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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | School:                  | Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More | Grade Level:   | V                       |
|                                                                                                                                   | Teacher:                 | File Created by Ma'am EDNALYN D. MACARAIG                                 | Learning Area: | MATHEMATICS             |
|                                                                                                                                   | Teaching Dates and Time: | SEPTEMBER 9 - 13, 2024 (WEEK 7)                                           | Quarter:       | 1 <sup>ST</sup> QUARTER |

|                                           | MONDAY                                                                                                                                                                                                                                                                                                            | TUESDAY                                                                                                                                                                                                                                                                                                           | WEDNESDAY                                                                                                                                                                                                                                                                                                         | THURSDAY                                                                                                                                                                                                                                                                                                          | FRIDAY                                                                                                                                                                                                                                                                                                            |
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| <b>I.OBJECTIVES</b>                       |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| <b>A.Content Standards</b>                | *Demonstrates understanding of whole numbers up to 10 000 000<br>*Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction                                                                                                   | *Demonstrates understanding of whole numbers up to 10 000 000<br>*Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction                                                                                                   | *Demonstrates understanding of whole numbers up to 10 000 000<br>*Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction                                                                                                   | *Demonstrates understanding of whole numbers up to 10 000 000<br>*Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction                                                                                                   | *Demonstrates understanding of whole numbers up to 10 000 000<br>*Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction                                                                                                   |
| <b>B.Performance Standards</b>            | *The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.<br>*The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations | *The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.<br>*The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations | *The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.<br>*The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations | *The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.<br>*The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations | *The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.<br>*The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations |
| <b>C.Learning Competencies/Objectives</b> | Visualizes multiplication of fractions using models M5NS-Ig-88.2,                                                                                                                                                                                                                                                 | Multiplies a fraction and a whole number M5NS-Ig-90.1,                                                                                                                                                                                                                                                            | Multiplies a fraction and another fraction M5NS-Ig-90.1                                                                                                                                                                                                                                                           | Multiplies a whole number and a fraction M5NS-Ig-90.1                                                                                                                                                                                                                                                             | Multiplies mentally proper fractions with denominators up to 10 M5NS-Ig-90.1                                                                                                                                                                                                                                      |
| <b>II.CONTENT</b>                         | Number and number Sense                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| <b>III.LEARNING RESOURCES</b>             |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| A.References                              |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| 1.Teacher's Guide pages                   | CG p. 55                                                                                                                                                                                                                                                                                                          | CG p. 55                                                                                                                                                                                                                                                                                                          | CG p. 55                                                                                                                                                                                                                                                                                                          | CG p. 55                                                                                                                                                                                                                                                                                                          | CG p. 55                                                                                                                                                                                                                                                                                                          |
| 2.Learners's Materials pages              |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| 3.Textbook pages                          |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |

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| 4.Additional materials from learning resource (LR) portal |                                                                                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |
| B.Other Learning Resource                                 | metacards, pocket chart, colored paper, acetate film                                                                                                                                                    | Show me cards, chart                                                                                                                                                              | fraction cards, picture, activity sheet, power point presentation                                                                                                                                                                                                                                                                                                                                                                                                              | show-me-boards, real objects                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Charts, flash cards                                                                                                                                                                |
| <b>IV.PROCEDURES</b>                                      |                                                                                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                    |
| A.Reviewing previous lesson or presenting the new lesson  | Directions: Change the following fractions to lowest terms.<br>Review<br>LET'S MATCH THE BOXES<br>Materials: fraction metacards                                                                         | Drill<br>Directions: Determine whether the fraction is in lowest terms.<br>Clap once when YES and clap twice when NO<br>Review<br>Individual Activity<br>Materials: Show-me-cards | Drill<br>Strategy: "PASS IT ON"<br>Materials: Activity Sheet and Flash Cards<br>Review<br>Strategy: "WHERE'S MY BABY?"                                                                                                                                                                                                                                                                                                                                                         | Drill<br>Visualization of fractions<br>Strategy: drawing on show-me-boards<br>Directions: Show the following by drawing<br>Review<br>Strategy: Group Contest                                                                                                                                                                                                                                                                                                                                          | 1. Drill<br>Directions: Have a drill on basic multiplication and division facts using flash cards<br>2. Review<br>Strategy : Cooperative Learning<br>Multiplying Fraction by Whole |
| B.Establishing a purpose for the lesson                   | (Show a different colored papers that have been folded into halves, thirds, fourths, etc.) Class, into how many equal parts is this paper divided?<br>Now we will help Mang Pilo in his vegetable farm. | Who among you have vegetables garden at your backyard?<br>What are the plants planted in your vegetable garden?<br>How does it help you and your family?                          | Show a picture of a whole pizza.<br>Into how many parts does this pizza divided?<br>When you have slices of pizza, what do you usually do?<br>Are you willing to share part of it to someone?                                                                                                                                                                                                                                                                                  | Who among you are members of any organization in school?<br>In what club are you a member? What are the activities that you and your co-members do?                                                                                                                                                                                                                                                                                                                                                   | We're done with multiplying whole number and a fraction.<br>Let us now try to multiply fractions mentally                                                                          |
| C.Presenting Examples/ instances of the new lesson        | Presentation of the problem                                                                                                                                                                             | Presentation of the problem                                                                                                                                                       | Strategy: Problem Opener ( using Concept Development                                                                                                                                                                                                                                                                                                                                                                                                                           | Strategy: Problem Opener ( using Concept Development                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Strategy: Problem Opener ( using Concept Development                                                                                                                               |
| D.Discussing new concepts and practicing new skills #1    | Performing Activities<br>Answer the following questions:<br>Questions<br>a. What are given?<br>b. What is being asked?<br>c. What is the number sentence?                                               | Performing the Activities<br>Group Work<br>Group the class into five teams.<br>Let them solve the problem for a few minutes                                                       | The teacher must first ask some comprehension questions about the problem.<br>What did Lita receive?<br>Materials: cutouts of animals and their respective baby animals.<br>Mechanics:<br>a) This activity will be done by the whole class.<br>b) Teacher will distribute cutouts of animals with fraction.<br>c) Cutouts of mother animals with exercises on multiplying fraction and a whole number will be posted on the board.<br>34 x 3 , 56 X 2 , 17 x 4 , 23 x 6 , 45 8 | Performing the Activities<br>Pupils will be divided into 4 teams.<br>Each team will be given objects like popsicle sticks, caps or other real objects.<br>They are going to take one-fifth of the 40 objects and determine how many one-fifth of them is.<br>They can use other fraction and record their answers.<br>The pupils must also write the number sentences<br>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more | Performing the Activities<br>Group the pupils into five learning teams. Let them answer the given questions mentally                                                               |

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|                                                         |                                                                              |                                                                                    | <p>d) Pupils in pair will solve the exercises and look for the cutout of the baby animal which has the correct answer.</p> <p>e) As they found the baby animal, they will go to the board and post the baby beside its mother animal.</p> <p>f) Joker will be provided by having other baby animals with incorrect answers.</p> <p>a)</p> <ul style="list-style-type: none"><li>📌 The first pupil in each group gives the answer in lowest term.</li><li>📌 The group who gives the correct answer will be given a point.</li><li>📌 Continue this activity up to 5th or 6th round.</li><li>📌 The group with the most number of points will be the winner.</li><li>📌 What part of a pie did she receive?</li><li>📌 Why did Lita share her pizza to her seatmate?</li><li>📌 If you were Lita will you do the same? Why?</li></ul> <p>b. Analyze the problem by asking the following questions:</p> <ul style="list-style-type: none"><li>📌 What is asked in the problem?</li><li>📌 What are given in the problem?</li><li>📌 What do you think are the operations to be used to solve the problem?</li><li>📌 How will you solve the problem?</li><li>📌 What equation can you make to solve the problem?</li></ul> |                                                                                         |                                                             |
| E. Discussing new concepts and practicing new skills #2 | Processing Activities<br>📌 What are given in the problem?<br>Expected Answer | After all the groups have presented their answers, look back at the given example. | Group the pupils into five working teams. Ask them to work cooperatively in finding the answers to the problem. Give                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Processing the Activities<br>📌 What is asked in the problem?<br>📌 What facts are given? | Processing the Activities<br>How did you find the activity? |

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|                                                                        | <p>3/4 hectare piece of land and 1/3 of it with sweet corn</p> <p>■ What is being asked?<br/>Expected Answer<br/>The part of the land planted with sweet corn.</p> <p>■ What is the number sentence?<br/>Expected Answer<br/><math>1/3 \times 3/4 = N</math><br/>Let us use this piece of cartolina to visualize the land of Mang Pilo. If this whole cartolina represents 1 hectare, how will you represent the <math>\frac{3}{4}</math> hectare piece of land (Pupils may fold the whole colored paper horizontally into 4 equal parts and then shade <b>34</b>.)</p> | <p>To multiply a fraction and a whole number, consider the whole number as a fraction whose denominator is 1. We follow the following procedure,</p> | <p>them enough time to think and perform the task.</p>                                                   | <p>■ What operation are we going to use?<br/><math>N = 15</math> of 40<br/><math>N = 15 \times 40</math><br/>■ How did you get 8?<br/>■ How do you change 40 into a fraction?<br/>■ So, what would be the equation now?<br/><math>N = 15 \times 401</math><br/>■ What do you do with the numerator? Denominator?<br/>■ How do you express your product?</p>                                                                                            | <p>How did you get the product without using paper and pencil? To what kind of fractions are dealing with? For solution 1 – we multiply the numerator by numerator, denominator by the denominator and reduce the answer to simplest form . For solution 2 - we apply cross cancellation by using the GCF.</p>                                                                                                                                                                       |
| F.Developing Mastery                                                   | <p>Directions: Try to visualize this problem using paper-folding method.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Multiply the following fractions. Reduce the answer to lowest terms if possible</p>                                                               | <p>Directions: Find the product. Express the answer in simplest form if possible</p>                     | <p>Reinforcing the Concept and Skill<br/>A. Directions: Find the products of the following. Use cancellation before multiplying whenever possible.</p>                                                                                                                                                                                                                                                                                                 | <p>Directions: Give the products of the following mentally</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| G.Finding Parctical application of concepts and skills in daily living | <p>Directions: Visualize the answer the problem below<br/>Luisa help her mother cleaning their house. He finished cleaning after 5/6 of an hour. If she spend 2/7 of it sweeping the floor, what part of an hour did she spend sweeping the floor?</p>                                                                                                                                                                                                                                                                                                                  | <p>Multiply the following fractions. Reduce the answer to lowest terms if possible</p>                                                               | <p>Group Activity:<br/>Directions: Find each product. Express the answer in lowest term if possible.</p> | <p>Applying to New and Other Situations<br/>Directions: Read and solve each problem carefully. Label all answers.<br/>a. Brian has 4 liters of paint. He used 58 of it to paint the doghouse. How many liters of paint was used for the doghouse.<br/>b. In a class of 48 pupils, 46 were boys. How many were girls?<br/>c. During a sale, Joy paid only 34 of the price of the bag. How much did she pay if the bag had a marked price of Php500?</p> | <p>Directions: Using the data below, create a problem for each of the following:<br/>a. One-step word problem involving addition of fractions<br/>b. One-step word problem involving subtraction of fractions<br/>c. Two-step word problem involving addition and subtraction of fractions<br/>Name Fruit Bought<br/>Quantity (in kg)<br/>1. Sharon Lanzones <math>\frac{1}{2}</math><br/>2. Tabern Guava <math>\frac{1}{2}</math><br/>3. Dick Rambutan <math>\frac{1}{4}</math></p> |

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| H.Making generalization and abstraction about the lesson | To visualize multiplication of fractions:<br><div> <div></div> <div>We can use paper folding, drawing and the like</div> </div>                                                                  | How do we multiply fractions and a whole number?                                                                   | To multiply fraction by another fraction:<br><div> <div></div> <div>Multiply both the numerators.</div> <div></div> <div>Multiply both the denominators.</div> <div></div> <div>Express or reduce the answer in lowest term if possible.</div> </div> | Summarizing the Lesson<br>To multiply fraction by a whole number,<br><div> <div></div> <div>Multiply the whole number by the numerator of the fraction to get the numerator of the product.</div> <div></div> <div>Copy the denominator of the fraction to get the denominator of the product.</div> <div></div> <div>Express the obtained product in lowest terms</div> </div> | <div> <div></div> <div>Lead the pupils to give the generalization.</div> <div>How do you multiply mentally proper fractions?</div> <div></div> <div>To create word problems involving addition or subtraction of fractions do the following:</div> <div></div> <div>Familiarize yourself with the concept.</div> <div></div> <div>Think of the problem you want to create.</div> <div>a. Consider the character, cite the situation/setting, data presented, word problem to be created, and the key question.</div> <div>b. Ensure that the word problem is clearly stated and practical.</div> </div> |
| I.Evaluating learning                                    | Directions: Illustrate the product of the following using drawing.<br><i>a.</i> 9/10 of 16/20<br><i>b.</i> 4/12 of 1/4<br><i>c.</i> 4/5 of 3/7<br><i>d.</i> 6/9 of /14<br><i>e.</i> 5/ 6 of 7/12 | Multiply the following fractions. Reduce the answer to lowest terms if possible.                                   | Directions: Find the product and reduce the answer in lowest term if possible.                                                                                                                                                                        | Directions: Write each answer in lowest term.<br><i>a)</i> $5 \times 7/8 = N$<br><i>b)</i> $3/7 \times 21 = N$<br><i>c)</i> $1/5 \times 23 = N$<br><i>d)</i> What is 1/4 of 80?<br><i>e)</i> How many is 27 of 1/4?                                                                                                                                                             | Directions: Using the data below, create a one –step word problem involving (a) addition of fractions and (b) subtraction of fractions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| J.additional activities for application or remediation   | Directions: Visualize the product of the following using paper-folding method.                                                                                                                   | Directions: Find the product. Reduce the answers in their lowest terms if possible.                                | Give the product in simplest form.                                                                                                                                                                                                                    | Directions: Find the product. Express the answers in lowest terms.<br><i>a.</i> $4 \times 2/ 5 = \underline{\hspace{2cm}}$ <i>c.</i> $5/9 \times 11 = \underline{\hspace{2cm}}$<br><i>b.</i> $8 \times 5/7 = \underline{\hspace{2cm}}$ <i>d.</i> $4/7 \times 15 = \underline{\hspace{2cm}}$                                                                                     | Directions: Give the product:<br><i>a.</i> $\frac{1}{2} \times \frac{3}{4} =$ <i>b.</i> $78 \times \frac{1}{2} =$ <i>c.</i> $45 \times \frac{7}{9} =$                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| V.REMARKS                                                |                                                                                                                                                                                                  |                                                                                                                    |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| VI.REFLECTION                                            |                                                                                                                                                                                                  |                                                                                                                    |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| A.No. of learners who earned 80% in the evaluation       | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>____% of the pupils got 80% mastery                                                                               | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>____% of the pupils got 80% mastery | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>____% of the pupils got 80% mastery                                                                                                                                    | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>____% of the pupils got 80% mastery                                                                                                                                                                                                                                                              | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>____% of the pupils got 80% mastery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| B.No.of learners who require additional activities for remediation                      | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> | <p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p> |
| 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?                      | <p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 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 used/discover which                        | <i>Strategies used that work well:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Strategies used that work well:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Strategies used that work well:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Strategies used that work well:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Strategies used that work well:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| I wish to share with other teachers? | <p><b>___ Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___ Bridging:</b> <b>Examples:</b><br/>Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___ Schema-Building:</b> <b>Examples:</b><br/>Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___ Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b><br/>___ Explicit Teaching<br/>___ Group collaboration<br/>___ Gamification/Learning throuh play<br/>___ Answering preliminary activities/exercises<br/>___ Carousel<br/>___ Diads<br/>___ Differentiated Instruction<br/>___ Role Playing/Drama<br/>___ Discovery Method<br/>___ Lecture Method</p> <p><b>Why?</b></p> | <p><b>___ Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___ Bridging:</b> <b>Examples:</b><br/>Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___ Schema-Building:</b> <b>Examples:</b><br/>Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___ Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and 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|  | <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils’ eagerness to learn</li><li>___ Group member’s collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>                                                              | <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils’ eagerness to learn</li><li>___ Group member’s collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>                                                              | <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils’ eagerness to learn</li><li>___ Group member’s collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>                                                              | <ul style="list-style-type: none"><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils’ eagerness to learn</li><li>___ Group member’s collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul> | <ul style="list-style-type: none"><li>___ Diads</li><li>___ Differentiated Instruction</li><li>___ Role Playing/Drama</li><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils’ eagerness to learn</li><li>___ Group member’s collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul> |
|  | <ul style="list-style-type: none"><li>___ Bullying among pupils</li><li>___ Pupils’ behavior/attitude</li><li>___ Colorful IMs</li><li>___ Unavailable Technology Equipment (AVR/LCD)</li><li>___ Science/ Computer/ Internet Lab</li><li>___ Additional Clerical works</li></ul>                                                        | <ul style="list-style-type: none"><li>___ Bullying among pupils</li><li>___ Pupils’ behavior/attitude</li><li>___ Colorful IMs</li><li>___ Unavailable Technology Equipment (AVR/LCD)</li><li>___ Science/ Computer/ Internet Lab</li><li>___ Additional Clerical works</li></ul>                                                        | <ul style="list-style-type: none"><li>___ Bullying among pupils</li><li>___ Pupils’ behavior/attitude</li><li>___ Colorful IMs</li><li>___ Unavailable Technology Equipment (AVR/LCD)</li><li>___ Science/ Computer/ Internet Lab</li><li>___ Additional Clerical works</li></ul>                                                        | <ul style="list-style-type: none"><li>___ Bullying among pupils</li><li>___ Pupils’ behavior/attitude</li><li>___ Colorful IMs</li><li>___ Unavailable Technology Equipment (AVR/LCD)</li><li>___ Science/ Computer/ Internet Lab</li><li>___ Additional Clerical works</li></ul>                                                                                                              | <ul style="list-style-type: none"><li>___ Bullying among pupils</li><li>___ Pupils’ behavior/attitude</li><li>___ Colorful IMs</li><li>___ Unavailable Technology Equipment (AVR/LCD)</li><li>___ Science/ Computer/ Internet Lab</li><li>___ Additional Clerical works</li></ul>                                                                                                                                                                                                      |
|  | <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"><li>___ Contextualized/Localized and Indigenized IM’s</li><li>___ Localized Videos</li><li>___ Making big books from views of the locality</li><li>___ Recycling of plastics to be used as Instructional Materials</li><li>___ local poetical composition</li></ul> | <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"><li>___ Contextualized/Localized and Indigenized IM’s</li><li>___ Localized Videos</li><li>___ Making big books from views of the locality</li><li>___ Recycling of plastics to be used as Instructional Materials</li><li>___ local poetical composition</li></ul> | <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"><li>___ Contextualized/Localized and Indigenized IM’s</li><li>___ Localized Videos</li><li>___ Making big books from views of the locality</li><li>___ Recycling of plastics to be used as Instructional Materials</li><li>___ local poetical composition</li></ul> | <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"><li>___ Contextualized/Localized and Indigenized IM’s</li><li>___ Localized Videos</li><li>___ Making big books from views of the locality</li><li>___ Recycling of plastics to be used as Instructional Materials</li><li>___ local poetical composition</li></ul>                                                       | <p><i>Planned Innovations:</i></p> <ul style="list-style-type: none"><li>___ Contextualized/Localized and Indigenized IM’s</li><li>___ Localized Videos</li><li>___ Making big books from views of the locality</li><li>___ Recycling of plastics to be used as Instructional Materials</li><li>___ local poetical composition</li></ul>                                                                                                                                               |