|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:** | **ENGLISH** |
| **Teaching Dates and Time:** | **JANUARY 16 – 20, 2023 (WEEK 9)** | **Quarter:** | **2ND QUARTER** |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I.OBJECTIVES** |  | | | | |
| **A.Content Standards** | Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience | Demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience | Demonstrates understanding of the oral standards of  English in order to participate in various oral communication  demands (situation, purpose and audience) | 1. Demonstrates understanding of non-verbal communication to communicate with others.  2. Demonstrates understanding that English language is stress timed to support comprehension | The learner demonstrates understanding of different  formats to write for a variety of audiences and purposes. |
| **B.Performance Standards** | Prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own opinion clearly and persuasively | Prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others’ ideas and expressing their own opinion clearly and persuasively | Prepares for and participates effectively in a range of conversations  and collaboration with diverse partners, building on others’ ideas and  expressing their own clearly and persuasively. | 1. Applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message.  2. Reads with sufficient accuracy and fluency to support comprehension | The learner rewrites/revises texts using appropriate  text types for a variety of audiences and purposes. |
| **C.Learning Competencies/Objectives** | 1. Make a stand about national issues  2. Show tactfulness when communicating with others  3. Observe politeness at all times  EN5OL-Iii-4 | 1. Make a stand about national issues  2. Show tactfulness when communicating with others  3. Observe politeness at all times  EN5OL-Iii-4 | Make a stand( EN5OL-IIi-4) |  Observe politeness at all times.   Read grade level text with accuracy, appropriate rate and proper  expression (EN5F-IIj-1.3), (EN5F-IIj-1.6), (EN5F-IIj-1.7), (EN5A-IIh-16 | Revise writing for clarity.  - appropriate punctuation marks  Show tactfulness when communicating with others  Observe politeness at all times EN5WC-IIi-1.8.1, EN5A-IIi-16, EN5A-IIi-17 |
| **II.CONTENT** | Giving opinion/ Making a stand | Giving opinion/ Making a stand | Making a stand | Observing politeness at all times   Reading grade level text with accuracy, appropriate rate and  proper expression | Revise writing for clarity  Apropriate punctuation marks |
| **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 | http://www.philstar.com/  https://ph.news.search.yahoo.com/search; | http://www.philstar.com/  https://ph.news.search.yahoo.com/search; | http://www.edu.gov.mb.ca/k12/cur/socstud/frame\_found\_sr2/tns/tn-13.pdf  https://www.youtube.com/watch?v=zbC5xsO5Pow  https://www.youtube.com/watch?v=vw7s61h7L1U  https://www.shsu.edu/~agr.../ETP\_3\_CLASSROOM\_DEBATE\_RUBRIC.doc | http://www.write4fun.net/view-entry/138585, Meriam Webster Dictionary,  http://www.write4fun.net/view-entry/138585 | tp://www.skillsyouneed.com/write/punctuation1.html  https://www.youtube.com/watch?v=nyiMo5loaGs  https://www.youtube.com/watch?v=UWDuPkj0Cn0 |
| B.Other Learning Resource | Chart or tarpapel, pictures, newspaper, laptop | Chart or tarpapel, pictures, newspaper, laptop | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | powerpoint presentation, activity cards, flash cards, charts,  laptop | Strips of cartolina, charts, video presentation |
| **IV.PROCEDURES** |  | | | | |
| A.Reviewing previous lesson or presenting the new lesson | A. Reviewing previous lesson/Presenting new lesson  Direction: Tell whether if the given statement is fact or opinion.  1. Pres. Rodrigo R. Duterte delivered his first SONA last July 25, 2016.  2. I think the Philippines will become a great nation again.  3. Someday, I will finish my studies and fulfill my dreams.  4. There is a corruption in the Phillipines.  5. Maybe, our population will be lessened if everybody will be knowledgeable about family planning | A. Reviewing previous lesson/Presenting new lesson  Direction: Tell whether if the given statement is fact or opinion.  1. Pres. Rodrigo R. Duterte delivered his first SONA last July 25, 2016.  2. I think the Philippines will become a great nation again.  3. Someday, I will finish my studies and fulfill my dreams.  4. There is a corruption in the Phillipines.  5. Maybe, our population will be lessened if everybody will be knowledgeable about family planning | How do you distinguish fact from opinion? | A. Drill  Practice reading silent W. silent T, Silent H  Silent W Silent T Silent H  wrote witch what  wrestling castle when  wrinkle fasten where  whole soften white  two often rhythm  wrap listen hour  wrist Christmas honest | A. Review on basic punctuation marks  Activity: Body Language  Teacher will show strips of cartolina containing sen  tences without punctuation marks at the end. Pupils will  be the one to give the proper punctuation mark using  their body.(the teacher will show first how to do it)  1. The policeman help the old woman crossing the  street  2. Hurray we won the game  3. Would you like to go with me  4. Wow its amazing  5. What is your project in English |
| B.Establishing a purpose for the lesson | Teacher presents a word map.  Think of words that can be associated with the given name  Who among you are familiar with this name?  Are you familiar with this issue?  What facts or idea can you give about him?  Give your opinion about this issue. | Teacher presents a word map.  Think of words that can be associated with the given name  Who among you are familiar with this name?  Are you familiar with this issue?  What facts or idea can you give about him?  Give your opinion about this issue. | Have you aver participated in a debate or in a round-table discussion?  Do you know the standards or mechanics for a debate or rou d-the  –table discussions? | Let the students watch a video clip of a song with a title  “Be Polite”-“Good Manner Song”. Let them sing the song with  emotions, accuracy, and fluency.  (https://www.youtube.com/watch?v=VLYIo\_sLqH0)  1. What was the song about?  2. What polite words were in the song?  3. Why should we use polite words?  4. Do you use polite words? | Would you like to know more about other punctuation marks? |
| C.Presenting Examples/ instances of the new lesson | Pupils will be grouped into four to perform the activity.  What can you say about this issue?  Do you think government’s choice to bury the remains of late Ferdinand Marcos is a good decision?  Are you also in favor of Pres.Duterte’s decision? Why or Why not?  Why do you think the government decided to bury the remains of late Marcos at Libingan ng mga Bayani?  Give your own opinion or stand about this issue. | Pupils will be grouped into four to perform the activity.  What can you say about this issue?  Do you think government’s choice to bury the remains of late Ferdinand Marcos is a good decision?  Are you also in favor of Pres.Duterte’s decision? Why or Why not?  Why do you think the government decided to bury the remains of late Marcos at Libingan ng mga Bayani?  Give your own opinion or stand about this issue. | Today, we are going to deal on “Making a stand” based on the  facts and opinions presented.  But first, let’s watch a sample video how debate is facilitated  SETTING STANDARDS FOR FILM VIEWING.  https://www.youtube.com/watch?v=vw7s61h7L1U | Teacher will read the story “Princess Polite” with accuracy,  appropriate rate and proper expression  Princess Polite  Once there was a girl called Princess Polite but people in her castle  called her Polly or Polly Polite. One day a super star came to her castle. Polly  said “Why have you come here? And what is your name?” The super star  said“ My name is Sarah Jones. I’m here to rock out on your castles stage!”  Polly said “I don’t have a stage in my castle!”  “Ooooh dear!” Sarah cried. Polly said “I will make a grand stage just  for you and I will name it Stage Sarah.” Sarah said “You don’t have to call it stage Sarah.” Polly called for the best builders in the land to come build the  stage.  The building started. It took them two years to build it! Polly called  Sarah on the phone. “It’s finished come see!” Polly said. “Sure, I’ll be there as  soon as possible!” Super star Sarah said. Sarah brought a prince with her.  Polly said “Where did you find him and what’s his name?”  “James Sammy and I met him at a wedding.” Sarah said. “Oh how  sweet!” Polly said. “Nice to meet you Polly Polite.” the handsome prince said.  “You smell like tuna!’ Polly said. “Oh.” He said. “We are here to get married!”  Sarah said.  “Wait, I thought we were here to see you rock out. I don’t want to marry  you!” James said, “I want to marry Polly!” Polly married the prince. The rock  star rocked out on the stage but was crying the whole time. She stopped  crying for a moment then she cried into a bucket it had a thousand drips in it  and it went all the way up to the top. She had to tip it out and start all over  again.  The prince and the princess lived happily ever after. The rock star  spent the rest of her life crying a million tears into a bucket and starting all  over again and again and again and again and again and again and again  and again.  http://www.write4fun.net/view-entry/138585 | Today you will learn about other punctuation marks that will help  you revise writing for clarity. |
| D.Discussing new concepts and practicing new skills #1 | Comprehension questions.  1. What is your opinion about this issue?  2. Who are in favor with the President’s decision?  3. What are the reasons why you are favorable with this?  4. Who do not favor with the President’s decision? Why?  5. Will the Philippine Government benefit from this? | Comprehension questions.  1. What is your opinion about this issue?  2. Who are in favor with the President’s decision?  3. What are the reasons why you are favorable with this?  4. Who do not favor with the President’s decision? Why?  5. Will the Philippine Government benefit from this? | What can you say/conclude about a debate? What have you  noticed?  How do ou start a debate? How do you end it?  How are the exchange of ideas facilitated?  How would you make a stand?  After watching the video, let’s now apply what you have learned.  You are going to form two groups. An idea will be presented and  you will have to make a stand whether you agree or disagree  with the idea presented.  Support your propositions with FACTS.  (Decide on a topic and make a draw lots to decide who is pro  and anti-proposition)  Your main task for this day is to gather /research information that  will support your stand. | Comprehension Check-up:  1. Who is the main character in the story?  2. Where did the story happen?  3. Why was the princess called Princess Polite  4. What is the request of super star when she came to Princess Polite’s  castle?  5. Do you think it’s nice to be like Sarah? Why?  6. Why does the Prince want to marry Poly Polite instead of Sarah, the  super star? | Video presentation about using appropriate punctuation marks.  https://www.youtube.com/watch?v=nyiMo5loaGs |
| E. Discussing new concepts and practicing new skills #2 | 1. Do you have the same stand?  2. What can you say about the opinions of others?  3. What did you do to support your stand?  4. How do you value the opinion of others? | 1. Do you have the same stand?  2. What can you say about the opinions of others?  3. What did you do to support your stand?  4. How do you value the opinion of others? |  |  | Another video presentation will be shown to the pupils  further knowledge about punctuation marks.  https://www.youtube.com/watch?v=UWDuPkj0Cn0 |
| F.Developing Mastery | Pupils will be grouped into three. On each corner, national issues written on the metacards are posted.  Pupils will to go to the corner that best describes how they feel about that issue. What is your stand on this issue? Write your answer in 3-5 sentences to make your opinion/persuasion strong.  a. Extra Judicial Killings in the Philippines  b. Heavy Traffic  c. Corruption and Poverty | Pupils will be grouped into three. On each corner, national issues written on the metacards are posted.  Pupils will to go to the corner that best describes how they feel about that issue. What is your stand on this issue? Write your answer in 3-5 sentences to make your opinion/persuasion strong.  a. Extra Judicial Killings in the Philippines  b. Heavy Traffic  c. Corruption and Poverty | Read more topics at Buzzle: http://www.buzzle.com/articles/debatetopics-  for-elementary-students.html | Read the story, 1st group will read the first paragraph guided by  the teacher and so on. | Rewrite the following sentences using the correct punctuation  marks.  1. Mr. Robles please submit your report now said the principal.  2. Are you willing to join the contest  3. My family and I went to Enchanted Kingdom last Sunday  4. Oh what a beautiful garden it was  5. Get out of my room now |
| G.Finding Practical application of concepts and skills in daily living | Who among you have been confined in the private hospital? Did your parents give an initial downpayment before admission ? What is your opinion regarding this issue? In two to three sentences, give your stand whether it should be implemented or not | Who among you have been confined in the private hospital? Did your parents give an initial downpayment before admission ? What is your opinion regarding this issue? In two to three sentences, give your stand whether it should be implemented or not | Debate or round- the -table discussion  Possible Topics   Books are better than computers.   Should computers replace teachers?   Are school uniforms needed?   Should mobile phones be allowed in schools?   Are sports and games as important as studies? | Daily Living  Group story presentation; make a script or dialogue based in the  story. Make it sure to recite the lines with accuracy and proper  expression. (Role Playing) | Group the pupils into three. Each group will be given an  envelope containing their task.  Group I- Draw and Cut Me  Draw the punctuation marks learned  in a cardboard and cut them out.  Group II- Fill Me Up  Put the appropriate punctuation marks in each  sentence.  Group III- Sing-“galing”  Compose a song about different punctuation  marks then sing it |
| H.Making generalization and abstraction about the lesson | What should we remember in giving stand or opinion to certain issue? | What should we remember in giving stand or opinion to certain issue? | A debate is a discussion or structured contest about an issue or  a resolution. A formal debate involves two sides: one supporting a  resolution and one opposing it. Such a debate is bound by rules  previously agreed upon. Debates may be judged in order to declare  a winning side. Debates, in one form or another, are commonly  used in democratic societies to explore and resolve issues and  problems. Decisions at a board meeting, public hearing, legislative  assembly, or local organization are often reached through  discussion and debate. Indeed, any discussion of a resolution is a  form of debate, which may or may not follow formal rules (such as  Robert’s Rules of Order).  In the context of a classroom, the topic for debate will be  guided by the knowledge, skill, and value outcomes in the  curriculum. Structure for Debate A formal debate usually involves  three groups: one supporting a resolution (affirmative team), one  opposing the resolution (opposing team), and those who are judging  the quality of the evidence and arguments and the performance in  the debate. The affirmative and opposing teams usually consist of  three members each, while the judging may be done by the teacher,  a small group of students, or the class as a whole. In addition to the  three specific groups, there may an audience made up of class  members not involved in the formal debate. A specific resolution is  developed and rules for the debate are established. | Using polite words signifies that someone has good  manners or respect for other people.  Reading with accuracy, appropriate rate and proper  expression means to read without making mistakes, with  proper speed within a given time and emotions | Remember  Punctuation is the system of signs or symbols given to a reader to  show how a sentence is constructed and how it should be read.  Sentences are the building blocks used to construct written  accounts. They are complete statements.  Punctuation shows how the sentence should be read and the  basic signs of Punctuation  the comma ,  the full stop .  the exclamation mark !  the question mark ?  the semi-colon ;  the colon :  the apostrophe '  quotation marks “ ” |
| I.Evaluating learning | Direction: Give your opinion/stand on the following articles. MANILA, Philippines - Sen. Ferdinand "Bongbong" Marcos Jr. perceives the Philippines' rejection of bilateral talks with China as a wasted opportunity to resolve the maritime dispute over the South China Sea. "China opened the door and we shut it. The Chinese said let's talk and we snubbed them," Marcos said during a media forum, adding that the country failed to take advantage of the given opportunity. China to Philippines: Let's sit down and talk According to the senator, there are only three ways to resolve the said dispute: by war, adjudication or multilateral or bilateral agreements. Marcos ruled out war and arbitration since the Chinese would not recognize the latter. "So talk, and tell them: we are not happy with what you are doing and we do not agree with what you are doing. But the next thing you say is: how do we fix this?" the senator said. The Senate Committee of Foreign Relations chair noted that the Philippines will not lose anything if accept China's invitation to a dialogue on the maritime dispute. "We should talk to China bilaterally because it is still the best option. Our Filipino businessmen can also help by reaching out to their Chinese counterparts and friends in China and try to come up with a solution that will persuade both governments to, at least, sit down and negotiate, or at most, resolve the problem outright," Marcos said. Marcos stressed that the Philippines should not be "snobbish" in dealing with "superpower" China. He added that he cannot see any reason not to talk with China. "We're strategically important to any great power in Asia- Pacific, but we have to play that role even-handedly. We have to stop thinking in terms of kakampi ko ang Chinese, kakampi ko ang Kano. Ang kakampi mo lang Pilipino," the senator added. The Philippines sent a delegation to the United Nations Arbitral Tribunal to defend its stand against China's nine-dash line claim over the South China Sea. | Direction: Give your opinion/stand on the following articles. MANILA, Philippines - Sen. Ferdinand "Bongbong" Marcos Jr. perceives the Philippines' rejection of bilateral talks with China as a wasted opportunity to resolve the maritime dispute over the South China Sea. "China opened the door and we shut it. The Chinese said let's talk and we snubbed them," Marcos said during a media forum, adding that the country failed to take advantage of the given opportunity. China to Philippines: Let's sit down and talk According to the senator, there are only three ways to resolve the said dispute: by war, adjudication or multilateral or bilateral agreements. Marcos ruled out war and arbitration since the Chinese would not recognize the latter. "So talk, and tell them: we are not happy with what you are doing and we do not agree with what you are doing. But the next thing you say is: how do we fix this?" the senator said. The Senate Committee of Foreign Relations chair noted that the Philippines will not lose anything if accept China's invitation to a dialogue on the maritime dispute. "We should talk to China bilaterally because it is still the best option. Our Filipino businessmen can also help by reaching out to their Chinese counterparts and friends in China and try to come up with a solution that will persuade both governments to, at least, sit down and negotiate, or at most, resolve the problem outright," Marcos said. Marcos stressed that the Philippines should not be "snobbish" in dealing with "superpower" China. He added that he cannot see any reason not to talk with China. "We're strategically important to any great power in Asia- Pacific, but we have to play that role even-handedly. We have to stop thinking in terms of kakampi ko ang Chinese, kakampi ko ang Kano. Ang kakampi mo lang Pilipino," the senator added. The Philippines sent a delegation to the United Nations Arbitral Tribunal to defend its stand against China's nine-dash line claim over the South China Sea. | Evaluating learning/ Rubric Assessment | Using Fish bowl, the teacher will call pupils to read the story  with accuracy, appropriate rate and proper expression | Rewrite the following sentences with appropriate punctuation  marks.  1. Are you fond of watching movies  2. Oh my gosh I lost my wallet at the concert  3. We have no classes tomorrow, Mrs. Ramos told her pupils  4. Atlanta is the capital of Georgia  5. I live in Malibu Tuy Batangas |
| J.additional activities for application or remediation | The teacher together with the pupils discuss the outputs made | The teacher together with the pupils discuss the outputs made |  |  | Write down 1 sentence using each punctuation mark appropriately |
| **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 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 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 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,andanticipatorycharts. * **\_\_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 |