



**GRADES 1 to 12  
DAILY LESSON LOG**

School

Teacher

Teaching Date and Time

Grade Level

Learning Area

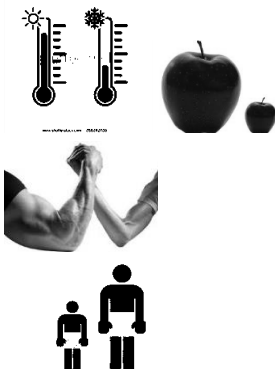
Quarter

Five

English

Third Week 5

|                                            | Monday                                                                                                      | Tuesday                                                                                                                                                                                                                                                                   | Wednesday                                                                                                                   | Thursday                                                                                                                                                                             | Friday      |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>I.OBJECTIVES</b>                        |                                                                                                             |                                                                                                                                                                                                                                                                           |                                                                                                                             |                                                                                                                                                                                      |             |
| <b>A.Content Standards</b>                 | 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<br>Demonstrate understanding of text elements to comprehend various texts                                                                    | Content Standards<br>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>B.Performance Standards</b>             | Analyzes text types to effectively understand information/messages                                          | Uses strategies to decode correctly the meaning of words in isolation and in context<br>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                                                                                              |             |
| <b>C.Learning Competencies/ Objectives</b> | 1. Infer the speaker's tone, mood and purpose<br>2. Use appropriate strategies to keep the discussion going | Distinguish text-types according to features (structural and Language)- Cause and effect<br>Infer the meaning of unfamiliar words based on given context clues (synonyms, antonyms)<br>Observe politeness at all times<br>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<br>Write a three-paragraph feature article | Weekly Test |
| <b>II.CONTENT</b>                          | Inferring speaker's tone, mood and purpose<br>Using appropriate strategies to keep the discussion going     | Cause and Effect<br>Synonyms and Antonyms                                                                                                                                                                                                                                 | Using particular kind of sentence for a specific purpose and audience- following and giving direction                       | Organizing Information<br>Writing Feature Articles                                                                                                                                   |             |
| <b>III.LEARNING RESOURCES</b>              |                                                                                                             |                                                                                                                                                                                                                                                                           |                                                                                                                             |                                                                                                                                                                                      |             |
| <b>A.References</b>                        |                                                                                                             |                                                                                                                                                                                                                                                                           |                                                                                                                             |                                                                                                                                                                                      |             |
| 1. Teacher's Guide pages                   | CG p.                                                                                                       | CG p.                                                                                                                                                                                                                                                                     | CG p.                                                                                                                       | CG p.                                                                                                                                                                                | CG p.       |

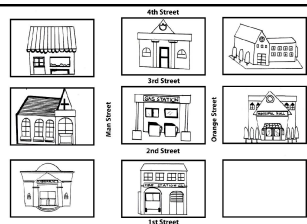
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| 2.Learners's Materials pages                              |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                   |  |
| 3.Textbook pages                                          |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                   |  |
| 4.Additional materials from learning resource (LR) portal |                                                                                                                                                                                                                                                                                                                                                                                 | <a href="https://www.goodreads.com/book/show/417780">https://www.goodreads.com/book/show/417780</a><br><a href="https://www.superteacherworksheets.com/synonyms-antonyms.html">https://www.superteacherworksheets.com/synonyms-antonyms.html</a>                                                                                                                             | <a href="http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions">http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions</a><br><a href="http://busyteacher.org/6568-following-and-giving-directions-imperative.html">http://busyteacher.org/6568-following-and-giving-directions-imperative.html</a>                                                          | <a href="file:///C:/Users/DepED/Downloads/Short%20Reading%20Comprehension%20Passages.html">file:///C:/Users/DepED/Downloads/Short%20Reading%20Comprehension%20Passages.html</a>                                                                                                                                                                                                   |  |
| B.Other Learning Resource                                 | Story: Antonio's Life Activity sheets                                                                                                                                                                                                                                                                                                                                           | Story: Why Mosquitoes Buzz in People's Ears Charts, activity sheets                                                                                                                                                                                                                                                                                                          | Map, activity sheet, chart                                                                                                                                                                                                                                                                                                                                                                                                                    | short passages, chart, activity card                                                                                                                                                                                                                                                                                                                                              |  |
| <b>IV.PROCEDURES</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                   |  |
| A.Reviewing previous lesson or presenting the new lesson  | <p>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</p> | <p>Describe the picture using synonyms and antonyms</p>                                                                                                                                                                                                                                     | <p>Tell what kind of sentences according to structure are the following:</p> <ol style="list-style-type: none"> <li>1. The children are playing ball in front of a neighbor's house.</li> <li>2. Children, don't play ball in front of a neighbor's house.</li> <li>3. Why do you play ball in front of a neighbor's house?</li> <li>4. Please don't play ball in front of a neighbor's house</li> <li>5. Ouch!!! The ball hit me.</li> </ol> | <p>Arrange the following events to make a paragraph</p> <p>Plant A seed</p> <ol style="list-style-type: none"> <li>_____ 1. Then place a seed in the hole</li> <li>_____ 2. Next, covered the seed with soil</li> <li>_____ 3. Last, let the seed grow in the sun</li> <li>_____ 4. Then sprinkle the water on the soil</li> <li>_____ 5. First dig a hole in the soil</li> </ol> |  |
| B.Establishing a purpose for the lesson                   | <p>a. Motivation</p> <p>How did you find the activity?</p> <p>How did the blind man reach the palace?</p> <p>Is it easy for the blind to reach the king's palace? Why?</p>                                                                                                                                                                                                      | <p>a. Vocabulary Development</p> <p>yam – (through picture)</p> <p>mischief – (through context clue)</p> <p>nonsense- (through context clue)</p> <p>satisfied – when someone's needs or wishes are met.</p> <p>tidbit – a small bit of food</p> <p>B. Motivation</p> <p>Look at this picture. What do you see in the picture?</p> <p>What harm can mosquito bring to us?</p> | <p>Arrange the following shape in order to make one figure.</p> <p>Follow the instruction:</p> <ol style="list-style-type: none"> <li>a. The figure with three sides should be at the top</li> <li>b. Under it is a close figure without sides and corners</li> <li>c. The figure is not you and not me but maybe a she or a he</li> </ol> <p>How did you come up with that figure?</p>                                                       | Game: Puzzle                                                                                                                                                                                                                                                                                                                                                                      |  |

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

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

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|                      | <p>excitement, sadness and compassion? (emotions or mood)</p> <p>What other feelings or emotions can we express aside from love, happiness and sadness? How can the characters convey these kinds of emotion to the readers or the listeners?</p> <p>What other feelings or emotions can we express aside from love, happiness and sadness?</p>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>direction given. The one caught following the order will be out of the game.</p> <p>Did you enjoy the game?</p> <p>How did you play the game?</p> <p>What was the hardest part of the game?</p> <p>Why did your classmate lose in the game?</p> <p>Is it important to follow the direction?</p> |                     |  |
| F.Developing Mastery | <p>a. Guided Practice</p> <p>Infer the general mood expressed in the following situations. Choose the answer from the box below</p> <p>1. "It breaks my heart to see you very ill, said Auring to her sick daughter.</p> <p>2. "Today is the day I've been waiting for."</p> <p>3. "I can't thank you enough for the help you've given me."</p> <p>4. "Wow! Your dress is so nice."</p> | <p>a. Match column A with column B</p> <p>A.</p> <p>1. Marco got his pail and shovel</p> <p>gave it</p> <p>a bottle</p> <p>2. It was a windy day</p> <p>b. The mother</p> <p>gave it</p> <p>a bottle</p> <p>3. The phone rang</p> <p>c. A bird</p> <p>gobbled it up.</p> <p>4. Nan plants seeds</p> <p>d. The dog</p> <p>went to</p> <p>sleep</p> <p>5. The horse ran at the fence e.</p> <p>He jumped over it</p> <p>6. A worm wiggled</p> <p>f. The girl</p> <p>chased it</p> <p>7. A baby began to cry</p> <p>g. He builds a sand</p> <p>castle</p> <p>8. The sun went down</p> |  <p>You are going to buy a book in the bookshop. Using the map give a clear direction on how you will reach there. Use imperative sentences in giving direction</p>                                             | Writing own's story |  |

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|                                                                        | <p>5. We won! We won the game!"</p> <p>Admiration<br/>happiness<br/>sadness<br/>gratitude<br/>excitement</p>                                                                                                                                                                                                                                                                                                       | <p>h. Jana flew her kite</p> <p>at the park</p> <p>9. The sun went down</p> <p>i. The seeds grow</p> <p>10. The dog lay in the mat j. It got dark</p> <p>b. Choose one issue then write at least two causes and the would be effect.<br/>(Think-Pair-Share)</p> <p>global warming deforestation<br/>flood<br/>water pollution landslide air pollution</p>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                          |  |
| G.Finding Practical application of concepts and skills in daily living | <p>Engagement Activity (Group Work) Group 1 - The Constructor Construct sentences/situations that express the following mood</p> <p>a. anger b. jealousy c. excitement d. worry e. afraid</p> <p>Group 2- The Performers Act out a situation that expresses the following moods</p> <p>a. Anger b. Love c. Sympathy</p> <p>Group 3- The Artist Compose a song or poem that shows at least two different moods.</p> | <p>Write one positive and one negative effect for each cause. Use your imagination and write complete sentences.</p> <p>1. Cause: The cat crossed the street.<br/>Positive Effect:<br/>Negative Effect:</p> <p>2. Cause: I wore a red shirt.<br/>Positive Effect:<br/>Negative Effect:</p> <p>3. Cause: Judd brushed his teeth.<br/>Positive Effect:<br/>Negative Effect:</p> <p>4. Cause: The bird landed on the branch.<br/>Positive Effect:<br/>Negative Effect:</p> <p>5. Cause: The bee flew to its hive.<br/>Positive Effect:<br/>Negative Effect:</p> | <p>Act out the following: Group 1: A Little Help Please Take the pupils outside for a little excitement with this directional game. Divide the pupils into pairs, and take them outside to an open play area. Have one person in each pair put on a blindfold. This person will be the mover. The other person in the pair will be the direction giver. Once each pair has one person blindfolded, place an object at the other end of the playing area. The direction giver must then shout directions to the mover who will proceed to the object and retrieve it. All of the pairs give directions at the same time, so the mover must focus on his partner's voice. The first mover who reaches the object wins that round. Then have the pairs switch roles and place the object in another area. Award points to the team who reaches the object first in each round. Play as many rounds as you like and award a prize to the winning team.</p> <p>Group 2: A Dinner Party Put your 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</p> | <p>Make a short story using the following details. You may write additional details to make your story creative</p> <p>Character<br/>Mother<br/>children<br/>Events<br/>wake up early every day<br/>cook food<br/>set the table<br/>Wash the dishes<br/>Clean the house<br/>Goes to market<br/>Setting<br/>At home<br/>In the market</p> |  |

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|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 | and following direction Group 3:<br>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.                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |  |
| H. Making generalization and abstraction about the lesson | How would you infer the mood of the character?                                                                                                                                                                                                                                                                                                                                                                                           | How will you identify cause? effect?                                                                                                                                                                                                                                                                                                                            | Remember:<br>1. In giving and following direction imperative sentence is a simple structure to communicate.<br>2. Use simple words to easily convey the ideas<br>3. The instruction must be clear                                                                                                                                                                                                                               | In preparing a report, or writing a story we must know 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.<br>1. Happiness to sadness<br>Father: "We are going on a vacation. Son: That's great!!!"<br>2. Positive to negative "You will get good grades like in the previous exams"<br>3. Sarcasm to sympathy<br>"Serves you right you've failed in the test" | Write your own effect for each cause. Use your imagination and write complete sentence.<br>1. Cause: The sun is shining<br>Effect: _____<br>2. Cause: Jacob heard a bell ring<br>Effect: _____<br>3. Cause: Ramon loves animals<br>Effect: _____<br>4. Cause: I planted some seeds<br>Effect: _____<br>5. Cause: Jake did not go to bed early.<br>Effect: _____ |  <p>Do what the directions tell you to do</p> <ol style="list-style-type: none"> <li>1. Draw 3 trees next to the library.</li> <li>2. Color the hospital red and white.</li> <li>3. Draw a car next to the gas station.</li> <li>4. Color all of main street green</li> <li>5. Draw a black and white dog next to the fire station</li> </ol> | 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.                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                     |  |

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

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|                                                                                                       | <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>                                                                  |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>                                                  |
| C.Did the remedial work? No.of learners who have caught up with the lesson                            | ___ of Learners who earned 80% above                                                                                                                                                                                                                                                                       | ___ of Learners who earned 80% above                                                                                                                                                                                                                                                                       | ___ of Learners who earned 80% above                                                                                                                                                                                                                                                                       | ___ of Learners who earned 80% above                                                                                                                                                                                                                                                                                                                                                                                                  | ___ of Learners who earned 80% above                                                                                                                                      |
| D.No. of learners who continue to require remediation                                                 | ___ of Learners who require additional activities for remediation                                                                                                                                                                                                                                          | ___ of Learners who require additional activities for remediation                                                                                                                                                                                                                                          | ___ of Learners who require additional activities for remediation                                                                                                                                                                                                                                          | ___ of Learners who require additional activities for remediation                                                                                                                                                                                                                                                                                                                                                                     | ___ of Learners who require additional activities for remediation                                                                                                         |
| E.Which of my teaching strategies worked well? Why did these work?                                    | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                   | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                   | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                   | ___Yes ___No<br>___ of Learners who caught up the lesson                                                                                                                                                                                                                                                                                                                                                                              | ___Yes ___No<br>___ 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><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging:</b><br/><b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> | <p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging:</b><br/><b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> | <p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging:</b><br/><b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> | <p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___<b>Bridging:</b><br/><b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___<b>Schema-Building:</b><br/><b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> | <p><i>Strategies used that work well:</i></p> <p>___<b>Metacognitive Development:</b><br/><b>Examples:</b> Self assessments, note taking and studying techniques, and</p> |

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|  | <p>techniques, and vocabulary assignments.</p> <p><b>___ Bridging:</b><br/><b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___ Schema-Building:</b><br/><b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___ Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling:</b><br/><b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>___ Other Techniques and Strategies used:</b><br/> <b>___ Explicit Teaching</b><br/> <b>___ Group collaboration</b><br/> <b>___ Gamification/Learning through play</b><br/> <b>___ Answering preliminary activities/exercises</b><br/> <b>___ Carousel</b><br/> <b>___ Diads</b><br/> <b>___ Differentiated Instruction</b><br/> <b>___ Role Playing/Drama</b><br/> <b>___ Discovery Method</b><br/> <b>___ Lecture Method</b></p> <p><b>Why?</b><br/> <b>___ Complete IMs</b><br/> <b>___ Availability of Materials</b><br/> <b>___ Pupils' eagerness to learn</b><br/> <b>___ Group member's collaboration/cooperation in doing their tasks</b><br/> <b>___ Audio Visual Presentation of the lesson</b></p> | <p><b>___ Schema-Building:</b><br/><b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___ Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling:</b><br/><b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>___ Other Techniques and Strategies used:</b><br/> <b>___ Explicit Teaching</b><br/> <b>___ Group collaboration</b><br/> <b>___ Gamification/Learning through play</b><br/> <b>___ Answering preliminary activities/exercises</b><br/> <b>___ Carousel</b><br/> <b>___ Diads</b><br/> <b>___ Differentiated Instruction</b><br/> <b>___ Role Playing/Drama</b><br/> <b>___ Discovery Method</b><br/> <b>___ Lecture Method</b></p> <p><b>Why?</b><br/> <b>___ Complete IMs</b><br/> <b>___ Availability of Materials</b><br/> <b>___ Pupils' eagerness to learn</b><br/> <b>___ Group member's collaboration/cooperation in doing their tasks</b><br/> <b>___ Audio Visual Presentation of the lesson</b></p> | <p><b>___ Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling:</b><br/><b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>___ Other Techniques and Strategies used:</b><br/> <b>___ Explicit Teaching</b><br/> <b>___ Group collaboration</b><br/> <b>___ Gamification/Learning through play</b><br/> <b>___ Answering preliminary activities/exercises</b><br/> <b>___ Carousel</b><br/> <b>___ Diads</b><br/> <b>___ Differentiated Instruction</b><br/> <b>___ Role Playing/Drama</b><br/> <b>___ Discovery Method</b><br/> <b>___ Lecture Method</b></p> <p><b>Why?</b><br/> <b>___ Complete IMs</b><br/> <b>___ Availability of Materials</b><br/> <b>___ Pupils' eagerness to learn</b><br/> <b>___ Group member's collaboration/cooperation in doing their tasks</b><br/> <b>___ Audio Visual Presentation of the lesson</b></p> | <p>vocabulary assignments.</p> <p><b>___ Bridging:</b><br/><b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___ Schema-Building:</b><br/><b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___ Contextualization:</b><br/><b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___ Text Representation:</b><br/><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___ Modeling:</b><br/><b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>___ Other Techniques and Strategies used:</b><br/> <b>___ Explicit Teaching</b><br/> <b>___ Group collaboration</b><br/> <b>___ Gamification/Learning through play</b><br/> <b>___ Answering preliminary activities/exercises</b></p> |
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Prepared by:

Class Adviser

Checked by:

Head

School