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DEPARTMENT OF EDUCATION

BAGONG PILIPINAS

READING AND LITERACY
TERM 1

Structured Pedagogy Lesson Guides

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Reading and Literacy – Grade 1
Structured Pedagogy
Term 1
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Reading and Literacy

Term 1

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Term 1

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Term 1 **Phonological Awareness (oracy for literacy)**
Lesson 1: Chant rhymes and poems.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

- chant nursery rhymes and poems.

II. Development of the Lesson

A. Motivation

1. Recite and sing the nursery rhyme "Bahay Kubo" together with the learners. Repeat as needed.

Bahay Kubo

Bahay kubo, kahit munti
Ang halaman doon, ay sari-sari
Singkamas at talong, sigarilyas at mani
Sitaw, bataw, patani.

Kundol, patola, upo't kalabasa
At saka mayroon pang labanos, mustasa,
Sibuyas, kamatis, bawang at luya
Sa paligid-ligid ay puno ng linga.

2. Recite and sing the nursery rhyme "Leron Leron Sinta" together with the learners. Repeat as needed.

Leron Leron Sinta

Leron Leron Sinta
Buko ng Papaya
Dala dala'y buslo
Sisidlan ng sinta
Pagdating sa dulo'y
Nabali ang sanga
Kapos kapalaran
Humanap ng iba.

Gumising ka, Neneng
Tayo'y manampalok
Dalhin mo ang buslo
sisidlan ng hinog
Pagdating sa dulo'y
Lalamba-lambayog
Kumapit ka Neneng,
baka ka mahulog.

B. Discussion

1. Present the nursery rhyme "Pen Pen de Sarapen." Recite and sing the nursery rhyme together with the learners. Divide the nursery rhyme into its lines and shuffle its order. Have the learners rearrange the nursery rhyme into its correct order. Repeat as needed.

Pen Pen de Sarapen

Pen pen de sarapen,
de kutsilyo de almasen
Haw, haw de carabao batutin.

Sipit namimilipit ginto't pilak
Namumulaklak sa tabi ng dagat.

Sayang pula tatlong pera
Sayang puti, tatlong salapi
Sawsaw sa suka mahuli taya.

C. Practice

1. Show the lyrics of the nursery rhyme "Tatlong Bibe" on the board. Recite and sing the nursery rhyme together with the learners. After a few repetitions, remove some words from the lyrics. Ask the learners to continue singing the nursery rhyme and fill in the missing words. Repeat the process until the learners can sing the entire nursery rhyme without guidance.

Tatlong Bibe

May tatlong bibe akong nakita
Mataba, mapayat mga bibe
Ngunit ang may pakpak
Sa likod ay iisa
Siya ang lider na nagsabi ng kwak, kwak
Kwak, kwak, kwak
Kwak, kwak, kwak

Tayo na sa ilog ang sabi
Kumendeng, kumendeng
Ang mga bibe
Ngunit ang may pakpak
Sa likod ay iisa
Siya ang lider na nagsabi ng kwak, kwak
Kwak, kwak, kwak
Kwak, kwak, kwak

D. Reflection
Ask the learners the following questions:

- What did we learn today?
- What is your favorite nursery rhyme or poem?

III. Homework
Ask the learners to find a nursery rhyme or poem in their textbooks or online. Copy the nursery rhyme in their notebooks. The learners will sing their chosen nursery rhyme during the next session.

Term 1 **Phonological Awareness (oracy for literacy)**
Lesson 2: Segment a two to three syllable word into its syllabic parts.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

- segment words into syllabic parts.

II. Development of the Lesson

A. Motivation

1. Prepare words or images with 1 to 3 syllables. Read the word aloud. Ask the learners to repeat after you. After reading the word, ask the learners to clap each syllable. Read each word aloud, emphasizing each syllable, while the learners clap along. Ask the learners how many syllables the word has. Repeat the process for each word.

Sample words and images:

aso	pusa
lapis	kutsara

B. Discussion

1. Prepare words with 1 to 3 syllables. Divide the words into syllables. Write each syllable on a card or a piece of paper. Mix the syllable cards and spread them out on a flat surface. Ask the learners to combine the syllables to make words. Once a word is formed, ask the learners to repeat after you and read the word aloud. Separate the word and put the syllables back. Repeat the process as needed.

Sample syllable cards:

/a/	/ko/	/ma/	/gu/	/lang/
/pa/	/mil/	/ya/	/man/	/ka/

C. Practice

1. Prepare words with 1 to 3 syllables. Ask the learners to read the word aloud. Ask the learners to divide the word into its syllables. Read each syllable of the word aloud. Ask the learners to repeat after you. Ask the learners to count how many syllables were in the word. Read the entire word aloud. Repeat the process as needed.

Sample words and divisions:

1.	mesa = me/sa
2.	papel = pa/pel
3.	sapatos = sa/pa/tos
4.	kaklase = ka/kla/se

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you divide any word into its syllables?

III. Homework

Ask the learners to write down five words in their notebooks and divide each word into its syllables.

Term 1 **Phonological Awareness (oracy for literacy)**
Lesson 3: Identify rhyming words in nursery rhymes, poems, and chants.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. identify words that rhyme with each other.

II. Development of the Lesson

A. Motivation

1. Read the nursery rhyme "Magtanim Ay Di Biro" aloud. Ask the learners to identify the words in the poem that sound alike. Read the rhymes, emphasize the words sounding alike. Ask the learners to repeat after you.

Magtanim Ay 'Di Biro

Magtanim ay 'di biro
Maghapong nakayuko
'Di man lang makaupo
'Di man lang makatayo

Braso ko'y namamanhid
Baywang ko'y nangangawit
Binti ko'y namimitig
Sa pagkababad sa tubig

Sa umagang paggising
Ang lahat iisipin

Kung saan may patanim
May masarap na pagkain

Braso ko'y namamanhid
Baywang ko'y nangangawit
Binti ko'y namimitig
Sa pagkababad sa tubig

Halina, halina, mga kaliyag
Tayo'y magsipag-unat-unat
Magpanibago tayo ng landas
Para sa araw ng bukas

Para sa araw ng bukas

2. Read the nursery rhyme "Sampung Mga Daliri" aloud. Ask the learners to identify the words in the poem that sound alike. Read the rhymes, emphasize the words that sound alike. Ask the learners to repeat after you.

Sampung Mga Daliri

Sampung mga daliri, kamay at paa
Dalawang tainga, dalawang mata
Ilong na maganda

Maliliit na ngipin, masarap kumain
Dilang maliit, nagsasabing
"Huwag magsinungaling"

B. Discussion
1. List down groups of 3 words each. Make sure that at least two of the words rhyme with each other, while the other word does not. Read one group of words aloud and ask the learners to repeat after you. Ask the learners to identify which words in the group rhyme with each other and which one does not. Explain that words that sound similar to each other are rhyming words. Repeat the process until all word groups have been discussed.

Sample word groups:

1.	baso,	aso,	bahay
2.	kulay,	susi,	kamay
3.	gabi,	lugar,	tabi
4.	luto,	mesa,	tasa

C. Practice
1. List the words below on the board. Read one word aloud and ask the learners to repeat after you. Ask the learners to think of words that rhyme with the word on the board. Acknowledge whether the words mentioned rhyme with the word or not. Explain why the words rhyme with each other or why they do not. Repeat the process.

Sample list of words:

bato	libro	tulay
pili	pito	lapis
guro	pusa	tinapay

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- What are some words that rhyme with each other?

III. Homework
Ask the learners to search for a short poem in their textbooks or online. Write the poem in their notebook and underline the words that rhyme with each other.

Term 1 **Phonological Awareness (oracy for literacy)**
Lesson 4: Say two or three words that rhyme.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
- say two or more words that rhyme.

II. Development of the Lesson
A. Motivation
1. Prepare flashcards with pairs of words that rhyme with each other. Lay the flashcards down on a flat surface. Ask the learners to match the rhyming words together. Read the pairs of words aloud and ask the learners to repeat them after you. Put the paired words on a separate pile. Repeat until all the words have been paired.

Sample set of words:

gulay	aklat	bigas	walo
bukas	talo	kulay	kumot
ulan	gamot	sulat	upuan

B. Discussion
1. List down words on the board. Read one word aloud and ask the learners to repeat it after you. Ask the learners to think of words that rhyme with the word on the board. Acknowledge whether the words mentioned rhyme or do not rhyme with the word. Explain why the words rhyme with each other or why they do not. Repeat the process.

Sample list of words:

ilaw	ilog	manok
lapis	bahay	bantay
mesa	pusa	aso

C. Practice
1. Ask the learners to think of a word. Write down the word on the board. Read the word aloud and ask the learners to repeat after you. Then, ask the learners to think of words that rhyme with the given word. Acknowledge whether the words mentioned rhyme or do not rhyme with the word. Repeat the rhyming words aloud and ask the learners to repeat them after you. Repeat the process.

2. Play the game "2 Rhymes and 1 Not" with the learners.
   - Ask the learners to write 2 words that rhyme and 1 word that does not rhyme (for example: bahay, bote, buhay) in any order that they want.
   - Each learner will take turns reading the group of words that they have prepared.
   - The other learners will guess which word in the group does not rhyme.
   - After that, the learner will reveal the word that does not rhyme.
   - Repeat until each learner has had their turn.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- What are some rhyming words that you can think of?

III. Homework
Ask the learners to write down 5 groups of 3 rhyming words each in their notebook.

Term 1 **Phonological Awareness (oracy for literacy)**
Lesson 5: Identify initial sounds (vowels, consonants, and semi-vowels, if any).

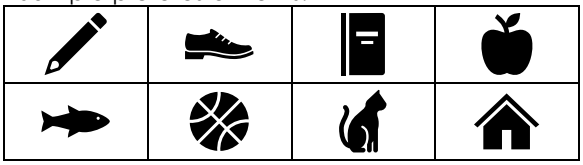
I. Learning Objectives
At the end of the lesson, the learners must be able to:
- identify the initial sound of a word.

II. Development of the Lesson
A. Motivation
1. Play the game "I Spy" with the learners.
   1. Think of an object that can be seen in the room. (for example, a book or aklat)
   2. Say "I spy, something that starts with the letter _____." Fill in the blank with the first letter of the object. (for example, /a/ for aklat)
   3. Have the learners guess what the object is. Reveal the word and the object. Say the word out loud and let the learners repeat after you.
   4. Let the learners play the game. Repeat the steps as needed.

B. Discussion
1. Play the game "Odd One Out" with the learners.
   - Ask the learners to write 2 words with the same initial sound and 1 word with a different initial sound (for example: bata, tago, bato) in any order that they want.
   - Each learner will take turns reading the group of words that they have prepared.
   - The other learners will guess which word in the group is the odd one out.
   - After that, the learner will reveal the word that has a different initial sound.
   - Repeat until each learner has had their turn.

C. Practice
1. Play the game "Picture sound match" with the learners.
   - Prepare bins or containers corresponding to one letter in the alphabet. You may also just use small notes or pieces of paper to indicate where to pile the cards that correspond to each letter.
   - Prepare flashcards with images of different items and objects.

Sample pictures of items:



   - Shuffle the cards and draw 1. Show the card to the learners.
   - Ask the learners to sort and drop the card in the respective bin corresponding to the word's initial sound.

- Repeat until all the flashcards have been sorted according to their initial sound.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you identify the initial sound of any word?

III. Homework
Ask the learners to identify one word that corresponds to one letter in the alphabet. Do this for each letter in the alphabet. Ask the learners to write it down in their notebook.

Term 1 **Phonics and Word Study (sounds to words)**
Lesson 6: Produce the sound of the letters of L1.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
- produce the sounds of the letters of their first language.

II. Development of the Lesson
A. Motivation
1. Play the game "Letter Bingo" with the learners.
   - Prepare letter flashcards. 1 card for each letter in the alphabet. Use both the uppercase and lowercase symbols of the letter on the card.
   - Prepare the Letter bingo cards. In a 4x2 matrix, put one letter in each square. Randomize the letters. Include both uppercase and lowercase letters.

Sample Alphabet Bingo card:

Gg	Ll	Qq	Hh
Aa	Rr	Bb	Pp

   - Distribute at least 1 letter bingo card to each learner.
   - Use the letter flashcards. Shuffle all the cards and draw 1 card from the deck.
   - Read the card aloud and ask the learners to repeat it after you.
   - The learners with the same letter on their bingo card will shade or color the square corresponding to that letter. Repeat the process.
   - When a learner completely shades all the squares on their card, they must say "Bingo!"
   - Continue the process until all learners say "Bingo!"
   - Repeat the activity as needed.

B. Discussion
1. Use the same letter flashcards from the previous activity. Shuffle the cards and draw 1. Present the card to the learners. Say the sound of the letter and ask the learners to repeat after you. Repeat the process until the learners can automatically say the sound of each letter.

C. Practice
1. Use 2 to 3 sets of the letter flash cards. Spread the cards on a flat surface. Make sure that the learners can easily see and reach the cards. Ask the learners to combine the letters using the letter flash cards to form a word. Once a word is formed, read it aloud and ask the learners to repeat it after you. Emphasize that words are a combination of letters and their sounds.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you say the sound that a letter makes?

III. Homework
Ask the learners to find 1 complicated word in the dictionary or online and write it in their notebook. Let the learner identify the sounds used in that word.

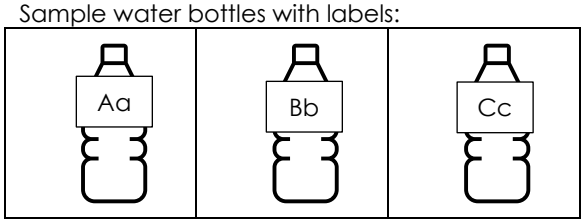
Term 1 **Phonics and Word Study (sounds to words)**
Lesson 7: Identify the letters in L1.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. identify letters in their first language.

II. Development of the Lesson
A. Motivation
1. Play the game "Letter Bowling" with the learners.

- Prepare empty water bottles and a small ball. Write one letter on each water bottle. Do not repeat the letters.

Sample water bottles with labels:



- Arrange the water bottles in a formation like bowling pins.
- Ask the learners to take turns rolling the ball.
- When a bottle gets knocked over, remove the bottle from the formation.
- Ask the learners to read out loud the letter that the water bottle represents.
- Repeat until all the learners have rolled the ball, or as needed.

B. Discussion
1. Use letter flashcards. Shuffle the cards and draw 1. Present the card to the learners. Say the letter and ask the learners to repeat after you. Ask the learners to say what letter is on the card. Repeat the process until the learners can automatically say the letter on each card.

C. Practice
1. Play the game "Letter scavenger hunt" with the learners.
   - Use letter flashcards. Shuffle the cards and draw 1.
   - Present the card to the learners.
   - Say the letter and ask the learners to find something in the room that starts with the same letter.
   - Repeat the process as needed.
   - For additional challenge, you may also mention the position of the letter in the word (for example: the 2nd letter in the word is the letter "a").

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you identify the letters used in any word?

III. Homework
Ask the learners to write down their name in their notebook. Ask the learners to identify and list the letters in their name.

Term 1 **Phonics and Word Study (sounds to words)**
Lesson 8: Isolate sounds (consonants and vowels) in a word (beginning and/or ending).

I. Learning Objectives
At the end of the lesson, the learners must be able to:
- isolate consonant and vowel sounds in both the beginning and ending of words.

II. Development of the Lesson
A. Motivation
Play the game "Charades" with the learners.
- Ask the learners to think of an item or object that can be seen inside the classroom.
- One at a time, the learners will act out the word. While that is happening, the other learners will guess the word being acted out.
- After that, the word will be revealed. Read the word out loud and ask the learners to repeat. Slowly read the word, emphasizing its letters and sounds.
- Repeat the activity until all learners have had their turns doing the charades.

B. Discussion
1. List down words on the board.
2. Read one word aloud and ask the learners to repeat it after you. Read the word slowly, letter by letter.
3. Ask the learners to repeat after you.
4. Repeat for all the words on the board.

C. Practice
1. List down words on the board. Ask the learners to read one word aloud. Afterward, ask the learners to read the word slowly, letter by letter.
2. Point to one letter in any of the words listed on the board. Ask the learners to say its sound. Repeat the process until the learners can automatically say the sounds in the words.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you identify the sounds in words?

III. Homework
Ask the learners to find 1 complicated word in the dictionary or online and write it in their notebook. Let the learners identify the sounds used in that word.

Term 1 **Phonics and Word Study (sounds to words)**
Lesson 9: Substitute individual sounds in simple words to make new words.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

- substitute individual sounds in simple words to make new words.

II. Development of the Lesson

A. Motivation
Play the game "Word Chain" with the learners.

1. Write a word on the board.
2. Read the word aloud and ask the learners to repeat it after you.
3. Ask the learners to change one letter to make a new word.
4. Read the new word aloud and ask the learners to repeat it after you.
5. Repeat the entire process as needed. Use the new word for each repetition.

Sample word chain:

basa	Initial word
bata	Changed letter "s" to "t"
mata	Changed letter "b" to "m"
lata	Changed letter "m" to "l"
laba	Changed letter "t" to "b"

B. Discussion

1. Write a word on the board.
2. Read the word aloud and ask the learners to repeat after you.
3. Change 1 letter in the word to form a different word.
4. Ask the learners to identify which letter was substituted to form the new word.
5. Read the new word aloud and ask the learners to repeat it after you.
6. Repeat the activity as needed.

Sample set of words:

tawa → tala → tapa → tama → tara
pato → pito → lito → dito → mito
puso → pulo → pula → tula → tupa

C. Practice

1. Write a word on the board.
2. Read the word aloud and ask the learners to repeat it after you.
3. Guide and give hints to the learners on what letters can be replaced to form a different word.
4. After a new word has been formed, read the word aloud and ask the learners to repeat it after you.
5. Repeat the activity as needed.

D. Reflection
Ask the learners the following questions:

- What did we learn today?
- How many words can you make by substituting a letter?

III. Homework
Ask the learners to make a word chain of their own. Have the learners write a word chain consisting of 4 words in their notebook.

Term 1 **Phonics and Word Study (sounds to words)**
Lesson 10: Sound out words accurately.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

- sound out words accurately.

II. Development of the Lesson

A. Motivation
Play the game "Word Formation" with the learners.

1. Prepare a list of words. Divide them into syllables and write them on a card or a piece of paper.
2. Shuffle the cards and spread them out on a flat surface. Make sure that the learners can see and interact with the cards.
3. Ask the learners to combine the syllables to make words.
4. Once a word is formed, ask the learners to repeat after you and read the word aloud.
5. Separate the word and put the syllables back.
6. Repeat the process as needed.

Sample syllable cards:

/ba/	/go/	/pa/	/la/	/ka/
/pa/	/lay/	/ma/	/a/	/ga/

B. Discussion

1. List down the words below on the board.

2. Ask the learners to read the words on the board.
3. Emphasize how the sounds of the letters create the sound of the entire word.
4. Repeat the activity.

Sample list of words:

noo	maaga	paalam
po	munggo	ako
pagong	ngipin	aral

C. Practice
1. Ask the learners to read and recite the story "Ang Lakas ng Loob."
2. Let the learners become familiar with how to sound out the words.

Ang Lakas ng Loob

Si Kimi ay isang mag-aaral sa unang baitang. Habang nagtuturo ang kaniyang guro, hindi niya maintindihan ang aralin.

Gusto ni Kimi na matutunan ang aralin. Ngunit, kung magtatanong siya, ang pakiramdam niya ay hindi siya matalino dahil hindi niya naiintindihan ang aralin. Sa tingin niya, huhusgahan siya ng mga kaklase niya.

Naglakas ng loob si Kimi at itinaas niya ang kaniyang kamay. Sinagot ng guro ang kaniyang tanong at naging malinaw ang aralin para sa buong klase.

Natutunan ni Kimi na kailangan ng lakas ng loob para aminin na mayroong mga bagay na hindi niya naiintindihan. Kailangan din ng lakas ng loob para umamin na kailangan niya ng tulong mula sa iba. Mula noon, naging masigla si Kimi sa klase.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you accurately say any word that you read?

III. Homework
Ask the learners to find a short story in their textbook or online (or an already-discussed story). Ask the learners to practice sounding the words in the story out loud.

Term 1 **Vocabulary and Word Knowledge (words)**
Lesson 11: Use vocabulary referring to self, family, school, community, and environment.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. use vocabulary words referring to oneself; and
2. use vocabulary words referring to family.

II. Development of the Lesson
A. Motivation
Ask the learners to draw their family tree.
1. Start by writing their siblings. Have the learners name their siblings and label them (ate, kuya, panganay, bunso, etc.)
2. Follow it with the parents of the learner. Have the learners name their parents and label them (tatay, nanay, etc.)
3. After, have the learners name their grandparents on both their mother's and father's side. Ask the learners to label them (lolo, lola, etc.)
4. Continue with the aunts and uncles of the learners. Ask the learners to label them (tito, tita, etc.)
5. End with the cousins of the learners. Ask the learners to label them (pinsan, etc.)

B. Discussion
1. Explain the different vocabulary and terms used to refer to family members.

Family members vocabulary:

Magulang = Parent	
Tatay/Ama = Father	Nanay/Ina = Mother
Kapatid = Sibling	
Kuya = Older brother	Ate = Older sister
Diko = Second older brother	Ditse = Second older sister
Sangko = Third older brother	Sanse = Third older sister
Siko = Fourth Older brother	Sitse = Fourth older sister
Bunso = Youngest sibling	Anak = Child
Ninuno = Ancestor	
Lolo = Grandfather	Lola = Grandmother
Apo = Grandchild	
Kamag-Anak = Relative	
Pinsan = Cousin	Pamangkin = Niece/Nephew
Tito = Uncle	Tita = Aunt
Ninong = Godfather	Ninang = Godmother

C. Practice
1. Play the game "Male or Female" with the learners.

1. Prepare words and vocabulary referring to family members.

Sample family member names:

Ama = Father	Male
Ina = Mother	Female
Lolo = Grandfather	Male
Lola = Grandmother	Female
Anak = Child	Gender neutral
Biyenan = Parents-in-law	Gender neutral
Asawa = Spouse	Gender neutral
Balae = Child in-law's parents	Gender neutral
Apo = Grandchild	Gender neutral
Siyaho = Elder sister's husband	Male
Inso = Elder brother's wife	Female
Bayaw = Brother-in-law	Male
Hipag = Sister-in-law	Female

2. Have the learners stand up. You can let the learners move their tables and chairs to the side so that they will have an easier time moving around the room.
3. Explain to the learners that they must go to the left side of the room if the family member is a male, on the right side of the room if the family member is a female, and in the middle of the room if the family member is gender neutral.
4. Read the name of the family member, then give the learners some time to settle in their places.
5. Reveal the correct answer. Explain to the class what that family member is.
6. Repeat the process until all words have been completed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is something that you love about your family?

III. Homework

Ask the learners to write down their immediate family members (father, mother, siblings) in their notebook. Have them describe 3 qualities of each family member.

Term 1
Lesson 12:

Vocabulary and Word Knowledge (words)

Identify words with different functions (naming and describing words): (a) Words that label persons, places, things, animals, actions, situations, ideas, and emotions, and (b) Words that describe persons, places, things, animals, actions, situations, ideas, and emotions.

I. Learning Objectives

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

1. identify words with different functions (naming and describing words):
   a. words that label persons, places, things, animals, actions, situations, ideas, and emotions; and
   b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions.

II. Development of the Lesson

A. Motivation

1. Prepare riddles for the learners to solve.
2. Read the riddle out loud.
3. Ask the learners to identify what the object or item the riddle is referring to.
4. Afterward, reveal the correct answer.
5. Repeat the process and use different riddles.

Kung kailan mo pinatay, saka pa humaba ang buhay. Sagot: **Kandila**	Dalawang batong maitim, malayo ang nararating. Sagot: **Mata**
Huminto nang pawalan, lumakad nang talian.	Malambot na parang ulap, kasama ko sa pangangarap. Sagot: **Unan**
Isang pirasong tela lang ito, sinasaluduhan ng mga sundalo. Sagot: **Watawat**	Lumuluha walang mata, lumalakad walang paa. Sagot: **Pluma o Pen**
Heto na ang magkapatid, nag-uunahang pumanhik. Sagot: **Mga paa**	Pag-aari mo, dala-dala mo, datapwa't madalas gamitin ng iba kaysa sa iyo. Sagot: **Pangalan**

B. Discussion

1. Prepare sentences. Do not include adjectives in the sentences.

Sample sentences:

Ang ibon ay nasa puno.
Ang aking kaibigan.
Tumatakbo ang aso.
Kumakain kami sa bahay.

2. Ask the learners to identify the nouns (naming words) used in each sentence. Encircle the nouns used.
3. Explain that nouns are naming words. Nouns are used to label people,

places, things, animals, actions, situations, ideas, and emotions.

4. Use the same sentences from the previous activity. Make sure that the nouns are still encircled.
5. Wxplain that adjectives are describing words. Adjectives are used to describe people, places, things, animals, actions, situations, ideas, and emotions.
6. There are no adjectives included in the sentences. Ask the learners to think of adjectives to describe the nouns in the sentences.

Sample sentences:

Ang ibon ay nasa puno. → Ang puting ibon ay nasa malaking puno.
Ang aking kaibigan. → Ang aking mabait na kaibigan.
Tumatakbo ang aso. → Tumatakbo ang itim na aso.
Kumakain kami sa bahay. → Kumakain kami sa malaking bahay.

C. Practice

1. Conduct the "Show and Tell" activity with the learners.
   - Ask the learners to pick an item or object from their bag or around the room.
   - Have each learner present the item to the class.
   - Ask the learner to name the item and describe it using 3 adjectives.
   - Repeat the process for each learner.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How many words can you use to describe your family?

III. Homework

Ask the learners to think of one noun and write it in their notebook. Using the noun that they chose, let the learners write 3 adjectives to describe the noun.

Term 1 **Vocabulary and Word Knowledge (words)**
Lesson 13: Read high frequency words accurately for meaning.

I. Learning Objectives

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

1. read high-frequency words; and
2. identify high-frequency words used to create meaning.

II. Development of the Lesson

A. Motivation

1. Prepare sentences. Use high frequency words in each sentence.

Sample sentences:

Ako ay may lapis.
Ang aking aklat ay nasa mesa.
Ang mga kaklase ko ay may kuwaderno.
Ako ay mahilig magbasa ng mga libro.

2. Read the sentences and ask the learners to repeat them after you.

3. Ask the learners to identify the high-frequency words used in the sentences. These are words used at least 2 times in the list of sentences.

High-frequency words used in the example:

ako	ay	ang
mga	may	

B. Discussion

1. Ask the learners, "What are high-frequency words?"
2. Explain that high frequency words are words that appear often in sentences and in conversations. These are important for forming sentences.

Most used high-frequency words:

ang	ng	sa
ako	siya	mga
si	at	pero
pa	ay	may
na	ano	bakit

C. Practice

1. Prepare a set of words. Write these on the board.

Sample set of words:

lapis	mesa	aklat
bahay	pamilya	nanay
tatay	kapatid	paaralan

2. Ask the learners to use high-frequency words to connect the words and form meaningful sentences.
3. Read the completed sentences out loud and ask the learners to repeat them after you.
4. Repeat the activity until no more new sentences can be created.

D. Reflection

Ask the learners the following questions:

- What did we learn today?

- Can you easily read the high-frequency words in sentences?

III. Homework

Ask the learners to write 3 sentences in their notebook. There should be a high-frequency word repeatedly used across the sentences.

Term 1 **Vocabulary and Word Knowledge (words)**
Lesson 14: Read content-specific words (Math, Makabansa, GMRC) accurately for meaning.

I. Learning Objectives

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

1. read content-specific words in Math accurately;
2. read content-specific words in Makabansa accurately; and
3. read content-specific words in GMRC accurately.

II. Development of the Lesson

A. Motivation

Play the game "Guess the Subject" with the learners.

1. Prepare words related to the content in Math, Makabansa, and GMRC.

Sample content-specific words:

Math	Makabansa	GMRC
addition	karapatan	sarili
hugis	tungkulin	kaibigan
bilang	indibidwalidad	pag-iimpok

2. Read the word aloud and ask the learners to repeat it after you.
3. Ask the learners to identify which subject the word is used in the most.
4. Reveal the correct answer and explain the meaning of the word.
5. Repeat the activity until all content-specific words have been used.

B. Discussion

1. Explain to the learners the importance of content-specific words.
   - Content-specific words are specialized vocabulary in specific fields or subjects.
   - These words carry information and meaning necessary for improving understanding.

2. Prepare sentences using content-specific words. Read the sentences aloud and ask the learners to repeat them after you. Ask the learners to identify the content-specific words used.

Sample sentences:

Kaya kong isulat ang mga bilang mula 1 hanggang 20.
Tayo ay may karapatang mabuhay nang malaya.
Tungkulin nating lahat na pangalagaan ang ating kapaligiran.
Makakahanap ka ng mga kaibigan kahit saan.

C. Practice

1. Start with one subject from either Math, Makabansa, or GMRC. Ask the learners to say as many content-specific words as they can. Write all these down on the board.
2. Afterward, read each word aloud and ask the learners to repeat it after you. Then, ask the learners to give the definition or meaning of each word. Repeat the activity until all subjects have been discussed.

Sample words and definitions:

Math	
hugis	Ito ang anyo o porma ng isang bagay. Halimbawa nito ay ang bilog, parisukat, at tatsulok.
bilang	Ito ay ginagamit upang malaman ang dami o halaga ng isang bagay.
Makabansa	
tungkulin	Ito ang mga bagay na dapat nating gawin o gampanan bilang bahagi ng isang grupo o komunidad.
karapatan	Ito ang mga pribilehiyo o mga bagay na dapat nating matanggap o matamasa bilang tao.
GMRC	
kaibigan	Isang tao na iyong kalaro, pinagkakatiwalaan, at kasama sa lungkot at saya.

pag-iimpok	Ito ang pagtatabi ng pera o gamit para magamit sa oras ng pangangailangan o sa hinaharap.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- What are some content-specific words that you use in Math, Makabansa, and GMRC?

III. Homework
Ask the learners to choose one subject. Then, ask the learners to identify 3 content-specific words related to the subject and write these in their notebook. Have the learners also include the definition of each word.

Term 1 **Vocabulary and Word Knowledge (words)**
Lesson 15: Write words legibly and correctly.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
- write words legibly and correctly.

II. Development of the Lesson
A. Motivation
Play the game "Find the Missing Letter" with the learners.
1. Prepare a set of words.

Sample set of words:

pamilya	nanay	tatay
bahay	bola	tasa
bata	puno	kapatid

2. Erase one letter in each word.
3. Write all the words down on the board.
4. Read the word on the board aloud. Ask the learners to identify their missing letter.
5. Afterward, write a letter to fill in the blank space in the word.
6. Once the word is completed, read the word aloud. Ask the learners to repeat after you.
7. Repeat until all the words have been completed.

B. Discussion
1. Explain the steps and sequence in writing letters. Have the learners follow along as you explain the steps.

Sample steps for writing letters of the alphabet:

C. Practice
1. Prepare a set of words.

Sample set of words:

silya	mesa	bola
tasa	isda	aso
pusa	baso	mundo

2. Say one word aloud. Repeat the word a few times at different speeds.
3. Ask the learners to write the word on a piece of paper or in their notebook.
4. After the learners have finished writing the word, reveal the proper way to write it. Write the word on the board.
5. Read the word aloud and ask the learners to repeat it after you.
6. Repeat the activity until all words have been completed.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you write words legibly and correctly?

III. Homework

Ask the learners to practice writing the following words:

1. dahon
2. korona
3. itlog
4. pusa
5. walo

Term 1 **Book and Print Knowledge (book knowledge and print awareness)**
Lesson 16: Recognize environmental print (symbols).

I. Learning Objectives

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

- recognize and understand the meaning of environmental signs and symbols.

II. Development of the Lesson

A. Motivation

Play the game "I Spy" with the learners.

1. Think of a sign that can be seen in the room (for example, recycle sign).
2. Say "I spy, something that _____." Fill in the blank with the description of the object (for example, "color green and shaped like a triangle" for the recycle sign).
3. Have the learners guess what the sign is.
4. Reveal the word and the sign. Show the signs to the learners. Say the sign out loud and let the learners repeat after you.
5. Let the learners play the game. Repeat the steps as needed.

B. Discussion

1. Explain what environmental prints are.
   - Environmental prints are the prints seen every day in the world around us. These are usually in the form of logos, labels, and signs.
2. Have the learners memorize or remember these signs. Feel free to add or deduct some of the signs:

	Bawal pumasok.
	Itapon ang basura sa tamang tapunan.
	Bawal ang maingay.

C. Practice

1. Prepare flashcards with pairs of environmental prints and their meanings. Lay the flashcards down on a flat surface. Ask the learners to match the environmental print with its meaning. When a pair is made, show the environmental print and its meaning to the learners. Read it aloud and ask the learners to repeat after you. Put the pair on a separate pile. Repeat until all the flashcards have been paired.

Sample set of flashcards:

	recycle
	huminto

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What are environmental prints that you see every day?
- What is the importance of knowing what environmental prints mean?

III. Homework

Ask the learners to look around the barangay/village with their parent/guardian. Have them draw an environmental print on their notebooks. Have the learners also write what the sign means.

Term 1 **Book and Print Knowledge (book knowledge and print awareness)**
Lesson 17: Recognize the parts of the book (cover page, title page, etc.).

I. Learning Objectives
At the end of the lesson, the learners must be able to:

- identify the parts of a book.

II. Development of the Lesson

A. Motivation
1. Prepare flashcards with pairs of a part of a book and its name.
2. Lay the flashcards down on a flat surface.
3. Ask the learners to match the part of the book and its name.
4. When a pair is made, show the part of the book and its name to the learners.
5. Read it aloud and ask the learners to repeat after you.
6. Put the pair on a separate pile. Repeat until all the flashcards have been paired.

Sample set of flashcards:

	pabalat
	pahina

B. Discussion
1. Explain the different parts of a book and their functions. You may use a physical book to demonstrate the parts.

Sample parts of a book:

pabalat (front cover)	Ito ang panlabas na bahagi ng aklat na nagpoprotekta sa mga pahina. Dito makikita ang pamagat at may-akda.
pamagat (title)	Ito ang pangalan ng aklat.
may-akda (author)	Ang sumulat ng aklat.
tagaguhit (illustrator)	Ang gumuhit o gumawa ng mga larawan sa aklat
karapatang-ari (copyright)	Ito ang legal na proteksyon na nagpapakita kung kailan inilimbag ang aklat at kung sino ang nagmamay-ari nito.
larawan (pictures)	Mga guhit o disenyo na makikita sa loob ng aklat.
pahina (pages)	Mga papel sa loob ng aklat kung saan nakasulat ang mga salita at nakalagay ang mga larawan.
likurang pabalat (back cover)	Ang huling bahagi sa labas ng aklat. Madalas itong may maikling buod ng kuwento.

C. Practice
1. Play "Book Surgery" with the learners.
   - Ask the learners to get a book. Some learners may share their books with others.
   - Say a part of a book.
   - Ask the learners to find that part of the book.
   - After, show the learners where that part of the book is located.
   - Repeat until the learners can identify all parts of the book.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you properly identify all the parts of a book?

III. Homework
Ask the learners to find a book. Ask the learners to copy the table below in their notebooks. Ask the learners to fill out and accomplish the table.

Pamagat	
May-akda	
Tagaguhit	
Bilang ng pahina	

Term 1 **Book and Print Knowledge (book knowledge and print awareness)**
Lesson 18: Recognize proper eye movement skills in reading: (a) Left to right, (b) Top to bottom, and (c) Return sweep.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. practice proper eye movement skills while reading:
    a. left to right,
    b. top to bottom, and
    c. return sweep.

II. Development of the Lesson

A. Motivation

1. Prepare sets containing 3 words each. Make sure that there is something obviously common within all the words in the set.
2. Arrange the set of words by row. Ask the learners to read the words row by row. Have the learners read the words from left to right.
3. Ask the learners to identify what is common between the words in each row.
4. Afterward, reveal the commonality in each row.
5. Explain that when reading, you read from left to right, top to bottom, and do a return sweep at the end of the line.

Sample set of words:

duyan	dagat	dahon	commonality: same starting letter
paaralan	bukid	tindahan	commonality: all are nouns
mabait	mabuti	maligaya	commonality: all are adjectives
daan	ulan	halaman	commonality: all rhyme

B. Discussion

1. Prepare a list of sentences and write these on the board. Use a pointer or your hand to point at the start of the sentence. Ask the learners to read the word that you are pointing at.
2. Have the learners continue reading and following the pointer until they have read the entire set of sentences.
3. Repeat the activity until the learners are used to the eye movements in reading.

Sample set of sentences:

Sina Nanay at Tatay ay nagluluto ng hapunan.
Tinuturuan ako ng aking mga kapatid.
Mahal ko ang aking pamilya.

C. Practice

1. Read the story "Ang Tagaluto" with the learners. Afterward, ask the learners to recite the story. For added challenge, have the learners start at different parts in the text.

Ang Tagaluto

Si Alfredo ay mahilig kumain. *Pasta* ang kaniyang paborito. Dahil sa kaniyang hilig sa pagkain, naisipan niyang subukang magluto.

Gusto ni Alfredo na magluto ng kaniyang paboritong *pasta*. Pero bago niya gawin iyon, kailangan niyang masanay sa pagluluto.

Nagsimula si Alfredo sa pagluluto ng mga simpleng pagkain. Unti-unti siyang nasanay na magluto. Noong nagkaroon siya ng kumpiyansa sa kaniyang pagluluto, sinubukan na niyang magluto ng *pasta*.

Hindi matagumpay ang unang beses ni Alfredo sa pagluluto ng *pasta*. Nauunawaan niya na isa iyon sa mga pagkakataon para matuto at mapabuti ang kaniyang pagluluto. Gusto pa niyang magluto ng marami para maging mahusay siya sa pagluluto.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What should our eyes do when we finish reading to the end of a line on the right?

III. Homework

Ask the learners to find a short article in the newspaper or online. Let the learners write it in their notebooks. Ask the learners to use the article to practice reading paragraphs.

Term 1 **Comprehending and Analyzing Text (discourse)**
Lesson 19: Comprehend stories: (a) Note important details in stories (character, setting, and events), (b) Sequence events in stories, (c) Infer the character's feelings and traits, (d) Predict possible ending, and (e) Relate story events to one's experience.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. comprehend stories:
    a. take note of important story details;
    b. sequence events in a story;
    c. infer the feelings and traits of characters;
    d. predict possible endings; and
    e. relate story events to one's experience.

II. Development of the Lesson

A. Motivation

1. Read the story "Ang Pakikipagsapalaran" with the learners. Afterward, ask the learners to form 3 groups. Each group will be assigned to role-play events in the story. The first group will act out the first event, the second group for the second event, etc. Give the learners some time to plan their acts. Afterward, have the groups of learners present their acts in front.

Ang Pakikipagsapalaran

Si Nash ay walang inaatupag sa buhay. Nakakabagot ang kaniyang araw-araw na pamumuhay.

Si Jade naman, kapanapanabik ang kaniyang buhay. Iba-iba ang mga lugar na nararating niya, at iba't ibang tao ang nakakasalamuha niya. Marami siyang mga bagong karanasan.

Naiinggit si Nash kay Jade. Hindi masaya si Nash sa kasalukuyang kalagayan ng buhay niya. Walang bagong nangyayari.

Lumapit si Jade kay Nash. "Gusto mo bang sumama sa akin?"

Nagulat si Nash kay Jade. Hindi pa sila nag-usap dati, at ang una nilang gagawin ay maglalakbay nang magkasama.

"Sige, sasama ako. Gusto ko rin naman magkaroon ng pagkakaiba sa aking buhay," sabi ni Nash.

"Tara na! Tayo ay maglalakbay!" sabi ni Jade.

Naglakbay sina Nash at Jade. Nakapunta sila sa iba't ibang lugar. Nakakuha sila ng mga bagong karanasan. Marami rin silang natutunan tungkol sa mundo.

Dahil sa karanasan na ito, nakalabas si Nash sa kaniyang *comfort zone*. Natutunan niya na naghihintay lang ang pakikipagsapalaran sa labas.

B. Discussion

1. Give pointers to improve reading comprehension, take notes of story details, and sequence events.
    - When words, each with their own meanings, are used together, it makes an idea (sentence). A group of sentences forms a paragraph. Paragraphs focus on developing one central idea.
    - Take note of the characters, objects, and action words used in each sentence.
    - The title of the story or article can be a hint to what the story or article is about.
    - Use your imagination when reading. Try to imagine or picture what the events would look like.
    - If there are parts that are confusing, you can reread those parts.

2. Give pointers to improve inferring the feelings and traits of characters and predicting endings.
    - Take note of the adjectives, words, and expressions used to infer how the character feels.
    - Take note of the events that are already happening and those that have happened before. These are useful in predicting endings.

3. Give pointers to help relate the story to your own personal experiences.
    - It would help to remember your own experiences and feelings. Connect these to the events in the story and the feelings of the characters.

C. Practice

1. Read the story "Ang Mang-aawit" with the learners. Afterward, ask the learners to answer the following questions.

Ang Mang-aawit

Si Teo ay may magandang boses. Ang kaniyang paboritong mang-aawit ay si Joe. Lagi niyang pinapakinggan ang mga kanta ni Joe, pati na rin ang mga bagong labas na kanta nito.

Gusto ni Teo na maging mahusay na mang-aawit tulad ni Joe. Nag-eensayo siya sa pagkanta araw-araw para maging katulad siya ni Joe. Ngunit, ibang-iba ang boses ni Teo kumpara kay Joe. Naging maungkot si Teo dahil hindi siya kasinghusay ni Joe sa pag-awit.

Napansin ng mga kaibigan ni Teo na malungkot siya. Sinabi ng kaniyang mga kaibigan na hindi niya kailangang maging katulad ni Joe. Kailangan lang niyang maging ang sarili niya.

Sinubukan na ni Teo kumanta, pero ngayon gamit ang sarili niyang boses. Pagkatapos niyang kumanta, pumalakpak ang kaniyang mga kaibigan. Sabi nila na mas nagustuhan nila ang pagkanta ni Teo dahil iyon ang kaniyang tunay na boses.

Natutunan ni Teo na hindi niya kailangang gayahin ang iba para maging mahusay na mang-aawit. Kailangan lang niyang kumanta mula sa puso at ilabas ang kaniyang tunay na boses. Siya ay namumukod-tangi sa sarili niyang paraan.

- Who are the characters in the story?
- How would you describe the characters in the story?
- What is the setting of the story?
- What were the events that happened in the story?
- How did the character feel when those events happened?
- What was the ending of the story?
- If you were to change the ending of the story, what would you have done?
- Do you have an experience similar to the story?

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- How would you improve your own reading comprehension?

III. Homework
Ask the learners to find a short story in their textbooks or online. Have the learners copy the table below in their notebooks and fill it in.

Characters:	
Traits of the characters:	
Setting:	
Sequence of events:	
Ending of the story:	
How does the story relate to your experiences?	

Term 1 **Comprehending and Analyzing Text (discourse)**
Lesson 20: Comprehend informational text: (a) Note significant details in informational texts (list and describe), and (b) Identify problem and solution.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. comprehend informational text.
   a. list and describe important details in informational texts; and
   b. identify problems and their solutions.

II. Development of the Lesson
A. Motivation
1. Read the text "Ang Malakas na Langgam" with the learners. Afterward, ask the learners to answer the following questions.

Ang Malakas na Langgam

Kaya ng mga langgam na magbuhat ng mga bagay na 10-50 beses ng kanilang sariling timbang. Dahil ito sa proporsyon ng laki ng kanilang katawan at bigat ng kanilang katawan.

Ang langgam ay may dalawang uri ng kalamnan: ang *striated muscles* na responsable sa mabilis na paggalaw tulad ng paglalakad o pagtakbo. Ang *smooth muscles* naman ay kumokontrol sa mga mahahalagang tungkulin tulad ng pagtunaw ng pagkain.

Ang mga *striated muscles* ay nagbibigay-daan sa mga langgam upang makapagbuhat ng mabibigat na bagay. Ang anatomiya ng langgam ay sadyang binuo para maging malakas. Ngunit mas marami silang nagagawa kapag sila ay nagtutulungan bilang isang pangkat.

Kung may bagay na hindi kayang buhatin ng isang langgam, nagtutulungan sila. Ginagamit

ng mga langgam ang kanilang mga pheromone para makipag-usap at makipagtulungan. Gamit ang pakikipagtulungan nila sa isa't isa, nagtatagumpay sila sa mga gawain nila.

- How many times their own weight can ants carry?
- What are the 2 types of muscles that ants have?
- What do ants do if they cannot carry an object?
- What would happen if ants did not work together?

B. Discussion
1. Explain what informational texts are.
   - The purpose of informational texts is to inform, explain, or describe a topic. These are often organized into headings and subheadings. Bold/italic text, captions, tables of contents, and glossaries may also be included.
   - The ideas in the informational texts are written as a description, a sequence, as a cause and effect, as a compare and contrast, and a problem and solution.

2. Give pointers for listing and describing important details in informational texts.
   - Start by identifying the main idea of the text. After that, provide additional details that support the main idea.
   - Take note of the details clearly and directly stated in the text. Remember to also take note of information that is implied.

3. Give pointers for identifying problems and their solutions.
   - Recognize a difficult situation, obstacle, or unmet need.
   - Think of solutions; these may be actions, methods, or resolutions that address the root cause of the problem.

C. Practice
1. Display a simple drawing or picture of a dirty, garbage-filled school playground with broken plastic chairs.
2. Ask the class to write what they see in the picture, what the main problem is, and how they think they could solve the issue so students can play safely again.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- How do you differentiate problems and solutions?

III. Homework
Ask the learners to think of a topic at school. The learners may use online resources in their research. Ask the learners to write down their chosen topic in their notebook. Have the learners list or describe 3 details to their chosen topic.

Term 1 **Creating and Composing Text (discourse)**
Lesson 21: Narrate one's personal experiences: (a) Oneself and family, (d) Environment, and (e) Content-specific topics.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. narrate their personal experiences regarding themselves and their family.

II. Development of the Lesson
A. Motivation
1. Read the story "Ang Bagong Kaibigan" with the learners. Afterward, ask the learners what part of the story they relate to the most. Ask the learners to explain why they relate to that part of the story.

Ang Bagong Kaibigan

Si Fred ay isang mabait at matulungin na bata. Isang araw, habang nasa paaralan, nakita niya ang kaniyang kaklase, si Alex, na nahihirapan sa kaniyang mga aralin.

"Alex, ayos ka lang ba? Parang kanina ka pa diyan." Tanong ni Fred.

"Okay lang ako, Fred. Medyo nahihirapan lang akong intindihin ang aralin na ito." Sagot ni Alex.

"Tulungan na kita. Mag-aral tayo," sabi ni Fred.

"Sigurado ka ba? Baka nakakaabala lang ako sa iyo." Tanong ni Alex.

"Hindi naman. Nasa paaralan naman tayo para matuto. Kaya tara na at mag-aral na tayo." Sagot ni Fred.

Nagsimula nang mag-aral sina Fred at Alex. Nag-aral silang magbasa at magsulat. Pagkatapos nila mag-aral, may sinabi si Alex.

"Salamat sa tulong mo, Fred. Naiintindihan ko na yung aralin. Alam ko hindi naman tayo madalas mag-usap dati, pero gusto mo bang maging magkaibigan?" tanong ni Alex.

"Oo naman, gusto rin kitang maging kaibigan." Sagot ni Fred.

Pagkatapos noon, laging magkasama sina Fred at Alex. Silang dalawa ay laging nag-aaral habang hindi pa nagsisimula ang kanilang klase.

B. Discussion
1. Explain to the learners what experiences are. It is something a person has done or has lived through. Share the importance of experiences, be it good or bad.
   - Experience is important for developing as a person. It involves participating in and observing events in your life.
   - With each mistake that you make, you learn from that experience and not repeat it.
   - Experience also helps develop your skills and talents. You get to practice and familiarize yourself more with what your strengths and weaknesses are.
2. Tell the learners how to narrate one's personal experience. It is just like telling a story.

C. Practice
1. Prepare a list of topics. Ask the learners to share an experience that they have about the topic. Ask the following questions:

Sample topics:

Their happiest memory.
Their favorite memory with their family.
Their favorite food.
Their favorite toy.

- Who were with you during that experience?
- When and where did it happen?
- What happened?

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- What is one memorable experience that you have with your family?

III. Homework
Ask the learners to make a short narrative story based on one of their experiences with their family. Ask the learners to write the short story in their notebook.

Term 1 **Creating and Composing Text (discourse)**
Lesson 22: Use own words in retelling myths, legends, fables, and narrative poems.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. retell myths, legends, fables, and poems in their own words.

II. Development of the Lesson
A. Motivation
1. Prepare short paragraphs.
2. Read the paragraphs aloud and ask the learners to repeat them after you.
3. Ask the learners to explain in their own words what happened in that paragraph.

Sample paragraphs:

Si Marco ay naglakad nang mabilis papunta sa tindahan na malayo sa bahay niya. Bumili siya ng tinapay, kape, bigas, at mga de-lata. Pagkatapos, dinala niya ang kaniyang mga pinamili pauwi sa bahay.
Si Cristine ay mag-aaral para sa kaniyang mahirap na exam sa susunod na araw. Nagaral siya nang mabuti. Binasa niya lahat ng mga aralin nila sa klase. Pagdating sa exam, naging madali para sa kaniya ang mga tanong at nasagutan niya nang maayos ang lahat. Paglabas ng mga resulta ng exam, mataas ang kaniyang mga marka.

B. Discussion
1. Define myths, legends, fables, and narrative poems.

Mito (myths)	Ito ay mga kuwento tungkol sa mga diyos, diyosa, o mga nilalang na makapangyarihan.
Alamat (legends)	Ito ay mga kuwento kung paano nagkaroon o kung saan nanggaling ang isang bagay, lugar, halaman, o hayop sa paligid natin.
Pabula (Fables)	Ito ay mga maikling kuwento kung saan ang mga tauhan ay mga hayop na nagsasalita at kumikilos tulad ng tao. Laging may magandang aral sa dulo ng kwento.
Tulang Nagsasalaysay (Narrative Poems)	Ito ay isang kuwento na nakasulat nang patula. May mga salitang nagkakatugma ang tunog sa dulo at may ritmo kapag binabasa.

2. Explain how to retell stories to the learners.
   - Retelling is about saying the important parts that happen in the story in the order that they happen.

- You tell what happened in the beginning, middle, and end of the story.
- Include the setting and characters in the story. If possible, include the problem and its solution.
- The retelling should answer the questions: Who, What, When, Where, Why, and How.

C. Practice

1. Read the myth "Ang Bakunawa" with the learners. Afterward, ask the learners to retell the story.

Ang Bakunawa

Noong unang panahon, noong ginawa ni Bathala ang buwan, gumawa siya ng pito para may isang buwan para sa bawat araw ng linggo. Laging maganda at maliwanag ang gabi dahil sa pitong mga buwan na kumikinang sa langit. Ngunit hindi tumagal at nawala ang kagandahan ng langit.

Isang gabi, may nakakatakot na nilalang na umikot sa buong mundo na parang masamang ahas. Ang ahas ay naiinggit sa kagandahan na gawa ni Bathala. Dahil dito, kinain niya ang anim sa pitong mga buwan. Ang ahas na ito ay tinatawag na Bakunawa.

Noong nakita ni Bathala na kinain ng Bakunawa ang mga buwan, nagtanim siya ng kawayan sa natitirang buwan. Binantayan ng mga tao ang huling buwan para hindi ito makain ng Bakunawa.

Isang gabi, nagsisigawan at natataranta ang mga tao. Ang huling buwan ay kinakain ng Bakunawa. "Ibalik ang aming buwan!" ang sigaw ng mga tao. Huminto sila noong nakita nilang niluwa ng Bakunawa ang buwan.

Naging buhay na buhay ang kalooban at masaya ang mga tao. Nagpasalamat sila kay Bathala.

2. Read the legend "Ang Alamat ng Saging" with the learners. Afterward, ask them to retell the story.

Ang Alamat ng Saging

Noong unang panahon, may isang magandang dalaga na nagngangalang Juana. Isang araw, nakilala niya si Aging, isang binatang mula sa ibang bayan. Mabilis na nahulog ang loob ng dalawa sa isa't isa.

Nang malaman ng ama ni Juana ang tungkol kay Aging, labis itong nagalit at pinagbawalan silang magkita. Dahil dito, kailangang umalis ni Aging.

Bago umalis, hinawakan nang mahigpit ni Aging ang mga kamay ni Juana. Sa sobrang takot ni Juana na mawala ang kasintahan, ayaw niyang bitawan ang mga kamay nito. Subalit biglang naglaho si Aging, at ang naiwan lamang sa mga kamay ni Juana ay ang mga putol na kamay ng binata.

Sa matinding lungkot, ibinaon ni Juana ang mga kamay ni Aging sa kanilang bakuran. Pagkalipas ng ilang araw, may tumubong halaman sa mismong pinagbaunan nito. Ang mga dahon ay malalapad at ang mga bunga ay nakatungkos na parang mga daliri ng tao.

Dahil sa pag-alala kay Aging, tinawag ng mga tao ang halaman na "Aging", na kalaunan ay naging "Saging".

3. Read the fable "Si Tipaklong at si Langgam" with the learners. Afterward, ask them to retell the story.

Si Tipaklong at si Langgam

Isang araw ng tag-araw, habang masayang naglalaro at kumakanta si Tipaklong, nakita niya si Langgam na pawis na pawis sa paghahakot ng pagkain.

"Langgam, maglaro muna tayo! Ang ganda ng panahon," aya ni Tipaklong.

"Hindi maaari, Tipaklong. Nag-iipon ako ng pagkain para sa darating na tag-ulan," sagot ni Langgam. Tinawanan lang siya ni Tipaklong at nagpatuloy sa paglalaro.

Nang dumating ang malakas na ulan, wala ni isang pagkain si Tipaklong at siya ay nilalamig at gutom na gutom. Pumunta siya sa bahay ni Langgam at nakiusap. Pinatuloy siya ni Langgam at binigyan ng mainit na pagkain.

4. Read the narrative poem "Ang Masayang Pasyal" with the learners. Afterward, ask them to retell the story.

Ang Masayang Pasyal

Isang umaga, maliwanag ang araw,
Kami ni Nanay sa parke ay dumalaw.

May dalang basket na puno ng tinapay,
Habang naglalakad, hawak ko ang kanyang kamay.

Nakakita ako ng pulang paruparo,
Sumasayaw sa hangin, patalon-talon ako!

Sa ilalim ng puno kami ay umupo,
Kumain ng pagkain nang may ngiti sa puso.

Nang sumapit ang hapon, oras na para umuwi,
Sa piling ni Nanay, buo ang aking ngiti.

Isang simpleng araw na puno ng saya, Hindi malilimutan ang pasyal naming dalawa.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you retell stories in your own words?

III. Homework
Ask the learners to find a short myth, legend, fable, or poem in their textbooks or online. Have the learners retell the story in their own words. Ask the learners to write it in their notebook.

Term 1 **Creating and Composing Text (discourse)**
Lesson 23: Express ideas about: (a) Oneself and family, (d) Environment, and (e) Content-specific topics.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. express ideas about oneself and family; and
2. express ideas about the environment and content-specific topics.

II. Development of the Lesson
A. Motivation
1. Prepare sentences and their keywords that are related to oneself and family. Write these down on the board, separate from the sentences and their keywords. Read the sentences aloud and ask the learners to repeat after you. Afterward, ask the learners to identify what the sentence is referring to by using the keywords.

Sample sentences:

Ang aking mga kapatid ay nag-aaral nang mabuti. Keywords: kapatid
Ang aking mga magulang ay nag-aalaga sa aming lahat. Keywords: magulang
Ang aking lolo at lola ay mababait at mapagmahal. Keywords: lolo, lola
Tinuturuan ko si bunso ng mga mabubuting asal. Keywords: ako, bunso

B. Discussion
1. Explain to the learners how to express ideas clearly.
   - Keep your message simple and structured. Keep it short and direct to the point.
   - Start with a clear goal or message. Avoid complicated words, grammar, and excessive details.
   - You may use the PREP framework to structure your message.
     - Point: main idea
     - Reason: explain the point
     - Example: provide an example
     - Point: reiterate your main point

C. Practice
1. Prepare keywords related to oneself and family.
2. Write these down on the board. Read the sentences aloud and ask the learners to repeat them after you.
3. After, ask the learners to make sentences related to the keywords.

Sample keywords:

Nanay	Tatay	Ate
Kuya	Bunso	Lolo
Lola	Tito	Tita

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- In one word, how would you describe your family? Why?

III. Homework
Ask the learners to write one sentence describing each of their family members. Have the learners write this in their notebook.

Term 1 **Creating and Composing Text (discourse)**
Lesson 24: Respond creatively to texts (myths, legends, fables, and narrative poems).

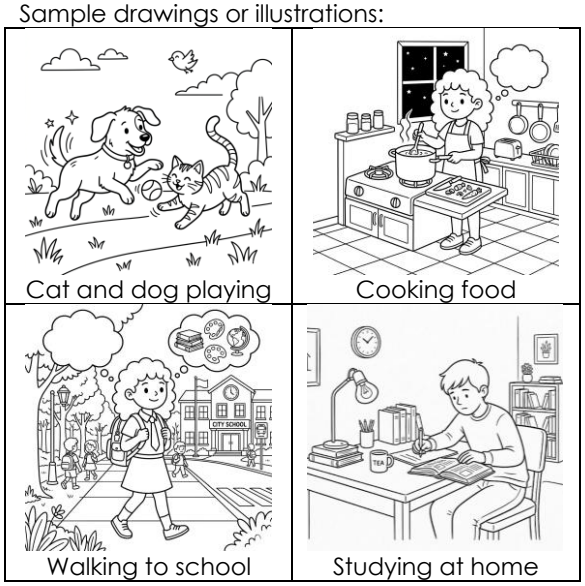
I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. respond creatively to texts; and
2. use various techniques to prove understanding of myths, legends, fables, and narrative poems

II. Development of the Lesson

A. Motivation
   1. Prepare drawings or illustrations. Show these to the learners one at a time.
   2. Ask the learners to describe what is happening in the image.
   3. Have the learners answer what happened before and what will happen after the image.

Sample drawings or illustrations:



B. Discussion
   1. Explain to the learners a few examples of how to respond creatively to texts.
      - Perspective shift: rewrite a scene from a different character's point of view.
      - Character diary entry: if the character were to write a diary entry, what would they write?
      - Music playlist of a character: create a music playlist that the character would most likely listen to.
      - Character to-do list: write a checklist of tasks a character would have to do after an important event.
      - Character social media profile: if the character made a social media profile, what would they post?
      - Alternate ending: what is a possible alternate ending or scenario in the story?
      - Drawing or symbol: a drawing or symbol that best represents the story.
      - There are many more ways to respond creatively to texts. Let your imagination run wild!

C. Practice
   1. Read the story "Ang Pinagmulan ng mga Bituin" with the learners. Afterward, ask the learners to respond creatively to the text and explain what they did. The learners may use the methods presented in the discussion, or they may create their own method.

Ang Pinagmulan ng mga Bituin

Noong unang panahon, wala pang mga bituin. Ang Araw ay isang malakas na diyos. Siya ang hari ng araw. Si Buan, ang buwan, ang karibal ni Araw. Gusto ni Buan maging hari ng araw at gabi. Si Lihangin, ang diyos ng hangin, ay kaibigan nina Araw at Buan.

Isang araw, magkasama sina Araw at Lihangin. Sabi ni Araw na masama ang pakiramdam niya kay Buan kasi nakikita niya si Buan habang maaraw pa. Ibig sabihin nito na gustong sakupin ni Buan ang kaharian ni Araw.

Gusto ni Lihangin na magkaibigan sina Araw at Buan. Sinabi ni Linhangin na mabuti si Araw at dapat si Buan ay maging mabuti rin. Ngunit, hindi pinakinggan ni Buan si Lihangin.

Nanatiling kumikinang si Buan hanggang umaga. Dahil dito, nag-away sina Araw at Buan. Natamaan si Buan, at ang mga bahagi ng kaniyang katawan ay kumalat. Ito ang naging mga bituin. Hindi na gaanong maliwanag ang kinang ni Buan. At iyon ang pinagmulan ng mga bituin.

   2. Read the story "Si Maya at si Pipit" with the learners. Afterward, ask the learners to respond creatively to the text and explain what they did.

Si Maya at si Pipit

Isang umaga, nakakita si Maya ng malaking hinog na mangga sa tuktok ng puno. "Akin lang ang manggang ito!" masayang sigaw ni Maya.

Dumating si Pipit na gutom na gutom. "Maya, maaari ba akong makihingi ng kahit kaunting piraso?" pakiusap ni Pipit.

"Hindi maaari! Unang nakakita rito, akin lang ito!" matigas na tanggi ni Maya.

Subalit sa sobrang dali-dali ni Maya na kainin ang mangga, naisip niyang buhatin ito nang mag-isa. Sa sobrang bigat, nahulog ang mangga sa patpat at nahati ito sa dalawa.

Tumingin si Maya kay Pipit na tahimik lang na nakatingin sa kanya. Nahiya si Maya sa kanyang pagiging maramot.

Inabot ni Maya ang kalahating mangga kay Pipit. "Pasensya ka na, Pipit. Heto, magsaluhan tayo."

Masayang kinain ng dalawang ibon ang matamis na mangga. Mula noon, natutunan ni Maya na mas masarap kumain kapag may kasamang nagbabahagi.

3. Read the narrative poem "Ang Aso Kong si Banto" with the learners. After, ask the learners to respond creatively to the text and explain what they did.

Ang Aso Kong si Banto

Isang araw sa aming bakuran,
Nakakita ako ng kyut na kaibigan.
Isang maliit at matabang aso,
Tumatakbo habang naglalaro.

Lumapit sa akin at kumaway ang buntot,
Sa aking paanan siya ay sumiksik nang pabaluktot.
Kumuha ako ng bola at inihagis sa malayo,
Mabilis niya itong hinabol nang patalon-talon pa rito!

Dinala niya ang bola at ibinalik sa akin,
Na parang nagsasabing, "Laro ulit natin!"
Pinakain ko siya ng masarap na biskwit,
At niyakap nang mahigpit ang aso kong maliit.

Ngayon ay gabi na at oras na ng pagtulog,
Tabi kami ni Banto habang ulan ay bumubuhos.
Masayang-masaya ang aking puso,
Dahil may bago akong mabait na kalaro.

D. Reflection
   Ask the learners the following questions:
   - What did we learn today?
   - Why do we need to respond creatively to texts?
   - What is your favorite method to respond creatively to texts? Why?

III. Homework
   Ask the learners to find a short myth, legend, fable, or poem in their textbooks or online. Have the learners creatively respond to the story that they chose. Have the learners also explain the method that they used and what their output was. Ask the learners to write it in their notebooks.

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