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Lingguhang Aralin Sa Filipino (WIKA)

Quarter 1

Week

8

PILOT IMPLEMENTATION OF THE MATATAG K TO 10 CURRICULUM

Lesson Exemplar for Language (English) Grade 1
Quarter 1: Week 8
SY 2024-2025

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Bumuo ng Materyal	
Manunulat:	Reyes
Pinagyaman:	Gizelle V. Laud, Evelyn R. Ramos, Werlito C. Batinga
Tagaguhit:	Juan Dela Cruz
Tagalapat:	Danilo Jr. V. Hernandez
Namamahala sa Pagbuo ng Materyal	
<p>JOCELYN DR ANDAYA <i>CESO IV</i>, Regional Director CRISTITO A. ECO <i>CESO III</i>, Assistant Regional Director MICAH G. PACHECO, Chief Education Program Supervisor DENNIS M. MENDOZA, Regional LR Education Program Superviso</p>	

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ATATAG	School	Grade Level	1
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K to 10 Curriculum Weekly Lesson Log	Name of Teacher		Learning Area	Language
	Teaching Dates and Time		Quarter	1 WEEK 8


	DAY 1	DAY 2	DAY 3	DAY 4
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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>	LANG1IT-I-2 Engage with or respond to a short-spoken text.	LANG1LIO-I-1 Talk about one's personal experiences. a. oneself and family b. content-specific topics	LANG1LIO-I-2 Participate in classroom interactions using verbal and non-verbal responses.	LANG1LIO-I-2 Participate in classroom interactions using verbal and non-verbal responses.
	LANG1CT-I-3 Draw and discuss information or ideas from a range of text (e.g. stories, images, digital texts). • Note and describe main points (e.g. main characters and events) • Sequence up to three (3) key events • Predict possible	LANG1LDEI-I-4 Use high-frequency and content-specific words referring to oneself and family.	LANG1LDEI-I-3 Use language to express connections between ideas. LANG1AL-I-3 Recognize how language reflects cultural practices and norms.	LANG1LIO-I-5 Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults. LANG1LDEI-I-1 Express ideas using a variety of symbols (e.g. drawings, emojis, scribbles).



	<p>endings</p> <ul style="list-style-type: none"> • Relate ideas or events to one's experience 			
<i>D. Learning Objectives</i>	<p>Review the guidelines on respectful listening.</p> <p>Identify and name the key elements of a story, like setting, characters, beginning, middle, and ending.</p> <p>Express preference regarding the ending of the story and explain your reason.</p>	<p>Explain in one's L1 the meaning of "more than" and "less than" when they are spoken or presented visually.</p> <p>Engage in classroom discussions and activities that involve using "more than" and "less than."</p> <p>Apply the understanding of "more than" and "less than" to everyday life situations, like sharing, doing household chores, etc.</p>	<p>Recognize and identify common non-verbal gestures used in class interaction, such as nodding, thumbs up, clapping, raising hands, and pointing.</p> <p>Explain the meaning and significance of common non-verbal gestures in one's social and cultural context.</p> <p>Demonstrate using non-verbal gestures in appropriate situations.</p>	<p>Recognize and name in one's L1 various emotions, including happiness, sadness, anger, surprise, and fear.</p> <p>Associate emotions with gestures and facial expressions.</p> <p>Differentiate intensity emotions using content words.</p> <p>Respond to emotions with respect and empathy.</p>
II. CONTENT				
III. LEARNING RESOURCES				

<p>A. References</p>	<p>Anchor for the week: Respect and Perseverance</p>	<p>DEPED LRMDs PORTAL</p> <p>https://lrmds.deped.gov.ph/search?filter=&search_param=all&query=17744</p> <p>https://www.freepik.com/free-vector/hand-drawn-children-back-school_8925986.htm#query=children&position=33&from_view=search&track=sph</p>		
<p>B. Other Learning Resources</p>	<p>Listening to Understand</p> <p>https://www.canr.msu.edu/news/listening_to_understand</p> <p>https://www.canr.msu.edu/news/listening_is_a_powerful_relationship-building_tool_in_families</p>	<p>Pamilyang Daliri song</p> <p>https://www.youtube.com/watch?v=n6Wbi4881OU</p>		

IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
<p>Activating Prior Knowledge</p>	<p>ASK:</p> <p><i>Mahalaga ba na tayo ay nakikinig sa kuwento ng guro?</i></p> <p><i>Bakit tayo nakikinig?</i></p> <p><i>Ano kaya ang mangyayari kung hindi tayo makikinig sa isang pagkukuwento?</i></p> <p><i>Paano kayo nakikinig?</i></p>	<p>Sing the Familyang Daliri song.</p> <p>https://www.youtube.com/watch?v=n6Wbi4881OU</p> <p>Ask learners about their families.</p> <p>SAY: <i>Masaya ka rin ba kapag kasama mo ang iyong pamilya? Bakit ka masaya?</i></p> <p><i>Paano mo ilalarawan ang iyong pamilya?</i></p> <p><i>Kabilang ka ba sa malaking pamilya o sa maliit na pamilya?</i></p>	<p>ASK:</p> <p><i>Anong ginagawa ninyo kung may gusto kayong sabihin sa kaklase ninyo?</i></p> <p><i>Maari rin ba tayong makapagbigay ng mensahe na hindi nagsasalita?</i></p> <p><i>Halimbawa, gustong humiram ng lapis ng iyong kaklase. Gusto mo naman siyang pahiram, ngunit hindi pwedeng magsalita. Ano ang gagawin mo para malaman niya na okay sa iyo na magpahiram?</i></p> <p><i>Halimbawa natuwa ka sa nakita mong palabas ng iyong kaklase. Ano ang gagawin mo para</i></p>	<p>FEELINGS CHECK IN</p> <p>Figure out how each learner feels at the beginning of the class by choosing one picture of emotion. The learners will briefly explain why they feel that way.</p> <div data-bbox="1639 699 2101 1029" style="border: 1px solid black; padding: 5px;"> <p style="background-color: #0056b3; color: white; text-align: center; padding: 2px;">Emotional Check-in</p>  <p style="text-align: right; font-size: small;">342 / 715</p> </div>

		<p>Present pictures of two families, a big family and a small family.</p> <p><i>SAY: Ano ang ginagawang dalawang pamilya sa larawan? Alin sa dalawang pamilya ang may maraming bilang? Alin naman ang may kaunting bilang?</i></p> <p>Let the learners count the members of the family in each group and let them compare the two families by finding out which one has <i>more than</i> and which has <i>less than</i>.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A</p> </div> <div style="text-align: center;">  <p>B</p> </div> </div>	<p><i>maiparating sa kanilang nagustuhan mo ang kanilang ginawang pamamagitan ng kilos at hindi sa salita?</i></p>	
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<p><i>Lesson Purpose/ Intention</i></p>	<p>SABIHIN:</p> <p><i>Ngayong araw ay matututuhan natin kung paano makinig upang maintindihan nating mabuti ang kuwento, gamit ang ating limang daliri.</i></p>	<p>The purpose of this lesson is to explain in one's L1 the meaning of "more than" and "less than" when they are spoken or presented visually.</p> <p>SABIHIN:</p> <p><i>Mga bata, ngayon ay pag-aaralan natin ang pagtukoy sa pagkakaiba ng mas marami sa mas kaunti sa pamamagitan ng pagtukoy</i></p> <p><i>Handa na ba kayo? Simulan na natin!natin sa mga larawan.</i></p>	<p>SABIHIN:</p> <p><i>Sa pakikipag-usap, hindi sa lahat ng pagkakataon, tayo ay nagsasalita upang ipaabot ang mensahe na gustong- gusto nating sabihin. Maari tayong gumamit ng kilos na di- berbal tulad ng mga nabanggit ninyo kanina na pagtango o pagpalakpak. Sa araw na ito ay pag- uusapan natin ang mga kilos na di-berbal sa pakikipag-usap o komunikasyon lalo na sa loob ng ating silid-aralan.</i></p>	<p>At the end of today's lesson, I will be able to:</p> <p>SABIHIN:</p> <p>Pagkatapos ng aralin ito, matutukoy ko ang iba't ibang uri ng emosyon batay sa nararamdaman. Igagalang ko ang nararamdaman ng bawat isa.</p> <p>Recognize and name in one's L1 various emotions, including happiness, sadness, anger, surprise, and fear.</p> <p>Associate emotions with gestures and facial expressions.</p>
<p><i>Lesson Language Practice</i></p>	<p>Unlock the following terms using the learners' L1: Pagong Kuneho</p>	<p>Discuss and unlock the terms "more than" and "less than" by explaining them in the learners' L1. Give examples and show photos and real objects.</p>	<p>In some places, thumbs-up or stop hand gestures might not be familiar, so you need to explain what they mean. You may also include other gestures that are more familiar to the learners.</p>	<p>Unlock the meaning of the following words. Happiness – <i>kaligayahan</i> Sadness – <i>kalungkutan</i> Anger – <i>galit</i> Surprised – <i>nagulat</i> Fear – <i>pangamba o takot</i> Disgust – <i>pagkasuklam</i></p> <p>NOTE: Use the equivalent terms for these feelings in your learners' L1.</p>

During/Lesson Proper				
<p>Reading the Key Idea/Stem</p>	<p>SABIHIN:</p> <p><i>Ngayong araw ay makikinig tayo sa isang kuwento. Ito ay pinamagatang “Ang Pagong at Kuneho”</i></p> <p>https://www.youtube.com/watch?v=VRroSa_uGd_o</p>  <p>Discuss and explain the key elements of a story.</p> <p><i>Mahalagang sangkap sa pagbuo ng kuwento ang mga elemento at mayroon tayong limang mahalagang elemento. Ang mga ito ay tauhan, tagpuan, panimula, gitna at wakas.</i></p>	<p>Read the text from the video intended for Grade 1 Learners. “<i>Ang Pamilyang May Ginintuang Puso</i>” from DepEd LRMS Portal.</p> <p>SABIHIN:</p> <p><i>Ang ating babasahin ngayon ay may pamagat na “ Ang Pamilyang May Ginintuang Puso. Ito ay sinulat ni Joy Reposar Oreo. Iginuhit ito ni Rionel R. Plimaco.</i></p> <p><i>Nanggaling ang kuwento sa Pilipinas.</i></p> <p><i>Ang kuwento ay tungkol sa pagtutulungan ng pamilya at kung ano-ano ang kanilang ginawa at ibinigay sa kapwa upang makatulong. Sa pakikinig ninyo ng kuwento ay bilangin din natin ang mga bagay na makikita sa kuwento. Handa na bang makinig ang lahat? Simulan na natin!</i></p>	<p>Show picture cards of each non-verbal gesture (thumbs up, clapping, raising hands, pointing, hand stop) one at a time.</p> 	<p>The teacher tells the class that people express feelings through emotions, which are visible or shown through facial expressions and body language.</p> <p>Show images of the emotions, one at a time. Ask the class to identify and name each emotion in their L1. Repeat this process for all the emotions, emphasizing their correct pronunciation.</p> <p>Write the name of the emotions on the board, emphasizing the beginning sounds.</p>

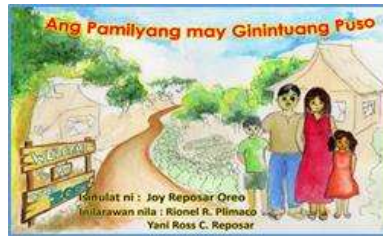
Ang tauhan ay ang mga karakter mula sa kuwento na sumasagot sa tanong na sino. Tandaan na kapag sa panitikan o sa mga kuwento, hindi lamang limitado sa tao ang mga tauhan.

Maaaring maging mga hayop o bagay ang mga ito, na binigyang-buhay dulot ng imahinasyon ng manunulat.

- Ngayon, kung babalikan ang pinakinggan nating kuwento. Sino-sino ang mga tauhan dito?

Ang tagpuan naman ay oras at lugar na pinangyarihan ng kuwento at sumasagot sa mga tanong na saan at kailan.

- Sa kuwentong “Si



Comprehension questions

Itanong:




1. Sino ang pamilyang handang tumulong sa kanilang mga kapitbahay?
2. Saang baryo nakatira ang pamilya ni Mang Jaime?
3. Ilan ang miyembro ng pamilya ni Mang Jaime?
4. Paano mo ilalarawan ang pamilya ni Mang Jaime?
5. Ano ang naging problema ng baryo





Emotion Character





designed by freepik


	<p><i>Pagong at Kuneho”, saan at kailan naganap ito?</i></p> <ul style="list-style-type: none"> • <i>Samantala, ang panimula ay ang umpisa ng kuwento at ang wakas naman ang pagtatapos ng kuwento.</i> • <i>Paano sinimulan ang kuwentong “Si Pagong at Kuneho”?</i> • <i>Ano ang sumunod na nangyari? Paano naman ito winakasan ?</i> 	<p>nila Mang Jaime?</p> <p>6. Paano nila tinulungan ang kanilang mga kabaryo?</p> <p>7. Dapat ba tayong tumulong sa ating kapwa? Bakit?</p>		
<p><i>Developing Understanding of the Key Idea/ Stem</i></p>	<p>5-Finger Retell</p> <p><i>Mula sa mga tinukoy nating mga elemento ng kuwentong ating pinakinggan, ikukuwento nating muli ang ‘Si Pagong at si Kuneho’ gamit ang ating limang daliri.</i></p>	<p>Show pictures from the stories and ask the children to count and compare the pictures of objects being asked.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>SABIHIN:</p> <p><i>Mga bata, tingnan ang larawang ito. Ano ba ang ibig sabihin ng larawang ito? Opo. Ang ibig sabihin ng thumbs up ay “oo”/”opo” o kaya’y pagsang-ayon. Paano pa ipinapakita ang oo /opo? Pwede rin ang pagtango.</i></p>	<p>Have the class do EMOTION SORTING. The teacher provides pictures or drawings of people displaying various emotions. Ask the children to sort them into categories of happy, sad, angry, surprised, fearful, etc.</p> <p>Show Me</p>

	 <p>Using the 5 Finger Retell strategy, retell the story "Si Pagong at si Kuneho."</p> <p>After retelling the story, ask volunteers to do the same using the 5 Finger Retell strategy.</p> <p>After explaining the important elements of a story, ask the following questions. Ensure that the idea that the turtle's victory was due to its perseverance should be emphasized.</p> <ul style="list-style-type: none"> • Paano nanalo si Pagong sa karera 	<p>Itanong:</p> <ol style="list-style-type: none"> 1. Alin sa dalawang larawan ang may mas maraming tanim na gulay? 2. Alin naman sa dalawang larawan ang may mas kaunting tanim na gulay?  <p>Itanong:</p> <ol style="list-style-type: none"> 1. Aling pamilya ang may maraming bilang ng miyembro? 2. Alin pamilya ang may mas kaunting bilang ng miyembro? <p>Discuss the concepts of <i>more than</i> and <i>less than</i> through pictures.</p>	<p><i>Ano naman ito? Tama. Ito ay pumapalampak. Ano kaya ang ibig iparating ng kilos na di-berbal na ito? Tama po. Ginagawa natin ito upang ipakita ang ating pagpapahalaga o kasiyahan sa pangyayari o pagkatuwa.</i></p> <p><i>Anong kilos na di-berbal naman ito? Ano kaya ang ibig sabihin nito? Opo. Kapag itinataas natin ang ating kamay ang ibig sabihin nito ay gusto nating magtanong, magsalita, o magbigay ng opinyon o ideya.</i></p> <p><i>Ano kayang kilos na di berbal na ito? Ano kaya ang ibig sabihin nito? Tama po. Ang pagturo (pointing) ay nagpapahiwatig o nagpapakita ng isang bagay na importante.</i></p>	<p>Show the pictures again. Ask students to choose one and mimic the facial expression and gesture. Encourage them to exaggerate their expressions.</p> <p>Provide positive reinforcement and praise for their efforts in mirroring the emotions.</p> <p>You may ask them why they chose such emotions or share a time when they felt these emotions.</p> <p>Talk about these feelings/emotions and explain to them that it's normal to feel this way. It's alright to talk about and share how we feel.</p>
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	<p>laban kay Kuneho?</p> <ul style="list-style-type: none"> • Bakit natalo si Kuneho laban kay Pagong? • May kapareho rin ba kayong karanasan kaugnay ng ating kuwentong pinakinggan? • Nagustuhan ba Ninyo ang wakas ng ating kuwento? Bakit? • Kung ikaw ang magwawakas ng kuwento, jgh paano mo ito wawakasan? <p>Itinuro sa atin ng kuwento ni Pagong at Kuneho na walang imposible sa nagsusumikap katulad ni Pagong.</p> <p>Ang pagiging mayabang at paghamak sa kakayahan ng kapwa ay masamang ugali at magdudulot sa atin ng 'di mabuti.</p>	<p>SABIHIN:</p> <p><i>Kayo ba ay lagi ring handang tumulong? Sa mga gawaing bahay ay tumutulong din ba kayo kina nanay at tatay? Sa papaanong paraan?</i></p>	<p><i>Ano naman ito? Ito ay kilos ng taga-trapik na pulis na ibig sabihin ay hinto o tigil o stop. Ginagawa rin natin ito kapag may gumagawa ng masama sa ating paligid.</i></p> <p>GESTURE CHARADES</p> <ol style="list-style-type: none"> 1. Group the learners into smaller groups. 2. Give each group picture cards of the gestures discussed. 3. Each time, learners will choose a card from the deck and act them out silently while others groups try to guess what it is being acted out. Encourage the use of gestures to guess the answer. 4. Continue rotating until each learner has had a turn demonstrating a gesture. 	
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<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>Sequencing Events</p> <p><i>Ngayong malinaw na sa atin ang mahahalagang elemento ng isang kuwento. Bubuo kayo ngayon ng sarili ninyong kuwento mula sa mga larawan. Tandaan na dapat mayroon itong tauhan, tagpuan, simula, gitna at wakas.</i></p>  <p>Tatawag ang guro ng mag-aaral na gustong magbahagi sa klase ng kanilang nabuong kuwento.</p>	<p>Discuss the concepts of <i>more than</i> and <i>less than</i> through picture clues or real objects found inside the classroom.</p> <p>Role-playing: Ask volunteer students to act out the situation given by the teacher.</p> <p>Situation 1</p> <p><i>Walang lapis ang iyong kamag-aral, ano ang gagawin mo?</i></p> <p>Volunteer 1 – <i>Magpapahiram po ako ng isang lapis.</i></p> <p>Volunteer 2 – <i>Magpapahiram po ako ng tatlong lapis.</i></p> <p>Itanong: <i>Sino sa kanilang dalawa ang may mas maraming pinahiram? Sino naman ang may mas kaunting pinahiram?</i></p> <p>Situation 2</p> <p><i>Nakita mong walang baon ang kamag-aral mo,</i></p>	<p>MATCHING GAME</p> <ol style="list-style-type: none"> 1. Use the same grouping. Distribute to each group a set of picture cards showing gestures learned. 2. Read a scenario, and then the group will show the picture of the non-verbal gesture that matches the situation. 3. Discuss the answers of the learners. <p>SITUATION 1. <i>Nagpapaalam ka sa iyong guro na pupunta ka sa palikuran. Isang kilos ang sagot ng iyong guro.</i></p> <p><i>Ano ang ibig sabihin ng kilos na di berbal na ito?</i></p> <p>SITUATION 2. <i>Habang nagbabasa ng kuwento ang inyong guro tungkol sa “Ang Batang Sumigaw ng Lobo”,</i></p>	<p>Intensity of emotions</p> <p>Introduce the idea of intensity by explaining that emotions can vary in intensity or seriousness. Use simple content words such as “mas kaunti” (e.g., galit) “napaka” (e.g., lungkot) <i>sobra</i> (e.g., inis) depending on language the learners use.</p> <p>Provide examples from previous stories you read in the class. For example, the story “Ang Bata at ang Lobo” shows the growing intensity of anger or disgust the neighbors felt because of the boy's repeated pranks.</p> <p>Let them also imagine the growing intensity of the boy's fear when he saw the wolf come near the sheep.</p> <p>Discuss situations when a parent or guardian becomes angry and angrier, especially when they call their children and they do not respond immediately.</p>
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		<p><i>ano ang gagawin mo?</i></p> <p>Volunteer 1 – <i>Bibigyan ko po siya ng isang biskwit.</i></p> <p>Volunteer 2 – <i>Bibigyan ko po siya ng tatlong tinapay.</i></p> <p><i>Itanong: Sino sa kanilang dalawa ang may mas maraming binigay? Sino naman ang may mas kaunting binigay?</i></p> <p><i>Masasabi ba nating mas matulungin ang nagpahiram ng mas maraming lapis at nagbigay ng mas maraming biskuwit o tinapay? Bakit?</i></p> <p>Tandaan: <i>Ang pagtulong sa kapwa ay hindi nasusukat sa rami o kaunti ng ating binigay. Ang mahalaga, ang pagtulong ay taos o bukal sa ating puso.</i></p> <p>Maglaro tayo – <i>Tingnan ang dalawang larawan at sabihin kung alin ang may mas marami at alin ang mas kaunti.</i></p>	<p><i>tumigil ito saglit at nagtanong tungkol dito. Gusto mong sumagot sa tanong. Ano ang dapat mong gawin?</i></p> <p><i>Ano ang ibig sabihin ng kilos na di-berbal na ito?</i></p> <p>SITUATION 3. <i>Nagpakita ng kanyang kakayahan sa pagsayaw ang iyong mga kamag-aral. Anong kilos na di-berbal ang gagawin mo sa sitwasyong ito? Bakit ito ang kilos na di-berbal na gagawin ninyo? Ano ang ibig sabihin nito?</i></p> <p>SITUATION 4. <i>May lumapit sa iyo na hindi mo kilala at gustong kurutin ang iyong pisngi, anong kilos na di-berbal ang gagawin mo?</i></p> <p><i>Bakit ito ang gagamitin mo? Ano ang ibig sabihin nito?</i></p>	 <p>Paano ninyo malalaman kung sobrang galit na ang inyong nanay o tatay? Ano ang dapat gawin upang hindi sobrang magalit ang inyong nanay/tatay?</p> <p>Kailangang mapansin ninyo kapag may kaunti ng galit ang inyong magulang upang hindi na kayo gumawa ng lalong magpapagalit sa kanila.</p>
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		<p>1. Alin sa mga hinuhugasan ni nanay ang may mas maraming pinggan at alin naman ang may mas kaunti?</p>  <p>Sagot: Ang larawan A ay may mas kaunting pinggan na hinuhugasan kaysa sa larawan B na may mas maraming pinggan na hinuhugasan.</p> <p>2. Alin sa mga dinidiligan ni ate ang may mas maraming halaman at alin naman ang may mas kaunti?</p>	<p>SITUATION 5. <i>Dumating ang nanay ng iyong kamag-aral na may dalang pagkain. Lahat kayo ay binigyan nito.</i></p> <p><i>Anong kilos na di-berbal ang gagawin ninyo?</i></p> <p><i>Bakit ito ang gagawin ninyo? Ano ang ibig sabihin nito?</i></p> <p>Explain and demonstrate the polite way of showing gestures, especially pointing fingers.</p>	
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Sagot: Ang larawan A ay may mas kaunting halaman na dinidiligan kaysa sa larawan B na may mas maraming halaman na dinidiligan.

3. Alin sa dalawang larawan ang may mas maraming bilang nang nagtutulungan? Alin naman ang may mas kaunting bilang nang nagtutulungan.



Sagot: Ang larawan A ay may mas maraming bilang ng taong nagtutulungan kaysa sa larawan B na may

		mas kaunting bilang nang nagtutulungan.		
After/Post-Lesson Proper				
<i>Making Generalizations and Abstractions</i>	Listening to one telling a story is a means to show respect. Listening carefully is also a way to completely understand a story and identify the elements such as character, setting, and plot.	It is not the number of things you share that matters but the sincerity to help others.	Aside from speaking, we can also communicate what we think and feel through gestures.	We should be able to read emotions to respond with respect and empathy.
<i>Evaluating Learning</i>	<p>5 Finger Retell</p> <p>From the story formed by the learners, ask them to do the 5-finger story.</p> <p>Say: Mula sa inyong binuong kuwento tungkol sa mga larawan ay gagawan ninyo ito ng sariling <i>5 finger retell</i>.</p>	<p>Let the pupils compare the two pictures by choosing the best answer. Color the box of the correct answer.</p>  <p>1. Ang bilang ng mag-aaral sa unang larawan ay _____ kaysa sa bilang ng mag-aaral sa ikalawang</p>	<p>LET ME TELL YOU</p> <p>Provide learners with images or drawings depicting non-verbal gestures such as pointing, hand raising, clapping, hand stop signal and thumbs up.</p> <p>Ask learners to choose an image and create a short story or sentence that describes the situation or emotion associated with the expression.</p>	<p>PAINT ME AN EMO.</p> <p>Have learners act - out the emotion they can perceive from the scenarios that the teacher will describe.</p> <p>Divide the class into 4 groups and have them act out the feelings or emotions the scenario suggests. The teacher will say the scenario, groups will act - out, and when the teacher says "freeze" the learners freeze depicting on their</p>



		<p>larawan.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A </div> <div style="text-align: center;"> <p>mas marami</p> <p>mas kaunti</p> </div> <div style="text-align: center;">  B </div> </div> <p>2. Ang bilang ng aklat sa unang larawan ay ___kaysa sa bilang ng aklat sa ikalawang larawan.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  A </div> <div style="text-align: center;"> <p>mas marami</p> <p>mas kaunti</p> </div> <div style="text-align: center;">  B </div> </div> <p>3. Ang bilang ng bulaklak sa unang larawan ay ___kaysa sa bilang ng mga bulaklak sa ikalawang larawan.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  A </div> <div style="text-align: center;"> <p>mas marami</p> <p>mas kaunti</p> </div> <div style="text-align: center;">  B </div> </div> <p>4. Ang bilang ng mga laruan sa unang larawan ay ___kaysa sa</p>	<p>Let the learners get a partner to share and discuss their creation to their partner.</p> <p>The teacher goes around to check whether learners are on the right track.</p>	<p>faces the emotions they are supposed to portray. The group that has the closest answer wins the game.</p> <p>Scenario No. 1 Kaarawan mo ngayon, pagmulat mo ng iyong mga mata, Nakita mo na may malaking regalo sa katabi mo. Anong mararamdaman mo? Paint me an emo! (after a minute) Freeze!</p> <p>Scenario No. 2 Nabalitaan mo na namatay ang inyong alagang aso na si Puti. Para na siyang pamilya sa inyo. Ano ang mararamdaman mo? Paint me an emo! (after a minute) Freeze!</p> <p>Scenario No. 3 Tahimik ang klase. Nakikinig ang lahat sa leksyon ng guro nang biglang yumanig ang paligid at nagsigawan ang lahat ng, “lindol!” Anong mararamdaman mo? Paint</p>
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bilang ng laruan sa ikalawang larawan.



5. Ang bilang ng mga gulay sa unang larawan ay ____ kaysa sa bilang ng mga gulay sa ikalawang larawan.

me an emo! (after a minute)
 Freeze! Scenario No. 4
 Nag-aaral ka ng leksyon sa loob ng klase. Biglang pumasok ang mga kaklase mo at nagsimulang mag-ingay sa paligid mo. Anong mararamdaman mo? Paint me an emo! (after a minute)
 Freeze! Scenario No. 5
 Pagod ka galing sa paaralan. Maghapon kayong nag-aral at gutom ka na. Nais mo ng magpahinga. Ngunit pagdating mo sa bahay, sinabihan ka ng nanay mo na isasama ka nila sa Manila sa darating na Sabado. Ano ang mararamdaman mo? Paint me an emo! (after a minute) Freeze!

<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>		<p>Home Activity Draw picture of your choice inside the box to make the statement correct.</p> <div style="text-align: center;">  </div> <p>Ang larawan sa unang kahon ay mas marami kaysa sa ikalawang kahon.</p> <div style="text-align: center;">  </div> <p>Ang larawan sa unang kahon ay mas kaunti kaysa sa ikalawang kahon</p>	<p>HOME ACTIVITY:</p> <p>Encourage your learners to observe the non-verbal cues they encounter in their daily interactions with others outside the classroom (such as at home or with friends) and report back to the class the following day.</p> <p>This strengthens what they have learned and broadens the use of the lesson outside the classroom.</p>	
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<i>Remarks</i>				
<i>Reflection</i>				

Prepared by:

Reviewed by:

Approved by:

Subject Teacher

Master Teacher/Head Teacher

School Head