

Panugod sa Pagbasa

Kagamitan ng Guro
Hiligaynon



Talaan ng Paggamit ng Kagamitan ng Guro

Paaralan: _____

Purok: _____

Sangay: _____

Rehiyon: _____

Petsa na natanggap ng paaralan: _____

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- A. Bago
- B. Gamit na ngunit maayos pa
- C. May kaunting sira
- D. Maraming sira

Panugod sa Pagbasa

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PANUGOD SA PAGBASA

Kagamitan ng Guro sa Hiligaynon
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Pauna

Ang Panugod sa Pagbasa-Kagamitan ng Guro isa ka kagamitan sa pagtudlo nga ginhimo para sa mga manunudlo sang nahauna nga Halintang. Ginabug- usan ini sang mga leksyon sa pagtudlo sang panugod nga pagbasa nga nabase sa prinsipyo nga ginapanugyan sa pagtudlo sang Mother Tongue-Based Multilingual Education kasubong sang Two-Track Method. Natunga ang Two-Track Method sa duha ka bahin, ang Meaning Track kag Primer Track. Katuyuan sang Meaning Track nga mapasangkad kag mapauswag ang paghangop kag mahatagan importansya ang istorya nga mabatian ukon mabasa. Ang Primer Track ang tul-id nga pagtuon sa mga letra kag tunog suno sa husto sa pagpasunod sang letra sa pagtudlo sang lengwaheng Hiligaynon. Isa-isa nga tun-an ang mga letra para makahimo sang mga tinaga kag mga dinalan gamit ang mga letra nga natun-an na. Makit-an sa mga bahin sa pagtudlo sang Primer ang mga masunod: *Key Picture, Key Word, Syllable Box, Work Breaking and Making, Big Box, Generated Words, kag Sentence Breaking and Making*.

Ginalauman nga ang kagamitan nga ini makabulig sa mga manunudlo nga mangin mahapos kag masadya ang ila pagtudlo sa mga estudyante sa nahauna nga halintang.

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Lesson 1: Letter Aa

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly,
observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Aa

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and
Learners' Material

III. Procedure

A. Preparation

Song: **Good Morning, Maayong Aga**
(Tune: Magtanim ay Di Biro)

Naghampang ako bola
Sa higad sang kalsada
Nag-agi si Ma'am Donna
Good morning, maayong aga.

Nanguha ako santol
Sa balay ni Lolo Raul
Nag-agi si Sir Ramon
Good afternoon, maayong hapon.

Nagbakal ako mani
Sa Tiangge ni Lola Betty
Nag-agi si Tiay Tessie
Good evening, maayong gab-i.

- Ask:** 1. *Parte sa ano ang kanta?*
2. *San-o naton gamiton ang pagtamyaw?*
3. *Paano naton ginatamyaw ang mga tawo sa aton palibot?*
4. *Makatamyaw ka bala sang isa ka tawo nga indi mo kilala?*
Ngaa huo? Ngaa indi?

B. Motivation

Show pictures of different animals.

- Ask: 1. *Ano nga mga sapat ang inyo makita sa laragway?*
2. *Ano ang inyo paborito nga sapat?*

The teacher will write on the board the names of the animals mentioned by the learners. The teacher will show the picture of a monkey.

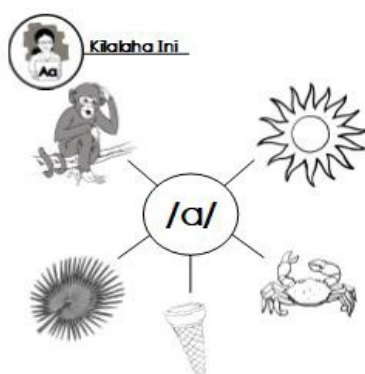


- Ask: *Ano nga sapat ang ginapakita sang laragway?*
Say: *Ano ang umpisa nga tunog nga mabatian sa tinaga nga amu?*

C. Presentation

The teacher will show the pictures. (see LM p. 2)

- Ask: 1. *Ano ang ngalan sang mga laragway?*
2. *Ano ang una nga tunog sang ngalan sang kada laragway?*



c.1. Modeling

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /a/...amu.*

Ini ang laragwaysang /a/... adlaw.

Ini ang laragway sang /a/... alimango.

Ini ang laragway sang /a/... apa.

Ini ang laragway sang /a/...anahaw.

Ask: *Ano ang una nga tunog nga inyo mabatian sa kada ngalan sang laragway?*

The teacher produces the /a/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /a/*

Sunda ninyo ako sa paghimo sang tunog.

/a/ (learners repeat) /a/ (learners repeat)

Say: Subong, *ihambal ninyo ang tunog /a/ sing tatlo ka beses.*

Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /a/?*

c.2. Recognizing letter Aa

The teacher will show letter card Aa.

Say: *Amo ini ang daku nga letra A kag gamay nga letra a.*

Amo ini ang letra Aa (repeat the letter name three times).

c.3 Writing letter Aa

The teacher will show how to write upper case and lower case letter Aa with counting by joining the index and forefinger while tracing Aa. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Aa.*

Subong, sunda ninyo ako kon paano isulat ang letra Aa.

The teacher will ask volunteers to trace letter Aa on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Aa, check at once and model/ Guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Aa sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela sa lamesa/ sa paa.*

The teacher will ask volunteers to trace letter Aa on the board. If the pupil commits mistake in writing letter Aa, check at once and model/ Guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1. Guided Practice

The learners will trace upper case and lower case letter Aa. (see LM p. 3)

d.2. Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

- **Show and Tell**

The teacher provides a magic bag for each group containing pictures of things/animals whose name begins with the target letter. Then, a pupil picks a picture, shows it to his/her classmates, and asks somebody to tell its name.

- **Letter Bingo**

The teacher provides each group a blank bingo template for learners to write on with words/letter symbols. Then, the teacher will draw and call out from his/her bottle/box letter names/letter sounds. Learners may mark their cards with colors/lines.

- **Unlimited Words**

The teacher provides each group a cartolina/manila paper with appropriate size for the learners to list down words that contain/ begin with the target letter.

- **Finding Letters**

The teacher provides each group an enlarged text or story with appropriate font size. The learners will color/encircle/box the target letter or the word containing the target letter.

- **Letter Mosaic**

The teacher provides each group a cartolina or manila paper, and paper cut into small pieces. The learners will paste these small pieces of paper to form the target letter.

- **Think and Draw**

The teacher provides each group a cartolina or manila paper. The learners will draw objects that begin with the target letter.

- **Letter in My Name**

The teacher provides each group a cartolina or manila paper. Then, learners will list down the names of their classmates containing the target letter.

- **The Sound of Letter**

The teacher will assign each group a familiar nursery rhyme. The learners will sing the song using only the sound of the target letter.

- **Letter in Action**

The teacher needs to clear the center of the classroom or find wider space for learners for this activity. The teacher will tell learners to form the upper case and lower case of the target letter by lying on the floor.

- **Trip to the Letters**

The teacher will tour the learners around the school. The learners will be told to bring their paper and pencil. While moving around the school campus, the learners will copy labels/words around the school that start with the target letter or contain the target letter.

- **Mold Me**

The teacher will ask learners to bring a modeling clay. The learners will form the target letter or an object that begins with the target letter using the clay.

- **Bring, Show, and Tell**

The teacher will ask learners to bring objects/food/pictures that begin with the target letter before the day of the activity. During the group activity, the learners will show the object to their classmates by saying its name and telling something about that object.

d.3 Independent Practice

The learners will name pictures and identify the beginning sound.
(see LM p. 4)

IV. Assessment

The learners will answer the following activities:

- *Isulat sing tatlo ka beses sa kada linya ang daku kag gamay nga letra Aa.* (LM p. 5)
- *Isulat ang nadula nga letra sa ngalan sang laragway.* (LM p. 5)
- *Duagi sang berde ang daku nga letra A kag asul ang gamay nga letra a.* (LM p. 6)

The teacher may provide enrichment or additional activities for learners from the ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book (see pp. 1-7).

- *Kilalaha ang kada laragway. Isulat ang letra Aa sa idalum sang laragway kon ini nagaumpisa sa /a/.*
- *Isulat ang letra a sa linya para makompleto ang ngalan sang mga laragway.*
- *Bilugi ang laragway nga nagaumpisa sa letra /a/.*
- *Bilugi ang laragway nga nagasantu sa tinaga sa wala.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Aa.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra Aa.*

V. Simple Agreement

- *Isulat ang daku kag gamay nga letra Aa sa imo kwaderno sing lima ka beses.*
- *Basaha ang libro sa pahina 1-6.*
- The teacher may also use the activities in the ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 2: Letter Uu

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Uu

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure:

A. Preparation

Tell the pupils to write the big and small letters Aa on air, palm, desk and back of their classmate.

Ask some pupils to write the big and small letter Aa on the board with counting.

B. Motivation

Show pictures of farm (uma).

Ask: *Nakakadto na bala kamo sa uma?*

Ano ang aton makita didto?

Ano ang gusto mo kan-on kon aga?

Say: *Basahon naton ang binalaybay nga may tig-ulo, "Uga kon Aga".*

The teacher will read the poem to the learners twice. Then, the teacher will tell learners to repeat after his/her on every line of the poem. The teacher may change the words prutas, utanon, atis, and uga into pictures.

Uga kon Aga

Prutas kag utanon sa uma bugana;

Atis kag galangan didto makita.

Madamo nga utanon makita naton.;

Apang si Nanay uga ang gusto kan-on

Uga! Uga! Gusto ko kon aga;

Siling ni Nanay kay Tatay sa uma.

Gani sang aga naglakat si Tatay;
Mabakal sang uga kay Inday sa tinda.

Ask: 1. *Ano ang tig-ulo sang binalaybay?*

2. *Ano ang bugana sa uma?*

3. *Ano ang gusto ni Nanay kaunon?*

4. *Nakakadto ka na bala sa tinda?*

5. *Ano ang makita didto sa tinda?*

(Encourage learners to talk and share about their experience in the market. Raise other questions that would elicit learners' experiences.)

6. *Nakakaon ka na bala sang uga? Ano ang sabor sini?*

(The teacher will show a realia of uga, pass it around and let the learners touch and smell it. Caution should be observed especially when there are learners who are allergic to dried fish.)

C. Presentation

The teacher will show the pictures. (see LM p. 8)

Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*

2. *Ano ang umpisa nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /u/...uga.*

Ini ang laragway sang /u/...ulan.

Ini ang laragway sang /u/...utanon.

Ini ang laragway sang /u/...ulunan.

Ini ang laragway sang /u/...ulo.

Ask: *Ano ang umpisa nga tunog nga inyo mabatian sa kada ngalan sang laragway?*

The teacher produces the /u/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /u/*

Sunda ninyo ako sa paghambal sang tunog.

/u/ (learners repeat), /u/ (learners repeat)

Subong, ihambal ninyo ang tunog /u/ sing tatlo ka beses.

The teacher will call pairs/ rows/group to produce the letter sound.

Then, the teacher will call individual learners to produce the sound.
Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /u/?*

c.2 Recognizing letter Uu

The teacher will show letter card Uu.

Say: *Amo ini ang daku nga letra U kag gamay nga letra u.*
Amo ini ang letra Uu (repeat the letter name three times).

The teacher will call pairs/rows/group to produce or say the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Uu

The teacher will show how to write upper case U and lower case letter u with counting by joining the index and forefinger while tracing Uu. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Uu.*

Subong, sunda ninyo ako kon paano isulat ang letra Uu.

The teacher will ask volunteers to trace letter Uu on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Uu, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Uu sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Uu on the board. If the pupil commits mistake in writing letter Uu, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Uu**. (LM p.9)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.3 Independent Practice

The learners will name pictures and identify the beginning sound.
(see LM p. 10)

IV. Assessment

- *Isulat sing tatlo ka beses sa kada linya ang daku kag gamay nga letra Uu.* (see LM p. 11)
- *Isulat ang nadula nga letra sa ngalan sang laragway.* (see LM p. 11)
- *Duagi sang berde ang daku nga letra U kag asul ang gamay nga letra u.* (see LM p. 12)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.
- (see pp. 8-13)
- *Butangi sang tsek (√) ang laragway kon ini nagaumpisa sa /u/.*
Isulat ang letra u sa linya para makompleto ang ngalan sang mga laragway.
- *Bilugi ang laragway nga nagaumpisa sa /u/ ang ngalan.*
Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Uu. (See pp.8-13)

V. Simple Agreement

- *Isulat ang daku kag gamay nga letra Uu sa imo kwaderno sing lima ka beses.*
- *Basaha ang libro sa pahina 7-12.*
- The teacher may also use the activities in the ***Mga Nagkalainlain nga Kahanasan sa Pagbasa***.

Lesson 3: Letter Gg

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Gg

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the learners about the learned letters Aa and Uu.
The teacher will show pictures (see previous lessons) that begins with letters Aa and Uu.

Say: *Kilalaha kag ihambal ang ngalan sang laragway nga akon ipakita.*

B. Motivation

Guessing Game:

Say: *Pakta ang sapat ukon butang nga ginalaragway sa paktakon.*
(Teacher reads to the pupils the riddle.)

Duha ang tiil
Puti ang balahibo
Daku nga daw pabo
Magahod kon may tawo.
Ano ini? (gansa)

Ask: *Ano ang kinaiya sang gansa? (magahod)*

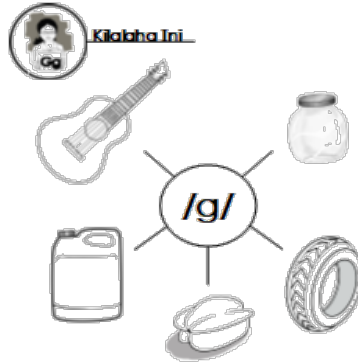
Prutas nga kurte bituon
Kon kaisa matam-is
Kon kaisa maaslum
Ano ini? (galangan/garangan)

Ask: *Ano ang kurte sang galangan/garangan?*
(kurte-bituon kon utdon)
Ano ang iya sabor? (matam-is/maaslum)

C. Presentation

The teacher will show the pictures. (see LM p. 14)

Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*
 2. *Ano ang una nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /g/...gitara.*
Ini ang laragway sang /g/...garapon.
Ini ang laragway sang /g/...goma.
Ini ang laragway sang /g/...galangan/garangan.
Ini ang laragway sang /g/...galon.

Ask: *Ano ang umpisa nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /g/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /g/.*
Sunda ninyo ako sa paghambal sang tunog.
/g/ (learners repeat) /g/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /g/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /g/?*

c.2 Recognizing letter Gg

The teacher will show letter card Gg.

Say: *Amo ini ang daku nga letra G kag gamay nga letra g.*
Amo ini ang letra Gg (repeat the letter name three times).

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Gg

The teacher will show how to write upper case and lower case letter Gg with counting by joining the index and forefinger while tracing Gg. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Gg.*
Subong, sunda ninyo ako kon paano isulat ang letra Gg.

The teacher will ask volunteers to trace letter Gg on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Gg check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Gg sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/ sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Gg on the board. If the pupil commits mistake in writing letter Gg, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The teacher will prepare a chart with the following words:

Say: *Bilugi ang letra Gg nga imo makita sa kada tinaga.*

ang	mga	kag	lang
mag	sang	gamit	gusto
bag-o	aga	suga	gamut

The learners will trace upper case and lower case letter **Gg**.
(see LM p. 15)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.3 Independent Practice

The learners will name pictures and identify the beginning sound.
(see LM p. 16)

IV. Assessment

- *Isulat sing tatlo ka beses ang daku kag gamay nga letra Gg.* (see LMp. 17)
- *Isulat ang nadula nga letra sa ngalan sang laragway.* (see LMp. 17)
- *Duagi sang berde ang daku nga letra G kag asul ang gamay nga letra g.*
(see LM p.18)

The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book (see LM pp 14-20).

- *Kilalaha ang kada laragway. Isulat ang **Gg** sa idalum sang laragway nga nagaumpisa sa /g/.*
- *Isulat ang letra **g** sa linya para makompleto ang ngalan sang mga laragway.*
- *Bilugi ang mga laragway nga nagaumpisa sa /g/ ang ngalan.*
- *Bilugi ang una nga letra sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Gg.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra **Gg**.*

V. Simple Agreement

- *Isulat ang daku kag gamay nga letra Gg sa imo kwaderno sing lima ka beses.*
- *Basaha ang libro sa pahina 13-18.*
- The teacher may also use the activities in the ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 4: Letters Aa, Uu, Gg

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-Ibi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-Idi-3.1 Orally segment a two-three syllable word into its syllabic parts

MT1PA-Idi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Aa, Uu, Gg

Materials: Pictures, Letter Card, realia of uga

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the learners about the learned letters Aa, Uu, Gg.

The teacher will post and scatter pictures on the board that begins with letters Aa, Uu, and Gg. (see previous lessons)

Say: *lidas ang mga laragway sa idalum sang umpisa nga tunog sini.*

/a/ /u/ /g/

B. Motivation

The teacher will show a realia of uga (if not available, use a picture).

Ask: *Ano nga butang/laragway ini?*

Ano ang iya sabor?

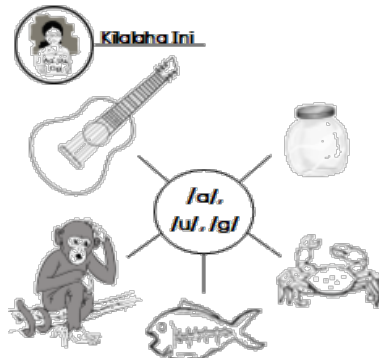
Allow learners to share their experiences and ideas about *uga*.

C. Presentation

The teacher will show the pictures. (see LM p. 20)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /g/...gitara.*

Ini ang laragway sang /a/...garapon.

Ini ang laragway sang /a/...alimango.

Ini ang laragway sang /u/...uga.

Ini ang laragway sang /u/...amu.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the sound of each letter.

Say: *Pamati-i ninyo ang tunog nga ihambal ko /a/, /u/, /g/*

Sunda ninyo ako sa paghambal sang tunog.

/a/ (learners repeat)

/a/ (learners repeat) Say one letter at a time.

Say: *Subong, ihambal ninyo ang tunog /a/, /u/, /g/ sing tatlo ka beses.*

Let the learners do it one letter at a time.

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

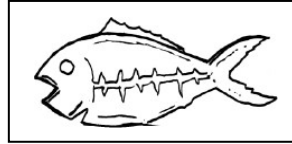
D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 21)

Ask: *Ano ang mga letra nga makita naton sa tinaga nga uga?*

Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga uga?



uga

2. Syllable Box (see LM p. 21)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang uga.*
Ini ang pagbasa sang tinaga: uga.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga uga: u ga*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.
Say: *Subong, dungan kita basa sang mga kunla kag magpalakpak sa kada kunla.*

uga	
u	ga

3. Word Breaking (see LM p. 21)

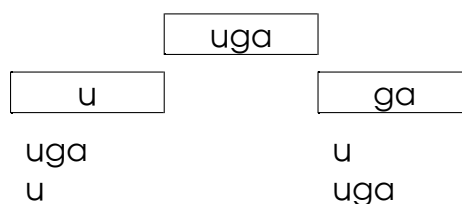
- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.
Say: *Basahon naton liwat ang tinaga, ang kunla kag ang letra.*

uga	
u	ga
uga	
u	

4. Word Making (see LM p. 21)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*

- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
Say: *Basahon naton, u.*
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and make the word together. Ask volunteers to read alone. (see LM p.21)



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

g _ a - ga g _ u - gu a _ g - ag u _ g - ug

5. Big Box (see LM p. 22)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box as they read.
- Then, move the pointer down each column as they read.
Say: *Basaha ninyo ang mga kunla nga itudlo ko.*
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

g	a
u	ga

6. Word-Building (see LM p. 22)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: "*Husto bala ang ini nga tinaga?*" If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

(Use only previously learned letters)

uga	aga
-----	-----

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
(If learners form non-sense words, write the words in a separate column on the board.)
- Read all the words in the word list **with** the pupils, as a group, by pair, and individually.
(The teacher may build learners' vocabulary and develop critical thinking. He/she could ask questions about the words given by the learners such as the meaning, use, or learners' experiences related to the word.)
Say: *Basahon naton ang mga tinaga nga inyo gindihon.*
(If there are non-sense words, read these words with the learners then ask them the meaning of these words. Let them realize that these words do not exist. Then erase these words on the board.)
- Introduce sight words (**ang, nga, may, kag**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang uga nga aga may uga kag uga

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 22-25)

- *Isulat sing tatlo ka beses sa kada linya ang tinaga nga uga.*
- *Bilugi ang laragway nga nagaumpisa sa tunog nga /a/, /u/, kag /g/.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Ipares ang mga daku nga letra sa mga gamay nga letra.*
- *Isulat ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Show and Tell • Letter Bingo | <ul style="list-style-type: none"> • Think and Draw • Letters in My Name |
|---|--|

- Unlimited Words
- Finding Letters
- Letter Mosaic
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 26)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions.
(see LM p. 27)

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 28)
- Read the Primer Lesson (see LM p. 20-28)
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book from letters Aa, Uu, and Gg.

Lesson 5: Ii

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three- syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects.

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Ii.

Materials: Pictures, Letter Card, live snail (if available), potted kangkong

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material.

III. Procedure

A. Preparation

The teacher will review the learners about the learned letters, syllables and words. The teacher will post cards of letters on the board and ask learners to join two letters to form a syllable and two syllables to form a word. The teacher may use the Big Box in this activity. (see LM p. 22).

B. Motivation

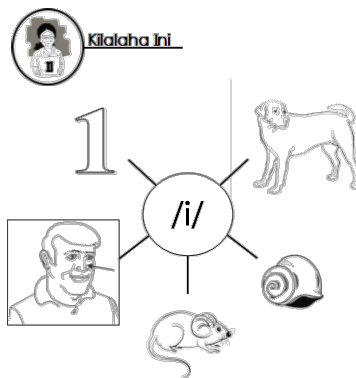
Using Realia: Teacher allows pupils to observe live snail (igi) and potted kangkong. Teacher will ask questions based on what they see, feel, hear, etc.

Ask: *Paano mo ilaragway ang igi? Tanum bala ini o sapat?*
Ano ang imo nabatyagan sang una mo ini makita?
Paano mo ilaragway ang tangkong?
Magkapareho bala ang igi kag ang tangkong?
Sa diin naton pirme makita ang tangkong kag igi?
(Encourage learners to share their ideas about the animal.)
May nahibaluan ka bala nga mga tinaga nga nagaumpisa sa /i/?

C. Presentation

The teacher will show the pictures. (see LM p.30)

Ask: *Ano ang ngalan sang mga butang sa laragway?*
Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: Ini ang laragway sang /i/...isa.
Ini ang laragway sang /i/...ido.
Ini ang laragway sang /i/...igi.
Ini ang laragway sang /i/...ilaga.
Ini ang laragway sang /i/...ilong/irong.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /i/ sound as the learners listen.

Say: Pamati-i ninyo ang tunog nga ihambal ko, /i/.
Sunda ninyo ako sa paghambal sang tunog.
/i/ (learners repeat) /i/ (learners repeat)
Say: Subong, ihambal ninyo ang tunog /i/ sing tatlo ka beses.

The teacher will call pairs/ rows/group to produce the sound. Then, the

teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /i/?*

c.2 Recognizing letter Ii

The teacher will show letter card **Ii**.

Say: *Amo ini ang daku nga letra **I** kag gamay nga letra **i**.*

*Amo ini ang letra **Ii**.* (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Ii

The teacher will show how to write upper case and lower case letter Gg with counting by joining the index and forefinger while tracing Ii. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ii.*

Subong, sunda ninyo ako kon paano isulat ang letra Ii.

The teacher will ask volunteers to trace letter Ii on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ii, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ii sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Ii on the board. If the pupil commits mistake in writing letter Ii, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

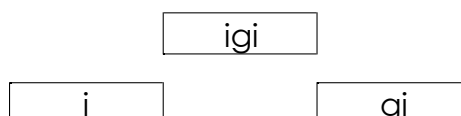
1. Present the Key Picture/Key Word (see LM p.31)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga igi?*

Ano nga mga tunog ang mabatian naton sa tinaga nga igi?

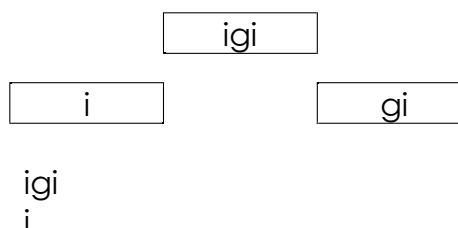
2. Syllable Box (see LM p. 31)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang igi.*
- *Ini ang pagbasa sang tinaga: igi.*
- Point to each syllable as you read each syllable distinctly. Say:
Amo ini ang mga kunla sa tinaga igi: i gi
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



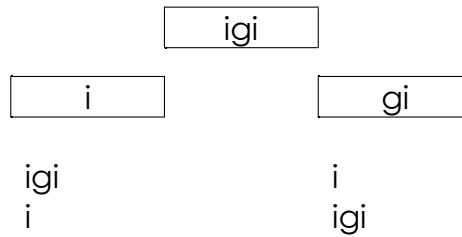
3. Word Breaking (see LM p. 31)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 31)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, break-the-word and make-the-word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

g _ i - <u>gi</u>	i _ g- <u>ig</u>	g _ a - <u>ga</u>
a _ g- <u>gi</u>	g _ u- <u>gu</u>	u _ g - <u>ug</u>

5. Big Box (see LM p. 32)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

ga	gi	gu	ag
a	u	i	ig

5. Word-Building (see LM p. 32)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

igi	uga	aga
gaagi	agi	

- Read the words with the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/ syllables.
- Continue adding new words to the word list on the chalkboard.
(Take note of the reminder for non-sense words. See page 18.)

- Read all the words in the word list **with** the pupils.
- Introduce sight words (**may, kag, si**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

may uga may igi May uga kag igi si Aga.

6. Break-the-Sentence /Phrase (see LM p. 32)

- Write the Sentence-Making-Word (**gaagi**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **gaagi** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it with the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

gaagi

Gaagi si Aga.

Gaagi si Aga.
gaagi si
gaagi

7. Make-the-Sentence/Phrase (see LM p. 32)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

gaagi

Gaagi si Aga.

Gaagi si Aga.
gaagi si
gaagi

gaagi
gaagi si
Gaagi si Aga.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 33-35)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra li.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 36)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call pupils/volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 37)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (See pp. 21-27)

- Butangi sang tsek (✓) ang laragway nga nagaumpisa sa /i/.
- Isulat ang letra **i** sa linya para makompleto ang ngalan sang kada laragway.
- Ikahon ang laragway nga nagaumpisa sa /i/ ang ngalan.
- Bilugi ang una nga letra sang ngalan sang kada laragway.
- Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Ii**.
- Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra **Ii**.

V. Simple Agreement

- Read the Primer Lesson (see LM pp. 29-37)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 6: Ss

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-Ibi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-Idi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-Idi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Ss

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the learners about the learned letters, syllables, and words.

Say: *May pila ka kunla sa kada tinaga? Ihambal ang numero sang mga kunla nga ara sa kada tinaga.*

igi - _____ agi - _____ aga - _____ uga - _____ suga- _____

B. Motivation

The teacher will present the poem and ask simple questions:

Suga

Suga, suga
Kasanag sang suga
Sa kadulom sang kagab-ihon
Ang siga sang suga kitaon.

Suga, suga
Kadamo sang klase sang suga
May lampara, mitsa, sulo, kag kingki
Ini ang nagahatag kasanag sa lugar nga walakoryente.

The teacher may ask the learners to repeat after him/her in reciting the poem.

Ask: *Ano ang tigulo sang binalaybay?*

Ano ang mabulig sa aton sang suga?

Ano ang nagkalainlain nga klase sang suga?

Ano nga klase sang suga ang may ara sa inyo balay? Pila kabilog?

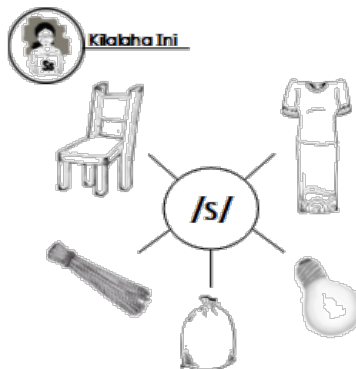
(Encourage learners to share their ideas about the source of light they have in their house.)

C. Presentation

The teacher will show the pictures. (see LM p. 39)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /s/... siya.*

Ini ang laragway sang /s/... saya.

Ini ang laragway sang /s/... suga.

Ini ang laragway sang /s/... sako.

Ini ang laragway sang /s/... silhig.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /s/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /s/.*

Sunda ninyo ako sa paghambal sang tunog.

/s/ (learners repeat), /s/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /s/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /s/?*

c.2 Recognizing letter Ss

The teacher will show letter card Ss.

Say: *Amo ini ang daku nga letra S kag gamay nga letra s.*

Amo ini ang letra Ss. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Ss

The teacher will show how to write upper case and lower case letter Ss with counting by joining the index and forefinger while tracing Ss. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ss.*

Subong, sunda ninyo ako kon paano isulat ang letra Ss.

The teacher will ask volunteers to trace letter Ss on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ss check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ss sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/ sa lamesa/ sa paa.*

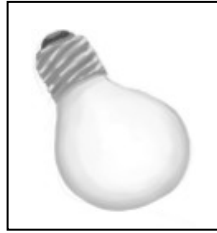
The teacher will ask volunteers to trace letter **Ss** on the board. If the pupil commits mistake in writing letter **Ss**, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 40)

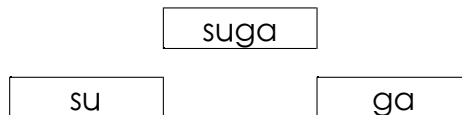
Ask: *Ano nga mga letra ang makita naton sa tinaga nga suga?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga suga?



suga

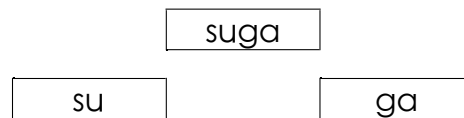
2. Syllable Box (see LM p. 40)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang suga.*
- *Ini ang pagbasa sang tinaga: suga.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga suga: su ga.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



3. Word Breaking (see LM p. 40)

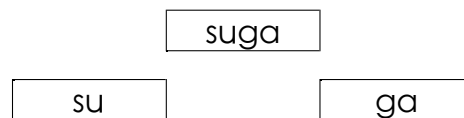
- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



suga
su
s

4. Word Making (see LM p. 40)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, break-the-word and make-the-word together. Ask volunteers to read alone.



suga	s
su	su
s	suga

- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

s _ i - <u>si</u>	i _ s - <u>is</u>	s _ a - <u>sa</u>
s _ a - <u>sa</u>	s _ u - <u>su</u>	u _ s - <u>us</u>

5. Big Box (see LM p. 41)

- Pupils read letters/syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

su	sa	gi	sag
i	si	ga	u
gu	ag	sug	a

6. Word-Building (see LM p. 41)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

suga	aga	igi
gagisa	agi	sig
uga	gisa	isa
gisi	usa	sag-a

- Read the words with the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it with the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard. (Take note of the
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**may, kag, si**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

may may igi May uga kag igi si Aga.

7. Break-the-Sentence /Phrase (see LM p. 41)

- Write the Sentence-Making-Word (**gagisa**). Point **to** it and read it **with** the pupils.
Say: *Ang tinaga nga **gagisa** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.

- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

gagisa

Gagisa si Susa.

Gaggisa si Susa.

gagisa si

gagisa

8. Make-the-Sentence/Phrase (see LM p. 41)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

gagisa

Gagisa si Susa.

Gaggisa si Susa.

gagisa si

gagisa

gagisa

gagisa si

Gagisa si Susa.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 42-44)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ss.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat sa linya ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 45)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions.
(see LM p. 46)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 28-34)

- *Isulat sa idalum sang laragway ang Ss kon ini nagaumpisa sa /s/.*
- *Isulat ang letra Ss sa linya para makompleto ang ngalan sang mga laragway.*
- *Ikahon ang laragway nga nagaumpisa sa /s/ ang ngalan.*
- *Bilugi ang una nga letra sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ss.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra Ss.*

V. Simple Agreement

- Read the Primer Lesson (see LM pp. 39-46)
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 7: Bb

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-Idi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-Idi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Bb

Materials: Pictures, Letter Card, Realia of *sab-a*

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The learners will produce the sound of letter Ss in the tune of "Tatlong Bibe".

Then, teacher will review the previous lesson. The teacher will flash pictures that begins with letter Ss.

Say: *Kilalaha ang mga laragway. Ihambal ang umpisa nga tunog sang letra sang kada laragway.*

B. Motivation

The teacher will show a picture of a girl eating banana.



Ask: *Ano ang ginapakita sang laragway? Ano ang ginaobra sang bata?*

Say: *Kahibalo bala kamo nga may saging nga pwede masugba sa бага?*

Ini nga saging ginatawag nga sab-a.

The teacher will show a picture of a *sab-a* or a realia of *sab-a*.

Say: *Ang saging nga sab-a ginasugba sa бага.*

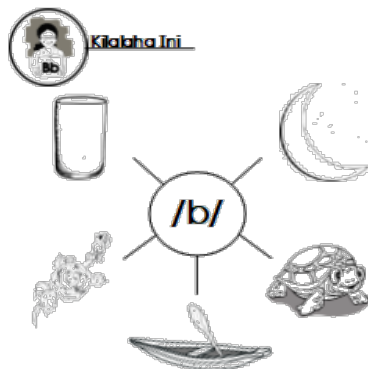
Ask: *May nahibaluan bala kamo nga pagkaon nga ginasugba sa бага?*

C. Presentation

The teacher will show the pictures. (see LM p.48)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /b/... baso.*

Ini ang laragway sang /b/... bulan.

Ini ang laragway sang /b/... bao.

Ini ang laragway sang /b/... baroto.

Ini ang laragway sang /b/... bulak.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang laragway?*

The teacher produces the /b/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /b/.*
Sunda ninyo ako sa paghambal sang tunog.
/b/ (learners repeat) /b/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /b/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /b/?*

c.2 Recognizing letter Bb

The teacher will show letter card Bb.

Say: *Amo ini ang daku nga letra B kag gamay nga letra b.*
Amo ini ang letra Bb. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Bb

The teacher will show how to write upper case and lower case letter Bb with counting by joining the index and forefinger while tracing Bb. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Bb.*
Subong, sunda ninyo ako kon paano isulat ang letra Bb.

The teacher will ask volunteers to trace letter Bb on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Bb, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Bb sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/ sa lamesa/sa paa.*

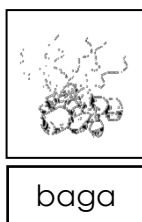
The teacher will ask volunteers to trace letter Bb on the board. If the pupil commits mistake in writing letter Bb, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

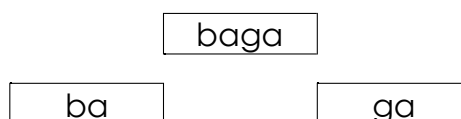
1. Present the Key Picture/Key Word (see LM p. 49)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga бага?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga бага?



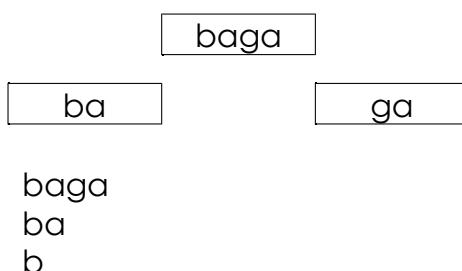
2. Syllable Box (see LM p. 49)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang бага.*
Ini ang pagbasa sang tinaga: бага.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga бага: ba_ga.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



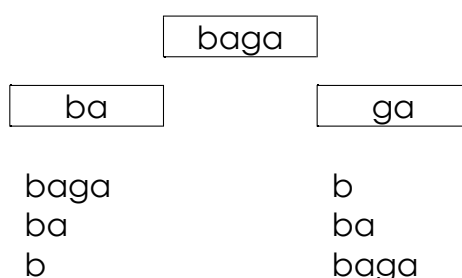
3. Word Breaking (see LM p. 49)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 49)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

b _ i - <u>bi</u>	i _ b - <u>ib</u>	sa _ b - <u>sab</u>
b _ a - <u>ba</u>	a _ b - <u>ab</u>	ga _ b - <u>gab</u>
b _ u - <u>bu</u>	u _ b - <u>ub</u>	ga _ s - <u>gas</u>

5. Big Box (see LM p. 50)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

a	ba	ga	sa
i	si	gu	su
gas	sab	gab	ug
bi	bu	gi	sug

6. Word-Building (see LM p. 50)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

baga	abaga	buga
gasugba	basa	iba
sab-a	gab-i	bugas
gabi	guba	Baba
gasiga	suga	siga

- Read the words with the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it with the class. If not, invite another student to come and point to the correct letters/ syllables.
- Continue adding new words to the word list on the chalkboard. (Take note of the reminder for non-sense words. See page 18.)
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**may, kag, si**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

gasiga ang baga	basa nga abaga
may sab-a	baba kag abaga

7. Break-the-Sentence /Phrase (see LM p. 50)

- Write the Sentence-Making-Word (**gasugba**). Point to it and read it **with** the pupils.
 - Say: *Ang tinaga nga **gasugba** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.

- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

gasugba

Gasugba si Aga.

Gasugba si Aga.

gasugba si

gasugba

8. Make-the-Sentence/Phrase (see LM p. 50)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

gasugba

Gasugba si Aga.

Gasugba si Aga.

gasugba si

gasugba

gasugba

gasugba si

Gasugba si Aga.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 51-53)

- *Sunda sing husto ang utod-utod nga linya para makahino sang daku kag gamay nga letra Bb.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 54)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p.55)
The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book. (see pp. 35-43)

- *Duagi sang dalag ang mga laragway nga nagaumpisa sa /b/.*
- *Isulat ang letra Bb sa linya para makompleto ang ngalan sang mga laragway.*
- *Bilugi ang laragway nga nagaumpisa sa /b/ ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat ang nadula nga kunla sa linya para makompleto ang ngalan sang mga laragway nga nagaumpisa sa letra Bb.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Bb.*
- *Magdrawing sa kahon sang mga laragway nga nagaumpisa sa letra Bb.*

V. Simple Agreement

- Read the Primer Lesson (see LM pp. 47-55)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 8: Tt

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases, and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Tt

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson.

Say: *Basaha ang mga kunla sa kahon. Maghimo sang mga tinaga gamit ang mga kunla nga ara sa kahon.*

The teacher may change the syllables in the box. However, only introduced letters will be used.

a	ba	ga	sa
i	si	gu	su
gas	sab	gab	ug
bi	bu	gi	sug

B. Motivation

The teacher will show a picture of cup.

Ask: *Ano ang ginapakita sang laragway?*

The teacher will read to the learners the rhyme “**Tatlo ka Tasa**”. Then, the teacher will read it again while the learners repeat every line after the teacher reads.

Tatlo Ka Tasa

Tatlo ka tasa ang ginakaptan ko
Mabug-at, mamag-an, indi pareho
Ugaling ang isa tam-an ka delikado
Kon mahulog mabuka todo-todo.

Show a realia of several kinds and sizes of cups. Then, let pupils experience holding several kinds of cups.

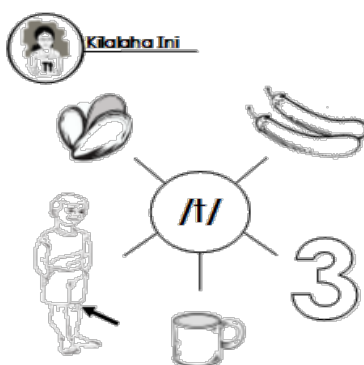
Ask: *May ara man bala kamo sang tasa sa balay ninyo?*
San-o ninyo ginagamit ang tasa?

Let the pupils talk about their experiences with the cups and encourage them to share their thoughts to the class.

C. Presentation

The teacher will show the pictures. (see LM p.57)

Ask: *Ano ang ngalan sang mga butang sa laragway?*
Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /t/... tahong.*

Ini ang laragway sang /t/... talong.

Ini ang laragway sang /t/... tatlo.

Ini ang laragway sang /t/...tasa.

Ini ang laragway sang /t/...tuhod.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /t/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /t/.
Sunda ninyo ako sa paghambal sang tunog.
/t/ (learners repeat) /t/ (learners repeat)*

Say: *Subong, ihambal ninyo ang tunog /t/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /t/?*

c.2 Recognizing letter Tt

The teacher will show letter card Tt.

Say: *Amo ini ang daku nga letra T kag gamay nga letra t.
Amo ini ang letra Tt. (repeat the letter name three times)*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Tt

The teacher will show how to write upper case and lower case letter Tt with counting by joining the index and forefinger while tracing Tt. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Tt.
Subong, sunda ninyo ako kon paano isulat ang letra Tt.*

The teacher will ask volunteers to trace letter Tt on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Tt, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Tt sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*
The teacher will ask volunteers to trace letter Tt on the board. If the pupil commits mistake in writing letter Tt, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 58)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga tasa*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga tasa?



tasa

2. Syllable Box (see LM p. 58)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang tasa.*
- *Ini ang pagbasa sang tinaga: tasa.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga tasa: ta sa*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



3. Word Breaking (see LM p. 58)

- Write the key word on the left side under the syllable box.
- Read it to and then with the pupils.
Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



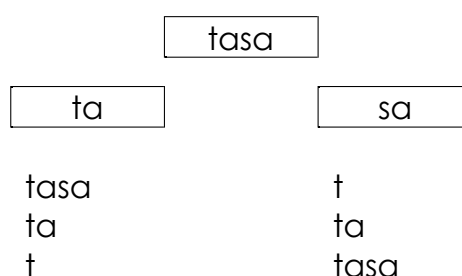
tasa
ta
t

4. Word Making (see LM p. 58)

- Write the new letter to the right of the Break-the-Word column

and read the new letter **with** the pupils

- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

t <u>i</u> - <u>ti</u>	i <u>t</u> - <u>it</u>	ta <u>s</u> - <u>tas</u>
t <u>a</u> - <u>ta</u>	a <u>t</u> - <u>at</u>	ga <u>t</u> - <u>gat</u>
t <u>u</u> - <u>tu</u>	u <u>t</u> - <u>ut</u>	ba <u>t</u> - <u>bat</u>

5. Big Box (see LM p. 59)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

sa	ta	ti	bas
gat	u	bit	bu
bi	tu	big	tas
ga	ba	bug	at

6. Word-Building (see LM p. 59)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.

- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

tasa	bata	gata
gabasa	gatas	tita
tabas	tabig	tibi
bitbit	tuba	tubig
buta	bug-at	bitas
ugat	gabasa	tagas

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
Take note of the reminder for non-sense words. See page 18
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, kag, sa, may, ka, nga, ni, kon**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

isa ka tasa may gatas isa ka bata guba nga tasa
ni Tita may bata gatas sa baba

7. Break-the-Sentence /Phrase (see LM p. 59)

- Write the Sentence-Making-Word (**gabasa**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **gabasa** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

gabasa

Gabasa ang bata.

Gabasa ang bata.
gabasa ang
gabasa

8. Make-the-Sentence/Phrase (see LM p. 59)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

gabasa

Gabasa ang bata.

Gabasa ang bata.	gabasa
gabasa ang	gabasa ang
gabasa	Gabasa ang bata.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 60-62)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Tt.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

IV. Assessment

The learners will read the story/rhyme and answer the questions. (see LM p. 64)
The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 44-49

- *Butangi sang tsek (✓) ang laragway nga nagaumpisa sa /t/ ang ngalan.*
- *Bilugi ang mga tinaga nga nagaumpisa sa letra **Tt**.*
- *Isulat ang daku nga letra **T** sa linya para makompleto ang mga ngalan nga nagaumpisa sa **Tt**.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Tt**.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra **Tt**.*

VI. Simple Agreement

- Read the Primer Lesson (see LM pp. 56-64)
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 9: Ll

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Ll

Materials: Pictures, Letter Card, Flash Cards

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson using flash cards.

The teacher may show syllables, words, phrases or sentences.

B. Motivation

Let the pupils in groups/rows/pair/individual recite the lines in slow, moderate or fast pace.

Examples:

May lutak ang latoy ni Lolo.

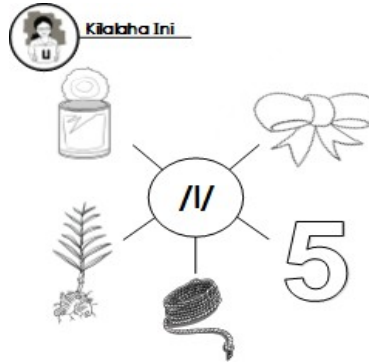
Ang latoy ni Lolo may lutak.

C. Presentation

The teacher will show the pictures. (see LM p.26)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /l/... lata.*

Ini ang laragway sang /l/... laso.

Ini ang laragway sang /l/... lima.

Ini ang laragway sang /l/... lubid.

Ini ang laragway sang /l/... luy-a.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang laragway?*

The teacher produces the /l/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /l/.*

Sunda ninyo ako sa paghambal sang tunog.

/l/ (learners repeat) /l/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /l/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound.

Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /l/?*

c.2 Recognizing letter Ll

The teacher will show letter card **Ll**.

Say: *Amo ini ang daku nga letra L kag gamay nga letra l.*

Amo ini ang letra Ll. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Ll

The teacher will show how to write upper case and lower case letter Ll with counting by joining the index and forefinger while tracing Ll. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ll.*
Subong, sunda ninyo ako kon paano isulat ang letra Ll.

The teacher will ask volunteers to trace letter Ll on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ll, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ll sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

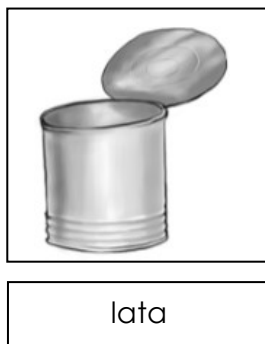
The teacher will ask volunteers to trace letter Ll on the board. If the pupil commits mistake in writing letter Ll, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 67)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga lata?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga lata?



2. Syllable Box (see LM p. 67)

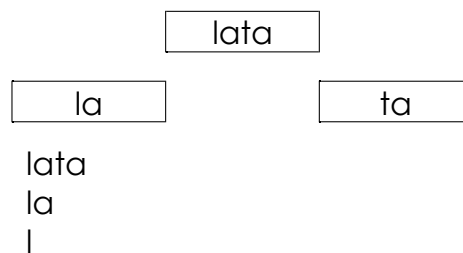
- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang lata.*
Ini ang pagbasa sang tinaga: lata.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga lata: la ta.*

- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



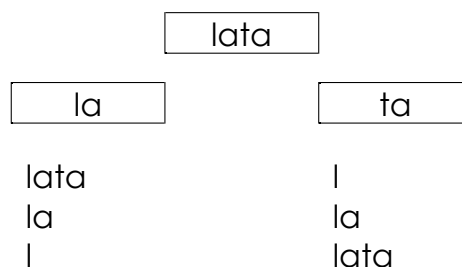
3. Word Breaking (see LM p. 67)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 67)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

l <u>i</u> - <u>li</u>	i <u>l</u> - <u>il</u>	la <u>s</u> - <u>las</u>
l <u>a</u> - <u>la</u>	a <u>l</u> - <u>al</u>	la <u>t</u> - <u>lat</u>
l <u>u</u> - <u>lu</u>	u <u>l</u> - <u>ul</u>	ba <u>l</u> - <u>bal</u>

5. Big Box (see LM p. 68)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

ba	la	ta	lu
i	is	li	ga
bu	su	bi	t

6. Word-Building (see LM p. 68)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it with the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

lata	bata	suli	tabuli
bitbit	latu	bali	laba
bala	ilaga	bi	buta
ila	lubi	isla	bili
isla			

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.

- Continue adding new words to the word list on the chalkboard. (Tak note of the reminder for non-sense words. See page 18.)
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**may, kag, si**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

may may igi May uga kag igi si Aga.

7. Break-the-Sentence /Phrase (see LM p. 68)

- Write the Sentence-Making-Word (**bitbit**). Point to it and read it with the pupils.
- Say: *Ang tinaga nga **bitbit** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

bitbit

Bitbit sang bata ang lata.

Bitbit sang bata ang lata.

bitbit sang bata ang

bitbit sang bata

bitbit sang

bitbit

8. Make-the-Sentence/Phrase (see LM p. 68)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the

pupils.

- Now write the entire sentence so that the Sentence making word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

bitbit

Bitbit sang bata ang lata.

Bitbit sang bata ang lata.	bitbit
bitbit sang bata ang	bitbit sang
bitbit sang bata	bitbit sang bata
bitbit sang	bitbit sang bata ang
bitbit	Bitbit sang bata ang lata.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 69-71)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ll.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 72)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 73)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 50-58)

- *Bilugi ang laragway nga nagaumpisa sa /I/.*
- *Isulat ang letra LI sa linya para makompleto ang mga ngalan sang laragway nga nagaumpisa sa /I/.*
- *Bilugi ang laragway nga nagaumpisa sa /I/ ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang kunla nga makakompleto sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra LI.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra LI.*

VII. Simple Agreement

- Read the Primer Lesson (see LM pp. 65-73)
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 10: Yy

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-Ibi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-Idi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-Idi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-Ibi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-IcIV-1.1 Read Grade 1 level words, phrases, and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Yy

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson.

Say: Isulat ang numero kon pila ka kunla may ara sa kada tinaga.

1.lata_____2. tabuli_____3. ilaga_____4. bala_____5.lababo_____

Ask: *Ano nga tinaga ang mahimo kon ang una nga kunla nga sang tinaga nga lata ilisan sang ga.*

Ano nga tinaga ang mahimo kon ang ulihi nga kunla sang tinaga nga lubid ilisan sang bad.

B. Motivation

Prereading Activities:

Unlock the following words through picture: katulon.

Teacher shows picture of children playing and chasing one another.

Teacher asks pupils to view and to study the picture. After viewing, pupils will be encouraged to talk about the meaning and ideas that they can get from the pictures and illustrations viewed.



Ask: *May inagihan man bala kamo pareho sang mga bata sa laragway? Ano ang inyo nakita padulong sa eskwelahan? Ano ang dapat mo pagahimuon pagpauli mo pagkatapos sang imo hampang? Ngaa?*

Say: *Subong, mamati kamo sang istorya parte sa isa ka bata nga lalaki nga mahilig maghampang. Hibaluan ninyo kon ano ang natabo sa iya.*

The teacher will read the story to learners while the learners listen to the teacher.

Si Yuri Palahampang *ni Dymphna Leizel G. Jocson*

Mahilig maghampang si Yuri. Kada hapon mahigko ang iya bayu kag puno sang balhas kon magpuli halin sa eskwelahan.

“Abaw Yuri, mahigko naman ang bayu mo! Ano ang mga ginaobra mo pagbuhi mo sa eskwelahan?”

“Ay Nay, nagalagsanay kag nagaligid sa hila munan upod sang iya mga amigo,” tugda ni Yani nga iya magulang.

“Huo Nay, karon lang tapos panyapon,” sabat ni Yuri. Natapos na sila kaon pero wala pa gihapon ka panibin si Yuri. “Yuri panibin na kag magtulog.”

“Huo Nay, karon lang pahuway-huway ako anay.” Dugay-dugay natulugan si Yuri.

“Yuri, Yuri, bugtaw kay mahampang na kita!”

Ginbuksan ni Yuri ang iya mga mata. “Ayyyyyyyy! Aswang!” singgit ni Yuri.

“Hoy Yuri, si Yugo ini, amigo mo. Dali mahampang kita lagsanay.”

“Indi ako sa imo. Kabaho kag may mga katol ka pa.”

“Wala ka kabalo, indi magdugay mapareho ka na sa akon kay

tamad ka man manibin.”

“Indi! Indi ako magpareho sa imo kay manibin na ako.”

Nagdalagan si Yuri pakadto sa banyo pero indi niya ini mabuksan.

“Nay, Nay, buksi ang banyo kay manibin na ako,” singgitan ni Yuri.

“Naglakat na si Nanay mo dala niya ang yabi sang banyo kay wala ka man gana manibin.”

“Nay, Nay yabi!” pasulit-sulit nga hambal ni Yuri.

“Yuri, Yuri bugtaw. Ano ang ginawakal mo nga yabi? Bangon na kag manibin.

Madasig nga nagbangon kag nagpanibin sa banyo si Yuri. Bisan sa damgo lang may natun-an si Yuri nga tinluan ang iya kaugalingon para indi mangin mabaho.

Ask some focus questions:

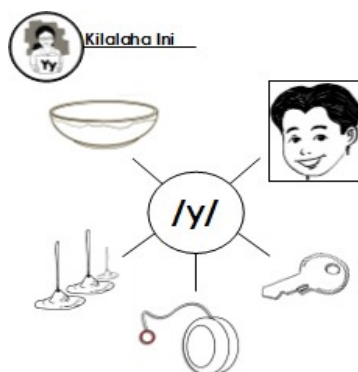
- 1. Ano ang ginalauman ni Nanay nga pagahimuon ni Yuri antes magkaon?*
- 2. Kon ikaw si Yuri, manyapon ka bala maskin wala ka pa nakapanibin? Ngaa?*
- 3. Ano ang imo responsibilidad bilang isa ka bata?*

C. Presentation

The teacher will show the pictures. (see LM p.75)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /y/... yahong.*

Ini ang laragway sang /y/... yuhum.

Ini ang laragway sang /y/... yabi.

Ini ang laragway sang /y/... yoyo.

Ini ang laragway sang /y/ ...yema.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /y/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /y/.*
Sunda ninyo ako sa paghambal sang tunog.
/y/ (learners repeat) /y/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /y/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /y/?*

c.2 Recognizing letter Yy

The teacher will show letter card Yy.

Say: *Amo ini ang daku nga letra Y kag gamay nga letra y.*
Amo ini ang letra Yy. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Yy

The teacher will show how to write upper case and lower case letter Yy with counting by joining the index and forefinger while tracing Yy. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Yy.*
Subong, sunda ninyo ako kon paano isulat ang letra Yy.

The teacher will ask volunteers to trace letter Yy on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Yy, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Yy sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

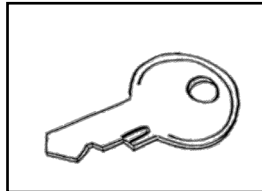
The teacher will ask volunteers to trace letter Yy on the board. If the pupil commits mistake in writing letter Yy, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 76)

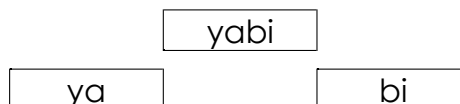
Ask: *Ano nga mga letra ang makita naton sa tinaga nga yabi?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga yabi?



yabi

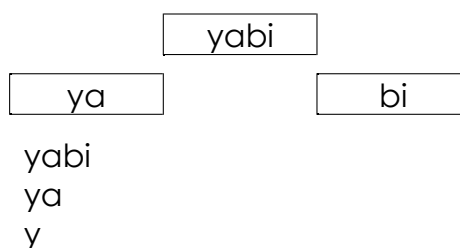
2. Syllable Box (see LM p. 76)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang yabi.*
- *Ini ang pagbasa sang tinaga: yabi.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga yabi: ya bi.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



3. Word Breaking (see LM p. 76)

- Write the key word on the left side under the syllable box.
- Read it to and then with the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 76)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.

	yabi	
ya		bi
yabi		y
ya		ya
y		yabi

- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

y _ a - <u>ya</u>	i _ y - <u>iy</u>	la _ y - <u>lay</u>
y _ i - <u>yi</u>	a _ y - <u>ay</u>	ga _ y - <u>gay</u>
y _ u - <u>yu</u>	u _ y - <u>uy</u>	ba _ y - <u>bay</u>

5. Big Box (see LM p. 77)

- Pupils read letters/syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

gay	ya	ba	bi
a	sa	su	tay
lay	gu	bay	ta
ga	luy	si	la

6. Word-Building (see LM p. 77)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

yabi	subay	saya	balay
galatay	laya	guya	siya
yakal	baybay	taya	sigay
tatay	baya	luy-a	laya

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
Take note of the reminder for non-sense words. See page 18.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, kag, may, nga, sang, ni, ara**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

may yabi	sa baybay
saya sa siya	ara sa baybay
balay ni Tatay	ang luy-a
guya sang bata	laba nga saya

7. Break-the-Sentence /Phrase (see LM p. 77)

- Write the Sentence-Making-Word (**galatay**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **galatay** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.

- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

galatay

Galatay sia sa taytay.

Galatay sia sa taytay.

galatay sia sa

galatay sia

galatay

8. Make-the-Sentence/Phrase (see LM p. 77)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils

galatay

Galatay sia sa taytay.

Galatay sia sa taytay.

galatay sia sa

galatay sia

Galatay

galatay

galatay sia

galatay sia sa

Galatay sia sa taytay.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 78-81)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Yy.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sanglaragway.*
- *Isulat sa kada kahon ang mga letra sang ngalan sang laragway.*

- *Isulat ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Thing and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 81-82)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 83).

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 59-65)

- *Bilugi ang letra sang laragway nga nagaumpisa sa /y/.*
- *Bilugi ang mga tinaga nga nagaumpisa sa letra Yy.*
- *Isulat ang daku nga letra Y sa linya para makompleto ang mga ngalan nga nagaumpisa sa Yy.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Yy.*
- *Magdrowing sa kahan sang mga laragway nga nagaumpisa sa letra Yy.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 84).
- Read the Primer Lesson (see LM pp. 74-84).
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 11: Hh

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Hh

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material



III. Procedure



A. Preparation

The teacher will review the previous letters.

The teacher will point to the syllables and have learners read them.

Say: *Tuluka ang mga laragway. Isulat ang kulang nga kunla para mahimo ang ngalan sang laragway. Magpili sang husto nga sabat sa sulod sang kahon.*

	la _____ = _____	ta ti su ga
	_____ bid = _____	ta lu sa gi

	ila _____ = _____	ya ay yi ga
	_____ li = _____	si ba la ug

Teacher prepares real objects/pictures. The learners name these objects which begin with /Hh/ (e.g. husay, hollen, habol, habonera, hagdan, etc.). Call volunteers to do the activity.

Say: *Magkuha sang butang/laragway diri sa atubangan. Ihambal kon nakakita ka na sini kag kon paano mo ini gingamit.*

Unlocking of Difficult words

nagagumon (through picture /demonstration)
naglagtok (through demonstration)
nagahilibion (through picture)

B. Motivation

Using Realia: Teacher allows pupils to share their experience using a comb (husay).

Ask: *May ara kamo husay? Importante bala ang pagpanghusay? Ano ang matabo sa aton kon pirme kita nagapanghusay?*

Say: *Subong, ipaambit ko sa inyo ang istorya sang isa ka bata nga mahilig maghusay sang iya buhok.*

During Reading Interactive Reading

Read the title of the story. Introduce the author and the illustrator.

Say: *Tan-awa ang takop (cover) sang libro? Ano ang inyo makita? Ano ang gusto ninyo ipamangkot nahanungod sa istorya?*

Open the book showing the first picture.

Ask: *Ano ang inyo makita?*

Say: *Basahon naton ang panid nga ini.*

Ang Regalo

(Ginsulat ni: Juvy D. Baranda)

1. *Ini si Hilda. Malaba ang iya buhok. Masami niya ini ginahusay.*
2. *Isa ka adlaw, samtang nagalakat sia pauli sa ila balay naghuyop ang mabaskog nga hangin. Nagumon ang iya malaba nga buhok.*
3. *Ginkuha ni Hilda ang iya husay kag ginhusay ang nagumon nga buhok. Hinali lang may naglagtok. Nabali ang iya husay.*
4. *Nagahilibion nga ginpakita ni Hilda ang husay sa iya iloy.*
5. *Sang gab-i, nagtulog si Hilda nga wala mahusay ang iya buhok.*
6. *Pagbugtaw sa aga, isa ka gamay nga kahon ang nagatungtong sa*

- lamesita.
7. *Isa ka bag-o kag duag rosas nga husay ang sulod sini. Halin ini sa iya iloy.*
 8. *Dalidali sia nga nagbangon kag ginhusay ang iya malaba nga buhok.*
 9. *Dala ang husay, naggwa sia sa iya hulot para magpasalamat sa iya iloy.*
 10. *Daku gid ang iya kakibot bangud may mga pahabok nga napilit sa gwa sang pwertahan. Dayon niya nadumduman, kaadlawan gali niya subong nga adlaw.*

Post Reading

After reading the story, ask students some questions:

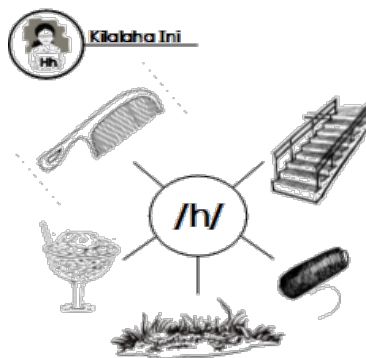
1. *Ilaragway ninyo si Hilda.*
2. *Ano ang iya ginahimo sa iya buhok kada aga, hapon, kag antes sia magtulog?*
3. *Ano ang natabo sa iya buhok sang naghuyop ang mabaskog nga hangin?*
4. *Ano ang natabo sa iya husay sang gingamit niya ini sa nagumon niya nga buhok?*
5. *Ano ang iya nabatyagan sang nakita niya nga nabali ang iya husay?*
6. *Ngaa nakibot si Hilda sang naggwa sia sa pwertahan isa ka aga?*
7. *Ano ang nabaton niya nga regalo sa iya kaadlawan?*

C. Presentation

The teacher will show the pictures. (see LM p.86)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /h/... husay.*
Ini ang laragway sang /h/... hagdan.
Ini ang laragway sang /h/...hilo.
Ini ang laragway sang /h/...hilamon.
Ini ang laragway sang /h/...halohalo.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada*

laragway?

The teacher produces the /h/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /h/.*

Sunda ninyo ako sa paghambal sang tunog.

/h/ (learners repeat) /h/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /h/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /h/?*

c.2 Recognizing letter Hh

The teacher will show letter card Hh.

Say: *Amo ini ang daku nga letra H kag gamay nga letra h.*

Amo ini ang letra Hh. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Hh

The teacher will show how to write upper case and lower case letter Hh with counting by joining the index and forefinger while tracing Hh. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Hh.*

Subong, sunda ninyo ako kon paano isulat ang letra Hh.

The teacher will ask volunteers to trace letter Hh on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Hh, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Hh sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Hh on the board. If the pupil commits mistake in writing letter Hh, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 87)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga husay?*

Ano nga mga tunog sang letra nga mabatian naton sa tinaga nga husay?



husay

2. Syllable Box (see LM p. 87)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang husay.*
- *Ini ang pagbasa sang tinaga: husay.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga husay: hu-say.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable with you.

husay

hu

say

3. Word Breaking (see LM p. 87)

- Write the key word on the left side under the syllable box.
- Read it once and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.

husay

hu

say

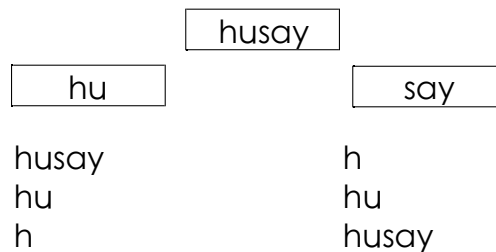
husay

hu

h

4. Word Making (see LM p. 87)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

h <u> </u> a - ha	h <u> </u> i - hi	h <u> </u> u - hu
sa <u> </u> y - say	ta <u> </u> g - tag	ha <u> </u> l - hal

5. Big Box (see LM p. 88)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.

- Correct any mistakes.

tag	ta	hu	su
say	hi	sa	ha
bu	lat	lu	gas
li	gi	lag	lay

6. Word-Building (see LM p. 88)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

Husay	saha	suha	sulat	hulag
hatag	Hita	hulat	buhi	halay
baha	tahi	luha	taha	haligi
hugas	halay	tagas	basa	busay

- Read the words **with** the pupils as they identify them.
- Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/ syllables.
- Continue adding new words to the word list on the chalkboard. **Take note of the reminder for non-sense words. See page 18.** Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, kag, may, nga, sang, ni, ara**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

husay nga may baha ang husay bitbit ni
luha sa guya hita ni Tita ara kay yabi kag husay

7. Break-the-Sentence /Phrase (see LM p. 88)

- Write the Sentence-Making-Word (**bitbit**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **bitbit** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to the pupils** and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

hatag

Hatag ni Tatay ang husay.

Hatag ni Tatay ang husay.

hatag ni tatay ang

hatag ni tatay

hatag ni tatay

hatag

8. Make-the-Sentence/Phrase (see LM p. 88)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.

- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

hatag

Hatag ni Tatay ang husay.

Hatag ni Tatay ang husay.	hatag
hatag ni tatay ang	hatag ni
hatag ni tatay	hatag ni tatay
hatag ni tatay	hatag ni tatay ang
hatag	Hatag ni Tatay ang husay.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 89-91)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Hh.*
- *langot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d. 4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 92)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 93)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 66-74)

- *Ikahon ang laragway nga nagaumpisa sa letra /h/.*
- *Kilalaha ang mga laragway kag isulat ang letra **h** sa linya para makompleto ang ngalan sang kada laragway.*
- *Bilugi ang laragway nga nagaumpisa sa letra **Hh**.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang husto nga kunla para makompleto ang ngalan sang laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Hh**.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra **Hh**.*

V. Simple Agreement

- a. *Idrowing kag duagi.* (see LM p. 94)
- b. Read the Primer Lesson (see LM pp. 85-94)
- c. The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 12: Pp

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experience

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs.

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Pp

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson.

Say: *Ihambal kon pila ka kunla ang may ara sa kada tinaga.*

1. hibi_____ 2. tahu_____ 3. baha_____ 4. hitabo_____ 5. tahi_____

Say: *Ano nga tinaga ang mahimo kon kuhaon ang una /ulihi nga letra sa mga masunod nga tinaga.*

1. hisa_____ 2. saga_____ 3. bati_____ 4. gisa_____ 5. бага _____

B. Motivation

Song (Tune: Chicadee)

Pispis, pispis galupad-lupad

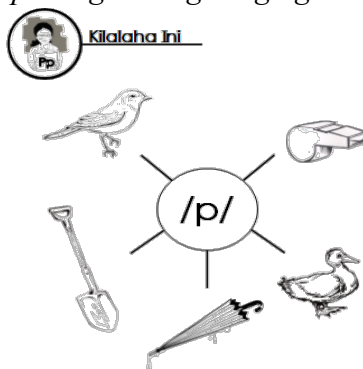
Pispis, pispis galupad-lupad.

Isa ka pispis naghulon sa sanga
Umabot ang isa, duha na sila.
(Repeat from the beginning. Change the underlined numbers until ten.)

C. Presentation

The teacher will show the pictures. (see LM p.96)

Ask: *Ano ang ngalan sang mga butang sa laragway?*
Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /p/... pispis.*
Ini ang laragway sang /p/... pala.
Ini ang laragway sang /p/...pato.
Ini ang laragway sang /p/...payong.
Ini ang laragway sang /p/...pala.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang laragway?*

The teacher produces the /p/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /p/.*
Sunda ninyo ako sa paghambal sang tunog.
/p/ (learners repeat) /p/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /p/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound.
Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /p/?*

c.2 Recognizing letter Pp

The teacher will show letter card Pp.

Say: *Amo ini ang daku nga letra P kag gamay nga letra p.*
Amo ini ang letra Pp. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound.
Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Pp

The teacher will show how to write upper case and lower case letter Pp with counting by joining the index and forefinger while tracing Pp. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Pp.*
Subong, sunda ninyo ako kon paano isulat ang letra Pp.

The teacher will ask volunteers to trace letter Pp on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Pp, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Pp sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

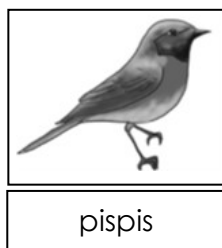
The teacher will ask volunteers to trace letter Pp on the board. If the pupil commits mistake in writing letter Pp, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 97)

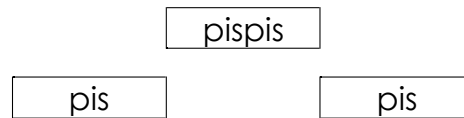
Ask: *Ano nga mga letra ang makita naton sa tinaga nga pispis?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga pispis?



pispis

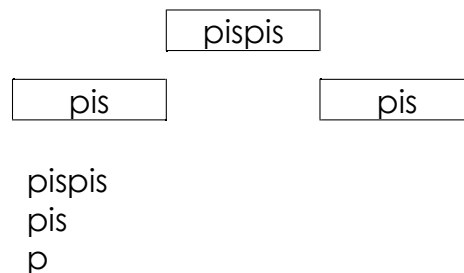
2. Syllable Box (see LM p. 97)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang pispis.*
- *Ini ang pagbasa sang tinaga: pispis.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga pispis: pis-pis*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



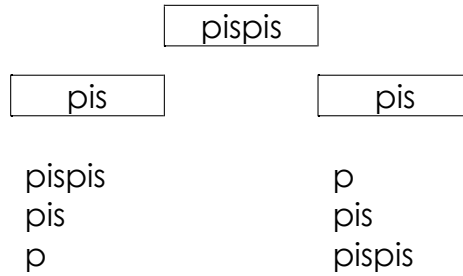
3. Word Breaking (see LM p. 97)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 97)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

p _ a = pa	p _ i = pi	ta _ y = tay
p _ u = pu	pi _ s = pis	pa _ y = pay

5. Big Box (see LM p. 98)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

ya	pi	pu	la
yag	pa	ti	ga
li	ta	las	ba
tag	tay	pis	ha

6. Word-Building (see LM p. 98)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

pispis	paya	paha	pala
gapila	pata	papa	gali
tagpila	patay	puti	payag
bali	puli	pili	tapa
pali	pilas	latay	bati

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
 - Continue adding new words to the word list on the chalkboard.
- Take note of the reminder for non-sense words. See page 18.
- Read all the words in the word list **with** the pupils.
 - Introduce sight words (**ang, kag, may, nga, sang, ni, ara**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

may payag	laba nga paha	ang pispis
pala ni Papa	ara sa pila	puti kag pula
pispi sang bata	pula nga pispis	

7. Break-the-Sentence /Phrase (see LM p. 98)

- Write the Sentence-Making-Word (**gapila**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **gapila** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

gapila

Gapila si Pili.

Gapila si Pili.
gapila si
gapila

8. Make-the-Sentence/Phrase (see LM p. 98)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

gapila

Gapila si Pili.

Gapila si Pili.
gapila si
gapila

gapila
gapila si
Gapila si Pili.

d. 2 Guided Practice

Learners will do the following activities: (see LM pp. 99-102)

- *Sunda ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Pp.*
- *Butangi sang tsek (✓) ang husto nga ngalan sang laragway.*
- *Isulat sa linya ang nadula nga letra sa ngalan sang laragway.*
- *Kompletuha ang mga letra sa sulod sang kahon para mahimo ang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 102)
- The teacher will present the generated phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteer to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 103)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 75-83)

- *Bilugi ang laragway nga nagaumpisa sa /p/ ang ngalan.*
- *Isulat ang letra p sa linya para makompleto ang ngalan sang mga laragway.*
- *Bilugi ang laragway nga nagaumpisa sa /p/ ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang nadula nga kunla para makompleto ang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Pp.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra Pp.*

V. Simple Agreement

- a. *Idrowing kag duagi.* (see LM p. 104)
- b. Read the Primer Lesson (see LM pp. 95-104)
- c. The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 13: Nn

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases, and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Nn

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

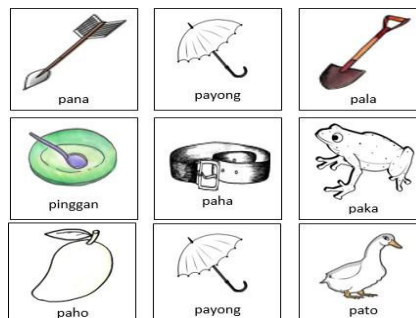
III. Procedure

A. Preparation

The teacher will review the previous lesson.

Teacher prepares pictures and real objects of words that start with letter **Pp**.

Pupils take turns in picking things inside the bag/box and tell its name.



Unlocking of Difficult words

Words to be unlocked



- **nagaistar**
Amo ina ang amon balay. Dira ako nagaistar.



- **palangabuhian**
Panguma ang obra sang akon Tatay. Ini ang amon palangabuhian.



- **banwa**
Ang banwa sang Lambunao mainuswagon.



- **kakapoy**
Kakapoy magdalagan sing madasig.



- **bug-os**
Masimba ang bug-os nga pamilya.

B. Motivation

Picture Puzzle (Nipa Plantation): Teacher groups the pupils into four.

Say: *Himu-a ninyo ang picture puzzle.*

Ask: *Ano ang laragway nga nahimo? Nakakadto ka na bala sa lugar nga ini?*

Say: *Subong basahon ko sa inyo ang isa ka istorya nahanungod sa balay nga nipa.*

During Reading

The teacher presents the cover of the big book showing a house made of Nipa.

Read the title of the story. Introduce the author and the illustrator.

Say: *Tan-awa ang takop (cover) sang libro? Ano ang inyo makita?*

Ano ang gusto ninyo ipamangkot nahanungod sa istorya?

Open the book showing the first picture.

Ask: *Ano ang inyo makita?*
Say: *Basahon naton ang panid nga ini.*

First reading by the teacher. The teacher opens the book and reads the whole story showing each page with the illustration to the pupils.

Second Reading. The teacher gives a chance to interact with the text. After reading a page or several pages, ask questions to help pupils predict and monitor their comprehension.

Kasulhay sa Balay
(Ginsulat ni: Juvy D. Baranda)

Isa ka payag nga human sa nipa ang makit-an malapit sa kanipaan. Diri nagaistar ang pamilya ni Nita.

Pag-obra sang pawod kag langgaw halin sa nipa ang ila pangabuhian.

Sanday Tatay Norbing kag Nonoy ang nagapanguha sang dahon sang nipa kon aga.

Kon hapon nagapananggot si Tatay Norbing sang tuba halin sa nipa para himuon nga langgaw.

Sanday Nanay, Nene, kag Nita ang nagaobra sang pawod kag nagahuwad sang langgaw sa botelya.

Ginadala ni Tatay Norbing ang nahuman nga pawod kag langgaw sa banwa para ibaligya.

Pag-abot sang gab-i, kapoy na gid ang bug-os nga pamilya. Maayo lang malamig ang ila payag nga human sa nipa.

Mabugnaw ini gani mahamuok ang ila katulugon.

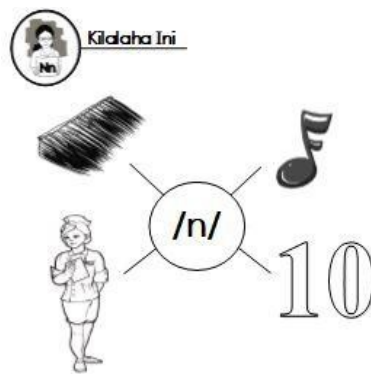
Post Reading: Comprehension Check

1. *Human sa ano ang atop sang payag?*
2. *Sanday sin-o ang nagaistar sa payag? (Karakter sang istorya)*
3. *Sa diin natabo ang istorya? (Halamtangan sang istorya, setting)*
4. *Ano ang mga hitabo sa istorya? (events)*
5. *Ano ang pangabuhian sang pamilya ni Nita?*
6. *Pasunura ang ginaobra sang pamilya ni Nita halin sa aga hasta sa gab-i.*
7. *Paano ang magpamilya nagabuligay?*
8. *Ikaw bala nagabulig man sa imo pamilya? Paano?*
9. *Daku bala ang bulig sang nipa sa pamilya? Paano?*
10. *Malipayon ayhan sila? Ngaa?*

C. Presentation

The teacher will show the pictures. (see LM p. 106)

Ask: *Ano ang ngalan sang mga butang sa laragway?*
Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /n/... nipa.*
Ini ang laragway sang /n/...nota.
Ini ang laragway sang /n/...napulo.
Ini ang laragway sang /n/...nars.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /n/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /n/.*
Sunda ninyo ako sa paghambal sang tunog.
/n/ (learners repeat) /n/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /n/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /n/?*

c.2 Recognizing letter Nn

The teacher will show letter card Nn.

Say: *Amo ini ang daku nga letra N kag gamay nga letra n.*
Amo ini ang letra Nn. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Nn

The teacher will show how to write upper case and lower case letter Nn with counting by joining the index and forefinger while tracing Nn. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Nn.*
Subong, sunda ninyo ako kon paano isulat ang letra Nn.

The teacher will ask volunteers to trace letter Nn on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Nn, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Nn sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Nn on the board. If the pupil commits mistake in writing letter Nn, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 107)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga nipa?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga nipa?

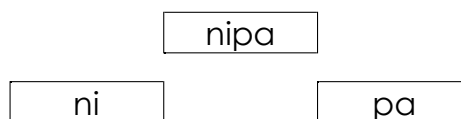


nipa

2. Syllable Box (see LM p. 107)

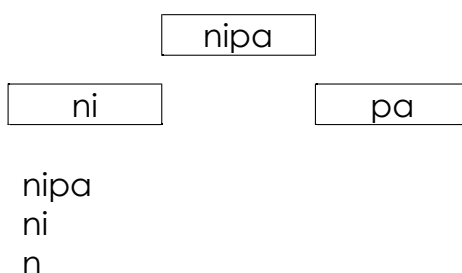
- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang nipa.*
- *Ini ang pagbasa sang tinaga: nipa.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga nipa: ni-pa*
- Read each syllable again, clapping once for each syllable.

- Do this again and have the pupils clap for each syllable with you.



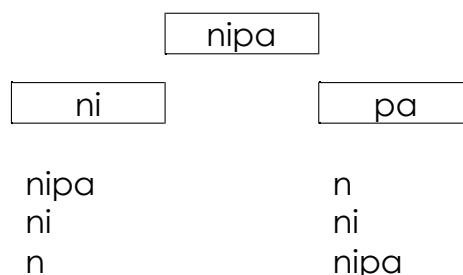
3. Word Breaking (see LM p. 107)

- Write the key word on the left side under the syllable box.
- Read it to and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it to and with the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 107)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

n <u> </u> a - <u>na</u>	n <u> </u> i - <u>ni</u>	na <u> </u> y - <u>nay</u>
t <u> </u> u - <u>tu</u>	ta <u> </u> n - <u>tan</u>	na <u> </u> s - <u>nas</u>

5. Big Box (see LM p. 108)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

bu	ba	ni	ta
bin	ga	sin	pa
a	nay	li	na
sa	gin	la	nag

6. Word-Building (see LM p. 108)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it with the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

nipa	pana	babana	bintana
nag-ani	bana	nanay	nabali
asin	gana	bugana	anay
nagabuga	nagabaga	nagbata	naglaba
ginpasa	ginbata	ginbali	ginpana

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/ syllables.
- Continue adding new words to the word list on the chalkboard.
Take note of the reminder for non-sense words. See page 18.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, kay, may, nga, sang, ni, ara**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang nipa	sa sapa	may suga
kay Nanay	bana ni Banay	ang pana

7. Break-the-Sentence /Phrase (see LM p. 108)

- Write the Sentence-Making-Word (**nag-ani**). Point to it and read it **with** the pupils.
*Say: Ang tinaga nga **nag-ani** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to the pupils** and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nag-ani

Nag-ani si Nanay.

Nag-ani si Nanay.

nag-ani si

nag-ani

9. Make-the-Sentence/Phrase (see LM p. 108)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.

- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nag-ani

Nag-ani si Nanay.

Nag-ani si Nanay.
nag-ani si
nag-ani

nag-ani
nag-ani si
Nag-ani si Nanay.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 109-111)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Nn.*
- *Langot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 112)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 113)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 84-89)

- *Butangi sang tsek (✓) ang laragway nga nagaumpisa sa /n/ ang ngalan.*
- *Bilugi ang mga ngalan nga nagaumpisa sa letra **Nn**.*
- *Isulat ang daku nga letra **N** sa linya para makompleto ang mga ngalan nga nagaumpisa sa **Nn**.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Nn**.*
- *Bilugi ang mga laragway nga nagaumpisa sa /n/.*

V. Simple Agreement

- a. *Idrowing kag duagi.* (see LM p. 114)
- b. Read the Primer Lesson (see LM pp. 105-114)
- c. The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 14: Mm

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects.

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases, and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Mm

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

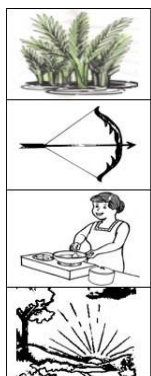
III. Procedure

A. Preparation

The teacher will review the previous lesson.

The teacher will point to the words and have learners read it. The teacher will Guide learners in reading words with letters which are not yet introduced.

Say: Pili-a ang husto nga pagpanigbato sang ngalan sang laragway.



nipa	pina	napi
pina	pana	nipa
nanay	anay	ninay
gana	aga	gani

B. Motivation

The teacher reads the poem to the learners. Then, ask some volunteers/pair/individual to read the poem.

Mani kag Mais

Mani, mani
Masustansya nga mani.
Bugana sa uma
Kon mapisan ka.
Mais, mais
Manamit nga mais.
Luyag sang pamilya
Bisan sang mga pispis.

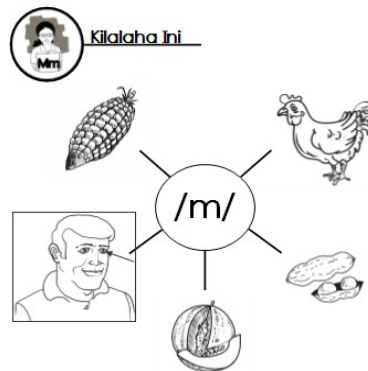
Say: Maghatag sang mga tinaga nga kapareho ang umpisa nga tunog sa mga tinaga sa binalaybay nga may kurit.

C. Presentation

The teacher will show the pictures. (see LM p.116)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /m/... mais.*
Ini ang laragway sang /m/... manok.
Ini ang laragway sang /m/... mani.
Ini ang laragway sang /m/...melon.
Ini ang laragway sang /m/...mata.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /m/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /m/.*

Sunda ninyo ako sa paghambal sang tunog.

/m/ (learners repeat) /m/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /m/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /m/?*

c.2 Recognizing letter Mm

The teacher will show letter card **Mm**.

Say: *Amo ini ang daku nga letra **M** kag gamay nga letra **m**.*

*Amo ini ang letra **Mm**. (repeat the letter name three times)*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Mm

The teacher will show how to write upper case and lower case letter **Mm** with counting by joining the index and forefinger while tracing **Mm**. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Mm.*

Subong, sunda ninyo ako kon paano isulat ang letra Mm.

The teacher will ask volunteers to trace letter **Mm** on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter **Mm**, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Mm sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

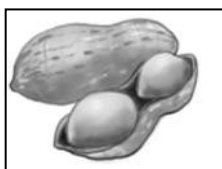
The teacher will ask volunteers to trace letter **Mm** on the board. If the pupil commits mistake in writing letter **Mm**, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 117)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga mani?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga mani?



mani

2. Syllable Box (see LM p. 117)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang mani.*
Ini ang pagbasa sang tinaga: mani.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga mani: ma-ni.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable with you.

mani

ma

ni

3. Word Breaking (see LM p. 117)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.

mani

ma

ni

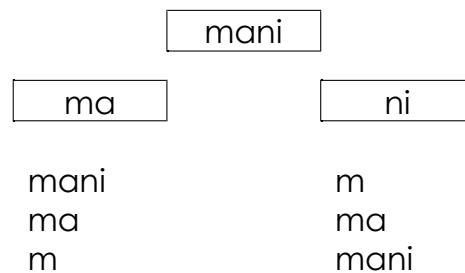
mani

ma

m

4. Word Making (see LM p. 117)

- Write the new letter to the right of the Break-the-Word column and read the new letter with the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

m a - ma
m u - mu

m i - mi
su s - sus

mi s - mis
ma y - may

5. Big Box (see LM p. 118)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

ma	a	ya	ka
la	is	may	mit
hu	ni	mi	sin
sa	nay	na	ta

6. Word-Building (see LM p. 118)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new key word. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

mani	mata	maya	mais
maani	manami	maninay	masa
kami	manamit	maasin	mala

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/ syllables.
 - Continue adding new words to the word list on the chalkboard.
- Take note of the reminder for non-sense words. See page 18.
- Read all the words in the word list **with** the pupils.
 - Introduce sight words (**ang, may, kag, ni, nga**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

manamit nga	mani kag mais	amiga ni Nanay
humay kag mani	amu sa uma	manami ang mata

7. Break-the-Sentence /Phrase (see LM p. 118)

- Write the Sentence-Making-Word (**maani**). Point to it and read it with the pupils.
Say: *Ang tinaga nga **maani** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.

- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

maani

Maani si Maninay.

Maani si Maninay.

maani si

maani

8. Make-the-Sentence/Phrase (see LM p. 118)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan*”.
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

maani

Maani si Maninay.

Maani si Maninay.

maani si

maani

maani

maani si

Maani si Maninay.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 119-121)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Mm**.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa kada kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 122)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteer to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 123)
The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 90-98)

- *Bilugi ang laragway nga nagaumpisa sa /m/ ang ngalan.*
- *Isulat ang letra m sa linya para makompleto ang ngalan sang mga laragway.*
- *Bilugi ang laragway nga nagaumpisa sa /m/ ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang nadula nga kunla para makompleto ang ngalan sang laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Mm.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra Mm.*

V. Simple Agreement

- a. *Idrowing kag duagi.* (see LM p. 124)
- b. Read the Primer Lesson (see LM pp. 115-124)
- c. The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 15: Dd

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experience

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of stroke

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Dd

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

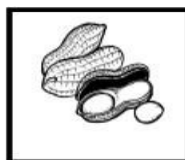
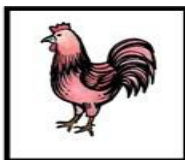
III. Procedure

A. Preparation

The teacher will review the previous lesson.

The teacher will point to the words and have learners read it.

Say: *Basaha ang mga tinaga sa idalum sang laragway. Itudlo ang tinaga nga nagapakilala sa laragway*



mani
mais
manok

mais
manok
mani

manok
mani
mama

mapa
pispis
pilas

B. Motivation

The teacher will introduce the song by modeling it. Then, the teacher will guide the learners how to sing the song.

Si Pelimon

*Si Pelimon, si Pelimon
Namunit sa kadagatan
Nakakuha, nakakuha
Sang isda nga tambasakan.*

*Ginbaligya, ginbaligya
Sa merkadong guba
Ang iya nga kita
Ang iya nga kita
Ginbakal sang tuba.*

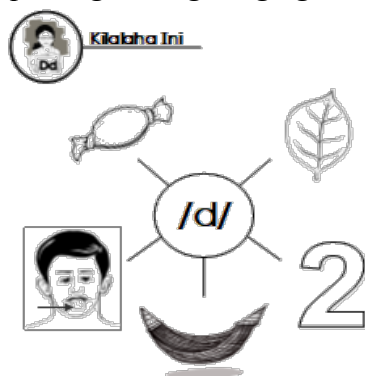
Ask:

1. Sa diin si Pelimon nagkadto?
2. Ano ang iya nakuha?
3. Diin niya ginbaligya ang iya isda?
4. Ano ang iya ginbakal sang may kwarta na sia?

C. Presentation

The teacher will show the pictures. (see LM p. 126)

Ask: *Ano ang ngalan sang mga butang sa laragway?
Ano ang umpisa nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /d/...dulse.
Ini ang laragway sang /d/...dahon.
Ini ang laragway sang /d/...duha.
Ini ang laragway sang /d/...duyan.
Ini ang laragway sang /d/...dila.*

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /d/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /d/.
Sunda ninyo ako sa paghambal sang tunog.
/d/ (learners repeat) /d/ (learners repeat)*

Say: *Subong, ihambal ninyo ang tunog /d/ sing tatlo ka beses.*

The teacher will call pairs/rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /d/?*

c.2 Recognizing letter Dd

The teacher will show letter card Dd.

Say: *Amo ini ang daku nga letra D kag gamay nga letra d.
Amo ini ang letra Dd. (repeat the letter name three times)*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Dd

The teacher will show how to write upper case and lower case letter Dd with counting by joining the index and forefinger while tracing Dd. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Dd.
Subong, sunda ninyo ako kon paano isulat ang letra Dd.*

The teacher will ask volunteers to trace letter Dd on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Dd, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Dd sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Dd on the board. If the pupil commits mistake in writing letter Dd, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 127)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga yabi?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga dapay?



dapay

2. Syllable Box (see LM p. 127)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang dapay.*
- *Ini ang pagbasa sang tinaga: dapay.*
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga dapay: da-pay.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.

dapay

da

pay

dapay

da

d

3. Word Breaking (see LM p. 127)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.

dapay

da

pay

dapay

da

d

4. Word Making (see LM p. 127)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.

dapay	
da	pay
dapay	d
da	da
d	dapay

- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

d _ a - <u>da</u>	d _ i - <u>di</u>	ga _ d - <u>gad</u>
d _ u - <u>du</u>	ga _ t - <u>gat</u>	a _ d - <u>ad</u>

5. Big Box (see LM p. 128)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

mi	da	ga	pay
la	dug	pa	di
gum	lag	du	han
hu	gat	lan	na

6. Word-Building (see LM p. 128)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.

- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

dapay	dughan	dagum	dula
nagadupa	dila	dagami	dalag
dagat	duna	dahu	dalan

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
Take note of the reminder for non-sense words. See page 18.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, may, kag, ni, nga, sa**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

sa dagat	nagdupa ang
ang duta	may ilaga
bugana sa dagami	duna nga maalat
duha ka dapay	

7. Break-the-Sentence /Phrase (see LM p. 128)

- Write the Sentence-Making-Word (**nagadupa**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **nagadupa** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it with the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to the pupils** and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.

- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagadupa

Nagadupa si Dana.

Nagadupa si Dana.
nagadupa si
nagadupa

8. Make-the-Sentence/Phrase (see LM p. 128)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagadupa

Nagadupa si Dana.

Nagadupa si Dana.
nagadupa si
nagadupa

nagadupa
nagadupa si
Nagadupa si Dana.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 129-132)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Dd**.*
- *Duagi sang pula ang husto nga kahon sang tinaga nga mahimo kon iimpon ang duha ka kunla.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Bilugi ang tinaga nga pareho ang umpisa nga tunog sa ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d. 4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 132)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 133)
The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa***

- *Bilugi ang laragway nga nagaumpisa sa /d/.*
- *Isulat ang letra **d** sa linya para makompleto ang ngalan sang kada laragway.*
- *Bilugi ang mga laragway nga nagaumpisa sa **Dd** ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang nadula nga kunla para makompleto ang ngalan sang laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Dd**.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra **Dd**.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 134)
- Read the Primer Lesson (see LM pp 125-134)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 16: Kk

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Kk

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson.

Say: *Magpalakpak sing isa ka bes kon ang tunog /d/ mabatian sa umpisa sang tinaga kag magpalakpak sing duha ka beses ang kon ang tunog /d/ mabatian sa punta sang kada tinaga.* (Teacher reads.)

bukid dahon lubid duha balud damang dahi kapid

Unlock Difficult Words

daga-daga (real object)

takabon (through action)

dapog (through picture)

B. Motivation

Show a picture of kalan.

Like the *banga*, it is made of clay.

Ask: *Paano ginagamit ni Nanay ninyo ang kalan? Subong istoryahan ko kamo sang nahanungod sini.*

Interactive Reading

The teacher presents the cover of the big book.

Read the title of the story. Introduce the author and the illustrator.

Say: *Tan-awa ang takop (cover) sang libro? Ano ang inyo makita?*

Ano ang gusto ninyo ipamangkot nahanungod sa istorya?

Open the book showing the first picture.

Ask: *Ano ang inyo makita?*

Say: *Basahon naton ang panid nga ini.*

Teacher reads the text in a very interesting way.

The teacher stops once in a while to ask questions.

Ang Kalan ni Korina

Ginsulat ni: Juvy D. Baranda

1. *Ini ang kalan ni Korina. Human ini sa lunang.*
2. *Sa aga, udto kag gab-i diri sia nagaluto sang ila pagkaon.*
3. *Ginatintuan niya ini matapos gamiton.*
4. *Isa ka adlaw, nagsugba sia sang isda sa kalan.*
5. *Kahumot sang sinugba nga isda, gani ang ila kuring nagpalapit sa may kalan.*
6. *Hana sini nga takabon ang sinugba nga isda. Nakita ini ni Korina.*
7. *Ginhaboy ni Korina sang kahoy ang kuring para magpalayo apang ang kalan ang naigo. Nabuka ini!*
8. *Nagdalagan ang kuring palayo.*
9. *Wala sang mahimo si Korina. Nagdabok sia liwat agud ipadayon ang pagsugba sang isda apang indi na sa kalan kundi sa dapog na.*
10. *Pagkaaga, nagkadto sia sa merkado para magbakal sang bag-o nga kalan.*

Post Reading

After reading the story, ask pupils some questions:

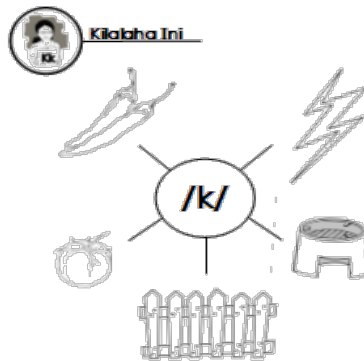
1. *Sin-o ang tag-iya sang kalan?*
2. *Human sa ano ang kalan?*
3. *Ano ang ginluto ni Korina sa kalan sang isa ka adlaw?*
4. *Ngaa nagpalapit ang kuring sa kalan?*
5. *Ano ang ginhimo ni Korina para pahalinon ang kuring?*

6. *Ano ang natabo sang ginhaboy ni Korina sang kahoy ang kuring?*
7. *Ano ang ginhimo ni Korina para ilisan ang nabuka nga kalan?*

C. Presentation

The teacher will show the pictures. (see LM p.136)

Ask: *Ano ang ngalan sang mga butang sa laragway?*
Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /k/... katumbal.*
Ini ang laragway sang /k/...kilat.
Ini ang laragway sang /k/...kalan.
Ini ang laragway sang /k/... kudal.
Ini ang laragway sang /k/...kamatis.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /k/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /k/.*
Sunda ninyo ako sa paghambal sang tunog.
/k/ (learners repeat) /k/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /k/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /k/?*

c.2 Recognizing letter Kk

The teacher will show letter card Kk.

Say: *Amo ini ang daku nga letra K kag gamay nga letra k.*

Amo ini ang letra Kk. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Kk

The teacher will show how to write upper case and lower case letter Kk with counting by joining the index and forefinger while tracing Kk. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Kk.*

Subong, sunda ninyo ako kon paano isulat ang letra Kk.

The teacher will ask volunteers to trace letter Kk on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Kk, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Kk sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Kk on the board. If the pupil commits mistake in writing letter Kk, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p.136)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga kalan?*

Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga kalan?

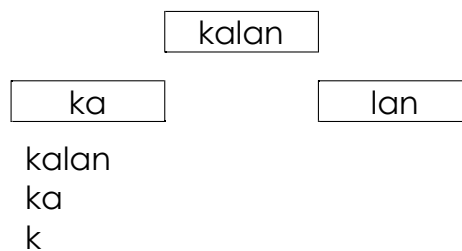


2. Syllable Box (see LM p. 136)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang kalan.*
Ini ang pagbasa sang tinaga: kalan.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga kalan: ka-lan.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.

3. Word Breaking (see LM p. 137)

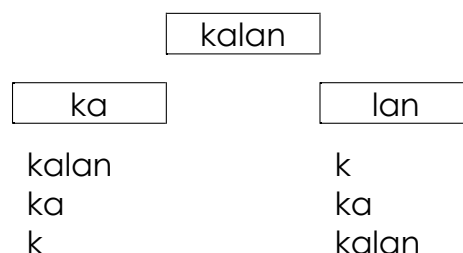
- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column with the pupils.



4. Word Making (see LM p. 137)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.

- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

kua - ka lid - lid hig - hig ku - ku
 tum - tum pid - pid ki - ki kal - kal

5. Big Box (see LM p. 138)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

ku	li	ka	bal
dal	lid	hig	tis
lig	pid	lan	tum
kal	la	ma	ba

6. Word-Building (see LM p. 138)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

kalan	kaki	kahig	kilid
katumbal	bakal	katapu	kudal
lalaki	kapid	kamatis	baka

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
 - Continue adding new words to the word list on the chalkboard.
- Take note of the reminder for non-sense words. See page 18.
- Read all the words in the word list **with** the pupils.
 - Introduce sight words (**ang, may, kag, nga, sa**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang kudal	katumbal sa	sa kilid	sa kalan
ginkahig nga	kag nagbakal	may katumbal	

7. Break-the-Sentence /Phrase (see LM p. 138)

- Write the Sentence-Making-Word (**nagsakay**). Point to it and read it with the pupils.
Say: *Ang tinaga nga **nagsakay** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagsakay

Nagsakay si Kikay sa baka.

Nagsakay si Kikay sa baka.

Nagsakay si Kikay sa

Nagsakay si Kikay

Nagsakay si

Nagsakay

8. Make-the-Sentence/Phrase (see LM p. 138)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan*”.
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagsakay

Nagsakay si Kikay sa baka.

Nagsakay si Kikay sa baka.

Nagsakay si Kikay sa

Nagsakay si Kikay

Nagsakay si

Nagsakay

Nagsakay

Nagsakay si

Nagsakay si Kikay

Nagsakay si Kikay sa

Nagsakay si Kikay sa

baka.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 139-141)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Kk**.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Thing and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 142)
- The teacher will present the generated phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 143)

The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book. (see pp. 108-116)

- *Ikahon ang laragway nga nagaumpisa sa /k/ ang ngalan.*
- *Isulat ang letra **k** sa linya para makompleto ang mga ngalan nga nagaumpisa sa **Kk**.*
- *Bilugi ang laragway nga nagaumpisa sa /k/ ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang una nga kunla sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Kk**.*
- *Magdrowing sa kahon sang mga laragway nga nagaumpisa sa letra **Kk**.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 144)
- Read the Primer Lesson (see LM pp 135-144)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 17: Rr

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Rr

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson. The teacher will call for volunteers to answer.

Say: *Basaha ang kada dinalan kag sabti ang mga pamangkot. Ihambal ang husto nga sabat.*

1. *Paborito ni Inday ang okra. Ano ang paborito ni Nene?*

okra

kalabasa

kalubay

2. *Nagakanta si Kiko sa simbahan kada Domingo. Ano ang ginaobra ni Kiko sa simbahan kada Domingo?*
nagasimba nagalakat nagakanta
3. *Nag-ani si Kakay sang mga kalubay kagapon. Sang san-o nag-ani si Kakay?*
kagina kagapon karon
4. *Madasig magsulat si Koni. Paano si Koni magsulat?*
mahinay manami madasig

Unlocking of Difficult Words

tuka (through picture)



maduga (real rambutan or a similar fruit)

B. Motivation

Ask: *Nagustuhan bala ninyo ang sabor sang rambutan?*
Ngaa? Ngaa wala?

Say: *Subong, maistorya kita nahanungod sa rambutan.*

Interactive Reading

The teacher presents the cover of the big book.

Read the title of the story. Introduce the author and the illustrator.

Say: *Tan-awa ang takop (cover) sang libro? Ano ang inyo makita?*
Ano ang gusto ninyo ipamangkot nahanungod sa istorya?

Open the book showing the first picture.

Ask: *Ano ang inyo makita?*

Say: *Basahon naton ang panid nga ini.*

Teacher reads the text in a very interesting way.

The teacher stops once in a while to ask questions.

Halin sa Liso

Ginsulat ni: Juvy D. Baranda

1. *Isa ka liso sang rambutan ang ara sa tuka sang pispis nga nagalupad.*
2. *Bangud sa kakapoy sa pagbuka sang iya tuka, nahulog ang liso sang rambutan. Nagtupa ini sa duta.*
3. *Nagligad ang mga gab-i.*
4. *Nagligad ang mga inadlaw.*
5. *Ang anay liso, nangin isa ka gamay nga tanum.*
6. *Pagligad pa gid sang malawig nga tion, nangin isa na ini ka daku nga puno sang rambutan.*
7. *Nangin palahuwayan ini sang mga kapispisan kon gab-i.*
8. *Nag-abot ang tion sang iya pagpamunga. Ang dalagku kag mapula nga mga prutas sang rambutan nagapangganyat sa mga umalagi.*

9. Si Rino kag ang iya mga abyan ang naghapit kag nanguha sang mga luto nga bunga sang rambutan.
10. Sila tanan nanamian gid sang maduga kag matam-is nga bunga sang rambutan.

POST READING

After reading the story, ask pupils some questions:

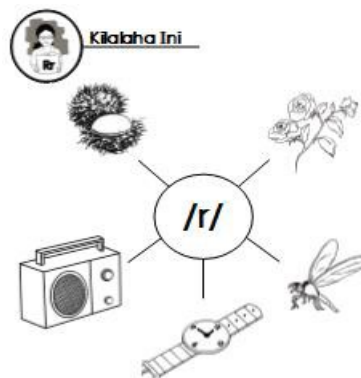
1. Ano ang natabo sa liso nga nahulog sangpispis?
2. Ano nga tanum ang nagtubo halin sa liso?
3. Namunga bala ang rambutan?
4. Sin-o ang nanguha sang bunga sang rambutan?
5. Nagustuhan bala niya ang sabor sang rambutan? Ngaa?
6. Gusto man bala ninyo nga may puno kamo nga nagapamunga sa inyo balay? Ngaa?

C. Presentation

The teacher will show the pictures. (see LM p. 146)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /r/... rambutan.*

Ini ang laragway sang /r/... rosas.

Ini ang laragway sang /r/...ragaraga.

Ini ang laragway sang /r/...relo.

Ini ang laragway sang /r/...radyo.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang laragway?*

The teacher produces the /r/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /r/.*

Sunda ninyo ako sa paghambal sang tunog.

/r/ (learners repeat) /r/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /r/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga ang nagaumpisa sa tunog nga /r/?*

c.2 Recognizing letter Rr

The teacher will show letter card Rr.

Say: *Amo ini ang daku nga letra R kag gamay nga letra r.*
Amo ini ang letra Rr. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Rr

The teacher will show how to write upper case and lower case letter Rr with counting by joining the index and forefinger while tracing Rr. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Rr.*
Subong, sunda ninyo ako kon paano isulat ang letra Rr.

The teacher will ask volunteers to trace letter Rr on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Rr, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Rr sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Rr on the board. If the pupil commits mistake in writing letter Rr, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

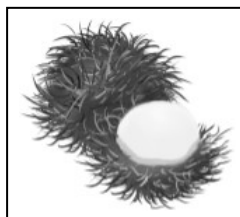
D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 147)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga rambutan?*

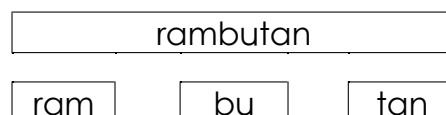
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga rambutan?



rambutan

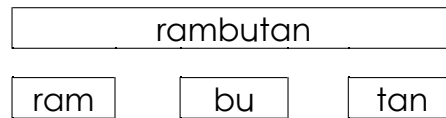
2. Syllable Box (see LM p. 147)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang rambutan.*
Ini ang pagbasa sang tinaga: rambutan.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga rambutan: ram-bu-tan.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



3. Word Breaking (see LM p. 147)

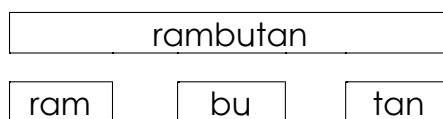
- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



rambutan
rambu
ram
r

4. Word Making (see LM p. 147)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
Say: Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



rambutan	r
rambu	ram
ram	rambu
r	rambutan

- Teacher may also introduce the blending of the key symbol with previously learned key symbols.
Examples:
r _ a - ra r _ u - ru r _ i - ri k _ u - ku

ra _ m - ram ku _ ri - kuri g _ ra _ s - gras

5. Big Box (see LM p. 148)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask, volunteers read each letter or syllable as you point to it.
- Correct any mistakes.

kal	tan	ram	pa
sa	ti	na	su
may	kur	ri	ba
ga	bu	ra	i

6. Word-Building (see LM p. 148)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

rambutan	ragaraga	ramay	pari
nagarara	bakal	basura	bara
rasa	kurtina	isa	para

- Read the words with the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, may, kag, ni, nanday, mga, sa** etc) **to** pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang rambutan ragaraga sa uma
basura sa kilid ramay sa kalan rasa sang dalag

7. Break-the-Sentence /Phrase (see LM p. 148)

- Write the Sentence-Making-Word (**garara**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **garara** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you

read that part of the sentence **to** the pupils and then **with** the pupils.

- Move the pointer smoothly under the sentence as you read it with the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagarara

Nagarara si Rayray.

Nagarara si Rayray.
nagarara si
nagarara

8. Make-the-Sentence/Phrase (see LM p. 148)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan*”.
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagarara

Nagarara si Rayray.

Nagarara si Rayray.
nagarara si
nagarara

nagarara
nagarara si
Nagarara si Rayray.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 149-151)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Rr**.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Bilugi ang laragway nga ang ngalan may /r/.*
- *Isulat ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 152)
- The teacher will present the generated phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 153)
The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 117-125)

- *Ikahon ang laragway nga nagaumpisa sa /r/ ang ngalan.*
- *Isulat ang letra **r** sa linya para makompleto ang ngalan sang mga laragway.*
- *Butangi sang tsek (✓) ang laragway nga nagaumpisa sa /r/ ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang mga kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Isulat sa linya ang nadula nga kunla para makompleto ang ngalan sang laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Rr**.*
- *Duagi ang mga laragway nga nagaumpisa sa letra **Rr** ang ngalan.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 154)
- Read the Primer Lesson (see LM p. 145-154)
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 18: Ww

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-1.1 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases, and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Ww

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the previous lesson.

Say: *Basaha kag iimpon ang mga kunla para madihon ang tinaga.*

ram _bu _tan = kur _ti _na = pa _ri =

ba _su _ra = ra _ga _ra _ga =

Unlocking of Difficult words

kagulangan (through picture), panaguay (through action),

tinumpok (through picture)

B. Motivation

Who's who?

The teacher will use a picture showing busy people in the community.

Say: *Itudlo kag ihambal kon sin-o ang ginalaragway.*

Example: *babaye nga nagatatap sang mga tanum sa plasa*

Tawo nga nagakolekta sang basura

Ask: *Paano makabulig ang mga tawo nga ini sa komunidad?*

Say: *Subong istoryahan ko kamo sang nahanungod sa isa ka manugbantay sang kagulangan.*

Interactive Reading

The teacher presents the cover of the big book.

Read the title of the story. Introduce the author and the illustrator.

Say: *Tan-awa ang takop (cover) sang libro? Ano ang inyo makita?*

Ano ang gusto ninyo ipamangkot nahanungod sa istorya?

Open the book showing the first picture.

Ask: *Ano ang inyo makita?*

Say: *Basahon naton ang panid nga ini.*

Teacher reads the text in a very interesting way.

The teacher stops once in a while to ask questions.

Ang Wasay

Ginsulat ni: Juvy D. Baranda

Malapit sa kagulangan nagapuyo si Waldo kag ang iya anak nga si Wali. Isa ka manugbantay sang kagulangan si Waldo. Ginaamligan niya ang mga kahoy sa kagulangan batok sa gusto magpang-utod sini.

Isa ka adlaw...

"Dali Wali, makadto kita sa kagulangan. Manguha kita sang mga laya nga sanga sang kahoy para igatong," hagam ni Wendel kay Wali.

"Tay, maupod ako kay Wendel sa kagulangan para magkuha sang laya nga mga sanga nga aton igatong. Pwede ko dal-on ang gamay mo nga wasay?" lisensya ni Wali sa amay.

"Huo, apang indi kamo magpang-utod sang buhi nga kahoy. Laya nga sanga lang gid ang inyo kuhaon," pahanumdom ni Waldo sa anak.

Sa kagulangan, madasig nga nakatipon sang laya nga mga sanga sanday Wali kag Wendel.

"Temprano pa. Dali, mahampang kita sang panaguay," hagam ni Wali.

"Basta ikaw ang una nga bantay," sabat ni Wendel.

"Isa, duha, tatlo!" singgit ni Wali.

Sa iya pagpangita kay Wendel, nabilin niya ang wasay sa tinumpok nga mga laya nga dahon.

Matapos maghampang sang panaguay, naglagsanay pa gid ang mag-abyan.

"Ha! ha! ha! Dali, lagas Wendel!" singgit ni Wali.

"Wali, hapon na. Mapuli na kita," pahanumdom ni Wendel kay Wali.

“Ay! Hapon na tuod. Mapuli na kita,” sabat ni Wali.
 Sa ila balay, malayo pa mabatian na ang wakal sang iya iloy.
 “Ngaa wala pa gihapon si Wali. Hapon na ini,” wakal ni Nanay Wilma.
 “Nay! Tay! Ari na ako. Dala ko na ang kahoy nga aton inuggatong,”
 hambal ni Wali.
 “Maayo kay ari ka na. Ihatag sa akon ang wasay. May utdon ako nga
 sanga nga nabali. Natabunan ang magagmay pa nga mga puno sang kahoy,”
 sugo ni Tatay Waldo.
 “Hala! Wala diri ang wasay. Nalipatan ko didto sa kagulangan,” siling
 ni Wali sa iya kaugalingon.
 “Tatay, nabilin ang wasay. Nalipatan ko gali,” sugid ni Wali nga daw
 mahibi. Nahadlok sia nga akigan sang iya amay.
 “Abaw! Ikaw nga bata ka. Dali, updi ako. Balikan naton ang wasay sa
 kagulangan”, siling ni Tatay Waldo.
 Maayo lang kay malapit sa kagulangan ang ila balay. Madasig sila nga
 nakaabot.
 “Diin na ang wasay? Ngaa wala diri?” pamangkot ni Tatay Waldo.
 Madugay-dugay na ang ila pangita. Wala gid ang wasay.
 “Didto nga bahin ako mangita. Ikaw diri nga bahin,” siling ni Tatay
 Waldo.
 Nagkuha sang lipak si Wali kag gin-ukay ang tinumpok nga dahon.
 Natingala sia nga daw may matig-a nga butang. Iya pa gid nga gin-ukay.
 “Ang wasay! Tay, nakita ko na ang wasay,” singgit ni Wali.

Post Reading

After reading the story, ask pupils some questions:

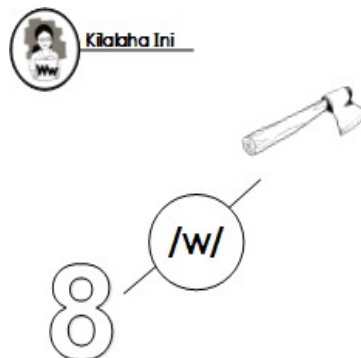
1. Ano ang trabaho ni Tatay Waldo?
2. Ano ang iya ginahimo agud amligan ang mga kahoy sa kagulangan?
3. Sa diin nagkadto si Wali kag ang iya nga abyan nga si Wendel?
4. Nag-ano sila sa kagulangan?
5. Ano ang nalipatan ni Wali sa kagulangan?
6. Nakita bala nila ang wasay?
7. Paano ni Wali nakita ang wasay?

C. Presentation

The teacher will show the pictures. (see LM p. 156)

Ask: Ano ang ngalan sang mga butang sa laragway?

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /w/...wasay.*

Ini ang laragway sang /w/...walo.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang laragway?*

The teacher produces the /w/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /w/.*

Sunda ninyo ako sa paghambal sang tunog.

/w/ (learners repeat) /w/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /w/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /w/?*

c.2 Recognizing letter Ww

The teacher will show letter card Ww.

Say: *Amo ini ang daku nga letra W kag gamay nga letra w.*

Amo ini ang letra Ww. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Ww

The teacher will show how to write upper case and lower case letter Ww with counting by joining the index and forefinger while tracing Ww. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ww.*

Subong, sunda ninyo ako kon paano isulat ang letra Ww.

The teacher will ask volunteers to trace letter Ww on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ww check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ww sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

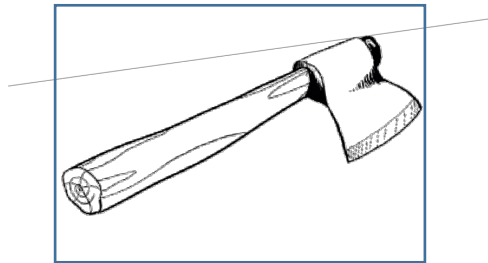
The teacher will ask volunteers to trace letter Ww on the board. If the pupil commits mistake in writing letter Ww check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 157)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga wasay?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga wasay?



wasay

2. Syllable Box (see LM p. 157)

- Point to the key word and read it at normal speed.
 Say: *Ini ang laragway sang wasay.*
Ini ang pagbasa sang tinaga: wasay.
- Point to each syllable as you read each syllable distinctly.
 Say: *Amo ini ang mga kunla sa tinaga wasay: wa-say.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.

wasay

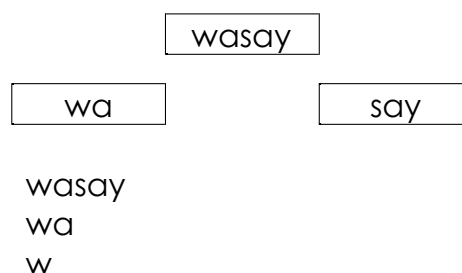
wa

say

3. Word Breaking (see LM p. 157)

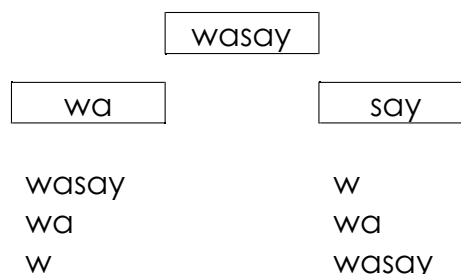
- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.

- Continue writing each smaller part of the word and reading it **to** and with the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 157)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils
Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

w _ a - <u>wa</u>	wa _ y - <u>way</u>	si _ k - <u>sik</u>
wa _ s - <u>was</u>	w _ u - <u>wu</u>	wa _ l - <u>wal</u>
w _ i - <u>wi</u>		

5. Big Box (see LM p. 158)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.

- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

say	tis	wal	wi
ga	way	sik	wa
li	was	la	is
na	ti	tu	lis

6. Word-Building (see LM p. 158)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read **it** with the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

wasay	wisik	walis
nagawali	tuwas	witiwiti
istiwitis	liwat	wasay
wayway	walwal	wala

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/ syllables.
- Continue adding new words to the word list on the chalkboard. **Take note of the reminder for non-sense words. See page 18.**
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, may, kag, ni, nanday, mga, sa, etc**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang rambutan	ragaraga	sa uma
basura sa kilid	ramay sa kalan	rasa sang dalag

7. Break-the-Sentence /Phrase (see LM p. 158)

- Write the Sentence-Making-Word (**nagawali**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **nagawali** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.

- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagawali

Nagawali ang pari.

Nagawali ang pari.
nagawali ang
nagawali

8. Make-the-Sentence/Phrase (see LM p. 158)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan*”.
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagawali

Nagawali ang pari.

Nagawali ang pari.
nagawali ang
nagawali

nagawali
nagawali ang
Nagawali ang pari.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 159-161)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ww.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang numero sang kunla sa kada tinaga.*
- *Isulat ang tinaga nga mahimo kon iimpon ang duha ka kunla.*

- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Thing and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 162)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 163)

The teacher may provide enrichment or additional activities for learners from

Mga Nagkalainlain nga Kahanasan sa Pagbasa book. (see pp. 126-134)

- *Ikahon ang laragway nga nagaumpisa sa /w/ ang ngalan.*
- *Isulat ang letra w sa linya para makompleto ang mga ngalan nga nagaumpisa sa Ww.*
- *Bilugi ang laragway nga nagaumpisa sa Ww ang ngalan.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ang nahimo nga kunla sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ang nahimo nga tinaga sa linya.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ww.*
- *Butangi sang tsek (✓) ang laragway nga nagaumpisa sa /w/ ang ngalan.*
- *Duagi ang mga laragway nga nagaumpisa sa /w/ ang ngalan.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 164)
- Read the Primer Lesson (see LM pp. 155-164)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 19: Oo

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Oo

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will review the learners about the previous lesson.

Say: *Isulat sa pisara ang mga tinaga nga madihon ko isugpon mga letra.*

w _ a=wa	wa _ y=way	si _ k=sik	wa _ s=was
w _ u=wu	wa _ l=wal	w _ i=wi	

B. Motivation

Paktakon:

Armas nga magaras
Sa sulod may gagmay nga itlog
Tuman ka danlog. (Okra)

The teacher will show a realia of okra (the teacher must slice the okra so that learners would see what is inside, and connect it to the riddle).

Ask: *Ano ang mabatayagan mo kon kaptan mo ang butang nga ini?*

Nakakaon na bala kamo sang okra? Ano ang sabor sini?

Ano ang mabatyagan mo kon ginakaon mo ang okra?

Ano nga luto sang okra ang imo natilawan?

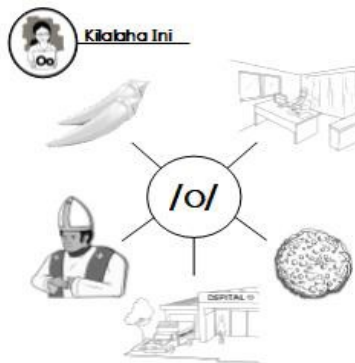
(Encourage learners to share their experiences with okra.)

C. Presentation

The teacher will show the pictures. (see LM p. 165)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /o/... okra.*

Ini ang laragway sang /o/... opisina.

Ini ang laragway sang /o/... okoy.

Ini ang laragway sang /o/... ospital.

Ini ang laragway sang /o/... obispo.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /o/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /o/.*

Sunda ninyo ako sa paghambal sang tunog.

/o/ (learners repeat) /o/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /o/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /o/?*

c.2 Recognizing letter Oo

The teacher will show letter card Oo.

Say: *Amo ini ang daku nga letra O kag gamay nga letra o.*

Amo ini ang letra Oo. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Oo

The teacher will show how to write upper case and lower case letter Oo with counting by joining the index and forefinger while tracing Oo. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Oo.*

Subong, sunda ninyo ako kon paano isulat ang letra Oo.

The teacher will ask volunteers to trace letter Oo on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Oo, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Oo sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Oo on the board. If the pupil commits mistake in writing letter Oo, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p.167)

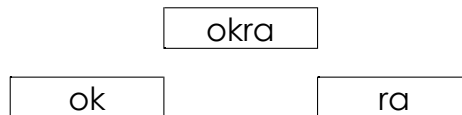
Ask: *Ano nga mga letra ang makita naton sa tinaga nga okra?*

Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga okra?



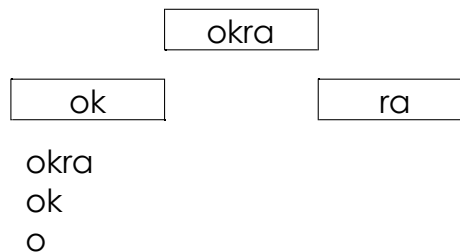
2. Syllable Box (see LM p. 167)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang okra.*
Ini ang pagbasa sang tinaga: okra.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga okra: ok_ ra*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



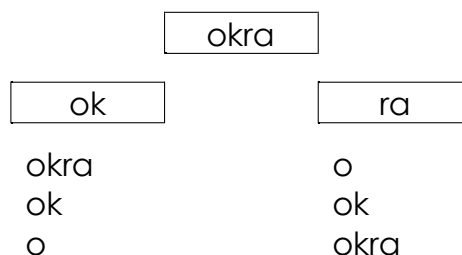
3. Word Breaking (see LM p. 167)

- Write the key word on the left side under the syllable box.
- Read it to and then **with** the pupils.
Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters to the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 167)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
- Say: *Una, gimbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

n <u>o</u> - <u>no</u>	o <u>n</u> - <u>on</u>	no <u>y</u> - <u>noy</u>
r <u>o</u> - <u>ro</u>	o <u>k</u> - <u>ok</u>	so <u>k</u> - <u>sok</u>
y <u>o</u> - <u>yo</u>	o <u>y</u> - <u>oy</u>	yo <u>g</u> - <u>yog</u>
t <u>o</u> - <u>to</u>	to <u>g</u> - <u>tod</u>	yo <u>n</u> - <u>yon</u>

5. Big Box (see LM p. 168)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

ok	pi	os	bis
tal	si	ra	pi
koy	o	ras	ka
po	ga	on	na

6. Word-Building (see LM p. 168)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

okra	kaon	oras	ospital
nagakaon	opisina	okoy	obispo

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/ syllables.
- Continue adding new words to the word list on the chalkboard.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, may, kag, ni, nanday, mga, sa, etc**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang wasay	nagawaswas sang laba
nagwisik ang tubig	walis magsulat
witiwiti nga hambal	nagawayway ang paha

7. Break-the-Sentence /Phrase (see LM p. 168)

- Write the Sentence-Making-Word (**nagakaon**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **nagakaon** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to the pupils** and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagakaon

Nagakaon ako sang okra.

Nagakaon ako sang okra.
nagakaon ako sang
nagakaon ako
nagakaon

8. Make-the-Sentence/Phrase (see LM p. 168)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making- Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagakaon

Nagakaon ako sang okra.

Nagakaon ako sang okra.
nagakaon ako sang
nagakaon ako
nagakaon

nagakaon
nagakaon ako
nagakaon ako sang
Nagakaon ako sang okra.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 169-171)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Oo.*
- *langot ang ngalan sa husto nga laragway.*
- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 172)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 173)

The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa***

- *Bilugi ang mga laragway nga nagaumpisa sa /o/ ang ngalan.*
- *Isulat ang letra o sa kurit para makompleto ang ngalan sang mga laragway nga nagaumpisa sa Oo.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Oo.*
- *Butangi sang tsek (✓) ang mga laragway nga nagaumpisa sa Oo ang ngalan.*
- *Iangot ang letra Oo sa mga laragway nga nagaumpisa sa /o/ ang ngalan.*
- *Duago ang mga laragway nga ngaumpisa sa /o/ ang ngalan.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 174)
- Read the Primer Lesson (see LM pp. 165-174)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 20: NGng

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to three-syllable word into its syllabic parts.

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put together

Attitude towards Reading

MT1ATR-lbi-1.1 Listen attentively and react positively during story reading

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRib-i-4.1 Match words with pictures and objects

MT1PWRib-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter NGng

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

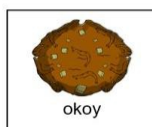
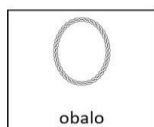
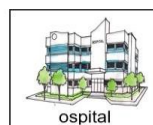
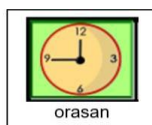
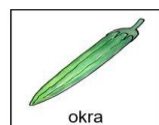
III. Procedure

A. Preparation

The teacher will review the previous lesson.

The teacher will point to the pictures and have learners name it.

Say: *Kilalaha ang ngalan sang mga laragway.*



Unlocking of Difficult Words

gingabot (through synonym context clue, picture, action or demonstration)

Example: *Ginpabunot ko ang akon ngipon. Wala ako naghibi kay gingabot sang dentista sing mahinay.*

hulot-balasahan (through picture)

tinanok (through synonym context clue, realia)

Example: *Gusto ko ang tinanok nga saging nga sab-a.*

B. Motivation

Ask: *Ano nga pagkaon ang pirme mo ginakaon? Ano nga parte sang aton lawas ang ginagamit naton sa pag-usap sang mga pagkaon? Paano naton halungan ang aton mga ngipon?*

Say: *Hibaluon naton kon paano ginhalungan sang bata nga babaye ang iya mga ngipon sa aton pagabasahon nga istorya.*

Interactive Reading

The teacher presents the cover of the big book.

Read the title of the story. Introduce the author and the illustrator.

Say: *Tan-awa ang takop (cover) sang libro? Ano ang inyo makita? Ano ang gusto ninyo ipamangkot nahanungod sa istorya?*

Open the book showing the first picture.

Ask: *Ano ang inyo makita?*

Say: *Basahon naton ang panid nga ini.*

Teacher reads the text in a very interesting way. The teacher stops once in a while to ask questions.

Indi na Ako sang Dulse kag Tsokolate

(Ginsulat ni Dymphna Leizel G. Jocson)

Mahilig si Nguyen magkaon sang matam-is kasubong sang dulce kag tsokolate.

“Nguyen, indi maayo sa bata pareho mo ang puro tam-is.

Madula ang imo gana sa pagkaon kag dali maguba ang imo ngipon.

“Ti Nay, nagainom man ako tubig tapos ko kaon sang tam-is.”

“Basta Nguyen, ang balon mo ibakal mo sang tinapay ukon tinanok nga saging o kamote, indi puro tsokolate kag dulce,” pahanumdom sang iya iloy.

Pero si Nguyen, halin Lunes hasta Biyernes puro matam-is ang ginabakal niya sa ila kantina.

Isa ka adlaw.

“Aguy! Aguy! Masakit ang ngipon ko!” hilibion ni Nguyen.

“Ma’am, si Nguyen nagahibi kay masakit ang iya ngipon,” pahibalo ni Noli.

“Dal-on naton si Nguyen sa klinika. Sin-o ang nakatultol sang

aton klinika?”

“Ako Ma’am. Ara ang klinika sa tunga sang kantina kag hulot-balasahan,” hambal ni Yana.

“Sige Yana, updi si Nguyen. Pangitaon ninyo si Ginang Nicanor para mabulong si Nguyen.”

Nakuha gid man ang sakit sang ngipon ni Nguyen. Pero gindala sia sang nanay niya sa dentista kag gingabot ang guba niya nga ngipon.

Isa ka adlaw sa eskwelahan...

“Upod ko sa imo makadto sa kantina, Nena.”

“O sige, Nguyen. Ngaa mabakal ka naman sang dulce kag tsokolate? Masakit naman ina karon ang ngipon mo.”

“Indi a, saging nga tinanok ang baklon ko. Nagbag-o na ang gusto ko, mga pagkaon nga indi maguba ang ngipon ko.”

Post Reading

After reading the story, ask students some questions:

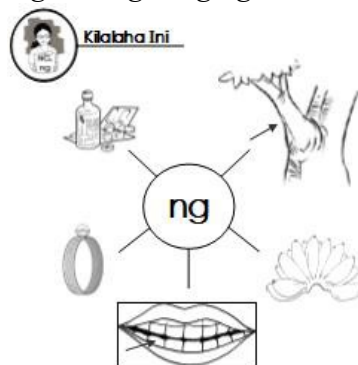
1. Ano nga klase sang pagkaon ang pinakanagustuhan ni Nguyen?
2. Ano ang natabo sa iya isa ka adlaw?
3. Ngaa nagsakit ang iya ngipon?
4. Paano sia ginbuligan sang iya manunudlo kagkaeskwela?
5. Importante bala nga mahibalan naton ang mga lugar diri sa aton buluthuan kapareho sang klinika? Ngaa?
6. Nakaagi ka man bala nga nagsakit ang imo ngipon? Ano ang imo ginhimo?
7. Ano nga leksyon ang inyo natun-an sa istorya?

C. Presentation

The teacher will show the pictures. (see LM p. 176)

Ask: Ano ang ngalan sang mga butang sa laragway?

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: Ini ang laragway sang /ŋ/... bulong.

*Ini ang laragway sang /ŋ/ sanga.
Ini ang laragway sang /ŋ/ ... saging.
Ini ang laragway sang /ŋ/ ... ngipon.
Ini ang laragway sang /ŋ/... singsing.*

Ask: *Ano ang ulihi nga tunog nga inyo mabatian sa tinaga nga singsing, saging, kag bulong?
Ano ang una nga tunog nga inyo mabatian sa tinaga nga ngipon?*

The teacher produces the /ŋ/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko /ŋ/.
Sunda ninyo ako sa paghambal sang tunog.
/ŋ/ (learners repeat) /ŋ/ (learners repeat)*

Say: *Subong, ihambal ninyo ang tunog /ŋ/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga / ŋ /?*

c.2 Recognizing letter NGng

The teacher will show letter card NGng.

Say: *Amo ini ang daku nga letra NG kag gamay nga letra ng.
Amo ini ang letra NGng. (repeat the letter name three times)*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter NGng

The teacher will show how to write upper case and lower case letter NGng with counting by joining the index and forefinger while tracing NGng. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra NGng.
Subong, sunda ninyo ako kon paano isulat ang letra NGng.*

The teacher will ask volunteers to trace letter NGng on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter NGng, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra NGng sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

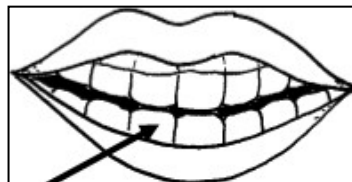
The teacher will ask volunteers to trace letter NGng on the board. If the pupil commits mistake in writing letter NGng, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 177)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga ngipon?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga ngipon?



ngipon

2. Syllable Box (see LM p. 177)

- Point to the key word and read it at normal speed.
 Say: *Ini ang laragway sang ngipon.*
Ini ang pagbasa sang tinaga: ngipon.
- Point to each syllable as you read each syllable distinctly.
 Say: *Amo ini ang mga kunla sa tinaga ngipon: ngi_pon*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.

ngipon

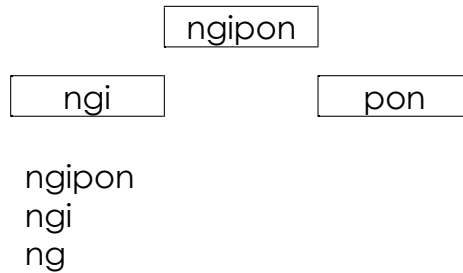
ngi

pon

3. Word Breaking (see LM p. 177)

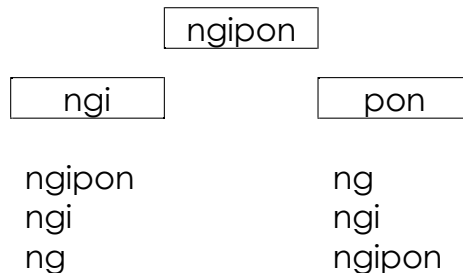
- Write the key word on the left side under the syllable box.
- Read it to and then **with** the pupils.
 Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it to and **with** the pupils.

- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 177)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils
Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.



- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

ng _ i - <u>ngi</u>	i _ ng - <u>ing</u>	ngi _ g - <u>ngig</u>
ng _ a - <u>nga</u>	a _ ng - <u>ang</u>	nga _ l - <u>ngal</u>
ng _ u - <u>ngu</u>	u _ ng - <u>ung</u>	ngu _ d - <u>ngud</u>
ng _ o - <u>ngo</u>	o _ ng - <u>ong</u>	ngo _ y - <u>ngoy</u>

5. Big Box (see LM p. 178)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.

- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

nguy	la	ngoy	ngi
si	rit	nga	pon
lo	na	ga	ngon
ngis	sing	git	ba

6. Word-Building (see LM p. 178)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ang ini nga tinaga?*” If yes, write the key word on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

ngipon	ngirit	singsing
nagangirit	nganga	bangon
ngalangala	ngisi	singgit
nguyngoy	ngislo	langoy

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, may, kag, ni, nanday, mga, sa, etc**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ngipon niya kon magngirit ang sanga
naganguyngoy si ang banga naga naganganga

7. Break-the-Sentence /Phrase (see LM p. 178)

- Write the Sentence-Making-Word (**nagangirit**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **nagangirit** gamiton naton sa pagbuka kag paghimo sang dinalan.*

- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagangirit

Nagangirit si Nonong.

Nagangirit si Nonong.
nagangirit si
nagangirit

8. Make-the-Sentence/Phrase (see LM p. 178)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan.*”
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagangirit

Nagangirit si Nonong.

Nagangirit si Nonong.
nagangirit si
nagangirit

nagangirit
nagangirit si
Nagangirit si Nonong.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 179-181)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **NGng**.*
- *langot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*

- *Isulat sa mga kahon ang mga letra sang ngalan sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 182)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 183)
The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa***

- *Bilugi ang mga laragway nga may tunpg sang **ng** sa ila ngalan.*
- *Isulat ang mga letra nga **ng** sa linya para makompleto ang ngalan sang mga laragway.*
- *Butangi sang tsek (✓)ang laragway nga may tunog sang **ng**.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ini sa linya.*
- *Basaha ang duha ka kunla kag iimpon ang mga ini para makahimo sang tinaga. Isulat ini sa linya.*
- *Isulat sa linya ang kunla nga makakompleto sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **NGng**.*
- *Magdrowing sang laragway nga nagaumpisa sa letra **NGng** ang ngalan. Ibutang ini sa sulod sang mga bilog.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 184)
- Read the Primer Lesson (see LM pp. 175-184)
- The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book.

Lesson 21: Ee

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

MT1OL-lbi-141 Recite and sing in group familiar rhymes and songs

Phonemic Awareness

MT1PA-ldi-3.1 Orally segment a two- to-three syllable word into its syllabic parts

MT1PA-ldi-4.1 Say the new spoken word when two or more sounds are put

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

MT1PWRIb-i-4.1 Match words with pictures and objects

MT1PWRIb-i-5.1 Blend specific letters to form syllables and words

Fluency

MT1FTR-lcIV-1.1 Read Grade 1 level words, phrases, and sentences with appropriate speed and accuracy

II. Subject Matter

Topic: Primer Letter Ee

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

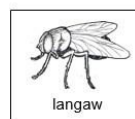
III. Procedure

A. Preparation

The teacher will review the previous lesson.

The teacher will show pictures and have learners name it.

Say: *Kilalaha kag ihambal ang ngalan sang mga laragway.*





B. Motivation

The teacher will read the poem while the learners guess the name of the picture as the teacher points to it. The teacher writes on the board the correct name of the picture that the learners will give.



Letra Ee


Madamo nga tinaga ang nagaumpisa sa letra Ee.

Kita mga  sa  .

Ang  may  man.

Sa kusina may  nga makit-an.

Si Nene may  kag si Toto may  nga hampanganan.

Si Tatay isa ka  .

Sia nagkay-o sang suga sa  ni Rizal nga dumaan.

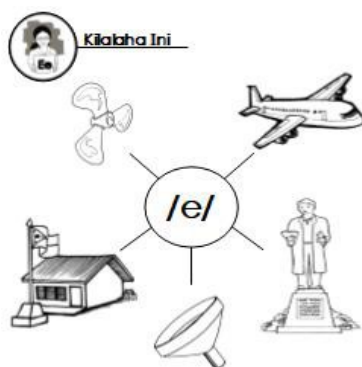
Ang letra Ee bisan diin aton mabasahan kag mabatian.

C. Presentation

The teacher will show the pictures. (see LM p. 186)

Ask: *Ano ang ngalan sang mga butang sa laragway?*

Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /e/... elisi.*

Ini ang laragway sang /e/... eroplano.

Ini ang laragway sang /e/... estatwa.

Ini ang laragway sang /e/... embudo.

Ini ang laragway sang /e/... eskwelahan.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang kada laragway?*

The teacher produces the /e/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /e/.
Sunda ninyo ako sa paghambal sang tunog.
/e/ (learners repeat) /e/ (learners repeat)*

Say: *Subong, ihambal ninyo ang tunog /e/ sing tatlo ka beses.*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

Ask: *Ano ang iban pa nga tinaga nga nagaumpisa sa tunog nga /e/?*

c.2 Recognizing letter Ee

The teacher will show letter card Ee.

Say: *Amo ini ang daku nga letra E kag gamay nga letra e.
Amo ini ang letra Ee. (repeat the letter name three times)*

The teacher will call pairs/ rows/group to produce the sound. Then, the teacher will call individual learners to produce the sound.

c.3 Writing letter Ee

The teacher will show how to write upper case and lower case letter Ee with counting by joining the index and forefinger while tracing Ee. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ee.
Subong, sunda ninyo ako kon paano isulat ang letra Ee.*

The teacher will ask volunteers to trace letter Ee on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ee, check at once and model/ Guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ee sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

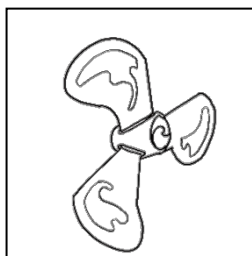
The teacher will ask volunteers to trace letter Ee on the board. If the pupil commits mistake in writing letter Ee, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Primer Lesson

1. Present the Key Picture/Key Word (see LM p. 187)

Ask: *Ano nga mga letra ang makita naton sa tinaga nga elisi?*
Ano nga mga tunog sang letra ang mabatian naton sa tinaga nga elisi?



elisi

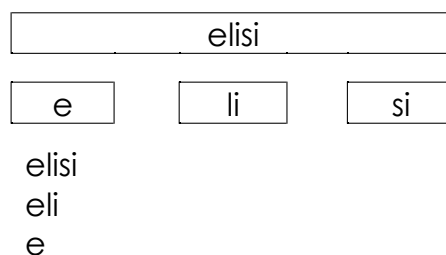
2. Syllable Box (see LM p. 187)

- Point to the key word and read it at normal speed.
Say: *Ini ang laragway sang elisi.*
Ini ang pagbasa sang tinaga: elisi.
- Point to each syllable as you read each syllable distinctly.
Say: *Amo ini ang mga kunla sa tinaga elisi: e li si.*
- Read each syllable again, clapping once for each syllable.
- Do this again and have the pupils clap for each syllable **with** you.



3. Word Breaking (see LM p. 187)

- Write the key word on the left side under the syllable box.
- Read it **to** and then **with** the pupils.
- Say: *Subong, isulat ko ang mga letra nga aton gintun-an.*
- Write the new letter directly under the new letter above.
- Read the new letters **to** the pupils and **with** the pupils.
- Continue writing each smaller part of the word and reading it **to** and **with** the pupils.
- Read the whole Break-the-Word column **with** the pupils.



4. Word Making (see LM p. 187)

- Write the new letter to the right of the Break-the-Word column and read the new letter **with** the pupils.
Say: *Una, ginbuka naton ang tinaga nga may mga letra nga aton gintun-an. Subong naman, himuon naton liwat ang tinaga.*
- Write the part of the word with the new letter so the new letters are in a straight column.
- Then, read that part of the word **with** the pupils.
- Finally, write the entire word so the new letters are in a straight column. Read the word **with** the pupils.
- Pupils read the key word, syllable box, Break-the-Word and Make-the-Word together. Ask volunteers to read alone.

elisi		
e	li	si
elisi	e	
eli	eli	
e	elisi	

- Teacher may also introduce the blending of the key symbol with previously learned key symbols.

Examples:

l_e - le r_e - re se_n - sen
e_n - en t_e - te

5. Big Box (see LM p. 188)

- Pupils read letters / syllables as you point swiftly to them.
- First, move the pointer from left to right of each row of the Big Box they read.
- Then, move the pointer down each column as they read.
- Point to different letters or syllables randomly.
- Ask volunteers to read each letter or syllable as you point to it.
- Correct any mistakes.

e	li	na	do
le	em	pe	pan
es	te	bu	ti
yog	si	ho	ka

6. Word-Building (see LM p. 188)

- Pupils find the new key word in the Big Box.
- Ask a volunteer to find the letters or syllables that make the new keyword. Read the word **with** the pupil who found it.
- Ask: “*Husto bala ini nga tinaga?*” If yes, write the keyword on the chalkboard and read it **with** the pupils. If it is not correct, let another pupil point to the parts of the key word.
- Teacher helps pupils to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.

Generated Words

elisi	nagtiyog	elepante
embudo	espeho	kape

- Read the words **with** the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it **with** the class. If not, invite another student to come and point to the correct letters/syllables.
- Continue adding new words to the word list on the chalkboard.
- Read all the words in the word list **with** the pupils.
- Introduce sight words (**ang, may, kag, ni, nanday, mga, sa, etc**) to pupils. Pupils may form phrases with the help of the teacher. Teacher writes it on the chalkboard and let the pupils read the phrases **with** her then ask some volunteers to read:

ang elisi	ang mga elisi
ang eroplano	ang mga eroplano
ang regalo	ang mga regalo

7. Break-the-Sentence /Phrase (see LM p. 188)

- Write the Sentence-Making-Word (**nagatiyog**). Point to it and read it **with** the pupils.
Say: *Ang tinaga nga **nagatiyog** gamiton naton sa pagbuka kag paghimo sang dinalan.*
- Write the whole sentence under the Big Box towards the left side.
- Write part of the sentence with the new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.
- Move the pointer smoothly under the sentence as you read it **with** the pupils.
- Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to** the pupils and then **with** the pupils.

- Write the new word by itself so it is directly under the new words in the rows above.
- Use the pointer to point to the word as you read it **to** the pupils and then **with** the pupils.

nagtiyog

Nagtiyog ang elisi.

Nagtiyog ang elisi.

Nagtiyog ang

Nagtiyog

8. Make-the-Sentence/Phrase (see LM p. 188)

- Tell the pupils, “*Subong, himuon naton liwat ang dinalan*”.
- Write the new word to the RIGHT under the Big Box.
- Point to the word as you read it **with** the pupils.
- Write the next biggest part of the sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read that part of the sentence **with** the pupils.
- Now write the entire sentence so that the Sentence-Making-Word is just under the same word above.
- Use the pointer as you read the sentence **with** the pupils.

nagtiyog

Nagtiyog ang elisi.

Nagtiyog ang elisi.

nagtiyog ang

nagtiyog

nagtiyog

nagtiyog ang

Nagtiyog ang elisi.

d.2 Guided Practice

Learners will do the following activities: (see LM pp. 189-191)

- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Ee**.*
- *Iangot ang ngalan sa husto nga laragway.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Isulat sa mga kahon ang sang laragway.*
- *Isulat sa kada linya ang mga tinaga nga ginadikta sang manunudlo.*

d.3 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Thing and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.4 Independent Practice

- The teacher will present the words. Then, pupils will read the words. (see LM p. 192)
- The teacher will present the phrases. Then, pupils will read the phrases.
- The teacher will present the sentences. Then, call the pupils/ volunteers to read the sentences.

IV. Assessment

The learners will read the story/ rhyme and answer the questions. (see LM p. 193)

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 151-157)

- *Kilalaha ang mga laragway. Butangi sang tsek (✓) ang laragway nga nagaumpisa sa /e/.*
- *Bilugi ang daku kag gamay nga letra **Ee**.*
- *Isulat ang letra **e** sa linya para makumpleto ang ngalan sang kada laraway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Ee**.*
- *Iangot ang mga tinaga sa husto nga laragway.*
- *Magdrowing sang laragway nga nagaumpisa sa letra **Ee** ang ngalan. Ibutang ini sa sulod sang mga bilog.*

V. Simple Agreement

- *Idrowing kag duagi.* (see LM p. 194)
- Read the Primer Lesson (see LM pp. 185-194)
- The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book.

Lesson 22: Letter Cc

I. Objectives: **Oral Language**

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Cc

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will show the key pictures used in lessons 1 to 21.

The teacher will flash these pictures and call volunteers to name it.

Say: *Kilalaha kag ihambal ang ngalan sang laragway.*

B. Motivation

The teacher will show a computer and a cell phone/realia objects.

Ask: *Ano ang ngalan sang butang sa laragway?*

Nakaagi na bala kamo gamit sang mga butang nga ini?

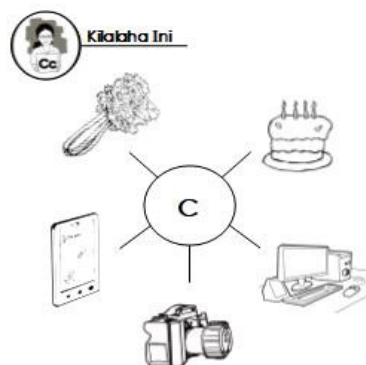
Ano ang kaayuhan nga ginahatag sang computer kag cellphone sa aton?

C. Presentation

The teacher will show the pictures. (see LM 197)

Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*

2. *Ano ang umpisa nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /k/...celery.*

Ini ang laragway sang /k/... cake.

Ini ang laragway sang /k/...computer.

Ini ang laragway sang /s/...camera.

Ini ang laragway sang /s/...cellphone.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang computer?*

The teacher produces the /k/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /k/*

Sunda ninyo ako sa paghambal sang tunog.

/k/ (learners repeat) /k/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /k/ sing tatlo ka beses.*

Ask: *Ano ang umpisa nga tunog ang inyo mabatian sa ngalan sang cellphone?*

The teacher produces the /s/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /s/*

Sunda ninyo ako sa paghimo sang tunog.

/s/ (learners repeat) /s/ (learners repeat)

Say: *Subong, himu-a ninyo ang tunog /s/ sing tatlo ka beses.*

To the Teacher:

Ang letra nga Cc may ara sang duha ka tunog. Tunog /k/ ang aton ginaham-bal kag mabatian kon ang letra nga Cc ginasundan sang tunog /a/, /o/ kag /u/. Halimbawa: cake, carrot, calculator, Carlo, Carles (place), Concepcion (place or name of a person), Capiz (place), Culasi (place).

Tunog /s/ naman ang aton ginahambal kag mabatian kon ang letra Cc ginasundan sang tunog /e/, kag /i/. Halimbawa: cellphone, celery, ceasar, celia, circus.

c.2 Recognizing letter Cc

The teacher will show letter card Cc.

Say: *Amo ini ang daku nga letra C kag gamay nga letra c.*

Amo ini ang letra Cc. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Cc

The teacher will show how to write upper case C and lower case letter c with counting by joining the index and forefinger while tracing Cc. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Cc.*
Subong, sunda ninyo ako kon paano isulat ang letra Cc.

The teacher will ask volunteers to trace letter Cc on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Cc, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Cc sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Cc on the board. If the pupil commits mistake in writing letter Cc, check at once and model/ Guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter Cc.
(see LM p. 198)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.3 Independent Practice

Kilalaha kag isulat ang letra sang una nga tunog sang ngalan sang laragway. (see LM 199)

IV. Assessment

The learners will answer the following activities in the LM. (see pp. 200-201)

- Isulat sing tatlo ka beses ang daku kag gamay nga letra Cc
- Isulat ang nadula nga letra sa ngalan sang laragway.
- Bilugi ang laragway nga nagaumpisa sa letra nga Cc.
The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 159-162) *Isulat ang Cc sa linya para makompleto ang ngalan sang kada laragway.*
- *Bilugi ang laragway kon nagaumpisa ini sa letra c kag X kon wala.*
- *Ihambal ang tunog sang kada letra kag iimpon ang mga ini para makahimo sang kunla. Isulat ini sa linya.*
- *Isulat ang Cc sa linya para makompleto ang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Cc.*
- *Magpangita sang mga laragway nga ang ngalan may letra Cc. Ipapilit ini sa sulod sang kahon .*

V. Simple Agreement

Isulat ang daku kag gamay nga letra Cc sing lima ka beses sa imo kwaderno.

Lesson 23: Letter Ff

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly,
observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Ff

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and
Learners' Material

III. Procedure

A. Preparation

The teacher will show pictures of objects. (computer, cellphone, calculator, carrot, wasay, okra, pispis)

Say: *Ihambal ang umpisa nga tunog sang letra sang laragway nga akon ipakita.*

B. Motivation

The teacher will show a picture of Filipino children wearing barong and Filipiniana attire.

Ask: *Ano ang makita ninyo sa laragway?*

Sa diin ayhan nga pungsod nagaistar ang mga bata nga ginapakita sa laragway?

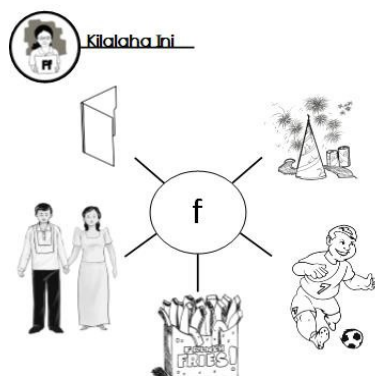
Ano ang tawag sa mga tawo nga ginbata kag nagaistar sa Pilipinas?

C. Presentation

The teacher will show the pictures. (see LM 203)

Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*

2. *Ano ang umpisa nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /f/... folder.*
Ini ang laragway sang /f/... fireworks.
Ini ang laragway sang /f/... football.
Ini ang laragway sang /f/... french fries.
Ini ang laragway sang /f/... Filipiniana.

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan sang computer?*

The teacher produces the /f/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /f/*
Sunda ninyo ako sa paghambal sang tunog.
/f/ (learners repeat) /f/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /f/ sing tatlo ka beses.*

c.2 Recognizing letter Ff

The teacher will show letter card Ff.

Say: *Amo ini ang daku nga letra F kag gamay nga letra f.*
Amo ini ang letra Ff. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Ff

The teacher will show how to write upper case F and lower case letter f with counting by joining the index and forefinger while tracing Ff. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ff.*
Subong, sunda ninyo ako kon paano isulat ang letra Ff.

The teacher will ask volunteers to trace letter Ff on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ff, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ff sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Ff on the board. If the pupil commits mistake in writing letter Ff, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Ff**. (see LM p. 204)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.3 Independent Practice

Kilalaha kag isulat ang letra sang una nga tunog sang ngalan sang laragway. (see LM p. 205)

IV. Assessment

The learners will answer the following activities: (see LM pp 206-207)

- Isulat sing tatlo ka beses ang daku kag gamay nga letra **Ff**.
- Isulat ang nadula nga letra sa ngalan sang laragway.
- Bilugi ang laragway nga nagaumpisa sa letra nga **Ff**.

The teacher may provide enrichment or additional activities for

learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 166-172)

- *Isulat ang f sa linya para makompleto ang ngalan sang kada*
- *Bilugi ang letra Ff sa kada numero.*
- *Ikahon ang mga ngalan nga nagaumpisa sa letra Ff.*
- *Kilalaha ang mga laragway. Isulat ang una nga letra sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ff.*
- *Bilugi ang mga laragway nga nagaumpisa sa letra Ff.*

V. Simple Agreement

Isulat sing lima ka beses ang daku kag gamay nga letra Ff sa imo kwaderno.

Lesson 24: Letter Jj

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Jj

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will flash letter cards.

Say: *Ihambal ang tunog sang letra nga akon ipakita sa inyo.*

B. Motivation

The teacher will prepare calamansi juice (if available) or show a realia of juice.

Ask: *Sin-o sa inyo ang naluyag mag-inom sang juice?*

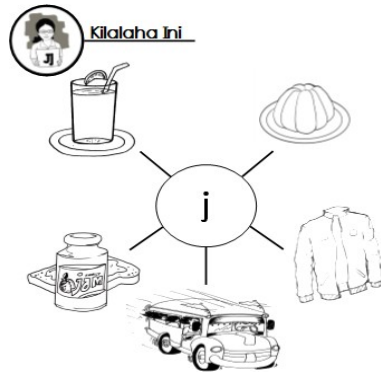
Manami bala sa lawas sang tawo ang pag-inom pirme sang juice nga matamis? Ngaa?

C. Presentation

The teacher will show the pictures. (see LM 29)

Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*

2. *Ano ang umpisa nga tunog sang ngalan sang mga laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /dʒ/... juice.*
Ini ang laragway sang /dʒ/... jelly.
Ini ang laragway sang /dʒ/... jacket.
Ini ang laragway sang /dʒ/... jeep.
Ini ang laragway sang /dʒ/... jam.

Ask: *Ano ang una nga tunog ang inyo mabatian sa ngalan sang jelly?*

The teacher produces the /dʒ/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /dʒ/*

Sunda ninyo ako sa paghambal sang tunog.

/dʒ/ (learners repeat) /dʒ/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /dʒ/ sing tatlo ka beses.*

Ask: *Ano ang una nga tunog nga inyo mabatian sa ngalan nga Jose, Jaro, Janiuay, Juan (name)?*

The teacher produces the /h/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /h/*

Sunda ninyo ako sa paghambal sang tunog.

/h/ (learners repeat) /h/ (learners repeat)

Subong, ihambal ninyo ang tunog /h/ sing tatlo ka beses.

c.2 Recognizing letter Jj

The teacher will show letter card Jj.

Say: *Amo ini ang daku nga letra J kag gamay nga letra j.*

Amo ini ang letra Jj. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name.
 Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Jj

The teacher will show how to write upper case J and lower case letter j with counting by joining the index and forefinger while tracing Jj. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Jj.*

Subong, sunda ninyo ako kon paano isulat ang letra Jj.

The teacher will ask volunteers to trace letter Jj on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Jj, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Jj sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Jj on the board. If the pupil commits mistake in writing letter Jj, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Jj**. (see LM p. 210)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.3 Independent Practice

Kilalaha kag isulat ang letra sang una nga tunog sang ngalan sang laragway. (see LM p. 211)

IV. Assessment

The learners will answer the following activities in the LM. (see pp. 212-213)

- *Isulat sing tatlo ka beses ang daku kag gamay nga letra **Jj**.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Bilugi ang laragway nga nagaumpisa sa letra nga **Jj**.*

The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book. (see pp. 173-178)

- *Isulat ang letra **j** sa linya para makompleto ang ngalan sang mga*
- *Duagi ang mga laragway nga nagaumpisa sa letra **Jj**.*
- *Isulat ang una nga letra sang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Jj**.*
- *Magpangita sang mga laragway nga nagaumpisa sa **Jj**. Ipapilit ang mga ini sa sulod sang kahon.*

V. Simple Agreement

*Isulat sing lima ka beses ang daku kag gamay nga letra **Jj** sa imo kwaderno.*

Lesson 25: Letter Ññ

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Ññ

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will flash pictures and have the volunteers identify and name the picture.

Say: *Kilalaha kag ihambal ang ngalan sang laragway nga ipakita ko sa inyo.*

After the volunteer named the picture, the teacher will ask:

Ano ang umpisa nga tunog sang ngalan sang laragway? (Computer, cell phone, juice, jacket, jeep, car- rot, folder, French fries)

B. Motivation

The teacher will group learners (grouping that suits the size of the class).

Puzzle pieces of letter Ññ will be given to each group. The teacher will give learners enough time to solve the puzzle.

Say: *Ano ang inyo nahimo halin sa puzzle?*

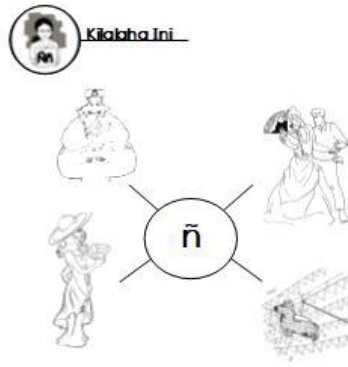
Ano ina nga letra?

C. Presentation

The teacher will show the pictures. (see LM p. 215)

Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*

2. *Ano ang umpisa nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the /ñ/ sound** of the name of each picture.

Say: *Ini ang laragway sang /ñ/... Sto. Niño.*

Ini ang laragway sang /ñ/... Cariñosa.

Ini ang laragway sang /ñ/... Señorita.

Ini ang laragway sang /ñ/....piñata.

The teacher produces the /ñ/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /ñ/*

Sunda ninyo ako sa paghambal sang tunog.

/ñ/ (learners repeat) /ñ/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /ñ/ sing tatlo ka beses.*

c.2 Recognizing letter Ññ

The teacher *ini* will show letter card Ññ.

Say: *Amo ang daku nga letra Ñ kag gamay nga letra ñ.*

Amo ini ang letra Ññ. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Ññ

The teacher will show how to write upper case Ñ and lower case letter ñ with counting by joining the index and forefinger while tracing Ññ. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Ññ.*

Subong, sunda ninyo ako kon paano isulat ang letra Ññ.

The teacher will ask volunteers to trace letter Ññ on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Ññ check at once and model/ Guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Ññ sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Ññ on the board. If the pupil commits mistake in writing letter Ññ check at once and model/ Guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter Ññ.
(see LM p. 216)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.3 Independent Practice

Kilalaha kag isulat ang letra sang una nga tunog sang ngalan sang laragway. (see LM p. 217)

IV. Assessment

The learners will answer the following activities in the LM. (see pp. 218-219)

- *Isulat sing tatlo ka beses sa kada linya ang daku kag gamay nga letra Ññ.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Duagi sang berde ang daku nga letra Ñ kag asul ang gamay nga letra ñ.*

The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book. (see pp. 179-183)

- *Bilugi ang letra Ññ sa mga ngalan sang kada laragway.*
- *Iangot ang laragway sa iya ngalan.*
- *Ikahon ang mga ngalan nga may letra Ññ.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Ññ.*

V. Simple Agreement

Isulat sing lima ka beses ang daku kag gamay nga letra Ññ.

Lesson 26: Letter Qq

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRib-i-1.1 Give the name and sound of the letter

MT1PWRib-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRib-i-2.1 Identify upper and lower case letters

MT1PWRib-i-3.1 Write the upper and lower case letters legibly, observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Qq

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and Learners' Material

III. Procedure

A. Preparation

The teacher will say words with the sound of /n/ and /ñ/ and have the learners distinguish which sound is heard in a word.

Say: *Magtindog kon ang tinaga may ara sang tunog /ñ/ kag magpungko kon wala: nipa, Niña, Cariñosa, nota, piñata, nanay.*

B. Motivation

The teacher will show the picture of Manuel L. Quezon.

Ask: *Kilala bala ninyo sia? Ano ang iya ngalan?*

Ano ang iya ginhimo para sa aton pungsod?

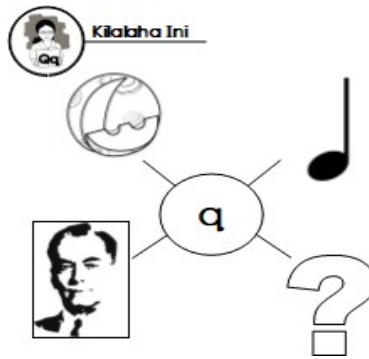
Say: *Ini si Manuel Luis Quezon. Sia ang ikaduha nga presidente sang aton pungsod. Ginakilala sia nga amay sang atong pungsudnon nga pulong ukon pambansang wika nga Filipino. Ginadumdom naton sia kada bulan sang Agosto kon sa diin nagahiwat sang Buwan ng Wika ang aton eskwelahan.*

C. Presentation

The teacher will show the pictures. (see LM p.221)

Ask: *1. Ano ang ngalan sang mga butang sa laragway?*

2. Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /q/... queso de bola.*
Ini ang laragway sang /q/... question mark.
Ini ang laragway sang /q/... quarter note.
Ini ang laragway sang /q/... Quezon.

The teacher produces the /q/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko, /q/.*
Sunda ninyo ako sa paghambal sang tunog.
/q/ (learners repeat) /q/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /q/ sing tatlo ka beses.*

c.2 Recognizing letter Qq

The teacher will show letter card Qq.

Say: *Amo ini ang daku nga letra Q kag gamay nga letra q.*
Amo ini ang letra Qq. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Qq

The teacher will show how to write upper case Q and lower case letter q with counting by joining the index and forefinger while tracing Qq. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Qq.*
Subong, sunda ninyo ako kon paano isulat ang letra Qq.

The teacher will ask volunteers to trace letter Qq on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Qq, check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Qq sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Qq on the board. If the pupil commits mistake in writing letter Qq, check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Qq**.
(see LM p. 222)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.3 Independent Practice

Kilalaha kag isulat ang letra sang una nga tunog sang ngalan sang laragway. (see LM p. 223)

IV. Assessment

The learners will answer the following activities: (see LM pp. 224-225)

- *Isulat sing tatlo ka beses ang daku kag gamay nga letra **Qq**.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Duagi sang berde ang daku nga letra **Q** kag asul ang gamay nga letra **q**.*

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa*

- *Butangi sang tsek (✓) ang laragway kon ang ngalan sini nagaumpisa sa Qq.*
- *Ikahon ang laragway nga ang ngalan nagaumpisa sa letra Qq.*
- *Isulat ang letra Qq sa linya para makumpleto ang mga ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Qq.*
- *Magpangita sang mga laragway nga may Qq sa ila ngalan. Ipapilit ang mga ini sa sulod sang kahon.*

V. Simple Agreement

Isulat sing lima ka beses ang daku kag gamay nga letra Qq.

Lesson 27: Letter Vv

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly,
observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Vv

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and
Learners' Material

III. Procedure

A. Preparation

The teacher will post pictures on the board. Let learners classify the pictures under the letter which the name of the picture starts.

Say: Kilalaha ang mga laragway. Iidas ang mga laragway suno sa ila umpisa nga letra.

The teacher will use pictures that begins with letter Cc, Jj, Ff, and Qq.

B. Motivation

The teacher will give learners a command that means a specific action will be performed. The teacher will demonstrate first on how to perform the actions.

“Va” - the learners will raise both hands

“Ve” - the learners will raise their right hand

“Vi” - the learners will raise their hand forward

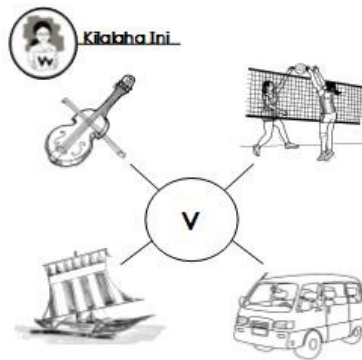
“Vo” - the learners will put their hands down

C. Presentation

The teacher will show the pictures. (see LM p. 227)

Ask: 1. Ano ang ngalan sang mga butang sa laragway?

2. Ano ang umpisa nga tunog sang ngalan sang mga laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /v/... violin.*
Ini ang laragway sang /v/... volleyball.
Ini ang laragway sang /v/... van.
Ini ang laragway sang /v/.... vinta.

The teacher produces the /v/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /v/*
Sunda ninyo ako sa paghambal sang tunog.
/v/ (learners repeat) /v/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /v/ sing tatlo ka beses.*

c.2 Recognizing letter Vv

The teacher will show letter card Vv.

Say: *Amo ini ang daku nga letra V kag gamay nga letra v.*
Amo ini ang letra Vv. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Vv

The teacher will show how to write upper case V and lower case letter v with counting by joining the index and forefinger while tracing Vv. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Vv.*
Subong, sunda ninyo ako kon paano isulat ang letra Vv.

The teacher will ask volunteers to trace letter Vv on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Vv check at once and model/ guide

the child how to write in correct stroke.

Say: *Isulat natin ang letra Vv sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Vv on the board. If the pupil commits mistake in writing letter Vv check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Vv**.
(see LM p. 228)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.3 Independent Practice

Kilalaha kag isulat ang letra sang una nga tunog sang ngalan sang laragway. (see LM p. 229)

IV. Assessment

The learners will answer the following activities: (see pp. 230-231)

- *Isulat sing tatlo ka beses ang daku kag gamay nga letra Vv.*
- *Isulat ang nadula nga letra sa ngalan sang laragway.*
- *Bilugi ang laragway nga nagaumpisa sa letra nga Vv.*

The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp. 190-195)

- Butangi sang tsek (✓) ang laragway nga nagaumpisa sa letra **Vv**.
- Ikahon ang mga ngalan nga nagaumpisa sa letra **Vv**.
- Isulat ang letra **V ukon v** sa linya para makompleto ang ngalan sang kada laragway.
- Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Vv**.
- Magpangita sang mga laragway nga nagaumpisa sa letra **Vv**. Ipapilit ang mga ini sa sulod sang kahon.

IV. Simple Agreement

*Isulat sing lima ka beses ang daku kag gamay nga letra **Vv**.*

Lesson 28: Letter Xx

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly,
observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Xx

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide and
Learners' Material

III. Procedure

A. Preparation

The teacher will flash letter cards.

Say: Ihambal ang tunog sang letra nga akon ipakita sa inyo.

B. Motivation

The teacher will show a picture of X-ray captured body or
realia of X-ray result/ film.

Ask: Ano ang ginapakita sang laragway?

Ano ang makita ninyo sa ginakaptan ko?

Sa diin ginakuha ang x-ray?

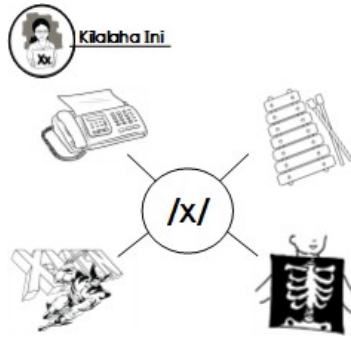
Ngaa nagapa-X-ray ang mga tawo?

C. Presentation

The teacher will show the pictures. (see LM p.233)

Ask: 1. Ano ang ngalan sang mga butang sa laragway?

2. Ano ang umpisa nga tunog sang ngalan sang kada laragway?



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /x/... fax machine.*

Ini ang laragway sang /x/... xylophone .

Ini ang laragway sang /x/... x-ray.

Ini ang laragway sang /x/... X-men.

The teacher produces the /x/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /x/*

Sunda ninyo ako sa paghambal sang tunog.

/x/ (learners repeat) /x/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /x/ sing tatlo ka beses.*

c.2 Recognizing letter Xx

The teacher will show letter card Xx.

Say: *Amo ini ang daku nga letra X kag gamay nga letra x.*

Amo ini ang letra Xx. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name. Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Xx

The teacher will show how to write upper case X and lower case letter x with counting by joining the index and forefinger while tracing Xx. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Xx.*

Subong, sunda ninyo ako kon paano isulat ang letra Xx.

The teacher will ask volunteers to trace letter Xx on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Xx check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Xx sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Xx on the board. If the pupil commits mistake in writing letter Xx check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Xx**.
(see LM p. 234)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- Show and Tell
- Letter Bingo
- Unlimited Words
- Finding Letters
- Letter Mosaic
- Think and Draw
- Letters in My Name
- The Sound of Letter
- Letter in Action
- Trip to the Letters

d.3 Independent Practice

Kilalaha kag isulat ang letra sang ngalan sang laragway. (see LM 235)

IV. Assessment

Duagi sang berde ang daku nga letra X kag asul ang gamay nga letra x.
(see LM p. 236)

The teacher may provide enrichment or additional activities for learners from ***Mga Nagkalainlain nga Kahanasan sa Pagbasa*** book. (see pp. 196-202)

- *Isulat ang letra x sa linya para makompleto ang mga ngalan sang kada laragway.*
- *Bilugi ang ngalan nga may letra Xx.*
- *Butangi sang tsek (✓) ang laragway nga may letra Xx ang ngalan.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra Xx.*
- *Magpangita sang mga laragway nga may letra Xx. Ipapilit ang mga ini sa sulod sang kahon.*

V. Simple Agreement

Isulat sing lima ka beses ang daku kag gamay nga letra Xx.

Lesson 29: Letter Zz

I. Objectives:

Oral Language

MT1OL-lai-1.1 Talk about oneself and one's personal experiences

Phonics and Word Recognition

MT1PWRIb-i-1.1 Give the name and sound of the letter

MT1PWRIb-i-1.2 Give the beginning letter/sound of the name of each picture

MT1PWRIb-i-2.1 Identify upper and lower case letters

MT1PWRIb-i-3.1 Write the upper and lower case letters legibly,
observing proper sequence of strokes

II. Subject Matter

Topic: Primer Letter Zz

Materials: Pictures, Letter Card

References: 2016 MTB-MLE Curriculum Guide, Teachers' Guide, and
Learners' Material

III. Procedure

A. Preparation

The teacher will show pictures.

Say: *Ihambal ang ngalan sang laragway nga akon ipakita.*

The teacher will have the volunteer identify the name of the picture.
Then, ask another volunteer to produce the beginning letter sound of the picture.

B. Motivation

The teacher will show a picture of a bee.

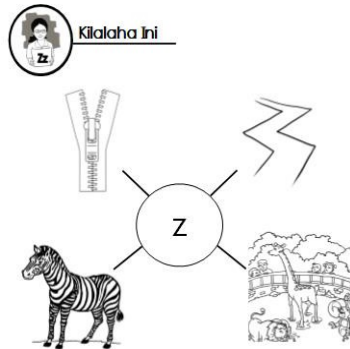
Ask: *Ano nga sapat ang ginapakita sa laragway?*
Ano ang tunog sang buyog? (buzzzzzz)

The teacher will group the learners or assign each table to make the sound of bees in different degree of volume (low, medium, high or baby, brother bee, sister bee, mother bee, father bee volume). Then, the teacher will point randomly to tables and have the learners make the sound according to the volume assigned to them.

C. Presentation

The teacher will show the pictures. (see LM p.238)

- Ask: 1. *Ano ang ngalan sang mga butang sa laragway?*
 2. *Ano ang umpisa nga tunog sang ngalan sang kada laragway?*



c.1 Modeling:

The teacher will name each picture one by one and **give emphasis on the beginning sound** of the name of each picture.

Say: *Ini ang laragway sang /z/... zipper.*
Ini ang laragway sang /z/... zigzag.
Ini ang laragway sang /z/... zoo.
Ini ang laragway sang /z/.... zebra.

The teacher produces the /z/ sound as the learners listen.

Say: *Pamati-i ninyo ang tunog nga ihambal ko. /z/*
Sunda ninyo ako sa paghambal sang tunog.
/z/ (learners repeat) /z/ (learners repeat)

Say: *Subong, ihambal ninyo ang tunog /z/ sing tatlo ka beses.*

c.2 Recognizing letter Zz

The teacher will show letter card Zz.

Say: *Amo ini ang daku nga letra Z kag gamay nga letra z.*
Amo ini ang letra Zz. (repeat the letter name three times)

The teacher will call pairs/ rows/group to produce the say the letter name.
 Then, the teacher will call individual learners to say the letter name.

c.3 Writing letter Zz

The teacher will show how to write upper case Z and lower case letter z with counting by joining the index and forefinger while tracing Zz. Then the learners will follow.

Say: *Amo ini ang husto nga pagsulat sang letra Zz.*
Subong, sunda ninyo ako kon paano isulat ang letra Zz.

The teacher will ask volunteers to trace letter Zz on the flash card while other learners follow the stroke in writing as they give its sound. If the pupil commits mistake in writing letter Zz check at once and model/ guide the child how to write in correct stroke.

Say: *Isulat naton ang letra Zz sing husto samtang ginahambal ang tunog sini. Isulat sa hangin/ sa palad/ sa likod sang kaeskwela/sa lamesa/sa paa.*

The teacher will ask volunteers to trace letter Zz on the board. If the pupil commits mistake in writing letter Zz check at once and model/ guide the child how to write in correct stroke especially learners who have difficulty in writing. The teacher may encourage learners to count the number of strokes while writing the letter.

D. Learning Activities

d.1 Guided Practice

The learners will trace upper case and lower case letter **Zz**. (LM p. 239)

d.2 Group Activity

The teacher may choose from the following activities or design his/her own activity. It is important to consider developmentally appropriate practices, multiple intelligences, different level of abilities, cultural contexts, and availability of resources.

Listed below are sample activities. The description of each activity is shown in Lesson 1 pp. 3-5.

- | | |
|-------------------|-----------------------|
| • Show and Tell | • Think and Draw |
| • Letter Bingo | • Letters in My Name |
| • Unlimited Words | • The Sound of Letter |
| • Finding Letters | • Letter in Action |
| • Letter Mosaic | • Trip to the Letters |

d.3 Independent Practice

Kilalaha kag isulat ang una nga letra sang ngalan sang kada laragway.
(see LM p. 240)

IV. Assessment

The learners will answer the following activities in the LM. (see p. 241)

- Duagi sang berde ang daku nga letra **Z** kag asul ang gamay nga letra **z**. The teacher may provide enrichment or additional activities for learners from *Mga Nagkalainlain nga Kahanasan sa Pagbasa* book. (see pp.
- *Butangi sang tsek (✓) ang laragway kon ang ngalan nagaumpisa sa letra Zz kag ekis kon wala.*

- *Bilugi ang ngalan nga nagaumpisa sa letra **Zz**.*
- *Isulat sa linya ang letra **Zz** para makompleto ang ngalan sang kada laragway.*
- *Sunda sing husto ang utod-utod nga linya para makahimo sang daku kag gamay nga letra **Zz**.*
- *Magpangita sang mga laragway nga nagaumpisa sa letra **Zz**. Ipapilit ang mga ini sa sulod sang kahon.*

V. Simple Agreement

*Isulat sing lima ka beses ang daku kag gamay nga letra **Zz**.*

Ingatan ang Iyong Aklat

Mga Dapat Gawin:

1. Pabalatan ang aklat ng plastik o manila paper. Maaari ding gamitin ang lumang diyaryo o magasin.
2. Tiyaking malinis ang iyong kamay kapag binubuklat ang mga pahina.
3. Sa unang paggamit ng aklat, ihiga ito at buklatin nang isa-isa ang mga pahina. Bahagyang diinan ang bahaging pinagdikitan ng mga pahina habang binubuklat.
4. Gumamit ng panandang papel o cardboard sa pagitan ng mga pahina.
5. Idikit at ayusin ang mga punit na bahagi ng aklat.
6. Pag-ingatan ang aklat kapag ito ay hinihiram o pinapahiram.
7. Itago ang aklat sa malinis at tuyong lugar.
8. Ipagbigay-alam kaagad sa iyong guro kapag ito ay nawala.

Mga Di Dapat Gawin:

1. Huwag itupi ang mga pahina.
2. Huwag sulatan ang balat at mga pahina nito.
3. Huwag gupitin ang mga larawan dito.
4. Huwag punitin o pilasin ang mga pahina.
5. Huwag hayaang nakabukas ang aklat kapag hindi ito ginagamit.
6. Huwag gumamit ng lapis, bolpen, o iba pang makapal na bagay sa pagitan ng mga pahina para pananda.
7. Huwag isiksik ang aklat sa bag na masikip.
8. Huwag gamitin ang aklat na pantakip sa ulo kapag umuulan.
9. Huwag upuan ang aklat.

Para sa mga katanungan o puna, sumulat o tumawag sa:

Department of Education - Bureau of Learning Resources (DepEd-
BLR) Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines

1600 Telefax: (632) 634-1072; 634-1054; 631-4985