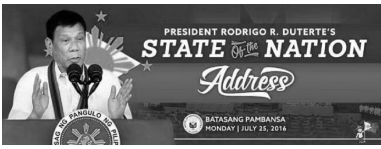


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	Credit to the author of this file	Learning Area:	ENGLISH
	Teaching Dates and Time:	JANUARY 9-13, 2023 (WEEK 8)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience) Demonstrates understanding of different formats to write for a variety of audiences and purposes	Demonstrate understanding of writing styles to comprehend the author's message Demonstrate understanding that English language is stress timed to support comprehension	Demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context	Demonstrate understanding of the research process to write a variety of text	Weekly Test
B.Performance Standards	Participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own opinion clearly and persuasively Rewrite/revise texts using appropriate text types for variety of audiences and purposes	Use linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes	Use strategies to decode correctly the meaning of words in isolation and in context	Use a variety of research strategies to effectively write variety of texts for various audiences and purpose	
C.Learning Competencies/Objectives	Make a stand on a certain issue. Revise Writing for clarity – correct spelling Show tactfulness when communicating with others	Make an outline from a selection read Read grade level text with accuracy, appropriate rate and proper expression Curriculum Guide: EN5RC-IIH-2.15.1 AND EN5F-IIH-1.3	Identify different meanings of content specific words (denotation and connotation)(Health) Observe politeness at all times EN5V-IIH-20.1.3 AND EN5V-IIH-20.2.3	Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others. Show tactfulness when communicating with othersEN5SS – IIh –1.8 and EN5A-IIh-17	
II.CONTENT	A. Making a Stand B. Correct Spelling C. Showing tactfulness when communicating with others	Making an outline from a selection read Reading grade level text with accuracy, appropriate rate and proper expression	Identifying different meanings of content specific words (denotation and connotation) (Science) Observing politeness at all times	Organizing information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					

3.Textbook pages					
4.Additional materials from learning resource (LR) portal	http://highered.mheducation.com/sites/007256380x/student_view0/ http://www.uefap.com/writing/exercise/spell/ado1fram.htm	http://www.slideshare.net/edithahonradez/grade-6englishreadingoutliningatwoparagraphpassage	www.enotes.com/homework-denotation-connotation-allwords128667		
B.Other Learning Resource	Pictures • Chart • lap top	power point presentation lap top downloaded stories	power point presentation, laptop, downloaded activities	power point presentation, lap top, downloaded activities	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	a. I'm going to present some situations.Tell if each is a fact or an opinion 1. Last year, there was a horrible outbreak of dengue virus. 2. Surfing the web is more fun than watching TV. 3. For adequate water intake, adults need to drink 6 to 8 glasses of water a day. 4. Female doctors are more caring than male doctors 5. Frequent smoking of cigarettes leads to lung disease	Reviewing previous lesson or presenting the new lesson Drill: Complete the web PLANTS Parts Needs Uses Kinds	A. Reviewing previous lesson or presenting the new lesson (Show pictures of Girl Scouts and Boy Scouts) Are you members of Girl Scouts and Boy Scouts? What are the activities that you enjoy most during scouting? How do Girl Scouts talk with the olds?	a. Drill Ask the pupils to find six words from the puzzle that are written vertically, horizontally, diagonally or even backwards. Tell the pupils to loop the words found in the puzzle. Directions: Write on the blank the appropriate word that corresponds or related to the phrase or clause below. Choose from the found looped words. a. _____ - one of the parts which a thing or object is made of or composed of. b, _____ - takes no notice of; pays no attention to. c. _____ - proven, tested. d. _____ - similar, having the same qualities. e. _____ - artificially produced material or substance f. _____ - pertaining to or related to beliefs of or ancestors.	
B.Establishing a purpose for the lesson	Take a look at this picture  Who is in the picture? What facts can you give about him?	Class, our lesson for today is about making an outline from a selection read. Based from your previous lesson in Science, what is the biggest animal in the world?	Class, our lesson for today is about identifying different meanings of content specific words (denotation and connotation)	Class, our lesson for today is about organizing information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others.	

	This time you are going to give your opinion about him as the new President of the Philippines				
C.Presenting Examples/ instances of the new lesson	I'm going to group you into five groups to do this activity. What can you say about Pres. Rodrigo Duterte as the new President of the Republic? Do you like him as our new President? Why or why not? Give your stand about the issue. Give at least five reasons that will support your stand	Read the selection then answer the questions that follow The biggest animal in the world is the whale. The blue whale is the largest animal that ever lived. It is even bigger than the great dinosaurs of long ago. Whales are close cousins of dolphins and porpoises. But these animals do not come as big as the whales. Whales spend their entire lives in water, usually in the ocean. Because they live in cold water, they have a thick layer of fat under their skin. This fat which is called blubber protects the animal from the cold. Though whales live in water, they are not fish. Whales are mammals. They have lungs through which they breathe. A whale comes to the surface to breathe. It blows the old air from its lungs out of a hole on the top of its head. Whales are warm blooded. Even if the temperature outside is very cold or hot, their body temperature remains steady. Whales have hair all over their bodies though not much. Mother whales feed their babies with milk from their own. Whales are very sociable animals. They talk with others by making different sounds. They make clicks, whistles, squeaks, thumps and even low moans. Because sound waves travel well in water, the songs of whales can be heard more than a hundred miles away.	Story Last year, the Girl Scouts in our district celebrated their anniversary with a journey. The purpose or point of this trip was to explore the virgin forests of Palawan. Since, the forests of Palawan have not yet been touched by loggers. Many of the Girl Scouts who went were independent girls and did not need help in doing basic or essential things like cooking and hiking.	Kaylee sets the pace for a heartfelt celebration Kaylee Davidson will be celebrating a very special event on Tuesday, the 10th anniversary of her donor heart. The lively youngster from Washington, who loves to dance, run and play was just five months old when she became the youngest child from Britain to have a successful heart transplant. Yesterday Kaylee was guest of honour at a party in Newcastle for her mother Carol, 29, now vice-chairman of support group. Heart Transplant families Together said, "I can't believe 10 years have gone by, Kaylee is a normal girl and she lives life to the fullest."	
D.Discussing new concepts and practicing new skills #1	Presentation and discussion of output	1. What is the story about?	 Who celebrated their anniversary?	Who will be celebrating a very special event?	

	Who among you like President Duterte as our president? Why do you like him? Who among you are not in favor of him as our President? Why don't you like him as our president?	2. Where do whales spend their entire lives? 3. Why can whales live in cold water? 4. Why do whales come to the surface of the water? 5. How do mother whales feed their babies? 6. Supposed you find whales on the shores, how would you treat them?	📖 How did they celebrate their anniversary? 📖 What was the purpose of their trip? 📖 How can you describe a virgin forest? 📖 When we say virgin forest, what does it mean? 📖 Does it have another meaning? 📖 What value did the Girl Scout learn about the forest? 📖 How will you show your politeness at all times as one of the value of Girl Scouts?	What event is she going to celebrate? Why will she celebrate that event? If you were the mother of Kylee will you do the same? Why? Why not	
E. Discussing new concepts and practicing new skills #2	Do you have the same stand? What can you say about the opinions of others? What did you do to support your stand? How do you value the opinion of others?	This time you are going to make an outline of the story you have read a while ago by answering the following questions. For paragraph 1 What is the biggest animal in the world? Whale is the biggest animal in the world. What do you call this idea? What ideas in the paragraph support your answer? A. Bigger than the great dinosaurs of long ago B. Cousins of dolphins and porpoises but do not come as big as whale. What do you call these ideas? In making an outline you have to follow this pattern I. The Biggest Animal in the world A. Bigger than the great dinosaurs of long ago B. Cousins of dolphins and porpoises but do not come as big as whale In making an outline of the story what should we do first?		What does the clear headline of the report read? What is the main point or event of the news report? What part of the report is the main point, first part? middle part? or last part? How are we going to organize the events? In making or writing a report, what should we remember?	

		What are you going to do with the main idea? Is it easy to retell/recall the story using an outline? For paragraphs 2 and 3, follow the same procedure in paragraph 1			
F.Developing Mastery	a. Independent Practice (Debate) Topic: K-12: Favor or Not Favor b. Clarity/Conciseness: The text has many spelling mistakes. c. Rewrite the text correcting the mistakes In dealing with students on the high-school level - that is, the second, third, and fourth year of high school - we must bear in mind that to some degree they are at a difficult psychological stage, generally called adolescence. Students at this level are likely to be confused mentally, to be subject to involuntary distractions and romantic dreaminess. They are basically timid or self-conscious, they lack frankness and are usually very sensitive but hate to admit it. They are motivated either by great ambition, probably out of all proportion to their capabilities, or by extreme laziness caused by the fear of not succeeding or attaining their objectives. Fundamentally they want to be kept busy but they refuse to admit it. They are frequently the victims of earlier poor training, and this makes every effort doubly hard. They are usually willing to work, but they hate to work without obtaining the results they think they should obtain. Their critical faculties are beginning to develop and they are critical of their instructors and of	1. Guided Practice Directions: Read the paragraphs. Make an outline by completing the format that follows Plants are important to all people and animals. Without them, we would have nothing to eat. They are also the source of medicines and fibers. Plants also give us fresh air to breathe. Farmers raise crops by spraying fertilizers. Most farmers now put chemicals on the plants they grow. They use fertilizers, pesticides and herbicides on the plants grown commercially. Fertilizers are chemicals that kill the weeds that grow with the plants Paragraph 1 I. Main Idea: _____ _____ Supporting Details A. _____ _____ B. _____ _____ C. _____ _____ Paragraph 2 I. Main Idea _____ _____ Supporting Details A. _____ _____ B. _____ _____	The following words have their meaning. Tell whether each word has denotative meaning or connotative meaning. 1. A. Chicks are sought after by boys. B. Only 5 out of ten eggs turned into chicks. 2. A. Many are scared of the snake. B. Stay away from that man he is a snake. 3. A. You are a green minded person. B. Most of the leaves in the garden are green. 4. A. There are thousands of stars in the Milky Way. B. Sarah Geronimo is the brightest star in music industry. 5. A. I'm feeling blue when it rains. B. Blue is my favorite color	a. Guided Practice Directions: Arrange the following sentences to form a report. Follow the format below	

	the materials they are given to learn. They are beginning to feel the pressure of time; and although they seldom say so, they really want to be consulted and given an opportunity to direct their own affairs, but they need considerable guidance. (From A Language Teacher's Guide by E. A. Māras)	C. b. Independent Practice Make an outline of the selection The Dutch The Dutch are people of Holland. They are serious and hardworking. They are considered the cleanest people in the world. The Dutch are fond of eating, drinking and attending parties. Have you seen a picture of a Dutch girl? She wears big wooden shoes called klompers. Men wear baggy trousers while women wear flowing skirts, white aprons and stretched cloth caps. Dutch children are healthy for they drink plenty of milk and take big amounts of butter. Boys are trained to steer the boats and take charge of the windmill. Water sports are popular with the Dutch children.			
G.Finding Practical application of concepts and skills in daily living	Who among you have parents working abroad? What is your stand in this issue? In two to three sentences write your reasons that make your conviction strong	Group Activity Give at least three supporting details for the following topics or main ideas Group Activity Give at least three supporting details for the following topics or main ideas Group I: Rules to be followed in school 1. _____ 2. _____ 3. _____ Group II: Safety rules while walking on the street 1. _____ 2. _____ 3. _____ Group III: Responsibilities at Home 1. _____ 2. _____	When we say virgin forest what does it mean? Does it have another meaning? Video presentation explaining the meaning of connotation and denotation (www.enotes.com/homework-denotation-connotation-allwords128667)	Parents have the right to use what is called reasonable chastisement to keep their children under control So, parents may hit them, but not hard enough to cause serious injury HITTING OUT A twelve- year old boy won the right to go to the European Court of Human Right in Strasbourg last week. His stepfather beat him with a garden cane when he was nine years old. The hearing may take two years – if the boy wins, smacking may be banned in Britain. Should parents be allowed to smack their children? Arrange the following events/ideas to make a news report.	

		3. _____		Parents have the right to use what is called reasonable chastisement to keep their children under control So, parents may hit them, but not hard enough to cause serious injury HITTING OUT A twelve- year old boy won the right to go to the European Court of Human Right in Strasbourg last week. His stepfather beat him with a garden cane when he was nine years old. The hearing may take two years – if the boy wins, smacking may be banned in Britain. Should parents be allowed to smack their children? 1. Giant oil Chevron, Petron and Shell have asked the government from a 10-year extension of their depots in barangay Bula, General Santos City. 2. Oil Depots in Commercial Area 3. With the passage of the ordinance, the oil depots were considered risks and that the oil companies were given until March next year to relocate. 4. Under the city’s zooming ordinance passed in 1990, Bula was identified as a commercial area.	
H.Making generalization and abstraction about the lesson	Based from the discussion, what should we remember in giving opinion to some issues?	How do we make an outline? What are the things to remember in making an outline? Outlining is arranging notes so that important ideas stand out and make clear which point supports each of the important ideas. An outline is a method for taking notes of a written work or speech. The outline is usually presented using headings and subheadings	What is the difference between denotative and connotative meaning of a word?	What are the points to remember in writing reports? What gives the reader an idea about what will be in the report?	

I.Evaluating learning	These words are some of the most difficult words to spell in English. Underline the word with the correct spelling 1. Which one is correct? necessary necessary necessary 2. Which one is correct? accommodation accammadation accommodation 3. Which one is correct? business buseness business 4. Which is used for pens, papers, envelopes etc? stationery stationary stationerry 5. Which is correct? assistant assistant assisstant	Directions: Make an outline using the jumbled details of main headings and subheadings. Use Roman Numerals for the headings or main idea and letters for the supporting ideas. Kind of Fossils Location of Fossils Uses of Fossils Telling the story of the earth Molds of plants and animals Skeletal remains of plants and animals Hard rocks Layers of sedimentary rocks Preserved body parts of plants and animals Tracing the changes of the earth's surface Telling the changes in climate Holes in the mud Prints made by parts of plants and animals Mud or sand	Read each sentence carefully. Choose the letter of the correct answer. 1. Which word has connotative meaning? Home House 2. His only son is the black sheep of all his children. What is the connotative meaning of the underlined word? a. Disreputable son b. One who has black complexion c. His son raises a black sheep. 3. The denotative meaning of a crocodile is _____ a. A reptile with hard scale b. A person who is greedy c. A person who is corrupt 4. Breast milk is good for the baby. The underlined word expresses a _____ a. denotative meaning b. connotative meaning c. the same meaning 5. Which sentence expresses a connotative meaning? a. I visited my grandparents' grave. b. The student committed a grave offense. c. both a and b	Directions: On a one whole sheet of paper, arrange and write the sentences into a news report. 1. Mayor John Johnson said 60 others were affected by the disease that could have been caused by contaminated water. Most of the victims were residents of the hinterland village of Lamidan, Davao del Sur which is predominantly populated by Manobo and Lagakaulo natives. 2. Diarrhea outbreak in Davao del Sur, 6 dead 3. At least six children, aged 4-6 years, have died since Oct. 29 as government officials continued to cope with a diarrhea outbreak in several villages here. 4. Dr. Darwin Trinidad, a physician at the Manila District Hospital, said he had ordered the municipal health office to trace the source of the disease to prevent more people from getting ill.	
J.additional activities for application or remediation		Read the paragraph with accuracy, appropriate rate and proper expression. Then make an outline of the story My friend Nilo went to the province with his parents last week. They visited his grandmother. He went around the farm with his grandmother. She showed him the duck and chicken poultry. He observed and played with them. He continued to go around and came		Write a brief news report about your community. Be able to follow the points to remember in writing a report	

		to a vegetable garden. He admired the big squash, patola and ampalaya. He picked some and grandmother cooked these for lunch. Nilo enjoyed his stay on the farm. Plants are vital in our lives. Man and other animals can't live without plants. The food we eat, the medicine that we take, the books and pencils we used in school come from plants. They also give oxygen that we need in order to breathe. People eat a large number of plants everyday. Most animals, like us, depend on plants for their foods, too. Fortunately, the earth doesn't run out of plants because plants are able to reproduce.			
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	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited

					resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
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?	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging:Examples: Think-pair-share,quick-writes,andanticipatorycharts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation:

	___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	Examples: Student created drawings, videos, and games. ___ Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson
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