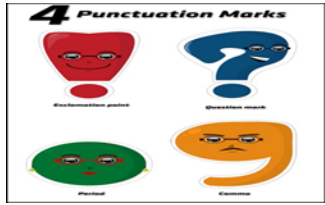










**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More	<b>Grade Level:</b>	V
<b>Teacher:</b>		<b>Learning Area:</b>	ENGLISH
<b>Teaching Dates and Time:</b>	MAY 13 - 17, 2024 (WEEK 7)	<b>Quarter:</b>	4 <sup>TH</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. OBJECTIVES</b>					
<b>A. Content Standards</b>	L C ListeningComprehension				
<b>B. Performance Standards</b>					
<b>C. Learning Competencies/Objectives Write the LC code for each</b>	. Summarize information from various text types b. Self-correct when reading c. Observe politeness at all times. EN5LC -IVg-3.13 EN5F - IVg -2.9 EN5A -IVg-16/ Page 78 of 164	. Make generalizations b. Show tactfulness when communicating with others EN5RC – IVg-.2.12/ Page 78 of 164	Use complex sentences to show problem-solution relationship of ideas EN5G-IV-g-1.9.2/ Page 78 of 164	Revise writing for clarity-appropriate punctuation marks; transition/signal words EN5WC-IIIg-1.8.1/1.8.3	Determine images/ideas that are explicitly used to influence viewers: Stereotypes, Point of View, Propaganda EN5VC – IVg-.7, 7.1, 7.2, 7.3
<b>II. CONTENT</b>	Summarizing information from various text types	Making generalizations	Complex Sentences	Punctuation marks; transition/signal words	Images/ideas that are explicitly used to influence viewers: Stereotypes, Point of View, Propaganda
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<b>1. Teacher’s Guide pages</b>		K to 12 Curriculum Guide	K 12 Curriculum Guide in English 5	K 12 Curriculum Guide in English 5	: K to 12 Curriculum Guide
<b>2. Learner’s Material pages</b>					
<b>3. Textbook pages</b>	English Matters 5, pp. 269-270 Developing Reading Power 5, p.20		Language Learning Made Easy		
<b>4. Additional Materials from Learning Resource (LR) portal</b>	Worksheet from internet		Worksheet from Internet		
<b>B. Other Learning Resources</b>	chart, activity sheet	Materials : activity sheets, pictures	metacards, pictures, manila paper, activity sheets	pictures, manila paper, activity sheets	charts, pictures
<b>IV. PROCEDURES</b>					
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Review Complex sentences	Review Different text types/Checking assignment	1.Look at the group of words. What are they? (clauses) What do we call them? (Independent clause/dependent clause)	Can you tell when to use these punctuation marks?	Review Punctuation Marks/signal words

					
<b>B. Establishing a purpose for the lesson</b>	<p>Look at the pictures. Tell something about them</p>  <p>Teacher will read sentences and let the pupils repeat after her.</p> <ol style="list-style-type: none"> <li>1. We rode our bikes all over town.</li> <li>2. The banana does not come from a seed.</li> <li>3. There are different ways of purifying water for drinking purposes.</li> <li>4. Your ticket purchase will help our school.</li> </ol>	<p>Look at the pictures. What can you say about them? We are going to read something related to the pictures.</p>  	<p>Show a picture of a mother hugging her child.</p>  <ol style="list-style-type: none"> <li>Ask: What does the mother do to her child? Why do you think she is hugging the child?</li> <li>Paste other pictures that show how a parent expresses his/her love to the child. Say something about the pictures.</li> </ol>	<p>Let us read a poem on the usage of punctuation marks.</p>  <ol style="list-style-type: none"> <li>Ask: In what kind of sentences do we use the following: <ul style="list-style-type: none"> <li>Period</li> <li>Question mark</li> <li>Exclamation point</li> </ul> </li> <li>What punctuation mark should be used to write what a speaker exactly/directly said?</li> <li>When do we use the ellipsis mark?</li> </ol>	 <p>Let us sing Bear brand's commercial song on Micronutrient Deficiency</p>
<b>C. Presenting examples/instances of the new lesson</b>	<p>At the end of the lesson you will learn how to summarize information from various text types.</p>	<p>Today you will learn how to make generalizations.</p>	<p>At the end of this lesson you will be able to use complex sentences to show problem-solution relationship of ideas</p>	<p>At the end of this lesson you will be able to revise writing for clarity by using appropriate punctuation marks and transition/signal words.</p>	<p>Today you will learn different images/ideas that are explicitly used to influence viewers</p>
<b>D. Discussing new concepts and practicing new skills #1</b>	<p>B.Explaining to the Students what to do</p> <ol style="list-style-type: none"> <li>1.Setting standards for listening</li> </ol>	<p>B.Explaining to the students what to do</p> <ol style="list-style-type: none"> <li>1.Vocabulary Development</li> </ol>	<p>B.Explaining to the students what to do</p>	<p>B.Explaining to the students what to do</p>	<p>B.Explaining to the students what to do</p>

2. Teacher will read paragraphs of various text types

. Narrative Text Type)

Great Weekend

This past weekend I had the time of my life. First, Friday night, I had my best friend over and we made a delicious, mouth-watering pizza. After we ate, we had a friendly video game competition. On Saturday, my dad took us out on the boat. The weather was perfect and the water was warm. It was a great day to go for a swim. Later that night, we went to the movies. We saw an action packed thriller and ate a lot of popcorn. Finally, on Sunday, we rode our bikes all over town. By the end of the day, my legs were very tired. I only hope that next weekend can be as fun as this one.

Comprehension Check up

a. What is the paragraph about?

b. What are the things that they did to make the weekend great?

c. What does the paragraph do for us? (entertains, tells a story)

Refer to LM.

a. polio- a serious disease that affects the nerves of the spine and makes a person permanently unable to move particular muscles  
b. handicapped –having a physical disability  
c. exemplify—to be a very good example of

2. Present the selection

Set standards in reading.

Many people succeed in life even if they are physically handicapped. Our country took pride of Apolinario Mabini, a polio victim and yet he became the “Brain” of Katipunan.

In this modern times we have a good example from Bicol Region. He is Eduardo Camela, a fifteen-year old student of Daet Parochial School in Camarines Norte.

In spite of his physical defect caused by polio, he has invented four useful things. His latest invention, the Camela Coco-Cell won for him a gold medal from the president and P1,500 in cash at the National Science Fair held by the Department of Science and Technology. He was affected by polio at the age of 3. He is also a very talented painter. He truly exemplifies the proud and talented Filipino

3. Comprehension check up

1. Who are the physically handicapped persons who showed success?

2. What made them physically handicapped ?

3. What was the contribution of Apolinario Mabini in our history?

1. Present the following sentences. Have the pupils read these.

a. I shall not go home unless mother comes back.

b. I like you because you are so friendly.

c. Susie will return the books after her class.

Ask the following questions:

• Which is the independent clause in each sentence?

• Which is the dependent clause in each sentence?

• What word was used to connect the independent clause to the dependent clause in the first sentence? second sentence? third sentence?

Present the chart below. Let the pupils read the punctuation rules Original File Submitted and Formatted by DepEd Club Member - visit [depedclub.com](http://depedclub.com) for more



In addition to the punctuation marks which help in the clarity of writing sentences, there are also transition/signal words that are used.

**Signal or Transition Words (Chronological Sequence)**

first, second . . . next not long after initially then before following when finally preceding after on (date)

**Signal or Transition Words (Description/Enumeration)**

for instance for example to illustrate such as in addition also another furthermore to begin with most importantly

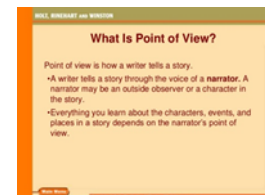
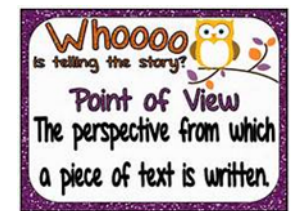
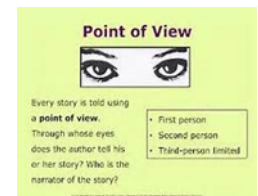
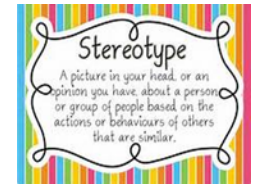
**Signal or Transition Words**



Present the pictures. Let us try to identify the three ways by which viewers can be influenced.



**WHAT DO YOU THINK?**

( A Muslim is associated with terrorism



		<p>4.How did Eduardo Camelashow his talents?  5.What recognition did Eduardo receive?  6.What kind of character trait do these successful handicapped show?</p>		<p><b>(Compare and contrast)</b>  different from same as  similar to as opposed to  instead of  although  compared with  howeveras well as  either . . . or unless but</p>	 
<p><b>E. Discussing new concepts and practicing new skills #2</b></p>	<p>C.Modelling for students  •.Go back to the first paragraph. (Call a pupil to read it again.)  a.What does the paragraph tell us?  b.What do you think is the purpose of the writer?  c.What type of text is the paragraph?  d.How is the paragraph written?</p>	<p>C.Modelling the pupils  Based from the selection, Apolinario had an important role in the Katipunan and Eduardo Camela had made inventions and showed talent in painting, what can you say about them being physically handicapped? (They have strong determination.) What generalization can you make? (Physical defect is not a hindrance to success.)  •Generalization is a general statement based on facts.</p>	<p>C.Modelling for Students  1. Let the pupils read the following examples  a.Study hard so that you will pass the exam  b.She succeeded although she encountered many problems.  •A complex sentence is composed of one independent clause and one or two dependent clauses.  •An independent clause is a simple sentence by itself. It gives a complete meaning. It can stand alone.  •A dependent clause does not give a complete thought. It cannot stand alone. It depends on an independent clause to complete its meaning.  Example: I love you because you love me, too.  I love you is an independent clause. It gives a complete thought.  because you love me, too is the dependent clause. It doesn't make sense. Because you love me, too - what</p>	<p>C.Modelling for Students  Read the following sentences correctly.  1.The accessibility of the computer has increased tremendously over the past several years.  2.What has humanity done about the growing concern regarding global warming?  3.You scared me!  4.The computer store was filled with video games, computer hardware and other electronic paraphernalia.</p>	<p>C.Modeling for students  Choose any example of tv commercial to be viewed by the pupils.  Ask them to present it and solicit their reactions to it.</p>
<p><b>F. Developing mastery (Leads to Formative Assessment 3)</b></p>	<p>D.Guided Practice  a.The teacher shows examples of various text types</p>	<p>Group Activity  <b>Group I–Make generalization from the given paragraph.</b></p>	<p>D.Guided Practice  a.The teacher shows examples of complex sentences</p>	<p>D.Guided Practice  The teacher shows other examples of sentences using</p>	<p>D.Guide Practice  E. Group Activity</p>

	<p>b.The teacher asks the pupils to identify the various text types c.Group Activity (Carousel method)</p> <p>Group activity. Each group will be given an activity sheet. Read the direction carefully before doing the activity. Refer to LM</p>	<p>The moon's gravitational pull lifts the sea like a wave. The water rises very slowly because it is very long moving wave. The wave's motion reaches to the sea and to the shoreline. This forward and backward moving wave is the tide. <b>Group II - Cross out the sentences that are not appropriate to the stated generalization.</b> In the olden days an Chinese emperor was held prisoner in a castle tower. __ Decorative kites are expensive to buy. __ His loyal men made a huge kite and sent it flying near the tower window. __ The emperor reached out, held on to the kite and safely escaped from the tower.</p> <p>Group III – Choose the correct generalization for the selection.</p> <p>Philippines has 19-21 typhoons occurrence in a year. During strong typhoons, flood victims run to the public schools for their safety. The schools serve as evacuation centers for unknown period of time. This affects the pupils' studies.. It has posed a big problem to the education sector in terms of damaged school properties, disruption of normal teaching – learning activities. Most of all, it has caused loss of innocent lives of school children. a.Philippines cannot avoid typhoons. b.Schools are good evacuation centers.</p>	<p>b.From the examples of complex sentences, the teacher asks the pupils to identify the independent clause/dependent clause c.Group Activity (Carousel method)</p> <p>Group activity. Each group will be given an activity sheet. Read the direction carefully before doing the activity.</p> <p>Group I - Read each sentence and underline the dependent clause. Example: For the first time, I successfully passed all my classes with very high grades. Answer: For the first time, I successfully passed all my classes with very high grades. 1.In the morning, I went for a jog. 2.After the game, we went out for pizza. 3.Even though I am tired, I will give my best effort. 4.Martha saw a meteor overheard while she was sitting on the rock. 5.I was not satisfied with my performance although we won in the competition. Group II - Read each sentence and underline the independent clause. Example: For the first time, I successfully passed all my classes with very high grades. Answer: For the first time, I successfully passed all my classes with very high grades. 1.In the morning, I went for a jog. 2.After the game, we went out for pizza. 3.Even though I am tired, I will give my best effort.</p>	<p>different punctuation marks and signal words. Ask the pupils to identify the punctuation marks used as well as the signal words. 1.Ben's children love sports. They like outdoor sports such as track and field, football, baseball and javelin throw. 2.Lorna enjoys putting accessories whenever she goes out compared with Alda who goes around with simple t-shirt and maong pants. 3.How will you keep yourself busy after the school year ends?</p>	<p>Group I – Make a poster showing stereotyping on girls and boys. The following concepts may serve as your guide: •Color preference •Academic excellence •Sports preference •Handwriting</p> <p>Group II - Express your point of view on any of the following: •Corporal punishment •No Assignment Policy on Friday •Bullying</p> <p>Group III – Prepare an advertisement for promoting a product of your choice</p>
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		<p>c.Natural calamities like typhoonand floodpose a great damage to the people all over the country</p> <p>d.Typhoon victims receive assistance from the government</p> <p>Group IV – Writing sentences to support the generalization. Generalization: Education plays an important role in the lives of many people.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>4.Martha saw a meteor overheard while she was sitting on the rock.</p> <p>5.I was not satisfied with my performance although we won in the competition.</p> <p>Group III - Create a complex sentence by underlining the correct conjunctions for the dependent clause.</p> <p>1. They were furious (when, so that) they heard the unfair ruling.</p> <p>2.We have not spoken to each other (for, since 2014).</p> <p>3.Finish your seatwork (because, before) you go home.</p> <p>4.You cannot easily understand the story ( unless, before) you read it more than once.</p> <p>5.I will clean my bedroom (after, if) I water the plants.</p> <p>Group IV - Supply the missing words to complete each complex sentence.</p> <p>1.We shall be sad if _____</p> <p>2.He is the man who _____.</p> <p>3.I shall watch my favorite TV show after I _____.</p> <p>4.Study hard so that _____.</p> <p>5.You cannot join us in the movie house unless _____</p>		
<p><b>G. Finding practical applications of concepts and skills in daily living</b></p>	<p>E.Independent Practice Read the following paragraphs. Write the type for each text. Refer to Lm</p>	<p>E.Independent Practice Write the generalization for the following:</p> <p>1. Fructose makes food taste sweet.It can be found in different kinds of fruit. It gives your body energy to keep moving and working.Fruit naturally</p>	<p>E.Independent Practice Combine the independent clause with the dependent clause to make a complex sentence.</p> <p>Independent clauses Dependent clauses</p>	<p>E.Independent Practice Copy each sentence and punctuate properly.</p> <p>1.Gener said I disagree with Melvin _____</p> <p>—</p>	<p>Independent Practice During the Spanish time, the Spaniards looked down on Filipinos. Check the words that show how they stereotype the Filipinos.</p> <p>___ inferior ___ leaders ___ intelligent</p>

		<p>has fructose in it.Fructose gives us energy. Generalization: _____</p> <p>2. _____ Your tongue has 10,000 taste buds on it.The taste buds allow you to taste different flavors.The tongue is actually a strong muscle that pushes food up and down. The tongue has taste buds and muscles.The tongue muscles help us eat.The tongue has taste buds and muscles.The tongue muscles help us eat. Generalization: _____</p>	<p>1.Sonia will buy a new house a. because Rina is so thoughtful 2.She was elated b. unless we find the missing wallet. 3.We shall not rest c. when they heard about the 4.Mother loves her accident. 5.They were shocked d. when she learned that she passed the exam with flying colors. e. if the inheritance money is in her hands already.</p>	<p>2.My sister Jane wanted to know if Kitty my friend is visiting us for the holiday _____ 3.Lito can not climb mountains he is too ill _____ 4.I told Ricky that we are going home early _____ 5.Let prepare delicious snacks Jannet</p>	<p>____ ignorant ____ good for nothing</p>
<b>H. Making generalizations and abstractions about the lesson</b>	<p>What are the various text types? (The various text types are narrative, expository, technical and persuasive)</p>	<p>What is a generalization? •Generalization is a general statement. What is the basis for making generalization? •Generalization is based on facts</p>	<p>F.Closure/Assessment What makes up a complex sentence? What is an independent clause? dependent clause?</p>	<p>F.Closure/Assessment What are the different punctuation marks? How do you use them? What are transition or signal words?</p>	<p>F.Closure What are the ways by which viewers are influenced? •Stereotype •Point of View •Propaganda</p>
<b>I. Evaluating learning</b>	<p>G.Evaluation Give the text type based from the characteristics below. 1.It convinces readers to take a certain opinion or perform a certain action. _____ 2.It gives entertainment to the reader. _____ 3.It offers information to perform a task _____ 4.It tells a story and sentences stay connected with the main idea. _____</p>	<p>Choose the sentences that will support the given generalization. Write them in a paragraph form. Generalization: Electronic devices are useful tools. 1. Most young and old have cellular phones. 2.Gadgets are very expensive. Only the rich people can afford them. 3.We use calculators to make computing our expenses easier. 4. We use “palm top” organizers instead of diaries to schedule our meetings. We communicate to people around the world through cellular phones.</p>	<p>G.Evaluation Write an independent clause to complete each complex sentence. 1.Since I’m hungry, _____. 2.Although I’m late, _____. 3.Because she is rich, _____. Write a dependent clause to complete each complex sentence. Use the connecting words (so, after, when, because, since) 4. _____the game, the children are now hungry.</p>	<p>G.Evaluation Copy and punctuate the paragraph. David asked what have you dreamt last night It was a fantastic dream narrated Ben but it was so short Anyway I had a toy soldier named Phil What can your toy soldier do asked David My toy soldier can walk and talk Imagine it can also turn right and left on command To my surprise Phil even recited a poem about it</p>	<p>Evaluation Identify how the viewers are influenced. Choose from the words inside the box.  1.Held in common by members. _____ 2.Designed to persuade the audience _____ 3.Mental position from which the story is observed _____ 4.Mental picture for members of a group _____ 5.Depends on how the narrator see the characters,</p>

	5.It explains the steps or the procedure. _____	5.Nowadayselectronic devices like CCTV are used to solve crime problems. 6.Inventions of new electronic devices make life a little bit easier for people. 7.Old people do not know how to use electronic devices.	5._____ ten years, we are so glad to see each other again.		events and places _____
<b>J. Additional activities for application or remediation</b>	Choose from the different text types and give example.		Write 5 complex sentences using cause-effect relationship		
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>					
<b>A. No. of learners who earned 80% in the evaluation</b>	___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>B. No. of learners who require additional activities for remediation who scored below 80%</b>	___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 lessons 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 help me 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 I use/discover which I wish to share with other teachers?	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> Examples: Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> Examples: Speaking slowly and clearly, modeling the language you want</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> Examples: Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> Examples: Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> Examples: Speaking slowly and clearly,</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> Examples: Student created drawings, videos, and games.</p> <p>___ <b>Modeling:</b> Examples: Speaking slowly and clearly,</p>	<p><i>Strategies used that work well:</i></p> <p>___ <b>Metacognitive Development:</b> Examples: Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p>___ <b>Bridging:</b> Examples: Think-pair-share, quick-writes, and anticipatory charts.</p> <p>___ <b>Schema-Building:</b> Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p>___ <b>Contextualization:</b> Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p>___ <b>Text Representation:</b> Examples: Student created drawings, videos, and games.</p>

	<p>students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the 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