|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | | **FRIDAY** |
| 1. **OBJECTIVES** |  | | | | | |
| 1. **Content Standards** | demonstrates understanding of area, volume and temperature. | demonstrates understanding of area, volume and temperature. | demonstrates understanding of area, volume and temperature. | demonstrates understanding of area, volume and temperature. | | Weekly Test |
| 1. **Performance Standards** | is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations. | is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations. | is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations. | The learner is able to create and interpret representations of  data ( line graph) in mathematical problems and real-life  situations. | |  |
| 1. **Learning Competencies/Objectives**   **Write the LC code for each** | Interprets data presented in different  kinds of line graphs (single to doubleline  graph).  M5SP-IVh-3.5/Page 65 of 109 | Solves routine and non-routine  problems using data presented in a line  graph.  M5SP-IVh-4.5/ Page 65 of 109 | Draws inferences based on data  presented in a line graph. M5SP-IVh-5.5 | Solves routine and non-routine problems using data presented in a  line graph.  Code M5SP-IVh-4.5, Page 65 of 109 | |  |
| 1. **CONTENT** | •Interpreting data in a bar graph. | Solving Routine and Non-routine Problems Using Data Presented in a Line Graph | Drawing Inferences Based on Data Presented in a Line Graph | Solving Routine and Non-Routine Problems Using Data Presented in a Line  Graph | |  |
| 1. **LEARNING RESOURCES** |  | | | | | |
| 1. **References** |  |  |  |  | |  |
| 1. **Teacher’s Guide pages** |  | Mathematics Teachers Guide IV pp. 346 | Mathematics Teachers Guide IV pp. 346 | Lesson Guide in Elem. Math Gr. 5 p. 412 | |  |
| 1. **Learner’s Material pages** | K to 12 Grade 5 Curriculum Guide, M5SP-IVh-3. | K to 12 Grade 5 Curriculum Guide, M5SP-IVh-3. | K to 12 Grade 5 Curriculum Guide, M5SP-IVh-5.5 |  | |  |
| 1. **Textbook pages** | Lesson Guide in Elementary Mathematics V pp.501-507 | Mathematics Teachers Guide IV pp. 346 |  | Mathematics for Better Life 5, p.380 | |  |
| 1. **Additional Materials from Learning Resource (LR) portal** |  |  |  | DLP Gr. 5 Module 58, 59  BEAM LG Gr. 5 Module 20-Line Graph | |  |
| 1. **Other Learning Resources** | graph, grid board | graph, grid board | graph, grid board | Charts, graphs, activity cards | |  |
| 1. **PROCEDURES** |  | | | | | |
| 1. **Reviewing previous lesson or presenting the new lesson** | 1.Drill  Drill on skip counting by 2s, 5s, 10s, etc.  2.Review  Conduct a review on interpreting data presented in a bar graph.  Gemma’s First Quarter Grade on the Major Subjects    a.In what subject did Gemma have the highest grade?  b.In what subject did she have the lowest grade?  c.In what subjects did she get the same average grade?  d.What is the difference between the highest and lowest grade she got on the first quarter?  e.What was her average score on the five subjects?  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | 1.Drill  Conduct a drill on reading and interpreting a graph.    1.What is the graph about?  2.On what day did he get the lowest score in Math?  3.On what days were his scores the same?  4.When did he get a perfect score?  5.What was his average score for the week?  .Review  Conduct review onthe parts of a line graph.  Have them construct a line graph using the following data:  Results in an Experiment  Weeks Height of Plant  1 1 cm  2 2 cm  3 2.5 cm  4 3.5 cm  5 4 cm  6 6 cm | A.Preliminary Activities  1.Drill  Each group will use the grid board to plot several points on the graph.  At the signal “Go”, they will start plotting. The first group to finish will win the game. Let the first group describe the figure they form based on the points they plotted on the graph.  (1, 20)  (3, 40)  (4, 60)  (5, 120)  (7, 120)  (7, 60)  (4, 60)    2.Review  Which of the following line graphs below best describe the height of a child? Defend your answer. | Drill on finding the average of sets of numbers  Strategy : Game  Materials: numbers in cards which are manageable  by the pupils  Have a review on graph. | |  |
| 1. **Establishing a purpose for the lesson** | 3.Motivation  How many of you are observant with the day’s temperature?  Why does a weatherman inform us about temperature readings?  Why do you think there is a need to check the day’s temperature from time to time? | 3.Motivation  Is it important to keep track of your performance in school? What do you do in order to maintain good performance track? | 3.Motivation  Is it important to get good grades in school?  What will you do in order to attain it? | What is the usual temperature in our country during:  a. Summer days  b. Christmas season | |  |
| 1. **Presenting examples/instances of the new lesson** | 1.Presentation  Present a line graph with complete parts and let the pupil interpret the data.  Ask:  1.What are the parts of a line graph?  2.Looking at the data, can you interpret what is presented by the graph? How?  3.How does a line graph help in data presentation?  4.Is it important to have an accurate data? Why? | 1.Presentation  Present a line graph to the class.  Ella’s Grade in Math    Ask: In what quarter did Ella get the lowest grade? What about the highest grade?  Why do you think Ella got the lowest grade during the 2nd Quarter?  What will you do in order to get good grades? | 1.Presentation  Ana’s Grade in Math    a.At what quarter did Ana get the highest grade in Math?  b.What is the lowest grade she got?  c.Why do you think Ana got low grade on the second quarter? | Strategy: Group Activity  a. Divide the class into group of 5s.  b. Give each group activity cards wherein graphs reflected  and let them interpret the graph and answer questions  such as:  - What data is presented on the x and y-axis?  - Which is the dependent quantity?  - On what axis will you find it?  - How will you find the average of this given  quantities in the line graph?  c. Each group will present their solution on a manila  paper followed by a short discussion or explanation  of their findings. | |  |
| 1. **Discussing new concepts and practicing new skills #1** | 2.Performing the Activities  Group the pupils into five.  Give activity sheets involving line graph to each group for interpretation.  Ask each group to work together in interpreting the data on the graph. Once finished, the assign member will post their work on the board and discuss their answer.    See more different graphs in LM | 2.Performing the Activities  Divide the class into groups. Give them enough time to solve problems using the data presented in a line graph. After few minutes, they are required to present their output.  Mr. Sanchez’s Monthly Sales    Use the data in the line graph to answer the following questions.  1.What was the sale for the first three consecutive months?  a.What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer?  2.How much more was his sale in March than in February?  a.What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer?  3.What was the difference between the highest and lowest sale?  a. What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer?  4.What was his total sale from January to June?  a.What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer?  5.What was his average sale for six months?  a.What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer? | 2.Performing the Activities  Give each group activity sheets involving line graph for interpretation. Ask the group to work together in interpreting the data and make inferences out of it. After they have finished, the leader of each group will display the output on the board and discuss their answers.  Paulo’s Weight | Process the output of each group by asking:  a. How did you find the activity?  b. What did each member in the group do in order to  come up with a successful activity? | |  |
| 1. **Discussing new concepts and practicing new skills #2** | . Processing the Activities  Each group will present their interpretation of the graph. Then ask:  a.How did you find the activity?  b.How were you able to interpret the graph?  Discuss with the pupils how to use the data to interpret the graph. | Processing the Activities  Allow each group to present their output.  Ask: How did you find the activity?  How did you solve the problem?  Expected Answer:  Using the four-step plan in solving the problem  • Understand  • Plan  • Solve  • Check and Look Back  Discuss how to solve routine and non-routine problems. | 3.Processing the Activities  Each group will discuss their work. After all the groups have presented their answers to the task given, ask:  How did you find the activity?  How did you make inferences based on the data observed on the line graph?  Discuss with the pupils how to make inferences based on the data. | Directions: Use the graph below to answer the questions  that follow.  a. How many schools were constructed in 1996?  b. How many more schools were constructed in  1998 than in 1997?  c. How many schools were constructed from 1996 to  2000? | |  |
| 1. **Developing mastery**   **(Leads to Formative Assessment 3)** | Reinforcing the Concept and Skill  A.Discuss the presentation under Explore and Discover on pages \_\_\_of LM Math Grade V.  B.Have the pupilswork on items under Get Moving and the items under Keep Moving on pages \_\_\_\_, LM Math Grade 5. Check the pupil’s answers. | 4.Reinforcing the Concept and Skill  Discuss the presentation under Explore and Discover on pages \_\_\_of LM Math Grade V.  Have the pupils work on items under Get Moving and the items under Keep Moving on pages \_\_\_\_, LM Math Grade 5. Check the pupil’s answers. | 4.Reinforcing the Concept and Skill  Discuss the presentation under Explore and Discover on page \_\_, LM Math Grade 5. | Directions: The graph below shows Carlo’s weight in kilograms  for six months. Study the graph and answer the questions  that follow | |  |
| 1. **Finding practical applications of concepts and skills in daily living** | Applying to New and Other Situations  Have the pupils do the items under the activity on Apply Your Skills on page \_\_\_\_, LM Math Grade 5 | Applying to New and Other Situations  Let the pupils do the problems under Apply your Skills on page \_\_\_, LM Math5. | Applying to New and Other Situations  Ask the pupils to work on items under Apply your Skills on page \_\_\_, LM Math Grade 5 | The graph below shows Carlo’s weight in kilograms  for six months. Study the graph and answer the questions  that follow | |  |
| 1. **Making generalizations and abstractions about the lesson** | Summarizing the Lesson  Lead the pupils to give the generalization of the lesson by asking: What are the parts of a line graph? Why is it useful? How do we interpret data presented on a line graph?  •A line graph has a title, information on the x-axis (horizontal axis) and information on the y- axis (vertical axis).  •Changes in the data presented are easily seen on a line graph.  •To read and interpret the data presented in a line graph, we usually compare the data in terms of size and amount. | Summarizing the Lesson  Lead the pupils in generalizing the following:  Routine problems are problems that follow standard procedure in solving word problems:  Understand:  •What does the problem ask for?  •What are the given data?  •What is the word clue?  Plan  •What operation is/are to be used?  •What is the mathematical sentence?  Solve  •Show how the solution is done using the operation.  Check  •Check if the answer is correct.  •State the final answer.  Nonroutine problems are problems that can be solved even without following the steps or procedure | 5.Summarizing the Lesson  Guide the pupils to give the following generalization.  To draw inferences it is important to:  •observe the parts of the graph  •understand the relationship being illustrated on the graph  •make prediction based on the describe situation presented by the data on the graph | How will you solve routine and non-routine problems  Involving line graphs? | |  |
| 1. **Evaluating learning** | C.Assessment  Study the line graph, and then answer the question below.    a.What is the title of the graph?  b.How many mangoes were harvested for the first two weeks?  c.In what week was there the greatest amount of harvest?  d.What is the least amount of mango harvested?  e.What is the total amount of harvest for six weeks? | C.Assessment  Use the data in the line graph to answer the following questions.  Ramon’s Electric Consumption  1.What is the total electric consumption from January to June?  a.What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer?  2.If the cost of electricity per kilowatt is Php. 14.00, how much would Ramon pay for the month of May?  a.What is asked?  b.What facts are needed to solve the problem?  c.What operation will you use?  d.What is the number sentence?  e.What is the complete answer? | C.Assessment  Study the line graph them answer the question below.  Baskets made During Practice    a.How many baskets did each one make during the third session?  b.Who made more baskets on the fourth session?  c.What is their average number of baskets during the five-day session of practice?  d.How many baskets did each one make all throughout the session?  e.Who is more successful in making a basket? | Study the graph carefully, then answer the questions  that follow  1. What is the title of the graph?  2. On what day was the sale lowest?  3. On what days were the decrease of sale occur?  4. How much was the total sales?  5. Looking at the data, what can you say about the average  daily sales of Mang Ben’s Sari-Sari Store?  6. If you were Mang Ben, what will you do to increase the  sales every day?  7. In your opinion, do you think opening business on Sunday  Is acceptable or not? Why? | |  |
| 1. **Additional activities for application or remediation** | Study this graph carefully, and then answer the questions that follow.    1.What is the graph about?  2.How much was her initial deposit?  3.In which month was her bank deposit greatest?  4.What was her average deposit??  5.What was her total deposit for six months? | 1.What is the total number of immigrants starting 2010 up to 2015?  2.What is the average number of immigrants for the last three years?  Immigrants Admitted in One Country from 2010-2015 | Prepare for the 4th periodical test | Directions: Do this activity on a clean sheet of paper.  1. Chart the following:  - Your own scores in your 5 Math quizzes  - Your own savings in your 5 school days  2. Present these data on a line graph  3. Construct questions based on the data presented  on each line graph | |  |
| 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. * **\_\_\_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. * **\_\_\_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  \_\_\_AudioVisual Presentation  of the lesson | |