GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 2 – 6, 2024 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	
B.Performance Standards	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	
C.Learning Competencies/Objectives	Subtracts fractions and mixed numbers without regrouping M5NS-If-85	Subtracts fractions and mixed numbers with regrouping M5NS-If-85	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools M5NS-If-87.2	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools M5NS-If-87.2	Summative Test
II.CONTENT	Number and number sense	Number and number sense	Number and number sense	Number and number sense	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.55	CG p.55	CG p.55	CG p.55	
2.Learners's Materials pages					
3.Textbook pages					

4.Additional materials from learning resource (LR) portal	BEAM LG Gr.5 Module 4 Subtraction of Dissimilar fraction	BEAM LG Gr.5 Module 4 Subtraction of Dissimilar fraction			
B.Other Learning Resource	flash cards, pocket chart	flash cards, pocket chart	power point, chart, number cards, cartolina strips, flaglets and dart board	power point, chart, number cards, cartolina strips, flaglets and dart board	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Drill Directions: Change the following dissimilar fractions to similar Review Use flashcard to answer the ff.	Drill Directions: Match the fractions in Column A with its lowest terms in Column B. Write the correct answer on the space provided Review How do we change dissimilar fractions to similar fractions? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Drill Strategy: “HI –Low “ Materials: Fraction Cards, Show me board Mechanics: a. Form two groups of five and let each group form a line. Give each group a show-me-board. b. Fraction cards and laid on the table facing down. c. The card in row “A” will be opened at the same time as the card in row “B”. d. The first pupil in line will “HI”. If he/she thinks the fraction written on the card is in higher term and write “LOW”, if the fraction on card is fraction written on card is in a lowest term. The pupil to show the correct answer gets a point for the group. e. The game continues until the last pupil in the line has answered. The Team/group with the most number of points wins the game. Review Strategy: GROUP CONTEST	Drill Strategy: “HI –Low “ Materials: Fraction Cards, Show me board Mechanics: a. Form two groups of five and let each group form a line. Give each group a show-me-board. b. Fraction cards and laid on the table facing down. c. The card in row “A” will be opened at the same time as the card in row “B”. d. The first pupil in line will “HI”. If he/she thinks the fraction written on the card is in higher term and write “LOW”, if the fraction on card is fraction written on card is in a lowest term. The pupil to show the correct answer gets a point for the group. e. The game continues until the last pupil in the line has answered. The Team/group with the most number of points wins the game. Review Strategy: GROUP CONTEST	
B.Establishing a purpose for the lesson	Have your tried bibingka as a merienda? What can you say about it? Let us find out what Aling Ester’s daily routine in selling her sumptuous treat.	Do you help your sister at home? How? Do you know how to cook?	Who among you is a scout member? What activities have you participated? Have you joined camping? How did you feel?	Who among you is a scout member? What activities have you participated? Have you joined camping? How did you feel?	

C.Presenting Examples/ instances of the new lesson	Aling Ester sold the bibingka she made in the market. At lunch time, she brought home the 1 712 bibingka left. If her neighbors bought 412, how many more bibingka she have left to sell?	Glenn needs $\mathbf{6\ 1/3}$ cups of sugar for the bibingka that he is planning to cook. He requested his sister to measure the amount of sugar in the container and found out that it was only $\mathbf{2/4}$ cups. How much more does he need to have?	Strategy: Problem Opener The boy scouts went camping 3 km away from their school. They hiked 1 26 km on the first day and 1 26 km on the second day.	Strategy: Problem Opener The boy scouts went camping 3 km away from their school. They hiked 1 26 km on the first day and 1 26 km on the second day.	
D.Discussing new concepts and practicing new skills #1	a. What are given? b. What is being asked? c. What operation will you use? d. How will you solve this problem?	What do we need to find out? What data are available? Are the data sufficient? Performing the Activities 🎬 Divide the class into group of 5s. The task of the pupils is to help each other to solve the problem. Give them enough time to perform the task. 🎬 After all groups have finished, asked them to post their output on the board and let them discuss their solutions	a. Ask the pupils to think about these: 🎬 Why is it important to join scouting activities? b. Analyze the problem by asking the following questions: 🎬 What is asked in the problem? 🎬 What are given in the problem? 🎬 Is there a hidden question to be solved? (What is the first thing that you have to solve in the problem?) Is it stated in the problem? 🎬 What do you think are the operations to be used to solve the problem? 2. Performing the Activities Ask the pupils to solve the problem by pairs. Understand Know what is asked in the problem? How much farther still will they have to hike to reach the camp? Know what are the given facts: 3 km, 1 26 km and 1 36 km Plan: Determine the operation to use: Addition and subtraction Draw a diagram to represent the problem.	a. Ask the pupils to think about these: 🎬 Why is it important to join scouting activities? b. Analyze the problem by asking the following questions: 🎬 What is asked in the problem? 🎬 What are given in the problem? 🎬 Is there a hidden question to be solved? (What is the first thing that you have to solve in the problem?) Is it stated in the problem? 🎬 What do you think are the operations to be used to solve the problem? 2. Performing the Activities Ask the pupils to solve the problem by pairs. Understand Know what is asked in the problem? How much farther still will they have to hike to reach the camp? Know what are the given facts: 3 km, 1 26 km and 1 36 km Plan: Determine the operation to use: Addition and subtraction Draw a diagram to represent the problem.	

E. Discussing new concepts and practicing new skills #2	Aling Conching baked 24 7/9 dozens of macaroons. She reserved 6/9 of a dozen for her children. How many dozen were left for her to sell?	🎬 Group the learners into five groups. Tell them to answer the problem. Liza bought 312 kilogram of lanzones and 23 kilogram of dalandan. How many more kilogram of lanzones than dalandan did she buy?	After sharing the answers, let the pupils express their thoughts about the activity. Appreciate their thoughts then ask: How did you solve the problem?	After sharing the answers, let the pupils express their thoughts about the activity. Appreciate their thoughts then ask: How did you solve the problem?	
F.Developing Mastery	Subtract these mixed numbers and fractions. Write your answers in lowest terms. a. 5 8/9 – 2/9 b. 4 11 1/2 – 312 c. 7 9/10 – 2/10 d. 9 5/6 – 2/6 e. 4 13 1/4 – 7 1/4	Subtract the following fractions and mixed number. Reduce to lowest terms if possible. a. 85 1/2- 2/3 b. 16 1/4- 3/8 c. 12 2/5- 2/3	Directions: Read and understand the following problems then solve. a. It took 10 hours to build a tent. If 4 12 hours were spent in preparing the poles, 3 hours in making the frame and the rest of the time in covering the frame, how many hours were spent in covering the frame? b. The perimeter of the triangle is 7012 cm. Two sides measures 25 cm and 31 cm. What is the measure of the third side? c. Faye bought of cloth. She used for a dress. How much cloth was left? 2 12 m 14 3 56 km 2 16 km	Directions: Read and understand the following problems then solve. a. It took 10 hours to build a tent. If 4 12 hours were spent in preparing the poles, 3 hours in making the frame and the rest of the time in covering the frame, how many hours were spent in covering the frame? b. The perimeter of the triangle is 7012 cm. Two sides measures 25 cm and 31 cm. What is the measure of the third side? c. Faye bought of cloth. She used for a dress. How much cloth was left? 2 12 m 14 3 56 km 2 16 km	
G.Finding Practical application of concepts and skills in daily living	Miguel finished reading a book in 1 56 hours while Camille finished the same book in 46 hours. How much longer did it take Miguel to read the book?	Provide each group with an activity sheet. Let them discuss the problem together and write the solution on the board. Group 1- James Christian biked 8410 km in going to market and 35km in going to school. How many kilometresfarther is the market to school? Group 2 - Dionne Josette used 1215 metre of chicken wire to	Group Activity Provide each group with a problem to solve. Post their answers on the board. Directions: Read and analyze. Solve for the correct answer. Group 1- Grandma bought 16 34 metres of cloth. She used 8 12 metres for curtains and 7 12 metres for bed cover. How	Group Activity Provide each group with a problem to solve. Post their answers on the board. Directions: Read and analyze. Solve for the correct answer. Group 1- Grandma bought 16 34 metres of cloth. She used 8 12 metres for curtains and 7 12 metres for bed cover. How	

		cover the hole of the fence and another 46 metre as plant holders. How many more metres of chicken wire did he use to cover the hole of the fence than that of the plant holders? Group 3- Police Officer Ng was driving from San Jose to Lipa,with an approximate distance of 9 15 kilometres. When he reached BanayBanay District Hospital he had a flat tire. If he had driven 46 kilometres, howmany more kilometres will he need to drive?	many metres of clothe were not used? Group 2- Gomez loves to travel to different places.. He spent 6 12 days in the first destination and 4 78 days in the second destination. How many days longer was he in his first destination? Group 3- I had 6 kilograms of mangoes. I gave 114 kg. to Sandra. How many kilos of mangoes were left for me? Group 4- Julie had 5 916 metres of lace. She used 1 23 metres for a chemise, 34 metres for a handkerchief and 56 metres for a blouse. How much lace was left?	many metres of clothe were not used? Group 2- Gomez loves to travel to different places.. He spent 6 12 days in the first destination and 4 78 days in the second destination. How many days longer was he in his first destination? Group 3- I had 6 kilograms of mangoes. I gave 114 kg. to Sandra. How many kilos of mangoes were left for me? Group 4- Julie had 5 916 metres of lace. She used 1 23 metres for a chemise, 34 metres for a handkerchief and 56 metres for a blouse. How much lace was left?	
H.Making generalization and abstraction about the lesson	To subtract mixed numbers and fractions with similar denominators without regrouping: 🎬 Subtract the numerators of the fractions 🎬 Change the fraction to lowest terms and affix the whole number Miguel finished reading a book in 1 56 hours while Camille finished the same book in 46 hours. How much longer did it take Miguel to read the book? To subtract mixed	How do you subtract fractions and mixed number wit	In solving problems what are the steps to follow?	In solving problems what are the steps to follow?	
I.Evaluating learning	Subtract these mixed numbers and fractions. Change your answers to lowest terms. a. 8 9/10 – 6/10 b. 2 1 4/18 – 5/18 c. 7 4/7 – 3/7 d. 9 6/14 – 8/14 e. 5 15/18 – 7/18	A. Directions: Subtract the following fractions and mixed number. Reduce to lowest terms if possible. a. 61/5 b. 8 2/7 c. 9 1/3 - 2/4 – 3/5 – 4/5 B. Analyze and solve. Write your complete solution. 1. James and Dionne own neighboring cornfields. James harvested 12 2/7 of an acre of	Read the following problems and solve for the correct answer	Read the following problems and solve for the correct answer	

		corn on Monday and Dionne harvested 68 of an acre. How many more acres did James harvest than Dionne? 2. Elyza Angela and her sister went together to get haircuts. Elyza Angela got 2 1/7 of an inch cut off and her sister got 34 of an inch cut off. Compared to her sister, how much more hair did Elyza Angela get taken off?			
J.additional activities for application or remediation	Subtract the following fractions. Change your answers to lowest terms. a. 13 8/10 – 2/10 b. 7 7/14 – 3/14 c. 15 10/15 – 1/15 d. 9 6/14 – 5/14 e. 11 5/8 – 1/8	Directions: Subtract the following fractions and mixed number. Reduce to lowest terms if possible. a. 83/5 - 4/10 b. 155/7 – 4/5 c. 101/3– 4/5 d. 281/7 – 5/8 e. 43 2/5- 5/7	Solve the following problems. Be sure to show your solution. a. Remy used 29 liter of oil in preparing the banana cue while 35 liter was used in preparing banana fritters. Which recipe used more oil? b. Marlon painted the poultry house using 56 liter of brown paint and 23 liter of green paint. How much more brown paint was used than the white paint? c. Elmie had 8 14 meters of white cloth. Evelyn asked for 34 meter for her project in Science, How many meters of cloth were left?	Solve the following problems. Be sure to show your solution. a. Remy used 29 liter of oil in preparing the banana cue while 35 liter was used in preparing banana fritters. Which recipe used more oil? b. Marlon painted the poultry house using 56 liter of brown paint and 23 liter of green paint. How much more brown paint was used than the white paint? c. Elmie had 8 14 meters of white cloth. Evelyn asked for 34 meter for her project in Science, How many meters of cloth were left?	
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___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,	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson.	___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 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.	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 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 enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.

	___**Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___**Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation	___**Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___**Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation	___**Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. ___**Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials

		in doing their tasks ___ Audio Visual Presentation of the lesson		in doing their tasks ___ Audio Visual Presentation of the lesson	___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson
	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works
	Planned Innovations: __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition