

1



READING AND LITERACY TERM 2

**Structured Pedagogy
Lesson Guides**



GOVERNMENT PROPERTY
NOT FOR SALE

Reading and Literacy – Grade 1
Structured Pedagogy
Term 2
First Edition, 2026

Republic Act 8293, Section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this lesson guide are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

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

Development Team: Learning Systems Strand
--

Printed in the Philippines by _____

Department of Education – Bureau of Learning Resources (DepEd-BLR)

Office Address: Ground Floor, Bonifacio Building, DepEd Complex Meralco Avenue, Pasig City, Philippines 1600
Telefax: (02) 8634-1054; 8634-1072; 8631-4985
E-mail Address: blr.lrqaad@deped.gov.ph; blr.lrpdd@deped.gov.ph; blr.od@deped.gov.ph

Reading and Literacy Term 2

Term 2

Table of Contents

Lesson 1		1
Lesson 2		1
Lesson 3		2
Lesson 4		3
Lesson 5		3
Lesson 6		4
Lesson 7		5
Lesson 8		6
Lesson 9		7
Lesson 10		8
Lesson 11		8
Lesson 12		9
Lesson 13		10
Lesson 14		11
Lesson 15		13
Lesson 16		14
Lesson 17		15
Lesson 18		16
Lesson 19		17

Term 2
Lesson 1:

Phonics and Word Study (sounds to words)
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 sound of the letters of L1.

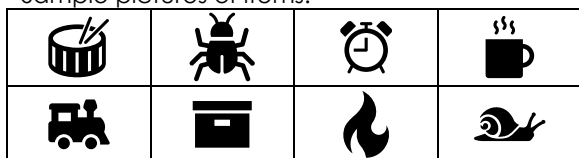
II. Development of the Lesson

A. Motivation

Conduct the "Letter Sound Picture Sort" activity 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 out 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 words' initial sound.
- Repeat until all the flash cards have been sorted according to their initial sound.

B. Discussion

1. Prepare and use letter flashcards.
2. Shuffle the cards and draw 1.
3. Present the card to the learners.

4. Say the sound of the letter and ask the learners to repeat it after you.
5. Repeat the process until the learners can automatically say the sound of each letter.

C. Practice

Play the game "Zap" with the learners.

1. Prepare letter flashcards. Add a few Zap cards and shuffle the deck.
2. Divide the learners into groups.
3. Ask the learners to take turns going around the table, drawing 1 card from the stack.
4. The learner says the letter and sound.
5. If the learner is correct, they keep the card. If not, the card goes back in the pile.
6. The learner that draws the Zap card must put their cards back into the pile.
7. The first learner to collect all the cards wins the game.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you say what sounds each letter makes?

III. Homework

Ask the learners to copy the alphabet in their notebook, leaving spaces under and beside each letter. Ask the learners to find words or objects that correspond to each letter and write them down beside the letter. Have the learners do this for all the letters in the alphabet.

Term 2
Lesson 2:

Phonics and Word Study (sounds to words)
Identify the letters in L1.

I. Learning Objectives

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

- identify the letters in L1.

II. Development of the Lesson

A. Motivation

Play the "Letter Board Game" with the learners.

1. Prepare the game board. These are tiles with a start and finish line. In each tile, there is a letter.

Start		Nn	Oo	Pp		Finish
Aa		Mm		Qq		Cc
Bb		Ll		Rr		Bb
Cc		Kk		Ss		Aa
Dd		Jj		Tt		Zz
Ee		Ii		Uu		Yy
Ff	Gg	Hh		Vv	Ww	Xx

2. Prepare a 6-sided dice and pieces to be used as characters for the board.
3. To start, place the character pieces at the starting area of the board.
4. One at a time, have each learner roll the dice. Then, move the character

- of the learner up the board according to the number rolled.
5. Ask the learner to say a word that starts with the same letter as the one that landed on the board.
 6. Repeat the steps for the following learners.
 7. The first learner to reach the finish line wins the game.
- B. Discussion
1. Use letter flashcards.
 2. Shuffle the cards and draw 1.
 3. Present the card to the learners.
 4. Say the letter and ask the learners to repeat it after you.
 5. Ask the learners to say what letter is on the card.
 6. Repeat the process until the learners can automatically say the letter on each card.
- C. Practice
- Conduct the "Word Maker" activity with the learners.

1. Prepare alphabet flashcards. Have 2-3 copies of each letter.
2. Prepare a set of words and write it on the board.
3. Read the word out loud and ask the learners to repeat after you
4. Ask the learners to spell out the word using flashcards.
5. Check if the word was spelled correctly using flashcards.
6. Read the word again with the learners.
7. Repeat the steps for the next words. Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What are the different letters?

III. Homework

Ask the learners to write down the name of their school in their notebook. Ask the learners to identify and list down the letters used.

Term 2

Lesson 3:

Phonics and Word Study (sounds to words)

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

Conduct the "Guess the Word" activity with the learners.

1. Prepare a list of words for the learners to guess.
2. Say the word slowly, letter by letter.

Sample words:

isda = /i//s//d//a/	klase = /k//l//a//s//e/
aso = /a//s//o/	oras = /o//r//a//s/
pusa = /p//u//s//a/	sulat = /s//u//l//a//t/
bata = /b//a//t//a/	aral = /a//r//a//l/

3. Ask the learners to guess the word.
4. Let the learners try the activity.
5. Repeat the entire activity as needed.

B. Discussion

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

6. Afterward, ask the learners to say the letters alternately (e.g., Row 1 to say first letter; Row 2 the second; etc.).

C. Practice

Conduct the "Sound Sort" activity with the learners.

1. Prepare a set of words. Write these on a piece of paper or on a card.
2. Lay out all the words on a flat surface. Make sure that the learners can see and read the words clearly.
3. Ask the learners to sort the words according to a certain category.

Sample categories:

Words with the same beginning sound.
Words with the same ending sound.
Words with the same beginning and ending sound.
Words that start/end with the sound /sound/.

4. The sorted words are put into a pile.
5. After, check if the sorted words are correct. Then reset the activity.
6. Repeat the activity as needed.

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. Ask the learner to identify the sounds used in that word.

Term 2

Lesson 4:

Phonics and Word Study (sounds to words)

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 sounds in simple words to make new words.

II. Development of the Lesson

A. Motivation

Conduct the "Fake Word" activity with the learners.

- Prepare sets of words. Make sure that each set of words has a substituted letter. Include 1 fake word.

Sample sets of words:

guro, turo, buio, biro
anak, anap, anay, alak
bita, kita, tita, tito
basa, lasa, tasa, wasa

- Write 1 set of words on the board.
- Ask the learners to identify which word is fake.
- Repeat the activity.

B. Discussion

1. Write a word on the board.
2. Read the word aloud and ask the learners to repeat it 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:

bibe → bibo → biro → buro → buko
ulap → ulam → alam → alay → aray
tama → dama → kama → kami → dami

C. Practice

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 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:

aral	Initial word
araw	Changed letter "l" to "w"
ayaw	Changed letter "r" to "y"
agaw	Changed letter "y" to "g"
apaw	Changed letter "g" to "p"

D. Reflection

Ask the learners the following questions:

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

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 2

Lesson 5:

Phonics and Word Study (sounds to words)

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 it into syllables and write it 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.

- 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/	/ra/	/i/	/pa/	/an/
/k/	/lat/	/si/	/lid/	/su/

B. Discussion

- List down words on the board.
- Ask the learners to read the words on the board.
- Emphasize how the sound of the letters create the sound of the entire word.
- Repeat the activity.

Sample list of words:

mesa	tubig	paaralan
aralin	aklat	lapis
sulat	libro	kwaderno

C. Practice

- Ask the learners to read and recite the story "Ang Pag-aaral."
- Let the learners be familiar with how to sound out the words.

Ang Pag-aaral

Si Jill ay hindi mahilig magaral. Lagi niyang sinasabi na "ayaw ko magaral, alam ko na yan!"

Isang araw, mayroon siyang pagsusulit sa English. Noong nakita niya ang mga tanong, hindi niya alam ang karamihan ng mga salita doon. Dahil doon, naging mababa ang kanyang grado sa pagsusulit.

Ngayon, gusto ni Jill bumawi sa kanyang mga grado. Nakikinig siya sa mga tinuturo ng kanyang guro. Binabasa niya ang mga aralin, at sinasagutan niya ang mga pagsasanay.

Handa na si Jill sa kanyang susunod na mga pagsusulit. Magiging mataas na ang kanyang susunod na mga grado.

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 2

Lesson 6:

Vocabulary and Word Knowledge (words)

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:

- use vocabulary referring to school.

II. Development of the Lesson

A. Motivation

Conduct the "Odd One Out" activity.

- Prepare sets of words and write these on the board.

Sample sets of words:

Estudyante, Guro, Kapatid, Prinsipal
Bahay, Paaralan, Silid-aklatan, Laboratoryo
Kuwaderno, Plato, Pisara, Aklat
Sala, Kusina, Silid-tulugan, Silid-aralan

- Ask the learners to identify which word is the odd one out of each set.
- Reveal the correct answer and explain to the learners why the word is the odd one out.

- You may also explain what each word means.

- Repeat the activity as needed.

B. Discussion

Explain the different vocabulary and terms used to refer to school.

Vocabulary referring to school:

Estudyante/Mag-aaral (Student/Pupil): A person who is learning at a school
Guro: An educator who provides instruction
Prinsipal (Principal): The administrative head or director of a school
Alumni: Graduates or former students of the institution
Faculty: The teaching and administrative staff
Silid-aralan (Classroom): The primary room where teaching and learning take place
Cafeteria: The dining area where students eat meals

Silid-aklatan (Library): A room or building housing books and resources for studying and research
Gymnasium/Gym: A room or hall used for physical education and sports
Laboratoryo (Science Lab): A specialized room equipped for conducting scientific experiments
Stationery: Writing materials like pens, pencils, erasers, and rulers
Aklat (Textbook): A comprehensive book used as the standard source of study for a subject
Kuwaderno (Notebook): A bound book used by students for taking notes
Backpack: A bag carried by straps on the back used to hold school supplies
Pisara (Whiteboard/Chalkboard): A board used by instructors to write lessons for the class to see

C. Practice

Play the game "Hot Seat" with the learners.

1. Prepare a list of words related to school.
2. Divide the learners into groups.
3. Make all the learners face the board.
4. Place seats equal to the number of groups, in front of the learners facing away from the board.

5. Ask 1 member of each team to sit on the chairs. The learner cannot look behind the board.
6. Write 1 word on the board.
7. The teammates of the learners describe the word to their teammate using synonyms, antonyms, definitions, etc. without saying the exact word.
8. The learners in the seats listen to their teammates and try to guess the word.
9. The first learner to say the word awards their team a point.
10. After, a different member from the team becomes the representative.
11. Repeat the steps.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is something you like about school?

III. Homework

Ask the learners to find 5 words related to school that are not yet discussed in class. Have the learners copy and fill up the table below.

Word	Definition

Term 2

Lesson 7:

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 naming words; and
2. identify describing words.

II. Development of the Lesson

A. Motivation

Conduct the "Noun Showdown" activity with the learners.

1. Group the learners into teams.
2. Prepare nouns for the learners to describe. Write one on the board.
3. Give each team a few minutes to write down as many adjectives as they can
4. Teams get a point for every adjective that is appropriate.
5. Repeat the activity as needed.

B. Discussion

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

Sample sentences:

Nagbabasa ako ng mabigat at malaking aklat.
Nakikinig kami sa aming magaling na guro.
Nagsusulat ako sa aking makulay na kuwaderno.
Papunta ako sa aking mainit na paaralan.

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. Then, underline the adjectives.
5. Explain that adjectives are describing words. Adjectives are used to describe people, places, things,

animals, actions, situations, ideas, and emotions.

6. Ask the learners to think of other adjectives they can use to describe the nouns in the sentences.

C. Practice

Conduct the "Monster Maker" activity with the learners.

1. Set up the appearance categories.

Mata	Bibig	Katawan	Braso at/o Binti	Kulay
Isang malaki	Madaming ngipin	Bilog	Dalawa	Pula
Dalawa	Malaki ang labi	Tatsulok	Tatlo	Berd e
Tatlo	Matalas ang ngipin	Parisukat	Apat	Asul
Apat	Malaki ang dila	Parihaba	Lima	Kahel
Lima	Walang ngipin	Matinik (spiky)	Anim	Itim
Anim	Malaki ang ngipin	Kahit anong hugis	Pito	Dilaw

2. Prepare a six-sided dice.
3. Ask the learners to roll the dice for each category. For each body part, the learner must identify the nouns and the adjectives.
4. Ask the learners to draw their monster based on the characteristics that they rolled.
5. Ask the learners to describe their monster.
6. Repeat the activity as needed.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What words can you use to describe school?

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 2

Lesson 8:

Vocabulary and Word Knowledge (words)

Read high frequency words accurately for meaning.

I. Learning Objectives

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

- read high frequency words accurately for meaning.

II. Development of the Lesson

A. Motivation

1. Prepare an article, paragraph, or list of sentences, and display it on the board. Make sure that the text is readable by all the learners.

Sample sentences:

Papunta ako sa paaralan.
Ang aking guro ay nagtuturo sa klase.
Nagbabasa ako ng libro sa silid-aklatan.
Inaaral ko nang mabuti ang mga aralin.

2. Ask the learners to take note of the words used at least 2 times in the text.
3. Ask the learners to share the words that they have taken note of. Then, reveal the full list of words and explain how the words are used.

High frequency words used in the example:

ako	sa	ang
-----	----	-----

B. Discussion

1. 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

2. Provide more examples of sentences that use the high frequency words. Make sure to highlight the high frequency words when used.

C. Practice

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

Sample set of words:

paaralan	aklat	guro
aral	silid-aralan	kuwaderno
lapis	mag-aaral	pisara

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 identify the high frequency words?

III. Homework

Ask the learners to write 5 sentences about school in their notebook. Have the learners list down the words they used at least twice.

Term 2

Lesson 9:

Vocabulary and Word Knowledge (words)

Read content-specific words (Math, Makabansa, and 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 for meaning;
2. read content-specific words in Makabansa accurately for meaning; and
3. read content-specific words in GMRC accurately for meaning.

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
length (haba)	pamilya	kalinisan
order (pagkakasunod-sunod)	tungkulin	pagtulong
digit (numero)	magulang	masunurin

2. Read the word aloud and ask the learners to repeat 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 the 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 ko matukoy ang haba (length) ng isang bagay.
Tungkulin nating maging mabait at matulungin sa ating kapuwa.
Ang kalinisan ng ating paligid ay dapat panatilihin.

C. Practice

1. Assign each learner for each subject area: (1) Math, (2) Makabansa, and (3) GMRC.
2. Depending on class size and/or capacity, this activity can be done either individually or by group.
 - a. If individually, let each learner provide one high frequency word, which the class will help define.
 - b. If by group, let each group share 3-5 words.

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 2
Lesson 10:

Vocabulary and Word Knowledge (words)
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:

aklat	kuwaderno	kaklase
mag-aaral	magbasa	paaralan
magsulat	aralin	lapis

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. After, write the 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

Explain the steps and sequences 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:

silid	edukasyon	panulat
gym	guro	estudyante
papel	klase	pagsusulit

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 write 5 words from the dictionary in their notebook.

Term 2
Lesson 11:

Book and Print Knowledge (book knowledge and print awareness)
Recognize environmental print (symbols).

I. Learning Objectives

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

1. identify common environmental print, signs, and symbols accurately; and

2. explain the meaning and purpose of familiar safety and community symbols using simple oral language.

II. Development of the Lesson

A. Motivation

1. Hold up a mystery bag or display covered picture cards. Pull out a bright red octagon with no letters on it (or a familiar logo/symbol like a golden "M" or a school crossing sign).
2. Ask the class: "Who knows what this shape or picture tells us to do, even without reading words?"
3. Explain to students that pictures, colors, and shapes all around us talk to us every day. These are called Environmental Print and Symbols! Tell them today they are becoming "Street Sign Detectives."

B. Discussion

1. Show & Tell Environmental Print: Display large cards showing these common everyday symbols:

	Stop immediately to stay safe.
	You can cross the road here.
	Male and female signs for restrooms

	Recycle trash and keep the school clean.
---	--

2. Discuss with the class: Why do we have these signs at school, on the street, and in shops? (They help keep everyone safe and show us where to go).

C. Practice

1. Hold up a symbol card and have students physically act out the response:
 - a. Show STOP sign → Students freeze in place.
 - b. Show Pedestrian Crossing sign → Students march in place across an imaginary street.
 - c. Show Restroom sign → Students pretend that they want to pee.
 - d. Show Recycling sign → Students pretend to pick up litter and drop it in a bin.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why are symbols and signs so helpful, even for people who haven't learned to read big words yet?
- What sign or symbol did you see on your way to school today?
- How do safety signs help make our school a better community?

III. Homework

Ask the learners to look around the school and draw an environmental print on their notebooks. Have the learners also write what the sign means.

Term 2

Lesson 12:

Book and Print Knowledge (book knowledge and print awareness)

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:

1. identify the physical parts of a book (front cover, back cover, title page, and spine) accurately;
2. locate key details on a book's cover and title page (title, author, and illustrator); and
3. demonstrate proper book handling skills during class reading activities.

II. Development of the Lesson

A. Motivation

1. Hold up a real storybook hidden inside a decorated gift box or bag. Tell students that a special story is waiting inside, but before we can open it, we need to know how to hold and inspect a book properly.
2. Pull out the book holding it upside down on purpose. Wait for students to react.
3. Ask: "Hala! Tama ba ang paghawak ko sa libro? Paano niyo nasasabi?"

4. Explain that every book has important parts that give us clues about what is inside, and today they will become "Book Detectives" to learn all the parts of a book.

B. Discussion

Display a large picture book to introduce the primary parts of a book.

Sample parts of a book:

pabalat (front cover)	Ang takip sa harap na nagpoprotekta sa mga pahina at nagpapakita ng magandang larawan ng kuwento
spine	Ang matigas na gilid na humahawak at nagdidikit sa lahat ng pahina—tulad ng ating gulugod (spine) na humahawak sa ating katawan!
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 takip sa likod na nagpoprotekta rin sa mga pahina at minsan ay may maikling buod ng kuwento

C. Practice

1. With the help of the teacher, have the learners use scratch papers to "make" a book:
 - a. Fold the papers.
 - b. Design the front and back cover.
 - c. Let them write their names as author and/or illustrator.
 - d. Then, have them design the "inside" of the "book."

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is the spine of a book so important? What would happen to the pages without it?
- What does an author do? What does an illustrator do?
- Where is the first place we look when trying to find out what a book is about?

III. Homework

Ask the learners to draw a book and label the parts. Ask them to make sure that their drawing has at least five book parts.

Term 2

Lesson 13:

Book and Print Knowledge (book knowledge and print awareness)

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. demonstrate correct directionality in reading by tracking text from left to right and top to bottom; and
2. perform a return sweep correctly when transitioning from the end of one line to the beginning of the next line.

II. Development of the Lesson

A. Motivation

1. Draw a big flower on the left side of the blackboard and a hive on the right side. Hold a paper cutout of a bee.
2. Move the bee along an imaginary line from left to right, saying: "BZZZZ... Ang bubuyog na ito, laging lumilipad mula sa bulaklak sa KALIWA papunta sa bahay-pukyutan sa KANAN!"

3. Tell the class: "Parang ang ating masipag na bubuyog, ang mga mata natin tuwing nagbabasa ay dapat ring lumipad mula KALIWA PAKANAN!"
4. Have all students extend their index fingers ("tracking wands"), point to the left side of the room, and sweep their fingers across to the right side while making a "Bzzzz" sound.

B. Discussion

1. Explain the Three Eye Movement Rules:
 - a. Left to Right (Kaliwa Pakanan): Always start at the left side of the page and move your eyes toward the right side.
 - b. Top to Bottom (Itaas Pababa): Always start

reading from the top line of the page down to the bottom line.

- c. Return Sweep (Pabalik sa Kaliwa): When your eyes reach the end of a line on the right, quickly "sweep" or slide back to the start of the next line on the left—just like taking a slide in the playground!
2. Modelled Reading (Guro Muna): Read the Filipino text aloud while using a long pointer stick or a bright tracking marker, explicitly pointing out the movement:
 - a. "Magsisimula tayo sa KALIWA:" Ang bata ay naglalaro.
 - b. "Nasa DULO na tayo sa KANAN. SWEEP pabalik sa KALIWA sa kasunod na linya!" Masaya ang pamilya.
 - c. "SWEEP ulit pababa sa KALIWA!" Mahal ko ang nanay.

Sample set of sentences:

Kami ay papunta sa paaralan.
Mahilig ako magbasa ng mga libro.
Nakikinig ako sa aking guro.

C. Practice

Read the story "Ang Laro" with the learners. After, ask the learners to recite the story. For added challenges, have the learners start at different parts of the text.

Ang Laro

Habang recess, nakita ni Niko ang kanyang mga kaklase na naglalaro ng patintero sa labas ng silid-aralan. Gusto niya sumama at makipaglaro, pero hindi niya alam kung paano maglaro ng patintero.

Nagtanong si Niko sa kanyang mga kaklase kung pwede siyang sumali sa laro ng patintero.

"Oo naman Niko!! Pwedeng pwede ka sumali dito." Ang sabi ng kanyang mga kaklase.

"Pero hindi ako magaling. Hindi rin ako marunong maglaro ng patintero." Sabi ni Niko.

"Ayos lang yan! Tuturuan ka namin." Sabi ng kanyang mga kaklase.

"Salamat!!!" Sagot ni Niko.

Pagkatapos, naglaro na sina Niko at ang kanyang mga kaklase buong recess.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why is it important not to skip lines or jump around when reading a story?

III. Homework

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

Term 2

Lesson 14:

Comprehending and Analyzing Text (discourse)

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, (e) Relate story events to one's experience, and (f) Identify cause and effect of events.

I. Learning Objectives

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

1. comprehend stories;
 - a. note important details in stories (character, setting, and events);
 - b. sequence stories with at least 3 events;
 - c. infer the character's feelings and traits;
 - d. predict a possible ending;
 - e. relate story events to one's experience; and
 - f. identify the cause and effect of events.

II. Development of the Lesson

A. Motivation

Read the story "Ang Talento" with the learners.

Ang Talento

Si John ay mahilig kumanta. Ngunit nadidismaya siya dahil lagi siyang sinasabihan ng kanyang mga kakilala na hindi siya magaling. Wala siyang talento sa pagkanta, pero gusto niya maging isang magaling na mang-aawit.

Hindi nakinig si John sa mga sinasabi ng iba. Nagsanay siya sa pagkanta at sumali siya sa mga voice lesson. Pumunta siya sa mga praktis at sumali rin siya sa mga choir.

Noong *recital* na ni John, nagulat ang lahat ng mga tao sa galing niya umawit. Magaling siya kumanta. Nakamit niya ang kanyang hangarin na maging isang magaling na mang-aawit.

- Ask the learners to form 3 groups.
- Assign each group for one event in the story to act out.
- Give the learners some time to plan their acts.
- After, have the groups of learners present their acts in front.

B. Discussion

1. Give pointers to improve reading comprehension, take notes of story details, and sequencing 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 how 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 you remember your own experiences and feelings. Connect these to the events in the story and the feelings of the characters.
4. Give pointers to improve the identification of causes and effects in a story.
 - Start by clearly identifying the effects. You should be able to answer the following questions:
 - What happened?
 - Where is it happening?
 - When did or does it happen?

- The next step is to find the root cause. You may use the "5 Whys Method" to identify the root cause. This is about asking the question "why?" 5 times to get to the bottom of the chain.

C. Practice

Read the story "Ang Karera" with the learners. After, ask the learners to answer the following questions.

Ang Karera

Si Claire ay sumali sa karera ng *track and field* sa kanyang paaralan. Ilang buwan at linggo na siyang nag eensayo para doon.

Ngayon na ang araw ng karera. Handa na si Claire. Gusto niya manalo sa karera at makuha ang premyo.

Magsisimula na ang karera, at humanay na sina Claire at ang ibang mga kalahok. Pumito na ang *coach* at nagsimula na ang karera. Tumakbo na silang lahat papunta sa dulo.

Nauuna si Claire sa ibang mga kalahok. Bago siya makatawid sa *finish line*, nakita niya na may isang kalahok na nadapa and natumba. Hindi nakita ng kalahok yung bato sa daan.

Bumalik si Claire para tulungan yung kalahok na nadapa. Pareho silang natapos sa pang huli.

Hindi nakuha ni Claire ang kanyang layunin na magtapos bilang *first place* at hindi niya rin nakuha ang premyo.

Bago umuwi, nagulat si Claire. Binigyan siya ng gantimpala dahil sa *sportsmanship* na ipinakita niya sa karera.

- 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 think of their favorite story/movie. Have the learners copy the table below in their notebook and fill it up.

Characters:	
Traits of the characters:	

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

Term 2

Lesson 15:

Comprehending and Analyzing Text (discourse)

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. note significant details in informational texts (list and describe); and
 - b. identify problems and solutions.

II. Development of the Lesson

A. Motivation

Read the text "Ang Solar Energy" with the learners. After, ask the learners to answer the following questions.

Ang Solar Energy

Ang solar power ay enerhiya mula sa araw na binabago para maging *thermal energy* o *electrical energy*. Ito ay isang uri ng *renewable energy*.

Maraming mga benepisyo sa paggamit ng solar power. Una, malinis at *sustainable* ito. Walang mga materyales na ginagamit o sinusunog bilang *fuel* para gumawa ng kuryente. Hindi nauubos ang mga sikat ng araw.

Ang mga solar panel ay kumukuha ng enerhiya mula sa sikat araw. Ang mga *semiconductors* sa mga solar panel ay mayroong *photovoltaic effect*. Kapag ito ay naarawan, nakakagawa ito ng kuryente.

- Ano ang solar energy?
- Ano ang mga benepisyo ng solar energy?
- Anong mahahalagang detalye ang napasin mo sa ating binasa?

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 on 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.
- To think of solutions, these may be actions, methods, or resolutions that address the root cause of the problem.

C. Practice

1. Read the following text with the learners:

Ang Basura sa Ating Barangay

Ang Barangay Malinis ay isang masayang pamayanan, ngunit naharap ito sa isang malaking suliranin. Araw-araw, maraming plastic na bote, sando bag, at basurang nakatambak sa gilid ng kalsada. Dahil dito, nagbara ang mga kanal at bumabaha tuwing umuulan. Nangangamoy din ang paligid at nagdadala ito ng mga lamok na nagdudulot ng sakit.

Upang masolusyunan ito, nagkaisa ang kapitan at ang mga

mamamayan. Binuo nila ang programang "Tapat Ko, Linis Ko."

Naglagay sila ng tatlong magkakahiwalay na basurahan para sa mabubulok, di-mabubulok, at pwede pang gamitin (recycle). Nag-organisa rin sila ng lingguhang paglilinis ng kanal.

Dahil sa pagtutulunga nila, naging malinis muli ang kalsada at nawala ang pagbaha sa barangay.

2. Answer the following questions with the learners:
 - a. Saan nagaganap ang teksto?
 - b. Ano ang naipon sa gilid ng daanan?
 - c. Anong mga insekto ang lumabas?
 - d. Ano ang pangunahing problema ng Barangay Malinis?
 - e. Paano tinugunan ng komunidad ang problemang kanilang hinarap?
3. The answers can be placed in an informational text chart:

PAMAGAT	
Significant Details	
Problem	Solution

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- How do signal words like ngunit (but), suliranin (problem), upang (in order to), and dahil dito (because of this) help us find problems and solutions in a text?
- Why is it important to pay attention to details when reading informational texts?

III. Homework

Ask the learners to think of a problem faced by Filipinos today. The learners may use online resources in their research. Ask the learners to write down their chosen problem on their notebook. Have the learners list or describe 3 solutions to their chosen problem.

Term 2

Lesson 16:

Creating and Composing Text (discourse)

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 one's personal experiences in school and content specific topics.

II. Development of the Lesson

A. Motivation

Read the story "Ang Unang Araw" with the learners. After, ask the learners what part of the story they related to the most. Ask the learners to explain why they relate to that part of the story.

Ang Unang Araw

Ngayon ang unang araw ni Miguel sa paaralan. Maaga siya nagising para maghanda. Kumain siya ng agahan, nagbihis at nag-ayos ng kanyang gamit. Suot niya ang kanyang bagong uniporme at dala niya ang kanyang bagong bag.

Hinatid si Miguel ng kanyang mga magulang sa paaralan. Pagpasok niya, nagulat siya sa dami ng mga tao doon. Ang mga estudyante na

papunta sa kanilang mga silid-aralan. Mga guro na bumabati sa mga estudyante. Mga estudyanteng naliligaw, at mga kaibigan na nagkikita muli.

Nahanap na ni Miguel ang kanyang silid-aralan, at umupo na siya sa kanyang upuan. Noong nagsimula na ang klase. Nagpakilala silang lahat sa isa't isa. Nakilala ni Miguel ang kanyang mga kaklase at nagkaroon siya ng mga bagong kaibigan.

B. Discussion

Explain to the learners the importance of experiences, be it good or bad.

- Experience is important for developing as a person. It involves participating and observing events in your life.
- With each mistake that you do, 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.

C. Practice

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 in school.
Their favorite memory with their classmates.
Their favorite subject.
Their favorite book.

- Who was 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 in your school?

III. Homework

Ask the learners to make a short narrative story based on one of their experiences in school. Ask the learners to write the short story in their notebook.

Term 2

Lesson 17:

Creating and Composing Text (discourse)

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. use own words in retelling myths, legends, fables, and narrative poems.

II. Development of the Lesson

A. Motivation

Prepare short paragraphs. Read the paragraphs aloud and ask the learners to repeat them after you. Ask the learners to explain in their own words what happened in that paragraph.

Sample paragraphs:

Si Belle ay nag-aaral kung paano magbasa. Kinabisado muna niya ng mga letra at ang pagbigkas ng mga ito. Ang mga letra ay bumubuo ng mga salita. Ang bawat salita ay may kahulugan. At ang mga salita ay bumubuo ng pangungusap na may ideya o mensahe. Ngayon, kaya na ni June magbasa ng mga maikling kwento.

Si Kiko ay nag-aaral ng matematika. Nagsimula siya sa pagkabisado ng mga numero at ang kahulugan nito. Pagkatapos, natuto siya kung paano magbilang. Ngayon, inaaral niya ang *addition*.

B. Discussion

1. Recap the definition of 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. Recap 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 "Si Malakas at si Maganda" with the learners. Ask them to retell the story.

Si Malakas at si Maganda

Noong unang panahon, wala pang lupa. Mayroon lamang ang kalangitan, ang karagatan, at isang dakilang ibon na lumilipad sa pagitan ng dalawa.

Isang araw, napagod ang ibon at pinalapit ang langit at dagat hanggang sa mag-away ang mga ito. Nagtapon ang dagat ng

malalaking alon at naghulog naman ang langit ng mga bato na naging mga isla.

Nang lumapag ang ibon sa isang kawayanan sa tabing-dagat, tinuka nito ang isang malaking kawayan. Nahati ang kawayan at lumabas mula rito ang unang lalaki na si Malakas, at ang unang babae na si Maganda. Sila ang naging ninuno ng sangkatauhan sa gabay ng mga diyos.

2. Read the story "Alamat ng Makahiya" with the learners. After, ask the learners to retell the story.

Alamat ng Makahiya

Si Maria ay mahiyain. Kasama niya ang kanyang magulang na sina Mang Dodong at Aling Iska. Madalas si Maria sa kanilang hardin. Inaalagaan niya ang mga bulaklak doon.

Isang araw, may mga magnanakaw na pumasok sa bahay nila. Tinago nina Mang Dodong at Aling Iska si Maria sa hardin.

Pagkatapos dumaan ng mga magnanakaw sa bahay nila, hinanap nina Mang Dodong at Aling Iska si Maria. Pero hindi nila mahanap si Maria sa hardin. Wala si Maria kahit saan sila maghanap.

Habang nasa hardin, may naramdaman si Mang Dodong na tumusok sa kanyang paa. Tinignan nina Mang Dodong at Aling Iska ang halaman na sinasara ang kanyang mga dahon. Doon nila napagtanto na ang anak nalang si Maria ay naging halaman. Pinangalanan nilang Makahiya ang halaman na iyon at inalagaan ng Mabuti.

3. Read the fable "Ang Kalabaw at ang Suso" with the learners. Ask them to retell the story.

Ang Kalabaw at ang Suso

May isang mayabang na Kalabaw na naglakad sa tabing-ilog at nakakita ng maliit na Suso. Tinawanan ng Kalabaw ang Suso dahil sa mabagal nitong paggapang at hinamon ito sa isang karera.

Pumayag ang munting Suso. Pagmulat ng umaga, tumakbo nang mabilis ang Kalabaw at pagkatapos ay sumigaw, "Suso, nasaan ka na?"

Nagulat ang Kalabaw nang may sumagot sa kanyang harapan, "Nandito ako!" Ulit-ulit na tumakbo ang Kalabaw ngunit lagi siyang nauunahan ng Suso.

Ang hindi alam ng Kalabaw, nagsama-sama ang mga magkakamag-anak na suso sa kahabaan ng ilog upang magtulungan.

4. Read the narrative poem "Ang Munting Ibon" with the learners. Ask them to retell the story.

Ang Munting Ibon

Sa dulo ng sanga ng punong kawayan,
May munting ibon na masayang nanahan,

Tuwing umaga'y may awit na alay,
Sa mga bulaklak na may kulay at buhay.

Isang araw ay dumatag ang malakas na hangin,
Nayanig ang pugad at gustong tangayin,

Ngunit ang ibon ay hindi sumuko,
Matapang na lumipad sa gitna ng bagyo.

Nang lumipas ang dilim at sumikat ang araw,
Ang munting ibon ay muling humiyaw,

Nagbigay ng pag-asa sa buong kagubatan,
Na ang katatagan ay may tagumpay sa dulo't hangganan.

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 2

Lesson 18:

Creating and Composing Text (discourse)

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 two items or objects. Also ask each learner to bring two items.
2. Show the items one by one, telling a short story or description about the item.
3. Ask the learners to also show their items one by one, telling a short story or description about the item.
4. Repeat the activity as needed.

B. Discussion

Recap how to express ideas clearly.

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

C. Practice

1. Prepare keywords related to school.
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:

kapatid	pamilya	ako
pangalan	kamag-anak	isip
pangarap	karanasan	damdamin

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- In one word, how would you describe yourself? Why?

III. Homework

Ask the learners to write three sentences describing themselves. Have the learners write these in their notebook.

Term 2

Lesson 19:

Creating and Composing Text (discourse)

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:

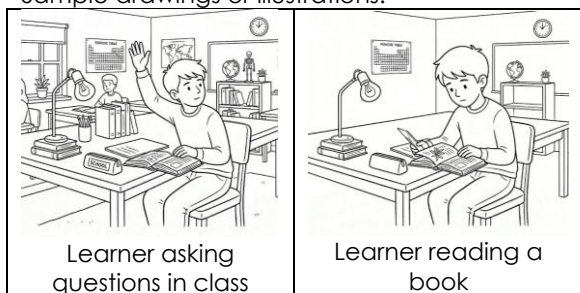
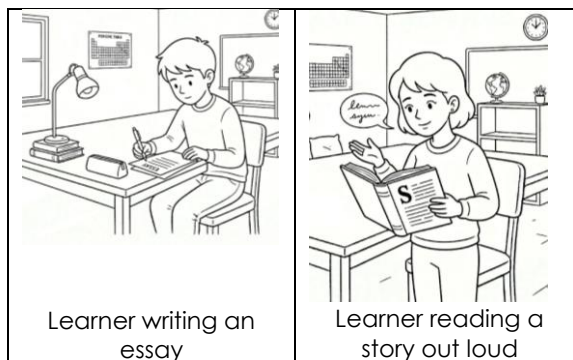
1. respond creatively to texts; and
2. use various techniques to prove understanding of myths, legends, fables, and narrative poems.

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. Recap the few examples on 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 would 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 Galit ni Bathala at ang Unang Ulap

Noong bagong likha ang daigdig, ang dakilang diyos na si Bathala ay nanirahan sa itaas ng mga ulap.

Binigyan niya ang mga tao ng mayamang lupa, malinis na ilog, at masaganang ani. Subalit nakalimutan ng mga tao ang magpasalamat at naging tamad sila.

Dahil dito, itinago ni Bathala ang araw at nagpadala ng madilim na ulap. Tumangis ang langit sa kalungkutan at galit, at ang mga luha ni Bathala ay naging unang ulan na bumuhos sa lupa.

Nang makita ng mga tao ang patak ng ulan, natuto silang magpakumbaba, magtanim muli, at magpasalamat sa Maykapal.

2. Read the story "Ang Alamat ng Pinya" with the learners. After, ask the learners to respond creatively to the text and explain what they did.

Ang Alamat ng Pinya

Si Pina ay isang batang tamad at laging umaasa sa kanyang inang si Aling Rosa. Tuwing uutusan siya ng kanyang ina, lagi niyang katwiran ay hindi niya mahanap ang mga gamit kahit nasa harap na niya.

Isang araw, nagkasakit si Aling Rosa at nakiusap kay Pina na magluto ng lugaw. Nagreklamo ulit si Pina na hindi niya mahanap ang sandok.

Sa pagkainis ng ina, nasabi nito, "Sana magkaroon ka ng maraming mata para makita mo ang lahat ng bagay!"

Biglang nawala si Pina. Paggaling ni Aling Rosa, nakita niya sa bakuran ang isang kakaibang halaman na may dilaw na bunga—puno ng napakaraming "mata."

3. Read the narrative poem "Ang Sipag ng Langgam" with the learners. After, ask the learners to respond creatively to the text and explain what they did.

Ang Sipag ng Langgam

Sa ilalim ng lupang tuyo at mainit,
Ang munting langgam ay paulit-ulit

Nagpapakapagod sa buong maghapon,
Naghahanap ng pagkaing maiipon.

Dumaan ang Tipaklong na sadyang tamad,
"Bakit ka nagmamadali at lumilipad?"

Sumagot ang Langgam, "Tag-ulan ay darating,
Dapat maghanda bago tayo gutumin."

Nang bumuhos ang malakas na ulan sa daigdig,
Ang Tipaklong ay nanginginig sa lamig,

Ngunit ang Langgam sa loob ng tahanan,
Ligtas at busog sa kanyang naipunan.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Why do we need to engage with the texts we read?

III. Homework

Ask the learners to create their own example or type of responding creatively to the text. Ask them to apply their new example on the texts discussed in class.

