



**GRADES 1 to 12  
DAILY LESSON LOG**

**School:** DepEdClub.com  
**Teacher:** File Created by Ma'am EDNALYN D. MACARAIG  
**Teaching Dates and Time:** JANUARY 15 - 19, 2024 (WEEK 9)

**Grade Level:** V  
**Learning Area:** MATHEMATICS  
**Quarter:** 2<sup>ND</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	The learner demonstrates understanding of the ratios	The learner demonstrates understanding of the four fundamental operations involving ratio and proportion	The learner demonstrates understanding of the four fundamental Operations involving decimals and ratio and proportion	The learner demonstrates understanding of the four fundamental operations involving ratio and proportion	The learner is expected to demonstrate understanding of the four fundamental operations involving decimals and ratio and proportion
<b>B.Performance Standards</b>	The learner is able to apply ratios in mathematical problems and real-life situations	The learner is able to apply the four fundamental operations involving ratio and proportion	The learners are able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations.	The learner is able to apply the four fundamental operations involving ratio and proportion in mathematical problems and real-life situations	The learner is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations
<b>C.Learning Competencies/Objectives</b>	Identifies equivalent ratios Code: M5NS – Ili.124	Writing Equivalent Ratios Code: M5NS –IIg-121.1	Expresses ratios in their simplest forms. Code: M5NS- II I – 125,	Finds the missing term in a pair of equivalent ratios Code: M5NS-Ili-126	Defines and describes a proportion Code: M5NS-IIj-127
<b>II.CONTENT</b>	Identifying equivalent ratios	Identifying equivalent ratios	Expressing Ratios in their Simplest Forms	Finding the Missing Term in a Pair of Equivalent Ratios	Defining and describing a proportion
<b>III.LEARNING RESOURCES</b>					
<b>A.References</b>					
1.Teacher's Guide pages	Curriculum Guide, page 60 of 109 Lesson Guide in Elementary Mathematics 5 pp 227 - 231	Curriculum Guide, page 60 of 109 Lesson Guides in Elementary Math 6 pp. 289-292	Curriculum Guide, page 60 of 109 Lesson Guide in Math 5, p 222-226	Curriculum Guide, page 60 of 109 Lesson Guide in Elementary Mathematics 6, p.297	Curriculum Guide, page 60 of 109 Lesson Guide in Elementary Mathematics 6, pp. 227-230
2.Learners's Materials pages					
3.Textbook pages	Mathematics for Better Life, pp 200 - 201	Mathematics for a Better Life 5 pp. 196-203	Mathematics for Better Life 5	Mathematics for Better Life 5, p. 198	
4.Additional materials from learning resource (LR) portal	DepEd Learning Portal, Math 6 – Ratio and Proportion		MISOSA Gr. 5 Module – Ratio in its Simplest Form		
<b>B.Other Learning Resource</b>	metacards, tarpapel, pictures and activity sheet	metacards, tarpapel, pictures and activity sheet	Flash cards, cutouts, real objects, charts	flash cards, pictures	Charts, flashcards

IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	<p>1. Drill Strategy: Name Game Mechanics:  <ul style="list-style-type: none"> <li>■ Pick up a pupil's name from a pre-prepared basket.</li> <li>■ The one who will be picked will name the ratio of the objects in a given set.</li> </ul> </p> <p>2. Review Strategy: Reduce Me Directions: Write the following ratios to lowest terms.  <ul style="list-style-type: none"> <li>■ 25 wins in 30 games</li> <li>■ 8 red balls to 12 blue balls</li> <li>■ 25 dm to 2 m</li> <li>■ What is the ratio of letter O to all the letter in the word COLOR?</li> <li>■ What is the ratio of the vowel to consonant in the word MATHEMATICS?</li> </ul> </p>	<p>1. Drill (Writing ratio in colon form and fraction form).  <ul style="list-style-type: none"> <li>a) 6 dog to 10 cats</li> <li>b) 4 vases to 8 flowers</li> <li>c) 9 bats to 15 balls</li> </ul> </p> <p>2. Review Strategy: Hi! and Hello! Teacher will show flash cards with written ratio. Pupils will say Hi! if the ratio is in a simplest form and say Hello! When the ratio is in a higher term.  <ul style="list-style-type: none"> <li>5 : 12</li> <li>9 : 6</li> <li>15 : 12</li> <li>8 : 14</li> <li>8 : 14</li> <li>2 : 3 7 :</li> <li>10 : 5</li> </ul> </p>	<p>1. Drill Mental computation on reducing fractions to lowest terms Strategy: Traveling Game Mechanics:  <ul style="list-style-type: none"> <li>a. Pupil no. 1 challenges the person seating directly beside or behind him.</li> <li>b. Flash a card with fractions to be reduced to lowest terms.</li> <li>c. The pupil who gives out the correct answer moves to the seat of the losing pupil and competes with the next pupil. The losing pupil sits on the vacant chair.</li> <li>d. The winner continues to move until he/she loses. In this case, he/she sits on the chair of the new winner.</li> <li>e. Pupils who have traveled the farthest from his original seat is crowned " King or Queen of the Day".</li> </ul> </p> <p>2. Review Review the definition of ratio and the two ways of writing a ratio (colon and fraction form)</p>	<p>Directions: Compare two given fractions. Use cross multiplication by using &gt;, &lt;, or =.  <ul style="list-style-type: none"> <li>a) <math>\frac{4}{16}</math> ___ <math>\frac{1}{4}</math></li> <li>b) <math>\frac{5}{6}</math> ___ <math>\frac{2}{3}</math></li> <li>c) <math>\frac{5}{1}</math> ___ <math>\frac{1}{02}</math></li> <li>d) <math>\frac{8}{10}</math> ___ <math>\frac{3}{4}</math></li> <li>e) <math>\frac{4}{1}</math> ___ <math>\frac{12}{3}</math></li> </ul> </p> <p>2. Reviewing Previous Lesson Reducing Ratios to Lowest Term Directions: Simplify the following ratio to lowest term.  <ul style="list-style-type: none"> <li>a). 14:10</li> <li>b). 24:16</li> <li>c). 6:9</li> <li>d). 20:20</li> <li>e). 12:1</li> </ul> </p>	<p>1. Drill Have a game on reducing ratios to simplest forms. Use flashcards. Let the pupils do these as fast as they can</p> <p>2. Review Directions: Express each ratio in simplest forms.  <ul style="list-style-type: none"> <li>a. 8 : 2</li> <li>b. 9 : 27</li> <li>c. 4 : 6</li> <li>d. 8 : 12</li> <li>e. 6 : 36</li> </ul> </p>
B.Establishing a purpose for the lesson	(Show a a mini bottle with some marbles in it) What is the in the bottle?	Class, what do you usually do during DEAR time? Why is it important to spend your time in reading?	Who among you show love for Mother Earth? In what ways can you show love for Mother Earth? Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	What makes you busy during weekend? Who among you are helping your parents doing household chores? Why is it important to help our parents in doing chores during weekends?	What is the program of DepEd that encourages every school to have a vegetable garden? What are the plants in our garden? Is it good to have Gulayan sa Paaralan? Why?
C.Presenting Examples/ instances of the new lesson	Word Problem 1:	Joy reads 420 word per minute. How many words can	Strategy: Use Concrete objects or Cutouts to Answer Problem	Problem Opener	

	<p>Clarence has 7 marbles in his one mini bottle. How many marbles does he have if he has filled 6 mini bottles?</p> <p>Strategy 1: Integrative Approach</p> <p>Activity: AICDR</p> <p>Ask How many marbles are there in one mini bottle?</p> <p>How many mini bottles did Clarence filled?</p> <p>Investigate What can we do to count all the marbles?</p> <p>Create Let us try to make a table.</p> <p>Mables</p> <table border="0"> <tr> <td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td> </tr> </table> <p>Bottles</p> <table border="0"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> </table> <p>Discuss How many marbles are there in 2 mini bottles?</p> <p>How about in 3? 4? 5? 6?</p> <p>Reflect So, we can conclude that Clarence has 42 marbles in his 6 mini bottles</p>	7	14	21	28	35	42	1	2	3	4	5	6	<p>she read in 15 minutes?</p>	<p>Opener (Modeling)</p> <p>Materials: several bottles of soft drinks or cutouts</p> <p>Joel and Josie went to the park to help clean it up by picking discarded bottles of soft drinks to be recycled. Joel picked 24 bottles while Josie got 12 bottles. What is the ratio of the number of bottles gathered by Joel to the number of bottles gathered by Josie</p> <p>Josie in lowest term?</p>	<p>During weekends, Zeny helps her mother sell buko juice. For every buko, Zeny adds 4 litres of water. How many litres of water does she need for 3 bukos so that the taste will be the same?</p>	
7	14	21	28	35	42												
1	2	3	4	5	6												
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Word Problem 2:</p> <p>Dan and Noli played darts. Dan hit the target 10 times out of 15 throws. Noli hit the target 12 times out of 18 throws. How can we compare the ratio of their hits?</p>	<ul style="list-style-type: none"> <li>How many words does Joy read per minute?</li> <li>What is the ratio of the number of words she reads to the number of minutes?</li> <li>What does the problem ask for?</li> </ul>	<p>Show bottles to the class</p> <p>What are given? What is being asked?</p> <p>If you were Joel and Josie, will you do the same? Why?</p> <p>In what ways can you help Mother Earth? Cite some ways of recycling. Why do we recycle?</p>	<p>What did Zeny and her mother sell?</p> <p>How many liters of water she adds in every buko?</p> <p>What kind of a girl is Zeny?</p> <p>Will you do the same to your mother?</p> <p>Solution 1: Making an illustration</p> <p>The illustration shows that Zeny needs 12 litres of water in 3 bukos</p> <ul style="list-style-type: none"> <li>o What is the ratio in A? B?</li> <li>o Is the second ratio equal to the first ratio? Why?</li> </ul> <p>Solution 2: Discuss how to find the missing term</p>	<p>Present the situation below to the class</p> <p>Winner had 4 seedlings of squash and 6 seedlings of tomatoes, while Ivan had 8 seedlings of squash and 12 seedlings of tomatoes. What is the ratio of squash seedlings to tomato seedlings each boy had?</p>												
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Strategy 2: Content – Based Instruction</p> <p>Activity: 4A's</p> <p>Activity Let us do this problem.</p>	<p>Group the pupils in 5 working teams. Ask the teams to work together in looking for the solution to the problem.</p>	<p>Divide the class into group of 5s</p> <p>.</p>	<p>Directions: Solve for the missing term.</p> <p>a) <math>25 = n30</math></p> <p>b) <math>n4 = 3224</math></p>	<p>What do the 2 boys have?</p> <ul style="list-style-type: none"> <li>What can you say about the boys?</li> </ul>												

	<p>Analysis What is the ratio of Dan's number of hits to his throws? How about Noli's hit to the number of his throws? Abstraction Are their ratios equal? Let us find out. Is <math>10 : 15 = 12 : 18</math>? To find out if the two ratios are equal, we will find if the product of their extremes is equal to the product of their extremes. The extremes are the first number of the first ratio and the second number of the second ratio. While the means are the second number of the first ratio and first number of the second ratio. extremes <math>10 : 15 = 12 : 18</math> means Application extremes = means Dan and Noli played darts. Dan hit the target 10 times out of 15 throws. Noli hit the target 12 times out of 18 throws. How can we compare the ratio of their hits? Page436 <math>10 \times 18 = 15 \times 12</math> <math>180 = 180</math> Their products are both 180. We can now say that: <math>10 : 15 = 12 : 18</math>.</p>	<p>Solution 1: Make a table showing the data given</p> <table border="1" data-bbox="1001 201 1390 357"> <thead> <tr> <th>Terms</th> <th>No. of Words</th> <th>No. of Minutes</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>420</td> <td>1</td> </tr> <tr> <td>B</td> <td></td> <td>15</td> </tr> </tbody> </table>	Terms	No. of Words	No. of Minutes	A	420	1	B		15	<p>Tell each member of the group that they are going to help each other show the number of bottles collected by Joel and Josie. Tell them to compare it by giving ratio Ask the pupils the ratio of the number of bottles collected by Joel to the number of bottles collected by Josie. After each group have finished, asked them to be ready for the reporting.</p>	<p>c) <math>5n = 1030</math> d) <math>37 = 21n</math> e) <math>1248 = 5n</math></p>	<p>Strategy: Thinking Skills (RMFD) Divide the class into group of 5s. Using the problem presented, instruct the pupils to help each other solve the problem. Give them enough time to perform it. After all the group had done with their output, asked somebody from the group to discuss the solutions done. After the activity, ask the pupils to explain their answers. How did you solve the problem?</p>
Terms	No. of Words	No. of Minutes												
A	420	1												
B		15												
<p>F.Developing Mastery</p>	<p>Activity: Fact or Bluff Directions: Write Fact if the pair of ratios are equal and Bluff if they are not. <math>7:3 = 1:3</math> <math>7:8 = 28:32</math> <math>3:4 = 12:15</math> <math>3:4 = 6:9</math> <math>6:10 = 3:5</math></p>	<p>📌 Ask pupils to report their collaborative output. 📌 How did you find the activity? 📌 How were you able to find the answer to the problem? 📌 Discuss with the pupils the ways on how to identify and write equivalent ratios. Let pupils discover if their answer is correct using these methods A. Cross Multiplication Method</p>	<p>After the activity, ask the pupils to explain their answers. Tell the pupils that like fractions, ratios may be reduced to lowest terms by dividing the numerator and the denominator by a common factor. Directions: Write the ratio for each of the following. Express it in lowest terms.( Think-Pair and Share ) 1. 15 boys to 30 girls 2. 5 boxes to 60 oranges</p>	<p>Directions: Solve for the missing term. 1) What number compared to 10 is the same as 28 compared to 5? 2) Lisa saves Php 60.00 in 4 weeks. At this rate, how long will it take her to save Php 300.00?</p>	<p>Directions: Write Yes if the pair of ratios form a proportion and No if they do not. 1). 37 , 13 2). 34,69 3). 15,18,1012 4). <math>4 : 5 = 16 : 20</math> 5). <math>8 : 16 = 4 : 8</math></p>									

		<p>B. Multiplication of Means and extremes Extremes <math>420 : 1 = N_1 : 15 ; N =</math> Means Solution: <math>420 \times 15 = 6300</math> <math>6300 \div 1 = 6300</math> * The table can be completed by finding equivalent fractions</p>	<p>3. 2 jeep for 44 passengers 4. 2 teachers to 46 pupils 5. 12 flowers to 4 vases</p>	<p>3) Six compared to 11 is the same as 84 compared to what number? 4) A motorist travelled 240 km in 3 hours. At the same rate, how long will take to travel 400 km? 5) A scale 3.5 cm on a map represents an actual distance of 175 km. What actual distance does a scale distance of 5.7 cm represent?</p>	
G.Finding Practical application of concepts and skills in daily living	<p>During a basketball practice, Ceejay made 8 baskets for every 10 throws. How many baskets should Clarence make in 20 throws to equal Ceejay's performance?</p>	<p>Activity 1: Learning Barkada or Team Direction: Write a proportion by finding the value of N. LB 1 : <math>N/9 = 4/36</math> LB 2 : <math>8 : 10 = 4 : \underline{\quad}</math> LB3 A basketball player averages 19 points per game. At this rate, how many points can he make in 9 games? LB4 A recipe calls for 2,5 cups of water to every pack of noodles. How many packs of noodles will need 15 cups of water? Directions: Solve for the missing term to form equivalent ratios. 1) <math>23 = N/21</math> 2) <math>52 = 20N</math> 3) <math>27 = 12N</math> 3) <math>6 : 7 = 30 : N</math> 4) <math>N : 11 = 15 : 55</math></p>	<p>Directions: Express the ratio of the first quantity to the second quantity and reduce to simplest form. 1. 36 glasses of juice to 30 sandwiches 2. 21 garbage cans to 14 classroom 3. 4 books to ten pupils 4. 15 chairs to 5 tables 5. 22 pencils to 11 eraser</p>		<p>Group the learners into five groups. Instruct them to answer the problem written on the chart Mr. Reyes and his family are discussing the model of the house they are going to build. The house will be 18m long and 12 m wide. The model is 48cm long and 32cm wide. What is the ratio of the length of the model to that of the house?</p>
H.Making generalization and abstraction about the lesson	<p>When are two ratios equal?</p>	<p>The process of multiplying the means and extremes is called getting the cross products. We can use cross products to find out if two ratios are equal</p>	<p>How do we reduce ratios to lowest terms?</p>	<p>How do you find the missing term in a pair of equivalent ratios? In finding the missing term in a pair of equivalent ratio, use cross products method or</p>	<p>How do you define and describe a proportion?</p>

				the multiplication of means and extremes.	
I.Evaluating learning	Directions: Determine if the sets of ratios are equal. Use cross products. 1). $3 : 4 = 12 : 16$ 2). $3 : 2 = 6 : 4$ 3). $4 : 5 = 13 : 15$ 4). $6 : 36 = 1 : 6$ 5). $9 : 2 = 72 : 16$	Directions: Solve for the missing term to form equivalent ratios. 1) $23 = N21$ 2) $52 = 20N$ 3) $27 = 12N$ 4) $6 : 7 = 30 : N$ 5) $N : 11 = 15 : 55$	Directions: Reduce these ratios to lowest terms. 1). 10:5 2). 3:1 3). 20:4 4). 15/30 5). 6/8	Directions: Find the missing term. a) $47 = x14$ b) $105 = 12n$ c) $n8 = 520$ d) $n:6 = 20:24$ e) $3:n = 9:12$	Use cross products to test if each pair of ratios defines and describes a proportion. 1). 27 , 621 2). 12,816 3). 2,8,828 4). $8 : 10 = 40 : 50$ 5). $9 : 5 = 18 : 11$
J.additional activities for application or remediation	Directions: Give 3 ratios equal to the following. 1). 2 : 5 2). 4 : 1 3). 2 : 14 4). 3 : 8 5). 10 : 12	Directions: Give at least 3 ratios that are equal 1) 4 : 5 2) 6 : 2 3) 3 : 14 4) $34 = 8 = 16$ 5) Two numbers are in the ratio of 3:4 . Find the numbers if their sum is 91.	Directions: Express these ratios in lowest term. 1). 100/10 2). 50/100 3). 200/2 4). 20/2 5). 4/4000	A. Directions: Find the missing term to make the proportion true. 1) $9 : N = 27 : 15$ 2) $N : 8 = 12 : 32$ 3) $5 : 3 = 25 : N$ B. Directions: Complete the sentences. 1) Ten books is to 5 pupils as _____ books is to 15 pupils. 2) Three bananas for Php 4.00 as 12 bananas for _____. 3) Seven boy scouts to a tent as 42 boy scouts to _____ tents.	Directions: Which of the following ratios make proportions? Put a check before the number. ____1. $9 : 3 = 18 : 6$ ____2. $3 : 5 = 7 : 3$ ____3. $2 : 6 = 4 : 12$ ____4. $5 : 4 = 15 : 12$ ____5. $5 : 3 = 10 : 7$
<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties

	<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 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 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>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>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?	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can help me solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging: Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___<b>Schema-Building: Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___<b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___<b>Text Representation:</b></p>	<p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging: Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___<b>Schema-Building: Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___<b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging: Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___<b>Schema-Building: Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___<b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging: Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___<b>Schema-Building: Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___<b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development: Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging: Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___<b>Schema-Building: Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p>

	<p><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling: 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></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p> <p>___ Audio Visual Presentation of the lesson</p>	<p><b>___ Text Representation:</b></p> <p><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling: 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></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p> <p>___ Audio Visual Presentation of the lesson</p>	<p><b>___ Text Representation:</b></p> <p><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling: 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></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p> <p>___ Audio Visual Presentation of the lesson</p>	<p><b>___ Text Representation:</b></p> <p><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling: 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></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p> <p>___ Audio Visual Presentation of the lesson</p>	<p><b>___ Contextualization:</b></p> <p><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b></p> <p><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling: 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></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning through play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><b>Why?</b></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's collaboration/cooperation in doing their tasks</p> <p>___ Audio Visual Presentation of the lesson</p>
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