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LANGUAGE TERM 1

**Structured Pedagogy
Lesson Guides**



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Language – Grade 1
Structured Pedagogy
Term 1
First Edition, 2026

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Published by the Department of Education
Secretary: Sonny M. Angara
Undersecretary: Carmela C. Oracion

Development Team: Learning Systems Strand
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Printed in the Philippines by _____

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Language

Term 1

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Term 1**Lesson 1:****Language for Interacting with Others**

Talk about one's personal experiences: (a) oneself and family, (b) school, (c) community, (d) environment, and (e) content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. express personal experiences about oneself;
2. articulate personal experiences related to family; and
3. talk about other content-specific topics.

II. Development of the Lesson**A. Motivation**

Ask all the learners to stand up and participate in the "Ang Aming Kuwento" Game. State different personal and familial experiences, and learners must either jump if they have experienced it or clap if not.

"Ang Aming Kuwento" Game

May mga kuwento tayo, halina at sumali!
Tungkol sa akin at sa iyo, ito ay madali!
Makinig nang mabuti, sumali sa laro,
Iba-iba ang kuwento ng bawat tao!

Ako ay kumain ng almusal kanina,
Sa bahay, ako ay mayroong kuya!

Ako ay may natanggal na na ngipin,
Totoo ang lahat ng aking sasabihin!

Ako ay nakasakay sa jeep na maingay,
Ngunit tumatawid din kami ng tulay!

Ako ay mayroong ate,
Sa bahay, kami ay sabay kumain palagi!

Ngayon kami ay tatalon, papalampak,
At iikot nang dahan-dahan.
Sapagkat may mga kuwento tayo,
Luma man o bago,
Tungkol sa ating tahanan, pamilya, at sarili!

B. Discussion

1. Instruct the learners to form one big line, and one by one, each student must share an "Ako ay ____" statement in order to express their personal internal states through words and actions.
 - a. Begin by providing an example: "Ako ay mapatang!" (flex your arm muscles).
 - b. The first student in line must share their "Ako ay" statement, along with its corresponding actions.

- i. Example: "Ako ay matalino!" (point to your temple), "Ako ay maganda!" (put both palms under the chin), etc.

- c. After the learner has shared their statement, they can take their seat, and the next learner shall move to the front.

- d. End the activity by saying "Mahusay! Naibahagi natin ang ating mga katangian at mga nararamdaman. Ngayon naman, ipahayag natin ang ating mga karanasan kasama ang ating pamilya!"

2. Prepare flashcards containing the titles of each family member or write them on the board (Nanay, Tatay, Ate, Kuya, Bunso, Lolo, Lola, etc.).

- a. Paste the flashcards on the board.

- b. Describe and discuss the roles of each member of the family.

- i. Example: Nanay – "Ang magulang na babae; ang nagpanganak, o nag-aruga sa isang anak."

- c. Ask the learners to line up in front of the flashcard stating the family member they want to describe.

- d. Each student shall state the name and describe the family member they have chosen.

- i. Example: "Ang pangalan ng aking ina ay Anna. Siya ay parating pumapasok sa opisina."

- e. End the discussion by saying: "Dahil nagbahagi kayo tungkol sa inyong pamilya, yakapin natin ang ating mga sarili. Isipin natin na ito ay yakap mula sa ating nanay, tatay, ate, kuya, lolo, o lola."

Sabay-sabay nating sabihin:
"Mahal ko ang pamilya ko!"

C. Practice

1. Learners must answer a Venn Diagram in order to compare and contrast the family member assigned to them.
 - a. Prepare the titles of each family member on a piece of paper in order to create a draw lots.
 - b. Divide the class into pairs or trios, depending on the class size.
 - c. Each pair or group shall pick one random paper from the draw lots in order to determine their assigned family member.
 - d. Pairs or groups shall discuss among themselves and share the characteristics and roles of their assigned family member. Use the format provided below.

FAMILY MEMBER (<i>nanay, tatay, kapatid, etc.</i>)		
(<i>pangalan</i>)	PAGKAKATULAD	(<i>pangalan</i>)
1.	1.	1.

2. Ask the students to share their answers with the class. Allow other students to ask questions and/or share their thoughts.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What did you feel after our lesson?
- Why is it important to share your thoughts and feelings?
- How does it feel to share your experiences with others? Why?

III. Homework

Instruct the learners to write all their immediate family members, including themselves, in their notebooks. They must share a favorite memory with each individual family member. Follow the example format provided below.

Pamilya	Pangalan	Alaala
Nanay		
Tatay		
Kapatid (Ate)		
Kapatid (Kuya)		
Bunso		

Term 1

Lesson 2:

Language for Interacting with Others

Participate in classroom interaction using verbal and non-verbal responses:

(a) Respond to teacher's instructions, and (b) Ask and respond to questions.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. interact in the classroom through physical actions or verbal responses;
2. follow one-step verbal instructions from the teacher; and
3. engage in class discussions by asking relevant questions.

II. Development of the Lesson

A. Motivation

Play the "Robot Command" game with the learners. Start by saying "Ngayong araw, ako ay isang controller at kayo naman ang mga robot!" Ang mga robot ay dapat makinig sa mga panuto upang kayo ay makagalaw."

- a. Give the learners simple one-step instructions that they can easily follow inside the classroom.
 - Examples: "Robots, pumalakpak nang dalawang beses", "Robots, ituro ang pisara", etc.

- b. Intentionally stop and give simple scenarios that would allow students to ask questions.

- Examples: Instructor may pretend to fall asleep and say "Low power mode... Kailangan ko ng 'Curiosity Spark' para magising. May robot ba na may nakaka-excite na tanong?"

- c. End the activity by saying: "Hindi na ako Low Battery! Dahil sa inyong mga tanong at pakikinig, 100% na ang energy ko! Ngayon, bilang huling utos: Mga robot, bigyan ang inyong mga sarili ng isang malakas na palakpak!"

B. Discussion

1. Learners must follow the "Magic Finger" and practice its one-step instruction.
 - a. The teacher must point to an object and give a single instruction (i.e., Point to a

- bag – “Buksan ang inyong mga bag”).
- Learners should respond by stating the action they are doing (i.e., “Binubuksan namin ang bag”) while doing the action.
 - End the game by saying “Ang huling ituturo ng Mahiwagang Daliri ay ang inyong mga upuan”. Wait for the students to point to their seats and say “Target Locked! Diyan na tayo mag-power down para sa ating susunod na gawain.”
- Prepare a box and store any appropriate object inside. Play the “Mystery Box” Game by instructing students to ask questions in order to gather clues.
 - The instructor may begin the activity by providing them with question starters such as “Ano ang kulay nito?”, “Malambot ba ito o matigas?”, “Matatagpuan ba ito sa paaralan?”, etc.
 - Each student or pair, depending on the class size, shall be given a chance to ask one question. After all the students have asked questions, they may be allowed to guess what the secret object is.
 - After revealing the secret object, ask the learners what they think the most helpful clue was.
- C. Practice
- Divide the class into groups of three; one learner should be the “leader” while the others are the “followers.”
 - The leader should give a one-step instruction, while the followers should act as instructed.

- After the followers complete their task, they must each ask a simple question to the leader.
 - After the leader answers their questions, the learners shall switch roles until all members have had the chance to be the leader.
- Ask the students to draw or write the following items in their notebooks:
 - Draw a flower
 - Draw a sad face
 - Write your name
 - Draw a check
 - Write your seatmate’s name
 - Draw the sun
- D. Reflection
- Ask the learners the following questions:
- What did we learn today?
 - Why is it important to ask questions?
 - How can we show the teacher that we are listening?
 - Why is it important to follow instructions?

III. Homework

Ask the learners to copy the table below and provide the corresponding answers.

Iguhit ang paborito mong prutas	Magsulat ng pamagat ng isang kuwento
Magdikit ng dahon	Kulayan ng asul ang kahon 
Tanungin ang isa sa iyong magulang kung saan ang kanilang paboritong lugar. Isulat ang kanilang sagot sa ibaba. _____	

Term 1 Lesson 3:

Language for Interacting with Others

Interact purposely and participate in conversations and discussions in pairs, in groups, or in whole-class discussions: (a) Make requests, (b) Give or offer information, (c) Communicate needs, (d) Clarify information, (e) Seek help, and (f) Take part in or take turns in conversation or discussion.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- interact purposefully and participate in conversations and discussions in pairs, in groups, or in whole-class discussions;

- demonstrate how to make polite requests;
- give or offer simple information about a topic or personal experience when prompted;

4. communicate personal needs clearly and appropriately;
5. clarify information by asking and answering simple questions to ensure understanding;
6. seek assistance politely using complete and respectful sentences to express needs; and
7. participate in discussions by taking turns and responding appropriately to others.

II. Development of the Lesson

A. Motivation

Play "Pass the ball" with the learners, where the student holding the ball should answer questions or prompts.

- a. Play an upbeat song in order to energize the class while they pass around the ball.
- b. When the music stops, the learners should also stop moving. Ask a simple question to the last student holding the ball.
 - Examples: "Ano ang paborito mong kulay?", "Ano ang hapunan niyo kagabi?", "Anong oras ka gumising kanina?", etc.
- c. After the student answers the question, pass the ball around the class again.
- d. Repeat the process as necessary.

B. Discussion

1. Introduce the lesson on giving, offering, and clarifying information by preparing any appropriate object that makes a sound and asking the students to guess what the item is.
 - a. Under the table, hide the object and make it create a sound. Tell the students, "Mayroon akong itinatagong bagay sa ilalim ng mesa. Magtanong kayo at ibibigay ko ang impormasyon."
 - b. Allow the students to ask a few questions. The instructor may also offer to give them a hint. Provide unclear answers in order to prompt the students to clarify information.
 - c. End the game by saying "Noong sinagot ko ang inyong mga tanong, nagbigay (give) ako ng impormasyon. Noong tinanong ko kung gusto

niyo ng hint, nag-alok (offer) naman ako ng impormasyon. At noong ipinaliwanag ko ang sagot, nililinaw (clarify) ko ito."

- d. Expound on the difference between giving, offering, and clarifying information. Use the comparison below as a guide.

Giving information	Offering information	Clarifying information
Ito ay tugon sa isang tanong. Kapag nagbibigay ka ng impormasyon, sinasabi mo sa isang tao ang mga sagot sa gusto niyang malaman.	Ito ay isang paanyaya . Ikaw ang nagsisimula ng usapan sa pamamagitan ng pagtatanong kung may gustong malaman ang ibang tao.	Ito ay ang pagtiyak na tama ang iyong pagkakaintin di upang maiwasan ang anumang kalituhan o pagkakamali.

- e. Remind the learners to always maintain politeness when giving or asking for information. Give the learners sample statements, both proper and improper ways. Then discuss the checklist below.

Kapag NAGBIBIGAY ng impormasyon:
☐ Makinig muna nang mabuti. ☐ Maghintay na matapos magsalita ang nagtatanong. ☐ Gumamit ng mahinahon na boses at ngumiti. ☐ Sumagot lamang gamit ang mga makatotohanang impormasyon.
Kapag NAG-AALOK ng impormasyon:
☐ Magpaalam muna o humingi ng pahintulot bago magbigay ng impormasyon ☐ Huwag mang-abala kung sila ay okupado ☐ Gumamit ng mahinahon na boses at ngumiti

2. Prepare "Magic Words" flashcards, along with a chart that will serve as a guide for learners to understand how to politely make requests, communicate needs, and seek help.
 - a. For the chart, include three blank columns and explain the importance of each of the three parts. Use the table below as a guide for the explanation.

Pagbati	Pakiusap o pangangailangan	Pasasalamat
Nagpapakita ng paggalang at pagpapaumanhin para sa abala	Gumamit ng "paki", "please", "po", at "opo" upang maipakita ang magalang na paraan ng pakikiusap. Nagsisilbing tanda na ang pahayag ay pakikiusap at hindi pag-uutos	Ito ay nagpapakita ng pagkilala at pagpapahalaga sa tulong na ibinigay sa atin.

- For the flashcards, provide a few examples for each category.
- Encourage the learners to participate by choosing one flashcard from each category and affixing it to the blank chart.
- Use the completed chart below as a guide.

Pagbati	Pakiusap o pangangailangan	Pasasalamat
Magandang araw po!	Maaari po ba akong humiram ng lapis?	Salamat po sa pagbabahagi!
Pasensya na po sa abala.	Puwede po ba akong magtanong?	Maraming salamat po sa tulong niyo!
Kamusta ka?	Puwede ba akong magkuwento?	Salamat nang marami sa pakikinig!

C. Practice

- Play "Searchers and Guides" by asking the students to close their eyes while you hide 4 familiar items around the classroom.
 - Divide the class into two groups: *Searchers*, who must locate the items using only the verbal clues from their classmates, and *Guides*, who stay in their seats and know the secret locations.
 - The game begins when all Searchers are prepared to look for the item. When a Searcher asks about the details of the secret location, the Guides can only answer

when the statement of request or need is appropriate and polite.

- When Guides give the information, they must also answer using a complete and polite sentence. Guides can also offer to give information.
- End the activity when the searchers have successfully retrieved all items and have thanked the Guides for their help.

- Explain that speaking in complete, polite, and concise sentences ensures that their needs are recognized and that their requests are given consideration. Speaking completely and politely makes it easier for others to help them and give them information.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can you politely make a request?
- What are the appropriate ways to give or offer information?
- Why is it important to communicate needs?
- What will happen if you don't ask for help?

III. Homework

Ask the learners to write polite and complete sentences about the requests or needs below.

- Kailangan mo ng pangkulay
- Nais mong humingi ng tulong para sa iyong takdang-aralin
- Tinatanong ka kung ano ang iyong pangalan
- Nais mong tanungin ang iyong kaibigan kung gusto niyang magpatulong sumaya

Term 1

Lesson 4:

Language for Interacting with Others

Use common and socially acceptable expressions (e.g., greetings, leave-taking): (a) Use simple and appropriate personal greetings, (b) Use familiar terms of address, and (c) Greet and respond appropriately to greetings.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- identify and use appropriate personal greetings and leave-taking expressions in various situations;

- apply familiar terms of address correctly and respectfully when initiating a conversation; and
- demonstrate the ability to greet and respond appropriately to greetings from others.

II. Development of the Lesson

A. Motivation

Play an inverted game of "Hep! Hep! Hooray!" where the learners have to state the correct greeting based on the action.

- a. Assign an action with a greeting and teach it to the learners. An example is provided below:
 - "Magandang umaga!"
– Both arms up
 - "Magandang tanghali!"
– Both hands on the waist
 - "Magandang gabi!" –
Cover both eyes
- b. Divide the class into groups with 6 to 7 members each. Have them line up vertically in front of the classroom.
- c. When the learners are ready, do an action. They must say the correct greeting according to the action or the pose you have shown.
- d. If a student says the wrong greeting or says it late, they are out of the game.
- e. Alternate the actions in quick random orders to see if they can catch up.
- f. Repeat the process for all groups. The instructor should decide when to stop the game; winners are not mandatory.

B. Discussion

1. Prepare flashcards for various greetings. Discuss when and how to use them appropriately.
 - a. Example: "Maligayang Kaarawan!" – *Ito ay ginagamit upang batiin ang isang indibidwal sa araw ng kaniyang kapanganakan.*
 - b. After explaining, ask the students to repeat the greeting out loud.
2. List the different terms of address on the board. Discuss which individuals are appropriate to use them for.
3. Ask students to match the pictures of people to the appropriate greeting for them.
 - a. Prepare pictures of different individuals
 - i. Old woman
 - ii. Teacher (Girl)
 - iii. Mother
 - iv. Child (friend)
 - v. Police

- b. Create speech bubbles that learners can match with the pictures

- i. "Mano po, Lola."
- ii. "Magandang umaga po, Ginang/Binibini!"
- iii. "Nakauwi na po ako, Nay!"
- iv. "Kamusta ka, kaibigan?"
- v. "Paumanhin po, Ginoo."

C. Practice

1. Prepare different symbols that would represent scenarios or situations, and use them as flashcards. Raise each flashcard and ask the learners to recite the appropriate greeting.
 - a. Example: When the teacher raises a moon, the learners must say "Magandang gabi po!" or, for a birthday hat, the learners must say "Maligayang kaarawan!"
2. Play the "Greeting Chain" Game by exchanging statements and greetings with the learners.
 - a. Start with the first student in front of the class. They must provide a statement, and the next student should respond with a greeting.
 - b. After responding with a greeting, the same student shall then face the next student to their left and provide another statement to be answered by the learner beside them.
 - Example:
Student 1: "Kamusta ka?"
Student 2: "Mabuti naman. (look to the left) Magandang umaga naman sa'yo!"
Student 3:
"Magandang umaga rin. (look to the left) Maligayang kaarawan!"

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What are personal greetings?
- What are "terms of address?"
- Why is it important to respond appropriately to greetings?
- Do you think you will adapt to this way of greeting from now on? Why?

III. Homework

Ask the learners to greet three people on their way home from school. Write their terms of address, the greeting they said, and the responses to it. Follow the format provided below.

Term of Address	Greeting	Response
Example: Tito Ber	Magandang hapon po!	Magandang hapon din!
1.		
2.		
3.		

Term 1

Lesson 5:

Language for Interacting with Others

Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- express personal thoughts, feelings, and ideas confidently to peers and adults; and
- communicate specific needs and preferences clearly during interactions with peers and adults.

II. Development of the Lesson

A. Motivation

Assign a feeling (happy, sad, angry, excited) to the four corners of the classroom. Introduce the activity by explaining that different situations make us experience different feelings.

- Present simple scenarios to prompt the learners to move to the corner that best represents their thoughts or feelings. Some examples are provided below:

- It is recess time
- You lost your favorite toy
- Someone stepped on your foot without apologizing
- You are going to a *perya* or amusement park

- Once the learners have gathered in their chosen corners, facilitate a brief discussion by asking a few students to explain their choices.

- After a few students have spoken, emphasize the importance of being able to confidently communicate thoughts and feelings.

B. Discussion

- Introduce the lesson on expressing thoughts, feelings, and ideas by providing the learners with a simple structure.

- Facilitate a guided practice where learners can fill in the blanks in order for them to easily express themselves. Use the examples below as a guide for the different formats; add and/or change if necessary.

- "Ako ay _____ dahil _____."
- "Kailangan ko ng _____ dahil _____."
- "_____, kaya ako ay _____"
- "Ang _____, kaya kailangan ko ng _____."
- "Ako ay _____ dahil _____, kaya _____."
- "Sa tingin ko, ang _____ ay _____."

- Transition the discussion on preferences and needs by defining the two. Use the definitions in the table below as a guide:

Pangangailangan (needs)	Kagustuhan (preferences)
Tumutukoy sa mga mahahalagang bagay na dapat matamo para sa kabutihan o upang makatapos ng isang gawain.	Tumutukoy sa personal na pagpili ng isang indibidwal sa pagitan ng iba't ibang opsyon batay sa kaniyang sariling panlasa, hilig, o pakiramdam.

- Expound on the lesson by providing the learners with two sample statements, such as "Bigyan mo ako ng lapis" and "Kailangan ko ng lapis dahil guguhit kami para sa aming proyekto."

- Ask the learners which of the two statements is the proper way to communicate needs and preferences. Repeat

<p>with different example scenarios as needed.</p> <p>ii. Choose a few students to explain their answer and to determine whether the statement was a 'need' or a 'preference.'</p> <p>C. Practice</p> <ol style="list-style-type: none"> 1. Prepare two "fish bowls": one with the students' names and another with different prompts, such as ideas, feelings, needs, preferences, and thoughts. <ol style="list-style-type: none"> a. From the first bowl, pick the name of a student. The student called must stand up and choose a prompt from the second bowl. b. Using the prompt the student has picked, they must share a statement using one of the formats provided from the first discussion. 2. Prepare photos of two objects and ask the learners which of the two items they prefer the most. <ol style="list-style-type: none"> a. At the beginning, count how many of them prefer each item. b. Allow the students to discuss their thoughts, ideas, and feelings about the two items. 	<ol style="list-style-type: none"> c. After the discussion, recount the number of preferences between the two objects. d. If the numbers changed, ask the learners who changed their minds and encourage them to explain why. <p>D. Reflection</p> <p>Ask the learners the following questions:</p> <ul style="list-style-type: none"> • What did we learn today? • What is the difference between a need and a preference? • Why is it important to confidently share your thoughts and ideas? • What happens if you do not communicate your needs and preferences? <p>III. Homework</p> <p>Ask the learners to copy the items below. And instruct them to encircle the option that they prefer most.</p> <ol style="list-style-type: none"> 1. Sumayaw o kumanta 2. Mansanas o saging 3. Magbasa o magsulat 4. Maglaro sa labas o manood ng palabas 5. Kulay asul o kulay pula 6. Maaraw o maulan 7. Aso o pusa 8. Maglaro mag-isa o maglaro kasama ang mga kaibigan 9. Math o Language 10. Mainit na paligo o malamig na paligo
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<p>Term 1</p> <p>Lesson 6:</p>	<p>Language for Developing and Expressing Ideas</p> <p>Express ideas using a variety of symbols (e.g., drawings, emojis, scribbles): (a) oneself and family, and (b) school, (c) community, (d) environment, and (e) content-specific topics.</p>
<p>I. Learning Objectives</p> <p>At the end of the lesson, the learners must be able to:</p> <ol style="list-style-type: none"> 1. illustrate personal and familial ideas and experiences using a variety of symbols, drawings, or scribbles; and 2. express ideas about content-specific topics through creative visual representations. <p>II. Development of the Lesson</p> <p>A. Motivation</p> <p>Prepare a picture of various symbols and paste them onto the board. The instructor may also opt to draw the symbols instead. Encourage the learners to share their ideas and/or interpretations of the symbol.</p> <ol style="list-style-type: none"> a. Choose a few students to share their ideas about each symbol and list them down. 	<ol style="list-style-type: none"> b. After learners have shared their ideas, modify the symbol (i.e., drawing a crack in the middle of a heart). c. Ask a few other students about their new interpretation of the symbol. d. Emphasize that different symbols and drawings have different meanings, which allow us to express our thoughts, ideas, and emotions. <p>B. Discussion</p> <ol style="list-style-type: none"> 1. Introduce the lesson by explaining the importance of learning how to draw and symbolize ideas, thoughts, and feelings.

A few points are provided below as a guide for discussion. Provide an example for each item.

- a. Drawings can represent thoughts, ideas, feelings, experiences, memories, and even people, etc.
- b. Drawings can be a substitute and/or a support for words
 - Write "I ♥ you" and "Ako ay 😊" on the board and explain how the emojis help in sending the message.
- c. Drawings do not have to be detailed or perfect; even a simple element can make it special.

2. Draw a house and explain that it does not have to be drawn brick by brick. To represent your own house, add a special element (i.e., a red door, a big mango tree, etc.)

C. Practice

1. Divide the learners into five groups and provide them with topics to represent through their own scribbles.
 - a. Ask the students to stand in front of the board. Without telling the rest of the class, provide the group with one scenario.

- b. Each member of the group should draw different symbols that represent their given scenario.
- c. The rest of the class should guess what the scenario is from the drawings on the board.

2. Instruct learners to draw stick figures of each member of their family in their notebooks. Above each of their heads, they should draw a symbol that they think best represents that family member. Choose a few students to share their drawings in front of the class.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the importance of expressing oneself through drawings?
- How do symbols, emojis, and scribbles help us express ourselves?
- Do you feel like your drawing tells a better story than just saying it out loud? Why?

III. Homework

Ask the learners to fold a red piece of paper in half and cut it into a heart. On the left side of the heart, they should draw 5 symbols that represent themselves, and on the right side, 5 symbols that represent their family as a whole.

Term 1 Lesson 7:

Language for Developing and Expressing Ideas

Use words to represent ideas and events: (a) words that represent people, animals, objects, locations (naming words), (b) words that represent activities and situations (action words), and (c) words that represent qualities or attributes (describing words).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. utilize naming words (nouns) to represent people, animals, objects, and locations related to oneself and family;
2. employ action words (verbs) to describe daily activities and shared family situations; and
3. apply describing words (adjectives) to characterize the qualities and attributes of oneself and family members.

II. Development of the Lesson

A. Motivation

Facilitate the "Name, Action, Description" Game by stating prompts that the learners can act out.

- a. Write the words "pangngalan", "kilos", and "paglalarawan" on the

board. Point to each word while stating the corresponding part of the sentence.

- b. Point to the word "pangngalan" and state any noun. The learners should respond by freezing and acting as a statue of said noun (i.e., "Isang superhero...").
- c. Next, point to the word "kilos" and state a corresponding verb, and the learners must do the movement (i.e., "...na nageehersisyo...").
- d. Lastly, point to the word "paglalarawan" and state an adjective, and students must do an action or a pose

that represents it (i.e., "... ngunit hinihinala na.")

- e. Repeat the rounds as needed. The instructor may also use only noun-description, noun-action, etc.
- f. At the end of the activity, briefly explain the definition of *pangngalan* (*salitang ngalan*), *pandiwa* (*salitang kilos*), and *pang-uri* (*salitang naglalarawan*).

B. Discussion

1. Introduce the concept of naming words (nouns) by explaining that these answer "who", "where", and sometimes "what", which means that nouns could be people, animals, objects, or places.
 - a. Say "Tumingin kayo sa ating silid-aralan. Kung kaya niyo itong ituro at bigyang ngalan, ito ay isang salitang ngalan o 'pangngalan'! Sa inyong bahay, sino ang mga nakikita ninyo? (pause for response) Sila Nanay, Tatay, Kuya, at Mingming. Nasaan kayo? (pause for response), Paaralan! Puwede ring bahay, kusina o parke. Ang mga ito ay tinatawag na 'pangngalan' — sila ang nagbibigay ng ngalan sa ating mundo."
 - b. Ask the learners to close their eyes and point to a random direction. When they're done, ask them to open their eyes, write the first object or person they saw, and say it in unison.
2. Now, explain that these nouns are not statues like the first part of their motivation activity – they are moving or doing an action.
 - a. Say "Si Teacher ba ay isang estatwa na hindi gumagalaw? Hindi, dahil si Teacher ay nagtuturo. Sa bahay naman, si Mingming o si Bantay ba ay hindi gumagalaw? Hindi rin dahil sila ay tumatakbo o naglalaro."
 - b. Ask them to write down the action (*salitang kilos*) of the noun they wrote down. If it is an object, explain that some objects move or are used (i.e., "Ang bola ay tumatalbog", "Ang bentilador ay umiikot", "Ang radio ay tumutugtog", etc.)

3. Lastly, discuss describing words (adjectives) by explaining that these words provide details about looks, feel, texture, taste, length, colors, and even temperature.

- a. Say "Kung sasabihin ko lang na 'May alaga akong aso,' hindi ninyo malalaman kung ito ba ay mataba o mapayat, kumpara sa 'May alaga akong matabang aso'. Kung sasabihin ko naman na 'Mayroon akong ate' hindi natin siya mailalarawan sa ating isip, kumpara sa 'Mayroon akong Ate na matangkad, mabait, at maganda.'"

- b. Ask the students to write descriptions about their nouns.

4. Before ending the discussion, ask the learners to create a sentence from what they have written down and pick a few students to share it with the class. Then ask the rest of the class to identify the noun, verb, and adjective in the sentence that their classmate shared.

C. Practice

1. Ask the learners to repeat each line of the poem after you.

Ang Mahal Kong Pamilya

Ang aming bahay ay makulay at masaya
May matiyagang nanay na nag-aasikaso
May masipag na tatay na nagkukumpuni
May matalino na Ate na nag-aaral

May magalang na Kuya na nagmamano
May maalahanin na Lola na nangangamusta
May masiyahin na lolo na nagpapatawa
May makulit na aso na naglalaro
Kaya't ang aming pamilya ay laging masigla

2. After reading the poem, discuss the first stanza by calling out one student per line and asking them to identify the noun, verb, and adjective.
3. After the first stanza, ask the students to write down the second stanza in their notebooks. Instruct them to box the noun, underline the action, and encircle the adjective.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What are the different nouns?
- What are "salitang pangngalan?"

- What are "salitang kilos"?
- What are "salitang naglalarawan"?
- How do verbs and adjectives help in describing nouns?
- Do you think nouns are important? What will happen if we do not use nouns?

III. Homework

Ask the learners to copy the items below in their notebooks and fill in the blanks with the correct word.

1. Ako si _____ (pangngalan)
2. Mahilig akong _____ (pandiwa)
3. Ako raw ay _____ (pang-uri)
4. Sa bahay, kasama ko si ____ (pangngalan)
5. Ang karaniwang ginagawa niya ay _____ (pandiwa)
6. Masasabi kong siya ay _____ (pang-uri)

Term 1

Lesson 8:

Language for Developing and Expressing Ideas

Use high-frequency and content-specific words: (a) oneself and family, (b) school, (c) community, (d) environment, and (e) content-specific topics.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. use high-frequency and content-specific words referring to oneself and family.

II. Development of the Lesson

A. Motivation

Instruct the learners to choose their pairs and play the Filipino Game "Nanay, Tatay". If the class size is uneven, the instructor may pair with one student.

- a. All pairs should start the game at the same time, and learners must sing the song in unison.
- b. After all the students have finished playing, the last two pairs with the highest number of claps win.
- c. Ask the students which family members were mentioned in the game (*Nanay, Tatay, Ate, Kuya*).
- d. The pair in second place should share a fact about themselves and about their siblings. The pair who won first place must share a fact about themselves and one of their parents. (i.e., "Ako po si _____, magaling akong _____. Mayroon akong *ate*, siya ay mahilig ____.")
- e. Transition to discussion by saying "Ang gagaling ninyo! Palakpakan natin ang ating mga sarili! Sa ating laro, narinig ko ang mga salitang *ako*, *siya*, *at* ang mga tawag natin sa ating pamilya gaya nina *Nanay* at *Ate*. Mayroon tayong mga salitang ginagamit upang maipakilala ang ating sarili at ang ating pamilya. Ngayon, pag-uusapan natin ang mga salitang ito."

B. Discussion

Prepare pictures or drawings of individual family members, such as *nanay*, *tatay*, *ate*, *kuya*, *bunso*, *lolo*, and *lola*.

Example of a family member picture:



- a. Ask the students to identify which family member is in each picture or drawing.
- b. Read each word aloud and ask the learners to repeat after you.
- c. Describe the traits or details of each family member. For every picture, invite a couple of students to talk about their own family members. Every student in class must be able to partake in the activity.

C. Practice

1. Play "Family Bingo" with the learners using words that refer to family members.
 - a. Prepare a 3x3 grid with randomized pictures of family members, or the instructor may ask the learners to write the grid below on a clean sheet of paper.

Nanay	Lolo	Ate/Kuya
Lola	BONUS	Tatay
Tito/Tita	Pinsan	Bunso

NOTE: Each student will have a different card. The instructor may provide the format and list of family members

separately. Ask the students to write them down in random order.

- b. The instructor should give a shape and a clue about the word (i.e., "Square – Ang pinakabata sa lahat ng magkakapatid").
 - c. The learners should then draw the shape inside the box corresponding to the given clue. Give the learners around 1 minute for each item.
 - d. The first student to complete three in a row wins. However, all items (family members) should still be discussed despite already having a winner.
2. Instruct the learners to draw each member of their family on a clean sheet of paper. Once all students have submitted their drawings, pick a

few papers and ask them to describe their family. Use the format "Ito ang aking pamilya. Sa aming tahanan, kami ay _____. Ang aking pamilya ay _____."

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to know what each family member is called?
- Do you think it is important to know the qualities and characteristics of your family?
- How do these words help us in telling stories about our family?

III. Homework

Ask the learners to create a family tree and label each picture with their names, along with "family words" such as nanay, tatay, ate, and kuya.

Term 1

Lesson 9:

Language for Developing and Expressing Ideas

Use language to express connections between ideas: (a) Express compare and contrast, (b) Express cause and effect, and (c) Use time words to relate ideas.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. compare and contrast ideas to show similarities and differences;
2. explain cause-and-effect relationships between ideas; and
3. sequence ideas using time-related words.

II. Development of the Lesson

A. Motivation

Prepare three pictures (seed, sprout, and a bloomed flower) in random order and paste them on the board.

- a. Ask the learners to organize the pictures in the correct order. Once they have arranged the pictures in the right order, use time words to explain each one (i.e., "Una, itatanim ang binhi", and so on)
- b. For the next part, choose a few students and give them questions about cause and effect, such as "Kung tumubo na ang bulaklak, ngunit hindi na ito dinidiligan, ano ang mangyayari?"
- c. Lastly, ask the learners about the difference between the seed and the flower, as well as the similarities between the sprout and the flower.

B. Discussion

1. Read the stanzas below. Ask the learners to repeat each line after you.

Aking Pamilya, Parehas Ngunit Magkaiba

Ako ang bunso, mahilig akong sumayaw
Pero si Ate naman, mahilig kumanta
Pareho kaming mahusay sa aming talento

Mahusay magbasketball si Kuya
Ngunit si Ate naman, mahusay sa volleyball
Pareho silang malakas at maliksi

Sa bahay, nagluluto si Nanay
Minsan naman, nagluluto rin si Tatay
Parehong masarap ang kanilang mga putahe

Ang bawat isa sa amin ay mahinahon
Hindi tulad ng aming pusa na maligalig!
Ngunit tulad ko, siya rin ay malambing

- a. Ask the learners to identify the words that were used to compare and contrast the characters.
- b. After they have shared their answers, explain the difference between comparing and contrasting (pagkakaiba at pagkakatulad). Give examples for each from the lines above.

- c. Explain the various words that may be utilized to compare and contrast.
 - i. *Paghahambing* – *pero, ngunit, hindi tulad* (ngunit and pero are situational)
 - ii. *Pagtutulad* – *pareho, rin, din, tulad*

2. Read the short story below to the learners. After reading, guide them to read it again in unison.

Dahil sa Init, Dahil sa Ulan

Mainit ang panahon sa aming lugar
 Kaya't laging nagrereklamo sa init si Shana
 Isang araw, umulan at napakalamig nito

Naisipan ni Shana na maligo sa gitna ng ulan
 Kinabukasan, siya ay sinipon at nilagnat
 At hindi siya nakapasok sa paaralan

Inalagaan ng Nanay si Shana
 Uminom siya ng gamot at nagpahinga
 Kaya't agad siyang gumaling at sumigla

- a. Instruct the learners to answer the following questions:
 - i. *Bakit nagrereklamo si Shana?*
 - ii. *Ano ang nagdulot ng kaniyang sakit?*
 - iii. *Bakit niya naisipang maligo sa ulan?*
 - iv. *Ano ang resulta ng pagkakaroon ng sakit ni Shana?*
 - v. *Ano ang nangyari noong uminom ng gamot at nagpahinga si Shana?*
 - b. Categorize the learners' answers between cause and effect. Ask the learners to read each category.
 - c. Discuss the meaning of cause and effect. You may use the definitions below as a guide:
 - i. *Sanhi (cause) – Ito ang pinagmulan o dahilan ng isang pangyayari.*
 - ii. *Bunga (effect) – Ito ang resulta o kinalabasan ng isang partikular na sanhi. Ito ang epekto na nararanasan o nakikita matapos maganap ang isang naunang kilos o pangyayari.*
3. Using the story from the previous discussion, ask the learners to arrange the scenarios below by writing 1-3.

- | |
|---|
| ___ 1. Naligo sa ulan si Shana
___ 2. Uminom siya ng gamot at nagpahinga.
___ 3. Nagkaroon siya ng sipon at lagnat. |
|---|

- a. After the students have completed their answers, explain that they may also use time words in order to arrange the scenarios. Use “*Una, Pangalawa, Pangatlo*” as an example by writing it on the board.
- b. Discuss the other different time words that may be used. Utilize the list below as a guide; add more if necessary:
 - i. *Noong una, una*
 - ii. *Pagkatapos, kasunod, sunod,*
 - iii. *Pagkalipas ng, matapos ito*
 - iv. *Sa wakas, sa huli*

C. Practice

1. Draw a big Venn Diagram on the board in order to compare two people and/or two objects. Ask the learners to gather around the board and fill in each circle.
 - a. Divide the class into two groups and provide each group with a Venn Diagram. The instructor may either draw this on the board or use manila paper.
 - b. Allow both groups to complete the Venn Diagram within 5 minutes. The group with the highest number of listed characteristics wins.
2. Prepare three to five pairs of pictures showcasing cause and effect scenarios. Paste the “cause” pictures in a random order in one column, and do the same with the “effect” pictures. Pick a few students to connect the cause to its effects, and explain it in a sentence (i.e., “*Hindi siya nagdala ng payong kaya nabasa siya ng ulan.*”)
3. Ask the learners to write the items below in their notebooks. Instruct them to use the words from the options provided below.

Mga pagpipilian: Una, Pagkatapos, Sa huli _____, kumuha ako ng sabon. _____, sinabon ko ang aking mga kamay. _____, nagbanlaw ako.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is “sanhi” at “bunga”?
- How do comparisons help in order to understand what we see or read?
- What is the importance of using time words?
- Do you think it is important to know why things happened and when they took place?

III. Homework

Ask the learners to write the table in their notebooks and fill in the blanks.

Ang Aking Araw

1. Una, ako ay _____.
Pagkatapos, ako ay _____.
2. ____ ako ngayong araw, dahil ____.
3. Ang paborito kong damit at ang suot ko ngayon ay parehong _____, pero magkaiba sila ng _____.

Term 1

Lesson 10:

Language for Developing and Expressing Ideas

Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas).

II. Development of the Lesson

A. Motivation

1. Ask the learners to stand up and have them sing and dance along to the song ‘The Wheels on the Bus’ (**The People In My Family | Mother Father Sister Brother and more! | Super Simple Songs | Super Simple Songs – Kids Songs**).

https://www.youtube.com/watch?v=yDua9ms9_eg&list=RDyDua9ms9_eg&start_radio=1

2. After singing, ask the following questions:
 1. *Ano ang paborito ninyong bahagi sa kanta?*
 2. *Mas masaya ba noong sabay-sabay nating kinanta at sinayaw ang kanta, o mas gusto mo kung ikaw lang mag-isa ang kumakanta? Bakit?*
 3. *Sino sa mga napanood o narinig nating karakter sa kanta ang pinakagusto mo? Sabihin natin sa ating katabi kung bakit natin sila nagustuhan.*

B. Discussion

Have the learners perform the chant below in unison.

Ang Batang Tulad Ko

Kami ay mga bata, mahilig maglaro!
[stomp, stomp, clap, stomp, stomp, clap]

Marami kaming kaibigan, kahit ‘san tumungo!
[stomp, stomp, clap, stomp, stomp, clap]

Kami ay masunurin, laging gumagalang!
[stomp, stomp, clap, stomp, stomp, clap]

Batang tulad ko, laging bida sa tahanan!
[stomp, stomp, clap, stomp, stomp, clap]

- a. The instructor may first perform the chant as an example, followed by the students. Repeat the chant as necessary.
- b. Divide the class into two, then ask each group to perform the chant again. After both groups have performed, have the whole class repeat the chant altogether.
- c. Ask the students which performance was louder and clearer – single, small group, or whole class. Explain that when we move and speak at the same time, we create a group voice that is stronger than a single voice.

C. Practice

Have the learners perform the shortened version of “Ako’y Isang Pilipino” in the style of a sabayang pagbigkas.

Ako’y Isang Pilipino

Ako’y isang Pilipino
Pilipinas ang bayan ko
At ang wikang Pilipino
Wikang sadyang minana ko

Ang wika ko’y Pilipino
Pilipinas ang bayan ko
Iyan, iyan ang tatak ko
Ako’y isang Pilipino

- a. Ask the students to copy the tone of each line, along with its corresponding actions.
- b. Repeat each line as necessary. Then have the class perform both stanzas when they are ready.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is “sabayang pagbigkas”?

- How does it feel when we all sing and recite poems at the same time?

III. Homework

Instruct the learners to create a chant or cheer about their family, with steps and actions. Have them write the lines and actions in their notebooks.

Example: “*Kami ay pamilyang masaya at masigla [clap, clap, stomp, stomp]. Mahal namin ang isa’t isa! [clap, clap]. Yey! [jump]*”

Term 1

Lesson 11:

Appreciating Languages

Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in familiar contexts.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify specific sounds and intonations (vocal patterns) of their first language and other languages in one's contexts; and
2. recognize familiar signs in their first language and other languages in one's respective contexts.

build relationships and communicate with others. Add that noticing sounds, intonations, and signs allows us to further understand what is being told, even if we do not fully understand other languages and dialects.

II. Development of the Lesson

A. Motivation

1. Have the learners watch the video ‘Hello Around the World’ (**Hello Around the World | Say hello in 15 Different Languages | Explore World Song | Juny Tony**). After watching, ask them to stand up and respond to the song by repeating the ways to say “hello” in different languages. Repeat the song as deemed necessary.

<https://www.youtube.com/watch?v=472AnCrHYVs>

2. After singing, ask the learners the following questions:

- *May narinig ba kayong mga bagong tunog na hindi natin karaniwang ginagamit kapag nagsasalita tayo ng Tagalog o English?*
- *Anong iba’t ibang wika ang narinig ninyo sa kanta? Paano nila sinabi ang “hello”?*
- *Kung may bumati sa inyo ng ‘Bonjour’ o ‘Konnichiwa,’ malalaman niyo pa rin ba na nakikipagkaibigan sila kahit hindi niyo alam ang ibig sabihin ng mga salita? Paano?*
- *Paano sinasabi ang “hello” sa iyong diyalekto (L1)?*

3. Briefly discuss the importance of learning other languages and dialects in order to

B. Discussion

Read the story below to the learners. Repeat twice or thrice if necessary. While reading, ask them to repeat the phrases from different dialects.

Ang Diksiyonaryo ni Arelle

Si Arelle ay mula sa Maynila. Doon na siya lumaki at nanirahan kasama ang kaniyang pamilya.

Palakaibigan si Arelle. Mahilig siyang bumati at kumilala ng iba’t ibang mga tao. Tuwing bumabati siya ng “Hello!”, “Kamusta po kayo?”, o “Magandang araw po!” sa kaniyang mga kamag-anak at mga kaibigan, lubos silang naliligayahan dahil sa sigla at lambing ng boses nito.

Isang araw, sinabi ng mga magulang ni Arelle na magbabakasyon sila sa iba’t ibang dako ng Pilipinas upang bisitahin ang kanilang mga kapamilya. Tuwang-tuwa si Arelle! Naisip niya na mas marami pa siyang makikilala at babatiin.

Sa kanilang unang hinto sa Pangasinan, narinig niya ang kaniyang pinsan. “*Maabig ya kaboasan!*” bati nito. Napansin ni Maya na ang boses ng pinsan niya ay parang tumatalbog na bola — masigla at mabilis!

Sunod naman nilang binisita ang kaniyang Mamang sa Iloilo. Pagdating ni Arelle ay agad siyang binati nito, “*Maayo nga hapon, palangga.*” Hindi agad naintindihan ni Arelle ang ibig sabihin nito, ngunit ramdam niya ang

pagmamahal at paglalambing sa “musika” ng boses ng kaniyang Mamang.

Sa ikatlo nilang destinasyon sa Davao, sinalubong sila ng kaniyang Tito Ricky. Binati siya nito at sinabing “Maayong adlaw sa imo!”

Sa biyahe papunta sa kanilang susunod na destinasyon, tinanong ni Arelle ang kaniyang tatay, “Tay, bakit po iba-iba ang tunog ng pagbati nila?”

Ngumiti ang kaniyang tatay. “Maya, ang bawat wika natin ay may sariling himig. May mga salitang parang awit sa tamis at mayroon din namang parang martsa sa lakas at tindig. Ngunit kahit magkakaiba ang kanilang tono, iisa lang ang nais ipabatid nito—ang pagmamalasakit at pakikipagkaibigan.

Naisipan ni Arelle na gumawa ng sarili niyang diksyonaryo ng iba’t ibang mga bati na kaniyang matututunan sa kanilang bakasyon. Isinulat niya ang diyalekto, ang bati, at ang kahulugan ng mga ito upang mabati niya rin ang kaniyang mga makikilala.

Ask the learners the following questions:

- *Ano ang napansin ni Arelle sa tunog ng boses sa Pangasinan? Paano ito naiiba sa malambing na boses sa Iloilo?*
- *Hindi naintindihan agad ni Arelle ang lahat ng sinabi ng kaniyang Mamang, paano niya nalaman na mahal siya nito?*
- *Bakit mahalagang pakinggan natin hindi lang ang salita kundi pati ang tunog at intonasyon ng ibang wika?*

C. Practice

Play “Sort the Words” by preparing cards with three words in each

language/dialect: English, Tagalog, and the learners’ L1.

- Ensure that each word has a match (i.e., Exit | Labasan | Guwaan).
- Place all the cards in a basket or on the floor. Give the learners a few minutes to look through them and read each word.
- For round 1, have the learners sort all the words according to their language or dialect.
- For round 2, ask the learners to rearrange the cards based on their meanings.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to pay attention to how others speak?
- How do sounds, intonations, and signs help us when we go to a place where people speak a different language?

III. Homework

Ask the learners to copy the table below and write the appropriate greeting from their L1.

L1	Tagalog	English
	Kamusta?	How are you?
	Magandang umaga!	Good morning!
	Salamat!	Thank you!
	Paalam!	Goodbye!
	Maligayang kaarawan!	Happy birthday!

Term 1

Lesson 12:

Appreciating Languages

Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions: (a) Recognize the difference between statements, questions, commands, and exclamations, and (b) Respond to change of tones and cues through facial expressions, gestures, and actions.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- identify how changing volume and pitch can alter the meaning or emotion of a word or phrase; and
- demonstrate appropriate body language and intonation to express different feelings or intentions in a conversation.

II. Development of the Lesson

A. Motivation

- Ask the learners to sing the song “Kung Ikaw ay Masaya.”

Kung Ikaw ay Masaya

Kung ikaw ay masaya tumawa ka (hahaha)
Kung ikaw ay masaya tumawa ka (hahaha)
Kung ikaw ay masaya buhay mo ay sisigla
Kung ikaw ay masaya tumawa ka (hahaha)

2. Start with a happy tune, then change the emotion and actions after each round.

- Happy: Upbeat, energetic, loud, with smiling faces.
- Sad: Slow, soft, low, and heavy voice, with drooping shoulders and sad faces.
- Angry: Sharp, strong, and loud voices, with angry faces.
- Sleepy: Soft and breathy, with lots of yawns.
- In a rush: Very fast and breathless, with very fast movements.

3. Ask the students the following questions:

- *Paano nag-iba ang paraan ng ating pagkanta mula sa masaya tungo sa malungkot?*
- *Nagbago ba ang mga salita o ang tunog lamang ng ating mga boses?*
- *Noong binago natin ang ating emosyon sa pagkanta, nagtugma ba ito sa sinasabi ng awit?*

B. Discussion

1. Have the learners watch the video "Mga Pangunahing Emosyon o Damdamin" and repeat as necessary **(MGA PANGUNAHING EMOSYON O DAMDAMIN | Hiraya TV)**.
<https://www.youtube.com/watch?v=5WhrhvLdhol>

a. Ask the following questions:

- *Ano-anong mga emosyon ang inyong napanood sa palabas?*
- *Ano-ano ang mga dahilan na ibinigay para sa mga emosyon?*
- *Sa iyong sariling karanasan, ano ang mga dahilan kung bakit nararamdaman mo ang mga nabanggit na emosyon?*

b. Explain that there are different ways to express and communicate their emotions, which involve the tone of voice, intonation, and body language.

2. Discuss intonation regarding the types of sentences: statements, questions, commands, and exclamatory. Provide examples for each one.

C. Practice

- Play "What Is This Feeling?" by asking the learners to guess the emotions from various phrases and sentences.
 - Prepare a list of phrases, sentences, and statements of different types. The instructor may use common phrases, quotes, lines from movies, or poems, etc.
 - Read the statements to the learners in monotone. Give them a few minutes to guess the emotion.
 - Pick a few students to stand in front of the class and enact the line with the correct emotion.

2. Prepare a "fishbowl" with words, phrases, and statements. Have a few students pick one statement and enact it with different feelings.

Example: "Talaga?"

- Happy: "Talaga ba? Yehey!"
- Sad: "Aw, talaga?"
- Angry: "Oh, talaga ba?!"
- Surprised: "Wow! Talaga?"

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important that our body language matches the tone and intonation of our voices?
- How important is it to understand tone and intonation when communicating with other people?

III. Homework

Ask the learners to copy the items below and identify the type of sentence and emotion expressed by the statements.

Mga pagpipilian:	
Uri ng pangungusap:	Mga emosyon:
• Patanong	• Masaya
• Pautos	• Malungkot
• Pasalaysay	• Gulat
• Padamdang	• Galit

1. "Yehey! Ang saya-saya naman!"	
Pangungusap:	Emosyon:
2. "Nakakainis naman, sabi ko sa'yo maglinis ka na eh."	
Pangungusap:	Emosyon:
3. "WAH! Ginulat mo ako! Kanina ka pa ba diyan?"	
Pangungusap:	Emosyon:
4. "Nahulog ko kanina ang baon ko kaya nagutom ako."	
Pangungusap:	Emosyon:

Term 1

Lesson 13:

Appreciating Languages

Recognize how language reflects cultural practices and norms: (a) Share about the language(s) spoken at home, (b) Share words and phrases in their language, (c) Notice how local names of streets, places, and landmarks have origins in their language, and (d) Explore local terms for food and their origin.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. recognize how their language reflects unique local practices and customs;
2. share the language(s) spoken at home;
3. use basic words or phrases from their first language (L1) in simple conversations;
4. identify local names of streets and landmarks that originate from their first language; and
5. explore the names and origins of local food terms within their cultural context.

II. Development of the Lesson

A. Motivation

Play "Culture Explorers" by having the students write certain words and information in their L1.

- a. Prepare a piece of paper with a 2x2 box. The students may also draw the box on a piece of paper or in their notebook.
- b. Ask the students to write the following information on their paper.

[unfamiliar word from L1]	[favorite local food]
[any place from the community]	[name of street in the community]

- c. After the learners have written their answers, ask them to find those who have the same answer as them for each of the four categories. Give them a few minutes to walk around and converse with one another.

- d. Have the learners write the name of their classmates below each of their answers. See example below:

kundiman	Sinigang
Sarah	Lawrence

palengke	Lawin Street
Krista	Basti

- e. When the time is up, have the learners submit their papers. Pick a few pairs per category to discuss their answers.
- f. Process and discuss the rest of the learners' answers from each category.

B. Discussion

Using the learners' answers from the motivation activity, choose a few words for each category and write them on the board. Ensure that there is a variety of dialects, food, and places in the chosen examples.

- a. Ask the learners "Sino ang gumagamit ng isa o higit pang wika sa kanilang bahay? Bisaya? Ilokano o English?"

Pick a few students to share their experience and answer the following questions:

- Sino sa inyong pamilya ang nagsasalita ng diyalekto na iyan? Saang probinsya sila nanggaling?
- Paano mo natutunan ang diyalekto?
- Magbahagi ng isang pangungusap gamit ang inyong diyalekto (L1).

- b. Discuss local street names or landmarks. Explain that our elders named places based on what they saw or who they respected (i.e., if a street is named "Mabini," explain it honors a hero).
 - Ask the learners, "Sa tingin ninyo, bakit pinangalanan ng [Local Name] ang [place in community]?"

- Choose a few words from the list and discuss the word origin.
- Briefly explain the importance of learning the names of the places in their community.

- Talk about local dishes (e.g., Sinigang, Adobo, Suman). Explain that the names of local food aren't just labels; they tell us how our elders lived (i.e., Sinigang comes from the words "asim" and "siga" (to boil)). Repeat the previous process done with local places.

C. Practice

- Play "Pass the Message" using statements from the learners' L1.
 - Divide the class into three groups: greetings, places, and food.
 - Each group shall form a line. The last person in line shall decide which statement to pass forward.
 - Before beginning the game, take note of each group's statement.
 - The group will be considered the winner when the student in front shouts the correct statement.
- Have the learners write a short "slambook." Follow the format below:

Name:
Dialect at home:
Favorite local food:
Favorite place in the community:

- Ask the learners to find a pair to exchange answers with.
- After all the learners have filled out their "slambooks," choose a few students to share their pair's answers with the class. They must speak in complete sentences using their L1.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to learn the names of the places in our community?
- How does it help to know more than one language or dialect?
- What does it feel like when another classmate shares the same home language or L1?
- How does knowing our language help us understand our community?

III. Homework

- Have the learners draw a picture of their favorite local food and write its name in their L1. Instruct them to ask a guardian about the origin of its name.
- Instruct the learners to ask a parent or a guardian about one unfamiliar word from their L1. After discussing it, they should write the word and its meaning in their notebooks

Term 1

Lesson 14:

Interacting with Texts

View and listen to a range of texts for enjoyment and interest.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- view and listen to a range of texts for enjoyment and interest; and
- identify key moments in a story that catch their attention and interest.

II. Development of the Lesson

A. Motivation

Make a "Story Train" where students have to act out the scenario in each station.

- Write the four scenarios below on manila paper. Paste each

scenario in one corner of the classroom.

Ang Mapagbigay na si Lany Langgam

- Isang araw, nagulat si Lany Langgam nang makakita siya ng isang napakalaking butil ng asukal.
- Napag-isipan niya na hindi niya ito kakainin mag-isa; sa halip ay ibabahagi niya ito sa kaniyang mga kaibigan.
- Nagtulungan ang magkakaibigan na buhatin ito sa kanilang bahay. Ngunit kahit mabigat ang dala, may ngiti sa mga mata ng magkakaibigan dahil mayroon nang pagkain ang bawat isa.

4. Dahil sa kanilang pagkakaisa, mabilis silang nakarating at ligtas na nakapag-imbak ng pagkain. Dahil dito, nagsalo-salo ang lahat!

- b. Begin the train in front of the classroom, and have the learners form a train by holding on to the shoulders of the person in front of them.
- c. Start the train by reading the title. Ask all the learners to repeat each line after you.
- d. Move on to the next station and read the scenario. After the learners have read the scenario, ask them about the details of the story and have them reenact it (i.e., "Anong naging reaksiyon ni Lany Langgam noong Nakita niya ang malaking butil ng asukal? Ipakita nga natin kung paano magulat!").
- e. Move on to the next station and repeat the process until the train reaches the last station.

B. Discussion

1. Have the learners watch the story 'Si Alitaptap at si Paruparo' (**Si Alitaptap at Si Paruparo | Pabula | Maikling Kuwento | KuwentoTV**). Repeat the video as needed.
<https://www.youtube.com/watch?v=h2LpzmUnn28>

After watching the video, ask the learners the following questions:

- *Ano ang pamagat ng kuwento?*
- *Sino-sino ang mga tauhan sa kuwento?*
- *Anong bahagi ng kuwento ang inyong nagustuhan? Alin ang hindi ninyo nagustuhan?*
- *Ano ang natutuhan ninyo sa kuwento?*

2. Read the story "Ang Uhaw na Uwak" to the learners. Ask them to repeat each line after you.

Ang Uhaw na Uwak

Isang araw, napakatindi ng sikat ng araw na tila ba nakapapaso ang init. May isang uhaw na uhaw na uwak na nag-iikot sa gubat upang maghanap ng tubig na inumin, ngunit wala siyang mahanap na ilog at tuyo rin ang lahat ng mga dahon.

Sa kabutihang-palad, nakakita siya ng isang bote na may kaunting tubig sa ilalim nito. Ngunit dahil malalim ang bote at mababaw

lamang ang tubig, hindi ito maabot ng tuka ng ibon.

Naisipan niyang maglagay ng mga maliliit na bato sa loob ng garapon hanggang sa unti-unti nang tumaas ang tubig. Dahil sa kaniyang pagtitiyaga, naabot na ng kaniyang tuka ang tubig at nakainom siya nang sapat.

After reading the story, ask the same set of questions from the story of 'Si Alitaptap at si Paruparo'.

3. After watching and reading both stories, ask the learners the following questions:

- *Alin sa mga kuwento ang inyong higit na nagustuhan? Bakit?*
- *Ano ang rason kung bakit hindi mo napili ang isang kuwento? Ano ang hindi mo nagustuhan dito?*
- *Mas naiintindihan mo ba ang isang kuwento kung pinapanood o binabasa ito? Bakit?*

4. End the discussion by saying, "Mahalagang mawili sa pagbabasa sapagkat ito ay may kaakibat na saya at aral. Kapag tayo ay natutuwa sa ating binabasa o pinakikinggan, mas nagiging makulay ang ating mga imahinasyon."

C. Practice

1. Play "Story Chain" and allow the learners to share their favorite story and the reason why it is their favorite.
 - a. The instructor must begin the chain by sharing their favorite story first.
 - b. After a student has shared their favorite story, they must choose the next person to share theirs.
 - c. Repeat the process until the whole class has been called.

2. Have the learners watch the video 'Ang Aso at ang Uwak' (**Ang Aso at ang Uwak | Maikling Kuwento | Pabula | KuwentoTV**). Replay the video as necessary.
<https://www.youtube.com/watch?v=pjEVsF9IkF0>

- a. Ask the learners to pose as their favourite part. Choose a few students to explain their chosen part.

- b. Ask the learners to choose between the characters. Have the students explain why they prefer one character over the other.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to choose texts or stories that you enjoy?

- Do you think you learn more from a text you find interesting? Why or why not?

III. Homework

Ask the learners to read a short story at home. In their notebooks, they must draw a big star and write inside it all the parts or details of the story that they enjoyed the most.

Term 1

Lesson 15:

Interacting with Texts

Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, environmental print).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. identify common icons and symbols found in printed and digital texts, books, magazines, environmental print, and other familiar contexts; and
2. interpret the purpose of visual symbols in printed, digital, and environmental materials.

II. Development of the Lesson

A. Motivation

Play a different version of "Red Light, Green Light" but without speaking. Instead, play "Red, Green, and Yellow."

- a. Prepare three colored papers: red, green, and yellow. Each color represents the movement: red for stop, green for go (walk), and yellow for slow motion.
- b. Have the learners gather at the back of the class. When the game starts, raise the green paper to signify that they can move.
- c. Alternate between the three colors until all learners have crossed the finish line in front of the classroom.
- d. Transition to discussion by saying "Alam niyo ba na hindi lang sa mga titik at salita tayo nakakakuha ng mensahe? Sa paligid natin, mayroong iba't ibang larawan at simbolo tayo na nakikita. Minsan kahit walang nakasulat na salita, naiintindihan natin ang gustong kahulugan ng mga ito."

B. Discussion

1. Hold up three flashcards without any words: a Red Heart, a Family of Bears (or stick figures holding hands), and a Star. Ask the learners about their interpretation of each symbol.
 - a. Have the learners open any storybook or family photo album. Ask what symbols they

were able to find and their possible meanings (e.g., a smiling sun, a baby bottle icon).

- b. Process their answers and discuss their meanings.
- c. Say: "Mayroong iba't ibang mga simbolo sa ating mga aklat-pampamilya o kuwento na gumagabay sa ating pagmamahalan. Ang simbolo ng 'puso' ay nagpapahiwatig na may pagmamahal sa pamilya, habang ang 'bituin' (star) naman ay nagpapahiwatig ng magandang ginawa ng isang anak. Nakatutulong ang mga simbolong ito upang mas madali nating maunawaan ang kuwento at saya ng bawat pamilya."

2. Prepare a big picture of a phone's home screen, which shows various navigation icons and family-friendly apps (Messenger Kids/Video Call Icon, YouTube Kids, Netflix/Disney+ Profile Icons for kids, Photos/Gallery App).
 - a. Ask the learners to encircle the icons or symbols that are familiar to them. Have them state their name and purpose as well.
 - b. Process their answers and discuss their meanings.
 - c. Say: "Sa mundo ng teknolohiya, ginagabayan tayo ng mga digital icon upang makausap at makasama ang ating pamilya. Ang simbolo ng 'Video Camera' (Call) ay shortcut para makita si Lola o OFW na Papa, at ang 'Bahay' (Home) naman ay nagbabalik sa atin sa simula ng ating app. Sa pagkilala sa mga simbolong ito,

mas madali at mas ligtas nating nakakausap ang ating mga mahal sa buhay gamit ang mga gadget."

3. Using the colored paper from the motivation activity (Red, Green, and Yellow), ask the students what each color means if they see it inside or around their house (e.g., Red for a hot faucet/stove, Green for a safe exit, Yellow for a slippery floor being cleaned).

- a. Ask the learners to share what other symbols or signs they see inside their house.
- b. Process their answers and discuss their meanings.
- c. Say: *"Sa loob at labas ng ating tahanan, ang mga simbolo gaya ng larawan ng 'Apoy' (Mainit/Bawal Hawakan) o ang sign na 'Bawal Magkalat' ay nagsisilbing gabay ng ating pamilya. Ang mga tandang ito ay paalala ng ating mga magulang upang panatilihin tayong ligtas, malinis, at disiplinado sa loob ng ating sariling pamamahay."*

C. Practice

1. Play "4 Pics 1 Word" and have the learners guess the symbol or icon.

- a. Prepare sets of 4 pictures including hints or elements of a family-related symbol. You can show printouts, slides, or draw the elements on the board. Create as many sets as needed.



- b. Ask the learners to guess what icon or symbol is being represented by the 4 pictures.

- c. Process their answers and discuss what each element represents (e.g., *"Ang simbolo ng Wi-Fi sa sala ay nagpapakita na puwede tayong kumonekta upang makausap si Lola gamit ang video call; ang sign naman ng apoy sa kusina ay babala nina Nanay at Tatay na mainit ang kalan at bawal itong laruin ng mga bata."*).

2. Have the students silently act out corresponding movements to their assigned family or household symbols, while the rest of the class has to guess what it is.

- a. Divide the class into groups with 3 to four members each.
- b. Assign a household or family-related symbol to each group.
- c. Give each group at least 1 to 2 minutes in order to act out their symbol, but they must not speak (i.e., *"Bawal ang Sapatos sa Loob"* (No Shoes Inside) sign - One student pretends to walk into the house with dirty shoes. The other student acts like a parent, points to their feet, and shakes their head "No.")
- d. The rest of the class must guess what the symbol is and where it may be inside the home (i.e., *"Bawal ang Sapatos sa Loob – pintuan ng bahay."*)

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What are icons and symbols? Why are they important?
- What will happen if there are no icons or symbols in the world?
- How do icons and symbols help us navigate through the world?

III. Homework

Ask the learners to create their own symbol for their home. Instruct them to write the meaning of the symbol and how it can help them at home.

Term 1**Lesson 16:****Interacting with Texts**

Engage with or respond to a range of texts: (a) View or listen to spoken texts, (b) Identify a variety of purposes for viewing and listening to texts, (c) Discuss what is interesting or entertaining in a text, and (d) Express personal preferences.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. demonstrate active engagement by viewing and listening to short spoken texts;
2. identify the purpose of different texts;
3. identify and discuss specific elements of a text that catch their interest; and
4. express personal preferences by clearly stating which story or character they liked best.

II. Development of the Lesson**A. Motivation**

Play the "Magic Remote Control" game where students have to act out the different genres of the channels mentioned by the instructor.

- a. Prepare a remote. This may be a real remote, an object, or a printed cutout.
- b. Pretend to "channel surf" through different types of stories. When the instructor points the remote at the class and states a channel, the learners must act out the genre. Repeat the rounds for the whole class as necessary.
- c. After a few rounds, the instructor may point to a single student. While the chosen student acts, the rest of the class should freeze.
- d. The instructor may use the genres below as a guide. Add or remove "channels" as needed.

i. The Action Channel: Pretend to be superheroes or fighters.

ii. The Comedy Channel: Make a joke or act funny.

iii. The Animal Channel: Act and make sounds like their favorite animal.

- e. After a few rounds of "surfing," turn the TV "off" and ask the students to sit down.

- f. Ask the learners the following questions:

- *Aling 'channel' ang pinakanagustuhan ninyong i-act out?*
- *Bakit mas nagustuhan niyo iyon kaysa sa iba?*
- *Mayroon bang iba't ibang layunin ang bawat channel?*

B. Discussion

1. Have the learners read the two short stories below.

Ang Sapatos ni Kiko Matsing

Si Kiko Matsing ay isang maliit na matsing pa lamang. Isang araw, naisipan niyang suotin ang sapatos ng kaniyang kuya upang magmukhang matangkad.

Habang naglalakad, sumabit ang sintas ng kaniyang sapatos sa isang ugat ng puno. Nadapa at nagpaikot-ikot nang tatlong beses si Kiko Matsing bago mahulog sa tumpok ng mga dahon.

Nagtawanan ang ibang mga hayop dahil naiwan ang sapatos ni Kiko sa sanga ng puno at siya naman ay naiwang nakaupo sa lupa na isa na lamang ang medyas,

Natutunan ni Kiko Matsing na hindi niya kailangang magmadaling tumangkad at tumanda. Mula noon, naging masaya na lamang siya sa kung ano man ang kaniyang anyo.

Ang Panyo ni Lola

Si Ken ay malapit sa kaniyang lola noong nabubuhay pa ito. Noong namayapa ang kaniyang lola, dala-dala parati ni Ken ang panyo na ibinigay nito sa kaniya.

Isang araw, tinangay ng napakalakas na hangin ang panyo at sumabit ito sa pinakamataas na sanga ng isang puno. Naiyak si Ken dahil inisip niya na hindi na niya ito makukuha.

Ngunit noong nakita ng kaniyang mga kaibigan ang kaniyang mga luha, nagtulung-tulungan ang mga ito upang maibalik ang mahalagang panyo ng kaniyang minamahal na lola.

2. Ask the learners which story they prefer. Then divide the class according to their chosen story.
3. For each group, ask the following questions:
 - *Bakit ito ang iyong napiling kuwento?*
 - *Ano ang inyong naramdaman noong binasa ninyo ang kuwento?*
 - *Anong bahagi ng kuwento ang inyong pinakanagustuhan?*
 - *Nagustuhan ba ninyo ang wakas ng mga kuwento? Mayroon ba kayong nais idagdag o baguhin?*
 - *Mali ba ang kabilang grupo sa napili nilang kuwento?*
4. Explain that there are different ways to share their preferences using different phrases or sentence starters such as:
 - *"Para sa akin, ..."*
 - *"Sa palagay ko, ..."*
 - *"Mas nagustuhan ko ang ..."*
 - *"Napili ko ito dahil ..."*
5. Discuss that each person has a preference for stories, music, poems, and shows based on their interests. There are many different personal reasons for choosing texts, and no choice is wrong as long as it is enjoyed.
6. Discuss that individuals also choose their preferences for texts based on their purpose. Provide at least one example for each:

- Informational texts: News, encyclopedias, concept books, etc.
- Entertainment: Nursery rhymes and poems, folktales, etc.
- Functional or Procedural: Cookbooks, manuals, etc.

C. Practice

Play a sorting game where the learners can choose the correct category of the text assigned to them.

- a. Prepare three stations: informational, procedural, and entertainment.
- b. Group the class in pairs and provide each pair with a strip of paper that contains their text (i.e., "Itsy Bitsy Spider" for entertainment). Ask them to write their names on the back.
- c. Have the learners walk to the correct stations and "deposit" their text.
- d. Once all the learners have deposited their texts, process and discuss their answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to know how to communicate your preferences?
- How do the different types of texts help us?
- What is the importance of respecting the choices of others, even if they like a different story than you?

III. Homework

Ask the learners to draw the cover page of their favorite book at home. Below the drawing, write a short explanation as to why it is their favorite.

Term 1

Lesson 17:

Interacting with Texts

Give reason/s for choosing books/texts for enjoyment and interest.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. give reason/s for choosing books/texts for enjoyment and interest.

II. Development of the Lesson

A. Motivation

Have the learners share their preferences by choosing a cover page for the book that they prefer.

- a. Prepare three pictures showing the cover pages of different books.
- b. Paste the pictures on the board and allow the learners to choose which one they prefer by drawing a star beside it.
- c. Ask the following questions:
 - *Bakit mo ito napili?*

- *Sa iyong palagay, tungkol saan ang librong ito?*

B. Discussion

Discuss that there are many different reasons as to why individuals would choose a text. Some reasons to be discussed are provided below. Bring or provide an example for each reason.

- Visual appeal: Explain that some books are chosen because of the colors, pictures, and other visual elements found on the cover page or even inside the pages.
- Topic or interests: Explain that we choose books because of what we are interested in, their purpose, and what we want to know or learn.
- Feeling or emotion: Explain that sometimes we choose books or stories because of how they can make us feel. This is also the reason why there are genres.

C. Practice

- Using the pictures of the cover pages from the motivation activity, ask the students to share more information about their preferences.
 - Reveal the summary of each of the books. Read the summary to the learners and ask them to repeat after you.
 - Pick a few students and ask the learners the following questions:
 - *Nagbago ba ang iyong napili noong nalaman mo kung tungkol saan ang aklat?*
 - *Anong bahagi o elemento ng pabalat ang iyong nagustuhan? Ang mga guhit ba o ang kulay nito?*
 - *Interesado ka bas a kuwento? Anong bahagi ng kuwento ang nais mong higit pang malaman o mabasa?*
 - *Ano ang naramdaman mo noong binasa natin ang buod ng kuwento?*

- *Alin sa tatlong rason ang dahilan kung bakit ito ang napili mo?*

- Play "The Boat is Sinking" by asking the students to stand on the book title that matches the interest that will be stated.

- Prepare three big pieces of manila paper. Write book titles on each paper. Some examples of titles and interests are as follows:

- *Ang Pulang Racecar – "Mahilig ako sa mabibilis na sasakyan"*
- *Ang Bola at si Kuting – "Mahilig akong mag-alaga ng mga Pusa"*
- *Ang Pagluluto ng Cupcake – "Paborito ko ang matatamis na pagkain"*
- *Paglalakbay sa Kalawakan – "Gusto kong matuto tungkol sa mga planeta at bituin"*
- *Ang Higanteng T-Rex – "Gusto ko ang mga laruang dinosaur"*

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Does the cover of a book always tell the whole story?
- Why is it important to know what you like in a book?
- Can a book with a plain cover still be a wonderful story? How do we find out if it is?

III. Homework

Ask the learners to match an interest with a book title. Have them write the items below and answer it on their notebooks.

Mga Pagpipilian:

- Jose Rizal: Ang Ating Bayani
- Ang Hardin ni Delilah
- Ang Paglalakbay ng mga Isda

- Mahilig ako sa mababango at makukulay na bulaklak
- Gusto kong matuto tungkol sa mga bayan sa Pilipinas
- Nais kong makita ang mga isda sa dagat

Term 1
Lesson 18:

Creating Texts

Record and report ideas and events using some learnt vocabulary: (a) Note and report main points, (b) Sequence up to three (3) key events, and (c) Relate ideas or events to one's experience.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. record and report the main points of a shared idea or event using newly learned vocabulary;
2. sequence up to three key events from a story or experience in the correct order;
3. relate a specific idea or event from a text to a personal life experience.

II. Development of the Lesson

A. Motivation

Play "Album Detectives" by asking the learners to order pictures to understand the correct movements of a person.

- a. Prepare sets of three pictures and post them in the wrong order on the board. Prepare as many sets as needed. An example of a picture set is:

- A: A child sleeping in bed.
- B: A child going to school.
- C: A child getting ready for class.

- b. Ask the learners questions about the order of the movements, such as:

- *Puwede ba tayong pumasok sa paaralan habang natutulog sa kama?*
- *Puwede bang magbihis na lamang tayo ng uniporme pag-uwì?*
- *Kaya ba nating magbihis habang natutulog?*

- c. Choose a few students to rearrange the order of the pictures. Have them recite the order by using "Una, ... Pagkatapos, ... Sa huli" or "Una, ... Pangalawa, ... Pangatlo, ..."

B. Discussion

Read the story below and have the learners repeat after you.

Ang Pagbabahagi

Isang araw, nagpunta si Nicole sa library. May nakita siyang makulay na libro na may mga litrato ng mga batang naglalaro sa playground.

Dahil mahilig makipaglaro si Nicole, agad niyang binuklat ang libro upang basahin ito. Sa kuwentong kaniyang nabasa, ibinahagi ng isang karakter ang kaniyang baon kaya't natuwa si Nicole.

Natutuhan ni Nicole ang halaga ng pagbabahagi sa kapuwa at napalambot nito ang kaniyang puso. Dahil sa magandang aral na ito, naging paborito na ni Nicole ang libro tungkol sa pagbabahagi.

- a. Ask the learners the following questions:

- *Sino ang tauhan sa kuwento?*
- *Saan naganap ang kuwento?*
- *Ano ang natagpuan ni Nicole? Ano ang hitsura nito?*
- *Tungkol saan ang aklat na ito?*
- *Ano ang naramdaman ni Nicole dahil sa kuwento?*
- *Naramdaman mo na rin ba iyon? Tungkol saan?*

- b. Ask the learners about what happened in the story. Write each answer on the board in random order.

- c. Afterwards, have them rearrange their answers by writing 1,2,3, and onwards if necessary.

- d. Process and discuss their answers.

C. Practice

Have the learners watch the story 'Ang Agila at Ang Kalapati' (**Ang Agila at Ang Kalapati | Pabula | Maikling Kuwentong Pambata | KuwentoTV**).

<https://www.youtube.com/watch?v=DqFmzvolcL8>

- a. Ask the learners the following questions:

- *Mayroon ka bang karanasan na tulad ni Agila*

*kung saan napatunayan
ng iba na mali ka?*

- *Mayroon ka na bang karanasan na katulad ng kay Kalapati kung saan mayroong humahamon sa iyo?*
- *Kung ikaw si Agila at natalo ka, ano ang iyong sasabihin kay Kalapati?*
- *Kung ikaw si Kalapati, ano ang iyong gagawin?*

- Ask the learners to write three main points from the story. They may choose whichever part.
- Have the learners write the three points in the format of "*Una, ... Pagkatapos, ... Sa huli...*" or "*Una, ... Pangalawa, ... Pangatlo, ...*"
- Choose a few students or ask for volunteers to share what they have written with the class.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to tell a story in the correct order? What happens if we arrange them in the wrong order?
- When we share a story, why do we use words like 'Una' and 'Pagkatapos'? How do these words help others to understand us better?

III. Homework

Ask the learners to accomplish the following:

- In your notebook, draw three pictures showing what you did after school today. Below each picture, write either "Una", "Pagkatapos," or "Sa huli".
- Choose a character from your favorite book, and write the title and name of the character. In one sentence, write a similarity between you and the character.

Term 1

Lesson 19:

Creating Texts

Use own words in retelling information from various texts (e.g., legends, fables, and jokes).

I. Learning Objectives

At the end of the lesson, the learners must be able to:

- use their own words in retelling information from various texts (e.g., legends, fables, and jokes).

II. Development of the Lesson

A. Motivation

Show the learners a short video clip of a cartoon, but have the volume turned off.

- Say "*Naku! Kung hindi natin naririnig ang kanilang sinasabi, paano natin maiintindihan ang nangyayari sa kuwento?*"
- Choose a few students to narrate what is happening in real-time using their own words.
- After a few students have done the narration, replay the video with audio.
- Transition to discussion by saying "*Ginamit ba ng inyong mga kamag-aaral ang script mula sa kuwento? Hindi! Ginamit nila ang kanilang sariling mga mata at sariling mga salita upang ikuwento sa atin ang nangyari. Iyan ang ating tatalakayin ngayong araw.*"

B. Discussion

- Retell the story shown in the video through your own words.

- Explain that "retelling" does not mean memorizing. Rather, it is sharing a story, memory, or experience by using your own words.

- Provide examples of retold sentences from stories or books. If a story says "*Nagwagi si Pagong*", students can say "*Nanalo si Pagong*" or "*Si Pagong ang nanalo.*"

- Discuss that the 4W's (Who, Where, When, and What) can serve as their guide.

- Who: Ang mga karakter
- Where: Saan naganap
- When: Kailan naganap
- What: Ang mahahalagang pangyayari

C. Practice

- Read the story below to the learners and ask them to repeat after you. Read thrice or more if necessary.

Ang Pagpapatawad ng Sampaguaita

Sa isang malawak at makulay na hardin, may dalawang bulaklak na matalik na magkaibigan, sina Rosas at Sampaguaita. Ang dalawang bulaklak na ito ay parating nagbibigay ng ligaya sa mga halaman sa hardin dahil

sa kanilang nakabibighaning pagsayaw kasabay ng ihip ng hangin.

Isang araw, napakatindi ng ihip ng hangin. Sinubukang sumayaw ng dalawang bulaklak ngunit masyadong malakas ang ihip ng hangin. Dahil dito, aksidenteng natamaan ni Rosas si Sampaguita kaya't nalagas ang mga dahon nito.

Sa galit ni Sampaguita, tumalikod ito kay Rosas at tumangging makipagsayaw. Sa mga araw na lumipas, unti-unting nanuyot ang mga dahon ni Rosas dahil sa lungkot. Tumahimik din ang buong hardin at tila ba nawawala na ang kulay ng mga pananim.

Hindi na natis ni Rosas na hindi makipag-usap sa kaniyang kaibigan. Dahan-dahan siyang lumapit at humingi ng tawad kay Sampaguita. Napagtanto ni Sampaguita na hindi siya masaya sa kaniyang pagtatampo, kaya't ngumiti siya at pinatawad ang kaibigang si Rosas.

Muli, nakapagsayaw na ulit ang dalawang bulaklak sa ihip ng hangin. Matapos nito, unti-unti na ring sumigla at naging makulay ang buong hardin.

- a. Ask the learners the following questions:
 - *Sino-sino ang mga pangunahing tauhan sa ating kuwento?*
 - *Ano ang nangyari noong umihip nang napakalakas ang hangin?*
 - *Bakit tumahimik at naging malungkot ang buong hardin?*

- *Kung ikaw ang magkukuwento sa iyong kaibigan, paano mo ilalarawan ang nararamdaman ni Rosas noong hindi siya kinakausap ni Sampaguita?*
- *Gamit ang iyong sariling mga salita, paano humingi ng tawad si Rosas?*

2. Divide the class into groups of 5 to 6 members each. Have each group retell the story in their own words.
 - a. Instruct each group to line up. Have the first student in front retell the beginning of the story.
 - b. The following students shall then retell the next parts of the story in their own words.
 - c. After the group retells the whole story, repeat their version of the story to the whole class.
 - d. Repeat the process for each group.
 - e. After all groups are done, process and discuss their answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is "retelling"?
- Why is it important to be able to retell stories in our own words?
- What will happen if you retell a story but forget to mention some information or details?

III. Homework

Ask the learners to retell their favorite familial memory using their own words. Instruct the learners to write their answers in their notebooks.

Term 1

Lesson 20:

Creating Texts

Draw and discuss information or ideas from a range of text (e.g., stories, images, digital texts): (a) Note and describe main points (e.g., main characters and events), (b) Sequence up to three (3) key events, (c) Infer the character's feelings and traits, (d) Predict possible endings, and (e) Relate ideas or events to one's experience.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. draw and describe main points after engaging with a story, image, or digital text;
2. sequence three key events;
3. infer a character's feelings and personality traits by citing specific visual or textual clues;

4. predict possible conclusions or outcomes to a range of texts; and
5. relate specific events or ideas from a text to a personal life experience.

II. Development of the Lesson

A. Motivation

Play "Emotion Chain" by asking the students to guess the emotion of the student next to them.

- Begin by showing an emotion through facial expression and body language. Ask the first student in the front to guess your emotion.
- Have the first student show an emotion and instruct the next student to their left to guess what it is.
- Repeat the process until the whole class has taken their turn.

B. Discussion

Have the learners watch "Ormie the Pig"
<https://www.youtube.com/watch?v=EUm-vAOmV1o>

- Start the video and pause at 1:19 minutes. Ask the learners the following questions:
 - Gustong-gusto ni Ormie na makuha ang mga cookies, ngunit nabigo siya nang ilang pagkakataon. Ano sa tingin niyo ang mga susunod niyang gagawin?*
 - Alalahanin ang mukha at reaksiyon I Ormie. Sa inyong palagay, siya ba ay naging dismayado o nanatiling masigasig? Paano niyo ito nasabi?*
 - Ano ang isang salita na maglalarawan sa kaniyang pagkatao? Siya ba ay isang 'sumusuko' (quitter) o siya ba ay 'determinado' (determined)?*
- Play the video until the end. Ask the learners the following questions:
 - Ano-ano ang mga sinubukan niya upang makuha ang cookies?
 - Sa wakas, nahulog na ang garapon, pero hindi pa rin nakakuha ng cookie si Ormie. Ano ang pangunahing aral ng kuwentong ito? Ito ba ay tungkol sa pagkain, o tungkol sa pagiging matiyaga?*
 - Gustong-gusto talaga ni Ormie ang mga cookies na iyon kaya sinubukan niya ang iba't ibang mga paraan upang makuha ang mga ito. Nangyari na ba ito sa inyo? Mayroon ka bang bagay na nais gawin o makuha ngunit mahirap? Ikuwento ito."*
- Process and discuss the learners' answers.

- Have the learners answer the activity below.

Isulat ang 1, 2, at 3 upang pagsunod-sunurin ang mga pangyayari. Iguhit naman ang X kung hindi ito nangyari sa palabas.

- ___ 1. Nahulog ang garapon.
- ___ 2. Kumain si Ormie ng cookie.
- ___ 3. Nakita ni Ormie ang garapon ng cookies sa ibabaw ng pridyder.
- ___ 4. Sinubukan ni Ormie ang iba't ibang paraan upang makuha ang cookies.

C. Practice

Have the students guess the emotion of a character based on a picture, as well as its possible causes and outcomes.

- Prepare 3 to 5 pictures of a person showing any emotion and paste them on the board.

Example: "Malungkot o umiiyak"



- Ask the learners the following questions:
 - Ano ang emosyon na ipinapakita ng larawan?
 - Ano ang mga posibleng dahilan kung bakit ito nararamdaman ng nasa larawan? (i.e. "Umiiyak siya dahil nawawala ang kaniyang laruan.")
- List down the answers provided by the learners and write them on the board. Ask the learners what they think the possible outcome of each cause is (i.e., "Pipili na lamang siya ng ibang laro o gawain.")
- After processing the learners' answers (emotion, cause, outcome) for each picture, ask them if they had a similar experience.
- Choose a few students to retell a picture in the correct order: cause, emotion, outcome. Have them relate a personal experience to the given scenario (i.e., "Nawawala ang kaniyang laruan kaya siya umiyak. Ngunit pumili na lamang siya ng ibang gagawin. Naranasan ko na ring umiyak dahil sa nawawalang kagamitan, ngunit

mas pinili kong hanapin na lamang ito nang husto.")

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to know the possible outcomes of an event?
- What is the importance of relating ideas or events to your personal experience?

- What is the importance of remembering the main points of an event?

III. Homework

Ask the learners to choose any emotion and write a 3-part event about it (cause, emotion, outcome). Instruct them to write another sentence relating it to their personal experience.

