| GRADES 1 to 10<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | V |
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| | Teacher: | File Created by Ma'am EDNALYN D. MACARAIG | Learning Area: | SCIENCE |
| | Teaching Dates and Time: | AUGUST 26 - 30, 2024 (WEEK 5) | Quarter: | 1ST QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| **I.OBJECTIVES** | | | | | |
| **A.Content Standards** | Changes that materials undergo | Changes that materials undergo | Changes that materials undergo | Changes that materials undergo | Changes that materials undergo |
| **B.Performance Standards** | The learner uses local, recyclable solid and /or liquid materials in making useful products | The learner uses local, recyclable solid and /or liquid materials in making useful products | The learner uses local, recyclable solid and /or liquid materials in making useful products | The learner uses local, recyclable solid and /or liquid materials in making useful products | The learner uses local, recyclable solid and /or liquid materials in making useful products |
| **C.Learning Competencies/Objectives** | Observe when materials become harmful to the environment<br>S5MT-Ie-g-3 | Describe the harmful effects of materials to the environment<br>S5MT-Ie-g-3 | Differentiate biodegradable from non-biodegradable materials<br>S5MT-Ie-g-3 | Determine the practices on waste disposal observed in the environment<br>S5MT-Ie-g-3 | Cite ways to solve waste disposal problem<br>S5MT-Ie-g-3 |
| **II.CONTENT** | Useful and harmful materials | Useful and harmful materials | Useful and harmful materials | Useful and harmful materials | Useful and harmful materials |
| **III.LEARNING RESOURCES** | | | | | |
| A.References | | | | | |
| 1.Teacher's Guide pages | CG p. 30 | CG p. 30 | CG p. 30 | CG p. 30 | CG p. 30 |
| 2.Learners's Materials pages | | | | | |
| 3.Textbook pages | Science Spectrum Work Text in Science and Health for Elementary<br>6 Rebecca R. Fallaria et.al., p.137 | Science Spectrum, Rebecca R. Fallaria, et.al., pp.168-173. | Science Spectrum Work Text in Science 6, Rebecca R. Fallaria et al., pp. 131 - 137 | Science Spectrum 6, Rebecca R. Fallaria et.al., pp. 133-138 | Science Spectrum Worktext in Science 6 by Rebecca R. Fallaria et al., p. 136 |
| 4.Additional materials from learning resource (LR) portal | | | | | |
| B.Other Learning Resource | video clip<br>illustration/Pictures of School, Market, and Hospital | pictures<br>video clip<br>powerpoint presentation<br>Meta cards | trash bin, metacards, activity sheets | video clip on waste disposal activities<br>Powerpoint presentation<br>activity sheets, marking pen, manila paper | trash bin, metacards, activity sheets |
| **IV.PROCEDURES** | | | | | |
| A.Reviewing previous lesson or presenting the new lesson | Motivation<br>The learners will watch a video clip of El Gamma Penumbra's Touching Tribute to Mother Nature | Review<br>Checking of Assignment | Review:<br>Game: Fall-in-line please.<br>Say: Here are some situations about the effects of materials to the environment. Two pupils will hold the metacards where 'Good Effect' and 'Bad Effect' of | 1. Review<br>Let's Play:<br>Raise the word fact if the statement is correct and bluff if it is wrong.<br>Fact or Bluff<br>1. Left over peelings of fruits and vegetables are biodegradable. | Review<br>Give some waste materials starting with the following letters and tell how these materials be disposed. |

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| | | | materials are written. You are going to fall in line to the answer of your choice whether it is Good or Bad Effect..<br>a. Rubber when burned produces toxic fumes and acid rain.<br>b. Improper waste disposal causes diseases and pollution that pose danger to our health.<br>c. Some synthetic materials are used to produce medicine.<br>d. Materials are used in building houses and other infrastructures.<br>e. Air conditioners help to cool our house and workplaces. | 2. Plastics and styrofoam are non-biodegradable.<br>3. Diapers and sanitary napkins are biodegradable materials.<br>4. Waste produced by animals are biodegradable.<br>5. Leaves and twigs of plants are biodegradable. | |
| B.Establishing a purpose for the lesson | What did you feel after watching the video clip presentation?<br>Where can we find those trashes? | New Words to Learn<br>Use power point presentation for the new words which will be tackled during the lesson<br>🚌 ozone layer<br>🚌 acid<br>🚌 chloroflourocarbons (CFCs)<br>🚌 pollution<br>🚌 Global Warming<br>Awareness on Safety Precautions<br>The teacher may conduct a pre-assessment by asking if the<br>pupils know the meaning of the words. Record their answers and<br>check it during the lesson | Picture Analysis.<br>Let the learners look at the picture and tell something about it<br> | Let pupils listen to the song of Smokey Mountain “Anak ng Pasig” | The teacher will read the situation.<br>Proper waste disposal<br>Erwin, Raymond and Greg are grade five learners. They went to Mangahan Market. They had noticed that there lot of garbage in the place. People just throw their garbage everywhere. If you were one of the three boys, what will you do? |
| C.Presenting Examples/ instances of the new lesson | Activity Proper<br>a. Groupings of the class<br>b. Setting of Standards | Motivation<br>Picture Analysis<br>Teacher will show at least five pictures of materials found in the<br>community. The pupils will analyze the pictures as to the benefits | Ask: How do you dispose your garbage or waste material?<br>A. Advance Preparation<br>1. Gather the materials needed for the activity.<br>2. Distribute the materials to the group. | What is the message of the song?<br>Why do we need to dispose our waste materials properly?<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Do you practice waste segregation?<br>Why it is important to segregate our waste? |

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| | | that they give to the people.<br>Ask: What benefits can we get from these?<br>Suggested pictures:<br>▪ power plant<br>▪ pile of used tire<br>▪ junk Shop<br>▪ repair Shop<br>▪ different vehicles | B. Group Activity/ Activity Proper<br>1. Setting activity standards.<br>2. Performing the activity. | | |
| D.Discussing new concepts and practicing new skills #1 | Group Reporting | Inform: Did you know that even how useful the materials are,<br>they may also be harmful?<br>Ask: In what ways do you think they can be harmful?<br>Solicit ideas from the children.<br>Have them record their answers<br>under the K column of the KWL chart.<br>Ask:<br>What other things do you want to know as we go on with our<br>lesson? Write your answers on the (W) column | A. Group reporting and presentation | 1. Divide the class into four groups<br>2. Set standards to follow in doing group activity.<br>3. Provide pupils with activity sheets and other materials needed.<br>4. Let them do the activity: | Ask: Improper waste disposal led to different pollutions. How can we<br>contribute to lessen the problem?<br>A. Group Activity<br>1. Setting activity standards.<br>2. Gather the materials needed for the activity.<br>3. Distribute the materials to the group.<br>4. Performing the activity. |
| E. Discussing new concepts and practicing new skills #2 | Analysis and Discussion<br>1. Based on the activity, what materials are seen in the pictures from the different stations.<br>2. Are all materials found in each station safe to use? Why or why not?<br>3. What materials found in each station can be considered useful? How about harmful materials?<br>4. Why did you consider that these materials are useful and harmful?<br>5. What are these materials made of? | 1. Group the pupils into five.<br>2. Recall the standards to follow during group activity.<br>3. Distribute the metacards containing research of information (prepared by the teacher two days before the lesson) about the harmful effects of materials to the environment.<br>Group I – Depletion of the Ozone Layer<br>Group II – Global Warming<br>Group III – Air Pollution<br>Group IV-Acid Rain<br>Group V- Water Pollution | Answering the guided questions:<br>▪ What are the materials that you put in the bins?<br>▪ How did you classify or group them?<br>▪ What materials decay easily? What do you call them?<br>▪ What is non-biodegradable material?<br>▪ What are the characteristics of biodegradable materials?<br>▪ What materials do not decay easily? What do you call them?<br>▪ What are the characteristics of non – biodegradable materials? | 1. Discuss group outputs. | 1. Group reporting and presentation<br>. |

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| | | 4. List down the materials that contribute to the environmental problem assigned. | 🚌 How do you differentiate biodegradable materials from non-biodegradable materials? | | |
| F.Developing Mastery | 1. There are lots of harmful materials found in the community like in school, market, hospital, church and malls<br>Below are examples of the harmful materials<br>Community<br>🚌 Tubes/bottles of shampoo and conditioner, for laundry and cleaning, for home maintenance<br>🚌 Plastic container<br>🚌 Styrofoam<br>🚌 Medicine bottles<br>🚌 Disposable syringed<br>🚌 Dextrose<br>2. Harmful materials should be properly disposed | Answer the follow up questions:<br>a. What are the different harmful materials that affect the environment?<br>b. How will you describe each of the harmful effect of materials to the environment?<br>🚌 Depletion of the ozone layer<br>🚌 Global Warming<br>🚌 Air pollution<br>🚌 Land Pollution<br>🚌 Water Pollution<br>🚌 Acid rain | Group the class into two the first will name materials and the second group will tell whether it is biodegradable or not | Ask:<br>Based on the activity done, what are the different waste disposal practices usually observed in our environment?<br>Which among these practices are very common?<br>Inspite of various ordinance on waste management being implemented, what are the factors that affect people attitude and ways of waste disposal?<br>Which of the practices given are proper? Why?<br>improper? Why?<br>What do you think would happen if people continue practicing the improper waste disposal? Why? | Answering the guided questions:<br>a. What are the materials that belong to dry garbage? Wet garbage?<br>b. What do you do with the garbage at home?<br>c. How do you dispose your wet garbage?<br>d. What do you do with the dry garbage?<br>e. What materials do you commonly recycle? |
| G.Finding Parctical application of concepts and skills in daily living | Make a slogan or poster about proper disposal/storage of materials that are harmful to the environment | 🚌 Ask the pupils to fill up the information needed to complete their<br>KWL chart about what they learned on the L column.<br>🚌 Do you think we are also affected by these harmful effects of the<br>different materials? If yes, what are some possible effects? If not,<br>explain | Let the pupils list biodegradable and non- biodegradable materials | How do you feel when pupils like you do not mind if someone throws waste anywhere? Why?<br>As a learner, what proper waste disposal strategy do you think is effective to implement? Why? | Describe how your family manages garbage disposal.<br>What are the reasons why some cannot practice proper waste disposal? |
| H.Making generalization and abstraction about the lesson | When do materials become harmful to the environment? | Materials in the environment are mostly useful. However, they may become harmful to the environment depending on the way we use or handle them. Some of these harmful effects are depletion of the ozone layer, global warming, | Let the pupils read the bits of information | Have the pupils generalized by asking:<br>What different practices on waste disposal are observed in the environment? | Let the pupils read the bits of information |

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| | | acid rain, land pollution, air pollution and water pollution | | | |
| I.Evaluating learning | Encircle the best answer.<br>1. Leziel used to bring cooked rice for her lunch in school. Which do you think is the safest container to store it?<br>A. Wrapped it with aluminum foil<br>B. Wrapped it with banana leaf<br>C. Put it inside a plastic bag<br>2. Aling Jessica is fond of buying air freshener. Which will be good for the environment and best alternative to use?<br>A. peelings of calamansi<br>B. cologne<br>C. mothballs<br>3. Dr. Gregorio De Chavez gave vaccines to pet dogs at Barangay Berinayan; Laurel, Batangas. Which is the proper way to dispose the used syringe?<br>A. Burn them.<br>B. Throw them in a trash can.<br>C. Put it in an empty bottle of mineral water, label it with toxic material before disposing.<br>4. Niña is fond of cleaning the toilet. What should she use to clean it?<br>A. Use soap detergent and water.<br>B. Use muriatic acid.<br>C. Use baking soda.<br>5. Mario is cleaning his room. He found lots of plastic bags. What will he do with these?<br>A. Burned the plastic bag.<br>B. Keep them for future use.<br>C. Keep them under the bed. | Match the description from column A with the effects of materials to<br>the environment in column B. Write the letter of the correct answer<br>on the blank provided. | Directions: Differentiate biodegradable from non-biodegradable. Choose the letter of the best answer.<br>1. Empty cans, bottles, boots and scratched paper are examples of wastes material. Your mother told you to segregate it. Which of these materials would you place to a biodegradable waste bin?<br>A. empty cans C. empty bottles<br>B. boots D. scratched paper<br>2. In his class, Mr. Lumbres asked his students to differentiate biodegradable from non-biodegradable materials. If you were to answer the question asked by Mr. Lumbers, what will be your answer?<br>A. Biodegradable materials decayed while non - biodegradable do not.<br>B. Non-biodegradable materials decayed while biodegradable do not.<br>C. Both biodegradable materials and non - biodegradable can be recycled.<br>D. Biodegradable materials are composed of empty bottles, plastics and cans while non - biodegradable materials are composed of dried leaves, left-over foods and the like.<br>3. Some materials which are normally useful become harmful when not properly disposed. Examples are those which are made of plastic and rubber. What will you do to lessen its volume? | Identify the waste disposal practice in each situation below.Choose your answer from the given options below:<br>1. Joy is living near Bantok River. Early in the morning, she disposes their garbage into the river without thinking the effects it may bring to them and to the environment.<br>2. Mrs. Rizo is working in Municipal Environment Natural Resources Office in their town. At home, she has labeled trash cans for plastic, paper, and other biodegradable wastes. She also supervises her children and neighbor.<br>3. One of the projects of School Pupil Government is the installation of container for empty plastic bottles near the school<br>canteen. Pupils are disciplined in throwing the empty bottles into container.<br>4. After being hit by a passenger jeepney, Bingo, Raul pet dog died. Raul immediately dumped the remains of the dead animal into the dugged land at their backyard.<br>5. Julius, a buko vendor places the buko shells in a sack. He brings these at home and tries to arrange them in a way that it will be exposed to sunlight. He has been doing this since he knew that the dried buko shell still be used for cooking?<br>IV. Assignment:<br>Make a poster showing proper waste disposal practices that should be Observed at home, school and community.<br>A. by burning | Directions: Choose the letter of the best answer.<br>1. Your classmate throws a candy wrapper outside the room. What<br>will you do?<br>a. Talk to him not to throw anywhere.<br>b. Tell it to your teacher.<br>c. Never mind him.<br>2. There are many used plastic-bottles in your community. You have learned that these must be disposed properly. What will you do?<br>a. Collect them then burn.<br>b. Collect them then sell to junkshop.<br>c. Ask the barangay official to clean the mess.<br>3. Dried leaves, twigs and paper which are normally useful become harmful when not properly disposed. What will you do to lessen its volume?<br>a. Recycle it.<br>b. Make a compost pit in a backyard.<br>c. Burn it.<br>4. Aling Paolah, a carenderia owner always has left-over and spoiled food. How can you help her dispose these properly?<br>a. Give the left-over and spoiled food to street children.<br>b. Throw it into canal near the carenderia.<br>c. Feed it to the animals<br>5. The most effective way to lessen the problem in waste disposal is_____. |

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| | | | A. Make clothes made of plastics<br>B. Burned it.<br>C. Just pile it up.<br>D. Make a trash bin out of it.<br>4. Materials made of paper are harmless but they become sources of carbon dioxide when burned. How will you dispose your used paper?<br>A. Put it in the box for recycling.<br>B. Throw it outside the room.<br>C. Burned it.<br>D. Put it inside your bag and use for cooking.<br>5. The following materials are examples of biodegradable waste, EXCEPT:<br>A. woods C. aluminum cans<br>B. used paper D. dried twigs | B. by segregating<br>C. by dumping anywhere<br>D. by throwing waste into the body of water | a. burn it<br>b. have a dump site<br>c. segregation |
| J.additional activities for application or remediation | Read the given situation. Write 2-3 sentences to express your insight about it. (Use the given rubrics in checking pupils' work)<br>1. Cathy is helping her mother sweeping their backyard every Saturday. She noticed that trashes are made up of different materials like twigs, dried leaves, plastic bags and the like. If you were Cathy what are you going to do to reduce the possible harmful effects of these materials to the environment? | Gather some materials at home that have harmful effects to the environment. What will be step to lessen the chance of harming the environment due to these materials? | List down ten (10) examples of non biodegradable materials and ten (10) biodegradable materials. | Make a poster showing proper waste disposal practices that should be Observed at home, school and community | List down five (5) ways to solve waste disposal problem. |
| **V.REMARKS** | | | | | |
| **VI.REFLECTION** | | | | | |
| A.No. of learners who earned 80% in the evaluation | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>_____% of the pupils got 80% mastery | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>_____% of the pupils got 80% mastery | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>_____% of the pupils got 80% mastery | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>_____% of the pupils got 80% mastery | ___Lesson carried. Move on to the next objective.<br>___Lesson not carried.<br>_____% of the pupils got 80% mastery |

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| B.No.of learners who require additional activities for remediation | ___Pupils did not find difficulties in answering their lesson.<br>___Pupils found difficulties in answering their lesson.<br>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.<br>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.<br>___Pupils mastered the lesson despite of limited resources used by the teacher.<br>___Majority of the pupils finished their work on time.<br>___Some pupils did not finish their work on time due to unnecessary behavior. | ___Pupils did not find difficulties in answering their lesson.<br>___Pupils found difficulties in answering their lesson.<br>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.<br>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.<br>___Pupils mastered the lesson despite of limited resources used by the teacher.<br>___Majority of the pupils finished their work on time.<br>___Some pupils did not finish their work on time due to unnecessary behavior. | ___Pupils did not find difficulties in answering their lesson.<br>___Pupils found difficulties in answering their lesson.<br>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.<br>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.<br>___Pupils mastered the lesson despite of limited resources used by the teacher.<br>___Majority of the pupils finished their work on time.<br>___Some pupils did not finish their work on time due to unnecessary behavior. | ___Pupils did not find difficulties in answering their lesson.<br>___Pupils found difficulties in answering their lesson.<br>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.<br>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.<br>___Pupils mastered the lesson despite of limited resources used by the teacher.<br>___Majority of the pupils finished their work on time.<br>___Some pupils did not finish their work on time due to unnecessary behavior. | ___Pupils did not find difficulties in answering their lesson.<br>___Pupils found difficulties in answering their lesson.<br>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.<br>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.<br>___Pupils mastered the lesson despite of limited resources used by the teacher.<br>___Majority of the pupils finished their work on time.<br>___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<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ 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:*<br>**___Metacognitive Development**: **Examples:** Self assessments, note taking and | *Strategies used that work well:*<br>**___Metacognitive Development**: **Examples:** Self | *Strategies used that work well:*<br>**___Metacognitive Development**: **Examples:** Self assessments, note taking and | *Strategies used that work well:*<br>**___Metacognitive Development**: **Examples:** Self assessments, note | *Strategies used that work well:*<br>**___Metacognitive Development**: **Examples:** Self assessments, note taking and |

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| | studying techniques, and vocabulary assignments.<br>**___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.<br><br>**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.<br>**___Contextualization**:<br>**Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.<br>**___Text Representation**:<br>**Examples:** Student created drawings, videos, and games.<br>**___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.<br><br>***Other Techniques and Strategies used:***<br>___ *Explicit Teaching*<br>___ Group collaboration<br>___Gamification/Learning throuh play<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>***Why?***<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn | assessments, note taking and studying techniques, and vocabulary assignments.<br>**___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.<br><br>**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.<br>**___Contextualization**:<br>**Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.<br>**___Text Representation**:<br>**Examples:** Student created drawings, videos, and games.<br>**___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.<br><br>***Other Techniques and Strategies used:***<br>___ *Explicit Teaching*<br>___ Group collaboration<br>___Gamification/Learning throuh play<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>***Why?***<br>___ Complete IMs | studying techniques, and vocabulary assignments.<br>**___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.<br><br>**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.<br>**___Contextualization**:<br>**Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.<br>**___Text Representation**:<br>**Examples:** Student created drawings, videos, and games.<br>**___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.<br><br>***Other Techniques and Strategies used:***<br>___ *Explicit Teaching*<br>___ Group collaboration<br>___Gamification/Learning throuh play<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>***Why?***<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn | taking and studying techniques, and vocabulary assignments.<br>**___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.<br><br>**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.<br>**___Contextualization**:<br>**Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.<br>**___Text Representation**:<br>**Examples:** Student created drawings, videos, and games.<br>**___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.<br><br>***Other Techniques and Strategies used:***<br>___ *Explicit Teaching*<br>___ Group collaboration<br>___Gamification/Learning throuh play<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>***Why?***<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's collaboration/cooperation | studying techniques, and vocabulary assignments.<br>**___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.<br><br>**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.<br>**___Contextualization**:<br>**Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.<br>**___Text Representation**:<br>**Examples:** Student created drawings, videos, and games.<br>**___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.<br><br>***Other Techniques and Strategies used:***<br>___ *Explicit Teaching*<br>___ Group collaboration<br>___Gamification/Learning throuh play<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>***Why?***<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn |

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| | ___ Group member's collaboration/cooperation in doing their tasks<br>___ Audio Visual Presentation of the lesson | ___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's collaboration/cooperation in doing their tasks<br>___ Audio Visual Presentation of the lesson | ___ Group member's collaboration/cooperation in doing their tasks<br>___ Audio Visual Presentation of the lesson | in doing their tasks<br>___ Audio Visual Presentation of the lesson | ___ Group member's collaboration/cooperation in doing their tasks<br>___ Audio Visual Presentation of the lesson |
| | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works |
| | *Planned Innovations:*<br>__Contextualized/Localized and Indigenized IM's<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__Contextualized/Localized and Indigenized IM's<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__Contextualized/Localized and Indigenized IM's<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__Contextualized/Localized and Indigenized IM's<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__Contextualized/Localized and Indigenized IM's<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition |