

Lesson Plan In English 7 Story Reading Framework

I. Objective.

At the end of the discussion the students should be able to;

- a. Infer the motives, attitudes and values of the characters
- b. Realized that it is better to do good deeds at all times.

II. Subject Matter

- a. Skill: Interfering motives, attitudes and values of the characters
- b. Topic: "Florante At Laura"
- c. Reference:

<https://loveenglish2015.wordpress.com/2015/10/31/florante-at-laura-by-francisco-baltazar-summary/#:~:text=This%20literary%20masterpiece%20was%20written,he%20referred%20to%20as%20Celia>

- d. Materials: Visual Aid, Reading Materials

III. Procedure

A. Pre-reading

1. Motivational Activity (5 minutes)
We will do the watermelon dance.
2. Motivation Question:
When you say love what the first thing comes into your mind?
3. Motivational Question:
Do any of you know the story of "Florante and Laura?"

B. During Reading:

Florante and Laura

On a faraway vast land, there's a mystical forest outside the Kingdom of Albanya. Florante, son of Duke Briseo and Princess Floresca, was knotted tightly on a giant old tree in the middle of the dark forest. Sadness and emptiness crept around the helpless Prince. The scary woods and uncanny sounds of wild animals and creatures just didn't help.

Just before two huge lions were about to ravish the poor Prince, a kindhearted Persian Morong, Aladin, helped Florante. Aladdin was in exile from his own kingdom because of his father's cruelty. His father, Ali-Adab, took his lovely fiancé away from him. On his way to the woods, he heard Florante's scream trying to seek help from the lions, nearly killing him.

The two became good friends and they started to talk about their past and what brought them there in the woods. Florante told Aladin his true identity – a prince of Albanya. He also told his new friend about his other near-death experience involving a giant crow which was killed by his cousin, Menalipo, his school days at Atenas where he met Adolfo who from the beginning was

Lesson Plan Sample Double Entry

**Rain Bongolan, Ellen Moir, Wendy
Baron**



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Allen's Forty Lessons in Practical Double Entry Book-keeping ... George Allen, 1891 Planning for Successful Reading and Writing Instruction in K-2 Antoinette Cerulli Fornshell, 2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2 **Resources in Education** ,1997-04 *The Work of Language in Multicultural Classrooms* Katherine Richardson Bruna, Kimberley Gomez, 2009-06-02 How does language comprise the implicit or explicit curriculum of teaching and learning in multicultural science settings Building on a growing interest in the ways in which language and literacy practices interact with science teaching and learning to facilitate or obstruct successful student outcomes this book contributes to scholarship on the role of language in developing classroom scientific communities of practice expands that work by highlighting the challenges faced specifically by ethnic and linguistic minority students and their teachers in joining those communities and showcases exemplary teaching and research initiatives for helping to meet these challenges Offering teacher practitioners and researchers in the fields of science education and multicultural education lenses through which they can critically consider the myriad of classroom settings instructional approaches curricular materials and scientific topics involved in what it means to teach science while pointedly addressing concerns about equity of educational opportunity this volume serves as a powerful resource for linking theory and practice End of chapter reflection questions and engagement activities facilitate discussion round these issues and provide rich opportunities for the reader to consider the implications of each chapter for science instruction and research and to apply insights developed in a real world science teaching and learning contexts **Effective Strategies for Teaching in K-8 Classrooms** Kenneth D. Moore, Jacqueline Hansen, 2011-01-28 Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K 8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and English language learners make this a must have resource for any K 8 teacher New York Teachers' Monographs Sidney Marsden Fuerst, 1902 Lessons from the Granite Mountain Shaft Fire, Butte Daniel Harrington, 1922 **New York Teachers' Monographs** ,1902 **Surviving the Move and Learning to Thrive** Lisa A. Fisher, 2011-10-14 *Surviving the Move and Learning to Thrive* is a collection of seven chapters that provide tools for all students especially struggling and reluctant learners to find a better path to learning while moving through middle and high school Each chapter

addresses critical areas of need from learning styles to parent involvement in a way that is easy to understand and implement

Learning for Keeps Rhoda Koenig, 2011-03-30 Learning for Keeps answers the questions teachers frequently ask about how to provide the explicit strategy instruction that supports the higher level skills students need to meet the rigorous demands of the Common Core Standards Teachers recognize that students often do not come to our classrooms with the skills necessary for the activities and projects that require solving problems reading deeply responding to higher levels of text complexity communicating well developed ideas and performing the many cognitive behaviors necessary for long term intellectual development Here s a highly practical book that gives teachers the specific knowledge and larger vision needed to demystify essential strategies with explicit instruction The reader will come away with a tutorial in breaking down complex strategies into incremental parts models of scripted explicit strategy lessons examples of coaching transactions that mediate students application of strategies and scaffolded activities that integrate content and process Learning for Keeps is an indispensable tool for enabling all students to independently select and apply the behaviors needed for becoming highly literate and thoughtful citizens prepared for college and 21st century careers Keys to the Secondary Classroom Rain Bongolan, Ellen Moir, Wendy Baron, 2009-11-16 An easy to use source for all the strategies you need to thrive in the secondary classroom Leveraging a wealth of information from the New Teacher Center this user friendly guide provides a solid foundation for classroom management lesson planning and assessment Teachers will learn step by step tips for organizing standards based curriculum across the content areas supported by extensive reproducible forms and go to references This new edition also includes Lesson plans by exemplary math and language arts teachers Guidelines for clear homework procedures Strategies for working with struggling readers Tips for maintaining contact with parents A list of key resources for secondary teachers **The Science of Double-entry Book-keeping** Christopher Columbus Marsh, 1851 Making Creative Schedules Work in Middle and High Schools Elliot Y. Merenbloom, Barbara A. Kalina, 2006-12-28 This practical user friendly resource provides a step by step process for restructuring blocks of learning time to improve student teacher relationships and promote more positive learning experiences **The Science of Double-entry Book-keeping, Simplified by the Application of an Infallible Rule for Journalizing ...** C. C. Marsh, 1856 Teaching Content Reading and Writing Martha Rapp Ruddell, 2004-01-27 With the passage of the No Child Left Behind Act and Increasing pressures on teachers to produce results true literacy is no longer optional all the more so in a technological world where adolescent literacy has become increasingly diverse and complex In this new edition of Teaching Content Reading and Writing Martha Rapp Ruddell provides you with the evidence based theories and practices you need to rise to the demand of today s schools and to make decisions about the most effective ways to teach today s learners Updated and revised in light of the evolving realities of adolescent lives and literacies Teaching Content Reading and Writing Fifth Edition offers a wealth of ready to implement ideas and features to help you achieve success in your classroom including Up to date discussions of adolescent

literacies including digital literacies such as iPods pod casts IM and blogs Suggestions for content area instruction that supports the needs of all learners Centerpiece Lesson Plans that show you how to apply and adapt instructional strategies for specific content area lessons How To Do feature step by step instructions you can use to plan lessons Creating Strategic Readers Writers and Learners specific suggestions for helping your students take charge of their own learning and become confident learners Online Video Vignettes of real teachers teaching real students let you see how the strategies play out in the classroom Opening chapter classroom scenarios Double Entry Journal prompts end of chapter What This Chapter Means to You and other guides to connect what you learn to your own experience and classroom Book jacket **Teaching**

Language Arts to English Language Learners Anete Vásquez,Angela L. Hansen,Philip C. Smith,2010-11-24 Examines the challenges that English language learners face and offers educators practical suggestions on how they can help their students learn English reading writing grammar and vocabulary as well as build their speaking listening and viewing skills

The Co-Teaching Book of Lists Katherine D. Perez,2012-06-26 Practical strategies for teachers who share classroom teaching responsibilities Filled with down to earth ideas suggestions strategies and techniques The Co Teaching Book of Lists provides educators with a hands on resource for making the co teaching experience a success Written by educator and popular teacher trainer Kathy Perez this book gives educators a classroom tested and user friendly reference for the co taught classroom Topics covered include roles and responsibilities setting up the classroom establishing classroom climate effective accommodations and modifications for students goal setting negotiating conflicts scheduling issues and more Author Katherine Perez is a popular presenter and workshop leader for Bureau of Education and Research and Staff Development for Educators Offers best practices and helpful strategies for making co teaching a success Includes a wealth of ideas that are both practical and easy to implement This easily accessible reference presents numerous positive and ready to use tips strategies and resources for collaborative teaching and student success **Content-Area Reading Strategies for**

Language Arts Walch Publishing,2003-02 Vibrant Learning Debra K. Wellman,Cathy Y. Kim,Lynn Columba,Alden J. Moe,2018-07-27 Grounded in research Vibrant Learning focuses on language rich literacy based collaborative classrooms as the foundation for transforming content area learning The authors emphasize three areas 1 strategies to support student understanding of concepts 2 ideas to encourage student engagement and 3 creating a lively and respectful classroom environment to foster an integrative approach to learning Knowledgeable teachers with a repertoire of effective instructional strategies make genuine learning possible With that in mind this book presents a solid theoretical background and a set of practical tools in each of its chapters ranging from assessment compression vocabulary motivation to integration for the content area teacher Principles of Class Teaching Joseph John Findlay,1902

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