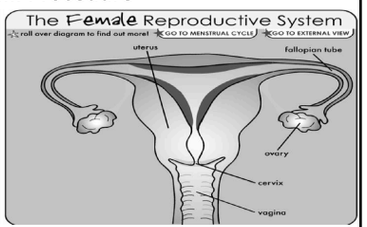
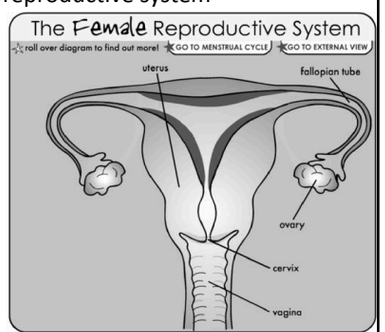
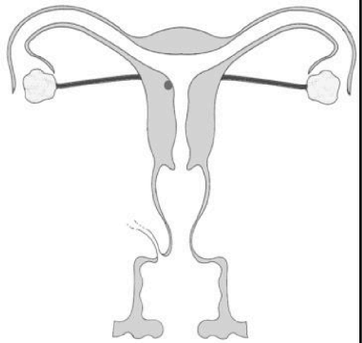
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	2ND QUARTER

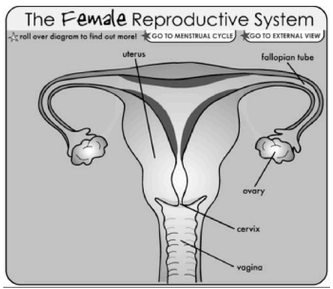
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding on how the parts of the human reproductive system work				
B.Performance Standards	The learners should be able to practice proper hygiene to care of the reproductive system				
C.Learning Competencies/Objectives	identify the parts of the female reproductive system. S5LT-IIa-1	describe function of each parts of thefemale reproductive system. S5LT-IIa-1	identify the parts of the male reproductive system. S5LT-IIa-1	describe function of each parts of the male reproductive system. S5LT-IIa-1	to compare the function of each parts of the human female and male reproductive system. S5LT-IIa-1
II.CONTENT	Parts and Functions of the Human Reproductive System	Parts and Functions of the Human Reproductive System	Parts and Functions of the Human Reproductive System	Parts and Functions of the Human Male Reproductive System	Parts and Functions of the Human Female and Male Reproductive System
III.LEARNING RESOURCES					
A.References	1. Textbook pages a. Science for Daily Use , pp. 2-4 b. Science Spectrum 5, pp. 1-4 c. Science for Daily Use, pp. 2-4 d. Science and Health 5 by Natividad Alegre-Del Prado, pp. 1-5	a. Science for Daily Use , pp. 2-4 b. Science Spectrum 5, pp. 1-4 c. Science for Daily Use , pages. 2-4 d. Science and Health 5 by Natividad Alegre-Del Prado, pp. 1-5	Science for Daily Use , pp. 2-4 b. Science Spectrum 5, pp1-4 c. Science for Daily Use , pp. 2-4 d. Science and Health 5 by Natividad Alegre-Del Prado, pp. 1-5	a. Science for Daily Use , pp.2-4 b. Science Spectrum 5, pp. 1-4 c. Science for Daily Use , pp. 2-4 d. Science and Health 5 by Natividad Alegre-Del Prado, pp. 1-5	a. Science for Daily Use , pp. 2-4 b. Science Spectrum 5, pp. 1-4 c. Science for Daily Use , pp. 2-4 d. Science and Health 5 by Natividad Alegre-Del Prado, pp. 1-5
1.Teacher's Guide pages					
2.Learners's Materials pages	CG p.30 of 66	CG p.30 of 66	CG p.30 of 66	CG p.30 of 66	CG p.30 of 66
3.Textbook pages					
4.Additional materials from learning resource (LR) portal	http://kidshealth.org/misc/movie/bodybasics/female_repro.html www.pppst.com5 https://www.youtube.com/watch?v=5xfa9IK-UX8&spfreload=10 http://www.eschooltoday.com/human-reproduction/the-female-	https://www.youtube.com/watch?v=5xfa9IK-UX8&spfreload=10 http://www.eschooltoday.com/human-reproduction/the-female-reproductive-organ.html		https://www.youtube.com/watch?v=5xfa9IK-UX8&spfreload=10 http://www.eschooltoday.com/human-reproduction/the-male-reproductive-organ.html	

		http://kidshealth.org/en/teens/female-repro.html# http://patient.info/health/the-female-reproductive-system Teaching Support Materials for Elementary Science, pp.		http://kidshealth.org/en/teens/male-repro.html# http://patient.info/health/the-male-reproductive-system https://www.youtube.com/watch?v=zF1oXOitedE&spfreload=10 https://www.youtube.com/watch?v=Nq_rYGxKG3c&spfreload=10	
B.Other Learning Resource	Picture,		PowerPoint presentation, activity sheet, chart, pictures	pictures	PowerPoint presentation, activity sheet, pictures
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Which comes first? Direction: Arrange the following words from TISSUE CELL SYSTEM ORGAN	Activity: YES or NO. Say YES if the statement is correct and NO if it is incorrect and change the underlined word to make it correct. 🎬 Ovaries are oblong-shaped and located on the left and right side of the uterus. 🎬 Vagina is a hallow, pear-shaped organ with a muscular wall and a lining. 🎬 Fallopian tubes are thick, hard tubes extending from the uterus to the ovaries 🎬 Cervix is located in the lower portion of the uterus that opens into the vagina. 🎬 Vagina is called as the" birth canal".	**Activity: Fish Bowl** Fish a word related to the parts of the female reproductive system from the bowl. The words left in the fish bowl are organs of the male reproductive system Let us identify them in the diagram and be able to describe each part. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	**Activity: Picture Perfect!** Direction: Describe the male reproductive organ presented in each picture.	Arrange the jumbled letters to form the organs of the male and female reproductive system. TERUSU INAVAG PESNI SCTUMRO SVA DEFNSERE CIXERV VAORY EPYMISIDID LLOPFAIAN TBEU STATPROE GANDL
B.Establishing a purpose for the lesson	Activity: Word Hunt Try to find all 5 words from the letter board. They may go downward, upward, or from left to right. Cervix Fallopian tube Vagina Ovary Uterus	You have already learned the parts of the female reproductive system. Now, we will be describing the function of each part as we will be viewing tBut before that, what are the standards to follow in viewing activity? 1. Setting standards in viewing. a. Listen and watch attentively.	Show diagram of a female and male reproductive system. Activity: Think Pair Share: Question: What difference do you notice between the female and male reproductive system? 🎬 Give students at least 30 seconds to think prior to responding to	Group Activity 1. Distribute the envelopes containing picture pieces of the male reproductive organs. 2. Connect the parts of the jigsaw puzzle by connecting the parts. 3. Label each organ to illustrate the male reproductive system.	**Activity: Reproductive Organ Game** Direction: Tell whether the reproductive organ mentioned in the activity is for a male or female. Or list them down on the boxes provided.

		b. Write down important details from the video. c. Answer the given questions correctly. 2. Distribute the worksheets.he video	a question or prompt you give them. 🎬 Then have students turn to a partner and share their responses. 🎬 Teacher leads the class sharing of thoughts.		
C.Presenting Examples/ instances of the new lesson	Activity Proper: Group Activity Group the class with 6 members each. Objective: Identify the parts of the female reproductive system I. Problem: What are the parts of the female reproductive system? II. Materials: chart/ illustration of the female reproductive system III. Procedure  III. Procedure 1. Study the illustration of the female reproductive system. 2. Discuss with your group members the different parts of the female reproductive system. 3. List down the part of each reproductive system below. IV. Data and Observation: 1. Enter you observation here. Parts Of The Female Reproductive System 1. 2. 3. 4. 5.	Playing of the video- The Female Reproductive System https://www.youtube.com/watch?v=5xfa9IK-UX8&spfreload=10 Note: Play only the part that pertains to the functions of each external part of the female reproductive system Activity Proper: Video Viewing with Interactive Activity Objective: Describe the function of each part of the female reproductive system I. Problem: What are the functions of each part of the female reproductive system? II. Materials: video of the female reproductive system, worksheets, chart/ illustration of the female reproductive system  III. Procedure: 1. Watch and listen to the video – The Reproductive System.	C. Presenting examples/ instances of the lesson Activity Proper: Let's Investigate! Form groups with 6 members each. TDAR Activity (Think Discuss Act Reflect) Objective: Identify and describe the parts of the male reproductive system through a research work. **I.** Problem: What do you know about the male reproductive system? II. Materials: Science books for research, manila paper, pencil, coloring materials, pentel pen/marker, timer III. Procedure: 1. Organize your group and choose a leader. 2. The leader will assign roles of each group according to members preference and assigns other members for their specific roles. The Leader The Recorder The Summarizer The Presenter The Time-Keeper The errand Monitor The Artist 3. Assign the Artist to draw the male reproductive system.	**Video-Based Instruction** https://www.youtube.com/watch?v=zF1oXOitedE&spfreload=10 https://www.youtube.com/watch?v=Nq_rYGxKG3c&spfreload=10 Objective: Describe the function of each part of the male reproductive system I. Problem: How do organs of the male reproductive system work? II. Materials: video of the sperms' journey from the testes and out of the penis, storyboard template, worksheets, chart/ illustration of the male reproductive system III. Procedure: 1. Watch and listen to the video presentation. 2. Write down important details about the topic presented in the video. 3. Recall important shots and complete the storyboard template by	C. Presenting examples/ instances of the lesson **Activity: What's the Difference?** Group Activity Objective: Compare the function of each part of the male and female reproductive system. I. Problem: Which organs of the male and female reproductive system are similar in function? II. Materials: chart/ illustrations of the male and female reproductive system III. Procedure: 1. Work with your group. 2. Study the illustrations of the male and female reproductive system. 3. Discuss with your group members the different parts of the reproductive systems. 4. Complete the table below about the structures and functions of

	2. Label the parts of the reproductive system  V: Conclusion: 🎬 I learned that…. 🎬 I therefore conclude that…	https://www.youtube.com/watch?v=5xfa9IK-UX8&spfreload=10 2. Take down notes or important details from the video presentation. 3. Answer the following guide questions while viewing the video. a. Why is vagina called as the birth canal? b. What is the function of the uterus? c. What are produced in the ovaries of the female reproductive system? d. How many egg does a woman releases every month? e. What is the role of the fallopian tube in the female reproductive system? f. What organ is located at the lower portion of the uterus that expands to allow the baby to pass through the vagina IV. Data and Observation: Based on the discussion, complete the table below. Parts Of The Female Reproductive System Function 1. Vagina 2. Uterus 3. Ovaries 4. Fallopian tube 5. Cervix V. Conclusion: 🎬 I learned that…. 🎬 I therefore conclude that…	4. Assign the Recorder with the help of other members to label the parts of the male reproductive system 5. Have other members note down and describe each part. 6. Share ideas on how to answer the problem/question. Talk about your research work to come up with a presentation. 7. Prepare for a group presentation. IV. Data and Analysis: 1. List down and describe the organs of the male reproductive system. 2. Enter your data by completing the table **PARTS OF THE MALE REPRODUCTIVE SYSTEM**	writing the details of what happened in each indicated episode. IV. Data and Observation: Complete the storyboard template below. the blanks can be used in order for the pupils to be guided in completing the template. **Note:** *In lower section, f* V. Conclusion: 🎬 I learned that…. 🎬 I therefore conclude that…	the Human Reproductive System. IV. Data and Analysis Enter your data here. **Function** Type of sex cell Organs that produce the sex cell and hormones Hormones produced which determine the secondary sex characteristics Tube through which sex cells travel once produced
D.Discussing new concepts and practicing new skills #1	1. Group reporting 2. Sharing of results of the activity.	Checking of individual worksheets by answering the guide questions. 1. Why is vagina called as the birth canal? Vagina is called as birth canal because it is the passage way for	1. Group presentation and reporting 2. Sharing of results of the activity	1. Peer sharing of answers 2. Checking of worksheets	1. Group presentation and reporting 2. Sharing of results of the activity.

		childbirth. 2. What is the function of the uterus? The uterus holds fertilized egg and nurtures until the baby is fully developed. 3. What are produced in the ovaries in the female reproductive system? Egg cells and hormones 4. How many eggs does a woman release every month? A woman releases an egg every month. 5. What is the role of the fallopian tube in the female reproductive system? The fallopian tube connects the ovaries to the uterus. 6. What organ is located at the lower portion of the uterus that expands to allow the baby to pass through the vagina?	3. Completion of the cooperative learning template	3. Verifying the results by replaying the video and pause in each shot (episode)	Completion of the cooperative learning template
E.Discussing new concepts and practicing new skills #2	Discussing new concepts and practicing new skills #2 1. Teacher's Input: Interactive discussion through animation showing the parts of the female reproductive system {Female Reproductive System Animation} 2. Answer these questions: Which parts are oblong-shaped and located on the left and right side of the uterus? OVARIES Which part is a hallow, pear-shaped organ with a muscular wall and a lining? UTERUS	Verifying and explaining the answers for each question by replaying the female reproductive animation	1. Teacher's Input: Interactive discussion through animation showing the parts of the male reproductive system {Male Reproductive System Animation} 2. Answer these questions: a. How many sperm cells does a human male have? *Billions* b. What are the organs of the male reproductive system? *The organs are scrotum, testes and penis, vas deferens, urethra,* prostate gland and seminal vesicles c. What are the oval-shaped organs contained in the scrotum? *Testes* d. How does the scrotum look like?	The teacher leads the pupils to summarize their answers in the table	Discuss the similarities of the functions of male and female reproductive organs using the illustrations/diagrams. a. Which organs both produce the sex cells? **Testes and Ovaries** b. Which are both external organs of male and female? **Penis and** Vagina c. These organs are tubes wherein the sex cells travel once

	Which are the thin, soft tubes extending from the uterus to the ovaries? FALLOPIAN TUBE What part is located in the lower portion of the uterus that opens into the vagina? CERVIX Which part is the outside passage way of the baby? VAGINA		*The scrotum looks like a sac that hangs behind the penis.* e. Which part is the elongated muscular organ full of blood vessels and sensitive nerves? *Penis* f. Which connects the testes and the vas deferens? *Epididymis* g. What is semen? *Semen is the whitish fluid that nourishes the sperm.*		produced. **Sperm duct or vas deferens and oviduct or fallopian** tube d. Both males and females have this organ that carry urine. **Urethra** e. Aside from sex cells, what other components are produced in the testes and ovaries? **Sex hormones**
F.Developing Mastery	Study the diagram of the female reproductive system describe each part by completing the table below.  	Match each part of the female reproductive organ its function	Complete the graphic organizers.	**EPISODES** / **ORGAN INVOLVE** / **HOW DOES IT WORK?** **Shot #1** / Testes / Produce the sperm cells **Shot #2** / Epididymis / Storage for the sperm cells **Shot #3** / Scrotum / Protects the testes **Shot #4** / Prostate gland / Secretes fluid that nourishes the sperms **Shot #5** / Penis / Transports the	Draw a line to connect the organs of the male and female with similar functions.

				Shot #6 Urethra Carries sperm cells out of the body Carries urine and semen out of the body	
G.Finding Parctical application of concepts and skills in daily living	You've just learned the different parts of the female reproductive system. You should not make fun of the terms that refer to your reproductivesystem. PART OF THE REPRODUCTIVE SYSTEM DESCRIPTION 1. Ovaries 2. Fallopian tube 3. Uterus 4. Cervix 5. Vagina Why do you think it is important to use the right terms in referring to the female reproductive parts?	Activity: Body Songfest: (Group Activity) Pupils need to work with respective members. Each group chooses a familiar tune such as: 'Mary Had A Little Lamb" "The Farmer in the Dell" Twinkle, Twinkle Little Star" "The wheels on the Bus" "Bah, bah, Black Sheep" Each group writes a song about the parts and functions of The reproductive system. The group members will present the song in class	Now that you are very familiar with the parts of the male reproductive system, let us now expand our knowledge by sharing ideas regarding some misconceptions that involve the male reproductive system. **Activity: React on These!** Tell whether you agree or disagree and justify you answer. 1. Circumcision increases the sexual power of a man. 2. If a man is not circumcised, he is a gay or worst he will have a child who will suffer with rheum (a watery discharge from the eye or *muta*). 3. The size of the penis symbolizes the masculinity of a male.	Circumcision is a Filipino family tradition wherein the foreskin of the male's penis is removed. Why do males need to undergo circumcision? (Males undergo circumcision for personal hygiene and preventive health care.)	Drag the organs with similar functions in each end of the line to show its counterpart in male and female reproductive system.
H.Making generalization and abstraction about the lesson	What are the parts of the human female reproductive system?	How does each part of the female reproductive system work?	What are the parts of the human male reproductive system?	How does each part of the female reproductive system work?	Compare the function of male and female reproductive organs. Which reproductive organs have similar functions?
I.Evaluating learning	Directions: Read each item carefully. Choose the letter of the correct Answer	Evaluating learning Directions: Match the part of the female reproductive system in column A	Study the diagram. Answer the questions below by writing the word or letter of the correct answer	Directions**:** Study the illustration below to answer the following questions:	**Analogy:** Analyze each pair of words and supply the missing word.

	1. What are the female reproductive organs? A. egg cells B. ovaries C. sperms D. testes 2. Why is the vagina called the birth canal? A. It is pyramid in shape. C. It is where the urine passes B. It receives the sperm D. The new born baby passes out from it. 3. Which is not a part of the female reproductive system? A. cervix B. epididymis C. fallopian tube D. uterus 4. Which best describe the ovaries? A. oblong-shaped and located on the left and right side of the uterus B. the outside passage way of the baby C. located in lower portion of the uterus that opens into the vagina D. hallow, pear-shaped organ with a muscular wall and a lining 5. What do ovaries produce? A. sperm cells B. egg cells C. zygote D. fertilized egg	with its function in column B. Write the letter before the number. A B 1. Cervix a. holds the fertilized egg and nurtures until the baby is fully developed 2. Vagina b. release the egg cell and the hormones estrogen and progesterone 3. Fallopian tube c. serves as the birth canal or the passageway of the baby about to be born 4. Uterus d. connect the ovaries to the uterus 5. Ovaries e. expands and allow the baby to pass through the vagina	1. What organ is represented by letter A? _____ 2. _____ is an elongated muscular organ full of blood vessels and sensitive nerves. 3. The scrotum looks like a sac that hangs behind the penis. What letter represents the scrotum? _____ 4. Organ A, B, C and F are _____parts of the male reproductive system. 5. Semen and urine are released from the urethra. Which letter represents the urethra?_____	1. What are produced in **structure A**? **Sperm cells** 2. Which organ transport sperm cells into the female's vagina? **Penis** 3. What organ is protected by **structure F**? **Testes or organ E** 4. If sperm duct or vas deferens is cut, can sperm cell be transported to females? **No** 5. **Organ B** carries _____and sperm cells to the outside of the body. **Urine**	Study the illustration below to answer the following questions 1. Penis: Male 3. Female sex cell: Egg _____: Female Male sex cell: _____ 2. Progesterone: Female hormone 4. External male organ: Testes _____: Male hormone External female organ:_____ 5. _____: Sperm duct Fallopian tube: Oviduct
J.additional activities for application or remediation	Create a three-dimensional foldable graphic organizer that will contain important concepts about the female reproductive system using colored paper, coloring materials, marker and scissors.	Output Making: Make a foldable with written parts and functions of the female reproductive system.	**Output: Flashcard Making:** Objective: Make flashcards of the parts of the male reproductive system Materials: used cigarette cardboard or old folder, scissors, ruler, pentel pen, coloring materials Directions: 1. Measure and cut 4x6 inches flashcards. Make sure that both sides of the cards are clean and free from any marks.	Draw and label the parts of the male reproductive system	a. Study lesson 1-5 Parts and Functions of the Male and female Reproductive System. b. Be ready for a short quiz next meeting.

			2. Write the organs of the male reproductive system on each card. 3. Write the description of each organ on the other side of the card like this. Front side Back side 4. Make your work creative by adding graphics, colors and designs. 5. Post your work on the bulletin board. .		
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. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**:	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**:	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**:	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:**Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media,

	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	**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	**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	**___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	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
