

1

Lesson Exemplar for Language

Quarter 1

Week

4

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Lesson Exemplar for Language Grade 1

Quarter 1: Week 4

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The Department of Education would like to extend its sincere appreciation and gratitude to the United States Agency for International Development and RTI International through its ABC+ Project and UNICEF for supporting and providing technical assistance in the development of the MATATAG learning resources.

Published by the Department of Education

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MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	1
	Name of Teacher		Learning Area	Language
	Teaching Dates and Time		Quarter	1 Week 4

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	The learners demonstrate developmentally-appropriate language for interacting with others in the classroom, and expressing meanings about familiar topics; they engage with and enjoy listening to a range of texts; and recognize familiar images, icons, and symbols in their environment			
<i>B. Performance Standards</i>	The learners use their developing vocabulary to talk about themselves, their families, and other everyday topics; they follow the teacher's instructions and answer questions. They listen to and respond to stories; and identify images, icons, and symbols from the environment and familiar texts.			
<i>C. Learning Competencies</i>	LANG1LIO-IV-4 Interact purposely and participate in conversations and discussions, in pairs, in groups, or during whole-class discussions • Make requests • Seek help LANG1LIO-I-5 Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults. LANG1LDEI-I-2 Use words to represent ideas and events related to oneself and family. a. words that represent, objects, (naming words)	LANG1LDEI-I-5 Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas). ANG1LDEI-I-4 Use high-frequency and content-specific words referring to oneself and family. LANG1LDEI-I-3 Use language to express connections between ideas. a. Express compare and contrast	LANG1AL-I-2 Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between statements, questions, commands and exclamations. LANG1AL-I-3 Recognize how language reflects cultural practices and norms. d. Explore local terms for food and their origins.	LANG1IT-I-4 Give reason/s for choosing books/texts for enjoyment and interest. LANG1CT-I-1 Record and report ideas and events using some learnt vocabulary. c. Relate ideas or events to one's experience. LANG1CT-I-2 Use own words in retelling information from various texts (e.g., legends, fables, and jokes). LANG1CT-I-3 Draw and discuss information or ideas

				from a range of text (e.g., stories, images, digital texts). a. Note and describe main points (e.g., main characters and events) b. Sequence up to three (3) key events
<i>D. Learning Objectives</i>	At the end of the lesson, the learners can: a. name objects that are commonly found at home; and b. use common and appropriate language to express a request or ask for a favor.	At the end of the lesson the learners can: a. use high-frequency words to describe family members; and b. use words that present similarities and differences between objects or people.	At the end of the lesson the learners can: a. describe foods in the community which have local names; and b. tell whether sentences listened to employed correct intonation and tone.	At the end of the lesson, the learners can: a. relate events in the story to personal experiences; b. express opinions regarding the assigned text; c. use appropriate words in recalling past events; and d. present to the class properly sequenced events based on textual and visual interpretation.
II. CONTENT				
III. LEARNING RESOURCES				

A. References				
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Note: When you do this lesson, use the learner's L1 or the language they most understand. SAY: <i>Magandang buhay, mga bata! Kumusta kayo? Noong isang linggo ay nailahad natin ang kuwentong ating napakinggan gamit ang sarili nating mga salita. Tunay ngang mahalaga na marunong tayong gumamit ng wastong mga salita.</i> ASK: <i>Naranasan na ba ninyong humingi ng isang bagay sa magalang na pamamaraan? Sa tuwing kami ay nasa hapag-kainan, palagi akong nagsasabi sa kapamilya ko, "Puwede po paabot ng kanin?" O kaya'y "Pahingi po ng tubig."</i>	Note: When you do this lesson, use the learner's L1 or the language they most understand. SAY: <i>Magandang buhay, mga bata! Kumusta kayo? Kahapon napag-aralan natin kung paano gumamit ng mga salita sa paghingi ng isang bagay o paghingi ng pabor sa kapamilya, kaibigan, kaklase, o sa mga nakatatanda sa atin, gayundin ang tono ng boses na dapat nating gamitin sa paghingi ng pabor o pakikiusap.</i> ASK: 1. Sino ang mga kasama ninyo sa bahay? 2. May kapatid ba kayo? 3. Sino ang pinakamatanda /pinakabata sa inyong	Note: When you do this lesson, use the learner's L1 or the language they most understand. SAY: <i>Magandang buhay, mga bata! Kumusta kayo? Kahapon napag-aralan natin kung paano maghambing gamit ang mga tiyak na salita.</i> ASK: 1. Sino sa inyo ang tumutulong sa mga gawaing bahay? 2. Sumusunod ba kayo sa mga utos ni nanay o tatay? Halimbawa, sinabi ni nanay na ayusin ninyo ang inyong gamit sa kuwarto. Paano	Note: When you do this lesson, use the learner's L1 or the language they most understand. SAY: <i>Magandang buhay, mga bata! Kumusta kayo? Kahapon natukoy natin ang pagkakaiba ng tono at intonasyon ng mga pangungusap na nagtatanong at nag-uutos.</i> <i>Ngayong araw babalikan natin ang kuwentong pinakinggan natin kahapon.</i> ASK: 1. Tungkol saan ang napakinggan nating kuwento kahapon? 2. Paano natin nasabi na si Jose ay matulungin?

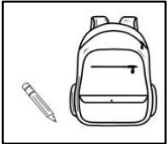
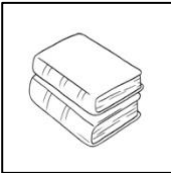
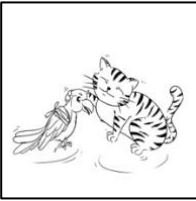
	<i>May karanasan din ba kayong ganito?</i> <i>May karanasan din ba kayo sa paghingi ng bagay sa magalang na pamamaraan sa ibang sitwasyon?</i> Call for 2-3 learners to share their experiences. Ask the learners to pair up and assign them to respond to the following situations. Let them share with their partners. Mga sitwasyon: 1. Nais mong humingi ng baon sa iyong magulang pambili ng pagkain sa paaralan. Paano mo ito sasasabihin? 2. Nais mong humingi ng tulong sa iyong guro dahil nahihirapan ka sa inyong aralin. Paano mo ito sasabihin? 3. Nais mong maglaro kasama ang iyong mga kaibigan. Paano mo ito sasabihin?	pamilya 4. Paano nagtutulungan ang bawat kasapi ng inyong pamilya? Call at least 4 learners to answer each question. This helps to activate students' prior knowledge about family relationships.	niya ito sinasabi? Paano naman kung mayroon kayong mga tanong? Paano ninyo ito sinasabi? Halimbawa, hindi ninyo makita ang inyong medyas. Paano ninyo itatanong sa nanay o tatay ninyo kung nasaan ito? SAY: <i>Mahuhusay! Paano ulit natin ilalarawan ang tono kung tayo ay nagtatanong? Paano kung tayo ang nagbibigay ng utos o pakiusap?</i> <i>Tumawag ng 2-3 mag-aaral upang ibahagi ang kanilang mga karanasan kung sila ay makikisuyo o magtatanong.</i>	3. <i>Anong katangian mayroon si Jose na gusto mong tularan?</i> Call at least 2 learners to answer each question. Process their answers and relate those to the assigned listening text.
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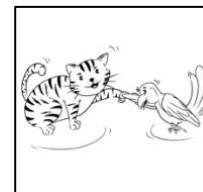
	4. Nais mong humiram ng lapis sa iyong kaklase para sa inyong gawain. Paano mo ito sasabihin? Note: This activity shall be done in five minutes.			
Lesson Purpose/Intention	SAY: <i>Ngayong araw pag-aaralan natin kung paano gumamit ng mga salita sa paghingi ng isang bagay o paghingi ng pabor sa kapamilya, kaibigan, kaklase, o sa mga nakatatanda sa atin, gayundin ang tono ng boses na dapat nating gamitin sa paghingi ng pabor o pakikiusap.</i>	SAY: <i>Ngayong araw, pag-aaralan natin ang mga paraan kung paano natin magagamit ang wika para paghambingin ang mga bagay o tao. Ibig sabihin, titingnan natin kung ano-ano ang pagkakatulad o pagkakaiba nila, at gagamit tayo ng mga tiyak na salita para ilarawan sila. Matututo rin tayo ng ilang mga salitang makatutulong sa atin na magpahayag ng mga bagay tungkol ating sarili at sa ating pamilya.</i>	SAY: <i>Ngayong araw ay pag-uusapan natin kung paano natin iaayon ang ating tono tuwing tayo ay magtatanong at magbibigay ng utos nang may paggalang.</i>	SAY: <i>Ngayong araw ay muli tayong makikinig sa mga kuwento na ibabahagi ng inyong mga kaklase at sa kuwentong ibabahagi ko.</i> <i>Pagkatapos ay sasabihin ninyo sa akin kung ano-anong mga pangyayari sa kuwento ang naaalala ninyo at kung nagustuhan ba ninyo ang mga kwentong ating napakinggan.</i>
Lesson Language Practice	Introduce the following phrases using visuals and the learners' L1: "Pwede pong pahingi (pahiram/pakiabot)..." "Maaari po bang makahingi (makahiram/makiabot)..." "Pakiabot nga po..."	Present the following chant to the learners and do the chant in a rhythmic pattern. Pamilya, pamilya, na masaya (clap, clap) Nagtutulungan sa isa't isa (clap, clap)	Introduce the following phrases using visuals and the learners' L1: Read the following statements/questions. Apply appropriate tone and intonation. Use pictures if applicable. Nakatikim ka na ba ng _____ (insert the	SAY: <i>Bago tayo makinig sa ating kuwento, alamin muna natin kung ano-anong mga salita ang pwede nating gamitin sa paglalahad ng mga pangyayari.</i> Before reading the listening text, introduce the following phrases that may be used for

	“Please...” Repeat each phrase and ask the learners to repeat after you. Use simple, relatable examples like asking for a toy or a snack. Ensure you find equivalent terms (“paki”) in the learners’ L1 (and other local languages). For example, some Bikol languages use “tabi” and Bisaya uses “palihug”	Nanay at Tatay, sami’y nagmamahal (clap, clap) Ate at Kuya, sami’y nagbabantay (clap, clap) Pamilya, pamilya, mahal kita (clap, clap) Salamat sa lahat sa tuwina! (clap, clap) Repeat the chant together with the learners and encourage them to clap or stomp to keep the beat. ASK: Sino ang mga kasapi ng pamilya na nabanggit sa chant? Ano ang ginagawa ng bawat kasapi ng pamilya?	name of a local food)? Tikman natin ang _____ sa mesa. Nag-aral ka bang mabuti? Mag-aral kang mabuti. Instruct the learners to repeat after you. Ask them what they noticed about the way you say the sentences. Explain to them that your tone and intonation may affect the meaning of sentences.	sequencing events using the learners’ L1. una pangalawa pangatlo Note: These phrases may be further simplified using the learners’ L1. SAY: <i>Gamitin natin ang mga salitang ito para balikan ang mga pangyayari sa kuwentong inyong napakinggan kahapon.</i> Call at least 4 learners to recall the events that happened in the story they listened to yesterday.
Reading the Key Idea/Stem	SAY: <i>Pakinggan natin ang usapan at alamin kung ano-anong mga salita ang ginagamit natin kung tayo ay hihingi ng tulong o makikiusap.</i>	SAY: <i>Ngayon naman ay ating pakinggan ang mga pangungusap at alamin kung anong mga salita ang ginagamit kapag nag hahambing.</i>	ASK: <i>Paano kayo nakikisuyo sa iyong kapamilya, kaibigan o sa mga nakakatanda? Pano naman kung may gusto kayong itanong o ipaliwanag? Pano ninyo ito sinasabi?</i>	ASK: 1. <i>Paano ninyo naipapakita ang pagiging matulungin sa inyong tahanan?</i> Allow learners to share their personal experiences. Call at least 4 learners.

	Say the following statements. Instruct the learners to repeat after you. BATA: Tatay, maaari mo ba akong turuan sa aming aralin? TATAY: Sige, tuturuan kita. BATA: Nanay, pwede mo po ba akong samahan matulog? NANAY: Sige anak, tabi tayong matulog. ASK: <i>Ano-anong mga salita ang ginamit ng bata upang manghingi ng tulong o pabor?</i> <i>Anong napansin ninyo sa ginamit kong tono ng boses nang basahin ko ang usapan?</i> <i>Bukod sa mga salitang ginamit ng bata sa napakinggan ninyong usapan, mayroon pa bang ibang mga salitang maaari nating gamitin kung tayo ay hihingi ng tulong o oabor? Ibahagi ninyo sa klase.</i>	Say the following statements. Instruct the learners to repeat after you. SAY: <i>Masipag ang tatay ko.</i> <i>Masipag din ang nanay ko.</i> <i>Pareho silang mahusay magluto.</i> <i>Mahusay sumulat ng tula si ate.</i> <i>Mahusay naman kumanta si kuya.</i> <i>Di tulad ni ate na ayaw maglaro, hilig naman iyon ni Kuya.</i> <i>Ako ang bunso. Talento ko ang magpasaya sa kanila. Inaalagaan nila akong mabuti.</i> Ask the learners to identify words describing family members, their similarities and differences. Ask the learners to determine the words that are used to express similarities	SAY: <i>Pakinggan natin kung ganito rin ba makipag usap ang bida sa ating kwento. Ating pakinggan ang recording.</i> <i>Record the dialogue below. Consider changing voices to make the characters distinguishable. Apply appropriate intonation.</i> Matulungin si Jose ni Fernand Kevin A. Dumalay Mga Tauhan: Jose - ang bata Tess - ang nanay ni Jose Ferdie – ang tatay ni Jose. TESS: Oh, Jose, anak, Nag-aral ka ba nang mabuti? JOSE: Opo, Nay. TESS: Nagluto ako ng Sinigang na Baboy. Kumain ka muna. JOSE: Salamat po, 'Nay. Pwede ko po ba kayong tulungan maghugas ng	SAY: <i>Alamin natin kung paano naipakita ng ating tauhan sa kuwento ang pagiging matulungin.</i> <i>Makinig nang mabuti at maging handang ikuwento muli ito sa inyong kaklase.</i> While narrating the story, show the pictures depicting the significant events. Read the story aloud.
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	SAY: <i>Tandaan na bukod sa pagiging magalang at paggamit ng wastong mga salita kapag tayo ay hihingi ng tulong o pabor, mahalaga ring naaayon ang tono ng ating boses, ganoon na rin ang ekspresyon ng ating mukha.</i>	and differences such as "din", "pareho", "di tulad". Explain to them that words like "pareho" and "rin/din" are words that we use to state similarities of things or persons while "hindi tulad" is used for stating differences.	pinggan mamaya? TESS: Aba, oo naman! Salamat anak. Andiyan na pala si Tatay. FERDIE: May dala akong haluhalo. Pakilagay muna sa ref, Jose. JOSE: Masarap po ba ang haluhalo? Pwede ko po bang tikman? FERDIE: Kailangan mo munang kumain. Kailangan may laman ang tiyan. JOSE: Sige po, Itay. Itatabi ko po muna ito. FERDIE: Halika na, sabay-sabay na tayong mananghalian. JOSE: Tutulong na po ako sa paghahain. TESS: Napakabuti mo talagang anak, Jose. Call 1 to 2 learners to answer each question. ASK: 1. Batay sa ating kuwentong napakinggan, ano-anong pagkaing	Ang Mabait na Pusa ni Fernand Kevin A. Dumalay Si Mingming ay isang mabait na pusa. Isang araw, may nakita siyang ibong may sugat sa pakpak. Dahan-dahan niyang dinala ito sa kaniyang bahay. Pinagaling ni Mingming ang sugat ng ibon at pinakain ito. Pagkatapos ng ilang araw, lumakas na ang ibon at nakalipad muli. "Salamat, Mingming," sabi ng ibon. "Laging maging mabait!" Ngumiti si Mingming, masaya sa kanyang pagtulong. Mga Gabay na Tanong: 1. Sino ang bida sa kuwento? Paano mo siya ilalarawan 2. Ano ang nangyari kay ibon? 3. Paano tinulungan ni Mingming ang ibon? 4. Ano ang nangyari sa ibon matapos ang ilang araw 5. Gusto ba ninyong
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			<i>Pilipino ang nabanggit? Masarap ba ang mga ito?</i> <i>Anong mga pagkain ang paborito mo?</i> <i>Ano-ano ang mga sahog ng sinigang? Ano-ano naman ang sa haluhalo?</i> <i>Bakit kaya haluhalo ang tawag dito?</i> <i>Tama ba ang ipinakitang ugali ni Jose?</i> <i>Nasiyahan ka ba sa napakinggan na kwento?</i>	tularan ang ginawa ni Mingming? - Kung tayo naman ang tinulungan, ano ang dapat nating sabihin sa tumulong sa atin? - Bakit kailangang marunong tayong magpasalamat?
Developing Understanding of the Key Idea/Stem	Ask the learners to form dyads. Provide each pair with a picture card of objects commonly found at home (e.g., a toy, a bag, or a book, a pencil, a chair).     Ask each pair to name the pictures given to them. Allow learners to give more objects that they own or	Group the learners into 5 or more. Make sure each group has at least three members. Using the listening text, ask the learners to identify the similar characteristics of Nanay and Tatay. Instruct learners to share their answers with the group. For the next round, using the same text, ask the learners to identify the differences between kuya and ate using the appropriate word. Instruct learners to share their answers with the group.	SAY: <i>Ito ang ilan sa mga tanong sa kuwentong pinakinggan natin. Isa-isahin atin.</i> Read aloud to the learners the following questions. Ask them to repeat after you. In delivering the questions, make sure to observe proper intonation. <i>Nag-aral ka ba nang mabuti?</i> <i>Masarap po ba ang haluhalo?</i> SAY: <i>Pakinggan naman nating muli ang mga pangungusap na nag-uutos na nabanggit</i>	Instruct the learners to arrange the following events (illustrated in pictures) in the listening text. Allow the learners to narrate the story based on their arrangement of pictures. Reuse the pictures shown during the story listening activity. _____ Nagpasalamat si ibon kay Mingming.  _____ Dinala ni

	things that they have at home (for instance, objects in the bedroom, in the dining room, in the living room etc.). Say the names of the objects (including the additional objects given by the learners) and instruct the learners to repeat after you. Afterwards, tell the learners that one of them will pretend to be the “requester” and the other one to be the “giver”. The requester should use one of the polite phrases to ask for the object, while the giver should respond kindly. In the next round, they will exchange roles so that each learner gets a chance to practice being both the requester and the giver.		<i>sa kuwento.</i> Read aloud to the learners the following questions. Ask them to repeat after you. In delivering the questions, make sure to observe proper intonation. 1. Kumain ka muna. 2. Pakilagay muna sa ref. ASK: 1. <i>Mayroon bang pagkakaiba sa tono at paraan ng pagsabi ng mga pangungusap na nagtatanong at nag-uutos? Ibahagi sa klase.</i> 2. <i>Bakit mahalagang wasto ang tonong ating gagamitin kung tayo ay magtatanong o mag-uutos?</i>	Mingming ang ibon sa kanyang bahay upang gamutin.  _____ Nakakita si Mingming ng sugatan na ibon. 
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Deepening Understanding of the Key Idea/Stem

Display a simple request scenario on the board or a poster, **such as a child asking for a cookie.**



Ask the learners to help you come up with a polite way to ask for the cookie. Write their suggestions on the board.

Use the following scenarios to reinforce the use of polite phrases emphasizing the use of “maaari po”, “puwede po” and the like. Do not forget to reinforce the appropriate tone of voice.

SAY:

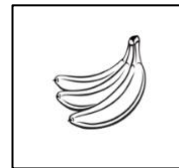
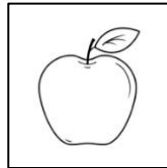
Magbigay ng mga bagay na gusto mong hilingin sa iyong mga magulang.

ASK:

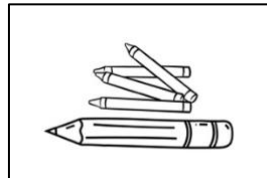
*Paano mo ito sasabihin?
Anong mga salita ang gagamitin mo?*

At this point, let the learners express the similarities and differences of the objects presented below.

Show the learners pictures of an apple and a banana. Ask them to state the similarities and differences of the two fruits.



Show the learners pictures of a pencil and a crayon. Ask them to state the similarities and differences of the two objects.



Explain what it means to compare (finding similarities) and contrast (finding differences). Give more examples to illustrate the concept.

Note: You may provide more comparable examples

Introduce the following situations and discuss the change in intonation and tone in asking questions and giving commands or requests.

Ask the learners how they should respond politely in the following situations

Mga sitwasyon:

1. Gusto mong magpagawa ng haluhalo.
2. Kukunin ang suklay ngunit hindi mo abot.

Repeat the answers of the learners. Ask the class to do the same. Correct subtly the answers if necessary. Ask if their classmates demonstrated the right tone and intonation.

To further develop the abilities of learners in recalling and in sequencing events, give more individual tasks. Make sure that the events will have corresponding visual representations. After a few minutes, call at least 3 learners to share their answers in class and to explain how they arranged the events.

SAY:

Bawat isa sa atin ay may ibat-ibang ginawa pagkagising sa umaga.

Ang una kong ginagawa ay nanalangin.



Pangalawa, inaayos ko ang aking higaan.

	SAY: <i>Magbigay ng mga bagay na gusto mong ihingi ng tulong sa iyong guro.</i> ASK: <i>Paano mo ito sasabihin? Anong mga salita ang gagamitin mo?</i>	(objects) that can be found at home. Identify key words related to family and interests, such as "luto," "laro," "sulat," and "kanta". Allow learners to provide more activities their families do. Have learners create simple sentences using these words to describe their own family members and their hobbies.		Pangatlo, naliligo ako. <i>Kayo naman. Ilawaran ninyo ang inyong ginagawa pagkagising sa umaga. Siguraduhin na ang mga salitang una, pangalawa, at pangatlo ay magagamit sa inyong paglalarawan.</i> Note: Ensure that the differences in the learners' experiences are acknowledged.
After/Post-Lesson Proper				
Making Generalizations and Abstractions	ASK: <i>Ano ang tamang paraan sa paghingi ng isang bagay o pabor sa ating mga</i>	ASK: <i>Ano ang ginagawa natin kapag tayo ay</i>	ASK: <i>Ano-ano ang magagalang na pananalita ang maaari nating gamitin kung tayo ay</i>	ASK: 1. <i>Anong katangian ni Mingming ang nais ninyong gayahin?</i>

	<i>kapamilya, mga kaibigan, o sa mga nakatatanda sa atin?</i> <i>Ano ang tono natin sa paghingi ng mga ito?</i> <i>Paano kaya kung nasabi din naman natin ang mga magalang na pananalita ngunit ang boses natin ay hindi tama, ano kaya ang puwedeng mangyari?</i>	<i>naghahambing?</i> <i>Anong mga salita ang pwede nating gamitin kapag gusto nating ipakita ang pagkakapareho ng ating pinaghahambing? Paano naman kung gusto natin ipakita ang pagkakaiba nila?</i>	<i>makikisuyo, mag-uutos o magtatanong?</i> <i>Bakit dapat ugaliin ang pagiging magalang sa pakikisuyo o pagtatanong?</i> <i>Mahalaga ba na isipin natin kung ano ang tamang tono bago tayo magsalita?</i>	2. <i>Bakit mo nagustuhan o di nagustuhan ang kwentong ating pinakinggan?</i>
Evaluating Learning	SAY: <i>Napag-usapan na natin kung paano tayo humingi ng mga bagay o pabor sa ating kapwa tao (sa kapamilya, kaibigan, mga nakatatanda).</i> <i>Ngayon naman ay gagawa tayo ng kahilingan sa Panginoon. Tayo ay bubuo ng panalangin para sa ating sarili o para sa ating kapamilya.</i> <i>Bibigyan ko kayo ng limang minuto. Pagkatapos ng limang minuto, ibabahagi ninyo ang inyong kahilingan sa inyong kapareha. Pagkatapos ay tatawag ako</i>	Ask the learners to talk about how they are similar and different from their family members. SAY: <i>Pumili ng isang miyembro ng inyong pamilya. Gamit ang mga natutuhan nating salita, paghambingin ninyo ang inyong sarili at ang napili ninyong miyembro ng pamilya upang maipakita ang pagkakatulad at pagkakaiba nila.</i>	SAY: <i>Napag-usapan natin ang magalang na pamamaraan pagtatanong at pag-uutos o pakikiusap sa ating kapamilya, kaibigan, at mga nakatatanda.</i> <i>Makinig mabuti sa sasabihin kong mga salita. Pumalakpak ng isang beses kung ang tono ng aking sasabihin ay patanong at dalawang beses naman kung ito ay pakiusap or pautos.</i> Following correct tone and intonation, read aloud to the learners the below sentences.	SAY: <i>Gamit ang mga salitang nasa ibaba, muling ibahagi sa klase ang mga pangyayari sa kuwentong Ang Mabait na Pusa.</i> Una Pangalawa Pangatlo

	<i>ng ilan upang magbahagi sa klase ng kanilang ginawang panalangin.</i> <i>Malinaw ba ang ating gawain?</i> <i>After the sharing, you may call 1-2 pairs to share their prayers.</i>		Mga pangungusap: 1. Itabi mo itong tirang pan de sal. 2. May natira pa bang pan de sal? 3. Mainit pa ba ang pan de sal? 4. Bumili ka ng sampung pirasong pan de sal. 5. Pakiabot naman ang pan de sal. Note: You may provide a different set of examples containing words that best represent the learners' L1.	
Additional Activities for Application or Remediation (if applicable)	Home Practice: Ask the learners to practice using polite language at home by making polite requests to their family members or caregivers. They can share their experiences during the next class. You may also give a checklist to the parents or guardians to monitor the polite language that the children use at home. You may ask them to have a month-long monitoring of this or extend it until these	Ask the learners to use high-frequency words in sentences/utterances to describe the activities of family members. Ask the learners to recite the words used for comparison after you.	Sabayang bigkas: Ang mga mag-aaral ay muling uulitin ang magagalang na pananalita sa pakikisuyo o pag-uutos.	

	are embedded in the learners' habit.			
Remarks				
Reflection				

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Reviewed by:

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