

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>		<b>Grade Level:</b>	<b>V</b>
	<b>Teacher:</b>	<b>File Created by DepEd Click</b>	<b>Learning Area:</b>	<b>ENGLISH</b>
	<b>Teaching Dates and Time:</b>	<b>NOVEMBER 14-18, 2022 (WEEK 2)</b>	<b>Quarter:</b>	<b>2<sup>ND</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	The learner demonstrates understanding of text types in order to construct feedback. The learner demonstrates understanding of library skills to research a variety of topics	The learner demonstrates understanding of various verbal elements in orally communicating information. The learner demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context	The learner demonstrates understanding of text elements to comprehend various texts.	The learner demonstrates command of the conventions of standard English grammar and usage when writing. The learner demonstrates understanding of different formats to write for a variety of audiences and purposes	The learner demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials
<b>B.Performance Standards</b>	The learner uses literary and informational texts heard to construct an appropriate feedback. The learner uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes.	The learner orally communicates information, opinions and ideas effectively to different audiences using a variety of literary activities. The learner uses strategies to decode correctly the meaning of words.	The learner use knowledge of text types to correctly identify main idea, key sentence, and supporting details	The learner uses the correct function of verbs in general and Their functions in various discourse (oral and written) The learner writes a paragraph using cause-effect relationship	The learner applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
<b>C.Learning Competencies/Objectives</b>	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction	
<b>II.CONTENT</b>	Composing Clear and Coherent Sentences Using Correct Modals	Composing Clear and Coherent Sentences Using Correct Modals	Composing Clear and Coherent Sentences Using Correct Modals	Composing Clear and Coherent Sentences Using Correct Modals	
<b>III.LEARNING RESOURCES</b>					

A.References																												
1.Teacher’s Guide pages																												
2.Learners’s Materials pages																												
3.Textbook pages																												
4.Additional materials from learning resource (LR) portal																												
B.Other Learning Resource	Pictures, card catalogue (real), activity sheet,library	Pictures, charts	video on subject-verb agreement ;intervening phrases metacards, chart with examples on the rules of subject-verb agreement, manila paper	Laptop, LED TV, DLP	Laptop, LED TV, DLP																							
IV.PROCEDURES																												
	<p><b>What I Know</b></p> <p>Directions: Fill in the blanks with the correct modals. Choose your answers from the word pool below. Write your answers on a separate sheet of paper.</p> <table><tr><td>can</td><td>could</td><td>may</td></tr><tr><td></td><td>might</td><td>must</td></tr><tr><td>shall</td><td>should</td><td>will</td></tr><tr><td></td><td></td><td>would</td></tr></table> <p>1. My aunt called us up to meet her at the airport. She _____arrive this afternoon.</p> <p>2. _____ you solve a Rubik’s cube in five seconds?</p> <p>3. Everybody is busy right now. You _____help clean the house.</p> <p>4. When we were younger, we _____ run up the hill without stopping.</p> <p>5. The herald announced the king’s proclamation that reads, “All noblemen who wish to marry my daughter _____ pass through a test.”</p>	can	could	may		might	must	shall	should	will			would	<p><b>What’s New</b></p> <p><b>Activity 1</b> <b>Directions:</b> Read the short but inspiring poem below. Take note of the verbs and identify one word which is repeated many times.</p> <p><b>You Can</b> <i>By: Unknown</i></p> <p><b>You can give, you can live</b></p> <p><b>You can reach for your dream</b></p> <p><b>You can learn many things</b></p> <p><b>You can dance, you can sing</b></p> <p><b>You can hear, you can see</b></p> <p><b>You can smell, you can feel</b></p> <p><b>Yes, you can!</b></p> <p><b>You can do wonderful things!</b></p>	<p><b>What’s More</b></p> <p>Activity 1 Directions: Identify the modal in each sentence and write it on a separate sheet of paper. Opposite each modal, identify its function by selecting the letter of your answer from the given list below. The first one is done for you.</p> <table><tr><td>a. present ability</td></tr><tr><td>b. past ability</td></tr><tr><td>c. permission</td></tr><tr><td>d. possibility</td></tr><tr><td>e. future action that must be fulfilled by the doer of the action</td></tr><tr><td>f. future action</td></tr><tr><td>g. advice or suggestion</td></tr><tr><td>h. necessity or something very important</td></tr><tr><td>i. something that has a low chance of happening</td></tr><tr><td>j. desire or inclination</td></tr><tr><td>k. future action stated in the past</td></tr></table> <p>1. Listening to loud noises can damage your eardrums. Answer: can - d</p> <p>2. Manny could run for miles without stopping when he was 18.</p> <p>3. May I have this dance?</p>	a. present ability	b. past ability	c. permission	d. possibility	e. future action that must be fulfilled by the doer of the action	f. future action	g. advice or suggestion	h. necessity or something very important	i. something that has a low chance of happening	j. desire or inclination	k. future action stated in the past	<p><b>Assessment</b></p> <p><b>Activity 1</b> <b>Directions:</b> Compose clear and coherent sentences using the correct modals in responding to the given questions. An example is provided as your guide. Write your answers on a separate sheet of paper.</p> <p><b>Question:</b> May I visit you tomorrow? <b>Answer:</b> Yes, you may visit me tomorrow.</p> <p>1. Should we wear a mask when going out? Answer: _____</p> <p>2. Will Maja like this novel? Answer: _____</p> <p>3. May I see the map? Answer: _____</p> <p>4. Must people in coastal areas evacuate when there is a strong typhoon? Answer: _____</p> <p>5. Can you help me solve the problem? Answer: _____</p>	
can	could	may																										
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shall	should	will																										
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Take a second look at the lines of the poem. What did you notice with the poem? What word has been repeated many times? Correct! The word “can” appears in each line of the song. Do you know its function? You will discover it as you go on with the lesson.

Activity 2

Directions: Read the following sentences carefully then answer the guide questions that follow.

I can dance.

I will dance.

I may dance.

Guide Questions

1. What do these three sentences have in common?
2. Do the three sentences have the same meaning? Why?
3. How do the words can, will, and may functions in the sentences?

You may have noticed that the three sentences have different meanings even though the main verbs are the same. In the first sentence, the speaker says that he/she knows or has the ability to dance. In the second, the speaker says that he/she will do something, that is, to dance. Whether the speaker knows how to

4. Baki should train hard to win the mixed-martial arts competition.

5. We must exercise health protocol to avoid getting sick.

6. All the athletes shall undergo a drug test.

7. You might see the shooting stars if the clouds move away.

8. Jin and Junjun will help in the delivery of English SLMs.

9. Dogs can distinguish different scents accurately.

10. Ilawod said that he would sell “Surahan” or unicorn fish upon his return.

Activity 2

Directions:

Complete the paragraph below by filling in the blanks with the following modals:

**can, may, must, should, or will.** Write your answers on a separate sheet of paper.

You (1.) \_\_\_\_\_ live without food and water for one day, but you

(2.) \_\_\_\_\_ never live without air. You (3.)

		<p>dance or not, he/she simply intends to dance. Finally, the third sentence indicates only a possibility. The sentence indicates that the speaker may dance, or not at all.</p> <p>Modals are special. They are not like the regular verbs whose function is to indicate an action or a condition. They are used together with the main verb. When placed before a verb, each modal can provide a different meaning to it. They have different functions such as expressing ability, permission, obligation, possibility, necessity, and suggestion. In this module, you will study the different modals such as can, could, may, might, must, shall, should, will, and would. In order for you to use modals correctly, it is very important to understand their meaning and function.</p> <p>Study the different modals in the table below. Take note of the highlighted modals and the underlined verb in the examples.</p> <p>MODAL MEANING EXAMPLES</p> <p>can</p> <p>to express a present ability or an ability that still exists</p> <p>I can cook rice by myself.</p> <p>Mars can sing high notes.</p> <p>Max Park can solve a Rubik's Cube within</p>	<p>_____ avoid toxic, polluted, or contaminated air at all cost. Breathing foul, contaminated, or polluted air (4.)</p> <p>_____ cause respiratory problems. You (5)_____ not like contaminated air because it smells bad. Therefore, you (6.) _____ help to keep the air clean.</p>		
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		five seconds. What Is											
	<p><b>What’s In</b></p> <p><b>Activity 1</b> <b>Directions:</b> Copy the following sentences on a separate sheet of paper. Once done, underline the main verb used in each sentence.</p> <p>1. I would love to live here.</p> <p>2. The acrobats can do somersaults.</p> <p>3. Brando might win the singing contest.</p> <p>4. You may submit your answers to my email.</p> <p>5. A long time ago, people could travel to other countries without a passport.</p> <p>6. William will host a new show on Channel XYZ.</p> <p>7. The applicants shall undergo an interview.</p> <p>8. Captain Barbel and Darna can lift a rock as big as a mountain.</p> <p>9. Children should avoid eating junk foods.</p> <p>10. You must pass the entrance test.</p> <p><b>Activity 2</b> <b>Directions:</b> Study the sentences in Activity 1, then, encircle the words that come before the main verbs. What do you think is the function of the encircled word in each of the sentences? You will learn it through this module.</p>	<p><b>What Is It</b></p> <p><b>Modals</b> are special. They are not like the regular verbs whose function is to indicate an action or a condition. They are used together with the main verb. When placed before a verb, each modal can provide a different meaning to it. They have different functions such as expressing ability, permission, obligation, possibility, necessity, and suggestion. In this module, you will study the different modals such as <b>can, could, may, might, must, shall, should, will,</b> and <b>would</b>. In order for you to use modals correctly, it is very important to understand their meaning and function. Study the different modals in the table below. Take note of the highlighted modals and the underlined verb in the examples.</p> <table><tr><th>MODAL</th><th>MEANING</th><th>EXAMPLES</th></tr><tr><td rowspan="3">can</td><td rowspan="3">to express a present ability or an ability that still exists</td><td>I <b>can</b> <u>cook</u> rice by myself.</td></tr><tr><td>Mars <b>can</b> <u>sing</u> high notes.</td></tr><tr><td>Max Park <b>can</b> <u>solve</u> a Rubik’s Cube within five seconds.</td></tr></table>	MODAL	MEANING	EXAMPLES	can	to express a present ability or an ability that still exists	I <b>can</b> <u>cook</u> rice by myself.	Mars <b>can</b> <u>sing</u> high notes.	Max Park <b>can</b> <u>solve</u> a Rubik’s Cube within five seconds.	<p><b>Activity 1</b></p> <p>Directions: Provide positive answers to the following questions using the correct modals. Write your answers on a separate sheet of paper. An example is provided as your guide.</p> <p>Question: Will you help me with my homework?</p> <p>Answer: Yes, I will help you with your homework.</p> <p>1. Can he draw?</p> <p>Answer:</p> <p>_____</p> <p>2. Will he come tomorrow?</p> <p>Answer:</p> <p>_____</p> <p>3. Should I clean my room on weekends?</p> <p>Answer:</p> <p>_____</p> <p>4. May I see you at five?</p> <p>Answer:</p> <p>_____</p> <p>5. Must they leave today?</p> <p>Answer:</p> <p>_____</p>		
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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.	___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.	___Lesson carried. Move on to the next objective. ___Lesson not carried.	___Lesson carried. Move on to the next objective.																		

	____% of the pupils got 80% mastery		____% of the pupils got 80% mastery	____% of the pupils got 80% mastery	____Lesson not carried. ____% of the pupils got 80% mastery
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 I use/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><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</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</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>Other Techniques and Strategies used:</b></p> <ul style="list-style-type: none"><li>___ Explicit Teaching</li><li>___ Group collaboration</li><li>___ Gamification/Learning through play</li><li>___ Answering preliminary activities/exercises</li><li>___ Carousel</li><li>___ Diads</li><li>___ Differentiated Instruction</li><li>___ Role Playing/Drama</li><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils' eagerness to learn</li><li>___ Group member's collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>	<ul style="list-style-type: none"><li>___ Explicit Teaching</li><li>___ Group collaboration</li><li>___ Gamification/Learning through play</li><li>___ Answering preliminary activities/exercises</li><li>___ Carousel</li><li>___ Diads</li><li>___ Differentiated Instruction</li><li>___ Role Playing/Drama</li><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils' eagerness to learn</li><li>___ Group member's collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>	<p>providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <ul style="list-style-type: none"><li>___ Explicit Teaching</li><li>___ Group collaboration</li><li>___ Gamification/Learning through play</li><li>___ Answering preliminary activities/exercises</li><li>___ Carousel</li><li>___ Diads</li><li>___ Differentiated Instruction</li><li>___ Role Playing/Drama</li><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils' eagerness to learn</li><li>___ Group member's collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>	<p>providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <ul style="list-style-type: none"><li>___ Explicit Teaching</li><li>___ Group collaboration</li><li>___ Gamification/Learning through play</li><li>___ Answering preliminary activities/exercises</li><li>___ Carousel</li><li>___ Diads</li><li>___ Differentiated Instruction</li><li>___ Role Playing/Drama</li><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils' eagerness to learn</li><li>___ Group member's collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>	<p><b>___Text Representation:</b></p> <p><b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling: 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> <ul style="list-style-type: none"><li>___ Explicit Teaching</li><li>___ Group collaboration</li><li>___ Gamification/Learning through play</li><li>___ Answering preliminary activities/exercises</li><li>___ Carousel</li><li>___ Diads</li><li>___ Differentiated Instruction</li><li>___ Role Playing/Drama</li><li>___ Discovery Method</li><li>___ Lecture Method</li></ul> <p><b>Why?</b></p> <ul style="list-style-type: none"><li>___ Complete IMs</li><li>___ Availability of Materials</li><li>___ Pupils' eagerness to learn</li><li>___ Group member's collaboration/cooperation in doing their tasks</li><li>___ Audio Visual Presentation of the lesson</li></ul>
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					<div><div>Audio</div><div>Visual</div><div>Presentation of the lesson</div></div>
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