

School:		Grade Level:	V
Teacher:	Credit to the author of this file	Learning Area:	MATHEMATICS
Teaching Dates and			
Time:	DECEMBER 12-16, 2022 (WEEK 6)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner demonstrates understanding of the four fundamental operations involving decimals	The learner demonstrates understanding of division involving decimals	The learner demonstrates understanding of decimals	The learner demonstrates understanding of the four fundamental operations involving decimals	The learner is expected to demonstrate understanding of the four fundamental operations involving decimals and ratio and proportion
B.Performance Standards	The learner is able to apply the four fundamental operations involving decimals	The learners are able to apply division involving decimals in mathematical problems and real-life situations	The learner is able to recognize and represent decimals in various forms and contexts	The learner is able to apply the four fundamental operations involving decimals 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
C.Learning Competencies/Objectives	Visualizes division of decimal numbers using pictorial models Code: M5NS –IIf-115	Divides decimals with up to 2 decimal places Code: M5NS- II f- 116.1	Divides decimals with up to 2 decimal places Code: M5NS-IIf-116.1	Divides whole numbers with quotients in decimal form Code: M5NS-IIf-116.2	Divides whole numbers with quotients in decimal form Code: M5NS-IIf-116.2
II.CONTENT	Visualizing division of decimal numbers using pictorial models	Dividing Decimals With Up to 2 Decimal Places	Dividing Decimals with up to 2 Decimal Places	Dividing Whole Numbers with Quotients in Decimal Form	Dividing whole numbers with quotients in decimal form
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	Curriculum Guide, page 59 Lesson Guides in Math 5 pp. 305-310	Curriculum Guide, page 59 Lesson Guide in Math 5, p 314-318	Curriculum Guide, page 59	Curriculum Guide, page 59	Curriculum Guide, page 59
2.Learners's Materials pages					
3.Textbook pages	Mathematics for a Better Life 5 pp. 168-169	Mathematics for Better Life 5	Mathematics for a Better Life pp 5. 182-183	Mathematics for Better Life 5, p. 182	Realistic Math Worksheet, pp. 50 - 52
4.Additional materials from learning resource (LR) portal		MISOSA Gr. 5 Module – Dividing Decimals With Up to 2 Decimal Places			
B.Other Learning Resource	blocks, coins, metacards, flash cards, number lines	Flash cards, metacards, activity sheets, charts	Flashcards, number cards, powerpoint presentations	flash cards, activity cards, charts	Charts, flashcards
IV.PROCEDURES					-
A.Reviewing previous lesson or presenting the new lesson	1. Drill (Mental Computation) I have P 100.00. If I will give it to my 5 children, how much will each get? 2. Review	Mental Computation Drill on division a. 324 ÷ 4 d. 248 ÷ 8 b. 168 ÷ 2 c. 567 ÷ 7 2. Review	1. Drill Directions: Divide the following a. 324 *4 b. 168 *2 c. 567 *7 d. 248 *8	Game Relay a. Teacher prepares flashcards with division. b. Pupils will divided into two groups with 3 members of each group. Page378	1. Drill Have a game on dividing whole numbers. Use flashcards. Let the pupils divide as fast as they can 2. Review

	Dividing decimals by whole	Dividing decimals by whole	2. Review	c. As the teacher flashes the card, each	Conduct a review on the terms
	numbers	numbers	Review on dividing decimals by whole	player will give the answer.	used in a division sentence.
	Strategy: Number Scramble	Strategy: Number Scramble	numbers	d. The first to give the answer correctly,	For instance, the number that is
	Materials: 4 sets of cards with the	Mechanics:	Strategy: Game- Number Scramble	will take 1 step forward.	divided is called the
	following digits 0 to 5, a decimal	a. Let 2 group stand in front facing	Mechanics:	e. The first to reach the platform, wins	dividend. The number that
	point and a division sign.	the class. Give each	a. Let 2 groups stand in front facing	the game.	divides the dividend is the
	Mechanics:		the class. Give each group the set of		divisor.
	a. Divide the class into 4 groups.	group the set of number cards and	number cards and decimal	$50 \div 5 = n \ 2,120 \div 10 = n \ 288 \div 24 = n$	The answer in division is the
	b. Distribute the sets of cards to	the decimal point.	point.	120 ÷ 60 = n 780 ÷ 12 = n 860 ÷ 4 = n	quotient.
	the different groups.	b. Flash the cads (all cards must be	b. Flash the cards (all cards must be	2. Reviewing Previous Lesson	Let the pupils identify the
	c. Using the numbers on their	manageable by the	manageable by the pupils).	Directions: Find the quotient	dividend, divisor and quotient
	cards, ask the groups to form a		Example:	1. How many 0.31 meter are there in 9.	·
	division equation that gives the	pupils)	c. Pupils in each group form the	61 meters?	
	smallest possible quotient.	$3.6 \div 4\ 3.66 \div 3\ 0.25 \div 5\ 0.84 \div 2$	answer to the question using their	2. How many 0.12 cm are there in 6.48	
	d. Go around the room to check	c. Pupils in each group form the	number and the decimal point.	cm?	
	the group's answers.	answer to the question using	d. The teacher will read the answer	3. How many 0.26 m are there in 5.98	
	e. Repeat the activity, this time	their number and the decimal	from left to right.	m?	
	have the groups from a division	point.	e. The group who can give the correct	4. How many 0.47 m are there in 6.11	
	equation with the greatest	d. The teacher will read the answer	answer first earns a point.	m?	
	possible quotient	from left to right.	f. Game continues until all equation	5. How many 0.08 kg are there in 6.48	
		e. The group who can give the	cards have been used up.	kg?	
		correct answer first earn the	g. The team with the most number of		
		point.	points earned points.		
		f. Game continues until all equation			
		cards have been used			
		ир			
B.Establishing a purpose for the	Show real blocks to the pupils.	What projects do you do in your	What project do you do in your EPP	How many are you in the family?	Talk about surprises and their
lesson	Where do we usually use these	EPP class? Do you make	class? Do you make it yourself? Do	Have you experienced bringing home	reactions.
	blocks? This time, we will use	them yourselves? Do you submit	you submit it on time?	something which is not	Do you love surprises? When do
	blocks in our lesson.	them on time?		enough for your family?	you give a surprise to your loved
				How did you share it equally to	ones? How do you feel when you
				everyone?	see in their faces that they like
					your surprise?
C.Presenting Examples/ instances of	Present a grid	a. Present the problem opener with	Present a story problem	Ana brought home 3 suman. If she has 4	Strategy: Think-Pair-Share
the new lesson		flowchart	Tassie bought 0.75 metre of pink	sisters, how will she divide it equally	Present the situation below to
		Aldy bought a piece of rattan	ribbon, which she cut into 0.25 metre	among her sisters?	the class.
		0.80-metre long for his	strips for her project in EPP. How		Nicole and his brother want to
		EPP project. He cut it into pieces of	many pieces did she make?		surprise their mother on her
		0.4 metre each. How			coming birthday next month.
		many pieces did he make?			They want to give her a bag
		b. Help the pupils understand the			worth Php 475 as a gift. How
		answer by asking some			much would they share equally?
		comprehension questions.			
		What are given? What is asked?			What kind of sons are they?
		What processes are you			Do you also give surprises to
		going to use to solve the problem?			your parents?

D.Discussing new concepts and practicing new skills #1	Now look at the pictorial model that you made. Why did you trade ones block for tenths? Into how many tenths did we divide the whole block? 1 whole block is = 10 blocks of tenths How many tenths are there now? Why did you separate the tenths into groups of four tenths? Into how many groups did we divide? How many groups of tenths do you have? What is the quotient of 1.2 ÷ 0.4? This time use pictorial models to divide 1.4 ÷ 0.2.	Divide the class into group of 5s. Tell each member of the group that they are going help each other to solve the given problem. After each group have finished, asked them to post their output on the board.	3.66 3 3 0.84 2 2 0.25 5 5 3.6 4 4 Tassie bought 0.75 metre of pink ribbon, which she cut into 0.25 metre strips for her project in EPP. How many pieces did she make? a. Have the pupils understand the word problem by asking some comprehension questions. What are given? What is asked in the problem? What operation should you use to solve the problem? What is the correct anser? Explain it. b. Do the activity. "Pair Share" Let them write the number sentence for the problem. Give them time to brainstorm the possible way on how to perform the operation on a given decimal numbers. c. Call some volunteers to show their answer on the board. d. Processing the answer of the pupils. Show this flow chart to show the sequential steps in dividing decimal by a decimal. 1. What did we multiply to the dividend and the divisor? 2. Why do you multiply both dividend and divisor by 100? 3. Ask each pair to check their answer using multiplication to find out whether the answer is reasonable.	a. Task for each group (Group of 4) 1. Use strips of paper to represent the 3 suman. 2. Divide each strip into 4 equal parts. 3. Give one piece to each member of the group. Do the same with the other strips. 4. Answer the following: a. What do you call each part? b. How many fourths did each one receive? c. How do you change 34 to decimal? (by multiplying both terms by 25; that is, 3 x 25 = 75; 4 x 25 = 100) d. How will you write 75 and 100 in fraction form? e. How is 75100 written in decimal form? f. What is the quotient of 3 ÷ 4? g. Show your solution.	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, ask 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?
E.Discussing new concepts and practicing new skills #2	Give other examples	Give other examples	Give other examples	Give other examples	Give other examples
F.Developing Mastery	Based on your group's output, what is one way to divide decimals? What may we use? We may use picture model to divide decimals.	After the activity, ask the pupils to explain their answers. What operation should you use to solve the problem? Why is division the operation needed to solve it? Let the pupils write the number sentence on the board.	Divide and find the answer. Do it by pair. Think-Pair-Share 1. What is 0.75 divided by 0.25? 2. How many 0.8 are there in 0.64? 3. What is the average point if 0.92 is divided by 0.23?	Read, analyze and solve the problem A dressmaker has a bolt of fabric that is 49 meters long. She plans to make 50 table runners. How long will each piece be? Understand Know what is asked in the problem? Know what are the given facts:	Directions: Group the learners into five groups. Instruct them to divide the following numbers. 1). $15 \div 9$ 2). $11 \div 2$ 3). $7 \div 4$ 4). $431 \div 3$ 5). $840 \div 11$

G.Finding Parctical application of concepts and skills in daily living	Strategy: Coins model Materials: P 0.25; 0.05 or 25 c and 5 c Directions: Find the quotient using coins for a pictorial model How many five centavos are there in twenty-five centavo coins? To find the answer, divide: 25 c ÷ 5 c = 5 P 0.25 ÷ P 0.05 = 5 P 0.25 = P 0.05 P 0.05 P 0.05 P 0.05 P 0.05 P 0.05	0.8 ÷ 0.4 = N The teacher show the flowchart to show the sequential steps in dividing a decimal by a decimal. Talk about the chart. What did we multiply to the dividend and the divisor? To what number did we actually multiply the equation 0.8/0.4? Why do you multiply both dividend and divisor by 10? Elicit from the pupil that once the divisor has been changed to a whole number, the equation can then be simplified just like in dividing whole numbers. To find whether your answer is reasonable or not, use multiplication to check your answer. Directions: Group yourself into 5 groups. Think-pair and share to find the quotient: G = 1 0.81 ÷ 0.9 G = 2 0.88 ÷ 0.11 G = 3 0.56 ÷ 0.7 G = 4 0.54 ÷ 0.06 G = 5 0.45 ÷ 0.15	4. A 0.78 hectares cornfield is divided equally by three children of the farmer. How much part of the cornfield each child received? 5. How many pieces of cloth 0.23 each can be cut from 0.65 m long? Directions: Find the quotient. 1. When 94.5 is divided by 0.15, what is the quotient? 2. What is N in the equation, 6.93 ** 0.11=N? 3. How many 0.29 are there in 9.28? B. Directions: Find the quotient. 1) 0.24 ** 0.4 = 2) 0.56 ** 0.7 = 3) 0.72 ** 0.9 = 4) 0.88 ** 0.11 = 5) 0.06 ** 0.54 =	Plan	Read and solve the problem Father left Php 50 on the table for you and your two brother's snack. The three of you decide to share it equally so each one can buy what he likes for a snack. What will be the amount each of you can receive?
H.Making generalization and abstraction about the lesson	Lead the pupils to give the following generalizations: How do we divide decimal numbers	How do we divide decimal with decimal up to 2 decimal places?	How do we divide decimal by a decimal with up to 2 decimal places?	How do we divide whole numbers with decimal quotients? In dividing whole numbers with a decimal quotients:	How do you divide whole numbers with quotient in decimal form?

				o write the equation in fraction form, dividend as numerator and divisor as	
				denominator o divisor must be bigger than its dividend	
				o divide numerator by its denominator,	
				since numerator is smaller than denominator it can't be divided	
				o add zero to the numerator but before that add a decimal point before zero	
				o quotient must then have a decimal point.	
I.Evaluating learning	Illustrate the quotient using	Find the quotient	Find each quotient		Directions: Divide the following
	number line model. 0.25 ÷ 0. 05 =	1). 0.24 ÷ 0.4 2). 0.56 ÷ 0.8	1). 0.09 * 0.03= 2). 0.93 * 0.3 =	Find the quotient. Round your answer to the nearest	whole numbers. 1). 16 ÷ 3
	Look at this number line model of	3). 0.72 ÷ 0.9	3). 0.3.2 * 0.4 =	place value indicated to complete the	2). 21 ÷ 6
	0.25 ÷ 0. 05 = 5	4). 0.48 ÷ 0.8	4). 18.6 🏶 0.02 =	table	3). 20 ÷ 3
	What do you notice on the divisors?	5). 0.18 ÷ 0.3	5). 2.4 📽 0.06 =	a) 5 ÷ 8	4). 11 ÷ 6 5). 20 ÷ 12
	■ How many units of 0.6 scale are			u, 5 . 5	3). 20 . 12
	there?			b) 12 ÷ 18	
	What happen to the dividend?How many unit of scales are			c) 15 ÷ 80	
	there?			6, 15 : 60	
				d) 16 ÷ 18	
				e) 14 ÷ 24	
J.additional activities for application	Illustrate the quotient using the	Find the quotient.		Find the quotient.	Divide the following whole
or remediation	following models below.	1. What is 0.75 divided by 0.25?	Answer these questions.	1. 25 ÷ 50 = N	numbers.
	$2 \div 0.4 =$ 2.) $3.6 \div 0.6 = N$	2. How many 0.8 are there in 0.64? 3. What is the average point if 0.92	1. How many 0.31 metres are there in 96.1 metre?	2. 56 ÷ 58 = N 3. 72 ÷ 74 = N	1). 4012 ÷ 16 4). 3520 ÷ 23
	2.) 3.0 ÷ 0.0 = N	by 0.23?	2. How many 0.12 cm are there in	$4.99 \div 100 = N$	2). 1209 ÷ 24
		4. A 0.78 hectares cornfield is	6.48 cm?		5). 5628 ÷
		divided equally by three	3. How many 0.26 cm are there in 59.8 cm?		3). 9936 ÷ 2
		children of the farmer. How much part of the cornfield	4. How many 0.8 kg are there in 6.4 kg		
		each child received?	5. How many 0.47 m are there in 61.1		
		5. How many pieces of cloth 0.23 m	m?		
		each can be cut from a 0.65 m long?			
V.REMARKS				1	•
VI.REFLECTION					
A.No. of learners who earned 80% in	Lesson carried. Move on to the	Lesson carried. Move on to the	Lesson carried. Move on to the	Lesson carried. Move on to the next	Lesson carried. Move on to
the evaluation	next objective. Lesson not carried.	next objective. Lesson not carried.	next objective. Lesson not carried.	objective. Lesson not carried.	the next objective. Lesson not carried.
	Lesson not carried.	Lesson not carried.	Lesson not carried.	Lesson not carried.	Lesson not carried.

	% of the pupils got 80%	% of the pupils got 80%	% of the pupils got 80%	% of the pupils got 80% mastery	% of the pupils got 80%
	mastery	mastery	mastery		mastery
B.No.of learners who require	Pupils did not find difficulties	Pupils did not find difficulties in	Pupils did not find difficulties in	Pupils did not find difficulties in	Pupils did not find difficulties
additional activities for remediation	in answering their lesson.	answering their lesson.	answering their lesson.	answering their lesson.	in answering their lesson.
	Pupils found difficulties in	Pupils found difficulties in	Pupils found difficulties in	Pupils found difficulties in answering	Pupils found difficulties in
	answering their lesson.	answering their lesson.	answering their lesson.	their lesson.	answering their lesson.
	Pupils did not enjoy the lesson	Pupils did not enjoy the			
	because of lack of knowledge,	because of lack of knowledge,	because of lack of knowledge, skills	because of lack of knowledge, skills and	lesson because of lack of
	skills and interest about the	skills and interest about the lesson.	and interest about the lesson.	interest about the lesson.	knowledge, skills and interest
	lesson.	Pupils were interested on the	Pupils were interested on the	Pupils were interested on the	about the lesson.
	Pupils were interested on the	lesson, despite of some difficulties	lesson, despite of some difficulties	lesson, despite of some difficulties	Pupils were interested on
	lesson, despite of some	encountered in answering the	encountered in answering the	encountered in answering the questions	the lesson, despite of some
	difficulties encountered in	questions asked by the teacher.	questions asked by the teacher.	asked by the teacher.	difficulties encountered in
	answering the questions asked by	Pupils mastered the lesson	Pupils mastered the lesson despite	Pupils mastered the lesson despite of	answering the questions asked by
	the teacher.	despite of limited resources used by	of limited resources used by the	limited resources used by the teacher.	the teacher.
	Pupils mastered the lesson	the teacher.	teacher.	Majority of the pupils finished their	Pupils mastered the lesson
	despite of limited resources used	Majority of the pupils finished	Majority of the pupils finished	work on time.	despite of limited resources used
	by the teacher.	their work on time.	their work on time.	Some pupils did not finish their work	by the teacher.
	Majority of the pupils finished	Some pupils did not finish their	Some pupils did not finish their	on time due to unnecessary behavior.	Majority of the pupils
	their work on time.	work on time due to unnecessary	work on time due to unnecessary		finished their work on time.
	Some pupils did not finish their	behavior.	behavior.		Some pupils did not finish
	work on time due to unnecessary				their work on time due to
	behavior.				unnecessary behavior.
C.Did the remedial work? No.of	of Learners who earned 80%	of Learners who earned 80%	of Learners who earned 80%	of Learners who earned 80% above	of Learners who earned 80%
learners who have caught up with	above	above	above		above
the lesson					
D.No. of learners who continue to	of Learners who require	of Learners who require	of Learners who require	of Learners who require additional	of Learners who require
require remediation	additional activities for	additional activities for remediation	additional activities for remediation	activities for remediation	additional activities for
	remediation				remediation
E.Which of my teaching strategies	YesNo	Yes No	Yes No	YesNo	YesNo
worked well? Why did these work?					
					l
,	of Learners who caught up the lesson				
F.What difficulties did I encounter	of Learners who caught up the lesson	of Learners who caught up			
F.What difficulties did I encounter	of Learners who caught up	of Learners who caught up the	of Learners who caught up the	of Learners who caught up the	of Learners who caught up the lesson
	of Learners who caught up the lesson of Learners who continue to	of Learners who caught up the lesson of Learners who continue to	of Learners who caught up the lesson of Learners who continue to	of Learners who caught up the lesson of Learners who continue to require	of Learners who caught up the lesson of Learners who continue to
F.What difficulties did I encounter which my principal or supervisor can	of Learners who caught up the lesson of Learners who continue to	of Learners who caught up the lesson of Learners who continue to	of Learners who caught up the lesson of Learners who continue to	of Learners who caught up the lesson of Learners who continue to require	of Learners who caught up the lesson of Learners who continue to
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	of Learners who caught up the lesson of Learners who continue to require remediation	of Learners who caught up the lesson of Learners who continue to require remediation	of Learners who caught up the lesson of Learners who continue to require remediation	of Learners who caught up the lesson of Learners who continue to require remediation	of Learners who caught up the lesson of Learners who continue to require remediation
F.What difficulties did I encounter which my principal or supervisor can helpme solve? G.What innovation or localized	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:
F.What difficulties did I encounter which my principal or supervisor can helpme solve? G.What innovation or localized materials did used/discover which I	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well: Metacognitive Development:
F.What difficulties did I encounter which my principal or supervisor can helpme solve? G.What innovation or localized materials did used/discover which I	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note
F.What difficulties did I encounter which my principal or supervisor can helpme solve? G.What innovation or localized materials did used/discover which I	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques,	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques,
F.What difficulties did I encounter which my principal or supervisor can helpme solve? G.What innovation or localized materials did used/discover which I	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.
F.What difficulties did I encounter which my principal or supervisor can helpme solve? G.What innovation or localized materials did used/discover which I	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples:	of Learners who caught up the lesson of Learners who continue to require remediation Strategies used that work well:Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignmentsBridging: Examples:

Schema-Building: Examples:	Schema-Building: Examples:	Schema-Building: Examples:	Schema-Building: Examples:	Schema-Building: Examples:
Compare and contrast, jigsaw	Compare and contrast, jigsaw	Compare and contrast, jigsaw	Compare and contrast, jigsaw learning,	Compare and contrast, jigsaw
learning, peer teaching, and	learning, peer teaching, and	learning, peer teaching, and projects.	peer teaching, and projects.	learning, peer teaching, and
projects.	projects.			projects.
		Contextualization:	Contextualization:	
Contextualization:	Contextualization:	Examples: Demonstrations, media,	Examples: Demonstrations, media,	Contextualization:
Examples: Demonstrations, media,	Examples: Demonstrations, media,	manipulatives, repetition, and local	manipulatives, repetition, and local	Examples: Demonstrations,
manipulatives, repetition, and	manipulatives, repetition, and local	opportunities.	opportunities.	media, manipulatives, repetition,
local opportunities.	opportunities.			and local opportunities.
		Text Representation:	Text Representation:	
Text Representation:	Text Representation:	Examples: Student created drawings,	Examples: Student created drawings,	Text Representation:
Examples: Student created	Examples: Student created	videos, and games.	videos, and games.	Examples: Student created
drawings, videos, and games.	drawings, videos, and games.	Modeling: Examples: Speaking	Modeling: Examples: Speaking	drawings, videos, and games.
Modeling: Examples: Speaking	Modeling: Examples: Speaking	slowly and clearly, modeling the	slowly and clearly, modeling the	Modeling: Examples:
slowly and clearly, modeling the	slowly and clearly, modeling the	language you want students to use,	language you want students to use, and	Speaking slowly and clearly,
language you want students to	language you want students to use,	and providing samples of student	providing samples of student work.	modeling the language you want
use, and providing samples of	and providing samples of student	work.		students to use, and providing
student work.	work.		Other Techniques and Strategies used:	samples of student work.
		Other Techniques and Strategies	Explicit Teaching	· '
Other Techniques and Strategies	Other Techniques and Strategies	used:	Group collaboration	Other Techniques and Strategies
used:	used:	Explicit Teaching	Gamification/Learning throuh play	used:
Explicit Teaching	Explicit Teaching	Group collaboration	Answering preliminary	Explicit Teaching
Group collaboration	Group collaboration	Gamification/Learning throuh play	activities/exercises	Group collaboration
Gamification/Learning throuh	Gamification/Learning throuh	Answering preliminary	Carousel	Gamification/Learning throuh
play	play	activities/exercises	Diads	play
Answering preliminary	Answering preliminary	Carousel	Differentiated Instruction	Answering preliminary
activities/exercises	activities/exercises	Diads	Role Playing/Drama	activities/exercises
Carousel	Carousel	Differentiated Instruction	Discovery Method	Carousel
Diads	Diads	Role Playing/Drama	Lecture Method	Diads
Differentiated Instruction	Differentiated Instruction	Discovery Method	Why?	Differentiated Instruction
Role Playing/Drama	Role Playing/Drama	Lecture Method	Complete IMs	Role Playing/Drama
Discovery Method	Discovery Method	Why?	Availability of Materials	Discovery Method
Lecture Method	Lecture Method	Complete IMs	Pupils' eagerness to learn	Lecture Method
Why?	Why?	Availability of Materials	Group member's	Why?
Complete IMs	Complete IMs	Pupils' eagerness to learn	collaboration/cooperation	Complete IMs
Availability of Materials	Availability of Materials	Group member's	in doing their tasks	Availability of Materials
Pupils' eagerness to learn	Pupils' eagerness to learn	collaboration/cooperation	Audio Visual Presentation	Pupils' eagerness to learn
Group member's	Group member's	in doing their tasks	of the lesson	Group member's
collaboration/cooperation	collaboration/cooperation	Audio Visual Presentation		collaboration/cooperation
in doing their tasks	in doing their tasks	of the lesson		in doing their tasks
Audio Visual Presentation	Audio Visual Presentation			Audio Visual Presentation
of the lesson	of the lesson			of the lesson
		!	!	!