

School: DepEdClub.com Grade Level: V
Teacher: File created by Ma'am EDNALYN D. MACARAIG Learning Area: MATHEMATICS
Teaching Dates and Time: MARCH 13 - 17, 2023 (WEEK 5) Quarter: 3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner is expected to demonstrate	understanding of circles			
B.Performance Standards	The learner is able to describe construct	t circles			
C.Learning Competencies/Objectives	Draws circles with different radii using a compass Code: M5GE-IIIe-24,	Visualizes and describes solid figures Code Page: M5GE-IIIe	Visualizes and describes solid figures Code: M5GE-IIIe-25	Makes models of different solid figures; cube, prism and pyramid using plane figures Code: M5GE-IIIe-26	Makes models of solid figures: cylinder, cone and sphere using plane figures Code: M5GE-IIIe-26
II.CONTENT	Drawing circles with different radii using a compass	Visualizing and describing solid figures	Visualizing and describing solid figures	Making Models of Different Solid Figures; Cube, Prism and Pyramid Using Plane Figures	Making models of solid figures: cylinder, cone and sphere using plane figures
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p. 62	CG p. 62	CG p. 62	CG p. 62	CG p. 62
2.Learners's Materials pages					
3.Textbook pages	21 st Century Mathematics 6, p.216	21 st Century Mathematics 5 pp.300-302	21 st Century mathematics 5, pages 300-302		
4.Additional materials from learning resource (LR) portal		https://www.youtube.com/watch?v=2c g-Uc556-Q		BEAM LG Grade. 5 Geometry/DLP Gr. 5 Module 46	BEAM LG Grade. 5 Geometry
B.Other Learning Resource	Compass, 5 pcs. String with the same length	flash cards, cut outs, illustrations, video presentation	Real objects, PowerPoint presentation, spatial figures	Cartolina, pair of scissors, paste, flash cards, spatial figures, and used folders	used cardboard, paste, scissors
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Drill Directions: Name the parts of the circle. 2. Review Directions: Identify the terms related to a circle being described1. A segment joining two points of the circle2. A segment joining the center and any point of the circle3. An arc whose degree measures less than1804. A chord that passes through the center5. It names the circle	1. Drill (Conduct a drill on identifying different kinds of polygons 2. Review: (Review on spatial and plane figures) Teacher will flash cards of different figures. Say the phrase I have a pen if the figure is flat and I have an apple if the figure is not flat.	4. Drill on solving for perimeter and area. Game: Mechanics: 1. Divide the class into 4 groups. 2. Teacher provides an illustration board for each group. 3. Teacher flashes pictures of plane figures with given measurements of sides. 4. The first pupil from each group solves for the perimeter and area of the given figure. He/she writes the answer on the illustration board provided for each group.	4. Drill Solving for the perimeter/area of plane figures. Traveling Game 4. Review Identifying Spatial Figures What are the different spatial figures? Give examples of real objects that are models of spatial figures.	Strategy: Unscramble Game Mechanics: 1. Teacher shows jumbled letters of spatial figures 2. Students figure out the correct spatial figure by unscrambling the letters. Example: BUCE ② CUBE 4. After each set of letters has been unscrambled, the teacher calls on a student to describe the spatial figure.

		1	5. The first to give the correct		1
			answers (with the proper label) and		
			raises his/her board first, gets 2		
			points.		
			6. Continue the game until everyone		
			in the column has participated.		
			7. The group with the most number		
			of point wins.		
			2. Review: Identifying Spatial Figures		
			What are the different spatial		
			figures?		
			Give examples of real objects that		
			1		
D Establishing a numper for the lesson	Ma know how to use a muley to draw		are models of spatial figures.	1) Croup the public into Learning	1 Croup the pupils into
B.Establishing a purpose for the lesson	We know how to use a ruler to draw	Strategy 1: Play the Concentration Game	Show different spatial figures like the	1) Group the pupils into Learning	1. Group the pupils into
	segments of a given length and how	Teacher prepares 12 cards consecutively numbered with	cone, cube, rectangular prism,	Barkadas	Learning Teams
	to use a protractor to draw angles of a	illustrations at the back.	cylinder, sphere and pyramid. Ask	2) Provide each group pieces of	2. Provide each group pieces of
	given measure.	Teacher divides the class into three groups of five.	the pupils to name them. Let them	used folders, pair of scissors,	used folders, pair of scissors,
	Today we are going to draw circles	The first player of each group will choose 5 numbers which he	give / count the number of edges,	and pastes	and paste.
	with different radii	thinks has illustrations of 5 solid figures.	faces and vertices.	3) Let them make some spatial	3. Let them make spatial figure
		Teacher will open the cards to see if the answers are all correct.	Original File Submitted and	figures out of these materials.	out of those materials.
		The When the answer is incorrect , other groups may steal the	Formatted by DepEd Club	4) The first to make 3 will be	4. The first team make a solid
		chance	Member - visit depedclub.com	declared winner	figure will be declared winner
		To answer.	for more		
		The first group to get the most number of point wins.			
C.Presenting Examples/ instances of the	Strategy: Activity Based (3 As – Act,	Strategy: Scaffold-Knowledge	Present a paper robot whose parts	Present the lesson through this	Present the lesson through this
C.Presenting Examples/ instances of the new lesson	Analyze, Apply)	Strategy: Scaffold-Knowledge Information (4 A's Activity)	are made up of spatial figures. Ask	activity:	activity:
	Analyze, Apply) Procedure	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activity (Build on students ideas)	are made up of spatial figures. Ask them to identify the spatial figures	activity: a. Call the winner.	activity: a) Call the winner
	Analyze, Apply) Procedure Group the class into 5.	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activity (Build on students ideas) Analysis (Make thinking visible)	are made up of spatial figures. Ask them to identify the spatial figures represented by each part by	activity: a. Call the winner. 1) Let them show their finished	activity: a) Call the winner 1) Let them show their finished
	Analyze, Apply) Procedure Group the class into 5. Give each group a string.	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activity (Build on students ideas) Analysis (Make thinking visible) Abstraction (Encourage listening to	are made up of spatial figures. Ask them to identify the spatial figures	activity: a. Call the winner. 1) Let them show their finished products to the class.	activity: a) Call the winner 1) Let them show their finished product to the class.
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new lesson	Analyze, Apply) Procedure Group the class into 5. Give each group a string. Each group will chose one representative to stand in front of them holding one end of the string. Then, let another member walk holding the other end of the string around to form a circle, placing other members evenly on the imaginary distance around the circle	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activity (Build on students ideas) Analysis (Make thinking visible) Abstraction (Encourage listening to others Application- Promote autonomy /life long learning) Present a video song : 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) Reference: https://www.youtube.com/watch?v=2cg-Uc556-Q	are made up of spatial figures. Ask them to identify the spatial figures represented by each part by completing the table below.	activity: a. Call the winner. 1) Let them show their finished products to the class. 2) Have them describe each and identify its part. b. Call the 2 nd placer. 1) Let them show the spatial figures they made that are different from the first group. 2) Have them describe each and identify its part. c. Do the same with the other group. VALUING: Did you make use of your materials wisely? How? What are things you have that can still be Recycled? Why? In what way can you recycle them?	activity: a) Call the winner 1) Let them show their finished product to the class. 2) Have them describe and identify its parts. b) Call the 2 nd placer. 1) Let them show the spatial figure they made that is different from the first group. 2) Have them describe and identify its parts. c) Do the same with the other group. Valuing: Did you use your materials wisely? How? What are the things you have that can still be recycled? In what way can you recycle them
D.Discussing new concepts and practicing	Analyze, Apply) Procedure Group the class into 5. Give each group a string. Each group will chose one representative to stand in front of them holding one end of the string. Then, let another member walk holding the other end of the string around to form a circle, placing other members evenly on the imaginary distance around the circle What figure is formed?	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activitv (Build on students ideas) Analysis (Make thinking visible) Abstraction (Encourage listening to others Application- Promote autonomy /life long learning) Present a video song: 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) Reference: https://www.youtube.com/watch?v=2cg-Uc556-Q What is the song about?	are made up of spatial figures. Ask them to identify the spatial figures represented by each part by completing the table below.	activity: a. Call the winner. 1) Let them show their finished products to the class. 2) Have them describe each and identify its part. b. Call the 2 nd placer. 1) Let them show the spatial figures they made that are different from the first group. 2) Have them describe each and identify its part. c. Do the same with the other group. VALUING: Did you make use of your materials wisely? How? What are things you have that can still be Recycled? Why? In what way can you recycle them? Strategy: Think-Pair-Share	activity: a) Call the winner 1) Let them show their finished product to the class. 2) Have them describe and identify its parts. b) Call the 2 nd placer. 1) Let them show the spatial figure they made that is different from the first group. 2) Have them describe and identify its parts. c) Do the same with the other group. Valuing: Did you use your materials wisely? How? What are the things you have that can still be recycled? In what way can you recycle them How did you find the activity?
new lesson	Analyze, Apply) Procedure Group the class into 5. Give each group a string. Each group will chose one representative to stand in front of them holding one end of the string. Then, let another member walk holding the other end of the string around to form a circle, placing other members evenly on the imaginary distance around the circle	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activity (Build on students ideas) Analysis (Make thinking visible) Abstraction (Encourage listening to others Application- Promote autonomy /life long learning) Present a video song : 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) Reference: https://www.youtube.com/watch?v=2cg-Uc556-Q	are made up of spatial figures. Ask them to identify the spatial figures represented by each part by completing the table below.	activity: a. Call the winner. 1) Let them show their finished products to the class. 2) Have them describe each and identify its part. b. Call the 2 nd placer. 1) Let them show the spatial figures they made that are different from the first group. 2) Have them describe each and identify its part. c. Do the same with the other group. VALUING: Did you make use of your materials wisely? How? What are things you have that can still be Recycled? Why? In what way can you recycle them?	activity: a) Call the winner 1) Let them show their finished product to the class. 2) Have them describe and identify its parts. b) Call the 2 nd placer. 1) Let them show the spatial figure they made that is different from the first group. 2) Have them describe and identify its parts. c) Do the same with the other group. Valuing: Did you use your materials wisely? How? What are the things you have that can still be recycled? In what way can you recycle them

		How are they common? ✓ How did you find the activity? ✓ How did you visualize spatial figures? ✓ Were you able to differentiate spatial figures correctly? ✓ Did you identify the common characteristics of spatial figures?	How can you describe the characteristics of each figure? Provide nets of cube, rectangular prism, pyramid and cylinder for the pupils to assemble . Example: What kind of spatial figure have you formed?	2) Let him/her hold a spatial figure. 3) Let him/her identify and describe it.	Were you able to create spatial figures correctly? Were you able to give the description of particular spatial figures?
E.Discussing new concepts and practicing new skills #2		ngures:	More exercises: Directions: Show real objects and let the pupils identify the spatial figure they represent. Give the number of sides, edges and vertices. 1. ball 5. Tent 2. globe 6. Dice 3. funnel 7. Ice cream cone 4. test tube 8. Tin can		Group Work Group 1 Construct a cylinder from its net 1. Draw a figure similar to this one. 2. Cut carefully around the net 3. Fold up the circles then wrap the rectangle around them to construct the cylinder. 4. Label the object with its correct name Group 2 Construct a cone from its net 1. Draw a figure similar to this one. 2. Cut carefully around the net Page593 3. Fold up the circle then wrap the other figure around it to construct the cone. 4. Label the object with its correct name. Group 3 Construct a cylinder from its net Pupils will be provided with net and they are going to fold it to form a sphere
F.Developing Mastery	A compass is used to draw circles or parts of a circle called arcs. On our activity, which is considered the compass? We are going to draw a circle with a center at A and radius of 2 centimeters. First, set up compass to an opening of 2 cm. Second, draw point A with a pencil.	Activity: ThinkingSkills (Recall, Model, Familiarize and Decide-RFMD Activity) Divide the class into 5 groups. Recall the Video presentation Model: Ask them to Illustrate and name at least three solid figures that they have watched from the video. Familiarize the figure by completing the chart. Decide whether the answer is correct by completing the table with	Strategy: Direct Instruction Activity: TGA (Tell, Guide, Act) Tell Ask a volunteer pupil to come in front. Another pupil will blindfold him/her. Allow the blindfolded pupil to hold a spatial figure. Guide Direct the pupil to feel the object firmly to be able to determine the number of faces, edges and vertices.	Strategy: Group Activity 1) Divide the class into group of 3s. 2) Each group will be given used folders 3) Used folders will be used by each group in making spatial figure assigned to them. Group 1 – Cube Group 2 – Prism Group 3 – Pyramid	Presentation of each group

	Next, place the point of the compass on A. Rotate the compass to draw the circle. We now have a circle A. Let us put some radii. From the center, draw a segment to any part of the circle. Let the pupils perform the activity repeatedly until they can draw their own circle.	the correct description on illustrations made. Make a yell as a sign that they have finish the activity	Can you describe the figure? How many faces, edges and vertices are there? Act Let the pupil draw what he/she felt on the figure on the board. Continue the activity using more figures.		
G.Finding Parctical application of concepts and skills in daily living	Directions: Draw a circle using a compass with 8 radii.	a) Use of Real Situation Problem 1) With the teacher's supervision, aloud pupils to roam around the classroom. 2) Let them observe their surroundings and jot down the different spatial figures they see. 3) Afterwards they go back to the classroom and share what they have listed on paper 4) Ask them to tabulate their answers.	Group pupils in 4's Approach: Inquiry Based Approach Strategy: Practical Inquiry Model Activity: AICDR Ask: What are the different spatial figures inside and outside the classroom? Investigate: Bring the pupils outside the classroom and let them observe and jot down the different spatial figures they see. Create: Let them tabulate the answers by making this table Discuss: The pupils will be given time to share what they have listed. What were the different spatial figures that you saw? What are their characteristics? Reflect: Why is it important to be aware of the different Spatial figures that you see and experience through the environment	Directions: Match Column A with Column B A B —— The base is a polygon and 4) rectangular prism —2) A spatial figure with a pol gonal base whose edges y meet a common vertex b) cone c) pyramid d) cylinder —3) A spatial figure having a circular base and one vertex. e) triangular prism 4) A spatial figure with a parallel congruent faces called bases and the other faces are parallelograms. 5) A spatial figure with 2 circular bases, no edge, and no vertex.	1. Blindfold a volunteer from your group. 2. Let him/her hold a spatial figure. 3. Let him her identify and describe it.
H.Making generalization and abstraction about the lesson	How can you draw a circle with different radii?	What are the different spatial figures. Describe each one. What are their common characteristics? Give examples of real life objects that represent each spatial figure.	What are the different spatial figures? Describe each. Give examples of real life objects that represent each spatial figure?	How do we make models of solid figures; cube, prism and pyramid using plane figures?	How did you make a model of cylinder? Cube? Sphere? What did you use?
I.Evaluating learning	Directions: Draw circle C with 5 radii using a compass	Directions: Write true or false. If the statement is false draw the correct solid figure described. 1) A rectangular prism has six faces. 2) A triangular prism has six faces.	Spatial Fig IIIu # of No. of no. of s faces edges vertice s	Directions: Using cartolina make models of solid figures listed below. 1. Cube 2. Rectangular prism	Directions: Construct each spatial figure using art paper: 1. cone 2. cylinder 3. sphere

		3) A sphere has no edge.4) The edges of a cube are equal.5) The two bases of a cylinder are circular.	Sohere cylinder cone ovramid	3. Rectangular pyramid	
J.additional activities for application or remediation	Directions: Draw circles E and A with a 5 radii each on your notebook.	Ask the pupils to identify the solid figures represented in body parts of the robot illustrated below.	Directions: Cut out pictures of objects from newspapers or magazines that are models of spatial figures. Describe each	Cut out pictures of objects from newspapers or magazines that are models of spatial figures then make your own models out of used folders.	Directions: Cut out pictures of objects from newspapers or magazines that are models of cone, cylinder and sphere. Describe each
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 objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson not carried% of the pupils got 80% mastery	Lesson carried. Move on to the next objectiveLesson 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 lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome pupils did not finish their work on time due to unnecessary behavior.	Pupils did not find difficulties in answering their lessonPupils found difficulties in answering their lessonPupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lessonPupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacherPupils mastered the lesson despite of limited resources used by the teacherMajority of the pupils finished their work on timeSome 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			
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?	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo 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			

G.What innovation or localized materials did	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:
used/discover which I wish to share with	Metacognitive Development:	Metacognitive Development: Examples:	Metacognitive Development:	Metacognitive Development:	Metacognitive Development:
other teachers?	Examples: Self assessments, note taking	Self assessments, note taking and studying	Examples: Self assessments, note taking	Examples: Self assessments, note	Examples: Self assessments, note
	and studying techniques, and vocabulary	techniques, and vocabulary assignments.	and studying techniques, and vocabulary	taking and studying techniques, and	taking and studying techniques, and
	assignments.	Bridging: Examples: Think-pair-share,	assignments.	vocabulary assignments.	vocabulary assignments.
	Bridging: Examples: Think-pair-share,	guick-writes, and anticipatory charts.	Bridging: Examples: Think-pair-share,	Bridging: Examples:	Bridging: Examples:
	quick-writes, and anticipatory charts.	, ,	quick-writes, and anticipatory charts.	Think-pair-share, quick-writes, and	Think-pair-share, quick-writes, and
		Sahama Building: Evamples: Compare		anticipatory charts.	anticipatory charts.
	Schoma Building: Examples: Compare	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching,	Schoma Building: Evamples: Compare		
	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer	and projects.	Schema-Building: Examples: Compare and contrast, jigsaw learning, peer	Schema-Building: Examples:	Schema-Building: Examples:
	teaching, and projects.	and projects.	teaching, and projects.	Compare and contrast, jigsaw	Compare and contrast, jigsaw
	teaching, and projects.		teaching, and projects.	learning, peer teaching, and projects.	learning, peer teaching, and
		Contextualization:		rearring, peer teaching, and projects.	projects.
	Contextualization:	Examples: Demonstrations, media,	Contextualization:		p. ejector
	Examples: Demonstrations, media,	manipulatives, repetition, and local	Examples: Demonstrations, media,	Contextualization:	
	manipulatives, repetition, and local	opportunities.	manipulatives, repetition, and local	Examples: Demonstrations, media,	Contextualization:
	opportunities.		opportunities.	manipulatives, repetition, and local	Examples: Demonstrations, media,
		Text Representation:		opportunities.	manipulatives, repetition, and local
	Text Representation:	Examples: Student created drawings, videos,	Text Representation:		opportunities.
	Examples : Student created drawings,	and games.	Examples: Student created drawings,	Text Representation:	
	videos, and games.	Modeling: Examples: Speaking slowly	videos, and games.	Examples: Student created drawings,	Text Representation:
	Modeling: Examples: Speaking slowly	and clearly, modeling the language you want	Modeling: Examples: Speaking slowly	videos, and games.	Examples: Student created
	and clearly, modeling the language you	students to use, and providing samples of	and clearly, modeling the language you	Modeling: Examples: Speaking	drawings, videos, and games.
	want students to use, and providing	student work.	want students to use, and providing	slowly and clearly, modeling the	Modeling: Examples: Speaking
	samples of student work.		samples of student work.	language you want students to use,	slowly and clearly, modeling the
	'	Other Techniques and Strategies used:	•	and providing samples of student	language you want students to use,
	Other Techniques and Strategies used:	Explicit Teaching	Other Techniques and Strategies used:	work.	and providing samples of student
	Explicit Teaching	Group collaboration	Explicit Teaching		work.
	Group collaboration	Gamification/Learning throuh play	Group collaboration	Other Techniques and Strategies	
	Gamification/Learning throuh play	Answering preliminary	Gamification/Learning throuh play	used:	Other Techniques and Strategies
	Answering preliminary	activities/exercises	Answering preliminary	Explicit Teaching	used:
	activities/exercises	Carousel	activities/exercises	Group collaboration	Explicit Teaching
	Carousel	Diads	Carousel	Gamification/Learning throuh	Group collaboration
	Diads	Differentiated Instruction	Diads	play	Gamification/Learning throuh
	Differentiated Instruction	Role Playing/Drama	Differentiated Instruction	Answering preliminary	play
	Role Playing/Drama	Discovery Method	Role Playing/Drama	activities/exercises	Answering preliminary
	Discovery Method Lecture Method	Lecture Method <i>Why?</i>	Discovery Method	Carousel Diads	activities/exercises
	Why?	Complete Ims	Lecture Method <i>Why?</i>	Differentiated Instruction	Carousel Diads
	Complete Ims	Availability of Materials	Complete Ims	Role Playing/Drama	Differentiated Instruction
	Availability of Materials	Pupils' eagerness to learn	Availability of Materials	Discovery Method	Role Playing/Drama
	Pupils' eagerness to learn	Group member's	Pupils' eagerness to learn	Lecture Method	Discovery Method
	Group member's	collaboration/cooperation	Group member's	Why?	Lecture Method
	collaboration/cooperation	in doing their tasks	collaboration/cooperation	Complete Ims	Why?
	in doing their tasks	Audio Visual Presentation	in doing their tasks	Availability of Materials	Complete Ims
	Audio Visual Presentation	of the lesson	Audio Visual Presentation	Pupils' eagerness to learn	Availability of Materials
	of the lesson		of the lesson	Group member's	Pupils' eagerness to learn
				collaboration/cooperation	Group member's
				in doing their tasks	collaboration/cooperation
				Audio Visual Presentation	in doing their tasks
				of the lesson	Audio Visual Presentation
					of the lesson