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:	NOVEMBER 4 - 8, 2024 (WEEK 6)	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	**LANG1LDEI-I-3** Use language to express connections between ideas. a. Express compare and contrast **LANG1LDEI-I-4** Use high-frequency and content- specific words referring to school.	**LANG1LDEI-I-3** Use language to express connections between ideas. a. Express compare and contrast **LANG1CT-I-1** Record and report ideas and events using some learnt vocabulary. a. Note and describe main points **LANG1LDEI-I-4** Use high-frequency and content- specific words referring to school.	**LANG1IT-I-2** Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, **environmental print**). **LANG1IT-I-1** View and listen to a range of texts for enjoyment and interest.	**LANG1IT-I-2** Recognize icons and symbols in various texts found in familiar contexts (e.g., **printed and digital texts,** books, magazines, environmental print). **LANG1IT-I-1** View and listen to a range of texts for enjoyment and interest.
D. Learning Objectives	At the end of the lesson, the learners can:	At the end of the lesson, the learners can:	At the end of the lesson, the learners can:	At the end of the lesson, the learners can:

	a. identify words that compare and contrast used in the text listened to; and b. apply understanding of words that compare and contrast to show similarities and differences of commonly-found things/places in school.	a. note lines that employ words that compare and contrast used in the text listened to; b. use high-frequency words to describe the similarities and differences of commonly-found things/places in school; and c. use appropriate words to express comparison and contrast.	a. recognize icons and symbols used in environmental prints viewed; and b. express with confidence interests in material viewed.	c. recognize icons and symbols used from the digital texts viewed; and d. express with confidence personal preferences and interests in the material viewed.
II. CONTENT	Comparing and contrasting (school- related topics)	Comparing and contrasting (school- related topics)		Printed vs Digital texts
III. LEARNING RESOURCES				
	GMRC Anchor for the week: Madasalin (Prayerful); Frequently Talking to God through prayer; Madalas na pakikipag-usap sa Diyos sa pamamagitan ng dasal			

A. References		English With Nassrin. (2019, August 15). *How children around the world get to school* [Video]. YouTube. https://www.youtube.com/watch?v=k9K1t8b9t3s		Digital texts from these websites: Literacy, U. F. (n.d.). *Unite for Literacy library*. Unite for Literacy. https://www.uniteforliteracy.com/ Epic! Creations Inc. (n.d.). *Fuel curiosity & reading confidence with Epic.* [Video]. Epic - Books for Kids. https://www.getepic.com/

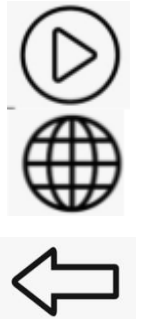
				BloomLibrary. (n.d.). https://bloomlibrary.org/language:fil

B. Other Learning Resources				Actual magazines for learners to look at and hold. If none are available, you can use a digital library to show a sample magazine https://archive.org/details/kzone-philippines- march-2017/mode/2up?view=theater (KZone Magazine, March 2017 issue) Pictures of Filipino Magazines from: https://www.reddit.com/r/CasualPH/comments/1ak5ucm/any_oldies_here_who_remember_saranggola_magazine/ (Saranggola Magazines) Downloadable kids magazine from Netflix: Netflix Jr. Magazine (April 2022) https://downloads.ctfassets.net/ewt73dv4yhi1/HJm4li9oHn34rKywVoNa5/385fecf665c0f913c99473e7c10128ea/Issue_1_-_CMYK_split_pages.pdf

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.** Maghanda ng dalawang magkasinglaking kahon na may magkaibang kulay: isang kulay kape (brown) at isang kulay bahaghari. Ilagay sa mga kahon ang sumusunod: Unang kahon: ● maikling lapis ● makapal na libro Pangalawang kahon: ● mahabang lapis ● manipis na libro **Note:** Maaaring baguhin o dagdagan ang mga bagay na laman ng kahon, depende sa kung ano ang mayroon sa silid. **Gabay na Tanong:** a. Ano-ano ang mga nakikita ninyo sa	**Note: When you do this lesson, use the learners' L1 or the language they understand better.** **SAY:** Tumingin sa loob ng ating silid-aralan. Magbigay ng pares ng mga bagay na makikita rito at paghambingin ang mga ito gamit ang mga salitang natutuhan natin kahapon. Maaaring magtawag ng mga mag-aaral at iproseso ang kanilang mga sagot.	**Note: When you do this lesson, use the learners' L1 or the language they understand better.** **SAY:** Kahapon ay natutuhan nating gumamit ng mga tiyak na salitang nagpapakita ng pagkakatulad o pagkakaiba ng mga idea tungkol sa paaralan. **ASK:** Maaari bang magbahagi ng mga salitang nagpapakita ng pagkakatulad at pagkakaiba na inyong natutuhan? **SAY:** Para umpisahan ang ating talakayan ngayong araw, nais kong magbahagi kayo ng mga bagay na nakikita ninyo habang papasok sa paaralan. Call at least five learners to share what they see outside the school.	**Note: When you do this lesson, use the learners' L1 or the language they understand better.** **SAY:** Magbigay ng pagkakaiba at pagkakatulad ng libro at kompyuter. **ASK:** Kung mayroon tayong gustong malaman, saan tayo pwedeng sumangguni para malaman natin ang sagot sa ating tanong? (Elicit that they can refer to printed materials like books or digital materials like search engines to find answers to questions.)

	mesa? *(ituro ang mga kahon)* b. Maaari ba ninyong ilarawan ang mga ito? c. Maaari ba ninyong paghambingin ang dalawang kahon? Sa paghahambing, bigyang-pokus ang: 1. bigat 2. kulay 3. laki *(hintaying mabanggit ng mga mag-aaral ang "magkasinglaki, mas makulay, mas mabigat/magaan" bago ilabas ang mga laman ng kahon)* Iproseso ang bawat laman ng kahon gamit ang tatlong tanong sa itaas. Bigyang-diin ang pagkakapareho/pagkakai ba ng mga bagay mula sa bawat kahon. Maaaring magtawag ng ilang mga mag-aaral sa harap upang sila ang magpahayag ng pagkakatulad o pagkakaiba ng dalawang bagay habang hawak ang mga ito.		**SAY:** Ipakita ang larawan.  **ASK:** 1. Pamilyar ba kayo sa larawang ito? 2. Saan ninyo ito madalas makita? 3. Ano kaya ang ibig sabihin nito? 4. Ano ang madalas ninyong gawin kapag nakikita ninyo ang ganitong karatula?	

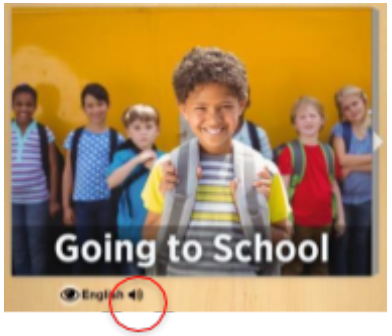
Lesson Purpose/Intention	SAY: Ngayong araw, matutuhan natin ang mga	SAY: Ngayong araw, ipagpapatuloy natin ang	SAY: Ngayong araw, pag- aaralan natin ang mga	SAY: Ngayong araw, aalamin natin kung paano naiiba

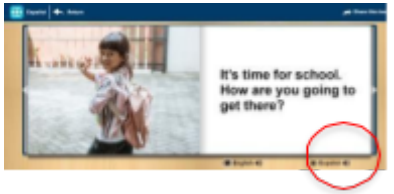
	salitang nagpapakita ng pagkakapareho o pagkakaiba. Makapagbabahagi rin tayo ng ating mga ideya tungkol sa paaralan gamit ang mga salitang natutuhan.	pag-aaral sa mga salitang nagpapakita ng pagkakapareho o pagkakaiba. Makapagbabahagi rin tayo ng ating mga ideya tungkol sa paaralan gamit ang mga salitang natutuhan.	simbolo, karatula, at icons na nakikita natin sa loob at labas ng paaralan. Matutuhan din natin ang kahulugan at kahalagahan ng mga ito.	ang digital texts sa mga librong binabasa natin. Pag-aaralan din natin ang iba't ibang simbolong ginagamit sa mga digital texts.
Lesson Language Practice	Introduce the following words in the learners' L1: *pare-pareho/pareho mas magkasing* Say these words three times and encourage the learners to repeat after you. You may add more words that are representative of the target words (words that compare and contrast) found in the learners' L1.	Use the following words in sentences that learners' often use or hear in daily school conversations. *pare-pareho/pareho mas magkasing* Say these words three times and encourage the learners to repeat after you. You may add more words that are representative of the target words (words that compare and contrast) found in the learners' L1.	Introduce the following words in the learners' L1: **Sa labas ng paaralan:** ● *bawal tumawid* ● *pasukan at labasan (entrance/exit)* **Sa loob ng paaralan:** ● *pambabae at Panlalaking Palikuran* ● *tumahimik (maintain silence)* ● *magtapon ng basura sa tamang tapunan (nabubulok/di-nabubulok/narereksiklo)* You may more words that are representative of the target words foundin the learners' L1.	Discuss the unfamiliar words in the learners' L1 that they may encounter in today's lesson. (icons, symbols or simbolo) Show familiar icons like speaker, arrows, play, etc.  Let learners identify these and where they had been seen before.

During/Lesson Proper

Reading the Key Idea/Stem	Read the text twice to the learners using their L1. **Teksto:** May iba't ibang silid sa paaralan. May kani- kaniyang laki ang mga ito. Kadalasan, pare-pareho ang mga kulay ng silid sa paaralan. Mas malaki ang bulwagan kaysa sa silid-aralan. Kaya nitong maglaman ng mas maraming tao at kagamitan. Mas maraming libro sa silid-aklatan kaysa sa silid-aralan. Sa mas tahimik na silid na ito makikita ang iba't ibang sanggunian. Magkasing linis ang kantina at palikuran upang masiguro ang maayos na kalusugan ng lahat. May kani-kaniyang gamit ang bawat silid sa paaralan. Kaya dapat ang mga ito'y panatilihin ang kaayusan at pahalagahan.	Reread the text in day 1 to the learners using their L1. **Teksto:** May iba't ibang silid sa paaralan. May kani- kaniyang laki ang mga ito. Kadalasan, pare-pareho ang mga kulay ng silid sa paaralan. Mas malaki ang bulwagan kaysa sa silid-aralan. Kaya nitong maglaman ng mas maraming tao at kagamitan. Mas maraming libro sa silid-aklatan kaysa sa silid-aralan. Sa mas tahimik na silid na ito makikita ang iba't ibang sanggunian. Magkasing linis ang kantina at palikuran upang masiguro ang maayos na kalusugan ng lahat. May kani-kaniyang gamit ang bawat silid sa paaralan. Kaya dapat ang mga ito'y panatilihin ang	**SAY:** Ang "environmental print" ay tumutukoy sa mga salitang, numero, o larawan na makikita natin sa ating kapaligiran. Ito ay bahagi ng ating araw-araw na buhay, tulad ng mga karatula sa kalsada, label ng pagkain, at pangalan ng mga tindahan.	**SAY:** Ngayong araw, magbabasa tayo ng digital texts. **ASK** Alam niyo ba kung ano ang digital texts? **SAY:** Ang digital texts ay mga babasahin na makikita sa mga electronic devices tulad ng computer, tablet, at cellphone. Hindi ito tulad ng mga libro o papel na hawak natin. Nababasa natin ang digital texts gamit ang screen. Isa sa mga klase ng digital texts ay tinatawag na e- book. Ito ay libro na mababasa sa computer o tablet. Note: You need internet connection to be able to access the digital texts. Go to the website https://www.uniteforliteracy.com/

		kaayusan at pahalagahan.		Show the website. Show them that the website contains a lot of e-books that we can access and read for free.  Go to the search bar, and type “Going to School”  Say: Ngayong araw, magbabasa tayo ng isang libro na nagtatalakay ng paksang napag-usapan natin kahapon. Show the cover page. Ask learners to guess what the book will be about. Introduce the icons and symbols that are on the page.

				 Arrow to the right - to turn to the next page  Speaker - to listen to the audio narration  Left arrow - to go back to previous page

				Read the book to the class once. Use the icons to navigate the e-book. Use the speaker and have learners listen to the book read to them in English. Discuss what the book is saying in their L1. Once you have read the book to the class once, explore other languages.  Use the narration icon on the top left side of the page to choose another language (ex. Espanol). Let the learners listen to the text / read the book in another language using the icon below.  Introduce other icons Return - to return to home page Share - to share the link to

				a friend

				Say: Ang digital texts ay isang masayang paraan para matuto at magbasa, lalo na kung wala kang libro sa tabi mo!

Developing Understanding of the Key Idea/Stem	Process the text listened to by asking the following questions: ***Gabay na tanong:*** 1. *Paano mailalarawan ang iba't ibang silid sa paaralan?* 2. *Bakit kayang maglaman ng mas maraming maraming tao bulwagan kaysa sa silid-aralan*? 3. *Ano ang kaibahan ng silid-aklatan sa silid-aralan?* 4. *Ano ang pagkakapareho ng kantina at palikuran?* 5. *Bakit kailangang panatilihin ang kaayusan at pahalagahan ang mga silid sa paaralan?*	Let the learners note the main points in the text listened to by asking them to identify the specific lines from the text that used words that compare and contrast. **Inaasahang sagot: Mga linya sa teksto:** a. **Pare-pareho** ang mga kulay ng silid sa paaralan. b. **Mas** maraming libro sa silid-aklatan kaysa sa silid-aralan. c. **mas** tahimik na silid d. **magkasing** linis ang kantina at palikuran Be ready to provide a copy of the correct answers. Then, highlight the lines by reading them to the learners. Ask the learners to repeat after you. ASK:	Show icons, symbols, billboards, signages, packagings, and labels of things/places commonly found inside and outside the school. These materials may vary depending on what is available in the school. Let the learners identify the shown environmental prints. Then, ask them where they commonly see these. You may start with the environmental print versions of the words and phrases introduced in the Lesson Language Practice. Then, add more environmental prints available in the school.	Read another book from Unite for Literacy. Hartman, H. (2013). We love the library. https://www.uniteforliteracy.com/unite/community/book?BookId=134  This book has a Tagalog narration option. Review the icons and symbols discussed earlier to navigate and read the e-book. Listen to the book as it is read in Tagalog, and then in English. Depending on the time, you can explore another

		Maaari ba kayong magbahagi sa klase ng iba't ibang pagkakatulad at pagkakaiba ng mga silid sa ating paaralan? Bigyang-pansin natin ang mga hindi pa nabanggit sa napakinggang teksto. Halimbawa: Mas malapit ang kantina mula sa aming silid- aralan kaysa sa klinika. SAY: Kayo naman mga bata.		book from the same website.
Deepening Understanding of the Key Idea/Stem	After processing the text, focus on deepening the understanding of words that compare and contrast by asking the following questions: **ASK:** a. Ano-anong salita ang nagamit upang paghambingin ang mga silid? b. Ano naman upang sabihin ang pagkakaiba? c. Ano-anong mga salita pa ang maaari nating	Let the learners use the learnt words that compare and contrast in different contexts. **SAY:** Gamit ang mga salitang natutuhan, ipahayag ang pagkakatulad o pagkakaiba ng mga pares ng larawan. **a. Unang pares ng larawan:** Pokus: Batay sa haba	Divide the class into groups based on different rooms or areas within the school. Each group will be assigned a specific room or location. Ask them to draw environmental prints commonly found in that area (e.g., signs, labels, posters, icons). Encourage them to be creative and design their own environmental prints that could be added to the space, such as new signs, symbols, or notices that	Explore another website that has e-books for kids. https://www.getepic.com/ (Note: You need to create an account first. Access is free. Internet connection is also necessary.) Note similarities and differences in the icons used in both websites. End the lesson by asking these questions:

	gamitin upang maipakita ang pagkakatulad at pagkakaiba ng mga ideya? SAY: Mahalagang gumamit ng salitang “mas” upang maipakita ang kaibahan ng mga ideya. Ang “magkasing” at “pareho o pare-pareho” ay ginagamit naman upang maipakita ang pagkakatulad ng mga ideya.	- isang ruler at isang lapis *(mas mahaba ang ruler kaysa sa lapis)* **b. Ikalawang pares ng larawan:** Pokus: batay sa bigat - galon ng tubig at bote ng tubig *(mas mabigat ang isang galon ng tubig kaysa sa isang bote ng tubig)* **c. Ikatlong na pares ng larawan:** Pokus: batay sa lakas - kampana ng paaralan at pito *(mas malakas ang tunog ng kampana ng paaralan kaysa sa pito)* **d. Ikaapat pares ng larawan:** Pokus: batay sa haba pandakot at walis *(magkasinghabang pandakot at walis)*	would be helpful for learners and teachers. Group 1: silid-aralan Group 2: silid-aklatan Group 3: hallway Group 4: palikuran Group 5: gulayan sa paaralan After completing their drawings, have a representative from each group present to the class. The representative should share a brief explanation of their designed environmental prints, including what they drew and why they think these signs or symbols would be helpful in the assigned area.	1. Ano ang mga digital na teksto? 2. Ano ang kaibahan ng tekstong digital sa karaniwang babasahin? 3. Alin sa mga nabasa ninyong tekstong digital and inyong pinakanagustuhan? Bakit? To facilitate the discussion and make sure everyone gets to share, you can do a Think-Pair- Share activity. Have learners think about the book they liked the most and share it with their partner. Once everyone has talked to their partners, ask for volunteers to share their responses to the whole class.

		e. Ikalimang pares ng larawan: Pokus: batay sa lawak track oval at gymnasium *(mas malawak ang track oval kaysa sa gymnasium)*		
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Ask learners to answer the following question: Ano-anong mga salita ang ginamit mo sa paghahambing?	Ask learners to answer the following question: Bakit dapat tiyak na mga salita ang gamitin natin sa pagpapahayag ng pagkakatulad o pagkakaiba ng mga ideya?	Ask learners to answer the following questions: Paano nakatutulong ang environmental prints sa mga mag-aaral? Ano ang kahalagahan ng mga ito sa paaralan?	Ask learners to complete these statements: Ang natutuhan ko ngayong araw ay _____. Gusto kong magbasa ng mga libro o kuwento tungkol sa _____.
Evaluating Learning	**SAY:** May ipakikita ako ng pares ng mga larawan. Itaas ang salitang “mas” kung ang mga ito ay nagpapakita ng pagkakaiba at “magkasing” kung pagkakatulad. 1. batay sa laki (pantasa at pambura) 2. batay sa luwang (pinto at tarangkahan(gate)) 3. batay sa haba	**SAY:** Maglabas ng dalawang bagay mula sa inyong bag at paghambingin ang mga ito gamit ang mga natutuhang salita.	Magpakita ng lima hanggang sampung larawan ng environmental print at ipasagot kung ano ang ibig sabihin ng bawat isa.	Show the different icons discussed. Have learners orally identify what they mean. If there is time, have learners share their answers to the following question: *Ano ang paborito mong kuwento? Bakit?*

	(dalawang krayola) 4. batay sa rami (tatlong popsicle sticks at tatlong marker) 5. batay sa taas (entablado at dalawang palapag na gusali ng paaralan)			
Additional Activities for Application or Remediation (if applicable)		**Home Practice** Ask the learners to practice using the words learned to compare and contrast things around them.		
Remarks				
Reflection				

Prepared by:

_____

Subject Teacher

Reviewed by:

_____

Master Teacher/Head Teacher

Approved by:

_____

School Head