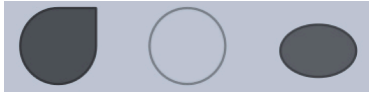
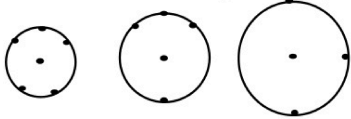

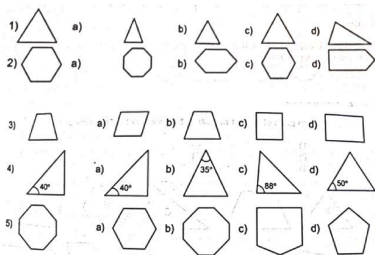
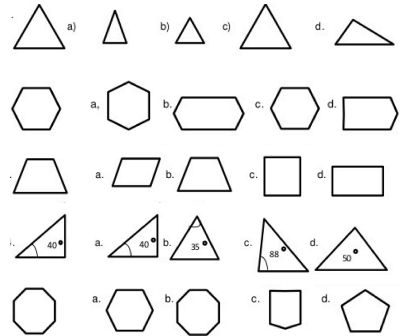
 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>V</b>
	<b>Teacher:</b>	<b>File created by Ma'am EDNALYN D. MACARAIG</b>	<b>Learning Area:</b>	<b>MATHEMATICS</b>
	<b>Teaching Dates and Time:</b>	<b>FEBRUARY 19 – 23, 2024 (WEEK 4)</b>	<b>Quarter:</b>	<b>3<sup>RD</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	The learner demonstrates understanding of polygons				
<b>B.Performance Standards</b>	The learner is able to construct and describe polygons				
<b>C.Learning Competencies/Objectives</b>	Visualizes congruent polygons Code: M5GE-IIIId-22,	Visualizes congruent polygons Code: M5GE- IIIId-22	Visualizes and describes a circle Code: M5GE – IIIId.23,	Identify the terms related to a circle Code: M5GE-IIIId-23	Identifies the terms related to a circle Code: M5GE-IIIId-23,
<b>II.CONTENT</b>	Visualizing Congruent Polygons	Visualizing congruent polygons	Visualizing and describing a circle	Geometry	Identifying the Terms Related to a Circle
<b>III.LEARNING RESOURCES</b>					
A.References					
1.Teacher’s Guide pages	CG p. 61/Lesson Guide in Elem. Math Gr. 5 pp. 358-362	CG p. 61/ Lesson Guide in Elem. Math Grade 5 pp. 358-362	CG p. 61	CG p. 61/ Mathematics for Better Life <sup>TM</sup> 5 pp.226-228	CG p. 61/ Mathematics for Better Life, Teacher’s Manual p. 226
2.Learners’s Materials pages					
3.Textbook pages	Mathematics for Better Life 5, p.350	Growing Up with Math 5 pp. 244-246	Mathematics for Better Life, pp	Mathematics for Better Life TX pp234-236	Mathematics for a Better Life 5, p. 234
4.Additional materials from learning resource (LR) portal	BEAM LG Gr. 5 Geometry		DepEd Learning Portal, Math 5		
B.Other Learning Resource	Charts, flash cards, graphing paper, cutouts of different polygons	cut-outs of polygons, activity sheets power point presentation graphing paper, scissors	metacards, charts, protractor, circle-shaped objects	Models of plane figures with curved edges, puzzle of different pictures of circles, circular cutouts	puzzle pieces, circle illustrations
<b>IV.PROCEDURES</b>					
A.Reviewing previous lesson or presenting the new lesson	1. Drill Climbing the ladder Mechanics a. The teacher group the pupils into 2 – boys and girls. b. He or she flashes the geometrical figures written on the flash cards and let it be identified by the pupils. c. The pupils who answer the question will step one ladder up. The first group to reach the top is the winner. 2. Review Guessing Game- What am I? a. I am a 3-sided polygon with congruent side. b. I am a 4-sided polygon with congruent sides. c. I have 10 sides.	1. Review: Identifying Polygons Strategy: Guessing Game – What Am I 1. I am a 3-sided polygon with congruent side 2. I am 4-sided polygon with congruent sides 3. I have nine sides 4. I am a four- sided polygon with one pair of parallel side. 5. I am a 3-sided polygon with two sides equal	1. Drill Directions: Which of the following is a circle.  2. Review 🗨️ What is a polygon? 🗨️ Give examples of polygons	1. Drill on visualizing circle The teacher uses pictures or real objects and let the pupils identify whether it is a circle or not Directions: Clap your hands twice if the object is a circle and stamp your feet thrice if it is not 2. Review Group the class into 3 groups. Give them activity card and let them write their answers on metacards. Group I- Name five objects that suggest a circle. Group II- Why is a ball not an example of a circle. Group III- What differentiates a circle from other plane figures	1. Drill Post figures with curved edges on the board. Ask pupils to identify each figure. Have the pupils identify which of these are circles 2. Review Directions: Identify and name the parts of the circle

	<p>d. I am a four-sided polygon with 1 pair of parallel side.</p> <p>e. I have 8 sides.</p>				
B.Establishing a purpose for the lesson	<p>Ask: Look at our blackboards. Do they have the same size and Shape? Look around the room. What objects have the same shape and size?</p> <p>Values Integration</p> <p>Ask some pupils to relate their experiences. Lead them to the discussion that will develop their willingness to do the assigned tasks.</p>	<p>Look at our blackboards. Do they have the same size and shape?</p> <p>Look around the room. What objects have the same size and shape?</p>	Is a circle a polygon? Why do you think so?	<p>Strategy: Game (puzzle)</p> <p>Mechanics:</p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups.</li> <li>2. Group Leaders will pick or get the envelope containing parts of puzzle.</li> <li>3. Give them 1 minute to form the puzzle. And the first group to complete it wins the game.</li> <li>4. Remind each pupil to be a good sport when playing games</li> </ol>	<p>Strategy: Puzzled Up</p> <p>Materials: puzzle pieces of a circle</p> <p>Mechanics:</p> <ol style="list-style-type: none"> <li>a. Group the pupils into 4's.</li> <li>b. Each group will have their activity kit which includes pieces of puzzle.</li> <li>c. Each group will form the pieces to form a circle. They will form 3 pieces of circles of different sizes.</li> <li>d. The first group to post their work wins</li> </ol>
C.Presenting Examples/ instances of the new lesson	<p>Strategy: Looking for the correct pair</p> <p>Materials: cutouts of polygons, ruler, protractor and identify them</p> <p>Mechanics:</p> <ol style="list-style-type: none"> <li>a. Group the pupils into 4's.</li> <li>b. Distribute envelopes with cutouts of polygons, two of which are pair.</li> <li>c. Instruct the pupils to look for the pair of the polygons as shown below. Let them measure the sides and the angles. Let them paste the polygons in pair on manila paper</li> <li>d. Ask the pupils. What can you say about the sides of each pair of polygons? What can you say about the shape? What Can you say about the angles?</li> <li>e. Let the pupils draw congruent polygons and identify them.</li> </ol>	<p>Materials: cut outs of polygons, ruler, protractor</p> <p>Mechanics:</p> <ol style="list-style-type: none"> <li>a. Group the pupils into 4's.</li> <li>b. Distribute envelopes with cut outs of polygons, two of which are pair.</li> <li>c. Let the pupils look for the pair of polygons as shown below. Let them measure the sides and the angles. Let them paste the polygons in pair on a manila paper</li> </ol> <p>What can you say about the sides of each pair of polygons?</p> <p>What can you say about the shape?</p> <p>What can you say about the angles?</p>	<p>Have the pupils observe the circles below.</p> <p>Take a look at each of the circles. Do you find any line segment?</p> 	<ol style="list-style-type: none"> <li>a. Strategy: Paper Folding Activity</li> </ol> <p>Mechanics:</p> <ol style="list-style-type: none"> <li>1) Divide the class into 5 groups.</li> <li>2) Give each group a piece of circular cutout.</li> <li>3) Let them fold it in half. (Focus the pupils' attention on the line segment formed by the fold. Introduce the term Diameter to name the line segment.</li> <li>4) After that, let them fold the cutout such that the diameter is halved. (Introduce the term radius to the name of the new line segment formed). How the length of the radius compares with the diameter? What is a diameter? What is a radius?</li> <li>5) Using a marker, let them mark the center of the circle. (Specify that a center named the circle.</li> </ol> <ol style="list-style-type: none"> <li>b. Present another circle cutout/picture like shown below</li> </ol> <p>Look at the circle that is posted. Can you give the lines in a circles? How do we name this circle? What can you say on Line ED? How will you the describe it? (so we called it chord whose endpoints lie on a circle.)</p>	<p>Strategy: Naming Parts of the Circle</p> <p>Materials: circular cut-outs</p> <p>Mechanics:</p> <ol style="list-style-type: none"> <li>a. Group the pupils into 4's.</li> <li>b. Study the circle.</li> <li>c. Trace the circle around from point P back to the same point. (That is the circumference of the circle.)</li> <li>d. Trace the curve line from point P to point Q passing point N. (That is the called semi-circle.)</li> <li>e. Trace point N to point Q. (That is a minor arc. The degree measures less than 180°.</li> <li>f. Trace point N to point Q passing point P. (That is the major arc. The degree is greater than 180°.</li> </ol>
D.Discussing new concepts and practicing new skills #1	Teacher then processed the output done by each group.	<p>Mechanics:</p> <ol style="list-style-type: none"> <li>a. Group the pupils into 4 groups</li> </ol>	Strategy: Direct Instruction	Directions: Group the class into four. Use the illustrated circle at the	Presentation of each group

		<p>b. Let them bring out their ruler and graphing paper</p> <p>c. Instruct the pupils to draw different polygons using the graphing paper. Draw one pair of polygons with the same size and shape</p> <p>Group 1- three-sided polygons like equilateral, isosceles and scalene</p> <p>Group 2- four-sided polygons</p> <p>Group 3- five to seven-sided polygons</p> <p>Group 4- eight to ten-sided polygons</p> <p>d. Let the pupils compare the figures they cut.</p> <p>e. What can you say about their size and shape?</p> <p>f. Guide the pupils to answer that the pair of plane figure with exactly the same shape and size are congruent.</p> <p>g. Ask: How did you feel when performing the activity?</p> <p>What value is developed when you performed the activity?</p>	<p>🖋️ A circle is a simple closed curved. It is composed of a set of points equidistant from a fixed point called the center of the circle.</p> <p>🖋️ In the illustration point O is found at the center of the circle.</p> <p>🖋️ A circle is named by its center. This circle is called circle O.</p> <p>🖋️ Segment OA is a radius. Radius is a line segment from the center to any point on the circle. A radius is half of a diameter.</p> <p>🖋️ We can use a protractor to draw a circle. A protractor is an instrument that is used to draw circles with different radii. We can also trace a circle from other objects with a shape of a circle.</p>	<p>right in answering the items in the activity.</p> <p>1. The circle is named as _____.</p> <p>2. OT is a _____.</p> <p>3. OE is a _____.</p> <p>4. HE is a _____.</p> <p>5. The center of the circle is _____.</p> <p>6. Name 3 radii: _____, _____, _____.</p> <p>7. Name 2 diameters: _____, _____, _____.</p> <p>8. Name the chords: _____, _____.</p>	<p>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</p>																						
E.Discussing new concepts and practicing new skills #2	<p>a. How do you find the activity?</p> <p>b. When do you say that two polygons are congruent?</p> <p>c. What other strategies will you use to help you find that two or more polygons are congruent?</p>	Presentation of each group		Presentation of each group	<p>What is the name of the circle?</p> <p>How will you describe the circumference of the circle?</p> <p>How is the semi-circle formed?</p> <p>How will you describe minor arc? major arc?</p> <p>How will compare minor and major arc?</p> <p>How will you describe the area of the circle?</p>																						
F.Developing Mastery	<p>Directions: Look at the figures. Which of them appears to be congruent?</p> <p>Name the pairs</p>	<p>Directions: Identify the figure in Figure I that is congruent in Figure II</p> <table><thead><tr><th>Figure I</th><th>Figure II</th></tr></thead><tbody><tr><td>1. Quadrilateral FBEF</td><td>_____</td></tr><tr><td>2. Triangle CBE</td><td>_____</td></tr><tr><td>3. Triangle GCH</td><td>_____</td></tr><tr><td>4. Quadrilateral ACGF</td><td>_____</td></tr><tr><td>5. Triangle CDE</td><td>_____</td></tr><tr><td>6. Triangle ABF</td><td>_____</td></tr><tr><td>7. Segment FH</td><td>_____</td></tr><tr><td>8. Segment BC</td><td>_____</td></tr><tr><td>9. Angle DCE</td><td>_____</td></tr><tr><td>10 Triangle CDB</td><td>_____</td></tr></tbody></table>	Figure I	Figure II	1. Quadrilateral FBEF	_____	2. Triangle CBE	_____	3. Triangle GCH	_____	4. Quadrilateral ACGF	_____	5. Triangle CDE	_____	6. Triangle ABF	_____	7. Segment FH	_____	8. Segment BC	_____	9. Angle DCE	_____	10 Triangle CDB	_____	<p>Strategy: Thinking Skills</p> <p>Analyze the following figures. What are they?</p> 	<p>Directions: Use circle O at the right to identify each line segment as a radius, a diameter and a chord.</p> <p>1. Line AC</p> <p>2. Line OA</p> <p>3. Line FM</p> <p>4. Line OD</p> <p>5. Line OC</p> <p>6. Line OF</p> <p>7. Line AB</p> <p>8. Line DC</p>	<p>Directions: Refer to Circle O to name the following.</p> <p>a. a minor arc _____</p> <p>b. a major arc _____</p> <p>c. a semicircle _____</p> <p>Direction: Do the following.</p> <p>d. Trace the circumference of the circle.</p> <p>e. Shade the area of the circle</p>
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G.Finding Parctical application of concepts and skills in daily living	Directions: Look at the things inside the classroom and identify the congruent sides or faces. a. books d. tables b. chalkboard e. walls c. cabinets	1. Look at the things inside the classroom and identify the congruent sides or faces. a. books b. tables c . chalkboard d. wall e. cabinets 2. Find pair of figure in your classroom that shows congruency	Using the circles and different shapes given to your group, create a new figure from it. Post your work and explain what you have formed	Directions: Form five groups. Let each group draw their own circle. Have them illustrate a radius, diameter and a chord. Give them time to do this. Each group will present their output	Directions: Group the pupils into 3's. Let the draw the following circle illustrating the following. Shade the area of the three circles differently. a. minor arc b. major arc c. semi-circle
H.Making generalization and abstraction about the lesson	When do you say that two polygons are congruent?	Lead the pupils to generalize that two polygons are congruent if: a. Both have the same shape and size. b. Tracing of one fits the other. c. Their corresponding angles and sides are congruent	What is a circle?	How will you identify the radius, diameter, chord and center of a circle?	How will you identify the circumference, area, semi-circle, minor arc, and major arc of a circle
I.Evaluating learning	Directions: Check the letter of the figure that is congruent to the first figure  The image shows five sets of geometric figures for congruency evaluation. Each set consists of a target figure followed by four options labeled a, b, c, and d. 1) A triangle with a horizontal base and a vertical height. Options: a) identical triangle, b) triangle with different proportions, c) triangle with different proportions, d) triangle with different proportions. 2) A hexagon. Options: a) identical hexagon, b) hexagon with different proportions, c) hexagon with different proportions, d) hexagon with different proportions. 3) A trapezoid. Options: a) identical trapezoid, b) trapezoid with different proportions, c) trapezoid with different proportions, d) trapezoid with different proportions. 4) A right triangle with a 40-degree angle. Options: a) identical triangle, b) triangle with a 35-degree angle, c) triangle with an 88-degree angle, d) triangle with a 50-degree angle. 5) A regular octagon. Options: a) identical octagon, b) octagon with different proportions, c) octagon with different proportions, d) octagon with different proportions.	Evaluating Learning Write the letter of the figure that is congruent to the first figure.  The image shows five sets of geometric figures for congruency evaluation. Each set consists of a target figure followed by four options labeled a, b, c, and d. 1) A triangle with a horizontal base and a vertical height. Options: a) identical triangle, b) triangle with different proportions, c) triangle with different proportions, d) triangle with different proportions. 2) A hexagon. Options: a) identical hexagon, b) hexagon with different proportions, c) hexagon with different proportions, d) hexagon with different proportions. 3) A trapezoid. Options: a) identical trapezoid, b) trapezoid with different proportions, c) trapezoid with different proportions, d) trapezoid with different proportions. 4) A right triangle with a 40-degree angle. Options: a) identical triangle, b) triangle with a 35-degree angle, c) triangle with an 88-degree angle, d) triangle with a 50-degree angle. 5) A regular octagon. Options: a) identical octagon, b) octagon with different proportions, c) octagon with different proportions, d) octagon with different proportions.	Directions: Draw objects that can be found inside and outside the classroom that has a shape of a circle. Label the object you have drawn	Directions: Refer to the circles below to answer the following 1. Name the diameters and radii in the circle. 2. Which line segments in the circle are chords	Directions: Use circle O to identify each line segment in the figure. a. FG b. RS c. SE d. GE e. AS
J.additional activities for application or remediation	Directions: Draw 2 congruent figures of the following polygons. 1. Trapezoid 2. Octagon 3. Pentagon 4. Isosceles triangle 5. Decagon	Directions: Certain artists, such as Pablo Picasso, created paintings and drawings using a style called "cubism." Cubism is an abstract style where the artist arranges cubes and other geometric forms in their work. A cubist painting could contain shapes like those below.	Directions: Name 5 things found in your home that has a shape of a circle	Directions: Have the pupils work in pairs. They will each fold a circle to show 4 diameters and name the diameters and the radii formed. Have them explain what part of each diameter a radius is. Enrichment Directions: Use this circle to show three diameters and three radii. Use capital letters to name the points on the circle	Directions: Illustrate five circles showing the following parts of the circle. Label each illustration. a. circumference b. area c. minor arc d. major arc e. semicircles
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery

B.No.of learners who require additional activities for remediation	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>
F.What difficulties did I encounter which my principal or supervisor can help me solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did I use/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:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</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:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</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:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</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:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</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:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>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> <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> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p><b>___Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b> <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> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p><b>___Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b> <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> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p><b>___Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b> <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> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>	<p><b>___Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b> <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> ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p><b>Why?</b> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson</p>
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