

# SAMPLE PIVOT 4A LESSON EXEMPLARS USING THE IDEA INSTRUCTIONAL PROCESS

|                                   |                                                 |
|-----------------------------------|-------------------------------------------------|
| <b>Learning Area</b>              | <b>English</b>                                  |
| <b>Learning Delivery Modality</b> | <b>Modular Distance Modality (Learners-Led)</b> |

|                                                                                                             |                      |                               |                      |                                                                      |
|-------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|----------------------|----------------------------------------------------------------------|
|  <b>LESSON EXEMPLAR AR</b> | <b>School</b>        | <b>CALABARZON National HS</b> | <b>Grade Level</b>   | <b>Grade 11</b>                                                      |
|                                                                                                             | <b>Teacher</b>       | <b>John Dela Cruz</b>         | <b>Learning Area</b> | <b>English (SHS)</b>                                                 |
|                                                                                                             | <b>Teaching Date</b> | <b>Sept. 1-4, 2020</b>        | <b>Quarter</b>       | <b>First Quarter</b>                                                 |
|                                                                                                             | <b>Teaching Time</b> | <b>1-2pm</b>                  | <b>No. of Days</b>   | <b>4 days</b><br><small>less PIVOT 4A 2021 for the number of</small> |

|                                                                                                            |                                                                                                                                                                                                                                                                                       | <b>Guide in Preparing the Exemplar</b><br><small>(This does not appear in the actual exemplar.)</small>                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I. OBJECTIVES</b>                                                                                       | At the end of the lesson, learners are expected to:<br>a. Differentiate various models of communication;<br>b. Explain the process of communication through elements involved; and<br>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.<br><br>In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies.<br><br>At times, lesson objectives are already specified at the beginning portion of the module. |
| <b>A. Content Standards</b>                                                                                | 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>B. Performance Standards</b>                                                                            | 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.                                                                                                                                                                                                                                                                                                                                  |
| <b>C. Most Essential Learning Competencies (MELC)</b>                                                      | Differentiates the various models of communication                                                                                                                                                                                                                                    | Check the PIVOT 4A SGW and look for the MELC. <u>Except for SHS subjects</u> , MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for                                                                                                                                                                                                                                             |
| <b>D. Enabling Competencies</b><br><small>(If available, write the attached enabling competencies)</small> |                                                                                                                                                                                                                                                                                       | Check the PIVOT 4A SGW 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.<br><br>For this case, no enabling competencies were mapped for the specified MELCs.                                                                                                    |
| <b>II. CONTENT</b>                                                                                         | Communication Models                                                                                                                                                                                                                                                                  | 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.<br><br>Usually, the content is already identified in the module.                                                                                                                             |
| <b>III. LEARNING RESOURCES</b>                                                                             |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>A. References</b>                                                                                       |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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 if online distance learning, a blended                                                                                                                                                                                                               |

# 14 Grade 11 Exemplars

**Yi-Tong Ma**

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