



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

4

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

2.3.2 MANAGE CLASSROOM STRUCTURE TO ENGAGE LEARNERS, INDIVIDUALLY OR IN GROUPS, IN MEANINGFUL EXPLORATION, DISCOVERY AND HANDS-ON ACTIVITIES WITHIN A RANGE OF PHYSICAL LEARNING ENVIRONMENTS



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- Introduction
- Overview
- Key Concepts
- Self-Reflection
- Learning Goals
- Learning Activities
- Learning Resources
- Assessment
- Reflection
- Appendix
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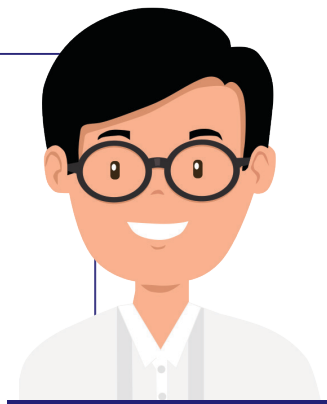
INTRODUCTION TO TEACHER RESOURCE PACKAGE

*Hello, dear Teacher!
Welcome to this Resource Package.*



I am Teacher Jen!

And I am Teacher Mike!



We are members of your support group. Together with your principal, master teacher, and co-teachers, we are pleased to be your guides and companions as you walk through the modules.

Are you ready?

We begin by letting you know how the journey started for us in putting together this resource package.

In August 2017, Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among others, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

These modules are standalone sections that you can select based on your needs and interests. This means that you can choose and read any module that is most relevant to you. You can take your time in familiarizing yourself with any one module with no pressure to finish reading all 12.

This resource package:

- serves as your guidebook towards becoming better acquainted with the PPST;
- comprises 12 modules corresponding to the 12 indicators that are aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable and can help you achieve the target indicators across curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been created and compiled by teachers in support of other teachers.

You will find the materials here useful if you:

- reflect on your own classroom practices, and ensure that your teaching practices are aligned with the indicators;
- want to mentor beginning teachers so they become better in their practice;
- are a part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST and (ii) innovate on practices using the samples in the resource material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices or (ii) working on other career stages or indicators other than the 12 presented in this package.

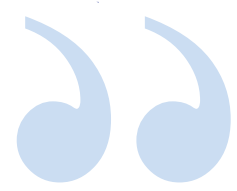
***If learning is your passion,
this resource package is for you.***





What can you expect to find in each module?

You will discover that each module discusses a specific indicator, defines its key concepts and provides relevant illustrations of practice that may help you understand and attain the indicator.



The modules explore the following indicators.

MODULE 1

1.1.2 Apply knowledge of content within and across curriculum teaching areas.

MODULE 2

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

MODULE 3

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

MODULE 4

2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.

MODULE 5

2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

MODULE 6

3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

MODULE 7

4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

MODULE 8

4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

MODULE 9

4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

MODULE 10

5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

MODULE 11

5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.

MODULE 12

5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

PARTS OF THE MODULES



The module contains the following parts:



OVERVIEW introduces you to the indicator and why you need to achieve the indicator;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines key concepts pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with our teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the Standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths and development needs and plans for specific action for professional development; and

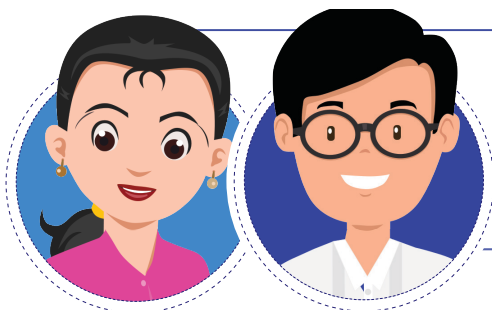


RESOURCE LIBRARY provides you resources (which may include bibliography, forms, templates, appendices and links) that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and you apply it in your teaching context.

We encourage you to actively engage with the text as you read through the module.

We hope you find the information, materials and resources in this package helpful as you engage with the Philippine Professional Standards for Teachers towards your professional development.



We, Teacher Jen and Teacher Mike, will be with you every step of the way.

Have a happy journey.





MANAGE CLASSROOM STRUCTURE TO ENGAGE LEARNERS, INDIVIDUALLY OR IN GROUPS, IN MEANINGFUL EXPLORATION, DISCOVERY AND HANDS-ON ACTIVITIES WITHIN A RANGE OF PHYSICAL LEARNING ENVIRONMENTS

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Hello! Welcome to Module 4.

Teacher Jen and I invite you to take a look at this picture and imagine yourself in it.



As Proficient teachers, we do not allow the form of behavior shown above to happen in our classroom. Yes, our learners are busily doing different activities but they are focused on learning.

As part of our DepEd mission, we'd like to ensure that our learners are in a child-friendly, safe and motivating environment by establishing sets of routines and procedures in the classroom. More importantly, we know that classroom management does not end with managing learners' behavior. We also manage our classroom structure and activities because we aim for a classroom that runs smoothly so that maximum learning can be attained.

In this module, we will see how we can enrich our skills in managing classroom structure and activities. As part of an enabling and supportive environment, we encourage you, from time to time, to think of ways to better enhance the practices that are contained in this module.

Are you ready? Let's go!

In this module, we will focus on:



STRAND: Management of classroom structure and activities



INDICATOR: 2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.



KEY CONCEPTS



Understanding the following significant concepts facilitates deeper appreciation of the indicator and helps you deliver lessons with a set of well-managed activities in an appropriately structured classroom. Let us now acquaint ourselves with the following key concepts.



CLASSROOM STRUCTURE. This refers to the physical set-up of the learning environment, which generally includes the arrangement of chairs, tables, and other equipment in the classroom designed to maximize learning.

CLASSROOM ACTIVITIES. These are activities that the teacher intends to use based on the lesson objectives which can be:

- discovery learning activities* that require learners to draw on their past and existing knowledge to discover facts, relationships, and new knowledge to be learned.
- hands-on learning activities* that require physical participation of learners to construct, consolidate or explain concepts.
- meaningful exploration* that leads to learners' full understanding of concepts and how they relate to other concepts.



SELF-REFLECTION



Let us now reflect on our current practice regarding management of classroom structure and activities.

Considering the key concepts, I have written down my own reflection on this.



KNOWLEDGE

As a Proficient Teacher, I know...

...that classroom structure helps my learners discover new concepts during activities.

SKILLS

As a Proficient Teacher, I do...

...structure my classroom in a way that will suit the meaningful activities to encourage active participation among my learners.

ATTITUDES

As a Proficient Teacher, I feel...

...that my learners are better engaged with the activities if I give them opportunities to work in groups while maximizing the little space we have.



Good reflection, Mike! Now it is your turn to reflect on your knowledge, skills and attitudes in relation to the indicator. You may write it in the boxes below.



KNOWLEDGE

As a Proficient Teacher, I know...

Blank writing area for Knowledge reflection with horizontal lines.

SKILLS

As a Proficient Teacher, I do...

Blank writing area for Skills reflection with horizontal lines.

ATTITUDES

As a Proficient Teacher, I feel...

Blank writing area for Attitudes reflection with horizontal lines.



SUPPORT GROUP



Welcome to our support group! It always feels great to help teachers who would like to improve their practices. We encourage you and your colleagues, including the Master Teachers, Head Teachers and School Head, to take part in helping other teachers in need. You may extend your fruitful discussion by using this module in your next LAC session.

For now, let us see what we can do to address Teacher Adz' concern.



Teacher Adz is a sixth grade Math teacher. Though she handles large classes, she makes it a point to prepare her classroom based on the activities that she prepared for the day. To highlight her competency on managing classroom structure and activities, she prepared her Math 6 lesson on calculating speed, distance and time, and then turned her classroom into a racing area with multiple racetracks to ensure understanding of the concept of speed. However, her observer took note of the following.

Will you please take a look at it and help her improve her strategy?

Observation Note:

The teacher made sure that the concept of the relationship among time, distance and speed was clear to the learners when she grouped the learners to play with pull back cars on improvised racetracks and assigned them to record the time and the distance travelled. However, the pupils, probably due to overexcitement, were not listening to the teacher's instructions and that motivation activity alone ate up almost the whole period. Nevertheless, I commend the teacher for preparing such an engaging activity.

Probing



Looking closely at the given sample excerpt, please try to answer and reflect on the questions presented below.



- 1 Was Teacher Adz able to efficiently manage the:
 - a. classroom structure?
 - b. classroom activities?
 Why do you say so?

- 2 What do you think Teacher Adz can do to address this comment from her observer: *“However, the pupils, probably due to overexcitement, were not listening to the teacher’s instructions and that motivation activity alone ate up almost the whole period.”*?

- 3 If you were to teach the same lesson, how would you show your skills in managing classroom activities and structure in the classroom? Would you restructure the classroom based on the activities? Would you change the activities based on the structure of the classroom?

Suggestions for Improvement

We commend Teacher Adz for engaging her class in a “racing” activity. For us to enhance lessons like this, we may take note of the following suggestions on management of classroom structure and activities.

Set clear expectations. Before starting any activity, we may set clear expectations on how learners should perform the activity.

Maximize the use of school facilities. We may opt to restructure the classroom for it to become more appropriate for the activities but if we feel the need for a wider or more flexible space, we may also choose from a range of other physical learning environments. We may use the school covered court, the stage, the school garden, under the shade of a big tree or any other area away from the four corners of the classroom.

Be careful in choosing the activities. There may be different learning activities for a particular lesson so we have to carefully select those which will give meaningful experiences to our learners. Learning activities which engage and lead learners to discovery and manipulations are encouraged.

Be conscious about time. Time plays an important role in managing classroom structure and activities. We may establish routines to go seamlessly from one activity to the next so as to avoid disruptions and time stealers.

Make safety a priority. In the conduct of the varied activities in any physical learning environment that we prefer to use, we have to make sure that we and our learners are safe while making learning meaningful and fun.



Great suggestions! We hope that these can help you and other teachers, too!

To guide you in managing classroom structure and activities, we have provided several teaching practices in the next section.





ILLUSTRATIONS OF PRACTICE



Jen and I will now walk you through the different illustrations of practice that show specific ways to demonstrate knowledge and understanding of management of classroom structure and activities.

Just to give us a short refresher on management of classroom structure and activities, here are some additional notes.

A classroom with a well-managed structure and activities is a task-oriented and predictable environment. When we say 'classroom', we do not limit ourselves to the four walls of the room. It can be in any place in school or outside the school where we think the learners can engage in meaningful explorations, discoveries and hands-on activities.

As Proficient teachers, we set up our classroom in such a way that it facilitates learning while considering our own safety and, of course, the welfare of the learners under our care. We have our set of routines and procedures which are the tools we use for a smooth flow of the lesson. We maximize our time with our learners by coming up with well-planned, well thought-through activities.

Misbehavior in class is not a primary concern because we know that once our learners are engaged in meaningful activities, they have little or no time for misbehavior. If we manage our classroom structure and activities, we also manage the behavior of our learners.

ILLUSTRATION OF PRACTICE NO. 1:

Managing Classroom Structure Based on Activities



In this illustration of practice, we will show you a summary of the activities in the lesson plan that is presented in the Resource Library. You will see suggested classroom structure based on the activities but this **does not** mean that you are required to draw the classroom structure and attach it in your Daily Lesson Plan (DLP) or Daily Lesson Log (DLL). This does not also prescribe any classroom structure because the teacher appropriately structures the classroom based on the meaningful activities, and the selected activities also depend on the structure of the classroom. What we are suggesting here is that as we plan our activities, we also need to bear in mind the structure or the setup of our classroom to make it more facilitative of learning.

Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments



In this illustration of practice, we will show you the objectives and activities that Teacher Grace prepared for her Grade 2 class.



Here are the objectives that Teacher Grace set for her English 2 lesson.

Detailed Lesson Plan (DLP) in English 2

I OBJECTIVES

A. Content Standards

Demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English (CG p. 22)

B. Performance Standards

Analyzes pattern of sounds in words for meaning and accuracy (CG p. 22)
Able to read and spell out grade appropriate regular and irregular words in English (CG p. 22)

C. Learning Competencies/Objectives (Write the LC Code for each)

Match sounds with their corresponding letter patterns (oi, oy)- En2PAIIIc-e.6.2

- ❖ Match the picture to its correct letter patterns (oi, oy)
- ❖ Identify words with diphthong /oy/
- ❖ Complete the sentences by choosing the correct word with diphthong /oy/
- ❖ Show appreciation in reading and writing words with diphthong /oy/

III. PROCEDURES (Explicit Teaching)

A. Reviewing previous lesson or presenting the new lesson

Use I do (teacher), We Do (teacher and pupils), and You Do (pupils) in singing the song "The Sailors Met Upon the Sea" in the tune of "Old Mc Donald".

The Sailors Met Upon the Sea

The sailors met upon the sea

/Oi/, /oi/, /oi/, /oi/, /oi/

They found some oil

Way down deep

/Oi/, /oi/, Ship ahoy!

Talk about the song.

Ask: What is the song all about?

What word or sound was repeatedly mentioned in the song?

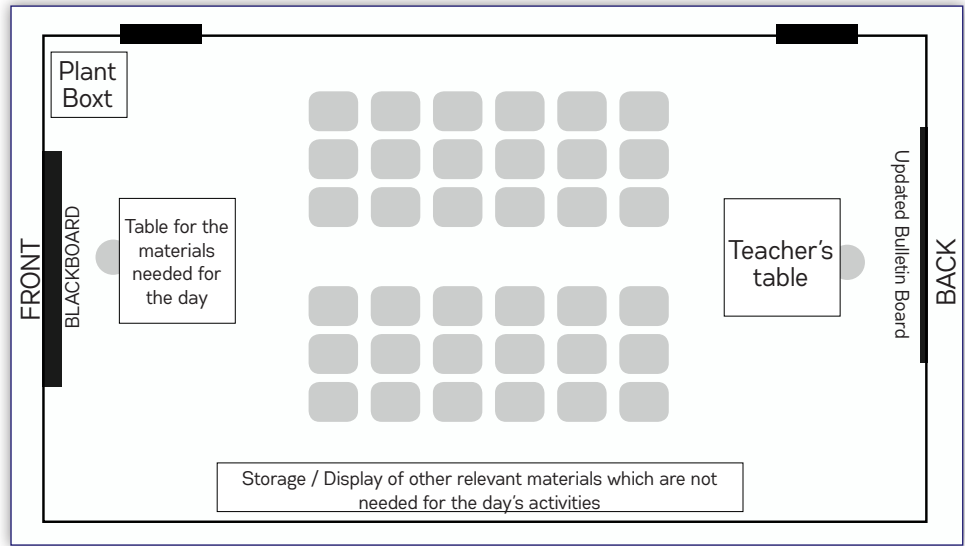
This is Teacher Grace's Review activity – her first activity in her plan.



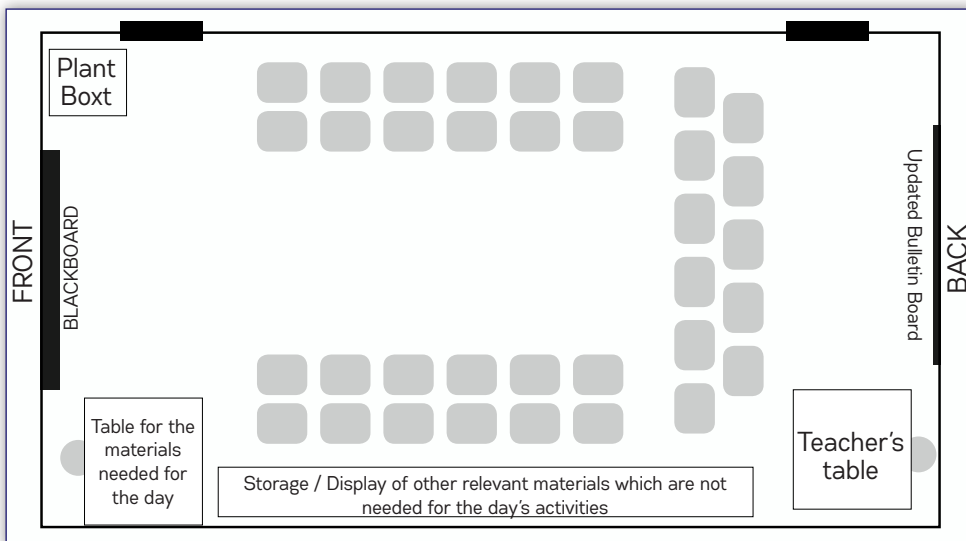
Just to make things clear, there is nothing wrong with Teacher Grace’s plan. In fact, the activities that she prepared were appropriate for this classroom structure.



This is how Teacher Grace sets up her classroom. This may not be different from the way we set up our own classrooms because this allows us to immediately see all our learners. However, we can also explore other options. We can always restructure our classroom to make it more facilitative of learning.



What we are going to present next is a *suggested* classroom structure which can help in enhancing the activities that Teacher Grace originally planned.



For Teacher Grace’s lesson, she may have this classroom structure in mind as she plans the activities. This U-shape chair formation encourages participation among learners. In this classroom structure, the floor space in the center may be used to showcase not only the learners’ singing ability but also their dancing ability in the song “The Sailors Met Upon the Sea”.



Thinking about a classroom structure that is appropriate for the meaningful activities gives us a clearer picture of the learning environment that we are going to have with our learners.

Now, let us try to see if we can still enhance Teacher Grace's activities, with the given classroom structure in mind.



C. Presenting examples/instances of the new lesson

Activity 1: Let's pick word fruits!

NOTE: Prepare a big tree made of cartolina or felt paper and card-like fruits (depending upon the tree and fruits known to the pupils).

Paste the picture to the fruit and its name to the other half.

Read and analyze the story problem. Answer the questions that follow.

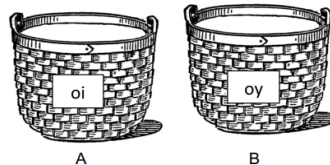
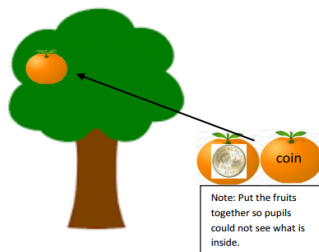
Story Problem:

Mother gave Troy two (2) baskets. She told him to pick word-fruits from their garden and put them according to the basket where they belong. Mother requested him to count the number of word-fruits in each basket and their total number after picking them.

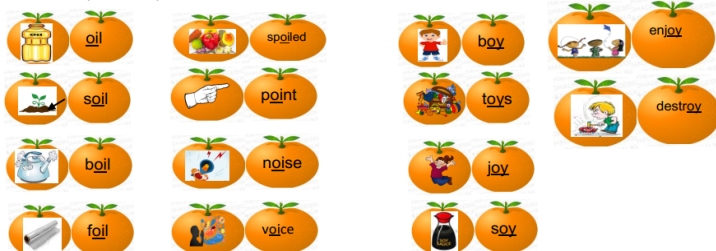
1. How many baskets did mother give Troy?
2. What did mother request Troy to do after picking word-fruits?

Say: Let us help Troy in picking word- fruits and count with him after putting them in their proper baskets.

Instead of posting on the board a tree made of cartolina, Teacher Grace may use the plant box near the door to make the fruit-picking activity more realistic. It could be her learners' first time to experience fruit-picking.



Cut outs (flascards) for word fruits.



I do (Modeling)

Pick a word fruit and read its name.
Show the word to the pupils and read the word with you.
Let the pupils read alone.
Place the word fruit inside the basket.

We do (Guided Practice)

Call a pupil to pick a word fruit and read its name.
Guide the pupil in showing the word to his fellow pupils and read the word with him/her.
Guide the pupil to let his/her fellow pupils read alone.
Guide the pupil to place the word fruit inside the basket.

You do (Independent Practice)

Call pupils to take turn in doing the same activity as previously shown from the Guided Practice.



HOW TO DO IT?

The following steps may be done:

1. She may hang yellow and green mangoes (made of paper) on the branches of the tree/plant since mangoes are common in the Philippines.
2. Learners may be asked to read the word in the fruit they picked, and then put the mangoes in the correct baskets for the yellow and the green mangoes.
3. In the yellow mangoes, words like coin, soil and boil may be written. In the green mangoes, words like boy, toy and soy may be written.
4. Teacher may ask her learners to count the yellow mangoes as she brings them out to post the mangoes on the board. Then she will do the same for the green mangoes.
5. Teacher may also introduce words like ripe and unripe to describe the mangoes.

Teacher may ask the learners to go to their respective groups in the conduct of the group activities. Teacher may check on the learners from time to time, assisting them whenever they need help.

TDAR (Think, Discuss, Act, Reflect) Strategy

Group pupils according to their ability level.
 Tell each group to think of the task given to them.
 Let them discuss how to do their task.
 Let them act or answer their task.
 Let them reflect on how they were able to finish their task.

Group 1: What sound do I make?
 Say the name of the picture with your group.
 Connect the dot of the picture to its correct letter sound.

Group 2: Hear me right!
 Read each word with your group. Check (/) inside the box if you hear a diphthong /oy/, cross out (x) if you don't.

Group 3: Which word completes me? Read the sentences with your group.
 Supply the sentence with the correct word.

1. Ben likes to (join, joy, coin) the basketball game.
2. He has a loud (foil, boil, voice).
3. The girls (point, toil, coil) to the stars.
4. The children (enjoy, join, point) flying their kites.
5. There is (soil, foil, oil) in the pan.

Group 4: Look for me please!
 Read and understand the situation. Encircle all the words with diphthong /oy/.

Roy lost his coinbox his uncle had given him for his birthday. He asked his friend Joy to help him find it. She looked upstairs while he searched downstairs. Finally, he found it under the couch. They were overjoyed to have his coinbox again!

How many diphthongs are there in the short story? _____

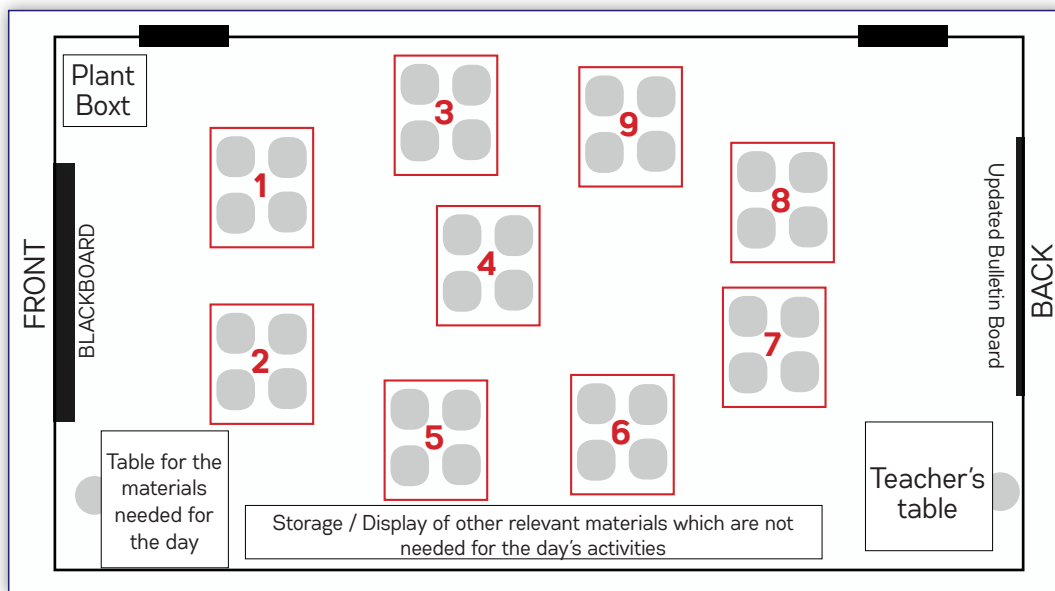


These new learning experiences and hands-on activities could lead to the learners' discovery of new concepts. Considering the time allotted for the subject, Teacher Grace may proceed to the next activities as planned. For activities that require groupings, she may rearrange the chairs accordingly, like the ones shown below.



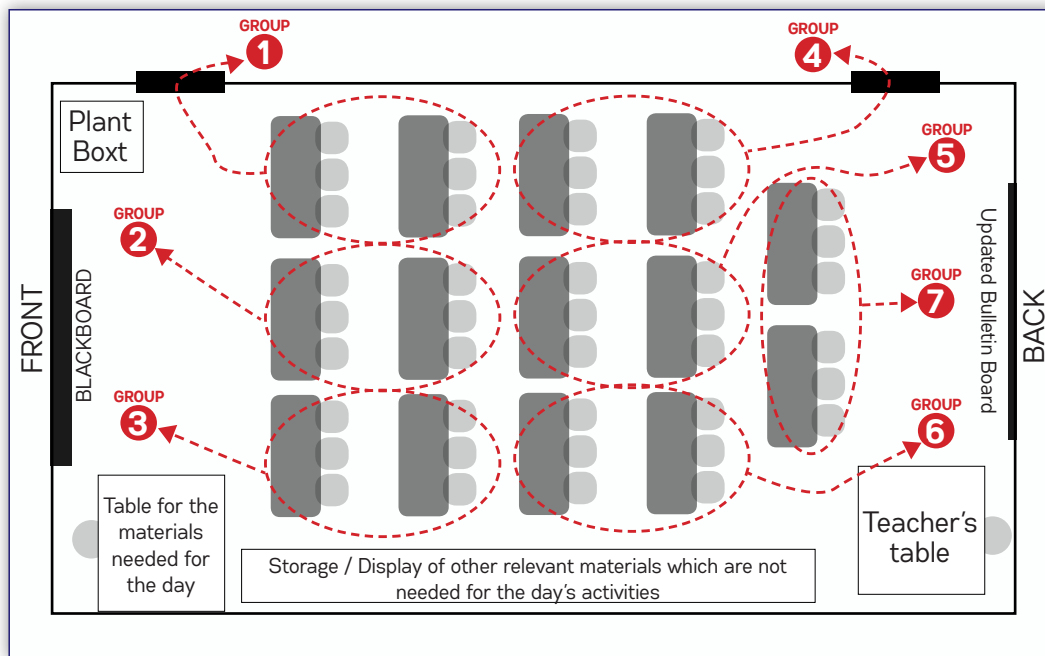
Different arrangements may be rehearsed with the learners during the orientation period at the beginning of the school year or at the beginning of the quarter. When our learners know how to make formations based on the required groupings, we can go seamlessly from one activity to the next without consuming so much time.

Suggested grouping arrangement for classrooms with armchairs inside



This illustration suggests a structure for a classroom with armchairs inside. In this room, the teacher establishes a routine for learners to silently move their armchairs from the traditional set-up to another set-up shown in the figure. Learners start to organize themselves after she mentions "Everyone, please go quietly to your groups."

Suggested grouping arrangement for classrooms with desk inside



This illustration suggests a structure for a classroom with desks inside. Since it is difficult for learners to move their desks to form another set-up, the teacher establishes a different routine.



HOW TO DO IT?

The following steps may be done:

1. After saying “Everyone, please go quietly to your groups”, let the learners silently go to the different parts of the classroom to form their groups.
2. Allow two groups to go out of the classroom to occupy the hallway because additional space is needed.
3. Establish your own style of sending the learners to form a new structure. They may do this by clapping or singing for as long as the activities do not hinder transfer of learning.

ILLUSTRATION OF PRACTICE NO. 2:

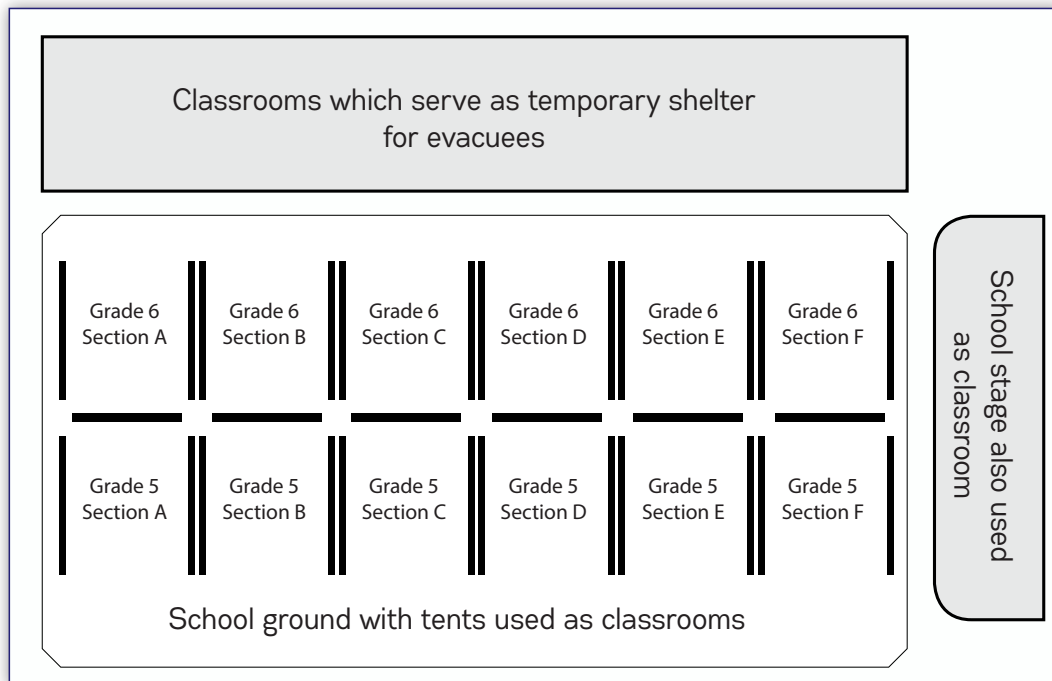
Managing Classroom Activities Based on Structure



Teacher Ian, a Math 6 teacher in Bicol, encountered difficulty in executing his plans when their school became an evacuation center for the people living in the permanent danger zone near Mt. Mayon. They used tents as their classrooms while the evacuees were using the classrooms as temporary shelter. It was the fourth quarter and he had problems with how he could conduct his lessons. In times like this, schools which are used as evacuation sites may have tents which are structured like the one shown in the figure.



Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments



In this school set-up, it is difficult for both teachers and learners to conduct classroom activities as planned. The tents are only separated by loose boards which make it difficult for learners to hear what their teachers are saying. The noisy environment makes transfer of learning almost impossible.

Here are some of the objectives in Math for the fourth quarter. Teacher Ian tried his best to come up with a plan of activities that would realize the given objectives, but he ended frustrated because of their current situation.

Statistics and Probability

Content Standard: The learner demonstrates understanding of pie graphs

Performance Standard: The learner is able to create and interpret representations of data (tables and pie graphs) and applies it in mathematical problems and real life situations

Learning Competencies:

The learner...

- collects data on one or two variables using any source
- constructs a pie graph based on a given set of data
- interprets data presented in a pie graph



The suggested activities could be unforgettable for his learners because the teacher made use of the difficult situation to work to his advantage.

Difficult circumstances challenge us to become innovative for the sake of our learners. Many successful stories inspire us to keep going. Whatever classroom structure is given to us, resilient and resourceful Filipino teachers, we can always manage to provide meaningful, hands-on activities that lead to new discoveries for our learners.





HOW TO DO IT?

Since Teacher Ian and his learners are in a classroom structure where discussion is almost impossible, the following activities may be suggested:

Teacher Ian may make the necessary arrangements for his learners to be able to conduct a short interview/survey with the evacuees. Measures should be taken to ensure safety of the learners.

He may give out pointers on how to conduct an interview/survey.

He may also let the learners write down the guide questions for the interview. These questions may lead the learners to understand the situation of the evacuees better, making them realize how to help the evacuees even in small ways.

After the short interview, ask the learners to let the evacuees answer the survey form. The survey form may include questions about the number of evacuees in one room, the number of males and females, the number of children, age range, and the like.

Using the data that they have gathered, he may let the learners present the result in a form of pie graphs.



Having seen how Indicator 2.3.2 can be achieved, you are now ready to develop lesson plans, instructional materials and assessment tools applicable to your teaching contexts.

Following is a summary of illustrations of practice that you may also consider in making your teaching practices aligned with this indicator.

Other Illustrations of Practice

The teacher arranges and rearranges the chairs in the classroom depending on the purpose and needs of the lesson to allow being in close proximity to all learners. Seating arrangement can be in classic or traditional rows, cooperative clusters, horseshoe or U-shape or full circle (Dañocup, 2010). Usually, traditional rows are used for teacher-centered lessons while other non-conventional arrangements are for learner-centered or activity-centered lessons.

The teacher takes into consideration the location and lighting of the classroom in planning the activities. A classroom with poor ventilation may be a cause for learners' misbehaviors while a room with insufficient lighting may make the learners feel sleepy.

The teacher designs the physical set-up of the learning environment. Though it is not a very spacious classroom, the teacher wisely makes use of the available floor space for the learners to be able to perform group activities. If the group activity requires more space, then the teacher uses another venue and designs it based on the activity to be done.

The teacher spends time in making the classroom safe and conducive to learning by making sure that the materials, equipment and devices inside the classroom are appropriate for teaching and learning.



PROFESSIONAL DEVELOPMENT PLAN



After you have explored the different key concepts on management of classroom structure and activities, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to enhance your professional development.



Fill in the personal action plan below.

STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>



Happy planning!





RESOURCE LIBRARY



We also provide you with resources that can help you further understand the indicator.



Annotated Bibliography

Dañocup, O.B. (2010). *Classroom management: Preparing special education teachers*. Quezon City: Lorimar Publishing, Inc.

This book provides help to special education teachers in managing a classroom, including classroom structure and activities. This is helpful not only for special education teachers but also for teachers in the regular classes.

Department of Education (2013). *Our Department of Education vision, mission and core values*. (D. O. No. 36, s. 2013). Retrieved from http://www.deped.gov.ph/sites/default/files/order/2013/DO_s2013_36.pdf

This order provides information on the meaning and message of our DepEd vision, mission and values.

Department of Education (2017). National Adoption and Implementation of the Philippine Professional Standards for Teachers. Department Order No. 42, s. 2017.

This set of standards defines teacher quality in the country and describes the roles of teachers, the professional standards for teachers, the teacher quality in the Philippines, the seven domains which collectively comprise 37 strands, and the career stages. Further, the definitions of some key concepts in this module are taken from the PPST glossary of terms.

Department of Education (2005). *Instituting measures to increase engaged time-on-task and ensuring compliance therewith*. Department Order No. 9, s. 2005. Retrieved from <http://www.deped.gov.ph/orders/do-9-s-2005>

This order has the objective to meet the required number of school days in every school year and the time allotment for the different subjects in every school day by lessening activities that take teachers and/or learners away from the classroom, maximizing the use of the time allotment for every subject and reducing the non-teaching duties of teachers.

McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

This book contains strategies and solutions to some of the most perplexing classroom management problems through the three key elements: (a) efficient use of time and classroom space, (b) implementation of strategies that influence learners to make good choices, rather than the ones that attempt to control learner behavior, and (c) wise choice and effective implementation of instructional strategies.

Salvatus, G. U. (2017). *Daily lesson log in English grade 2 [Lesson plan]*. Calauag East Central Elementary School. Calauag Quezon.

This lesson plan is enhanced in this module to see how proper management of classroom structure and activities can help improve teachers' lessons.

Appendices

NOTE: This presents a revised Detailed Lesson Plan (DLP) incorporating the suggestions made in this module to show attainment of the indicator.

I. OBJECTIVES

A. Content Standards

Demonstrate understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English (CG p. 22).

B. Performance Standards

Analyze pattern of sounds in words for meaning and accuracy (CG p. 22).
Able to read and spell out grade appropriate regular and irregular words in English (CG p. 22).

C. Learning Competencies/Objectives

Match sounds with their corresponding letter patterns (oi, oy)- En2PAIIIc-e.6.2.

- Match the picture to its correct letter patterns (/oi/, /oy/).
- Identify words with diphthong /oy/.
- Complete the sentences by choosing the correct word with diphthong /oy/.
- Show appreciation in reading and writing words with diphthong /oy/.

II. CONTENT: Diphthongs /oy/

A. Learning Resources

1. Teacher's Guide pages: pp. 38-39
2. Learner's Materials pages: 310-313
3. Textbook pages:
4. Additional Materials from *Learning Resource (LR) portal*:

B. Other Learning Resources:

Video-Jolly Phonics Oi Song: The Sailors Met Upon the Sea, pictures, cut-outs of a tree, fruits, and two baskets, activity sheets, show-me board, story problem
Integration: Math, Music

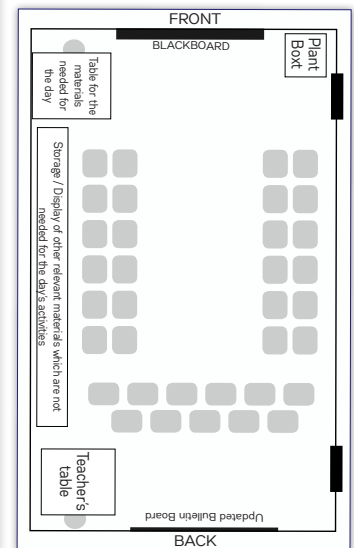
III. PROCEDURES

A. Reviewing previous lesson or presenting the new lesson

Use I do (teacher), We Do (teacher and pupils), and You Do (pupils) in singing "The Sailors Met Upon the Sea" to the tune of "Old Mac Donald." Let them act out like real sailors around the plant box.

The Sailors Met Upon the Sea
The sailors met upon the sea
/Oi/, /oi/, /oi/, /oi/, /oi/
They found some oil
Way down deep
/Oi/, /oi/, Ship ahoy!

Here are the objectives that Teacher Grace set for her English 2 lesson.



Talk about the song.

Analyze pattern of sounds in words for meaning and accuracy (CG p. 22).
 Aply read and spell out grade appropriate regular and irregular words in English (CG p. 22).

Ask:

- What is the song all about?
- What did the sailors find?
- What did they say when they found some oil?
- What sound was repeatedly mentioned in the song?
- Will you please say it again?

B. Establishing a purpose for the lesson

Say:

Can you think of other words with the same sound?
 Today, you shall learn more words with the same sound that you heard from the song, the /oy/ sound. This will enrich your vocabulary as Grade 2 learners.

C. Presenting examples/instances of the new lesson

Activity 1: Let's pick word fruits!

NOTE: Make use of the plant box for the fruit-picking activity. Hang yellow and green mangoes made of paper.

Read and analyze the story problem. Answer the questions that follow.

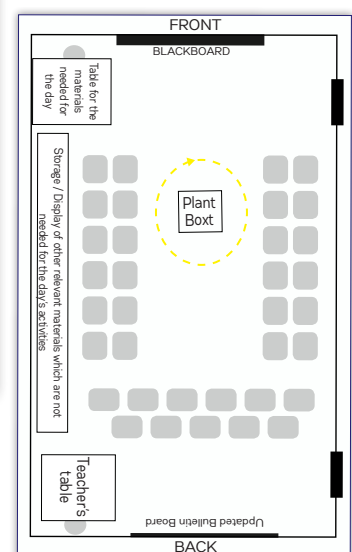
Story Problem:

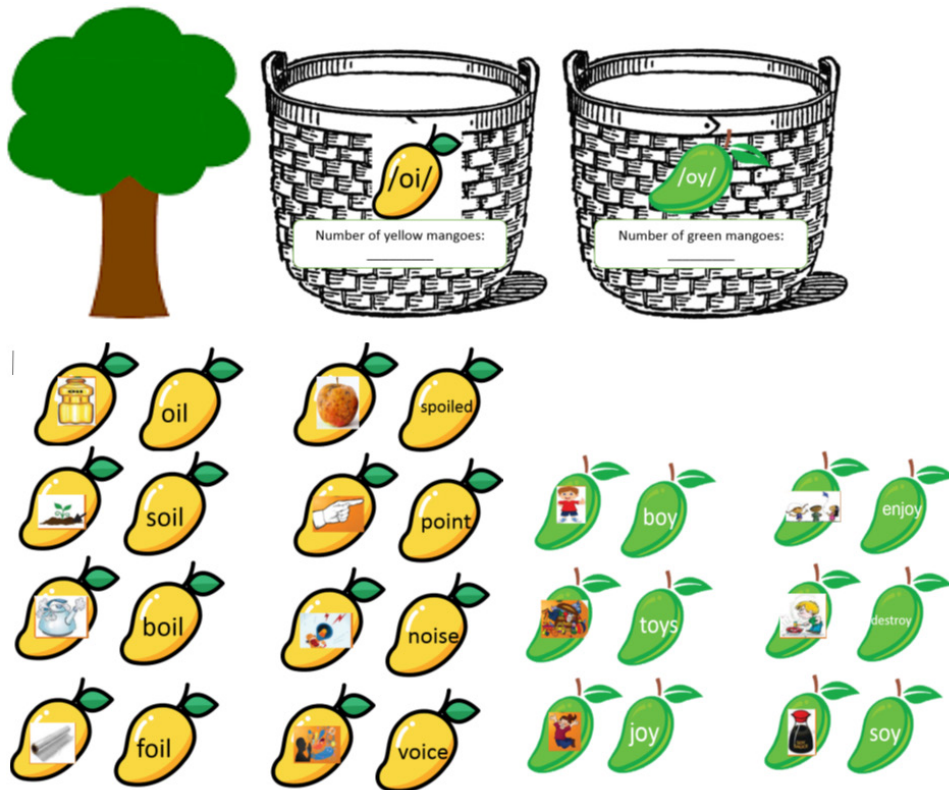
Mother gave two baskets to her sons - one for Moi and one for Troy. She told Moi to pick yellow mangoes. She told Troy to pick green mangoes. These mangoes have hidden words in them. Mother requested them to read the word, count the number of word-fruits in each basket and write the total number of fruits after picking them.

1. How many baskets did Mother give Troy and Moi?
2. What did Mother request Troy and Moi to do after picking word-fruits?

Say: Let us help them in reading and picking fruits and count the mangoes later.
 Let us help Moi first.

Putting the plant box in the center makes the fruit-picking activity more engaging.





I do (Modeling)

Pick a word fruit and read its name.
 Show the word to the pupils and read the word with you.
 Let the pupils read alone.
 Place the word fruit inside the basket.

We do (Guided Practice)

Call a pupil to pick a word fruit and read its name.
 Guide the pupil in showing the word to his fellow pupils and read the word with him/her.
 Guide the pupil to let his/her fellow pupils read alone.
 Guide the pupil to place the word fruit inside the basket.

You do (Independent Practice)

Call on pupils to take turns in doing the same activity as previously shown from the Guided Practice.

Processing:

How many word-fruits are there in Moi's basket? Help him count them as I take them out of the basket?

Note:

Teacher posts the mangoes on the board as she takes them out
 How many word-fruits are in Troy's basket?
 Help him count them as I take them out of the basket.
 How many word-fruits are there in the two baskets?

D. Discussing new concepts and practicing new skills #1

Let the pupils read the words in Moi's basket and Troy's basket in small groups and let them answer these questions:

Say: "Everyone, quietly go to your groups."

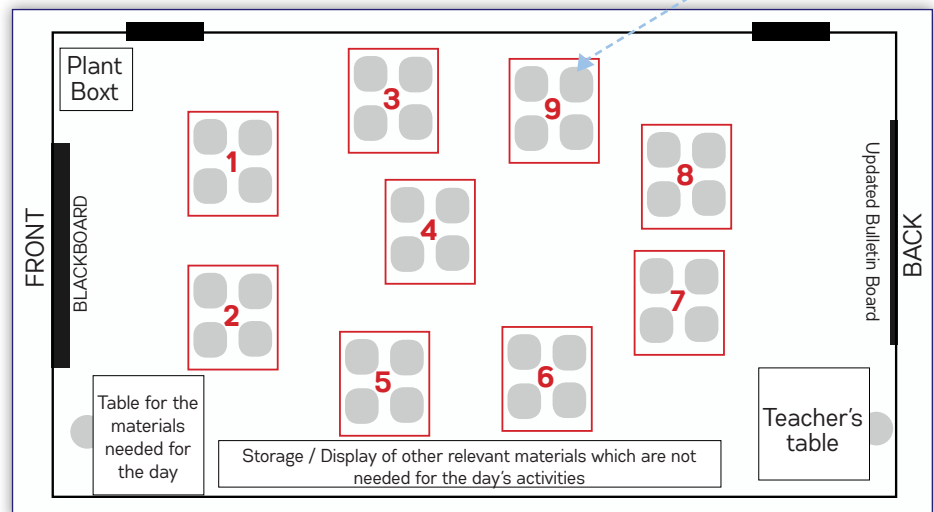
1. What do you notice in the words in Moi's basket? How about in Troy's basket?
2. What letters do the words in Moi's basket have in common? How about in Troy's basket?
3. What sound does /oi/ produce?
4. What letters does the words in basket B have in common?
5. What sound does /oy/ produce?

Say: Words with /oy/ and /oi/ sounds are called diphthongs.

Ask: What are diphthongs?

Teacher Grace has established a routine for her pupils to go to the formation shown below as soon as she mentions "Everyone, quietly go to your groups."

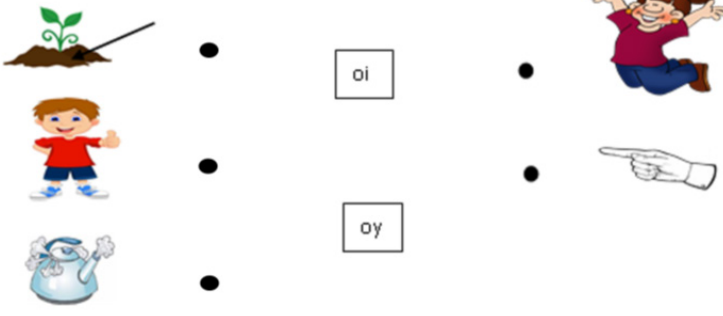
Teacher Grace believes that children participate more when there are only four members in a group.



E. Discussing new concepts and practicing new skills #2
Activity 2

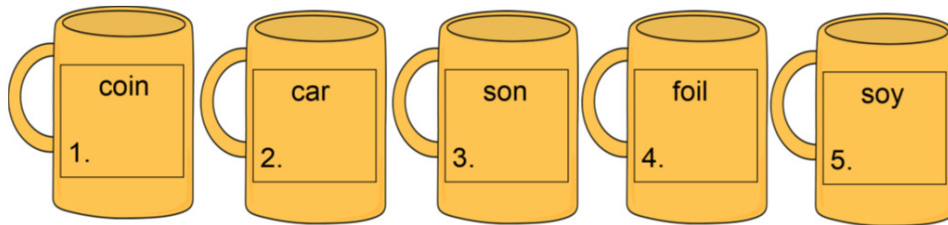
TDAR (Think, Discuss, Act, Reflect) Strategy
 Group pupils according to their ability level.
 Tell each group to think of the task given to them.
 Let them discuss how to do their task.
 Let them act or answer their task.
 Let them reflect on how they were able to finish their task.

Groups 1 and 5: What sound do I make?



Groups 2 and 6: Hear me right!

Read each word with your group. Check (/) inside the box if you hear a diphthong /oy/, cross out (x) if you don't.



Groups 3 and 7: Which word completes me?

Read the sentences with your group.
Supply the sentence with the correct word.

1. Ben likes to (join, joy, coin) the basketball game.
2. He has a loud (foil, boil, voice).
3. The girls (point, toil, coil) to the stars.
4. The children (enjoy, join, point) flying their kites.
5. There is (soil, foil, oil) in the pan.

Groups 4, 8 and 9: Look for me please!

Read and understand the situation.
Encircle all the words with diphthongs.

Roy lost his coin box his uncle had given him for his birthday. He asked his friend Joy to help him find it. She looked upstairs while he searched downstairs. Finally, he found it under the couch. They were overjoyed to have his coin box again!

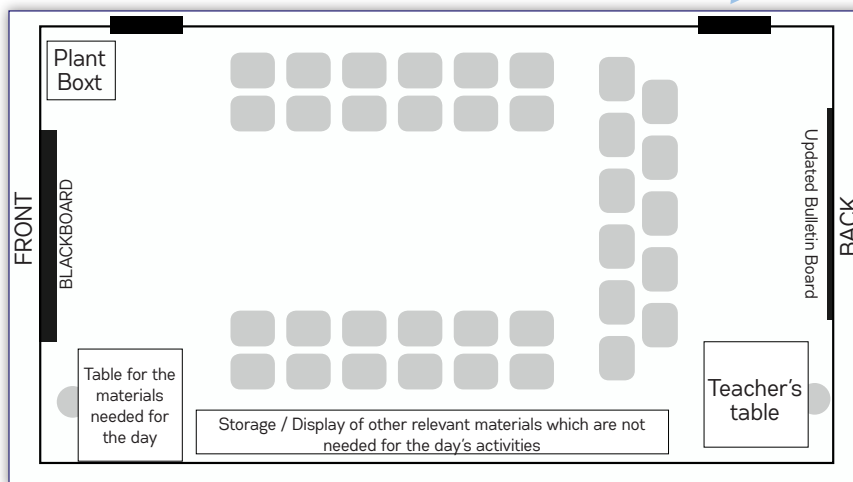
How many diphthongs are there in the short story? _____

F. Developing mastery (Leads to Formative Assessment)

Process the activities done by each group using the following questions:

1. Were you able to answer your task correctly?
2. What did you do to finish your task?
3. What words are commonly used in your activities?
4. What do we call these words?
5. What are diphthongs?

After processing the different group activities, Teacher Grace will now say "Everyone, quietly go back to your lines." so that the learners will quietly move their chairs to go back to the formation shown below. This structure prepares the class for the big group sharing.



Teacher Grace has established this routine by rehearsing it during the first few days of school. From then on, she was able to move seamlessly from one activity to the next.

G. Finding practical application of concepts and skills in daily living

Big Group Sharing:

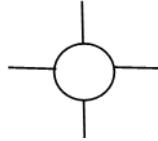
Read the situation; then answer the questions that follow. Share your answer to the big group.

Your mother gave you Php50.00 to buy her a bottle of oil and a bottle of soy sauce. How much change will the store keeper give you if the bottle of oil costs Php23.00 and the bottle of soy sauce costs Php12.00?

1. What is asked in the situation?
2. What are given in the situation?
3. What will you do to get the answer?
4. What is the answer?
5. What are the words with diphthong from the situation?

J. Additional activities for application or remediation

List words with diphthong /oy/ that are not mentioned in the lesson using word map.



IV. REMARKS

This is a part of the DLL in which teachers shall indicate special cases, including, but not limited to, continuation of lesson plan on the following day in case of re-teaching or lack of time, transfer of lesson on the following day in cases of class suspension, etc.

V. REFLECTION

This part of the DLP should be filled out right after the delivery of the lesson. Teachers are encouraged to think about their lessons particularly the parts that went well and the parts that were weak and write about it briefly. In the reflection, teachers can share their thoughts and feelings about their lessons including things about the lesson that were successfully implemented, that needed improvement, or that could be adjusted in the future. As in the DLL, teachers can also talk about their learners who did well in the lesson and those who need help.

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Special thanks: All Regional Directors, Superintendents and Principals who supported the project



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The PPST Resource Package was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

