

	Infer the character feelings and traits in a story read	MT1RC-III-d-3.1
	Use the correct tense and time signal of an action word in a sentence	MT1GA-III-f-1.4
	Follow 2 to 3 step written directions	MT1SS-III-f-4.1
	Observe proper indentions, and format) when copying/writing words, phrases, sentences, and short paragraphs	
	Read labels in an illustration	MT1SS-III-g-7.1
	Retell literary and information texts appropriate to the grade level listened to	MT1LC-III-h-8.2
	Identify action words in oral and written exercises	MT1GA-III-i-2.2.1
	Use action words to give simple two to three-step directions	MT1GA-III-i-1.4.1
4 <sup>th</sup> Quarter	Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences	MT1GA-IV-a-d-2.4
	Identify, give the meaning of, and use compound words in sentences	MT1VCD-IV-a-i-3.1
	Identify, give the meaning of, and use compound words in sentences	
	Use describing words in sentences	MT1GA-IV-e-g-1.5
	Give the synonyms and antonyms of describing words	MT1GA-IV-h-i-4.1

**Grade Level:** Grade 2

**Subject:** Mother Tongue

**Grade Level Standards:**

The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary, shows understanding of spoken language in different context using both verbal and non-verbal cues, understands and uses correctly vocabulary and language structures, appreciates the cultural aspects of the language, and reads and writes literary and informational texts.

Quarter	Most Essential Learning Competencies	Duration	Code
1 <sup>st</sup> Quarter	Participate actively during story reading by making comments and asking questions using complete sentences		MT2OL-Ia-6.2.1
	Read a large number of regularly spelled multi-syllabic words		MT2PWR-Ia-b-7.3
	Use naming words in sentences		
	Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard		MT2C-Ia-i-1.4
	Classify naming words into different categories		MT2GA-Ib-3.1.1

# Learning Guide In Grade 2 Mother Tongue

**Anna Lorraine Guthrie, Bertha  
Tannehill, Neltje Marie Tannehill  
Shimer**



## **Learning Guide In Grade 2 Mother Tongue:**

**Resources in Education** ,1998-07      **South African national bibliography** State Library (South Africa),1996  
Classified list with author and title index      **Language in Learning and Teaching (LILT)** Margaret Inglis,Carol  
Thomson,Carol A. Macdonald,2000      *State Manual of the Courses of Study for the Elementary Schools* Oregon. Office of  
Superintendent of Public Instruction,1929      *Research in Education* ,1974      **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 do 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      **Bookseller, Devoted to the Book and News**  
**Trade** ,1900      **Progress toward a Literate World** Amber Gove,April Mora,Peggy McCardle,2017-04-10 In order to work  
toward eradicating extreme poverty and hunger the United Nations Millennium Development Goals significantly include  
universal primary education gender equality and empowering women Effective early literacy instruction plays a critical role  
in achieving these goals From around the globe this issue presents evidence based culturally sensitive and cost effective  
practices in reading instruction and intervention in the early grades Not only will this issue heighten awareness of the  
challenges faced but it will provide valuable information to help guide and improve diverse global education programs and  
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Describes challenges in implementing studying and scaling them up Informs expectations on how quickly and easily reading  
performance can change and Provides results and evidence of effectiveness This is the 155th volume in this Jossey Bass

series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field *Cultivating Dynamic Educators* Sarah Pouezevara,2018-09-28 *Cultivating Dynamic Educators Case Studies in Teacher Behavior Change in Africa and Asia* responds to growing recognition by international education professionals policy makers and funding partners of the need for qualified teachers and interest in the subject of teacher professional development also referred to as teacher behavior change The book responds to important questions that are fundamental to improving teaching quality by influencing teaching practice These questions include How do we provide high quality training at scale How do we ensure that training transfers to change in practice What methods are most cost effective How do we know what works The book includes case studies describing different approaches to teacher behavior change and illustrates how specific implementation choices were made for each context Individual chapters document lessons learned as well as methodologies used for discerning lessons The key conclusion is that no single effort is enough on its own teacher behavior change requires a system wide view and concerted coordinated inputs from a range of stakeholders **Public School Methods. Teacher's Guide** ,1918 **The Encyclopaedia and Dictionary of Education** Foster Watson,1921 Mapping of Multilingual Education Programs in Bangladesh Mesabāha Kāmāla,2014 A comprehensive study of all aspects and elements of multilingual education programs in Bangladesh **Publishers' Circular and Booksellers' Record of British and Foreign Literature** ,1887 *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant* , **Publishers' circular and booksellers' record** ,1887 **Mooseheart Course of Academic Study** Albert Bushnell Hart,Mrs. W. C. Spencer,1920 **Normal Instructor** ,1929 **Resources in Education** ,1996 Language Work in Elementary Schools Macon Anderson Leiper,1916 Readers' Guide to Periodical Literature Anna Lorraine Guthrie,Bertha Tannehill,Neltje Marie Tannehill Shimer,1925 An author subject index to selected general interest periodicals of reference value in libraries

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