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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **V** |
| **Teacher:** | **File created by Ma’am EDNALYN D. MACARAIG** | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

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|  | **MONDAY** | **TUESDAY** | | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1. **OBJECTIVES** |  | | | | | |
| 1. **Content Standards** | L C ListeningComprehension |  | |  |  |  |
| 1. **Performance Standards** |  |  | |  |  |  |
| 1. **Learning Competencies/Objectives**   **Write the LC code for each** | . Summarize information from various text types  b. Self-correct when reading  c. Observe politeness at all times.  EN5LC -IVg-3.13  EN5F - IVg -2.9  EN5A -IVg-16/ Page 78 of 164 | . Make generalizations  b. Show tactfulness when communicating with others  EN5RC – IVg-.2.12/ Page 78 of 164 | | Use complex sentences to show problem-solution relationship of ideas  EN5G-IV-g-1.9.2/ Page 78 of 164 | Revise writing for clarity- appropriate punctuation marks; transition/signal words  EN5WC-IIIg-1.8.1/1.8.3 | Determine images/ideas that are explicitly used to influence viewers: Stereotypes, Point of View, Propaganda  EN5VC – IVg-.7, 7.1, 7.2, 7.3 |
| 1. **CONTENT** | Summarizing information from various text types | Making generalizations | | Complex Sentences | Punctuation marks; transition/signal words | Images/ideas that are explicitly used to influence viewers: Stereotypes, Point of View, Propaganda |
| 1. **LEARNING RESOURCES** |  | | | | | |
| 1. **References** |  |  | |  |  |  |
| 1. **Teacher’s Guide pages** |  | K to 12 Curriculum Guide | | K 12 Curriculum Guide in English 5 | K 12 Curriculum Guide in English 5 | : K to 12 Curriculum Guide |
| 1. **Learner’s Material pages** |  |  | |  |  |  |
| 1. **Textbook pages** | English Matters 5, pp. 269-270  Developing Reading Power 5, p.20 |  | | Language Learning Made Easy |  |  |
| 1. **Additional Materials from Learning Resource (LR) portal** | Worksheet from internet |  | | Worksheet from Internet |  |  |
| 1. **Other Learning Resources** | chart, activity sheet | Materials : activity sheets, pictures | | metacards, pictures, manila paper, activity sheets | pictures, manila paper, activity sheets | charts, pictures |
| 1. **PROCEDURES** |  | | | | | |
| 1. **Reviewing previous lesson or presenting the new lesson** | Review  Complex sentences | Review  Different text types/Checking assignment | 1.Look at the group of words. What are they? (clauses)  What do we call them? (Independent clause/dependent clause) | | Can you tell when to use these punctuation marks? | Review  Punctuation Marks/signal words |
| 1. **Establishing a purpose for the lesson** | Look at the pictures. Tell something about them    Teacher will read sentences and let the pupils repeat after her.  1We 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.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Look at the pictures. What can you say about them? We are going to read something related to the pictures. | Show a picture of a mother hugging her child.    a. Ask: What does the mother do to her child? Why do you think she is hugging the child?  b.Paste other pictures that show how a parent expresses his/her love to the child. Say something about the pictures. | | Let us read a poem on the usage of punctuation marks.    a.Ask: In what kind of sentences do we use the following:  Period  Question mark  Exclamation point  b. What punctuation mark should be used to write what a speaker exactly/directly said?  c.When do we use the ellipsis mark? | Let us sing Bear brand’s commercial song on Micronutrient Deficiency |
| 1. **Presenting examples/instances of the new lesson** | At the end of the lesson you will learn how to summarize information from various text types. | Today you will learn how to make generalizations. | At the end of this lesson you will be able to use complex sentences to show problem-solution relationship of ideas | | At the end of this lesson you will be able to revise writing for clarity by using appropriate punctuation marks and transition/signal words. | Today you will learn different images/ideas that are explicitly used to influence viewers |
| 1. **Discussing new concepts and practicing new skills #1** | B.Explaining to the Students what to do  1.Setting standards for listening  2.Teacher will read paragraphs of various text types  . Narrative Text Type)  Great Weekend  This past weekend I had the time of my life. First, Friday night, I had my best friend over and we made a delicious, mouth-watering pizza. After we ate, we had a friendly video game competition. On Saturday, my dad took us out on the boat. The weather was perfect and the water was warm. It was a great day to go for a swim. Later that night, we went to the movies. We saw an action packed thriller and ate a lot of popcorn. Finally, on Sunday, we rode our bikes all over town. By the end of the day, my legs were very tired. I only hope that next weekend can be as fun as this one.  Comprehension Check up  a.What is the paragraph about?  b.What are the things that they did to make the weekend great?  c. What does the paragraph do for us?(entertains, tells a story)  Refer to LM. | B.Explaining to the students what to do  1.Vocabulary Development  a.polio- a serious disease that affects the nerves of the spine and makes a person permanently unable to move particular muscles  b.handicapped –having a physical disability  c.exemplify–to be a very good example of  2.Present the selection  Set standards in reading.  Many people succeed in life even if they are physically handicapped. Our country took pride of ApolinarioMabini, a polio victim and yet he became the “Brain” of Katipunan.  In this modern times we have a good example from Bicol Region. He is Eduardo Camela, a fifteen-year old student of Daet Parochial School in Camarines Norte.  In spite of his physical defect caused by polio, he has invented four useful things. His latest invention, the Camela Coco-Cell won for him a gold medal from the president and P1,500 in cash at the National Science Fair held by the Department of Science and Technology. He was affected by polio at the age of 3. He is also a very talented painter. He truly exemplifies the proud and talented Filipino  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?  4.How did Eduardo Camelashow his talents?  5.What recognition did Eduardo receive?  6.What kind of character trait do these successful handicapped show? | B.Explaining to the students what to do  1.Present the following sentences. Have the pupils read these.  a.I shall not go home unless mother comes back.  b.I like you because you are so friendly.  c.Susie will return the books after her class.  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 to the students what to do  Present the chart below. Let the pupils read the punctuation rules    In addition to the punctuation marks which help in the clarity of writing sentences, there are also transition/signal words that are used.  **Signal or Transition Words**  **(Chronological Sequence)**  first, second . . . next not long after  initially then before following when  finally  preceding after on (date)  **Signal or Transition Words**  **(Description/Enumeration)**  for instance for example to illustrate  such as in additionalso  another furthermore  to begin with most importantly  **Signal or Transition Words**  **(Compare and contrast)**  different from same as similar to as opposed to instead of although  compared with however as well as  either . . . or unless but | B.Explaining to the students what to do  Present the pictures. Let us try to identify the three ways by which viewers can be influenced.    ( A Muslim is associated with terrorism |
| 1. **Discussing new concepts and practicing new skills #2** | C.Modelling for students  •.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? | C.Modelling the pupils  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.Modelling for Students  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.  •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.  Example: I love you because you love me, too.  I love you is an independent clause. It gives a complete thought.  because you love me, too is the dependent clause. It doesn’t make sense. Because you love me, too - what | | C.Modelling for Students  Read the following sentences correctly.  1.The accessibility of the computer has increased tremendously over the past several years.  2.What has humanity done about the growing concern regarding global warming?  3.You scared me!  4.The computer store was filled with video games, computer hardware and other electronic paraphernalia. | C.Modeling for students  Choose any example of tv commercial to be viewed by the pupils.  Ask them to present it and solicit their reactions to it. |
| 1. **Developing mastery**   **(Leads to Formative Assessment 3)** | D.Guided Practice  a.The teacher shows examples of various text types  b.The teacher asks the pupils to identify the various text types  c.Group Activity (Carousel method)  Group activity. Each group will be given an activity sheet. Read the direction carefully before doing the activity.  Refer to LM | Group Activity  **Group I–Make generalization from the given paragraph.**  The moon’sgravitational pull lifts the sea like a wave. The water rises very slowly because it is very long moving wave. The wave’s motion reaches to the sea and to the shoreline. This forward and backward moving wave is the tide.  **Group II - Cross out the sentences that are not appropriate to the stated generalization**.  In the olden days an Chinese emperor was held prisoner in a castle tower.  \_\_ Decorative kites are expensive to buy.  \_\_ His loyal men made a huge kite and sent it flying near the tower window.  \_\_The emperor reached out, held on to the kite and safely escaped from the tower.  Group III – Choose the correct generalization for the selection.  Philippines has19-21 typhoons occurrence in a year. During strong typhoons, flood victims run to the public schools for their safety. The schools serve as evacuation centers for unknown period of time. This affects the pupils’ studies.. It has posed a big problem to the education sector in terms of damaged school properties, disruption of normal teaching – learning activities. Most of all, it has caused loss of innocent lives of school children.  a.Philippines cannot avoid typhoons.  b.Schoools are good evacuation centers.  c.Natural calamities like typhoonand floodpose a great damage to the people all over the country  d.Typhoon victims receive assistance from the government  Group IV – Writing sentences to support the generalization.  Generalization: Education plays an important role in the lives of many people.  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | D.Guided Practice  a.The teacher shows examples of complex sentences  b.From the examples of complex sentences, the teacher asks the pupils to identify the independent clause/dependent clause  c.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.  Example: For the first time, I successfully passed all my classes with very high grades.  Answer: For the first time, I successfully passed all my classes with very high grades.  1.In the morning, I went for a jog.  2.After the game, we went out for pizza.  3.Even though I am tired, I will give my best effort.  4.Martha saw a meteor overheard while she was sitting on the rock.  5.I was not satisfied with my performance although we won in the competition.  Group II - Read each sentence and underline the independent clause.  Example: For the first time, I successfully passed all my classes with very high grades.  Answer: For the first time, I successfully passed all my classes with very high grades.  1.In the morning, I went for a jog.  2.After the game, we went out for pizza.  3.Even though I am tired, I will give my best effort.  4.Martha saw a meteor overheard while she was sitting on the rock.  5.I was not satisfied with my performance although we won in the competition.  Group III - Create a complex sentence by underlining the correct conjunctions for the dependent clause.  1. They were furious (when, so that) they heard the unfair ruling.  2.We have not spoken to each other (for, since 2014).  3.Finish your seatwork (because, before) you go home.  4.You cannot easily understand the story ( unless, before) you read it more than once.  5.I will clean my bedroom (after, if) I water the plants.  Group IV - Supply the missing words to complete each complex sentence.  1.We shall be sad if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.He is the man who \_\_\_\_\_\_\_\_\_\_\_\_\_.  3.I shall watch my favorite TV show after I \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4.Study hard so that \_\_\_\_\_\_\_\_\_\_\_\_\_.  5.You cannot join us in the movie house unless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | D.Guided Practice  The teacher shows other examples of sentences using different punctuation marks and signal words. Ask the pupils to identify the punctuation marks used as well as the signal words.  1.Ben’s children love sports. They like outdoor sports such as track and field, football, baseball and javelin throw.  2.Lorna enjoys putting accessories whenever she goes out compared with Alda who goes around with simple t-shirt and maong pants.  3.How will you keep yourself busy after the school year ends? | D.Guide Practice  E. 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 |
| 1. **Finding practical applications of concepts and skills in daily living** | E.Independent Practice  Read the following paragraphs. Write the type for each text.  Refer to Lm | 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Your tongue has 10,000 taste buds on it.The taste buds allow you to taste different flavors.The tongue is actually a strong muscle that pushes food up and down. The tongue has taste buds and muscles.The tongue muscles help us eat.The tongue has taste buds and muscles.The tongue muscles help us eat.  Generalization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | E.Independent Practice  Combine the independent clause with the dependent clause to make a complex sentence.  Independent clauses Dependent clauses  1.Sonia will buy a new house a. because Rina is so thoughtful  2.She was elated b. unless we find the missing wallet.  3.We shall not rest c. when they heard about the  4.Mother loves her accident.  5.They were shocked d. when she learned that she  passed the exam with flying colors.  e. if the inheritance money is in her hands already. | | E.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 | 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 |
| 1. **Making generalizations and abstractions about the lesson** | What are the various text types?  (The various text types are narrative, expository, technical and persuasive) | What is a generalization?  •Generalization is a general statement.  What is the basis for making generalization?  •Generalization is based on facts | F.Closure/Assessment  What makes up a complex sentence?  What is an independent clause? dependent clause? | | F.Closure/Assessment  What are the different punctuation marks? How do you use them?  What are transition or signal words? | F.Closure  What are the ways by which viewers are influenced?  •Stereotype  •Point of View  •Propaganda |
| 1. **Evaluating learning** | G.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.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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.Nowadayselectronic 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. | G.Evaluation  Write an independent clause to complete each complex sentence.  1.Since I’m hungry, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  2.Although I’m late, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  3.Because she is rich, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Write a dependent clause to complete each complex sentence. Use the connecting words (so, after, when, because, since)  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_the game, the children are now hungry.  5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ten years, we are so glad to see each other again. | | G.Evaluation  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 | 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Additional activities for application or remediation** | Choose from the different text types and give example. |  | Write 5 complex sentences using cause-effect ralationship | |  |  |
| 1. **REMARKS** |  |  |  | |  |  |
| 1. **REFLECTION** |  | | | | | |
| 1. **No. of learners who earned 80% in the evaluation** | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery |
| 1. **No. of learners who require additional activities for remediation who scored below 80%** | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. |
| 1. **Did the remedial lessons work? No. of learners who have caught up with the lesson** | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |
| 1. **No. of learners who continue to require remediation** | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| 1. **Which of my teaching strategies worked well? Why did these work?** | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| 1. **What difficulties did I encounter which my principal or supervisor can help me solve?** | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |
| 1. **What innovation or localized materials did I use/discover which I wish to share with other teachers?** | *Strategies used that work well:*   * **\_\_\_Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. * **\_\_\_Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. * **\_\_\_Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. * **\_\_\_Contextualization**: * **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. * **\_\_\_Text Representation**: * **Examples:** Student created drawings, videos, and games. * **\_\_\_Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.   ***Other Techniques and Strategies used:***  *\_\_\_ Explicit Teaching*  \_\_\_ Group collaboration  \_\_\_Gamification/Learning throuh play  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  ***Why?***  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  collaboration/cooperation  in doing their tasks  \_\_\_ Audio Visual Presentation  of the lesson | *Strategies used that work well:*   * **\_\_\_Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. * **\_\_\_Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. * **\_\_\_Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. * **\_\_\_Contextualization**: * **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. * **\_\_\_Text Representation**: * **Examples:** Student created drawings, videos, and games. * **\_\_\_Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.   ***Other Techniques and Strategies used:***  *\_\_\_ Explicit Teaching*  \_\_\_ Group collaboration  \_\_\_Gamification/Learning throuh play  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  ***Why?***  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  collaboration/cooperation  in doing their tasks  \_\_\_ Audio Visual Presentation  of the lesson | | *Strategies used that work well:*   * **\_\_\_Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. * **\_\_\_Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. * 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