

1

Lesson Exemplar for Language

Quarter 3

Week

4

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Lesson Exemplar for Language Grade 1

Quarter 3: Week 4

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MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	1
	Name of Teacher		Learning Area	Language
	Teaching Dates and Time		Quarter	3 Week 4

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	The learners demonstrate ongoing development in decoding images, symbols, and high-frequency and content-specific vocabulary; they understand and create simple sentences in getting and retelling information from texts, about one's community and everyday topics (narrative and informational); and they recognize how language reflect cultural practices and norms in their environment.			
<i>B. Performance Standards</i>	The learners use their developing vocabulary to communicate with others, record, report ideas and retell information and share personal experiences in relation to the texts they viewed or listened to, their community, and content-specific topics.			
<i>C. Learning Competencies</i>	LANG1LDEI-I-2 Use words to represent ideas and events related to community. b. words that represent activities and situations (action words) LANG1AL-I-3 Recognize how language reflects cultural practices and norms. a. Share about the language(s) spoken in the community	LANG1LDEI-I-2 Use words to represent ideas and events related to community. b. words that represent activities and situations (action words) LANG1AL-I-3 Recognize how language reflects cultural practices and norms. a. Share about the language(s) spoken in the community	LANG1LDEI-I-2 Use words to represent ideas and events related to community. c. words that represent qualities or attributes (describing words) LANG1IT-I-3 Engage with or respond to a short spoken texts. c. Discuss what is interesting or entertaining in a text	LANG1LDEI-I-2 Use words to represent ideas and events related to community. c. words that represent qualities or attributes (describing words) LANG1IT-I-3 Engage with or respond to a short spoken texts. c. Discuss what is interesting or entertaining in a text

	b. Share words and phrases in their language LANG1LDEI-I-4 Use high-frequency and content-specific words referring to community.	b. Share words and phrases in their language LANG1LDEI-I-4 Use high-frequency and content-specific words referring to community.	d. Express personal preferences LANG1LDEI-I-4 Use high-frequency and content-specific words referring to community.	d. Express personal preferences LANG1LDEI-I-4 Use high-frequency and content-specific words referring to community.
<i>D. Learning Objectives</i>	At the end of the lesson, the learners can: a. identify action words in text listened to; b. tell how language reflects cultural practices and norms through sharing words and phrases in first language; and c. use action words in expressing ideas related to community.	At the end of the lesson, the learners can: a. identify action words in the lines from the story listened to; b. tell how language reflects cultural practices and norms through sharing words and phrases in first language; and c. use action words in expressing ideas related to community.	At the end of the lesson, the learners can: a. identify describing words used in the text listened to; b. use describing words in expressing ideas related to community; c. share interesting aspects of the story listened to; and d. express personal preferences for spoken texts.	At the end of the lesson, the learners can: a. identify describing words used in the text listened to; b. use describing words in expressing ideas related to community; c. share interesting aspects of the story listened to; and d. express personal preferences for spoken texts.
II. CONTENT	Action Words	Action Words	Describing Words	Describing Words
III. LEARNING RESOURCES				
GMRC Anchor for the week:	Mapagbigay (Generosity). Pagnanais na ibigay kung ano ang mayroon ka sa iba desire to give what you have to others			
<i>A. References</i>			Almario & Tan (2016). Bagyo! U.S. Agency for International Development	Amor, A. (2022). <i>In Our Town</i> . U. S. Agency for International Development

			https://earlygradelearninghub.org/file?key=bagyo	https://earlygradelearninghub.org/file?key=paghahanda-sa-panahon-ng-bagyo
<i>B. Other Learning Resources</i>				Photos of places in their own community (city hall, barangay hall, place of worship, hospital, town plaza, etc.)
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
<i>Activating Prior Knowledge</i>	Note: When you do this lesson, use the learners' L1 or the language they most understand. SAY: Pinag-aralan natin noong nakaraang linggo ang mga salitang tumutukoy sa ngalan ng tao, bagay, hayop at lugar sa pamayanano komunidad. Magbigay nga kayo ng mga pangungusap gamit ang mga ito. Tumawag ng limang mag-aaral. Iproseso ang kanilang mga sagot. Ipakita ang larawan.	Note: When you do this lesson, use the learners' L1 or the language they most understand. SAY: Pinag-aralan natin kahapon ang mga salitang- kilos sa pagbibigay ng tulong sa iba sa ating pamayanan. Magbigay nga kayo ng mga pangungusap tungkol dito. Tumawag ng limang mag-aaral. Iproseso ang kanilang mga sagot. Review the concept of generosity and the scenarios when this is shown as a cultural practice.	Note: When you do this lesson, use the learners' L1 or the language they most understand. SAY: Pinag-aralan natin kahapon ang mga salitang- kilos na ginagawa sa pamayanan. Magbigay nga kayo ng mga pangungusap tungkol dito. Tumawag ng limang mag-aaral. Iproseso ang kanilang mga sagot. Show pictures of different natural	Note: When you do this lesson, use the learners' L1 or the language they most understand. SAY: Pinag-aralan natin kahapon ang mga salitang- naglalarawan sa pamayanan. Magbigay nga kayo ng mga pangungusap tungkol dito. Tumawag ng limang mag-aaral. Iproseso ang kanilang mga sagot. Present photos of places in the community.



ASK:

1. Ano ang nakikita mo sa larawan?
2. Ano ang ginagawa ng dalawang bata?
3. Tumutulong din ba kayo sa iba tulad nila?

Call learners to share their responses and experiences.

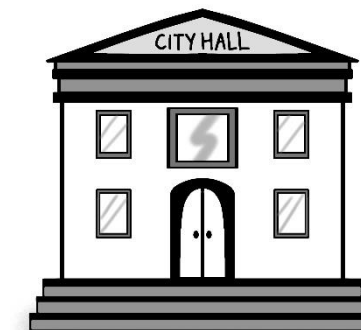
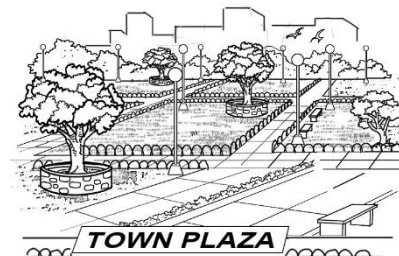
ASK:

1. Magbigay nga kayo ng mga salitang nagpapakita ng kilos at ipakita ito sa klase.

Mauuna muna ang guro sa paggawa ng gawain.

Call learners to share their responses and experiences.

calamities like typhoon, earthquake, flood, etc.

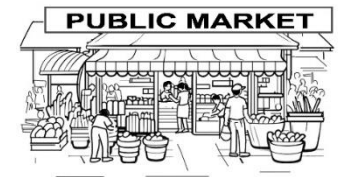
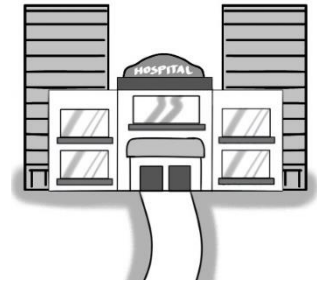


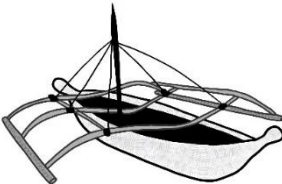
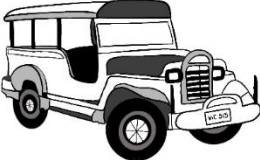


ASK:

1. Ano ang ipinapakita sa larawan?
2. Ano ang ginagawa ninyo kapag naibalita na may paparating na bagyo?
3. Bakit kaya kailangan ang pagkakaroon ng anunsyo sa paparating na sakuna katulad ng bagyo.

Allow learners to share their experiences in dealing with natural calamities like flooding, typhoon, earthquakes, etc.



			Allow them to share their stories in L1.	   
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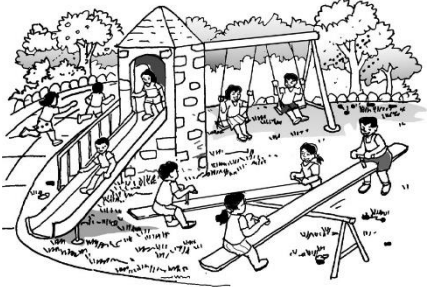
				 Allow learners to share what these words are in their L1. ASK: 1. Ano- ano ang ipinakikita sa mga larawan? 2. Magbigay ng paglalarawan tungkol sa mga ito. Call learners to share their responses and experiences.
<i>Lesson Purpose/Intention</i>	SAY: Ang pag-aaralan natin sa araw na ito ay ang mga kilos o gawain ng mga tao sa ating komunidad na nagpapakita ng pagiging matulungin at mapagbigay.	SAY: Ang pag-aaralan natin ngayon ay ang iba't ibang salitang kilos na ginamit natin sa kuwentong pinakinggan ninyo kahapon.	SAY: Ang pag-aaralan natin ngayong araw ay ang iba't ibang ginagawa sa pamayanan tuwing panahon ng kalamidad. Tayo ay magbibigay rin ng ating sariling	SAY: Ang pag-aaralan natin ngayong araw ay ang paglalarawan sa ating pamayanan gamit ang mga angkop na salitang naglalarawan.

			kaisipan o opinyon tungkol sa binasang teksto.	
<i>Lesson Language Practice</i>	SAY: Pakinggan at ulitin ninyo ang mga salitang babanggitin ko. nagtutulungan naglalaro naglalakad ngumiti Review the concept of action words. If the class has varying L1, teacher can write a T-chart to show how the same word can be different in other languages.	SAY: Pakinggan at ulitin ninyo ang mga salitang babanggitin ko. nagtutulungan naglalaro naglalakad ngumiti ibinababa kinuha nakita binigyan Review the concept of action words. If the class has varying L1, teacher can write a T-chart to show how the same word can be different in other languages.	SAY: Pakinggan at ulitin ninyo ang mga salitang babanggitin ko. handa maingat matiyaga mapanuri matatag maayos maagap may kusang-loob mabilis maaasahan Review the concept of describing words. If the class has varying L1, teacher can write a T-chart to show how the same word can be different in other languages	SAY: Pakinggan at ulitin ninyo ang mga salitang babanggitin ko. matao makulay malinis maingay malawak maganda tahimik maaliwalas mapayapa Review the concept of describing words. If the class has varying L1, teacher can write a T-chart to show how the same word can be different in other languages
During/Lesson Proper				
<i>Reading the Key Idea/Stem</i>	Narrate the story twice using the learners' L1. Ang Matulunging Magkaibigan	Narrate the sentences twice from the story read using the learners' L1.	Acknowledge student's responses from the earlier discussion on their experiences.	Before Reading: Ask the learners: "Nalibot niyo na ba ang buong pamayanan? Ano-ano ang mga lugar sa

	Sina Lira at Lisa ay magkaibigan. Nakatira sila sa isang isang lugar na lahat ng tao ay nagtutulungan. Isang araw, habang sila ay naglalaro sa parke, nakita nila si Lola Pina na may dala-dalang mabigat na bag. "Lola Pina, tutulungan po namin kayo!" sabi ni Lisa. "Salamat, mga bata," sabi ni Lola Pina habang ibinababa ang kaniyang bag. Agad na kinuha ni Lira ang bag at tinulungan nilang dalawa si Lola Pina na maglakad patungo sa kaniyang bahay. ASK: 1. Ano ang ginawa ng magkaibigan nang makita nila si Lola Pina? Habang sila ay naglalakad, nakita sila ni Aling Rosa. Tuwang- tuwa siya sa asal ng mga bata. Binigyan niya ng tindang prutas ang mga bata pati na rin si Lola Pina.	Pakinggan at ulitin ninyo ang mga pangungusap na babanggitin ko. 1. Nakatira sila sa isang lugar na lahat ng tao ay nagtutulungan. 2. Habang sila ay naglalaro sa parke, nakita nila si Lola Pina. 3. Agad na kinuha ni Lira ang bag at tinulungan nilang dalawa 4. Habang sila ay naglalakad, nakita sila ni Aling Rosa. 5. Binigyan niya ng tindang prutas ang mga bata pati na rin si Lola Pina. 6. Parehong ngumiti sina Lira at Lisa. 7. Nagbigay ng libreng sakay si Mang Pedro. 8. Lahat ng tao sa kanilang lugar ay tumutulong at nagbibigay sa kapuwa. SAY:	Read the story: Bagyo! After reading, ask the following questions: 1. Ano-ano ang ginawa ng mga tao sa pamayanan upang maghanda sa daratinnag na bagyo? Isa-isahin natin: - o Mangingis da - o Magsasak a - o Drayber - o Nars - o Pulis - o Tindera - o Pamilya 2. Bakit mahalaga ang paghahanda? Ano ang mga puwedeng mangyari kapag hindi naghanda? 3. Nagustuhan ba ninyo ang kuwento? Aling bahagi ang	inyong pamayanan? Pangalanan mo ang mga ito. Ano-ano ang mga paglalarawan natin sa iba't ibang lugar sa pamayanan? Halimbawa, maaliwalas sa parke, tahimik sa city hall, maraming tao sa palengke. Etc." Say, ngayong araw, may babasahin tayong kuwento. Pero kakaiba ang libro natin dahil wala itong mga nakasulat na salita. Kaya, dalawang beses natin "babasahin" ang libro. Sa unang pagkakataon, titingnan lang natin ang mga larawan. Tingnan natin ito nang maigi. Pansinin ang mga detalye. Sa ikalawang pagbasa, kukuwento na natin kung ano ang nangyayari. Handa na ba kayo?" During Reading: Present the wordless book to the class.
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	ASK: 2. Bakit kaya binigyan ng mga prutas ni Aling Rosa ang magkaibigan? "Para sa inyo, mga bata. Salamat sa pagtulong kay Lola Pina," sabi ni Aling Rosa. "Maraming salamat po!" sabi nina Lira at Lisa na parehong ngumiti. Nagbigay naman ng libreng sakay si Mang Pedro para hindi na maglakad pauwi si Lola Pina. "Salamat din, Pedro!" sabi ni Lola Pina. ASK: 3. Paano nakauwi si Lola Pina sa kanilang bahay? Lahat ng tao sa kanilang lugar ay tumutulong at nagbibigay kaya mabubuti rin ang ugali ng mga bata. Dahil dito, ang lahat ay masaya at magkakasama.	Ibigay ang mga ginamit na salitang- kilos sa pangungusap.	nagustuhan niyo? Bakit? 4. Ano ang masasabi mo sa mga tauhan sa kuwento? Ano ang mga katangian nila? Call on learners to describe the community members in the book. What describing words come to mind? SAY: Ngayon, natukoy na natin ang mga salitang naglalarawan kasama ang mga bagong salitang ating pinag-aralan. Ang mga bagong salitang natutuhan ninyo ay tinatawag nating salitang naglalarawan. Tumutukoy ito sa kulay, hugis, laki, layo, bigat at iba pang katangian ng tao, bagay, hayop, lugar o pangyayari.	Begin by presenting the cover. Ask them what they see. Read the title of the book and have them predict what the story will be about based on the cover illustrations and title. On the first reading, do a picture walk. Look through the pages of the book. Talk about anything that captures your attention. On the second reading, "read" the story. You may go first, and invite the learners to add to the story as they see fit. Encourage the learners to tell their version of the story. After Reading: Ask questions about the book: 1. What were the places that he showed us? 2. Who were the people in his community? 3. How do people get around the community?
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	ASK: 4. Ano ang maaaring mangyari sa isang pamayanan kung ang bawat isa ay nagtutulungan at nagbibigayan?			4. What was your favorite place in the community? Why? 5. Which part of the story showed examples of giving and sharing in the community? When the discussion of the story is done, ask them how they found the book. Do they prefer or find wordless books interesting? Why or why not? (Give them time to share their opinions.)
<i>Developing Understanding of the Key Idea/Stem</i>	Review each action by showing the accompanying illustrations. Let children describe the picture through the prompt:	Pag-usapan natin ang sumusunod na pangungusap mula sa teksto. 1. Nakatira sila sa isang lugar na lahat ng tao ay nagtutulungan. 2. Habang sila ay naglalaro sa parke, nakita nila si Lola Pina. 3. Agad na kinuha ni Lira ang bag at tinulungan nilang dalawa 4. Habang sila ay naglalakad, nakita sila ni Aling Rosa.	Tell the learners: Here are other words that we can use. It is important for us to have these characteristics, especially since our country experiences many weather disturbances every year. handa maingat matiyaga mapanuri matatag maayos	Ask the learners to compare and contrast the town in the story to the town they currently live in. Ask them to use describing words. Here are some words that we can use: (you can add or change the list) matao makulay malinis maingay malawak maganda tahimik maaliwalas

	  	5. Binigyan niya ng tindang prutas ang mga bata pati na rin si Lola Pina. 6. Parehong ngumiti sina Lira at Lisa. 7. Nagbigay ng libreng sakay si Mang Pedro. 8. Lahat ng tao sa kanilang lugar ay tumutulong at nagbibigay sa kapuwa. SAY: Ibigay ang mga ginamit na salitang- kilos sa pangungusap.	maagap may kusang-loob mabilis maaasahan Let them read the words individually, in pairs, in groups. Invite learners to use these words in sentences, especially when describing the characters in the story. They can also use these words to describe people in their own communities and share why they say so.	mapayapa You may use these words in a sentence. Invite learners to explain what these words mean, share these words in their L1, if applicable, and to use these words in their own sentences to describe the town in the story, or their town.
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Ano ang ginagawa ng mga tao sa bawat larawan? Isa-isahin ang kanilang mga sagot.

Encourage learners to answer in complete sentences.

SAY:

Ngayon, natukoy na natin ang mga pangyayari sa bawat larawan kasama ang mga bagong salitang ating pinag-aralan.

Ang mga bagong salitang natutuhan ninyo ay tinatawag nating salitang-kilos. Tumutukoy ito sa kilos o galaw sa isang sitwasyon.

<i>Deepening Understanding of the Key Idea/Stem</i>	ASK: 1. Ano-ano ang mga gawain sa pamayanan na hindi nabanggit sa ating teksto 2. Ano-ano ang ginagawa natin tuwing may: - pista? - kalamidad? - salo-salo? (Ilista ang mga ginagawa) After the discussion, highlight the action words mentioned in the sharing. Cite situations and events when people around them practice generosity to others. SAY: Ibahagi mo ang iyong saloobin sa bawat sitwasyon. Ano ang karaniwang napapansin ninyo sa inyong pamilya o sa ibang tao kapag: - may bisita sa bahay na galing sa malayong lugar? (pinapainom at pinapakain) -marami ang bunga ng puno sa harap ng inyong bahay?	ASK: 1. Ano-ano ang mga salitang may kaugnayan sa nagbibigayan, nagbabahagian at nagtutulungan? Ask learners to brainstorm and list down things that they can GIVE, SHARE, and HELP in the community. Call on volunteers to role-play and act out scenarios where they give something to a friend, where they share something with a friend, and where they help a friend. Identify the action words used in the statements. After the role-playing, talk about how each act made them feel. How they felt as a giver, and as a recipient.	ASK: 1. Sa dulo ng kuwento, nagpasalamat ang lahat dahil ligtas sila sa bagyo. Nagsama-sama sila at nakibahagi sa isang kainan bilang pasasalamat. Bakit kaya nila ginawa ito? 2. Ano ang mabuting naidudulot ng pagsasama-sama at pagbabahagian sa isang pamayanan? Have learners role-play parts of the story. Assign some characters to act out how they prepared for the disaster. Then have other learners describe the character using appropriate describing words.	Discuss that all of us play a part in keeping our community clean and orderly. It is nice to live in a place where people care for each other. We can contribute to that by looking out for those who are in need, and by giving or sharing whatever resources or strengths we have. Do a Think-Pair-Share: Ask learners to complete this sentence. They can draw their responses as well. After drawing and thinking, have them turn to their partners and share responses with each other. Gusto ko ng pamayanan na/kung saan _____. Para mapanatiling _____ ang aming pamayanan, maaari akong magbahagi ng aking _____.
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	(namimigay sa kapitbahay at sa mga humihingi) -maraming baon ang binigay ng iyong magulang? (mamigay sa kaklase, lalo na sa wala o kulang sa baon) -binigyan ka ng isang kahon na lapis (o anumang gamit sa eskwelahan). (mamigay sa kaklase, lalo na sa wala o kulang sa kagamitan) Highlight their answers. (You may list them on the board.) Say that these are action words because they denote what people do. Let learners give other related action words. You may make a word web. Provide sample dialogue on the given scenarios above and call volunteers to practice the conversation. Divide the class into partners. Assign a role to each one. Signal the class to play their role. After one round, signal the pairs to change roles.		For example: One learner acts as the fisherman. After the role-play, call on another learner to describe how the fisherman acted. What quality did he present or portray?	Makakatulong ako sa pamayanan ko sa pamamagitan ng ____.
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	Ano ang naisip at naramdaman nyo kapag kayo ang nagbibigay? Ano naman ang naisip at naramdaman nyo kapag kayo ang binibigyan?			
	Paano kung tayo lang palagi ang nagbibigay?			
After/Post-Lesson Proper				
<i>Making Generalizations and Abstractions</i>	ASK: Ano-ano ang mga bagong salitang –kilos ang natutuhan natin ngayong araw? Paano mo maipakikita ang pagiging matulungin at mapagbigay sa inyong pamayanan? Magbigay ng pangungusap gamit ang salitang kilos.	ASK: Ano ang ibig sabihin ng pagbigay? Pagbahagi? Pagtulong? Kailan mo nagawa ang magbigay, magbahagi at tumulong? Bakit mo ito ginawa?	ASK: Ano-ano ang mga bagong salitang naglalarawan ang natutuhan natin ngayong araw? Mahalaga ang maging _____ sa panahon ng kalamidad.	ASK: Kailan natin ginagamit nag mga salitang naglalarawan? Ang bago kong natutunang salita ay _____. Ang paborito kong bahagi ng pamayanan namin ay ang _____ dahil _____ ito/dito.
<i>Evaluating Learning</i>	Piliin ang angkop na salitang- kilos upang mabuo ang ideya ng pangungusap. 1. Palaging _____ ang mga tao sa aming lugar. a. nag-aaway b. nagtutulungan 2. _____ si kapitan sa harap ng mga tao. a. Nagsalita b. Sumayaw	Use the target words in their own sentences. This can be done orally via Think-Pair-Share Nagbibigay ako ng _____. Nagbabahagi ako ng _____.	Gamitin sa pangungusap ang sumusunod na katangian ng mga miyembro ng komunidad o pamayanan. maingay maayos maingat maagap	Pumili ng iyong paboritong lugar sa pamayanan at ilarawan ito gamit ang mga salitang natutuhan o iba pang salitang nabanggit sa talakayan.

	3. Ang mga tindera sa palengke ay _____. a. nag-uusap b. umaalis 4. _____ niya ang mga prutas at gulay sa sako para itinda. a. Kinuha b. Itinapon 5. _____ ni Mang Juan ang sukli kay Mang Pedro. a. Itinago b. Iniabot	Tumutulong ako sa pamamagitan ng ____. Aling gawain sa pamayanan ang naranasan mo na? Magkuwento tungkol dito.	mabilis maaasahan	
<i>Additional Activities for Application or Remediation (if applicable)</i>	Encourage learners to share the new words they learned that kindness Ask them to use these while conversing in the community.	Encourage learners to share things that show action in the community. Identify the action words used.	Encourage learners to note down what they see in their community. Ask them to share their observations with the class the following day.	Encourage learners to use the new words learned
<i>Remarks</i>				
<i>Reflection</i>				

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