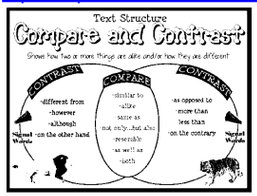
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 4 - 8, 2024 (WEEK 6)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	Demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context	Demonstrate understanding of text elements to comprehend various texts	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking Demonstrates understanding of verbal and non-verbal elements of communication to respond back	Demonstrates understanding of library skills to research a variety of topics Demonstrates understanding of different formats to write for a variety audiences and purposes
B.Performance Standards	Prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively	Uses strategies to decode correctly the meaning of words in isolation and in context	Uses knowledge of text types to correctly distinguish literary from informational texts	Uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) Uses a variety of strategies to provide appropriate feedback	Utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study Publish texts using appropriate text types for a variety of audiences and purposes
C.Learning Competencies/Objectives	1. Provide evidence to support opinion/ fact 2. Read with Automaticity Grade Level Frequently Occurring Content Area Words	1. Identify different meanings of content specific words (denotation and connotation) (Mathematics) EN5V–I If – 20.1.2	Distinguish Text-types According to Purpose- To explain EN5RC –II f – 3.2.3 Read with automaticity grade level frequently occurring content area words EN5F – Ii f – 1.8.1	Compose clear and coherent sentences using appropriate grammatical structures : order of adjectives Observe politeness at all times Show tactfulness when communicating with others	Gather relevant information from various sources – online references EN5SS –II f–1.7 Write paragraphs showing comparison and contrast EN5WC–II f– 2.2.6
II.CONTENT	Providing Evidence to Support Opinion/ Fact	Identifying Different Meanings of Content Specific Words (denotation and connotation) (Mathematics)	Distinguishing Text-types According to Purpose- To explain Reading with Automaticity Grade Level Frequently Occurring Content Area Words	Order of Adjectives	Gathering Relevant Information from Various Sources – Online References Writing Paragraphs Showing Comparison and Contrast
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.78	CG p.78	CG p.78	CG p.78	CG p.78
2.Learners's Materials pages					
3.Textbook pages	Fun in English, Language, p. 226			English Expressways Language 5, pp. 205 – 207	
4.Additional materials from learning resource (LR) portal	https://www.youtube.com/watch?v=j4Ah1jercqQ www.rappler.com	English.tutorvista.com	http://www.greening.in/2013/05/how-trees-help-in-preventing-floods.html https://www.google.com/search	http://www.learnenglishfeelgood.com/esl_adjectiveorder4.html#	http://www.dictionary.com/browse/online https://en.wikipedia.org/wiki/Digital_reference

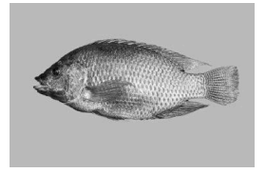
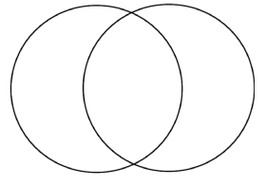
					https://www.google.com/search?q=comparison+and+contrast www.clipartpanda.com
B.Other Learning Resource		Charts, activity sheets	charts, activity sheets, flashcards	charts, activity sheets, flashcards	charts, puzzle, activity sheets, flashcards, venn diagram
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	**Game** : Pick out a strip (rolled with ribbon) with a statement stating a fact or an opinion inside a box. Those who picked afact should go to the right side, those who picked an opinion should go to the left side. Pupils who did not get it correctly should recite a poem, render a song or a dance number. Ice is cold. Rich people are happy. Water is important to man. Boats never sink. A kitten grew up to be a cat.	Game Arrange jumbled letters to form a word. D N T T O N E A I O C N O O N I N T O A T	Unlocking of Difficulties Fill up the missing letters to form a word. The meanings given will help you. 1. p_ev_ _t - stop 2. _he_om_no_ -occurrence 3. f_i_t_o_ - the action of one object rubbing against another	Game : Teacher will play a song. As the song starts to play, pupils will pass a ball to their seatmate. When the song stopped, a pupil who hold a ball will show an object and gives description about it	**Loop a Word**. Look for the words in the puzzle that can be used as online resources. It may be horizontal, vertical or in slant form.
B.Establishing a purpose for the lesson	The teacher presents a video clip about “The Carbon and Oxygen Cycle” (https://www.youtube.com/watch?v=j4Ah1jercqQ) What gases were mentioned in the video clip? Who needs oxygen? How about carbon dioxide?	Ask the pupils to give some Mathematics words	Showing a picture of a tree and ask the importance	Teacher shows a picture and ask the pupils to describe it 	Showing a picture  What can you say about the picture? If you will do your assignment which between books or computer will you use? Why? What are their similarities? differences?
C.Presenting Examples/ instances of the new lesson	Reading a report Carbon, Blessing or Bane? Carbon is truly wonderful. With its four outer shells, carbon easily links with other atoms in the atmosphere. Thus, numerous carbon compounds are formed. While this may indicate that carbon is helpful to man, it can also be destructive. Carbon has its good functions but it should be used well to produce desired results. As	Presentation of a sentence And on a day we meet to walk the ***line*** Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Presentation of a selection **Trees help prevent flooding** When plants grow in an area, the roots of plants dig deep in to the soil and **create** space between soil particles. When it rains in highlands, water that flows downhill gets **drained** into the space created by the root system of plants. Due to this, chance of flooding is greatly **reduced**. When plants are absent,	Read the paragraph below Mother is getting ready for the birthday of her pretty little daughter, Sonia. She will buy Sonia a new yellow dress and will bake two big round brown cakes. Sonia’s mother will also prepare five delicious dishes for visitors, classmates and friends.	Look at the following diagrams. This information came from https://www.google.com/search?q=comparison+and+contrast 

	humans and animals breathe out carbon dioxide during respiration, the air retains a little amount of carbon. This is where the problem lies. Due to the wide use of carbon-based fuels by automobiles, the combustion of these fuels give off carbon dioxide. Carbon quickly combines with oxygen and this is when we have to find quick solutions. With so many cars, buses, and jeeps running, on these fuels, carbon dioxide level in the atmosphere is high, very high indeed. With the high amount of carbon dioxide in the atmosphere, the terms “greenhouse effect” and “global warming” became household words. It was found out that the alarming accumulation of carbon dioxide in the atmosphere has been trapping heat from escaping into the outer space. This has caused man to respond alarmingly to the situation. There are new efforts to limit carbon dioxide emissions. If not, there will be disastrous changes. Global warming will bring about climate change in all parts of the world. As we now experience, wet seasons, become wetter, there are more flooding, and dry seasons have become hotter and drier-there are droughts. Man has awakened to the reality of carbon, while a friend to the environment could also be an enemy if abused and misused		especially in rocky areas, rocks prevent water from **seeping** into the ground. This **phenomenon** is also observed in **paved** roads. Since there is no room for water to seep, flooding occurs in nearby water bodies. When a layer of water runs off a rocky surface, it reduces **friction** and the following layers of water will run more freely as there is less friction. If more water is **dumped** into rivers and lakes than they can handle, these water bodies tend to overflow and the banks **burst** and cause flooding. If there are more trees in an area that is **prone** to water runoffs, the root system of trees can create space between these rocks and hence reduce the amount of water being dumped into lakes and rivers		
D.Discussing new concepts and practicing new skills #1	What was the report about? Why is carbon helpful to man? Why is it harmful ? As the combustion of fuels give off carbon dioxide, what happens to the carbon? What should we do if this happens? What was found out that has been trapping heat from escaping from the outer space?	In Mathematics what is the meaning of the word “line”? If we are going to use the sentence above, what is the meaning of line? Class in Mathematics the word **line** is a geometric figure formed by a point moving along a fixed direction and the reverse direction. In the sentence above **line** means following the rules and doing what is accepted	What particular part of the tree helps prevent flooding? Where does the water in highlands flow when it rains? How do trees in an area that is prone to water runoffs help in flooding? Explain what is the purpose of the selection This type of text – types is called ***Explanation*** because it shows how	Mother is getting ready for the birthday of her pretty little daughter, Sonia. She will buy Sonia a new yellow dress and will bake two big round brown cakes. Sonia’s mother will also prepare five delicious dishes for visitors, classmates and friends. Who is going to have a birthday party? What will mother buy for her?	What animals are being compared? How are they similar? different? What is comparing? contrasting? What are the signal words that we used in comparing? In contrasting?

	How does the man respond to this accumulation of carbon dioxide? (Let the pupils read with automaticity grade level frequently occurring content area words.)	***Math Words***	***Denotation***	***Connotation***	roots of the tree works and why does tree prevent flooding. ***Explanation*** is the kind of text- type that shows how things work and why things happen. Read with automaticity grade level frequently occurring content area words	What will mother bake? What will mother prepare for her? Read the answers you gave. 1. ***Pretty little*** Sonia will have birthday party. 2. Mother will buy her **a *new yellow*** dress. 3. Mother will bake ***two big round brown*** cakes. 4. She will prepare ***five delicious*** dishes. What does pretty tell? What does little mean? yellow? round? In using adjectives in a series we must follow the pattern below.	
		Addition	Process of combining two or more numbers	Furthermore explanation, ideas etc.			
		Subtraction	Process of deducting numbers from another numbers	Withdrawal, deduction			
		Multiplication	Is an abbreviated process of adding an integer to itself a specified number of times	Increase, becoming greater in numbers			
		Division	Process of dividing numbers into equal parts	Separating, disagreement between two or more groups			
		Sum	Answer in addition	Totality, whole			
E.Discussing new concepts and practicing new skills #2	Let's go back to the report. It was stated that carbon is truly wonderful. What is your opinion regarding it?	A. Choose the denotative meaning of the following Mathematical words inside the box. 1. Difference			Draw a **happy face** if it is an explanation and **sad face** if it is not an explanation.	I. Use the following phrases in sentences. 1. The three big baskets 2. The five pretty tall girls	Write a paragraph showing compare and contrast in the following : 1. man and animals

	On the other hand, it may be a bane. How could this happen? Give your opinion. (Pupils will provide evidence to their answers) Choose the statements that are ***Opinions.*** Write it on your notebook. Then explain your answer. 1. Scientists are still looking for dinosaur bones. 2. Lifting the bones must be hard work. 3. Scientist who study dinosaurs are all very smart. 4. The bones indicate the size of dinosaurs. 5. I think that dinosaurs were greenish gray	2. Fraction 3. Ratio 4. Congruence 5. Factor -number that will be divided into another number -Two geometrical figure of the same size and shape -Number that can be express also in fraction or decimals -In the form of numerator over denominator -Answer in subtraction Give the connotative meaning of the following Mathematical words. Choose your answer inside the box. 1. Difference 2. Fraction 3. Ratio 4. Congruence 5. Factor -Of the same value -Not the same, in contrast -Aspect that affects something -Being the part of something -Measuring the relationship	1. Press and hold to select a word, and then drag the selection handle. 2. In the nineteenth century, which was dark and inflationary age in typography and text designs may compositors were encouraged to stuff extra space between sentences. 3. A rock crystal is formed by volcano. The lava from volcano comes down through the valleys tumbling rocks and minerals to a flat land…… 4. The reason why crystal has different colors is because of its mineral content. 5. Crystals grow in different shape because of their atoms.	3. Two white horses 4. Five ripe yellow mangoes 5. Six new thick red books II. For each of the following sentences, choose the correct order of adjectives to fill in the blank. 1. I was thrilled to receive a _____ book with my order. A. big, beautiful, leather-bound B. leather-bound, big, beautiful C. beautiful big leather-bound 2. His clown costume consists of a red nose, oversized shoes, and a _____ jacket. A. Size 4X polka-dotted silk smoking B. polka-dotted silk smoking size 4X C. polka dotted size 4x silk smoking 3. I've been shopping for the perfect _____ chopsticks. A. Japanese long sushi B. long Japanese sushi C. long sushi Japanese 4. He was wearing a _____ shirt. A. dirty old flannel 373 B. flannel old dirty C. old dirty flannel 5. Pass me the _____ cups. A. plastic big blue B. big blue plastic C. big plastic blue III. Give as many adjectives as you can to describe the following nouns. 1. Cabbages – _____ 2. Grass - _____ 3. Lamp - _____ 4. Sun - _____ 5. Fairy - _____	2. moon and sun 3. farm and zoo 4. toad and frog

F.Developing Mastery	Read weather news report. Then answer the question below **PAGASA: Brace for rains for 5 more days** MANILA, Philippines – State weather bureau PAGASA warned Luzon and Western Visayas to brace for more heavy rains in the next 5 days. PAGASA said there would be more monsoon rains in Metro Manila, Zambales, Bataan, Pampanga, Pangasinan, Nueva Ecija, Tarlac, Bulacan, Rizal, Cavite, Laguna, and Batangas. There will also be occasional rains in the rest of the Ilocos Region, the Cordillera Administrative Region, and the rest of Central Luzon, as well as Mimaropa and Western Visayas. The rest of Luzon and the rest of the Visayas should expect light to moderate rains and thunderstorms. Mindanao, in contrast, will have generally good weather on Sunday with just isolated rainshowers or thunderstorms. Aurelio explained that a low pressure area (LPA) and a tropical depression which are both outside the Philippine Area of Responsibility (PAR) are enhancing the southwest monsoon. *Source : www.rappler.com* Does weather vary in all parts of our country? Give your opinion regarding this. Does weather affect man's daily activities? What is your opinion ? (Pupils will provide evidence to their answers.)	Think-Pair-Share Think of 2 words related to mathematics and fill up the table below	Distinguish whether the following selection aims to explain something. Write down 5 sentences from the selection that express explanations  What is an earthquake ? An ***earthquake*** is what happens when two blocks of the earth suddenly slip past one another. The surface where they slip is called the ***fault or fault plane***. The location below the earth's surface where the earthquake starts is called the ***hypocenter***, and the location directly above it on the surface of the earth is called the ***epicenter.*** Sometimes an earthquake has ***foreshocks***. These are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists can't tell that an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the *main shock*. Main shocks always have *aftershocks* that follow. These are smaller earthquakes that occur afterwards in the same place as the main shock. Depending on the size of the main shock, aftershocks can continue for weeks, months, and even years after the main shock!	Arrange the adjectives in order to complete the sentence. 1. All the girls fell in love with the _____ teacher. (Handsome new American) 2. I used to drive _____ car. (An old German blue) 3. He recently married a _____ woman. (Young beautiful Greek) 4. This is a _____ movie. (New Italian wonderful) 5. She is a _____ supermodel. (Beautiful slim Brazilian)	Write a paragraph showing comparison and contrast in the given Illustration (www.readingquest.org)
G.Finding Practical application of concepts and skills in daily living	Earth has many treasures. How are we going to use those treasures?		Most of the people are nature lover . Some of them has no concern at all. As a young citizen, how will you show your love for nature?	Rhea is attending a celebration. Few minutes later, she noticed a beggar outside the house. She accompanied the beggar inside the house and gave him foods. What character is shown by Rhea? Is it right to be generous?	As a pupil, is it advantageous to use online resources in doing projects and other related school works ? Why ?

H.Making generalization and abstraction about the lesson	What is the difference between facts and opinions?	**Remember** **Denotation** refers to the definition provided by the dictionary. It pertains to the literal meaning of the word. **Connotation** refers to the implied or suggestive meaning of the word.	**Remember** ***Explanation*** is the kind of text- type that shows how things work and why things happen	**Remember** Two or more one – word adjectives used to describe a noun are said to be in a series. This series of adjectives follow a certain order: number – quality – size – shape – color plus the noun described	1.Gathering information from "Online References" means collecting data through a commercial electronic information service or the Internet. 2.Comparing is citing the similarities and contrasting is citing the differences. 3.In comparison we use the signal words like; similar to, alike, same as, not only, but also, as well as both. 4.In contrast we use the signal words; different from, however, although, on the other hand, as opposed, to more than, less than. 5.In writing a paragraph showing comparison and contrast you must make diagram A for the similarities and B for the differences.
I.Evaluating learning	Write **F** if the sentence states a fact and **O** if it states an opinion. Be able to provide evidence in your answer 1. Mount Everest is the highest mountain in the world.There are twelve months in a year. 2. Boys are more intelligent than girls. 3. The Earth is the third planet from the sun. 4. One foot is equal to twelve inches.	Give the denotative meaning of the following Mathematical words in column A. Choose your answer in Column B. Column A Column B 1. Area A.The measurement unit of an angle 2. Degree B.The intersection point of the two number lines of a coordinate graph. 3. Origin C.The space contained within a shape 4. Volume D.The amount which can be held, as measured in cubic units. 5. Interval E.The numbers that are contained within two specific boundaries.	Distinguish whether the selection shows an explanation. Why? The water cycle or hydrologic is a continuous cycle where water evaporates, travels into the air and becomes part of a cloud, falls down to earth as precipitation, and then evaporates again. This goes again and again in a never-ending cycle. Water keeps moving and changing from a solid to a liquid to a gas, over and over again. Precipitation creates runoff that travels over the ground surface and helps to fill lakes and rivers. It also percolates or moves downward through openings in the soil to replenish aquifers under the ground. Some places receive more precipitation than others do. These areas are usually close to oceans or large bodies of water that allow	Arrange the following adjectives in order. Then write a sentence using your answer. 1. Japanese, big, sweet, yellow, corn 2. red, beautiful, one, rose 3. long , two, sharp, pencils 4. young, pretty, lady 5. white, big, round, pillow	Using Venn Diagram, write similarities and differences of whales and fishes   

			more water to evaporate and form clouds. Other areas receive less precipitation. Often these areas are far from water or near mountains. As clouds move up and over mountains, the water vapor condenses to form precipitation and freezes. Snow falls on the peaks		
J.additional activities for application or remediation	Copy a short selection from any reading materials. Construct a short paragraph of 3-5 sentences to state your opinion about the issue	Complete the table below by giving the denotative and connotative meaning of the Mathematical words Words / Connotative / Denotative 1. Abstract 2. Numbers 3. Base 4. Identity 5. Logic	Choose one of the pictures below and be able to give explanation.   	Think of a particular topic you are interested. Write a five-sentence paragraph using order of adjectives.	Based from the pattern let us write a paragraph about this illustration. (www.readingquest.org) apples oranges How Are They Alike? fruits round seeds grow on trees sweet nutritious get juice from 'em How Do They Differ? *with regard to* thin, smooth, often eat / skin / thick, bumpy seldom eat red, green, yellow, multi / color / orange crisp, mealy / meat / sectioned, pulpy most states / where grown / subtropical
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 learning, peer teaching, and projects.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.	*Strategies used that work well:* **___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,andanticipatorycharts. **__Schema-Building**: **Examples:** Compare and contrast, jigsaw

	___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	**___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	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