

1

Lesson Exemplar for Grade 1 Reading and Literacy

Quarter 3

Week

7

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Learning Activity Sheet for Reading and Literacy Grade 1

Quarter 3: Week 7

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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	3 rd , Week 7

	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>	<p>RL1PWS-III-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending).</p> <p>RL1PWS-III-4. Substitute individual sounds in simple words to make new words.</p> <p>RL1PWS-III-5. Sound out words accurately.</p> <p>RL1VWK-III-1. Use vocabulary referring to community.</p> <p>RL1VWK-III-4. Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.</p> <p>RL1BPK-II-3. Recognize proper eye movement skills in reading; a. left to right</p>	<p>RL1PWS-III-5. Sound out words accurately.</p> <p>RL1VWK-III-3. Read high-frequency words accurately for meaning.</p> <p>RL1CAT-III-3. Comprehend informational text. b. Identify problem and solution.</p> <p>RL1CCT-III-1. Narrate one's personal experiences. e. content-specific topics</p> <p>RL1VWK-III-5. Write words legibly and correctly.</p>	<p>RL1PWS-III-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending).</p> <p>RL1PWS-III-4. Substitute individual sounds in simple words to make new words.</p> <p>RL1PWS-III-5. Sound out words accurately.</p> <p>RL1VWK-III-3. Read high-frequency words accurately for meaning.</p> <p>RL1BPK-II-1. Recognize environmental print (symbols).</p> <p>RL1VWK-III-4. Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.</p>	<p>RL1PWS-III-5. Sound out words accurately.</p> <p>RL1VWK-III-3. Read high-frequency words accurately for meaning.</p> <p>RL1CAT-III-3. Comprehend informational text. b. Identify problem and solution.</p> <p>RL1CCT-III-1. Narrate one's personal experiences. e. content-specific topics</p> <p>RL1CCT-III-3. Express ideas about: a. content-specific topics</p> <p>RL1VWK-III-5. Write words legibly and correctly.</p>

	b. top to bottom c. return sweep RL1CAT-III-1. Read sentences with appropriate speed, accuracy, and expression. RL1CAT-III-3. Comprehend informational text. a. Note significant details in informational texts (list and describe).		RL1CAT-III-1. Read sentences with appropriate speed, accuracy, and expression.	
<i>D. Learning Objectives</i>	At the end of the lesson, the learners shall be able to: <ul style="list-style-type: none"> • Give the beginning and ending sound of a given word. • Make new words by substituting the initial sound with another sound. • Share personal experiences relevant to the topic. • Describe important details from the given text. • Recognize the proper eye movement in reading from left to right, top to bottom, and return sweep. • Read high-frequency words in the text. • Read aloud sentences with appropriate speed, accuracy, and expression following a checklist. 	At the end of the lesson, the learners shall be able to: <ul style="list-style-type: none"> • Share personal experiences relevant to the topic. • Read high-frequency words in the text. • Read sentences with appropriate speed, accuracy, and expression. • Identify the problem and its solution from the text read. • Write words correctly and legibly. 	At the end of the lesson, the learners shall be able to: <ul style="list-style-type: none"> • Give the beginning and ending sound of a given word. • Make new words by substituting the initial sound with another sound. • Read aloud sentences with appropriate speed, accuracy, and expression following a checklist. • Read high-frequency words in the text. • Identify the meaning of environmental print in the community. 	At the end of the lesson, the learners shall be able to: <ul style="list-style-type: none"> • Talk about one's experience in the community. • Read high-frequency words in the text. • Read sentences with appropriate speed, accuracy, and expression. • Identify the problem and its solution from the text read. • Write words correctly and legibly.
II. CONTENT	Vocabulary and Word Knowledge	Vocabulary and Word Knowledge	Vocabulary and Word Knowledge	Creating and Composing Texts

	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension Mga Alituntunin sa Komunidad	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension Problem and Solution	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension Environmental print in the an office or building	Problem and Solution
III. LEARNING RESOURCES				
<i>A. References</i>				
<i>B. Other Learning Resources</i>	<ul style="list-style-type: none"> Printed copies of the LAS – one for each learner 	<ul style="list-style-type: none"> Pictures: messy playground, clean playground 	<ul style="list-style-type: none"> Pictures of buildings or offices prominent in the community such as the barangay hall, health center, hospital, local shops, malls, school, etc., that are familiar to the learners. Pictures of actual signages found in your school and other prominent local offices or buildings such as: Entrance, Exit, No entry, Restroom, Fire Exit, Pasukan, Labasan, Palikuran, Bawal Pumasok, Bawal magtapon ng basura, Principal's Office, Library, etc. 	<ul style="list-style-type: none"> Pictures of signages found in the prominent local offices or buildings: Entrance, Exit, No entry, Restroom, Fire Exit, Pasukan, Labasan, Palikuran, Bawal Pumasok
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
<i>Activating Prior Knowledge</i>	ASK: <ul style="list-style-type: none"> Ano-ano ang mga responsibilidad o tungkulin na inatas ng inyong mga magulang sa inyo sa bahay? 	Ask learners to recall the previous lesson: <i>Ano-ano ang mga alituntunin ng mga bata sa komunidad? Magbigay ng halimbawa ng</i>	Show pictures of different buildings, establishments, or offices in the community that are familiar to the learners. ASK:	Ask the learners to recall the signages and their meaning from the previous lesson: Entrance, Exit, Restrooms, Fire Exit, at No Entry.

	<ul style="list-style-type: none"> • <i>Ano-ano ang mga tungkulin ninyo sa paaralan?</i> • <i>Sinusunod niyo ba ang mga ito? Bakit?</i> • <i>Ano ang kahalagahan ng paggawa ng ating mga tungkulin?</i> 	<p><i>inyong pagganap ng mga alintuntunin.</i></p> <p>Show a picture of a messy playground and a clean playground.</p> <p>ASK:</p> <ul style="list-style-type: none"> • <i>Ano ang problem sa unang larawan?</i> • <i>Paano natin ito maaayos?</i> 	<ul style="list-style-type: none"> • <i>Ano ang nakikita natin sa mga lugar na ito kapag tayo ay papasok sa loob? Lalabas ng gusali o tanggapan?</i> • <i>Ano ang nakikita natin na tumutulong sa atin upang malaman ang dapat gawin?</i> <p>Show pictures of actual signages found inside the school such as Entrance, Exit, Bawal Pumasok, Grade 1 – (section), Principal’s Office, Library, Restroom, etc. Ask learners what they think these signages mean.</p>	<p>Call volunteers to share other signages they see in establishments. Possible answers: Trash bin, No smoking, No parking, Be quiet, etc.</p> <p>ASK:</p> <p><i>Nakagamit na ba kayo ng Fire Exit o Restrooms? Ano ang nangyari?</i></p> <p><i>Bakit mahalagang sumunod sa mga palatandaang ito?</i></p>
<i>Lesson Purpose/Intention</i>	<p>Explain to the learners the intention of today’s lesson. They will learn to isolate the sound in different positions, substitute sounds in a word to produce another word, recognize reading directions, read high frequency words, and read words accurately for meaning. Also, they will read sentences with accuracy, appropriate speed, and proper expression.</p>	<p>Explain to the learners the intention of today’s lesson. They will learn how to identify the problem and solution in a given text. Also, they will read sentences with accuracy, appropriate speed, and proper expression and write their own ideas about the topic.</p>	<p>Explain to the learners the intention of today’s lesson. They will practice how to isolate the sound in different positions, substitute sounds in a word to produce another word, recognize reading directions, read high frequency words, and read words accurately for meaning. Also, they will read sentences with accuracy, appropriate speed, and proper expression. They will also learn different environmental prints commonly found in establishments and offices in the community.</p>	<p>Explain to the learners the intention of today’s lesson. They will learn how to identify the problem and solution in a given text. Also, they will read sentences with accuracy, appropriate speed, and proper expression and write their own ideas about the topic.</p>
<i>Lesson Language Practice</i>	<p>Read the following words. Syllabicate each of the following vocabulary words.</p>	<p>Show the following key words to the learners:</p>	<p>Introduce the following words using the learners’ L1.</p>	<p>Write the following words on the board and read them three</p>

	<p>Ask learners to follow reading after you. Provide the definition of the word and use them in a sentence.</p> <p>Ask them to identify the beginning and ending sounds of each word.</p> <p>Lead them to a phonemic substitution. Example: replace /b/ in <i>batas</i> with /g/. What new word do you form? (<i>gatas</i>)</p> <p>Words:</p> <ol style="list-style-type: none"> 1. <i>alituntunin</i> (a-li-tun-tu-nin) – <i>mga tungkulin ng isang tao</i> 2. <i>komunidad</i> (ko-mu-ni-dad) – <i>lugar kung saan sama-sama naninirahan ang mga tao</i> 3. <i>magalang</i> (ma-ga-lang) – <i>pagiging mabait at maayos makitungo sa ibang tao</i> 4. <i>linisin</i> (li-ni-sin) – <i>pagtatanggal ng basura at dumi</i> 5. <i>batas</i> (ba-tas) – <i>mga panuntunan na dapat sundin upang mapanatili ang kaayusan at kaligtasan sa komunidad</i> <p>Review the following words that show order:</p>	<p><i>alituntunin</i> <i>magalang</i> <i>malinis</i> <i>sumunod sa batas</i> <i>mag-aral nang mabuti</i></p> <p>Ask learners to read the words three times. Call volunteers to recall what the words mean based on the previous lessons.</p>	<p>Say the following words three times and encourage learners to repeat them after you.</p> <p><i>palatandaan</i> <i>gusali</i> <i>opisina</i></p> <p><i>pasukan</i> <i>labasan</i> <i>palikuran</i> <i>bawal</i> <i>pumasok</i></p> <p>Use in contextualized sentences the given word for language practice.</p> <p>Ask them to identify the beginning and ending sounds of each word.</p> <p>Lead them to a phonemic substitution. Example: replace /b/ in <i>bawal</i> with /k/. What new word do you form? (<i>kawal</i>)</p> <p>Replace /g/ in <i>gusali</i> with /m/. What new word do you form? (<i>musali</i>)</p>	<p>times. Encourage learners to repeat them after you.</p> <p><i>Entrance</i> <i>Exit</i> <i>Fire Exit</i> <i>Restrooms</i> <i>No Entry</i></p> <p>Call volunteers to give the meaning of these signages.</p>
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	<div>Una Pangalawa Pangatlo Pang-apat</div> <div>Ask the learners to read the words repeatedly.</div>														
During/Lesson Proper															
Reading the Key Idea/Stem	<div>Introduce the informational text below. Ask learners to follow proper eye movement from reading – left to right, top to bottom, return sweep.</div> <div>Show them the checklist of the things they should remember when reading a text. (See Evaluation section below.) Briefly review each criterion.</div>	<div>Pagpapaunlad ng Talasitaan</div> <div>ASK:</div> <div><ul style="list-style-type: none">Kapag may problema tayo, ano ang dapat nating gawin upang ito ay malutas?Ano ang ibig sabihin ng “solusyon”?</div> <div>Guide students to understand that the problem is something that is not right or needs to be fixed, and the solution is the way to fix it.</div> <div>Write these definitions on the board:</div> <div>Problema – isang bagay na hindi maganda o kailangang ayusin</div> <div>Solusyon – ang paraan upang ayusin ang problema</div> <div>Read the text aloud to the class:</div>	<div>Pagpapaunlad ng Talasalitaan</div> <div>Present the following words and discuss their meaning.</div> <div><div>1. Entrance – Ito ang pasukan ng gusali. Dito tayo dapat pumasok sa gusali.</div><div>2. Exit – Ito ang labasan ng gusali. Dito tayo lalabas kapag aalis na tayo.</div><div>3. Restrooms (o Toilet) – Ito ang palikuran. Kung kailangan gumamit ng banyo, hanapin ang palantadaan na ito.</div><div>4. No Entry – Ang ibig sabihin nito ay Bawal Pumasok. Huwag pumunta sa lugar na ito.</div><div>5. Fire Exit – Ito ang labasan kapag may sunog upang makalabas kaagad.</div></div> <div>Introduce the informational text below. Ask learners to follow</div>	<div>Read aloud the informational text about signages. Model fluent reading.</div> <div>TEKSTO:</div> <div>Mga Palantandaan na Dapat Sundin</div> <div>Kapag pumupunta tayo sa isang gusali tulad ng ospital o tindahan, maraming palatandaan na makikita. Kung gusto mong pumasok, hanapin ang Entrance.</div> <div>Kapag lalabas ka na, dumaan sa Exit.</div> <div>Sa oras ng sakuna gaya ng sunog, gamitin ang Fire Exit para makalabas agad.</div> <div>Kung kailangan mong gumamit ng banyo, sundan ang Restrooms.</div> <div>Huwag pumasok sa lugar na may No Entry dahil maaaring mapanganib ito.</div>											
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	<p>and expression during reading. Go back to the checklist and ask the learners to assess your reading. Go over the items in the checklist one by one.</p> <p>TEKSTO: <i>Alituntunin sa Komunidad</i></p> <p><i>Ang bawat bata ay mahalaga sa komunidad. Bilang mga bata, may mga alituntunin tayong dapat sundin upang maging maayos at mapayapa ang paligid. Una, maging magalang at mabuti sa kapwa. Gumamit ng “po” at “opo” sa nakatatanda. Tumulong sa iba. Pangalawa, linisin ang paligid. Linisin ang kalat. Itapon ang basura sa tamang lugar. Pangatlo, sumunod sa mga batas. Tumawid sa tamang tawiran at huwag maglaro sa kalsada. Pang-apat, mag-aral nang mabuti. Kapag sinusunod natin ang mga alituntunin, nagiging maayos, masaya, at ligtas ang ating komunidad.</i></p> <p>Review with the learners the different punctuation marks and what do when we see them in the sentence during reading: <i>tuldok (.) and kuwit (,).</i></p>	<p><i>May batang naglalakad sa kalsada at tumatawid siya kung saan-saan. Dapat sumunod siya sa batas at tumawid sa tamang tawiran.</i></p> <p>ASK:</p> <ul style="list-style-type: none"><i>Ano ang problema? (Tumatawid ang bata kung saan-saan. Hindi ligtas ang bata.)</i><i>Ano ang solusyon? (Tumawid siya sa tamang tawiran.)</i><i>Paano ninyo natukoy ang problema at solusyon?</i>	<p>proper eye movement from reading – left to right, top to bottom, return sweep. Show them the checklist of the things they should remember when reading a text. (See Evaluation section below.) Briefly review each criterion.</p> <table><tr><th>Mga batayan</th><th>😊 o ☹️</th></tr><tr><td>1. Binasa ko ang lahat ng mga salita nang malinaw.</td><td></td></tr><tr><td>2. Binasa ko ang teksto nang may tamang bilis.</td><td></td></tr><tr><td>3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.</td><td></td></tr><tr><td>4. Naintindihan ko ang aking binasa.</td><td></td></tr></table> <p>Model fluent reading of the text to the learners twice. Demonstrate the proper speed and expression during reading. Go back to the checklist and ask the learners to assess your reading. Go over the items in the checklist one by one.</p> <p>Show the signages to the learners as you read the text: Entrance, Exit, Restroom, No Entry, Fire Exit</p>	Mga batayan	😊 o ☹️	1. Binasa ko ang lahat ng mga salita nang malinaw.		2. Binasa ko ang teksto nang may tamang bilis.		3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.		4. Naintindihan ko ang aking binasa.		<p><i>Ang mga palatandaang ito ay mahalaga upang maging gabay natin sa loob ng gusali.</i></p> <p>Re-read the text with the learners. Lead the class in doing a self-evaluation following the checklist below:</p> <table><tr><th>Mga batayan</th><th>😊 o ☹️</th></tr><tr><td>1. Binasa ko ang lahat ng mga salita nang malinaw.</td><td></td></tr><tr><td>2. Binasa ko ang teksto nang may tamang bilis.</td><td></td></tr><tr><td>3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.</td><td></td></tr><tr><td>4. Naintindihan ko ang aking binasa.</td><td></td></tr></table>	Mga batayan	😊 o ☹️	1. Binasa ko ang lahat ng mga salita nang malinaw.		2. Binasa ko ang teksto nang may tamang bilis.		3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.		4. Naintindihan ko ang aking binasa.	
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	<p>After this, read the text with the learners. After reading, go back to the checklist and assess with the students the group reading.</p>		<p>TEKSTO: <i>Mga Palantandaan na Dapat Sundin</i> <i>Kapag pumupunta tayo sa isang gusali tulad ng ospital o tindahan, maraming palatandaan na makikita. Kung gusto mong pumasok, hanapin ang Entrance. Kapag lalabas ka na, dumaan sa Exit.</i></p> <p><i>Sa oras ng sakuna gaya ng sunog, gamitin ang Fire Exit para makalabas agad.</i></p> <p><i>Kung kailangan mong gumamit ng banyo, sundan ang Restrooms.</i></p> <p><i>Huwag pumasok sa lugar na may No Entry dahil maaaring mapanganib ito.</i></p> <p><i>Ang mga palatandaang ito ay mahalaga upang maging gabay natin sa loob ng gusali.</i></p> <p>Review with the learners the different punctuation marks and what do when we see them in the sentence during reading: <i>tuldok (.) and kuwit (,).</i></p> <p>After this, read the text with the learners. After reading, go</p>	
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			back to the checklist and assess with the students the group reading.	
Developing Understanding of the Key Idea/Stem	<p>Ask the learners if there are parts of the text they did not understand. If there is, go back to the identified part or proceed with the discussion and give focus on the part where confusion was identified.</p> <p>Tell the learners that it is time for them to talk about the text. Tie the discussion to the lesson in Makabansa about “mga alituntunin sa paaralan.”</p> <p>ASK:</p> <ul style="list-style-type: none"> • Ano ang mga alituntunin na binanggit sa teksto? • Bakit mahalagang sumunod sa mga alituntunin? • Bakit mahalaga ang paggalang sa matatanda? • Ano ang maaaring gawin upang makatulong sa kalinisan ng komunidad? • Ano ang halimbawa ng mga batas sa kalsada na dapat sundin ng mga bata? • Ano ang tungkulin ng mga bata sa paaralan? • Ano ang maaaring mangyari kapag hindi nasunod ang mga alituntunin? 	<p>Guided Practice</p> <p>Present the following texts to the class. Read each scenario twice (modeling), then ask the learners to read with you. Finally, ask them to read the text on their own.</p> <p>As a class answer the following questions after reading each text:</p> <ul style="list-style-type: none"> • Ano ang problema sa teksto? • Ano ang solusyon? • Paano ninyo ito natukoy? <p>Call volunteers to circle the problem, underline the solution, and label them as “problema” and “solusyon”.</p> <p>Teksto:</p> <ol style="list-style-type: none"> 1. May mga batang sumasagot ng pasigaw sa magulang. Dapat silang maging magalang. Maaari nilang gamitin ang “po” at “opo” kapag nakikipag-usap sa nakatatanda. 2. Pagkatapos ng bagyo, madalas ay maraming basura 	<p>Ask the learners if there are parts of the text they did not understand. If there is, go back to the identified part or proceed with the discussion and give focus on the part where confusion was identified.</p> <p>Tell the learners that it is time for them to talk about the text. Show the signages again.</p> <p>ASK:</p> <ul style="list-style-type: none"> • Ano-ano ang mga palantandaan na natukoy sa teksto? • Ano ang ibig sabihin ng Entrance? Exit? Restrooms? No Entry? Fire Exit? • Bakit mahalaga na matukoy ang mga palantandaan? • Ano-ano pa ang ibang mga palantandaan na nakikita ninyo sa mga gusali, opisina, o tindahan? Ano ang ibig sabihin ng mga ito? 	<p>Review the concept of <i>problema</i> and <i>solusyon</i>. Write <i>problema</i> and <i>solusyon</i> on the board. Call volunteers to recall what they mean.</p> <p>Write these definitions on the board:</p> <p><i>Problema – isang bagay na hindi maganda o kailangang ayusin</i></p> <p><i>Solusyon – ang paraan upang ayusin ang problema</i></p> <p>Ask the learners to give the solution to the following problems based on the text read. Present the following sentences on the board. Read the sentence and then ask the learners to follow.</p> <ul style="list-style-type: none"> • May sunog sa gusali. Ask: Ano ang gagawin mo? • Gusto mong umihi. Ask: Saan ka pupunta? • Gusto mong pumasok sa mall pero may No Entry. Ask: Ano ang dapat mong hanapin?

	<p>Encourage learners to share their own experiences about following rules in the community. Sample prompts:</p> <ul style="list-style-type: none"> • <i>Alin sa mga alituntunin ang inyong ginagawa?</i> • <i>Naranasan niyo na bang maglinis ng kapaligiran? Ano ang inyong ginawa? Bakit?</i> • <i>Ano ang inyong dapat gawin simula ngayon upang masunod ang mga alituntunin ng mga bata sa komunidad?</i> 	<p><i>sa paligid. Tumulong sa paglilinis ng kalat at itapon ang basura sa tamang lugar.</i></p> <p>3. <i>May mga batang naglalaro sa kalsada. Dumadaan dito ang mga sasakyan. Dapat nilang iwasan ang kalsada upang hindi madisgrasya. Maglaro sa ligtas na lugar.</i></p> <p>4. <i>May mga batang hindi ginagawa ang kanilang gawain kaya mababa ang nakuhang marka. Dapat mag-aral nang mabuti at humingi ng tulong kung kailangan.</i></p>		<p>Call volunteers to write the signage appropriate for each situation.</p>
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>Distribute copies of the text to the learners (see LAS).</p> <p>Put the learners in groups of three. Ask the learners to practice reading the text together.</p> <p>Instruct them to circle the words that they find difficulty in reading.</p> <p>Teach learners the following strategies when they have difficulty reading the word:</p> <ol style="list-style-type: none"> 1. Look at the first letter of the word. 2. Sound out the first letter. 3. Try to sound out the succeeding letters, focusing on one letter at a time. 	<p>SAY: <i>Maaari kayong gumamit ng mga simpleng pangungusap upang ipakita ang problema at solusyon. Huwag kalimutan na ang problema ay isang bagay na hindi maganda o kailangang ayusin, at ang solusyon naman ay ang paraan para ayusin ito.</i></p> <p>Put learners in small groups of three. Read the following statements to them and ask them to follow. Ask the groups to suggest ways to solve the problem. Have them write their solution on their notebook.</p> <p>Guide questions to answer after reading each text:</p>	<p>Distribute copies of the text to the learners (see LAS).</p> <p>Put the learners in groups of three. Ask the learners to practice reading the text together.</p> <p>Instruct them to circle the new words presented earlier: <i>Entrance, Exit, Restrooms, No entry, Fire Exit.</i></p> <p>Review with the learners the following strategies when they have difficulty reading the word:</p> <ol style="list-style-type: none"> 1. Look at the first letter of the word. 2. Sound out the first letter. 	<p>Call volunteers to circle the problem, underline the solution, and label them as “problema” and “solusyon”.</p> <p>Teksto:</p> <ol style="list-style-type: none"> 1. Gustong umihi ni Demi. Hinanap niya ang Restrooms. <p>Ask: <i>Bakit hinanap ni Demi ang Restrooms?</i></p> <ol style="list-style-type: none"> 2. Biglang lumindol. Pagkatapos ng lindol, lumabas ang mga tao sa Exit at Fire Exit. <p>Ask: <i>Bakit lumabas ang mga tao sa Exit at Fire Exit?</i></p>

	<p>4. Slowly say the sounds together. 5. Say the sounds together a little faster.</p> <p>Have them evaluate their reading using the checklist discussed earlier.</p> <p>Go around the room to guide and provide assistance to learners having difficulty with reading a word.</p>	<ul style="list-style-type: none"> • <i>Ano ang problema sa teksto?</i> • <i>Ano ang posibleng solusyon sa problema?</i> • <i>Masasagot ba ng inyong mungkahing solusyon ang problema? Bakit?</i> <p>1. Sa komunidad, may mga matatandang nahihirapan maglakad at magbuhat ng mabigat na bagay. Kapag nakita mo silang nahihirapan, hindi mo sila dapat pabayaang.</p> <p>2. Maraming basura ang nagkalat sa plaza. Dahil dito, hindi maganda tingnan at nakasasama pa sa kalusugan. Kapag nakita mo ang kalat, may magagawa ka para makatulong.</p> <p>Call volunteers to read the text in class and read the solution they wrote.</p>	<p>3. Try to sound out the succeeding letters, focusing on one letter at a time. 4. Slowly say the sounds together. 5. Say the sounds together a little faster.</p> <p>Have them evaluate their reading using the checklist discussed earlier.</p> <p>Go around the room to guide and provide assistance to learners having difficulty with reading a word.</p>	<p>3. Nawawala si Nanay at gusto niyang lumabas ng gusali. Hinanap niya ang Exit.</p> <p>Ask: <i>Bakit lumabas si Nanay sa Exit?</i></p>
After/Post-Lesson Proper				
<i>Making Generalizations and Abstractions</i>	<p>Ask the learners to reflect and complete these statements:</p> <ul style="list-style-type: none"> • Ang mga natutunan ko ngayong araw ay_____. • Ang aking mga alituntunin bilang isang bata sa komunidad ay: 1. _____ 2. _____ 	<p>Ask the learners to reflect and complete and answer the following:</p> <ul style="list-style-type: none"> • “Ang mga natutunan ko ngayong araw ay _____.” • Ano ang “problema”? Paano ito matutukoy sa teksto? 	<p>Ask the learners to reflect and complete these statements:</p> <ul style="list-style-type: none"> • “Ang mga natutunan ko ngayong araw ay _____.” • Ano ang ibig sabihin ng mga sumusunod na palatandaan sa mga gusali at tindahan? 1. Entrance 	<p>Ask the learners to reflect and complete these statements:</p> <ul style="list-style-type: none"> • “Ang mga natutunan ko ngayong araw ay _____.” • “Magpapakita ako ng pagmamalasakit sa aking mga kaibigan sa pamamagitan ng _____.”

	3. _____ 4. _____	<ul style="list-style-type: none"> Ano ang “solusyon”? Paano ito matutukoy sa teksto? 	2. Exit 3. Restrooms 4. No entry 5. Fire Exit	<ul style="list-style-type: none"> “Pipiliin kong magpakita ng malasakit sa aking kapwa dahil _____.”
Evaluating Learning	<p><i>Panuto (See LAS): Basahin ang teksto. Bilugan ang mga salitang mahirap basahin. Mag-ensayo sa pagbabasa. Lagyan ng tsek (/) ang mga batayang nagawa.</i></p> <p><i>Alituntunin sa Komunidad</i></p> <p><i>Ang bawat bata ay mahalaga sa komunidad. Bilang mga bata, may mga alituntunin tayong dapat sundin upang maging maayos at mapayapa ang paligid. Una, maging magalang at mabuti sa kapwa. Gumamit ng “po” at “opo” sa nakatatanda. Tumulong sa iba. Pangalawa, linisin ang paligid. Linisin ang kalat. Itapon ang basura sa tamang lugar. Pangatlo, sumunod sa mga batas. Tumawid sa tamang tawiran at huwag maglaro sa kalsada. Pang-apat, mag-aral nang mabuti. Kapag sinusunod natin ang mga alituntunin, nagiging maayos, masaya, at ligtas ang ating komunidad.</i></p> <div> Mga batayan <div> 😊 o 😞 </div> </div>	<p><i>Panuto (See LAS): Basahing maigi ang mga sumusunod na pangyayari. Bilugan ang problema at salungguhitan ang solusyon. Sulatan ng P ang binilugang problema at S ang sinalungguhitang solusyon.</i></p> <ol style="list-style-type: none"> May mga bata na hindi marunong magtapon ng basura sa tamang lugar at laging nagkakalat sa paligid. Pagsabihan sila na itapon ang basura sa tamang lalagyan at panatilihin malinis ang kapaligiran. Minsan may mga kaklase kang hindi naintindihan ang aralin na naintindihan mo. Mainam na tulungan sila at ituro ang inyong nalalaman. May mga ilang mag-aarala na naninira ng pag-aari ng paaralan gaya ng pagsusulat sa mga pinto at dingding. Paalalahanan sila na huwag itong gawin at panatilihin maayos ang paaralan. 	<p><i>Panuto: Basahin ang mga sumusunod na salita. Piliin ang kahulugan ng mga palatandaang nababasa sa mga gusali o tindahan mula sa kahon. Isulat ang sagot sa patlang.</i></p> <ol style="list-style-type: none"> Entrance - _____ Exit - _____ Fire Exit - _____ Restrooms - _____ No entry - _____ <div> <ul style="list-style-type: none"> Labasan ng gusali Pasukan ng gusali Palikuran Bawal pumasok Labasan kapag may sunog </div>	<p><i>Panuto: Basahin ang mga sumusunod na pangungusap. Piliin ang tamang palatandaang nababasa sa mga gusali na solusyon sa problema. Isulat ang sagot sa patlang.</i></p> <ol style="list-style-type: none"> Gusto mong pumasok sa gusali. Hanapin ang _____. Gusto mong lumabas sa gusali. Hanapin ang _____. Masakit ang tiyan mo at gusto mong gumamit ng banyo. Hanapin ang _____. May sunog sa gusali. Hanapin ang _____. <div> <ul style="list-style-type: none"> Exit Entrance Fire Exit Restrooms No Entry </div>

	1. Binasa ko ang lahat ng mga salita nang malinaw.				
	2. Binasa ko ang teksto nang may tamang bilis.				
	3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.				
	4. Naintindihan ko ang aking binasa.				
<i>Additional Activities for Application or Remediation (if applicable)</i>	Encourage learners to practice reading the text presented and/or new words, phrases, and sentences learned during the class. After presenting the self-assessment checklist for reading, ask the learners to evaluate themselves after reading in any of their classes using the same checklist.	Encourage learners to practice writing the new words and phrases learned during the class.	Ask learners to walk around the school or other buildings/establishments in the community and look for signages such as the Entrance and Exit. Ask them to find out what the new signages mean.	Encourage learners to practice reading the text presented and/or new words, phrases, and sentences learned during the class. After presenting the self-assessment checklist for reading, ask the learners to evaluate themselves after reading in any of their classes using the same checklist.	
<i>Remarks</i>	For languages without primer, use the sequence of letters taught in Tagalog (Marungko) when reviewing letters and sounds. 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>					

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