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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | <b>School:</b>                  |                                | <b>Grade Level:</b>   | <b>I</b>                      |
|                                                                                                                                    | <b>Teacher:</b>                 |                                | <b>Learning Area:</b> | <b>MAPEH</b>                  |
|                                                                                                                                    | <b>Teaching Dates and Time:</b> | <b>JUNE 4-8, 2018 (WEEK 1)</b> | <b>Quarter:</b>       | <b>1<sup>ST</sup> QUARTER</b> |

| <b>I. LAYUNIN</b>                                                         | <b>LUNES<br/>Hunyo 05, 2017<br/>MUSIC</b>                                                                                  | <b>MARTES<br/>Hunyo 06, 2017<br/>MUSIC</b>                                                                                 | <b>MIYERKULES<br/>Hunyo 07, 2017<br/>ARTS</b>                                                                                                       | <b>HUWEBES<br/>Hunyo 08, 2017<br/>HEALTH</b>                                                                                                       | <b>BIYERNES<br/>Hunyo 09, 2017<br/>P.E.</b>                                                                                                       |
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| <b>A. PAMANTAYANG PANGNILALAMAN</b>                                       | The Learner . . . demonstrates basic understanding of sound, silence and rhythm                                            | The Learner . . . demonstrates basic understanding of sound, silence and rhythm                                            | The Learner . . . demonstrates understanding of lines shapes, colors and texture, and principles of balance, proportion and variety through drawing | The Learner . . . understands the importance of good eating habits and behavior                                                                    | The Learner . . . demonstrates understanding awareness of body parts in preparation for participation in physical activities.                     |
| <b>B. PAMANTAYAN SA PAGGANAP</b>                                          | The Learner . . . responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns | The Learner . . . responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns | The Learner . . . creates a portrait of himself and his family which shows the elements and principles of art by drawing                            | The Learner . . . practices healthful eating habits daily                                                                                          | The Learner . . . performs with coordination enjoyable movements on body awareness .                                                              |
| <b>C. MGA KASANAYAN SA PAGKATUTO</b> (Isulat ang code ng bawat kasanayan) | The Learner . . .<br><b>MU1RH-1a-1</b><br>identifies the difference between sound and silence accurately                   | The Learner . . .<br><b>MU1RH-1a-1</b><br>identifies the difference between sound and silence accurately                   | The Learner . . .<br><b>A1EL-1a</b><br>1. tells that ART is all around and is created by different people                                           | The Learner . . .<br><b>H1N-1a-b-1</b><br>distinguishes healthful from less healthful foods                                                        | The Learner . . .<br><b>E1BM-1a-b-1</b><br>1. describes the different parts of the body and their movements through enjoyable physical activities |
| <b>II. NILALAMAN</b>                                                      | <b>RHYTHM</b><br>1. Distinction Between Sound and Silence                                                                  | <b>RHYTHM</b><br>1. Distinction Between Sound and Silence                                                                  | <b>I. Elements:</b><br>1. Lines<br>2. Shapes<br>3. Color<br>4. Texture                                                                              | <b>A. Healthful and less healthful foods</b><br>1. Water and milk vs. soft drinks<br>2. Fruits and vegetables vs. sweets, salty and processed food | <b>Body Awareness</b><br>(Different body parts and their movements)                                                                               |
| <b>KAGAMITANG PANTURO</b>                                                 |                                                                                                                            |                                                                                                                            |                                                                                                                                                     |                                                                                                                                                    |                                                                                                                                                   |
| <b>A. Sanggunian</b>                                                      |                                                                                                                            |                                                                                                                            |                                                                                                                                                     |                                                                                                                                                    |                                                                                                                                                   |
| <b>1. Mga pahina sa Gabay ng Guro</b>                                     | TG 1-7                                                                                                                     | TG 1-7                                                                                                                     | TG 4-6                                                                                                                                              | TG 2-3                                                                                                                                             | TG 2-6                                                                                                                                            |
| <b>2. Mga pahina sa Kagamitang Pang-Mag-aaral</b>                         | LM 1-6                                                                                                                     | LM 1-6                                                                                                                     | LM 5-10                                                                                                                                             | LM 4-7                                                                                                                                             |                                                                                                                                                   |

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| <b>3. Mga pahina sa Teksbuk</b>                                              |                                                                                                                                                                                                                                                                         |                                                                                                                                                 |                                                                                                                                                                         |                                                                 |                                                                                                                                                                    |
| <b>4. Karagdagang Kagamitan mula sa portal ng Learning Code.</b>             |                                                                                                                                                                                                                                                                         |                                                                                                                                                 |                                                                                                                                                                         |                                                                 |                                                                                                                                                                    |
| <b>B. Iba pang Kagamitang panturo</b>                                        |                                                                                                                                                                                                                                                                         |                                                                                                                                                 |                                                                                                                                                                         |                                                                 |                                                                                                                                                                    |
| <b>III.</b>                                                                  |                                                                                                                                                                                                                                                                         |                                                                                                                                                 |                                                                                                                                                                         |                                                                 |                                                                                                                                                                    |
| <b>A. Balik-aral at/o pagsisimula ng bagong aralin</b>                       | Pagbati ng Guro sa mga bata.<br>(SO_MI<br><br>)                                                                                                                                                                                                                         | Pagbati ng Guro sa mga bata.<br>(SO_MI)<br>Pagmasid sa mga bata kung nakasusunod sa awit.<br>Ulit-ulitin ang awit upang lahat ay makasunod      | Linya: tuwid na linya<br>kurbadong linya<br>makapal/manipis                                                                                                             | Ipaawit; bahay-kubo<br>Anu-anong gulay ang nabanggit sa awit?   | Sabihin: Alam mo ba na kahanga-hanga ang ating katawan?<br>Awit: Paa, Tuhod<br><br>Pagpapakitang-kilos ng ibat-ibang galaw<br>paglakad, pagtayo, pagbubuhay, atbp. |
| <b>B. Paghahabi sa layunin ng aralin</b>                                     | 1. Paano kinanta ng iyong guro ang awit na pagbati?<br>2. Binati mo rin ba siya sa parehong paraan?<br>3. Ngayon, batiin mo iyong guro sa malakas na boses, pagkatapos ay sa mahinang boses. Aling pagbati ang mas tamang gamitin sa iyong guro? Ang una o ang ikalawa? | Ipalabas ang takdang aralin ng mga bata.<br>Pumili ng isa upang awitin sa klase.                                                                | Bigyan ng pagkakataon ang mga bata na suriin ang paligid ng silid-aralan.<br>Ano ang napansin mo sa ating silid-aralan?<br>Ano-ano ang nakiita mo?<br>(Mga Guhit/Linya) | Ano ang paboritong mong pagkain?<br>Ipalarawan ito sa mga bata. | Pagpapakitang-kilos ng ibat-ibang galaw<br>paglakad, pagtayo, pagbubuhay, atbp.                                                                                    |
| <b>C. Pag-uugnay ng mga halimbawa sa bagong aralin</b>                       | Ituro ang awit:<br>“Ang Susi Nakatago”:<br>Ang susi nakatago,<br>Kung saan ‘di ko piho<br>Kung sakaling nasa ‘yo<br>Akin na gagamitin ko.<br>Iparinig sa mga bata ang awit.<br>Ipaawit ito ng isahang linya.<br>Ipaawit ang buong awit sa mga bata.                     | . Muling talakayin ang kahulugan ng dynamics upang mas lubos na maunawaan.<br>Iparinig at pag-aralan ang awiting Tulog na at Maligayang Pagbati | Ipabakat ang mga putul-putol na guhit.<br>Ano ang inyong mga linyang nabuo?<br>Paano ninyo nabuo ang mga linya?<br>Mailalarawan mo ba ang mga ito?<br>LM, pah . 6       | Saan kaya nanggaling ang mga pagkaing nabanggit sa awit/        | 1. Ipakita ang larawan ng batang lalaki<br>2. Isa isang ipakita at basahin ang pangalan ng mga bahagi ng katawan na nakasulat sa plaskard                          |
| <b>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</b> | Maglaro Tayo<br>Makinig na mabuti sa panuto ng guro upang matukoy ang nawawalang susi. Pabilugin ang mga bata. Ipaawit ang awitin.                                                                                                                                      | Talakayin ang pagkakaiba ng 2 awitin upang magsilbing paalala sa mga bata na ang dynamics ang nagpapadama ng ibig ipakahulugan                  | Pangkatang gawain:<br>Pagguhit ng mga bata ng bahay..                                                                                                                   | Ipapangkat ang mga larawan<br>Hayop halaman                     | Pangkatang Gawain<br>1. Pangkat 1 – Mga Bahagi ng katawan<br>2. Pangkat 2 – Hugis ng katawan                                                                       |

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|                                                                              | Takpan ang mata ng taya.                                                                                                                                                                                                                       | ng awit sa pamamagitan ng lakas at hina nito.                                                                                                                                                                                                    |                                                                                                                                        |                                                                                                                              |                                                                                                         |
| <b>E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</b> | Ipaliwanag ang Concept Map sa TG pah. 1                                                                                                                                                                                                        | Ipagawa ang Gawain dalawa sa LM pah. 4                                                                                                                                                                                                           | Hayaang ipaliwanag ng mga bata ang kanilang ginawa.                                                                                    | Pansinin kung sa tamang lalagyan nilagay ng mga bata ang mga larawan. Kung mali ang sagot, hayaang itama ng bata ang gawain. | Ipagawa ang Gawain 2 sa LM pah. 8                                                                       |
| <b>F. Paglinang sa kabihasnan<br/>(Tungo sa Formative Assessment)</b>        | Ipagawa ang Gawain 1 sa LM pah. 3                                                                                                                                                                                                              | Iparinig ang tula:<br>Ako’y May Alaga<br>1. Malinaw kong binigkas ang mga salita sa tula.<br>2. Gumamit ako ng tamang antas ng dynamics sa tula<br>3. Nabigkas ko nang may pagbabago sa lakas at hina ng tula.<br>4. Nasiyahan ako sa gawin<br>. | Anu-anong linya at hugis ang kanilang ginamit sa pagguhit ng mga puno, tao o mga bahay?                                                | Ipagawa ang Gawain sa LM pah.5                                                                                               | Ipagawa ang Gawain 3 sa LM pah. 9                                                                       |
| <b>G. Paglalapat ng aralin sa pang-araw-araw na buhay</b>                    | 1. Pasagutan ang gawain 1. Papikitin ang mga bata at pakinggan ang tunog sa paligid na iparirinig ng guro. malakas (kakaway) mahina ( papalakpak)<br><br>1. tahol ng aso<br>2. miyaw ng pusa<br>3. babala ng relas<br>4. tunog ng elektrik fan | Pangkatang Gawain<br>Ipagaya: Gayahin Mo ako (Paggaya sa ibat-ibang hayop) ibon, kalabaw, pusa, aso, baka atbp.                                                                                                                                  | Pagguhit ng bawat bata ng tao, bahay, o puno.                                                                                          | Ipagawa ang Gawain sa LM pah.6                                                                                               | Ipagawa ang Gawain 4 sa LM pah. 10                                                                      |
| <b>H. Paglalahat ng aralin</b>                                               | Ano ang dynamics? (Lakas at hina ng tunog)                                                                                                                                                                                                     | Ano ang dynamics? (Lakas at hina ng tunog)                                                                                                                                                                                                       | ALam ninyo ba ang tawag sa taong nakalilikha nakaguguhit ng mga bagay? Kayo rin ay maituturing na isang artist dahil sa inyong ginawa. | Anu-ano ang nagbibigay sa atin ng pagkain?                                                                                   | Ano ang kilos locomotor? Di-locomotor?                                                                  |
| <b>I. Pagtataya ng aralin</b>                                                | Ipaawit: Goodbye Song – So Mi                                                                                                                                                                                                                  | Alin sa mga gawain ang inyong nagustuhan o hindi nagustuhan? Bakit?                                                                                                                                                                              | Gumuhit ng isang bagay na nakita mo sa daan pauwi sa bahay. Kulayan ito.                                                               | Ipagawa ang Gawain sa LM pah.7                                                                                               | Iguhit ang hugis o mga hugis na nalilikha ng kilos di-locomotor gamit ang ibat-ibang bahagi ng katawan. |

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|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                               | <p>📌 Ano ang nararamdaman mo kapag nakaririnig ka ng mahinang awit?</p> <p>📌 Ano ang nararamdaman mo kapag nakaririnig ka ng malakas na awit?</p> <p>📌 Anong uri ng musika ang nais mong awitin o pakinggan? Bakit?</p> <p>📌 Buuin ang pangungusap: Ang <b>dynamics</b> ay ____.</p>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Pumili sa mga sumusunod na guhit.</p> <p>bilog tatsulok parihaba biluhaba parisukat</p>                                                                                                                                                                                                                                                                                                                    |
| <b>J.Karagdagang gawain para sa takdang-aralin at remediation</b>                       | Magpaturo sa magulang ng Awit o tula na nagpapahayag ng damdamin na ginagamitan ng malakas o mahina na tunog.                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>IV. MGA TALA</b>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>V. PAGNINILAY</b>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya</b>                           | ___ 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                                                                                                                                                                                                                                                                                                                                                                          |
| <b>B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation</b> | ___ 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                                                                                                                                                                                                                                                                                                                                             |
| <b>C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin</b>   | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                      | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                      | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                      | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                      | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                      |
| <b>D. Bilang ng mga mag-aaral na magpapatuloy sa remediation</b>                        | ___ 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                                                                                                                                                                                                                                                                                                                                                           |
| <b>E. Alin sa mgaistratehiya sa pagtuturo ang nakatulong ng lubos?</b>                  | <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> | <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> | <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> | <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> | <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> |

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|                                                                                                  | ___ Lecture Method<br><i>Why?</i><br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks                                                                                                                                                                                                                                                                                          | ___ Lecture Method<br><i>Why?</i><br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks                                                                                                                                                                                                                                                                                          | ___ Lecture Method<br><i>Why?</i><br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks                                                                                                                                                                                                                                                                                          | ___ Lecture Method<br><i>Why?</i><br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks                                                                                                                                                                                                                                                                                          | ___ Discovery Method<br>___ Lecture Method<br><i>Why?</i><br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks                                                                                                                                                                                                                                                                  |
| <b>F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?</b>     | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><i>Planned Innovations:</i><br>___ Localized Videos<br>___ Making big books from views of the locality<br>___ Recycling of plastics to be used as Instructional Materials<br>___ local poetical composition                                                  | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><i>Planned Innovations:</i><br>___ Localized Videos<br>___ Making big books from views of the locality<br>___ Recycling of plastics to be used as Instructional Materials<br>___ local poetical composition                                                  | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br><i>Planned Innovations:</i><br>___ Localized Videos<br>___ Making big books from views of the locality<br>___ Recycling of plastics to be used as Instructional Materials<br>___ local poetical composition                                                                                   | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><i>Planned Innovations:</i><br>___ Localized Videos<br>___ Making big books from views of the locality<br>___ Recycling of plastics to be used as Instructional Materials<br>___ local poetical composition                                                  | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><i>Planned Innovations:</i><br>___ Localized Videos<br>___ Making big books from views of the locality<br>___ Recycling of plastics to be used as Instructional Materials<br>___ local poetical composition                                                  |
| <b>G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?</b> | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson<br>___ worksheets<br>___ varied activity sheets<br><i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/Poems/Stories | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson<br>___ worksheets<br>___ varied activity sheets<br><i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/Poems/Stories | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson<br>___ worksheets<br>___ varied activity sheets<br><i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/Poems/Stories | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson<br>___ worksheets<br>___ varied activity sheets<br><i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/Poems/Stories | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson<br>___ worksheets<br>___ varied activity sheets<br><i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/Poems/Stories |

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|  | <div><div><div>___ Differentiated Instruction</div><div>___ Role Playing/Drama</div><div>___ Discovery Method</div><div>___ Lecture Method</div><div>Why?</div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's Cooperation in doing their tasks</div></div></div> | <div><div><div>___ Differentiated Instruction</div><div>___ Role Playing/Drama</div><div>___ Discovery Method</div><div>___ Lecture Method</div><div>Why?</div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's Cooperation in doing their tasks</div></div></div> | <div><div><div>___ Differentiated Instruction</div><div>___ Role Playing/Drama</div><div>___ Discovery Method</div><div>___ Lecture Method</div><div>Why?</div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's Cooperation in doing their tasks</div></div></div> | <div><div><div>___ Differentiated Instruction</div><div>___ Role Playing/Drama</div><div>___ Discovery Method</div><div>___ Lecture Method</div><div>Why?</div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's Cooperation in doing their tasks</div></div></div> | <div><div><div>Poems/Stories</div><div>___ Differentiated Instruction</div><div>___ Role Playing/Drama</div><div>___ Discovery Method</div><div>___ Lecture Method</div><div>Why?</div><div>___ Complete IMs</div><div>___ Availability of Materials</div><div>___ Pupils' eagerness to learn</div><div>___ Group member's Cooperation in doing their tasks</div></div></div> |
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