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LANGUAGE TERM 2

**Structured Pedagogy
Lesson Guides**



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Language – Grade 1
Structured Pedagogy
Term 2
First Edition, 2026

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Language

Term 2

Term 2
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Term 2**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**

Play "Magic Step Forward," where the learners must step forward if the statement applies to them.

- a. Have all the learners stand in a circle.
- b. Instruct the learners that if the statement you say applies to them, they must step forward and move to the middle of the circle.
- c. Say a statement that may be applicable to the learners. Some examples are provided below:
 - i. "Humakbang nang pasulong kung asul ang paborito mong kulay!"
 - ii. "Humakbang nang pasulong kung marunong kang mag-bike!"
 - iii. "Humakbang nang pasulong kung mayroon kang ate!"
 - iv. "Humakbang nang pasulong kung mahilig ka sa mansanas!"
- d. Choose one of the students in the middle of the circle or have a volunteer share some information about the provided statement. Some examples are given below:
 - i. "Bakit paborito mo ang kulay asul? Ano ang mga gamit mo na asul?"
 - ii. "Paano ka natutong mag-bike? Sino ang nagturo sa iyo?"
 - iii. "Ano ang pangalan ng iyong ate? Paano mo siya mailalarawan?"

- e. Have the learners return to the circle.

- f. Repeat the process for the following rounds.

B. Discussion

1. Instruct the learners to sit in a large circle, and whoever is holding the ball when the music stops should share their favorite hobby.
 - a. Instruct the learners to sit in a large circle in the middle of the classroom.
 - b. Play some upbeat music and pass around a ball or a stuffed toy.
 - c. Stop the music and instruct the student holding the ball to share their favorite hobby using the phrase "Ang paborito kong gawin ay _____ dahil _____."
 - d. The learners who have taken their turn should step back from the circle.
 - e. Repeat the process until all the learners have taken their turn.
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. Recall the roles of each member of the family.
 - c. Ask the learners to line up in front of the flashcard, stating the family member they had a memorable experience with.
 - d. Each student shall state the name of the family member and share a memorable experience with them.
 - i. Example: "Ang pangalan ng aking kuya ay Jello. Isang beses, tinuruan niya akong sumayaw at sumali kami sa isang paligsahan."
 - e. Repeat the process until all learners have taken their turn.

C. Practice

Have the learners "interview" each other about personal and familial experiences.

- Ask the learners to prepare pieces of paper to write down the answers of their classmates.
- Instruct the learners to walk around the room and interview each other using the format below:

Pangalan ng kamag-aral:
Magbahagi ng isang kaalaman tungkol sa iyong sarili:
Magbahagi ng isang kuwento tungkol sa iyong pamilya:

- Ask the learners to write their classmates' answers on their paper.
- Once every student has interviewed a classmate and has been interviewed, they may all sit down.
- Choose a few students or ask for volunteers to report the results of their interview.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Are there experiences that are hard to express using words alone? What other ways can we use to express them to others?
- Why are the experiences of every family different? How does your family become unique or special based on your own experiences?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Naging mabuti akong kapwa ngayong araw dahil _____.
Ipinagmamalaki ko ang aking sarili ngayon dahil nagawa ko ang _____.
Masaya ako kapag kasama ko ang aking pamilya dahil _____.
Tinutulungan ko si _____ sa aming bahay sa pamamagitan ng _____.

Term 2

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:

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

II. Development of the Lesson

A. Motivation

Play "Ang Mga Pakpak ng Piloto," where the learners have to follow the teacher's instructions in order to make the plane "fly."

- Ask the learners to stand up and have their arms wide open.
- The teacher calls out a single, quick flight command.

Examples of possible instructions are given below:

- "*Umiwas sa ibon sa taas!* [students squat down]."
- "*I-preno ang eroplano!* [students stomp]"
- "*Kumaliwa!* [students raise their right arm and move to the left]."

- The students must do the action immediately to keep the "plane" in the air.
- Provide more instructions or rounds as necessary.

B. Discussion

- Play "The Action Clock" Game where learners must perform a simple action related to the given time or daily routines.

- a. Ask the learners to stand up.
- b. The teacher will act as the "Clock Master" and give a single instruction for an action related to time or daily routines. Examples are given below:
 - i. "Pag-iinat paggising sa umaga"
 - ii. "Pagsubo ng pagkain habang hapunan"
 - iii. "Pagmamano sa matanda"
- c. Learners must perform the action stated by the instructor.
- d. Provide more instructions as necessary.

2. Play "Guess the Family Member," where the learners must ask questions in order to reveal the family member.
 - a. Paste or draw 3 pictures of family members on the board. Cover the pictures with a piece of paper.
 - b. Instruct the learners that they must ask questions in order to gain clues about the hidden family members.
 - c. Answer and discuss the learners' questions.
 - d. Once the learners have asked a significant number of questions, ask them if they have a guess.
 - e. Repeat the process for three rounds (three family members).

C. Practice

1. Play "Freeze and Ask" where the learners have to provide an instruction for the whole class in the form of a question.
 - a. Ask all the learners to stand up beside their chairs.
 - b. Start the game by giving an instruction in the form of a question (e.g., "Maaari bang pumalkpak ng tatlong beses ang lahat?")
 - c. After the learners perform the instruction, tell them to "freeze".

- d. The learners must freeze until a new instruction is given.
- e. While the learners are "frozen," point to a random student, and they must give the next instruction for the rest of the class.
- f. Repeat the process as needed.

2. Ask the students to draw or write the following items in their notebooks:
 - Draw a ball
 - Draw a crying face
 - Write a family member's name
 - Draw a triangle
 - Write your favorite color
 - Draw a leaf

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What do you prefer to use to show your feelings, your voice or your body movements? Why?
- Why is it important to listen completely before starting to do something?
- How do you feel when you do something correctly because you listened well?

III. Homework

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

Iguhit ang paborito mong laruan	Magdikit ng litrato mula sa dyaryo o magazine
Magdikit ng maliit na bulaklak	Kulayan ng berde ang tatsulok 
Tanungin ang isa sa iyong kapamilya kung ano ang paborito niyang pagkain. Isulat ang kanilang sagot sa ibaba. _____	

Term 2**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:

1. interact purposefully and participate in conversations and discussions in pairs, in groups, or in whole-class discussions;
2. demonstrate how to make polite requests;
3. 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 "Guess the Animal," where learners have to ask questions and clarify information in order to make a guess.

- a. Provide the learners with a hint about the animal.

Examples are given below:

- i. Leon – "Ang hayop na ito ay nakatira sa gubat at siya ang tinaguriang 'Hari ng Gubat'."
- ii. Elepante - "Ang hayop na ito ay napakalaki, kulay abo ang balat, at may malaking tenga."
- iii. Unggoy – "Sinasabi ng marami na siya ang hayop na pinakamagaling manggaya sa mga galaw ng tao."

- b. The students must raise their hands and ask a specific clarifying question.
- c. The teacher must then answer the question in order to provide clarification for the students' questions.

- d. After giving a few hints, ask the learners to raise their hands if they already have a guess.
- e. Repeat the process as necessary.

B. Discussion

1. Explain that making requests means politely asking someone for something that you need or want.

- a. Examples of statements about making requests are given below:

- i. "Puwede po ba akong humiram ng lapis?"
- ii. "Maaari po ba ninyo akong tulungang magbuhat ng mga aklat na ito?"
- iii. "Maaari po ba akong makisuyo ng isang basong tubig?"

- b. When making requests, it is important to use polite words such as:

- i. Please
- ii. Thank you
- iii. Excuse me
- iv. May I
- v. Can you

2. Discuss that communicating needs means expressing what we need so that others can understand and assist us.

- a. Examples of statements that communicate needs are given below:

- i. "Nahihirapan po akong sagutan ang aking takdang-aralin. Maaari niyo po ba akong tulungan?"
- ii. "Nagugutom na po ako. Puwede na po ba tayong kumain ng tanghalian?"
- iii. "Kailangan ko po ng karagdagang oras para matapos ang aking gawain."

- b. Expound that when we communicate our needs clearly, others can respond appropriately and provide us with proper help.
3. Explain that seeking help means asking for assistance when we are having difficulty doing something on our own.
 - a. Examples of situations that involve seeking help are given below:
 - i. Asking a teacher when you do not understand a lesson.
 - ii. Asking a classmate to explain directions.
 - iii. Asking a parent or guardian for support with a task.
4. Making requests, communicating needs, and seeking help are important because they:
 - Help us get the support we need.
 - Improve communication with others.
 - Help us do tasks better.
 - Help us feel confident even when something is difficult.
 - Help us avoid confusion.
 - Help us be brave and do things on our own.
5. Recall the previous lesson on giving or offering information by explaining that these mean telling someone something they need to know.
 - a. Examples of statements about giving or offering information are given below:
 - i. "Ang silid-aklatan po ay nasa tabi ng opisina."
 - ii. "Ang aming klase po ay magsisimula ng 7:30 ng umaga (7:30 AM)."
 - iii. "Ang mga krayola po ay nasa loob ng kahon."
 - b. Explain that when we give information, we should speak clearly and tell the correct details.
6. Discuss that clarifying information means making something easier to understand.
 - a. Expound by stating that we can ask questions or explain information again when something is not clear.

- b. Examples of statements about clarifying information are given below:
 - i. "Maaari po ba ninyong ulitin ang inyong sinabi?"
 - ii. "Ang ibig po ba ninyong sabihin ay ang asul na kuwaderno?"
 - iii. "Hayaan niyo po na ipaliwanag ko ito muli nang isa pang beses."

C. Practice

1. Play "Who Can Help Me?" where the learners have to identify which person they should seek help from based on the given statement.
 - a. The teacher should read a situation out loud. Sample situations are given below:
 - i. *Dentista* - "Sumakit ang ngipin mo dahil may sira pala ito."
 - ii. *Nars o guro* - "Naglalaro ka sa playground ng paaralan tapos bigla kang nadapa at nagasgasan ang iyong tuhod. May konting dugo ito. Sino ang lalapitan mo sa clinic para maglinis ng sugat mo?"
 - iii. *Guro* - "Nasa loob ka ng silid-aralan at magsisimula na ang inyong pagsusulat. Pagbukas mo ng bag, napansin mong naiwan mo pala ang iyong lapis. Sino ang lalapitan mo sa harap ng klase para humiram o humingi ng tulong?"
 - b. Learners must identify who can help them and practice asking for help politely.
 - c. Volunteers must act out their responses in front of the class.
 - i. *Dentista* - "Magandang araw po, Dok. Maaari po ba ninyong tingnan ang aking ngipin? Masakit po kasi at mukhang may sira. Maraming salamat po sa pagtulong sa akin."

- ii. Nars - "Magandang araw po, Nurse. Puwede po bang patingnan at palinisan po itong sugat ko sa tuhod? Nadapa po kasi ako sa playground kanina. Salamat po sa paggamot!"
- iii. Guro - "Magandang umaga po, Teacher. Paumanhin po, ngunit naiwan ko po ang aking lapis sa bahay. Puwede po ba akong humiram ng lapis muna para sa ating pagsusulat? Maraming salamat po!"

d. Repeat the process as needed.

2. Play "Picture Messengers," where students have to describe a picture based on memory, while their partner asks questions.

- a. Divide the class into pairs.
- b. Give one student in each pair a picture of an animal or an object.
- c. One learner from each pair must study the picture for 2 minutes.
- d. Without showing the picture, the learner gives information by describing what they saw in the picture.
- e. The partner listens and asks questions to clarify the information.

- f. After a few minutes of discussion, the partner must draw a picture based on the information given to them.
- g. Ask for volunteers or choose a few pairs to describe their picture to the class.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How can a request sound different if it is not polite?
- Why is it important to give correct information?
- How can asking questions help you avoid mistakes?

III. Homework

Ask the learners to copy the items below in their notebooks. Instruct them to write the letter of the correct answer before each number.

A. Making a Request

B. Communicating Needs

C. Seeking Help

____1. Nakaramdam ng uhaw si Carlo pagkatapos ng P.E. Sinabi niya sa kaniyang guro, "Teacher, kailangan ko pong uminom ng tubig."

____2. Nabasag ang lapis ni Ana habang nagsusulat. Lumapit siya sa kaklase at nagsabi, "Maaari ba akong makahiram ng lapis, pakiusap?"

____3. Hindi maintindihan ni Mia ang panuto sa gawain. Itinaas niya ang kaniyang kamay at nagsabi, "Teacher, maaari po ba ninyo akong tulungan? Hindi ko po naiintindihan ang gagawin."

Term 2 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:

1. identify and use appropriate personal greetings and leave-taking expressions in various situations;
2. apply familiar terms of address correctly and respectfully when initiating a conversation; and
3. demonstrate the ability to greet and respond appropriately to greetings from others.

II. Development of the Lesson

A. Motivation

Perform the poem below. Ask the learners to repeat each line after you.

Ang Pagbati sa Tahanan

Sa sala ay naroon si Nanay na mahal,
Ako'y lumapit agad nang masaya at nagmamahal.

"Magandang umaga po, Nanay!" aking bati,

"Magandang umaga rin!" sagot niya sa tabi.

Sa mesa ay nakita ko si Tatay na masipag,

Nag-aayos ng gamit sa aming lapag
 "Kumusta po, Tatay?" aking tanong agad,
 "Mabuti naman ako," sagot niyang tapat.

Nang oras na umalis upang pumasok sa paaralan,
 Ako'y nagpaalam muna sa aking tahanan.
 "Paalam po, Nanay at Tatay!" aking sambit,
 "Mag-ingat ka, anak!" sagot nilang may ngiti.

After performing the poem above, ask the learners the following questions:

- i. *Ano-anong pagbati ang ginamit sa tula?*
- ii. *Ano ang mga tugon sa pagbati?*
- iii. *Ano ang ginamit na pamamaalam?*
- iv. *Kailan natin ginagamit ang mga pagbating ito?*

B. Discussion

1. Discuss that greetings are words, phrases, or expressions used when we see or meet someone.
 - a. Expound that different greetings are used depending on the time of the day and situation.

Time	Greeting
Morning	<i>Magandang umaga!</i> Good morning!
Afternoon	<i>Magandang tanghali!</i> Good afternoon!
Evening	<i>Magandang gabi!</i> Good evening!
Anytime	Hi Hello How are you? <i>Kamusta ka?</i>

2. Discuss that leave-taking expressions are words or phrases used when we are about to leave, say goodbye, or end a conversation.
 - Goodbye!
Paalam po!
 - See you tomorrow!
Hanggang bukas
Hanggang sa susunod
Magkita po tayo bukas
 - See you later!
Kita tayo mamaya
 - Take care!
Ingat!
Mag-ingat po kayo!
3. Discuss that terms of address are the names or titles we use when speaking to people. We use them to show

respect and identify whom we are talking to.

a. At home:

- Nanay/Mama
- Tatay/Papa
- Ate
- Kuya
- Lola
- Lolo

b. At school:

- Teacher
- Ma'am
- Sir
- Principal
- Guard
- Librarian
- Nars

C. Practice

1. Play "Bati, Tugon, o Paalam?" where the learners have to identify and correctly use greetings, responses to greetings, and leave-taking expressions.
 - a. Prepare "expression strips" which may have either a greeting, response, or leave-taking expression written on them.
 - b. Paste three big labels on the board (GREETING, RESPONSE, LEAVE-TAKING).
 - c. Divide the class into three groups. Have each group form 1 line.
 - d. Give each group a set of expression strips.
 - e. At the teacher's signal, one learner at a time runs to the board and places a strip under the correct category: Greeting, Response, or Leave-Taking.
 - f. The last student to reach the board must perform a short role-play with their group regarding the expression on their strip.
 - g. After placing the strip, the learner returns to the group, and the next member takes a turn.
 - h. Repeat the process as necessary.
2. Play "Address Them Right!" where the learners have to respond with the correct term of address.
 - a. The teacher must say a situation or role. An example is given below:
 - i. Teacher: "Your mother"
 - ii. Learners: "Nanay!"

- b. The learners must say the correct term of address aloud.
- c. If their answer is correct, ask the learners to clap twice. If they are incorrect, guide them in figuring out the correct answer.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to say goodbye politely when leaving someone?
- How do greetings and leave-taking expressions affect the way others feel about you?
- Why do we use different names like nanay, tatay, ate, or kuya instead of just calling a person by their name?
- Why is it important to respond when someone greets you?

III. Homework

Ask the learners to copy and answer the following items in their notebooks.

Pagdugtungin ang sitwasyon at ang tamang pagbati.

1. Dumating ka sa paaralan nang umaga.	A. Magandang hapon po
2. Nakita mo ang iyong guro sa hapon.	B. Magandang gabi po
3. Nakita mo ang iyong mga magulang sa gabi.	C. Magandang umaga po

Isulat ang angkop na pagbati o tugon sa patlang.

1. Kapatid: "Kamusta ka?"
Ikaw: _____

2. Kaibigan: "Hello!"
Ikaw: _____

3. Nanay: "Paalam po, Nay!"
Ikaw: _____

Term 2

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:

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

II. Development of the Lesson

A. Motivation

Play "This or That?" where the learners have to choose between two items or things.

- a. Ask the learners to stand in the middle of the classroom.
- b. Designate one side of the room as Choice A and the other side as Choice B.
- c. Read each pair of choices aloud. Sample choices are given below:
 - i. Apples 🍏 or Bananas 🍌
 - ii. Cats 🐱 or Dogs 🐶
 - iii. Drawing 🖋️ or Singing 🎤
 - iv. Milk 🥛 or Juice 🍹

v. Indoor Games 🎲 or Outdoor Games ⚽

vi. Morning ☀️ or Evening 🌙

- d. Learners move to the side of their preference.
- e. Ask for volunteers or choose a few students to explain their choice.
- f. Ask the following follow-up questions:
 - i. *Bakit mo iyan pinili?*
 - ii. *Dapat ba na parepareho ang gusto ng lahat ng mga tao? Bakit?*
- g. Discuss and process the learners' answers.
- h. Repeat the process as needed.

B. Discussion

1. Discuss and define personal thoughts, feelings, and ideas
 - a. Explain that thoughts are the things we think about.

- i. "Sa tingin ko po, masayang magbasa."
 - ii. "Palagay ko po, kailangan na nating maglinis ng klasrum."
 - iii. "Para sa akin, mas masayang maglaro kapag marami tayong magkakasama."
 - b. Discuss that feelings are emotions that tell us how we feel.
 - i. Examples of emotions:
 - Happy
 - Sad
 - Excited
 - Nervous
 - Angry
 - ii. Example of expressing feelings:
 - "Masaya po ako dahil nanalo ang aming grupo sa paligsahan!"
 - "Sinira niya ang aking laruan, kaya galit ako sa kaniya!"
 - c. State that ideas are suggestions or opinions that we share with others.
 - i. "Maaari po nating gamitin ang mga lumang bote para gawing plorera."
 - ii. "Maganda pong lagyan ng kulay dilaw ang iginuhit nating araw para maging maliwanag."
2. Discuss and define communicating needs and preferences
- a. Needs are things that help us do a task, solve a problem, or feel comfortable.
 - i. "Kailangan ko po ng lapis."
 - ii. "Maaari po ba ninyo akong tulungan sa activity na ito?"
 - iii. "Kailangan ko po ng maiinom na tubig."
 - b. Preferences are the things we like or choose.
 - i. "Mas gusto ko ang mansanas kaysa sa dalandan."

- ii. "Mas gusto ko ang asul na krayola."
- iii. "Gusto kong magbasa ng mga kuwento."

C. Practice

Play "Talk to a Friend," where the learners can discuss their personal thoughts, feelings, and ideas confidently with their partner.

- a. Ask the learners to find a partner.
- b. The teacher must read the following questions aloud:
 - i. "Ano po ang nakakapagpasaya sa inyo?"
 - ii. "Anong laro po ang gusto ninyong laruin?"
 - iii. "Ano po sa tingin ninyo ang pinakamasayang asignatura na aralin?"
 - iv. "Alin po ang mas gusto ninyo: pagkanta o pagsayaw?"
 - v. "Ano po ang gusto ninyong gawin sa oras ng recess?"

- c. The teacher may change, add, or omit from the list of questions given above.
- d. Partners must take turns answering the question.
- e. After both learners have shared, invite a few volunteers to share their partner's answer with the class. A sample format is given below:
 - i. "Ang kapares ko po ay masaya kapag _____."
 - ii. "Mas gusto po ng aking kapares ang _____."
 - iii. "Kailangan po ng aking kapares ang _____."

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why should we respect the thoughts and ideas of others, even if they are different from our own?
- Was it easy or difficult to tell others about your needs and preferences? Why?

- Why is it important to speak respectfully when sharing our ideas and needs?

III. Homework

Ask the learners to copy the items below. Have them complete each sentence based on the given scenario.

- Nais ng inyong klase na gawing mas masaya ang silid-aralan. Ano ang iyong mungkahi?

"May ideya ako. Maaari nating _____."

- Nakatanggap ka ng papuri mula sa iyong guro dahil sa mahusay mong gawain. Ano ang iyong nararamdaman?

"Ako ay _____ dahil _____."

- Pipili ka ng aklat na babasahin sa library. Ano ang mas gusto mong basahin?

"Mas gusto kong magbasa ng _____ dahil _____."

- Pupunta kayo sa isang field trip bukas. Ano ang kailangan mong dalhin?

"Kailangan ko ng _____ upang _____."

- Matapos pakinggan ang kuwento tungkol sa isang batang tumulong sa kaniyang kaibigan, ano ang iyong palagay sa ginawa ng bata?

"Sa tingin ko, ang ginawa ng bata ay _____ dahil _____."

Term 2

Lesson 6:

Language for Developing and Expressing Ideas

Express ideas using a variety of symbols (e.g., drawings, emojis, scribbles): (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. 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.

II. Development of the Lesson

A. Motivation

Play "Scribble and Share," where the learners have to turn their scribbles into a picture related to themselves or their family.

- a. Ask the learners to close their eyes and make a quick scribble for 10 seconds.
- b. Ask the learners to open their eyes.
- c. Instruct the learners that they must turn their scribble into a drawing related to themselves or their family.
- d. Give learners 3 minutes to complete their drawings.
- e. Choose a few students or ask for volunteers to discuss their drawings with their class.

B. Discussion

1. Explain that pictures or drawings can tell stories. Even without words, people can understand our ideas and experiences through symbols, drawings, and scribbles.

- a. Discuss the following and provide examples:

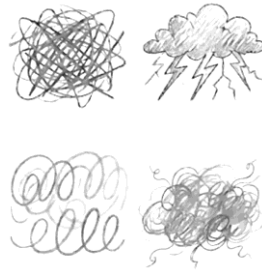
- i. Symbols or emojis – simple pictures with meaning.



- ii. Drawings – pictures of people, places, or things



- iii. Scribbles – simple lines and shapes that show ideas



2. Discuss that a symbol is a simple picture that stands for something.
 - a. Some examples of symbols are given below:
 - i. ♥ = love
 - ii. ☺ = happiness
 - iii. 🏠 = home
 - iv. 🌳 = nature
 - v. 🎂 = birthday
 - b. Explain that if they love spending time with their family, they can draw a heart, or a cake if they enjoyed their birthday celebration.
3. Explain that drawings help us show events, people, and experiences.
 - a. Examples of possible drawings are given below:
 - i. Your family eating together
 - ii. Your favorite place at home
 - iii. A family trip
 - iv. A game you played with your siblings
 - b. Explain that drawings can also help us understand or visualize a scenario.
4. Discuss that scribbles are simple marks, lines, and shapes. They may look simple, but they can still have meaning.
 - a. Examples of possible scribbles are given below:
 - i. Curved lines can show waves in the sea.
 - ii. Long lines can show rain.
 - iii. Circular shapes can represent people.
 - b. Explain that scribbles can also be turned into pictures or drawings that tell a story.

C. Practice

1. Play "Pass the Scribble!" where the learners have to pass around pieces of paper and individually add scribbles in order to form a whole drawing.
 - a. Ask the learners to form one big circle in the middle of the class.
 - b. Give one piece of paper to 4 students, ensuring that they are evenly spaced.
 - c. For each paper, assign a theme:
 - i. Buhay ng mga Mag-aaral sa Unang Baitang
 - ii. Ang Mga Nagpapapasaya Sa Akin
 - iii. Ang Halaga ng Pamilya
 - iv. Mga Gawaing Bahay
 - d. Ask the learners to make one simple scribble, symbol, or shape anywhere on the paper.
 - e. After 10 seconds, say "Pass!" and learners pass their paper to the classmate on their right.
 - f. The next learner must add another simple scribble, symbol, or shape.
 - g. Continue the process until the papers are back to their initial positions.
2. Divide the class into 4 groups, assign each group a drawing, and have them report it to the class.
 - a. Ask each group to create a title for the drawing assigned to them.
 - b. Give the learners a few minutes to conceptualize a simple explanation for the drawing based on the given theme.
 - c. Ask each group, one by one, to discuss their assigned drawing with the class.
 - d. Ask each group the following questions:
 - i. How did a simple scribble become a meaningful picture?
 - ii. What story does your drawing tell?
 - iii. How did your classmates' ideas help improve the drawing?
 - e. Process and discuss the learners' answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why can symbols and drawings be useful in sharing experiences and ideas?
- What might happen if different people look at the same drawing? Will they always understand it the same way? Why or why not?
- What was the easiest and hardest part of expressing your ideas through drawings? Why?

III. Homework

Ask the learners to draw a picture, symbol, or scribble that shows a special activity or experience that they shared with their family.

After drawing, complete the sentences below:

"Ang aking iginuhit ay tungkol sa _____."

"Pinili kong iginuhit ito dahil _____."

Term 2 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

Have the learners identify naming words, action words, and describing words by completing the "missing piece" in familial scenes.

- a. Write or display the following sentences on the board:

i. Naming words:

- Ang aking _____ ay nagluluto ng hapunan.
- Ang aming _____ ay natutulog sa sala.
- Pupunta kami sa _____ pagkatapos ng klase.

ii. Action words:

- Tuwing umaga, ako ay _____ bago pumasok sa paaralan.

- Tuwing Linggo, kami ay sama-samang _____.
- Ang aming aso ay mahilig _____ sa bakuran.

iii. Describing words:

- Ang aking nanay ay _____.
- Ang aming bahay ay _____.
- Ang aking kapatid ay _____.

- b. Read one incomplete sentence at a time. Let volunteers answer.

- c. For each answer, ask the learner to share a short story or memory related to the given sentence.

B. Discussion

1. Explain that we use different kinds of words to talk about ourselves and our families.

- a. Discuss that every sentence is made up of different kinds of words, and each kind has a special purpose.

- i. Naming words (Pangngalan) – tell the names of people, animals, objects, and places.

- Nanay
- Tatay
- Aso
- Lapis
- Bahay

- ii. Action words (Pandiwa) – tell what a person, animal, or thing does.
- Kumakain
 - Naglalaro
 - Nagbabasa
 - Natutulog
 - Nagluluto

- iii. Describing words (Pang-uri) – tell what a person, animal, object, or place is like.
- Mabait
 - Masipag
 - Malinis
 - Masaya
 - Malaki

- b. Ask the learners to give more examples of naming words.

2. Discuss that a naming word, or *pangngalan*, gives the name of a person, animal, object, or place.

- a. Explain that we use naming words every day when talking about ourselves and our families.
- b. Some examples of naming words are given below:

People (Tao)	Animals (Hayop)
<ul style="list-style-type: none"> • Nanay • Tatay • Ate • Kuya • Lola 	<ul style="list-style-type: none"> • Aso • Pusa • Ibon • Tigre • Elepante
Objects (Bagay)	Places (Lugar)
<ul style="list-style-type: none"> • Lapis • Mesa • Libro 	<ul style="list-style-type: none"> • Bahay • Paaralan • Kusina • Parke

- c. Ask learners to identify more naming words found in their own home or family.

3. Explain that action words, or *pandiwa*, tell what someone or something is doing.

- a. Explain that people and animals perform different actions every day.
- b. Some examples of action words are given below:

Daily activities	Family activities
<ul style="list-style-type: none"> • Kumakain • Naliligo • Natutulog • Nag-aaral 	<ul style="list-style-type: none"> • Nagluluto • Naglalaro • Nagdarasal • Namamasyal • Naglilinis

- c. Ask the learners the following questions:

- i. Ano ang ginagawa mo bago pumasok sa paaralan?
- ii. Ano ang ginagawa ng inyong pamilya tuwing Sabado o Linggo?

4. Discuss that describing words, or *pang-uri*, tell us more about a person, animal, object, or place.

- a. Explain that describing words help others imagine or understand what someone or something is like.
- b. Some examples of describing words are given below:

People (Tao)	Animals (Hayop)
<ul style="list-style-type: none"> • Mabait • Masipag • Masayahin • Magalang 	<ul style="list-style-type: none"> • Mabalahibo • Maliit • Mabilis • Malambing
Objects (Bagay)	Places (Lugar)
<ul style="list-style-type: none"> • Mabigat • Magaan • Malinis • Makulay 	<ul style="list-style-type: none"> • Malaki • Tahimik • Maaliwalas • Maganda

- c. Ask learners to describe themselves or one member of their family using one describing word.

5. Explain that we can use naming words, action words, and describing words together to make meaningful sentences about ourselves and our families.

C. Practice

1. Play "Build-a-Family Sentence Race" with the learners, where they have to choose 3 random cards in order to create a sentence with an action word, a describing word, and a noun.

- a. Prepare word cards separated into three colors:

- i. Blue – Nouns (Naming Words)
- ii. Green – Verbs (Action Words)
- iii. Yellow – Adjectives (Describing Words)

- b. Divide the class into groups.
- c. Spread the cards face down.
- d. One learner picks one card from each color.
- e. The group has one minute to arrange the words into a meaningful sentence.

2. Ask the learners to complete the following sentences using their own words:

- a. Ang aking _____ ay _____.
- b. Ang aking _____ ay mahilig _____.
- c. Ang aming _____ ay _____.
- d. Ang aming pamilya ay sama-samang _____ tuwing Linggo.
- e. Ako ay _____.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to use the correct naming words (nouns) when talking about your family, pets, belongings, or places? What could happen if we use the wrong naming word?
- How can the words you choose affect the way others feel about the people you are describing?

- How do describing words (adjectives) help others know more about you and your family members? Why is it important to use kind and truthful describing words?

III. Homework

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

1. Sa aming bahay, ang _____ ay _____.
2. Ang aking _____ ay laging _____.
3. Tuwing hapon, kami ay _____.
4. Ang aking paboritong _____ ay _____.
5. Sa aming pamilya, si _____ ay mahilig _____.

Term 2

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

Play "My Family, My Circle," where the learners have to share something about their family based on the category.

- a. Prepare or draw a big circle on the floor using masking tape or chalk.
- b. Ask all learners to stand outside the circle.
- c. Tell the learners that you will state a category. Examples of categories and possible answers are given below:
 - i. Family members
 - Nanay
 - Tatay
 - Kuya
 - Ate
 - Bunso
 - Lolo
 - Lola

ii. At home

- Lamesa
- Kama
- Upuan
- Kutsara

iii. About me

- Bag
- Lapis
- Sapatos
- Sipilyo

iv. Places

- Parke
- Simbahan
- Mall
- Beach

v. Animals

- Aso
- Pusa
- Isda
- Ibon

- d. Call out one category at a time.
- e. Instruct the learners to step forward or step inside the circle if they have an answer to the given category.
- f. Ask the learners who stepped forward to share a simple sentence related to their family using their given word.
- g. The learners who have taken their turn may take their seats.
- h. Repeat the process until all learners have taken their turn.

B. Discussion

1. Explain that we use words every day to talk about ourselves and our families.

- a. Explain that some words are used very often because they help us introduce ourselves, talk about our family, and describe our everyday life.
- b. Tell the learners that these are called high-frequency words because we hear, read, and say them almost every day.
- c. Discuss the examples given during the motivation activity.

2. Discuss that we can use these words when introducing ourselves.

a. Show a simple self-introduction:

"Hello! Ako si Ana. Anim na taong gulang na ako. Nakatira ako sa bayan kasama ang aking nanay, tatay, at kuya. Mahilig akong magbasa ng mga libro."

b. Ask the learners the following questions:

- i. What is the learner's name?
- ii. Who are the family members mentioned?
- iii. What does the learner like?

c. Explain that we use high-frequency and content-specific words to introduce ourselves clearly.

3. Discuss that we also use these words when talking about our family.

a. Show a simple example:

"Nakatira ang aking pamilya sa Sitio Dos. Ang nanay ko ang nagluluto sa bahay, at ang tatay ko naman ang nagmamaneho para sa amin. Kasabay ko namang pumapasok sa paaralan ang aking Ate Rizza. Masaya kaming pamilya at gustong-gusto naming magpalipas ng oras sa pamamagitan ng pagkanta."

b. Ask the learners the following questions:

- i. Who are the family members?

ii. Which words tell us about the family?

iii. Which words do you also use at home?

c. Explain that using familiar words helps us share information with others.

C. Practice

Play "Introduce Your Classmate", where the learners have to introduce their partner to the class.

- a. Divide the class into pairs.
- b. Give the learners 2–3 minutes to interview their partner using the guide questions below.

- i. What is your name?
- ii. Who do you live with?
- iii. Who is in your family?
- iv. What is your favorite place at home?
- v. What is your favorite thing to do with your family?

c. After the interview, each learner introduces their partner to the class using complete sentences.

d. Each learner introduces their partner using sentences such as:

- i. Siya si ____.
- ii. Kasama niyang nakatira ang ____.
- iii. Kasama sa kaniyang pamilya ang ____.
- iv. Ang paborito niyang lugar sa bahay ay ang ____.
- v. Mahilig siyang kasama ang kaniyang pamilya.

e. After each student has shared their pair's answers, ask them the following questions:

- i. What words did we use to talk about our classmates?
- ii. Which words were about family?
- iii. Which words did you hear many times?

f. Repeat the process as necessary.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How would you describe your family to a new friend using only a few important words?
- Why do you think everyone has different words to describe their own family?

III. Homework

Ask the learners to copy the following items and write one sentence for each.

1. Nanay
2. Tatay
3. Tahanan
4. Pamilya
5. Ako

Term 2

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

Play "Secret Order," where each group must rearrange themselves based on the given steps.

- a. Divide the class into 3 groups.
- b. Assign a theme to each group.
- c. Give each student in all groups one action. Example:
 - i. Wake up.
 - ii. Take a shower.
 - iii. Eat breakfast.
 - iv. Brush your teeth.
 - v. Go to school.
- d. The group must work together to arrange themselves in order.
- e. After the groups have lined up, they have to perform one by one.
- f. Have the first student act out their action, followed by the next student, until the last one in line.
- g. After each student acts out their action, the rest of the class must guess what it was (i.e., wake up, take a shower, etc.).
- h. Once a group is done performing, the class must guess what order of actions was performed (i.e., "getting ready for school").
- i. Repeat the process until all groups have performed.

B. Discussion

1. Explain that we can 'compare and contrast' ideas to understand how they are alike and different.

- a. Explain that 'compare' means to tell how two or more things are the same, while contrast means to tell how they are different.

- b. Discuss the following examples:

i. Comparing (Similarities)

- "Ang pusa at aso ay parehong hayop."
- "Ang lapis at krayola ay parehong ginagamit sa pagsusulat o pagguhit."
- "Ang saging at mansanas ay parehong prutas."

ii. Contrasting (Differences)

- "Ang pusa ay nagme-meow, samantalang ang aso naman ay tumatahol."
- "Ang lapis ay puwedeng burahin, pero ang krayola ay hindi."
- "Ang saging ay dilaw, habang ang mansanas naman ay maaaring pula o berde."

2. Discuss that a cause is the reason why something happens, and an effect is what happens because of that reason.

- a. Explain that a cause answers the question "Why did it happen?", while an effect answers the question "What happened?"
 - b. Discuss the following examples:
 - i. *Sanhi: Umulan.*
Bunga: Nabasa ang lupa.
 - ii. *Sanhi: Nag-aral si Mia para sa kaniyang pagsusulit.*
Bunga: Nakakuha siya ng mataas na marka.
 - iii. *Sanhi: Nakalimutang diligan ni Ben ang halaman.*
Bunga: Natuyo ang halaman.
 - c. Explain that every action or event may have a reason and a result.
3. Explain that events happen in a certain order.
 - a. Discuss that sequencing means putting events in the correct order from beginning to end.
 - b. Introduce the time-related words:
 - First
 - Next
 - Then
 - After that
 - Finally
 - c. Discuss the following example:
 - First, I wake up.
 - Next, I brush my teeth.
 - Then, I eat breakfast.
 - After that, I wear my school uniform.
 - Finally, I go to school.
 - d. Explain that these words help us tell a story or describe what happened in the correct order.
 4. Explain that these thinking skills help us understand stories and everyday experiences.
 - a. Discuss that we use these skills not only in reading but also in our daily lives.
 - b. Discuss the following examples:
 - Comparing two toys before choosing one.

- Knowing why a plant grows or dries up.
- Remembering the correct order of brushing our teeth before going to bed.

- c. Explain that using these skills helps us become better readers, listeners, and problem-solvers.

C. Practice

Play "Hop, Think, and Tell!" where the learners have to move to a corner and answer a challenge about comparing, cause-and-effect, or sequencing.

- a. Prepare labels for three corners of the classroom:
 - i. "Compare"
 - ii. "Why?"
 - iii. "Order"

- b. Ask all learners to stand in the middle of the classroom.
- c. Tell the learners that you will read a situation, and they must hop to the correct corner.

- d. Example of rounds for each corner:

- i. COMPARE:
"Parehong nagdala ng tanghalian sa paaralan sina Ana at Ben, pero kanin ang dinala ni Ana habang tinapay naman ang dinala ni Ben."

- ii. WHY?:
"Nakalimutang magdala ng payong ni Leo. Nagsimulang umulan, kaya nabasa siya."

- iii. ORDER: "Gumising, pumasok sa paaralan, at kumain ng almusal."

- e. For each round on every corner, ask questions. Examples are given below:

- i. COMPARE:
 - "Ano ang pagkakatulad nina Ana at Ben?"
 - "Paano sila nagkakaiba?"
- ii. WHY?:
 - "Bakit nabasa si Leo?"

iii. ORDER:

- "Alin ang dapat mauna?"
- "Alin ang susunod?"
- "Alin ang pinakahuli?"

f. Repeat with as many rounds as necessary.

g. For the last round, conduct a speed round.

i. Read each situation quickly.

ii. Learners must hop to the correct corner.

iii. Examples are given below:

- "Natunaw ang ice cream dahil naiwan ito sa ilalim ng araw." → WHY?
- "Ang pusa at aso ay parehong may apat na binti." → COMPARE
- "Magsipilyo ng ngipin, matulog, kumain ng hapunan." → ORDER
- "Nagsuot ng bota si Kim. Nagsuot naman ng sandalyas si Sam." → COMPARE
- "Pumutok ang lobo dahil nadikit ito sa matulis na aspile." → WHY?
- "Itaas/Itanim ang buto, diligan ito, panoorin itong lumaki." → ORDER

h. The class earns one point every time everyone hops to the correct corner. Challenge them to earn 10 points before the game ends.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can an effect turn into a cause for something else? (For example: If the

ground gets wet from the rain, what happens next because the ground is wet?)

- How does understanding why something happened in the past (the cause) help you predict what might happen in the future?
- What happens if you only look at the differences between two ideas and completely ignore their similarities? How can that lead to misunderstanding them?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Panuto: Basahin ang maikling kuwento at sagutin ang mga tanong sa ibaba.

Ang Araw sa School Fair

Noong umaga, excited na pumila sina Ana at Ben sa school fair. Pareho silang bumili ng pagkain. Si Ana ay bumili ng malamig na ice cream, habang si Ben naman ay bumili ng mainit na taho.

Dahil sa sobrang saya ng mga palaro, nakalimutan ni Ana na kainin agad ang kaniyang ice cream at naiwan niya ito sa ilalim ng araw. Maya-maya, umiyak si Ana dahil natunaw ang kaniyang ice cream. Nakita ito ni Ben, kaya hinati niya ang kaniyang taho at ibinahagi ito kay Ana. Masaya silang kumain nang magkasama bago sila umuwi.

1. Tingnan ang mga pagkaing binili nina Ana at Ben. Paano sila nagkakatulad at paano sila nagkakaiba?

2. Bakit umiyak si Ana? Isulat ang Sanhi (Cause) at Bunga (Effect) ng nangyari sa kaniyang ice cream.

Sanhi (Cause): _____
Bunga (Effect): _____

3. Ayusin ang mga pangyayari sa kuwento. Isulat ang 1 para sa unang nangyari, 2 para sa kasunod, at 3 para sa pinakahuli.

[] Hinati ni Ben ang kaniyang pagkain at ibinahagi ito kay Ana.

[] Pumila sina Ana at Ben sa school fair para bumili ng pagkain.

[] Natunaw ang ice cream ni Ana dahil naiwan sa ilalim ng araw.

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

Play "Pass the Beat," where the learners have to copy an action assigned to them and state another simple action for the next student to copy.

- a. Ask all the learners to stand up.
- b. Tell the learners that they will pass a simple beat around while copying the instructions given to them and stating another instruction for the next student to follow.
- c. Begin the game by clapping thrice, stating a student's name, and demonstrating the action that they must copy. An example is given below:
 - i. "**clap*, *clap*, *clap* (student name) Sophia, (action) clap once, stomp thrice"
- d. The next student must then copy the instructions given to them and state another student's name and give them instructions. An example is given below:
 - i. "**clap*, *stomp*, *stomp* Bernard, jump twice"
- e. Once the student has taken their turn, ask them to sit down.
- f. Repeat the process until all learners have taken their turn.

B. Discussion

1. Discuss group oral language activities
 - a. Explain that group oral language activities are activities where many people speak or perform together. Instead of speaking

alone, everyone works as a group.

- b. Some examples of group language activities:

- i. Group singing (Choir) - We follow the tune and listen to each other so that we can sing with one voice.
- ii. Chanting - A chant is a group of words spoken with rhythm. Sometimes we clap or move while chanting.
- iii. Sabayang pagbigkas - A performance that involves acting and saying words together with clear voices and the same timing.
- iv. Choral reading - A group oral activity where a class or ensemble reads a text aloud in unison, blending their voices to practice proper pronunciation, rhythm, and expression together.

- c. Ask the learners the following questions:

- i. *May naisip ba kayong iba pang gawain kung saan sabay-sabay na nagsasalita ang lahat?*
- ii. *Nakasali na ba kayo sa isang koro (choir), sabay-sabay na pagpapahayag (chanting), o sabayang pagbigkas? Ano ang pakiramdam ng magtanghal kasama ang isang pangkat?*
- iii. *Bakit kasinghalaga ng pagsasalita ang pakikinig kapag ikaw*

ay nasa isang pangkat?

2. Describe how learners can participate well in group language activities

a. Ask: *Kung sabay-sabay tayong lahat na nagsasalita, ano ang dapat nating tandaan?*

b. Guide the learners to state the following list regarding good participation. Learners may add more to the list.

i. Makinig nang mabuti

- Dapat nating pakinggan ang guro at ang ating mga kaklase upang malaman natin kung kailan tayo magsisimula at upang hindi tayo magkamali sa pagsabay.

ii. Sundin ang hudyat ng guro

- Ang hudyat (tulad ng pagtaas ng kamay o pagkumpas) ang nagsisilbing gabay natin para sabay-sabay tayong magsimula, huminto, o magbago ng lakas ng boses.

iii. Magsalita nang malinaw

- Mahalagang bigkasin nang tama at maayos ang mga salita upang maunawaan ng mga nakikinig ang ating mensahe o kuwento.

iv. Gumamit ng angkop na lakas ng boses

- Hindi dapat sumisigaw at hindi rin dapat

bumubulong. Dapat ay sapat lang ang lakas ng ating boses para marinig ng buong pangkat nang hindi nasasapawan ang iba.

v. Sumali sa gawain

- Ang ganda ng pangkatang pagbigkas ay nasa pagkakaisa ng lahat, kaya mahalagang makilahok at magsalita ang bawat isa.

vi. Igalang ang mga kaklase

- Huwag pagtatawanan ang nagkakamali. Sa halip, tulungan at sabayan natin sila nang maayos upang maging matagumpay ang buong pangkat.

C. Practice

1. Have the class perform chants in groups

a. Divide the class into three or four groups.

b. Assign each group an emotion with which they have to deliver their chant.

- Happy
- Angry
- Scared or nervous
- Sleepy

c. Write the chant on the board:

Hakbang, hakbang, sabay tayo,
Ang boses natin ay itaas mo!
Makinig nang mabuti, huwag maingay,
Isang pangkat, nagtutulungan nang tunay!
Isa, dalawa, tatlo, apat, lima...
Sama-sama, kayang-kaya!

d. Conduct a draw lots to determine the order of each performance.

- e. After each performance, ask the following questions:
 - i. *Paano nagtulungan ang inyong pangkat habang ginagawa ang chant?*
 - ii. *Ano ang ginawa mo para matulungan ang iyong pangkat na magtanghal nang maayos?*
 - iii. *Bakit mahalagang makinig habang sabay-sabay na nagsasalita?*
 - iv. *Ano ang naramdaman mo habang nagtatanghal kasama ang iyong mga kaklase?*
2. Ask the learners to raise a thumbs-up  if they agree with the statement or a thumbs-down  if not.
 - i. I should listen before speaking.
 - ii. I should join the chant with my classmates.
 - iii. I should shout anytime I want during the activity.
 - iv. I should speak clearly when it is my turn.
 - v. Teamwork helps us perform better.
 - vi. I can laugh at my classmate if they make a mistake.
 - vii. I need to look at the teacher for the signal to start.

- viii. I will stay quiet and not join the group activity.
- ix. I should use a voice that is just right—not too loud, not too soft.
- x. We should all try to say the words at the exact same time.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is teamwork important during group speaking activities?
- If a classmate is speaking too softly or too fast during a chant, how can the group help them without stopping the performance?
- How does listening to your classmates actually make you a better speaker during a group activity?

III. Homework

Instruct the learners to think of a group oral language activity they would like to do. Have them answer the following questions in their notebooks using complete sentences.

1. What group oral language activity would you like to join?
2. Who would you like to perform it with?
3. What would you perform? Give the title or write one yourself.
4. Why did you choose this activity?
5. How will you participate and help your group perform well?

Term 2

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.

II. Development of the Lesson

A. Motivation

Play "Quick Sign Hunt," where the learners have to find signs around the classroom, translate the term into their L1, and define it.

- a. Give the learners a few minutes to look around the classroom.
- b. Ask learners to point out a sign they found. Some examples are given below:
 - i. Exit sign
 - ii. Trash bin symbol
 - iii. Wash your hands sign
 - iv. No running sign
 - v. Directional arrows
- c. Ask the learners to translate the name of the symbol into their L1.
- d. Have the learners define the meaning of the symbol in English and in their L1.

- e. Repeat the process as needed.

B. Discussion

1. Discuss sounds and intonation

- a. Sound – A sound is something we hear. People use sounds and words to communicate with one another.
- b. Intonation – Intonation is the way our voice goes up, down, louder, softer, or changes to show meaning or feelings.
 - i. Give examples by saying the same word in different ways
 - Hello! (happy voice)
 - Hello? (asking voice)
 - Hello! (excited voice)
 - Hello... (sad voice)
 - ii. Ask the following questions:
 - *Iba-iba ba ang binanggit kong mga salita?*
 - *Magkatunog ba ang boses ko sa bawat pagkakataon?*
 - *Ano ang tunog ng bawat salitang nabanggit?*
 - iii. Explain that even when we use the same word, changing our voice helps people understand how we feel.

2. Discuss sounds from different dialects and/or languages by explaining that we may hear different languages around us. Even if the words are different, people use sounds and voices to communicate.

C. Practice

Play "Pass the Language Ball" where the learners have to translate and define a word assigned to them in their L1.

- a. Ask the learners to stand in a circle in the middle of the room.
- b. Pass around the ball, then randomly say stop.
- c. State a random word or greeting in English or Filipino (Tagalog).
- d. When you say stop, the student holding the ball must state whether the given word is in English or Tagalog.
- e. The student must also translate and define the given word in their L1.
- f. If the learner answers correctly, everyone repeats the word together.
- g. The learners who have taken their turn must then take their seats.
- h. Repeat the process until all students have taken their turn.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do people use different voices when speaking?
- Why is it important to listen carefully to a person's voice, not just the words they say?
- How do sounds, intonation, and signs help people communicate with one another every day?

III. Homework

Ask the learners to copy the table below and write the appropriate word in their L1.

L1	Tagalog	English
	Pamilya	Family
	Kapatid	Sibling
	Pinsan	Cousin
	Respeto	Respect
	Mahal	Love

Term 2
Lesson 12:

Appreciating Languages

Recognize how the 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:

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

II. Development of the Lesson

A. Motivation

1. Play "Copycats!" where the learners must copy a simple phrase with the correct volume, pitch, and body language.
 - a. Ask the learners to stand up.
 - b. Tell the learners that they will be copycats, and they must repeat exactly what you say or do.
 - c. Say a simple phrase while changing the volume, pitch, and body language. The learners must imitate everything. Some examples are given below; provide more if necessary:

Say	How to Say It	Body Language
"Magandang umaga!"	Loud	Big wave and smile
"Magandang gabi"	Soft	Head down and small wave
"Tara na"	High-pitched	Jump with excitement
"Salamat"	Calm	Smile and place your hand on your chest
"Halika dito"	Quiet whisper	Motion with one hand

- d. Repeat each round or phrase with different emotions.
- e. After each round, ask the following questions:
 - i. *Malakas ba o mahina ang tunog ng aking boses?*
 - ii. *Mataas o mababa at malakas o mahina ba ang aking boses?*

iii. *Anong damdamin o emosyon ang aking ipinakita? Paano mo nasabi ito?*

- f. Let a few volunteers become the Leader. They choose a voice and body movement while saying a simple phrase, and the whole class becomes the copycats.

2. After the game, ask the following questions:

- a. *Ano ang nagbago sa tuwing sinasabi natin ang parehong parirala?*
- b. *Paano nakatulong ang boses at intonasyon upang maipakita ang damdamin?*
- c. *Paano nakatulong ang mga galaw ng katawan (body language) upang mas maunawaan natin ang mensahe?*

B. Discussion

1. Begin the lesson by asking the learners the following questions:

- a. *Paano mo malalaman kung masaya o malungkot ang isang tao habang siya ay nagsasalita?*
- b. *Bukod sa ating boses, ano pa ang ginagamit natin kapag nakikipag-usap tayo sa iba?*

2. Discuss volume and pitch

- a. Volume is how loud or soft our voice is.
 - We use a soft voice in places like the library or when someone is sleeping.
 - We use a louder voice when speaking to a group or when someone is far away.
- b. Pitch is how high or how low our voice sounds.
 - A high pitch can show excitement or surprise.
 - A low pitch can sound calm or serious.

- c. Explain how changes in voice can change the meaning
 - i. Say the same phrase using different voices. Examples are given below:
 - 😊 Happy (cheerful voice)
 - 😞 Sad (soft voice)
 - 😡 Angry (strong voice)
 - 😲 Surprised (high-pitched voice)
 - ii. Ask the learners the following questions:
 - *Pareho ba ang mga salitang binigkas ko sa bawat ulit?*
 - *Magkakatatunog ba ang mga ito?*
 - *Paano mo nasabi na nagbago ang damdamin?*
 - iii. Explain that even when the words stay the same, changing our volume or pitch can change the emotion or meaning.
3. Discuss body language and intonation
 - a. Body language is how we use our face, hands, and body to show our feelings.
 - b. Intonation is the way our voice goes up and down when we speak. It helps us express feelings and intentions.
4. Guide learners to understand that the voice and body language should match the message.
5. Discuss intonation regarding the types of sentences
 - a. Statements - A statement tells information.
 - i. Use a calm voice that falls at the end.
 - ii. Ask: *"Nagsasalaysay ba ang nagsasalita o nagtatanong?"*
 - iii. Examples are given below:
 - I like apples.

- We are in Grade 1.
 - My family is kind.
- b. Questions - A question asks for information.
 - i. Let your voice rise at the end.
 - ii. Ask: *"Ano ang nangyayari sa boses ko sa dulo ng pangungusap?"*
 - iii. Examples are given below:
 - What is your name?
 - Are you ready?
 - Where is your bag?
 - c. Commands - A command tells someone what to do.
 - i. Speak with a firm but polite voice.
 - ii. The voice usually falls at the end.
 - iii. Explain that commands must be given politely.
 - iv. Examples are given below:
 - Sit down.
 - Please line up.
 - Open your notebook.
 - d. Exclamatory - An exclamatory sentence shows strong feelings.
 - i. Use an excited voice.
 - ii. Change your pitch to match the feeling.
 - iii. Examples are given below:
 - What a beautiful day!
 - Hooray!
 - Wow!
 - Amazing!

C. Practice

1. Play "Emotion Relay," where the learners have to identify the emotion as performed by their classmates.
 - a. Divide the class into two or three teams.
 - b. The first learner from each team goes to the front.
 - c. Whisper an emotion to each learner (e.g., happy, sad, angry, surprised).
 - d. The learner says a phrase in the given emotion using the assigned intonation and body language.

- e. If the class correctly identifies the emotion, the team earns one point.
 - f. Continue until every learner has had a turn.
2. Play "Sort and Say," where learners have to write sentences based on their assigned theme.
 - a. Divide the class into four groups: statements, questions, commands, and exclamations.
 - b. Give a theme to each group:
 - statements – community
 - questions – school
 - commands – family
 - exclamations – friends
 - c. Ask each group to write 1-2 sentences for each theme.
 - d. Call each group one by one to recite their answers.
 - e. Repeat the process as necessary.
- D. Reflection
- Ask the learners the following questions:
- What did we learn today?

- Why do you think people use different voices when they are happy, sad, angry, or surprised?
- How can saying the same words in a loud voice or a soft voice change what the listener understands?
- How can using the right volume help you communicate respectfully in different places, such as the classroom, library, or playground?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Read each sentence. Write the correct type of sentence in the blank.

statement	exclamatory
question	command

1. Pakisara naman ang pinto.
2. Ano ang paborito mong kulay?
3. Mahilig akong magbasa ng mga aklat.
4. Wow! Napakaganda ng bahaghari na iyon!
5. Hugasan mo ang iyong mga kamay bago kumain.

Term 2

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 "What's My Word?" where the learners will share various words in their L1 based on the given topic.

- a. Prepare a small box with slips of paper that have simple topics. Some examples of topics are given below:
 - i. Greeting
 - ii. Family member
 - iii. Local food
 - iv. Place near home

- v. Favorite word
- vi. Thank you
- vii. Goodbye

- b. Ask the learners to sit in a circle.
- c. Pass around the Mystery Bag while the class sings a short song or claps a rhythm.
- d. When the teacher says "Stop!", the learner holding the bag picks one slip of paper.
- e. The learner shares their answer.
- f. After the learner answers, the whole class must then repeat the word or phrase, clap twice, and say "Good job!"
- g. Continue until several learners have had a turn.

B. Discussion

1. Discuss L1 or first language
 - a. Explain that the First Language (L1) is the first language we learn to use. It is

- the language we most often hear and use in our home.
- b. Ask the learners the following questions:
 - *Ano ang inyong unang wika?*
 - *Sino ang madalamong kausap gamit ang wikang ito?*
 - c. Emphasize that learners may have different first languages, and all of them are important.
2. Discuss how language reflects culture and traditions
- a. Explain that language reflects our culture and traditions. There are words that are used only in our specific area or community.
 - b. Discuss examples, such as those given below:
 - i. greetings used by family members
 - ii. respectful words for elders
 - iii. local expressions
 - c. Ask the learners the following questions:
 - i. *Ano ang salitang ginagamit ninyo sa bahay kapag bumabati kayo?*
 - ii. *Ano ang tawag ninyo sa inyong lolo o lola sa inyong unang wika?*
 - iii. *Ano ang paborito mong kasabihan o ekspresyon mula sa inyong lugar?*
 - d. Explain that when we use our first language, we show our love for our family and culture.
 - e. Discuss that different languages may use different words, but they all help people communicate respectfully.
3. Discuss local names of streets and landmarks
- a. Many names of streets, barangays, rivers, mountains, or other places originate from the language used in our community.
 - b. Give a few examples from the learners' locality.
 - c. Ask the learners the following questions:

- i. *Ano ang pangalan ng inyong barangay?*
- ii. *Ano ang pangalan ng kalye malapit sa inyong bahay?*
- iii. *May alam ba kayong sikat na lugar sa inyong komunidad?*

- d. The names of these places are part of the history and culture of our community, city, region, and country.

4. Discuss local food and its names
- a. State that the food we eat also has names that originate from our own language and culture.
 - b. Ask the learners the following questions:
 - i. *Ano ang paborito mong lokal na pagkain?*
 - ii. *Sino ang nagluluto nito sa inyong bahay?*
 - iii. *Kailan ninyo ito madalas na kinakain?*

C. Practice

Have a pair-sharing activity where the learners will share words from their L1 with their partner and then with the class.

- a. Ask the learners to find a pair.
- b. Instruct the learners to answer the following items with their pair. Have them write the answers in their notebooks.

Kapares:
1. Anong wika ang madalas ninyong ginagamit sa inyong tahanan?
2. Isulat ang isang pagbati o magalang na salita sa inyong unang wika (L1).
Salita o Parirala: _____
3. Ano ang pangalan ng inyong kalye, barangay, o isang kilalang lugar malapit sa inyong bahay?
4. Ano ang paborito mong lokal na pagkain?
5. Bakit mahalagang gamitin at pahalagahan ang inyong unang wika (L1)? Isulat ang iyong sagot sa isang pangungusap.

- c. After the learners have answered the items above, ask for a few volunteers to share their answers with the class.
- d. After each sharing, ask learners to answer the following questions with their partners:
 - i. *Ano ang magkakapareho sa inyong mga sagot?*
 - ii. *Ano ang pagkakaiba sa inyong mga sagot?*
 - iii. *May bago ka bang salita sa unang wika (L1) na natutuhan mula sa iyong kaklase?*
 - iv. *May magkakapareho ba kayong paboritong lokal na pagkain o lugar?*
- e. Repeat the process with other pairs.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How does speaking your first language help you communicate with your family and relatives?
- Why is it important to respect classmates who speak a different first language from yours?

- How can learning about different languages, local places, and local foods help us appreciate our community and the cultures of others?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Match each category in Column A with the correct example in Column B. Write the letter of the correct answer.

Column A	Column B
1. Wika sa tahanan	A. Adobo
2. Pagbati sa Unang Wika (L1)	B. Rizal Park
3. Lokal na Pagkain	C. "Maayong buntag" (or another greeting in the learners' L1)
4. Pangalan ng Kalye o Lugar	D. Filipino (or another local language)
5. Kilalang Pook sa Pamayanan	F. Plaza

Term 2

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:

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

II. Development of the Lesson

A. Motivation

Play "Oh! Or Aww..." where the learners have to react to the story being read to show their reaction to it.

- a. Practice the "Oh!" and "Aww..." reactions with the learners.
 - i. 😲 "Oh!" – when something surprising or exciting happens.

- ii. 🥰 "Aww!" – when something kind, sweet, or happy happens.

b. Tell the short stories below:

- i. "Isang araw, binigyan si Luna ng kaniyang tatay ng isang pulang lobo. Masayang-masaya siyang naglakad habang hawak ito. Biglang umihip ang malakas na hangin at lumipad ang lobo papunta sa langit. "Naku!" sabi ni Luna. Maya-maya, lumapit ang kaniyang kuya at binigyan siya ng isa

pang pulang lobo. Niyakap ni Luna ang kaniyang kuya at masaya silang naglaro sa parke."

- ii. "Ben was walking to school with his mother. On the way, he saw a tiny kitten crying under a bench. Ben gently picked up the kitten and gave it some water. Soon, the kitten's owner came looking for it. The owner smiled and thanked Ben."

- c. For each story, ask the learners the following questions:
 - i. Which part made you say "Oh!"?
 - ii. Which part made you say "Aww!"?
 - iii. Which part was your favorite? Why?
- d. Process and discuss the learners' answers.

B. Discussion

1. Discuss viewing and listening to stories
 - a. Explain that there are many ways to listen to or watch stories. We can listen to a teacher or parent telling a story, watch a video, or read a book with pictures.
 - b. Ask the learners the following questions:
 - i. *Mahilig ba kayong makinig o manood ng mga kuwento?*
 - ii. *Ano ang huli ninyong kuwentong narinig o napanood?*
 - iii. *Ano ang paborito ninyong bahagi ng kuwentong iyon? Bakit?*
 - iv. *Ano-ano ang mga kuwentong gusto ninyong pakinggan o panoorin?*
 - v. *Saan kayo kadalasang nakikinig o nanonood ng kuwento?*

- c. Process and discuss the learners' answers.
- d. State that when we listen or watch carefully, we understand the story better and enjoy it more.

2. Discuss listening and viewing with attention

- a. Explain that while listening to or watching a story, it is important to pay attention.
- b. Discuss the following important reminders with the learners:
 - i. *Tumingin sa nagsasalita o sa ipinapakitang kuwento.*
 - ii. *Makinig nang mabuti.*
 - iii. *Manatiling tahimik habang may nagsasalita.*
 - iv. *Isipin ang mga pangyayaring nagaganap sa kuwento.*

3. Discuss key moments in a story

- a. Explain that important events or key moments are the parts of the story that are significant, exciting, funny, or surprising. They are what help us understand the story.
- b. Not all parts of a story are of equal importance. There are events that leave a stronger impression on our minds.

4. Read and discuss the short story "Ang Nawawalang Tsinelas."

Ang Nawawalang Tsinelas

Isang umaga, naghanda si Shelly upang maglaro sa labas. Isinuot niya ang kaniyang mga tsinelas, ngunit napansin niyang isa lamang ang nasa labas ng kanilang bahay. Hinanap niya ang kabilang tsinelas sa ilalim ng mesa, sa tabi ng pintuan, at sa ilalim ng kama, ngunit wala pa rin ito. Maya-maya, narinig niya ang mahinang tahol ng kanilang aso. Nakita niyang ginagamit pala ng aso ang tsinelas bilang laruan, kaya natawa si Shelly. Kinuha na lamang niya ang tsinelas, nilinis ito, at masaya na siyang nakapaglaro sa labas.

- a. Read the story again and have the learners repeat after you.
- b. Ask the learners the following questions:

- i. *Sino ang pangunahing tauhan sa kuwento?*
 - ii. *Ano ang hinahanap ni Shelly?*
 - iii. *Saan-saan niya hinanap ang kaniyang tsinelas?*
 - iv. *Sino ang kumuha ng tsinelas?*
 - v. *Ano ang ginawa ni Shelly pagkatapos niyang makita ang tsinelas?*
- c. Identify the key moments by asking the following questions:
- i. *Aling bahagi ng kuwento ang pinakanakakuha ng iyong pansin? Bakit?*
 - ii. *Aling bahagi ang nakagulat o nakakatawa?*
 - iii. *Ano ang naging solusyon sa problema ni Shelly?*
 - iv. *Ano ang paborito mong bahagi ng kuwento? Bakit?*
- d. Process and discuss the learners' answers.

C. Practice

1. Read the short story "Ang Munting Halaman" to the learners.

Ang Munting Halaman

Isang araw, nagtanim si Carlo ng isang maliit na buto sa paso. Araw-araw niya itong dinidiligan at inilalagay sa ilalim ng araw. Makalipas ang ilang araw, tumubo ang isang maliit na halaman. Masaya si Carlo at patuloy niya itong inalagaan. Pagkaraan ng ilang linggo, namulaklak ang halaman at ipinakita niya ito sa kaniyang pamilya. Tuwang-tuwa silang lahat sa kaniyang inalagaan.

- a. Read the short story again and have the learners repeat after you.
 - b. Ask the learners to read the short story on their own in unison.
2. Play "Pass the Ball!" where the learners have to answer questions about the story.
 - a. Ask the learners to form a circle.

- b. Play music or clap a steady beat while the learners pass the ball around.
- c. Instruct the learners to stop passing the ball when you shout "stop!"
- d. When the music or clapping stops, the learner holding the ball answers one question.
- e. Example questions:
 - i. *Sino ang pangunahing tauhan?*
 - ii. *Saan nagtanim si Carlo?*
 - iii. *Ano ang nangyari makalipas ang ilang araw?*
 - iv. *Ano ang nangyari sa tinanim ni Carlo?*
 - v. *Aling bahagi ng kuwento ang pinakanagustuhan mo?*
 - vi. *Aling bahagi ang pinakamahalagang pangyayari? Bakit?*
- f. Process and discuss the learners' answers.
- g. Repeat the process until a number of students have taken their turn.

3. After the activity, ask the learners to listen to each of the following statements.

If they think the event is important, they write ✓ in their notebook.

If they think it is not the most important, they write X.

- i. Nagtanim si Carlo ng isang buto. _____
- ii. Diniligan niya ang halaman araw-araw. _____
- iii. Tumubo ang halaman. _____
- iv. Namulaklak ang halaman. _____
- v. Ipinakita niya ito sa kaniyang pamilya. _____

4. Have the learners answer the question "Kung ikaw ang Story Detective, alin sa limang pangyayari ang pinakamahalaga? Bakit?" in their notebooks.
5. Call a few students or ask for volunteers to share their answers with the class.
6. Ask the learners the following questions:

<p>a. <i>Pare-pareho ba kayo ng napiling pinakamahalagang pangyayari?</i></p> <p>b. <i>Bakit maaaring magkaiba ang inyong mga sagot?</i></p> <p>7. Process and discuss the learners' answers.</p> <p>D. Reflection</p> <p>Ask the learners the following questions:</p> <ul style="list-style-type: none"> • What did we learn today? • Why is it important to listen carefully or watch closely when someone is telling a story? • How do the important parts of a story help you understand what is happening? • Why do you think different people may have different favorite parts of the same story? 	<ul style="list-style-type: none"> • How can listening to different kinds of stories help you become a better listener and learner? <p>III. Homework</p> <p>Ask the learners to copy and answer the following items in their notebooks.</p> <ol style="list-style-type: none"> 1. Isulat ang dalawang bagay na dapat mong gawin habang may nagkukuwento. 2. Ano ang tawag sa mga bahagi ng kuwento na pinakamahalaga o pinakakapana-panabik? 3. Bakit mahalagang makinig nang mabuti sa isang kuwento? 4. Isulat ang isang uri ng teksto na gusto mong pakinggan o panoorin. Bakit mo ito napili? (Halimbawa: kuwento, awit, tula, o pabula.)
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<p>Term 2</p> <p>Lesson 15:</p>	<p>Interacting with Texts</p> <p>Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, environmental print).</p>
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<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. identify common icons and symbols found in printed and digital texts, books, magazines, environmental prints, and other familiar contexts; and 2. interpret the purpose of visual symbols in printed, digital, and environmental materials. <p>II. Development of the Lesson</p> <p>A. Motivation</p> <ol style="list-style-type: none"> 1. Play "Symbol Action, Act!" where the learners have to act out symbols based on their assigned actions. <ol style="list-style-type: none"> a. Show the symbols below one at a time, then have the learners perform the matching action. <ol style="list-style-type: none"> i. ★ Stretch both hands up like a shining star ii. ✓ Give a thumbs up iii. ✕ Cross your arms iv. ▲ Freeze and stand still v. ↻ Turn around once vi. ⬆ Walk carefully in place vii. 📖 Pretend to read a book 	<ol style="list-style-type: none"> viii. 🔍 Pretend to look for something ix. 🏠 Make a roof over your head with your hands <ol style="list-style-type: none"> b. Repeat all the actions assigned to each symbol from first to last. c. State a random symbol and have the learners perform the assigned action. d. Increase the speed after a few rounds to make the game more exciting. <ol style="list-style-type: none"> 2. After the game, ask the learners the following questions: <ul style="list-style-type: none"> • <i>Aling simbolo ang pinakamadaling tandaan? Bakit?</i> • <i>Saan mo nakita ang simbolong iyon?</i> • <i>Ano ang ipinahihiwatig o ibig sabihin nito?</i> • <i>Bakit mahalagang malaman ang kahulugan ng mga simbolo?</i> • <i>Saan tayo nakakakita ng mga simbolo araw-araw?</i> • <i>Paano tayo natutulungan ng mga simbolo kahit walang nakasulat na salita?</i>
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B. Discussion

1. Introduce the lesson

- a. Begin the lesson by asking the learners the following questions:

- *Ano ang mga simbolo o larawan na madalas mong makita sa paaralan o sa bahay?*
- *May nakita ka na bang simbolo sa aklat, cellphone, kompyuter, o sa kalsada?*
- *Sa palagay mo, bakit gumagamit tayo ng mga simbolo?*

- b. Call a few students or ask for volunteers to answer the questions given.

- c. Explain that every day, we see different symbols. Even without written words, we understand what they mean. Today, we will learn about these various symbols and how they help us.

2. Discuss icons and symbols

- a. Explain that an icon or symbol is a picture or sign that conveys a message or meaning.

- b. Show the following examples:

- i.  = Pagmamahal
- ii.  = Tama o tapos na
- iii.  = Mali o bawal
- iv.  = I-recycle
- v.  = Tawiran ng mga tao
- vi.  = Aklat o pagbabasa

- c. Ask the learners the following questions:

- i. *Ano pang simbolo ang alam ninyo?*
- ii. *Saan ninyo ito nakita?*
- iii. *Maaari niyo ba itong iguhit at ipaliwanag?*

- d. Process and discuss the learners' answers.

3. Explain that symbols are found in many places.

- a. Printed materials

- i. Examples:

- Books
- Magazines
- Newspapers
- Posters

- ii. Possible symbols:

-  Book icon
-  Star
-  Check mark

- iii. *Ask: Ano ang mga simbolong nakikita ninyo sa inyong aklat o kuwaderno?*

- b. Digital materials

- i. Explain that symbols can also be seen on cellphones, tablets, televisions, and computers.

- ii. Examples:

-  Play
-  Pause
-  Volume
-  Search
-  Home

- *Ask: Ano ang naitutulong ng mga simbolo na ito sa paggamit ng mga teknolohiya?*

- c. Environmental prints

- i. Explain that environmental prints are symbols and signs we see around us.

- ii. Examples:

-  Comfort Room
-  Pedestrian Crossing
-  No Entry
-  Recycling Bin
-  Stop

- iii. *Ask: Anong mga simbolo ang nakikita ninyo habang papunta sa paaralan?*

- d. Discuss the importance of symbols

- i. Explain that symbols provide information even without us reading long sentences.

- ii. Discuss the purpose of symbols. Symbols help us...

- to know the right direction;
- to be safe;

- to know what to do;
- to quickly understand a message.

iii. Ask: *Bakit mas madaling maintindihan ang isang simbolo kaysa sa mahabang paliwanag?*

C. Practice

Play "Symbol Trade!" where the learners have to find the learners have to find the correct symbol based on the situation assigned to them.

a. Prepare small pictures of symbols (symbol cards) and distribute them to the learners. Examples are given below:



b. Assign a random scenario to each learner. Examples are given below:

i.  (Stop): A driver stops at an intersection when they see this red sign.

ii.  (Children Crossing): A driver slows down near a school zone because of this warning sign.

iii.  (Recycle): You toss your empty plastic bottle into a bin marked with this symbol.

iv.  (Play): You tap this icon to start playing your favorite video.

v.  (Book): You click this icon to open your digital textbook.

vi.  (Search): You tap this icon to search for a game online.

vii.  (Check Mark): Your teacher marks your correct answer with this sign.

viii.  (Prohibited): You avoid entering a room marked with this "no entry" sign.

ix.  (Telephone): You look for this symbol on a website to find

their contact number.

x.  (Heart): You tap this icon to show that you love your friend's photo.

c. Instruct the learners that they must find a classmate holding the correct symbol and exchange with them.

d. Give the learners a few minutes to trade symbols with one another.

e. Once all the learners are done trading, group the learners based on those with the same given scenario.

f. For each group, ask the following questions:

i. *Ano ang simbolong nabunot mo?*

ii. *Ano ang ibig sabihin nito?*

iii. *Saan mo ito karaniwang nakikita?*

g. Process and discuss the learners' answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How do symbols help us make safe and good decisions every day?
- Why is it important to know the meaning of the symbols we see at school, on the road, and at home?
- What might happen if someone does not understand the meaning of a warning symbol?
- Why do you think many people can understand the same symbol even if they speak different languages?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Draw the symbol that matches each situation. Choose from the symbols given below.



___1. Gusto mong manood ng video.

___2. Naghahanap ka ng impormasyon sa tablet.

___3. Kailangan mong itapon ang plastik na bote sa tamang basurahan.

___4. Nasagutan mo nang tama ang iyong pagsusulit.

___5. Nakakita ka ng karatula na nagpapatigil sa mga sasakyan.

Term 2**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**

1. Read the short stories "Ang Matulunging Bata" and "Ang Makulit na Unggoy" to the learners.

Ang Matulunging Bata

Isang bata ang nakakita ng matandang nahihirapang magbuhat ng mga bayong. Lumapit siya at tumulong. Nagpasalamat ang matanda at pareho silang masayang umuwi.

Ang Makulit na Unggoy

Isang unggoy ang mahilig tumalon sa mga puno. Isang araw, tumalon ito nang napakataas at nahulog sa malambot na damuhan. Tumawa ang lahat, pati ang unggoy.

2. After reading both stories, ask the following questions. Instead of answering aloud immediately, learners respond with a movement.

- a. *Kung mas nagustuhan mo ang kuwento ng Ang Matulunging Bata, itaas ang iyong dalawang kamay. Kung Ang Makulit na Unggoy naman, pumalakpak nang tatlong beses.*
- b. *Kung ang paborito mong tauhan ay ang bata, ngumiti at kumaway. Kung ang unggoy naman, tumalon nang isang beses.*
- c. *Kung sa tingin mo ang kuwento ay nagtuturo ng aral, ilagay ang kamay sa dibdib. Kung ito ay nakapagbigay-alIW, ipalakpak ang kamay.*

3. Ask the learners the following questions:

- *Bakit iyon ang pinili mo?*
- *Aling bahagi ng kuwento ang tumatak sa iyo?*
- *Bakit mahalagang makinig nang mabuti sa isang kuwento?*
- *Pare-pareho ba kayo ng paboritong kuwento o tauhan? Bakit?*
- *Ano ang nakatawag ng iyong pansin sa kuwento?*
- *Paano mo nalaman kung ang kuwento ay para magbigay-alIW o magturo ng aral?*

B. Discussion

1. Introduce the lesson

- a. Begin the lesson by asking the learners the following questions:

- i. *Mahilig ba kayong makinig o manood ng mga kuwento?*
- ii. *Ano ang huli ninyong kuwentong narinig o napanood?*
- iii. *Ano ang nagustuhan ninyo sa kuwentong iyon?*
- iv. *May paborito ba kayong tauhan? Bakit?*

- b. Process and discuss the learners' answers.
- c. Explain that when we listen and watch carefully, we understand the story better. We can identify its purpose, the important parts, and share our favorite characters or events.

2. Discuss active viewing and listening

- a. Explain that active listening and watching mean that our eyes, ears, and minds are focused on what we are listening to or watching.
- b. Ask: *Ano ang dapat nating gawin habang may nagkukuwento?*
- c. Guide the learners to answer:
 - i. *Makinig nang mabuti.*
 - ii. *Tumingin sa nagsasalita.*

- iii. *Huwag mang-abala sa iba.*
 - iv. *Isipin ang mga pangyayaring binabanggit sa kuwento.*
- d. Explain that when we listen carefully, it is easier to understand and remember the story.
3. Discuss the purpose of different texts
- a. Explain that every text or story has a purpose.
 - b. Introduce some purposes of texts:
 - i. Para Magbigay-Aliw (To Entertain)
 - Explain that an entertaining story brings joy or provides pleasure to readers or listeners.
 - Examples:
 - Fairy tales
 - Animal stories
 - Adventure stories
 - ii. Para Magturo ng Aral (To Teach a Lesson)
 - State that there are also stories that teach proper behavior or good deeds.
 - Ask: *Ano ang aral na natutuhan ninyo sa kuwento kanina?*
 - iii. Para Magbigay ng Impormasyon (To Give Information)
 - Explain that there are also texts that provide knowledge or information about a person, animal, object, or place.
 - Examples:
 - Poster
 - Simple article
 - Information card
 - Ask: *Nakikinig lamang ba tayo ng kuwento*

*para magsaya?
Ano pa ang
maaari nating
matutuhan?*

4. Identify interesting parts of the story
- a. Explain that there are parts of the story that can become our favorites because they are happy, funny, surprising, or important.
 - b. State that each person may have a different favorite part, and all answers are valuable as long as there is an explanation.
5. Discuss how listening and watching carefully can help us understand the story and its purpose. We can identify the interesting parts and share our own opinions about our favorite story or character. Every story can entertain, teach a lesson, or provide new knowledge.

C. Practice

1. Read the short story "Ang Baon ni Ella" to the learners.

Ang Baon ni Ella

Isang umaga, naghanda si Ella para sa paaralan. Napansin niyang nakalimutan ng kaniyang nanay ang baon niya sa mesa. Habang naglalakad papunta sa paaralan, nakita siya ng kaniyang lolo at iniabot ang kaniyang baon. Masayang nagpasalamat si Ella at niyakap ang kaniyang lolo. Pagdating sa paaralan, ibinahagi ni Ella ang kaniyang meryenda sa kaklaseng walang baon. Natuwa ang kaniyang guro sa ipinakita niyang kabutihan.

2. Ask the learners the following questions:
- *Sino ang pangunahing tauhan?*
 - *Ano ang nangyaring problema sa kuwento?*
 - *Bakit natuwa ang guro kay Ella?*
 - *Ano ang layunin ng kuwento?*
3. Play "Shape Bingo," where the learners will mark their bingo cards with shapes based on the assigned scenario.
- a. Ask the learners to draw a 3x3 grid.
 - b. Have them write the following items in random order inside their grid. An example is given below:

Ella	Lolo	Guro
Baon	Paaralan	Meryenda
Salamat	Kaibigan	Kabutihan

c. Read the following items one at a time:

- Siya ang pangunahing tauhan.*
- Siya ang nagdala ng baon.*
- Dito pumunta si Ella.*
- Ito ang nakalimutan sa mesa.*
- Ito ang ibinahagi ni Ella.*
- Siya ang natuwa sa kabutihan ni Ella.*
- Ito ang sinabi ni Ella sa kaniyang lolo.*
- Ito ang ipinakita ni Ella sa kaniyang kaklase.*
- Ito ang taong tinulungan ni Ella sa paaralan.*

d. Instruct the learners to draw a shape on the grid with the correct answer.

e. Discuss the learners' answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is the difference between simply hearing the words of a story and actually understanding them?
- Why is it important to know why an author wrote a story? How does knowing the purpose (to entertain, to inform, or to teach) change the way you pay attention to it?
- Why is it important for people to have different perspectives on the same book or video?

III. Homework

Ask the learners to listen to or watch a story or news; they may also ask their family members to read it to them. Have the learners answer the following questions in their notebooks:

1. Ano ang pamagat ng iyong pinakikingan o binasa?
2. Tungkol saan ang kuwento?
3. Ano ang layunin nito?
4. Ano-anong mga bahagi ang iyong nagustuhan o nakapukaw ng iyong pansin?

Term 2

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

Play "Book Corners!" where the learners have to stand in the corner that best describes the reason for choosing a given book.

a. Label the four corners of the classroom:

- i. 😊 Corner 1 – "Nakakatawa!" (Funny)
- ii. 🐾 Corner 2 – "Mahilig ako sa mga hayop!" (Animals)
- iii. 🏠 Corner 3 – "Mahilig ako sa pakikipagsapalaran!" (Adventure)

- iv. ❤️ Corner 4 – "May magandang aral!" (Has a good lesson)

b. State one book choice per round. Add or omit book choices as necessary.

- i. Isang kuwento tungkol sa isang aso na marunong sumayaw.
- ii. Isang kuwento tungkol sa isang batang umakyat sa bundok.
- iii. Isang kuwento tungkol sa isang batang laging tumutulong sa iba.
- iv. Isang kuwento tungkol sa mga hayop sa gubat.
- v. Isang kuwentong maraming nakakatawang pangyayari.

- c. After stating a book choice, instruct the learners to stand near the corner that best describes why they would like to read the given book.
- d. Ask a few learners from each corner:
 - i. *Bakit dito ka pumunta?*
 - ii. *Bakit gusto mong basahin ang kuwentong iyon?*
- e. Process and discuss the learners' answers.
- f. Repeat the process with as many rounds as needed.

B. Discussion

1. Introduce the lesson

- a. Ask the learners the following questions:
 - i. *Mahilig ba kayong magbasa o makinig ng kuwento?*
 - ii. *Ano ang paborito ninyong kuwento o aklat?*
 - iii. *Bakit iyon ang paborito ninyo?*
- b. Process and discuss the learners' answers.
- c. Explain that everyone has different favorite stories and books. There are children who like funny stories, some prefer stories with animals, and others want stories with a lesson. It is important that we know why we choose a particular book or story.

2. Discuss the different reasons for choosing books or texts

- a. For entertainment - There are individuals who choose books because the story is funny, and it makes them happy.
- b. Because of the characters - There are stories with kind, brave, or funny characters. Sometimes, they are the reason why we want to read the story.
- c. To learn - There are books that teach new knowledge or good behavior.
- d. Because of the topic - There are individuals who choose books because they like the subject matter.

3. Read and discuss the short story "Makulay na Pakpak sa Hardin" with the learners.

Makulay na Pakpak sa Hardin

Tuwing umaga, dinidiligang ni Ana ang mga bulaklak sa kanilang hardin. Isang araw, may dumating na makulay na paru-paro at dumapo sa isang bulaklak. Masayang pinanood ni Ana ang paru-paro habang ito ay lumilipad sa iba't ibang halaman. Simula noon, lalo niyang minahal ang pag-aalaga ng mga bulaklak.

- a. Read the story to the learners. Then read it again and have them repeat after you.
- b. Ask the following questions:
 - i. *Sino ang pangunahing tauhan?*
 - ii. *Ano ang ginawa ni Ana?*
 - iii. *Ano ang dumapo sa bulaklak?*
 - iv. *Ano ang naramdaman ni Ana?*
 - v. *Gusto mo bang basahin muli ang kuwentong ito?*
 - vi. *Bakit oo o bakit hindi?*
- c. Process and discuss the learners' answers.

C. Practice

Play "Group Your Choices" by having the learners group themselves based on their choice of story themes.

- a. Provide themes:
 - i. Funny stories
 - ii. Animal stories
 - iii. Books with lessons
 - iv. Adventure stories
 - v. Family stories
 - vi. Kindness and Good Manners
 - vii. Informational Texts
 - viii. Nature Stories
 - ix. History Texts
 - x. Fantasy and Superhero Stories
- b. Give the learners an ample amount of time to group themselves based on their choice of theme.
- c. Once the groups are formed, allow them to discuss among themselves why they chose that theme.

- d. Ask for volunteers to share what they have talked about as a group.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What can you learn from reading different kinds of books?
- Why is it important to explain why you like a particular book or story?
- How can reading books that interest you help you become a better reader?
- If you could recommend one book to a friend, which book would you choose and why?

III. Homework

Ask the learners to copy and answer the items below in their notebooks.

Match the Book to the Reason

Isulat ang tamang titik sa patlang.

- | | |
|--------------------------------------|---|
| ___1. Libro tungkol sa mga dinosaurs | A. Gusto kong tumawa |
| ___2. Isang nakakatawang kuwento | B. Gusto kong matuto tungkol sa mga hayop noong unang panahon |

___3. Libro tungkol sa mabuting asal

C. Gusto kong matuto tungkol sa pagiging mabuting tao.

Circle Your Choice

Bilugan ang kuwentong mas gusto mo.

- ☐ Isang kuwento tungkol sa isang matapang na bumbero
- ☐ Isang kuwento tungkol sa isang malikot na tuta

Bakit mo ito pinili? _____

Complete the Sentence

Punan ang mga patlang batay sa iyong gusto.

1. Gusto kong magbasa ng mga kuwento tungkol sa _____.
2. Pumipili ako ng mga aklat na _____.
3. Nasisiyahan ako sa mga aklat na may magandang _____.
4. Gusto ko ang mga karakter na _____.

Term 2

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; and
3. relate a specific idea or event from a text to a personal life experience.

II. Development of the Lesson

A. Motivation

1. Play "Action Sequence," where the learners have to act out the scenarios from the story.
 - a. Tell a short story with actions. After each sentence, learners perform the action.

"Ang Araw ni Ben"

1. "Nagising si Ben at nag-unat." (Learners stretch.)
"Nagsipilyo siya ng ngipin." (Pretend to brush teeth.)
"Pumasok siya sa paaralan at kumaway sa guro." (Wave and smile.)

- b. After reading, say the actions in the wrong order.

- Example:
 - i. "Kumaway sa guro!"
 - ii. "Nag-unat!"
 - iii. "Nagsipilyo!"
- Ask: "Tama ba ang pagkakasunod-sunod?"

- c. Ask volunteers to demonstrate the correct order.
2. Ask the learners the following questions:
 - a. *Ano ang unang ginawa ni Ben?*
 - b. *Ano ang sumunod na nangyari?*
 - c. *Ano ang huling nangyari?*
 - d. *Mayroon bang katulad na ginagawa si Ben sa iyong araw? Ano ito?*
3. Have the learners relate the story to themselves by asking them the following questions or having them share their personal experiences.
 - a. *Sino rin ang nagsisipilyo bago pumasok sa paaralan?*
 - b. *Ano ang una mong ginagawa pagkagising sa umaga?*
 - c. *Paano ka naghahanda bago pumasok sa paaralan?*

B. Discussion

1. Discuss and explain "main points"
 - a. Explain that the main point is the most important idea or event in a story. We don't need to remember all the details. What is important is that we remember the most significant thing that happened.
 - b. Read the short story "Ang Nawawalang Tumbler" to the learners.

"Ang Nawawalang Tumbler"

Isang araw, naghahanda si Marco para sa klase. Nang nasa paaralan na siya, napansin niyang wala ang kaniyang tumbler. Hinanap niya ito sa kaniyang bag ngunit hindi niya makita. Pag-uwi niya sa bahay, nakita niyang naiwan pala ito sa mesa. Kinabukasan, inilagay na niya agad ang kaniyang tumbler sa bag upang hindi na ito makalimutan.

- c. Ask the following questions to the learners:
 - i. *Sino ang pangunahing tauhan?*
 - ii. *Ano ang nawala?*

- iii. *Saan nakita ni Marco ang kaniyang tumbler?*
- iv. *Ano ang ginawa niya upang hindi na ito makalimutan?*

- d. Explain that these are the main points of the story. When we remember them, we can retell the story in a short way.

2. Discuss and explain "sequencing events"

- a. Explain that the events in a story have a proper sequence. We use words like first, next, and last to tell the story.
- b. Ask the learners the following questions:
 - i. *Ano ang unang nangyari?*
 - ii. *Ano ang sumunod na nangyari?*
 - iii. *Ano ang huling nangyari?*

- c. Explain that when events are in the correct order, the story is easier to understand.

3. Guide the learners in relating the story to their personal experiences

- a. Ask the learners the following questions:
 - i. *Naranasan mo na bang makalimot ng isang gamit?*
 - ii. *Ano ang nakalimutan mo?*
 - iii. *Ano ang ginawa mo pagkatapos?*
 - iv. *Ano ang ginawa mo upang hindi na ito maulit?*

- b. Process and discuss the learners' answers.
- c. Explain that when we connect the story to our own experiences, we understand the message of the story better.

C. Practice

1. Play "Story Relay Race," where the learners have to race to arrange events in the correct order to win the round.
 - a. Divide the learners into 3–5 groups with an equal number of members.

- b. Read the story "Ang Nawawalang Sumbbrero" to the learners.

"Ang Nawawalang Sumbbrero"

Isang umaga, nagsuot si Leo ng kaniyang paboritong sumbrero bago umalis ng bahay. Habang naglalaro sa parke, tinangay ng hangin ang kaniyang sumbrero. Tinulungan siya ng kaniyang kaibigang si Mia na hanapin ito. Sa wakas, nakita nila ang sumbrero sa ilalim ng isang puno. Nagpasalamat si Leo kay Mia at masaya silang nagpatuloy sa paglalaro.

- c. Give each group three strips of paper with these events mixed up.
- Tinulungan ni Mia si Leo na hanapin ang sumbrero.*
 - Tinangay ng hangin ang sumbrero ni Leo.*
 - Natagpuan nila ang sumbrero sa ilalim ng puno.*
- d. One by one, each learner runs to the front and places one strip on the board.
- e. The group that arranges the events in the correct order first wins the round.

2. After arranging the strips, each group chooses one reporter.

- The reporter says: "Una, _____. Sumunod, _____. Huli, _____."
- Encourage learners to use words from the story, such as:

- tinangay*
- tinulungan*
- natagpuan*
- nagpasalamat*

- c. Ask the following questions to each group:

- Naranasan mo na bang mawalan ng isang gamit?*
- Sino ang tumulong sa iyo?*
- Ano ang ginawa mo pagkatapos?*

- d. Process and discuss the learners' answers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?

- Why is it important to remember the main events in a story instead of every small detail?
- How does putting events in the correct order help us understand a story better?
- How can connecting a story to your own life help you understand it better?
- Have you ever experienced something similar to a story you heard? How did it help you understand the story?

III. Homework

Ask the learners to copy and answer the following items in their notebooks:

1. Ayusin ang mga pangyayari

Lagyan ng bilang 1–3 upang maipakita ang tamang pagkakasunod-sunod ng mga pangyayari.

_____ Diniligan ni Mia ang mga halaman.

_____ Kinuha ni Mia ang pandilig.

_____ Lumago at namulaklak ang mga halaman.

2. Kumpletuhin ang pangyayari

Gamitin ang mga salitang una, sumunod, at huli.

Una, _____.

Sumunod, _____.

Huli, _____.

3. Isulat ang Pangunahing Pangyayari

Basahin ang pangungusap.

Tinulungan ni Ben ang kaniyang kaibigan na buhatin ang mabigat na bag papunta sa silid-aralan.

Ano ang pangunahing pangyayari? _____

4. Gamitin ang Bagong Salita

Pumili ng isang salita sa kahon at gamitin ito sa pangungusap.

Mga Salita: tumulong • nakita • nagbahagi

Pangungusap: _____

5. Iugnay sa Sariling Karanasan

Isipin ang isang pagkakataon na tumulong ka sa ibang tao.

Isulat ang 2–3 pangungusap tungkol sa iyong karanasan.

Term 2

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:

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

II. Development of the Lesson

A. Motivation

Play "4 Comics. 1 Story", where the learners have to describe or "retell" the comics using their own words.

- a. Show the learners 4 simple pictures or comics that tell a story. An example is given below:



- a. Choose a few students or ask for a few volunteers to narrate the story in their own words.
- b. Discuss the learners' answers with the class.
- c. Ask the learners the following questions:
 - Pareho ba ang mga salitang ginamit ng inyong mga kklase?
 - Pareho pa rin ba ang kuwentong kanilang ikinuwento?
 - Ano ang pinakamahalagang nangyari sa kuwento?
- d. Emphasize that the words may be different, but the main idea remains the same.

B. Discussion

1. Discuss what it means to retell a story
 - a. Explain that in order to retell a story means telling the important parts of a story again using your own words. You do not need to say every sentence exactly as it was written.
 - b. Ask: "Can two people tell the same story using different words?"
 - c. Explain that even if the words are different, the story can still have the same meaning.

2. Discuss what we should remember when retelling a story

- a. Explain that good storytellers remember the important parts of the story.
- b. Write the following guide questions on the board and discuss them with the class:
 - Sino-sino ang mga tauhan? (Who are the characters?)
 - Saan nangyari ang kuwento? (Where did the story happen?)
 - Ano ang nangyari? (What happened?)
 - Paano nagwakas ang kuwento? (How did the story end?)
- c. Explain that answering these questions makes it easier to retell the story.

3. Read the fable "Ang Nawawalang Lobo" and discuss the story with the learners.

"Ang Nawawalang Lobo"

Isang araw, nagpunta si Liza sa palaruan dala ang kaniyang pulang lobo. Habang tumatakbo siya, nakawala ang lobo at lumipad sa puno. Nalungkot si Liza. Nakita ito ng kaniyang kaibigang si Jello at kumuha ng mahabang patpat

upang maabot ang lobo. Nakuha nila ang lobo at masayang nagpasalamat si Liza kay Jello.

- a. Discuss the story with the learners by asking the following questions:
 - Sino ang pangunahing tauhan sa kuwento?
 - Ano ang dala ni Liza sa palaruan?
 - Ano ang nangyari sa kaniyang lobo?
 - Sino ang tumulong kay Liza?
 - Ano ang ginawa ni Jello upang makuha ang lobo?
 - Paano nagtapos ang kuwento?
- b. Explain that when we retell a story, we don't need to remember every single word. What matters is that we know the main events and can tell them using our own words.
4. Demonstrate how to retell a story
 - a. Demonstrate by stating *"Nagpunta si Liza sa palaruan kasama ang kaniyang pulang lobo. Lumipad ang lobo at nalungkot siya. Tinulungan siya ni Jello na kunin ang lobo gamit ang isang mahabang patpat. Natuwa si Liza at nagpasalamat siya kay Jello."*
 - b. Ask the learners the following questions:
 - Pareho ba ang mga salitang ginamit ko sa orihinal na kuwento?
 - Naikuwento ko pa rin ba ang mahahalagang pangyayari?
 - Ano ang pinakamahalagang nangyari sa kuwento?
 - c. Process and discuss the learners' answers.
 - d. State that retelling a story in your own words means that we do not copy every sentence. Instead, we use our own

words while keeping the important events of the story accurate.

C. Practice

Play "Roll and Retell," where the learners have to retell a scenario or a short story using their own words.

- a. Read the story "Ang mabait na Maya" to the learners.

"Ang Mabait na Maya"

Isang maya ang nakakita ng ilang butil ng palay. Tinawag niya ang iba pang mga maya upang magsalo-salo. Masayang kumain ang lahat at nagpasalamat sa mabait na maya.

- b. Roll the dice once. Based on the number on the dice, count from the first student from the front on the left side of the room. They will be tasked with answering the question.
- c. Ask the chosen student to roll the dice again. The student will answer the question corresponding to the number on their dice using their own words.
 - i. 🎲 1 - Ilarawan ang pangunahing tauhan.
 - ii. 🎲 2 - Ano ang unang nangyari?
 - iii. 🎲 3 - Ano ang pangalawang nangyari?
 - iv. 🎲 4 - Ano ang katapusan ng kuwento?
 - v. 🎲 5 - Ikuwento ang buong kuwento gamit ang sarili mong mga salita.
 - vi. 🎲 6 - Ibahagi ang aral na natutuhan mo sa kuwento.
- d. Roll the dice again in order to determine the next student. Start counting from the last student who answered the previous question.
- e. Repeat the process as necessary.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to understand a story before retelling it?

- Why don't we need to memorize every word when retelling a story?
- How can using your own words help others understand a story better?
- How can listening carefully help you become a better storyteller?
- Which is more important when retelling a story—the exact words or the main idea? Why?

III. Homework

Ask the learners to copy and answer the items in their notebooks.

Isalaysay Gamit ang Sariling mga Salita

Basahin ang maikling kuwento.

"Nakahuli ng uod ang isang ibon. Lumipad ito patungo sa kaniyang pugad at pinakain ang kaniyang mga anak."

Isalaysay muli ang kuwento gamit ang iyong sariling mga salita.

Ibahagi ang Iyong Karanasan

Mag-isip ng isang kuwentong ibinahagi sa iyo ng iyong magulang, lolo o lola, o guro.

Magsulat ng 2–3 pangungusap upang muling isalaysay ito gamit ang iyong sariling mga salita.

Term 2

Lesson 20:

Creating Texts

Draw and discuss information or ideas from a range of texts (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 the 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 "Guess my Family Feeling!" where the class has to act out and guess the feeling of the family member being portrayed.

- a. Divide the class into pairs.
- b. Give each pair a scenario. Examples are given below:
 - i. A father hugs his child after getting a good grade.
 - ii. A mother shares food with the family.
 - iii. A grandfather helps carry a heavy bag.
 - iv. A sister comforts her crying sibling.
 - v. A brother cleans up his toys without being told.
 - vi. A child gives water to a tired grandmother.

- vii. Ate helped her younger brother tie his shoes before going to school.

- c. Tell the learners that they will pretend to be a family member in a simple home situation. They must not speak. They will only use facial expressions and body language.
- d. One by one, ask each pair to perform their scenario for the class.
- e. After a pair has performed, ask the class what feeling they think was portrayed by each member in the pair.
- f. After the class has guessed, read out the given scenario to the class.
- g. After each performance, ask the following questions to the class:
 - i. Ano ang nararamdaman ng tauhan?
 - ii. Anong ugali ang ipinakita niya?
 - iii. Ano ang nakita mong palatandaan (facial expression o kilos) na nagsabi nito?
- h. Discuss and confirm whether their guess was correct.
- i. Repeat the process until all pairs have performed.

B. Discussion

1. Discuss describing the main points after engaging with a story, image, or digital text
 - a. Explain that every story has important parts called the main points. The main points tell us what the story is mostly about.
 - b. Read the short story "Ang Nawawalang Pusa ni Sylvia" to the learners.

Ang Nawawalang Pusa ni Sylvia

Isang umaga, naglalaro si Sylvia at ang kaniyang alagang pusa na si Muning sa bakuran. Biglang tumakbo si Muning at nagtago sa ilalim ng halaman dahil sa malakas na tahol ng aso. Hinanap ni Sylvia si Muning at masayang nakuha muli nang makita niya ito.

- c. Ask the learners the following questions:
 - i. *Sino-sino ang mga tauhan?*
 - ii. *Saan nangyari ang kuwento?*
 - iii. *Ano ang mahalagang nangyari?*
 - d. Explain that the main points are the most important parts of the story. They help us remember what happened.
 2. Discuss sequencing events
 - a. Explain that stories happen in order. Some things happen first, then next, and finally or last.
 - b. Using the story "Ang Nawawalang Pusa ni Sylvia", ask the learners the following questions:
 - i. *Ano ang unang nangyari?*
 - ii. *Ano ang sumunod na nangyari?*
 - iii. *Ano ang huling nangyari?*
 - c. Write the following scenarios on the board and ask the learners to sequence them
 - *Diniligan at inalagaan niya ito araw-araw.*
 - *Nagbunga ang binhi ng makulay na bulaklak.*
 - *Nagtanim si Madeline ng binhi.*

- d. Ask the learners to put "First, Next, and Finally" at the beginning of each corresponding sentence.

3. Discuss inferring a character's feelings and personality traits by citing specific visual or textual clues
 - a. Explain that sometimes a story does not tell us exactly how someone feels. We become detectives by looking for clues in order to determine a character's feelings.
 - b. Determine the character's feelings and traits: "Nakangiti si Ana habang ibinibigay ang kaniyang laruan sa kaibigan niyang umiiyak."
 - i. Ask: "Sa iyong palagay, ano ang katangian ni Ana?"

- ii. Possible answers: *masaya, mabait, mapagbigay*
 - iii. Ask: "Paano mo nasabi?"
 - iv. Possible answers: "Dahil nakangiti siya", "Dahil pinahiram niya ang kaniyang laruan"

- c. Explain that personality traits tell us what kind of person someone is. Examples are given below:

Action	Trait
Shares toys	Kind
Helps others	Helpful
Keeps trying	Hardworking
Tells the truth	Honest
Says thank you	Polite

4. Discuss predicting possible conclusions or outcomes to a range of texts
 - a. Explain that sometimes we can already predict the ending before the story ends.
 - b. Explain that a prediction is not a random guess; it is an educated guess. We use clues from the story.
 - c. Predict the ending: "Dumami ang madidilim na ulap sa kalangitan. Mabilis na binuksan ni Mia ang kaniyang payong."
 - i. Ask: "Sa iyong palagay, ano ang susunod na mangyayari?"

- ii. Possible answers: "bubuhos ang ulan", "hindi mababasa ng ulan si Mia"
 - iii. Ask: "Paano mo nasabi?"
 - iv. Possible answer: "Dahil dumilim ang kalangitan", "Dahil dumami ang madidilim na ulap"
 - d. Explain that good predictions use clues.
5. Discuss relating specific events or ideas from a text to a personal life experience
- a. Explain that stories can remind us of things that happened in our own lives.
 - b. Guide the learners to relate themselves to the given scenarios:
 - *Pagdating ng oras ng recess, napansin ni Mia na nakalimutan ni Carlo ang kaniyang baon. Ibinahagi ni Mia ang kalahati ng kaniyang tinapay. Natuwa si Carlo at nagpasalamat.*
 - *Habang naglalaro si Nico, nasira ang kaniyang paboritong kotse-kotsehan. Lumapit ang kaniyang ate at tinulungan siyang ayusin ito.*
 - *Bagong estudyante si Sofia. Nahihiya siyang makipag-usap. Nilapitan siya ni Lea at niyaya siyang maglaro sa recess.*
 - c. Encourage the learners to answer using:
 - "Dahil sa kuwento, naalala ko noong..." (The story reminds me of...)
 - "Nangyari ito sa akin noong..." (This happened to me when...)
 - "Ganoon din ang naramdaman ko noong..." (I felt the same when...)

- d. Explain that when we connect a story to our own experiences, we understand it better.

C. Practice

Play "Mystery Story Builders" where the learners have to create a story from mystery objects. They will identify the main point, arrange events, infer feelings and traits, predict an ending, and relate the story to their own experiences.

- a. Prepare a Mystery Story Bag containing 3–5 familiar objects (or picture cards of objects), such as:
 - A lunch box
 - An umbrella
 - A toy
 - A notebook
 - A bandage
 - A water bottle
- b. Randomly choose three objects and place them on a table where everyone can see.
- c. Ask the learners to imagine a short story that uses all three objects.
- d. Guide the discussion by asking:
 - i. *Sino kaya ang tauhan?*
 - ii. *Ano kaya ang nangyari?*
 - iii. *Ano ang pinakamahalagang nangyari sa kuwento?*
- e. Allow several learners to contribute ideas while you combine them into one simple class story.
- f. Ask the learners to arrange the story by answering:
 - i. *Ano ang unang nangyari?*
 - ii. *Ano ang sumunod?*
 - iii. *Ano ang huling nangyari?*
- g. Write their answers on the board using: "Una, Sumunod, Huli"
- h. Next, ask the learners to think about the character by asking questions about the story you created.
- i. Fill in the table below:

Feelings / Traits	Clues

- j. Challenge the learners to become "Future Detectives." By asking the following questions:
 - i. *Ano kaya ang mangyayari pagkatapos ng kuwento?*
 - ii. *Bakit iyon ang iyong hula?*
- k. Invite several learners to share a personal experience related to the story you created.
- l. To end the activity, ask a few learners to retell the complete story by including:
 - i. the main point of the story,
 - ii. the correct sequence of events,
 - iii. the character's feelings and traits with clues,
 - iv. their prediction of what happens next, and
 - v. a similar personal experience.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important to identify the main points of a story, picture, or digital text? How does it help you understand what you read or see?
- What could happen if the events in a story are not in the correct order? Why is it important to sequence the events correctly?
- How can you tell how a character feels or what kind of person they are, even if the story does not say it directly?

III. Homework

Ask the learners to copy and answer the items in their notebooks.

Panuto: Basahin ang maikling kuwento sa tulong ng iyong magulang o tagapag-alaga. Sagutin ang mga sumusunod na tanong sa iyong kuwaderno.

Isang hapon, may nakita si Liam na maliit na tuta sa labas ng kanilang bahay. Mukhang gutom ang tuta. Binigyan niya ito ng pagkain at tubig. Masayang ikinawag ng tuta ang buntot nito at sumunod kay Liam pauwi.

1. Gumuhit at Maglarawan

Iguhit ang pinakamahalagang pangyayari sa kuwento. Pagkatapos, sumulat ng isang pangungusap tungkol sa iyong iginuhit.

2. Ayusin ang mga Pangyayari

Isulat ang tamang pagkakasunod-sunod gamit ang Una, Sumunod, Huli.

- _____ Nakita ni Liam ang maliit na tuta.
- _____ Binigyan niya ito ng pagkain at tubig.
- _____ Masayang sumunod ang tuta kay Liam pauwi.

3. Isipin ang Tauhan

Ano sa palagay mo ang naramdaman ni Liam nang tulungan niya ang tuta? _____

Anong ugali ang ipinakita ni Liam? _____

4. Ang Sunod na Pangyayari

Ano sa palagay mo ang susunod na maaaring mangyari sa tuta?

5. Iugnay sa Iyong Karanasan

Nakatulong ka na ba sa isang hayop o sa ibang tao? Isulat ang isang pangungusap tungkol sa iyong karanasan.

