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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 estuaryS5LT-IIh8 | The learners should be able to discuss the interactions among livingand non-living things in estuaryS5LT-IIh8 | The learners should be able to describe intertidal zonesS5LT-IIh8 | Discuss the interactions among living and non-living things in intertidal zoneS5LT-IIh8 | The learners should ne able to discuss the interactions among living and non-living things in estuaries and intertidal zonesS5LT-IIh8 |
| **II.CONTENT** | Interactions among Living Things | Interactions Among Living Things and Non – Living Things inEstuary | 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 aboutnon-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 freshwaterecosystem meets a saltwater ecosystem\_\_\_\_\_\_\_2. It is the shallowest part of the oceanecosystem, where it is covered outand uncovered as the tide goes in and out.\_\_\_\_\_\_\_3. It is formed through the interaction of acommunity of organisms with theirenvironment.\_\_\_\_\_\_\_4. It is referred to as “desert” zone of theocean.\_\_\_\_\_\_\_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 itmay be terrestrial or aquatic. Why are there so many living organismson Earth? so many different species? How do the characteristics ofthe non-living environment help determine which organisms thrive inparticular 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-6bZbQBased on the video presented complete the table belowA.Name of Living Things found in estuaryB.Name of objects/ non-living things found in estuary | Presentation of video clipShow a video about estuarieshttps://youtu.be/w9Kqy-6bZbQGroup ActivityFrom the video make a classification chart like the one below. Fill up the dataClassification Chart | Activity:https://youtu.be/DR1gP5S6BskBased on the video presented complete the table belowQuestions: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 ActivityActivity: “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 presentationhttps://youtu.be/MGODmyXkkPUGroup ActivityUse the information in the video presented. Fill inthe 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 youhave 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 #1How 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 ActivityActivity 1.aBy using metacards complete the concept map about estuaryIs an area wherehas function such asWhat are estuaries?What animals found in estuaries?What plants found in estuaries? | Direction: Complete the chart by writing the adaptation and interactionof 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 numbersA B C D E F G H I J K L M1 2 3 4 5 6 7 8 9 10 11 12 13N O P Q R S T U V W X Y Z14 15 16 17 18 19 20 21 22 23 24 25 261.\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_9 14 20 5 18 20 9 4 1 122.\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_19 16 12 1 19 83.\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_13 9 4 4 12 54.\_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_21 16 16 5 18 26 17 14 55. \_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_12 15 23 5 18 26 17 14 5 | Complete the Classification Chart by writing the adaptation andinteraction of living things and non-living things in intertidal zones | Direction: Complete the Venn Diagram by giving the interactionsamong living and non-living things in estuary and intertidalzone. |
| G.Finding Parctical application of concepts and skills in daily living | Situation: Based from the video what benefits can we get fromestuaries? As a grade 5 pupil how can you help in theprotection of estuaries? | What are some of the benefits on living in the estuary?What are some of the difficulties? | Work in PairBased from the video what benefits can we get from intertidalzone?As a grade 5 pupil how can you help in the protection ofintertidal 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 intertidalzone? | 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 thecorrect 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 orpond.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 happens2. 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 above3. 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. tides4. 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 waterB. Less than the salinity of river waterC. Less than the salinity of ocean waterD. Greater than the salinity of ocean water5. 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 salinityB. River meets the seaC. River becomes dammedD. Wet land becomes filled in | Directions: Read each question carefully. Encircle the letter of thecorrect answer.1.One of the fastest swimming crabs in the world is the bluecrab. Which of the following is an adaptation of the crabfor this?A. jointed legs C. body shapeB. large claws D. paddle-like rear feet2.If the planktons are removed from the estuary, what mayhappen 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 greatlyaffect 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. daytimeB. high tide D. nighttime4. Estuaries that are permanently open for long periods byheavy rains tend to have \_\_\_\_\_\_\_\_\_.A. higher diversityB. lower diversityC. same diversityD. equal diversity5.Which of the following best describes the salinity ofEstuary water?A. Equal to the salinity of river waterB. Less than the salinity of river waterC. Less than the salinity of ocean waterD. Greater than the salinity of ocean water | Directions: Read each question carefully and encircle the letter of thecorrect answer.1.What kind of habitat is the ocean covered anduncovered as the tide goes in and out?A. Food chain C. estuariesB. Intertidal zone D. food web2.Which of the following describes the splash zone?A. Located above the high tide markB. Covered by water during high tide onlyC. Regularly covered by waterD. Is being exposed only when tide is at its lowest.3.Why do you think there are organisms that can befound in more than one zone?A. They are able to reproduce more of their kindB. They are more adaptive to the conditions in the zoneC. They cannot adjust to harsh environmentsD. They require little amount of oxygen4.The upper intertidal zone is only covered by waterduring high tide. Which of the following is most likely toresult 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 theintertidal zone?A. Amount of rainfall and evaporationB. Kind of organisms living in the areaC. Availability of space and foodD. Run off from the people living along the shoreline | Directions: Read each question carefully and encircle the letter of thecorrect answer.1.Organisms that live in the intertidal zone are adapted tocrashing waves and tidal changes. How do barnaclesprevent being washed away?A. They cling tightly to rocksB. Barnacles go with the wavesC. They open their shellsD. They store much salt in their bodies2.How do organisms exposed to air be able to preventDrying out?A. They seal completely their shellsB. They move up to zones that have plenty of waterC. Organism feed on other organisms that are wateryD. Organism store much water in their bodies3.Why do you think there are organisms that can befound in more than one zone?A. They are able to reproduce more of their kindB. They are more adapted to the conditions in the zoneC. They cannot adjust to harsh environmentD. They require little amount of water4.What factors may affect the salinity of water across theIntertidal zone?A. Amount of rainfall and evaporationB. Kinds of organisms living in the areaC. Availability of space and foodD. Runoff from the people living along the shoreline5.In many desert regions, water is diverted from streamsand rivers to people in cities. How does this affect theanimals in the area?A. The animals become more active in daylight hoursB. The animals migrate to tropical rainforestsC. The animals move closer to others to get foodD. 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 ResearchChoose 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 belowIntertidal Zone OrganismsSplash or spray zoneUpper intertidal zoneMiddle intertidal zoneLower intertidal zone | Direction: Identify your favorite intertidal organism1.Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. Draw it’s picture3. Where is this organism’s habitat?4. What adaptation/interaction does it have? | Conduct an interview with an organismReview 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 tides3.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.
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