



**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	V
Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
Teaching Dates and Time:	JANUARY 3 – 5, 2024 (WEEK 7)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of decimals	The learner demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion	The learner demonstrates understanding of the four fundamental operations involving decimals	The learner demonstrates understanding of the four fundamental operations involving decimals	The learner demonstrates understanding of the four fundamental Operations involving decimals and ratio and proportion.
B. Performance Standards	The learner is able to recognize and represent decimals in various forms and contexts	The learner is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations	The learner is able to apply the four fundamental operations involving decimal in mathematical problems and real-life situations	The learner is able to apply the four fundamental operations involving decimals	The learners are able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations
C. Learning Competencies/Objectives	Estimates the quotients of decimal numbers with reasonable results Code: M5NS-IIg-177	Solves routine and non-Routine problems involving division without any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools Code: M5NS-IIg-121.1	Solves routine and non-routine problems involving division with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools Code: M5NS – II6.120.1	Creates problems (with reasonable answers) involving multiplication or division or with any of the other operations of decimals and whole numbers including money Code: M5NS –IIg-121.1	Creates problems (with reasonable answers) involving multiplication and division or with any of the other operation and whole numbers including money. Code - M5NS- IIg – 121.1,
II.CONTENT	Estimating the quotients of decimal numbers with reasonable results	Solving routine and non-Routine problems involving division without any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools	Solving routine and non-routine problems involving division with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools	Creating problems (with reasonable answers) involving multiplication or division or with any of the other operations of decimals and whole numbers including money	Creating Problems (With Reasonable Answers) Involving Multiplication and Division or With Any of the Other Operations and Whole Numbers Including Money
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guide pages	Curriculum Guide, page 59	Curriculum Guide, page 59 Lesson Guide in Elem. Math Grade 5 p. 318-320	Curriculum Guide, page 59 Lesson Guide in Elementary Mathematics 5 pp 318 - 321	Curriculum Guide, page 59 Mathematics 4 Teaching Guides pp. 164-167	Curriculum Guide, page 59 Lesson Guide in Math 5, p 301-305, 318-321
2.Learners’s Materials pages					
3.Textbook pages		Excelling in Mathematics 5 pp 220-221	Mathematics for Better Life, pp 186 - 189	Growing Up With Math 5 pp., Lesson Guides in Elementary Math 5 pp. 268,270, 301-305, 318-321	Mathematics for Better Life 5

4.Additional materials from learning resource (LR) portal	DLP Gr. 6, Module 8		DepEd Learning Portal, Math 6 – Division of Decimals (2166)		MISOSA Gr. 5 Module- Word Problems on Multiplication and Division of Decimals
B.Other Learning Resource	Flashcards, Power point presentations, tarpapel	Activity sheets, meta cards	metacards, chart, picture of a boy selling newspaper during weekends	metacards, tarpapel	Flash cards, activity sheets, cartolina strips, charts
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	<p>1.Drill Strategy: Relay Game Mechanics: 20. Divide the class into 3 groups. 21. Each group holds the cards containing the answers. 22. Flash cards containing division of decimal numbers. 23. As you flash the card the pupil holding the answer stands and come forward. The first pupil with the correct card to stand earns a point for his/her group. 24. The group with the most point wins.</p> <p>2. Reviewing Previous Lesson Directions: Perform as indicated. 1. The quotient if you divide 0.426 by 6 is _____. 2. Find the quotient of $0.455 \div 5$. 3. If you divide 0.258 by 6, what is the answer? 4. $3.65 \div 5 = N =$ _____. 5. Solve for N in the equation, $0.801 \div 9 = N$.</p>	<p>Drill Basic Division Facts Mechanics: n. Let 5 pupils stand on the aisle of the room. o. The pupil who gets the correct answer moves one step forward. (One step for every right answer) p. The first pupil who reaches the place of the teacher wins the game.</p> <p>6. Review Division of whole Numbers Materials: 4 sets of cards with digits 0-5 Mechanics: 6. Form 4 groups. Give each group a set of cards. 7. Using the numbers on their cards, ask each group to form a division equation that will satisfy the question the teacher will dictate. a. Form a division equation that gives the smallest possible quotient. b. Form a division equation that gives the greatest possible quotient. 8. The group who can first get the correct answer gets the point. 9. The first group to earn 3 points wins the game.</p>	<p>1. Drill Strategy: Let's Pick Some Fruits Mechanics: Pick up a pupil's name from a pre-prepared basket. The one who will be picked will pick an apple from the tree then division sentence written on the apple. 2. Review Directions: Arrange the jumbled letters to form the different step in solving word problems.</p>	<p>1. Drill Conduct a drill on solving problems involving any of the four operations of decimals Ate learned how to cook beef sinigang. She used 0.5 kg of radish and 0.25 kg. of okra. How many kilograms of vegetables did she use? Review problem solving steps and strategies. Ask the learners to tell what they understand about the following essential guide questions to problem solving. What is asked in the problem? What are given? How will you solve the problem? What operation/s will be used? What is the number sentence? Is the solution or process correct? What is he answer?</p>	<p>1. Drill Mental computation on multiplying and dividing decimals (By group) $G - 1 \ 7.11 \times 5$ $G - 2 \ 8.6 \times 2$ $G - 3 \ 3.6 \div 4$ $G - 4 \ 0.45 \div 5$ $G - 5 \ 0.56 \div 7$ 2. Review Directions: Rearrange the jumbled steps followed in solving mathematical problem in proper order. ___ Transform the word problem into an equation ___ Find what is/are given fact s ___ Know what is asked ___ Determine the operation to be used ___ Solve for the answer ___ Write the answer</p>
B.Establishing a purpose for the lesson	<p>What is estimation? When do you use it? How is it important to your daily lives?</p>	<p>How do you keep yourself healthy? What are the activities that you usually do to make yourselves healthy and fit? What kind of food do you prefer? Why?</p>	<p>What items are usually sold by pairs or by pack?</p>	<p>Read and study this problem It's Mother's birthday. Her daughter Gwentyth gave her a pair of slippers that cost P 80.50 and a bandana worth P 250.00. How much was left to her after buying gifts for mother? Can you solve the problem? Why not? What is the needed information for you to solve the problem?</p>	<p>How many of you knew how to spend money wisely? How can you show it? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>

<p>C.Presenting Examples/ instances of the new lesson</p>	<p>Present this problem Mang Isidro made the electrical installations inside his house. He bought 10.25 m of electric wire for Php 122.50. About how much did he pay for each meter of wire?</p>	<p>My sister and I drink 0.5 liter of fresh fruit every day. How many days will 3.5 liters of fruit juice last for both of us?</p>	<p>At the department store, men's socks sell at 3 pairs for P97.50. a. How much does each pair of socks cost? b. If Joel needs only 7 pair of socks how much does he need to pay the cashier?</p>	<p>Post the jumbled word problem on the board and 2.16 kg. of fruits Godfrey bought 3.5 kg of chicken How many kilograms of foods did he buy? He also bought 5.6 kg. of rice Ask some pupils to read the sentences written on the strips</p>	<p>Presentation Strategy: Choosing the Operation Simplifying the Problem At a department store, men's socks sell at 3 pairs for P97.50. If Sonia bought 6 pairs of the same socks from sidewalk vendor for P172.50. Which is cheaper to buy and by how much? If you buy 10 pairs to sidewalk vendor how much will you pay? a. Help the pupils understand the problem better by asking some comprehension questions. b. Let them plan on how they will solve the problem What operations should be used? How will write the equation or number sentence? Recall the steps in four fundamental operations involving decimals and whole numbers including money. Compare the prices from department store and sidewalk vendor. If you were to buy this kind of socks in which place will you go? Why?</p>
<p>D.Discussing new concepts and practicing new skills #1</p>	<p>Group pupils into 3 to answer these questions: <ul style="list-style-type: none"> 📌 What did Mang Isidro buy? 📌 How many meters of wire did he buy? What was its cost? 📌 About how much did he pay for each meter of wire? Give them time to work on their activity. Post them on the board and explain. To estimate, follow these steps: Mang Isidro made the electrical installations inside his</p>	<p>What is asked in the problem? What are given? How will you solve the problem? What is the number sentence or equation? Write the number sentence? Solve for the answer. Look back if the answer makes sense? How do fresh fruit juices help our body?</p>	<p>Strategy: Activity Based Activity: 4A's Act How much was the 3 pairs of socks? Analyze What is the first questions? How will you solve it? Apply Now, let us try to solve question 1? Act How many pairs of socks does Joel need? Analyze How will you solve that question? Apply Now, let us try to solve question 2?</p>	<p>📌 Can you arrange the sentences to form a word problem? 📌 Ask pupils to do the activity by pairs (Give ample time for the pupils to work on the activity.) 📌 Give time for each pair to finish their work. 📌 Ask them to report and post their output Godfrey bought 3.5 kg of chicken. He also bought 5.6 kg. of rice, and 2.16 kg. of fruits. How many kilograms of foods did he buy?</p>	<p>Divide the class into group of 5s. Tell each member of the group that to create problem, they are going to help each other to familiarize themselves with the concept about the four fundamental operations and its application to real-life situation. Then, tell them to think of the type of problem they are planning to create. Lastly, advise</p>

	<p>house. He bought 10.25 m of electric wire for Php 122.50. About how much did he pay for each meter of wire?</p> <p>1. Round the divisor and dividend to the nearest whole number. 2. Use compatible numbers. 3. Divide. about 12 ☛ 10.25 122.50 10 120 ☛ Note: 120 and 10 are compatible numbers. ☛ So, Mang Isidro paid about Php 12.00 for each meter of electric wire. Why are compatible numbers helpful in estimating decimal quotients?</p>			<p>Do you all agree that this is the correct arrangement? Why? Is there any other arrangement? Can you show other arrangement? Does your work make sense? Now let us solve the problem. Do it with your partner. Let the pupils work on the problem and ask the first pair to finish to show her solution on the board.</p>	<p>them to read the problem similar to the one given and study the solution. After each group have finished, asked them to post their output on the board</p>
E. Discussing new concepts and practicing new skills #2	Give more examples	Give more examples	Give more examples	Give more examples	Give more examples
F.Developing Mastery	<p>Directions: What compatible numbers will help you make an estimate for the following numbers?</p> <p>1). $2.43 \div 0.78$ 2). $4.31 \div 0.53$ 3). $7.68 \div 4.2$ 4). $19.85 \div 2.5$ 5). $15.2 \div 2.5$</p>	<p>Directions: Read the problems carefully then solve.</p> <p>1. Our family can consume 0.75 kg of rice a day. How many days will it take us to consume 22.5 kg. of rice? 2. Mother paid Php300.65 for 3.5 kg of fish. How much does a kilogram of fish cost? 3. Mr. David bought 6 white T-shirts for Php599.70. How much was the cost of each T-shirt? 4. Mang Kanor paid Php689.15 for 5 kg of dried fish. How much was the cost of each kilogram of dried fish? 10. Alex bought a piece of rattan 2.8m long. He cut it into pieces of 0.4 m each. How many pieces did he make?</p>	<p>Strategy: Practical Inquiry Model Activity AICDR Team 1 Jun's monthly electric bills for the past seven months were: Php1,089.38; Php1,187.86; Php1,086.52; Php1,283.27; Php1,085.64; Php1,187.09 and Php1,185.43. How much was Jun's average monthly electric bill? Ask How many months were the given electric bills? Investigate What is asked in the problem? Create How will you solve the problem? Discuss Try to solve the problem. Reflect What is your answer?</p> <p>Team 2 For the last four weeks, Rica's mother recorded the grocery bills as follows: Php1,427.00; Php1,805.75; Php1,753.25 and Php1,263.50. What was the average bill per week? Ask How many weeks were the given grocery bills? Investigate What is asked in the problem?</p>	<p>Talk on the problem formed by the pupils. ☛ How do you know that the arranged sentences formed a correct word problem? Talk on the problem formed by the pupils. ☛ How do you know that the arranged sentences formed a correct word problem? How many kilograms of foods did he buy? He also bought 5.6 kg. of rice Godfrey bought 3.5 kg of chicken. He also bought 5.6 kg. of rice, and 2.16 kg. of fruits. How many kilograms of foods did he buy? Page403 ☛ What are the things a problem should have? ☛ Can you name them? ☛ How do you know that a problem has the complete information? ☛ Can the problem be solved if there is a missing fact/information?</p>	<p>After the output have been posted, asked each group to do the reporting, explaining how they create the problem. The teacher then will ask: How did you create a problem similar to the one given? We familiarized ourselves with the concept and its application to real-life situation. We thought of the type of problem we wanted to create. We read some problems similar to the one given and studied the solution. For more practice, let pupils create problems similar to the given problem provided by the teacher.(Using Think-Pair and Share) Directions: Fill the blank with a question to create problem using the data given. A pharmacist is filling a prescription that call for 0.20 gram of a vitamin. The vitamin is only available in 0.05</p>

			<p>Create How will you solve the problem? Discuss Try to solve the problem. Reflect What is you answer? Team 3 Mr. Dionisio commission for the last five months were: Php12,089.45; Php11,187.80; Php16,686.75; Php18,283.25; Php19,085.70. How much was Mr. Dionisio's average monthly commission? Ask How many monthly commissions were the given? Investigate What is asked in the problem? Create How will you solve the problem? Discuss Try to solve the problem. Reflect What is you answer?</p>	<p>So, what are the things needed to create a complete word problem? We familiarized ourselves with the concepts of the four operations. 🗨️ We thought of the type of problem we want to create. 🗨️ We read some sample problems and studied their solutions. Let's try to create another problem using these information. Be sure to show the solution for the problem you made.</p>	<p>gram tablets. How many tablets should he put in the container. If there are 5 prescriptions, _____?</p>
G.Finding Parctical application of concepts and skills in daily living	<p>Strategy: Group Work- How Fast We Are? Mechanics: a. Group the pupils into 3. b. Distribute envelopes with activity cards. c. Tell the pupils to estimate the quotients and write them in the meta cards as fast as they can. d. The group who finishes first wins</p>	<p>Group Work Directions: Read each problem carefully then solve for the correct answer. 1. A group of 5 pupils signed up for a weekend computer course. They paid a total of Php315.75. How much did each pupil pay? 2. In an EPP class, Lance made 8 hamburgers for lunch using 1.36 kg of ground beef. How much ground beef was used in each hamburger? 3. Aunt Lucy paid Php258.45 for 9.2 kg of rice. How much did a kilogram of rice cost her?</p>	<p>Strategy: Scaffold-Knowledge Integration Activity: 4A's Activity I will give you your respective activity sheets to work on Analysis (Pupils will work on the activity sheets and discussed what to do with their problem.) Abstraction Work with you respective teams actively and be sure to participate with the team's output. Application Try to solve your problem Mr. Reyes bought 175 hollow blocks at P6.75 per piece and 3 sacks of cement at P235.50 per sack. How much did Mr. Reyes spend?</p>	<p>Group the pupils into four. Let each group work collaboratively on the assigned task for them based on the table Presented below: The table below shows the data of the vegetables harvested by Gwen, Godwin and Jim Group I - Addition of Decimals Directions: Based on the table of data presented, create a problem involving addition of decimals. Group II – Subtraction of Decimals Directions: Based on the table of data presented, create a problem involving subtraction of decimals. Group III – Multiplication of Decimals Directions: Based on the table of data presented, create a problem involving multiplication of decimals. Group IV – Division of Decimals Directions: Based on the table of data presented, create a problem involving division of decimals.</p>	
H.Making generalization and abstraction about the lesson	How do we estimate decimal quotients?	How do we solve problems involving division of decimals?	How do we solve routine and non-routine problems involving	Lead the pupils to generalize To create a word problem,	How will you create a problem (with reasonable answers)

			<p>division with any of the other operations of decimals including money using appropriate problem solving strategies and tools?</p>	<ul style="list-style-type: none"> ● familiarize yourself with the concept ● think of the type of problem to be created. <ul style="list-style-type: none"> a. Consider the character, cite the situation/setting, data presented, word problem to be created and the key question. b. Ensure that the word problem is clearly stated and practical 📖 Read some sample problems and study their solutions. 	<p>involving multiplication and division or with any of the other operations and whole numbers including money?</p>
<p>I.Evaluating learning</p>	<p>Directions: Estimate each quotient. Letter only.</p> <p>1). $8.9 \div 3.2 =$ A. 2 B. 3 C. 4 D. 5</p> <p>2). $41.96 \div 5.9 =$ A. 5 B. 6 C. 7 D. 8</p> <p>3). $44.3 \div 3.8 =$ A. 9 B. 10 C. 11 D.12</p> <p>4). $15.77 \div 2.81 =$ A. 5 B. 6 C. 7 D. 8</p>	<p>Directions: Read the problems carefully then solve.</p> <p>1. Mr. Ramos paid Php323. 75 for 35 liters of gasoline. How much did each liter cost?</p> <p>2. When a greater number is divided by a smaller number, the quotient is 20. If the smaller number is the tenths digit of 2.5, find the greater number.</p> <p>3. A boy bicycles 7.5 km in 40 minutes. Find his average speed in kilometer per minute?</p> <p>4. How many pieces of wire each 2.4 dm long can be cut from a roll of wire 15 m long?</p> <p>5. Ina has Php400 in her pocket. If she has 8 paper bills, what are the possible denominations of paper bills she has?</p>	<p>Analyze and solve the following problems</p> <p>Albert’s mother gives him Php 50.00 every day. He spends 0.5 of it and saves the other half. How much saving does he have for 5 days?</p>	<p>Directions: Using the data below, create a one -step word problem involving:</p> <p>(a) Addition of Decimals (b) Subtraction of Decimals (c) Multiplication of Decimals (d) Division of Decimals</p>	<p>Directions: Read the data given. Ask question to create problem involving multiplication and division or with any of the other operations and whole number including money.</p> <p>1. Mrs. Cruz bought 5 mangoes for P45.50. If she has P136.50,</p> <p>_____?</p> <p>2. A 0.60 sac of fertilizer was used equally at 0.12 sack per field.</p> <p>_____?</p> <p>3. Mrs. Roxas had 0.81 metre of gold ribbon which he cut Into pieces. If each piece measured 0.09 metre,</p> <p>_____?</p> <p>4. Josie bought and paid P630.00 for 3.5 kilogram of pork, good for 3 days.</p> <p>_____?</p> <p>5. At P18.35 a litre, Jun gave the cashier P200-bill and re-ceived a change of P34.85.</p> <p>_____?</p>

J.additional activities for application or remediation	Directions: Read and analyze the problem. 1. A newspaper sheet is about 0.68 mm thick. Antonio has a stack of newspaper sheets 34.94 mm high. About how many newspaper sheets are in the stack?	Directions: Solve each problem following the 4-step plan. 1. Andy travelled 154.5 km. in 3.2 hours. What was his average speed for the journey? 2. An 11-year old boy roller skated around a rink two times in 4.14 minutes. What was her average time per lap? 3. Jose bought 5-metre hose for Php60.55. How much did each meter of hose cost? 4. Lyn, Beth, and Amy bought materials for their project worth ₱276.45. The girls divided the amount equally among themselves. How much is each share?	Directions: Solve the problem below What will be the total amount of your savings for one week if you are saving 0.25 of Php 60.00 which your mother is giving you everyday?	A. Directions: Create a word problem by completing the data needed. Supply the data that would complete the problems below. Then solve for the correct answer. 1. For every that Jonna receives from her mother daily, she saves . How much does she save in a week?	Directions: Create your own problem (with reasonable answers) involving multiplication and division or with any of the other operations of whole numbers including money
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	___ 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 work? No.of learners who have caught up with the lesson	___ 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?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> 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?	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>Text Representation: Examples: Student created drawings, videos, and games.</p> <p>Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Group collaboration <input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method Why? <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks <input type="checkbox"/> Audio Visual Presentation of the lesson	<p><i>Strategies used that work well:</i></p> <p>Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>Text Representation: Examples: Student created drawings, videos, and games.</p> <p>Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Group collaboration <input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method Why? 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