1

Lesson Exemplar for Grade 1 Reading and Literacy

Quarter 3

Week

8

GOVERNMENT PROPERTY
NOT FOR SALE

Learning Activity Sheet for Reading and Literacy Grade 1
Quarter 3: Week 8

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies.

The Intellectual Property Code of the Philippines 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 (e.g., texts, illustrations, musical notations, photos, and other copyrightable, patentable contents) included in this learning resource are owned by their respective copyright and intellectual property right holders. Where applicable, DepEd has sought permission from these owners specifically for the development and printing of this learning resource. As such, using these materials in any form other than agreed framework requires another permission and/or licensing.

No part of this material, including its original and borrowed contents, may be reproduced in any form without written permission from the Department of Education.

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or send an email to blr.od@deped.gov.ph.

Published by the Department of Education
Secretary: Sonny M. Angara
Undersecretary: Gina O. Gonong

Development Team

Writer:	Dorothy Joann Lei L. Rabajante
Content Editor:	Briget V. Varron, Aisa Veronica Pintor
Mechanical Editor:	
Illustrator:	Joselito Pilotos, Marco R. Abellon, Randy G. Mendoza
Layout Artist:	Rejoice Ann C. Mananquil

Management Team
Bureau of Curriculum Development, Bureau of Learning Delivery, Bureau of Learning Resources

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	3rd, Week 7

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; understand and create simple sentences in getting and expressing meaning about one's community and content-specific topics (narrative and informational).			
B. Performance Standards	The learners use their ongoing development in automatically recognizing sight words; decode high frequency words and content-specific vocabulary and use them to express ideas; read sentences and narrate personal experience with one's community and content-specific topics.			
C. Learning Competencies	**RL1PWS-III-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending).** **RL1PWS-III-4. Substitute individual sounds in simple words to make new words.** RL1PWS-III-5. Sound out words accurately. RL1VWK-III-1. Use vocabulary referring to **community**. RL1VWK-III-4. Read content-specific words (Math, , and **GMRC**) accurately for meaning. RL1BPK-II-3. Recognize proper eye movement skills in reading; a. left to right b. top to bottom c. return sweep	RL1PWS-III-5. Sound out words accurately. RL1VWK-III-3. Read high-frequency words accurately for meaning. RL1CAT-III-3. Comprehend informational text. **b. Identify problem and solution.** RL1CCT-III-1. Narrate one's personal experiences. **e. content-specific topics** RL1VWK-III-5. Write words legibly and correctly.	RL1PWS-III-3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending). RL1PWS-III-4. Substitute individual sounds in simple words to make new words. RL1PWS-III-5. Sound out words accurately. RL1VWK-III-3. Read high-frequency words accurately for meaning. RL1VWK-III-4. Read content-specific words (Math, MAKABANSA, and **GMRC**) accurately for meaning. RL1CAT-III-1. Read sentences with appropriate speed, accuracy, and expression.	**RL1PWS-III-5. Sound out words accurately.** **RL1VWK-III-3. Read high-frequency words accurately for meaning.** RL1CAT-III-3. Comprehend informational text. **b. Identify problem and solution.** RL1CCT-III-1. Narrate one's personal experiences. **e. content-specific topics** RL1CCT-III-3. Express ideas about: **a. content-specific topics** RL1VWK-III-5. Write words legibly and correctly.

	RL1CAT-III-1. Read sentences with appropriate speed, accuracy, and expression. RL1CAT-III-3. **Comprehend informational text.** a. Note significant details in informational texts (list and **describe**).			
D. Learning Objectives	At the end of the lesson, the learners shall be able to: ● Give the beginning and ending sound of a given word. ● Make new words by substituting the initial sound with another sound. ● Share personal experiences relevant to the topic. ● Describe important details from the given text. ● Recognize the proper eye movement in reading from left to right, top to bottom, and return sweep. ● Read high-frequency words in the text. ● Read aloud sentences with appropriate speed, accuracy, and expression following a checklist.	At the end of the lesson, the learners shall be able to: ● Share personal experiences relevant to the topic. ● Read high-frequency words in the text. ● Read sentences with appropriate speed, accuracy, and expression. ● Identify the problem and its solution from the text read. ● Write words correctly and legibly.	At the end of the lesson, the learners shall be able to: ● Give the beginning and ending sound of a given word. ● Make new words by substituting the initial sound with another sound. ● Read aloud sentences with appropriate speed, accuracy, and expression following a checklist. ● Read high-frequency words in the text.	At the end of the lesson, the learners shall be able to: ● Talk about one's experience in the community. ● Read high-frequency words in the text. ● Read sentences with appropriate speed, accuracy, and expression. ● Identify the problem and its solution from the text read. ● Write words correctly and legibly.
E. Anchor	*Mapagmalasakit* (Compassion). *Nakadarama ng matinding pagnanais na tumulong sa mga taong nangangailangan upang maibsan ang pagdurusa at mabago ang kanilang sitwasyon.* To feel a strong desire to help people in need to alleviate suffering and change their situation			
II. CONTENT	Vocabulary and Word Knowledge	Vocabulary and Word Knowledge	Vocabulary and Word Knowledge	Creating and Composing Texts Problem and Solution

	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension Pagmamalasakit	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension Problem and Solution	Comprehending and Analyzing Texts: Oral Reading Fluency and Reading Comprehension	
III. LEARNING RESOURCES				
A. References				
B. Other Learning Resources	• The text *Pagmamalasakit sa Kapwa at Komunidad* displayed on chart or projector • Printed copies of the LAS with the text: *Pagmamalasakit sa Kapwa at Komunidad* – one for each learner	• The text *Pagmamalasakit sa Kapwa at Komunidad* displayed on chart or projector • Problem-solution chart	• Flashcards with the following words: *galang, respeto, tulong, malasakit* • The text *Paggalang at Pagtulong at Komunidad* displayed on chart or projector • Printed copies of the LAS with the text: *Paggalang at Pagtulong at Komunidad* – one for each learner	• Pictures of people helping in a community (e.g., cleaning streets, helping elderly cross the street, watering plants in the garden, etc.)
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	**ASK:** • *Sino ang nakatulong na sa kanilang kaibigan, kaklase, o kapitbahay? Paano kayo tumulong? Ano ang inyong naramdaman nang makatulong kayo?*	Ask learners to recall the previous lesson: • *Ano-ano ang mga paraan na maaari tayong magpakita ng pagmamalasakit sa kapwa at komunidad?* • *Magbigay ng halimbawa ng karanasan kung saan, nagpakita kayo ng pagmamalasakit sa kapwa.*	Show the previously learned high-frequency words using flashcards: *galang, respeto, tulong, malasakit.* Ask learners to read the words. **ASK:** *Bakit mahalaga ang magpakita ng respeto at malasakit sa iba? Paano natin ito ginagawa?* Relate the response to the importance of *paggalang* and *pagtulong.*	Show pictures of people helping in a community (e.g., cleaning streets, helping elderly, etc.). **ASK:** *Ano ang nakikita ninyo sa larawan? Paano sila tumutulong? Nagawa niyo na rin bai to? Ilahad sa klase.*

Lesson Purpose/Intention	Explain to the learners the intention of today's lesson. They will learn to isolate the sound in different positions, substitute sounds in a word to produce another word, recognize reading directions, read high frequency words, and read words accurately for meaning. Also, they will read sentences with accuracy, appropriate speed, and proper expression.	Explain to the learners the intention of today's lesson. They will learn how to identify the problem and solution in a given text. Also, they will read sentences with accuracy, appropriate speed, and proper expression and write their own ideas about the topic.	Explain to the learners the intention of today's lesson. They will practice how to isolate the sound in different positions, substitute sounds in a word to produce another word, recognize reading directions, read high frequency words, and read words accurately for meaning. Also, they will read sentences with accuracy, appropriate speed, and proper expression.	Explain to the learners the intention of today's lesson. They will learn how to identify the problem and solution in a given text. Also, they will read sentences with accuracy, appropriate speed, and proper expression and write their own ideas about the topic.
Lesson Language Practice	Introduce the following words using the learners' L1. Read the following words. Syllabicate each of the following vocabulary words. Ask learners to follow reading after you. Provide the definition of the word and use them in a sentence. Ask them to identify the beginning and ending sounds of each word. Lead them to a phonemic substitution. Example: replace /m/ in *malasakit* with */g/*. What new word do you form? *(galasakit)* Words: *1. malasakit (ma-la-sa-kit) – pagpapakita ng pag-aalala at pag-aalaga sa iba. Pinakita ni Juan ang kaniyang malasakit*	Introduce the following words using the learners' L1. Show the following key words to the learners: *malasakit* *komunidad* *pagtulong* *respeto* Ask learners to read the words three times. Call volunteers to recall what the words mean based on the previous lessons.	Introduce the following words using the learners' L1. Say the following words three times and encourage learners to repeat them after you. *galang* *respeto* *tulong* *malasakit* Ask them to identify the beginning and ending sounds of each word. Lead them to a phonemic substitution. Example: replace /g/ in *galang* with */s/*. What new word do you form? *(salang)* Replace /t/ in *tulong* with /b/. What new word do you form? *(bulong)*	Write the following words on the board and read them three times. Encourage learners to repeat them after you. *Entrance* *Exit* *Fire Exit* *Restrooms* *No Entry* Call volunteers to give the meaning of these signages.

	sa pamamagitan ng pagtulong sa paglilinis ng parke. *2. komunidad (ko-mu-ni-dad) – lugar kung saan sama-sama naninirahan at nagtutulungan ang mga tao. Masaya ang aming komunidad dahil nagtutulungan ang lahat.* *3. pagtulong (pag-tu-long) – pagbibigay ng tulong o suporta sa iba. Si Ana ay laging nagbibigay ng pagtulong sa kaniyang kapatid sa paggawa ng takdang-aralin.* *4. respeto (res-pe-to) – pagpapakita ng paggalang sa ibang tao. Ipinapakita natin ang respeto sa matatanda sa pamamagitan ng paggamit ng "po" at "opo"* Ask the learners to read the words repeatedly.			
During/Lesson Proper				
Reading the Key Idea/Stem	Display the informational text below in front of the class. Ask learners to follow proper eye movement from reading – left to right, top to bottom, return sweep. Show them the checklist of the things they should remember when reading a text. (See	Review the concept of problem and solution from the previous lessons. **ASK:** • *Kapag may problema tayo, ano ang dapat nating gawin upang ito ay malutas?* • *Ano ang ibig sabihin ng "solusyon"?*	Display the informational text below in front of the class. Ask learners to follow proper eye movement from reading – left to right, top to bottom, return sweep. Show them the checklist of the things they should remember when reading a text. (See	Read aloud the informational text about signages. Model fluent reading. **TEKSTO:** *Ang kalinisan ay mahalaga sa bawat komunidad. Kapag may kalat sa paligid, tulag ng mga basura sa daan, nagiging marumi at hindi maganda ang ating lugar. Upang malutas ito,*

	Evaluation section below.) Briefly review each criterion. 	Mga batayan	J o L
---	---
1. Binasa ko ang lahat ng mga salita nang malinaw.	
2. Binasa ko ang teksto nang may tamang bilis.	
3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.	
4. Naintindihan ko ang aking binasa.	| Model fluent reading of the text to the learners twice. Demonstrate the proper speed and expression during reading. Go back to the checklist and ask the learners to assess your reading. Go over the items in the checklist one by one. **TEKSTO**: *Pagmamalasakit sa Kapwa at Komunidad* *Ang pagmamalasakit ay pagtulong at pag-aalala sa iba. Sa simpleng paraan, tulad ng pagtulong sa kaibigan o pagbibigay ng pagkain sa nangangailangan, naipapakita natin ito.*	Guide students to understand that the problem is something that is not right or needs to be fixed, and the solution is the way to fix it. Write these definitions on the board: *Problema – isang bagay na hindi maganda o kailangang ayusin* *Solusyon – ang paraan upang ayusin ang problema* Read the text aloud to the class: *Ang pagtatapon ng basura sa tamang lugar ay isang paraan ng pagmamalasakit sa ating komunidad. Kung may nakikitang kalat, maaaring pulutin ito at itapon nang maayos.* **ASK:** • *Ano ang problema? (May kalat)* • *Ano ang solusyon? (Pulutin ito at itapon nang maayos.)* • *Paano ninyo natukoy ang problema at solusyon?*	Evaluation section below.) Briefly review each criterion. | Mga batayan	J o L
---	---
1. Binasa ko ang lahat ng mga salita nang malinaw.	
2. Binasa ko ang teksto nang may tamang bilis.	
3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.	
4. Naintindihan ko ang aking binasa.	| Model fluent reading of the text to the learners twice. Demonstrate the proper speed and expression during reading. Go back to the checklist and ask the learners to assess your reading. Go over the items in the checklist one by one. **TEKSTO**: *Paggalang at Pagtulong sa Komunidad* *Sa ating komunidad, mahalaga ang magpakita ng paggalang sa isa't isa. Ang paggalang ay ang pagpapakita ng magandang asal at pagpapahalaga sa ibang tao. Halimbawa, kapag nagsasalita, tumingin tayo sa mata ng*	*dapat magtulong-tulong ang mga lahat sa paglilinis at pag-aayos ng paligid.* Re-read the text with the learners. Lead the class in doing a self-evaluation following the checklist below: | Mga batayan	J o L
---	---
1. Binasa ko ang lahat ng mga salita nang malinaw.	
2. Binasa ko ang teksto nang may tamang bilis.	
3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.	
4. Naintindihan ko ang aking binasa.	

<table>
<tr>
<td></td>
<td>Sa ating komunidad, pwede tayong magpakita ng malasakit sa pamamagitan ng pagtulong sa paglilinis ng paligid, paggalang sa matatanda, at pagsali sa mga gawain na nakakatulong sa lahat.

Kapag may malasakit ang bawat isa, nagiging mas maayos at masaya ang ating komunidad.

After this, read the text with the learners. After reading, go back to the checklist and assess with the students the group reading.</td>
<td>Show the problem and solution chart below. Tell learners to fill out the chart.

<table><tr><td>Problema</td><td>Solusyon</td></tr><tr><td>May kalat</td><td>Pulutin ito at itapon nang maayos</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></td>
<td>kausap at makinig nang mabuti.
Mahalaga rin ang pagtulong sa kapwa. Kapag nagtulong-tulong, gumagaan ang trabaho at problema. Halimbawa, maaaring tumulong sa mga gawaing bahay. Sa paaralan, maaaring tumulong na linisin ang kalat at dumi sa silid-aralan. Sa komunidad, maaring tumulong sa matatanda na tumawid o magbigay ng pagkain sa nangangailangan.

Kapag gumagalang at nagmamalasakit tayo sa isa't isa, ang komunidad natin ay mas masaya at maayos.

After this, read the text with the learners. After reading, go back to the checklist and assess with the students the group reading.</td>
<td></td>
</tr>
<tr>
<td>Developing Understanding of the Key Idea/Stem</td>
<td>Tell learners that one way to take note of important details in the text is by circling and/or underlining important ideas. Explain that to describe important details from the text means identifying and explaining key pieces of information that help the reader understand the main idea or events. These details may include:
- WHAT/ANO – Ano ang paksa ng teksto?</td>
<td>Present the following texts to the class. Read each scenario twice (modeling), then ask the learners to read with you. Finally, ask them to read the text on their own.

As a class answer the following questions after reading each text:

• Ano ang problema sa teksto?
• Ano ang solusyon?</td>
<td>ASK:
• Tungkol saan ang nabasang teksto?
• Ano ang ibig sabihin ng paggalang?
• Ano ang isang halimbawa ng paggalang?
• Paano tayo makatutulong sa ating pamilya?
• Ano ang mga bagay na maari nating gawin upang magpakita ng pagtulong sa paaralan?</td>
<td>Ask the learners what concept of good manners is shown in the text. (Pagtulong, paglinis ng komunidad) Call volunteers to describe it.

Review the concept of problema and solusyon. Write problema and solusyon on the board. Call volunteers to recall what they mean.

Ask the learners to identify the problem and the solution in the</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>
- WHY/BAKIT – Ano ang dahilan ng mga pangyayari? (Cause and effect)
- HOW/PAANO – Paano nangyari?

Demonstrate describing important details from the text by asking the following questions and pointing the details out in the text.

ASK:
- *Ano ang ibig sabihin ng pagmamalasakit?*

Ask the learners to identify the meaning in the text read. Call a volunteer to circle the meaning of pagmamalasakit.

- *Paano natin maipapakita ang malasakit sa komunidad? Magbigay ng halimbawa na nabanggit sa teksto.*

Invite learners to go back to the text and find the answers. Ask the learners to underline the answer in the text.

- *Ano ang mangyayari sa komunidad kapag lahat ay may malasakit?*

Ask the learners to identify the answer in the text. Call a
</td>
<td>
- *Paano ninyo ito natukoy?*

Ask the learners to write their answers on the problem and solution chart. Guide the learners in filling out the chart.

Problema	Solusyon

Teksto:
1. *Maraming basura ang naiwan sa parke matapos ang picnic. Tumulong ang mga bata na maglinis ng paligid upang maging maayos ito.*

2. *Nasira ang gripo sa paaralan at tumulo ang tubig. Agad na ipagbigay-alam ito sa guro para maayos.*

3. *May mga pusa at aso sa barangay na nagkalat ng basura mula sa mga basuraha. Maglagay ng takip sa basurahan upang hindi ito maikalat ng mga hayop.*

4. *Nagkulang ang mga upuan sa barangay hall tuwing may meeting. Nagdala ng mga ekstrang upuan ang mga kapitbahay para magamit ng lahat.*
</td>
<td>
- *Bakit mahalaga ang paggalang at pagtulong sa ating komunidad?*
- *Paano nakatutulong ang paggalang at pagtulong upang maging masaya at maayos ang komunidad?*
- *Ano ang maaari mong gawin upang magpakita ng pagtulong sa iyong mga kaibigan?*
</td>
<td>
text read. Call volunteers to write the answer on the problem and solution chart.

Problema	Solusyon
</td>
</tr>
</table>

	volunteer to underline the answer. Tie the discussion to the lesson in GMRC about "pagmamalasakit." Encourage learners to share their own experiences about showing compassion in the community. Sample prompts: • *Alin sa mga sinalungguhitan natin ang inyong ginagawa upang magpakita ng pagmamalasakit sa ibang tao?* • *Ano ang inyong dapat gawin simula ngayon upang magpakita ng pagmamalasakit sa iba?*			
Deepening Understanding of the Key Idea/Stem	Distribute copies of the text to the learners (see LAS). Put the learners in groups of three. Ask the learners to practice reading the text together. Instruct them to circle the words that they find difficulty in reading. Teach learners the following strategies when they have difficulty reading the word: 1. Look at the first letter of the word. 2. Sound out the first letter.	**SAY:** *Maaari kayong gumamit ng mga simpleng pangungusap upang ipakita ang problema at solusyon. Huwag kalimutan na ang problema ay isang bagay na hindi maganda o kailangang ayusin, at ang solusyon naman ay ang paraan para ayusin ito.* Put learners in small groups of three. Read the following statements to them and ask them to follow. Ask the groups to suggest ways to solve the problem. Have them write their solution on their notebook.	Distribute copies of the text to the learners (see LAS). Put the learners in groups of three. Ask the learners to practice reading the text together. Review with the learners the following strategies when they have difficulty reading the word: 1. Look at the first letter of the word. 2. Sound out the first letter. 3. Try to sound out the succeeding letters, focusing on one letter at a time.	Model reading the followings texts, and then ask the learners to follow. Ask the learners to identify the word that shows good manners. Call volunteers to write in the chart the problem and solution in the following texts. Ask prompt questions. **Teksto:** 1. Ang pagtulong sa nangangailangan ay isang magandang gawain. Kapag may matanda na hirap tumawid ng kalsada, maaaring mapahamak siya. Dapat natin

	3. Try to sound out the succeeding letters, focusing on one letter at a time. 4. Slowly say the sounds together. 5. Say the sounds together a little faster. Have them evaluate their reading using the checklist discussed earlier. Go around the room to guide and provide assistance to learners having difficulty with reading a word.	Guide questions to answer after reading each text: • *Ano ang problema sa teksto?* • *Ano ang posibleng solusyon sa problema?* • *Masasagot ba ng inyong mungkahing solusyon ang problema? Bakit?* 1. Madalas ang baha sa barangay tuwing umuulan dahil sa baradong kanal. 2. Nasira ang ilaw sa harap ng paaralan kaya naging madilim sa lugar. Call volunteers to read the text in class and read the solution they wrote.	4. Slowly say the sounds together. 5. Say the sounds together a little faster. Have them evaluate their reading using the checklist discussed earlier. Go around the room to guide and provide assistance to learners having difficulty with reading a word.	siyang tulungan na tumawid nang ligtas. Sa ganitong paraan, naipapakita natin ang paggalang at pagmamalasakit. 2. Mahalaga ang pag-aalaga ng hayop sa komunidad. Kapag may nawawalang alaga tulad ng aso o pusa, nag-aalala ang may-ari. Ang mga kapitbahay ay maaaring tumulong maghanap upang maibalik ang alaga. Sa pagtutulungan, maas mabilis natatagpuan ang nawawala.
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Ask the learners to reflect and complete these statements: • Ang mga natutunan ko ngayong araw ay_____. • Ano-ano ang mga paraan ng pagpapakita ng malasakit sa ating komunidad?	Ask the learners to reflect and complete and answer the following: • "Ang mga natutunan ko ngayong araw ay _____." • Ano ang "problema"? Paano ito matutukoy sa teksto? • Ano ang "solusyon"? Paano ito matutukoy sa teksto?	Ask the learners to reflect and complete these statements: • "Ang mga natutunan ko ngayong araw ay _____." • Bakit mahalagang magpakita ng paggalang at pagtulong sa kapwa? • Paano ka magpapakita ng paggalang sa iba? • Paano ka magpapakita ng malasakit sa iba?	Ask the learners to reflect and complete these statements: • "Ang mga natutunan ko ngayong araw ay _____." • "Magpapakita ako ng pagmamalasakit sa kapwa sa pamamagitan ng _____." • "Pipiliin kong magpakita ng malasakit sa aking kapwa dahil _____."
Evaluating Learning	*Panuto: Basahin ang teksto at sagutin ang mga sumusunod na katanungan. Bilugan ang*	*Panuto: Basahing maigi ang mga sumusunod na pangyayari. Piliin ang tamang solusyon sa problema.*	*Panuto: Basahin ang teksto at sagutin ang mga sumusunod na katanungan. Bilugan ang letra ng tamang sagot.*	*Panuto: Basahin ang mga sumusunod na pangungusap. Isulat ang problema at solusyon sa tsart.*

<table>
<tr>
<td></td>
<td>letra ng tamang sagot. (See LAS.)

1. Ano ang ibig sabihin ng pagmamalasakit ayon sa binasa?
A. Pagtulog at pagpapahinga
B. Pagtulong at pag-aalala sa iba

2. Alin sa mga sumusunod ang halimbawa ng pagmamalasakit?
A. Pagbibigay ng pagkain sa nangangailangan
B. Pagsigaw sa matatanda

3. Paano natin maipapakita ang malasakit sa komunidad?
A. Sa pagtulong sa paglilinis ng paligid
B. Sa pag-iwas sa kaibigan

4. Ano ang nangyayari sa komunidad kapag may malasakit ang bawat isa?
A. Nagiging malungkot at tahimik
B. Nagiging maayos at masaya</td>
<td>1. May mga bata sa komunidad na walang maayos na sapatos para pumasok sa paaralan.

A. Nag-organisa ang barangay ng donasyon para makapagbigay ng sapatos sa nangangailangan.

B. Namigay ang barangay ng pagkain sa mga tao.

2. May sirang bahagi ng kalsada na nagdudulot ng aksidente sa mga dumadaan.

A. Bumili ng bagong sasakyan.

B. Inayos ang sirang kalsada.

3. Maraming halaman ang natutuyo sa plaza ng barangay.

A. Tumulong sa pagdidilig ng mga halaman sa plaza ang mga residente.

B. Pininturahan ang plaza upang maging makulay.</td>
<td>Mag-ensayo sa pagbabasa. Lagyan ng tsek (/) ang mga batayang nagawa.
(See LAS.)

1. Ano ang ibig sabihin ng paggalang ayon sa binasa?
A. Pagpapakita ng magandang asal
B. Pagsigaw sa kausap.

2. Paano natin maipapakita ang paggalang sa kausap?
A. Maglakad palayo habang may nagsasalita
B. Makinig nang mabuti sa kausap

3. Bakit mahalaga ang pagtulong sa kapwa?
A. Upang makaiwas sa trabaho
B. Upang gumaan ang trabaho at problema

4. Alin sa mga sumusunod ang halimbawa ng pagtulong sa komunidad?
A. Pagtatapon ng basura kung saan-saan
B. Pagtulong sa matatanda</td>
<td>Mag-ensayo sa pagbabasa. Lagyan ng tsek (/) ang mga batayang nagawa.

Ang tahimik na paligid ay nakatutulong sa maayos na pamumuhay. Ngunit kapag sobrang ingay, tulad ng malaks na paglalaro sa gabi, nahihirapan ang iba na magpahinga. Ang solusyon dito ay mag-usap nang maayos upang ipaliwanag ang sitwasyon. Sa paggalang sa bawat isa, nagiging payapa ang komunidad.

<table>
<tr><td>Problema</td><td>Solusyon</td></tr>
<tr><td></td><td></td></tr>
</table>

<table>
<tr><td>Mga batayan</td><td>J o L</td></tr>
<tr><td>1. Binasa ko ang lahat ng mga salita nang malinaw.</td><td></td></tr>
<tr><td>2. Binasa ko ang teksto nang may tamang bilis.</td><td></td></tr>
<tr><td>3. Sinunod ko ang mga bantas gaya ng tuldok at kuwit.</td><td></td></tr>
<tr><td>4. Naintindihan ko ang aking binasa.</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>Additional Activities for Application or</td>
<td>Encourage learners to practice reading the text presented</td>
<td>Encourage learners to think about experiences that show</td>
<td>Encourage learners to practice reading the text presented</td>
<td>Encourage learners to practice reading the text presented</td>
</tr>
</table>

Remediation (if applicable)	and/or new words, phrases, and sentences learned during the class. After presenting the self-assessment checklist for reading, ask the learners to evaluate themselves after reading in any of their classes using the same checklist.	problems and solutions and have them fill out the problem-solution chart.	and/or new words, phrases, and sentences learned during the class. After presenting the self-assessment checklist for reading, ask the learners to evaluate themselves after reading in any of their classes using the same checklist.	and/or new words, phrases, and sentences learned during the class. After presenting the self-assessment checklist for reading, ask the learners to evaluate themselves after reading in any of their classes using the same checklist.
Remarks	For languages without primer, use the sequence of letters taught in Tagalog (Marungko) when reviewing letters and sounds. 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.			
Reflection				

Prepared by:

_____
Subject Teacher

Reviewed by:

_____
Master Teacher/Head Teacher

Approved by:

_____
School Head