DETAILED LESSON PLAN GRADE 4 ENGLISH THIRD GRADING PERIOD

I. Objectives

A. At the end of this lesson 75% of the pupils

B. Specific

B.1. Cognitive ----

B.2. Observe strictly the signal words in writing and following directions.

B.3. Psychomotor -----

II. Subject Matters

- a. TOPIC: WRITE DIRECTIONS USING SIGNAL WORDS
- b. REFERENCE: K-12 Melch pp. 135, Google, Youtube
- c. MATERIALS : Laptop
- d. VALUES: Responsible Obedience, Cooperation

III. Procedure

Teacher's Activity	Students' Activity
1.Preliminary Activity A. Prayer "Class let us start our lesson in prayer, please lead us in prayer. (call a pupil to lead)	Dear God, Thank you for this day, thank You for the gift of life as we study may You give us wisdom, joy and strength. May we be quick to remember that you are in control of all things and turn to You in prayer. In Jesus Name Amen.
B. Energizer Let's stand up and do our daily exercise.	Dive deep (The pupils will dance.)
C. Greetings Good afternoon Class!	Good afternoon Teacher, good afternoon classmate, It's nice to see you again.
Again, before we start can you please read our E-learning guidelines. (call a pupil to read)	E - learning Guidelines: 1. Secure appropriate learning space during online class. 2. Open your camera during online class. 3. Switch off microphone until you're recognize to talk.

The Lesson

Rosa Archer, Siân Morgan, David Swanson

The Lesson:

The Lesson in Appreciation Frank Herbert Hayward, 1915 **Understanding Lesson Study for Mathematics Rosa** Archer, Siân Morgan, David Swanson, 2020-06-04 Using the latest research this book provides an insight into how learning in mathematics can be improved through a lesson study approach. This highly practical resource explores the research and theory that underpins lesson study and shows the significant impact it can have on teacher development Divided into ten accessible main chapters that focus in depth on an individual mathematics lesson each chapter provides research and background to the lesson an outline of key features a detailed description and analysis of the lesson in practice post lesson discussions and reflections which generalise from the experience as well as links to helpful resources Some of the key topics explored include Fractions Proportional relationships Probability and statistics Geometry Modelling Algebra Dialogic reasoning Understanding Lesson Study for Mathematics is the perfect resource for all mathematics teachers trainee teachers and professional developers who are looking to develop the use of lesson study in their own practice or for those simply seeking new inspiring ideas for the mathematics classroom **Teacher's Guide** Brenda Van Dixhorn, 2012-09-30 This helpful guide creates a common language for the school teachers and parents to give students a more cohesive learning environment With ideas and supporting materials for fun and easy to implement family night activities centered around a content area teachers can easily encourage parent involvement and help students succeed and achieve in kindergarten

The TIMSS Videotape Classroom Study James W. Stigler,1999 How Chinese Teach Mathematics and Improve Teaching Yeping Li, Rongjin Huang, 2012-07-26 How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China It combines contributions from Chinese scholars with commentary from key Western scholars to offer multiple perspectives in viewing and learning about some important and distinctive features of mathematics classroom instruction Viewing classroom instruction as part of teachers instructional practices this book goes beyond teachers in classroom instructional practice by also examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach How Chinese Teach Mathematics and Improve Teaching expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction This book is indispensible reading for those interested in Chinese practices in mathematics teaching and is a key book for teacher educators school administrators and policy makers in expanding ways of supporting and helping mathematics teachers in instructional development and improvement **Practice Teaching Jack** C. Richards, Thomas S. C. Farrell, 2011-03-14 Practice Teaching surveys issues and procedures in conducting practice teaching Written for language teachers in training at the diploma undergraduate or graduate level Practice Teaching A Reflective Approach surveys issues and procedures in conducting practice teaching The book adopts a reflective approach to practice teaching and shows student teachers how to explore and reflect on the nature of language teaching and their own

approaches to teaching through their experience of practice teaching Kod?ly Today M?che?l Houlahan, Philip Tacka, 2008-06-26 In Kod ly Today M che l Houlahan and Philip Tacka offer an expertly researched thorough and most importantly practical approach to transforming curriculum goals into tangible achievable musical objectives and effective lesson plans Their model grounded in the latest research in music perception and cognition outlines the concrete practices behind constructing effective teaching portfolios selecting engaging music repertoire for the classroom and teaching musicianship skills successfully to elementary students of all degrees of proficiency Addressing the most important questions in creating and teaching Kod ly based programs Houlahan and Tacka write through a practical lens presenting a clear picture of how the teaching and learning processes go hand in hand Their innovative approach was designed through a close six year collaboration between music instructors and researchers and offers teachers an easily followed step by step roadmap for developing students musical understanding and metacognition skills A comprehensive resource in the realm of elementary music education this book is a valuable reference for all in service music educators music supervisors and students and instructors in music education Biography-Driven Culturally Responsive Teaching Socorro G. Herrera, 2015-12-28 Teaching strategies and tools have been updated to reflect new brain research and to keep pace with our nation's ever changing demographics and constant shift in expectations for K 12 students. The structure and format of this bestseller has also been revised to help educators find information guickly Write News/sports Copy, 1985 Newspaper Headlines ,1986 Powerful Practices for High-Performing Special Educators Robert Kaufman, Robert Wandberg, 2015-05-26 Special education teachers face unique challenges especially when they are just beginning This essential resource offers special educators a blueprint for dealing with the most common challenges they face both in the classroom and in the larger school environment These research based strategies help teachers meet the academic needs of diverse students with disabilities including those who are also English language learners in areas such as setting up a classroom managing student behavior designing effective instruction incorporating technology embracing diversity and more Each chapter features An overview and objectives A brief research review Step by step strategies that can be used immediately Examples and scenarios from real teaching experiences Self assessments and reflections This all in one reference book offers the tools strategies and support special educators need for success in their first year and every year thereafter How to use Moodle 4.1 Jaswinder Singh, 2022-12-24 This book is for people who want to teach a course using Moodle You can use Moodle to teach a fully online course or to supplement a face to face course in a traditional setting It doesn't matter if you teach at a primary school a secondary school in higher education or in a corporate setting you can use the tools and features available in Moodle to create an effective class It is written with a perspective that you are a teacher using Moodle to teach your learners Setting up the Moodle platform or the administration tasks are not covered in this book How to Coach Teachers Who Don't Think Like You Bonnie M. to keep things focused and tidy for the teachers

Davis, 2007-11-14 This how to resource encourages teachers to write and reflect upon their practices in a unique approach to coaching that bridges content areas and honors distinctive learning styles **Moments in Mathematics Coaching** Kristine Reed Woleck, 2010-03-09 A must read for all mathematics teacher coaches Woleck brings us into her coaching life by sharing these cases from her work Through the engaging details of these personal stories she skillfully leads us into considering various coaching models essential coaching skills and effective coaching practices Focus questions at the end of each chapter add an incentive for readers to deepen their own practices and use this book as the basis for study groups Euthecia Hancewicz Mathematics Teacher Support Specialist Mathematics Educator Support Services Westhampton MA Woleck provides an instructive and insightful analysis of what makes coaching a powerful and capacity building resource for schools This highly engaging and informative account details how effective coaching skills develop and become refined through research based study daily practice and ongoing reflection Mary Monroe Kolek Deputy Superintendent New Canaan Public Schools CT Follow a mathematics coach through real cases from actual school situations Kristine Reed Woleck reflects on specific cases or moments from her years as a mathematics coach unpacking and examining for readers the critical elements of mathematics teaching learning and coaching This accessible practical resource discusses what effective coaching looks like and how beginning and veteran mathematics coaches in Grades K 5 can bring about meaningful improvements in mathematics instruction The real life cases illustrate how to Incorporate key elements of coaching into practice Build trusting relationships with teachers Make effective decisions throughout the coaching cycle Reference data and the curriculum as coaching tools Use reflection to link coaching concepts to actual practice How Chinese Teach Mathematics Lianghuo Fan, Ngai-Ying Wong, Jinfa Cai, 2015-03-13 This unique book represents another concerted research effort concerning Chinese mathematics education with contributions from the world's leading scholars and most active researchers. The book presents the latest original research work with a particular focus on the teaching side of Chinese mathematics education to a wide international audience There are mainly three sections in the book The first section introduces readers to a historical and contemporary perspective respectively on traditional mathematical teaching in ancient China and on how modern Chinese mathematics teachers teach and pursue their pre service training and in service professional development The second section presents studies investigating a wide range of issues at both the macro and micro levels on how Chinese mathematics teachers teach mathematics The third section focuses on Chinese mathematics teachers investigating issues about their knowledge belief teacher training and professional development Like its predecessor How Chinese Learn Mathematics Perspectives from Insiders this book is a must for educational researchers practitioners and policy makers who are interested in knowing more about mathematics teaching teachers teacher education and professional development concerning Chinese teachers and learners Contents Focusing on Chinese Mathematics Teaching Teachers and Teacher Education An IntroductionHistorical and Contemporary Perspectives The Wisdom of Traditional Mathematical Teaching in China DAI Qin

and CHEUNG Ka Luen How Chinese Teachers Teach Mathematics and Pursue Professional Development Perspectives from ContemporaryInternational Research FAN Lianghuo MIAO Zhenzhen and MOK Ah Chee Ida Understanding the Chinese Ways of Teaching Mathematics Mathematics Teaching in a Chinese Classroom A Hybrid Model Analysis of Opportunities for Students Learning HUANG Rongjin MILLER L Diane and TZUR Ron Achieving Coherence in the Mathematics Classroom Toward a Framework for Examining Instructional Coherence WANG Tao CAI Jinfa and HWANG Stephen Elementary School Teachers Instruction in Measurement Cases of Classroom Teaching of Spatial Measurement in Taiwan HUANG Hsin Mei E Pedagogical and Curriculum Potentials of Homework A Case Study about Geometric Proofs in Shanghai FANG Yanping Teaching Calculation of Time Intervals Comparing Mathematics Competence of Students in Macau Hong Kong and the Netherlands LI Titus Siu Pang Teaching Number Sense via Interactive Multimedia in a Primary School in Taiwan YANG Der Ching CHEN Pei Chieh TSAI Yi Fang and HSIEH Tien Yu Teaching Geometrical Theorems in Grade 8 Using the Shen Tou Method A Case Study in Shanghai DING Liping JONES Keith and ZHANG Dianzhou Implementation of Objectives Based on the Curriculum Standards A Case of Teaching Using Letter to Represent Number at a Chinese Primary School in Chinese Mainland HUANG Xingfeng YANG Jinglei and LI Shiqi Chinese Project based Classroom Practices Promoting Students Engagement in Mathematical Activities XU Binyan and ZHU Guangtian A Large Scale Video Survey on Taiwanese Fourth Grade Classrooms of Mathematical Teaching Behaviors LEE Yuan Shun and LIN Fou Lai Features of Exemplary Lessons under the Curriculum Reform in Chinese Mainland A Study of Thirteen Elementary Mathematics Lessons MA Yunpeng and ZHAO Dongchen Qingpu Mathematics Teaching Reform and Its Impact on Student Learning GU Lingyuan YANG Yudong and HE Zhenzhen Chinese Mathematics Teachers Teacher Educati **Learning to Teach** Patrick M. Jenlink, 2021-08-14 Learning to Teach Curricular and Pedagogical Considerations for Teacher Preparation introduces the reader to a collection of thoughtful research based works by the authors The chapters reflect the personal and professional experiences based on field research of the contributing authors The research study presented in each chapter offers different perspectives and approaches to learning to teach Bridging theory and research in pre service teacher preparation programs are examined Each study reflects the findings on how the components and experiences of teacher preparation are addressed in diverse contexts and disciplines as well as the prevalent challenges for pre service teacher preparation Chapter One opens the book with a focus on learning to teach and the importance of symmetry in preparation and practice Chapters Two Ten present field based research that examines the important complexities of learning to teach in pre service teacher preparation acknowledging that across different disciplines the learning to teach experiences vary based on the role and responsibilities that teachers have upon entering the classroom to teach Math Workouts: Concepts Tony G. Williams, 2009-09-01 This packet is designed to help middle school mathematics students think critically and have fun with math Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem The practical teaching tips

can be used for instruction and discussion Make the most of your math lessons by grabbing your students attention with Sizing Up Measurement Chris Confer, 2007 The lessons in Sizing Up Measurement Activities these engaging activities for Grades 3 5 Classrooms focus on length area volume angles weight time and temperature Each lesson is organized in an accessible easy to use format that includes an overview a list of materials a vocabulary list and step by step teaching directions Students come away from these lessons with a deeper understanding of why and how to measure and they develop the confidence required to make sense of any situation and the measurement tools involved pub desc The Effectiveness of Mathematics Teaching in Primary Schools Zhenzhen Miao, David Reynolds, 2017-07-06 The Effectiveness of Mathematics Teaching in Primary Schools Lessons from England and China provides a unique insight into the mathematics classrooms of these two countries and arrives at a time when the world is eager to know how Chinese learners consistently excel at learning mathematics and other core subjects Showcasing the kinds of teaching methods that work within and across countries this book presents a rich collection of views including those from teachers their native colleagues their foreign colleagues and the researcher regarding the quality of mathematics teaching today Interweaving scientific results about teaching and learning evaluations with multiple perspectives of various roles in and out of the classroom Miao and Reynolds offer insights into how and why different approaches of teaching have led to different learning outcomes in mathematics internationally Building on rigid and robust analyses of the most up to date data in England and China the book indicates that it is through changing teaching rather than changing teachers that mathematics learning can be improved because it is what teachers do in the classroom that really makes a big difference Containing four decades of wisdom from the field of teaching effectiveness research this book is essential reading for all who want to improve the quality of mathematics teaching worldwide This book is particularly relevant for educational researchers postgraduate students and teachers as well as school leaders policymakers and parents Papers for the Teacher: Object teaching and oral lessons on social science and common things Henry Barnard, 1860

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