	MATATAG K to 10 Curriculum Weekly Lesson Log	School: Visit DepEdResources.com for More			Grade Level: 1	
		Name of Teacher			Learning Area: Reading and Literacy	
		Teaching Dates and Time:			Quarter: First	
	DAY 1	DAY 2	DAY 3	DAY 4		
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES						
A. Content Standards	The learners demonstrate phonological awareness in decoding developmentally- and grade level-appropriate words; understand and create simple sentences to express meaning about oneself, family, and everyday topics (narrative and informational).					
B. Performance Standards	The learners use phonological and alphabetic knowledge to read/write words accurately with/for meaning and narrate personal experiences with family and content-specific topics.					
C. Learning Competencies	RL1PA-I-2 Segment a two-three syllable word into its syllabic parts. (L S) RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any). (L S) RL1PWS-I-1 Produce the sound of the letters of L1. (L S R) RL1PWS-I-2 Identify the letters in L1. (L S R) RL1PWS-I-5 Sound out words accurately. (L S R)	RL1PA-I-2 Segment a two-three syllable word into its syllabic parts. (L S) RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any). (L S) RL1PWS-I-1 Produce the sound of the letters of L1. (L S R) RL1PWS-I-2 Identify the letters in L1. (L S R) RL1PWS-I-5 Sound out words accurately. (L S R)	RL1PA-I-2 Segment a two-three syllable word into its syllabic parts. (L S) RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any). (L S) RL1PWS-I-1 Produce the sound of the letters of L1. (L S R) RL1PWS-I-2 Identify the letters in L1. (L S R) RL1PWS-I-5 Sound out words accurately. (L S R)	RL1PWS-I-5 Sound out words accurately. (L S R) RL1CAT-I-1 Comprehend stories. a. Note important details in stories (character, setting, and events). (L S) RL1VWK-I-2 Identify words with different functions (naming and describing words): a. words that label animals , actions, situations, ideas,		

	<p>RL1PWS-I-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending). (L S R)</p> <p>RL1CAT-I-1 Comprehend stories.</p> <ol style="list-style-type: none"> Note important details in stories (character, setting, and events). (L S) Sequence stories with at least 3 events. (L S) Infer the character's feelings and traits. (L S) Relate story events to one's experience. (L S) <p>RL1VWK-I-2 Identify words with different functions (naming and describing words):</p> <ol style="list-style-type: none"> words that label animals, actions, situations, ideas, and emotions etc.) (L S R) words that describe persons, places, things, animals, 	<p>RL1PWS-I-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending). (L S R)</p> <p>RL1CAT-I-1 Comprehend stories.</p> <ol style="list-style-type: none"> Note important details in stories (character, setting, and events). (L S) Sequence stories with at least 3 events. (L S) Infer the character's feelings and traits. (L S) Relate story events to one's experience. (L S) <p>RL1CCT-I-4 Respond creatively to texts (myths, legends, fables, and narrative poems).</p> <p>RL1VWK-I-2 Identify words with different functions (naming and describing</p>	<p>RL1PWS-I-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending). (L S R)</p> <p>RL1CAT-I-1 Comprehend stories.</p> <ol style="list-style-type: none"> Note important details in stories (character, setting, and events). (L S) Sequence stories with at least 3 events. (L S) Infer the character's feelings and traits. (L S) Relate story events to one's experience. (L S) <p>RL1CCT-I-4 Respond creatively to texts (myths, legends, fables, and narrative poems).</p> <p>RL1VWK-I-2 Identify words with different functions (naming and describing</p>	<p>and emotions etc.) (L S R)</p> <p>RL1BPK-1-2 Recognize the parts of the book (cover page, title page, etc.) (L S R)</p> <p>RL1CCT-I-4 Respond creatively to texts (myths, legends, fables, and narrative poems).</p> <p>RL1VWK-I-5 Write words legibly and correctly. (L S R) *W</p>
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	actions, situations,	words):	words):	
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	<p>ideas, and emotions (L S R)</p> <p>RL1CCT-I-4 Respond creatively to texts (myths, legends, fables, and narrative poems).</p> <p>RL1BPK-1-3 Recognize proper eye movement skills in reading: (L S R)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep <p>RL1VWK-I-5 Write words legibly and correctly. (L S R) *W</p>	<p>a. words that label animals, actions, situations, ideas, and emotions</p> <p>b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions L S R etc.) (L S R)</p> <p>RL1BPK-1-3 Recognize proper eye movement skills in reading: L S R</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep <p>RL1PWS-I-4 Substitute individual sounds in simple words to make new words. (L S R)</p>	<p>a. words that label animals, actions, situations, ideas, and emotions L S R</p> <p>b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions (L SR)</p> <p>RL1BPK-1-3 Recognize proper eye movement skills in reading: L S R</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep <p>RL1PWS-I-4 Substitute individual sounds in simple words to make new words. (L S R)</p>	
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		RL1VWK-I-5 Write words legibly and correctly. (L S R) *W	RL1VWK-I-5 Write words legibly and correctly. (L S R) *W	
<i>D. Learning Objectives</i>	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> ● Segment two- and three-syllable words into their individual syllables. ● Identify the initial sounds in words, including vowels, consonants, and semi-vowels. ● Produce the correct sounds for each letter in their primary language (L1). ● Recognize the letter in their primary language (L1). ● Isolate initial and final sounds in given words. ● Sound out words accurately. 	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> ● Segment two- and three-syllable words into their individual syllables. ● Identify the initial sounds in words, including vowels, consonants, and semi-vowels. ● Produce the correct sounds for each letter in their primary language (L1). ● Recognize the letter in their primary language (L1). ● Isolate initial and final sounds in 	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> ● Segment two- and three-syllable words into their individual syllables. ● Identify the initial sounds in words, including vowels, consonants, and semi-vowels. ● Produce the correct sounds for each letter in their primary language (L1). ● Recognize the letter in their primary language (L1). ● Isolate initial and final sounds in 	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> ● Segment two- and three-syllable words into their individual syllables. ● Sound out words accurately. ● Identify key details in stories, including characters, setting, and events. ● Use words that label animals. ● Identify the appropriate title of the text read. ● Color the letters of book titles to enhance engagement with different parts of a

		given words.	given words.	book.
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	<ul style="list-style-type: none"> • Identify key details in stories, including characters, setting, and events. • Arrange the events of a story in the correct order. • Determine characters' feelings and traits based on story details. • Connect events in stories to their own personal experiences in response to the story read. • Use words that label and describe animals, actions, and situations. • Recognize proper eye movement skills in reading, including reading from left to right, top to bottom, and performing a return sweep. 	<ul style="list-style-type: none"> • Sound out words accurately. • Identify key details in stories, including characters, setting, and events. • Arrange the events of a story in the correct order. • Determine characters' feelings and traits based on story details. • Connect events in stories to their own personal experiences in response to the story read. • Use words that label and describe animals, actions, and situations. • Recognize proper eye movement skills in reading, 	<ul style="list-style-type: none"> • Sound out words accurately. • Identify key details in stories, including characters, setting, and events. • Arrange the events of a story in the correct order. • Determine characters' feelings and traits based on story details. • Connect events in stories to their own personal experiences in response to the story read. • Use words that label and describe animals, actions, and situations. • Recognize proper eye movement skills in reading, 	<ul style="list-style-type: none"> • Write words legibly and correctly.
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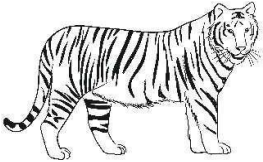
including reading
from left to right,


including reading
from left to right,

	<ul style="list-style-type: none"> Write words legibly and correctly. 	<p>top to bottom, and performing a return sweep.</p> <ul style="list-style-type: none"> Write words legibly and correctly. Substitute sounds in simple words to form new words. 	<p>top to bottom, and performing a return sweep.</p> <ul style="list-style-type: none"> Write words legibly and correctly. Substitute sounds in simple words to form new words. 	
<i>E. Anchor</i>	Values Integration: Embracing Your Uniqueness, Self-determination in Overcoming Challenges, Courage in Helping Others			
II. CONTENT	Letter ‘Ee’ Pabola: Ang Elepanteng Elegante	Letter ‘Uu’ Pabola: Ang Uhaw na Uwak	Letter ‘Tt’ Pabola: Ang Takot na Tigre	
III. LEARNING RESOURCES				
<i>A. References</i>		Ang Uwak at Ang Banga Maikling Kuwento Pabula https://youtu.be/J9IZA-lxP1w?si=_qTKAMeo-EGj1Qe5		
<i>B. Other Learning Resources</i>	Use the instructional materials, videos, and texts in the school that are appropriate to the lesson and in the learners’ L1. Refer to similar primer lessons or lesson exemplars if any that correspond to the learners’ L1. Find corresponding texts available in the local repositories/LRMDs.			

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

<p><i>Activating Prior Knowledge</i></p>	<p>Do: Write the letter Bb on the board. Have the learners review the sound of /b/.</p> <p>Ask:</p> <ul style="list-style-type: none"> o <i>Ano ang tunog ng letrang ito? Ano ang pangalan ng letrang ito?</i> o <i>Ano-anong mga bagay ang alam ninyo na nagsisimula sa letrang B?</i> <p>Say:</p> <p><i>Ngayon naman ay maykikilalanin tayong panibagong letra at tunog.</i></p> <p>Do:</p> <ul style="list-style-type: none"> ✓ Sing the E song (use any video, if available) <p>Say:</p> <p><i>Ayon sa ating inawit, ano ang tunog ng letrang 'Ee'?</i></p>	<p>Do:</p> <ul style="list-style-type: none"> ✓ Write the letter 'Ee' on the board. Have the learners review the sound of /e/. ✓ Ask the learners for words that have the /e/ sound in them. <p>Say:</p> <p><i>Sa araw na ito ay agaaralan nating bigkasin at isulat ang letrang 'Uu'.</i></p> <p>Do:</p> <ul style="list-style-type: none"> ✓ Write the letter 'U'u on the board or show a flashcard of the said letter. ✓ Model the sound production of the letter U and ask learners to produce its sound as well. 	<p>Do:</p> <ul style="list-style-type: none"> ✓ Write the letter Uu on the board. ✓ Have the learners review the sound of /u/. ✓ Have the learners say words that have the sound of /u/ <p>Do:</p> <ul style="list-style-type: none"> ✓ Ipakita ang larawan ng isang tigre.  <p>Say:</p> <p><i>Bilugan ang mga salita na naglalarawan o tumutukoy sa tigre.</i></p>	<p>Do:</p> <ul style="list-style-type: none"> ✓ Write the letter Tt on the board. Have the learners review the sound of /t/. ✓ Have the learners say words that have the sound of /t/. <p>Do:</p> <ul style="list-style-type: none"> ✓ Ipakita ang isang aklat na may pamagat at larawan. <p>Say:</p> <p><i>Ano ang nakikita ninyo sa unahan ng isang aklat?</i></p> <p><i>Sagot: Pamagat (kung minsan ay larawan)</i></p> <p>Say:</p>
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	<p><i>Sabay-sabay nating iguhit ang malaking letrang 'E' at maliit na letrang 'e' sa hangin, habang binibigkas ang tunog nito.</i></p>		 <p>Say:</p> <p>Sa anong letra nagsisimula ang salitang 'tigre'?</p> <p>Sagot: letrang t</p> <p>Do:</p> <ul style="list-style-type: none"> ✓ Show the capital letter T and small letter t. Guide the learners in producing the sound of /t/. 	<p>Naalala pa ba ninyo ang mga pamagat ng ating binasang kwento?</p> <ul style="list-style-type: none"> • Ano ang pamagat ng ating kwento tungkol sa elepante? <p><i>Sagot: Ang Eleganteng Elepante</i></p> <ul style="list-style-type: none"> • Ano ang pamagat ng ating kwento tungkol sa uwak? <p><i>Sagot: Uhaw na Uwak</i></p> <ul style="list-style-type: none"> • Ano ang pagmagat ng ating kwento tungkol sa tigre? <p><i>Sagot: Ang Takot ng Tigre</i></p>
<p><i>Lesson Purpose/Intention</i></p>	<p>Explain to the learners the intention of today's lesson, where they will learn to recognize and produce the sound of /e/. They will identify the sound in words, isolate the sound at the beginning and end of words, read accurately, and understand a simple narrative text.</p>	<p>Explain to the learners the intention of today's lesson, where they will learn to recognize and produce the sound of /u/, identify the sound in words, isolate the sound at the beginning and end of words, read accurately, and understand a simple narrative text.</p>	<p>Explain to the learners the intention of today's lesson, where they will learn to recognize and produce the sound of /t/, identify the sound in words, isolate the sound at the beginning and end of words, read accurately, and understand a simple narrative text.</p>	<p>Explain to learners the purpose of today's lesson, where they will recognize the parts of a book, focusing on the title page and identifying titles relevant to the story read. They will also creatively engage with the text.</p>

<p>Lesson Language Practice</p>	<p>Do:</p> <ul style="list-style-type: none"> ✓ Show a magic box with the following words in meta cards for learners to read and/or identify. <p>Note:</p> <p><i>The teacher may use actual objects or pictures.</i></p> <ul style="list-style-type: none"> • elepante • elegante • ermitanyo • empanada • ehersisyo • ensaymada <p>Do:</p> <ul style="list-style-type: none"> ✓ Call learners to pick an object or picture and the whole class will name the picture. ✓ Emphasize the sound of /e/. 	<p>Say:</p> <p><i>Ngayon naman ay magbabasa tayo ng mga salitang nagsisimula sa letrang 'Uu'. Bigbigyang diin natin ang pagbasa sa letrang Uu.</i></p> <p>Note:</p> <p><i>Syllabicate the words for proper sound production.</i></p> <p>Uwak [u-wak] Uhaw [u-haw] Ulan [u-lan] Ulam [u-lam] Unan [u-nan]</p> <p>Say:</p> <p><i>Piliin ang tamang salita upang mabuo ang diwa ng pangungusap.</i></p> <p>Uwak Uhaw Ulan</p>	<p>Say:</p> <p>“Ngayong araw ay kikilalanin natin ang iba’t ibang salitang may tunog ng /t/.”</p> <p>Do:</p> <ul style="list-style-type: none"> ✓ Have the learners listen to the following words emphasizing the sound of /t/. ✓ Have them repeat the words after the teacher sound it out. <p>Tigre Tapang Matapang Napakatapang</p> <p>Insekto Liit Maliit</p>	<p>Say:</p> <p><i>“Basahin natin ang salitang pamagat. Pansinin at bigyang diin ang tunog ng /p/ at /t/.</i></p> <p><u>Pamagat</u></p> <p><i>Pantigin natin ang salitang pagamat sa pamamagitan ng pagpalakpak.”</i></p> <p>Pamagat [pa-ma-gat]</p>
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	<p>Ask:</p> <ul style="list-style-type: none"> Ano ang napansin ninyo sa mga salita na nasa larawan? <p><i>Sagot: Ang mga salita ay nagsisimula sa letrang 'e'.</i></p>	<p>Ulam</p> <p>Unan</p> <p>Ang _____ ay dumapo sa puno.</p> <p>Uminom ng tubig ang batang _____.</p> <p>May lamang tubig _____ ang banga.</p> <p>May kanin at _____ sa lamesa.</p> <p>Ilagay ang _____ sa higaan.</p>	<p>Pinakamaliit</p> <p>Tipaklong</p> <p>Ipit</p> <p>Naipit</p> <p>Naiipit</p> <p>Tuwa</p> <p>Tuwang-tuwa</p>	
During/Lesson Proper				
<p><i>Reading the Key Idea/Stem</i></p>	<p>Say:</p> <p><i>Handa na ba kayong makinig sa isang kwento na aking babasahin? Bago ko basahin ang kwento, nais kong pansinin ninyo na gumagalaw ang ating mga mata mula kaliwa patungo sa kanan habang tayo'y nagbabasa.</i></p> <p><i>Mahalaga ang tamang pagtigil o pahinga sa pagitan ng mga pangungusap upang mas maintindihan natin ang binabasa.</i></p>	<p>Say:</p> <p><i>Ngayon naman ay makikinig tayo ng isang kwento tungkol sa uwak. Ipakita natin ang tamang galaw ng ating mga mata tuwing nagbabasa.</i></p> <p style="text-align: center;">Pagpapaunlad ng Talasalitaan</p> <p>Tagtuyot -larawan</p>	<p><u>Pagpapaunlad ng Talasalitaan</u></p> <p>Do:</p> <p>Guide the learners in choosing the correct words from the pool that would complete each sentence.</p> <p>Say:</p> <p>Ang mga pangungusap na babasahin ko ay mayroong patlang o nawawalang salita. Piliin ang angkop na</p>	<p>Say:</p> <p><i>“Ano ang kahulugan ng pamagat?”</i></p> <p>Do:</p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p>✓ Read and explain to the learners the</p> </div>

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	<p>Pagpapaunlad ng Talasatiaan</p> <ol style="list-style-type: none"> Ito ay isang uri ng hayop na may malalaking tenga. <i>Sagot: Elepante</i> Ito ay isang uri ng sasakyan sa himpapawid. <i>Sagot: eroplano</i> Ito ang tawag sa isang tao o bagay na kakaiba. <i>Sagot: espesyal</i> 	<p>Banga - larawan Uwak -larawan</p> <p>Do: Play the video of the fable/ Read the story to the learners.</p> <p>Ang Uhaw na Uwak</p> <p>Isang araw sa panahon ng tagtuyot naghahanap ang isang uhaw na uwak ng tubig na maiinom. Buong araw itong naglakbay kaya sya'y uhaw na uhaw. Mamatay sya sa uhaw kapag hindi sya nakainom ng tubig sa lalong madaling panahon.</p> <p>Sa wakas ay nakahanap sya ng isang banga na may lamang kaunting tubig sa loob nito. Subalit ang banga ay malalim. Kahit anong subok nya ay hind nya abot ang tubig nito. Nagisip ng malalim ang uwak kumaha sya ng maliit na bato at inilagay sa loob ng banga sa bawat maliit na bato na nilalagay nya sa loob nito ay unti unting umaangat ang tubig.</p> <p>Pinagpatuloy nya ang paglalagay hanggang sa maabot na ng kanyang tuka ang tubig at sya ay nakainom sa wakas.</p>	<p>salita upang mabuo ang pangungusap.</p> <p>Tigre Insekto Tipaklong</p> <p>Takot Matapang</p> <ol style="list-style-type: none"> Ang _____ ay isang mabangis na hayop na nakatira sa kagubatan. Ang mga _____ ay mga maliliit na hayop tulad ng langgam at tutubi. Ang karaniwang kulay ng _____ ay berde. Ang maliit na hayop ay _____ sa malaking hayop. Ang tigre ay kilala bilang isang _____ na hayop. <p>Do:</p> <p>✓ Read the fable to the learners.</p>	<p>description about the book/story title.</p> <p>Kadulasang makikita ang pamagat sa unahang pahina ng libro. Ang ibang aklat ay may larawan na kaugnay ng kwento. Ang pamagat at larawan ay tumutulong na malaman natin kung tungkol saan ang aklat.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> Saan kadalasan makikita ang pamagat? Sagot: Unahang bahagi ng aklat o libro Kung ang pamagat ay may larawan, tungkol saan ang larawan? Sagot: Ang larawan sa pagmagat ay tungkol sa kwento.
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Ang Elepanteng Elegante

Sa isang malayong kagubatan, may nakatira na isang **elepanteng elegante**. Ang **elepante** ay **espesyal** dahil sa kanyang malalaking tainga. Araw-araw siyang **nag-eehersisyo** at kamakain ng **empanada** at **ensaymada**. Ngunit ang **elepante** ay may ibang nais gawin.

Isang araw, nakita nya ang isang **ermitayo** na may **edad** na, at tinanong sya nito, "**Elepante**, bakit ka malungkot?" Sumagot ang **elepante**, "*Nais kong maging kakaiba. Lumipad sa himpapawid tulad ng ibon, o sumakay sa **eroplano** at libutin ang mundo*".

Gumawa ang **ermitayo** ng isang **eroplano** mula sa dahon at sanga. Ang mga hayop sa gubat ay nagtipon upang masaksihan ang **eksena**. Sumakay ang **elepante** sa **eroplanong** gawa sa dahon at sanga. Ngunit dahil sa bigat nya, sya ay lumagapak sa lupa at ang lahat ay humagalpak ng tawanan.

Instruct them to tap their desk when they hear the sound of /e/.

Ang Takot na Tigre

Sa malayong kagubatan, may batang tigre na ang pangalan ay Ted. Si Ted ay takot sa lahat—sa mga puno, hangin, at kahit sa maliliit na insekto.

Isang araw, nakita ni Ted ang isang tipaklong na nagngangalang Tino na naipit sa sanga. "Tulongan mo ako, Ted," sabi ni Tino.

Kahit takot, nilakasan ni Ted ang loob niya. Dahan-dahan niyang inangat ang sanga gamit ang kanyang mga ngipin. Nakalaya si Tino at tuwang-tuwa.

"Salamat, Ted! Napakatapang mo!" sabi ni Tino.



Ngumiti si Ted. Natutunan niyang kaya rin pala niyang maging matapang. Mula noon, unti-unti nang nawala ang takot ni Ted.

<p><i>Developing Understanding of the Key Id/Stem</i></p>	<p>Do:</p> <ul style="list-style-type: none"> ✓ After reading, ask learners to respond to the following questions. <p>Ask:</p> <ol style="list-style-type: none"> 1. <i>Sino ang pangunahing tauhan sa kwento?</i> 2. <i>Saan naganap ang kwento?</i> 3. <i>Ano ang kinakain ng elepante araw-araw?</i> 4. <i>Ano ang nararamdaman ng elepante noong una siyang makausap ng ermitanyo?</i> 5. <i>Bakit nais ng elepante na maging kakaiba.</i> 6. <i>May karanasan ka ba na katulad ng elepante na nais mong maging kakaiba? Ibahagi mo ito.</i> 	<p>Do:</p> <ul style="list-style-type: none"> ✓ After reading, ask learners to respond to the following questions. <p>Ask:</p> <ol style="list-style-type: none"> 1. <i>Sino ang bida sa kuwento?</i> 2. <i>Ano ang hinahanap ng uwak?</i> 3. <i>Saan nangyari ang kuwento?</i> 4. <i>Ano ang ginawa ng uwak para makainom ng tubig?</i> 5. <i>Paano natapos ang kuwento?</i> 6. <i>Ano ang ugali ng uwak batay sa kanyang mga ginawa?</i> 7. <i>Nakaramdam ka na ba ng uhaw tulad ng uwak ngunit walang tubig o inumin kang pwedeng mainom pagligid mo? Ano ang ginawa mo para mawala ang</i> 	<p>Do: After reading, ask learners to respond to the following questions:</p> <p><i>Mga Tanong:</i></p> <ol style="list-style-type: none"> 1. Sino ang batang tigre sa kuwento? 2. Ano ang pangalan ng tipaklong na nakita ni Ted? 3. Saan nakatira si Ted? 4. Ano ang ginawa ni Ted para tulungan si Tino? 5. Ano ang natutunan ni Ted sa kuwento? 6. Ano ang naramdaman ni Ted sa simula ng kuwento? 7. Anong katangian ang ipinakita ni Ted nang tinulungan niya si Tino? 	<p>Say:</p> <p><i>“May babasahin akong tatlong tekso. Tutukuyin ninyo ang angkop na pamagat.”</i></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> <p>Ang Masayahing Kuneho</p> <p>Ang Matalinong Unggoy</p> <p>Ang Masipag na Langgam</p> </div> <p><i>Note:</i> The teacher may provide illustration for each of the story title to guide learners in choosing the appropriate title for each text.</p> <p>Teksto A:</p> <p>May isang maliit na kuneho ang pagala-gala sa gubat. Mahilig siyang makipagkaibigan sa mga hayop na kanyang nadadaanan. Sya ay masayahin at palakaibigan.</p> <p style="text-align: right;"><i>Sagot: Ang Masayahing Kuneho</i></p>
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		<i>uhaw mo?</i> 8. <i>Tuwing mayroon kang isang suliranin, ano ang una</i>	8. Natakot ka na ba tulad ni Ted? Ano ang ginawa mo para maging matapang? 9. Nakatulong ka na ba sa isang kaibigan tulad ng	
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		<p><i>mong ginagawa? (ipaliwanag ang salitang suliranin sa pamamagitan ng mga halimbawa.)</i></p>	<p>ginawa ni Ted kay Tino? Ikuwento mo.</p>	<p>Teksto B:</p> <p>Si Uno ay isang mauisang unggoy. Nais niyang malaman ang lahat ng bagay sa kapaligiran. Mahilig siyang magtanong at makipag-usap sa iba't ibang hayop sa gubat. Si Uno ay isang matalinong Unggoy.</p> <p style="text-align: center;"><i>Sagot: Ang Matalinong Unggoy</i></p> <hr/> <p>Teksto C:</p> <p>Hindi pa sumisikat ang araw ay nasa bukid na si Tina, na isang langgam. Batid nya na kailangan niyang mag-imbak ng pagkain habang tag-araw pa upang maging handa pagsapit ng tag-ulan.</p> <p style="text-align: center;"><i>Sagot: Ang Masipag na Langgam</i></p>
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	<p>Do:</p> <ul style="list-style-type: none">✓ Have the learners sound out words that have the beginning and ending sound of /e/.	<p>Do:</p> <ul style="list-style-type: none">✓ Have the learners sound out words that have the beginning and ending sound of /u/.	<p>Do:</p> <ul style="list-style-type: none">✓ Have the learners sound out words that have the beginning and ending sound of /u/.	<p>Do:</p> <ul style="list-style-type: none">✓ Read to the learners the titles of the text.✓ Have them color the letters of the titles.
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<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>✓ Guide them in segmenting each word through clapping or tapping.</p> <p><u>Beginning</u></p> <p>eroplano [e-ro-pla-no] ermitanyo [er-mi-tan-yo]</p> <p>empanada [em-pa-na-da] ensaymada [en-say-ma-da]</p> <p>ehersisyo [e-her-sis-yo] espesyal [es-pes-yal]</p> <p><u>Ending</u></p> <p>putahe [pu-ta-he] kamote [ka-mo-te] kapote [ka-po-te] karuwahe [ka-ru-wa-he] higante [hi-gan-te]</p>	<p>✓ Guide them in segmenting each word through clapping or tapping.</p> <p>Mga salitang may tunog na /u/.</p> <p>ubas [u-bas] ubod [u-bod] ulap [u-lap] upo [u-po] ulo [u-lo] ugat [u-gat] ukit [u-kit] ulan [u-lan] unan [u-nan] ulam [u-lam] uhaw [u-haw] lusaw [lu-saw]</p>	<p>✓ Guide them in segmenting each word through clapping or tapping.</p> <p>Mga salitang may tunog na /t/ sa unahan at sa hulihan ng salita.</p> <p>tigre [ti-gre] tipaklong [ti-pak-long] insekto [in-sek-to]</p> <p>takot [ta-kot] naipit [na-i-pit] malikot [ma-li-kot] maliliit [ma-li-li-it]</p> <p>Enrichment:</p> <p>Say: layos ang mga sumusunod na pangyayari ayon sa tamang pagkakasunod-sunod gamit ang numerong 1, 2, 3, 4:</p>	<p>Say:</p> <p><i>“Kulayan ang bawat letra ng pamagat ng kwento.”</i></p>  
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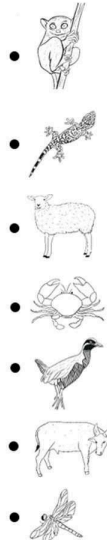
		utal [u-tal] putol [pu-to] Say:		
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	<p><u>Beginning-Ending</u></p> <p>elepante [e-le-pan-te]</p> <p>elegante [e-le-gan-te]</p>	<p><i>Ano-ano pa ang mga salitang may letra at tunog ng /u/.</i></p> <p>Enrichment:</p> <p>Say:</p> <p><i>layos ang mga sumusunod na larawan ayon sa tamang pagkakasunod-sunod ng mga pangyayari sa kuwento gamit ang numerong 1, 2, 3, 4:</i></p> <p>_____ Nakakita ang uwak ng banga na may kaunting tubig.</p>	<p>_____ Nakita ni Ted ang tipaklong na si Tino na naipit sa sanga.</p> <p>_____ Nilakasan ni Ted ang loob niya at inangat ang sanga.</p> <p>_____ Nakalaya si Tino at tuwang-tuwa.</p> <p>_____ Naging mas matapang si Ted pagkatapos niyang tulungan si Tino.</p> <p>Enrichment:</p> <p>Say:</p> <p>layos ang mga sumusunod na pangyayari ayon sa tamang pagkakasunod-sunod gamit ang numerong 1, 2, 3, 4:</p> <p>_____ Nakita ni Ted ang tipaklong na si Tino na naipit sa sanga.</p>	
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			_____ Nilakasan ni Ted ang loob niya at	
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		<p>___ Naglagay ang uwak ng maliliit na bato sa banga.</p> <p>___ Naghahanap ang uwak ng tubig.</p> <p>___ Nakainom ng tubig ang uwak.</p>	<p>inangat ang sanga.</p> <p>___ Nakalaya si Tino at tuwang-tuwa.</p> <p>___ Naging mas matapang si Ted pagkatapos niyang tulungan si Tino.</p>	
After/Post-Lesson Proper				

<p><i>Making Generalizations and Abstractions</i></p>	<p>Ask the learners to reflect and complete these statements:</p> <p>Ang natutuhan ko ngayong araw ay ang tunog na _____.</p> <p><i>(Sagot: /e/)</i></p> <p>Natutuhan ko rin ang ibat-ibang salita na nagsisimula sa letrang 'Ee' tulad ng _____; at mga salitang nagtatapos sa letrang 'Ee' tulad ng _____.</p> <p>(hal.: eroplano, espesyal; elegante; elepante)</p> <p>Natutuhan ko na ang pagnanais na maging kakaiba ay _____.</p> <p><i>(maaring mag-iba ang mga sagot)</i></p>	<p>Ask the learners to reflect and complete these statements:</p> <p>Ang natutuhan ko ngayong araw ay ang tunog ng letrang _____.</p> <p><i>(Sagot: Uu)</i></p> <p>Natutuhan ko rin ang ibat-ibang salita na nagsisimula o may tunog ng letrang 'Uu' tulad ng _____.</p> <p>Natutuhan ko na ang rambutan ay isa prutas na _____.</p> <p><i>(maaring mag-iba ang mga sagot)</i></p>	<p>Ask the learners to reflect and complete these statements:</p> <p>Ang natutuhan ko ngayong araw ay ang tunog ng letrang _____.</p> <p><i>(Sagot: Tt)</i></p> <p>Natutuhan ko rin ang ibat-ibang salita na may tunog ng letrang 'Tt' tulad ng _____.</p> <p><i>(Posibleng sagot: tigre, tipaklong, insekto, takot, naipit, malikot, maliliit)</i></p> <p>Natutuhan ko na ang tigre ay isang _____ na hayop.</p> <p><i>(posibleng sagot: matapang, malaki, mabangis)</i></p>	<p>Ask the learners to reflect and complete these statements:</p> <p>Ang natutunan ko ngayong araw ang na tukuyin ang kadalasang nakikita sa unang bahagi ng aklat o libro na tinatawag na _____.</p> <p><i>(Sagot: pamagat)</i></p> <p>Natutuhan ko rin na tumukoy ng ankop ng ankop na _____ng isang teksto o kwento.</p> <p><i>(Sagot: pamagat)</i></p>
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<p><i>Evaluating Learning</i></p> <p>Note: Guide learners in answering the task at hand.</p>	<p>Panuto: layos ang mga pangyayari ayon sa tamang pagkakasunod-sunod gamit ang unumerong 1, 2, 3:</p> <p>___Ang elepante ay nag-eehersisyo at kumakain ng empanada at ensaymada.</p> <p>___Gumawa ang ermitanyo ng eroplano mula sa dahon at sanga.</p> <p>___Sumakay ang elepante sa eroplano at lumagapak sa lupa.</p>	<p>Panuto: Bilugan ang mga salitang may titik Uu.</p> <ol style="list-style-type: none"> Naghanap ng tubig ang uhaw na uwak. Ang balahibo ng pusa ay kulot. Naputol ang sanga na nilundagan ng Unggoy. May mga paru-parung lumilipad at umiikot sa hardin. Lumabas sa kanyang lungga ang usa na mahilig sa ubas. 	<p>Panuto: Isulat ang titik 't' sa kahon. Itapat ang salita sa katumbas nitong larawan.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>HANAY A</p> <p><input type="text"/>uko •</p> <p><input type="text"/>utubi •</p> <p><input type="text"/>upa •</p> <p><input type="text"/>amaraw •</p> <p><input type="text"/>ikling •</p> <p><input type="text"/>arsier •</p> </div> <div style="text-align: center;"> <p>HANAY B</p>  </div> </div>	<p>Panuto: Isulat sa kahon ang angkop na salita upang mabuo ang pamagat ng kwento.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Elepante Tigre Uhaw</p> <p style="text-align: center;">Unggoy Kuneho</p> </div> <ol style="list-style-type: none"> Ang Eleganteng <input type="text"/> Ang <input type="text"/> na Uwak Ang Takot na <input type="text"/> Ang Masayahing <input type="text"/> Ang Matalinong <input type="text"/>
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<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p>Practice A: Have learners practice writing the capital 'E' and small 'e'</p> <p>Practice B:</p> <p>Panuto:</p>	<p>Practice A: Have learners practice writing the capital 'U' and small 'u'</p> <p>Practice B:</p> <p>Panuto:</p>	<p>Practice A: Have learners practice writing the capital 'T' and small 't'</p> <p>Practice B:</p>	<p>Practice A:</p> <p>Panuto: Magsanay basahin at isulat ang mga sumusunod na pangungusap.</p>
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	<p>Magsanay na isulat at basahin ang mga sumusunod na salita:</p> <ol style="list-style-type: none"> 1. eskwela 2. eskwelahan 3. entablado 4. enerhiya 5. espasol 	<p>Palitan ang unahang letra ng ibang letra upang makabuo ng panibagong salita.</p> <p>Halimbawa:</p> <p style="text-align: center;">ulam – alam</p> <ol style="list-style-type: none"> 1. usa _____ 2. ukit _____ 3. upo _____ 4. uso _____ 5. uhaw _____ 	<p>Panuto:</p> <p>Palitan ang unahang letra ng ibang letra upang makabuo ng panibagong salita.</p> <p>Halimbawa:</p> <p style="text-align: center;">tapang - gapang</p> <ol style="list-style-type: none"> 1. takot _____ 2. talim _____ 3. tanda _____ 4. takip _____ 5. tapat _____ 	<ol style="list-style-type: none"> 1. Ang eskwelahan ay isang ligtas na lugar sa mga mag-aaral. 2. Si Tino ay uhaw na uhaw habang naglalakad pauwi sa kanilang bahay. 3. Mayroong bagong entablado sa paaralan ni Uno. 4. Maraming tanim na upo ang lola ni Erne. 5. Ang paboritong ulam ni Edna ay pritong tilapya.
<i>Reflection</i>				
<i>Remarks</i>	<p>Deliver the lesson in the language that the learners know best.</p> <p>Ensure that all learners respond - from simple gestures and words to elaborate expressions. Include in the daily routine the singing of the alphabet song.</p> <p>Letters used for this week can change depending upon the orthography of the language to be used.</p>			

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