

1

Lesson Exemplar for Reading and Literacy

Quarter 1

Week

2

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Lesson Exemplar for Reading and Literacy 1

Quarter 1: Week 2

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MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	1
	Name of Teacher		Learning Area	Reading and Literacy
	Teaching Dates and Time		Quarter	1, Week 2

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	The learners demonstrate phonological awareness in decoding developmentally- and grade level-appropriate words; understand and create simple sentences to express meaning about oneself, family, and everyday topics (narrative and informational).			
<i>B. Performance Standards</i>	The learners use phonological and alphabetic knowledge to read/write words accurately with/for meaning and narrate personal experiences with family and content-specific topics.			
<i>C. Learning Competencies</i>	RL1PA-I-1 Chant nursery rhymes and poems. (L S) L1PA-I-3 Identify rhyming words in nursery rhymes, poems, and chants. (L S) RL1PA-I-4 Say two or three words that rhyme. (L S) RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any). (L S R) L1PWS-I-1 Produce the sound of the letters of L1. (L S R) RL1PA-I-2 Segment a two-three syllable word into its syllabic parts. (L S R)	RL1PWS-I-1 Produce the sound of the letters of L1. (L S R) RL1PWS-I-2 Identify the letters in L1. (L S R) RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any). (L S) RL1PWS-I-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending). (L S R) RL1PWS-I-4 Substitute individual sounds in simple words to make new words. (L S R) RL1PWS-I-5 Sound out words accurately. (L S R)	RL1CAT-I-1 Comprehend stories. a. Note important details in stories (character, setting, and events). (L S) RL1CCT-I-1 Narrate one's personal experiences: a. oneself and family (S *W) RL1PWS-I-2 Identify the letters in L1. (L S R) RL1PWS-I-1 Produce the sound of the letters of L1. (L S R) RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any). (L S)	RL1BPK-1-1 Recognize environmental print (symbols). (L S R) RL1BPK-1-2 Recognize the parts of the book (cover page, title page, etc.) (L S R) RL1BPK-1-3 Recognize proper eye movement skills in reading: (L S R) • left to right • top to bottom RL1CCT-I-1 Narrate one's personal experiences: a. Relate story events to one's experience. (L S)
<i>D. Learning Objectives</i>	At the end of the lesson, the learners shall be able to: • chant the presented nursery rhyme;	At the end of the lesson, the learners shall be able to: • produce the beginning sound of /s/;	At the end of the lesson, the learners shall be able to : • note details in the story read;	At the end of the lesson, the learners shall be able to: • identify common environmental print symbols;

	• identify words that rhyme; • identify words that begin with m; • produce the sound /m/; and • syllabicate words with two to three syllables.	• identify words that begin with s; • give the beginning and ending sound of a given word; • change the initial sound of a word into s to form new word; and • sound out words that begin with s correctly.	• give details of the person in the story read; • give details about oneself; • identify words that begin with a; and, • produce the beginning sound of /a/.	• identify the main parts of a big book; • tell the proper eye movement in reading; • note details in the story read; and • talk about oneself and experiences
<i>E. Anchor</i>	Self-Confidence, Respect, Gratitude			
II. CONTENT				
III. LEARNING RESOURCES				
<i>A. References</i>		Alpabetong Filipino https://www.youtube.com/watch?v=QCS9KaWsb4 Alpabasa - Alpabetong Filipino https://www.youtube.com/watch?v=UrQLzil5vCc		
<i>B. Other Learning Resources</i>	Use the instructional materials, videos, and texts in the school that are appropriate to the lesson and in the learners’ L1. Refer to similar primer lessons or lesson exemplars if any that correspond to the learners’ L1. Find corresponding texts available in the local repositories/LRMDs. Chants, poems, stories			
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
<i>Activating Prior Knowledge</i>	Review: Have the learners chant <i>Kumusta. Kumusta.</i>	Recite the chant/poem introduced in yesterday’s lesson. “ Si Mima ”. Instruct	Review words that begin with ‘ m ’ and ‘ s ’.	Call on learners to perform the assignment given.

	<i>Kumusta!</i>, then ask how they are feeling for the day. Kumusta, kumusta, kumusta! Kumusta kayong lahat. Ako'y tuwang-tuwa Masaya't nagagalak. Trala lala lala lala lala Trala lala lala lala lala Trala lala lala lala lala Trala lala lala lala lala After chanting, ask the learners how they feel for the day. Call learners to answer by completing the statement: "Ako ay _____." Then based on their response, ask learners what makes them feel that way.	the learners to follow by line after. Ask the learners the title of the chant and the sound of its initial letter. Give five (5) words more. Let them produce the sound of the beginning letter. Present a magic box. Inside the magic box are pictures of things we use for us to look clean and presentable which begin with the letter 's' - suklay - salamin - sapatos - sipilyo - sabon Ask the name of each picture and its use. <i>(e.g. suklay- ito ay gamit sa pag-aayos ng ating buhok.)</i> Do the same for the rest of the pictures. Ask the following questions to the learners: 1. Kapaki-pakinabang ba ang mga bagay na galing sa ating magic box?	Have them give their own examples. Ask the learners if they experienced meeting someone for the first time. Then, ask them the questions they usually ask. Try to elicit these answers from them: <i>Ano ang pangalan mo?</i> <i>Saan ka nakatira?</i> <i>Ilang taon ka na?</i>	(Telling something about oneself.) After this activity, show them the following pictures.     Ask if they are familiar with the symbols. Then, tell them that these symbols are environmental prints seen around. Have them identify the appropriate description of
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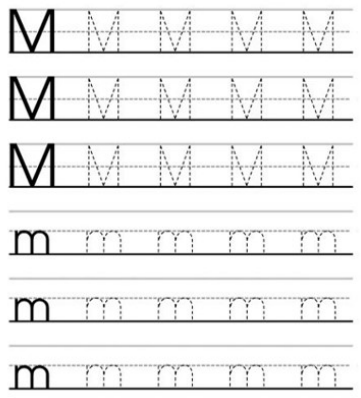
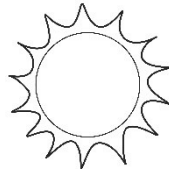
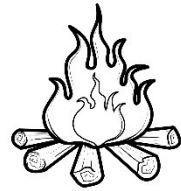
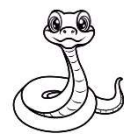
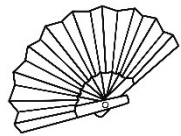
		2. Dapat bang ipagpasalamat ang pagkakaroon ng mga bagay na ito? Sa paanong paraan natin ito maipapakita?		the symbol by a matching activity. Say: <i>“May mga hawak akong strip ng papel kung saan nakasulat ang ibig sabihin ng mga simbolong ipinakita ko sa inyo. Babasahin ko at itugma ito sa tamang simbolo. (Magtawag ng bata para sumagot)</i>  Bawal pumarada  Bawal Manigarilyo  Bawal pumitas ng bulaklak  Tamang tawiran
<i>Lesson Purpose/Intention</i>	State the lesson for the day. Say: <i>“Ngayong araw pag-aaralan natin ang mga salitang</i>	State the lesson for the day. Say: <i>“Mga bata, ngayong araw pag-aaralan natin ang tunog</i>	Present the lesson for the day. Say: <i>“Pag-aaralan natin ngayong araw ang pagpapakilala sa</i>	Present the lesson for the day. Say: <i>“Pag-aaralan natin ngayong araw ang iba’t ibang</i>

	<i>magkatugma, tunog ng letrang ‘m’, at pagpapantig ng mga salita.”</i>	<i>ng letrang ‘s’. Aaralin rin natin ang puwesto nito sa mga salita. Ito ba ay nasa unahan, gitna o hulihan. Handa na ba kayo?</i>	<i>inyong mga sarili. Aaralin din natin ang tunog ng /a/.</i>	<i>simbolong makikita sa ating paligid.”</i>
<i>Lesson Language Practice</i>	Discuss the unfamiliar words in the poem/text, or in the learners’ L1. * <i>mabait</i> * <i>masipag</i> Read a text or poem with words that rhyme and with an initial sound of /m/. (This may change depending upon the L1 used). The text below can be used: Recite the poem and let the learners listen: Si Minda Si Minda ang aking mama. Mahal niya ako. Mahal niya si papa. Mahal niya si kuya. Mahal niya rin si ate. Mabait at masipag din siya. Masaya siya basta’t kami’y sama-sama.	Have the learners identify the pictures again. Ask the commonalities of the words. Say: “<i>Pansinin natin ang mga pangalan ng larawan. Ano ang pagkakapareho ng mga ito?</i>” Be able to get the answer that each word begins with the letter ‘s’. Demonstrate how to produce the sound of /s/. Discuss the unfamiliar words in the poem/text, or in the learners’ L1. ● simula ● gitna ● hulihan	Introduce the paragraph. Si Alan ay anak nina Arnel at Ana. Nakatira siya sa Abad Street, Cupang, Antipolo City. Siya ay anim na taong gulang. Mahilig siyang maglaro at gumuhit. Ask these questions after. 1. Sino ang mga magulang ni Alan? 2. Saan nakatira si Alan? 3. Ilang taon na si Alan? 4. Ano ang hilig gawin ni Alan?	Discuss the importance of environmental prints. Say: “<i>Mahalaga ang mga simbolong ito. Nagsisilbi silang gabay para sa kaayusan ng ating paligid.</i>” (Add more statements to support the concept)
During/Lesson Proper				
<i>Reading the Key Idea/Stem</i>	After listening, recite by line and let the children follow.		Bring them back to the paragraph.	Present a story through a big book. Before reading, tell

	Tell these pair of words from the poem: Mama – Mima Masaya – pamilya Kuya – niya Ask their observation on the given words. Elicit the answer that they are rhyming words. Say: “<i>Sa salitang Mama at Mima, ano ang tunog sa dulo?</i>” (Do the same for the other pair of words.) “<i>Ano ang masasabi niyo sa tunog na ito?</i>”	Read a text about letter isolation in the learners’ L1 or use the following text: Read the text aloud. Let the learners listen. Ang Puwesto ni Tunog S Nasa simula si S sa salitang suha Gayundin sa suman Nasa gitna naman sa salitang mesa Gayundin sa misa Nasa hulihan ito ng salitang mais Gayundin sa salitang walis.	Show them a picture of a boy. Have them imagine that the boy is Alan. Then based on the text presented, have them complete the details of Allan.  Ako si ____ Anak ako ni ____ at ____. Nakatira ako sa ____. Ako ay ____ na taong gulang. Mahilig akong ____ at ____. Guide the learners in completing the statements. Call on individuals to recite. Tell the important things to say when telling about oneself.	them that a big book has major parts. Show this to the children. (pabalat, pahina ng pamagat at katawan) After this, teach the proper way of reading • left to right • top to bottom • return sweep Ang mga Simbolo sa Paaralan ni Miko Maayos at malinis ang paaralan ni Miko. May natatangi itong katangian. Ito ang pagkakaroon ng maraming simbolo. May karatulang pambungad sa tuwing papasok siya sa paaralan. Binabati siya ng karatulang ito. Nagpapaalala ito na bahagi siya ng paaralan. May mga palatandaan sa mga silid-aralan. Bawat silid-aralan ay may pangalan. Hinahanap lagi ni Miko ang Grade 1-Orchid. Ito ang kanyang silid-aralan. May mga simbolo na dapat sundin gaya ng “Bawal pumitas ng bulaklak” kung ikaw ay nasa hardin. Sa silid-aklatan may nakasabit na
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			*Complete Name *Address *Age *Name of Parents *Personal Traits	“Bawal ang maingay”. Sa kanilang palaruan naman may nakasulat na “Bawal magtapon kung saan saan”. Ito ang simbolong nakikita sa paaralan ni Miko, Sinusunod niya ito. Maayos ang paaralan niya dahil sa mga simbolong ito.
<i>Developing Understanding of the Key Idea/Stem</i>	Give more examples of pairs of words. Let them identify if they rhyme or not. Show a picture of a mother. Ask who it is and be able to elicit the word “Mama”. Integrate the value of respect. Say: <i>“Ginagalang ba ninyo ang inyong mga nanay? Paano ninyo ito ipinapakita?”</i> <i>“Dapat ninyo silang igalang dahil inaalagan nila kayo.”</i> (Add similar answer to this.) Then, introduce the sound of /m/. Demonstrate how to sound it and have the learners imitate. Show more pictures with /m/ as its initial sound. Have the pupils identify it.	After reading, ask learners to respond to the following questions: 1. <i>Ano ang pamagat ng kuwento?</i> 2. <i>Ibigay ang mga salitang may tunog s.</i> List the words: suha, suman mesa, misa mais, walis Discuss sound isolation: initial and ending sounds Provide more words with s. Have them tell the position of the sound of /s/ in the given words.	Call on learners to tell something about themselves using the details given. Read the story again, but this time words with <u>a</u> are underlined. Si <u>Alan</u> Si <u>Alan</u> ay <u>anak</u> ni <u>Arnel</u> at <u>Ana</u>. Nakatira siya sa <u>Abad</u> Street, Bangad, Sta. Maria, Isabela. Siya ay <u>anim</u> na taong gulang. Mahilig siyang maglaro at magdrowing. Ask their observations on the underlined words. Elicit the answer that they have the same beginning sounds. Introduce letter ‘a’. Guide the children in producing its sound.	After reading ask the following questions: 1. Ano ang pamagat ng kuwento? 2. Sino ang bata sa kuwento? 3. Ano – ano ang mga makikita sa paaralan ni miko? 4. Bakit natatangi ang paaralan ni Miko? Discuss other environmental prints presented in the story. Use symbols to represent it.

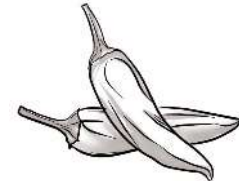
	<u>m</u>ama <u>M</u>ima <u>m</u>ani <u>m</u>ata <u>M</u>anila <u>m</u>anika Stress the beginning sound of each word. Ask learners to repeat. Say: <i>Ang nasa larawan ay si mama-'mama-m-m-m'. Ulitin nga natin ang tunog ng unang letra: m-m-m.</i> Do the same for the rest of the pictures. Then syllabicate these selected words by clapping hands, stomping feet, or jumping. Ma-ma- 2 claps/stomp of feet or jump ka-may – 2 claps/stomp of feet or jump ma-ni-ka – 3 claps/stomp of feet or jump kamay- 2 palakpak/stomp of feet or jump			
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Deepening Understanding of the Key Idea/Stem	Listening and speaking activity: Activity 1 The teacher will say 5 words. The children will syllabicate the words by clapping. Activity 2 Tracing of letter Mm The teacher will give a worksheet on this activity.   Activity 3 The teacher will say 5 words. The children will identify its initial sound. If the initial sound is m, instruct them to draw a check (✓) mark. If	Speaking Activity: Complete Me! Show them pictures with missing letters. Have them form the word by giving the missing letter/s. Ask them the position whether its initial or final sound.  asing  i iw  umbrero  i i	Show more pictures with 'a' as their initial sound. Have the children identify the picture and produce the initial sound.  <u>a</u> so  <u>a</u> raw  <u>a</u> poy  <u>a</u> has  <u>a</u> baniko  <u>a</u> nim	Relate the story to the personal experiences of the learners. Say: "May mga nakita na ba kayong simbolo kagaya ng nasa kuwento?" "Aling simbolo ang nakita na ninyo at saan ninyo ito nakita?" (Call on learners to share.) "Para sa inyo mahalaga ba ang mga simbolong ito? Bakit?"
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	not, they will draw an (x) mark.	 apato		
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Ask the learners to reflect and complete these statements: <i>“Ang natutuhan ko ngayong araw ay_____.</i> <i>Bilang mag-aaral sa Grade-1 mahalaga ang kumpiyansa sa sarili para _____.</i> <i>Natutunan ko rin na ibigay ang _____ tunog ng letrang m (answer: simula)</i> <i>Nagawa rin namin _____ (pantigin) ang mga salita.”</i>	Ask the learners to reflect and complete these statements: <i>“Ang natutuhan ko ngayong araw ay ang mga pangangailangan natin para maging malinis at maayos. Ito ay ang _____, _____, _____.</i> <i>Natutunan ko rin na ibigay ang tunog ng letrang _____.</i>	Ask the learners to reflect and answer the questions below: Show them the picture of Allan. Ask: <i>Sino ulit siya? Anong ang tunog ng letra sa unahan ng salitang Allan? Ano ano ang mga dapat ibigay na detalye kapag ipinapakilala ang sarili?</i>	Ask the learners to reflect and complete these statements: <i>Ang mga simbolo ay nakakatulong upang _____.</i> <i>Ang mga bahagi ng aklat ay _____, _____ at _____.</i>
Evaluating Learning	Instruct learners to say, <i>“Ako ay nagpapasalamat sa _____ dahil _____.”</i> Then ask the learners to give the thing/person they are	Instruct learners to accomplish the following: Activity 1 Isulat sa sagutang papel ang 's' kung ang salita ay nagsisimula sa tunog na	Isulat sa patlang ang titik ‘a’ kung ito ang nawawalang titik para sa larawan. Kung hindi lagyan ng ekis ang patlang.	Tingnan ang mga larawan. Makinig sa guro habang binabasa niya ang mga pinagpipiliang kahulugan. Kopyahin ang hugis na nakaguhit sa tabi ng tamang sagot.

grateful for which starts with the letter “**Mm**” and let them syllabicate by clapping their hands (e.g. mama-nagsisimula sa m, m, m, 2 palakpak- for syllabication).

/s/. Isulat naman ang 'm' kung ito ay nagsisimula sa tunog na /m/.



10



Activity 2

Tukuyin ang puwesto ng 's' sa pangalan ng bawat larawan. Kulayan ng dilaw ang larawan kung ang 's' ay

4

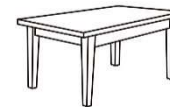
___ pat



___ bokado



___ baniko



___ esa



___ ais

1.



Bawal dumaan.
Bawal pumarada rito.



Bawal umupo rito.

2.



Tamang tawiran
Bawal magtapon ng basura



Bawal pumitas ng mga bulaklak.

3.



Huwag maingay.



Huwag malikot.

Huwag matulog

4.



Bawal tumawid.



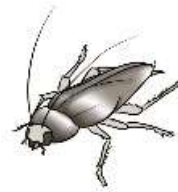
Tamang tawiran

Tamang sakayan.

nasa simula, berde kung
nasa gitna, at pula kung
nasa hulihan.
berde kung nasa gitna, at
pula kung nasa hulihan.



suklay



ipis



baso



lapis

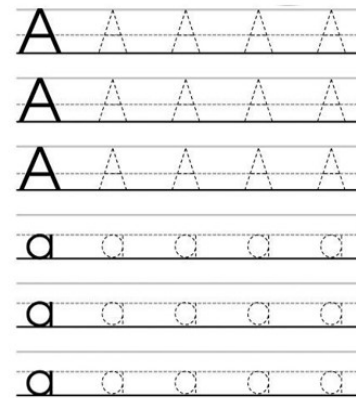


salamin

Activity 3
Tracing Activity
Ibakas ang letrang **Ss** sa
mga linya.

Activity 2
Tracing Activity

Ibakas ang letrang **Aa** sa
mga linya.



5.

Grade 1 - Rose



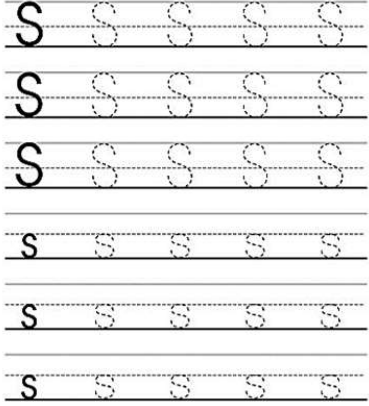
Palatandaan ng
silid-aklatan



Palatandaan ng
silid-aralan



Palatandaan ng
parke

		S s 		
<i>Additional Activities for Application or Remediation (if applicable)</i>		Home Practice: With the help of your parents, read the given words correctly, then syllabicate each word appropriately. Pantigin ang mga salita. Isulat sa kahon ang bawat pantig. 1. masaya 2. sasama 3. mesa	Home Practice: Have them practice how to tell something about themselves. Tell that they will be asked to recite the next day. Magsanay para sa pagpapakilala ng sarili sa harapan ng klase kinabukasan. Sagutin ang mga katanungan para maipakilala nang maayos ang sarili.	Home Practice: Have them bring a big book the next day. Let them show to the class its parts and have them demonstrate proper eye movement in reading.

		4. santol 5. simbahan 	1. Ano ang pangalan mo? 2. Ilang taong gulang ka na? 3. Saan ka nakatira? 4. Sino ang mga magulang mo?	
<i>Remarks</i>	• Deliver the lesson in the language that the learners know best. • Ensure that all learners respond - from simple gestures and words to elaborate their expressions. • Include in the daily routine the singing of the alphabet song. • Letters used for this week can change depending upon the orthography of the language to be used.			
<i>Reflection</i>				

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher

Approved by:

School Head