

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>		<b>Grade Level:</b>	<b>V</b>
	<b>Teacher:</b>	<b>File Created by DepEd Click</b>	<b>Learning Area:</b>	<b>ENGLISH</b>
	<b>Teaching Dates and Time:</b>	<b>OCTOBER 3-7, 2022 (WEEK 7)</b>	<b>Quarter:</b>	<b>1<sup>ST</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>					
<b>B.Performance Standards</b>					
<b>C.Learning Competencies/Objectives</b>	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	Weekly Test
<b>II.CONTENT</b>	Composing Inverted Sentences with Correct Subject and Verb Agreement <ul style="list-style-type: none"> <li>• identify inverted sentences;</li> <li>• distinguish inverted order sentences from the natural order sentences;</li> <li>• identify the subject and the verb of inverted sentences;</li> <li>• write sentences in the inverted order which also observe correct subject and verb agreement; and</li> <li>• apply subject and verb agreement rules correctly.</li> </ul>	Composing Inverted Sentences with Correct Subject and Verb Agreement <ul style="list-style-type: none"> <li>• identify inverted sentences;</li> <li>• distinguish inverted order sentences from the natural order sentences;</li> <li>• identify the subject and the verb of inverted sentences;</li> <li>• write sentences in the inverted order which also observe correct subject and verb agreement; and</li> <li>• apply subject and verb agreement rules correctly.</li> </ul>	Composing Inverted Sentences with Correct Subject and Verb Agreement <ul style="list-style-type: none"> <li>• identify inverted sentences;</li> <li>• distinguish inverted order sentences from the natural order sentences;</li> <li>• identify the subject and the verb of inverted sentences;</li> <li>• write sentences in the inverted order which also observe correct subject and verb agreement; and</li> <li>• apply subject and verb agreement rules correctly.</li> </ul>	Composing Inverted Sentences with Correct Subject and Verb Agreement <ul style="list-style-type: none"> <li>• identify inverted sentences;</li> <li>• distinguish inverted order sentences from the natural order sentences;</li> <li>• identify the subject and the verb of inverted sentences;</li> <li>• write sentences in the inverted order which also observe correct subject and verb agreement; and</li> <li>• apply subject and verb agreement rules correctly.</li> </ul>	
<b>III.LEARNING RESOURCES</b>					
<b>A.References</b>					
1.Teacher’s Guide pages					
2.Learners’s Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					

B.Other Learning Resource	Picture, chart	Picture, chart	Picture, chart	chart	pictures
<b>IV.PROCEDURES</b>					
	<p><b>What I Know</b></p> <p>Directions: Let’s check how much you already know about inverted sentences.</p> <p>Read the sentences below, then on the space provided before the number, put a check mark “√” if the sentence is written in an inverted order, while write an “X” if it is not. Write your answers in your notebook.</p> <p>____1. Hidilyn Diaz is an Olympic champion.  ____2. I saw five children inside the bus.  ____3. Inside the bag are two Self-Learning Modules (SLMs).  ____4. There is one way to solve this problem.  ____5. Twenty plastic bottles were thrown away.</p> <p>Let’s also check if you can still identify the correct form of the verb in inverted sentences. Choose the correct forms of the verbs inside the parentheses. Write your answers in your notebook.</p> <p>1. There (is, are) three stars in our Philippine National Flag.  2. From there (stand, stands) the school principal.  3. Going back home (is, are) five cute puppies.</p>	<p><b>What’s New</b></p> <p>Directions: Copy the following sentences in your notebook. When this is done, underline the subject once and the verb twice.</p> <p>1. Down the street live the man and his wife.  2. In a bottle is a beautiful flower.  3. Here are the apples you wanted to eat.  4. Under the tree stands a tall man.  5. In the middle of the night is a troubled woman.</p>	<p><b>What’s More</b></p> <p><b>Activity 1</b></p> <p><b>Directions:</b> Complete each of the inverted sentences by choosing the correct form of the verb inside the parentheses. Write your answers in your notebook.</p> <p>1. Up to the last minute of the show (watch, watches) the fanatic viewers.  2. (Does, Do) they have the same plan with us?  3. Beside the condominium building (stand, stands) a carinderia restaurant.  4. In that wide arena (run, runs) the athletes in District Sports Meet.  5. (Has, Have) anyone notice the red mark on your shirt?</p> <p><b>Activity 2</b></p> <p><b>Directions:</b> Identify the subject and verb in each of the following inverted sentences. Copy the sentences into your notebook. Underline the verb ONCE and the subject TWICE.</p> <p>1. Here is your school report card from your teacher.  2. Inside your pocket is a rosary.</p>	<p><b>What I Can Do</b></p> <p>Directions: Identify the inverted sentences in the items below. Write the letter which corresponds to your choice and write it in your notebook.</p> <p>1. A. Who is responsible for submitting a complete report?  B. The flowering plants in our garden blossom well.  C. The doctor studies cautiously her medical records.  D. Beyond the meadow flies a colorful butterfly.  2. A. Over the horizon lies a beautiful scenery of mountains and rivers.  B. A dog is a man’s best friend.  C. People should follow and adhere to the IATF guidelines on COVID-19.  D. The whole team is happy for her victory.  3. A. All the children are sweaty and thirsty.  B. Five little ducks are swimming in the river.  C. Two examinees are certain of their answers.  D. At the city plaza are energetic zumba dancers.  4. A. The pupils are excited for the next lesson.  B. There are prizes and certificates in the program.  C. They like to go on a party.  D. Jojo wants to be on top of his class.</p>	<p><b>Assessment</b></p> <p><b>Activity 1</b></p> <p>Directions: Find out if the following inverted sentences employ correct subject and verb agreement. Copy the inverted sentence if the subject and verb already agree. Otherwise, write the inverted sentence with the correct verb. Do this in your notebook.</p> <p>1. There is five students in the library.  2. Inside my pocket are my red pen.  3. In front of the television sits my two cousins.  4. Under the table are our cat.  5. To the school walks three teachers.</p> <p><b>Activity 2</b></p> <p>Directions: Compose inverted sentences by adding a verb and a subject to the following phrases. Make sure that the subject and verb agree. Do this in your notebbok.</p> <p>Out of the cave _____.</p> <p>Out of the cave <u>fly</u> millions of fruit bats.</p>

	<p>4. Adjacent to my house (is, are) a bakery.</p> <p>5. In that corner (sit, sits) two groups of dancers.</p>		<p>3. All day long prays a worried mother for her daughter's successful operation.</p> <p>4. At the bookstore are informative and recreational books waiting to be bought.</p> <p>5. On the shiny floor spills the hot milk from the broken glass.</p>	<p>5. A. The organizer makes the party successful.</p> <p>B. She turns off the light and go to bed.</p> <p>C. On the stage sings a girl with a powerful voice.</p> <p>D. Palawan is one of the beautiful tourist spots in the country.</p> <p>Directions: In your notebook, complete the sentences below by writing the missing part. The first one has been done for you.</p> <p>1. At the center of the Philippine National Flag is _____.</p> <p>At the center of the Philippine National Flag is a sun with eight rays.</p> <p>2. _____ are my classmates who are trying to rub my back.</p> <p>3. Inside a small house lives _____.</p>	<p><b>Verb Subject</b></p> <p>1. Inside the chest _____.</p> <p>2. Seated beside me _____.</p> <p>3. Scattered along the beach _____.</p> <p>4. There _____.</p> <p>5. Above the hill _____.</p>
	<p><b>What's In</b></p> <p>You have learned in a previous lesson that correct agreement between a subject and a verb requires that the two must be of the same number. This means that if the subject is singular, (only one or considered as one) then the verb must also be singular. If the subject is plural, (more than one) then the verb must also be</p>	<p><b>What Is It</b></p> <p>A verb must agree with its subject, in number and in person, i.e. a subject in singular form must have a singular verb, and the subject in the plural form must have a plural verb.</p>	<p><b>What I Have Learned</b></p> <p>In an inverted order, the verb comes first before the subject. The nouns that serve as subjects may either be singular or plural in form. Remember to keep in mind that when the subject is singular it must take a singular verb and when the subject is plural it must take a plural verb.</p>		<p><b>Additional Activities</b></p> <p>Directions: Use the following verbs correctly in writing correct inverted sentences. You may use either the base form or –s form of the given verbs. Write your answers in your notebook.</p> <p>1. stand/stands</p> <p>2. whisper/whispers</p> <p>3. write/writes</p> <p>4. speak/speaks</p>

	<p>plural.</p> <p>1. Alex <u>likes</u> / like watching cartoons on weekends. (Alex is a singular noun, and likes is a singular verb. The subject and the verb agree in number since they are both singular.)</p> <p>2. Alex and Marian studies / <u>study</u> their lessons on weekdays. (Since Alex and Marian consist of more than one person, they are plural. Hence, they also need a plural verb which is <u>study</u>.)</p> <p>These types of sentences are simple because you can easily identify the subject and the verb, including their number (whether singular or plural). However, if the sentence is written in another way, just like the one below, it might not be easy to identify the subject and the verb, and consequently, whether they are singular or plural. Consider this:</p> <p>3. Inside the cave is / are prehistoric drawings showing horses and other animals.</p> <p>What is the subject of Sentence 3? Is it the cave or the prehistoric drawings?</p> <p>What about its verb? Can you tell if the subject is singular or plural?</p> <p>What is the correct verb that will match the subject?</p> <p>Let’s get the hang of it by doing the next activity.</p> <p>Directions: Read each sentence carefully. Write S if the underlined word is the</p>	<p>In most sentences, the subject comes first while the verb comes next. For example: The dog runs toward the bone. Many Filipinos love adobo.</p> <p>However, in other sentences, the subject and verb are reversed or inverted, in which case the verb comes before the subject. The resulting inverted sentences can cause confusion in subject-verb agreement.</p> <p>Take notice of the following sentences. Which of the two inverted sentences is correct?</p> <p>Inside the aquarium is five fishes. Inside the aquarium are five fishes.</p> <p>Notice that the above sentences both begin with the prepositional phrase <i>Inside the aquarium</i>. In both sentences, the phrase is immediately followed by the verb and the subject comes last. When a sentence has a verb that appears before its subject, it is called an inverted sentence. Because an inverted sentence is not the usual way that most people use in writing or speaking, locating the subject and the verb of the sentence can be difficult.</p> <p>Fortunately, there is a way to solve this tricky issue. The technique to finding the correct subject and verb in an inverted sentence is by rephrasing it in the normal order. The normal order is to write a sentence where the subject is written before the verb. You can do this by asking what really is being talked about in the sentence which will lead you to the subject. Once the subject is spotted, it is now easier to find the verb and check if it agrees with the subject.</p> <p>To illustrate what this means, observe the steps below:</p> <p>1. Analyze the original sentence.      Inside the aquarium is five fishes 2. Ask what is being talked about and write it down before anything else.      Five fishes 3. Next, add the existing verb.      Five fishes is 4. Then, write the rest of the words.      Five fishes is inside the aquarium. 5. Check if the subject and the verb agree.      The verb "is" does not agree with "five fishes" 6. If the verb agrees with the subject, use it. If not, change it.      Five fishes <u>are</u> inside the aquarium. 7. Finally, convert it back to the inverted sentence.      Inside the aquarium <u>are</u> five fishes.</p> <p>Using this technique, you will be able to figure out which of two sentences has the correct subject and verb agreement.</p> <p>To make you more familiar with this discussion, here are more examples:</p> <table><tr><th>PREPOSITIONAL PHRASE/S</th><th>VERB</th><th>SUBJECT</th><th>FORM (verb)</th><th>FORM (subject)</th></tr><tr><td>At the back of the car</td><td>is</td><td>a dog.</td><td>singular</td><td>singular</td></tr><tr><td>In a corner</td><td>stand</td><td>three horses.</td><td>plural</td><td>plural</td></tr><tr><td>On top of the table</td><td>are</td><td>cats.</td><td>plural</td><td>plural</td></tr></table> <p>In inverted sentences, the subject must always be found after the verb. These sentences may begin with the words here and there or with a prepositional phrase, such as, at the back, in a corner, beside the store, and many others. Even in this case, the subject and the verb must agree.</p>	PREPOSITIONAL PHRASE/S	VERB	SUBJECT	FORM (verb)	FORM (subject)	At the back of the car	is	a dog.	singular	singular	In a corner	stand	three horses.	plural	plural	On top of the table	are	cats.	plural	plural	<p>Inverted sentences have subjects come after the verb. Nouns used as subjects can be singular or plural in number. A verb must agree with its subject, in number and in person even when the sentence is in inverted order. A singular subject takes a singular verb, while a plural subject takes a plural verb in that manner.</p>		5. sing/sings
PREPOSITIONAL PHRASE/S	VERB	SUBJECT	FORM (verb)	FORM (subject)																					
At the back of the car	is	a dog.	singular	singular																					
In a corner	stand	three horses.	plural	plural																					
On top of the table	are	cats.	plural	plural																					

	<p>subject of the inverted sentence and write V if it is a verb. Write your answers in your notebook.</p> <p>1. From the office, the manager holds a meeting with his staff. 2. At the back of the valley live many farmers. 3. Here are the flowers that you sent me. 4. In the center of the stage are two chandeliers. 5. In the classroom is a teacher who teaches clearly his lesson. 6. Inside the house is a cute little dog named Aw-aw. 7. There goes the ambulance again. 8. After the show spoke the municipal mayor. 9. From the roof jumps the vigilant cat. 10. Here comes your delicious snack!</p> <p>Were you able to identify the subject and the verb easily? Why? Why not?</p>				
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried. ___% of the pupils got 80% mastery</p>
B.No.of learners who require additional activities for remediation	<p>___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge,</p>	<p>___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of</p>	<p>___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of</p>	<p>___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge,</p>	<p>___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of</p>

	<p>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>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 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>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>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?	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can help me solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> Examples: Compare and</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw projects.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> Examples: Compare and contrast, jigsaw</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 through 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>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 through 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>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 through 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 through 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>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 through 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>___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs</p>	<p>___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs</p>	<p>___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs</p>	<p>___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs</p>	<p>___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs</p>

	<input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab Additional Clerical works	<input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab Additional Clerical works	<input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab Additional Clerical works	<input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab Additional Clerical works	<input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab Additional Clerical works
	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Contextualized/Localized and Indigenized IM's <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition