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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **V** |
| **Teacher:** | **File Created by Ma’am EDNALYN D. MACARAIG** | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **JANUARY 9 – 13, 2023 (WEEK 8)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| **I.OBJECTIVES** |  | | | | |
| **A.Content Standards** | The interactions for survival among living and non-living things that take place in estuaries and intertidal zones | | | | |
| **B.Performance Standards** | The learners should be able to create a hypothetical community to show how organisms interact and reproduce to survive | | | | |
| **C.Learning Competencies/Objectives** | The learners should be able to describe an estuary  S5LT-IIh8 | The learners should be able to discuss the interactions among living  and non-living things in estuary  S5LT-IIh8 | The learners should be able to describe intertidal zones  S5LT-IIh8 | Discuss the interactions among living and non-living things in intertidal zone  S5LT-IIh8 | The learners should ne able to discuss the interactions among living and non-living things in estuaries and intertidal zones  S5LT-IIh8 |
| **II.CONTENT** | Interactions among Living Things | Interactions Among Living Things and Non – Living Things in  Estuary | Interactions among Living Things | Interactions among Living and Non-Living Things in Intertidal Zone | Interaction of Living and Non-Living in an Estuary and Intertidal Zone |
| **III.LEARNING RESOURCES** |  | | | | |
| A.References |  |  |  |  |  |
| 1.Teacher’s Guide pages | CG p. | CG p. | CG p. | CG p. | CG p. |
| 2.Learners’s Materials pages |  |  |  |  |  |
| 3.Textbook pages |  |  |  |  |  |
| 4.Additional materials from learning resource (LR) portal | https://youtu.be/w9Kqy-6bZbQ | https://youtu.be/w9Kqy-6bZbQ | https://youtu.be/DR1gP5S6Bsk |  | https://youtu.be/MGODmyXkkPU |
| B.Other Learning Resource | Manila paper, Metacards, DLP | activity sheets, metacards, DLP | activity sheets, metacards | activity sheets, metacards, DLP | Activity Sheets |
| **IV.PROCEDURES** |  | | | | |
| A.Reviewing previous lesson or presenting the new lesson | Give an example of plants found in water? animals? | What is an estuary?  What are the living things found in estuary?  What are the non-living things found in estuary? | What is estuary?  Give an example of living things found in estuary. How about  non-living things? | What is intertidal zone?  What are the living things found in the intertidal zone?  What are the non-living things found in intertidal zone | Directions: Identify the following.  \_\_\_\_\_\_\_1.It is the boundary where a freshwater  ecosystem meets a saltwater ecosystem  \_\_\_\_\_\_\_2. It is the shallowest part of the ocean  ecosystem, where it is covered out  and uncovered as the tide goes in and out.  \_\_\_\_\_\_\_3. It is formed through the interaction of a  community of organisms with their  environment.  \_\_\_\_\_\_\_4. It is referred to as “desert” zone of the  ocean.  \_\_\_\_\_\_\_5. It is the zone that is regularly covered by water. |
| B.Establishing a purpose for the lesson | What do you see in the picture?  How would you describe this kind of environment?  Can we see it here in the Philippines?  Can you cite place like this? | KWL Chart Living and Non-Living Things Interaction | Take a closer look at the picture. It is a representation of another habitat.  What do you see in the picture?  How would you describe this kind of environment?  Can we see it in the Philippines? | I have here images of high tide and low tide.  Questions:  What do you think is the water level in high tide?  How about the water level in low tide?  How would you describe the differences between the two? | The world we live in is very rich in natural resources whether it  may be terrestrial or aquatic. Why are there so many living organisms  on Earth? so many different species? How do the characteristics of  the non-living environment help determine which organisms thrive in  particular areas? How do they interact in a certain habitat? |
| C.Presenting Examples/ instances of the new lesson | Activity: “Take a look”  https://youtu.be/w9Kqy-6bZbQ  Based on the video presented complete the table below  A.Name of Living Things found in estuary  B.Name of objects/ non-living things found in estuary | Presentation of video clip  Show a video about estuaries  https://youtu.be/w9Kqy-6bZbQ  Group Activity  From the video make a classification chart like the one below. Fill up the data  Classification Chart | Activity:  https://youtu.be/DR1gP5S6Bsk  Based on the video presented complete the table below  Questions:  1. What is intertidal zone?  2. How can you describe an intertidal zone?  3. What are the four zones in intertidal zone?  4. What living and non-living things can be found in it? | 1.Group Activity  Activity: “Home Sweet Home”  Materials: critter cards (living things found in intertidal zone)  What to do:  Using the cards fill in the table below.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | 1. Presentation of the lesson through video presentation  https://youtu.be/MGODmyXkkPU  Group Activity  Use the information in the video presented. Fill in  the table below |
| D.Discussing new concepts and practicing new skills #1 | Questions:  1. What is an estuary?  2. How can you describe an estuary?  3. How is it formed?  4. What living and non-living things can be found in it?  5. Group report and presentation | Group report and presentation | Group report and presentation | Group report and presentation | What are the interactions among living and non-living things in an estuaries and intertidal zones?  Group presentation |
| E. Discussing new concepts and practicing new skills #2 | What kind of habitat is an estuary?  How is it similar or different from the other habitat which you  have known or seen? | What environmental conditions present in estuaries make them favorable habitats for plants and animals?  What factors would contribute to the changes in salinity with changes in water depth?  What would be the effect of salinity levels on plants and animals living in the estuary?  How do organisms adopt with the environment?  How do plants and animals respond and cope with the harsh condition in estuaries? | What kind of habitat is an intertidal zone?  How is it similar or different from the other habitat?  What benefits do we get from intertidal zone?  Why is the intertidal zone a difficult habitat to live in? | Why is it difficult to live in intertidal zone?  Give organisms that can live in an intertidal zone?  In each intertidal zone how do organisms interact?  How do organisms interact with one another?  How do organisms adapt with the environment? | Discussing new concepts and practicing new skills #1  How do plants and animals respond when environmental conditions in an estuary change? in an intertidal zone?  How do environmental changes in both ecosystems affect the organisms inhabiting there?  How are producers able to feed the organisms as shown in the video?  Why are decomposers important in an ecosystem? |
| F.Developing Mastery | Group Activity  Activity 1.a  By using metacards complete the concept map about estuary  Is an area where  has function such as  What are estuaries?  What animals found in estuaries?  What plants found in estuaries? | Direction: Complete the chart by writing the adaptation and interaction  of living things and non-living things in estuary. | Activity 1. B “Guess What”  Decode the hidden word by filling the blank with the correct letters as indicated by the following numbers  A B C D E F G H I J K L M  1 2 3 4 5 6 7 8 9 10 11 12 13  N O P Q R S T U V W X Y Z  14 15 16 17 18 19 20 21 22 23 24 25 26  1.\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_  9 14 20 5 18 20 9 4 1 12  2.\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  19 16 12 1 19 8  3.\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  13 9 4 4 12 5  4.\_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  21 16 16 5 18 26 17 14 5  5. \_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_  12 15 23 5 18 26 17 14 5 | Complete the Classification Chart by writing the adaptation and  interaction of living things and non-living things in intertidal zones | Direction: Complete the Venn Diagram by giving the interactions  among living and non-living things in estuary and intertidal  zone. |
| G.Finding Parctical application of concepts and skills in daily living | Situation: Based from the video what benefits can we get from  estuaries? As a grade 5 pupil how can you help in the  protection of estuaries? | What are some of the benefits on living in the estuary?  What are some of the difficulties? | Work in Pair  Based from the video what benefits can we get from intertidal  zone?  As a grade 5 pupil how can you help in the protection of  intertidal zone? | What are some of the benefits from living in the intertidal zone?  What are some of the difficulties? | What might happen if the estuary is being damaged by pollution?  How can you help protect the estuary and intertidal zone? |
| H.Making generalization and abstraction about the lesson | What is estuary?  What are the living and non-living things found in estuary? | How do living and non-living things interact in estuary? | What is intertidal zone?  What living and non-living things can be found in intertidal  zone? | How do living and non-living things interact in intertidal zone? | Estuaries and intertidal zones make up an ecosystem. Living things in these environments interact with each other. They exhibit feeding relationships that enable the nutrients and energy to cycle through them. |
| I.Evaluating learning | Directions: Read each question carefully. Choose the letter of the  correct answer.  1. An estuary is another kind of habitat. Which of the following describes an estuary?  A. Land area that drains water into a lake, river or  pond.  B. Large body of saltwater that covers most of the Earth’s surface.  C. Underground system that provides drinking water to an area.  D. Area where a river meets the ocean, where in mixing of freshwater and saltwater happens  2. Why are estuaries important to our environment?  A. Provide homes for many species of wildlife.  B. Are important nursery areas for a variety of marine organisms.  C. Help filter pollutants in the water.  D. All of the above  3. Water is brought to an estuary from a variety of sources. Which of the following would contribute to an increase in the salinity of the estuary?  A. Rivers B. streams C. urban runoff D. tides  4. Based on how estuaries are formed, which of the following best describes the salinity (saltiness) of estuary water?  A. Equal to the salinity of river water  B. Less than the salinity of river water  C. Less than the salinity of ocean water  D. Greater than the salinity of ocean water  5. Water in most estuaries is brackish because of the mixing of freshwater from rivers and saltwater from incoming tides. What would happen to the water in the bay if there is lack of watr in the bay water shed?  A. Increase salinity  B. River meets the sea  C. River becomes dammed  D. Wet land becomes filled in | Directions: Read each question carefully. Encircle the letter of the  correct answer.  1.One of the fastest swimming crabs in the world is the blue  crab. Which of the following is an adaptation of the crab  for this?  A. jointed legs C. body shape  B. large claws D. paddle-like rear feet  2.If the planktons are removed from the estuary, what may  happen to the estuarine food web?  A. Planktons are producers so their removal may not have an effect.  B. The other animals in the estuary will have to find other food sources.  C. Removal of any organism like the plankton will greatly  affect the ecosystem.  D. Filter feeders like oysters and clams don’t depend on the presence of plankton.  3.Many shore birds feed on the mud flats of estuaries. When would be the best time for the birds to catch stranded fish and invertebrates?  A. low tide C. daytime  B. high tide D. nighttime  4. Estuaries that are permanently open for long periods by  heavy rains tend to have \_\_\_\_\_\_\_\_\_.  A. higher diversity  B. lower diversity  C. same diversity  D. equal diversity  5.Which of the following best describes the salinity of  Estuary water?  A. Equal to the salinity of river water  B. Less than the salinity of river water  C. Less than the salinity of ocean water  D. Greater than the salinity of ocean water | Directions: Read each question carefully and encircle the letter of the  correct answer.  1.What kind of habitat is the ocean covered and  uncovered as the tide goes in and out?  A. Food chain C. estuaries  B. Intertidal zone D. food web  2.Which of the following describes the splash zone?  A. Located above the high tide mark  B. Covered by water during high tide only  C. Regularly covered by water  D. Is being exposed only when tide is at its lowest.  3.Why do you think there are organisms that can be  found in more than one zone?  A. They are able to reproduce more of their kind  B. They are more adaptive to the conditions in the zone  C. They cannot adjust to harsh environments  D. They require little amount of oxygen  4.The upper intertidal zone is only covered by water  during high tide. Which of the following is most likely to  result from this condition?  A. The water has a high salinity.  B. Algal growth is usually plentiful.  C. It is usually submerged in water.  D. It experiences extreme cold temperature.  5.What factors may affect the salinity of water across the  intertidal zone?  A. Amount of rainfall and evaporation  B. Kind of organisms living in the area  C. Availability of space and food  D. Run off from the people living along the shoreline | Directions: Read each question carefully and encircle the letter of the  correct answer.  1.Organisms that live in the intertidal zone are adapted to  crashing waves and tidal changes. How do barnacles  prevent being washed away?  A. They cling tightly to rocks  B. Barnacles go with the waves  C. They open their shells  D. They store much salt in their bodies  2.How do organisms exposed to air be able to prevent  Drying out?  A. They seal completely their shells  B. They move up to zones that have plenty of water  C. Organism feed on other organisms that are watery  D. Organism store much water in their bodies  3.Why do you think there are organisms that can be  found in more than one zone?  A. They are able to reproduce more of their kind  B. They are more adapted to the conditions in the zone  C. They cannot adjust to harsh environment  D. They require little amount of water  4.What factors may affect the salinity of water across the  Intertidal zone?  A. Amount of rainfall and evaporation  B. Kinds of organisms living in the area  C. Availability of space and food  D. Runoff from the people living along the shoreline  5.In many desert regions, water is diverted from streams  and rivers to people in cities. How does this affect the  animals in the area?  A. The animals become more active in daylight hours  B. The animals migrate to tropical rainforests  C. The animals move closer to others to get food  D. The animals stop searching for food and water | How do living and non-living things interact in estuaries and intertidal zones. Complete the graphic organizer below |
| J.additional activities for application or remediation | Draw living things and non – living things found in estuary.  Name those things | Do a Research  Choose an estuary animal and plant in which you are interested to know more about. Create a poster that shows the interesting facts you’ll find out about it. You may include the adaptations and interactions to inhabit in estuary | Study the illustration about Intertidal Zone organisms.  Complete the table below  Intertidal Zone  Organisms  Splash or spray zone  Upper intertidal zone  Middle intertidal zone  Lower intertidal zone | Direction: Identify your favorite intertidal organism  1.Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Draw it’s picture  3. Where is this organism’s habitat?  4. What adaptation/interaction does it have? | Conduct an interview with an organism  Review the animals that inhabit in any of the two habitats, estuary or intertidal zone. Conduct an interview with the organism you have chosen. Gather from the organism the following information:  1. Are you a plant or animal?  2. How do you adapt to the environmental conditions around you?  > temperature changes  > salinity of the water  > high or low tides  3.How do you interact with other organisms in the area where you live? |
| **V.REMARKS** |  | | | | |
| **VI.REFLECTION** |  | | | | |
| A.No. of learners who earned 80% in the evaluation | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery |
| B.No.of learners who require additional activities for remediation | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. | \_\_\_Pupils did not find difficulties in answering their lesson.  \_\_\_Pupils found difficulties in answering their lesson.  \_\_\_Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.  \_\_\_Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.  \_\_\_Pupils mastered the lesson despite of limited resources used by the teacher.  \_\_\_Majority of the pupils finished their work on time.  \_\_\_Some pupils did not finish their work on time due to unnecessary behavior. |
| C.Did the remedial work? No.of learners who have caught up with the lesson | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |
| D.No. of learners who continue to require remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| E.Which of my teaching strategies worked well? Why did these work? | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| F.What difficulties did I encounter which my principal or supervisor can helpme solve? | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |
| G.What innovation or localized materials did used/discover which I wish to share with other teachers? | *Strategies used that work well:*   * **\_\_\_Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. * **\_\_\_Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. * **\_\_\_Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. * **\_\_\_Contextualization**: * **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. * **\_\_\_Text Representation**: * **Examples:** Student created drawings, videos, and games. * **\_\_\_Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.   ***Other Techniques and Strategies used:***  *\_\_\_ Explicit Teaching*  \_\_\_ Group collaboration  \_\_\_Gamification/Learning throuh play  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  ***Why?***  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  collaboration/cooperation  in doing their tasks  \_\_\_ Audio Visual Presentation  of the lesson | *Strategies used that work well:*   * **\_\_\_Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. * **\_\_\_Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. * **\_\_\_Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. * **\_\_\_Contextualization**: * **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. * **\_\_\_Text Representation**: * **Examples:** Student created drawings, videos, and 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