

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction
B.Performance Standards	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations
C.Learning Competencies/Objectives	Finds the common multiples and the least common multiple (LCM) of 2-4 numbers using continuous division M5NS-Id-6.2.2	Solves real-life problems involving GCF and LCM of 2-3 given numbers M5NS-Ie-70.2,	Solves real-life problems involving GCF and LCM of 2-3 given numbers M5NS-Ie-70.2,	Creates problems (with reasonable answers) involving GCF of 2-3 given Numbers M5NS-Ie-71.2,	Adds fractions and mixed fractions without regrouping
II.CONTENT	Number and Number Sense	Number and Number Sense	Number and Number Sense	Number and Number Sense	Number and Number Sense
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	K-12 Curriculum Guide in Math 5 pp.54, Lesson Guide in Elem. Math 5	CG p.54	CG p.54	CG p.54	CG p.55

	pp. 44-47,				
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	DLP, Activity Sheets, picture	flash cards, pocket chart,	flash cards, pocket chart,	flash cards, pocket chart	DLP, Place Value Chart, Activity Sheets
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Drill Strategy: "Jollibee or McDo" Materials: flashcards, pocket chart Mechanics: a. The whole class will participate in the activity b. Flashcards with written numbers will be placed in the pocket chart. c. The pupils will flap their hands like a bee, if the number is PRIME and do the McDo sign if the number is COMPOSITE. 37 67 49 86 15 Review Directions: Find the GCF of the following using continuous division. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	1. Drill Directions: Give the GCF of these pairs of numbers. a. 16 and 24 b. 20 and 30 c. 21 and 35 Directions: Give the LCM of these pair of numbers. a. 12 and 5 b. 7 and 9 2. Review How do we express a number as a product of its prime factors?	1. Drill Directions: Give the GCF of these pairs of numbers. a. 16 and 24 b. 20 and 30 c. 21 and 35 Directions: Give the LCM of these pair of numbers. a. 12 and 5 b. 7 and 9 2. Review How do we express a number as a product of its prime factors?	1. Drill Directions: Give the GCF of the following numbers. a. 12, 20 b. 14, 16, c. 24 , 6 d. 12, 16 and 48 e. 15, 20 and 30 2. Review How do we find the GCF of numbers?	Drill Game: Fill Them Up Materials: fraction cards, colored chalks Mechanics: a. Form 2 groups of five. Line them up. b. Each group will be given sets of fraction cards. Review Finding the LCD of some given fractions Strategy: Relay Game Materials: flashcards Mechanics: a. Divide the class into two groups. One representative from each group stands at the back of the room. b. Flash the card with 2 to 3 fractions on it. c. The pupils give the LCD orally and the one who gives the correct answer first gets the point. d. The game continues until all the selected players have participated. e. The group with the most points at the end of the game wins.
B.Establishing a purpose for the lesson	Show a picture of a girl studying in the library. Ask the pupils to tell something about the picture.	Class, what do I have here in this jar?	Class, what do I have here in this jar?	What are your favorite native delicacies?	Who among you have vegetable garden at home? What are the vegetables that

	Elicit the value of education and good study habit.	Right. These are marbles. Elsa, a pupil likes to collect marbles. Her collection was so many that she wants to group them.	Right. These are marbles. Elsa, a pupil likes to collect marbles. Her collection was so many that she wants to group them.	Who prepares them for you? Are they nutritious?	you and your family grow? How do you take care of your plants?
C.Presenting Examples/ instances of the new lesson	Presentation of the problem	Problem Elsa has 27 violet marbles, 54 blue marbles and 72 white marbles. She wants to divide the marbles into groups so that each group has the same number of each color. What is the greatest number of groups that Elsa can make?	Problem Elsa has 27 violet marbles, 54 blue marbles and 72 white marbles. She wants to divide the marbles into groups so that each group has the same number of each color. What is the greatest number of groups that Elsa can make?	Presentation of the problem Kiara baked 30 pieces of puto and 48 pieces of kutsinta to be packed in plastic containers for her friends at school. She wants to divide the native delicacies into identical containers so that each container has the same number of each kind of delicacy. If she wants each container to have the greatest number of delicacies possible, how many plastic containers does she need?	Last week, Mr. Reyes worked 2 days in his vegetable garden. He worked 2 14 hours on the first day and 13 hour on the second day. How long did he work in all?
D.Discussing new concepts and practicing new skills #1	Have the pupils read the problem. In what subjects does Angela attend enrichment classes? What can you say about Angela? What kind of pupil is she? How will you solve the problem?	2. Performing Activities Answer the following questions: Questions a. What are given? b. What is being asked? c. What operation will you use? d. How will you solve this problem? 3. Processing Activities • What are given in the problem? (27 violet marbles, 54 blue marbles and 72 white marbles) • What is being asked? (The total greatest number of groups that Elsa can make) • What operation/s do we need to solve our problem? (Division)	2. Performing Activities Answer the following questions: Questions a. What are given? b. What is being asked? c. What operation will you use? d. How will you solve this problem? 3. Processing Activities • What are given in the problem? (27 violet marbles, 54 blue marbles and 72 white marbles) • What is being asked? (The total greatest number of groups that Elsa can make) • What operation/s do we need to solve our problem? (Division)	What did Kiara bake? What is asked in the problem? What are given? How will you solve the problem?	What good trait do you think has Mr. Reyes for having a vegetable garden at home? How can such garden help in sustaining a family's daily expenses? What other benefits can you get from maintaining such garden at home? Performing the Activities a. Have the pupils plan what operation they will use to find the answer. b. Let them write the number sentence. c. Lead them to solve the problem by using visual representation. 3. Processing the Activities

		What is the answer to our problem? (9 groups of marbles) Therefore, Elsa can make 9 groups of marbles for all her marble collection.	What is the answer to our problem? (9 groups of marbles) Therefore, Elsa can make 9 groups of marbles for all her marble collection.		Let one representative of the group to report on their outputs. After all the groups have presented their answers, ask: How did you find the activity? How were you able to add fractions and mixed fractions with different denominators? What did you do?
E. Discussing new concepts and practicing new skills #2	Divide the pupils into teams. Let them work on the problem by learning team. Note: Solving this problem requires finding the least common multiple of numbers. Let the pupils find the LCM of the numbers using the method that they know.	Mr. Cruz paints their house every 3 years while Mr. Perez paints their house every 4 years. If they painted their house at the same time this year, when will they paint their house at the same time again?	Mr. Cruz paints their house every 3 years while Mr. Perez paints their house every 4 years. If they painted their house at the same time this year, when will they paint their house at the same time again?	Directions: Divide the class into group of 5s. The task of the pupils is to help each other to solve the problem. Give them enough time to perform the task. After all groups have finished, asked them to post their output on the board and let them discuss their solutions	Directions: Find the sums. Simplify, if possible. a) $\frac{2}{3} + \frac{5}{14}$ b) $\frac{7}{38} + \frac{1}{4}$ c) $\frac{1}{4} + \frac{12}{14}$ d) $2\frac{3}{8} + \frac{1}{2}$ e) $2\frac{23}{19}$
F. Developing Mastery	Let the groups present their outputs. How did you solve for the correct answer? Which multiples are common to both 2 and 4? Among the common multiples, which one is the least or smallest? If none of the group used the continuous division method or decomposition method show them how it is done. Then, give other set of numbers and find their LCM using the same method.	Miss Reyes baked 150 chocolate chip cookies and 132 peanut butter cookies. She divided the chocolate chip cookies into piles and so with the peanut butter cookies. Each pile had only one type of cookie, had the same number of cookies and the greatest possible number of cookies. a. How many cookies were there in each pile? b. How many piles of chocolate chip cookies were there? c. How many piles of peanut butter cookies were there?	Miss Reyes baked 150 chocolate chip cookies and 132 peanut butter cookies. She divided the chocolate chip cookies into piles and so with the peanut butter cookies. Each pile had only one type of cookie, had the same number of cookies and the greatest possible number of cookies. a. How many cookies were there in each pile? b. How many piles of chocolate chip cookies were there? c. How many piles of peanut butter cookies were there?	Directions: Group the learners into five groups. Encourage the groups to create a problem similar to the given one. Then, solve the problem. a. . Given : 36 manggo-flavoured sweets (Tim) 44 grape-flavoured sweets (Peter) Asked: number of sweets in each tray Problem: _____ Solution and answer: _____ b. Given: Two wires with lengths of 448 cm and 616 cm Asked: length of the two pieces of wires cut	Read, analyze and solve. a. How much paint will be used if 1 34 gallon will be used for the stage and 15 gallons in the hallway? b. Jewel wraps her gifts. One gift used 16 meter of a wrapper, another gift used 2 13 meters. How much wrapper was used in all?

				Problem: Solution and answer: c. Given: 120 crayons, 30 pieces of paper, 20 pencils Asked: largest number of students she can have in her class so that each student gets equal number of crayons, paper and pencil Problem: Solution and answer:	
G.Finding Parctical application of concepts and skills in daily living	Directions: Find the LCM using continuous division a) 9, 12, d) 30, 42 b) 16, 24, e) 10, 15 ,30 c) 52, 72, 81	Answer the following problem. Juan has 96 m of copper wire and 136 m of aluminum wire. What is the maximum length he can cut these wire so that all the pieces are of the same length?	Answer the following problem. Juan has 96 m of copper wire and 136 m of aluminum wire. What is the maximum length he can cut these wire so that all the pieces are of the same length?	Directions: Create a problem with the following given data. Given: 14 rock CDs, 12 classical CDs, and 8 pop CDs Asked: greatest number of CDs Oscar can pack in each box Problem:	Directions: Solve the following problems. Express your answer in lowest term if possible. a. Mang Jose catches a $4\frac{1}{8}$ -kg tuna fish, Mang Andres catches a $\frac{3}{5}$ -kg of yellow-fin fish. What was the total weight of their catches? b. Mel spends $1\frac{3}{5}$ hours watching TV, Garry spends $2\frac{1}{8}$ hours playing badminton, and Joey spends $\frac{1}{4}$ hour hanging out with friends. Altogether, how much time is spent by them? c. Junel jogs $2\frac{1}{4}$ km in the morning and the in $\frac{1}{4}$ the afternoon How many km does he jog in one day?
H.Making generalization and abstraction about the lesson	What is a Least Common Multiple (LCM)?	How will you solve word problem involving LCM?	How will you solve word problem involving LCM?	How do you create problems (with reasonable answers)	How do we add fractions and mixed forms with different denominators?

	How is continuous division done in getting the Least Common Multiple of a set of numbers?			involving GCF of 2-3 numbers?	
I.Evaluating learning	Directions: Give the least common multiple (LCM). Use continuous division. a) 6, 8 d) 8, 10 b) 18, 36 e) 8, 12 ,16 c) 15 ,30 ,45	Solve these problems. a. Alicia waters her orchids every 4 days and her violets every 7 days. Not counting the first day, when is the next time will she water her plants at the same day again? b. A group of 45 dancers and 30 clowns in a parade. You want to arrange the two groups in rows with the same number of people in each row, but without mixing the groups. What is the greatest number of people you can have in each row?	Solve these problems. a. Alicia waters her orchids every 4 days and her violets every 7 days. Not counting the first day, when is the next time will she water her plants at the same day again? b. A group of 45 dancers and 30 clowns in a parade. You want to arrange the two groups in rows with the same number of people in each row, but without mixing the groups. What is the greatest number of people you can have in each row?	Directions: Create a problem using the given information. a. Given : 45 okra plants, 81 corn plants and 63 tomato plants Asked: greatest number of plants in 1 row b. Given : PE Club of 16 girls and 36 boys Asked: biggest number of members each group can have which would have an equal number of boys and girls c. Given : two pieces of string, one 20 feet long and the other 12 feet long Asked: greatest length, in feet, that she can cut them d. Given : 12 blue marbles and 15 white marbles Asked: greatest number of groups Julie can make To create problems involving GCF of 2 – 3 numbers, the following will serve as guide: 📖 Familiarize yourselves with the concepts of GCF 📖 Think of type of problems you want to create. 📖 Read some examples of problems and study the solution. e. Given : 10 stuffed cats and 20 stuffed dogs Asked: greatest number of groups	Add. Reduce your answer to lowest terms, if possible a) $4\frac{2}{3} + \frac{1}{5}$ b) $\frac{3}{8} + 10\frac{1}{4}$ c) $\frac{1}{10} + 12\frac{1}{5} + \frac{3}{5}$ d) $8\frac{3}{8} + 3\frac{1}{6}$ e) $7\frac{1}{3} + \frac{2}{9}$

				Leslie can place her stuffed animals into	
J.additional activities for application or remediation	Directions: In each set of numbers, circle the common multiples of the given numbers in the left. a. 2 and 6: (4,10,18,25,29,36,40,46,54) b. 8 and 15: (10, 40,70,90,120,150,180, 240) c. 9 and 12: (18,28,36,40,52,63,72,80,88,95)	Directions: Solve the following problems. a. Ken, Kenneth and Kenzrae are jogging around a track. Ken takes 4 minutes to jog once around the track. Kenneth takes 5 minutes and Kenzrae 6 minutes. If they start together at 6:00 a.m., at what time will they be together again at the starting point. b. Sally has two pieces of string. One is 20 m long and the other is 10 m long. She cuts the strings in the same length. How many were the strings she made?	Directions: Solve the following problems. a. Ken, Kenneth and Kenzrae are jogging around a track. Ken takes 4 minutes to jog once around the track. Kenneth takes 5 minutes and Kenzrae 6 minutes. If they start together at 6:00 a.m., at what time will they be together again at the starting point. b. Sally has two pieces of string. One is 20 m long and the other is 10 m long. She cuts the strings in the same length. How many were the strings she made?	Directions: Write a question for the given problem. a. Megan is creating party favors with pencils and stickers. She has 20 pencils and 8 stickers, and wants each party favor to include the same combination of pencils and stickers, with none left over. b. There are 36 teachers and 42 parents playing in a sports fest. Each team must have equal number of teachers and parents as members.	Directions: Find the sums. Reduce the answers to simplest forms. a) $2\frac{2}{3} + 1\frac{1}{8}$ b) $6\frac{1}{5} + 23$ c) $42/8 + 1/2$ d) $1\frac{2}{10} + 3/5$ e) $7\frac{3}{9} + 1/3$
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.	___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.	___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.

	___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	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.	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 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?	<i>Strategies used that work well:</i> ___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:	<i>Strategies used that work well:</i> ___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,	<i>Strategies used that work well:</i> ___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,	<i>Strategies used that work well:</i> ___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:	<i>Strategies used that work well:</i> ___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: 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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	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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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	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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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: Demonstrations, media, 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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: Demonstrations, media, 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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
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	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology __ Equipment (AVR/LCD) __ Science/ Computer/ __ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology __ Equipment (AVR/LCD) __ Science/ Computer/ __ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology __ Equipment (AVR/LCD) __ Science/ Computer/ __ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology __ Equipment (AVR/LCD) __ Science/ Computer/ __ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology __ Equipment (AVR/LCD) __ Science/ Computer/ __ Internet Lab __ Additional Clerical works
	Planned Innovations: __ Contextualized/Localized and Indigenized IM’s __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Planned Innovations: __ Contextualized/Localized and Indigenized IM’s __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Planned Innovations: __ Contextualized/Localized and Indigenized IM’s __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Planned Innovations: __ Contextualized/Localized and Indigenized IM’s __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Planned Innovations: __ Contextualized/Localized and Indigenized IM’s __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition