

Grade 3 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Mastering Procedural Texts and Sequence Markers
L e a r n i n g A r e a / s	English
D e s	Deped libre

i g n e d b y T e a c h e r / s	
D e s i g n e d f o r w h i c h G r a d	3

e L e v e l a n d S e c t i o n						
N o . o f S e s s i o n s	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5	
R e f e r e	Dep Ed Gra de 3 Eng lish					

n c e s (b o o k s , w e b s i t e s , t o o l k i t s , e t c .)	Lea rner 's Mat eria l (Qu arte r 1), char t pap er, mar kers , and san dwi ch pict ures . • Stor ybo ok or prin ted text : 'Ho w to Pla nt a See d',
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paper
airplane

,
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highlighters.

- Word cards
(First, Next, Then, Finally)

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	for dem onst rati on; seq uen cing eval uati on she ets.
D e c I a r a t i o n o f A I u s e C i t e h o w	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All

A I w a s u s e d i n t h e f o r m u l a t i o n o f t h e l e s s o n p l a n . S e e D O 3 , 2 0 2	AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.
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6 A n n e x A .	
I n t e n t i o n s .	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are

	relevant to them.
Lea rning i n g C o m p e t e n c y : W r i t e t h e c o m p e t e n c y / i e	Informational and procedural texts, noting details, identifying time-order markers (discourse markers like first, next, then, finally), and sequencing events.

s f r o m t h e c u r r i c u l u m t h a t w e a r e t a r g e t i n g , a n d t h e c o n t e n t o	
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r p e r f o r m a n c e s t a n d a r d s a p p l i c a b l e t o t h e s e s s i o n .						
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b	h	f	a	e	t
j	e	i	n	s	e
e	p	c	d	t	c
c	u	a	u	e	o
t	r	n	s	p	m
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v	o	d	t	o	r
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s , o r t a s k s f r o m t h e c o m p e t e n c y t h a t t h e l e a r n e r s w i l l w o r k o n	c e d u r a b l e (T r i t l e , M a t t e r i a l s , a n d S t e p s	l t e x t b y a n s w e r i n g , h o w t o ' a n d ' w h a t S t e p s	x t , T h e n , F i n a l l y) t h o s e i n g n a l t h e s e q u a l s t e n c e o f	g i c a l o r d e r u y s u m m a r i z i n g t h e p r o c e s s i n g	p r o c e d u r e b y s u m m a r i z i n g t h e p r o c e s s i n g
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a n d b e a b l e t o s h o w b y t h e e n d o f t h e s e s i o n s .	) .	t i o n s .	e v e n t s .		s e q u e n c e m a r k e r s .
L e a r n e r C o	This lesson is designed for Grade 3 learners in a typical Philippine classroom setting. Students are				

n t e x t : W r i t e y o u r o b s e r v a t i o n s o f y o u r l e a r n e r s , a n d h o w t	familiar with basic daily routines and are developing their ability to follow multi-step instructions and identify chronologic al order in texts.
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h e y h a v e b e e n p e r f o r m i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i e n	
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c e s r e c e n t l y · I n c l u d e s t r e n g t h s , i n t e r e s t s , a n d p o s s i b l e b	
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a r r i e r s t o l e a r n i n g .	
L e a r n i n g E x p e r i e n c e .	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge,

	skills, or understanding in a purposeful way.				
P r e - L e s s o n : Description of how you will help the learner	P r e p a r e t o f j u m b l e d g p i c t u r e s h o l	P r e p a r e s h o l d g p i c t u r e s h o l	C o l l e c t i o n o f i n f o r m a t i o n a b o u t t h e t o p i c	C o l l e c t i o n o f i n f o r m a t i o n a b o u t t h e t o p i c	P r e p a r e t o f j u m b l e d g p i c t u r e s h o l

r n e r s g e t r e a d y f o r t h e l e s s o n .	w i n g t h e p r o c e s s o f m a k i n g a p e a n u t b u t t e r s a	e d ' H o w t o P l a n s a S e d ' a n d a p r ' w a a t e r , t o w e l) c a n d p	o W a s h i t o u r H e l e n d s ' (s o a p , w a a t e r , t o w e l) c a n d p	c t i v i t y w h e l e n d s ' (s o a p , w a a t e r , t o w e l) c a n d p	' M a k i n g C h a r m a n s i J u i c e ' B u t o b e u s e d f o r t h e f
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	n d w i c h a n d a l a r g e c h a r t l a b e l e d ' H o w t o . . .	s w i t h t h e w o r d s F I R S T , N E X T , T H E N , a n d F I N A L	r e p a r e h i n g t h e d i o n e s e p a r t i c l e s o f p a p e r .	h ' a l i n t e r a t i v e s e s s i o n .	i n a l i n t e r a t i v e s e s s i o n .
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t i n l o r m o r e s e s s i o n s t o m e e t t h e l e a r n i n g o b j e c t i v e s · A p p l y	T e x t s · 1 · M o t i v a t i o n : (5 m c i n l i s t : S h o w a t p i c t u r	s · 1 · R e v i e w (5 m w : S h) i n a c c : D i s c u s s i o n : S h o w a t p i c t u r	k e r s · 1 · R e v i e w (5 m w : S h) i n a c c : D i s c u s s i o n : S h o w a t p i c t u r	a t i o n (5 m w : S h) i n a c c : D i s c u s s i o n : S h o w a t p i c t u r	1 · R e v i e w (5 m w : S h) i n a c c : D i s c u s s i o n : S h o w a t p i c t u r
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t h e L e a r n i n g D e s i g n P r i n c i p l e s . . .	e o f a s a n d w i c h w h e r e t h e b r e a d i s i n t h e m i d d l	o c c e d u s a r t e d l t e x t . 2 . M o t t a i n g . 2 . I n t r o d u c t i o n : P r e	e r o f f s t e p s i s i m p o r t a k i n g u p o n s t r a t e g i c o n s i d e r i n g t h e i n f o r m a t i o n .	- u p p r o c e d u r e s f o r a l t e r n a t i v e s . 2 . D e m o n s t r a t i o n s f o r t h e i n f o r m a t i o n .	f a p p r o c e d u r e s f o r a l t e r n a t i v e s . 2 . D e m o n s t r a t i o n s f o r t h e i n f o r m a t i o n .
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	e a n d t h e f i l l i n g i s o n t h e o u t s i d e . A s k : ' I s t	s e n t a ' M y s t e r i o u s c o n f e s s i o n s a p p a r e r a s	0 m i n s) : I n t e r o d u c t o n ' T i m e - O r d e r M a r k e r s ' a s	o n l . A s k s t u d e n t s o n f i x t h e s ' H o w t o M a r k e e C a l a
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	h i s r i g h t ? W h y ? ' 2 . D i s c u s s i o n (1 0 m i n s) : I n	l a n g u a g e : A l l s o w e r e : H o w w a s t h i s s u e d ? ' 3 . R e a s o n s : I n	s i n g l e : w o r d s : S h o w t h e s s e s : F i r s t : R e a s o n s : N e x t	a t i o n (1 0 m i n s) : E n g l i s h : T h e n : F i n a l	m a n i f e s t : u s i n g F i r s t : N e x t : T h e n : F i n a l
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	t r o d u c e ' P r o c e d u r a t l T e x t ' s ' a s t e x t ' s t h a t t e	5 m i n s) : R e a d s h o r t t e n i t ' H a w e l o m o s l i n s d a P a p e r	, T h e n , F i n a l l y . 3 . M a i n - G r o u p (1 5 m i n s) : S e t u p F r e	s t h e s e q u i l i b r a r y o u i v e T a s k (1 5 m i n s) : S e t u p F r e	l y . 3 . C o l l a b o r a t o r y o f M a t h e m a t i c s : S e t u p F r e
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	i n s) : D i s p l a y t h e t e x t ' H o w t o W a s h Y o u r H a n d	l e d q u r s a t n d s : ' H o w m a n c h y o t m e r s o s e Y e o f l e d n h e	p y o q u r s a t n d s : ' H o w m a n c h y o t m e r s o s e Y e o f l e d n h e	o p c e s s a r u s i n g t h e i g n a l B l w o r d s o o r a l l e y . 4 . A s s
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	s ' . P o i n t o u t t h e T i t l e (G o a l) , t h e M a t e r i a l	w i n g r o u n d , ' W h a t k i n d o f p a p e r i s s e d ? ' , ' W h y (	i n a r o u n d .F i n a l l y m o n i t h .B i n s) : D o s t h i p a s t e o	e p s : A r d i n s e p a r t m o n (5 m i n s) : D o s t h i p a s t e o	e s s m e n t P r e p a r t m o n (5 m i n s) : D o s t h i p a s t e o
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	s (S o a p , W a t e r) , a n d t h e S t e p s .4 .G u i d e d P r a	c h S i d e d W e f f o l d f i r t s ? ' H o p a v e s t u e o n C o o k i	2 0 m i n s) : H a n d l o u r t a s s e x t a i b o l e s H o w t o G e r a t o o R i	n t h e b r u a r y . C e s s i n c i t b r s h e e s t . D G e r a t o o R i	h e f o r m a t i v e a s s e s s m e n t b r s h e e s t . 5 .W e r a p - u p (
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	c t i c e (1 5 m i n s) : R e a d t h e s t e p s a l o u r d . A s k s t	e r l i c e n (1 5 m i n s) : R e a d t h e s t e p s a l o u r d . A s k s t	c e ' .S t u d e n t s w e r r e c t t h e s t e p s a l o u r d . A s k s t	o o t h e r s) : R e f l e c t i o n C h e y k (1 0 m i n g i n s t r u c t	1 0 m i n s) : R e f l e c t i o n C h e y k (1 0 m i n g i n s t r u c t
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	o	i	F	t	m
	p	n	i	h	p
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hesame thing (e.g., 'Last year's tea of 'Finan	
ext? 'Expected response: Title, Materials	

		, and Steps .		lly') .		
Learning Resources: List down the	Deppendy on good books (Frisst, Ndx, Theng, R	Serdybords (Frisst, Ndx, Theng, R	Wondcans (Frisst, Ndx, Theng, R	Seentclams (Frisst, Ndx, Theng, R	R	

learn in graces our celesti- al will help your reach your our ob- ject ives	s M a t e r i a l (Q u e s t i o n s a n d a n s w e r s)	w t o P l a n e s (S e e d s)	F i n a l l y (S e e d s)	T e e t h (S e e d s)	s p o n s o r s h i p s y c h i c i s m
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· Ensured that they are available and inclusive.	s, and which pictures.	ignters.	grice.	th4-5panels.	cingevaluationsheets.
Opportu	F orstru	I ncorpo	A llowad	U setact	C ontext

n i t i e s f o r i n t e g r a t i o n : W r i t t e d o w n a n y p o s s i b i l i t	g l i n g r e a d e r s , p r o v i d e p i c t u r e - o n l y s e q u	r a t e h e l o c a l a s s n g o u n d e (M o t h e r T o n g u e) t o e	v a n c e d e l e a r n e t r o t a s c u s i o n g i t t h e s t e r o s h i l i n g e p r	i l e l e a r n e t r o t a s c u s i o n g i t t h e s t e r o s h i l i n g e p r	u a l i z e t h e e x t e n s i o n g l o c a l F i l i n g e p r
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i e s t o m e a n i n g f u l l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c , o	e n c i n g c a r d s b e f o r e i n t r o d u c i n g t h e t e x t - b	x p l a i n c o m p l e x o r o t h e y l i e k e t o p l a y . n e c e s s a	o c c e d u r e f o r a s i d e n t i f i e s t h e s e q u e n c e m a r k	s t o f t h e c l a s s i f i e s t h e s e q u e n c e m a r k	e s l i k e ' H o w t o M a k e S c r a m b l e d E g g ' o r ' H o w t
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r t e c h n o l o g y · W r i t t e N / A i f f n o n e ·	a s e d i n s t r u c t i o n s ·	r y · t h e n t r a n s i t i o n b a c k t o E n g l i s h ·		e r s u s e d ·	o M a k e F r u i t S a l a d ' ·
A s s e s s	Assessment s reveal what learners have gained				

s m e n t .	and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
	F o r m a t i v e A s s e s s m e n t : C r e a t e a	1 . W h a t i s t h e x e p e r t o p t o c	1 . I n t h e w o r l d o f t e c h n o l o g y a n d i n f o r m a t i o n t e c h n o l o g y a n d i n f o r m a t i o n	1 . W h e n c h a n g e s o c c u r i n t h e w o r l d o f t e c h n o l o g y a n d i n f o r m a t i o n	1 . I n ' M a k i n g C o n t e n t a v a i l a b l e a n d e n s u r i n g t h e q u a l i t y o f t h e i n f o r m a t i o n

t a s k , a c t i v i t y , o r q u e s t i o n s t o e v a l u a t e l e a r n i n g a n d p r o v i	e d u r a l t e x t ? A . T o t e l a s t o r i a l . B . T o e x p l a i n	e d , w h a t i s t h e f i r s t m a t e r i a l . D o e x p l a i n	a r k e r ? A . D o g . B . F i r s t . C . J u m p . D . B . R e l i g i o u s . W h a t	s h i n g d i s t h e m A . D i f f e r e n t h e r e i s t h e l e m e n t s ? A . F i r s t . C . J u m p . D . B . R e l i g i o u s . W h a t	' , w h a t i s t h e m A . D i f f e r e n t h e r e i s t h e l e m e n t s ? A . F i r
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d e f e e d b a c k . (S t r i c t l y 5 M C Q s p e r s e s s i o n) .	h o w t o d o s o m e t h i n g . C . T o d e s c r i b e a p e r s o n .	t e r . B . S e e d . C . P l o y s i t . D . S u l s t h e v e r y l a s t s e p h	h i c h w o r . S r d s u c a r l b w i t h s o a p . D h e n . P u a a y . 2 . W h	s t . B . N e x t . C . F i n a l l y . D . T h e n . 2 . W h a t d e t a
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	D	s	?	a	i
.	'	A	t	l	
T	F	.N	h	i	
o	s	e	a	s	
s	l	x	p	n	
h	d	t	p	e	
a	t	.	e	e	
r	h	B	n	d	
e	e	.	s	e	
a	p	T	a	d	
s	a	h	f	t	
e	p	e	t	o	m
c	e	r	r	a	
r	r	.	y	k	
e	t	w	C	e	
t	i	.	o	u	
.	c	F	p	h	
2	e	i	u	e	
.	'	n	t	j	
W	,h	a	t	u	
h	h	l	o	i	
i	c	l	o	c	
c	o	w	y	t	
h	p	m	.	h	s
p	a	n	D	p	w
a	r	y	F	a	e
r	t	f	i	t	
t	o	f	r	e	?
f	a	l	s	o	A
a	p	d	t	n	.
p	r	s	.	t	S
r	o	a	3	h	a
c	r	.	F	e	l
e	e	m	i	b	t
d			r	.	

	u r e l i s t s t h e i t e m s y o u n e e d ? A . T i t l e . 3 . B . S t e	a d e ? A . O n l e B . T w o . C . T h e e t y . D . F o o b r o k s . W h e n t	l i n t h e b l a n k : ' — — — — , g e t y . D o u b o u b r o k s . N e x t	u s h ? A . Y o u r . S u g g e s t i o n s . C o u r m o o l a m . B n s i . 3 . R e a d t h e	B . W a t e r . C . S u g g e s t i o n s . D . C o u r m o o l a m . B n s i . 3 . R e a d t h e
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	p s . C . M a t e r i a l s . D . E n d i n g . 3 . I f a l t e r i s t i	o w e r e n t a d p r o c e d u r a l e x i c o n o l o g y r e f u l l y ? A . T o f	, o p e n t h o p p a g e 5 ' A . F i n w a l l s l y . B . F i r s t . C . T h e	r t e e n t h o p p a g e 5 ' A . F i n w a l l s l y . B . F i r s t . C . T h e	s e q u e n c e : F i r s t , a c t i v e h e a l t h a n d i n s u r a n c e . N o t e t h e s
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	t l e d ' H o w t o M a k e a r K i t e ' , w h a t i s t h e g o r e a l ? A .	i n d t h e c h a t e e r s . B . T o k n o r d w d e r m c o r k e r s t h e l	n . D . L . a s t . 4 . W t h e a p e r s d o r e : m . E g a r . 2 . C a o i s t h e B u y	e p . 3 . I f t h e m . T h e n , a d d s u g a r . W h a t i s t h e B u i	q u e z e t h e m . T h e n , a d d s u g a r . W h a t i
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	T o f l y a k i t e . B . T o b u c y a k i t e . C . T o l m a k e a n c k i t e	e p s . C . T o s e e t h e p i c t u r e s . D . T o l e a b j e n c t w n a	p u s u n d e r s t a n d ? A . T h e s i z e o f t h e o b j e c t B .	F o o s t e w p ? A . C u t h e B . S q u e e z e . C . A d s u g a r . D . D	r d o s t e w p ? A . C u t h e B . S q u e e z e . C . A d s u g a r . D . D
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		.	m	T	3	r
	D	e	h	-	2	n
	s	e	o	-	1	k
	T	o	r	d	.	4
	c	.	W	e	C	.
	o	l	h	r	.	W
	r	a	t	f	-	h
	k	e	v	-	3	c
	i	t	a	n	.	h
	t	e	i	t	D	s
	.	l	s	.	3	e
	4	t	.	C	-	n
	.	e	l	.	1	c
	W	h	s	h	-	2
	e	r	u	e	.	u
	s	e	s	n	4	s
	d	w	a	.	s	s
	o	h	m	W	a	m
	y	e	e	h	m	
	o	n	o	y	a	
	u	t	f	i	r	
	u	h	t	s	k	
	s	e	h	s	e	
	u	p	e	e	r	
	a	r	a	q	c	
	l	o	u	u	o	
	l	c	t	e	r	
	y	e	h	n	r	
	f	s	o	c	e	
	i	s	r	i	c	

	n d t h e i n s t r u c t i o n s ? A . I n t h e t i t l e . B . I n t h	i s d o n e ? A . T h e f i r s t s t e p . B . T h e m a t e r i a l s .	. D . T h e c o l o r f i t h e m a t e r i a l s . 5 . W h e n g e r e B . T	n g i m p o r t a n t ? A . T o m o r r o w m a k e u p f i r s t . B . F i r s t , I b	t l y ? A . F i n a l l y , I w o k e u p f i r s t . B . F i r s t , I b
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	e s t e p s .C .I n t h e m a t e r i a l s .D .O n t h e b a c k p a	C .T h e p e r f i n s a l l s t l a r 5 W h i c h e q u i s C	e s e n s i b l e N o t a s i n g t h e p a s s e d q u e r y B .C N e x t u s C	o r u s h m y t h e h e T h e n I c a m h a r a p y D .N e x t u s s
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my name. How do you sum it up?
 The new words. To make it clear.
 Then. Don't pay. A finality.
 I don't hope to read it all out?
 ge. 5. A procedure that is a type of.
 A. N. A.

	r a t i v e t e x t . B . I n f o r m a t i o n a l t e x t . C . P o e t	i d i t ? B . W h e r e i s i t ? C . W h a t i s t h e t h i r d p o e t		e s e s t e p s : F i r s t , g e t a r g l a s s . N e x t , p o u r w a t	B y t e l l i n g o n l y t h e f i r s t s e p . B y p u s i n g s e
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	r y . D . F a b l e .	? D . W h y i s i t b l u e ?	e r . F i n a l l y , _ _ _ . A . B u l l a s t g l a s s . B o r d e r i n k t	q u e n c e m a r k e r s t o t e l l a s t e p s i n B o r d e r . C .
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				h e w a t e r .C .W a s h t h e e f l o o r .D .P l a n t a s e e d .	B y d r a w i n g a p i c t u r e o f t h e e n d p r e s u l t . D . B y l
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					i s t i n g t h e m a t e r i a l s o n l y .
W a y s F o r w a r d .	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				

E	A	H	I	P	C
x	s	a	n	r	r
t	k	v	t	a	e
e	s	e	e	c	a
n	t	s	r	t	t
d	u	t	v	i	e
e	d	u	i	c	'
d	e	d	e	e	H
l	n	e	w	s	o
e	t	n	a	e	w
a	s	t	f	q	w
r	t	s	a	u	-
n	o	d	m	e	t
i	l	r	i	n	o
n	o	a	l	c	'
g	o	w	y	i	p
o	k	3	m	n	o
p	f	p	e	g	s
p	o	i	m	a	t
o	r	c	b	t	e
r	a	t	e	h	r
t	s	u	r	o	f
u	i	r	a	m	o
n	m	e	b	e	r
i	p	s	o	b	a
t	l	s	u	y	s
i	e	h	t	h	i
e	r	o	'	e	m
s	e	w	H	l	p
:	c	i	n	w	i
S	i	g	t	o	g
u	p	h	o	C	a
g	e	a	w	o	p
g	e	t	h	o	s
e	s	t	o	t	r
s	t	o	t	r	
t	o	t			
h	o				

erle earn in ge xpe rien ces out side the class room / cla sshou rs	me and list the 'Ma te rial 'o r 'I ng red ien ts	ey re pla ce the s ch o l e m o r n g s	Ri ce 'a nd w r o t e d o n t h e s i g n a l w o r d s t h e y u s	en t w i t h a c h o r e d a n d i n t h e s i g n i n g a t t h e r s	o m e r u l e (e . H o w t o L i n e U p) u s i n g F i r s t , N
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t h a t l e a r n e r s m a y w a n t t o a c c e s s t o r e i n f o r c e w h a t t h e y h a v e	' i n t h e i r n o t e b o o k .		e d t o e x p l a i n i t .	d f i r s t , n e x t , a n d l a s t .	e x t , a n d F i n a l l y .
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e a r n e d . . .					
R e f l e c t i o n s : T h i n k a b o u t w h a t y o u n e e d t o c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c

h a n g e f o r t h e n e x t s e s s i o n b a s e d o n w h a t h a p p e n e d t o d a y .	t i o n P r o m p t : D i d t h e l e a r n e r s e a s i l y g r a s p t h e c o r e c o	t i o n P r o m p t : D i d t h e g u i d e d p r a c t i c e f e c t i v e l y t r a	t i o n P r o m p t : W h i c h p a r t o f t h e f o r m a t i v e a s s e s s m e n t r e	t i o n P r o m p t : W h a t p e r c e n t a g e o f t h e c l a s s r e a c h e d p r o
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	n c e p t i n t r o d u c e d t o d a y ?	n s l a t t e r o n d e p e n d e n t s u c c e s s ?	l l e n g t h l e s t u d e n t s m o s t ?	f l e c t h e a r n i n g o b j e c t i v e s ?	f i c i e n c y b y t h e n d o f t h e w e e k ?
Prepared by:	Checked by:				
Depend libre Teacher	Juan Dela Cruz Principal / Head				