






**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>V</b>
<b>Teacher:</b>	<b>File Created by Ma'am EDNALYN D. MACARAIG</b>	<b>Learning Area:</b>	<b>ENGLISH</b>
<b>Teaching Dates and Time:</b>	<b>SEPTEMBER 25 - 29, 2023 (WEEK 5)</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>	Listening Comprehension	Oral Language	Grammar	Oral Reading Fluency, Grammar Awareness and Writing	
<b>B.Performance Standards</b>					
<b>C.Learning Competencies/Objectives</b>	1. Analyze elements of poetry as rhymes, sound devices (onomatopoeia, alliteration, assonances) and imagery based on the listening text 2. Infer the meaning of unfamiliar words based on the given context clues EN5LC-Ie-2.11.1/2.11.2/2.11.13	Use formal and informal English appropriate to a given situation EN5OL-Ie-9	Determine the correct conjunction for a given set of sentences (for additional information) EN5G Ie-8.3/8.4	A. Compose clear and coherent sentences using appropriate grammatical structures- conjunctions (for additional information) B. Read with automaticity grade level frequently occurring content area words (Math) C. Revise writing for clarity – correct spelling EN5F-Ie-1.8.1.2	Distinguish types of viewing devices EN5VC-IIe-7.1
<b>II.CONTENT</b>					
<b>III.LEARNING RESOURCES</b>					
<b>A.References</b>					
1.Teacher’s Guide pages	CG p.69	CG p.69	CG p.69	CG p.69	CG p.69
2.Learners’s Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					
<b>B.Other Learning Resource</b>	Picture, chart	Picture, chart	Picture, chart	chart	pictures
<b>IV.PROCEDURES</b>					
<b>A.Reviewing previous lesson or presenting the new lesson</b>	Ask the class to listen to the rhymes to be read by the teacher Pat He is called Pat, The boy sitting on the mat, For all the day, he eats and eats, Now, all his clothes, nothing fits.	What are the different sound devices? Checking of assignment	Show a picture of children cleaning garbage in the school ground	Using a wheel combine sentences using conjunction and	Preliminary Activity If you want to know certain information, what are the materials that you usually consult?” Aside from books, television and computers, we still have other useful materials where we can get information and we can also

					use in keeping in touch with our friends, family and relatives. Let's find them out in our next activity
B.Establishing a purpose for the lesson	Let the pupils answer the given question in the topic wheel	Show pictures of different people talking with one another  	What can you say about the picture? Do you think the children were doing the right thing? Why? Why not? Say: "Our story for today is entitled as Throwing Litter. Let us see what will happen in the story".	Spelling Drill Say: "Let us now spell the words that we have in our wheel." a. chase b. collected c. donated	
C.Presenting Examples/ instances of the new lesson	Unlocking of Difficulty Say: —Identify the word or phrase which has the same meaning as the underlined wordll. a. She likes the stage decoration filled with lovely flowers. It makes the presentation more beautiful. b. Oh! The big lantern is shining. The room is sparkling. c. The fragrant smell of sampaguita is as sweet as my favorite perfume.	Ask: "What have you observed in the first picture? In the second picture?" "Based on the pictures shown, how did each character talk with one another? Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	Read the story.	Today, we will read the short story The Power of Numbers. Let us find out how the character in the story realized the importance of learning numbers."	Present pictures of viewing materials
D.Discussing new concepts and practicing new skills #1	Read the poem to the pupils. Stop/Pause at some parts and ask predicting questions. My Native Land How beautiful are her mountains grand The peaceful valleys between Her sparkling sun and cooling rains	"Here is the dialogue between the two friends. Let us find out what they have talked about." Ana was applying for a certain job position in LIMA Park Malvar. She passed the written examination and she will undergo the final interview. She	"What were Paolo and his friends doing at the waiting shed?" "What happened when Paolo was waiting for the school bus?"	"What have the boy experienced when he was in kindergarten?" "What did the boy think about numbers?" "How did the boy find out the power of numbers?" (Let the groups write their answers on the strips of cartolina)	Referring to the answers of the pupils, list down the names of the materials that they have grouped. Present this in columns. What are the materials grouped in the first box? 2nd box? 3rd box?

	<p>That bathe the fertile plains— How graceful are her stately plains Her towering emerald trees How pliant her rustling bamboos green Dancing blissfully in the breeze— How pretty her white sampaguitas And fragrant orchids so rare How modest and sweet her daughters Who harvest the golden grain— How I love her rainbow birds Her blue skies and sparkling waves How I love this dear Philippines Home on this troubled earth.</p> <p>Engagement Activities Group the class into three and give each group a task card.</p> <p>Group I Draw our native land as described in the poem.</p> <p>Group II On each side of the dice, write the ways on how we can appreciate the beauty of our land.</p> <p>Group III Compose a jingle on how we can maintain the beauty of our land What are found between grand mountains? How will you describe the plains? (Call Group 1 to present their drawing) Say: —Let us see how our native land looks likell. (Ask Group 2 to present their dice of appreciation) Ask: What are the beautiful places in our country? What are the ways of appreciating the beauty of our country? (Call Group 3 to present their jingle)</p>	<p>asked the help of her friend Maria so that she will be ready for the interview. Ana: Hi Maria! What’s up? Maria: Hello Ana! I am good Ask: “What is the dialogue about?” “Why did Ana ask the help of her friend Maria?” “What were the kinds of communication mentioned by Maria?” “What did Maria tell about the kinds of communication?” “Do you think Maria had helped Ana for her final interview?” “Why? Why not?” If you were Maria would you do the same? Why? “Can you tell me the informal and formal sentences used in the dialogue?” (Write the pupils’ answers in column)</p>	<p>“Why did somebody throw an empty cigarette packet in the gutter?” “Where was the empty cigarette packet thrown?” “Why did the man give Paolo a ten-peso bill?” (Write the pupils’ answers in column)</p>		<p>What have you observed with the materials grouped in each box? The three types of viewing devices are static media, dynamic media and stationary media. Static media refers to media that do no move or cannot be altered when it was written such as newspaper, books and magazines. Dynamic media is the complete opposite of static media. Examples are facebook, twitter and other websites. Stationary media refers to commercially manufactured materials or any writings that were printed by such device. (Ask the pupils to give more examples of static, dynamic and stationary media)</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Ask: What are the ways to maintain the beauty of our land?				
E. Discussing new concepts and practicing new skills #2	<p>—I will read examples of poem. Tell me the words that rhyme. ll</p> <p>a. Across the world Two boys are crying, Both wanting more, And tired of trying. b. Black bug bit a big black bear. But where is the big black bear that the big black bug bit?</p> <p>c. I must confess that in my quest I felt depressed and restless.</p> <p>d. How much wood would a woodchuck chuck; If a woodchuck would chuck wood?</p>	<p>Present phrases of formal and informal language</p> <p>Ask: “What have you observed with the informal and formal sentences?”</p>	<p>Present set of independent clauses</p> <p>“The written sentences are examples of independent clauses. Each independent clause is composed of subject, predicate and it gives a complete thought or idea. Now, let us try to connect/combine the set of independent clauses using the conjunction.”</p> <p>(Ask the pupils to give examples of conjunction)</p> <p>Ask: “Which conjunction is appropriate for the first set of independent clauses? in the 2nd set? And in the 3rd set?”</p>	<p>Teaching/Modelling (Let the group read their answers)</p> <ol style="list-style-type: none"> <li>1. It was more on fun and play and it was more on singing and dancing.</li> <li>2. The boy learned about numbers and fundamental operations such as addition, subtraction, multiplication and division.</li> <li>3. Solving mathematical problems would be easier if you know the multiplication table and the right operation to be used.</li> </ol> <p>Ask: “What have you noticed with the sentences?” “Are the words written correctly?” (Ask volunteers to correct the misspelled words. Ask the pupils to read the corrected words.)</p> <ul style="list-style-type: none"> <li>■ operation</li> <li>■ multiplication</li> <li>■ division</li> <li>■ mathematical problems</li> </ul> <p>Ask: “What conjunction did you use to combine the ideas given by each group?” “Do you think the ideas given were related?”</p>	
F. Developing Mastery	<p>—What words rhyme in the given poems/verses? —</p> <p>—How do these words rhyme? ll</p> <p>Expected Answers: crying – trying (rhymes) bug – bit (same initial sound-alliteration) confess – restless (same vowel sound-asonance) wood – would (imitation of sound-onomatopoeia)</p>	<p>Say: “I will divide you into three groups. Each group will be given a task to perform. Cooperate well with your group mates for you to have a good presentation.”</p> <p>Group I: We Can Write! Write an essay about election.</p> <p>Group II: The Telephone Call Have a telephone conversation with your classmate asking him</p>	<p>Prepare the following materials: (strips of cartolina with sentences written on them, metacards with conjunction and)</p> <p>Say: “Combine the set of related sentences using the conjunction and. [ The Sun and the Moon were married]</p>	<p>Say: “We will have a tea party. I will provide you cut-outs of cups labeled with topics that are interesting to you. You will move about and engage in a conversation using independent sentences. You will combine the related sentences using the appropriate conjunction. Then, you will write your sentences on</p>	<p>I will divide you into two groups. The first group will think of examples of different types of viewing devices then the second group will identify the kind of viewing device shared by the first group.”</p>

		about the project to be submitted. Group III: The Interview! Have a short presentation about a job interview	[ They had many children, the stars.]	strips of colored paper. Observe the correct spelling of words.”	
G.Finding Practical application of concepts and skills in daily living	Ask volunteers to complete the following short poems using the words inside the parenthesis. a. Rhymes One morning, Pretty Little _____ (lane, garden, hen) Was walking in the _____ b. Alliteration Sheep should _____ in a shed. (sleep, away, sway) c. Assonance I lie down by my side for my _____. (lady, bride, baby) Fleet feet sweep by sleeping _____. (goose, geese, guest) d. Onomatopoeia Whoosh, passing breeze Whoosh, whoosh _____. (splash, sparks, sprinkle)	How will you talk to your teacher with formality?	Combine each pair of sentences using and. 1. The family needed food. The family needed other supplies. 2. John’s father prepared the boat. He set sail for town. 3. The girl stayed at home. She took care of her little brother. 4. We love dancing. We can do modern dances. 5. Ana and Maria are good neighbors. They have become best friends.	Read the paragraph carefully.. The girl scouts of San Isidro Elementary School camped for four days. One night they told stories after supper, then they went back to their tents and they fixed their bedding. The scout leader visited each tent and she made sure that each scout fell asleep by 8 o’clock in the evening. The following day, the girls got up by 5 o’clock in the morning. All of them jogged at the 500-meter campsite. Their breakfast afterwards was simple but it was nutritious. Next, the girls prepared for the hike uphill and down the rainforest.	
H.Making generalization and abstraction about the lesson	Elements of a certain poetry piece can be analyzed through rhymes and sound devices. Alliteration is identified by the repeated sound of the first consonant in a series of multiple words. Assonance is the repetition of vowel sound to create rhyming. Onomatopoeia refers to imitation of sound or formation of words resembling in sound.	We use formal English communication in such serious situations or when talking with people we don’t know well. It is also used in essays, cover letter for job application, letters at work and other business related communication. We use informal English communication in our everyday conversation and in personal writings with friends, family and other people.”	When do we use the conjunction and?	In constructing coherent sentences, ideas of the sentences should be related. Use conjunction and to combine related ideas or related independent clauses	
I.Evaluating learning	Complete the following verses with appropriate rhyming words. a. Rhymes Because she’s sporty	Rewrite the sentences to make it formal or informal. 1. What’s up, Sally? _____	Combine the sentences using the correct conjunction	Then, compose 3 related sentences about it using conjunction and. Observe proper spelling of words	Identify whether the viewing device is an example of static, dynamic or stationary media. Write your answer on the blank before each number.

	In a kindly sort of _____. ( clay, way, bay) b. Alliteration The fair breeze blew The white foam _____. (blow, flew, flee) c. Assonance I never heard before of a ship Furbished with battle _____ (beetle, tackle, pixel) d. Onomatopoeia The _____ bee flew away. (busy, buzzing, barking)	2. Jim, can you please go out to get the children? _____ 3. The performance was wonderful. _____ 4. Yours truly, _____ 5. I'm okay. _____			_____ 1. English Expressways Grade 5 _____ 2. www.google.com _____ 3. Poster of Clean and Green Campaign _____ 4. Avon brochure _____ 5. Birthday invitation
J.additional activities for application or remediation	Write at least one example of each. Sound devices	Write five examples of formal and informal english		Write five sentences using conjunction	
<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
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.

			___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?	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want</p>

	<p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p>students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p>providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p>students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>
	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>
	<p><b>Planned Innovations:</b></p> <p><input type="checkbox"/> Contextualized/Localized and Indigenized IM's</p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p>	<p><b>Planned Innovations:</b></p> <p><input type="checkbox"/> Contextualized/Localized and Indigenized IM's</p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p>	<p><b>Planned Innovations:</b></p> <p><input type="checkbox"/> Contextualized/Localized and Indigenized IM's</p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p>	<p><b>Planned Innovations:</b></p> <p><input type="checkbox"/> Contextualized/Localized and Indigenized IM's</p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p>	<p><b>Planned Innovations:</b></p> <p><input type="checkbox"/> Contextualized/Localized and Indigenized IM's</p> <p><input type="checkbox"/> Localized Videos</p> <p><input type="checkbox"/> Making big books from views of the locality</p> <p><input type="checkbox"/> Recycling of plastics to be used as Instructional Materials</p>

	__ local poetical composition	__ local poetical composition	__ local poetical composition	__ local poetical composition	__ local poetical composition
--	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------