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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Grade 1 Reading and Literacy

Quarter 3

Week

4

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Lesson Exemplar for Grade 1 Reading and Literacy
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	Reading and Literacy
	Teaching Dates and Time		Quarter	3rd

	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). **a.** words that label persons, **places,** things, **animals**,	LC5. Sound out words accurately. LC1. Use vocabulary referring to self, family, school**, community** and environment. LC3. Read high-frequency words accurately for meaning. Infer character's feelings and trait Predict possible ending Identify problem and solution in stories Relate story events to one's experience LC1. Narrate one's personal experiences: community 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). **b.** words that describe persons, **places,** things,	**LC5. Sound out words accurately.** LC1. Use vocabulary referring to self, family, school**, community,** and environment. **LC3. Read high-frequency words accurately for meaning.** Infer character's feelings and trait **Predict possible ending** **Identify problem and solution in stories** Relate story events to one's experience LC1. Narrate one's personal experiences: Community

	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. Sequence events in stories LC1. Read sentences with appropriate speed, accuracy, and expression.		**animals**, **actions**, **situations**, **ideas**, and **emotions** LC3. Read high-frequency words accurately for meaning. LC2. Comprehend stories. c. Note important details in stories character, setting, **and events**). d. Sequence events in stories LC1. Read sentences with appropriate speed, accuracy, and expression.	LC3 Express ideas about: community LC4. Respond creatively to texts (myths, legends, fables, and narrative poems). Write words legibly and correctly
D. *Learning Objectives*	At the end of the lesson, the learners shall be able to: ● Sound out words correctly ● Manipulate sounds in words to make new words ● Recognize vocabulary referring to community ● Identify words that function as naming words in the text ● Read sentences with appropriate speed, accuracy, and expression. ● Note details about the characters, setting, and events	At the end of the lesson, the learners shall be able to: ● Use vocabulary referring to community ● Read high frequency words ● Identify problem and solutions related to the story ● Infer character's feelings and traits ● Predict possible endings ● Write personal narrative related to the story	At the end of the lesson, the learners shall be able to: ● Sound out words correctly ● Manipulate sounds in words to make new words ● Identify words that function as describing words ● Read sentences with appropriate speed, accuracy and expression ● Note details about the story's setting ● Sequence events in the story	At the end of the lesson, the learners shall be able to: ● Predict possible endings ● Identify problem and solutions related to the story ● Write a letter to the character in the fable ● Narrate personal experiences related to the story
E. *Anchor*	Mapagbigay (Generosity). Pagnanais na ibigay kung ano ang mayroon ka sa iba desire to give what you have to others			
II. CONTENT	Vocabulary and Word Knowledge Comprehending and Analyzing Texts: Oral Reading	Phonics and Word Study Vocabulary and Word Knowledge Comprehending and Analyzing Texts: Oral Reading	Vocabulary and Word Knowledge Comprehending and Analyzing Texts: Oral Reading	Vocabulary and Word Knowledge Creating and Composing Texts

	Fluency and Reading Comprehension	Fluency and Reading Comprehension	Fluency and Reading Comprehension	
III. LEARNING RESOURCES				
A. References	Adani, N. (2024). Ano Kaya Ako Paglaki? The Asia Foundation. https://earlygradelearninghub.org/file?key=ano-kaya-ako-paglaki	Adani, N. (2024). Ano Kaya Ako Paglaki? The Asia Foundation. https://earlygradelearninghub.org/file?key=ano-kaya-ako-paglaki	Almario, A. (2016). Si Roko, Ang Matakaw na Aso. U.S.Agency for International Development. https://earlygradelearninghub.org/file?key=nagsimula-sa-parisukat	Almario, A. (2016). Si Roko, Ang Matakaw na Aso. U.S.Agency for International Development. https://earlygradelearninghub.org/file?key=nagsimula-sa-parisukat
B. Other Learning Resources	Copy of the sentences to be read aloud		Engagement activities/charts (Character Profile, Pagkakasunod-sunog ng Pangyayari, Kakaibang Pangwakas) for small group work Copy of the text (story and riddles) in large format for shared reading	
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Write the word “paglakbay” on the board. Ask learners to read the word. Ask them what it means. Ask students to share an experience related to traveling or paglakbay. Masarap bang maglakbay? Ano-anong mga lugar dito sa ating pamayanan ang napuntahan niyo na?	Write the phrase “paglaki ko” on the board. Ask learners to read the word. Ask students to share what they want to be when they grow up. Write their answers on the board.	Write the word “makasarili” on the board. Ask learners to read the word. Ask them what it means. Ask them to share their experiences as they interacted with someone who is/was selfish. Ask them what a fable is. (A fable is a story involving animals. We usually learn lesson from fables.)	Ask learners: Naranasan niyo na bang mawalan ng isang gamit na mahalaga sa inyo? Allow learners to share their experiences orally.
Lesson Purpose/Intention	Tell the class:	Tell the class:	Tell the class	Tell the class

	Ngayong araw, magbabasa tayo ng kuwento. Tutukuyin natin ang mga mahalagang detalye sa kuwento. Pag-aaralan rin natin ang mga salitang kilos na may kinalaman sa iba’t ibang lugar sa pamayanan.	Ngayong araw, babasahin nating muli ang kuwentong binasa natin kahapon. Magsusulat rin tayo tungkol sa sarili nating mga pangarap at ambisyon.	Ngayong araw, magbabasa tayo ng pabula tungkol sa isang aso. Tutukuyin natin ang mga mahalagang pangyayari sa kuwento, at gagamit tayo ng angkop na salitang naglalarawan na may kinalaman sa kuwento.	Ngayong araw, babalikan natin ang kuwentong binasa natin kahapon, at magsusulat tayo ng isang liham payo para sa tauhan sa kuwento.
Lesson Language Practice	Present the following words to the class: - libot - pasyal - lakbay - punta - hatid - sundo Discuss their meanings and ask: Ano ang ginagawa natin kapag tayo ay naglalakbay? Ang mga salitang ito ay patungkol sa pagpunta sa iba’t ibang lugar, minsan para sa katuwaan, minsan naman may partikular na patutunguhan. Alin sa mga salitang ito ay tumutukoy sa pagpunta sa isang partikular na lugar? Have them read the words as a class.	Present the following words: - kartero - sorbetero - piloto - marine biologist - astronaut Explain that these are some of what the girl considered as future jobs. Discuss what these people do for the community/ world.	Present the following words: • Matakaw • Nguso • Karne • Ilog • Bibig Have the class read the words and discuss what they mean. Ask them which one is a word that can describe an animal. Play a word game. Say “ilog” What is the last sound in the word? S: /g/ T: What is the new word formed when you change /g/ to /ng/? S: ilong Say “nguso” What is the first sound in the word? S: /ng/ What is the new word that will be formed if you change /ng/ to /s/	Present the following words: Problema Solusyon Discuss what the words mean. Give examples of problems and solutions, or have learners come up with their own examples.

	Play a word game. Let learners say what the new word is if a sound is changed. Example. T: Ang salita ay lipad. S: lipad T: Ano ang bagong salita kapag pinalitan natin ang /I/ ng /a/ Sagot: lapad Other words: Punta - punto Sundo - sando Maaari ring magtanggal ng isang tunog. Halimbawa: Libot - libo Lakbay - akbay Note to teacher: This is a phoneme substitution task. All the words and sounds can be presented orally. You can change the given words. The words should be relevant and meaningful to learners.		S: suso (snail) Can add more words in the word game. Ex: bibig - ibig Aso - asa Gusto - husto Note to teacher: This is a phoneme substitution task. All the words and sounds can be presented orally. You can change the given words. The words should be relevant and meaningful to learners.	
During/Lesson Proper				
Reading the Key Idea/Stem	Ask the learners to prepare themselves to read and listen to the story. Remind them that one of the things they need to do prepare is recalling how they should read sentences. Have the class recite guidelines when reading aloud.	Do a shared reading of the story read yesterday. Invite learners to read along with you since they are already familiar with the text.	Before reading, present the cover page, title and illustrator. Ask the learners to read the title and guess what the story will be about. Ask them to describe the illustrations on the cover page.	Let a volunteer retell the fable read yesterday (Si Roko, ang Matakaw na Aso). Anong klaseng aso si Roko? Paano mo nasabi iyon? (Lead the class to discuss Roko's traits: matakaw, makasarili, naiinggit, etc.)

<table>
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<td></td>
<td>Inform the class that to help them read better later on, they need to practice reading the following words: sorbetero, kartero, piloto, marine biologist, astronaut (List may be modified).

Conduct an interactive read aloud in reading the story “Ano Kaya ako Paglaki?”

Teacher can stop at certain points in the story to ask questions and check for understanding.

Some suggested questions:

1. Bakit daw niya gustong magtinda ng sorbetes? (p.3)

2. Ano ang tawag sa naghahatid ng sulat? (p.5)

3. Ano raw ang nagagawa ng kartero?

4. Bakit daw niya gustong magmaneho ng tren? (p.10)

5. Ano ang nakita niya sa himpapawid? (p.11)

6. Ano raw ang trabaho ng tatay niya? Ano kaya ang trabaho ng isang marine biologist? (p.14)</td>
<td></td>
<td>Read the text to the class. The first reading should be a read-aloud by the teacher.
Invite learners to read the text with you during the second reading.

Si Roko, ang Matakaw na Aso. Kuwento ni Ani Rosa Almario. Guhit ni Ryan Bordadora.

Minsan, may isang asong naglakad sa tabing ilog. May kagat-kagat siyang karne. Mahilig siya sa karne! Napatingin si Roko sa ilog. May nakita siyang isa pang aso. May kagat-kagat din itong karne.

Gustong kunin ni Roko ang karne ng isa pang aso. Matakaw kasi siya!

Lumapit si Roko sa ilog. Inilapit niya ang nguso niya sa tubig. Kaharap na niya ang isa pang aso.

Binuka ni Roko ang kaniyang bibig para kunin ang karne ng isa pang aso.

Woosh! Nahulog ang karne ni Roko sa tubig! Wala na siyang karne.</td>
<td>Dapat ba siyang tularan? Bakit o bakit hindi?

Ano ang unang problema ni Roko? Ano ang gusto niyang mangyari? (Gusto niyang kunin ang karne ng isang aso.)

Ano ang ginawa niya para makuha niya ang gusto niya? Ano ang naging solusyon niya sa problema? (Binuksan niya ang bibig niya.)

Ang laki ng problema ni Roko sa dulo ng kuwento.

<table><tr><th>Problema</th><th>Solusyon</th></tr><tr><td>Gutom si Roko. Nawala ang karne niya.</td><td></td></tr></table>
Ano kaya ang pwedeng maging solusyon ni Roko sa kanyang problema?

Kung kayo ay bibigyan ng pagkakataong baguhin ang kuwento, ano kaya ang ibang puwedeng wakas ng kuwento?</td>
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<td></td>
<td>Ano-ano ang mga makikita ng marine biologist sa ilalim ng dagat? (p.15)</td>
<td></td>
<td>Kawawang Roko. Nawala ang karne niya at ang karne ng isa pang aso.
Wala naman palang ibang aso.</td>
<td></td>
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<tr>
<td>Developing Understanding of the Key Idea/Stem</td>
<td>Check their understanding by asking questions about the story:

1. Sino ang pangunahing tauhan sa kwento?

2. Saan naganap ang kuwento?

3. Ano ang pinagagawa ng kanilang guro?

4. Ano-anong mga trabaho ang pinag-isipan ng bata sa kwento?

5. Ano-ano ang mga nakita niya habang bumiyahe siya mula paaralan hanggang sa bahay?

6. Ano naman ang nakuha niya nang umuwi siya sa bahay?

7. Ano raw ang gusto niya maging paglaki niya?

8. Ano ang mga pangunahing naganap sa kuwento? Ano ang simula? Ano ang gitna? Ano ang nangyari sa huli?</td>
<td>Discuss the story:

Ano ang masasabi niyo tungkol sa kanya? Mga ilan taon na kaya siya? Paano niyo nasabi? Ano kaya ang mga hilig niya? Paano niyo nasabi?

Lead the class in identifying the problem and solution in the story.

<table><tr><th>Problema</th><th>Solusyon</th></tr><tr><td>Hindi niya alam kung ano ang gusto niya maging paglaki.</td><td>Tumingin siya sa mga katulong sa pamayanan (community helpers) at nag-isip kung ano ang gusto niya.</td></tr></table>
Ano ang wakas ng kuwento? Ano kaya ang reaksiyon ng kanyang guro nang ipasa niya ang kanyang asignatura?</td>
<td>Discuss the story.

Ask them the following:
● Ano ang pangalan ng aso? Ayon sa pamagat, anong klaseng aso siya?
● Saan naganap ang kuwento?
● Ano ang hawak niya sa kanyang bibig/nguso?
● Habang naglalakad, ano ang nakita niya?
● Bakit niya binuksan ang bibig niya?
● Kung ikaw si Roko, bubuksan mo rin ba ang bibig mo? Bakit o bakit hindi?
● Totoo bang may isa pang aso? Ano yung nakita niya?
● Ano kaya ang naramdaman ni Roko nang mahulog ang karne niya? Ano kaya ang inisip niya?
● Kung sakaling nakita mo si Roko sa tabing ilog, ano ang sasabihin mo sa kanya?

Have learners work together in small groups to complete</td>
<td>Pangkatin ang mga mag-aaral sa maliliit na grupo at hikayatin silang mag-isip ng kakaibang pangwakas.

<table><tr><td>Kakaibang pangwakas:

Iguhit at ikuwento ang mangyayari kapag hindi binuksan ni Roko ang bibig niya.</td></tr></table>
Have learners present their group outputs to the class when done.</td>
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<td>Sino ang makakapagkuwento muli ng ating kuwento?

Tandaan, sa muling pagkuwento, banggitin ang tauhan, tagpuan at mga pangunahing pangyayari.</td>
<td></td>
<td>the following engagement activities/charts:

Ang Tauhan

Pangalan ng tauhan:
Mahilig sa ___________.
Natatanging Katangian:
____

Note: Teacher can also provide pictures that learners can sequence for the following chart

Iguhit ang naganap sa kuwento.
<table><tr><td>Simula</td><td>Gitna</td><td>Panghuli</td></tr><tr><td></td><td></td><td></td></tr></table>
Have learners present their group outputs to the class when done.</td>
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<tr>
<td>Deepening Understanding of the Key Idea/Stem</td>
<td>Kanina, bago natin basahin ang kuwento, pinag-usapan natin ang ilang mga salitang nagngangalan ng kilos o galaw.

Basahin nating muli ang ilang mga pangungusap mula sa</td>
<td>Kung ikaw naman ang tatanungin ng iyong guro kung ano ang gusto mo maging paglaki, ano ang isasagot mo?

Iguhit at magsulat tungkol sa iyong pangarap.</td>
<td>Present the following riddle to the class:

<u>Mataas</u> kung nakaupo.
<u>Mababa</u> kung nakatayo.

Discuss possible answers.</td>
<td>Nakaranas na rin ba kayo ng katulad ng nangyari kay Roko? Halimbawa ay nawala ang iyong pagkain (natapon, naiwan, etc.)? Ano ang ginawa mo para masolusyonan ang problema mo?</td>
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</table>

	kuwento at tukuyin natin ang mga nagngangalan sa mga kilos. 1. Sabi ng aming guro kailangang isulat namin kung ano ang gusto naming paglaki. 2. Mayroong nagtitinda ng sorbetes. 3. Mapapasyalan ko ang buong bayan. 4. Maglalakbay kami ng aking tren sa malalayong siyudad. 5. Masarap lumipad sa kalangitan.	Tandaan ang mga panuntunan sa pagsusulat ng pangungusap: 1. Magsimula sa malaking titik. 2. Gumamit ng angkop na bantas sa dulo ng pangungusap. 3. Baybayin nang tama ang lahat ng salita.	Let them identify what the underlined words are. Ask them to give other examples of pang-uri or salitang naglalarawan. They can give examples of words that describe dogs, as well as other animals. Read the following riddles to the class. (The riddles should be written down for them to follow along while you read.) Have learners guess at the answers to each. If needed, provide picture clues or choices for each riddle. ● Maliit na hayop, mabilis tumakbo, matalas ang pang-amoy, palaging naghahanap ng buto. (aso) ● May bahay na dala-dala, mabagal maglakad, matagal mawala. (Pagong) ● Hari ng kagubatan, malakas ang tinig, malaking pusa, malupit sa mga kalaban. (Leon) ● May apat na paa, malamig ang ilong, bantay sa bahay, kaibigang totoo. (Aso)	Ngayong araw, susulat tayo ng liham ng payo para kay Roko. Sundin ang format ng liham. Petsa: ______ Mahal kong _____, Ako ay (pakiramdan) nang mabalitaan ko ang nangyari sa iyo. Sa susunod, (magbigay ng payo). Nagmamahal, _____ Tandaan ang mga panuntunan sa pagsusulat ng pangungusap: ● Magsimula sa malaking titik. ● Gumamit ng angkop na bantas sa dulo ng pangungusap. ● Baybayin nang tama ang lahat ng salita. Learners can work in pairs or small groups to write the letter. Have them present their outputs to the class.

			• Mataba at mabalahibo, pag natutulog ay nakakulubong, kapag nagising, maliksi't magulo. (Pusa) • May pakpak na makulay, lumilipad sa paligid, kumakain ng nektar, bulaklak ang kanyang kaibigan. (Paru-paro) • May mahabang katawan, walang paa, gumagapang sa lupa, minsan ay makakita. (Ahas) After answering each riddle, have learners underline or identify the describing words in each sentence.	
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Ask the learners to reflect and complete these statements: Nasagot ko ang mga tanong tungkol sa kwento dahil _____________. Natukoy ko ang mga mahalagang pangyayari sa kuwento sa pamamagitan ng ______. Isa sa mga bagong salitang natutunan ko sa ngayong araw ay: _____. Ang halimbawa ng paggamit nitong salita ay: _____.	Ask the learners to reflect and complete these statements: Ano ang mga dapat tandaan kapag tayo ay nagsusulat? Paano natin mahihinuha ang katangian ng tauhan sa kuwento?	Ask the learners to reflect and complete these statements: Ang mga salita ay binubuo ng _______. Kapag napalitan ang isang tunog sa salita, ___________ ang salita. Ano ang kahalagahan ng kaalaman tungkol sa mga salitang naglalarawan?	Ask the learners to reflect and complete these statements: “Sa pagsusulat ng isang liham, gagawin ko ang mga sumusunod: ______________.” Isa sa mga bagong salitang natutunan ko sa ngayong araw ay: _____. Ang halimbawa ng paggamit nitong salita ay: _____.

Evaluating Learning	Have the students identify words that name actions in the following sentences: • Nakatanggap ako ng padala mula sa aking tatay. • Nakatulog pala ako. • Kailangan kong sumakay sa tren upang makarating sa bahay ng aking lola. • Gusto kong magmaneho ng isang tren! • Gusto kong malibot ang kalawakan at bisitahin ang mga planeta at mga bituin. **See LAS*	Have students read the words and match them to the correct picture. See LAS	Task 1: Sequence events in the story Task 2: Underline the describing words in the given riddle **See LAS*	Pumili ng isang salitang naglalarawan kay Roko. Ipaliwanag kung bakit mo nasabi iyon. Matakaw, mapagbigay, makasarili, matalino,
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