GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com			Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG			Learning Area:	ENGLISH
	Teaching Dates and Time:	APRIL 1 – 5, 2024 (WEEK 1)			Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Restate sentences heard in one's own words				
A. Content Standards	The learner… listens critically to different text types; expresses ideas logically in oral and written forms;				
B. Performance Standards	The learner… demonstrates interest in reading to meet various needs.				
C. Learning Competencies/Objectives Write the LC code for each	1. Restate sentences heard in one's own words. 2. Use appropriate facial expressions. 3. Observe politeness at all times. EN5LC-IVa-3.11/EN5OL-IVa-2.6.1 EN5A-IVa-16/Page 76 of 164	1.Identify different meanings of content specific words (denotation and connotation) EN5V-IVa-20.1 EN5V-Iva – 20.2	1. Distinguish text-types according to features (structural and language) – Enumeration 2. Read aloud grade level appropriate text with an accuracy rate of 95 – 100%. 3. Take down relevant notes EN5RC-IVa-3.2.8 EN5F-IVa –1.6 EN5SS-Iva-1.8	. Use compound sentences to show cause and effect. 2. Show tactfulness when communicating with others. EN5G-IVa-1.8.1 EN5VC-IVa –3.7 EN5A-Iva-17	Infer target audience. EN5RC-IVa-3.2.8 EN5F-IVa –1.6 EN5SS-Iva-1.8
II. CONTENT	1.Restating Sentences Heard in One's Own Words. 2.Using Appropriate Facial Expressions.	Identifying Different Meanings of Content Specific Words (Denotation and Connotation)	1.Distinguishing Text-Type According to Features (Structural and Language) –Enumeration 2.Reading Aloud Grade Level Appropriate Text with an Accuracy Rate of 95-100%.	1.Using Compound Sentences to Show Cause and Effect	A.Topic: Inferring Target Audience
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages		Teacher's Guide/week 1			
2. Learner's Material pages					
3. Textbook pages	EN5LC –Iva-3.11 EN5OL-Iva-2.6.1 EN5A-Iva-16 Curriculum Guide p, 76 Internet (for emoticon)	EN5V-IVa-20.1 EN5V-Iva – 20.2	Website/Internet- Types of Text Structures in Informational Texts(Balance Literacy,2nd Grade)		
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Pictures, Charts, flashcards, emoticons (different facial expressions	Flashcard Charts Pictures dictionary Video Clips (Youtube)	Flashcard Charts Pictures	Flashcard Charts Pictures Website/Internet (Youtube) Dictionary	Flashcard Charts Pictures

					Vocabulary Worksheet Cause and Effect Chart Two Travelers and the Bear	
IV.	**PROCEDURES**					
A.	**Reviewing previous lesson or presenting the new lesson**	.	Identify appropriate facialexpression	Denotation and Connotation	Different text type and its example	Checking of assignment Cause and Effect

B.	**Establishing a purpose for the lesson**	. A.Setting the stage:
		1.Show the following faces:
		
		a.Do you know who's in the picture?
		b.What can you say about picture?
		       c.What emotions each pictures expressed?
		
		      2.Show again the emoticons to the pupils.
		a.Ask the pupils to name each emoticon (based on their facial expressions).
		b.Let them name other facial expressions and draw them on the board.
			Display the chart on the board.Ask pupils: What comes into your mind when you see the word "light"? What comes into your mind when you see the word "dark"? Examine the definition of the words "light and dark" in the meaning lists at the learning materials. Ask: What other words can you give for lights and dark?	A.Setting the stage:
				1.Show the word "text type" on the board.
				Ask: Do you know what is a text type? Let the pupils give their opinions about text type.
				Say :The phrase 'text type' is a way of classifying and defining different types of language interaction, both spoken and written. It refers to the purpose of a text and the way it is written
					a.Show the picture to the pupils.
					b.Ask: What do you think the boy is doing?
					   Why the boy looks dizzy?
						1.Setting the stage:
						Ask the pupils the following questions:
						☛What is inferring?
						☛What is target?
						☛When we say "audience", to whom do we refer it?

C.	**Presenting examples/instances of the new lesson**	Present a short story on the board. (The Donkey) Ask: Who are the characters in the story? How each animal expressed their feeling?	Today, we're going to learn the different meanings of content specific words (denotation and connotation	At the end of the lesson, you will be able to distinguish text-type according to features (structural and language); read aloud grade level appropriate text with an accuracy rate of 95 – 100% and take down relevant notes.	Tell the pupils that at the end of the lesson, they will learn to use compound sentences to show cause and effect and be tactful in communicating others.	At the end of the lesson, pupils are able to infer the target audience Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

D.	**Discussing new concepts and practicing new skills #1**	Teacher reads the short story. Pupils will listen.
		The Donkey
		A donkey found the skin of a dead lion. He put it on and frightened all the animals but did not make a sound. One dog was suspicious; the donkey tried to roar to frighten the dog but brayed instead. When
			1.Ask the pupils to point out what the two words' definitions have in common. Students will likely point out that they are both adjectives. Continue the comparison and contrast of the two words until they come up with which word has the positive and negative meanings, then	1..Show the powerpoint presentation about the topic.
				..\TEXT TYPS.ppt
				     2..Discuss and explain to the pupils the text type according to features(structural and
				     language).Refer pupils to the learners' manual
					1.Present the chart on the board.
					2.Ask pupils to study what is written in the chart.
					Compound sentences are made up of two simple sentences connected by a coordinating conjunction. These conjunctions are also known as FANBOYS:
						2.Explaining the students what to do
						Let the pupils study the picture. Discuss with them how to infer target audience.
						Ask the following questions:
						-What is audience?
						-Who should be the audience?

	the dog heard the donkey braying, he laughed and laughed.	introduce the denotation and connotation		F - For A - And N - Nor B - But O - Or Y - Yet S– So Cause is the reason why something happens. Effect is the result when something happens.. Compound sentences show cause and effect. a.What is a compound sentence? b.What is cause? Effect? c.FANBOYS is an acronym for the coordinating conjunction, what does it means?	-What are the key aspects would have been chosen to appeal on the target market?
E. **Discussing new concepts and practicing new skills #2**	Why do you think the dog laughed and laughed at the donkey? Was the donkey able to frighten the animals? Why? Show the facial expression of the following characters The dog was suspicious The dog heard the donkey brays The dog laughed and laughed Call volunteer/s to restate sentences heard on his own words. Ask: What values you should observed during listening to a story and class discussions?	2.Modeling for students: Tell the pupils that they will watch a video clips about denotation and connotation. Remind them to observe the standard rules in watching or viewing video clips 3.Viewing video clips about denotation and connotation https://youtu.be/0juB4IFlFrc (Reference: Youtube…Connotation and Denotation	C.Modeling for Students Let the pupils answer the exercises on Learners' Material	3.Modeling for Students a.Ask pupils to analyze the sentence in flashcards ☛It was raining so hard outside so I put on my raincoat. ☛The horse jumped at the lake because she feel dirty. ☛The football player slipped and he fell on the grass. How is the sentence formed? What are the two ideas formed in the sentence?	3.Modeling for Students 1.Show the video clips to the pupils...\Inferring Audience (1).mp4 2.Have them answer the exercises given in "Try and Learn"
F. **Developing mastery** **(Leads to Formative Assessment 3)**	Restate the sentences heard on one's own words and give the facial expression/s based on the feeling/s expressed. His mother became **worried** when she didn't hear from him for two days. _____ David is quite **shy** so he doesn't like talking to people he doesn't know. _____ A year after being fired from his job, Alan is still very **bitter**. He has a lot of resentment towards his former boss. _____	4.Comprehension Check-up: a.What is denotation? Give examples of denotation. b.What is connotation? Give examples of connotation. c.Using Venn's diagram, give the comparison or contrast of the word denotation and connotation.	D.Guided Practice Below are eight different text types and the purpose of those texts, but they are mix up. Decide what the purpose of each text type is and drag it to the correct text type to the left. Match the items on the right to the items on the left A Explanation Narrative Discussion Argumentative (Exposition) Report	4.Guided Practice Encircle the two ideas expressed in a compound sentence then underline once the cause and twice the effect. a.The dog barked at me because she was hungry. b.It was my mom's birthday today so I make her a card. c.She didn't sleep well last night so she feels weak today. d.All her clothes were dirty because her mother did not washed their clothes.	4.Guided Practice Students are given a copy of Advertising Inferences worksheet . Teacher plays 2 more commercials, soliciting student input . Students and teacher complete 2 sections of the worksheet together .Teacher plays 2 more commercials and students work with their group to complete 2 sections of the worksheet. 5.Group Activity The teacher will group the pupils into four. Each group will be given

	Even though I am accustomed to traveling for business, I still get **homesick** if I am away from my home for more than a week. _____ I am absolutely **furious**!! I cannot believe that my dog chewed my favorite shoes. Now they're ruined! _____		Procedure (Instruction) Recount Description B To relate past experience or events, either real or imagined. To persuade the reader to agree with the writer's position/opinion. To instruct the reader how to make or do something. To explore more than one side of an issue/To inform and persuade. To show how things work and why things happen. To present a record of information after careful observation and analysis. To entertain through telling a story. To help the reader create a picture of scenes, events, people, etc....	e.Arnold dives in swimming pool and his head bump near the side of the pool.	an envelope containing pictures of different commercials or TV ads. They will infer who the target audience in each pictures. Let them give the following date: Target audience: _____ Age: _____ Gender: _____ Interest: _____
G. Finding practical applications of concepts and skills in daily living	The teacher will show the flashcard with sentence/s. The teacher will call someone to read the sentence/s. Then the pupil who read the sentence/s will call another pupil to restate the sentences on his/her own words and use/ show the appropriate facial expressions stated on the sentence/s. Cats are so **curious** that they often get into trouble. Once, my cat fell into the bath tub because she wanted to know what was inside! When Dave found out that the plumber charged him double the normal amount to fix his toilet, he felt **cheated**. After his grandmother passed away, Ken was so **grief-stricken** he couldn't get out of bed. When Emily has a lot of work to do and feels **stressed**, she becomes very **tense** and cannot relax.	**Guided Practice**: The teacher will guide the pupils in answering the exercises on LM. Below are examples of denotative and connotative meanings of words. Choose inside the box the word being referred by the denotative and connotative meaning. Write your answer on the first column. 	Word	Denotative
---	---
	High temp
	Low tempe
	Absent of l
	Young bird
	Insane; me
	Predatory	 Shark hot crazychick dead cool	F.Independent Practice Ask pupils to answer the work sheet on learners' manual. Tell :To help you better understand the concept of text types try to match the examples of particular texts on the right with the text types on the left by connecting them to the correct text type.	6.Independent Practice Let the pupils do the activity at " Learn some more" Encircle the two ideas expressed in compound sentences then underline once the cause and twice the effect. 1.The dog barked at me because she was hungry. 2.It was my mom's birthday today so I make her a card. 3.She didn't sleep well last night so she feels weak today. 4.All her clothes were dirty because her mother did not wash their clothes. 5.Arnold dives in swimming pool and his head bump near the side of the pool. 6.Tara didn't understand the homework assignment, so she asked a friend for help. 7.The students tried to prepare for the test but they didn't realize how difficult the test was. 8.We needed some groceries for the week so we went to the supermarket.	6.Independent Practice Directions: Infer the target audience. Match the words in column A to the words in column B. A 1.Seminar/Training Workshop of Teachers in Math 2.How to Make a House 3. Making Pastries, Cakes and Breads 4. Snow White and the Beast 5. Wrestling B a. Carpenters b. . Bakers c. Teachers d. Men e. Little boys and girls

	Our friend Lily makes us feel **left out** when she has a party but doesn't invite us.	D.Group Activity:: 1.Organize the class into small groups or teams with no more than five members in each group. Then hand each group a blank "Connotation and Denotation Chart" 2.Explain to the groups that you are about to distribute a list of 10 adjective words listed in a random order. When you scream "Go" it will be each group's job to sort the words into a list of 5 pairs pupils need to accurately complete the "Connotation and Denotation Chart" by correct identifying the word in each pair. The first team that sings their team's yell will be given 1 point and with all correct answers will be given 4 points.		9.It was raining so hard outside so I put on my raincoat. 10.The horse jumped at the lake because she feel dirty.	
H. **Making generalizations and abstractions about the lesson**	What have you learned from today's lesson?	Ask the pupils about what they have learned from today's lesson.	What have learned from today's lesson? (Game)Pupils will pass a ball while singing a song. When the song stops, the one who holds the ball will give what he/she learned from the day's topic. ☂ Different text types ☂ Text types as to structures ☂ Text types as to language	Connectors such as because, for this reason, that is why, so, therefore, for, and since can be used to show cause-and-effect relationships. A cause-and-effect relationship describes something that happens and explains why it happens. Compound sentences are made up of two simple sentences connected by a coordinating conjunction. These conjunctions are also known as FANBOYS:	Ask the pupils about what they have learned from the topic.
I. **Evaluating learning**	Restate the sentences heard on one's own words. Draw appropriate facial expressions after the sentences. Grandpa was very **proud** of me when I got a promotion at work. He took me out to dinner to celebrate. I'm a little **doubtful** about whether to get married or not..	G.Evaluation: Identify the meaning of words if it is a connotation, write C, and if it is a denotation, write D. Write your answer on the blank. Blue _____ a. Mommy, please buy me a blue bike. _____b. Linda got low score in her tst. She is blue. 2.Snake	H. Evaluation Directions: Give the meaning of the following text type. Write your answer on the box opposite of the words TEXT TYPE NARRATIVE RECOUNT	Directions: Complete the following sentences. You may use a word or a group of words as signals for cause-and-effect relationships. 1. The clouds were turning dark, _____ we started packing our picnic baskets. 2. Road blocks were set up by the military, _____ they could catch the terrorists.	8.Evaluation Pupils will be asked to do the following activity: 1.Think of a commercial or TV Ads you like. Answer the date below: Name of commercial/TV Ads : _____ Target Audience: _____ Age: _____

	We are **delighted** that you will be coming to visit us. It will be so nice to have you here. After waiting in line for an hour at the bank, the woman grew **impatient** and left. They were **shocked** to learn that their beloved neighbor, Miss Ann, had stolen their car.	_____ a. Lito saw a big snake in their backyard. _____ b. Mario is a snake. He spank the little boy. 3.Cool _____a. The weather is verycool. _____b. I like your jacket. It is very cool. 4.Cheap _____a. Linda goes with different man that's why she is being called cheap. _____b. The dress in the store is cheap. 5.Rats _____a. Rats lived in a dark places. _____b. Rats! I left my pocket book in the car.	**EXPLANATION** **DISCUSSION** **DESCRIPTION** **EXPOSITION** **RESPONSE** **PROCEDURE** **INFORMATION REPORT** MEANING It tells a story	3. Tourists flock to Boracay _____they are amazed of its white sand 4. The diligent son worked in the morning and studied at night _____ his father died three years ago. 5. The economy of the country is improving _____ dedicated government officials worked hard. 6. The wind blew and the papers were scattered on the floor. 7. He opened the box and a letter fell into his hands. 8. The rain stop and the rainbow appeared in the sky. 9. Maria steps on a banana feeling and she fell on the ground. 10. Juan accidentally broke the flower base, his mother got angry.	Gender: _____ Interest: _____
J. **Additional activities for application or remediation**	Pupils will restate the sentences heard on one' own words. Then, show to the class the appropriate facial expressions expressed in the sentence. Even in hard times when I don't have a lot of money, I stay **hopeful** and believe that next month will be better. When I see that **puzzled** look on your face, I know that you didn't understand my question. Wow! I'm really **impressed** that Ashley can speak 7 languages, whereas I only speak one!	**Ask the pupils to answer the activities under "Do and Learn** .	Write I example of each text type	Directions: Do the following activities: Activity 1: Read the compound sentence silently. Activity 2: Write five (5) compound sentences. Underline once the cause and twice the effect . Encircle the conjunction used in the sentence.	Watch a television commercial at home or find an ad in a newspaper or magazine Then , write one paragraph describing the ad, making an inference about who the target audience is, and explaining why they think this.

	Ugh! I don't have anything to do. I'm so **bored**!! After Kylie had her heart broken by her ex-boyfriend, she felt so **down** and **blue.** She is very **sad.**				
V. REMARKS					
VI. REFLECTION					
A. 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
B. 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.
C. 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
D. 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
E. 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

F. 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
G. 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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?***	*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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs	*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	*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 through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?***	*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

	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___AudioVisual Presentation of the lesson