

Grade 1 Term 1, Week 8 LESSON PLAN	
N a m e o f L e s s o n	My School Adventures: Interacting and Expressing in a Learning Environmen t
L e a r n i n g A r e a / s	Language
D e s	

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	1

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 1 Lea rnin					

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 .)	g Acti vity She ets (LA S) for Wee k 8; Flas hcar ds; Mul tim edia Pres enta tion sho win g sch ool icon s. • Sch ool Sig nag e Kit; Art mat eria ls (cra
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	'Sta ge' area
	.
•	Big Boo k: 'Mi ka's Sch ool Day '; Seq uen ce card s (set of 3 per gro up); Poc ket char t.
•	Stor ytel ling Rub ric (Si mpl e); Dra win

	g pap er; Eva luat ion che ckli st for oral pres enta tion .
D e c l a r a t i o n o f A I u s e C i t e	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

h o w A l l 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 ,	the MELCs. All 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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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 Language e for a Interacting r with Others: n Talk about i one's n personal g experiences C in school; o Language m for p Developing e and t Expressing e Ideas: Use n high-freque c ncy and y content-spe : cific words W referring to r the school; i Appreciatin t g e Languages: t Recognize h how a e change in c intonation o (volume, m pitch) and p body e language t e n c y	

/	can change
i	the
e	meanings of
s	expressions;
f	Interacting
r	with Texts:
o	Recognize
m	icons and
t	symbols in
h	various
e	texts found
c	in familiar
u	contexts
r	like the
r	school
i	environmen
c	t; Creating
u	Texts:
m	Sequence
t	up to key
h	three (3)
a	key events
t	from a story
w	or school
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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 i c a b l e t o t h e s e s s i o n .					
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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 y t h a t t h e l e a r n e r s w i l l w o r k	t e d w o r d s (e . g . , l i b e r a r y , c a n t e n s e , t e a c h e r	o l s f o o r u m e d n e d w i t h i n t h e s c h o l a p r e m i s e s t o n h e	d v o l u m e) a n d b o d y l a n g u a g e c a n h a n s g e t h e m e	- t h e m e s t o r y o f a p r o p r i e t a t e s s c h o o l o f u n i v e r s i t y	a c t i v i t y i n a p p r o p r i e t a t e s s c h o o l o f u n i v e r s i t y
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o n 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 s i o n s .	) t o s h a r e p e r s o n a l e x p e r i e n c e s a b o u t t h e f i	g a t e h r e e p n i p l o e s c h o l o s l e f b a s e d g r e e t i n g s a n d	a n i n g o f s i m p l e s c h o l o s l e f b a s e d g r e e t i n g s a n d	s i n g s i m p l e s c h o l o s l e f b a s e d g r e e t i n g s a n d	a r y , c o r r e c t i o n a t i o n , a n d s e q u e n t i a l o r
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	r s t d a y o f s c h o o l .		r e q u e s t s .	t .	g a n i z a t i o n .
L e a r n e r C o n t e x t : W r i t e y o u	Grade 1 students in their first term (Week 8) who are becoming familiar with the school layout, rules, and social interactions. They are developing foundational literacy skills in English and are transitioning				

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g from
oral-heavy
communicat
ion to
recognizing
text and
symbols.

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 c e s r e c e n t l y · I n c l	
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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 a r r i e r s t o l e a r n i n	
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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	P r e - L	G a t h e r i n g	P r e - L	S e t t i n g	P r e - L

e s s o n : D e s c r i b e h o w y o u w i l l h e l p t h e l e a r n e r s g e t r e a d y f o	r e f l a s h c a r d s o f s c h o l o f a c i l i t i e s (C l i n i c	r e p o s t e r s o r r p t i o n s t o u t o f f c o m m i o n s c h o o l s i g n	r e a s h o r t s t o r y a b o o t a c h i l d s c h o o l d a y o r	' E m o t i o n C a l s ' s h o w i n g f a c e s (H a p p y , S a d ,	r e a 3 - p a n n e l s o r y b o a r d t e m p l a t e s o f p r i n t i n g s e q
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r t h e l e s s o n .	, O f f i c e , G a r d e n) a n d h i g h - f r e q u e n c y w o r d s	s (N o R e n n g i n g l e ' A n c e , B o y s / G r a w s a R e s o r a	u s e a b i n g b o o k l i k ' A n t h U n a n g A t i w o n e P e a r a l a	S u e r p r i s e d) t o v i s e w h i n t o n a t i o n e x e r c i s e	u e n c i n g a c t i v i t y .
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	(Reads, Write, Play, Learn)	memory blocks)	maps (adapted)	ns.	
Follow: Description	Introduces different	Introduces different	Introduces different	Introduces different	Introduces different

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 m e n t i n l o r m o r e s e s s i o n s t o m e	: T h e t e a c h e r s t a r t s w i t h t h e s o n g ' T h i s i s t h	: T h e t e a c h e r s d i s p l a y s a ' M e r e s t e r y S i g n ' (e g :	: T h e t e a c h e r s a y s ' C o m m e r c i a l i s m e 3 - s c h o l w e e n c r e a t e s ,	: R e v i e w t h e p a s t o r d i s c i p l i n e s , s o c i e t y c h a n g e s i n t h e c o m m u n i t y a n d t h e c o n s t i t u t i o n s t h a t i n f l u e n c e t h e c o m m u n i t y a n d t h e c o n s t i t u t i o n s t h a t i n f l u e n c e
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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 h e L e a r n i n g D e s i g n p r i n c	e W a y W e G o t o S c h o o l . ' T h e t e a c h e r a s k s , ' W h a	. , a s t i c k o f i g u r e l u n n i n g w i l y , a n d c h e e r f u l A	w h i s p e r e d , l o u d l y / a n g r i l y , a n d c h e e r f u l s	y a b o u t a s t u s , a n d n a m e B e n e s . ' B e n d c r i v e d a t s	g n s , v o i c e s , a n d s e q u e n c e s . ' T o d a y , w e b e c o
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i p l e s . . .	t d i d y o u f e e l w h e n y o u f i r s t w a l k e d t h r o u g h t	s k i s t u d e n t s : ' W h e n y o u f i r s t w a l k e d t h r o u g h t	y w i t h a w e s t . A d d i s t h e y a n s l e m e n t h e a m e	c h o t l . H e s t u l e r s ! ' \n \n A s c o t i v i t y : ' M y B e s t D
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	g	d	n	\	e
	a	s	\	n	n
	t	?	n	A	t
	e	'	A	c	s
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	n	n	v	i	n
	\	A	i	t	k
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	A	t	y	:	f
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	i	w	i	e	y
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	e	o	'	a	s

t: 1. Use at least 2 school words, 2. Tell it in
 t in glouch, 2. Ben a rivling, 3. Ben plating.
 Can I borrow a pencil? Using d ifferent pitc
 r show photo of the school 's sign (e.g., 'L
 rent par ts of the school. Students must name

3	st	eps	(	F	irs	t	,	N	ext	,	L	ast	)	,	and	3	.	U	see	an	exc																
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h	e	s	(	h	i	g	h	/	s	q	u	e	a	k	y	v	s	.	l	o	w	/	d	e	e	r	)	a	n	d	v	o	l	u	m	e	
i	b	r	a	r	y	-	S	i	l	e	n	c	e	'	,	'	T	r	a	s	h	C	a	n	I	c	o	n	'	)	.	S	t	u	d	e	
t	h	e	m	u	s	i	n	g	h	i	g	h	-	f	r	e	q	u	e	n	c	y	w	o	r	d	s	l	i	k	e	'	C	l	a	s	

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	z	l	i	E	t
	e	e	n	a	e
	s	t	g	c	p
	u	o	.	h	d
	s	a	'	g	r
	i	p	\	r	a
	n	a	n	o	w
	g	r	\	u	i
	t	t	n	p	n

gs. Reflect on how common it is to feel that way. Remember that this is a normal reaction to a stressful situation. It's not a sign of weakness or failure. It's just a sign that you're human. And that's okay. So, what can you do to feel better? There are a few things you can try. First, take a break. Step away from the situation for a few minutes. Breathe. Relax. Second, talk to someone. Share your feelings with a friend or family member. Third, focus on the positives. Think about what you've accomplished and what you're capable of. Fourth, practice self-care. Eat well, exercise, and get enough sleep. Finally, be patient with yourself. It takes time to heal and to feel better. You're not alone, and you're not weak. You're just a person who's going through a tough time. And that's okay.

	s a r e n c o u r a g e d t o u s e d e s c r i p t i v e w o r d s l i	s . ,	t t o u s e a ' k i n d v o i c e ' a n d ' o p e n b o d y l a n g u a g	h e c k s i f t h e m o r e d e m a k e s e n s e ' D i d B e n g o	k e s c h o l m r e f u n .
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	ke'bing'or'happy.'		e'whentalkiangtoeachersandfriends.		
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o	L	g	s	k	
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s	n	g	d	o	
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e	e	c	s	u	
n	t	r	o	e	
i	s	a	f	n	
n	(	y	i	c	
g	L	o	f	e	
r	A	n	f	a	
e	S	s	e	r	
s	)	,	r	d	
t	f	p	e	s	

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 e c t i v e s .E n s u r e t h a t t h e y a r e	o r W e e k 8 ;F i n l a s h c a r d s ;M u l t i m e d i a P r e s e n t a	a p e r) ;P r i n t e d i n c o n s o f ' W a s h H a n d s ' ,E x i t	n t t o n e s ;C l a s s r o o m ' S o f t a w e ' a r e a .	(s e t o f 3 p e r s o n s) ;P o s t c o r r e c t i o n s .	;E v a l u a t i o n c h e c k l i s t o f c o r r e c t i o n s .
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available and inconclusive.	tion showing school icons.	'', 'Silence'.				on.
Concepts	Differences	Incidents	Social - Emotional	Peer Teaching	Homework	

f	d	n	n	A	n
o	I	i	a	l	n
r	n	n	l	l	e
i	s	g	L	o	c
n	t	:	e	w	t
t	r	U	a	a	i
e	u	s	r	d	o
g	c	e	n	v	n
r	t	t	i	a	:
a	i	a	n	n	A
t	o	c	g	(	s
i	n	t	(	S	k
o	: P	i	S	d	s
:	r l	e	E	l	e
 W	o	y	)	r	u
 r	s	m	F	n	n
 i	d	b	o	e	t
 t	e	s	l	u	s
 e	s	n	s	t	o
 d	e	n	(	o	f
 o	s	t	r	a	i
 w	n	i	n	d	a
 n	t	s	e	n	t
 a	e	d	t	i	e
 n	s	i	a	c	f
 y	t	c	o	y	e
 p	a	r	n	i	q
 o	r	s	)	n	u
 s	e	f	h	n	a
 s	f	o	c	t	

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 r t e c h n o l	o r l e a r n e r s w i t h o s t r u g g l e m p i t h o r a l E n g l i s h (	r s t u d e n t s w i t h s t i r u a l i m p a r i t o n e r l o c a l	w f e e l i n g s a c t i v i t y , h e l p h i n g r o u p e n t o n e , h e l p i	i n g r o u p a c t i v i t y , h e l p h i n g p e r s o n s i d e n t i f	h o m e a n d e s c r i b e i t t o t h e c l a s s e s t h e n e x t d a
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o g y . W r i t e N / A i f n o n e .	e . . g . , ' I s e e t h e . . . ') .	i z e d s y m b o l s f a m i l i a r t o t h e c o m m u n i t y .	n g s t u d e n t s d e v e l o p e d p a t h s .	' F i r s t , N e x t , L a s t ' .	y .
A s	Assessment s reveal				

s e s s m e n t .	what learners have gained 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 m e n t : C r e	1 . W h i c h w o r d s r e f e r e n c e s t o t h e	1 . W h i c h o e r d e d e r e f e r e n c e s t o t h e	1 . I f a t t e n d e d t o s t u d y t h e	1 . W h i c h e n s w e r i n g w a s e s s e n t i a l	1 . W h e n a r r i n g a s s e s s m e n t y o n t h

a t e a 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	p l a c e w h e r e l i v e a t i n s c h o o l ? A .L i b r a r y B .C a	y m b o l s u a l l y m e a n i n s c h o o l ? A .P r a y r o u n d	o u r f i r m v o l u n t e e a n d r o s s e h e r a r s t M i d l e	a r t a s t r o y ? A .L y a t o u n d e r s t a n d ? A .T a l k i n g v e	a t m
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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 s e s s i o n) .	n t e e n C r a f f i c e l i n C l i n i c 2 . W h a t d o w e d o i n t h	B . L i b : A t H s t p p l a s t h i n S a d C . G a r r i o u s / D i s a p p o i n t	h t b e : A t H s t p p l a s t h i n S a d C . G a r r i o u s / D i s a p p o i n t	2 . W h a t i s t h i n S g w e x t , L a s t ' C . C l o s i	r y f a s t B . U s i n g ' F i r s t , N e x t , L a s t ' C . C l o s i
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	e c l a s s r o o m ? A . S l e e p B . C o o k C . L e a r n D . S h o w	i c t a r e o f a r a s h c i a n , w h o t s h o u l d y o u d o ? A . S	e d D . S l e e p 2 . W h i c h b o d l a n g u a g e s d o w s A . S	o l ? A . F l e a p c e r . W h o n y B . G l o h o n e C o r d e c . W h i c h M i s	n g y o u r e y e s D . U n c o n f i d e n c e . W h i c h M i s
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	e	i	a	t	a
	r	t	r	h	s
	3	o	e	c	c
	.	n	l	l	h
	W	i	i	a	o
	h	t	s	s	o
	o	B	t	s	l
	h	.	e	3	e
	e	P	n	.	x
	l	u	i	S	p
	p	t	n	e	e
	s	t	g	q	r
	u	r	?	u	i
	s	a	A	e	e
	l	s	.	n	n
	e	h	L	c	c
	a	i	o	e	e
	r	n	s	k	h
	n	i	i	e	A
	i	d	n	s	B
	s	e	g	e	u
	c	C	a	:	y
	h	.	t	l	i
	o	P	t	.	n
	o	l	h	P	g
	l	a	e	u	t
	?	y	t	o	y
	A	w	e	a	s
	.	i	a	n	s
	D	t	c	s	a
	o	h	h	h	t
	c	i	e	o	t
	t	t	r	e	h
	o	D	B	s	e
	r	.	.	,	m
	B	R	L	2	a

		. T	u	o	. l
		e a	n o	. G	l
		c a	w i	t .	B
		h a	n o	u e	
		e y	g a	t a	d
		r 3	t t	f i	n
		C .	h h	b e	g
		V i	c f	d a	b
		e n	h l	, 3	o
		d s	o o	. o	k
		o y	r m	C o	i
		r D	b o	. t	n
		. D	l m	C o	t
		r i	e v	c h	e
		v a	n r	o i	b
		r s	i n	l .	r
		4 ' B	g y	W r	a
		. W	h Q	h y	C
		i u	u a	. S	w
		c i	r t	i s	t
		h e	e a	s t	h
		w t	' r	s h	m
		o ?	A D	e m	
		r d	. A	. T	
		i s	A	T	

	a	p	u	r	g
	s	e	r	r	i
	c	r	n	e	n
	h	s	i	c	t
	o	o	n	t	h
	o	n	g	o	e
	l	r	y	r	s
	o	u	o	d	e
	b	n	u	e	a
	j	n	r	r	D
	e	i	b	?	.
	c	n	a	A	S
	t	g	c	.	l
	?	B	k	1	e
	A	.	3	-	e
	.	A	.	2	p
	P	f	H	-	i
	i	i	o	3	n
	l	n	w	B	g
	l	g	s	.	a
	o	e	h	2	t
	w	r	o	-	h
	B	o	u	1	o
	.	v	l	-	m
	S	e	d	3	e
	p	r	y	C	3
	o	i	u	.	.
	n	p	s	-	H
	C	s	a	2	w
	.	C	y	-	s
	P	.	'	1	h
	e	A	T	D	o
	n	s	h	.	u
	c	m	a	2	l
	i	i	n	-	d
	l	l	k	3	y

	D	i	y	-	o
.	n	g	u	1	u
S	o	f	'	4	l
a	f	a	t	.	o
5	c	e	a	n	k
.	D	f	s	a	w
'	A	r	t	h	e
I	n	e	r	o	n
l	o	n	y	t	e
k	p	d	,	l	
e	n	?	w	i	
m	b	.	A	n	
y	s	o	S	g	
s	c	h	r	a	
h	k	4	e	p	
o	.	W	a	p	
l	h	i	n	p	
'	a	n	s	y	
T	t	g	'	s	
h	o	B	N	c	
i	e	W	e	h	
s	s	i	t	o	
e	a	t	'	s	
n	n	h	?	t	
t	'	a	.	o	
e	E	s	.	r	
n	x	m	T	y	
c	i	i	h	?	
e	t	e	.	A	

	a l k s a b o u t : A . A d r e a m B . A n e x p e r i e n c e C . A s e	s i g n s h o w u s ? A . W h e r e m e t e r i c r e e t o s l e	a n d s o f t w a r e C e W h e r e m e t e r i c r e e t o s l e	n d i n g B . T h e b e c i n g C . C r y n g D . A n g r y 4 . W h i	F r o w n i n g B . S m i l i n g C . C r y n g D . A n g r y 4 . W h i
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ch sentence as a school word correctly? A
 whether 5. Finally, the belief in
 whether 4. Although, the key point is
 whether 5. Whether or not

		h a v e s i g n s i n s c h o o l ? A . F o r d e c o r a t i o n B . T o	m e a n s : A .B o r e d o m B .E x c i t e m e n t C .A d l i n g e r D .S	t h o s ' T h i s t h e e n : A .S i t a r e B .M i d d l e C .E a r l y	I p l a y i n t h e c a n t h e e n : B .I r e a d i n t h e l i b r a r y
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		g i v e d i r e c t i o n s C .T o m a k e i t c o l o r f u l D .T o h	l e e p i n e s 5 .I f I w a n t o a s k a q u e s t i o n p o l i t	D .T i t l e	.C .I s l e e p i n t h e f l a g p o l e .D .I c o o k i n t h e c l
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		id	e	a	l	s
		e	y	s	r	s
		t	,	r	o	
		h	I	o	m	
		e	s	.	5	
		w	h	.	W	
		a	o	h	a	
		l	u	t	i	
		l	l	s	t	
		s	:	e	h	
			A	g	e	
			.	a	o	
			S	l	f	
			h	t	a	
			o	h	l	
			u	e	k	
			t	g	i	
			B	a	n	
			.	d	a	
			R	a	n	
			a	d	s	
			i	p	o	
			s	u	t	
			e	t		

			e a k c a l m l y C . P u l l t h e t e a c h e r ' s s h i r t D . K e e	s c h o o l e x p e r i e n c e s ? A . T o g e t a p r i z e B . T o s h
--	--	--	---	---

			p q u i e t a n d c r y	a r e i d e a s w i t h o t h e r s C .T o b e t h e l o u d e s t D .T
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					o f i n i s h q u i c k 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 x t e n d e d	D r a w a t m a p	C r e a t i v '	R o l e - p l a	C o u n t e r p a r t	K e e p ' S c

l e a r n i n g o p p o r t u n i t i e s :	o f t h e s c h o o l a n d l a b e l t h s r e m a i n e r e a s u s i n	S a f e t y S i n ' f o r m e n t a t i o n (e g . ' W a l k	y w i t h a f a m i l y m e m b e r : P r a c t i c e s k i n g f o r	s t e t h a r e p l i c i t m e n t h i n g o u d i d e n t i f i c a t e d n o t b e f o r	h o o l L o g : D r a w o n e t h i n g y o u d i d e n t i f i c a t e d n o t b e f o r
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x p e r i e n c e s o u t s i d e t h e c l a s s r o o m / c l a s s h o u r s t h a t l e a r n e r	g t h e h i g h - f r e q u e n c y w o r d s l e a r n e d .	S l o w l y) u s i n g o n l y i c o n s .	g l a s s o f w a t e r u s i n g ' P o l l i t e ' v s ' R u d e ' t o n	k a n d a r w a n t e r i n g t h e s c h o o l d a y .	, a n d l a s t u n g t h e s c h o o l d a y .
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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 l e a r n e d . . .			e s .		
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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 h a n g e f o r t h e	(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)	(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)	(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)	(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)	(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 i o n P r o m p	R e f l e c t i o n P r o m p	R e f l e c t i o n P r o m p	R e f l e c t i o n P r o m p	R e f l e c t i o n P r o m p

t: What percent of the class reached proficiency?
t: How well did the formative assessments meet the learning objectives?
t: Which part of the collaboration activities was the most challenging?
t: Did the guided practice effectively develop the learning objectives?
t: Did the learner's assessment accurately reflect the core concept?
next session based on what happened today.

	o d u c e d t o d a y ?	o i n d e p e n d e n t s u c c e s s ?	e s t u d e n t s h e m o s t ?	e a r n i n g o b j e c t i v e s ?	y t h e n d o f t h e w e e k ?
Prepared by:		Checked by:			
Teacher		Principal / Head			