

MATATAG K to 10 Curriculum DAILY LESSON LOG 	School:	SCHOOLS DIVISION OF APAYAO	Grade Level:	7
	Teacher:	MARIEJO A. BUNOT- CALMANG	Learning Area:	ENGLISH
	Teaching Dates and Time:	WEEK 8 - DAY 2	Quarter:	SECOND

I. CURRICULUM STANDARDS AND LESSON COMPETENCIES CONTENT							
A. Content Standards	<p>The learners learn to:</p> <ul style="list-style-type: none"> • Demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity. 						
B. Performance Standards	<p>By the end of the Quarter...</p> <ul style="list-style-type: none"> • The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience, and reflects their local and national identity. 						
C. Most Essential Learning Competency	Publish an original literary text that reflects culture (<u>Short Story</u>) EN7LIT-I-6						
D. Objectives	<p>At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Sequence the events in the story through the elements of plot • Apply the elements of plot in creating original literary texts. 						
II. CONTENT	Plot						
III. LEARNING RESOURCES							
A. References	https://www.studentweb.cortland.edu						
B. Other Learning Resources and Materials	Projector, laptop and picture						
IV. TEACHING AND LEARNING PROCEDURES							
Before/Pre-Lesson Proper							
A. Activating Prior Knowledge (ELICIT)	<p>Activity 1: DRAW ME Draw 3 Panel- try to remember the story of the Wedding Dance by drawing the events.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Beginning</th> <th style="width: 33%;">Middle</th> <th style="width: 33%;">Ending</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Beginning	Middle	Ending			
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Lesson Guide In English 3

Lei Huang



Lesson Guide In English 3:

Effectiveness of teachers' guides in the Global South Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education's study on teachers' guides across 13 countries and 19 projects. Using quantitative and qualitative methods, we examine how teachers' guides across the projects differ and find substantial variation in the design and structure of the documents. We develop a scripting index so that the scripting levels of the guides can be compared across projects. The impact results of the programs that use teachers' guides show significant impacts on learning outcomes associated with approximately an additional half year of learning, showing that structured teachers' guides contribute to improved learning outcomes. During observations, we find that teachers make a variety of changes in their classroom instruction from how the guides are written, showing that the utilization of structured teachers' guides does not create robotic teachers unable to use their own professional skills to teach children. Unfortunately, many changes that teachers make reduce the amount of group work and interactivity that was described in the guides, suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide. The report includes a set of research-based guidelines that material developers can use to develop teachers' guides that will support effective instructional practices and help improve learning outcomes. The key takeaway from the report is that structured teachers' guides improve learning outcomes, but that overly scripted teachers' guides are somewhat less effective than simplified teachers' guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide.

Teaching English 3-11 Julia Myers, Cathy Burnett, 2004-04-01 This title highlights aspects of progression and continuity in the teaching of English across the Foundation and Primary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice.

Resources in Education, 1979 *Readers' Guide to Periodical Literature*, 1916 Author and subject index to a selected list of periodicals not included in the Readers' guide and to composite books *The Cumulative Book Index*, 1930 **Reader's Guide to Periodical Literature Supplement**, 1926 **Suggested Books for Indian Schools** United States. Bureau of Indian Affairs, 1959 *The Bookseller and the Stationery Trades' Journal*, 1892 Official organ of the book trade of the United Kingdom **The Publishers' Trade List Annual**, 1875 *The Nation*, 1871 *New York School Journal*, 1904

Catalogs Harold Reeves (Firm), 1919 *The Publishers Weekly*, 1926 *Bookseller and the Stationery Trades' Journal*, 1909 **Bilum Books SBC English Grade 3 Teacher Guide** Eve Recht, Lynne Darkin, 2020-06 All in one English course designed for students in Papua New Guinea whose first language is not English. This Teacher Guide covers Speaking, Listening, Reading, Comprehension, Phonics, Common Words, and Writing in line with the PNG Dept of Education's Standards Based English Syllabus.

Publishers' Weekly, 1876 **The British National Bibliography** Arthur James Wells, 2003

The Bookseller, 1922 **Independent and Weekly Review**, 1919 *The American Bookseller*, 1884

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