

Grade Grade 1 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Exploring Sounds, Tones, and Meanings in Our Languages
L e a r n i n g A r e a / s	Language
D e	Deped libre

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	Grade 1

d 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	Mot her Ton gue and					

e 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 .)	Eng lish Alp hab et Cha rt wit h pho neti c gui des. • Han dma de 'Vol ume and Pitc h' char t wit h colo rful visu al indi cato rs. • Lar ge pun ctua
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	tion card s (., ?, !) wit h velc ro for boa rd acti viti es. • Dig ital or prin ted Em oji flas hear ds sho win g 5 basi c emo tion s. • Loc al stor ybo oks
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	or Big Books used in Dep Ed MA TAT AG cur ricul um.
D e c l a r a t i o n o f A I u s e C i t e h o	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.

w 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	All AI-assisted outputs were carefully reviewed, validated, and contextualiz ed by the teacher to ensure accuracy, appropriate ness, and alignment with DepEd standards.
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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 e a r n i n g C o n p e t e n c y /	LANG1AL-I-1: Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in one's context. LANG1AL-I-2: Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. LANG1AL-I-2.a: Recognize the difference

i e 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	between statements, questions, commands, and exclamations through intonation and signs/cues. LANG1AL-I-2.b: Respond to changes of tones and cues through facial expressions, gestures, and actions.
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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 .					
L e	I d	D e	D i	D i	P e

a	e	m	s	f	r
r	n	o	t	f	f
n	t	n	i	e	o
i	i	s	n	r	r
n	f	t	g	e	m
g	y	r	u	n	a
O	a	a	i	t	p
b	n	t	s	i	p
j	d	e	h	b	t
e	c	o	e	t	o
c	m	w	t	b	r
t	p	c	w	e	i
i	a	h	e	t	a
v	r	a	e	w	t
e	s	e	n	e	e
:	s	g	a	e	p
W	p	i	t	n	h
r	e	n	e	a	y
i	c	g	l	c	s
t	i	t	l	i	m
e	f	h	e	n	a
s	i	v	g	a	l
m	s	o	s	n	r
a	l	o	l	e	d
l	u	m	t	n	p
e	r	d	e	a	n
r	k	s	a	n	s
n	o	w	a	n	d
o	w	d	p	i	t
w	l	e	d	g	e
l	e	d	g	e	,
e	d	g	e	,	s
e	d	g	e	,	k
e	d	g	e	,	i

ials, or tasks from the competency that the learner will work on

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 .	l l a n g u a g e s l i k e F i l i p i n o a n d E n g l i s h .	n a l m e a n i n g .	s e d o n r i s i n g a n d f a l l i n g i n t o n a t i o n .	n y i n g h a n d s i n g a n d f o r b o d y c u r s e s .	d i f f e r e n t o n e s a n d i n s t r u c t i o n a l c u e s .
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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 s e r v a t i o n s o f y o u r l e a	The learners are Grade 1 students in a multilingual Philippine setting, primarily using their Mother Tongue (L1) at home while beginning to encounter Filipino (L2) and English (L3) in the classroom. They are highly responsive to tactile and auditory stimuli and learn best through imitation, role-playing , and visual aids such as emojis and action-base d songs.
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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 i n g o r r e s p o n d i n g t o l e a	
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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 s t r e n g t h s , i n t e r e s t s	
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, and possibly unbearable risks to learning.	
L e a r n i n g E x p e r	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding

ing and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.	Pre-Lesson: Describe how you	Prepare a Vodcast	Prepare a Vodcast	Prepare a Vodcast	Prepare a Vodcast	Prepare a Vodcast
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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 t h e l e s s o n .	s o r l i v e d e m o n s t r a t i o n s o f t h e g r e e t i n g ' G o	s i n g c a r d s o f a n t i o n s i n g t h e r o w e t r e p r e s e	b o l c a r d s (F u l l S c i e n t i f i c Q u e s t i o n M a s (h a s p p y c e l a m	w i n g v a r i o r f o r m a n c e S e x p a g e ' a r e n a f o r h a s t u d e n t
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	o d m o r n i n g ' i n M o t h e r T o n g u e , F i l i p i n o , a n d	n t W h i s p e r , N o w M r t a h l , a n d L o u i s i c e s .	a t t i o n P e i n t) w r i t h a s s o c i a t e d p h y s i c a l h a n d	r p r i n s e d , a n g r y , s a d , c r o l l i n g a c t i v i t i e s .	r o l e - p l a y i n g a n d m a d i n g a c t i v i t i e s .
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	E n g l i s h .		s i g n s .	l c u e s .	
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	S e s s i o n 1 : L a n g u a g e F e a t u r e s (S o	S e s s i o n 2 : T h e P o w e r F o f V o l u m e s d	S e s s i o n 3 : S t a m p e n s i v e Q u e s t i	S e s s i o n 4 : C o m p a n i e s T o	S e s s i o n 5 : R e s p o n d i n g t o c o n s e n s i t i v e 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 e t t h e l e a r n i n g o b j e c t i v e	u n d s a n d S i g n s) . S t e p l : T e a c h e r g r e b e t s t h e c	P i t c h . S t e p l : T e a c h e r g r e b e t s t h e c	o n s . S t e p l : R e v i e w t h e r e p r e s i o d a n d q u e s t i o n m	i o n s . S t e p l : T e a c h e r g r e v i e w t h e r e p r e s i o d a n d q u e s t i o n m	d C o n s . S t e p l : M i r r o r G a m e - T e m p o r a r y a c t i v e s
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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 i p l e s . .	l a s s i n t h e M o d e r T o n g u e (M T) a n d a s k s t u d e	p i n g ' i n a l o u d v o i c e : T e a c h e r s i f d e a l t w a s t o t e r	a r k s y m b o l s . S t e p 2 : T e a c h e r m o d e n t s w a s t a e c m	P l e a s e c o n t a c t s t u d e n t s i n r o t h e e x p	a s a d f a c e / l o w n e ; s u d e n t s m o r o t h e e x p
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	n	e	e	i	r
	t	c	n	b	e
	s	t	t	e	s
	t	.	(	t	s
	o	S	'	h	i
	r	e	T	e	o
	e	p	h	e	n
	p	2	e	s	.
	a	:	u	a	S
	t	I	n	h	e
	.	s	r	p	2
	s	t	h	:	
	t	r	'	'	A
	e	o	s	a	c
	p	d	f	c	t
	2	u	.	e	i
	:	c	')	w	o
	T	e	)	.S	n
	a	h	t	R	e
	c	'	h	p	s
	e	V	f	2	p
	r	o	a	:	o
	g	l	l	T	n
	r	u	i	e	s
	e	e	n	a	e
	t	M	g	c	'
	s	e	i	h	-
	i	t	n	e	T
	n	e	t	r	e
	F	r	'	s	a
	i	(	a	c	h
	l	W	u	e	

	p i n o a n d E n g l i s h , a s k i n g ' W h a t s o u n d s a r e d i	h i s o p e r t o S h o u t) . S t e p 3 : P r a c t i c e n t h e w i t h r i	i o n a n d a c q u e s t i o n (' I s t h e s u n k h o t h a t) w i t h a	t s a n e s ' R u n ! ' (e x c i t e d t o n e) v s ' W a l k a r e f	r s a y s ' R u n ! ' (e x c i t e d t o n e) v s ' W a l k a r e f
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	f f e r e n t ? ' . S t e p 3 : P l a y a g a m e r w h e r e s t u d e n t	F i r e ! ' i n a l o w , c a l p m p i t c h v e r s u n a t h i o n J u m p g	s i n g i n t o n a t w i d o n f o r e e p 3 : ' I n f e n s o l i n g . S o r t e m p 3 :	s k l s a b o u t h e d i f o n e) ; s e t i n d e n t s p e r f o r m t h e	u l l y ' (c o m m e n d t o n e s t u d e n t s p e r f o r m t h e
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	s	e	a	S	a
	c	n	c	h	c
	l	t	t	o	t
	a	p	i	w	i
	p	i	v	a	n
	w	t	i	n	n
	h	c	t	e	.
	e	h	y	x	S
	n	.	:	c	t
	t	S	t	a	p
	h	e	u	m	3
	e	p	d	a	:
	y	4	e	I	n
	h	:	n	t	e
	e	G	t	o	n
	a	r	s	j	p
	r	o	j	u	r
	a	u	u	o	r
	s	p	m	i	a
	p	A	p	n	t
	e	c	u	t	i
	c	i	p	c	o
	i	f	i	a	n
	f	i	f	r	:
	i	v	i	t	T
	c	s	t	h	e
	s	y	e	x	c
	o	:	y	p	h
	u	O	h	l	e
	n	n	e	a	r
	d	e	a	r	r
	u	s	r	i	n
	n	i	t	a	e
	i	q	u	q	i
	q	u	d	u	d
	u	e	e	s	s

	t o t h e i r M T (e .g .r s p e c i f i c v o w e l s o r g l o t t a	n t a c t s o u t a 'S c r e t 'c u s i n g a w h i s p e r ; a n o t h	s t i o n a n d s i t d o w n i n t h e p a r a s t e r p l a y : S t u	h o w s t r o n g d e l i n g . S e c h p a : R o t e r s p l a y : S t u	a s h o r t n o g r y h e r e c h p a r a c t e r s p l a y : S t u
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	l s t o p s) . S t e p 4 : S h o w a ' h a n d - w a v e ' s i g n a n d	e r a c t s o u t a ' C a l f o r u h e l p ' d u s i n g h i g h p i t c h	t e p 4 : S t u d e n t s p a s e ' S e n t r o p ! ' (C o s m o w e d / H a n d s i b o u	d e n t s p r a c t i c e ' S e n t r o p ! ' (C o s m o w e d / H a n d s i b o u	r e n t s p r a c t i c e ' S e n t r o p ! ' (C o s m o w e d / H a n d s i b o u
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	a	/	t	a	r
	s	v	a	l	'
	k	o	)	v	s
	w	l	u	f	
	h	u	n	e	
	a	m	c	e	
	t	e	h	'	
	i	.	b	H	i
	t	S	o	o	n
	m	t	x	o	g
	e	e	a	r	s
	a	p	n	a	u
	n	5	d	y	s
	s	:	a	!	i
	i	D	n	'	n
	n	i	s	(	g
	t	s	w	E	o
	h	c	e	x	n
	e	u	r	c	l
	i	s	i	l	y
	r	s	t	a	t
	c	i	w	m	h
	o	o	i	a	e
	n	n	t	t	i
	t	o	h	i	r
	e	n	a	o	f
	x	h	s	n	a
	t	o	t	/	c
	(	w	a	J	e
	H	t	t	u	s
	e	h	e	m	.
	l	e	m	p	S
	l	'	e	i	t
	o	w	n	n	e
	/	a	t	g	p
	G	y	.	)	4
	o	'	S	.	:

	o d b y e) . S t e p 5 : S t u d e n t s p r a c t i c e s a y i n g ' T	w e s p e a k t e l p s u s i g n f i c e n t e r a i n g h a d p t y o r i n t r o	t e p 5 : U s e h e a d s i g n f i c e n t e r a i n g h a d p t y o r i n t r o	S t e p 5 : G u i d e n c e : P e r a r - t i c i p e e n d r a s s e s s i m e n t w h e r	E v a l u a t i o n : P e r a r - t i c i p e e n d r a s s e s s i m e n t w h e r
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	h a n k y o u ' i n t h r e e l a n g u a g e s u s i n g l o c a l p o l	u b l e .T i m e : 4 0 m i n s .	d , a h o o k f o r q u e s t i o n m o s e r k) w h i l e s p e a k i n g .	n c e h i s a b o s s y a m p h o n d a r e a n d p h e s o u t h p e r i m s e t g u
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	i t e s i g n s l i k e a h e a d t i l t o r ' m a n o ' g e s t u r e .		T i m e : 4 0 m i n s .	e d s m o n t h l y o n t o n e . T i m e : 4 0 m i n s .	e s s e n t i a l i n f o r m a t i o n . S t e p 5 : F i n a l r e v i e w o f a l l s
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						i g n s a n d s o u n d s l e a r n e d . T i m e : 4 0 m i n s .
L e a	M o t	H a n	L a r	D i g	L o c	

r n i n g R e s o u r c e s : L i s t 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	h e r T o n g u e a n d E n g l i s h A l p h a b e t C h a r t w i t h p	d m a d e ' V o l u m e a n d P r i n t i n g h c h ' c h h ' w i t h c e l l o r f u	g e p u n c t u a t i o n c a m p r i s (. , ? , !) w i t h v e l o c i t y o f	i t a l o r p r i n t e r m o d i f i c a t i o n s h a d i n g h e p e r i o d o f	a l s o r y b o o k s o f B i g B o o k s s u c e d i n g D e p e n d e n c y M A T A
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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 a	h o n e t i c g u i d e s .	l v i s u a l i n d i c a t o r s .	r b o a r d a c t i v i t i e s .	a s i c e m o r t i o n s .	T A G c u r i c u l u m .
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v a i l a b l e a n d i n c l u s i v e .					
O p p o r t u n i t i e s f o r i n t e g	D i f f e r e n t i a t e d i n s t r u c	I n f l u e n c e : U n d e r s t a n d i n g	P e r f o r m a n c e : L e a r n i n g	H e a l t h : E n c o u r a g i n g	T e c h n o l o g y : I n t e g r a t i o n

r	t	t	r	d	:
a	i	o	l	e	U
t	o	u	e	n	s
i	n	c	a	t	e
o	: P	h	r	s	a
n	r	o	n	t	s
:	r	r	e	o	i
W	o	v	r	a	m
r	i	b	s	k	p
i	d	r	e	t	l
t	e	a	a	h	v
e	x	i	t	i	o
d	n	t	h	r	c
o	y	r	a	s	p
w	p	a	v	i	e
n	o	s	i	g	r
a	s	s	n	r	e
n	i	i	r	n	c
y	s	b	r	o	r
p	v	i	t	s	d
o	s	s	i	b	i
s	i	b	i	l	i
i	t	i	e	s	t
t	o	m	e	a	n
a	n	i	n	g	f
n	y	a	n	l	y

ch or le 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 g y . W r i t e N /	e s) f o r s t u d e n t s w h o s t r u e g l e w i t h a u d i t o r y	d e n t s w i t h h e a p p r o p r i e t y	g e n l e a d e r s h i p a n d s o c i a l i n t e r a c t i o n .	e i r M o d e r n T e c h n o l o g y p r o g r e s s i n t h e f i e l d o f a r t i f i c i a l i n t e l l i g e n c e h a s b e c o m e n e c e s s a r y f o r t h e f u t u r e .	n t s h e a r t h i o n w e n t i t c h a n d v o l u m e c h a n g e s .
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A i f f o n e .	d i s c r i m i n a t i o n .	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	1 . W h	1 . A h	1 . W h	1 . A c	1 . I f	

a t i v e A s s e s s m e n t : C r e a t e a t a s k , a c t i v i t y , o r q u e s t i	i c h w o r d s a g r e e t i n g i n E n g l i s h ? A .M a g a n d a	i g h - p r i c i p l e s o f c o m m u n i c a t i o n ? H .B p ! ' u s u a l	i c h m a n d r e s s e s y o u t o r : A .A s s k i o n ? A .B ! C .D s o	o m e m a c h e r e s e s a o u t o r : A .A s s k i o n ? A .B ! C .D s o	t e m a c h e r e s e s a o u t o r : A .A s s k i o n ? A .B ! C .D s o
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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	n g u m a g a B . G o o d m o r n i n g C . M a p p y o n g b u n t a g D .	l l y m e a n s : A o l d e r p i n g B . H a p p y C . E x c e l l e n t	, .2 ' I l l i k e c a r p r i s e n t : A Q u e s t i o n B . S t a t e m e n t	m e t h i n g C . S u p r i s e n t : A m e v e / S e r i o u s C . L a u g h	o o k : A S i l l y B . A t t e n t i v e / D e r i v e s C . L a u g h
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C Q s p e r s e s s i o n) .	S a l a m a t .2. W h e n d w o m e n h i s p e r , o u r v o l u m e i s : A	t o r F e a r D .B o n d .S h o u t .W h i c h o v o l u m e i s t a f	e n t C .C o m b a n d .S h o u t .3 .I n a q u e s t i o n l a m a t	w i n g D .S l e e p i n g .2 .W h e n y o o m h e a r ' H o c r a y !', ,
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		. L o u d B . S o f t C . H i g h D . A n g r y . 3 . W h a t s o u n d i	o r t e l l i n g a s y c r e t ? A . S o m e h i c e n t B s u a l h a m y a g t l o C e s : W h i .	' A r r e y o u k a t i , y o u t a r v t o m e n t 3 . W e l h a r C m H i d e D	i o n C . Q o u l d : A . C r y B . S m i l e a n d c h e r C . H i d e D	y o u s h o u l d : A . C r y B . S m i l e a n d c h e r C . H i d e D
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	s	s	D	a	.
	c	p	o	t	S
	o	e	w	t	i
	m	r	n	h	t
	m	D	B	e	s
	o	.	.	e	t
	n	S	U	n	i
	i	i	p	d	l
	n	n	C	o	l
	m	g	.	f	.
	a	i	S	'	3
	n	n	i	S	.
	y	g	l	t	B
	P	.	e	n	p
	h	3	t	!	y
	i	.	C	D	'
	l	h	.	:	a
	i	p	F	.	A
	p	n	l	?	n
	i	g	a	B	a
	n	i	t	.	g
	e	n	.	4	e
	l	g	.	C	i
	a	y	A	!	n
	n	o	s	D	c
	g	u	t	.	l
	u	r	a	,	u
	a	v	o	t	d
	g	e	l	e	e
	s	u	m	4	s
	b	m	e	.	:
	u	e	n	A	A
	t	c	t	.	.
	r	a	:	o	O
	a	n	A	m	n

	r	c	.	m	l
	e	h	A	a	y
	i	a	s	n	w
	n	n	k	d	o
	E	g	s	t	r
	n	e	B	o	d
	g	t	.	n	s
	l	h	T	e	B
	i	e	e	i	.
	s	:	l	s	G
	h	A	s	s	
	?	.	S	C	u
	A	p	.	a	u
	.	B	e	S	r
	B	l	h	l	e
	.	l	o	y	s
	S	i	u	:	a
	C	n	t	A	n
	.	g	s	.	d
	N	B	D	S	f
	G	.	.	i	a
	D	M	J	l	c
	.	e	u	l	e
	T	a	m	y	s
	.	n	p	B	C
	4	i	n	.	.
	.	I	g	5	i
	f	C	.	r	l
	t	.	W	m	y
	e	C	h	C	b
	a	o	i	.	o
	c	l	c	h	o
	h	o	h	i	k
	e	r	o	s	
	r	D	n	s	D

	w	.	e	p	.
	a	P	i	e	O
	v	a	r	n	n
	e	p	a	i	l
	s	e	q	n	y
	a	r	u	g	p
	h	.	e	D	e
	a	4	s	.	n
	n	.	t	C	s
	d	I	i	r	.
	s	f	o	y	4
	i	s	n	i	.
	d	o	?	n	H
	e	m	A	g	w
	-	e	.	.	d
	t	o	R	5	o
	-	n	u	.	y
	s	e	n	E	x
	i	s	f	a	c
	d	e	p	a	u
	e	a	s	t	s
	,	k	.	a	h
	s	s	B	a	m
	h	v	.	t	o
	e	r	I	i	y
	s	y	a	o	u
	s	l	s	s	r
	a	o	i	s	e
	y	u	x	h	l
	i	d	.	o	i
	n	l	C	w	s
	g	y	.	:	t
	:	a	W	.	e
	A	n	h	.	n
	.	d	e	N	i

	S i t B . H e l l o C . E a t D . R u n . 5 . L i s t e n i n g t o s o u	q u i c k l y , t h e y m i g h t b e : A . S a d B . T i r e d C . E x c	r e i s M a m a ? D . O t r o n g f e e l i n g C . O n l y s a d n e s s D	o f e e l i n g B . S w a y B . M a k e e l e y n e c o n t a c t C . C l o s e D	n g ? A . L o o k a w a y B . M a k e e l e y n e c o n t a c t C . C l o s e D
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	n d s h e l p s u s : A . S l e e p B . U n d e r s t a n d o w t h e r s C	i t e d . A s s l e e p . 5 . P i t c h U r e f e r s t o h o w : A . L o u		. O n l y h u n g e r .	y e s D . T a l k . 5 . I f s o m e o n e f r o w n s w h i l e s p e a k
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	. E	d			i
	a	a			n
	t	s			g
	D	o			, t
	.	u			h
	P	n			e
	l	d			y
	a	i			a
	y	s			r
	.	B			e
		. H			l
		i			i
		g			k
		h			e
		o			l
		r			y
		l			:
		o			A
		w			.
		a			H
		s			a
		o			p
		u			p
		n			y
		d			B
		i			.
		s			U
		C			n
		. L			h
		o			a
		n			p
		g			p
		a			y
		s			C
		o			.
					H

		u n d i s D . H e a v y a s o u n d i s .			u n g r y D . J u m p i n g .
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	C	W	P	R	D
x	r	a	r	e	r
t	e	t	a	c	a
e	a	h	c	t	w
n	t	e	t	r	a
d	e	a	i	d	'
e	a	s	c	a	S
d	'	h	e	s	e
l	L	o	'	h	n
e	a	r	T	o	t
a	n	t	o	r	e
r	g	s	n	t	n
i	u	i	e	l	c
n	a	l	C	0	e
g	e	n	h	-	T
o	S	t	r	e	e
p	c	a	c	e	'
p	r	a	d	e	n
o	r	a	r	s	d
r	p	t	'	g	e
t	b	o	'	a	r
u	o	o	n	t	e
n	n	a	h	e	l
i	k	'	n	o	t
t	w	d	m	i	a
i	n	e	n	v	e
e	s	t	a	w	g
s	:	h	r	i	u
:	d	r	t	s	a
S	r	a	h	i	r
u	a	t	f	n	e
g	w	e	a	g	s
e	i	n	m	d	t
s	n	h	i	f	a
t	g	e	l	f	t
o					
t					
h					

erlearn in ges 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	s o f t i g n s u s e d i n t h e c o m m u n i t y .	e m o t i o n s s a s e d o n c h a s e m a s l i k e b o d y l a n g u a g e .	y m e m b e r s u s i n g h o r a s e l i k e ' C o m r e n c e ' .	f e m e n t s p i t c h e s t h a r e q u e s t i o n s .	e m e n t s p a n d f r u i t s a r e q u e s t i o n s .
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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					
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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 e s t u d e n t s h e 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				