Grade 2 Term 2, Week 9 LESSON PLAN — Explicit Teaching	
Name of Lesson	Describing School and Community Experiences with Simple Sentences
Learning Area/s	English

Designed by Teacher/s	Teaching Hub
Designed for which G	2

radeLevelandSection						
No.ofSessions	**Session1**	**Session2**	**Session3**	**Session4**	**Session5**	
Ref	• Dep Ed Gra					

erences (books, websites, toolkits, etc.)	de 2 English Learner's Material (Quarter 2), Flashcards of school objects, Sentence strips, Chart paper, Markers. • Images of commu

	nity helpers and places, Word tiles, Glue, Drawing paper, Local community map illustration. • Sentence cards with varying pun

	ctuation, 'Question Mark' and 'Period' hand signs, Punctuation worksheets. • COPS strategy chart, Red pens for 'doctors', Sentenc

	e correction worksheets, Peer editing checklist. • Student journals, Drawing supplies, List of grade-appropriate action verbs

	and nouns, Microphone (toy) for oral sharing.
Declaration of AI use Citehow A	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 AI-assisted

I was used in the formulation of the lesson plan. See DO 3, 2026	outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.

Annex A.	
Intentions.	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.
Learning Competency: Write the competency/ie	ENGLISH: Reading/Comprehension: Create correctly formed and punctuated simple sentences describing school and community experiences; use grade-appropriate vocabulary and revise capitalization and punctuation. • Reading: Read and check simple sentences for meaning. • Oral language: Share short descriptions of familiar experiences.

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

performancestandardsapplicabletothesession.	

Lear	Iden	Cons	Appl	Revi	Shar

ningObjectives: Writethesmallerknowledge,skill
tifyandusescholl-relatedvocabularytoc
tructsimplesententcesaboutcommunityexp
yappropriatepunctuationmarks(periodan
seandeditsentencesbycorrectingcapital
eoraldescriptionsofamiliarexperience

s, or tasks from the competency that the learners will work on

onstructs simple sentences with correct initi

erience using correct tname sfor plac esand

dquestion mark) in simple sentence stoens u

ization and punctuation errors in descript

sand translate them into correct ly punctua

	and be able to show by the end of these sessions.
	tial capitalization.
	people with proper capitalization.
	remeaning.
	ions of familiar events.
	ted written sentences.
Learn	Grade 2 learners who are beginning to express

erContext: Write your observations of your learners, a	their ideas through writing and are familiar with their immediate school and local community surrounding s. They require guidance in structural grammar and mechanical editing.

ndhowtheyhavebeenperformingorrespondingtolearningex

periencesrecently.Includestrengths,interests,andpos

sible barriers to learning.	
Learning Experience	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and

e.	interactions to help learners gain knowledge, skills, or understanding in a purposeful way.
Pre-Lesson: Describe how you will help	Recall common nouns found in the
	Review the concept of a sentence
	Identify proper nouns vs. common
	Practice using basic sight words
	Discuss family and community he

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 .
e c l a s s r o o m a n d t h e i r f u n c t i o n s .
e a s a c o m p l e t e t h o u g h t v e r s u s a p h r a s e .
o n n o u n s i n t h e c o n t e x t o f c o m m u n i t y p l a c e s .
d s i n s i m p l e o r a l d e s c r i p t i o n s .
l p e r s a n d t h e i r r o l e s i n t h e n e i g h b o r h o o d .

Flow: Describe the activities that you can implement in lo
Review (5 minutes): The teacher displays spi
Review (5 minutes): Teacher shows a map of as
Review (5 minutes): Teacher reads two stori n
Review (5 minutes): Teacher shows a 'broke n
Review (5 minutes): Teacher asks learners t

rmoresessionstomeetthelearningobjectives.Applythele

cturesofcommonschoolitemslikeablackbo

implecommunity(market,park,clinic).Le

gsofwords:'Thecat'and'Thecatsits.'Lea

'sentence:'theBoyplay'.Learnersidenti

orecallltheirfavoritecommunityhelper.'

arningDesignPrinciples...

ard, a chair, and a book. Learners name the item

arners identify the place. Teacher asks, "

rners clap if it is a complete sentence and ke

fy what is wrong (no capital, no 's' on play, n

I remember the doctor," says the teacher. "T

	ems. Teacher asks, 'Who uses the blackboard	Where do we buy food? ' (Market). 'Where do we	ephasds still if it is not. Focus on meaning.	operiod). \n\n **Motivation/Engagement (5m**	he doctor helps me.' Learners repeat the str

	?'teliciitnameslike'Theteacher.'Teach	play?'(Park).\n\n**Motivation/Engagement**	\n\n**Motivation/Engagement(5minutes):**'	**inutes):**'TheSentenceDoctor.'Teacherwe	ucture.\n\n**Motivation/Engagement(5min**

	erreminds studentsthatwordsnamethings,	**t(5minutes):** 'CommunityChar adds. 'Astud	TheQuestionBox. 'Teacherpullsoutaslipw	arsawhitecoat. 'Ihavesicksentencesthatt	**utes):** 'ShowandTellCircle. 'Learnersare

	but sentence stell what happens.\n\n**Motiv**	ent act sout acom muni tyhel per(e.g., doct	ith aque stion:'D oyou like schoo l?'and ano	need to be fixed!Can you help me cure them?'L	invited to bring a mental picture of a school

	ation/Engagement(5minutes): 'TheMagicS
	orora streetsweeper). Theclassguessesswh
	therwithastatement: 'Ilikeschool.' Teac
	earnerssho wexcitementto 'heal' thewriti
	orcommunityexperiencetoshare. Teacher:

	choolBag.'Teacherpullsoutapencilandan	oitis.Teacherexplainsthattodaywewillw	herasks:'Howarethey different?'(Oneask	ng.\n\n**LessonPresentation(5minutes):**T	'Todaywesharewithourvoicesandthenwith

	otebook. Learners are asked to share one thi	rite about the seim portant people and place	s, one tell s). \n \n **Lesson Presentation (5m**	eacher introduces the 'COPS' strategy: C-C	our pencils. ' \n \n **Lesson Presentation (5m**

	ng they do with these tools. Teacher: 'Today	s.\n\n**Lesson Presentation (5 minutes)**: The	**inutes)**: Introduction to Punctuation: The	apitalization, O-Organization (spacing/	**inutes)**: Teacher explains that to share in

	, we will learn how to write down our school list	achers present vocabulary: 'market', 'par	Period(.) for telling and the Question Mark	meaning), P-Punctuation, S-Spelling (gra	ghelps us organize our thoughts before we wr

	orissoothersscanreadthemcorrectly.'\n	k,''church,''clinic.'Explainsthatwhen	(?)forasking.Teacherexplainsthatcheck	de-levelvocabulary).\n\n**IDO—TeacherMo**	ite.Whenweshare,wespeakclearly;whenwe

	\n **Lesson Presentation (5 minutes):** Teache	we write the name of a specific place or person	ing meaning helps us choose the right mark. \	**deling (7 minutes):** Teacher writes: 'my tea	write, we follow our sentence rules. \n \n **ID**

	introduces the 'SentenceRule': 1. Start w	in a sentence, it's sometimes needed as a capital	n\n**IDO—TeacherModeling(7minutes):** Teac	cher is sn ice' on the board. Teacher models th	**O—TeacherModeling(7minutes):** Teachersh

	ithaBigLetter(Capital).2.EndwithaDot(	letterifit'sapropernameˌbutalwaysatth	herwritesː'theschoolisopen'and'isthes	e'COPS'check.'Cː\Is'my'capitalized?No.	aresː'Yesterday,IsawabigtreeintheparK

	Period).3.Usewordsthatmakesense.Objec
	estartofthesentence.\n\n**IDO—TeacherMo**
	choolopen'.Teachermodelsadding thecorr
	(Fixesit).O:Aretherespaces?Yes.P:Isth
	.'Teachermodelsturningthisoralstoryin

	tive: We will write sentences about school u	**deling (7 minutes):** Teacher models writing	ect marks.' The first one tells us a fact, so i	ere a dot? No. (Fixes it). S: Is 'nice' spelle	to a written sentence on the board.' Is tart w

	singgrade-appropriatewordslike'classr	:'Thenurseworksatthecliinic.'Teacherpo	tgetsaperiod.Thesecondoneisasking,soi	dright?Yes.'Teachershowsthefinal'heal	ithabigY...Iendwithaperiod.'Teacherus

	om,''playground,''and''library.''\n\n**ID**	intsouthecapitall''Tandthepperiod.Teac	tgetsaquestionmark.''Teachermodelsschec	thy''sentence.\n\n**WEDO—GuidedPractice(**	esvocabularylike''yesterday''and''park.''

	O—TeacherModeling(7minutes): Teachersa	herthenshows:' Mycommunityisclean.' Tea	kingformeaningbyreadingaloudwithdiffe	**7minutes):** Teacherpresents:' wegotomark	\n\n**WEDO—GuidedPractice(7minutes):** Tea

	ys, 'I want to write about the teacher.' Teac
	cher explains that 'community' describes w
	rentintonations.\n\n**WEDO—GuidedPracti**
	et 'and' is it friday'. Together, the classi
	cher asks a student to share a short experien

	her thinks aloud: 'I will write: The teacher here we live. Misconception: Student softe **ce (7 minutes):** Teacher shows a picture of a dent identifies the errors. Student dictates the ce. Student: 'I played ball at school.' Teac

	reads a book. 'Teacher writes on the board, i	nforget to space between words. Teacher mod	eacher. Teacher says: 'Help me write an aski	correct it while the teacher writes. Disc	her and class helpexpandit: 'Iplayedballw

	ntentionallystartingwithasmall''andn
	elsusingai'fingerspace'betweenwords.\n
	ngsentenceaboutthetheacher.'Togetther:'
	uswhy'Friday'needsacapital(specialda
	ithmyfriendsatschool.'Classchecksform

	period. Then, teacher's thinks aloud' to fi	\n**WEDO—Guided Practice (7 minutes):** Teach	Is the teacher kind? 'Teacher asks: 'What ma	y).\n\n**YOUDO—Independent Practice (6 min	eaning. Teacher writes it as the class' spel

	xit: 'Wait, a sentence needs a big Tat the esta	erprovides three words: 'park', 'is', 'bea	rkdowe use? 'Learner sresponds: 'Question m	**ute s):** Learner sreceive a words heet with th	ls' the punctuation (saying 'Capital I' and

	rtandadotatthheendo.'Teachhermodelsthheco
	utiful'.Teacherasks,'Howdowemakethisa
	ark.'Repeatforatellingsentence.\n\n**YO**
	ree'sick'sentencesaboutthecommunity.T
	'Period').\n\n**YOUDO—Independent Practi**

	rrection. Misconception: Remind learners
	sentence? 'Student shelparrange and capit
	UDO—Independent Practice (6minutes): Lea
	hey must rewrite the correctly. Expected
	ce (6minutes): Learners think of one school

	that a sentence is not just a list of words; it	alize: 'The park is beautiful.' Teacher ask	rner sarre gives ent wo sent ences with out marks	utput: Three sentences with fixed capitali	or community experience. They share it with

	must have an action.\n\n**WED—Guided Practice**\n\n	s: 'What if we name the park? If it is Rizal Par	: 'Welcome to school' and 'Where is the bag'.	zation and periods.\n\n**Differentiated Ac**	a seat mate, then write it down in one correct

	ice(7minutes): Teachershowsapicturecofc	k,weuseabigR.'\n\n**YOUDO—Independent Pr**	Theymustaddtheperiodorquestionmark.Ex	**tivity1(4minutes)**: ErrorSpotters(Visua	lypunctuatedsentence.Expectedoutput:O

	hildrenplaying. Teacherasks, 'Whoareint	**actice(6minutes):** Learnerswriteasentn	pectedoutput: 'Welloveourschool.' and 'Wh	lGroup). Learnerscircletheerrorsinapar	nepersonalsimplesentence.\n\n**Differen**

	hepicture?'(Children).'Whatarethey doi	ceaboutamarketusingthewordmarket'.Ex	ereisthebag?'\n\n**Differentiated Activi**	agraphusingardcrayon.Output:Identifi	**tiatedActivity1(4minutes):**PicturesStor

	ng?' (Playing). Together, the class builds	pected output: 'I got to the market.' or 'Them	**ty 1 (4 minutes):** Punctuation Sort (Visual G	ederrors.\n\n **Differentiated Activity 2 (**	y (Visual Group). Learners draw an experien

	thesentence:'Thechildrenplayinthegard	arketisbig.'\n\n**DifferentiatedActivit**	roup).Learnerssortsentencestripsintot	**4minutes):**Fix-ItStrips(ScaffoldedGrou	ceandwritea3-wordsentenceunderneath.O

	en.'Teacherinvitesastudenttocometothe	**y1(4minutes):**NameTagging(VisualGroup)	wobasketsets:'TellingBox'and'AskingBox'.	p).Learnersaregivenasentencewithamiss	utput:Drawing+Sentence.\n\n**Differenti**

	boardandaddthecapitalletterandtheperi	.Learnerscoloracommunityscreenandlabel	Output:Sortedsentences.\n\n**Differenti**	ingcapitalandamissingperiod.Theyrewri	**atedActivity2(4minutes):**SentenceStart

od.\n\n**YOUDO—Independent Practice (6 min**

three items with simple sentences. Output:

ated Activity 2 (4 minutes): Choice Circle (

teo only the missing parts. Output: Correcte

ers (Scaffolded Group). Learners complete

	utes): Learnerslookatapicturеofastudеn	'Thisisatree.''Thecarisred.'\n\n**Diffe**	ScaffoldedGroup).Learnerslookatasentе	dsentencecomponents.\n\n**Differentiate**	:'Atschool,I____.'and'Inthecommunity,

	twriting.Theymustwriteonesimplesenten	**rentiatedActivity2(4minutes):**Fill-in-	ncesandcirclethecorrectpunctuationmark	**dActivity3(3minutes):**PeerEditors(Adva	Isee____.'Output:Twocompletedsentence

	cedescribingtheactionusingthewords:'S	the-Blank(ScaffoldedGroup).Learnerscso	fromtwooptionsprovideddatthebeend.Output	ncedGroup).Learnerswriteonessentence,s	s.\n\n**DifferentiatedActivity3(3minute**

	tudent', 'writes', 'paper'. Expectedoutp	mpletesentences: 'The___helpsthesick.	:Markedsentences.\n\n**Differentiated**Ac	wapwithapartner,anduseachecklisttoʻch	**s):**Mini-Story(AdvancedGroup). Learners

	ut:'Thestudentwritesonpaper.'\n\n**Diff**	'(doctor).'The___hasmanyflowers.'(pa	**tivity3(3minutes):** DialogueMakers(Adva	eck'theirpartner'sswork.Target:Peerrev	writetwoconnectedsentencesaboutasingl

	erentiatedActivity1(4minutes): Sentenc	rk). Output: Completed sentences.\n\n**Dif**	ncedGroup). Write one question and one answ	ision.\n\n**Generalization(2minutes):** Re	experience(e.g., 'The market is loud. Ibu

	eBuilders(VisualGroup).Groupsortsflas	**ferentiatedActivity3(3minutes):** Senten	erabout acommunityexperience(e.g.,goin	visingmeanslookingagainatourworktofix	yfish.')).Target:Sequentialsentences.\

	hcards(Subject+Action+Place)toformase
	ceExpansion(AdvancedGroup).Learnerstra
	gtothepark).Target:Contextualusefopun
	capitalletterstandperiodssothescanre
	n\n**Generalization(2minutes)**:Wecanshar

	ntence about the library and draws a picture	ketheseentence: 'Themarketisbig' and add on	ctuation.\n\n**Generalization (2minutes)**	additclearly.\n\n**Assessment (2minutes):**	eourexperiencesthroughspeakingandwrit

	.Output: A sentence like 'We read in the library	detailabout what is in it. Target: Using 'a	**:** Wecheck the meaning of a sentence to see if i	Studentscomplete 5 MCQ sonreviewing sentence	ing. Both need to make sense and follow the ru	

	ary.'\n\n**Differentiated Activity 2 (4 min**	nd'oradjectives.\n\n**Generalization (2 m**	ttells(period)orasks(questionmark).\n	ces.	lesoflanguage.\n\n**Assessment (2 minutes**

	utes): WordScrambles(ScaffoldedGroup).G	**inutes):** Teachersummarizes:Weusecapita	\n**Assessment(2minutes):** Studentsanswer		**):** Final5MCQsonidentifyingcorrectdescr

	roupreceivesmixed-upwords:(is,clean,T	lletterstforthefirstwordandspecificnam	5MCQsonpunctuationandsentencemeaning.		iptionsofexperiences.

	he, room, .). They must glue them in order. Ta	es of places. We always use a period at the end			

	rget: Wordorderandmeaning. Output: 'Ther	of a telling sentence.\n\n**Assessment (2mi**			

	oomisclean.'\n\n**DifferentiatedActivit**	**nutes):** Studentsproceedtotheassessm			

	y 3 (3 m i n u t e s) : C r e a t i v e W r i t e r s (A d v a n c e d	e n t r e g a r d i n g c o m m u n i t y s e n t e n c e s a n d c a p i			

	Group). Group writes two sentences about the	talization.			

eirfavoritepartoftheschooldayusingatl

easteonenewvocabularyword.Target:Sente

	nceexpansion.\n\n**Generalization(2minu**				

	tes): Teacherasks: 'Howdowestartasenten				

	ce?'(Capitalletter);'Whatdowe putatthe				

end?' (Period). 'What must a sentence have?

	'(Meaning).\n\n**Assessment(2minutes):** S				

	tudentsanswerthe5-questionMCQassessme				

ntfocusingonsententceidentificationand

	capitalizationinschoolcontexts.					
Learn	DepEd	Image	Sente	COPSs	Stude	

ingResources: Listdownthelearningresourcesthatw	Grade2EnglishLearner'sMaterial(Quarte	softcommunityhelpersandplaces,Wordtile	ncecardswithvaryingpunctuation,'Quest	trategychart,Redpensfor'doctors',Sent	ntjournals,Drawingsupplies,Listofgrad

illhelpyoureachyourobjectives.Ensurethattheyareavai
r2),Flashcardsofschoolobjects,Sentenc
s,Glue,Drawingpaper,Localcommunitymap
ionMark'and'Period'handsigns,Punctuat
encecorrectionworksheets,Peereditingc
e-appropriateactionverbsandnouns,Micr

ableandinclusive.	estrips, Chartpaper, Markers.	illustration.	ionworksheets.	hecklist.	ophone(toy)fororalsharing.
Opportuni	Literacy:	Literacy:	Literacy:	Literacy:	Literacy:

ties for integration: Written down any possibilities
Building vocabulary for everyday surroundings
Distinguishing between common and proper nouns
Understanding the relationship between vowels
Developing self-monitoring skills during writing
Integrating oral communication with writing

tomeaningfullyanchorlearningareas,specialtopic,orte
ings;Numeracy:Identifying'howmany'obj
ounsinthecommunitycontext.
calintonationandpunctuationmarks.
thewritingprocess.
enexpressionofpersonalexperiences.

chnology. Written/Aifnone.	ectsareinaschoolsettting.					
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with					

	information to guide your future instruction.
Formative Assessment: Create a task, activ	1. Which of the following is a complete
	1. Which sentence describes a communi
	1. Choose the correct punctuation for
	1. Which sentence is written correctl
	1. Which is a short description of a sch

ity, or question to evaluate learning and provide feedback
sentence?\nA) The blue pencil\nB) In the cl
the help per correctly?\nA) The baker fix es ca
: 'Where is my teacher'\nA). \nB), \nC)!\nD
y?\nA) the cat is on the mat.\nB) The cat is on
ole xperience?\nA) The market sells fish.

.(Strictly5MCQspersession).

assroom\nC)Theteacherssmiles.\nD)Runni

rs.\nB)Thedoctorhelpssickpeople.\nC)T

)?\n\n2.Whichsentencesisan'asking'sent

thematt.\nC)Thecatissonthemat\nD)thecat

\nB)Iliketoreadinthelibrary.\nC)Mycat

	ngfast\n\n2.Whatisthecorrectwaytostar
	hedogbarkedatthemoon.\nD)Iliketoeatap
	ence?\nA)Ihaveanewbag.\nB)Doyouhaveap
	isonthematn\n\n2.Howwouldyoufix:'iplay
	issleeping.\nD)Thesunisshot.\n\n2.When

	tasentence?\nA)Withacapitalletter\nB)	pless.\n\n2.Findthesentencewiththecorr	encil?\nC)Theschoolisbig.\nD)Welovevou	atschool.'\nA)iPlayatschool.\nB)IplayI	sharinganexperience,oursentenceshoul

	Withasmallletter\nC) Withanumber\nD) Wi	ectcapitalletter.\nA) Wevisitthe Market	rteacher.\n\n3. Whatpunctuationmarkdow	atschool\nC) Iplayatschool.\nD) iplayat	d...\nA) Beverylongandconfusing\nB) Mak

	that period\n\n3. Choose these sentences with that	on Sunday.\n\nB) we visit the market on Sunday	use for a' telling' sentence?\n\nA) Period(	School.\n\n\n3. What does the' C' in the COPS s	ense to the liste ner\nC) Have no action wo

	hecorrectvocabularyforschool.\nA)Igot	.\nC)Wevisitthemarketon Sunday.\nD)Wev	.)\nB)Questionmark(?)\nC)Comma(,)\n)E	trategystandfor?\nA)Clean\nB)Correct\	rds\nD)Useonlynumbers\n3.Whichsente

	otherfarmtostudy.\nB)Thestudentreadsin	isitthemarketonsunday.\n\n3.Wheredowe	xclamationpoint(!)\n\n4.Readthesesenten	nC)Capitalization\nD)Character\n\n4.F	ncedescribesacommunityexperience?\nA)

	the library.\nC) The nurse cooks in the garden	go to play in the community?\nA) To the clinic	ce: 'Can we go to the park.' 'Is this correct?\	in the mistake in: 'The market has many fruit	My mother cooks rice.\nB) I saw a bird in the net

	en.\nD)Theparkhasablackboard.\n\n4.Wh	c\nB)Totheparkschool\nC)Totheschool\nD)Toth	nA)Yes,itisperfect.\nB)No,itneedsacap	ts?'\nA)Itneedsaperiodinsteadofaquest	ree.\nC)Theplaygroundisclosed.\nD)Wew

	ichwordinthissentenceshouldbecapitali	emarket\n\n4.Whatismissingintheissentie	italP.\nC)No,itneedsaquestionmark.\nD	ionmark.\nB)ItneedsacapitalMinmarket.	entotheclinicforacheck-up.\n\n4.What

	zed?'mydeskisclean.'\nA)desk\nB)clean	nce:'Thenurseworksatthecliniic'\nA)Aca	)No,itneedsmorewords.\n\n5.Whichmarks	\nC)Itneedsacommma.\nD)Thefirstletters	isthecorrectwaytowrite:'ilovemyschool

	\nC)is\nD)my\n\n5.Whatdowecallagroupo	pitalletterattheststart\nB)Afingerspace	howsthesentenceisfinishedanditisastat	houldbesmall.\n\n5.Whydowereviseourse	'\nA)ILovemyschool.\nB)ilovemyschool.

	fwordsthatattellsacompletethought?\nA)L	\nC)Aquestionmark\nD)Aperiodattheend\	ement?\nA)!\nB).\nC)?\nD), \n\nAnswerK	ntences?\nA)Tomaketheemlonger\nB)Tocha	\nC)Ilovemyschool.\nD)Ilovemyschool?\

	etter\nB) Word\nC) Phrase\nD) Sentence\n	n\n5. Which word is a proper name for a place?	ey: 1. D, 2. B, 3. A, 4. C, 5. B	ngeth estory\nC) To fix errors so they are recl	n\n5. After speaking your description, wha

	\nAnswerKey:1.C,2.A,3.B,4.D,5.D	\nA)Park\nB)Market\nC)Manila\nD)School		ear\nD)Todrawmorepicturess\nAnswerKe	tisthenextsteptoshowotherss?\nA)Writei

		l\n\nAnswerKey:1.B,2.C,3.B,4.D,5.C		y:1.B,2.C,3.C,4.A,5.C	tdowncorrectly\nB)Forgetaboutit\nC)Si

ngasong\nD)Closeyourbook\n\nAnswerKey

					: 1 . B , 2 . B , 3 . D , 4 . C , 5 . A
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**	D r	F i	I n	P r	W r

tendedlearningopportunities: Suggestotherl
awapicturefyourfavoritecommunityhelp
ndthreesentencesinastorybookandidentifi
terviewafamilymemberabouttheirfavorit
acticeSentenceDoctor'athomebyfixingt
itea'ThankYou'notetoateacherusingatle

earningexperiencesoutsidetheclassroom/classhourstha

erandwriteonesentenceaboutwhatthey do.

fythecapitallettersandendingmarks.

eplaceinthecommunityandwriteonesenten

hreelowercasenamesinalist.

astwocorrectlypunctuatedsentences.

tlearnersmaywanttoaccesstoreinforcewhatttheyhavelear			ceaboutit.		

ned...					
Reflections: Think about what you need to change	(To be filled out after the lesson) **Reflecti**	(To be filled out after the lesson) **Reflecti**	(To be filled out after the lesson) **Reflecti**	(To be filled out after the lesson) **Reflecti**	(To be filled out after the lesson) **Reflecti**

gefortheneextsessionbasedonwhathappenedtoday.
onPrompt: Didthelearnerseasilygraspthecoreconc
onPrompt: Didthegiudedpracticeeffectivelytrans
onPrompt: Whichpartofthecollaborativetaskchall
onPrompt: Howwelldidtheformativeassessmentrefl
onPrompt: Whatpercentageoftheclassreachedprofi

	eptintroducedtoday?	latteintoindependentsuccess?	engedthestudentsthemost?	ectthelearningobjectives?	cienncybytheendoftheweek?
Prepared by: **Teaching Hub** Teacher			**Checked by:** Principal / Head		