





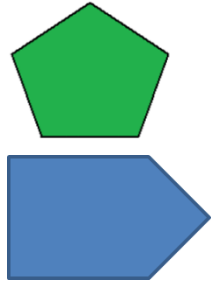
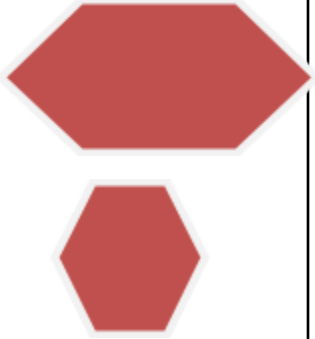
**GRADES 1 to 12  
DAILY LESSON LOG**

**School:** Visit [DepEdResources.com](http://DepEdResources.com) for More  
**Teacher:** File created by Ma'am MELLANIE A. TAMARES  
**Teaching Dates and Time:** FEBRUARY 12 – 16, 2024 (WEEK 3)

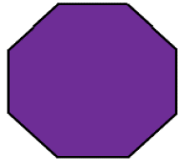
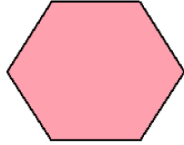
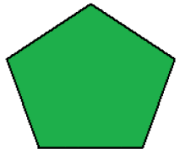
**Grade Level:** V  
**Learning Area:** MATHEMATICS  
**Quarter:** 3<sup>RD</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	The learners Demonstrates understanding percent				
<b>B.Performance Standards</b>	The learner is able to apply percent in mathematical problems and real-life situations				
<b>C.Learning Competencies/Objectives</b>	Visualizes, name and describes polygons with 5 or more sides. M5GE-IIIc-19	Describes polygons with 5 or more sides Code: M5GE-IIIc-19	Describes and compares properties of polygons ( regular and irregular polygons .M5GE-IIIc-20	Describes and compares properties of polygons (regular and irregular polygons) Code: M5GE-IIIc- 20	Draws polygons with 5 or more sides Code: M5GE-IIIc-21
<b>II.CONTENT</b>	Visualizing, Naming and Describing Polygons with 5 or More Sided Polygons	Visualizing, Naming and Describing Polygons with 5 or More Sided Polygons	Describing and Comparing Properties of Polygons ( Regular and Irregular Polygons )	Comparing properties of regular and irregular polygons	Drawing polygons with 5 or more sides
<b>III. LEARNING RESOURCES</b>					
<b>A.References</b>					
1.Teacher’s Guide pages	CG p.61	CG p.61	CG p.61	CG p.61	CG p.61
2.Learners’s Materials pages					
3.Textbook pages	Growing Up with Math 5, p. 215				21st Century Mathematics 5, pages 293-297
4.Additional materials from learning resource (LR) portal	DepEd Learning Portal Math 5 – Module 46: Drawing 5 or more- sided polygon (7267	DLP Grade4 Module 72			DLP Module 46 Grade 5
<b>B.Other Learning Resource</b>	cut-outs, geoboard	Cutouts, drawings, real objects	Cut-outs, powerpoint	drill board, flash cards, writing materials	Metacards, PowerPoint presentation, cutouts
<b>IV.PROCEDURES</b>					
<b>A.Reviewing previous lesson or presenting the new lesson</b>	Korek ka ba dyan? Mechanics: a. Group the pupils into 4’s. b. Distribute envelopes with geometric figure to each group such as drawings of parallel lines, intersecting lines, ray, line segment, perpendicular lines. c. As the teacher flashes the words, the pupils will get from the envelope the geometric figures and put it on the board assigned for the groups.	1. Drill Directions: Identify the different geometric figures 2. Review Game: What am I? Directions: Identify what is being described in each item. 1) I am a 3-sided polygon with congruent sides. 2) I have one pair of parallel sides. 3) All my sides are congruent and no right angles. 4) I am a 3-sided polygon with 2 congruent sides. 5) My 4 sides are equal. All my sides from right angles	Checking of assignments Identify the different geometric figures (see DLP) Look at our blackboards Do they have the same size and shape Look around the room. What objects have the same size and shape?	A. Reviewing Previous Lesson 1. Drill- Conduct a game on identifying different geometric figures Strategy: I Can Name That Figure) Materials: box, cards of geometric figures, music player Mechanics: The game is modified “Passing the Bouquet”. When the music starts, the box with geometric figures is passed from one pupil to another. When music stops, the pupil holding the box gets a card, will name the figure. He gets the card if his answer is correct and returns the card	1. Drill Game: # Hashtag Like! Mechanics: 1. Group the pupils into 4’s 2. Distribute envelopes with geometric figures to each group such as drawings of parallel lines, intersecting lines, ray, lines, line segment and perpendicular lines. Page550 2. As the teacher flashes the words, the pupils will get from the envelope the geometric figures and put it on the board assigned

				<p>inside if the answer is wrong. The game continues until all the cards are taken.</p> <p>2. Reviewing Previous Lesson Game: Guessing Game Teacher flash the strips of cartolina with written descriptions of polygons. Let pupils guess the figure individually.</p> <ol style="list-style-type: none"> <li>All my 4 sides are congruent and no right angles. ( rhombus)</li> <li>I have one pair of parallel sides. ( trapezoid)</li> <li>I am a 3- sided polygon with 2 congruent sides (Isosceles triangle)</li> <li>I am a 3-sided polygon with congruent sides. (equilateral triangle)</li> <li>Both pairs of opposite side are parallel. Who am I? (Parallelogram)</li> <li>My 4 sides are equal. All my sides form right angles. (square)</li> </ol>	<p>for the groups. When the answer is correct the teacher will show a readymade symbol.</p> <p>2. Review Strategy: Think Pair Share Game: What am I?  <ol style="list-style-type: none"> <li>I am a 3-sided polygon with congruent sides.</li> <li>I have one pair of parallel sides.</li> <li>All my sides are congruent and no right angles.</li> <li>I am a 3-sided polygon with 2 congruent sides.</li> <li>My 4 sides are equal. All my sides are right angles.</li> </ol></p>
<p>B.Establishing a purpose for the lesson</p>	<p>“What am I” – kinds of angles The teacher flashes a card with the following questions. Let it be answered by the pupils.</p> <ol style="list-style-type: none"> <li>I measure less than 90°.</li> <li>I measure 110°</li> <li>I measure 18°</li> <li>I measure 90°</li> <li>I measure more than 90° but less than 180°</li> </ol>	<p>The teacher shows different cutouts and real objects. What do you see class? How many sides are there in the picture?</p> 	<p>Game : What am I?</p> <ol style="list-style-type: none"> <li>I am a 3-sided polygon with congruent sides. (equilateral triangle)</li> <li>I have one pair of parallel sides. ( trapezoid)</li> <li>All my 4 sides are congruent and no right angles. ( rhombus)</li> <li>I am a 3- sided polygon with 2 congruent sides ( Isosceles triangle )</li> <li>My 4 sides are equal. All my sides form right angles. (square)</li> </ol>	<p>Activity 1: Look around our classroom. Name some objects in our classroom and name their shape. Activity 2: Distribute paper cut outs to each of the 5 groups of pupils. Without talking to each other, let them form two triangles. The first group to finish will be given a chance to describe and compare the figures they formed . Ask: What help you formed the figures in a short period of time?</p>	<p>The teacher shows different pictures or real objects like: What do you see in the first picture? Second? Third? How many sides are there in the pictures? Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</p>

<p>C.Presenting Examples/ instances of the new lesson</p>	<p>Using the laptop let the pupils draw different polygons</p>	<p>Strategy: Geoboard Game (Looking for Pattern)  Materials: geoboard, rubber band  The teacher uses geoboard in presenting the lesson</p>  <p>How many sides are there in the polygon shown in the geoboard  What do you call a polygon with 5 sides? 6 sides/ 7 sides? Etc.  Let the pupils show 5,6,7,etc sided polygon using the geoboard and let them identify it.</p>	<p>Present these figures</p> 	<p>Present these figures</p>  <p>Activity: Jigsaw Method Strategy (TDAR )  Have members of each group use the TDAR Activity wherein they will Think, Discuss, Act Collaboratively and Reflect on the result of their activity.  ■ How many sides are there in the polygons shown ?  Page545  ■ What do you call a polygon with 6 sides?  ■ Are they the same? Why?  ■ How do they differ?  Let each group report their collaborative output.</p>	<p>Approach: Constructivism  Strategy: Direct Instruction  Activity: TGA  Materials: geoboard, rubber band  Tell: The teacher tells that they will use geoboard in presenting the lesson.  Guide: Using geoboard, pupils will be instructed to make different polygons.  Act: Let them show 4,5,6,7, etc. sided polygons.</p>							
<p>D.Discussing new concepts and practicing new skills #1</p>	<p>What kinds of polygons were made?  How did you say that it is a polygon?  Etc.</p>	<p>Strategy: Activity Work  Materials: cutouts of 5-12 sided polygons  Mechanics:  a. Group the pupils into four.  Page536  b. She or he distributes cutouts placed in an envelope.  c. Let the pupils paste the cutouts intended for the different column as shown below</p> <table border="1" data-bbox="917 1437 1310 1500"> <tr> <td>Cutout</td> <td># of sides</td> <td>Name of polygon</td> </tr> </table>	Cutout	# of sides	Name of polygon	<p>a. Group the pupils into four.  b. She or he distributes cutouts placed in an envelope.  c. Let the pupils paste the cutouts intended for the different column as shown below.</p> <table border="1" data-bbox="1340 1323 1699 1469"> <tr> <td>Cutout</td> <td>Number of sides</td> <td>Name of polygon</td> <td>Length of each side (same)</td> </tr> </table>	Cutout	Number of sides	Name of polygon	Length of each side (same)	<p>Material : cut-outs of 5-12 sided polygons.  Mechanics :  a. Group the pupils into three.  b. Distributes cutouts placed in an envelope to each group.  c. Let the pupils compare the figure intended for their group and complete the table below.  Group I</p>	<p>How many sides are there in the polygon shown in the geoboard?  What do you call a polygon with 5 sides? 6 sides? 7 sides? etc.  Let them draw 5-12 sided polygon?</p>
Cutout	# of sides	Name of polygon										
Cutout	Number of sides	Name of polygon	Length of each side (same)									





How many sides are there in the polygon shown in the geoboard?  
 What do you call a polygon with 5 sides? 6 sides? 7 sides? Etc?  
 Let the pupils show 5, 6, 7, etc. sided polygon using the geoboard and identify it.

**Regular and Irregular**

Name	Regular
Triangle	
Quadrilateral	
Pentagon	
Hexagon	
Octagon	

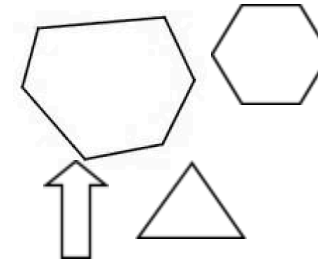
**F.Developing Mastery**

Material : cut-outs of 5-12 sided polygons.  
 Mechanics :  
 a. Group the pupils into four.  
 b. She or he distributes cutouts placed in an envelope.  
 c. Let the pupils paste the cutouts intended for the different column as shown below.

Directions: Group the class into 3. Let each group perform the activity written on the activity sheet.  
 Group I- On an Illustration board, make models of different polygons.  
 Group II- Using bamboo sticks or plastic straws, make models  
 Group III- Complete each statement.  
 a) Dodecagon has \_\_\_\_\_ angles.  
 b) A nonagon has \_\_\_\_\_ vertices.  
 c) An octagon has \_\_\_\_\_ angles.  
 d) A decagon has \_\_\_\_\_ vertices.  
 After the activity, each will group will present their output

Discuss the presentation under Explore and Discover on page \_\_\_\_, LM Math Grade 5. Let the pupils do the activity under Get Moving on page \_\_\_\_, LM Grade 5. Check the pupil's work.

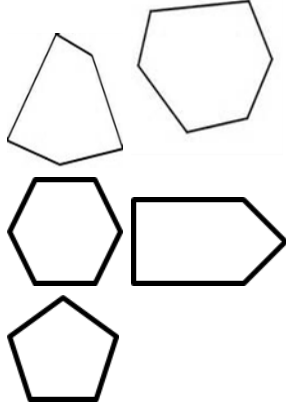
A. Directions: Name the set of figures below. Tell whether it is regular or not.

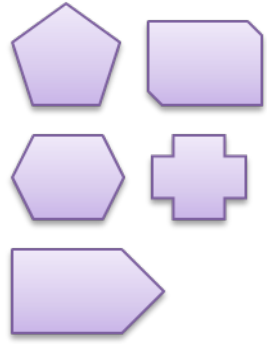
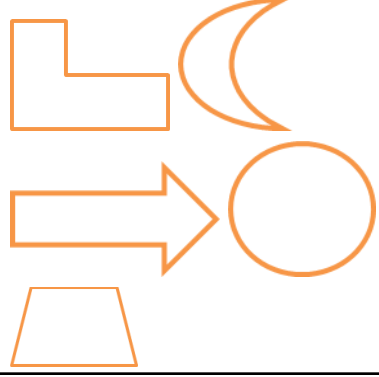


Approach: Constructivism  
 Strategy: Activity based using 3 A's  
 Group I. Act  
 Using bamboo sticks or plastic straw ( to be provided by the teacher) make models of the 5-12 sided polygons. Use string or rubber bands to connect them.  
 Group II. Analyze



Ceramic jars are some of the most common decorative items found in many Filipino Houses.  
 Can you identify the type of

					<p>polygons shown in the decorative jar? Draw them.</p> <p>Group III. Apply</p> <p>Directions: Paste the cutouts of different polygons intended for the different columns. (Teacher will provide cutouts placed inside the envelope and the table needed by the group).</p> <p>Cutout</p> <table> <thead> <tr> <th>Number of sides</th> <th>Name of Polygon</th> </tr> </thead> <tbody> <tr> <td>5 sides</td> <td></td> </tr> <tr> <td>6 sides</td> <td></td> </tr> <tr> <td>11 sides</td> <td></td> </tr> <tr> <td>9 sides</td> <td></td> </tr> </tbody> </table>	Number of sides	Name of Polygon	5 sides		6 sides		11 sides		9 sides	
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G. Finding Practical application of concepts and skills in daily living	<p>Call a leader to report for the group.</p> <p>Ask. What are the different kinds of polygon?</p> <p>How are they identified?</p> <p>Present the chart of the different kinds of polygon</p>	Reporting by group	<p>Name the figure below. Tell whether it is congruent or not</p> 	<p>Activity: "Where You Belong?" (Recall, Familiarize, Model and Decide – RFMD Activity)</p> <p>Strategy: Thinking Skills</p> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>➤ Distribute cut outs of polygons to the pupils.</li> <li>➤ Ask to find pair and work by pair to classify the figure received according to the</li> <li>Allow them to manipulate the figure by measuring their sides.</li> <li>➤ Identify whether the figure received is regular or irregular.</li> </ul>	Reporting by group										
H. Making generalization and abstraction about the lesson	<p>What are polygons?</p> <p>How are they classified?</p>	<p>What do you call a polygon with 5-sides? Polygon with 6 sides? Etc</p>	<p>: What are polygons?</p> <p>How are they classified?</p> <p>Differentiate regular from irregular polygons</p>	<p>What are polygons?</p> <p>How are they classified?</p> <p>Differentiate regular from irregular polygons.</p>	<p>What do you call a polygon with 5 sides? 6 sides? etc.</p>										
I. Evaluating learning	Name the figure below.	Encircle the polygons. Explain why the others are not polygons	Name each polygon by the number of its sides. Tell whether it is regular or not regular	Measure and count the number of polygons. Identify if it is regular or irregular polygon. (see chart)	<p>Directions: Draw the following polygon.</p> <ol style="list-style-type: none"> <li>1. Octagon</li> <li>2. Nonagon</li> <li>3. Heptagon</li> <li>4. Decagon</li> <li>5. Hexagon</li> </ol>										

					
J.additional activities for application or remediation	Cut out different polygons and create a figure out of it		let them answer Keep Moving on page ____, LM Grade 5.	The figure is divided into smaller regions. Each region is lettered. Name the polygon formed by combining the regions	Directions: Name some objects in your house, in school, in your surroundings which are 5-12 sided polygons. Be able to draw them on a clean bond paper
<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
A.No. of learners who earned 80% in the evaluation	<p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% of the pupils got 80% mastery</p>	<p>___Lesson carried. Move on to the next objective.</p> <p>___Lesson not carried.</p> <p>___% 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.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of 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 did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of 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 did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of 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 did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of 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 did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of 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>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b> <i>Explicit Teaching</i></p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b> ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b> <i>Explicit Teaching</i></p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> <b>Examples:</b> Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>

	<p> <input type="checkbox"/> Group collaboration  <input type="checkbox"/> Gamification/Learning through play  <input type="checkbox"/> Answering preliminary activities/exercises  <input type="checkbox"/> Carousel  <input type="checkbox"/> Diads  <input type="checkbox"/> Differentiated Instruction  <input type="checkbox"/> Role Playing/Drama  <input type="checkbox"/> Discovery Method  <input type="checkbox"/> Lecture Method  <b>Why?</b>  <input type="checkbox"/> Complete IMs  <input type="checkbox"/> Availability of Materials  <input type="checkbox"/> Pupils' eagerness to learn  <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks  <input type="checkbox"/> Audio Visual Presentation of the lesson </p>	<p> <input type="checkbox"/> Answering preliminary activities/exercises  <input type="checkbox"/> Carousel  <input type="checkbox"/> Diads  <input type="checkbox"/> Differentiated Instruction  <input type="checkbox"/> Role Playing/Drama  <input type="checkbox"/> Discovery Method  <input type="checkbox"/> Lecture Method  <b>Why?</b>  <input type="checkbox"/> Complete IMs  <input type="checkbox"/> Availability of Materials  <input type="checkbox"/> Pupils' eagerness to learn  <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks  <input type="checkbox"/> Audio Visual Presentation of the lesson </p>	<p> <input type="checkbox"/> Group collaboration through play  <input type="checkbox"/> Gamification/Learning through play  <input type="checkbox"/> Answering preliminary activities/exercises  <input type="checkbox"/> Carousel  <input type="checkbox"/> Diads  <input type="checkbox"/> Differentiated Instruction  <input type="checkbox"/> Role Playing/Drama  <input type="checkbox"/> Discovery Method  <input type="checkbox"/> Lecture Method  <b>Why?</b>  <input type="checkbox"/> Complete IMs  <input type="checkbox"/> Availability of Materials  <input type="checkbox"/> Pupils' eagerness to learn  <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks  <input type="checkbox"/> Audio Visual Presentation of the lesson </p>	<p> <i>Explicit Teaching</i>  <input type="checkbox"/> Group collaboration through play  <input type="checkbox"/> Gamification/Learning through play  <input type="checkbox"/> Answering preliminary activities/exercises  <input type="checkbox"/> Carousel  <input type="checkbox"/> Diads  <input type="checkbox"/> Differentiated Instruction  <input type="checkbox"/> Role Playing/Drama  <input type="checkbox"/> Discovery Method  <input type="checkbox"/> Lecture Method  <b>Why?</b>  <input type="checkbox"/> Complete IMs  <input type="checkbox"/> Availability of Materials  <input type="checkbox"/> Pupils' eagerness to learn  <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks  <input type="checkbox"/> Audio Visual Presentation of the lesson </p>	<p> <b>Other Techniques and Strategies used:</b>  <input type="checkbox"/> <i>Explicit Teaching</i>  <input type="checkbox"/> Group collaboration through play  <input type="checkbox"/> Answering preliminary activities/exercises  <input type="checkbox"/> Carousel  <input type="checkbox"/> Diads  <input type="checkbox"/> Differentiated Instruction  <input type="checkbox"/> Role Playing/Drama  <input type="checkbox"/> Discovery Method  <input type="checkbox"/> Lecture Method  <b>Why?</b>  <input type="checkbox"/> Complete IMs  <input type="checkbox"/> Availability of Materials  <input type="checkbox"/> Pupils' eagerness to learn  <input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks  <input type="checkbox"/> Audio Visual Presentation of the lesson </p>
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