

**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) B. Energizer Let's stand up and do our daily exercise. C. Greetings Good afternoon Class! Again, before we start can you please read our E-learning guidelines. (call a pupil to read)	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. Dive deep (The pupils will dance.) Good afternoon Teacher, good afternoon classmate, It's nice to see you again. 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.

Australian Curriculum Grade 7 Lesson Plans China

Lijuan Chen



Australian Curriculum Grade 7 Lesson Plans China:

Localising Chinese Michael Singh, Thị Hồng Nhung Nguyễn, 2018-03-13 This book presents innovative strategies for teaching the Chinese language to English speaking students around the world using in depth research arising from a long running and successful Chinese language teaching programme in Sydney Throughout the book its authors emphasise the importance of teaching methods which explore the relevance of Chinese to all aspects of students everyday lives Localising Chinese by folding it into students everyday sociolinguistic activities performed in English The research presented here demonstrates how through school driven research oriented service learning university graduates from China learnt to use student centred learning focused language education as a basis for professional learning In the context of China s growing influence in the global academic community this book addresses the urgent need to promote effective communication and partnerships It provides a valuable resource for language teachers and teacher educators as well as education researchers in the areas of international education linguistics the sociology of education and knowledge exchange *Globalization, Nationalism, and Music Education in the Twenty-First Century in Greater China* Wai-Chung Ho, 2025-10-01 Globalization Nationalism and Music Education in the Twenty First Century in Greater China examines the recent developments in school education and music education in Greater China Mainland China Hong Kong and Taiwan and the relationship between and integration of national cultural identity and globalization in their respective school curriculums Regardless of their common history and cultural backgrounds in recent decades these localities have experienced divergent political cultural and educational structures Through an analysis of the literature official curriculum documents approved music textbooks and a survey questionnaire and in depth interviews with music teachers this book also examines the ways in which policies for national identity formation and globalization interact to complement and contradict each other in the context of music education in respect to national and cultural values in the three territories Wai Chung Ho s substantive research interests include the sociology of music China s education system and the comparative study of East Asian music education Her research focuses on education and development with an emphasis on the impact of the interplay between globalization nationalization and localization on cultural development and school music education **Resources in Education**, 2001-04

Pedagogic Practices, Student Engagement and Equity in Chinese as a Foreign Language Education Wen Xu, 2021-12-27 This book explores and analyses Chinese as a Foreign Language CFL pedagogic practices and learning experiences within a cohort of low socio economic status students within an Australian primary classroom It demonstrates that in spite of policy and educational discourses underpinning Asian literacies Chinese teaching and learning is a fragile undertaking in Australian schooling The politicisation of CFL education especially in the post COVID 19 era has exacerbated public stereotypes concerning racism and multiculturalism in Australia today Drawing upon Bernstein s theorisation and engagement framework Wen Xu sketches out CFL education as a democratic space where power and control relations can be deliberately

operated to reinforce engaging learning experiences She suggests that pedagogic interventions in the name of social justice have the potential to make consequential differences in disadvantaged students life trajectories and CFL education can be envisioned as an avenue towards socioeconomic mobility instead of being criticised as a platform opposing to liberal ideas In turn she provides insights into teaching younger age CFL learners in the global context in terms of the structuring of pedagogy and curriculum Wen Xu s research will be of interest to students and scholars in sociology of education student engagement pedagogy and curriculum CFL education and languages education as well as pre service teachers and practitioners who teach Chinese as a Foreign Language

Online Chinese Learning Lijuan Chen,2024-02-22 Online Chinese Learning aims to investigate the types of language learning strategies LLSs that online Chinese learners use across asynchronous and synchronous learning environments in different learning contexts This book examines how the use of language learning strategies by online Chinese learners is influenced by the interactants the characteristics of the specific learning context and selected individual learner characteristics This book will provide 1 new and detailed information about students LLS use in online Chinese learning 2 insights into how individual students adopt LLSs and technological tools to solve learning problems in various learning contexts 3 an exploration of factors influencing LLS use and 4 recommendations regarding LLS adoption use and training This book will be a valuable resource for university instructors in languages language teaching methods and second language acquisition as well as researchers in languages linguistics and language learning and teaching

Early Language Learning Policy in the 21st Century Subhan Zein,Maria R. Coady,2021-09-22 This volume analyses the policymaking expectations implementation progress and outcomes of early language learning in various education policy contexts worldwide The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level The languages considered include learning English as a second language in primary schools in Japan Mexico Serbia Argentina and Tanzania Spanish language education in the US and Australia Arabic as a second language in Israel and Bangladesh Chinese in South America and Oceania and finally early German teaching and learning in France and the UK

Teaching Humanities & Social Sciences Rob Gilbert,Libby Tudball,Peter Brett,2019-10-17 Teaching Humanities and Social Sciences 7e prepares teachers to develop and implement programs in the humanities and social sciences learning area from F 10 It successfully blends theory with practical approaches to provide a basis for teaching that is engaging inquiry based and relevant to students lives Using Version 8 1 of the Australian Curriculum the text discusses the new structure of the humanities and social sciences learning area Chapters on history geography civics and citizenship and economics and business discuss the nature of these subjects and how to teach them to achieve the greatest benefit for students both as sub strands within the Year F 6 7 HASS subject and as distinct Year 7 10 subjects Throughout the book maintains its highly respected philosophical and practical orientation including a commitment

to deep learning in a context of critical inquiry With the aid of this valuable text teachers can assist primary middle and secondary students to become active and informed citizens who contribute to a just democratic and sustainable future

Learning Chinese as a Heritage Language Guanglun Michael Mu,2015 This book explores heritage language learning in particular Chinese Australians learning of Chinese The book is based on a mixed methods study which uses Bourdieu's sociological theory and offers implications for sociologists of language and education Chinese heritage language learners and teachers and language an

Digital Transformation and Innovation in Chinese Education Spires, Hiller A.,2017-08-11 Technology use has become increasingly popular in education Due to cultural influences and access issues advances in digital teaching and learning in Chinese education have been slow however certain regions have been able to successfully integrate technology into their curriculum and instruction techniques Digital Transformation and Innovation in Chinese Education is an essential reference source featuring the latest scholarly research on utilizing technology in Chinese learning and instruction and it provides insights to classroom transformations within the context of Chinese culture Including coverage on a broad range of topics and perspectives such as MOOCs blended learning and e learning this publication is ideally designed for academicians researchers and students seeking current research on technological innovation in Chinese education

Competency-Based Teacher Education for English as a Foreign Language Amber Yayin Wang,2021-11-25 Providing a series of chapters written by teacher educators in three continents this edited volume explores the concepts challenges possibilities and implementations of competency based instruction for developing English competencies in English as a foreign language EFL contexts Recent trends in education have emphasized the need to develop competencies that connect learning with real life performances This need has brought about a massive increase in the number of studies and scholarly works devoted to research into competency based education However for teachers and learners of EFL it is challenging to develop competencies for using a language that does not seem to connect with their real life scenarios The chapters apply the concept of competency based instruction in different EFL contexts and are structured around three themes Theory current thoughts on theories of competency based education Research empirical research on competency based teacher education Practice integrating competency based instruction into teacher education This book offers examples of competency based EFL teacher education through both research and practical applications In addition to the innovation in competency approaches the inclusion of language learning in virtual environments offers a valuable resource for scholars educators researchers and all those concerned with current and future education

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Table of Contents Australian Curriculum Grade 7 Lesson Plans China

1. Understanding the eBook Australian Curriculum Grade 7 Lesson Plans China
 - The Rise of Digital Reading Australian Curriculum Grade 7 Lesson Plans China
 - Advantages of eBooks Over Traditional Books
2. Identifying Australian Curriculum Grade 7 Lesson Plans China
 - 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 Australian Curriculum Grade 7 Lesson Plans China
 - User-Friendly Interface
4. Exploring eBook Recommendations from Australian Curriculum Grade 7 Lesson Plans China
 - Personalized Recommendations
 - Australian Curriculum Grade 7 Lesson Plans China User Reviews and Ratings
 - Australian Curriculum Grade 7 Lesson Plans China and Bestseller Lists

5. Accessing Australian Curriculum Grade 7 Lesson Plans China Free and Paid eBooks
 - Australian Curriculum Grade 7 Lesson Plans China Public Domain eBooks
 - Australian Curriculum Grade 7 Lesson Plans China eBook Subscription Services
 - Australian Curriculum Grade 7 Lesson Plans China Budget-Friendly Options
6. Navigating Australian Curriculum Grade 7 Lesson Plans China eBook Formats
 - ePub, PDF, MOBI, and More
 - Australian Curriculum Grade 7 Lesson Plans China Compatibility with Devices
 - Australian Curriculum Grade 7 Lesson Plans China Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Australian Curriculum Grade 7 Lesson Plans China
 - Highlighting and Note-Taking Australian Curriculum Grade 7 Lesson Plans China
 - Interactive Elements Australian Curriculum Grade 7 Lesson Plans China
8. Staying Engaged with Australian Curriculum Grade 7 Lesson Plans China
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Australian Curriculum Grade 7 Lesson Plans China
9. Balancing eBooks and Physical Books Australian Curriculum Grade 7 Lesson Plans China
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Australian Curriculum Grade 7 Lesson Plans China
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Australian Curriculum Grade 7 Lesson Plans China
 - Setting Reading Goals Australian Curriculum Grade 7 Lesson Plans China
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Australian Curriculum Grade 7 Lesson Plans China
 - Fact-Checking eBook Content of Australian Curriculum Grade 7 Lesson Plans China
 - 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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