

Grade 2 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Mastering Phonics, Pronouns, and Procedural Texts
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	2

e L e v e l a n d S e c t i o n						
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R e f e r e	Grade 2 English Learner					

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 .)	's Ma nual (Un it 1, Wee k 9); Pho nics wor d slid ers; Sig ht wor d flas hcar ds (is, the, and, on). ● Pers onal Pro nou n Cha rt; Cha ract er pup pets
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	esti on pro mpt s. • Pro ced ural Text Post er: 'Ho w to Was h You r Han ds'; Tim e-or der mar ker labe ls (Fir st, Nex t, The n, Fin ally). • Su mm
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	ativ e Ass ess men t Wor ksh eets ; Inte ract ive Qui z App licat ion or Flas hcar ds for revi ew; Star stic kers for rew ards .
D e c l	Artificial Intelligence (AI) tools were used

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o	particularly
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o	generating
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A	improving
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o f t h e l e s s o n p l a n . S e e D O 3 , 2 0 2 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.
L Day 1 e (Phonics & a Sight r Words): n Blending i onset and n rime g patterns C (CVC/short o vowel m words) and p recognizing e sight words t in context. e Day 2	

W r i t e t h e c o m p e t e n c y / i e s f r o m t h e c u r r i c u l u m n t h a t w e a	n (Grammar c Focus - y Pronouns): : Identifying and using singular personal pronouns (I, you, he, she, it) in peer dialogues. Day 3 (Grammar Focus - Pronouns & Sentences): Using plural personal pronouns (we, they) and introducing asking/inter rogative sentences with proper intonation. Day 4 (Comprehen sion & Text Types): Listening to or reading a simple procedural text (e.g., steps in
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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 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	handwashin g or plant care) and noting key details using time-order markers. Day 5 (Review & Formative Assessment): Interactive practice exercises, oral dialogue role-plays, and a weekly quiz/summa tive check on blending and pronoun usage.
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i c a b l e t o t h e s e s s i o n .					
L e a r n i n g O b j e c t i v e s : W r i t	B l e r n d e n t s e y t a d e n t r i v e t o n r e a p	C o n s t r u c t i v e n e n t s i n f e y a n d a p	C o n s t r u c t i v e n e n t s i n f e y a n d a p	S e q u e n c e r a t e c u l a t i v e s i n v e n e n t s i n f e y a n d a p	D e m o n s t r a t e c u l a t i v e s i n v e n e n t s i n f e y a n d a p

e t h e s m a l l e r k n o w l e d g e , s k i l l s , o r t a s k s f r o m t h e c o m p e t e n c	d C V C w o r d s a n d i d e n t i f y h i g h - f r e q u e n c y s i g	p l y s i n g l a r p e r s o n a l p r o n o u n s (w e , t h e y) a n d u s	g p l u r a l p e r s o n a l p r o n o u n s (w e , t h e y) a n d u s	p s o f a r p r o p h e t i c s , p r o n o u n s (g t i m e , o r d e r m o d e	a s t e r y o f h e i c s , p r o n o u n s (g t i m e , o r d e r m o d e
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duralsequencingthroughoralandwrittena	kerlike'First','Next','Then',and'Fin	erising/fallingtonationinintegratedat	she,it)duringpeer-to-peerdialogues.	htworldswithintheentences.	ythathelearnerswillworkonandbeabletoshowbytheendof
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t h e s e s s i o n s .			i v e s e n t e n c e s .	a l l y ' .	s s e s s m e n t s .
L e a r n e r C o n t e x t : W r i t e y o u r o b	This lesson is designed for Grade 2 learners in the Philippines who are developing foundationa l literacy and grammar skills. The students are expected to have a basic grasp of alphabet sounds and are now transitionin g to reading CVC words				

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 h e y h a v e b e e n p e r f o r m	and using more complex sentence structures. The context incorporates local classroom scenarios and common daily hygiene practices like handwashin g to ensure cultural and age relevance.
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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 c e s r e c e n t l y . I n c l u d e	
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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 a r r i e r s t o l e a r n i n g .	
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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.					
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l e s s o n .	t , - e n , - i g) a n d f l a s t h c a r d s f o r s i g h t w o r d s '	h a r r a c t e r s t o l h i n g) a n d p l e n u r a l p r o s u a n g l i z e s i n g u	w a r d f o r f a l h i n g) a n d p l e n u r a l p r o s u a n g l i z e s i n g u	d w a s h i n g ' a n d p r e s e n t s f o r c e v e r y l e a s e h i n	k l y s u m m a t i v e q u i z e s h e e t s f o r c e v e r y l e a s e h i n
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	i s , , t h e , , o n , , a n d , .	l a r p r o n o u n s o l i k e , h e , , a n d , s h e , a n d , i t , .	o r , w e , (g r o u p p h o t o) a n d , t h e y (d i s t a n t g r	t i m e - o r d e r p a r k e r s .	r .
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			o u p) .		
F l o w : D e s c r i b e t h e a c t i v i t i e s t h a t y o u c a n i m p l e	S t e p 1 : P h o t o n e m i c D r i l l (5 m i n s) - T e a c h	S t e p 1 : I n t r o d u c t i o n s (5 m i n s) - T e a c h	S t e p 1 : R e v i e w (5 m i n s) - B r i n g f r e a c h o	S t e p 1 : M o d e l i n g (5 m i n s) - T e a c h	S t e p 1 : W a r m - u p G a m e (1 0 m i n s) - P r o n

m e n t i n l o r m o r 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	h e r s a y s ' c ' a n d ' a t ' s e) p a r a t e l y ; s t u d e n t s c	e r p o i n g u s t l a r p r o n s f (' I ') a s p 2 : P l u r a l P r o n o u n	f s i m i c s h a n d w h e r e s t u d e n t s g a d e n t s p s k s w r k p r o b e i n s h e a	m o u n B i n g o ' w h e r e s t u d e n t s g a d e n t s p s k s w r k p r o b e i n s h e a
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p l y 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 .	l a p a s t h e y b l e n d t o s a y ' c a t ' .S t e p 2 : O n s e t -	b o y (' h e ') , a n d r l (' s h e ') , a n d a b a r g (' i t ') .	I n t r o (l o m i n s) - T e a c h e r j o i n s a g r o (u p a n d s a	n e .S t e p 2 : R e a d i n g t h e T a l e x t (l o m i n s) - T e n s e s c h	r e d i n s t o r y .S t e p 2 : O r a l D i l l s (l o m i n s) - R
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	R i m e M o d e l i n g (1 0 m i n s) - T e a c h e r s) - T e a p o c k	S t e p 2 : D i l o g u e ' M o d e l i n s) - T e a c h e r s) - T e a p o c k	y s ' W e a d r e h a p p y ' T e a c h e r s ' p o n d i t i o n s ' S a n d e n p 3 : M a r	e r r e a d s ' H o w t o n d i n g o f 5 C V C w o r d s a n d e n p 3 : M a r	a p r i d - f i r e b l e n d i n g o f 5 C V C w o r d s a n d e n p 3 : M a r
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	d i n g (1 0 m i n s) - S t u d e n t s r e a d a l i s t o n f C V C w o	m y f r i e n d . ' S t e p 3 : R e l e x p l a n i t o n (5 m i n s	r e p l a c e m e n t i n g ' A n t h e a n d I ' w i t h ' W e ' a n d ' T h e m e s	n d ' L a s t ' i n s p e r f o r m a n c e - l i n e C o l l a b o r a t o r y	R a n d o m p a i r s p e r f o r m a n c e - l i n e C o l l a b o r a t o r y
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	e p e n d e n t P r a c t i c e (5 m i n s) - S t u d e n t s c o m p l	a r b y o b j e c t s (5 m i n s) - S t u d e n t s c o m p l	e s . S t e p 5 : R o l e - p l a y Q u e s t i o n (5 m i n s) - S t e	W h a t h e a r p a r t o f w i d e s i m e d i a t e r p r e s e n t a t i o n (5 m i n s) - S t e
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	e t e a ' W o r d S l i d e r ' a c t i v i t y s h e e t m a t c h i n g	5 : C h e t c k o f S r U n d e r s t a n d i n g (1 0 m i n s) - T h e a n c h	u d e n t s a l s ' A r e w e f r i e n d s ? ' a n d ' A r e t h e y c o	y d e n t s . .	s t u d e n t s .
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	C V C p i c t u r e s t o r y s .	e r s h o w s p i c t u r e s t o r y s .	m i n g ? ' w i t h c o r r e c t v o c a l p i t c h .		
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		c o r r e c t p r o n o u n .			
L e a r n i n g R e s o u r c e s : L i s t	G e o g r a p h y 2 E n g l i s h L e a r n e r '	P e r s o n a l P r o f e s s o r L u c a s h a n t ;	R i s i n g / F a l l T e x t B o o k s :	P r o f e s s o r T h o m a s P o l l e t :	S u m m a r y o f A m e r i c a n H i s t o r y

d o w n t h e l e a r n i n g r e s s o u r c e s t h a t w i l l h e l p y o u r e a c h y o u r o b j	s M a n u a l (U n i t l , W e e k 9) ; P h o n e s c r i p t o r d s l i d e	C h a r a c t e r i s t i c s ; D i a l o g u n c e s c r i p t o r d s l i d e	i o n V i s u a l A i d s ; P l u r a l P o r t r e i t e r s (W e r	' H o w t o a s ; Y n t e r a c t i v e ' T u i z A p p l i c a t i o n o r	r k s h e e t s ; I n t e r a c t i v e Q u i z A p p l i c a t i o n o r
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ectives. Ensure that they are available online and inclusive.	rs; Singh tower friend'.	ettinga New Friends'.	/They); Whist, Next, Thompson.	lables (First, Then, First click for	Falsh cards for review; Start a list of
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o	h	u	p	:	o
r	o	n	s	U	w
i	n	:	P	s	e
n	t	c	a	e	g
t	e	s	i	(	h
e	r	P	r	T	-
g	a	E	P	u	p
r	r	R	a	r	f
a	o	)	:	s	o
t	n	S	t	a	r
i	v	u		p	m
o	i				
n	d				
:	e				
W	p				
r					
i					

t e d o w n a n y p o s s i b i l i t 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	i c t u r e - t o - w o r l d m a t c h i n g f o r s t r u g g l i n g r e	- p r o f i c i e n t s d u d e n t s i n w i t h s o n e g e d i n g s u	d e n t s j u m p f o r r i s i n g i n t o n a t i o n a n c h e d s q u a t	a n d s a t u r e f o r a l l i v e s ' P h o n i c s C o o f f i c e s ' p r o	i n g s t u d e n t s a l o c a t e d i n t h e s ' p r o
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r e a s , s p e c i a l t o p i c , o r t e c h n o l o g y . W r i t e N / A i f f n o n e .	a d e r r s a n d s e n t e n c e ' h e r e a t i o n f o r a d v a n c e d r e	p p o r t a t o p r a c t i c e ' h e r e ' u n f o r a d v a n c e d r e	o r f a l l i n g i n t o n e a t h i o n d u r i n g t h e d e g r a m a r d r	c e d u r a l t e x t o n s i o n k i n s t h e t i c l e m e n t s .	i n g t h e r e v i e w s e s s i o n .
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	a d e r s .	p u p e t s h o w .	i l l .	s .	
A s s e s s m e n t .	Assessment s reveal s what e learners s have gained s and what m they still e need help n with. These t are helpful . in providing you with information to guide your future instruction.				
F o r m a t i v	1 . W h i c h w	1 . W h i c h p	1 . W h i c h p	1 . W h i c h w	1 . B l e n d r

e	o	r	r	o	-
A	r	o	o	r	e
s	d	n	n	d	-
s	i	o	o	s	d
e	s	u	u	h	.
s	f	n	n	o	A
s	o	r	r	w	.
m	r	e	e	s	r
e	m	p	p	t	i
n	e	l	l	h	d
t	d	a	a	e	B
:	b	c	c	f	.
C	y	e	s	r	o
r	b	s	'	r	d
e	l	'	A	t	C
a	e	n	n	s	.
t	n	a	a	m	r
a	i	'	?	n	e
s	n	? A	d	? A	d
k	g	b	I	'	.
,	b	.	H	'	.
a	-	H	? A	N	a
c	i	B	. S	W	e
t	-	. S	W	t	x
i	g	? A	h	e	B
v	? A	. b	e	C	.
i	A	a	. I	t	B
t	.	g	B	. D	.
y	.	B	. Y	o	.
,	A	.	.	.	.
o	b	C	T	h	e
r	a	. I	h	e	s
q	g	B	e	y	C
u	B	. Y	o	.	.
e	.	.	.	.	.
s	b	.	.	.	.
t	i	.	.	.	.
i	g	.	.	.	.
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 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	C . b u g D . b o g . 2 . I d e n t i f y t h e r i m e i n ' c a t ' . A	u . 2 . ' — — — a m a s t u d e n t . ' A . H e B . S h e C . I D . I t	o u D . H e . 2 . ' — — — a . r e p l a y i n g b a s k e t b a l l ' (r	h e n D . F i n a l l y . 2 . W h e p l a i s t h e l a s t e p i n h	h e b o o k ' w i t h : A . W e B . T h e y C . H e D . S h e . 3 . W h
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s e s s i o n) .	. c B . c a C . a t D . t . 3 . W h i c h i s a s i g h t w o r d ? A . p	. 3 . W h i c h a p t o n t h e u n i s) f o r a d o g ? A . H e B . S h e C . I	e f f e r r i n g t o o t h e r s) . A . W e B . T h e C . D . I t . 3	d w a r r i n g ? A . U i s s o a p B . D t a l l . B . C a n y o u s i n g	i c h i s a q u e s t i o n ? A . I a m t a l l . B . C a n y o u s i n g
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	i	t	.	s	?
	g	D	W	D	C
	B	.	h	.	.
	.	Y	i	R	S
	t	o	c	u	e
	h	u	h	b	e
	e	.	s	p	t
	C	4	e	a	h
	.	'	n	l	e
	h	_	t	m	b
	o	_	e	.	i
	p	_	c	3	r
	D	_	e	.	d
	.	a	h	I	D
	r	r	a	n	.
	e	e	s	a	W
	d	m	r	p	e
	.	y	i	r	a
	4	b	s	o	r
	.	e	i	c	e
	I	n	s	n	e
	'	t	g	d	a
	T	f	i	u	s
	h	r	i	r	t
	e	e	t	a	.
	s	n	o	n	4
	u	n	a	e	.
	n	d	t	x	F
	i	'	i	t	i
	s	A	o	,	n
	h	.	n	'	d
	o	I	? N	t	h
	t	B	A	e	e
	'	.	.	s	i
	,	H	I	t	
	w				

	h	e	l	'	g
	a	C	i	u	h
	t	.Y	k	s	t
	i	o	e	u	w
	s	o	a	a	o
	t	u	p	l	r
	h	D	p	d	:
	e	.I	l	y	A
	C	t	e	c	.
	V	.5	B	e	b
	C	.W	I	s	t
	w	.h	s	A	B
	o	i	i	.w	
	r	?A	t	A	s
	d	.T	r	a	C
	?A	h	i	n	.
	.T	r	n	e	m
	h	e	o	n	v
	e	B	n	i	a
	B	.o	n	e	p
	.s	u	g	r	D
	u	n?	y	.	
	n	r	C	e	t
	C	e	.L	n	u
	.i	p	o	b	.
	s	a	.B	.	5
	D	c	k	A	'
	.h	e	t	f	F
	o	'M	e	r	i
	t	a	r	r	s
	.5	r	.	h	t

	.	k	D	e	,
	W	'	.S	f	w
	h	?A	t	i	r
	a	.H	o	s	y
	t	e	p	t	o
	i	B	n	s	u
	s	.B	o	w	e
	t	.S	w	p	a
	h	h4	.C	n	d
	e	eC	.I	d	s
	m	.I	d	e	.
	e	I	e	n	—
	d	tD	n	r	—
	i	.T	i	e	—
	a	h	f	t	,a
	l	y	t	h	p
	s	y.	h	e	p
	o		e	i	l
	u		p	t	y
	n		l	e	s
	d		u	D	a
	i		r	.N	p
	n'		a	'A	.
	'p		p	.L	a
	e		r	a	s
	n'		o	t	t
	?A		n	a	B
	.		o	l	.
	/p		u	:	
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	.		:		
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	e		A	4	.
	/		.	.	N
	C		H	W	e
	.		e	h	x
	/		B	i	t
	n		.	c	C
	/		S	h	.
	D		h	i	O
	.		e	s	n
	/		C	a	e
	a		.	p	D
	/		W	r	.
	.		e	o	N
			D	c	o
			.	e	.
			I	d	
			t	u	
			.	r	
			5	a	
			.	l	
			W	t	
			h	e	
			i	x	
			c	t	
			h	?	
			w	A	
			o	.	
			r	A	
			d	p	
			s	o	
			t	e	
			a	m	
			r	a	
			t	b	
			s	o	
			a	u	
			n	t	

			a s k i n g s e n t e n c e ? A . R u n B . W h o C . B l u e D . F a s	r a i n B . H o w t o P l a n t a S e e d C . A s t o B r y a b o u t a l i	
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			t .	o n D . A s o n g . 5 . W h a t m a r k e r c o m e s a f t e r ' T h e n	
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					, ? A . F i r s t B . N e x t C . F i n a l l y D . O n c e .
W a y s F	Meaningful learning can also happen beyond the classroom -				

o r w a r d .	for both the learners and the teacher. Pause and reflect on what happened today.				
E x t e n d e d e d l e a r n i n g o p p o r t u n i t i e	F i n d i v e C V C r w o r f d s i n r f a m v o l u n t i e s	D i f f e r e n t i a l i z e d l e a r n i n g s t r a t e g i e s	I n t e r v i e w a s c r i p t e d r e s o n a n c e s s a m p l e s	W e t h e r t h e r p i n g ' H e s i t a n t B u t g r o u n d Y	P r a c t i c e r e a d i n g t h e s e t h e s e t h e s e t h e s e

s	t	a	s	o	i
:	o	b	t	u	s
S	r	e	i	r	t
u	y	l	o	T	w
g	b	e	n	e	i
g	o	a	s	e	t
e	o	c	u	t	h
s	k	h	s	'	a
t	a	p	i	u	a
o	n	e	n	s	m
t	d	r	g	'	i
h	r	o	w	n	l
e	i	n	e	'	y
x	t	w	'	t	m
p	e	t	o	r	m
e	r	h	'	t	e
r	m	H	'	-	b
i	e	'	t	h	e
e	n	'	e	r	f
n	a	'	y	d	o
c	'	'	'	e	r
e	S	'	a	r	l
s	h	'	n	m	0
s	e	'	d	a	m
o	e	'	f	r	i
u	o	'	o	c	u
t	o	'	c	u	t
s	k	'	r	'	s
i	.	'	'	'	.
d		'	'	'	.
e		'	'	'	.
t		'	'	'	.
h		'	'	'	.
e		'	'	'	.
c		'	'	'	.
l		'	'	'	.
a		'	'	'	.
s		'	'	'	.
s		'	'	'	.
r		'	'	'	.
o		'	'	'	.

om / class hours that learner may want to access stories or			ngintonation.		nigh t.
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what they have learned . . .					
Reflections: Think about w	(To be filled out after the lesson)	(To be filled out after the lesson)	(To be filled out after the lesson)	(To be filled out after the lesson)	(To be filled out after the lesson)

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