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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **V** |
| **Teacher:** |  | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **MARCH 2 – MARCH 6, 2020 (WEEK 7)** | **Quarter:** | **4TH Quarter** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **I. OBJECTIVES** |  | | | | |

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| **A. Content Standards** | - Demonstrates understanding of various linguistics nodes to comprehend various texts  - Demonstrates understanding that English language is stress timed to support comprehension  - Demonstrates understanding of verbal and non-verbal elements of communication to respond back | - Demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development  - Demonstrates understanding of verbal and non-verbal elements of communication to respond back | - Demonstrates command of the conventions of standard English grammar and the usage when writing or speaking  Demonstrates understanding of different formats to write a variety of audiences and purposes | Demonstrates understanding of different formats to write a variety of audiences and purposes | - Demonstrates understanding of the various forms and conventions of print, non-print, and digital materials |
| **B. Performance Standards** | - Analyzes text types to effectively understand information/ messages  - Reads with sufficient accuracy and fluency to support comprehension  - Uses paralanguage and non-verbal cues to respond appropriately | - Uses literal information from texts to aptly infer and predict outcomes  - Demonstrates understanding of verbal and non-verbal elements of communication to respond back | - Uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)  - Rewrite/ revise texts using appropriate text types for a variety of audiences and purposes | - Rewrite/ revise texts using appropriate text types for a variety of audiences and purposes | - Evaluates effectively the message constructed and conveyed in various viewing texts |
| **C. Learning Competencies/ Objectives (with LC Code for each)** | 1. Summarize information from various text types – **EN5LC-IVg-3.13**  2. Self-correct when reading –  **EN5F-IVg-2.9**  3. Observe politeness at all times.  **EN5A-IVg-16** | 1.Make generalizations –  **EN5RC-IVg-2.12**  2. Show tactfulness when communicating with others. –  **EN5A-IVg-17** | 1. Use complex sentences to show problem-solution relationship of ideas -**EN5G-IVg-1.9.2** | 1. Revise writing for clarity- appropriate punctuation marks; - transition/signal words –  **EN5WC-IIIg-1.8.1/1.8.3** | 1. Determine images/ideas that are explicitly used to influence viewers**– EN5VC-IVg-7**: Stereotypes – **EN5VC-IVg-7.1**, Point of View – **EN5VC-IVg-7.2**,Propaganda – **EN5VC-IVg-7.3** |
| **II. CONTENT** | - Summarizing information from various text types  - Self-correcting when reading  - Observing politeness at all times | - Making generalizations  - Showing tactfulness when communicating with others | - Using complex sentences to show problem-solution relationship of ideas | - Revising writing for clarity- appropriate punctuation marks: - transition/signal words | - Determining images used to influence viewers: Stereotypes, Point of View, Propaganda - |
| **III. LEARNING**  **RESOURCES** |  |  |  |  |  |
| **A. References** |  |  |  |  |  |
| **1. Teacher’s Guide pages** | Downloaded TG 4th Quarter Week 7 | Downloaded TG 4th Quarter Week 7 | Downloaded TG 4th Quarter Week 7 | Downloaded TG 4th Quarter Week 7 | Downloaded TG 4th Quarter Week 7 |
| **2. Learner’s Material pages** | Downloaded LM 4th Quarter Week 7 | Downloaded LM 4th Quarter Week 7 | Downloaded LM 4th Quarter Week 7 | Downloaded LM 4th Quarter Week 7 | Downloaded LM 4th Quarter Week 7 |
| **3. Textbook pages** | K to 12 Curriculum Guide English 5  English Matters 5, pp. 269-270  Developing Reading Power 5, p.20.  Worksheet from internet | K to 12 Curriculum Guide English 5  Ateneo Lesson Guide | K to 12 Curriculum Guide English 5  Language Learning Made Easy  Worksheet from Internet | K to 12 Curriculum Guide English 5  English Wordshop 5 | K to 12 Curriculum Guide English 5  Internet |
| 4**. Additional Materials from Learning Resources (LR)portal** |  |  |  |  |  |
| **B. Other Learning Resources** | Pictures, charts | Pictures, charts | Charts, pictures, | Charts, pictures, | Pictures, charts, internet |
| **IV. PROCEDURES** |  |  |  |  |  |
| **A. Reviewing previous lesson or presenting the new lesson** | How do you write a summary? | What are the various text types? | What is generalization? | What is a complex sentence? |  |
| **B. Establishing a purpose for the lesson** | **A. Setting the Stage**  1. Look at the pictures. Tell something about them.  D:\Users\Elenita C. Fulo\Downloads\one banana.jpghttps://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcR3Xe3Kn5uHrL6n-vNU3MW0xbqHNtJmHGP7hWGMexRhiDYRXrGI  D:\Users\Elenita C. Fulo\Downloads\school fair ticket.jpg  D:\Users\Elenita C. Fulo\Downloads\purified water.jpg  2. Teacher will read sentences and let the pupils repeat after her.  1. We rode our bikes all over town.  2. The banana does not come from a seed.  3. There are different ways of purifying water for drinking purposes.  4. Your ticket purchase will help our school. | **A. Setting the Stage**  D:\Users\Elenita C. Fulo\Downloads\paint artist.jpg1.Look at the pictures. What can you say about them? We are going to read something related to the pictures.  D:\Users\Elenita C. Fulo\Downloads\apolinario mabini.jpg | **A. Setting the Stage**  **Think and Tell**  1. Look at the group of words (clauses). Tell which clause has a complete thought and can stand  alone and which clause cannot stand alone.  1. We ran home  2. Because it’s getting dark  3. After the exam  4. We played at the plaza  5. Let’s take a walk  6. Before we see a movie  2. Show a picture of a mother hugging her child.  D:\Users\Elenita C. Fulo\Documents\hug.jpg  Ask: What does the mother do to her child? Why do you think she is hugging the child?  Paste other pictures that show how a parent expresses his/her love to the child. Say something | **A. Setting the Stage**  1. Can you tell when to use these punctuation marks?  https://m1.behance.net/rendition/modules/102685787/disp/757d165a6a1327270c5d1befcc940f1c.jpg  2. Let us read a poem on the usage of punctuation marks.  http://2.bp.blogspot.com/-NWNyToYHcVk/Ud1gbIU7yWI/AAAAAAAACQE/iKSt684JSlY/s1600/punctuation+poem.png  Ask: In what kind of sentences do we use the following:  Period  Question mark  Exclamation point  What punctuation mark should be used to write what a speaker exactly/directly said?  When do we use the ellipsis mark? | **A. Setting the Stage**  https://i.ytimg.com/vi/E_ua03zGppc/hqdefault.jpg  Let us sing Bear brand’s commercial song on Micronutrient Deficiency.  Today you will learn different images/ideas that are explicitly used to influence viewers |
| **C. Presenting examples/ instances of the new lesson** | **B. Explaining the Pupils What to Do**  1 .Setting standards for listening  2. Teacher will read paragraphs of various text types  **3.** Comprehension Check for each paragraphs of text types.  ***Great Weekend***  ***Where does Banana come from?***  ***Purifying Drinking Water***  ***Ticket for a Cause***  **(Refer to TG)** | **B. Explaining the Pupils What to Do**  1 Vocabulary Development  2. Present the selection  Set standards in reading.  3. Comprehension check up  1. Who are the physically handicapped persons who showed success?  2. What made them physically handicapped ?  3. What was the contribution of ApolinarioMabini in our history?  (Refer to TG) | **B. Explaining the Pupils What to Do**  **1.** Present the following sentences. a. Have the pupils read these.  b. I shall not go home unless mother comes back.  c. I like you because you are so friendly.  d. Susie will return the books after her class.  2. Ask the following questions:  - Which is the independent clause in each sentence?  - Which is the dependent clause in each sentence?  - What word was used to connect the independent clause to the dependent clause in the first sentence? second sentence? third sentence? | **B. Explaining the Pupils What to Do**  Present the chart below. Let the pupils read the punctuation rules.  http://media-cache-ec0.pinimg.com/736x/c6/f4/9c/c6f49c1fe277c14e96dd5b070343f975.jpg  In addition to the punctuation marks which help in the clarity of writing sentences, there are also transition/signal words that are used.  (**Refer to TG)** | **B. Explaining the Pupils What to Do** Present the pictures. Let us try to identify the three ways by which viewers can be influenced.  https://tse3.mm.bing.net/th?id=OIP.M3be5455a39811763dd0ec09ba92535c4o0&pid=15.1&P=0&w=224&h=156*( A Muslim is associated with terrorism)*  http://4.bp.blogspot.com/_1YwAx0yDUNk/S7xgD0q6ZLI/AAAAAAAAABI/eumrKAhDZFo/s1600/wwwwwww.jpg1.  https://tse3.mm.bing.net/th?id=OIP.Wk0CGzPF03jQFJvUEycfhwEsDn&pid=15.1&P=0&w=226&h=1752.  Image of Propaganda 3D Rendering Traffic Sign3.  **(Refer to TG)** |
| **D. Discussing new concepts and practicing new skills #1** | **C. Modeling for Pupils**  1.Go back to the first paragraph. (Call a pupil to read it again.)  a. What does the paragraph tell us?  b. What do you think is the purpose of the writer?  c. What type of text is the paragraph?  d. How is the paragraph written? | **Modeling for students**  Based from the selection, Apolinario had an important role in the Katipunan and Eduardo Camela had made inventions and showed talent in painting, what can you say about them being physically handicapped? (They have strong determination.) What generalization can you make? (Physical defect is not a hindrance to success.)  • Generalization is a general statement based on facts. | C. **Modeling for Pupils**  1. Let the pupils read the following examples  a. Study hard so that you will pass the exam  b. She succeeded although she encountered many problems.  (Refer to TG) | **Try and Learn**  Copy each sentence and punctuate properly  1. These paintings are amazingly beautiful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Have the mango trees bloomed yet  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. You will need patience understanding and hardwork to be successful  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Let us study together for the test  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. I love to eat chocolate cake ice cream and spaghetti  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **C. Modeling for Pupils**  Choose any example of T.V commercial to be viewed by the pupils.  Ask them to present it and solicit their reactions to it.  **Try and Learn**  http://fc02.deviantart.net/fs70/i/2012/252/6/9/traditional_gender_stereotypes__by_thearchosaurking-d5e5ctd.png |
| **E. Discussing new concepts and practicing new skills #2** | **D. Guided Practice**  1. The teacher shows examples of various text types  2. The teacher asks the pupils to identify the various text types  3. Group Activity (Carousel method)  **Group I –** Arranging the jumbled letters to form the various text type  **Group II –** Grouping the characteristics for each text type  **Group III -** Ordering the sentences - to form a technical text type  **Group IV**- Identifying the text type of the given paragraph  **(Refer to TG)** | **D. Guided Practice**  **Group Activity**  **Group I** – Make generalization from the given paragraph  **Group II** - Cross out the sentences that are not appropriate to the stated generalization  **Group III** – Choose the correct generalization for the selection  **Group IV** – Writing sentences to support the generalization  **(Refer to TG)** | **D. Guided Practice**  1. The teacher shows examples of complex sentences  2. From the examples of complex sentences, the teacher asks the pupils to identify the independent  clause/dependent clause  3. Group Activity (Carousel method)  ***Group activity***. Each group will be given an activity sheet. Read the direction carefully before doing the activity.  **Group I** - Read each sentence and underline the dependent clause.  **Group II** - Read each sentence and underline the clause  **Group III** - Create a complex sentence by underlining the correct conjunctions for the dependent clause.  **Group IV** - Supply the missing words to complete each complex sentence.  **(Refer to TG)** | **Do and Learn**  Pretend that you go through an experience of being caught in a fire building.  1. Write a declarative sentence telling what you went through during those hours.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Ask a question on what went through your mind as you experience it.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Write a sentence showing a strong emotion that you feel that time.  **(Refer to LM)** | **Guided Practice**  ***Group Activity***  **Group I** – Make a poster showing stereotyping on girls and boys. The following concepts may serve  as your guide:  • Color preference  • Academic excellence  • Sports preference  • Handwriting  **Group II** - Express your point of view on any of the following:  • Corporal punishment  • No Assignment Policy on Friday  • Bullying  **Group III** – Prepare an advertisement for promoting a product of your choice |
| **F. Developing Mastery (Leads to Formative Assessment)** | **E. Independent Practice**  Read the following paragraphs. Write the type for each text.  **(Refer to TG)** | **E. Independent Practice**  Write the generalization for the following:  1. Fructose makes food taste sweet.It can be found in different kinds of fruit.It gives your body energy to keep moving and working.Fruit naturally has fructose in it. Fructose gives us energy.  Generalization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(Refer to TG)** | **E. Independent Practice**  **Talk About It**  Combine the independent clause with the dependent clause to make a complex sentence.  **(Refer to TG/LM)** | **Read and Learn**  Punctuation marks can change the meaning of a sentence. Read the sentences correctly. Take note of the punctuation mark used.  1. No school is over in February.  2. No school is over in February?  3. The secret place is dangerous !  4. Willy,her older brother, will fetch us after the camp fire.  5. Willy, her older brother, will fetch us after the camp fire?  **(Refer to LM)** | **E .Independent Practice**  During the Spanish time, the Spaniards looked down on Filipinos. Check the words that show how they stereotype the Filipinos.  \_\_\_ inferior  \_\_\_ leaders  \_\_\_ intelligent  \_\_\_ ignorant  \_\_\_ good for nothing |
| **G. Finding practical application of concepts and skills in daily living** | **Write About It**  Use the appropriate ttype of text for the following topics. Choose only one.  - How to prepare an egg sandwich  - Banaue Rice Terraces  - Reptiles  - The KKK of Andres Bonifacio  - How to Make a Homemade  Thermometer  **(Refer to LM)** | **Write about it**  Make generalization based on the given sentences.  1. A. At a young age Elsa learned to use “po” and “opo”.  B. She uses courteous expressions like “Thank you” and “Excuse me.”  C. She apologizes whenever she makes mistakes or wrongdoings.  Generalization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. A. Rey shares his food to his poor classmates.  B. He gives old toys but still in good condition.  C. He joins gift-giving projects.  Generalization: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Refer to LM)** | **Try and Learn**  Combine the independent clause with the dependent clause to form a complex sentence. Make the necessary changes. Observe capitalization and correct punctuation marks.  1. Hobbyists make money.  Because they can sell their crafts.  2. That entertain them.  They love to read books.  3. If you want to learn more about hobbies.  Join a hobby club.  4. After the exhibit.  The members of the club had a celebration party.  5. . Some persons like to collect diaries.  That are kept by famous people. | **Independent Practice**  Copy each sentence and punctuate properly.  1. Gener said I disagree with Melvin  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. My sister Jane wanted to know if Kitty my friend is visiting us for the holiday  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Lito can not climb mountains he is too ill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. I told Ricky that we are going home early  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Let prepare delicious snacks Jannet  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Learn Some More**  http://media-cache-ec0.pinimg.com/736x/4e/97/ad/4e97ad30cc696ec684c1bc3c174cb28f.jpg  http://www.buzzle.com/img/articleImages/610395-14023-21.jpghttp://image.slidesharecdn.com/propagandatechniques-100405090207-phpapp02/95/propaganda-techniques-2-728.jpg  http://4.bp.blogspot.com/-ZwUKRwk8WFI/Tphfm0MOrDI/AAAAAAAABcU/B8obFvywa2k/s1600/images.jpeghttp://image.slidesharecdn.com/advertisingtechniquesnewwithnotesandanswers-110120104420-phpapp01/95/advertising-techniques-7-728.jpg  **Talk About It**  Tell what propaganda technique is used in the following:  1. Everyone is behind the “War on Drugs”. Shouldn’t you be part of this campaign?  2. Miss Universe Pia Wurtzbach uses Creamsilk for her beautiful hair. Then, if you want to have hair like hers, use the same brand.  **(Refer to LM)** |
| **H. Making generalizations and abstractions about the lesson** | **Closure**  What are the various text types?  (The various text types are narrative, expository, technical and persuasive) | **Closure / Assessment**  What is a generalization?  Generalization is a general statement.  What is the basis for making generalization?  Generalization is based on facts | **Closure / Assessment**  What makes up a complex sentence?  What is an independent clause? dependent clause?  ***• A complex sentence is composed of one independent clause and one or two dependent clauses.***  ***• An independent clause is a simple sentence by itself. It gives a complete meaning. It can stand alone.***  ***• A dependent clause does not give a complete thought. It cannot stand alone. It depends on an***  ***independent clause to complete its meaning.*** | **Closure / Assessment**  What are the different punctuation marks? How do you use them?  What are transition or signal words? | **Closure / Assessment**  What are the ways by which viewers are influenced?  Stereotype  Point of View  Propaganda |
| **I. Evaluating learning** | **Evaluation**  Give the text type based from the characteristics below.  1. It convinces readers to take a certain opinion or perform a certain action. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. It gives entertainment to the reader.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. It offers information to perform a task\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. It tells a story and sentences stay connected with the main idea.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. It explains the steps or theprocedure.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Evaluation**  *Choose the sentences that will support the given generalization. Write them in a paragraph form.*  Generalization: **Electronic devices are useful tools.**  1. Most young and old have cellular phones.  2. Gadgets are very expensive. Only the rich people can afford them.  3. We use calculators to make computing our expenses easier.  4. We use “palm top” organizers instead of diaries to schedule our meetings. We communicate to people around the world through cellular phones.  5. Nowadays electronic devices like CCTV are used to solve crime problems.  6. Inventions of new electronic devices make life a little bit easier for people.  7. Old people do not know how to use electronic devices. | **Evaluation**  A. Write an independent clause to complete each complex sentence.  1. Since I’m hungry,\_\_\_\_\_\_\_\_\_\_\_\_\_.  2. Although I’m late,\_\_\_\_\_\_\_\_\_\_\_\_\_.  3. Because she is rich,\_\_\_\_\_\_\_\_\_\_\_\_.  B. Write a dependent clause to complete each complex sentence. Use the connecting words (so, after, when, because, since)  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_the game, the children are now hungry.  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ten years, we are so glad to see each other again | **Evaluation**  **Write About It**  Rewrite the sentences and add the quotation marks properly. Add the other missing punctuation marks as well.  1. Mother said I’m going to church this Sunday in the evening.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  2. She said her mother told her to clean the room  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  3. Do you care for a lift I asked her  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. She said I’d like to but I have to see Jodie  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  5. Emil asked why can’t you clean over the weekend  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Evaluation**  Identify how the viewers are influenced. Choose from the words inside the box.  1. Held in common by members. \_\_\_\_\_\_\_\_\_\_\_\_  2. Designed to persuade the audience \_\_\_\_\_\_\_\_\_\_  3. Mental position from which the story is observed \_\_\_\_\_\_\_\_\_\_\_\_\_  4. Mental picture for members of a group \_\_\_\_\_\_\_\_\_\_\_\_  5. Depends on how the narrator see the characters, events and places \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **J. Additional activities for application or remediation** | **•** Read a selection you like. Summarize the selection | **•** Find a topic that would interest you, and give a generalization out of it | **Do and Learn**  Use the appropriate conjunctions (because, so that, when, where) in combining the pairsof sentences to make complex sentences.  1. I like farming. It is very challenging.  2. I started gardening. I was seven.  3. I used of pots made of small cans. I was quite young to work on a big garden plot.  4. I used animal manure as fertilizer. My plants grew healthy.  5. I bring the pechay harvest to the market. I can sell it to earn some money. | *Copy and punctuate the paragraph.*  David asked what have you dreamt last night It was a fantastic dream narrated Ben but it was so short Anyway I had a toy soldier named Phil What can your toy soldier do asked David My toy soldier can walk and talk Imagine it can also turn right and left on command To my surprise Phil even recited a poem about it | **Do and Learn**  Retell the story of the Monkey and the Turtle in your own point of view. |
| **V. REMARKS** |  |  |  |  |  |
| **VI. REFLECTION** |  |  |  |  |  |
| **A. No. of learners who earned 80% on this formative assessment** |  |  |  |  |  |
| **B. No. of learners who require additional activities for remediation** |  |  |  |  |  |
| **C. Did the remedial lessons work? No. of learners who have caught up the lesson** |  |  |  |  |  |
| **D. No. of learners who continue to require remediation** |  |  |  |  |  |
| **F. What difficulties did I encounter which my principal or supervisor help me solve?** |  |  |  |  |  |
| **G. What innovation or localized materials did I used/ discover which I wish to share with other teachers?** |  |  |  |  |  |