GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	DECEMBER 11 - 15, 2023 (WEEK 6)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner demonstrates understanding of the four fundamental operations involving decimals	The learner demonstrates understanding of division involving decimals	The learner demonstrates understanding of decimals	The learner demonstrates understanding of the four fundamental operations involving decimals	The learner is expected to demonstrate understanding of the four fundamental operations involving decimals and ratio and proportion
B.Performance Standards	The learner is able to apply the four fundamental operations involving decimals	The learners are able to apply division involving decimals in mathematical problems and real-life situations	The learner is able to recognize and represent decimals in various forms and contexts	The learner is able to apply the four fundamental operations involving decimals in mathematical problems and real-life situations	The learner is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations
C.Learning Competencies/Objectives	Visualizes division of decimal numbers using pictorial models **Code:** M5NS –IIf-115	Divides decimals with up to 2 decimal places **Code:** M5NS- II f- 116.1	Divides decimals with up to 2 decimal places **Code:** M5NS-IIf-116.1	Divides whole numbers with quotients in decimal form **Code:** M5NS-IIf-116.2	Divides whole numbers with quotients in decimal form **Code:** M5NS-IIf-116.2
II.CONTENT	Visualizing division of decimal numbers using pictorial models	Dividing Decimals With Up to 2 Decimal Places	Dividing Decimals with up to 2 Decimal Places	Dividing Whole Numbers with Quotients in Decimal Form	Dividing whole numbers with quotients in decimal form
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	Curriculum Guide, page 59 Lesson Guides in Math 5 pp. 305-310	Curriculum Guide, page 59 Lesson Guide in Math 5, p 314-318	Curriculum Guide, page 59	Curriculum Guide, page 59	Curriculum Guide, page 59
2.Learners's Materials pages					
3.Textbook pages	Mathematics for a Better Life 5 pp. 168-169	Mathematics for Better Life 5	Mathematics for a Better Life pp 5. 182-183	Mathematics for Better Life 5, p. 182	Realistic Math Worksheet, pp. 50 - 52
4.Additional materials from learning resource (LR) portal		MISOSA Gr. 5 Module – Dividing Decimals With Up to 2 Decimal Places			
B.Other Learning Resource	blocks, coins, metacards, flash cards, number lines	Flash cards, metacards, activity sheets, charts	Flashcards,number cards, powerpoint presentations	flash cards, activity cards, charts	Charts, flashcards
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. **Drill** (Mental Computation) I have P 100.00. If I will give it to my 5 children, how much will each get? **2. Review** Dividing decimals by whole numbers	Mental Computation Drill on division a. 324 ÷ 4 d. 248 ÷ 8 b. 168 ÷ 2 c. 567 ÷ 7 **2. Review** Dividing decimals by whole numbers	**1. Drill** Directions: Divide the following a. 324 ❦4 b. 168 ❦ 2 c. 567 ❦ 7 d. 248 ❦ 8 **2. Review**	Game Relay a. Teacher prepares flashcards with division. b. Pupils will divided into two groups with 3 members of each group. Page378	**1. Drill** Have a game on dividing whole numbers. Use flashcards. Let the pupils divide as fast as they can **2. Review** Conduct a review on the terms used in a division sentence.

	Strategy: Number Scramble Materials: 4 sets of cards with the following digits 0 to 5, a decimal point and a division sign. Mechanics: a. Divide the class into 4 groups. b. Distribute the sets of cards to the different groups. c. Using the numbers on their cards, ask the groups to form a division equation that gives the smallest possible quotient. d. Go around the room to check the group's answers. e. Repeat the activity, this time have the groups from a division equation with the greatest possible quotient	Strategy: Number Scramble Mechanics: a. Let 2 group stand in front facing the class. Give each group the set of number cards and the decimal point. b. Flash the cads (all cards must be manageable by the pupils) 3.6 ÷ 4 3.66 ÷ 3 0.25 ÷ 5 0.84 ÷ 2 c. Pupils in each group form the answer to the question using their number and the decimal point. d. The teacher will read the answer from left to right. e. The group who can give the correct answer first earn the point. f. Game continues until all equation cards have been used up	Review on dividing decimals by whole numbers Strategy: Game- Number Scramble Mechanics: a. Let 2 groups stand in front facing the class. Give each group the set of number cards and decimal point. b. Flash the cards (all cards must be manageable by the pupils). Example: c. Pupils in each group form the answer to the question using their number and the decimal point. d. The teacher will read the answer from left to right. e. The group who can give the correct answer first earns a point. f. Game continues until all equation cards have been used up. g. The team with the most number of points earned points.	c. As the teacher flashes the card, each player will give the answer. d. The first to give the answer correctly, will take 1 step forward. e. The first to reach the platform, wins the game. 50 ÷ 5 = n 2,120 ÷ 10 = n 288 ÷ 24 = n 120 ÷ 60 = n 780 ÷ 12 = n 860 ÷ 4 = n **2. Reviewing Previous Lesson** Directions: Find the quotient 1. How many 0.31 meter are there in 9. 61 meters? 2. How many 0.12 cm are there in 6.48 cm? 3. How many 0.26 m are there in 5.98 m? 4. How many 0.47 m are there in 6.11 m? 5. How many 0.08 kg are there in 6.48 kg?	For instance, the number that is divided is called the dividend. The number that divides the dividend is the divisor. The answer in division is the quotient. Let the pupils identify the dividend, divisor and quotient
B.Establishing a purpose for the lesson	Show real blocks to the pupils. Where do we usually use these blocks? This time, we will use blocks in our lesson.	What projects do you do in your EPP class? Do you make them yourselves? Do you submit them on time?	What project do you do in your EPP class? Do you make it yourself? Do you submit it on time?	How many are you in the family? Have you experienced bringing home something which is not enough for your family? How did you share it equally to everyone?	Talk about surprises and their reactions. Do you love surprises? When do you give a surprise to your loved ones? How do you feel when you see in their faces that they like your surprise?
C.Presenting Examples/ instances of the new lesson	Present a grid	a. Present the problem opener with flowchart Aldy bought a piece of rattan 0.80-metre long for his EPP project. He cut it into pieces of 0.4 metre each. How many pieces did he make? b. Help the pupils understand the answer by asking some comprehension questions. What are given? What is asked? What processes are you going to use to solve the problem?	Present a story problem Tassie bought 0.75 metre of pink ribbon, which she cut into 0.25 metre strips for her project in EPP. How many pieces did she make?	Ana brought home 3 suman. If she has 4 sisters, how will she divide it equally among her sisters? 	**Strategy: Think-Pair-Share** Present the situation below to the class. Nicole and his brother want to surprise their mother on her coming birthday next month. They want to give her a bag worth Php 475 as a gift. How much would they share equally? What kind of sons are they? 🍫 Do you also give surprises to your parents?
D.Discussing new concepts and practicing new skills #1	Now look at the pictorial model that you made.	Divide the class into group of 5s . Tell each member of the	3.66 🐿 3 0.84 🐿 2 0.25 🐿 5	a. Task for each group (Group of 4)	**Strategy: Thinking Skills (RMFD)** Divide the class into group of 5s. Using the problem presented,

	Why did you trade ones block for tenths? Into how many tenths did we divide the whole block? 1 whole block is = **10 blocks of tenths** How many tenths are there now? Why did you separate the tenths into groups of four tenths? Into how many groups did we divide? How many groups of tenths do you have? What is the quotient of 1.2 ÷ 0.4 ? This time use pictorial models to divide 1.4 ÷ 0.2.	group that they are going help each other to solve the given problem. After each group have finished, asked them to post their output on the board.	3.6 ❦ 4 Tassie bought 0.75 metre of pink ribbon, which she cut into 0.25 metre strips for her project in EPP. How many pieces did she make? a. Have the pupils understand the word problem by asking some comprehension questions. What are given? What is asked in the problem? What operation should you use to solve the problem? What is the correct anser? Explain it. b. Do the activity. “Pair Share” Let them write the number sentence for the problem. Give them time to brainstorm the possible way on how to perform the operation on a given decimal numbers. c. Call some volunteers to show their answer on the board. d. Processing the answer of the pupils. Show this flow chart to show the sequential steps in dividing decimal by a decimal. 1. What did we multiply to the dividend and the divisor? 2. Why do you multiply both dividend and divisor by 100? 3. Ask each pair to check their answer using multiplication to find out whether the answer is reasonable.	1. Use strips of paper to represent the 3 suman. 2. Divide each strip into 4 equal parts. 3. Give one piece to each member of the group. Do the same with the other strips. 4. Answer the following : a. What do you call each part? b. How many fourths did each one receive? c. How do you change 34 to decimal? (by multiplying both terms by 25; that is, 3 x 25 = 75; 4 x 25 = 100) d. How will you write 75 and 100 in fraction form? e. How is 75100 written in decimal form? f. What is the quotient of 3 ÷ 4? g. Show your solution.	instruct the pupils to help each other solve the problem. Give them enough time to perform it. After all the group had done with their output, ask somebody from the group to discuss the solutions done. After the activity, ask the pupils to explain their answers. How did you solve the problem?
E.Discussing new concepts and practicing new skills #2	Give other examples	Give other examples	Give other examples	Give other examples	Give other examples
F.Developing Mastery	Based on your group’s output, what is one way to divide decimals? What may we use? We may use picture model to divide decimals.	After the activity, ask the pupils to explain their answers. What operation should you use to solve the problem? Why is division the operation needed to solve it? Let the pupils write the number sentence on the board. 0.8 ÷ 0.4 = N The teacher show the flowchart to show the sequential steps in	Divide and find the answer. Do it by pair. Think-Pair-Share 1. What is 0.75 divided by 0.25? 2. How many 0.8 are there in 0.64? 3. What is the average point if 0.92 is divided by 0.23? 4. A 0.78 hectares cornfield is divided equally by three children of the farmer. How much part of the cornfield each child	Read, analyze and solve the problem A dressmaker has a bolt of fabric that is 49 meters long. She plans to make 50 table runners. How long will each piece be? **Understand** 🎬 Know what is asked in the problem? 🎬 Know what are the given facts: **Plan** 🎬 Determine the operation to use:	Directions: Group the learners into five groups. Instruct them to divide the following numbers. 1). 15 ÷ 9 2). 11 ÷ 2 3). 7 ÷ 4 4). 431 ÷ 3 5). 840 ÷ 11

		dividing a decimal by a decimal. Talk about the chart. What did we multiply to the dividend and the divisor? To what number did we actually multiply the equation 0.8/0.4? Why do you multiply both dividend and divisor by 10? Elicit from the pupil that once the divisor has been changed to a whole number, the equation can then be simplified just like in dividing whole numbers. To find whether your answer is reasonable or not, use multi-plication to check your answer.	received? 5. How many pieces of cloth 0.23 each can be cut from 0.65 m long?	**Solve** Write the number sentence **Check and look back**	
G.Finding Parctical application of concepts and skills in daily living	**Strategy: Coins model** Materials: P 0.25; 0.05 or 25 c and 5 c Directions: Find the quotient using coins for a pictorial model How many five centavos are there in twenty-five centavo coins? To find the answer, divide: 25 c ÷ 5 c = 5 P 0.25 ÷ P 0.05 = 5 P 0.25 = P 0.05 P 0.05 P 0.05 P 0.05 P 0.05	Directions: Group yourself into 5 groups. Think-pair and share to find the quotient: G – 1 0.81 ÷ 0.9 G – 2 0.88 ÷ 0.11 G – 3 0.56 ÷ 0.7 G – 4 0.54 ÷ 0.06 G – 5 0.45 ÷ 0.15	Directions: Find the quotient. 1. When 94.5 is divided by 0.15, what is the quotient? 2. What is N in the equation, 6.93 ÷ 0.11=N? 3. How many 0.29 are there in 9.28? B. Directions: Find the quotient. 1). 0.24 ÷ 0.4 = 2). 0.56 ÷ 0.7 = 3). 0.72 ÷ 0.9 = 4). 0.88 ÷ 0.11 = 5). 0.06 ÷ 0.54 =	Strategy: Activity-Based Group Activity: Provide each group with a problem to solve. 1. What is the quotient if 24 is divided by 48? 2. Alfred has 35 m of wire for hanging pictures. She wants to divide it into 50 pieces for her frames. How long did she used for each frame? 3. Mother left Php5.00 for his 7 children. How much did each child received 4. Mr. Dela Cruz is a hardworking man who owns 6 hectares of land. In his will, he divided his lot equally among his 7 sons. How much land each of his sons received? 5. Jeffrey and Geoffrey went to the market to buy 15 kilos of pork. When they came home, they divided the meat into 16 parts and put it in plastic bags for future use. How many kilos of pork does each bag contain?	Read and solve the problem Father left Php 50 on the table for you and your two brother's snack. The three of you decide to share it equally so each one can buy what he likes for a snack. What will be the amount each of you can receive?
H.Making generalization and abstraction about the lesson	Lead the pupils to give the following generalizations: How do we divide decimal numbers	How do we divide decimal with decimal up to 2 decimal places?	How do we divide decimal by a decimal with up to 2 decimal places?	How do we divide whole numbers with decimal quotients? In dividing whole numbers with a decimal quotients : o write the equation in fraction form, dividend as numerator and divisor as denominator	How do you divide whole numbers with quotient in decimal form?

				o divisor must be bigger than its dividend o divide numerator by its denominator, since numerator is smaller than denominator it can't be divided o add zero to the numerator but before that add a decimal point before zero o quotient must then have a decimal point.	
I.Evaluating learning	Illustrate the quotient using number line model. 0.25 ÷ 0. 05 = Look at this number line model of 0.25 ÷ 0. 05 = 5 What do you notice on the divisors? How many units of 0.6 scale are there? What happen to the dividend? How many unit of scales are there?	Find the quotient 1). 0.24 ÷ 0.4 2). 0.56 ÷ 0.8 3). 0.72 ÷ 0.9 4). 0.48 ÷ 0.8 5). 0.18 ÷ 0.3	Find each quotient 1). 0.09 0.03= 2). 0.93 0.3 = 3). 0.3.2 0.4 = 4). 18.6 0.02 = 5). 2.4 0.06 =	Find the quotient. Round your answer to the nearest place value indicated to complete the table a) 5 ÷ 8 b) 12 ÷ 18 c) 15 ÷ 80 d) 16 ÷ 18 e) 14 ÷ 24	Directions: Divide the following whole numbers. 1). 16 ÷ 3 2). 21 ÷ 6 3). 20 ÷ 3 4). 11 ÷ 6 5). 20 ÷ 12
J.additional activities for application or remediation	Illustrate the quotient using the following models below. 2 ÷ 0.4 = 2.) 3.6 ÷ 0.6 = N	Find the quotient. 1. What is 0.75 divided by 0.25? 2. How many 0.8 are there in 0.64? 3. What is the average point if 0.92 by 0.23? 4. A 0.78 hectares cornfield is divided equally by three children of the farmer. How much part of the cornfield each child received? 5. How many pieces of cloth 0.23 m each can be cut from a 0.65 m long?	Answer these questions. 1. How many 0.31 metres are there in 96.1 metre? 2. How many 0.12 cm are there in 6.48 cm? 3. How many 0.26 cm are there in 59.8 cm? 4. How many 0.8 kg are there in 6.4 kg 5. How many 0.47 m are there in 61.1 m?	Find the quotient. 1. 25 ÷ 50 = N 2. 56 ÷ 58 = N 3. 72 ÷ 74 = N 4. 99 ÷ 100 = N	Divide the following whole numbers. 1). 4012 ÷ 16 4). 3520 ÷ 23 2). 1209 ÷ 24 5). 5628 ÷ 3). 9936 ÷ 2
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery

B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme 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?	*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	*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	*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. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson