

1

Lesson Exemplar for Grade 1 Reading and Literacy

Quarter 3

Week

6

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Learning Activity Sheet for Reading and Literacy Grade 1

Quarter 3: Week 6

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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

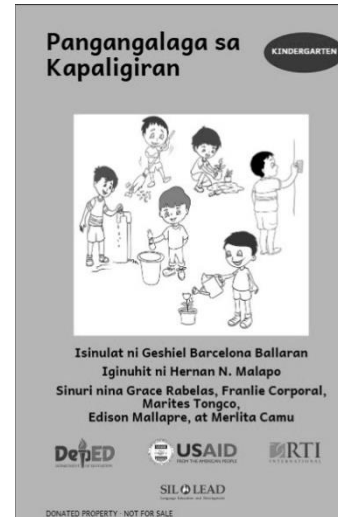
	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; understand and create simple sentences in getting and expressing meaning about one's community and content-specific topics (narrative and informational).			
<i>B. Performance Standards</i>	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.			
<i>C. Learning Competencies</i>	RL1PWS-III-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). RL1PWS-III-4. Substitute individual sounds in simple words to make new words. RL1PWS-III-5. Sound out words accurately. RL1VWK-III-3. Read high-frequency words accurately for meaning. RL1VWK-III-4. Read content-specific words (Math , Makabansa, and GMRC) accurately for meaning. RL1CAT-III-3. Comprehend informational text.	RL1PWS-III-5. Sound out words accurately. RL1VWK-III-3. Read high-frequency words accurately for meaning. b. Identify problem and solution. RL1CCT-III-1. Narrate one's personal experiences. e. content-specific topics RL1VWK-III-5. Write words legibly and correctly	RL1PWS-III-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). RL1PWS-III-4. Substitute individual sounds in simple words to make new words. RL1PWS-III-5. Sound out words accurately. RL1VWK-III-3. Read high-frequency words accurately for meaning. RL1VWK-III-4. Read content-specific words (Math , Makabansa, and GMRC) accurately for meaning. RL1CAT-III-1. Read sentences with appropriate	RL1VWK-III-3. Read high-frequency words accurately for meaning. RL1CCT-III-1. Narrate one's personal experiences. e. content-specific topics RL1VWK-III-5. Write words legibly and correctly

	<p>a. Note significant details in informational texts (list and describe).</p> <p>RL1CAT-III-1. Read sentences with appropriate speed, accuracy, and expression.</p>		speed, accuracy, and expression.	
<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"> • Share personal experiences relevant to the topic. • Substitute sounds in words to make new words • Read sentences with appropriate speed, accuracy, and expression. • Identify details from the informational text read. 	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> • Identify the problems and solutions stated in the informational text read • Illustrate and write scenarios that show problems and solutions related to the topic. 	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> • Read sentences with appropriate speed, accuracy, and expression. • Substitute sounds in words to make new words. 	<p>At the end of the lesson, the learners shall be able to:</p> <ul style="list-style-type: none"> • Read words and phrases with appropriate speed, accuracy, and expression. • Give an example of how one can take care of the school environment. • Write a sentence legibly about taking care of the environment.
<i>E. Anchor</i>	<i>Kalinisan</i> (Cleanliness). Keeping our surroundings and ourselves free from dirt/ <i>Pagpapanatiling malinis ng ating kapaligiran at sarili</i>			
II. CONTENT	<p>Vocabulary and Word Knowledge</p> <p>Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension</p>	<p>Vocabulary and Word Knowledge</p> <p>Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension</p> <p>Creating and Composing Texts</p>	<p>Vocabulary and Word Knowledge</p> <p>Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension</p>	<p>Vocabulary and Word Knowledge</p> <p>Creating and Composing Texts</p>
III. LEARNING RESOURCES				
<i>A. References</i>	<p>Pum, A. (2021). <i>Keeping Clean</i>. The Asia Foundation – Let's Read. https://www.letsreadasia.org/r</p>	<p>Pum, A. (2021). <i>Keeping Clean</i>. The Asia Foundation – Let's Read. https://www.letsreadasia.org/r</p>	<p>Room to Read (2021). <i>Protect the environment</i>. The Asia Foundation – Let's Read. https://digitallibrary.io/book/pr</p>	<p>Ballaran, G. B. (2022). <i>Pag-ataman nin Kapalibutan</i>. U.S. Agency for International Development.</p>

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<i>B. Other Learning Resources</i>	<ul style="list-style-type: none"> Paper, pencil, and crayons Sentence pyramid (written in large print) for oral reading fluency practice 	<ul style="list-style-type: none"> Big sheets of paper for problem-solution charts (for class work and group work) 	<ul style="list-style-type: none"> Photos of a public park in the local community. If there is no public park in the area, show pictures of famous public parks like Luneta Park. 	<ul style="list-style-type: none"> Big sheets of paper, writing materials
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
<i>Activating Prior Knowledge</i>	<p>Ask the learners what they did today to make themselves clean before coming to school. Write their responses on the board. With the class, read the words on the board.</p> <p>Ask the learners:</p> <ul style="list-style-type: none"> - Bakit mahalagang panatilihin nating malinis ang ating sarili? - Ano sa tingin mo ang mangyayari kapag hindi tayo malinis? 	<p>Ask the learners to recall what they read yesterday using the following questions:</p> <ul style="list-style-type: none"> • <i>Tungkol saan ang binasa natin kahapon?</i> • <i>Bakit mahalaga ang pagpapanatili ng kalinisan?</i> • <i>Ano-ano ang mga ginagawa mo araw-araw para manatiling malinis ang iyong sariling katawan? Ang iyong tahanan at kapaligiran?</i> • <i>Ano ang mangyayari kapag hinayaan nating maging madumi ang sarili natin at ang kapaligiran?</i> 	<p>Ask the learners what they did today to keep themselves and their home and its surroundings clean.</p>	<p>Ask the learners to recall what they learned this week. Using prompts, guide learners in recalling information about keeping clean and maintaining cleanliness at home and around us. Ask learners what they did today, before coming to school, to keep clean.</p>
<i>Lesson Purpose/Intention</i>	<p>Narito ang ilang mga salita. Basahin natin:</p> <ul style="list-style-type: none"> - bahay - kamay - kalat 	<p>Tell the class:</p> <p>Kapag hindi tayo manatiling malinis, maari tayong magkasakit. Ang</p>	<p>Ask the class,</p> <p>Ano-anong mga lugar ang dapat nating panatilihin malinis?</p>	<p>Tell the class,</p> <p>Ngayong linggo, nagbasa tayo ng mga teksto tungkol sa kalinisan. Pinag-usapan rin natin ang mga problemang</p>

	<p>- linis - tayo</p> <p>Show pictures of these words as needed. Let learners segment the words into their component sounds.</p> <p>Play a word game. Let the learners guess what the new word will be if a sound is changed. Ex. Bahay - change /h/ to /g/ = bagay Kamay - change /k/ to /d/ = damay Kalat – take away /k/ = alat Linis - take away the /l/ = inis Tayo = change /o/ to /a/ = taya</p> <p>Ask the class what the topic of today's lesson might be based on what was just talked about.</p> <p>Tell the class, Ngayong linggo, magbabasa tayo ng tekstong pang-impormatibo tungkol sa pagiging malinis. Alamin natin kung paano at bakit natin kailangan manatiling malinis.</p>	<p>pagkakasakit ay isang problemang gusto nating maiwasan. Pag-usapan natin ang mga solusyon sa problemang iyan.</p>	<p>Call volunteers to respond. Ask: Ano-ano ang mga ginagawa natin upang manatiling malinis ang silid-aralan at paaralan?</p> <p>Say: Ngayong araw, magbabasa tayo tungkol sa pagpapanatili ng kalinisan sa kapaligiran.</p>	<p>dulot ng maruming kapaligiran. Ngayong araw, magsusulat tayo ng mga pangungusap para mahikayat ang lahat na pangalagaan ang ating kapaligiran.</p>
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<p><i>Lesson Language Practice</i></p>	<p>Translate the story <i>Keeping Clean</i> to the L1 of the learners (see <i>sample translation below in Filipino</i>). See if there are difficult words that need to be unlocked. For example, COVID-19. Write the word on the board then explain the meaning of the word using definitions and relevant experiences. When available, show photos related to the target word. Have the learners read aloud the target word. Give examples of sentences using the target word. Have the learners give their own examples of sentences that use the target word.</p> <p>For oral reading fluency practice, say:</p> <p>Bago natin basahin ang teksto, basahin muna natin itong mga salita at talata.</p> <p>Present the words using a fluency pyramid.</p> <p>Teacher will read the text first and ask students to follow after each line. After reading the whole sentence with the class, have the class read the sentence on their own, then in</p>	<p>Review new (or undeveloped) words learned yesterday. Show the words to the learners and call volunteers to share the meaning of the words. Show related pictures and use the words in a sentence.</p>	<p>Before reading, say,</p> <p>Eto ang mga salitang mababasa natin ngayong araw.</p> <p><i>pampublikong parke.</i></p> <p>Explain the meaning of “pampublikong parke” using definitions and relevant experiences.</p> <p><i>Show photos of public parks in the community, which are familiar to the learners. Ask them what they see in the park.</i></p>  <p>Practice reading other words:</p> <ul style="list-style-type: none"> - kalat - kamay - basura - basurahan - pulutin <p>Play a word game.</p> <p>Kalat - change /k/ to /b/ = balat</p> <p>- change /t/ to /n/ = kalan</p>	<p>Say: Eto ang mga salitang mababasa natin ngayong araw.</p> <p><i>pangangalaga at kapaligiran.</i></p> <p>Explain the meaning of the words using definitions and ask questions about experiences relevant to the word ‘pangangalaga’. Ask them to look at the surroundings and have them describe what they see. Ask the learners what they do to take care of their surroundings.</p> <p>Ang salitang ugat ng pangangalaga ay “alaga.” Pantigin natin ang salitang alaga. Ilang pantig meron ito? Ngayon naman, bilangin natin ang tunog sa salitang alaga. Ano ang bagong salitang mabubuo kung tatanggalin natin ang /a/ sa simula ng salita? (laga). Ano naman ang salitang mabubuo kapag pinalitan natin ang /a/ sa dulo ng laga, at gawin itong /o/ (lago). (Note: you can use other words, as long as the new words are meaningful. This is a phoneme substitution task that helps learners pay attention to the</p>
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	<p>small groups, then with partners.</p> <p>ang ang ating ang ating mga ang ating mga kamay</p> <p>Maglinis Maglinis tayo Maglinis tayo ng Maglinis tayo ng bahay.</p>		<p>- change /t/ to /w/ = kalaw Kamay - change /k/ to /d/ = damay Change /k/ to /g/ = gamay Take away /y/ = kama</p>	<p>phonemes that make up the words.)</p>
During/Lesson Proper				
<p><i>Reading the Key Idea/Stem</i></p>	<p>Show the cover of the book. Say the title of the book, “<i>Maging Malinis</i>” from the Asia Foundation. Ask the learners: Based on the cover, what do you think is this book all about?</p> <p>Say: Alamin natin kung ano ang sinasabi ng libro tungkol sa pagpapanatili ng kalinisan. Ano ang mangyayari kapag manatili tayong malinis?</p> <p>Ask the learners to prepare themselves to read the text. Instruct learners to look at the picture and create a picture in their minds to help them understand and remember the story better (<i>visualization strategy</i>).</p>	<p>On the board, write Problema at Solusyon.</p> <p>Say: <i>Sa binasa natin kahapon, nagsasaad ang teksto ng maaring maging problema o paghihirap na mahaharap natin. Naglista rin ito ng mga solusyon upang maiwasan o masolusyonan ang problema.</i></p> <p>Present this sentence from the text.</p> <p>Maraming mga sakit ang maaaring dumapo sa atin. Upang maiwasan ito, magsuot tayo ng face mask kapag tayo ay lumalabas ng bahay.</p>	 <p>Show the cover of the book. Say the title of the book, “<i>Pangalagaan ang Kapaligiran</i>” from the Asia Foundation. Ask the learners: Base sa pabalat ng aklat, tungkol saan kaya ang libro?</p>	 <p>Show the cover of the book, “<i>Pangangalaga sa Kapaligiran</i>” by Geshiel Ballaran (2022). Mention the name of the author and illustrator. See the Filipino</p>

	<p>After reading a sentence or by page, invite the learners to read the sentences with you. Remind them to read with proper speed and expression. Listen for misread words and gently ask the learners to read the word again. Emphasize certain words. Remember to use simple language. Pause at certain parts of the text and ask learners to close their eyes and create a picture in their mind. Ask prompt questions such as <i>ano ang larawan na nalikha ninyo sa inyong isipan?</i> Allot some time for learners to share to their seatmate what pictures they are forming in their minds.</p> <p>Below is a sample translation of the book to Filipino. <i>Note: This is just a sample translation that you can revise as deemed appropriate.</i></p> <p><i>p. 1 – Maglinis tayo ng ating bahay.</i></p> <p><i>p. 2 – Maglinis tayo sa labas ng bahay.</i></p> <p><i>p. 3 – Huwag tayong maging pabaya. Maraming mga sakit ang maaaring dumapo sa</i></p>	<p>Ask:</p> <p>Alin sa dalawang pangungusap na ito ang nagsasaad ng problema?</p> <p>Alin ang nagsasaad ng solusyon?</p> <p>Ito lang ba ang solusyon na nabanggit sa teksto?</p> <p>Balikan natin ang teksto at punan natin ang ating tsart.</p> <div data-bbox="869 711 1258 855" data-label="Diagram"> <pre> graph TD A[Problema] --- B[Solusyon 1] A --- C[Solusyon 2] A --- D[Solusyon 3] </pre> </div> <p><i>Maraming mga sakit ang maaaring dumapo sa atin. Isa sa mga mapanganib na sakit ang COVID-19.</i></p> <p><i>Magsuot tayo ng face mask kapag tayo ay lumalabas ng bahay.</i></p> <p><i>Gumamit tayo ng sandok sa paglagay ng pagkain sa ating pinggan. Huwag nating isubo ang sandok.</i></p>	<p>Read the text: (The following is an adaptation of the text. You may change the text as needed.)</p> <p>Ano ang gagawin mo kapag nakakita ka ng maruming pampublikong parke? Minsan, mayroong mga taong hindi marunong magtapon ng basura sa tamang lugar. Iniiwan nila ang kalat nila kung saan-saan. Paano tayo makakatulong? Puwede nating pulutin ang kalat. Pagkatapos ay ilagay ito sa basurahan. Huwag kalimutang maghugas ng kamay pagkatapos. Maaari rin nating paalalahanan ang ating mga kasama sa pamayanan na magtapon ng basura sa tamang lugar. Kapag walang basurahan, itago muna ang basura sa bulsa o bag.</p> <p>After reading a sentence, invite the learners to read the sentences with you. Remind them to read with proper speed and expression and pay attention to the punctuation marks. Listen for misread words and gently ask the learners to read the word again.</p>	<p>translation, <i>Pangangalaga sa kapaligiran</i>, on page 7.</p> <p>Say: Alamin natin. Ano kaya ang sinasabi ng libro tungkol sa pangangalaga ng ating kapaligiran?</p> <p>Show each page (which only has one word or idea per page). Read the words and then ask the learners to read with you. Listen for misread words and gently ask the learners to read the word again.</p> <p>Draw the learners' attention to the picture and ask questions about it. You may ask them about their personal experience related to the text. Below is the list of text on each page of the book:</p> <p><i>Pangangalaga sa Kapaligiran</i></p> <ol style="list-style-type: none"> <i>1. pagtanim</i> <i>2. pagdidilig sa tanim</i> <i>3. pagwawalis</i> <i>4. pagtapon ng basura</i> <i>5. pagtitipid ng kuryente</i> <i>6. pagtitipid ng tubig</i> <p>After this, ask the learners to read the book again in groups. In the end, ask</p>
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	<p><i>atin. Isa sa mga mapanganib na sakit ang COVID-19.</i></p> <p><i>p. 4 – Magsuot tayo ng face mask kapag tayo ay lumalabas ng bahay.</i></p> <p><i>p. 5 – Gumamit tayo ng sandok sa paglagay ng pagkain sa ating pinggan. Huwag nating isubo ang sandok.</i></p> <p><i>p. 6 – Maghugas tayo ng ating mga kamay pagkatapos humawak ng maruruming bagay.</i></p> <p><i>p. 7 – Tara! Maghugas tayo ng kamay.</i></p> <p><i>p. 8 – Maghugas ng kamay gamit ang sabon. Magbanlaw nang maigi.</i></p> <p><i>p. 9 – Huwag tayong maging tamad. Siguraduhin nating maglinis nang maayos.</i></p> <p><i>p. 10 – Maging ligtas sa mga sakit.</i></p>	<p><i>Maghugas tayo ng ating mga kamay pagkatapos humawak ng maruruming bagay.</i></p> <p>Add more examples that are relatable to learners as needed.</p>		<p>volunteers to read the words aloud on their own.</p>
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>Tell the learners that it is time for them to talk about what they read. To start, ask them the following:</p> <ul style="list-style-type: none"> • Ano ang sinabi ng teksto tungkol sa pagpapanatili ng kalinisan ng katawan? 	<p>Read the following paragraph. Ask learners to identify the problems and solutions stated in the text.</p> <p><i>Sa ating komunidad, may mga tao na nagtatapon ng</i></p>	<p>Reread the text a second time for oral reading fluency practice.</p> <p>Tell the learners that it is time for them to talk about what</p>	<p>Ask the learners:</p> <ul style="list-style-type: none"> • Ayon sa libro, ano ang mga puwede nating gawin upang mapangalagaan ang kapaligiran?

<ul style="list-style-type: none">•Ano ang puwede nating gawin para maging malinis ang ating bahay? Ang ating kapaligiran?•Alin sa mga gawaing iyon ang ginagawa mo na?•Anong mga sakit ang maari nating makuha kapag hindi natin mapanatiling malinis ang ating sarili at ang ating kapaligiran?•Bakit kailangan gumamit ng serving spoon o kutsaron?•Bakit kailangan magsuot ng face mask? <p>Read the following passage with the class. Teacher will first model the fluent reading of the passage. Then the class will be asked to read the passage together to practice fluent reading:</p> <p>Nagdala ang guro ng isang kahon ng face mask para ibahagi sa kanyang klase. Ang isang kahon ng face mask ay may lamang 50 na piraso ng face mask. Kung 30 ang mag-aaral sa klase, at bawat isa ay kukuha ng face mask, ilan na lang ang maiiwang face mask sa kahon?</p>	<p><i>basura sa kalsada. Dahil dito, nagiging marumi ang ating mga kalsada at parke. Maaari rin itong makaakit ng mga daga at ipis, na maaaring magdala ng sakit. Kapag umulan, ang basura ay maaaring bumara sa mga kanal at magdulot ng baha. Upang malutas ang problemang ito, kailangan nating siguraduhin na itatapon natin ang ating basura sa tamang lugar. Gumamit ng basurahan. Paalalahanan ang iyong pamilya at mga kaibigan na itapon ang kanilang basura nang tama. Hikayatin ang lahat na panatiliing malinis ang kapaligiran.</i></p> <table><tr><th>Problema:</th><th>Solusyon:</th></tr><tr><td>Nagtatapon ng basura sa kalsada.</td><td>Ilagay ang basura sa basurahan.</td></tr><tr><td>Nagiging marumi ang kalsada.</td><td>Gumamit ng basurahan.</td></tr><tr><td>Naaakit ang mga daga at ipis.</td><td>Paalalahanan ang iba na itapon ang basura ng tama.</td></tr><tr><td>Bumabara ang kanal</td><td>Hikayatin ang lahat na panatiliing</td></tr></table>	Problema:	Solusyon:	Nagtatapon ng basura sa kalsada.	Ilagay ang basura sa basurahan.	Nagiging marumi ang kalsada.	Gumamit ng basurahan.	Naaakit ang mga daga at ipis.	Paalalahanan ang iba na itapon ang basura ng tama.	Bumabara ang kanal	Hikayatin ang lahat na panatiliing	<p>they have read. Ask them the following:</p> <ul style="list-style-type: none">• Anong pampublikong lugar ang nabanggit sa teksto?• Ayon sa teksto, bakit nagiging madumi ang mga pampublikong lugar?• Bakit natin kailangan panatiliing malinis ang ating kapaligiran?• Ano-ano ang puwede nating gawin bilang kasapi ng pamayanan?• Maliban sa ating tahanan at paaralan, ano pa ang ibang lugar na pwede nating linisin?• Ano ang maaaring maging problema kung marumi ang ating kapaligiran?• Ano naman ang maaaring maging solusyon sa mga problemang dala ng maruming kapaligiran? <p>Read the following passage with the class. Teacher will first model the fluent reading of the passage. Then the class will be asked to read the passage together to practice fluent reading.</p> <p>Sa gagawing community clean-up, naisip ni Glenda na magdala ng puto para ibahagi</p>	<ul style="list-style-type: none">• Alin sa mga ito ang ginagawa mo sa bahay? Sa paaralan? <p>Go page by page and instruct learners to identify words that can describe each of the activities or situations identified in the book. Use the sentence frame below. See sample process:</p> <p>On page 1, say: <i>Pagtatanim. Paano nakatutulong ang pagtatanim?</i></p> <p>Write the responses of the learners on the board. Read the sentence. Next, invite the learners to read with you. Then ask them to complete the sentence as a class.</p> <p>Ang pagtatanim ay _____. Call volunteers to read the sentences individually. Remind them to read with proper speed and expression. Listen for misread words and gently ask the learners to read the word again.</p> <p>Do the same process for pages 2 and 3 (<i>pagdidilig sa tanim at pagwawalis</i>).</p>
Problema:	Solusyon:												
Nagtatapon ng basura sa kalsada.	Ilagay ang basura sa basurahan.												
Nagiging marumi ang kalsada.	Gumamit ng basurahan.												
Naaakit ang mga daga at ipis.	Paalalahanan ang iba na itapon ang basura ng tama.												
Bumabara ang kanal	Hikayatin ang lahat na panatiliing												

	After reading the passage twice, invite learners to solve the problem.	at bumabaha.	malinis ang kapaligiran.	sa mga kasamahan niya. Nagdala siya ng 60 pirasong puto. Ilana ng mababawas sa 60 na puto na dala ni Glenda kung lahat ng 45 na dumalo sa paglilinis ay mabibigyan ng tig-isang puto? After reading the passage twice, invite the learners to solve the problem.	
Deepening Understanding of the Key Idea/Stem	<p>Do choral reading of some sentences.</p> <p>Tell the learners that they will practice reading sentences with appropriate phrasing and expression.</p> <p>Display a large copy of the text so that it is visible for all learners.</p> <p>Tell the learners that <i>slash marks</i> will remind them to <i>pause and two slashes</i> at the end of a sentence means the pause will be a little longer.</p> <p>As you read, slide your finger under each word.</p> <p>Present this sample text from the book:</p> <p>Magsuot tayo ng face mask / kapag tayo ay lumalabas ng</p>	<p>Assign learners to work with a partner or in small groups (2-4 members each).</p> <p>Let them choose one of the problems and solutions mentioned earlier. Have them draw and write about the problem and solution they chose.</p> <p>Tandaan ang mga panuntunan sa pagsusulat ng pangungusap:</p> <p>1. Magsimula sa malaking titik.</p> <p>2. Gumamit ng angkop na bantas sa dulo ng pangungusap.</p> <p>Baybayin nang tama ang lahat ng salita.</p> <p>When all groups are done, let each group present their work.</p>	<p>Present the following sentences to the class.</p> <ul style="list-style-type: none">● Ang maagap na paglinis ng kalat ay nakatutulong sa lahat.● Ang tahasang pagkalat ng basura sa pampublikong lugar ay nakakaperwisyo sa marami.● Ang wastong pagtapon ng basura sa basurahan ay nakabubuti sa lahat. <p>Have the learners read the sentences as a class, in rows, in pairs, and then individually.</p>	<p>Divide the class into small groups (in pairs or groups of threes). Have them complete the following sentences in their groups (for pages 4 to 6). Instruct the learners to write the sentences on their paper.</p> <p>1. Ang pagtapon ng basura _____.</p> <p>2. Ang pagtitipid ng kuryente ay_____.</p> <p>3. Ang pagtitipid ng tubig ay _____.</p> <p>After writing the sentences on their paper, ask the learners to reread their sentences to check for proper capitalization, spelling and punctuation.</p> <p>When possible, have the groups present their work to</p>	

	<p>bahay.// Gumamit tayo ng sandok / sa paglagay ng pagkain / sa ating pinggan.// Huwag nating isubo / ang sandok. // Maghugas tayo ng ating mga kamay / pagkatapos humawak ng maruruming bagay.//</p> <p>After modeling the fluent reading of the text, ask the class to read with you. Have the class read the text again on their own as you point to each word to guide them. Finally, have the class read the text again on their own. You may let them read in rows, in groups (boys group and girls group), or with partners.</p> <p>On a clean sheet of paper, ask the learners to <i>draw and color what they will do to be clean and safe from diseases</i>. Next, ask them to write below their drawing this sentence: <i>Upang maging malinis, ang gagawin ko ay _____.</i></p>	<table><tr><td></td><td></td></tr><tr><td>Problema:</td><td>Solusyon:</td></tr></table>			Problema:	Solusyon:		another group or to the whole class.
Problema:	Solusyon:							
After/Post-Lesson Proper								
Making Generalizations and Abstractions	Ask the learners to reflect and complete these statements: <ul style="list-style-type: none">“Ang mga natutuhan ko ngayong araw ay _____.”	Ask the learners to reflect and complete these statements: <ul style="list-style-type: none">“Ang mga natutuhan ko ngayong araw ay _____.”	Ask the learners to reflect and complete these statements: <ul style="list-style-type: none">Ano ang mga dapat nating tandaan para maging mas matatas ang ating	Ask the learners to reflect and complete these statements: <ul style="list-style-type: none">“Pangangalagaan ko ang aking kapaligiran sa				

	<ul style="list-style-type: none">• “Mapapanatili ko ang kalinisan sa pamamagitan ng _____.”• “Upang hindi ako dapuan ng sakit, kailangan kong maging malinis. Ang nararapat kong gawin ay _____.”• “Kapag ako ay nagbabasa, dapat kong gawin ang mga sumusunod: _____.”	<ul style="list-style-type: none">• “Ang problema ay _____. Ang solusyon naman ay _____.”• “Kapag ako ay nagsusulat, dapat kong gawin ang mga sumusunod: _____.”	pagbabasa ng salita at pangungusap?	<p>pamamagitan ng _____.”</p> <ul style="list-style-type: none">• “Sa pagsusulat ng pangungusap, gagawin ko ang mga sumusunod: _____.”												
Evaluating Learning	<p><i>Panuto: Basahin ang mga parirala. Isulat ang Oo kung ang tinutukoy ay nakatutulong sa pagpapanatili ng kalinisan at Hindi kung hindi nakatutulong sa pagpapanatili ng kalinisan.</i></p> <ol style="list-style-type: none">1. Pagwawalis2. Paghuhugas ng kamay3. Pagtatapon ng basura sa ilog4. Paggamit ng sandok sa pagkuha ng pagkain5. Pagsubo ng sandok na ginagamit sa pagkuha ng pagkain <p><i>*See LAS</i></p>	<p>Identify the problem and solutions in an informational text.</p> <p><i>*See LAS</i></p>	<p>Invite learners to rate each other’s oral reading fluency using the following rubrics.</p> <table><tr><td>Krayterya</td><td>☐</td><td>☐</td></tr><tr><td>- Nabasa niya ang lahat ng salita nang tama.</td><td></td><td></td></tr><tr><td>- May tamang bilis ang kanyang pagbasa. Hindi ito masyadong mabilis o masyadong mabagal.</td><td></td><td></td></tr><tr><td>- May tamang diin sa ilang mga salita habang siya ay nagbabasa.</td><td></td><td></td></tr></table>	Krayterya	☐	☐	- Nabasa niya ang lahat ng salita nang tama.			- May tamang bilis ang kanyang pagbasa. Hindi ito masyadong mabilis o masyadong mabagal.			- May tamang diin sa ilang mga salita habang siya ay nagbabasa.			<p>Ask learners to write one sentence about how they can help take care of the environment. The sentence will be checked for proper spacing, capitalization, punctuation, and spelling.</p>
Krayterya	☐	☐														
- Nabasa niya ang lahat ng salita nang tama.																
- May tamang bilis ang kanyang pagbasa. Hindi ito masyadong mabilis o masyadong mabagal.																
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<i>Additional Activities for Application or Remediation (if applicable)</i>	Ask the learners to write down on a chart paper classroom rules that aim to keep the classroom clean. Post the chart paper on the board, and ask the learners to check the classroom regularly to see if the rules have been followed. The same can be done for their homes: encourage learners to write down the things that they need to do to keep their room/house/surroundings clean. Ask them to do a self-check regularly to see if they followed their own list.			
<i>Remarks</i>	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.			
<i>Reflection</i>				

Prepared by:

Reviewed by:

Approved by:

Subject Teacher

Master Teacher/Head Teacher

School Head