

## GRADES 1 to 12 DAILY LESSON LOG

		Five
School	Grade Level	
		English
Teacher	Learning Area	
Teaching Date and Time		Third Week 5
	Quarter	

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	Demonstrate understanding of various linguistics nodes to comprehend various texts	Demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context Demonstrate understanding of text elements to comprehend various texts	Content Standards Demonstrates command of the conventions of standard English grammar and usage when writing or speaking	Demonstrate understanding of research process/different formats to write for a variety of audiences and purposes	
B.Performance Standards	Analyzes text types to effectively understand information/me ssages	Uses strategies to decode correctly the meaning of words in isolation and in context Use linguistic cues to appropriately construct meaning from a variety of text for a variety of purposes	Uses the correct sentence structure in giving and following directions (oral and written)	Rewrite/revise texts using appropriate text types for variety of audiences and purposes	
C.Learning Competencies/ Objectives	1. Infer the speaker"s tone, mood and purpose 2. Use appropriate strategies to keep the discussion going	Distinguish text-types according to features (structural and Language)- Cause and effect Infer the meaning of unfamiliar words based on given context clues (synonyms, antonyms) Observe politeness at all times Show tactfulness when communicating with others	Use a particular kind of sentence for a specific purpose and audience- following and giving direction	Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others Write a three-paragraph feature article	Weekly Test
II.CONTENT	Inferring speaker"s tone, mood and purpose Using appropriate strategies to keep the discussion going	Cause and Effect Synonyms and Antonyms	Using particular kind of sentence for a specific purpose and audience- following and giving direction	Organizing Information Writing Feature Articles	
III.LEARNING RESOURCES	95119				
A.References					
1.Teacher's Guide pages	CG p.	CG p.	CG p.	CG p.	CG p.

2.Learners's					
Materials pages					
3.Textbook					
pages					
4.Additional materials from learning resource (LR) portal		https://www.goodreads.com/book/show/417780 https://www.superteacherworksheets.com/synonyms-antonyms.html	http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions http://busyteacher.org/6568-following-and-giving-directions-imperative.html	file:///C:/Users/DepED/Downloads/Short%20Reading% 20Comprehension%20Passages.html	
B.Other Learning	Story: Antonio"s Life	Story: Why Mosquitoes Buzz in People's Ears	Map, activity sheet, chart	short passages, chart, activity card	
Resource	Activity sheets	Charts, activity sheets			
IV.PROCEDUR ES	-				
A.Reviewing previous lesson or presenting the new lesson	Game: Let"s play " ". Each team has two players. The first player is blindfolded and the other one serves as guide. The first player has to pass the obstacles to reach the king"s palace and give the message to the king. All he/she has to do is to follow the instruction to be given by the second player. Let "s see who can reach the kings" palace successfully	Describe the picture using synonyms and antonyms	Tell what kind of sentences according to structure are the following:  1. The children are playing ball in front of a neighbor's house.  2. Children, don't play ball in front of a neighbor's house.  3. Why do you play ball in front of a neighbor's house?  4. Please don't play ball in front of a neighbor's house  5. Ouch!!! The ball hit me.	Arrange the following events to make a paragraph Plant A seed	
B.Establishing a purpose for the lesson	a. Motivation How did you find the activity? How did the blind man reach the palace? Is it easy for the blind to reach the king"s palace? Why?	a. Vocabulary Development yam – (through picture) mischief – (through context clue) nonsense- (through context clue) satisfied – when someone's needs or wishes are met. tidbit – a small bit of food B. Motivation Look at this picture. What do you see in the picture? What harm can mosquito bring to us?	Arrange the following shape in order to make one figure. Follow the instruction: a. The figure with three sides should be at the top b. Under it is a close figure without sides and corners c. The figure is not you and not me but maybe a she or a he How did you come up with that figure?	Game: Puzzle	

	1. Motive	Aside from carrier of dengue,			
	Questions	chikungunya and zika virus,			
	This time you are going to	what makes the mosquito an annoying insect?			
	hear a story	Motive Question			
	about a boy	Mosquitoes are dangerous			
	who can see	insect despite of its minute size.			
	things even	They also disturb us in our sleep			
	though he is	because They buzz in our			
	blind.	ears.			
	What do you	Do you know why mosquitoes			
	want to know	buzz in our ear? What do			
	about the	you want to know in the story?			
	story?				
	Vocabulary				
	development				
	1. cars				
	honking-				
	(through				
	picture) 2. crumbles				
	easily- (context				
	clue)				
	3. sliding down				
	– (through				
	gesture)				
C.Presenting	Reading the	Read the story	Kendrei is a new comer in our	Out to Lunch	
Examples/	story by the	Why Mosquitoes Buzz in	school. On her first day to school	All morning, all that Ted could think about was eating	
instances of the	teacher	People's Ear	our teacher discussed with her the	lunch. He got up late and did not get a chance to eat	
new lesson			classroom rules	breakfast before the school bus arrived.	
			Listen to your teacher during class	Ted was hoping to have a Ham sandwich. Ham is Ted's	
			hours.	favorite lunchmeat. Ted also enjoys apples, but doesn't	
			Do your homework.	like the green one.	
			Study for the test.	At lunchtime.	
			Pay attention in class. Do not sleep in class.	Ted ran to the cafeteria. When he got in line he asked for Ham sandwich but they only have Egg and Tuna	
			Do not cheat.	sandwiches. Ted is allergic to Tuna, so he asked for	
			Raise your hand before you	the egg. He ate the sandwich so fast but he did not	
			speak.	enjoy his lunch as much as he expected	
			Smile every time you speak with	and the expected	
			other people		
D.Discussing	a. Answering	1. What happened one Saturday	What do you call these	Why is Ted so hungry for lunch?	
new concepts	the motive	morning?	sentences?	What is Ted's favorite lunchmeat?	
and practicing	question	2. Who greeted Iguana Good	What are you going to do with	What color of apple you might find at Ted's lunch box?	
new skills #1	В.	morning?	these classroom rules?	What food item should Ted never eat?	
	Comprehensio	3. Did Iguana reply? Why?	Are the directions clear?	Did Ted enjoy his lunch? Why?	
	n check-up	4. Who spread the bad news in	Is it important to make the		
	Who are the	the forest?	direction clear? Why?		
	friends in the	6. Why did the owlet die?	What have you noticed with the		
	story? When and	7. What did mother owl do? 10. What was the real problem	kind of sentences used in giving the classroom rules?		
	where do they	in the forest?	What kind of sentences are they?		
	meet?	11. Who do you think started the	what kind of sentences are they?		
	What does	chaos in the forest?			
	Francisca do	555 III 110 10100t:			
		1			

T		Т	Т	T	
	whenever she				
	sees Antonio				
	coming?				
	(write the				
	answer on the				
	board)				
	How does				
	Antonio feel				
	every time her				
	friends tell him				
	everything she				
	sees? (Write				
	the answer on				
	the board)				
	What does				
	Francisca do				
	when she sees				
	him crying?				
	What does she				
	tell to comfort				
	her friend?				
	(write the				
	answer on the				
	board?)				
	What can you				
	say about their				
	friendship?				
	Why?				
	How would you				
	feel if you have				
	a blind friend or				
	a blind member				
	in the family?				
E.Discussing	Look at the	Let us help King Lion find out	Game: Simon Says	Do you know how to make a simple story? Can you	
new concepts	sentences on	who among the animals was	This time let's play a game. Let	rewrite or retell the story you have read a while ago?	
and practicing	the board.	held	me me see how well you can	Here are some of the guidelines you can use.	
new skills #2	What emotion	responsible why the sun did not	follow the direction I'm going to	Going back to the story. Let us recall the important	
new ordino ii 2	or mood did	shine in the forest	give.	details or ideas we need then let us organize the ideas	
	Francisca	What were the reasons why the	The teacher explains the rules of	to make a new story	
	express when	problem occurred?	the game	What important elements did we used in organizing the	
	she said it?	What do you call them?	The object of the game is to listen	ideas?	
	What emotion	(Causes)	carefully to the instructions and	How did we arrange the events?	
	did Antonio	What was the result?	only do what is instructed if you	Can you write your own story using the following	
	express when	What is it called? (Effect)	hear the words 'Simon says.' If	details?	
	he said to	Now, who do you think created	you do not hear the words 'Simon	dotailo.	
	Francisca the	the problem?	says' before an instruction, it is		
	condition of his	and problem:	important that you do not do what		
	eyes?		was instructed. If you do what is		
	How about		instructed without first hearing		
	sentence no.3.		'Simon says,' you will be out of the		
	What mood is		game.		
	expressed in		"If I say Simon says stand up and		
	the sentence?		walk three steps backward. You		
	What do you		have to follow. But If I say back to		
	call the words		your seat without saying Simon		
	happiness		says first do not follow the		

	ovoitoment		direction given. The one caught		
I	excitement,				
I	sadness and		following the order will be out of		
	compassion?		the game.		
	(emotions or		Did you enjoy the game?		
	mood)		How did you play the game?		
	What other		What was the hardest part of the		
	feelings or		game?		
	emotions can		Why did your classmate lose in		
	we express		the game?		
	aside from		Is it important to follow the		
	love,		direction?		
	happiness and				
	sadness? How				
	can the				
	characters				
	convey these				
	kinds of				
	emotion to the				
1	readers or the				
1	listeners?				
I	What other				
	feelings or				
I	emotions can				
	we express				
	aside from				
	love,				
	happiness and				
	andnoon?				
	sadness?				
F.Developing	a. Guided	a. Match column A with column	nolica supermarket	Writing own's story	
F.Developing Mastery	a. Guided Practice	В	nolice	Writing own's story	
	a. Guided	B A. B.	hospital station book shop bus stat	Writing own's story	
	a. Guided Practice	В	hospital station book shop bus stat	Writing own's story	
	a. Guided Practice Infer the	B A. B.	hospital station book shop bus stat  King's Road King's Road cinema theatre underground cafe Italia	Writing own's story	
	a. Guided Practice Infer the general mood	B A. B. 1. Marco got his pail and shovel	hospital station book shop bus stat  King's Road King's Road cinema theatre underground cafe Italia	Writing own's story	
	a. Guided Practice Infer the general mood expressed in	B A. B. 1. Marco got his pail and shovel a. The mother gave it	hospital station book shop bus stat  King's Road King's Road cinema theatre underground cafe Italia	Writing own's story	
	a. Guided Practice Infer the general mood expressed in the following	B A. B. 1. Marco got his pail and shovel a. The mother gave it a bottle	hospital station  King's Road  Cinema theatre  1998  Green Street  Green Street  Green Street	Writing own's story	
	a. Guided Practice Infer the general mood expressed in the following situations.	B A. B. 1. Marco got his pail and shovel a. The mother gave it	king's Road cinema theatre    Station   Station	Writing own's story	
	a. Guided Practice Infer the general mood expressed in the following situations. Choose the answer from	B A. B. 1. Marco got his pail and shovel a. The mother gave it a bottle 2. It was a windy day b. The mother	king's Road  king's Road  cinema theatre  police book shop  bus stat  King's Road  cinema theatre  police book shop  bus stat  King's Road  cinema theatre shop  Green Street  Green Street	Writing own's story	
	a. Guided Practice Infer the general mood expressed in the following situations. Choose the answer from the box below	B A. B. 1. Marco got his pail and shovel a. The mother gave it a bottle 2. It was a windy day b. The mother gave it	book shop	Writing own's story	
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	a. Guided Practice Infer the general mood expressed in the following situations. Choose the answer from the box below 1. "It breaks my heart to see	B A. B. 1. Marco got his pail and shovel a. The mother gave it a bottle 2. It was a windy day b. The mother gave it a bottle 3. The phone rang	Station  Sta	Writing own's story	
	a. Guided Practice Infer the general mood expressed in the following situations. Choose the answer from the box below 1. "It breaks my heart to see you very ill,	B A. B. 1. Marco got his pail and shovel a. The mother gave it a bottle 2. It was a windy day b. The mother gave it a bottle 3. The phone rang c. A bird	Foot are going to buy a book in the bookshop. Using the map give a clear direction on how you will	Writing own's story	
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			1		
	5. We won! We	h. Jana flew her			
	won the game!"	kite			
	Admiration	at the park			
	happiness	9. The sun went down			
	sadness	i. The			
	gratitude	seeds grow			
	excitement	10. The dog lay in the mat j. It			
		got dark			
		b. Choose one issue then write			
		at least two causes and the			
		would be effect.			
		(Think-Pair-Share)			
		global warming deforestation			
		flood			
		water pollution landslide air			
		pollution			
G.Finding	Engagement	Write one positive and one	Act out the following: Group 1: A	Make a short story using the following details. You may	
Practical	Activity (Group	negative effect for each cause.	Little Help Please Take the pupils	write additional details to make your story creative	
application of	Work) Group 1	Use	outside for a little excitement with	Character	
concepts and	- The	your imagination and write	this directional game. Divide the	Mother	
skills in daily	Constructor	complete sentences.	pupils into pairs, and take them	children	
living	Construct	Cause: The cat crossed the	outside to an open play area.	Events	
	sentences/situ	street.	Have one person in each pair put	wake up early every day	
	ations that	Positive Effect	on a blindfold. This person will be	cook food	
	express the	Negative Effect:	the mover. The other person in the	set the table	
	following mood	2. Cause: I wore a red shirt.	pair will be the direction giver.	Wash the dishes	
	a. anger b.	Positive Effect:	Once each pair has one person	Clean the house	
	iealousy c.	Negative Effect:	blindfolded, place an object at the	Goes to market	
	excitement d.	3. Cause: Judd brushed his			
			other end of the playing area. The	Setting	
	worry e. afraid	teeth.	direction giver must then shout	At home	
	Group 2- The	Positive Effect:	directions to the mover who will	In the market	
	Performers Act	Negative Effect:	proceed to the object and retrieve		
	out a situation	4. Cause: The bird landed on	it. All of the pairs give directions at		
	that expresses	the branch.	the same time, so the mover must		
	the following	Positive Effect:	focus on his partner's voice. The		
	moods a.	Negative Effect:	first mover who reaches the object		
	Anger b. Love	<ol><li>Cause: The bee flew to its</li></ol>	wins that round. Then have the		
	c. Sympathy	hive.	pairs switch roles and place the		
	Group 3- The	Positive Effect:	object in another area. Award		
	Artist Compose	Negative Effect:	points to the team who reaches		
	a song or	_	the object first in each round. Play		
	poem that		as many rounds as you like and		
	shows at least		award a prize to the winning team.		
	two different		Group 2: A Dinner Party Put your		
	moods.		students into groups of four to act		
			out a dinner party. Two of the		
			students will be the hosts and the		
			other two will be the guests. In		
			front of the class if possible, have		
			the students act out a polite dinner		
			party where the hosts offer		
			different options to their guests		
			They can offer drinks, food and		
			desserts. The guest can ask		
			something to the host, use		
			imperative sentences in giving		

H.Making	How would you	How will you identify	and following direction Group 3: Rules to Live By Let the students make a list of five rules they want people to follow in life. Use imperative sentences. Once the pupils have finished their work. Display them around the classroom or in the hallway. Perhaps the life rules will encourage your students to behave kindly to one another. Remember:	In preparing a report, or writing a story we must know	
generalization and abstraction about the lesson	infer the mood of the character?	cause?effect?	1. In giving and following direction imperative sentnce is a simple structure to communicate. 2. Use simple and words to easily convey the ideas 3. The instruction must be clear	how to organize ideas. We can use different strategies such as graphic organizers, outlining, mapping and others. Make a list of your story's major scenes and arrange them in order of importance. Decide what other scenes are needed to enrich and support the major scene. Use these to add a smoother flow of the story	
I.Evaluating learning	We adopt variety of tones in our day-to-day speech. This intonation of our speech determines what message we desire to convey. Change the tone of the following situation as stated.  1. Happiness to sadness Father: "We are going on a vacation. Son: That"s great!!! 2. Positive to negative "You will get good grades like in the previous exams" 3. Sarcasm to sympathy "Serves you right you"ve failed in the test	Write your own effect for each cause. Use your imagination and write complete sentence.  1. Cause: The sun is shining Effect:  2. Cause: Jacob heard a bell ring Effect:  3. Cause: Ramon loves animals Effect:  4. Cause: I planted some seeds Effect:  5. Cause: Jake did not go to bed early. Effect:	Do what the directions tell you to do  1. Draw 3 trees next to the library. 2. Color the hospital red and white. 3. Draw a car next to the gas station. 4. Color all of main street green 5. Draw a black and white dog next to the fire station	Make a 3 paragraph feature story. You can write any topic of your choice.	
J.additional activities for		Read the paragraph and answer the questions.			

application or		a. A seed falls down. Rain			
remediation		soaks it. The sun warms it.			
		Roots grow. It			
		becomes a plant!			
		Why did roots grow?			
		Why do seeds fall?			
		b. Give the synonyms and			
		antonyms of the following words			
		1. Coward			
		2. Bold			
		3. Abundant			
		4. Blissful			
		5. Affection			
V.REMARKS					
VI.REFLECTIO N					
A.No. of	Lesson	Lesson carried. Move on to	Lesson carried. Move on to	Lesson carried. Move on to the next objective.	Lesson
learners who	carried. Move	the next objective.	the next objective.	Lesson not carried.	carried. Move on
earned 80% in	on to the next	Lesson not carried.	Lesson not carried.	% of the pupils got 80% mastery	to the next
the evaluation	objective.	% of the pupils got 80%	% of the pupils got 80%		objective.
	Lesson not	mastery	mastery		Lesson not
	carried.		-		carried.
	% of the				% of the
	pupils got 80%				pupils got 80%
	mastery				mastery
B.No.of learners	Pupils did	Pupils did not find difficulties	Pupils did not find difficulties in	Pupils did not find difficulties in answering their	Pupils did not
who require	not find	in answering their lesson.	answering their lesson.	lesson.	find difficulties in
additional	difficulties in	Pupils found difficulties in	Pupils found difficulties in	Pupils found difficulties in answering their lesson.	answering their
activities for	answering their	answering their lesson.	answering their lesson.	Pupils did not enjoy the lesson because of lack of	lesson.
remediation	lesson.	Pupils did not enjoy the	Pupils did not enjoy the lesson	knowledge, skills and interest about the lesson.	Pupils found
	Pupils	lesson because of lack of	because of lack of knowledge,	Pupils were interested on the lesson, despite of	difficulties in
	found	knowledge, skills and interest	skills and interest about the	some difficulties encountered in answering the	answering their
	difficulties in	about the lesson.	lesson.	questions asked by the teacher.	lesson.
	answering their	Pupils were interested on	Pupils were interested on the	Pupils mastered the lesson despite of limited	Pupils did not
	lesson.	the lesson, despite of some	lesson, despite of some	resources used by the teacher.	enjoy the lesson
	Pupils did	difficulties encountered in	difficulties encountered in	Majority of the pupils finished their work on time.	because of lack
	not enjoy the	answering the questions asked	answering the questions asked by the teacher.	Some pupils did not finish their work on time due to	of knowledge,
	lesson because of	by the teacher.  Pupils mastered the lesson	Pupils mastered the lesson	unnecessary behavior.	skills and interest about the lesson.
	lack of	despite of limited resources	despite of limited resources used		Pupils were
	knowledge,	used by the teacher.	by the teacher.		interested on the
	skills and	Majority of the pupils	Majority of the pupils finished		lesson, despite of
	interest about	finished their work on time.	their work on time.		some difficulties
	the lesson.	Some pupils did not finish	Some pupils did not finish their		encountered in
	Pupils	their work on time due to	work on time due to unnecessary		answering the
	were interested	unnecessary behavior.	behavior.		questions asked
	on the lesson,	,			by the teacher.
	despite of				Pupils
	some				mastered the
	difficulties				lesson despite of
	encountered in				limited resources
	answering the				used by the
	questions				teacher.
	asked by the				Majority of
	teacher.				the pupils

	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.				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	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	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	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?	Strategies used that work well:Metacogniti ve Development: Examples: Self assessments, note taking and studying	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Strategies used that work well: Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.	Strategies used that work well: 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.	Strategies used that work well: Metacognitiv e Development: Examples: Self assessments, note taking and studying techniques, and

techniques,		Schema-Building: Examples:		vocabulary
and vocabulary	Schema-Building:	Compare and contrast, jigsaw	Contextualization:	assignments.
assignments.		learning, peer teaching, and		Bridging:Exa
Bridging:		projects.	<b>Examples:</b> Demonstrations, media, manipulatives,	mples:Think-pair-
Examples:	contrast, jigsaw learning, peer	projecte.	repetition, and local opportunities.	share,quick-write
Think-pair-shar	teaching, and projects.			s,andanticipatory
e, quick-writes,		Contextualization:	Text Representation:	charts.
and	Contextualization:	Examples: Demonstrations,		
anticipatory	Examples: Demonstrations,	media, manipulatives, repetition,	<b>Examples:</b> Student created drawings, videos, and	Schema-Buildi
	media, manipulatives, repetition,	and local opportunities.	games.	ng: Examples:
charts.	and local opportunities.		Modeling: Examples: Speaking slowly and clearly,	Compare and
	and local opportunities.		modeling the language you want students to use, and	contrast, jigsaw
Schema-Bu		Text Representation:	providing samples of student work.	learning, peer
ilding:	Text Representation:	Examples: Student created		teaching, and
Examples:	Examples: Student created	drawings, videos, and games.	Other Techniques and Strategies used:	projects.
Compare and	drawings, videos, and games.	Modeling: Examples:	Explicit Teaching	Contextualiza
contrast, jigsaw	•	Speaking slowly and clearly,	Group collaboration	tion:
learning, peer	Modeling: Examples:	modeling the language you want	Gamification/Learning throuh play	Examples:
teaching, and	Speaking slowly and clearly,	students to use, and providing	Answering preliminary	Demonstrations,
projects.	modeling the language you want	samples of student work.	activities/exercises	media,
1 -7	students to use, and providing	Samples of student work.	Carousel	manipulatives,
	samples of student work.	Other Techniques and Strategies	Diads	repetition, and
Contextuali	Other Techniques and	used:	Differentiated Instruction	local
zation:	Other Techniques and	Explicit Teaching	Role Playing/Drama	opportunities.
Examples:	Strategies used:	Group collaboration	Discovery Method	• •
Demonstration	Explicit Teaching	Gamification/Learning throuh	Lecture Method	Text
s, media,	Group collaboration	play	Why?	Representation:
manipulatives,	Gamification/Learning	Answering preliminary	Complete IMs	Examples:
repetition, and	throuh play	activities/exercises	Availability of Materials	Student created
local	Answering preliminary	Carousel	Pupils' eagerness to learn	drawings, videos,
opportunities.	activities/exercises	Diads	Group member's	and games.
	Carousel	Differentiated Instruction	collaboration/cooperation	Modeling: Ex
Text	Diads	Role Playing/Drama	in doing their tasks	amples:
Representation	Differentiated Instruction	Discovery Method	Audio Visual Presentation	Speaking slowly
·	Role Playing/Drama	Lecture Method	of the lesson	and clearly,
Faranalara	Discovery Method	Why?		modeling the
Examples:	Lecture Method	Complete IMs		language you
Student	Why?	Availability of Materials		want students to
created	Complete IMs	Pupils' eagerness to learn		use, and
drawings,	Availability of Materials	Group member's		providing
videos, and	Pupils' eagerness to learn	collaboration/cooperation		samples of
games.	Group member's	in doing their tasks		student work.
Modeling:	collaboration/cooperation	Audio Visual Presentation		Other
Examples:	in doing their tasks	of the lesson		Techniques and
Speaking	Audio Visual Presentation	of the lesson		Strategies used:
slowly and	of the lesson			Explicit
clearly,				Teaching
modeling the				Group
language you				collaboration
want students				Gamification/
to use, and				Learning throuh
providing				play
samples of				Answering
student work.				preliminary
				activities/exercis
				es

0"		 
Other		Carousel
Techniques		Diads
and Strategies		
used:		Differentiated
Explicit		Instruction
Teachina		Role
Group		Playing/Drama
collaboration		D:
Gamificatio		Discovery Method
n/Learning		Lecture
fi/Learning		Lecture
throuh play		Method
Answering		Why?
preliminary		Complete
activities/exerci		Complete IMs
ses		Availability of
Carousel		Availability of Materials
Diads		Pupils'
		Pupils' eagerness to
 Differentiated		learn
Instruction		Group
Role		member's
Role		
Playing/Drama		collaboration/coo
Discovery		peration
Method		in doing
Lecture		their tasks
Method		Audio Visual
Why?		Presentatio of
Complete IMs		the lesson
ĪMs .		
Availahility		
Availability of Materials		
Pupils'		
eagerness to		
learn		
Group		
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collaboration/c		
ooperation		
in doing		
in doing their tasks		
Audio		
Visual		
Vioudi		
Presentation		
of the		
lesson		

Head School