

 GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	Five
	Teacher		Learning Area	English
	Teaching Date and Time		Quarter	Second Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	Demonstrates understanding of various linguistics nodes to comprehend various texts Demonstrates understanding of various verbal elements in oral communication of information	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking	Demonstrate understanding of text elements to comprehend various text	Demonstrates understanding of different formats to write for a variety of audiences and purposes	Demonstrates understanding of the various forms and convention materials to critically analyze the meaning constructed in print, non-print and digital materials
B.Performance Standards	Analyzes text types to effectively understand information/message(s) Prepares and participates effectively in a range of conversations and collaboration with diverse partners	Uses the correct function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in various discourse (oral and written)	Uses literal information from text to aptly infer and predict outcomes	Drafts texts using appropriate text types for a variety of audiences and purposes	Applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
C.Learning Competencies/ Objectives	Identify signal words from text heard Provide accurate instructions EN5LC-IIa-4 EN5OL-IIa1.13.1	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement (inverted sentences) EN5G-IIa-3.9	Identify main idea, key sentence and supporting details of the given paragraph EN5RC-IIa-2.21	Plan a two to three-paragraph composition using an outline /other graphic organizers EN5WC-IIa-1.1.6.1	Determine images/ideas that are explicitly used to influence viewers; stereotypes (racial stereotyping) EN5VC-IIa-7.2
II.CONTENT	Signal Words from Text Heard Accurate Instructions	Subject-Verb Agreement: Inverted Sentences	Main Idea, Key Sentence and Supporting Details of the Paragraph	Two to Three-Paragraph Composition Using Outline/Other Graphic Organizers	Images/Ideas used to Influence Viewers: Stereotypes
III.LEARNING RESOURCES					
A.References	CG, Print Materials, Worksheets				
1.Teacher's Guide pages	CG p.71/TG p.227	CG p.71/TG p.229	CG p.71	CG p.71	CG p.71
2.Learners's Materials pages					

3.Textbook pages		Joy in Learning p.105 Developing my English Power 5, pp.60 & 64	Joy in Learning p.102	Developing my English Power 5, pp.60 & 64	
4.Additional materials from learning resource (LR) portal		http://englishforeveryone.org	www.edhelper.com		https://www.youtube.com/watch?v=D501Mnyg8IU https://ca.answers.yahoo.com/question/index?qid=20100125210346AA2xuNK https://www.youtube.com/watch?v=wCgx8zM3woQ https://www.youtube.com/watch?v=fS3e-n8Mj7I
B.Other Learning Resource	Picture, chart	Printed materials, worksheets, graphic organizer	charts	Printed materials, worksheets, graphic organizer	Printed materials, video clips
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Clarifying meaning of words using dictionaries Have a contest in getting the meaning of words using dictionary. The first group that can post the correct meaning on the board wins	Identify the word or phrase which has the same meaning as the underlined word. a. Naughty kids <u>tease</u> the street children. They always make fun of their dirty clothes. b. Sarina <u>defends</u> herself against bad people. She protects herself from harm and danger. c. A <u>brave</u> boy is not afraid of the dark. He feels fearless in watching horror films.	The pupils will watch a short clip. Then, they will identify the setting, characters, beginning, middle and ending of the story.	Review on identifying main idea, key sentence and supporting details of the paragraph Water is used for drinking. We also use it for bathing. It is used for cooking and washing dirty clothes. Water has many uses. Main Idea: _____ Key Sentence: _____ Supporting Details: _____	Game : Viewing Devices (Pinoy Henyo version) DAY 5 Writing/ Composition
B.Estabishing a purpose for the lesson	Read the sentences. Select the meaning of the underlined words from the box. a. One way of cooking tilapia is to steam it. b. She sliced the bread into three pieces. c. Sift the dry and wet ingredients. cut separate to cook through boiling water	The pupils will watch a short video clip about bullying	Unlocking of Difficulty Read the sentences. Select the meaning of the underlined words from the box. a. Trees protect us from rain and sun. b. A good chef cooks nutritious and delicious foods. c. Trees beautify our surroundings to make something look more beautiful keep somebody or something safe delightful, good to eat	Do you have classroom rules to follow? What do you feel when you follow them?	Whose families are from Bicol? Quezon Province? Mindoro? What are the customs and traditions that you practice in your province?

			Using semantic web, ask the pupils to enumerate why trees are important to us		
C.Presenting Examples/ instances of the new lesson	<p>What do you see in the picture? Do you also cook at home? Do you follow the right procedures in cooking your favorite food?</p>  <p>Today you will listen to a selection on how to make puto with cheese. From the selection, you will enumerate the steps of cooking puto by using signal words as first, second, next, then, and finally or lastly.</p>	<p>You will read a short story, "Samboy, the Bully Fighter". From the story, you will discover how the character defends his classmate against bully. You will also discover the inverted order of sentences used in the story.</p> <p>Samboy, the Bully Fighter Samboy is a grade five pupil. He is tall and brave. Every time he goes to school, all pupils greet him. With his friends, he goes to the park to play. At the other side of the park is Ana. She is very shy. She doesn't play with other children. Rico, Samboy's friend, always teases Ana. Inside Ana's bag are glittered pens. Rico always gets Ana's pens and passes it on with his other friends. Samboy defends Ana. He asks his friend to stop making fun of her. To tease other pupils is not a good habit. To stop bullying is the good thing to do. Those are the ideas of Samboy that he shares with Rico. Rico feels enlightened. He stops mocking others.</p>	<p>Today you will read the selection, Let Us Plant Trees. From the selection, you will enumerate the importance of trees in our surroundings, especially in our lives.</p>	<p>You will watch a short video clip, "Understand the Basic Rule". From that video clip, you will find the main idea, key sentence and supporting details</p>	<p>You will watch a video clip, "Are Ilocanos Stingy?". From this video, you will find out what are the usual impressions of other people to Ilocanos</p>
D.Discussing new concepts and practicing new skills #1	Read the selection to the pupils. Stop/Pause at some parts and ask predicting questions.	What is the selection about? How will you describe Samboy?	Let the pupils read the story. Why TREES are important?	Let the pupils watch the video clip. Understand the Basic School Rules	Let the pupils watch the video clip."Are Ilocanos Stingy?" https://www.youtube.com/watch?v=srx5j3qaNes 2. Discussion

<p>How to Cook Puto with Cheese First, we prepare steamer with water and greased individual molds. Second, mix well the flour, sugar and baking powder in a bowl. Next, add butter, evaporated milk, egg and water. When it is already mixed, pour it into individual molds. Then, arrange molds in the steamer and top each puto with slices of cheese. Steam it for about 20 minutes. Finally, remove puto from steamer, unmold and arrange in a serving platter. -www.filipinorecipesite.com What is the first step in cooking puto with cheese? After mixing the flour, sugar and baking powder in a bowl, what will you do next? What will you do with mixed ingredients? How long will you steam the mixture of ingredients? What is the last step? What should we do to cook food safely? How did you know the correct steps in making puto? What are the signal words used in the selection that help you share the right steps in cooking puto with cheese? Expected Answer: first, second, next, then, lastly</p>	<p>What can you say about the attitude of Rico? Do you think Rico shows good conduct? How did Samboy fight the bully? Is it good to make fun of other people? Why? Why not?</p>	<p>to make something look more beautiful keep somebody or something safe delightful, good to eat 235 Let us Plant Trees Trees are our friends. They give us shade. They protect us from rain and the sun. Many trees give us fruits to eat. Some of them are mango, santol and durian. Others are caimito, mabolo and chico. Still others are duhat, orange, pomelo and lanzones. These fruits are delicious. They make us healthy and strong, too. Some trees have flowers. They come in many colors—red, white, violet and yellow. All of these are pretty colors. They beautify our surroundings. Trees give us wood. Wood can be made into chairs, tables, desks and cabinets. Wood is all around us. We find it at home, in school, on the playground and in the church. Let us plant trees. Trees give us many things. What is the selection about? Why do we say that trees are our friends? What different things do trees give us? In what ways do trees make us healthy and strong?</p>	<p>https://www.youtube.com/watch?v=RylzsQKFpBQ</p>	<p>What is the video about? What are the common impressions about Ilocanos? Do you believe that Ilocanos are very thrifty? Why? Why not?</p>
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			How do trees beautify our surroundings? Why do we plant trees?		
E.Discussing new concepts and practicing new skills #2	<p>Now, we will make your Family Hand Canvass on a sheet of paper. Follow the directions correctly . First, get a whole sheet of paper. Next, trace your right hand at the middle of the paper. Then, write the name of each member of the family on each traced finger. At the center of the traced hand, write a message for your family. Finally, share your output with your seatmate.</p> <p>Ask:</p> <p>“What can you say about your artwork?”</p> <p>“How did you do it correctly?”</p> <p>Expected Answer: Follow the directions in correct order or sequence</p>	<p>Present the following sentences:</p> <ol style="list-style-type: none"> With his friends he goes to the park to play. At the other side of the park is Ana. Inside Ana’s bag are glittered pens. <p>Which comes first in the inverted order of a sentence?</p> <p>What happens to the verb when the subject is singular? When the subject is plural?</p>	<p>From the story that you read, which sentence tells what the story is about? Where do you find it? Is it at the beginning, middle or ending of the story?</p> <p>Which sentences best support the main idea of the story?</p> <p>Give another paragraph to analyze.</p> <ol style="list-style-type: none"> Most boys like to spin tops. Sometimes they have a contest with their tops. They spin their tops at the same time. The last to stop spinning wins the contest. What is the main idea of the paragraph? What is the key sentence? What are the supporting details in the paragraph? Sam collects stamps. He compiles his stamp collection in a big clear book. He collects toys like Voltes V robots. He also collects memorabilia of Michael Jackson. He displays his collections in his room. Sam is a collector. What is the main idea of the paragraph? What is the key sentence? What are the supporting details in the paragraph? 	<p>Using the video clip, help the pupils to fill in the missing ideas in the given outline/graphic organizer</p> <p>I. Main Idea: _____</p> <p>A. Key Sentence: _____</p> <p>1. _____</p> <p>2. _____</p> <p>Supporting Details</p>	<p>1. Present the sentences/ideas to be analyzed</p> <ol style="list-style-type: none"> Ilocanos are known for being thrifty. Cavite os are brave. Bicolanos like spicy foods. Igorots are said to be headhunters. Batangueños are fearless (barako). Pampagueños are good cooks. <p>2. Discussion</p> <p>Is it true that all Caviteños are brave?</p> <p>Do all Bicolanos like spicy foods?</p> <p>What are the bases of the given sentences?</p> <p>(Explain the concept of stereotyping</p>
F.Developing Mastery	1. The 3A's Activity: Dyad (Picture Dictation)	1. Think-Pair –Share	1. (Carousel)	1. Group Activity	1. Group Activity
		Discuss the inverted sentence with your partner. Then, compose	Each group will roam around the room and see the posted manila papers	The class will be divided into four groups. Each group will	Group I – Make a commercial about the food interest of Bicolanos (refer to the commercial, Lucky Me Spicy Pancit Canton)

<p>Ask the pupils to look for a partner. Each pair should have a piece of paper and a pencil/pen. Pupil A will give the directions and pupil B will follow. Then, they will take turns</p> <p>a. Directions for Pupil B: Draw a big circle. Then, draw a horizontal below the circle. Write the word HELLO in capital letters inside the circle. Put an exclamation point after the word.</p> <p>b. Directions for Pupil A: Draw a small circle. Then, draw a bigger circle around it. Draw two small circles below the bigger circle. Then write the word HI in capital letters on top of the circle. Put an exclamation point after the word.</p> <p>2. Game on Following Directions: Simon Says</p> <p>The teacher will ask a volunteer leader to give directions. The rest of the pupils will follow what the leader will say. The pupil who can follow the directions correctly will get the point.</p> <p>Examples: Simon says, raise your right foot. Simon says, touch your left ear with your right hand</p>	<p>coherent sentences in the inverted order using the given verbs that agree with the subjects in each item.</p> <p>a. live four horses in the barn b. the haunted house down that dark path sits c. was the tranquil garden untouched</p> <p>2. Independent Practice</p> <p>Write coherent inverted sentences using the words written on each cake.</p>	<p>with selections. The group will look for the main idea, key sentence and supporting details in the given paragraphs. Then, they will share their answers to the class.</p> <p>Paragraph 1</p> <p>There are different steps in solving a problem in Mathematics. First, read the problem carefully and find out what is asked. Next, look for the given facts, then think of the process to be used. Finally solve for the answer.</p> <p>Paragraph 2</p> <p>Water is used for drinking. We also use it for bathing. It is used for cooking and washing dirty clothes. Water has many uses.</p> <p>Paragraph 3</p> <p>The second month of the year, which is February, was named after Februalia, The Roman festival of purification. February, as we all know, is the month of love. It is in this month that Valentine's Day or heart's day is celebrated. On this day, we express our love to our loved ones. We can show our love not only during this month but also in all months and days of the year.</p> <p>2. Read the given paragraphs. Put a check on the sentence which tells the main idea of the paragraph.</p>	<p>make an outline from the given set of sentences.</p>	<p>a. Needs nourishment b. Requires adequate amount of nutrients c. A healthy looking body doesn't just happen d. Proteins, fats, carbohydrates, minerals e. The human body both needs rest and exercise. f. The body needs food as the machine needs fuel as oil. g. A good deed of care is given to it</p> <p>I. Main Idea: _____</p> <p>A. Key Sentence: _____ _____</p> <p>1. _____ 2. _____</p> <p>Supporting 3. _____</p> <p>Details</p> <p>II. Main Idea: _____</p> <p>A. Key Sentence: _____ _____</p> <p>1. _____ 2. _____</p> <p>Supporting 3. _____</p> <p>Details</p> <p>2. Individual Activity</p> <p>Choose a topic from the list then, make an outline of it.</p> <p>a. Summer is fun! b. My Hobbies c. My Responsibilities</p> <p>Group II - Create a poster about the common qualities of Batangueños</p> <p>Group III – Present a short talk show/interview showing the stereotyping about Aetas</p> <p>2. The teacher will present a video clip. Then, the pupils will identify the part of the video that shows stereotyping.</p> <p>https://www.youtube.com/watch?v=wCgx8zM3w0Q</p>
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a. Many boys and girls like to play sipa. They use a ball made of rattan. One player kicks the ball and the other player kicks it back.

_____ Boys and girls like to kick.

_____ Boys and girls like to play.

_____ Boys and girls like to play sipa.

b. In times of disaster such as fires, floods and hurricanes, the Red Cross shelters, feeds and clothes the victims and cares for sick and the injured. Later, the Red Cross helps build or rebuild, repair and refurnish the homes of the needy victims.

_____ How the Red Cross helps

_____ The victims of disasters

_____ The repair of homes

3. When an advertiser decides to sponsor a television program, he looks for one that he and his advertising agency think will appeal to a large number of people. Some products are bought mostly by men and boys, others mostly by women and girls. Some appeal to the whole family. So the advertiser chooses a program that will appeal to the group that is most likely to be interested in the product.

_____ TV programs that appeal to people

			<u>Sponsors of TV Programs</u> <u>How TV programs are chosen and sponsored</u>		
G.Finding Practical application of concepts and skills in daily living	Your Science teacher asked you to have an observation about the properties of matter through an experiment. Will you follow the correct steps in doing your experiment? Why? Why not?	What will you do if you are being bullied?	The teacher reads the selection and asks the pupils to identify the sentence that gives the main idea, key sentence and supporting details. There are different steps in solving a problem in Mathematics. First, read the problem carefully and find out what is asked. Next, look for the given facts then think of the process to be used. Finally, solve for the answer.	Ask a volunteer to make an outline of community rules.	How does stereotyping affect people? Is it advantageous to consider stereotyping when mingling with other people? Why? Why not?
H.Making generalization and abstraction about the lesson	What are the signal words?	When do we use the s-form of the verb? the basd form?	The sentence that tells what the paragraph or selection is all about is called the main idea. The key sentence is the sentence which states the topic of the paragraph. Supporting details are the sentences in the paragraph which give information related to the topic	REMEMBER Outlining is arranging notes so that important ideas stand out and make clear which point supports each of the important ideas. Main ideas are those numbered in Roman Numerals I,II , III, etc. The key sentences are indicated in capital letters A, B, C, D. The supporting details are those numbered in Arabic numerals 1, 2, 3. By connecting the details in the outline, one can form a paragraph	Stereotypes are results of incomplete or distorted information accepted as fact without question. A stereotype is simply a widely held belief that an individual is a member of a certain group based on characteristics.
I.Evaluating learning	Read the directions carefully. Then do it correctly. 1. First, write your name, grade and section at the top of your paper. 2. Next, think of what you want to become when you grow up. 3. Then, write it on your paper.	Using the following pictures compose a sentence using the correct subject-verb agreement.	Identify the main idea of the following paragraphs. 1. The root is an important part of the plant. It is responsible for getting water and minerals from the soil for the plant to grow. It also holds the plant in position. If roots are cut off from the plant, it would die.	Make an outline using the given sentences. a. They seek to introduce new quality such as early ripening, greater size, better flavor and resistance to disease. b. Thousands of men are constantly working to improve the plants. c. Men breed plants just as they do to animals.	Write the message of the following picture that shows stereotyping. 

4. After that, write the steps that you will do to achieve your ambition.
5. Lastly, let your seatmate check your work

Main Idea: _____

Key Sentence: _____

Supporting Details: _____
2. Jose sometimes sees cloud shaped like a horse. Sometimes he sees one that looks like a sailboat floating in the sky. He also even sees one shaped like a giant robot. Jose loves to look at different cloud formations.

Main Idea: _____

Key Sentence: _____

Supporting Details: _____
3. When an animal is threatened with extinction or disappearance, we say it is an endangered animal. We must take care of animals to protect them from becoming extinct. Some endangered species are Philippine eagle, Palawan hornbill, Mindoro forest mouse, kuwago and many more.

Main Idea: _____

Key Sentence: _____

Supporting Details: _____
4. Salih eats foods cooked in vegetable oil.

d. They seek new colors in flowers, different shapes or greater size.

e. These methods may also improve animals.

f. Cultivation, selection, preservation and crossing or hybridization

g. There are four significant methods by which man may improve plants.

Mexicans love _____.



Indians are good in _____.



Americans are fond of eating _____.

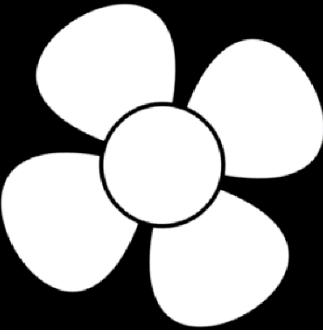


Filipinos are _____.



Filipino women are _____.

		<p>This is because pork and lard are strictly forbidden among Muslims. He eats the meat from a goat, sheep, cow or fowl, only when the animals are slaughtered with necessary rites. He does not eat the blood or the intestines of these animals. As a Muslim boy, Salih observes some customs and traditions of the people from Sulu.</p> <p>Main Idea: _____</p> <p>Key Sentence: _____</p> <p>Supporting Details: _____</p> <p>5. Durian is the most popular fruit in Jolo. A durian fruit looks ugly on the outside but it is very delicious and nutritious. The durian tree grows very tall. When the fruit is already ripe and ready to be eaten, it just drops to the ground.</p> <p>Main Idea: _____</p> <p>Key Sentence: _____</p> <p>Supporting Details: _____</p>		
J.additional activities for application or remediation	Write a short paragraph using the signal words.	Answer Independent practice on p. 106	Answer JLE p.103	Complete the flower organizer with related ideas Identify the racial stereotyping shown in the video. https://www.youtube.com/watch?v=fS3e-n8Mj7I

					
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery	<input type="checkbox"/> Lesson carried. Move on to the next objective. <input type="checkbox"/> Lesson not carried. <input type="checkbox"/> % of the pupils got 80% mastery
B.No. of learners who require additional activities for remediation	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> Some pupils did not finish their work on time due to unnecessary behavior.	<input type="checkbox"/> Pupils did not find difficulties in answering their lesson. <input type="checkbox"/> Pupils found difficulties in answering their lesson. <input type="checkbox"/> Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. <input type="checkbox"/> Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. <input type="checkbox"/> Pupils mastered the lesson despite of limited resources used by the teacher. <input type="checkbox"/> Majority of the pupils finished their work on time. <input type="checkbox"/> 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	<u> </u> of Learners who earned 80% above	<u> </u> of Learners who earned 80% above	<u> </u> of Learners who earned 80% above	<u> </u> of Learners who earned 80% above	<u> </u> of Learners who earned 80% above
D.No. of learners who continue to require remediation	<u> </u> of Learners who require additional activities for remediation	<u> </u> of Learners who require additional activities for remediation	<u> </u> of Learners who require additional activities for remediation	<u> </u> of Learners who require additional activities for remediation	<u> </u> of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	<u> </u> Yes <u> </u> No <u> </u> of Learners who caught up the lesson	<u> </u> Yes <u> </u> No <u> </u> of Learners who caught up the lesson	<u> </u> Yes <u> </u> No <u> </u> of Learners who caught up the lesson	<u> </u> Yes <u> </u> No <u> </u> of Learners who caught up the lesson	<u> </u> Yes <u> </u> No <u> </u> of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	<u> </u> of Learners who continue to require remediation	<u> </u> of Learners who continue to require remediation	<u> </u> of Learners who continue to require remediation	<u> </u> of Learners who continue to require remediation	<u> </u> of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<p>Strategies used that work well:</p> <p><u> </u> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><u> </u> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><u> </u> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><u> </u> Contextualization: Examples: Demonstrations, media,</p>	<p>Strategies used that work well:</p> <p><u> </u> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><u> </u> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><u> </u> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><u> </u> Contextualization: Examples: Demonstrations, media,</p>	<p>Strategies used that work well:</p> <p><u> </u> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><u> </u> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><u> </u> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><u> </u> Contextualization: Examples: Demonstrations, media,</p>	<p>Strategies used that work well:</p> <p><u> </u> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><u> </u> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><u> </u> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><u> </u> Contextualization: Examples: Demonstrations, media,</p> <p><u> </u> Text Representation:</p> <p>Examples: Student created drawings, videos, and games.</p>	<p>Strategies used that work well:</p> <p><u> </u> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><u> </u> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p><u> </u> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><u> </u> Contextualization: Examples: Demonstrations, media,</p> <p><u> </u> Text Representation:</p> <p>Examples: Student created drawings, videos, and games.</p> <p><u> </u> Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <p><u> </u> Explicit Teaching</p> <p><u> </u> Group collaboration</p> <p><u> </u> Gamification/Learning throuh play</p> <p><u> </u> Answering preliminary activities/exercises</p> <p><u> </u> Carousel</p> <p><u> </u> Diads</p> <p><u> </u> Differentiated Instruction</p>

<p>manipulatives, repetition, and local opportunities.</p> <p>Text Representation: Examples: Student created drawings, videos, and games.</p> <p>Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p>Other Techniques and Strategies used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Group collaboration <input type="checkbox"/> Gamification/Learning through play <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <p>Why?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' 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