GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	Five
	Teacher		Learning Area	English
	Teaching Date and Time		Quarter	Third Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of various linguistics nodes to various texts	Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context.	Demonstrates understanding of text elements to comprehend various texts	Demonstrates understanding of the research process/library skills to research a variety of topics /texts	
B.Performance Standards	Analyzes text types to effectively understand information/messages	Uses strategies to decode correctly the meaning of words in isolation and in context	Uses knowledge of text types to correctly distinguish literary from informational texts	Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes	
C.Learning Competencies/Objectives	Infer the speaker's tone, mood and purpose Show tactfulness when communicating with others EN5LC-IIIf- 2.8.1/ 2.8.2/ 2.8.3	Infer the meaning of unfamiliar words compound based on given context clues (Synonyms/Antonyms) Observe politeness at all times. EN5V-IIIf-20.3. EN5V-IIIf-20.4, EN5A-IIIb-16	Distinguish text-types according to features (structural language) Cause and effect Self-correct when reading EN5RC-IIIf-3.2.6., EN5F-IIIf-2.9,	Organize information from the secondary sources in preparation for writing , reporting, and similar academic tasks in collaboration with others EN5SS-IIIf-4	Weekly Test
II.CONTENT	Inferring the speaker's tone, mood and purpose	Inferring the meaning of unfamiliar words compound based on given context clues (Synonyms/Antonyms)	Distinguishing text-types according to features (structural language) Cause and effect	Organize information from the secondary sources	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.	CG p.	CG p.	CG p.	CG p.
2.Learners's Materials pages					
3.Textbook pages	English Expressways Reading V pp. 137		Expressways Reading TXT V p.132	English Expressways Reading Txt V pp. 135 -136, 148	
4.Additional materials from learning resource (LR) portal					

B.Other Learning Resource	Poem: A Nation's Strength Chart or tarpapel, pictures, DLP, activity cards, pocket charts	Chart or tarpapel, pictures, DLP, flash cards, pocket charts	Story: Turtle Tale DLP, tarpapel/charts	chart, DLP Laptop, activity sheets	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	What can you say about our nation/country.? Complete the sentence. I am a _____ ____. I love my country because _____.	1. Drill Game: FIND YOUR MATE Distribute flashcards with written words . Vocabulary Development Have each pupils find the synonyms/antonyms of the words they are holding while the music plays. Once the music stops let each pupil match the word.to that of their classmates. The pupil to find his mate first will be the winner. 2. Review Tell whether the given word in each basket is a compound word or affixed word lovable undergo doghouse rainbow doorbellell piglet playground Ex-mayor Backyard	1. Drill Song about cause and effect (source: https//www.youtube.com/watch?v=bWKOPF_fc8) DAY 3 Reading Comprehension 2. Review Direction: Write the problem and solution based on the short story. The young man is kind-hearted. One day, he heard a little boy crying outside his window. The young man found out that the child was being teased by the bigger boys. The young man went out. Problem_____ Solution_____ Jose Rizal owned a horse when he was studying in Madrid. When his allowance did not come one day, he did not have enough money for food. Problem_____ Solution_____ Totoy needs a new school bag. He does not have enough money to buy the bag. Then he heard that their neighbor was looking for a baby-sitter for her little child. She was willing to pay a few pesos to the baby- sitter. Problem_____ Solution_____ Jun and Jerry started arguing over the new toy. Jun wanted to keep it but Jerry disagreed since he wanted to keep the toy for himself. Mother came to the scene and advised the boys to share the toy train. But the boys went with the quarrel. Before they knew it, mother was back holding one of the slippers.	Let's "BUGLE CALL" What is a key sentence? What are the so called supporting details?	
B.Establishing a purpose for the lesson	1. Motivation DAY 1 Listening Comprehension (Show the pictures of person who became president of our country). Who are they?	Have you experienced riding a bus? Did you experience witnessing a commotion on your community? What did you feel?	Unlocking of Difficulties 1. We can identify an animal by the kind of tracks it leaves on the ground. A. marks left by a person, animals B. trail taken by a vehicle C. a symbol or clue D. a rough road	1. Unlocking of Difficulties Arrange the scrambled letter to form the meaning of the given word well-known --- a l i l r f m a conferred - b o e s t w e d cracks - n t i c f a t a s monotony - n e s s s a m e exudes - s w s h o	

	What can you say about them? 2. Unlocking of Difficulties Write the missing letter to complete the word. a. L _ F T - to move to the higher position b. S U _ _ ER - to experience pain c. N _ T _ _ N- a large area of land that is controlled by its own government d. G R _ _ T - a very successful or admired person e. P _ LL _ R - a large post that helps to hold up something		2. Father and mother wait for me at the porch when I come home late. A. stairs B. hallway C. covered passage D. roofed shelter before the entrance of a building 3. Children waving flag is the sight that greeted the Secretary of Education when he arrived. A. become apparent to the eye B. receive or acknowledge C. salute formally D. welcome 4. One dark night, Rose opened the window and to her delight, hundreds of fireflies were hovering around the mango tree. A. enjoyment B. satisfaction C. entertainment D. great pleasure 5. The slow turtle scrambled into the water. A. mixed indiscriminately B. blended thoroughly C. stumbled slowly D. move awkwardly Motivation Which four-legged amphibian has a hard shell for its protection? Tell something about it. Are turtles good for a pet? Why? Raising of motive question How did Paeng guide the newly hatched sea turtles to the sea?	2. Motivation Jigsaw Puzzle (Group the class into three. Distribute envelop with cut outs.) Ask.: What did you form? Who is your favorite teacher? Why he/she is your favarite teacher?	
C.Presenting Examples/ instances of the new lesson	The pupils listen to the story as the teacher reads it. Reading the poem 1. Teacher reading of the poem. 2. Whole class reading of the Poem 3. Individual reading of the poem A Nation's Strength Ralph Waldo Emerson Not gold but only man can make A people great and strong-Men who for truth and honor's sake, Stand fast and suffer long.	We are going to read a short paragraph about Mark"s experiences on his way home. In here, you are going to learn some compound words.Then, we are going to infer meanings of unfamiliar compound words based on given context clues, synonyms and antonyms. The class will read the paragraph. Mark slung his backpack over his shoulder and ran. The bus lovable undergo	1. Set the standard for oral reading. 2. Reading the selection orally with correct intonation and Phrasing Tale Paeng and Delia loved to play in the beach so much that they would often forget the time. When the sun had set, Paeng would remember that their mother would like them to be home before dark. One day, Delia saw some prints in the sand that led into the ocean. Paeng! Come look at these. I wonder what animal made these prints," she cried "I know. I saw the same kind of tracks two years ago. They're	Read the short stoy about a grade two teacher . Miss Ruth Dela Pena ia a grade two teacher in the elementary school. She has been teaching for almost twenty-five years now. She is well-known for being a very good teacher. In fact the Rotary Club of Zambales conferred on her tha Outstanding Teacher Award last year. She sees to it that she follows-up her students' progress every now and then. She holds remedial classes during her free time so that slow learners could catch up with some lessons which they find difficult. She is cheerful teacher, too. She always cracks jokes inside	

	Brave men who work while others sleep, Who dare while others fly, They build a nation's pillars deep And lift them to the sky.	doghouse rainbow doorbellell piglet playground Ex-mayor backyard 618 company had just introduced a new bus route. Over the cliffs in the distance, Mark could see the sea sparkling. With a smile, he paid for his ticket and sat down. On the drivers lap there was a newspaper with bold headline reading „Burglar Caught". At the back of the bus, a commotion started up with two teenage boys arguing. Over the bridge, the bus traveled on until it pulled up at Mark"s stop. Below the deep water in the canal, fish swam in the murky depths. Turning down a side alley, Mark reached his front door and took out his key. From the back lawn the dog was barking a welcome, and Mark was very glad to be home at last	turtle tracks. A turtle came to this beach and laid her eggs. Then, I guess she went right back into the ocean," Paeng replied. "Let's follow the tracks and look for the nest." So they followed the tracks until they came upon the turtle's nest. "Where are the eggs?" asked Delia. "The mother turtle must have covered them with sand to keep the eggs warm," replied Paeng. They would have continued with their investigation but it was getting dark. Paeng did not want their mother to worry. So Paeng and Delia raced each other and headed for the light that shone on their porch. Several weeks passed. One night after supper, Paeng and Delia went outside. They were so surprised at the sight that greeted them in the yard. "Mama! Mama!" cried Paeng and Delia. Their mother quickly ran out to the porch to see what was happening. Paeng's light shone on dozens and dozens of tiny crawling sea turtles. "Where did these sea turtles come from?" their mother asked. Delia remembered the turtle nest. "Mama, we saw a turtle nest several weeks back. Maybe these turtles came from the nest," she said. "But why are they here? After they hatch, the sea turtle head towards the light. On beaches where people do not live, the brightest area would be the waves reflecting the light of the moon and the stars. So the turtles followed the house lights. We can help the turtles find their way to the sea if we turn off the lights at night as soon as we finish our chores." "It's a good thing we saw these sea turtles. If they continued Crawling away from the sea, they would have been eaten by crabs and other animals.	the classroom to break the monotony of class discussions. She exudes a pleasant personality all the time. She smiles and greets students most of the time. Indeed, Ms. De la Pena is loved by everyone in school. Teacher will divide the pupils into small groups. Then, distribute the copy of story to each group. Together, members of the group will analyze and revisit further, the given piece of story. Ask pupils to identify the central idea or concept and other supporting details that were introduced in the short story . Teacher will let pupils use and make an outline in collecting data and organizing information. Teacher explains that the outline is used to describe a central idea: a thing, process, or concept. The map may be used to organize ideas or brainstorm ideas for a writing purpose.	

			If they do not reach the sea, they would die from loss of water in their bodies. Come on, let's guide the turtle to the sea," continued mother. Paeng got a lamp and to his delight the sea turtles followed the light of the lamp. When they reached the shore, Paeng waded to the sea and held the lamp. Before long, the small sea turtles scrambled into the water. They raced in the waves to begin their life in the sea.		
D.Discussing new concepts and practicing new skills #1	What is the poem about? What kind of man can make a nation strong? What was the feeling of the author in writing the poem? What helped us in guessing the author's feeling or mood? What good thing or good value can you get from this the poem?	1. Who is the main charater in the paragraph? 2. What did Mark do with his backpack? 3. Where is he riding? 4. What is on the driver"s lap? 5. What incident happened at the back of the bus? 6. What did Mark do while there was commotion between the two teenage boy? If yo	a. Who are the characters in the story? b. Where do Paeng and Delia love to play? c. What does their mother want them to do at sundown? d. What did Delia see on the sand one day? e. Whose tracks were there? f. Why did the children decide to give up with their investigation? g.How were the children able to find their home even if its dark? h.What surprise awaited the children after several weeks? i. Why did the little sea turtles head towards the house instead of he sea? j. How did mother and Paeng help lead the baby turtles to the sea? k.Did they do the right thing? Prove your answer. l. If you we Paeng would you do the same thing? Why? m.If you were mother, would you encourage your child to do what Paeng did knowing that you could sell the baby turtles to pet shops? n. If you were one of the baby turtles, how will you feel about what Mother and Paeng did? Why?	Answering the following questions: 1. Who is the main character? 2. What can you say about her? 3. Can you cite some characteristics does Mrs. Dela Pena possess as a teacher. 4. Would you like to be a teacher someday? Would you like to be like her? Why? Values Integration If you were asked to describe a teacher you wish to have,how would it be? What must you remember when you do your line of work?	
E.Discussing new concepts and practicing new skills #2	1. What can you say about the author's tone? feeling? and his purpose? 2. Why do you say so? Cite some lines in the poem that support your answer. 3. What helps us in telling the speaker's tone, mood and purpose?	A backpack newspaper B front door back lawn C mother-in-law editor-in-chief	Here are some sentences taken from our story. Let's read them. 1.They loved to play in the beach so much that they would often forget the time. Why do they often forget the time. The underlined phrase tells the reason why they forget the time. It is called the cause. What happens when they loved to play in the beach so much?	Complete the outline with details from the selection .Write the supporting ideas on the succeding lines below each main idea. I. Miss Ruth De La Pena is a very good teacher. A. ._____ B. _____ II. She is a cheerful teacher.	

	4.How can you infer the author's tone? mood? and purpose from the poem read?	How many words were combined to form new word and new meaning? What do you call the words with two or more words that are combined together to form a new word and new meaning? How do compound words in column A written? In column B? in column C? 1. Infer the meaning of the underlined compound words in the following sentences. The sky was overcast, rain was expected because it was cloudy afternoon. What word in the sentence hint the meaning of the unfamiliar word? (cloudy)` This is an example of context clue. 2. Encircle the synonym of the underlined compound word. I have read the foreword of the book "Mother"s Wit". (conclusion, introduction, content) Foreword and conclusion are synonyms, they have the same meaning. 3. Box the word that has opposite meaning of the underlined compound word. His statement was an example of falsehood. (truth, lies, rumor) Falsehood and truth are antonyms, they have opposite meaning.	2. The mother turtle must have covered them with sand to keep the eggs warm. 3. But house lights shine much brighter than the moon and the stars so, the turtles followed the house lights. 4. If they do not reach the sea as soon as they hatch, they could die from loss of water from their body. Let the children tell which part of each sentence is the cause and which part is the effect	A. _____ B. _____ Refer to the outline above: 1. What are the ideas that support the first main idea? 2. How about the second main idea? 3. Were you able to organize the information from the story? Note: What you have done is one way of extracting and organizing information. There are many ways to extract and organize information from a paragraph, s story, or an essay. We can use the outlining way by writing the main idea and the supporting details	
F.Developing Mastery	Listen to each set of expressions and decide what mood or feeling is reflected or described. 1. it was the time of harvest. Hundreds of rice stalks lined Hamaguchi's fields. It had ben a good harvest and tonight down the village everyone was having a good time. 2. Hamaguchi rose to his feet and looked out at the sea. The sea was very	Read the sentences in each number. Look at the meaning of the underlined compound words in each number. 1. Mother bakes pancakes. She puts cake fried on a pan. 2. The buyers will come anytime. At any moment they will ask for their favorite cakes. 3. Children like to eat cupcakes during recess. These	Game: MIX AND MATCH Cause It was a fine harvest Hamaguchi was highly respected Hamaguchi's house stood on a hillside high above the seashore Effect . The people were celebrating. . He is the oldest in the village. It was safe from tsunamis.	Read the paragraphs below. Then complete the topic outline that follows. Birds come in all shapes and sizes, but they all have wings and feathers. The ostrich is the largest bird. It can weight more than 150 kg. The smallest bird,the bee hummingbird, weighs about 1.8 grams. Birds developed from scaly reptiles that lived about 180 million years ago. Their scales changed into feathers and their	

	dark and strange to see, it seems to be running away from the land.	cakes shaped likes cup are always serve in the canteen. 4. Mother uses applesauce in making pizza pie. This sauce made of apple is the best ingredients to have a delicious pie. Finding practical applications of concepts and skills in daily living (Direct Instruction Strategy : Constructivism Approach The TGA Activity)Tell, Guide, Act Divide the class into three groups Group 1 "The Poet" Make a poem using the meaning of these compound words. bookstore bookmark bookshelves Report it in front of the class. Group 2 "The Writer" Write the compound word which means the same as: _____ bell by the door _____ ache or pain at the back of the body _____ cake fried on a pan _____ room where classes are held _____ cloth to cover Group 3 "The Artist" Draw a flower on the correct compound word for the given meaning in each number. 1. Part of the day between noon and evening. afterglow afternoon 2. paper with a rough surface sandpaper sandstorm 3. ground or place for playing playyard playground		front legs became wings.Birds have hollow bones for lightness in the air and trong breasts for for their wings. Large birds can flap their wings slowly and float on air currents. Small birds have to flap their wings harder to stay in the air. All birds lay eggs. Most are busy parents who work hard to rear their young. Some lay their eggs in other birds' nests to foster parents to rear. Other birds bury their eggs in warm places and leave them. Most birds are wild but some, such as chickens, ducks,pigeons, and canariess, have been domesticated. I. Birds and their shapes and sizes A. _____ B. _____ C. _____ II. Birds and their wings A. _____ B. _____ C. _____ III. Birds as parents A. _____ B. _____ C. _____	
G.Finding Practical application of concepts and skills in daily living	Activity-Based Strategy: Constructivism Approach The A's Activity(Act, Analyze and Apply)	The class will be divided into 3 for a group activity. Group 1	Divide the pupils into three teams. TEAM A "The TAP Dancers" The pupils will do the tap dance if the phrase is a Cause and stamp their feet once if it is an Effect.	Make a sentence outlineof the following paragraphs. I. _____ A. _____ B. _____	

	Divide the class into three groups. Posted on each corner of the room are the different activities to be accomplished by the pupils. Pupils will go to their station to answer the given activity. Group I “The Reporters” Tell the tone of the speaker in the line. Report it in front of the class “You dog! You fool! “The Painters” Draw the mood or feeling of the speaker as suggested by the statement in the box . Tell something about your drawing. “No one can be greater than I am”. Group 3 “The Rappers” Present a rap to show the speaker’s purpose in this line: “No one can be greater than I am”.	Box the meaning of the compound word through context clues. 1. In Chinatown they bought the pineapples as one of the ingredients in making pies and cakes.In the town of the Chinese you can buy plenty of these ingredients. 2. I have read the headline of the newspaper today, it is front story written in bold letters. Group 2 Underline the synonym of the compound word in the following sentences. 1. Parents provide backstop during Brigada Eskwela. (assistance, food, ideas) 2. Two weeks later,Erianne was cleaning out the small bag she carried with her everywhere when she found a thin, black leather billfold. (bag, jacket, wallet) Group 3 Encircle the antonym of the compound word in each sentence. 1. The policemen broadcast the issue of illegal logging. (tell new, spread, hide) 2. Luisa wants to stay at the backside. (bottom, front, left)	Because it is very warm so we switched on the light She is very beautiful William Tell split the apple into two with an arrow I did not do my homework TEAM B “THE DESIGNER” Draw a red flag to signifies Cause and draw the white flag to signifies Effect. 1. The people are celebrating because there was a fine harvest. 2. The man committed a crime therefore he was punished. 3. There was a sudden crashing sound so everyone ran. 4. Since summer is just around the corner, the plants are starting to bloom. 5. There is a solar eclipse when the moon casts a shadow on the earth. TEAM C “ THE PERFORMER” Look at the underlined phrase in each number. If the underlined phrase Is the cause show a sad face. If it shows effect show a show a happy face. 1. We wear thin clothes during summer because it is hot. 2. Laurence was not able to attend the seminar because he got sick. 3. I came late to school because I did not I did not hear the alarm clock. 4. We hear thunder after lightning flash because light travels faster than sound. 5. We should eat good food because they help us grow healthy.	C. _____ II. _____ A. _____ B. _____ C. _____ 1. Hamaguchi was a wealthy farmer. His farmhouse stood on a hillside above the the seashore. Around his house te ground was flat. All about him stretched his rice fields. Hamaguchi and Tada reached the first row of rice stalks. The old man ran along the row, touching the torch to each stalk as he passed. Tha rice as dry and the fire caught quickly. The strong sea breeze began to drive the flames ahead. Row after row, the stalks caught fire.	
H.Making generalization and abstraction about the lesson	How are you going to infer the tone, mood, and purpose of the speaker	REMEMBER: Compound words come from two or more words that are combined together to form a new word and a new meaning. Context clues hint the meaning of the unfamiliar word in a sentence or paragraph that come before it.	REMEMBER A cause is an event that makes something else happen. It answers the question why or what caused it or what the reason was. An effect is what happens as a result of a cause	Remember: Some of the ways that we can use to organize information from a paragraph, a story or an essay are the following. Outlining - Identifying the main idea and the details that supports the main idea. The main idea is marked with Roman Numerals and the supporting details, with capital letters.	

		Synonyms are words with similar meanings. Antonyms are words with opposite meanings			
I.Evaluating learning	Infer the mood of the person who said each sentence. 1. “Today is the day I’ve been waiting for”. 2. “I hate you so much”! 3. “We won! We won! the game! 4. “Your dress is so pretty”. 5. “I can’t thank you enough for the help you’ve given me”.	Infer the meaning of the uderlined word in each sentence. Encircle the letter of the correct answer. 1. My friends and I cross at the footbrigde.The underlined compound word is synonymous to _____. a. overpass b. hall way c. road 2. The keywords must not be in lowercase because it is hard to emphasize if they are written in small letters. What word in the sentence hint the meaning of the word lowercase? a. small letters b. keywords c. emphasize 3. Nonito Donaire experienced being knocked-out in his fights. _____ has opposite meaning with the word knocked-out. a. cheated b. defeated c. revived 4. Mang Juan needs a net for catching fish. So he bought a big fishnet to harvest them.What is the meaning of the underlined compound word? a. bag b. container c.fabric with open mesh 5. The learners got the gist of the selection. _____ is synonymous with the word gist a. humor b. main point c. summary	Write C if it states a cause and E if it states an effect. _____ 1. There was a fire. _____ 2. So, all the people are busy. _____ 3 .Because of the heavy rain. _____ 4. Mother reminded me to bring my raincoat. _____ 5. Since the child is very active	Direction: Classify and organize the given ideas. Write them in a correct heading. 1. Washing hands before eating 2. Playing outdoor games 3. Taking a bath everyday 4. Chewing the food well 5. Brushing the teeth every after meal 6. Having a daily exercise I. Good Physical Exercise a._____ b._____ II. Good Eating Habits a._____ b._____ III. Good Personal Hygiene a._____b._____ _____	
J.additional activities for application or remediation		Read each sentence and fill in the blank with the correct compound word . Choose your answer below Haircut Firemen stomachache	Complete the sentences by giving a possible effect. 1. The plants were watered with fertilizer _____. 2. Prune and water plants regularly _____. 3. _____ because silence is observed in the library.	Make an announcement for the given paragraph. All the students will have a victory party to celebrate the over all championship in the intramurals. It will be held on November 15, 2016 at 3:00 PM at the gymnasium. ANNOUNCEMENT What: _____ When: _____	

		drugstore backyard 1. The _____ did their best to save the burning building. 2. Please go to the _____ for some medicine. 3. Grandfather went to the barbershop for a _____. 4. We will go to the _____ to harvest fruits and vegetables. 5. I have _____ maybe because I ate too much	4. The machines are regularly oiled _____. 5. _____ if we talk about a funny joke. Complete the sentences by giving a possible cause. 1. I have sprained ankle _____. 2. _____ Mother scolded me. 3. _____ if the cleaners do their responsibilities 4. We were not able to catch our train _____. 5. Internet is a one-stop shop of information _____.	Where: _____ Who: ___	
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	___ 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 helpme 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 used/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	*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	*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	*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 ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn	*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, andanticipatorycharts. **__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

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Prepared by:

Checked by:

Class Adviser

School Head