

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

<b>I. CURRICULUM STANDARDS AND LESSON COMPETENCIES CONTENT</b>							
<b>A. Content Standards</b>	<p>The learners learn to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>						
<b>B. Performance Standards</b>	<p>By the end of the Quarter...</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>						
<b>C. Most Essential Learning Competency</b>	Publish an original literary text that reflects culture ( <u>Short Story</u> ) <b>EN7LIT-I-6</b>						
<b>D. Objectives</b>	<p>At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Sequence the events in the story through the elements of plot</li> <li>• Apply the elements of plot in creating original literary texts.</li> </ul>						
<b>II. CONTENT</b>	Plot						
<b>III. LEARNING RESOURCES</b>							
<b>A. References</b>	<a href="https://www.studentweb.cortland.edu">https://www.studentweb.cortland.edu</a>						
<b>B. Other Learning Resources and Materials</b>	Projector, laptop and picture						
<b>IV. TEACHING AND LEARNING PROCEDURES</b>							
<b>Before/Pre-Lesson Proper</b>							
<b>A. Activating Prior Knowledge (ELICIT)</b>	<p><b>Activity 1: DRAW ME</b>            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			
Beginning	Middle	Ending					

# Lesson Guide In English 5

**Sandy Gibbs,Robert Kellas, Lucy Norris**

## Lesson Guide In English 5:

**Reader's Guide to Periodical Literature Supplement** ,1928      **Collins Explore English - Explore English**

**Teacher's Guide: Stage 5** Sandy Gibbs,Robert Kellas,Lucy Norris,2021-04-28 Collins Explore English is a 6 level course which provides full coverage of the Cambridge Primary English as a Second Language curriculum framework 0057 from 2020 With a magazine style Student s Resource Book comprehensive Student s Coursebook and supportive Teacher s Guide it offers clear progression within and across levels The Teacher s Guides offer a clear and comprehensive path through the course by providing detailed lesson plans with step by step guidance and support in delivering the course Suggestions for additional activities differentiation and extension work are included in each unit The material at each level is organised into nine units each of which is divided into three weeks Four suggested lessons are provided in the Teacher s Guide for each week of work plus a further section of additional activities revision and extension offering further resources which can be used flexibly depending on the timetable or classroom context Step by step lesson notes give clear instructions for using the materials and to fully cover the curriculum The activities in each unit are introduced and explored in context so that language is developed and learnt in meaningful and familiar contexts related to learners interests and what they may be learning in other school subjects Each lesson clearly references the relevant material in the Student s Resource Book and Coursebook linking all three components with straightforward instructions and guidance on how to deliver the course The course takes an integrated skills approach to developing language skills with an emphasis on practical communication It is designed with interactive learning at its heart and has been created to offer flexibility where this is beneficial while following a consistent approach so the course is easy to deliver It is fully supported by a comprehensive Teacher s Guide with detailed lesson plans that provide step by step guidance This course aims to develop the life long skills that are essential for communication in English and learning in other subjects and to support teachers in delivering the objectives of the Cambridge curriculum framework from 2020 This series is endorsed by Cambridge Assessment International Education to support the new curriculum framework 0057 from 2020      *Resources in Education* ,1990      Research in Education ,1968

*Readers' Guide to Periodical Literature* Anna Lorraine Guthrie,1929 An author subject index to selected general interest periodicals of reference value in libraries      Readers' Guide to Periodical Literature ,1919      *Tarbell's Teachers' Guide to the International Sunday-school Lessons for ...* ,1906      **Tarbell's Teachers' Guide to the International Sunday-school Lessons for 1910** Martha Tarbell,1909      **The Teachers' assistant and pupil teachers' guide** ,1876      **Reference Catalogue of Current Literature** ,1913      **Elementary Teachers Guide to Free Curriculum Materials 2005-06** Educators Progress Service,2005-05      **The Independent** William Livingston,1919      The Independent ,1919      **The Teachers' Guide** ,1930      High School Manual for Administrators and Teachers ,1927      Tarbell's Teachers' Guide to the International Sunday-school Lessons for 1906 Martha Tarbell,1909      *An Analytical and Descriptive Guide to the Materials*

*in The History Teacher's Magazine and The Historical Outlook* Richard Harrison Shryock,1925     **Tarbell's Teachers'**  
**Guide to the International Sunday-school Lessons for** Martha Treat Tarbell,1906     **El-Hi Textbooks and Serials in**  
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