

Grade 4 Term 1, Week 8 LESSON PLAN	
N a m e o f L e s s o n	Composing Clear and Coherent Sentences with Verbs, Adjectives, and Complex Structures
L e a r n i n g A r e a / s	English
D e s	

igned by Teacher/s	
Designated for which Grade	D4

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 4 Eng lish					

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 .)	Lea rner 's Mat eria l (Qu arte r 1, Wee k 8) and MA TAT AG Cur ricu lum Gui de. • Ver b Tim elin e Post er, Reg ular /Irre gula r Ver b Cha rt, and
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	Sentence Strips. • Voice of Verb Chart (Active vs. Passive) and 'Doer/Receiver' Graphic Organizer. • Real-life objects for description
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	(My ster y Box) and Adj ecti ve Wor d Wal l. • Sub ordi nati ng Con junc tion s Flas hear ds and 'Bui ldin g Sen tenc es' Wor ksh eet.
D e	Artificial Intelligence

c l a r a t i o n o f A I u s e C i t e 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	(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 outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment
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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 2 6 A n n e x A .	with DepEd standards.
I n t e n t i o n	Meaningful learning experiences are anchored in how we frame them. Start by deciding

s .	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 m p e	Compose appropriate sentences for clarity and coherence: Using kind of verbs: Action; Using tenses of verbs: Simple

t	present,
e	Simple past,
n	Simple
c	future;
y	Using active
:	and passive
W	voices;
r	Using
i	adjectives:
t	Descriptive/
e	qualitative
t	or
h	attributive;
e	Composing
c	complex
o	sentences
m	
p	
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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 r p e r f o r m a n c e s t a n d a r d s a	
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p p l 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 :	I d e n t i f y a c t i v e r b s a	F o r m u l a t e s e n s e n	D i f f e r e n t i a t i v e q u a l i	U n d e r s t a n d i n g t h e c o n t e x t o f t h e t e x t	C o m p o s i t i o n a l a n a l y s i s

W r i t 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	n d u s e t h e s i m p l e p s r e s e n t e p l e s e t o u r p r e s e n t h a	i n g t h e s i m p l e p s r e a n s i m p l e n d e f r e w r i t e s e n t e	a c t i v e a n d p a s t i v e o i c e s a n d j e t w i t h e s e	t a t i v e , a n d i n g i b u d e p e n d e n t a n d i n g i b u d e p e n d e n t	c e s b y c o m b i n g i n d e p e n d e n t
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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 o n a n d b e a b l e t o s h o w b y t h e e	b i t u a l a c t i o n s a r r e d g e n e r a l t r u t h s i n s e n t e n	o f r e s t u l a c t i o n s a r r e d g e n e r a l t r u t h s i n s e n t e n	n c e s t o c h a n g e s t h a p p e n c e s e n i t a t e n c e s m a l r i t a t i n g m	f y n o u s a n d e n g a p p r o p r i e t a t e n c e s a l o n g c
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nd of the ses sions	c e s		e a n i n g		o n j u n c t i o n 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 s	Grade 4 learners (typically 9-10 years old) who are transitionin g from basic sentence construction to more academic and descriptive writing. They are familiar with basic parts of speech but need guidance on tense consistency,				

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	sentence variety (active/passi ve), and structural complexity (complex sentences).
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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 s	
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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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P r e - L e w s s	L A learning e experience a is like a r thoughtfully n designed 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	F	R	P	R
	r	e	l	e	i	e
	e	v	a	c	c	v
	-	i	s	a	t	i
	L	e	h	l	u	e
	e	w	c	l	r	w
	s	b	a	i	e	o
	s	a	r	n	O	f

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 t h e	s i c s e n t e n c e p a r t s : S u b j e c t a n d P r e d i c a t e .	d d r i l : I d e n t i f y i n g v e r b s . n o n - v e r b s i n	g t h e c o n c e p t o f ' T i m e ' i n s e n t e n c e s (B e f o r e	b s e r v a n t i o n : L e a r n e r s e s c r i b i n g ' a n d / b u t ' f	c o n j u n c t i o n s : D i s t i n g u i s h i n g ' a n d / b u t ' f
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l e s s o n .		a w o r d l i s t .	, N o w , L a s t e r).	e n s i n g s i m p l e w o r d s .	r o m ' b e c a u s e / w h e n ' .
F l o w : D e s c r i b e t h e a c t i v i t	I n t r o d u c t i o n : S t a r t	I n t r o d u c t i o n : R e v i e	I n t r o d u c t i o n : S h o w	I n t r o d u c t i o n : B r i n g	I n t r o d u c t i o n : S h o w

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 e t t h e l e a	t h e s e s i o n w i t h a ' V e r b s R e l a y ' w h e r e s t u d e	w t h e s i m p l e r e n e t e y a s k s t u d e n t s ' W	w o s e n t e n c e s ' T h e b o y a s t e t h e a p p l e ' a n d ' T h	a ' M y s t e r y B o x ' c e n t a i n g v a r i o u s o b j e c t s	s i m p l e s e n t e n c e ' I t r a i n e d ' S h o w a n o t h e r
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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 i p l e s . .	n t s a c t o u t a c t i o n s l i k e ' j u m p ' ' w r i t e ' a n	h a t d i d y o u d o y e s t e r d a y ' ' a n d ' W h a t w i l l y o u	e a p p l e w a s e a t h e b o y ' ' a n d ' A s k s t u d e n t s w h	(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 . .	: ' W e s t a y e d i n s i d e ' ' A s k h o w t o j o i n t h e m . I n
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	d ' r e a d ' w h i l e o t h e r s g u e s s i t h e w o r d . D e f i n e	d o t h i s w e e k e n d ? ' t o g r a s s i t h i o n i t o P e a s t a n	o i s t h e ' w e e r ' a n d w h o i s t h i r e c e i v e ' i n a	n) . A s k s t o u d e n t s t o d e s a c t i v i t y : '	t r o d u c e ' b e c a u s e ' a s a b r i d g e . A c t i v i t y : '
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	a	d	c	h	T
	c	F	h	o	h
	t	u	s	u	e
	i	t	e	n	C
	o	u	n	n	l
	n	r	t	a	a
	v	e	e	m	u
	e	t	n	i	s
	r	e	c	n	e
	b	s	.	g	C
	s	s	.	t	o
	a	s	A	h	n
	s	s	c	m	e
	w	.	t	.	c
	o	A	i	A	t
	r	c	v	o	r
	d	t	i	c	r
	s	t	i	t	'
	t	h	v	y	G
	a	i	:	R	i
	t	t	R	i	v
	e	y	o	t	e
	x	:	l	y	s
	p	P	e	:	t
	r	r	p	D	u
	e	s	a	s	d
	s	e	y	c	e
	p	n	:	r	n
	h	t	O	i	t
	y	a	n	p	s
	s	i	e	s	t
	i	i	s	t	r
	c	m	t	v	e
	a	e	u	d	S
	l	l	d	S	p

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

	I w a k e u p a t s i x . I b r u s h m y t e e t h . T h e s u n r i s e	r) . H a v e s t u d e n t s e e a c h s e t a n d u g e r u s i n	i n t w o w a y s : ' M e a r k s o p e n i n g t h e b o o k ' a n d ' T h e b o	o d e s c r i b e t h e i r q u e r i e s e r s t h e o t h e r s h	i o n / T i m) . T h e y u s t i f y n d p a i r s t h e a m a k e s
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	s i n t h e e a s t . ') . A s k s t u d e n t s t o u n d e r l i n e t	g s p e c i f i c t i m e m a r k k e r s l i n k e ' y e t i o n : D o w n f i n c	o k i s c o p e n d i b l e M a r k ' A b s t r a c t r a c t i o n : D o w n f i n c	a p p e (e . g . ' h . A b s t r a c t i o n : D o w n f i n c	n s e t o g e t h e r . A b s t r a c t i o n : D o w n f i n c
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	h e v e r b s a n d o b s e r v e t h e t i m e t h e y r e p r e s e n	d ' t o m o r r o w ' A b s t r a c t i o n : D i s c u s s i o n s t h e S e m p l	A c t i v e V o i c e (t h e s s u n t : D e f e n d e n c e s i n t h e p r e s e n t /	e x S e n t e n c e a s a s e n t e n c e n o n t e n c e n t a i n g o n e i n d
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	t .	e P	o n	u e
	A b	a s	a l	a p
	s t	t d	i t	e n
	t r	e P	a t	d e
	a c	n a	i v	n t
	t i	s s	e l	c l
	o r	e f	a a	a u
	n c	o v	j s	e e
	: o	o c	a n	d a
	E m	i t	i d	v a
	x p	c e	e t	s l
	p l	(t	s a	e s
	a t	t h	a s	w s
	i n	d e	s w	o t
	t h	a s	u b	r o
	e c	t b	j d	n e
	S i	o n	c t	d e
	m p	s t	h a	p e
	l e	, h	e t	e n
	P i	g c	e l	e n
	r e	h i	v l	n t
	s e	l v	' c	
	n g	s w		

	t	h	t	h	l
	T	t	h	a	a
	e	i	e	t	u
	n	n	a	k	s
	s	g	c	i	e
	e	'	t	n	.
	r	-	i	d	I
	u	d	o	'	n
	l	'	)	'	r
	e	e	.	h	o
	s	n	d	x	d
	.F	i	p	w	c
	o	n	l	.	e
	c	g	a	'	s
	u	s	i	I	u
	s	f	n	n	b
	o	n	t	t	o
	n	t	r	h	r
	t	r	a	o	d
	h	e	e	t	d
	e	S	g	p	u
	-	u	a	c	a
	f	l	s	e	t
	o	r	r	i	n
	r	m	v	t	g
	(	e	e	r	c
	s	r	v	i	o
	i	b	o	b	n
	n	s	i	u	j
	g	a	c	t	u
	u	n	e	i	n
	l	d	o	v	c
	a	s	f	e	t
	r	p	t	a	i

	s u b j e c t s) a n d t h e b r a s e r f o r m (p l u r a l s u b j e c t	e l l i n g c h a n g e s f o r m (p r v e r b s (e g .	e n u s e t ' b y ' a n d h a s t h e o f f e r m e ' b e v e r t e n + p a s t p	d j e s t i v e s a s e , a l l t h o u g h , s i n c e d v i a h e n , i f a n	o n s : b e c a u s e , a l l t h o u g h , s i n c e d v i a h e n , i f a n
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	s / I / Y o u) . C l a r i f y t h a t t h i s t e n s e i s u s e d f o	o - w e n t , e a t - a r t e) . I n t r o d u c e S h i m p l e F u S e t d u i t c	a r t i c i p l e . A p p l i c a t i o n : ' T h e V o l u n t a r y S e c t o r	r e t h e n s . A p p l i c a t i o n : C o m p o s i t i o n T a s k :	d u n l e s . A p p l i c a t i o n : C o m p o s i t i o n T a s k :
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	r h a b i t s (d a i l y r o l u t i n e) a n d r g e n e r a l t r u t h s	T e n s e u s s i n g ' w i l l ' + b a s e f n o t m o t h e v e r b .	h . ' P r o v i d e t e n a n c t i v a r i e t y . A c c e p t s . S c r i t u r e n t s	v e s a d d e a t a d v e n t c u r e . ' S t u d e n t s w r i t e a s h o	' T h e G A d v e n t c u r e . ' S t u d e n t s w r i t e a s h o
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	(	A	m	r	r
	s	p	u	i	t
	c	p	s	t	s
	i	l	t	i	t
	e	i	r	n	o
	n	c	e	g	r
	t	a	w	E	y
	i	t	r	x	a
	f	i	i	e	b
	i	o	t	r	o
	c	n	e	c	u
	f	:	t	i	t
	a	G	h	s	a
	c	r	e	e	t
	t	o	m	:	r
	s	u	i	'	i
	)	p	n	T	p
	.	w	t	h	t
	A	r	o	e	o
	p	k	h	e	P
	p	:	e	r	a
	l	'	p	f	r
	i	T	a	e	e
	c	h	s	c	s
	a	e	s	t	t
	t	T	i	P	.
	i	i	v	e	T
	n	e	v	.	h
	:	T	o	'	y
	S	r	i	S	m
	t	a	c	t	u
	u	v	e	d	s
	d	e	.	d	t
	e	l	D	e	i
	n	e	i	n	n

	t s w i l l w r i t e f i v e s e n t e n c e s a b o u t t h e i r o w n	r . ' E a c h g r o u p r e c e i v e t s a s e t o f v e r b c h a r d s a n	s c u s s h o w t h e a f f o u r c u s i o n f t h e s s e n t e c e r c h a n g e s f	t s d r a w c r e a s t h e a s t h e r e a n d w h e r e i t p l e a s e c e n t e r c i p t i v e s p a	c l u d e w a t e r e a s t h e r e a n d w h e r e i t p l e a s e c e n t e r c i p t i v e s p a
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	m	d	r	o
	o	m	r	a
	r	u	m	g
	n	s	t	r
	i	t	h	a
	n	c	e	p
	g	o	p	h
	h	n	e	u
	a	s	r	s
	b	t	s	i
	i	r	o	n
	t	u	n	g
	s	c	t	a
	u	t	o	t
	s	t	t	l
	i	w	h	e
	n	o	e	a
	g	s	o	s
	t	e	b	t
	h	n	j	f
	e	t	e	i
	s	e	c	v
	i	n	t	e
	m	c	.	q
	p	e	S	u
	l	—	y	a
	e	p	n	i
	r	e	n	t
	s	i	e	h
	e	n	s	i
	n	t	i	v
	t	h	s	e
	e	p	:	a
	n	a	R	d
		e	j	n

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

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

	o r s i n s u b j e c t - v e r b a g r e e m e n t o n t h e b o a r d .	a s t a n d b u t c r e f o r m s .	s .	u r a t e l y d e s c r i b e t h e ' q u a l i t y ' o f t h e u n i o n .	n a l ' G r a m m a r M a s t e r ' p a r a g r a p h t a t h e u n i o n .
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					e o f e a c h e l e m e n t s t u d i e d .
L e a r n i n g R e s o u r	D e p r e s s i o n s	V e r b a l T e s t i n g	V o c a l T e s t i n g	R e a l - l i f e e x p e r i e n c e	S u b j e c t m a t e r i a l

c e s :	l i s h L e a r n e r ' s M a r t e r i a l (Q u a r t e r l , W e e k 8)	s t e r , R e g u l a r / I n t e r n a t i o n a l (V e r b a l / R e c e i v e r	r t (A c t i v e s . P a s s i v e) a n d ' D o c u m e n t s / R e c e i v e r	t s f o r d e s c r i p t i o n (M a y s t e r y B o o k) a n d i n g S e n t	o n j u n c t i o n s F l a s h c a r d s a n d ' B u i l d i n g S e n t
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ch your ob jectives . Ens ure that they are available and inclu	and M A T A G C u r r i c u l u m G u i d e .	ntence Strips .	' Gra phic Org anizer .	ive Word Wall .	ence ' Work sheet .
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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 r a t i o n :	D i f f e r e n t i a n e d u c a t i o n s : V i s u a l l e a r n e	P e r f o r m a n c e : V o i c e w r i t e	I n c l u s i o n f l o c a l c o n t e x t i n s e n t e n c e	S e n t e n c e f l o c a l c o n t e x t i n s e n t e n c e	S e l f - c o n f i d e n c e f l o c a l c o n t e x t i n s e n t e n c e

own any possible bilateral investment treaty commitments in general and particularly in the area	respective duties of the	her activities	employment (e.g., domestic or foreign)	social and economic	her financial position
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s, special topic, or technology. Write N/A if none.	rs use 'Action Verb' role play.		sor Filippi (food).	ement.	
Assess	Assessment	s reveal	what	learners	have gained

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 r o v i	b ? A . H a p p y B . Q u i c k l y C . D a n c e D . B e a u t i f u l	v e r b ' e a p t ' ? A . T h e a c t e d B . e a w a s C r o k e n b y D . e a t h e n g	i v e V o i c e ? A . T h e w i n d o w a s C r o k e n b y D . e a t h e n g	a d j e c t i v e ? A . R u n s B . B o l o u r a C n g e s . B . B e c a u s e i t	e ? A . I l i k e a p p l e s a n d o u r a C n g e s . B . B e c a u s e i t
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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) .	2 . W h i c h s e n t e n c e i s i n t h e S i m p l e P r e s e n t T e	2 . W h i c h s e n t e n c e u s e h i n S o w a d . C j e c t i v e : ' T h e	d . B h e n d b r o k e t h e w i n d o w a d . C j e c t i v e : ' T h e	2 . I d e n t i f y i n g t h e a s t a y e d i n s i d e . C j e c t i v e : ' T h e	w a s r a i n i n g t h e a s t a y e d i n s i d e . C j e c t i v e : ' T h e
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	n s e ? A . S h e w i l l r u n t o m o r r o w . B . H e p l a y s b a s	n s e ? A . W h e w i l l r i n i t t h e z r o o t w e B . H e p l a y s b a s	s e a t e n b y t h e n d o g . D h e h e l e r o t e r w a s j u d g e d . B t b y M a	e b i g e n l e p h a t . D S h e a n g h a n d h e d a n c e d . 2 . I d	p t o n t h e m . S h e a n g h a n c e d . 2 . I d
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	k e t b a l l e v e r y S u n d a y .C .T h e y w a t c h e d t h e m o	i s i t e d h e z o o .C .W e v i s i t h e z o o f r e n p a r e d W	r i a 2 .I n t h e s e n t e n c e ' T h e c h e p r a r e d W	A .M a r c h e B o r d i n a n t i n g D .E n j e u p h a t i o n : A .W h	e n t i f y t h e s u b o r d i n a n t i n g c o n j u p h a t i o n : A .A
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	v i e l a s t n i g h t .D .I w a s e a t i n g m y l u n c h .3 .C	e a r e v i s i t i n g t h e z o o e r 3 .C h o o s e u t h c o r r e c	h e m e a l , w h o i s t h e d o o e r A T h o o e a l B .P r e p a	i c h a d j e c t i v e b a u s e d e s c r i b e s a m p l e t h e s e w e n	n d B .B u t C .B e c a u s e D .O r 3 .C o m p l e t h e s e n
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	h o o s e t h e c o r r e c t v e r b f o r m : ' T h e s u n — — — — — i	t v e r b : ' Y e c o r r e d a y , m y m o o t h e r — — — — — a n d e l i c i	r e d C r e d i t T h e c h e f f u l D y T h e k i t c h e n 3 . T r a n s f o r m i t	A t t e n d e n c e : ' W e w i l l g o t h e p p a r k — — — — — t h e s u n s h i
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	n	o	h	t	n
	t	u	i	h	e
	h	s	s	e	s
	e	c	t	d	.
	e	a	o	e	'
	a	k	P	s	A
	s	e	a	c	.
	t	.	s	r	a
	'	'	s	i	l
	A	A	i	p	t
	.	b	v	t	h
	r	a	V	v	o
	i	k	o	e	u
	s	e	i	a	g
	e	B	c	d	h
	B	.	e	j	B
	.	b	:	e	.
	r	a	'	c	i
	i	k	T	t	f
	s	e	h	i	C
	s	s	e	v	.
	C	C	g	e	b
	.	b	i	:	u
	r	r	'	t	t
	i	a	A	_	D
	s	k	_	_	.
	i	e	_	_	a
	n	D	_	_	n
	g	.	e	g	d
	D	w	a	i	4
	.	i	p	r	.
	r	l	o	l	W
	o	b	e	h	a
	s	a	m	a	t
	e		l	p	

	4	k	.	p	a
	.	e	'	e	r
	I	4	A	d	t
	d	.	A	t	o
	e	I	p	h	f
	n	n	o	e	a
	t	t	e	l	c
	i	h	m	d	m
	f	e	i	m	p
	y	s	s	a	l
	t	e	w	n	e
	h	n	r	.	x
	e	t	i	'	s
	h	e	t	.	e
	a	n	t	W	n
	b	c	e	n	a
	i	'	I	b	l
	t	w	y	k	c
	u	i	t	e	e
	a	l	h	d	c
	a	l	e	B	a
	c	l	g	.	n
	t	h	i	F	n
	i	e	r	a	o
	o	l	l	s	t
	n	p	.	t	s
	:	y	B	l	t
	A	o	.	y	a
	.	u	A	C	n
	I	'	p	.	d
	a	t	o	K	a
	m	h	m	i	l
	r	e	w	n	o
	e	a		d	n
	a				

	d i n g n o w . B . B i r d s f l y i n t h e s k y . C . I b r u s h m y	e n s e i t s : A . P a t h B . P r l e s n t C . F u r t h e r e D . C o n t i	s w r i t t e n b y t h e g i r l . C h e T h e g i r l s e c t i v e l o o c a t e d i	D . T h e r e 5 . W h e n t h e c l a u s e B . V e r b p h r a s e C . D e	e ? A . I n d e p e n d e n t c l a u s e B . V e r b p h r a s e C . D e
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	t e e t h d a i l y .D .T h e r a i n f e l l h a r d .5 .W h i c h	n u o u s 5 .W h i c h s a i r r e g u l l a r p a t s t e n s l e v	p o e m .D .A p p o e m w i l l b e r w r i t t e g i r l .	n t h e s e n t c l a u s 'T h e b r e d c a l s t o p p e '? A c h s e n t	p e n d e n t c l a u s e D .M a i n c l a u s e 5 .W h i c h s e n t
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	s e n t e n c e l u s e s a n a c t i o n v e r b c o r r e c t l y ? A . T	r b ? A . T a h l s e d B . W a l k e d C . W e n t D . P l a y e d	4 . W h i c h s e n t e n c e s i n t h e C . P a s s i v e V o i c e ? A . T	r e n c e s h o w B . A u s e e r t h e f f e r b C . A . I s a w e a n d D . B . e	e n c e s h o w B . A u s e e r t h e f f e r b C . A . I s a w e a n d D . B . e
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	h e f l o w e r i s r e d . B . T h e b o y j u m p s o v e r t h e p u d		B i r d s b u i l d n e s t s . B . T h e c a r w a s h e d b y m y	f o r r e s t h e v e r b	B . S h e i s t a l l . C . H e f a i l e d t h e t e s t b e c a u s e h
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	d l e . C . S h e i s a k i n d t e a c h e r . D . T h e y a r e v e r y		b r o t h e r . C . H e r e a d s a b o o k . D . T h e y p l a y s o c c		e d i d n o t s t u d y . D . T h e y a r e h a p p y .
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	t i r e d .	e r . 5 . W h a t w o r d o f t e n i n t r o d u c e s t h e d o c u m e n t		
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			n a p a s s i v e s e n t e n c e ? A . T o B . W i t h C . B y D . F o r		
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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 l e a r n i n g o p p o r t u	M a n i t r a v i i n e y a w ' D a i m i l y V e m p r e p a J o e u r	I n d e s i n c t r e a v i i f b s e h a f o r a c t i v e ' I f o f a u - T h e p h e n ' s d i t o	D e r i t r e a s i a b s e h a f o r a c t i v e ' I f o f a u - T h e p h e n ' s d i t o	W

n	n	b	e	e	r
i	a	o	s	m	y
t	l	u	e	u	s
i	'	t	n	s	i
e	r	t	t	e	n
s	e	h	e	n	g
:	c	i	c	a	c
S	o	r	e	s	o
u	r	d	j	s	t
g	i	n	b	i	n
e	g	a	n	a	s
s	t	t	h	d	o
t	h	w	c	t	s
h	r	e	r	a	w
e	r	i	t	n	q
r	e	t	t	e	u
l	t	h	a	w	a
e	i	n	p	s	p
a	n	g	r	a	i
r	s	a	d	a	t
n	d	o	r	e	r
i	n	e	a	r	i
n	i	p	r	o	v
g	n	h	s	a	d
e	t	u	t	s	j
s	h	s	i	r	e
i	e	p	n	y	c
d	a	s	s	b	t
e	t	i	o	o	i
			v		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 s m a y w a n t t o a c c e s s t o r e	a n d t h e r e p l a n s f o r t h e r h e f u t u r e	m p l e p r e s e n t e n s e v e r b s	k .	e s f o r e a c h	q u e n c e s
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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 . . .					
R e f l e c t i o n s : Th 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 l l d 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 e f f e c t i v e l y t r a n s l a t t e i n t o d u c e d p e n d e n t s t h e m u o s t e s	l l a b o r a t o r y t e 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 u o s t e s	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 i 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		