


SAMPLE PIVOT 4A LESSON EXEMPLARS USING THE IDEA INSTRUCTIONAL PROCESS

Learning Area	English
Learning Delivery Modality	Modular Distance Modality (Learners-Led)

 LESSON EXEMPLAR	School	CALABARZON National HS	Grade Level	Grade 11
	Teacher	John Dela Cruz	Learning Area	English (SHS)
	Teaching Date	Sept. 1-4, 2020	Quarter	First Quarter
	Teaching Time	1-2pm	No. of Days	4 days <small>(See PIVOT 4A BOW for the number of days)</small>

		Guide in Preparing the Exemplar <small>(This does not appear in the actual exemplar.)</small>
I. OBJECTIVES	At the end of the lesson, learners are expected to: a. Differentiate various models of communication; b. Explain the process of communication through elements involved; and c. Recognize the importance of models in understanding communication process in everyday lives.	The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAV's). There may be three (3) objectives representing KSAV's. However, a single objective containing KSAV's may be formulated. In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies. At times, lesson objectives are already specified at the beginning portion of the module.
A. Content Standards	The learner understands the nature and elements of oral communication in	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
B. Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
C. Most Essential Learning Competencies (MELC)	Differentiates the various models of communication	Check the PIVOT 4A BOW and look for the MELC. Except for SHS subjects, MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for
D. Enabling Competencies <small>(if available, write the attached enabling competencies)</small>		Check the PIVOT 4A BOW and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC. For this case, no enabling competencies were mapped for the identified MELCs. The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still they are not the main focus as these will just help in dealing with the MELC. Usually, the content is already identified in the module.
II. CONTENT	Communication Models	
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages		Write the pages where you can find the specified content in the learner's
b. Learner's Material	pp. 1-22	Write the pages where you can find the specified content in the learner's
c. Textbook Pages		In the context of using modular distance learning modality, the only material is the learner's
d. Additional Materials from Learning Resources		Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources. This may be filled in online distance learning, blended

Grade 11 2002 Exemplar

IM Harris



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Table of Contents Grade 11 2002 Exemplar

1. Understanding the eBook Grade 11 2002 Exemplar
 - The Rise of Digital Reading Grade 11 2002 Exemplar
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade 11 2002 Exemplar
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade 11 2002 Exemplar
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 11 2002 Exemplar
 - Personalized Recommendations
 - Grade 11 2002 Exemplar User Reviews and Ratings
 - Grade 11 2002 Exemplar and Bestseller Lists
5. Accessing Grade 11 2002 Exemplar Free and Paid eBooks
 - Grade 11 2002 Exemplar Public Domain eBooks
 - Grade 11 2002 Exemplar eBook Subscription Services
 - Grade 11 2002 Exemplar Budget-Friendly Options
6. Navigating Grade 11 2002 Exemplar eBook Formats

- ePub, PDF, MOBI, and More
- Grade 11 2002 Exemplar Compatibility with Devices
- Grade 11 2002 Exemplar Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade 11 2002 Exemplar
 - Highlighting and Note-Taking Grade 11 2002 Exemplar
 - Interactive Elements Grade 11 2002 Exemplar
- 8. Staying Engaged with Grade 11 2002 Exemplar
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade 11 2002 Exemplar
- 9. Balancing eBooks and Physical Books Grade 11 2002 Exemplar
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade 11 2002 Exemplar
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Grade 11 2002 Exemplar
 - Setting Reading Goals Grade 11 2002 Exemplar
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Grade 11 2002 Exemplar
 - Fact-Checking eBook Content of Grade 11 2002 Exemplar
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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