1

Lesson Exemplar for Grade 1 Reading and Literacy

Quarter 3

Week

2

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Learning Activity Sheet for Reading and Literacy Grade 1
Quarter 3: Week 2

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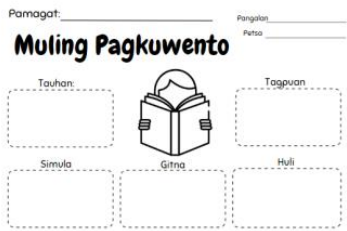
MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	1
	Name of Teacher		Learning Area	Reading and Literacy
	Teaching Dates and Time		Quarter	3rd Week 2

	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 community and content-specific topics (narrative and informational).			
B. Performance Standards	The learners use their ongoing development in automatically recognizing sight words; decode high frequency words and content-specific vocabulary and use them to express ideas; read sentences and narrate personal experience with one's community and content-specific topics.			
C. Learning Competencies	LC3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). LC4. Substitute individual sounds in simple words to make new words. LC5. Sound out words accurately. LC1. Use vocabulary referring to self, family, school, **community**, and environment. LC2. Identify words with different functions (**naming** and describing words).	LC5. Sound out words accurately. LC1. Use vocabulary referring to self, family, school**, community,** and environment. LC3. Read high-frequency words accurately for meaning. **b. Sequence events in stories.** c. Infer the character's feelings and traits. d. Predict possible ending. e. **Relate story events to one's experience.** LC5. Write words legibly and correctly.	LC3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). LC4. Substitute individual sounds in simple words to make new words. LC5. Sound out words accurately. LC1. Use vocabulary referring to self, family, school, **community**, and environment. LC2. Identify words with different functions (naming and **describing** words).	LC5. Sound out words accurately. LC1. Use vocabulary referring to self, family, school**, community,** and environment. LC3. Read high-frequency words accurately for meaning. **c. Predict possible ending.** d. Relate story events to one's experience. **LC1. Narrate one's personal experiences.** **c. Community** **LC3. Express ideas about:** **c. Community**

	a. words that label persons, **places, things**, animals, **actions, situations**, ideas, and emotions LC3. Read high-frequency words accurately for meaning. LC2. Comprehend stories A. Note important details in stories, character, **setting and events** Read sentences with appropriate speed, accuracy, and expression		b. words that describe persons, **places, things**, animals**, actions**, **situations**, ideas, and emotions LC3. Read high-frequency words accurately for meaning. LC2. Comprehend stories. **a.** Note important details in stories (character, **setting, and events).** **b. b. Sequence events in stories.** LC1. Read sentences with appropriate speed, accuracy, and expression.	LC4. Respond creatively to texts (myths, **legends,** fables, and narrative poems). LC5 Write words legibly and correctly
D. Learning Objectives	At the end of the lesson, the learners shall be able to: ● Read words and sentences fluently with appropriate speed, accuracy, and expression ● Note important details (character, setting, events) ● Identify naming words in sentences ● Manipulate sounds in words to enhance phonemic awareness ● Read high-frequency words accurately for meaning	At the end of the lesson, the learners shall be able to: ● Use vocabulary words (community, buying and selling) to express ideas ● Sequence events in the story ● Infer character traits and provide evidence from text ● Write words and sentences clearly and correctly	At the end of the lesson, the learners shall be able to: ● Identify new words formed when a sound/letter is changed ● Read words and sentences fluently with appropriate speed, accuracy, and expression ● Identify setting and events in stories ● Sequence important events in the story ● Identify describing words in phrases and sentences	At the end of the lesson, the learners shall be able to: ● Narrate personal experiences ● Come up with their own creative ending to the story ● Write words and sentences clearly and correctly

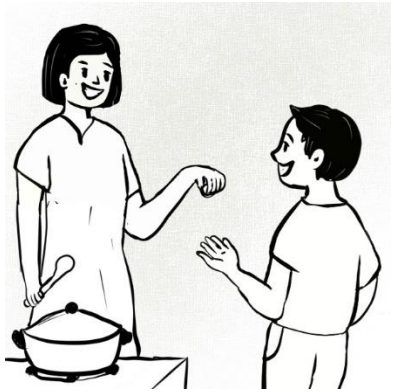
E. Anchor	Tiwala sa sarili: Paniniwala sa sarili na sigurado ka sa iyong sarili at sa iyong mga kakayahan hindi sa isang mapagmataas na paraan, ngunit sa isang mapagpakumbabang paraan. Ang tiwala sa sarili ay nakatutulong para mapauinlad ang ating kakayahan.			
II. CONTENT	Vocabulary and Word Knowledge Creating and Composing Texts Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension	Vocabulary and Word Knowledge Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension	Vocabulary and Word Knowledge Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension
III. LEARNING RESOURCES				
A. References	Manalo, R. A. (2022). *Ang Sukli ni. Yuno.* U.S. Agency for International Development. https://earlygradelearninghub.org/file?key=ang-sukli-ni-yuno https://abcplus.filecamp.com/1ElHMYp0w6Mu3aUb/fZv9r3g4VZGVOilc	Manalo, R. A. (2022). *Ang Sukli ni. Yuno.* U.S. Agency for International Development. https://earlygradelearninghub.org/file?key=ang-sukli-ni-yuno	Alamat ng Ampalaya. By Augie Rivera.	Alamat ng Ampalaya. By Augie Rivera.
B. Other Learning Resources	• List of vocabulary words • Pictures from the storybook	• Pictures of items that can be commonly bought in a sari-sari store • Picture of a sari-sari store and palengke (best if actual picture of neighborhood sari-sari store and palengke) • Anchor chart of adjectives (example from here: https://rb.gy/oc90ju		Story retelling worksheet: http://tiny.cc/8pb8zz
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				

Activating Prior Knowledge	Ask the learners to share their experiences in going to a sari-sari store. Guide questions may be used: • Tuwing kailan ka pumupunta sa tindahan?Sino ang madalas mong kasama? • Ano ang karaniwang binibili mo sa tindahan? • Ano ang sinasabi mo kapag may bibilhin ka? • Ano ang tawag sa perang binibigay sa iyo kapag sobra ang perang inabot mo? (sukli)	Show picture of neighborhood sari-sari store and the palengke (with the signboard ex. Pamilihang Bayan ng ...) Ask learners if they are familiar with these places. Ask them if they have been inside the palengke or if they have gone to the sari-sari store, and what items have they bought from the stores.	Ask the class to share about their favorite vegetables. Ask them to describe their favorite vegetable in terms of color, size, taste, etc. Write their descriptions on the board.	Let learners work in small groups to fill out the story retelling chart:  They can draw the events in the boxes and retell the story orally.
Lesson Purpose/Intention	Tell the class: Sa kuwento ngayong araw, alamin natin ano ang bibilhin ng tauhan sa kuwento at ano ang nangyari sa kanya?	Tell the class: Ngayong araw, babasahin natin muli ang kuwento at pagsusunod-sunurin ang mga pangyayari. Magsusulat rin tayo tungkol sa ating sariling karanasan.	Tell the class: Ngayong araw, magbabasa tayo ng alamat. Tutukuyin natin ang mga elemento ng kuwento. Magsasanay rin tayo sa pagbasa ng may tamang bilis at ekspresyon.	Tell the learners that today, they will exercise their creativity and come up with their own ending for the story. They will also be asked to share personal experiences through a writing activity.
Lesson Language Practice	Prepare picture cards and word cards of the following words: - tinola - patis - sukli Ask learners to work in pairs and match the words to the pictures. Have them discuss in pairs what they know about these words. Tell the class that before reading the short story, they	Tell the class that before reading the short text, they need to practice reading some words first. Guide the students in reading the following words: ● Nanay ● Tinola ● Patis ● Sukli ● Salamat	Ask the class to read the following words: - kalabasa - ampalaya - sibuyas - kamatis - talong - mustasa - luya - labanos After reading the words correctly, play a sound substitution game. Ex:	Ask the class to read the following words: - pinarusahan - ninakaw - nag-away - madilim - kulubot - mapait After reading the words, invite learners to discuss with their partners what each word means. They may also be

	need to practice reading some words. Guide the students in reading the following words: • tinola • patis • sukli • labis • katapatan Describe each of the words and have the class guess what word is being described. This can be done via think-pair-share activity • Ito ay pangalan ng ulam na may manok at sabaw. • Ito ay pangalan ng pampalasa sa nilulutong pagkain. Pinapaalat nito ang pagkain. • Ito ay kaparehas ng salitang “sobra”. • Ito ay pangalan ng perang binabalik sa iyo kung ikaw ay bumili sa tindahan at may sobra sa iyong binayad. • Ito ay pangalan ng isang katangian ng tao na hindi nangloloko o nandaraya ng ibang tao Have the students use the words in a sentence. Ask them what these words have in common: tinola,	• Bantay Pair up learners and ask them to share with their partner their own sentences using these words	Ang salita ay “luya.” Sabihin: Luya Ano ang bagong salita kapag pinalitan natin ng /k/ ang /l/? Sagot: kuya Iba pang salita: - Talong - tulong or talon - Kalabasa – palabasa Ngayon naman, basahin natin ang mga salitang naglalarawan: - mapait - matamis - mapula - lila - maputi - luntian - maanghang Ask learners to match the appropriate describing words to the vegetables mentioned earlier. When words have been matched, read the phrases formed. Ex. Mapait na ampalaya… Acknowledge the effort of the learners in coming up with phrases. Reinforce the idea that trying new things helps them become more confident in themselves.	asked to use the words in their own sentences.

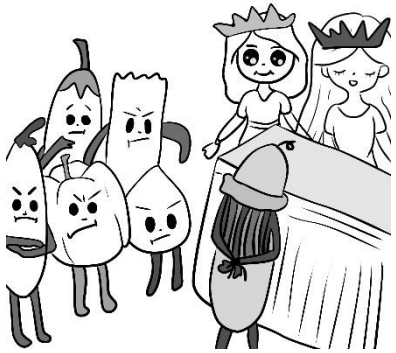
	patis, sukli, katapatan. They are all nouns or *naming words.* Tell them that they will have a word game by changing the sounds in a given word. Ex. Present the word: sukli. Ask for the beginning sound, ending sound. Ask what is the new word if you take away the /l/ (suki) Present the word: labis. Ask for beginning sound, ending sound. Ask what is the new word if you change /b/ to /p/ (lapis)			
During/Lesson Proper				
Reading the Key Idea/Stem	Ask the learners to prepare themselves to read and listen to the story. Show the cover page. Ask them to look at the illustrations in the cover. Let them share if they already have an idea of what happens with the main character in the story. Read them the title of the story, “Ang Sukli ni Yuno.” Identify the author and illustrator as well. Conduct Shared Reading of the story in which learners join in reading the text with the guidance and support of	Reread the text: Ang Sukli Ni Yuno. Invite learners to read along with you. (Present the text on a big chart, or project it on a screen.) Magluluto ng tinola ang nanay ni Yuno. Pinabili niya ng patis si Yuno. Lumabas si Yuno at bumili ng patis. “Pabili po ng patis,” ang sabi niya. Iniabot niya ang bente pesos sa bantay. Ibinigay ng bantay ang patis at sukli.	Ask the learners to prepare themselves to read and listen to the story. *Read the title: Alamat ng Ampalaya.* Conduct shared reading of the story. In the first reading, the teacher will read the story to the class. In the second reading, she can ask learners to read along with her. *Alamat ng Ampalaya* *Orihinal na kuwento ni Augie Rivera* Sa bayan ng Sariwa nakatira ng mga makukulay at masasarap na gulay. Andyan	Invite the learners to reread the ending of the story read yesterday: Nang malaman ng Diwata ang ginawa ni Ampalaya, binalik niya ang lahat ng katangiang nawala sa ibang mga gulay. Ngunit pinarusahan niya si Ampalaya. “Mapapasaiyo ang lahat ng kinuha mo,” sabi ng Diwata. Nag-away ang lahat ng lasa at kulay na kinuha ni Ampalaya Nag-away ang lahat ng lasa at kulay na kinuha ni Ampalaya sa kanyang katawan. Naging madilim at kulubot ang

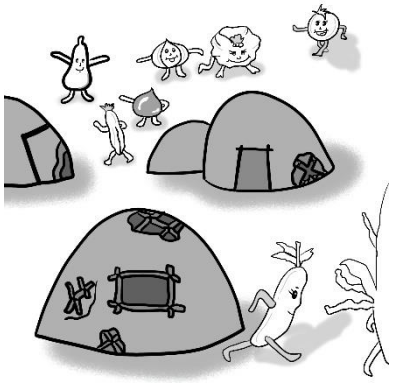
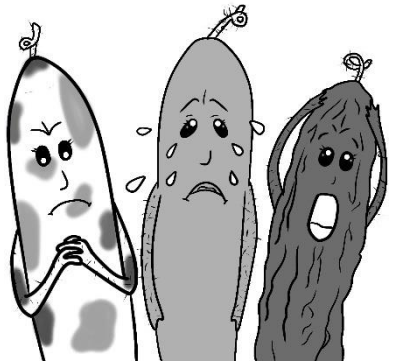
	the teacher. While reading, do either of the following: • Let the learners look at the illustrations in each page before or after reading the sentences and confirm if the illustrations match the sentences. • Cover the illustration and make the learners describe what they imagine the scene would be based on what was read Magluluto ng tinola ang nanay ni Yuno. Pinabili niya ng patis si Yuno. Lumabas si Yuno at bumili ng patis. “Pabili po ng patis,” ang sabi niya. Iniabot niya ang bente pesos sa bantay. Ibinigay ng bantay ang patis at sukli. “Labis po ang sukli,” sabi ni Yuno. “Salamat Yuno, napakabuti mo,” sagot ng bantay. Tumakbo si Yuno pabalik sa kanila. Bitbit niya ang bote ng patis.	“Labis po ang sukli,” sabi ni Yuno. “Salamat Yuno, napakabuti mo,” sagot ng bantay. Tumakbo si Yuno pabalik sa kanila. Bitbit niya ang bote ng patis. Iniabot ni Yuno ang patis sa nanay. “Labis ang sukli, Nanay. Ibinalik ko po iyon,” sabi ni Yuno. “Tama ang ipinakita mo,” sabi ni Nanay. Nagalak ang nanay sa katapatan ng anak. Tell the learners that rereading texts help them develop reading fluency. Practicing a skill helps them develop self-confidence.	ang matamis na kalabasa, ang maputing labanos, ang maanghang na luya, ang nakakaiyak na sibuyas, ang luntiang mustasa, at ang lilang talong. Lahat sila ay may kani-kaniyang katangian,maliban ay Ampalaya, na maputla ang balat, at matabang ang lasa. Inggit si Ampalaya sa mga kasama niyang gulay. Hindi niya kinakausap ng iba, at sinasabihan pang, "Umalis kayo!" sa mga nais makipagkaibigan sa kanya. Isang gabi, may naisip si Ampalaya. "Gusto ko rin ng natatanging lasa, kulay at ganda!" sabi niya. Habang natutulog ang lahat, isa-isa niyang pinuntahan ang bahay ng ibang mga gulay at kinuha niya ang mga katangian nila! Kinuha niya ang tamis ng kalabasa, ang anghang ni luya. Kinuha rin niya ang kaputian ni labanos, ang manipis na balat ni sibuyas, at ang luntiang kutis ni mustasa. Nang malaman ng Diwata ang ginawa ni Ampalaya, binalik niya ang lahat ng katangiang nawala sa ibang mga gulay. Ngunit pinarusahan niya si Ampalaya. “Mapapasaiyo ang	kanyang balat, at naging mapait ang kanyang lasa. Acknowledge their efforts to read. Ask them how they felt after reading that passage fluently.

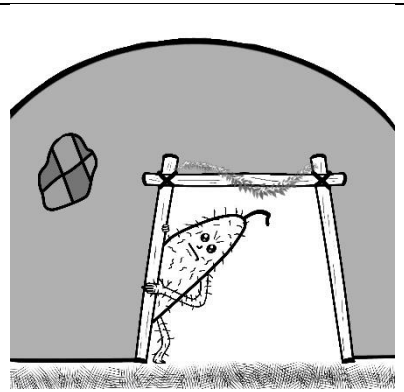
	Iniabot ni Yuno ang patis sa nanay. “Labis ang sukli, Nanay. Ibinalik ko po iyon,” sabi ni Yuno. “Tama ang ipinakita mo,” sabi ni Nanay. Nagalak ang nanay sa katapatan ng anak.		lahat ng kinuha mo,” sabi ng Diwata. Nag-away ang lahat ng lasa at kulay na kinuha ni Ampalaya sa kanyang katawan. Naging madilim at kulubot ang kanyang balat, at naging mapait ang kanyang lasa.	
Developing Understanding of the Key Idea/Stem	Ask the following questions as they retell the story: You may use picture cards or show illustrations from the book to help the learners remember the story better. 	Tell the learners that it is time for them to talk about the story. To do this, show them three pictures from the book and ask them to arrange these in order. Show another picture and have them place it in the correct in the sequence. Do this until all illustrations in the book are placed in the sequence or until they are able to recall the sequence. Next, ask for volunteers to retell the story using the pictures. For the next activity, display a list of character traits, such as: matapat, masunurin, tamad. Have learners choose an appropriate trait, and explain why or how Yuno showed the chosen trait.	Ask the following questions: - Saan naganap ang kuwento/Ano ang pangalan ng bayan? - Sino-sino ang nakatira doon? Ano-ano ang mga katangian nila? - Bakit naiiba si Ampalaya? - Ano ang ginawa ni Ampalaya dahil sa inggit na naramdaman niya? - Kung kaibigan mo si Ampalaya, ano kaya ang puwede mong sabihin sa kanya upang magkaroon siya ng tiwala sa sarili at mabawasan ang pag-inggit niya? - Sa tingin niyo, tama ba ang naging parusa niya? - Ano ang naging bunga ng pagkuha na ginawa ni Ampalaya?	Ask the following questions about the ending. - Ano ba ang naramdaman ni Ampalaya sa simula ng kuwento? Bakit kaya nagnakaw si Ampalaya? Tama ba iyon o hindi? - Ano sana ang dapat ginawa ni Ampalaya imbes na magnakaw? (Emphasize that we all have unique traits or qualitites that we should develop and enhance instead of wishing for what we do not have.) - Naranasan niyo na rin bang mawalan ng bagay na mahalaga sa inyo? Ikuwento ang iyong karanasan. - Ano kaya ang mangyayari sa bayan ng Sariwa kung hindi nila nalaman ang ginawang pagnanakaw ni Ampalaya? - Kung mabibigyan ka ng pagkakataong magpataw ng parusa kay Ampalaya, ano sa

	   			tingin mo ang nararapat na parusa para sa kanya?

	• Ano ang niluluto ng nanay ni Yuno sa kwento? Ano ang ipinabili niya kay Yuno? • Saan pumunta si Yuno upang bumili ng patis? • Ano ang nangyari sa tindahan nang bumibili si Yuno ng patis? • Ano kaya ang naramdaman ng bantay sa tindahan nang ibinalik ni Yuno ang labis na sukli? • Anong katangian ang ipinakita ni Yuno? • Ano ang naramdaman ng nanay ni Yuno sa ginawa ng kanyang anak? • Maliban sa katapatan, ano pa ang katangiang pinakita ni Yuno? Kung wala siya nito, maaari siyang magduda kung tama o mali ang pagbilang niya, o kung ano ang dapat niyang gawin. ***(expected answer: Tiwala sa sarili)***			
Deepening Understanding of the Key Idea/Stem	Group the class into smaller groups. Ask groups to work on the following task: Basahin ang mga pangungusap. Tukuyin kung saan ito naganap, sa bahay o sa tindahan. Ilagay ang pangungusap sa tamang hanay.	Have the learners work in pairs and draw an experience of buying something from a store. Have them write a sentence describing their experience. Example:	Group the class into smaller groups. Ask each group to first sequence the pictures, and then match each picture with the following sentences. Once all the sentences have been matched, invite them to reread the sentences:	Invite learners work in pairs to draw and write their own creative ending to the story. Give them time to work on their outputs and tell them to be ready to present the outputs to the class. Remind them of the rules for writing sentences:

	<table><tr><td>Tagpuan: Bahay</td><td>Tagpuan: Tindahan</td></tr><tr><td>Magluluto ng tinola ang nanay ni Yuno.</td><td>Iniabot niya ang bente pesos sa bantay.</td></tr><tr><td>Iniabot ni Yuno ang patis sa nanay.</td><td>Ibinigay ng bantay ang patis at sukli.</td></tr><tr><td>Nagalak ang nanay sa katapatan ng anak.</td><td>Binalik ni Yuno ang labis na sukli sa bantay.</td></tr></table>	Pumupunta ako sa malapit na tindahan upang makabili ng kendi.	__ Nang malaman ng Diwata ang ginawa ni Ampalaya, pinarusahan niya ito.  __ Isang gabi, kinuha niya ang kanilang mga lasa at kulay. __ Masayang nakatira ang mga gulay sa bayan ng Sariwa.	- Use capital letters at the start of the sentence. - Use capital letters for proper nouns. - Put spaces between words - Use the proper punctuation at the end of the sentence. - reread all the words to check on the correct spelling.

			 __ Nanlaban ang lahat ng kulay at lasa sa loob ni Ampalaya. Naging kulubot at maitim ang balat niya. Naging mapait ang panlasa niya.  __ Nainggit si Ampalaya kasi lahat ng ibang gulay ay may natatanging kulay at lasa. Siya naman ay maputla at matabang.	

			 Pagkatapos pagsunod-sunurin ang mga pangungusap, hikayatin ang mga mag-aaral na basahin ang mga pangungusap nang may tamang bigkas, bilis at tono.	
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Ask the learners to reflect and complete these statements: • Ano ang mga dapat tandaan kapag nagbabasa ng pangungusap? • "Ang mga bagong salitang natutuhan ko ay _____."	Ask the learners to reflect and complete these statements: • Ang mga bagong salitang natutuhan ko ay_____." • Isa sa mga katangiang ipinamalas ni Yuno ay _____ dahil _____.	Ask the learners to reflect and complete these statements: - Ano ang mga salitang naglalarawan na natutuhan ngayong araw? - Ano ang bumubuo sa mga salita? (Tunog). Ano ang nangyayari kapag napapalitan ang isang tunog sa salita? (nagkakaroon ng bagong salita).	Ask the learners to reflect and complete these statements: ● Ang natutuhan ko sa kuwento ay _____. ● Sa muling pagkuwento, dapat alalahanin ang mga elemento ng kuwento tulad ng: _____.

Evaluating Learning	Have the learners do the following: - Fill in the blank with the correct word for each sentence. **See LAS*	Ask the learners to: - Number each picture to show the correct sequence. *See LAS	Ask the learners to identify new words formed: (Oral activity) - mapait - change /p/ to /b/ = mabait - mapula - change /p/ to /b/ = mabula - lila - change /l/ to /s/ = sila - maputi - change /p/ to /b/ = mabuti - bayan - change /n/ to /d/ = bayad - gulay - change /g/ to /k/ = kulay	None (Formative assessment embedded in the activities)
Additional Activities for Application or Remediation (if applicable)				
Remarks	For languages without primer, use the sequence of letters taught in Tagalog (Marungko). Deliver the lesson in the language that the learners know best. Ensure that all learners respond–from simple gestures and words to elaborate their expressions.			
Reflection				

Prepared by:

_____

Subject Teacher

Reviewed by:

_____

Master Teacher/Head Teacher

Approved by:

_____

School Head