

Grade 2 Term 1, Week 8 LESSON PLAN	
Notes	Mastering CVCe Patterns, Science Concepts, and Story Analysis
Learning Area / s	English
Details	

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						
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 Lea rner 's Mat					

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 .)	eria l for Gra de 2 Eng lish; Flas hear ds; Lea f diag ram s; Ma gic 'E' wan d. • Poc ket char ts; Jum bled sent enc e stri ps; Scie nce pict ure card s of pine
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	tree s and rop es. • Big Boo k: 'The Leg end of the Pin eap ple'; Cau se-a nd- Effe ct T-c hart post er. • Info rma tion al text han dou ts (Th e Sun /Th
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	e Mo on); Gra phic orga nize rs. • Flu enc y timi ng she ets; Stor ytel ling pro ps; Pee r-ev alua tion rubr ics for exp ress ion.
D e c l a r	Artificial Intelligence (AI) tools were used to assist in the

a	preparation
t	of this
i	lesson plan,
o	particularly
n	in
o	generating
f	ideas,
A	improving
I	clarity of
u	instructions,
s	and
e	organizing
C	learning
i	activities
t	aligned with
e	the MELCs.
h	All
o	AI-assisted
w	outputs
A	were
I	carefully
w	reviewed,
a	validated,
s	and
u	contextualiz
s	ed by the
e	teacher to
d	ensure
i	accuracy,
n	appropriate
t	ness, and
h	alignment
e	with DepEd
f	standards.
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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 e a r n i n g C o n p e t e n c	Phonological Awareness: Segment onset and rime; Phonics and Word Study: Read and write CVCe words; Vocabulary: Use Science terminology; Grammar:

y	Sequence
:	interrogativ
W	e sentences;
r	Comprehen
i	ding
t	Stories:
e	Cause and
h	effect;
e	Information
c	al Texts:
o	Note
m	significant
p	details;
e	Creating
t	and
e	Composing:
n	Retell
c	myths or
y	legends;
/	Anchor:
i	Read with
e	speed,
s	accuracy,
f	and
r	expression.
o	
m	
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h	
a	
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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 i c	
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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 e t	S e g m e n t o w n s e t a n d r e m o v e d i n C w V C	R e a d n d i f f e r e n t C w V C	I d e n t i f y c a u e s a n d V a n d o f f e r e n t C w V C	E x t r a l e g e n d a n d o f f e r e n t C w V C	R e t e l e g e n d a n d o f f e r e n t C w V C	R e t e l e g e n d a n d o f f e r e n t C w V C

hesmallerknownwledge,skills,ortsasksfromtheconomy	ewords(i/and/a/pattenn)andidecnotifbyas	hlong/i/and/o/pattennswhildecnfactonspub	lationshpswithhinncontheofnplote	icatespeed,aconfurmacynadexresionun	iatespeed,aconfurmacynadexresionun
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h a t t h e l e a r n e r s w i l l w o r k 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	c p l a n t p a r t t e r m i n o l o g i e s .	n g p r o p e r i n t e r r o n g a t i v e s e n t e n c e s .	P h i l i p p i n e l e g e n d .	g a r d i n g t h e s o l a r s y s t e m o r w e a t h e r .	C V C e v o c a b u l a r y a n d c o r r e c t s e n t e n c e s t r u c
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e s e s s i o n s .					t u r e s .
L Grade 2 e learners in a the r Philippines, n typically e aged 7-8, r who are C developing o foundationa n l literacy in t English and e exploring x basic t integrated : Science W concepts. 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 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	
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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 s t r e n g t h	
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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 .	
L e a r n	A learning experience is like a thoughtfully designed

P r e - L e s s o n : D e s	i journey. n Each g activity and E interaction x builds p towards e meaningful r understandi i ng and e growth. n Identify c activities e and . interactions to help learners gain knowledge, skills, or understandi ng in a purposeful way.					
	P	R	P	D	P	S
	r	e	r	i	r	e
	e	v	e	s	o	t
	-	i	p	p	v	u
	L	e	a	l	i	p
	e	w	r	a	d	a
	s	s	e	y	e	'
	s	h	a	a	a	S
	o	o	'	v	p	t
	n	r	Q	i	i	o
	:	t	u	s	c	r
	D	e	v	e	u	y
	s	o	s	a	u	t

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 t h e l e s s o n .	w e l s o u n d s (C V C) a n d i n t r o d u c e t h e ' S i l e n t E	t i o n J a s e r ' c o n t a i n g i n t r o d u c e t h e ' S e i l e n t w	l ' C a u s e a n d E f f e c t ' b r i d g e s h o w i n g a r t a i n y c	r e g a l l e r y o r t h e S u n , M o o n , a n d S t a r t o a c t i	e l e r ' s C o r n e r ' w i t h s i m p l e p r o p s l i k e a c r o
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	'	o	l	v	w
	c	r	a	n	
	o	d	u	o	
	n	s	d	e	r
	c	l	(	p	a
	e	i	c	r	w
	p	k	a	i	o
	t	e	u	o	d
	u	W	s	r	e
	s	h	e	n	n
	i	o	)	a	s
	n	,W	n	w	t
	g	h	d	a	f
	f	a	a	e	d
	l	a	p	f	e
	a	t	e	r	o
	s	,W	r	s	r
	h	h	s	o	r
	c	e	r	n	e
	a	r	e	w	t
	r	d	,W	i	t
	s	o	h	h	i
	f	'	e	n	f
	c	a	n	u	o
	a	p	,a	m	r
	'	n	b	m	c
	v	d	r	a	t
	s	W	e	t	i
	'	h	l	i	v
	c	y	l	o	n
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			.		
F	I	I	I	I	I
l	n	n	n	n	n
o	t	t	t	t	t
w	r	r	r	r	r
:	d	d	d	d	d
D	u	u	u	u	u
e	c	c	c	c	c
s	t	t	t	t	t
c	i	i	i	i	i
r	o	o	o	o	o
i	n	n	n	n	n
b	:	:	:	:	:
e	S	R	P	I	W
t	t	e	r	n	a
a	a	v	e	t	r
r	r	i	s	r	m
t	t	e	e	o	u
t	h	w	n	d	p
e	h	t	t	u	w
s	e	h	a	c	i
e	e	p	e	t	h
s	l	i	c	h	a
s	o	c	t	e	f
i	n	g	u	c	l
o	/	r	e	n	e
n	a	e	c		
b	/	o			

p l e m e n t i n l o r m o r e s e 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	y s h o w i n g a p r i c t u r e o f a ' c a k e ' a n d a ' l a k e ' .E	f r o m y e n s t e r d a y .I n s t r o d u c e l o n g / i / (p i n e , k	f a ' P i n e a p p l e ' .A s k i f a l t e r n o p l a s t h e ' L e g	e p t o r i f a i n f l o u e n c e o f a l t e r n a t i v e s	c y d r i l .S t u d e n t s r e a d a l i s t o f C V C e s e n t e n
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Apply the Learning Design Principles . . . ces (e.g., 'The model identified in the hole .') focus on end of the Penguin's (Alamattig Pinyan). Br ite, bite) and long / o / (rope, note, bone). U xplains the world's can be broken into two parts
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	s	s	e	s	i
	:	e	f	.	n
	t	a	l	S	g
	h	'	y	h	o
	e	m	m	o	n
	b	a	e	w	s
	e	g	n	a	p
	g	i	t	s	e
	i	c	i	h	e
	n	w	o	d	
	n	a	n	r	a
	i	n	t	t	n
	n	d	h	t	d
	g	'	e	e	a
	s	(	c	x	c
	o	a	h	t	c
	u	n	r	a	u
	n	'	r	b	r
	d	e	a	o	a
	(	'	c	u	c
	o	n	t	t	y
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	t	t	i	n	e
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	t	t	o	.	e
	h	o	w	I	r
	e	c	a	I	f
	e	h	s	n	o
	n	a	l	s	r
	d	n	a	t	a
	i	g	z	r	l
	n	e	y	u	-

	g	'	a	c	m
	s	p	n	t	i
	o	i	d	i	n
	u	n	a	o	u
	n	'	l	n	t
	d	t	w	a	e
	p	o	a	l	c
	a	'	y	M	h
	t	p	s	o	a
	t	i	a	d	l
	e	n	s	e	l
	r	e	k	e	n
	n	'	e	i	n
	(	a	d	n	g
	r	n	'	g	e
	i	d	W	:	.
	m	'	h	R	.
	e	r	e	I	n
	)	o	r	a	n
	.	b	e	d	s
	M	'	i	t	t
	o	t	s	h	r
	d	o	m	e	u
	e	'	y	t	c
	l	r	.	e	t
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	t	t	i	h	i
	a	r	n		n
	t	u	g		

	i o n : / c / - / a k e / .	c t i o n : / c / - / a k e / .	t o i n t e r r o d u c t i o n : T r a n s i t i o n : G o r d e m a r d e l	S u n i s t a n t h e a i r t r e c t i n g . I n c e l l i n g . U s e ' s o w n l a w s	g : E x p l a n t h e a i r t r e c t i n g . U s e ' s o w n l a w s
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	I	x	i	y	d
	n	p	n	s	s
	t	l	g	t	'
	r	a	:	e	a
	o	i	D	m	n
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	u	t	f	I	'
	c	h	i	t	e
	e	t	a	n	x
	t	t	e	i	p
	h	a	'	v	r
	e	n	C	e	s
	C	a	a	s	s
	V	s	u	s	i
	C	k	s	s	o
	e	i	e	l	n
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	a	g	(	g	.
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	n	e	r	d	e
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	p	a	g	e	o
	t	t	h	e	

	l	i	a	d	r
	a	v	p	s	t
	i	e	p	u	p
	n	)	e	n	a
	h	e	n	t	r
	o	n	s	o	t
	w	d	)	m	o
	t	s	a	a	f
	h	w	n	k	t
	e	i	d	e	h
	'	t	'	f	e
	e	h	E	o	P
	'	a	f	d	i
	a	q	f	.	e
	t	u	e	'	a
	t	e	c	'	D
	h	s	t	'	e
	e	i	(	m	p
	n	o	w	o	l
	d	n	h	n	e
	i	m	a	s	e
	s	a	t	t	g
	s	r	h	r	e
	i	k	a	a	n
	l	.	p	t	d
	e	h	p	e	u
	n	o	n	o	i
	t	w	s	w	n
	b	h	a	t	g
	u	o	s	o	g
	t	w	a	l	e
	m	a	t	r	o
	a	k	o	e	s
	e	u	s	k	u
	s	s	u	f	r

	t	e	l	e
	h	C	t	r
	e	V	)	'
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	i	e	U	i
	d	w	s	g
	d	o	e	n
	l	r	t	i
	e	d	h	f
	v	s	e	i
	o	i	s	c
	w	n	t	a
	e	q	o	n
	l	u	r	t
	s	e	y	d
	a	s	:	e
	y	t	P	t
	i	i	i	a
	t	o	n	i
	s	n	a	l
	n	s	w	s
	a	:	a	'
	m	'	s	b
	e	W	t	y
	.	h	o	h
	U	e	o	i
	s	r	l	g
	e	e	a	h
	S	i	z	l
	c	s	y	i
	i	t	t	g
	e	h	o	h
	n	e	l	t
	c	p	o	i
	e	i	o	n
	v	n	k	g
	o	e	f	t
				h

	c	t	o	h	e
	a	r	r	e	r
	b	e	t	s	'
	u	e	h	e	s
	l	?	i	f	f
	a	'	n	o	r
	r	o	g	u	u
	y	r	s	r	s
	r	'	(	p	t
	e	I	C	o	r
	l	s	a	i	a
	a	t	u	n	t
	t	h	s	t	i
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	p	e	o	i	u
	l	l	h	e	d
	a	n	r	e	d
	n	g	m	d	e
	t	?	o	P	d
	s	'	t	r	P
	,	e	h	a	r
	s	m	e	c	a
	u	p	r	t	c
	c	h	w	i	t
	a	a	i	c	i
	s	s	s	e	c
	'	i	h	:	e
	b	z	e	D	:
	a	e	d	i	D
	s	t	s	s	i
	e	h	h	t	v
	'	e	r	i	d
	(	r	h	i	d

	o f a s t e m) o r ' b l a d e ' (o f a l e a f) , t o d e m o n s t r	i s a n g i n t o n a b l i o n e a t (o f e e n d e d u i r a c t i	a d m a n y e r (E a f n e c t) . G u i d e d P r e s b y t e r i	b u t t h e c l a s s i f i c a t i o n s f r o m a l l g r o u p s . T h e M o n o c u p i s a	e t h e c l a s s i f i c a t i o n s f r o m a l l g r o u p s . T h e M o n o c u p i s a
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	a	c	a	s	s
	t	e	d	t	s
	e	:	a	u	i
	t	D	s	d	g
	h	i	i	e	n
	e	s	m	n	e
	s	p	p	t	d
	o	l	l	s	a
	u	a	i	t	p
	n	y	f	o	a
	d	j	i	w	r
	.	u	e	o	t
		m	d	r	o
	G	b	v	k	f
	u	l	e	i	t
	i	d	r	n	h
	d	d	s	p	e
	e	w	i	a	l
	d	o	o	i	e
	P	r	n	r	g
	r	d	o	s	e
	a	s	f	t	n
	c	o	t	o	d
	t	n	h	f	.
	i	t	e	i	T
	c	e	l	e	h
	:	b	e	d	e
	P	o	g	f	y
	r	a	e	o	p
	o	r	d	r	a
	v	d	.	t	c
	i	:	P	h	i
	d	'	a	i	n
	e	t	u	n	c
	a	h	s	e	r
	l	e	s		

	i s t o f w h o r d s : b a k e , t a k e , r a k e , a n d s a l e . H a v	/ i s / w h o r d e / ? ' . W o r k w i t h i s c h a p t e r	a t h e y m o v e n t s t o o k , W h y d i d t h i s c h a p t e r	t h e x t e n t l t o e a c h o u t t h e , m o n i t o r i n g t h e a p p r o p r i e t
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	e s t u d e n t s c l a p f o r t h e l o n s e t a n d s n a p f o r t h e	e q u e n c e t h c e m a c p o r t f o r e c t h e l o y n I d e n t i f y t h e S c i e n	C r e a t e a T - c h a r t h o n t h e b o x a r d l a b e l e d C a u s e a	c o r r e n c i z e x p r e s s i o n f o r b o r t h e a s k i n g p e n t e n c e
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	r i m e . D i s c u s s t h e ' b l a d e ' o r f a l e a f a s t a S c i e n	c e t e r m ' i n e ' s a t t i n p u e s i n g s t u d e n t r e e s p o n s e	n d E f f e c t .F i l l i n t i n u e s i n g s t u d e n t r e e s p o n s e	r a c t i c e r : S o g a t i v e s) .I n d e s p e n d e n t r e e s t r a c t i c	s (i n t e r r o g a t i v e s) .I n d e s p e n d e n t r e e s t r a c t i c
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	c e t e r m , e x p e n d i n g i t i s t h e f l a t p a r t o f t h e	e n . I n d e p e n d e n t P r a c t i c e : S t u d e n t s w i l l	s . I n d e p e n d e n t P r a c t i c e : S t u d e n t s w i l l	o u t ' W h e r e ' T h e l i n g ' E s t a b l i s h e d s u n d e s t a n	e : ' T h e G r e a t R e l i g ' E s t a b l i s h e d s u n d e s t a n
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leaff	IndependentPracticice: Students will
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[illegible]

	b	s	n	o	%
	e	t	g	t	a
	t	e	t	i	c
	w	n	h	n	c
	e	s	e	g	u
	e	u	c	d	r
	n	r	a	e	a
	t	e	u	t	c
	h	t	s	a	y
	e	h	e	i	i
	o	e	t	l	n
	n	q	o	s	p
	s	u	i	t	r
	e	e	t	o	o
	t	s	s	u	n
	a	t	c	n	u
	n	i	o	d	n
	d	o	r	e	c
	r	n	r	r	i
	i	m	e	s	a
m	a	c	t	a	t
e	r	t	a	i	
o	k	e	n	o	
f	i	f	d	n	
f	s	f	S	o	
i	u	e	c	f	
v	s	c	i	C	
e	e	t	e	V	
C	d	.	n	C	
V	c		c	e	
C	o	S	e	w	
e	r	y	.	o	
w	r	n	A	r	
o	e	t	s	d	
r	c	h	k	s	
d	t	e	:	.	
s	l	s	'		

	a	y	i	W	S
	n	.	s	h	y
	d	S	:	a	n
	c	y	D	t	t
	o	n	i	i	h
	l	s	c	s	e
	o	t	o	s	i
	r	h	u	s	s
	t	e	s	d	:
	h	s	t	e	R
	e	i	h	a	f
	'	s	e	l	e
	b	:	m	l	c
	l	P	o	l	e
	a	l	r	y	c
	d	a	a	o	t
	e	y	l	u	i
	'	a	o	r	o
	o	q	f	e	n
	f	u	i	t	m
	a	p	c	h	e
	p	r	k	e	m
	r	i	g	s	b
	n	a	t	e	i
	t	m	o	r	o
	e	e	r	a	n
	d	o	y	b	.
	l	f	.	o	A
	e	'	R	u	s
	a	A	e	t	k
	f	s	l	t	s
	d	k	a	h	t
	i	Y	t	e	u
	a	o	e	s	d
	g	u	t	u	e
	r	r	h	n	n

	a m . S y n t h e s i s : R e c a p t h e r u l e o f t h e S i l e n t	N e i g h b o r ' h e r e s e t c u d e n t s e o n C V C e w	N e w o r d ' p r i n c i p l e ' t o t h e p h o n e C V C e w	? '	t s w h a t t h e y f o u n d e a s i e s t a n d h a r d e s t a b o u t
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	E . A s k s t u d e n t s t o s h a r e o n e ' a - e ' w o r d t h e y l	o r d i n a q u e s t i o n a b o u t a n i m a l o r p l a n t .	e s s o n n f r o m S e s s i o n 2 .		t h e w e e k ' s l e s s o n s . C e l e b r a t e t h e i m p r o v e m
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	e a r n e d t o d a y a n d i d e n t i f y i t s o n s e t .				e n t i n t h e i r r e a d i n g s p e e d a n d e x p r e s s i o n .
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L	D	P	B	I	F
e	e	o	i	n	l
a	p	c	g	f	u
r	E	k	B	o	e
n	d	e	o	r	n
i	L	t	o	m	c
n	e	c	k	a	y
g	r	a	:	t	i
R	r	r	'	T	m
e	e	t	s	h	n
s	r	s	J	e	l
o	'	s	u	g	s
u	s	M	e	e	h
c	a	m	b	n	e
e	t	e	d	h	t
s	r	i	d	a	s
:	e	a	t	h	S
L	i	s	t	d	o
w	n	t	h	e	l
e	a	r	n	i	n
g	r	e	s	o	u
r	c	s	r	e	s
s	s	c	u	M	s

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 e c t i v e s .E n s u r e t h a t t h e y	h ; F l a s h c a r d s ; L e a f d i a g r a m s ; M a g i c ' E ' w a n	i e n c e p h i c c a t u r e c t a r d s o f a p t i n e r e s a n d r o p e s .	s e - a n d - E f f e c t T r - c h a r t p r o s t e r .	o o n);G r a p h i c c o t r g a n r i z e r s .	;P e e r - e v a l u a t i o n r u b r i c s f o r e x p r e s s i o n .
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a r e a v a i l a b l e a n d i n c l u s i v e .	d .				
O p p o r t u n i t i e s f o r i n	D i f f e r e n t i a t e d g r o u n	P e r t u e n t i a n g d u n	V i s u a l a i d o r (i l l u s t r	A u d i o r d i n g t h e s o r e t	R o l e - p l a y i n g t h e r e t

t e g r a t i o n : W 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	p i n g : O n s e r r o r / R i m e a t c h i n g f o r s t r u e g g l i n g r	g t h e i n s e r r o r g a m e s e n d e f i n c t o s s q u e r c l i n g a c	a t h i o n s) f o r c a u s e n d e f i n c t o s s q u e r c l i n g a c	h e i n f o r m a t i o n a l e x e t f o r e s t i c l e a r n e r s a n d a	e l i n g t o e n g a k i n e s t i c l e a r n e r s a n d a
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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 g y . W r i	e a d e r s ; S e n t e n c e c o n s t r u c t i o n f o r a d v a n c e	t i v i t y .	i s h L a n g u a g e L e a r n e r s (E L L s) .	d i n g d i f f i c u l t i e s t o p l i s t e n a n d f o l l o w a l o n	u i l d c o n f i d e n c e i n s p e a k i n g .
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t e N / A i f f n o n e .	d r e a d e r s .			g .	
A Assessment s 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 e A	1 . W h a t i s t h	1 . W h a t i s t h	1 . I n t h e g	1 . A c t e r l i n	1 . R e c o r d i n

s	e	e	e	g	g
s	r	C	n	t	a
e	i	V	d	o	s
s	m	C	,	t	t
s	e	e	w	h	o
m	i	w	h	e	r
e	n	o	y	t	y
n	'	r	d	i	x
t	l	d	i	d	t
:	a	f	P	,	w
C	k	r	i	a	h
r	e	a	a	t	o
e	?	t	a	i	w
a	A	l	l	t	s
t	.l	B	t	m	t
a	.B	.r	a	n	e
s	k	e	y	e	S
,a	e	w	e	u	s
c	C	i	t	e	?
t	.l	h	s	A	e
i	a	n	?A	.A	n
t	.D	e	.S	p	s
y	.k	d	l	e	:
,o	e	l	e	e	A
r	.2	s	?A	.C	o
q	.W	.h	.p	e	y
u	e	i	c	l	i
e	c			s	n

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

	c i e n c e , w h a t i s t h e ' b l a d e ' o f a l e a f ? A . T h e r	H o w a r e y o u ? C . Y o u a r e h o w ? D . ? H o w a f r e e ? A . T h e r	o i t h a t p e n e d t o . 3 . W a n g e r h a t w a s t h e i d e a f r e e ? A . T h e r	r s y s t e m . N e x t o . E a n g e l s C o u n t o n e C . R e m o d e l o f t h e r	k l i k e a b o u t B . C h a n g e y o u r t o n e C . R e m o d e l o f t h e r
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	o o t B . T h e f l a t p a r t C . T h e s t e m D . T h e f l o w e r .	W h a t i s t h e l l o n g / o / w o n d e r : ' T h e r e p e r s o n a b	m o r t h s w i s h ? A . P i n a d d i s a p h e r e n d B . P i n a b	F a r f r o m s t a r s . 4 . W h a c c u s e y n r e a d p r o v i d e a n	f a s t D . W h i s p e r . 3 . A
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	5	.	W	A	e	o	s
	.	'	h	.	c	p	:
	h	i	t	a	m	a	A
	c	h	e	a	n	e	R
	w	B	r	?	s	a	d
	o	.	i	u	A	i	n
	r	s	t	.	W	g	
	r	C	C	a	f	a	
	h	.	.	t	e	s	
	y	r	m	i	r	t	B
	e	p	n	B	.	B	
	s	e	a	.	R		
	w	D	c	S	e		
	i	.	l	o	a	d	
	t	h	a	n	C	i	
	'	n	n	.	n	g	
	b	g	d	L	i	c	
	a	.	5	t	h	g	
	s	.	W	e	h	r	
	e	'	h	h	t	r	
	?	A	i	o	a	e	
	.	c	u	n	c		
	c	h	s	d	t	l	
	a	o	e	h	y		
	s	f	D	e	a	C	
	e	t	.	P	t	.	
	B	h	P	i	D	R	
	.	e	n	.		e	
	b	s	n	.			

a	e	a	S	a
t	i	w	e	d
h	s	e	e	i
C	a	n	d	n
.	n	t	.	g
b	t	o	5	l
e	e	s	W	o
s	r	c	h	d
D	h	o	.R	
.	r	o	f	e
b	a	o	t	a
u	t	l	t	d
s	i	.	h	i
.	v	I	e	n
	e	d	s	s
	w	e	e	l
	o	n	i	o
	r	t	s	w
	d	i	a	.4
	?A	f	s	.W
	-R	y	i	h
	u	t	n	i
	B	h	e	c
	J	e	f	a
	u	c	c	n
	m	t	'I	t
	p	I	t	
	C	W		
	W			

		h e r e D . R e d .	r a i n e d . s o I g o t w e t . ' A . I t r a i n e d B . I g o t w e t	a i l a b o u t t h e m o n ? A . I t i s m a r c h e s e B . I	s a C V C e w o r d ? A . P l a n t B . S t a r C . N o t h e . S u n . 5
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What is the best speed for reading a loud?
Probably the average of the very loud.
So I do it. 5. Print a few as the

			s p o o n ? ' T h i s i s w h a t k i n d o f s e n t e n c e ? A . T e l	e e s . B . T o o s l o w C . A p p r o p r i a t e a n d s t e a d
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			l i n g B . A s k i n g C . E x c l a m a t o r y D . C o m m a n d .	y D . A s f a s t a s a r a c c e c a r .
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W Meaningful a learning can y also happen s beyond the F classroom - o for both the r learners and w the teacher. a Pause and r reflect on d what . happened today.						
E	A	H	D	W	R	
x	s	a	r	a	e	
t	k	v	a	t	c	
e	s	e	w	c	o	
n	t	s	a	h	r	
d	u	t	2	a	d	
e	d	u	-	s	a	
d	e	d	p	h	3	
l	n	e	a	o	0	
e	t	n	n	r	-	
a	s	t	e	t	s	
r	t	s	l	e	e	
n	o	w	c	d	c	
i	f	r	o	u	o	
n	i	i	m	c	n	
g	n	t	i	a	d	
o	d	e	c	t	v	
p	t	t	s	i	i	
p	h	w	t	o	d	
o	r	o	r	n	e	
r	e	q	i	a	o	
t	e	u	p	l	o	
u	i	e	s	v	f	

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

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 s m a y w a n t t o a c c e s s t o r e	r n a n d d r a w t h e m .	a l s .	e a t h o m e .	i l s n o t f o u n d i n t h e t e x t .	f t h e l e g e n d a n d s h a r e i t w i t h t h e c l a s s g r o u
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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 .					p .
R e f l e c t i o n s : T h i n	(T o b e f i l l e d o u t a f t e	(T o b e f i l l e d o u t a f t e	(T o b e f i l l e d o u t a f t e	(T o b e f i l l e d o u t a f t e	(T o b e f i l l e d o u t a f t e

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