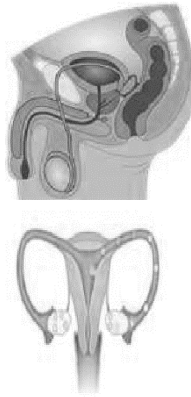


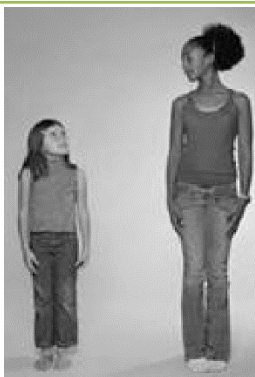
 GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	Five
	Teacher		Learning Area	Science
	Teaching Date and Time		Quarter	Second Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding of how the parts of the human reproductive system work				
B.Performance Standards	The learners should be able to practice proper hygiene to take care of the reproductive organs				
C.Learning Competencies/Objectives	The learners should be able to describe the changes that occur during Puberty S5LT-IIb-2	The learners should be able to describe the changes that occur during Puberty S5LT-IIb-2	The learner should be able to identify the changes that occur during puberty for female S5LT-IIb-2	The learner should be able to identify the changes that occur during puberty for male S5LT-IIb-2	The learner should be able to present a creative activity showing changes that occur during puberty S5LT-IIb-2
II.CONTENT	Puberty and Adolescence Stage	Puberty and Adolescence Stage	Changes that occur during Puberty for Female	Changes that occur during Puberty for Female	Show Changes that occur during Puberty through creative activities
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.	CG p.	CG p.	CG p.	
2.Learners's Materials pages					
3.Textbook pages	a. Sci-Bytes Worktext in Science 5 pp 106 – 108 b. Science A Closer Look Philippines; Dr. Jay K. Hackett et.al.,pp 110 – 114 c. Science Works Grade 5; Myla Corazon S. Casinillo, p 9	Cyber Science 5, Nicetas G. Valencia et. al., pp. 23 – 24;	Cyber Science 5, Nicetas G. Valencia et. al., pp. 23 – 24;	The Wonderful World of Science 5, Jesus Q. Javier et.al, pp. 12 – 15;	
4.Additional materials from learning			https://www.youtube.com/watch?v=QFx6GlpzNI	https://www.youtube.com/watch?v=JjmVurLWECA	https://www.youtube.com/watch?v=urdeS_olcJO https://www.youtube.com/watch?v=iJvpGC-Dg_w

resource (LR) portal					
B.Other Learning Resource	Pictures, activity sheet, chart, PowerPoint presentation	Chart, activity sheet, pictures, PowerPoint presentation, laptop	Video presentation, activity sheet, chart, PowerPoint presentation, laptop	Activity sheet, video presentation, PowerPoint presentation, laptop	Rubric, activity sheet, PowerPoint presentation, video clip
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	<p>Label the following numbered parts of the male and female reproductive systems</p> 	<p>Directions: Write the word FACT if the statement is correct and word BLUFF if it incorrect.</p> <ol style="list-style-type: none"> 1. Puberty is the process through which a child's body matures in adult body capable of sexual reproduction. (FACT) 2. Adolescence is the period between puberty and adulthood. (FACT) 3. Growth decreases in the first half of puberty and stops at the completion of puberty. (BLUFF) 4. Boys typically enter puberty about 2 years after girls do. (FACT) 5. Estrogen triggered by changes in hormones from the endocrine system. (BLUFF) 	Cite the changes that occur during the puberty of female?	<p>Inside the mystery box the pupil will guess the correct answer written in a strip of paper.</p> <ol style="list-style-type: none"> 1. They experience squeaking _____. (voices) 2. Their bodies take _____. (shapes) 3. They increase in _____. (height) 	Describe some physical changes that occur in male and female during puberty
B.Establishing a purpose for the lesson	<p>Presentation of a picture</p>  <p>What have you observed in the picture? Why do you think the girl is conscious on her face? When do you think pimples occur?</p>	<p>Pictures of the male and female</p> 	<p>A video presentation https://www.youtube.com/watch?v=QFx6GlpZNI What have you noticed with the sounds you've heard?</p>	<p>A video presentation https://www.youtube.com/watch?v=JjmVurLWECA What have you observed in the video presented? Is there any difference that occurred? Why do you think it happened?</p>	<p>A video presentation What can you say about the video presented? Why do female/girls use napkin? Why do male/boys need to use deodorant?</p>

		 <p>Is there a difference between how the boy and girl look today and how they looked when they were much younger?</p>																											
C.Presenting Examples/ instances of the new lesson	<p>Group Activity: “The Beginning”</p> <p>I. Problem: What are the physical changes that happen during childhood to adolescence?</p> <p>II. Materials: Activity sheet, chart</p> <p>III. Procedure:</p> <p>1. Make a timeline of important events in your life. Begin with the day you were born. Include other events that you were told that took place or that you still remember.</p> <p>2. Data and Observation</p> <table><tr><th>Ages</th><th>Events</th></tr><tr><td>1 – 3</td><td></td></tr><tr><td>4 – 8</td><td></td></tr><tr><td>9 – 12</td><td></td></tr></table>	Ages	Events	1 – 3		4 – 8		9 – 12		<p>Presenting examples/ instances of the lesson</p> <p>Group Activity: “See Change”</p> <p>I. Problem: What are the changes in female?</p> <p>II. Materials: picture of female showing the growth and development or</p> <p>stages, childhood and adolescence</p> <p>III. Procedures:</p> <p>1. Use the pictures provided to observe the physical appearance of female during childhood and adolescence.</p> <p>2. Infer the different changes that take place from childhood to Adolescence.</p> <p>3. Record your observations by filling out the table below.</p>	<p>Group Activity: “Let’s Talk and Observe”</p> <p>I. Problem: What are the physical changes that occur during puberty of male?</p> <p>II. Materials: Chart , activity sheet</p> <p>III. Procedure:</p> <p>1. Describe what happens to each body part listed during puberty in male. Write your answers on the table below.</p> <p>IV. Data and Observation</p> <table><tr><th>Body Parts</th><th>Changes Observed in Male</th></tr><tr><td>Chest and shoulder</td><td></td></tr><tr><td>Neck</td><td></td></tr><tr><td>Face</td><td></td></tr><tr><td>Height and weight</td><td></td></tr><tr><td>Armpit</td><td></td></tr><tr><td>Voice</td><td></td></tr><tr><td>Sex organ</td><td></td></tr></table> <p>Questions:</p> <p>a. How do you feel about the changes?</p> <p>b. If you were a male what changes do you like most/least?</p> <p>Why?</p>	Body Parts	Changes Observed in Male	Chest and shoulder		Neck		Face		Height and weight		Armpit		Voice		Sex organ		<p>Group Activity: “Are You Going Through Puberty?”</p> <p>I. Problem: What are the changes in female and male during puberty?</p> <p>II. Materials: pictures of female and male ages 5, 7, 10 years old and now, chart</p> <p>III. Procedure:</p> <p>1. Work in groups with five to six members. Observe the pictures of male and female with ages 5, 7, and 10 years old and the most recent picture. List down some changes that you notice in each picture. Discuss them among your group members.</p> <p>2. Observe each picture of male and female in your group. Examine the change that are unique to a male and female and the changes that are common to both at present.</p> <p>3. Study the list of changes that happen during puberty given to you. Compare them with your observation.</p>	<p>1. Setting Standards</p> <p>2. Group the class into four.</p> <p>3. Distribute activity sheets and materials to be used.</p> <p>4. Let the pupils perform the activity.</p> <p>I have here some situations of the different activities that depict on the changes that occur during puberty.</p> <p>Group I – The Actor/Actress</p> <p>Show the different changes that occur in male and female during puberty through acting.</p> <p>Group II – The Reporters</p> <p>Perform a 2 minute radio broadcast about the changes that occur in puberty</p> <p>Group III – The Painter</p> <p>Illustrate the changes that occur during puberty for female and male</p> <p>Group IV – The Poet</p> <p>Write a poem or a verse about the changes that occur during puberty for female and male</p>
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		<p>IV. Data and Observation</p> <p>Features during childhood Features during adolescence</p> <p>Questions:</p> <p>1. Did you notice some changes in female? What are these changes?</p> <p>2. If you were the girl in the picture, what will you feel on the changes that happened? Why or why not?</p> <p>V. Conclusion:</p>	V. Conclusion:	<p>4. Indicate whether the specific changes only happen to male, female, or to both female and female.</p> <p>5. Tabulate your answer</p> <p>IV. Data and Observation Questions:</p> <p>a. What changes occur only in male?</p> <p>b. Which changes occur only in female?</p> <p>c. Which changes are common to both male and female?</p> <p>V. Conclusion</p>	
D.Discussing new concepts and practicing new skills #1	Group Reporting / Presentation of the Output Sharing of results	Group Reporting / Presentation of the Output Sharing of results	Group Reporting / Presentation of the Output Sharing of results	Group Reporting / Presentation of the Output Sharing of results	Group Reporting / Presentation of the Outputs Sharing of results
E.Discussing new concepts and practicing new skills #2	<p>1. Answer these questions:</p> <p>a. What are the important events that took place when you were a child up to this date?</p> <p>b. Which of those things are you still doing?</p> <p>c. What changes have you noticed as you grow in your physical appearance?</p> <p>d. In what stage of human development do these changes occur?</p>	<p>Answer these questions:</p> <p>a. What are the changes that occur during childhood and adolescence in female?</p> <p>b. Which of the following change is physical, emotional and intellectual?</p>	<p>Answer these questions:</p> <p>a. What are the changes that occur during puberty in male?</p> <p>b. Which of the changes is physical, emotional and intellectual?</p>	<p>Answer these questions:</p> <p>What can you say about the physical changes that male and female experience during puberty?</p>	<p>Answer these questions:</p> <p>What can you say about the physical changes that male and female experience during puberty?</p>
F.Developing Mastery	Direction: Draw a happy face ☺ if the statement is correct and sad face ☹ it is incorrect.	Direction: Identify whether the following statements are physical, emotional and intellectual changes.	Let the pupils share personal experiences about the changes that happen to them during puberty in male. Using the suggested grouping.	Direction: Based on the result of the activity complete the Venn diagram regarding the physical change in male and female	Direction: Write TRUE if the sentence is correct about changes experienced by female and male during puberty and

	<p>1. Mood swing is due to the production of estrogen or testosterone levels.</p> <p>2. Puberty is not considered as a confusing event.</p> <p>3. Do not accept the changes in your body.</p> <p>4. Respect your body.</p> <p>5. Talk to someone you can trust about your personal feelings and the changes you are going through.</p>	<p>1. the hips become wider and breasts develop</p> <p>2. develop a curvy waistline</p> <p>3. admiration towards opposite sex</p> <p>4. consciousness on how body changes</p> <p>5. associate with friends</p>	A short reporting/ presentation of output will follow		<p>FALSE if it is not. Then underline the word that makes it incorrect. Write your answer on the blank before each number.</p> <p>_____ 1. The hormones produced by female and male cause their bodies to change in appearance.</p> <p>_____ 2. Female and male experience only external changes during puberty.</p> <p>_____ 3. Before puberty, female and male are capable of reproduction.</p> <p>_____ 4. During puberty female and male do not develop attraction to the opposite sex.</p> <p>_____ 5. Menstrual period start at 5 years of age for all female</p>
G.Finding Parctical application of concepts and skills in daily living	<p>Now that you have reached the puberty and adolescence stage what are the things that you have to consider?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>a. How are you going to appreciate the change that occurs in your body during the puberty stage?</p> <p>b. You have notice some bodily changes happen to you during puberty how would you react to this?</p>	How should you cope with the changes occurring during this stage in your life?	How should you cope with the changes occurring during this stage in your life?	How should you cope with the changes occurring during this stage in your life?
H.Making generalization and abstraction about the lesson	<p>a. What is the difference between puberty and adolescence stage?</p> <p>b. What are the characteristics of puberty? Adolescence stage?</p>	<p>a. Based on the activity conducted, what changes occur during the puberty stage of female?</p> <p>b. What age does puberty occur in female?</p>	<p>a. Enumerate the changes that occur during puberty for male</p> <p>b. What can you say about the changes that male experience during puberty?</p>	<p>a. Enumerate the changes that occur during puberty for male and female</p> <p>b. What can you say about the changes that male experience during puberty?</p>	<p>a. Enumerate the changes that occur during puberty for male and female</p> <p>b. What can you say about the changes that male experiences during puberty?</p>
I.Evaluating learning	<p>Direction: Identify the word/s that are describe in the following statements. Choose the answer inside the box below.</p>	<p>Direction: Write the word TRUE if the statement is correct and FALSE if the statement is incorrect.</p>	<p>Direction: Choose inside the box the changes in male during puberty</p> <p>a.Menstrual flow f. Adam's apple appear</p>	<p>Direction: Draw if the change refers to a physical change that occurs among female, if it occurs among male, and</p>	<p>Direction: Read each question carefully. Write the letter of the correct answer on the blank before each number.</p>

	<p>Puberty testosterone hormone Menarche adolescence</p> <p>_____ 1. It causes both physical and emotional changes</p> <p>_____ 2. It is the male hormone that triggers the development of male secondary sexual traits.</p> <p>_____ 3. It is the</p> <p>Puberty is initiated by _____ that signals from brain to the gonads.</p> <p>_____ 4. The first menstruation is called _____.</p> <p>_____ 5. It is where the body grows taller and begins to develop the traits of an adult.</p>	<p>1. puberty of girls took place at the age between 9 – 11</p> <p>2. testes produce sperm</p> <p>3. enlargement of the breast</p> <p>4. onset of menstruation</p> <p>5. larger and stronger muscles develop</p>	<p>b. Deeper voice</p> <p>g. Mustache appear</p> <p>c. Bigger breast</p> <p>h. Testes produce sperm</p> <p>d. Voice becomes high pitched</p> <p>i. Widening of hips</p> <p>e. Broader shoulder</p> <p>j. Develops a fine skin</p>	<p>. if it occurs for both male and female. Write your answer on the blanks before each number.</p> <p>_____ 1. Experiencing growth spurts</p> <p>_____ 2. Getting hair on the arms, legs, armpit, and genitals area</p> <p>_____ 3. Widening of hips</p> <p>_____ 4. Development of muscles</p> <p>_____ 5. Having nocturnal emissions or wet dreams</p>	<p>_____ 1. Its occurrence among females signals the start of their reproductive maturity. Which one is it?</p> <p>a. Appearance of pimples</p> <p>b. Onset of menstruation</p> <p>c. Growth of hair in armpits</p> <p>d. Developing a high – pitched voice</p> <p>_____ 2. In Which age bracket does puberty set in?</p> <p>a. Between the ages of 6 – 10</p> <p>b. Between the ages of 9 -13</p> <p>c. Between the ages of 11 – 16</p> <p>d. Between the ages of 18 – 21</p> <p>_____ 3. Which of the following happens among female during puberty?</p> <p>a. Appearance of facial hair</p> <p>b. Broadening of hips and shoulders</p> <p>c. Thickening of vocal cords</p> <p>d. Widening of hips</p> <p>_____ 4. Which of the following changes do males experience during puberty?</p> <p>a. The muscles become smaller.</p> <p>b. The breasts are enlarged .</p> <p>c. The hips become wider.</p> <p>d. The voice becomes deeper.</p> <p>_____ 5. Which of the following do male and female experience when they reach the age of puberty?</p> <p>a. There is a rapid growth in height.</p> <p>b. Several physical changes occur in the body.</p> <p>c. They become more excited and curious to discover new things.</p>
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					d. All of the above
J.additional activities for application or remediation	Pupils will be grouped ahead of time Make a skit that shows activities related to puberty. (Rubrics will be used to assess performance)	Interview at least three (3) females who are about 9 – 11 years of age by asking the following questions: a. What changes have you observed in your body? b. How did you feel with these changes? Why? c. Are you comfortable with these changes? Why or why not?	What is the importance of circumcision for male? You may conduct an interview and have a research	Direction: Draw if the change refers to a physical change that occurs among female, if it occurs among male, and . if it occurs for both male and female. Write your answer on the blanks before each number. _____ 1. Experiencing growth spurts _____ 2. Getting hair on the arms, legs, armpit, and genitals area _____ 3. Widening of hips _____ 4. Development of muscles _____ 5. Having nocturnal emissions or wet dreams	Make an analysis of an advertisement of your choice and discuss how changes in adolescents took place
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.	___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.	___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.	___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.

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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</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</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:</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>contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: 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>contrast, jigsaw learning, peer teaching, and projects.</p> <p>___Contextualization: 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: 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: 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>
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Prepared by:

MELLANIE A. TAMARES
Teacher – I

Checked by:

HAZEL JOY

Head Teacher -

P.PAGADOR