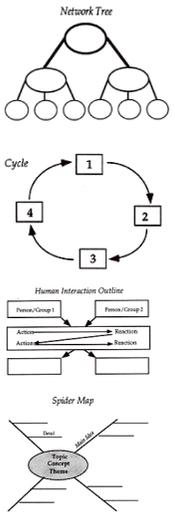




GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	V
Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	ENGLISH
Teaching Dates and Time:	APRIL 11-14, 2023 (WEEK 9)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards		Demonstrates understanding of text elements to comprehend various texts.	Demonstrates understanding of text elements to comprehend various texts.	Demonstrates understanding of text elements to comprehend various texts.	Demonstrates understanding of the research process to write a variety of texts
B.Performance Standards		Uses knowledge of text types to correctly distinguish literary from informational texts	Uses diction(choice of words) to accurately analyze author's tone, mood, and point of view	Uses knowledge of text types to correctly distinguish literary from informational texts	Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
C.Learning Competencies/Objectives		Distinguish text –types according to features(structural language) comparison and contrast. (EN5ol-IVh-4)	1. Identify point of view. (EN5LC-IIIh-3.17) 2. Use particular kind of sentence for a specific purpose and audience-expressing opinions/emotions.EN5G-IIIh-1.8.10 3. Observe politeness at all times (EN5A-IIIh-17)	Distinguish text –types according to features(structural language) comparison and contrast. (EN5ol-IVh-4)	1. Organize information from secondary sources in preparation for writing,reporting and similar academic tasks in collaboration with others(EN5SSh-4) 2. Revise writing for clarity
II.CONTENT		Comparison and contrast	Point of View	Comparison and contrast	Organizing secondary information Correct spelling, appropriate punctuation marks, transition/signal words
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal		www.scribd.com/document/326965603/Earthquakes-Reading http://www.aviv.org.il/Apps/WW/Page.aspx?wscoe3rdgradereading.wikispaces.com.file/view/compare	http://ammons.dadeschools.net/Author%20Purpose.pdf	www.scribd.com/document/326965603/Earthquakes-Reading http://www.aviv.org.il/Apps/WW/Page.aspx?wscoe3rdgradereading.wikispaces.com.file/view/compare	https://overnightessay.com/blog/2007/07/17/organizing-ideas-for-essay-writing/
B.Other Learning Resource		Audio Recorder, Power Point Presentation, charts, drawing materials	Power Point Presentation,charts	Audio Recorder, Power Point Presentation, charts, drawing materials	Audio Recorder, Power Point Presentation,charts
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson		1. What are the different purpose why an author writes an article?	1. How would you react in this statement?	1. What are the different purpose why an author writes an article? 2. What is the author's purpose in writing this passage?	1. Drill Read the sentence correctly.

		<p>2. What is the author’s purpose in writing this passage? The impressive eagle is a national symbol in the United States for patriotism and freedom. Because the bald eagle was once hunted for sport, it is on the verge of extinction. If you kill a bald eagle, you can go to jail. Unfortunately, the bald eagle still maybe become extinct.</p> <p>3. Drill Teacher shows picture of the following: How do the images influence you?</p> <p>4. Vocabulary (tectonic plates, terrifying, anxiety-ridden, panic, equipped, imperative, aftershocks, subsided, horrified, urgent, reassemble, disorder, winding, treacherous)</p>	<p>“You took all ten and that is not fair. So there will be no party. When you learn to share, then you will have a party.”</p> <p>2. Drill Tell the mood or tone of each speaker Speaker 1 : “Insects are wonderful. You need to look closely to learn about them. If you watch them, you will learn a lot. Speaker 2 : “Cats make the best pet!”</p>	<p>The impressive eagle is a national symbol in the United States for patriotism and freedom. Because the bald eagle was once hunted for sport, it is on the verge of extinction. If you kill a bald eagle, you can go to jail. Unfortunately, the bald eagle still maybe become extinct.</p> <p>3. Drill Teacher shows picture of the following: How do the images influence you?</p> <p>4. Vocabulary (tectonic plates, terrifying, anxiety-ridden, panic, equipped, imperative, aftershocks, subsided, horrified, urgent, reassemble, disorder, winding, treacherous)</p>	<p>a. Learning is compulsory in most schools today. b. Are they kept by size or color? c. But...you should come also!</p> <p>2. Vocabulary What is a primary and secondary sources of materials? primary—not made or coming from something else; original firsthand—coming directly from the original source secondary—coming from or created using an original source secondhand—not original; taken from someone or something else source—a person, publication, or object that gives information What is the use primary sources and secondary sources?</p>
<p>B.Establishing a purpose for the lesson</p>		<p>Show pictures of area hit by tsunami and earthquake What are the causes of this situation? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>How important for you is the content of information from the text? Does it give different mood or feelings to the reader?</p>	<p>Show pictures of area hit by tsunami and earthquake What are the causes of this situation?</p>	<p>Are you familiar with these? What is the use of the following</p> 
<p>C.Presenting Examples/ instances of the new lesson</p>		<p>Read the short story and find out the comparison and differences of the idea in the passage.</p>	<p>Listen to the recorded article “Coyotes Invade Downtown” The discovery of a wild coyote in late 1997 in the Henry M. Jackson</p>	<p>Read the short story and find out the comparison and differences of the idea in the passage.</p>	<p>How many times your imagination gave you tons of idea, but still it’s hard for you to express your ideas in writing?</p>

		<p>Earthquakes and Tsunamis By: Sue Peterson</p> <p>Earthquakes are the sudden shock of the earth's surface that result in the earth shaking and rolling. They can be felt over large geographical areas for brief moments of time. This is a natural way for the earth to release stress. Did you know that more than a million earthquakes shock the world each year? Let's look at what causes this unpredictable phenomenon. There are nearly 20 tectonic plates that are along the earth's surface that continuously move past each other. When these plates stretch or squeeze, huge rocks form at their edges and the rocks shift causing an earthquake. You can visualize an earthquake by holding a pencil horizontally in the air and applying force to both ends by pushing down on them. Eventually, the pencil will break somewhere</p> <p>Vocabulary tectonic plates subsided terrifying horrified anxietyridden urgent panic reassemble equipped disorder imperative winding aftershocks treacherous between the two pencil ends to release the stress placed on it. This is exactly how the earth's crust reacts to produce an earthquake. The plates move and put forces on each other so the earth's crust breaks for this stress to be released in the form of energy. This energy then moves at a terrifying rate through the earth as an earthquake. A seismograph is an instrument used to record the strength of the earthquake. It also measures how long the</p>	<p>Federal Building in downtown Seattle should come as a wake-up call. The United States has a serious coyote problem! From their traditional enclaves in the western desert, these opportunistic canines have now invaded the entire continental United States. They have taken over parks, farms, vacant lots, and now perhaps the downtown areas of major cities. Homeowners report losing cats and dogs to the beasts, and young children are under attack. Enough is enough. Since humans are the only natural enemy of coyotes, we demand that state and federal agencies institute coyote trapping programs. That is the only way to decrease the number of coyotes to a manageable level.</p>	<p>Earthquakes and Tsunamis By: Sue Peterson</p> <p>Earthquakes are the sudden shock of the earth's surface that result in the earth shaking and rolling. They can be felt over large geographical areas for brief moments of time. This is a natural way for the earth to release stress. Did you know that more than a million earthquakes shock the world each year? Let's look at what causes this unpredictable phenomenon. There are nearly 20 tectonic plates that are along the earth's surface that continuously move past each other. When these plates stretch or squeeze, huge rocks form at their edges and the rocks shift causing an earthquake. You can visualize an earthquake by holding a pencil horizontally in the air and applying force to both ends by pushing down on them. Eventually, the pencil will break somewhere</p> <p>Vocabulary tectonic plates subsided terrifying horrified anxietyridden urgent panic reassemble equipped disorder imperative winding aftershocks treacherous between the two pencil ends to release the stress placed on it. This is exactly how the earth's crust reacts to produce an earthquake. The plates move and put forces on each other so the earth's crust breaks for this stress to be released in the form of energy. This energy then moves at a terrifying rate through the earth as an earthquake. A seismograph is an instrument used to record the strength of the earthquake. It also measures how long the earthquake occurs. Other significant terms to know concerning the topic of earthquakes include the "epicenter" which is the point on the earth's surface above the source of the earthquake; "seismic waves" which is the energy created by the quake</p>	<p>Remember: Writing is not emergency you need to organize the content before you can write freely</p> <p>Diagram/graphic organizers will make your writings easier.</p> <p>How to organize ideas?</p> <ol style="list-style-type: none"> 1. Diagram 2. Outline 3. Speed writing 4. Some other ways: a. from specific to general; b. from positive to negative; c. step by step; d. from most important to least important
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		<p>buildings, trees, and power lines. If you are in a car, it is important to drive to a safe area and stay in the car until the trembles stop. There may be aftershocks, movements after the earthquake. Check for personal injuries and damage to your home when all movement has subsided. Depending on the strength of the earthquake, you may be horrified and need someone for reassurance. It is urgent that you remain calm. You may be able to reassemble some of the items that were tossed about and repair the disorder that has occurred during this disaster at a later time.</p> <p>Tsunamis are formed by the displacement of water, either a landslide, volcanic eruption or by the slippage of the earth's plates, rock about 15-200 kilometers (50,000-650,000 feet) deep that carry the continents and seas of the earth on an underground ocean of hot, semi-solid material. Tsunamis are large ocean waves that flow straight avoiding any winding and circular turns like most every day waves. Tsunamis travel up to 965 kph (600 mph), thus capable of causing severe damage with their treacherous speed alone. They travel the fastest in deeper water, yet hit near the shoreline at 48-64 kph (30-40 mph). © Sue Peterson 2012</p>		<p>repair the disorder that has occurred during this disaster at a later time. Tsunamis are formed by the displacement of water, either a landslide, volcanic eruption or by the slippage of the earth's plates, rock about 15-200 kilometers (50,000-650,000 feet) deep that carry the continents and seas of the earth on an underground ocean of hot, semi-solid material. Tsunamis are large ocean waves that flow straight avoiding any winding and circular turns like most every day waves. Tsunamis travel up to 965 kph (600 mph), thus capable of causing severe damage with their treacherous speed alone. They travel the fastest in deeper water, yet hit near the shoreline at 48-64 kph (30-40 mph). © Sue Peterson 2012</p>	
<p>D. Discussing new concepts and practicing new skills #1</p>		<p>Why do earthquakes occur? How do an earthquake occurs? Explain the purpose of the Richter Scale. What do the numbers mean?</p>	<p>a. Why is it considered that the discovery of wild coyote come as a wake-up call? b. What was the problem brought by the opportunistic canines?</p>	<p>Why do earthquakes occur? How do an earthquake occurs? Explain the purpose of the Richter Scale. What do the numbers mean? How do tsunamis formed?</p>	<p>What are the secondary sources of information? How are you going to organize secondary information?</p>

		<p>How do tsunamis formed? What are the likeness and differences of earthquakes and tsunamis? Use Venn diagram in getting the answer from the pupils</p>	<p>c. How will the problem become manageable? d. What is the author’s purpose in writing the story? e. What is the author’s point of view? How can you tell? (Let the pupils know that they are already giving their own point of view upon telling their reactions.)</p>	<p>What are the likeness and differences of earthquakes and tsunamis? Use Venn diagram in getting the answer from the pupils</p>	<p>What is the use of graphic organizer? An outline? Why is it important to organize information?</p>
E.Discussing new concepts and practicing new skills #2		<p>1. When you compare and contrast two characters, what is NOT something you look at? A. what the characters say B. what the author says C. what the characters look like 2. What are the signal words used in comparing and contrasting? Signal words and phrases that show similarities Similarly Like Still likewise in the same way in comparison at the same time in the same manner Signal words and phrases that show contrasts However on the other hand but nevertheless while Rather on the contrary yet more (than) Comparative forms (er) in contrast 3. A debate: Take sides on the issue “ compare and contrast students from public school and private school” Use the signal words/phrases for similarities and differences.</p>	<p>Which do you think is the best point of view from the article? a. To guard the area from opportunistic canines b. Let the people manage the downtown areas. c. To manage the the growing problems on the number of coyotes in the town What do we mean by point of view/author’s purpose? Author’s Purpose All authors have a reason why they write what they do. This is called the author’s purpose. Since all authors have experiences or beliefs that influence the way that they write they also have a point of view. There are four main reasons why people write: P = to Persuade (goalto convince the reader) I = to Inform (goal- to state the facts) E = to Entertain (goal- to make us laugh, cry, scream, have fun) S = to Share a personal experience (goal- to share memories, hopes or dreams) There are some clues that help you to determine for which reason the article was reason. d. 1. “We must guard our town against the attack of the enemy!” 2.”Homeowners look every were to find their pets”. What emotion does the sentence gives you?</p>	<p>1. When you compare and contrast two characters, what is NOT something you look at? A. what the characters say B. what the author says C. what the characters look like 2. What are the signal words used in comparing and contrasting? Signal words and phrases that show similarities Similarly Like Still likewise in the same way in comparison at the same time in the same manner Signal words and phrases that show contrasts However on the other hand but nevertheless while Rather on the contrary yet more (than) Comparative forms (er) in contrast 3. A debate: Take sides on the issue “ compare and contrast students from public school and private school” Use the signal words/phrases for similarities and differences.</p>	<p>Group Activity Read the story and organize the concept using graphic organizer Then rewrite the passage observing clarity. Albert Einstein Albert Einstein (1879-1955), on the other hand, was one of the greatest scientists who ever lived. He was born of Jewish parents in Germany. As a boy, he did not like school. But he studied Math and Science at home. He went to college at Zurich, Switzerland, and studied Physics. In 1905, he published A new theory on the nature of the universe, the Theory of relativity. It explains how matter, energy, and time are related. This Theory of Relativity made Einstein World famous. In 1921, he received the Nobel Prize for Physics. -From “Disney’s My First Encyclopedia</p>
F.Developing Mastery		A. Differentiated activities	A. Guided Practice Group Activity(Brainstorming)	A. Differentiated activities	A. Group Activity

		<p>Musical group: Create a song about similarities and differences of two concept</p> <p>Spatial group: Do a theme collage divided into two sides of urban and rural area</p> <p>Linguistic group: Using concept map. Determine the similarities and differences of rainy days and stormy days</p> <p>Kinesthetic group: Compare and contrast the condition of our world before and today</p> <p>B. Independent Practice</p> <p>Compare and contrast your experience in dining at Jollibee and Mc Donalds or at any restaurants.</p>	<p>Read the story below and answer the questions that follow:</p> <p>Most people that have pets, have a cat or a dog. People disagree all the time as to which pet is best. Cats make the best pet! There are many reasons why cats are the best pet. Cats are very independent. If you go on vacation, you can leave extra food and water and have a friend occasionally check on the cat. On the other hand,dog need to be kenneled, which cost a lot of money. Watching a cat play with a string or a ball is very entertaining. You can sit back and enjoy the cat</p> <p>However, a dog needs a person to play with and usually won't play alone. On a cold winter's night, there is nothing better than to have your cat snuggled up on your lap purring contentedly. If you are trying to choose between a dog or a cat for a pet, cats make the best pet!</p> <p>1.What do you think is the best pet? Why?</p> <p>2. What is the author's point of view in writing the passage?</p> <p>3. How are you going to show your care to your pet?</p> <p>B. Independent Practice</p> <p>1. From the story you had brainstorm create 4 kinds of sentence that stimulates your attention.</p> <p>2. What will be your emotion in the following sentence?</p> <p>a. Cats make the best pet.</p> <p>b. Don't play with cats, it may bite you.</p> <p>c. Why people like dogs than cat?</p> <p>d. Amazing! Cats and dogs are now best friends.</p>	<p>Musical group: Create a song about similarities and differences of two concept</p> <p>Spatial group: Do a theme collage divided into two sides of urban and rural area</p> <p>Linguistic group: Using concept map. Determine the similarities and differences of rainy days and stormy days</p> <p>Kinesthetic group: Compare and contrast the condition of our world before and today</p> <p>B. Independent Practice</p> <p>Compare and contrast your experience in dining at Jollibee and Mc Donalds or at any restaurants.</p>	<p>Organize the ideas in the story Exile in Dapitan using different graphic organizer.</p> <p>B. Independent Practice</p> <p>Using the outline from the graphic organizer ,write the passage correctly, observing proper punctuation and spelling.</p> <p>C. Today you are going to share something about yourself in class.</p> <p>Take note of the most important thing about you that must be recognized.</p> <p>Make your outline as a basis of your information.</p>
<p>G.Finding Practical application of concepts and skills in daily living</p>		<p>Who are you?" Find the similarities and differences you have with your classmate partner.</p> <p>1. Using the image compare and contrast the life in rural and urban area.</p>	<p>Point Me The View !</p> <p>How will you express your point of view in this situation?</p> <p>1. You are told not to cross the street when a black cat cross the street but you are in a hurry that time. How will react with this situation?</p>	<p>Who are you?" Find the similarities and differences you have with your classmate partner.</p> <p>1. Using the image compare and contrast the life in rural and urban area.</p>	

		(image of urban and rural living condition)		(image of urban and rural living condition)	
H.Making generalization and abstraction about the lesson		<p>What is the distinction between comparing and contrasting? REMEMBER</p> <p>To compare and contrast is to find what is alike and different</p>	<p>What is the author's purpose in writing an article?</p>	<p>What is the distinction between comparing and contrasting? REMEMBER</p> <p>To compare and contrast is to find what is alike and different</p>	<p>What are the steps in organizing ideas?</p>
I.Evaluating learning		<p>Read the story and answer the questions that follow: The Trail Ride Anna is going on a trail ride. She will ride fifty miles on horseback. The weather will be cold, and it might rain. Anna has two horses, Sugar and Ringer. Anna is sure that both horses are in good shape. However, she wants to choose the better one for the trail ride. Sugar is a tall white horse. She is always eager to obey Anna's commands, but she likes to run fast. Sometimes it is hard for Anna to make Sugar walk slowly. Sugar doesn't like to walk in mud. Ringer is a tall brown horse. He is sturdy, patient, and sometimes stubborn. He is more comfortable to ride than Sugar. He can walk all day without getting tired, and he likes to run. He does not like to be around other horses.</p> <p>1. How are Sugar and Ringer alike? a. They are both white. b. They like other horses. c. They are stubborn. d. They are in good shape. .</p> <p>2. How is Ringer unlike Sugar? a. Ringer is more comfortable b. Ringer belongs to Anna. c. Ringer gets tired easily. d. Ringer likes to walk in rain</p> <p>3. Sugar and Ringer are both _____. a. white</p>	<p>Read and understand the following statements. Pick out the appropriate point of view.</p> <p>1. What is it called when the author expresses his opinions and views? a. entertainment b. point of view c. climax</p> <p>2. All of the following are three main reasons why an author writes a story, EXCEPT to a. inform. b. persuade. c. entertain. d. to make sure the reader enjoys what he or she is reading.</p> <p>Identifying the author's purpose. Read the following passages and answer the questions.</p> <p>3. Lisa always looked forward to the fall because of the Harvest Festival. Of course, she loved the rides, but she really enjoyed the shows. This year would be the best. Lisa had a special opportunity to perform in the talent show. a. The author's purpose is to b. entertain. c. persuade.. inform. d. create a mysterious mood.</p> <p>4. What do you do with aluminum cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment. The next time you throw away your Coke can, think about putting it in a recycling bin. Your effort will help save</p>	<p>Read the story and answer the questions that follow: The Trail Ride Anna is going on a trail ride. She will ride fifty miles on horseback. The weather will be cold, and it might rain. Anna has two horses, Sugar and Ringer. Anna is sure that both horses are in good shape. However, she wants to choose the better one for the trail ride. Sugar is a tall white horse. She is always eager to obey Anna's commands, but she likes to run fast. Sometimes it is hard for Anna to make Sugar walk slowly. Sugar doesn't like to walk in mud. Ringer is a tall brown horse. He is sturdy, patient, and sometimes stubborn. He is more comfortable to ride than Sugar. He can walk all day without getting tired, and he likes to run. He does not like to be around other horses.</p> <p>1. How are Sugar and Ringer alike? a. They are both white. b. They like other horses. c. They are stubborn. d. They are in good shape. .</p> <p>2. How is Ringer unlike Sugar? a. Ringer is more comfortable b. Ringer belongs to Anna. c. Ringer gets tired easily. d. Ringer likes to walk in rain</p> <p>3. Sugar and Ringer are both _____. a. white b. brown c. short d. tall</p> <p>4. How is Sugar different from Ringer?</p>	<p>Read the selection and complete the outline below: Thomas Edison Thomas Alva Edison (1847-1931) was one of the greatest inventors who ever lived. As a boy,Edison displayed great curiosity. He did not like school and was educated at home by his mother. He went to work when he was 12 and soon began to dream of being an inventor. He got his first patent in 1868. He opened a laboratory in Menlo Park,New Jersey where he was able to develop and test his new ideas. Perhaps Edison's greatest inventions were the phonograph, the perfection of the electric light bulb and the motion picture camera. All of these led to the founding of huge industries. He held more than 1,000 United States patents for his inventions. He perfected the light bulb and also a system to use electric lighting in homes and offices. Complete the outline. Write your own title.</p> <p>_____</p> <p>Title</p> <p>I. His birth</p> <p>_____</p> <p>II. His Education</p> <p>A. _____</p> <p>B. _____</p> <p>III. His achievements/Accomplishments</p> <p>_____</p>

		<p>b. brown c. short d. tall</p> <p>4. How is Sugar different from Ringer? a. Sugar is in good shape. b. Sugar likes to run. c. Sugar obeys commands. . 5. The signal words for comparing and contrasting are ... a. mostly about, sums up, another title b. first, next, then, last c. alike, different, similar, same d. cause, effect, because, as a result</p>	<p>your community. The author's purpose is to a. entertain. b. persuade. c. inform. d. create a mysterious mood.</p> <p>5. Tomatoes were once considered poisonous. Some brave people finally took a bite of a tomato, and they survived. Now, we use tomatoes in our salads and sandwiches. Do you ever use tomato sauce or ketchup? These products are made of tomatoes. If it weren't for these brave individuals, you might not be able to enjoy ketchup with your french-fries. The author's purpose is to a. entertain. b. inform. c. create a mysterious mood. d.persuade</p>	<p>a. Sugar is in good shape. b. Sugar likes to run. c. Sugar obeys commands. . 5. The signal words for comparing and contrasting are ... a. mostly about, sums up, another title b. first, next, then, last c. alike, different, similar, same d. cause, effect, because, as a result</p>	
J.additional activities for application or remediation		Using the image compare and contrast the life in rural and urban area. (image of urban and rural living condition)	Write your own answer to this question. Why do you think the writer wrote this passage? Use particular kind of sentence that expresses your opinions. I wonder if you know that the smallest insects you see about you all have tools that were given to them with which they do their work. There is a little fly called a sawfly, because it has a saw to work with. It is really a much nicer saw than you could make, if you were ever so bold.	Using the image compare and contrast the life in rural and urban area. (image of urban and rural living condition)	Research about the effects of global warming in the different secondary materials then organize the ideas
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	<p>___ Lesson carried. Move on to the next objective. ___ Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___ Lesson carried. Move on to the next objective. ___ Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___ Lesson carried. Move on to the next objective. ___ Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___ Lesson carried. Move on to the next objective. ___ Lesson not carried. ___% of the pupils got 80% mastery</p>	<p>___ Lesson carried. Move on to the next objective. ___ Lesson not carried. ___% 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. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p>	<p>___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</p>	<p>___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.</p>	<p>___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.</p>	<p>___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</p>

	<p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <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>knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <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>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <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>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <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>knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <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>
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can help me solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization:</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation:</p>	<p><i>Strategies used that work well:</i></p> <p>___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation:</p>

	<p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p>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</p>	<p>Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p>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</p>	<p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p>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</p>	<p>Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___Text Representation: Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p>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</p>	<p>Examples: Student created drawings, videos, and games.</p> <p>___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method</p> <p>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</p>
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