. Instructional Procedure: Model sharing: "In the story, Pina didn't help. In my family, I help by..."

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	Scavenger Hunt" around the classroom/printed posters. Synthesis: Why are symbols important for us to follow?	Activity: Draw the favorite part of the story and circle one symbol found in the book. Synthesis: What did the Mouse do to help the Lion?	Activity: Group Work: Arrange 4 pictures of a seed growing into a flower using time word labels. Synthesis: How do time words help us understand a story?	Activity: "Partner Retelling": One child tells the story, the other checks if "First/Next/Finally" were used. Synthesis: Did your partner use their own words? How did they start?	Activity: "Story-to-Self Connection": Draw a time you helped your family like the Mouse helped the Lion. Synthesis: How are our family stories like the legends we read?
Learning Resources:	Flashcards of icons (Trash bin, Stop, Boys/Girls washroom).	Big Book: "The Lion and the Mouse"; Projector/Laptop.	Sequence cards; Word strips (First, Next, Then, Finally).	Story Map graphic organizer; Local Legend printouts.	Drawing materials; "All About My Family" worksheet.
Opportunities for integration:	Social Studies: Community helpers and rules.	Values Education: Kindness and helping others (Araling Panlipunan).	Mathematics: Sequencing numbers and time.	Filipino/MTB: Vocabulary for storytelling (Unang Hakbang sa Pagbasa).	Arts: Visual representation of family and symbols.
Formative Assessment:	1. What does a red circle with a slash mean? A. Go B. Stop/No C. Play	1. In the fable, who was trapped in a net? A. The Mouse B. The Lion	1. Which word do we use to start a story? A. Finally B. First C. Last	1. Retelling means telling the story in... A. Someone else's words B. Your own	1. Relating a story to your family means... A. Ignoring the story B. Finding how

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	D. Eat 2. Which icon means "No Littering"? A. A bed B. A person throwing trash C. A book D. A car 3. Where do you usually see a "Quiet" symbol? A. Market B. Library C. Playground D. Beach 4. What does the "Boys/Girls" icon represent? A. Kitchen B. Restroom C. Garden D. Clinic 5. An icon is a... A. Long book B. Picture symbol C. Secret code D. Noise	C. The Hunter D. The Bird 2. What did the mouse use to free the lion? A. Scissors B. Teeth C. Hands D. Water 3. Why did we view the pictures in the story? A. To color them B. To understand the story C. To hide them D. To sleep 4. Which character was small but brave? A. Lion B. Mouse C. Elephant D. Giraffe 5. Listening to stories helps us... A. Cry B. Learn and enjoy C. Fight	D. Never 2. "I brush my teeth, ____ I go to sleep." A. First B. Before C. Then D. Always 3. What time word shows the end of an event? A. Next B. Finally C. First D. Once 4. If you eat breakfast and then lunch, what happened "First"? A. Lunch B. Breakfast C. Nap D. Dinner 5. Time words help tell the... A. Color B. Size C. Order of events D. Weight	words C. Spanish D. Songs only 2. What happened to Pina in the legend? A. She became a bird B. She became a fruit C. She became a flower D. She went to the moon 3. What should we do first when retelling? A. Say the end B. Introduce the characters C. Close the book D. Jump 4. A legend is a story about... A. Math B. How things began C. Cooking D. Cleaning 5. When retelling, we use "Next" to show... A. The	it is like your life C. Buying a new book D. Moving to a new house 2. If a character is lazy, and you are helpful, you are... A. Exactly the same B. Different C. The same name D. Angry 3. Family topics include... A. Planets B. My brothers and sisters C. Wild lions D. Rocks 4. How do you feel when you share family stories? A. Scared B. Happy/Proud C. Sleepy D. Bored 5. Using "learned vocabulary" means using...
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		D. Run		beginning B. The middle part C. The title D. The author	A. New words you learned B. Only baby words C. No words D. Made-up words
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Home Walk: Ask parents to help identify 3 symbols/signs on the way home.	Library Time: Borrow a fable book and "read" the pictures to a sibling.	Sequence Hunt: Help mother cook and say the steps using First, Next, and Finally.	Story Night: Retell the Legend of the Pineapple to your parents before bedtime.	Family Interview: Ask a grandparent about a story from when they were young.
Reflections:	(To be filled out after the lesson) Reflection Prompt: Did the learners correctly identify the difference between a picture and a symbol?	(To be filled out after the lesson) Reflection Prompt: Were the learners engaged during the viewing session of the fable?	(To be filled out after the lesson) Reflection Prompt: Which time word was the most difficult for the learners to use?	(To be filled out after the lesson) Reflection Prompt: Can learners retell the story without looking at the pictures?	(To be filled out after the lesson) Reflection Prompt: How did the learners feel when connecting the story to their family?

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Prepared by:	Depedlibre, Teacher	Checked by:	Juan Dela Cruz, Principal / Head
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