GRADES 1 to 12 DAILY LESSON PLAN (DLP)	School:	ILSNHSMD	Grade Level:	9
	Teacher:	Gayle M. Badoraya	Learning Area:	English
	Teaching Dates and Time:	February 26, 2019	Quarter:	2
I. OBJECTIVES				
A. Content Standards:	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of valuing other people; also how to use processing information strategies, different forms of adverbs and conditionals for him/her to play an active part in a Chamber Theatre presentation.			
B. Performance Standards:	The learner proficiently plays an active part in a Chamber Theatre presentation through employing effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Style and Body Movements or Gestures.			
C. Learning Competencies/Objective: Write the LC Code for each	EN9LT-IIc-15: Analyze literature as a means of valuing other people and their various circumstances in life.			
II. CONTENT	The Necklace by Guy de Maupassant			
III. LEARNING RESOURCES	-			
A. References				
1. Teacher's Guide Pages				
Learner's Materials Pages				
3. Textbook Pages				
4. Additional Materials	https://www.google.	com/search?		
from Learning Resource	g=goutes+about+trea	asures&rlz=1C1CHBF en		
(LR) portal	hrome.1.69i57j69i59l2.1959j0j7&sourceid=chrome&ie=UTF-8			
B. Other Learning Resources	PFT, Laptop, visual aids/IMs (Cartolina), Fictures			
IV. PROCEDURES				
A. 1. ACTIVITIES				
B. Reviewing Previous Lesson or Presenting the New Lesson	Have you read the story "The Necklace"? Who are the characters in the story? When did the story happen? What is the story about?			
	To analyze literature as a means of valuing other people and their various			

Lesson Plan For The Necklace

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Lesson Plan For The Necklace:

Classroom Literacy Assessment Jeanne R. Paratore, Rachel L. McCormack, 2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples

The Necklace (Read-Along Radio Drama), A Practical Approach to Teaching in the Secondary Schools Boyd D. Howard, Edmund E. Collins, 1956

101 Inclusive and SEN Maths Lessons Claire Brewer, Kate Bradley, 2016-11-21 These simple and creative lesson plans created to teach the National Curriculum gives you new ideas for teaching maths to inclusive classrooms Encourage every child to achieve their best through the easily adaptable and fun activities Critical Literacy Approach to English as a Foreign Language Nizar Kamal Ibrahim, 2022-06-13 This book discusses how to approach critical literacy in English as a Foreign Language EFL contexts It responds to the concerns of educators who get enthusiastic about teaching critical literacy but become perplexed when they start reading about its theories This causes some to avoid it altogether and leads others to argue for practicing it without theory. The book argues that both positions should be reconsidered and capitalizes on the notion of praxis a notion introduced by Freire to explicate the various subtle connections between theory and practice The book instills the theoretical assumptions of critical literacy with as little jargon as possible with many practical illustrations It will be of interest to graduate and undergraduate students language teachers program and material developers researchers and educational policy makers Multiliteracies Pedagogy and Language Teaching Sabine Siekmann, Joan Parker Webster, 2023-06-18 This volume offers an approach to language and literacy instruction that brings together theoretical concepts of multiliteracies and second language acquisition This approach is illustrated through examples of innovative teacher generated action research conducted in Indigenous and English dual language and immersion classrooms all situated in the context of language and cultural maintenance and revitalization These examples of praxis help to bridge the gap between theory and practice in Indigenous language and literacy teaching The volume draws on critical theories of praxis and the concept of multiliteracies and multimodalities with specific attention to the design cycle as a way to conceptualize and engage in praxis through research and pedagogy The authors trace teacher trajectories relating to language teaching and their positionalities in language revitalization and maintenance efforts by using a participatory teacher action research approach The final chapter brings together Indigenous and western onto epistemological and methodological perspectives in a conversation among two western and an Indigenous scholar who have been working together with the teacher researchers

whose stories are presented in this volume This volume is of interest to scholars graduate students educational practitioners and educational leaders interested in multiliteracies multimodalities teacher action research and Indigenous pedagogies

Awakening Genius in the Classroom Thomas Armstrong, 1998-07-15 Every student is a genius declares author Thomas Armstrong and an educator's most important job is to discover and nurture the genius qualities that all students were born with but that may no longer be obvious Urging readers to look beyond traditional understandings of what constitutes genius Armstrong describes 12 such qualities curiosity playfulness imagination creativity wonder wisdom inventiveness vitality sensitivity flexibility humor and joy He cites research in various fields that supports this broader understanding of genius and explains how influences in the home the popular media and the school itself shut down the genius in students Combining thoughtful insights and practical information Armstrong offers guiding principles to help educators awaken genius in the classroom beginning with awakening the genius in themselves Readers will find dozens of suggested activities and helpful resources to provide genius experiences and create a genial climate in the classroom In addition suggestions for further study at the end of each section provide starting points for personal and professional reflection and growth As it celebrates the potential brainpower waiting to be unlocked in classrooms everywhere Awakening Genius in the Classroom inspires educators to look at their students from a different perspective and to reinvigorate their teaching with a new sense of excitement and possibility The result Armstrong concludes could extend far beyond the classroom and transform not only our schools but the entire world Note This product listing is for the Adobe Acrobat PDF version of the book Young Learners, Diverse Children Virginia Gonzalez, 2009-10-07 Written as a guide for early childhood teachers this book provides a model for meeting the educational needs of diverse low socioeconomic status SES young children in Pre K through Grade 3 This book offers a unique educational perspective that interfaces cognition language and culture provides lesson plans and classroom based alternative assessment tools that meet pedagogical and accountability purposes and integrates standards across developmental levels and content areas Using her experience in establishing a successful school laboratory for diverse preschoolers the author presents real life stories of early childhood teachers and their diverse young learners and parents as case studies and examples of best teaching practices Young Learners Diverse Children endorses an integrational and pluralistic approach to the linguistic and cultural adaptation of young diverse students and their families in which they can maintain their diversity while assimilating into the American culture This engaging inspirational and practical handbook helps teachers solve real life challenges as they teach and facilitate learning for diverse young children and build partnerships with their families Never Too Old to Teach Neil M. Goldman, 2009 Never Too Old to Teach is a heart warming story of a middle aged man's first year of teaching high school after spending twenty years in a corporate cubicle Written in a humorous straightforward style with minimal technical jargon this book provides richly detailed accounts of events lessons and conversations that actually took place in the author's special education English classroom Goldman's

accounts are accompanied by narratives and reflections that give the reader insight into the true nature of teaching high school English to a diverse student body with learning disabilities covering issues such as maintaining classroom control effective curriculum development collaboration with families for positive student outcomes successfully working with administration the benefits of teaching in middle age and establishing student rapport *Teaching in the 21st Century* Alice Robertson, Barbara Smith, 2002-05-03 The essays in this book argue that the active learning strategies that teachers trained in composition use for their literature courses can be exported to other disciplines to enhance both teacher performance and student learning The book provides and explains examples of those strategies and illustrates how they have been effectively used in other disciplines

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