

School:
Teacher:
Carade Level:
V
Learning Area:
ENGLISH
Teaching Dates and
Time:
NOVEMBER 14 - 18, 2022 (WEEK 2)
Quarter:
2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES		•		•	
A.Content Standards	The learner demonstrates understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics	The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context	The learner demonstrates understanding of text elements to comprehend various texts.	The learner demonstrates command of the conventions of standard English grammar and usage when writing. The learner demonstrates understanding of different formats to write for a variety of audiences and purposes	The learner demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials
B.Performance Standards	The learner uses literary and informational texts heard to construct an appropriate feedback. The learner uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes.	The learner orally communicates information, opinions and ideas effectively to different audiences using a variety of literary activities. The learner uses strategies to decode correctly the meaning of words.	The learner use knowledge of text types to correctly identify main idea, key sentence, and supporting details	The learner uses the correct function of verbs in general and Their functions in various discourse (oral and written) The learner writes a paragraph using cause-effect relationship	The learner applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
C.Learning Competencies/Objectives	Identify informational text-types. Use card catalogue to locate resources EN5LC-IIb-3.19 EN5SS-IIb-1.5.3	Give precise information on a given topic Identify meanings of content specific words (connotation and denotation.) EN5OL-IIb-1.26 EN5V-IIb-20.2.1	Identify main idea, key sentences, and supporting details in a given paragraph. EN5RC-IIb-2.21	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement intervening phrases Write paragraphs showing cause and effect. EN5G-IIb-3.9	Determine images/ideas that are explicitly used to influence viewers. Stereotypes, Points of View, Propaganda EN5VC-IIb-7, EN5VC-IIb-7.1, EN5VC-IIb-7.2

				EN5WC-IIb-2.2.5	EN5VC-IIb-7.3
II.CONTENT	Identifying Informational Text-Types	Giving Precise Information on a Given Topic Identifying Meaning of Content Specific Word (Connotation and Denotation)	Identifying Main Idea, Key Sentences and Supporting Details of a Given Paragraph	Subject-Verb Agreement Writing Paragraphs Showing Cause and Effect	Determining images/ideas that are explicitly used to influence viewers. Stereotypes, Points of View, Propaganda
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.71	CG p.71	CG p.71	CG p.71	
2.Learners's Materials pages					
3.Textbook pages	JILE P.119	JILE P.115	JILE P.113	JILE P.122 English Expressways Reading 5 p.134 English Expressways Language 5 p.123	
4.Additional materials from learning resource (LR) portal	http://www.eslfast.com/kidsengli sh/ke/ke017.htm#		http://www.k12reader.com/wo rksheet/find-the-main-idea-pla nets/view/	http://kanitasturdivant.wikispac es.com/Intervening+Phrases https://www.youtube.com/watc h?v=wSOGw6gDokl Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	https://www.youtub e.com/watch?v=Df3 AJFIzapY https://www.youtub e.com/watch?v=dW w_Xkt8EAo
B.Other Learning Resource	Pictures, card catalogue (real), activity sheet, library		Pictures, charts	video on subject-verb agreement ;intervening phrases metacards, chart with examples on the rules of subject- verb agreement, manila paper	Laptop, LED TV, DLP
IV.PROCEDURES					1
A.Reviewing previous lesson or presenting the new lesson	What do you usually see in between a TV Program that you're watching everyday? (commercial) What particular TV commercial could influence you as a person	Group the pupils into four . Give each group three sets of words. Ask them to write the synonym and antonym of the words in a manila paper.	How do we give precise information on a given topic? What are other ways of giving meaning to a word?	Read the selection below. Underline the key sentence once and the supporting details twice. 1. At age 5 Roselle dreamed of becoming a doctor. Unluckily, a mysterious ailment damaged her eyesight forever. Doctors and specialists were baffled. Her	Listen to the following sentences. Clap your hands once if the verb that you are going to use is singular or s-form and clap twice if the verb should be plural or base- form.

				family took her from one hospital to another. She had a number of operations, but all of them failed to restore her sight. She became totally blind at 7.	1. Ana (dance, dances) gracefully during the program. 2. The grade five pupils (finish, finishes) their project on time. 3. The teachers (develop, develops) the pupils' multiple Intelligences. 4. Mr. Cruz (talk, talks) with the visitors from Manila. 5. I (love, loves) watching English movies and programs
B.Establishing a purpose for the lesson	Have you ever been to a library? What are the things found inside the library?	"Today we are going to learn about giving precise information on a given topic and defining words using connotation and denotation"	Play a game of four-pics-one-word	Group Game. Pupils will be grouped into four. Using a manila paper, have them list as many verbs as they can think of. Give the winner a prize.	Showing video clips of a powdered juice commercial. https://www.youtub e.com/watch?v=Df3 AJFIzapY What can you say about the commercial? How do you feel about this? What do you want to do after you have watched this commercial?
C.Presenting Examples/ instances of the new lesson	Our lesson for today is about identifying informational text type. Have you ever read any of the following?	Read the 6.compass words orally. 1.strange 2. alternate 7. animate 3. articulate 8. dairy 4. magnetic 9.worthwhile 5.entrepreneur 10. lawyer 2. Is the given meaning precise?	"Today we are going to learn how to identify main idea, key sentences, and supporting details of a given paragraph"	Today we are going to learn about subject -verb agreement with intervening phrases. You will write sentences following the rules on subject-verb agreement with intervening phrases. We will also study about cause and effect. You must	Today we are going to learn how to determine images/ideas that are explicitly used to influence viewers. You are going to watch some commercials or TV ads. I want you to

	How about a card catalogue, are you familiar with it? Look at the example of a card catalogue and identify its parts PS3557 .RS355 The firm PS7 1991 Grisham, John The firm / John Grisham, 1st. ed. New York: Doubleday, c1991. 421p.; 24 cm. 1. Government investigators—Fiction. 2. Organized crime—Fiction.	3. What other methods could we use to give meanings to words?		be able to identify which part of the sentence expresses cause and the effect."	pay attention to the ideas that the commercial wants to deliver.
D.Discussing new concepts and	Listen to the story. Answer the	A word's denotation is its dictionary	The Storm	The teacher will present the	Have the pupils
practicing new skills #1	questions below	definition. But a word can also evoke	The rain began early in the	video about subject-verb	watch the
	A Trip to the Library	certain thoughts and feelings. The	morning. The sky was	agreement with intervening	commercial of Coco
	Mark needs a book. He does not	thoughts and feelings associated with	full of dark purple clouds.	phrases.	Martin endorsing
	have money. His mom takes him	a certain word are called the	Thunder began as a soft	http://kanitasturdivant.wikispac	Bearbrand Choco
	to the library. Mark can borrow	connotation of the word. Words with	rumble and became louder	es.com/Intervening+Phrases	Milk.
	books for free. Mark enters the	the same denotation can have	and louder.Lightning crashed	Don't interchange a word in an	https://www.youtub
	library. There are so many books.	different connotations. <i>Connotations</i>	every few	intervening phrase	e.com/watch?v=dW
	There are books about animals.	can be positive, negative or neutral.	minutes, making the sky a	for the subject of the sentence.	w Xkt8EAo
	There are books about pirates.	Common Connotations	brilliant white.	Examples: The petals on the	What is the
	There are books about science.	A dog connotes shamelessness or an	What is the main idea? Circle	flower are orange. The peppers	commercial about?
	Mark borrows them all.	ugly face.	the correct answer.	in the food are hot. If a singular	What is the mother's
	http://www.eslfast.com/kidsengli	A dove implies peace or gentility.	A. The farms needed the rain.	subject is linked to another	problem with her child?
	sh/ke/ke017.htm#	Home suggests family, comfort and	B. The thunder hurt the people's ears.	noun	
	Answer the following questions: 1. Who needs books?	security. Politician has a negative connotation	C. Lightning made the sky	by a phrase, the subject is still considered	What message does Coco Martin try to
	2. Where does his Mom take	of wickedness and insincerity while a	bright.	singular. Expressions such as	imply to the viewers?
	him?	stateperson connotes sincerity.	D. The storm was very strong	accompanied by,	mipry to the viewers!
	3. What books does he see?	Mom and Dad when used in place of	Write three details found in the	as well as, in addition to, plus,	
	4. What books did he borrow?	mother and father connote loving	story inside the hearts	and together	
		parents	What do you call the details	with introduce phrases that	
		[you wrote inside the hearts?	modify the subject without	
			,	changing its number. Examples	
				Sleet, in addition to snow, is a	
				driver's worst nightmare. Kim,	

				along with her cousins, goes to the movies.	
E.Discussing new concepts and practicing new skills #2	Read the article below and answer the questions that follow. AUTOBIOGRAPHY OF DR. JOSE P. RIZAL In full, JOSÉ PROTACIO RIZAL MERCADO Y ALONSO REALONDA (born 19 June 1861, Calamba, Philippines- died 30 December 1896, Manila, Philippines), patriot, physician and man of letters whose life and literary works were an inspiration to the Philippine nationalist movement. Rizal was the son of a prosperous landowner and sugar planter of Chinese-Filipino descent on the island of Luzon. His mother, Teodora Alonso, one of the most highly educated women in the Philippines at that time, exerted a powerful influence on his intellectual development. He was educated at the Ateneo de Manila and the University of Santo Tomas in Manila. In 1882, he went to study medicine and liberal arts at the University of Madrid. A brilliant student, he soon became the leader of the small community of Filipino students in Spain and committed himself to the reform of Spanish rule in his home country, though he never advocated Philippine independence. The chief enemy of reform, in his eyes, was not Spain, which was going through a profound revolution, but the Franciscan, Augustinian and Dominican friars who held	Directions: Each pair of phrases includes synonyms with different connotations. Put a + sign on the line next to the one with a positive connotation, and a – on the line next to the one with a negative connotation 1. a strong 4. ratty reek clothes a strong casual clothes aroma 2. a 5. easy-going charismatic leader lazy attitude leader a pushy leader 3. thoughtful response calculated response	A Day at the Enchanted Kingdom Rigor and his sister, Krisha, had a busy and exciting day at the Enchanted Kingdom last Saturday. They rode the merry-go-round, the roller coaster and the Ferris wheel. Rigor ate popcorn and barbecue. Krisha drank "sago gulaman"and ate an apple. They took photos for their souvenirs. They were very happy. They they went home tired but happy. Which of the following is the main idea of the paragraph? A. Rigor and Krisha were hungry. B. Rigor and Krisha did many things at the Enchanted Kingdom C. The merry-go-round was broken. D. The Enchanted Kingdom was on Saturday. What is the key sentence in the paragraph that leads you to identify the main idea? What are the supporting details?	Now that you know about the rule on subject-verb agreement with intervening phrases, let us study about cause and effect. Teacher will present a video presentation about cause and effect relationship.	Present another commercial video when the pupils can recognize and determine different images and ideas. https://www.youtub e.com/watch?v=gHPf CAvXHpY Let the pupils take turns in giving their own point of view regarding the commercial they have watched

the country in political and	
economic paralysis.	
Rizal continued his medical	
studies in Paris and Heidelberg.	
In 1886, he published his first	
novel in Spanish, <i>Noli Me</i>	
Tangere, a passionate exposure	
of the evils of the friars rule,	
comparable in its effect to	
Harriet Beecher Stowe's Uncle	
Tom's Cabin. A sequel, El	
Filibusterismo, 1891,	
established his reputation as	
the leading spokesman of the	
Philippine reform movement.	
He annotated an edition in	
1890 on Antonio Morga's	
Sucesos de las Islas Filipinas,	
which showed that the native	
people of the Philippines had a	
long history before the coming	
of the Spaniards.	
He became the leader of the	
Propaganda Movement,	
contributing numerous articles	
to its newspaper, La	
Solidaridad, published in	
Barcelona. Rizal's political	
program, as expressed in the	
newspaper, included	
integration of the Philippines	
as a province of Spain,	
representation in the Cortes	
(the Spanish parliament), the	
replacement of the Spanish	
friars by the Filipino priests,	
freedom of assembly and	
expression, and equality of	
Filipinos and Spaniards before	
the law.	
https://www.univie.ac.at/ksa/a	
psis/aufi/jorizal.htm	
p=-0/48-1/j0-12-11-11-11	

F.Developing Mastery	Group Activity		nary, copy the words	Read the selection below.	A. Mark out any intervening	Group the class into
	Group the pupils into 4. Using an	below and its mea	aning	Planets in the Solar System	phrase or clause. Underline	5 . Give them a
	activity sheet, clearly	on your notebook	(There are eight planets in the	the subject then box the correct	product. Ask them to
	state the instructions on the task	1. suppose	6. capillary	Solar System, and each one is	verb form.	create a short
	each group will accomplish.	2. menu	7. essential	very different. Some planets,	1. The paper in those boxes (is,	commercial
	Group I- <i>Fix Me Up</i>	3. autumn	8. August	like Jupiter and Saturn are very	are) for the copy machine.	about the product
	Inside the envelope are cut	4. flavor	9.denotation	large. Others, like Mercury and	2. Her computer plus her purse	they got. Assign to
	pictures of the different	5. artery	10.connotation	Mars are smaller. Jupiter has	(was, were) left in her car.	them also
	informational text-type for them			moons that are larger than	3. The London Bridge, as well as	the type of
	to paste it in the activity			Mercury. The planets also have	several other bridges,	advertisement they
	sheet.			different atmospheres. Uranus,	(spans, span) the Thames River	will use (stereotype,
	Group II- <i>Draw Me</i>			Jupiter and Saturn have	4. A traffic light in front of	point of view,
	Draw the different informational			atmospheres of hydrogen and	steady streams of traffic	propaganda)
	text-type that you have			helium. The atmosphere on	(keeps, keep) the movement of	Examples:
	learned today.			Venus is made up of carbon	vehicles under control.	Group 1 – Shampoo
	Group III – Who am I?			dioxide. Earth has a nitrogen	5. Each entry within the	Group 2 – Detergent
	(dictionary) I give meaning,			and oxygen atmosphere.	guidelines (receives, receive)	Soap
	provide information about			Neptune's atmosphere is	a thorough reading	Group 3 – Bath Soap
	pronunciation, origin and usage.			mostly hydrogen. The	B. Read the following sentences.	Group 4 –
	(encyclopedia) I give information			planets also have different	Box the cause and encircle	Toothpaste
	on many subjects or on			temperatures. Uranus is the	the effect.	Group 5 – Powdered
	many aspects of one subject			coldest and Venus is the	1. I got a tummy ache when I	Juice
	typically			hottest.	ate too much ice cream. 2. Anne had cake for dessert	
	arranged alphabetically.			http://www.k12reader.com/wo		
	(magazine) I am a periodical publication containing articles			rksheet/find-the-main-idea-pla nets/view/	because it was her birthday. 3. Thomas was feeling sleepy	
	and illustrations.			Group Activity (Collaborative)	because he stayed up	
	Group IV- <i>Rap Me</i>			Pupils will be grouped into	late doing his homework.	
	Members of the group will create			three. Each group will be given	4. Dee was hungry, so her	
	a rap identifying the			envelope containing their	mother made her a	
	different informational text-type.			tasks.	cheese sandwich.	
	different informational text type.			Group I Give the main idea of	5. Kevin went to dentist because	
				the selection. Present your	he had a toothache	
				answer through a song.	The flux is cooking the	
				Group II Give the key sentence		
				of the selection. Write your		
				answer in a given strip of		
				cartolina and post it on the		
				board.		
				Group III Give the supporting		
				details found in the selection.		
				Present		
				it through a rap.		
						l

G.Finding Practical application of concepts and skills in daily living	Take a trip to the library. Let the pupils identify the parts of a card catalogue.	Group Activity (Collaborative) Group the pupils into five. Have a contest ingiving meaning of words. (teacher may give as many words)The first group that can post the meaning on the board wins	Read the selection below. Then, give the main idea,key sentence and supporting details. Various fossils have been found. Once in a while, the entire body of an animal may be found preserved in a layer of rock. More often, we find skeletons or parts of skeletons of animals that roamed the earth long ago. This is the kind offossil which has helped to know what dinosaurs looked like. We also find fossils imprints of leaves. Main idea Key Sentence Supporting Details 1 2 3	Group Activity: A. Pupils will be grouped into 2 Each group will be given metacards containing singular and plural verbs. As the teacher gives the sentences, each member of the group will take turns in posting the metacards on the board containing the correct answer. 1. This batch of cute, little kittens (is, are) ready to be sold. 2. The coach, as well as the fans, (was, were) disappointed in the team's performance. 3. The arrival of the new costumes (has, have) caused excitement among the cast of the play. 4. The artwork, in addition to the jewelry, (are, is) to be auctioned off in May. 5. An acre of trees and meadows (surrounds, surround) the house. B. Work in Pairs. Class will be divided into two. The teacher will prepare strips of manila paper with phrases containing causes and effects. The first group to pick up the causes and the second group to pick up the effects. As the teacher says "Go" the pupils shall look for their partner to come up with the correct sentence containing cause-effect relationship. (Teacher will provide phrases depending on the number of his/her pupils)	Group the pupils into 4 then let them choose from the commercial or TV ads that they have watched earlier and perform it .
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H.Making generalization and	Ir
abstraction about the lesson	n
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nformational texts are nonfictional writing, written with the intention of informing the reader about a specific topic. It is cypically found in magazines, newspaper, science books, autobiographies, and instruction manuals.

t uses special text which allows ts users to easily find key nformation and understand the main topic. This is done by placing a header over certain sections. It may also use visual representation with captions which includes pictures, graphs, ables, diagrams, and charts. A card catalogue is a file of cards uniform in size arranged in some definite order and listing the tems in the collection of a library or group of libraries. Each card dentifies a single item. The parts of a card catalogue are 1) call number; (2) author; (3) itle Entry; (4) publisher; (5) series title; and (6) subject neadings.

In giving precise information on a given topic, we may do the following: 1. We must have a reliable source which is verifiable. This

means that the information that we get must be true and real, not made up or unsure.

2. We must have supporting information.

Connotations and denotations are two principal methods of describing the meaning of words. **Connotations** refer to the wide array of positive and negative associations that most naturally carry them while **denotation** is the precise, literal definition of a word that might be found in a dictionary.

Key Sentence is the sentence which states the topic of the paragraph.

Supporting Details are the sentences in the paragraph which give information related to the topic.

Main Idea of a paragraph tells us what the paragraph is all about.

verb form agrees with the subject whether the verb comes next to the subject or is separated from it by other words. Such words and phrases do not change the number of the subject.

Therefore, be sure to make the verb agree in number with the subject, not with the intervening phrase.

Effect is defined as what happened. Cause is defined as why something happened. Clue words that signal causal relationships include: such as, because, so, consequently, therefore, thus, and since. To find an effect, readers ask, What happened? To find cause, readers ask Why

did this happen?

For us to determine the message of an image or idea we must first identify what image or idea was used to influence the viewer. There are certain ways how an image or idea is expressed

as follow:

Stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. Example is the stereotype of a woman is as "the carer" and a man as "the provider" **Point of view** is the particular attitude or

way of considering a matter. It can also be the position from which something or someone is observed. Example, two people are seeing the same image but each of them have a different point of view, they may see or interpret the image differently.

Propaganda information, especially of a biased or misleading nature,

I.Evaluating learning	Check (/) if the book is an informational text and cross (x) if it is not. 1. newspaper 2. magazines 3. instructional manuals 4. fairy tales 5. autobiography	Direction: Answer the following questions precisely. 1. Who are your parents? 2. What is your father/mother's work? Where does he/she work? 3. In what barangay do you live? In which purok? 4. What would you like to be when you grow up? 5. Where would you like to spend your vacation	Direction: Give the key sentence, supporting details and main idea of the selection. The root is an important part of the plant. It is responsible for getting water and minerals from the soil for the plant to grow. It also holds the plant in position. If roots are cut off from the plant, it would die. Main Idea:	A. Direction: Choose the correct verb form inside the parenthesis to complete each sentence. 1. A string on my electric guitar (is, are) out of tune. 2. Days during summer (seem, seems) to pass very quickly. 3. All stars, just like our sun (has, have) a system of planets. B. Arrange the following causes and effects to form a short paragraph. (2 pts.) - the air is so polluted - there are many people succumbing to respiratory diseases like asthma - the fish are dying - oil spills and toxic waste pollute the seas	used to promote or publicize a political cause or point of view. It is an information that is not impartial and is used primarily to influence an audience and further an agenda, often by presenting facts selectively to produce an emotional rather a rational response to the information Have them watch the commercial "Tide: Bossing sa Kaputian Kahit Tag-ulan" then answer the questions that follow. Choose your answer from the box 1. Based on the video clip, a mother is always and caring of her child. 2. In the video, they see Bossing Vic as an image of . 3. The commercial was biased because 4. The message of the video is that . 5. The commercial was intended for to buy. a. protective b. mothers c.cleanliness d.it was compared to
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J.additional activities for application or remediation	Answer the following questions. Choose your answer from the box. atlas globe maps magazine dictionary card catalogue encyclopedia almanac 1. Which informational text will help you find the meaning of awesome 2. Which reference material is used as an exact replica of the earth? 3. Which reference material will	Look up for the meaning of the following words. 1. responsible 2. great 3. information 4. extravagant 5. abundant	The Tsunami that hit Asia on December 26, 2004, was especially cruel. It spared no one. Countless men, women and chidren, who lived all their lives by the water but never learned how to swim, drowned and died. Families were ripped apart forever. It killed some 300,000 people across Asia. It left thousands homeless and poor. Main Idea:	Remediation A. Write at least 5 sentences with intervening phrases using the following verbs. 1. write 2. has 3. is 4. are 5. dances B. Write a three to five- sentence paragraph using cause- effect relationship.	e.cleanliness in clothing shows love for the family Watch other commercials/ TV ads, then write a short paragraph on how does it influence you as a viewer.
V.REMARKS	you use to find more information about the galaxy?		Key Sentence: Supporting Details:		
V.REIVIARKS VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson 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 lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils 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 lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in	answering their lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of

	answering the questions asked by the teacher. Pupils mastered the lesson despite of limited resources used by the teacher. Majority of the pupils finished their work on time. Some pupils did not finish their work on time due to unnecessary behavior.	Pupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	answering the questions asked by the teacher. Pupils mastered the lesson despite of limited resources used by the teacher. Majority of the pupils finished their work on time. Some pupils did not finish their work on time due to unnecessary behavior.	answering the questions asked by the teacher. Pupils mastered the lesson despite of limited resources used by the teacher. Majority of the pupils finished their work on time. Some pupils did not finish their work on time due to unnecessary behavior.	lessonPupils were interested on the lesson, despite of some difficulties encountered in
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?	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	Yes No of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation	of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and	Strategies used that work well:Metacognitive

taking and studying techniques, and vocabulary assignments.	taking and studying techniques, and vocabulary assignments.	studying techniques, and vocabulary assignments.	studying techniques, and vocabulary assignments.	Examples: Self assessments, note
Bridging: Examples:	Bridging: Examples:	Bridging: Examples:	Bridging: Examples:	taking and studying
Think-pair-share, quick-writes,	Think-pair-share, quick-writes, and	Think-pair-share, quick-writes,	Think-pair-share, quick-writes,	techniques, and
and anticipatory charts.	anticipatory charts.	and anticipatory charts.	and anticipatory charts.	vocabulary
, and an area passes, y area as		J	a	assignments.
Schomo Building: Evamples	Schema-Building: Examples:	Schama Building:	Schema-Building: Examples:	Bridging:Exampl
Schema-Building: Examples: Compare and contrast, jigsaw	Schema-Building: Examples: Compare and contrast, jigsaw learning,	Schema-Building: Examples: Compare and	Compare and contrast, jigsaw	es:Think-pair-share,q
learning, peer teaching, and	peer teaching, and projects.	Examples: Compare and contrast, jigsaw learning, peer	learning, peer teaching, and	uick-writes, and antici
projects.	peer teaching, and projects.	teaching, and projects.	projects.	patorycharts.
projects.		teaching, and projects.	projects.	Schema-Building:
	Contextualization:			Examples: Compare
Contextualization:	Examples: Demonstrations, media,	Contextualization:	Contextualization:	and contrast, jigsaw
Examples: Demonstrations,	manipulatives, repetition, and local	Examples: Demonstrations,	Examples: Demonstrations,	learning, peer
media, manipulatives, repetition,	opportunities.	media, manipulatives,	media, manipulatives,	teaching, and
and local opportunities.		repetition, and local	repetition, and local	projects.
	Text Representation:	opportunities.	opportunities.	Contextualizatio
Text Representation:	Examples: Student created drawings,			n:
Examples: Student created	videos, and games.	Text Representation:	Text Representation:	Examples:
drawings, videos, and games.	Modeling: Examples: Speaking	Examples: Student created	Examples: Student created	Demonstrations,
Modeling: Examples:	slowly and clearly, modeling the	drawings, videos, and games.	drawings, videos, and games.	media,
Speaking slowly and clearly,	language you want students to use,	Modeling: Examples:	Modeling: Examples:	manipulatives,
modeling the language you want	and providing samples of student	Speaking slowly and clearly,	Speaking slowly and clearly,	repetition, and local
students to use, and providing	work.	modeling the language you	modeling the language you	opportunities.
samples of student work.		want students to use, and	want students to use, and	Text
	Other Techniques and Strategies used:	providing samples of student	providing samples of student	Representation:
Other Techniques and Strategies	Explicit Teaching	work.	work.	Examples: Student
used:	Group collaboration			created drawings,
Explicit Teaching	Gamification/Learning throuh play	Other Techniques and	Other Techniques and	videos, and games.
Group collaborationGamification/Learning throuh	Answering preliminary activities/exercises	Strategies used: Explicit Teaching	Strategies used: Explicit Teaching	Modeling: Exam
play	Carousel	Group collaboration	Group collaboration	ples: Speaking slowly
Answering preliminary	Diads	Gamification/Learning	Gamification/Learning	and clearly, modeling
activities/exercises	Differentiated Instruction	throuh play	throuh play	the language you
Carousel	Role Playing/Drama	Answering preliminary	Answering preliminary	want students to
Diads	Discovery Method	activities/exercises	activities/exercises	use, and providing samples of student
Differentiated Instruction	Lecture Method	Carousel	Carousel	work.
Role Playing/Drama	Why?	Diads	Diads	Other Techniques
Discovery Method	Complete IMs	Differentiated Instruction	Differentiated Instruction	and Strategies used:
Lecture Method	Availability of Materials	Role Playing/Drama	Role Playing/Drama	Explicit Teaching
Why?	Pupils' eagerness to learn	Discovery Method	Discovery Method	, Group
Complete IMs	Group member's	Lecture Method	Lecture Method	collaboration
Availability of Materials	collaboration/cooperation	Why?	Why?	

Pupils' eagerness to learn	in doing their tasks	Complete IMs	Complete IMs	Gamification/Lea
Group member's	Audio Visual Presentation	Availability of Materials	Availability of Materials	rning throuh play
collaboration/cooperation	of the lesson	Pupils' eagerness to learn	Pupils' eagerness to learn	Answering
in doing their tasks		Group member's	Group member's	preliminary
Audio Visual Presentation		collaboration/cooperation	collaboration/cooperation	activities/exercises
of the lesson		in doing their tasks	in doing their tasks	Carousel
		Audio Visual Presentation	Audio Visual Presentation	Diads
		of the lesson	of the lesson	Differentiated
				Instruction
				Role
				Playing/Drama
				Discovery
				Method
				Lecture Method
				Why?
				Complete IMs
				Availability of
				Materials
				Pupils'
				eagerness to learn
				Group member's
				collaboration/cooper
				ation
				in doing their
				tasks
				Audio Visual
				Presentation
				of the lesson