




**GRADES 1 to 12**  
**DAILY LESSON LOG**


<b>School:</b>		<b>Grade Level:</b>	<b>II</b>	
<b>Teacher:</b>		<b>Learning Area:</b>	<b>ALL SUBJECTS</b>	
<b>Teaching Dates and Time:</b>	<b>NOVEMBER 28 - DECEMBER 2, 2022 (WEEK 4-DAY3)</b>		<b>Quarter:</b>	<b>2<sup>ND</sup> QUARTER</b>

OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (ART)
<b>A. Content Standard</b>	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalaskit sa kapwa	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue.	Possesses developing language skills and cultural awareness necessary to participate successfully in oral communication in different contexts.	Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	Demonstrates understanding and knowledge of language grammar and usage when speaking and/or writing.	Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm
<b>B. Performance Standard</b>	Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa	Malikhaingnakapagpapah ayag/ nakapagsalarawan ng kahalagahan ng kinabibilangang komunidad	Distinguish similarities and differences of the alphabets in English and Mother Tongue /Filipino.	Uses developing oral language to name and describe people, places, and concrete objects and communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts.	Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Speaks and writes correctly and effectively for different purposes using the basic grammar of the language.	Creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors
<b>C. Learning Competency/ Objectives</b> <b>Write the LC code for each.</b>	Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda  <i>EsP2P- IId – 8</i>	Nasasabi kung paano ibinabagay ng mga tao sa panahon ang kanilang kasuotan at tirahan <i>AP2KOM-Ij-h-8</i>	*Identify the sound of /ee/ which is not in the Mother Tongue. *Read words / sentences with the /ee/ sound. <i>EN2AK-lif-j-2</i>	Natutukoy ang impormasyon sa teksto na sumasagot sa literal at mas mataas na antas ng pagtatanong (HOTS). <i>MT2OL-IId-e-6.3</i>	Illustrates multiplication as repeated addition using counting by multiples <b>M2NS-IIf-38</b>	Natutukoy ang mga panghalip panao na paari <b>MT2GA-Ila-e-2.2.2</b>	Describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images <b>A2EL-IIf</b>
<b>II. CONTENT</b>	<b>Aralin 4</b> <b>Tingnan Mo Kaibigan</b> Pagkamagalang (Respect)Pagmamahal sa kapwa/ Pagdama at pag-unawa sa damdamin ng iba (Empathy)	<b>Aralin 3.3</b> <b>Kapaligiran at Uri ng Panahon sa Aking Komunidad</b>	<b>Lesson 14:</b> <b>The long e Sound ( /ee/ Sound )</b>	<b>KALABINTATLONG LINGGO</b> <b>Pagmamalaskit sa Pamilya</b> <b>Mga impormasyon sa teksto na sumasagot sa literal at mas mataas na antas ng pagtatanong (HOTS).</b>	Lesson 41 Multiplication as Counting by Multiples	<b>Aralin 4: Sinabi Mo, Ramdam Ko</b> Pagtukoy ng mga panghalip panao na paari	<b>ARALIN 4 - KULAY AT TEKSTURA NG LAMANG DAGAT NA IPININTA</b>
<b>LEARNING RESOURCES</b>							

A. References	K-12 C.G p.14	K-12 CG p.40	K-12 CG p	K-12 CGp	K-12 CGp	K-12 CG p.100	K-12 CG p.16
<b>1. Teacher's Guide pages</b>	P.46-48	27-30	19-20	118-119	154-156	93-94	130-131
<b>2. Learner's Materials pages</b>	P.105-113	87-93	154-155	99-104	99-101	188-189	208-210
<b>3. Textbook pages</b>							
<b>4. Additional Materials from Learning Resource (LR) portal</b>							
<b>B. Other Learning Resource</b>	krayola, larawan, lumang magasin, pandikit, at manila paper	Larawan. tarpapel	Story: <i>I See Doubles</i> , Chart, picture, T.G., L.M.	Tarpapel, larawan	Illustration/pictures tarpapel	Larawan, tarpapel	bond paper, water color, brush, pictures of animals
<b>III. PROCEDURES</b>							
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Magbigay ng mga pananalita kung paano maipapakita ang paggalang sa iyong kapwa.	Anu-ano ang 2 uri ng panahon ang nararanasan natin sa ating bansa?	Let the pupils identify the rootword and the suffix of the given words. sleeping : _____ _____ danced : _____ _____	Balikan ang kuwentong ang Paalala ni Nanay	Group the pupils. Let the group fill in the missing number as fast as they could. 1. 2, 4, 6, __, 10 4. __, 10, 15, 20, 25 2. 3, 6, __, 12, 15 5. 6, __, 18, 24, 30 3. 4, 8, 12, 16, __	Ano ang madalas ninyong paglaruan ng iyong kaibigan? Paano ninyo ito nilalaro Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	Show a picture of under the sea scene. Let the pupils name the sea animals that they sea. Call pupils to show the picture of sea animals that they have brought. Call pupils attention on the differences in colors and skin texture of these animals.
<b>B. Establishing a purpose for the lesson</b>	Itanong muli kung naisasabuhay nila at nasusunod ang paggamit ng mga magagalang na mga pananalita sa tahanan at paaralan?	Magpakita ng larawan ng iba-tibang kasuotan? Ipatukoy ito sa mga bata.	Read again the story <b>"Wake Up Wake Up !</b>	Talakayin muli ang kuwento.	Assign number to each of your pupils. Tell them to be alert and remember their corresponding number because anytime you will call them to tell their corresponding number. The pattern on how you call your pupils is the multiples of a certain number. Example: Multiples of 3 (3, 6, 9, 12,....etc.)	Paglaruin ang mga bata ng "Magtanungan Tayo" Tumawag ng 2 pares ng bata. Pagdalain ng gamit sa harapan. Itanong: Ano ang dala mo? Sino ang nagbigay/bumili niyan? Pagkatapos yung kapareha naman ang tatanungin	Review how to create texture and demonstrate to the learners how to do it using water color. Give one big drawing of sea animals per group. This time, these pictures are not colored. Challenge the imagination of the pupils by saying :Based on real life, what colors shall we use to paint the

							animal skin of fish crab, jelly fish , alligator etc.
<b>C. Presenting examples/ instances of the new lesson</b>	<p>Pasagutan ang Isapuso Natin sa pahina 111 ng modyul.</p> <p>Gumawa ng tseklis sa inyong kuwaderno katulad ng nasa ibaba.</p> <p>Lagyan ng puso ( ) ang kolum na nagsasabi kung gaano mo kadalas ginagamit ang magagalang na salita sa iyong kapwa.</p>	<p>Ilagay ang mga larawan sa tamang hanay</p> <p>Tag-init    Tag-ulan</p>	<p>Refer to L.M. p. 154 “Get Set”.</p> <p>As you listen to the children reading the story, find out if the pupils can identify and produce the /ee/ sound in the word sleep.</p>	<p>Ipabasa ito sa mga bata. Itanong ang mga sumusunod:</p> <ol style="list-style-type: none"> <li>1. Sino-sino ang tauhan sa kuwento?</li> <li>2. Saan galing ang nanay?</li> <li>3. Ano ang pasalubong ng nanay?</li> <li>4. Kailan kinain nina Melody at Herman ang tsokolate?</li> <li>5. Ano ang paalala ng nanay kina Melody at Herman?</li> <li>6. Sinunod kaya nila ito? Paano mo ito nasabi?</li> <li>7. Kung ikaw si Melody o si Herman, ano ang gagawin mo? Bakit</li> </ol>	<p>Group the pupils. Give each group 20 pebbles or counters whichever is available in your classroom.</p> <ul style="list-style-type: none"> <li>➤ Guide them to arrange the first 2 sets as shown below.</li> </ul> <p>II IIII</p> <ul style="list-style-type: none"> <li>➤ Instruct them to add two more sets.</li> <li>➤ Let each group explain their corresponding answer.</li> <li>➤ Then show the correct set of counters. (IIIIII IIIIIII)</li> <li>➤ Ask them the pattern they see.</li> <li>➤ Instruct them to form the fifth set. (IIIIIIIIII)</li> <li>➤ This time show the illustration of the above situation as shown below.</li> </ul> <p>1st set 2nd set 3rd set 4th set 5th set II IIII IIIII IIIIIII IIIIIIIII</p>	<p>Ipabasa ang kuwentong “Ang Magkaibigan.”</p>	<p>Activity 1</p> <p>Tingnan mo ang balat ng lamang dagat na ito?</p> <p>Ano ang kulay ng kanyang balat?</p> <p>Ano ang tekstura nito?</p> 
<b>D. Discussing new concepts and practicing new skills #1</b>	<p>Gumawa ng usapan tungkol sa mga magagalang na mga pananalita. Gawin ito ng dalawang pangkat.</p> <p>Pangkat 1- Magagalang na mga pananalita sa tahanan</p> <p>Pangkat 2- Magagalang na mga pananalita sa paaralan</p>	<p>Ipabasa ang mga talata tungkol sa angkop na kasuotang nararapat sa bawat panahon.</p>	<p>Spring Board</p> <p>Read the rhyme, emphasize the word /ee/. Repeat the rhyme and encourage the children to join. Tell the children that /iy/ is the sound they hear in see. That <b>ee</b> make a long sound.</p>	<ol style="list-style-type: none"> <li>1. Ano-anong salitang pananong (<b>question words</b>) ang ginagamit upang matukoy ang detalye ng kuwento?</li> <li>2. Ano ang sagot sa tanong na: Sino?Ano?Saan?Kailan?Paano? Bakit?</li> </ol>	<p>What pattern have you observed?</p> <p>How many 2’s were there in the first set? in the second set? in the third set? in the fourth set? in the fifth set?</p> <p>What pattern did you see?</p> <p>Call some pupils to write the numerical value of the first set, second and so on as shown below.</p>	<p>Ano ang napansin ninyo sa teksto?</p> <p>Anong mga salita ang may salungguhit?</p> <p>Magbigay ng iba pang halimbawa ng panghalip panao na paari.</p> <p>Ibigay ang gamit ng mga panghalip panao na paari.</p>	<p>Gawain 2</p> <p>Kumuha ka ng isang malinis na papel at gumuhit ka ng isang lamang dagat. Pintahan mo ito. Ipakita ang tunay na kulay at tekstura nito. Tingnan ang pahina 209</p>

<p><b>E. Discussing new concepts and practicing new skills #2</b></p>	<p>Tama ba ang ginawang usapan ng dalawang pangkat? Bakit? Ano-anong magagalang na mga pananalita ang iyong narinig mula sa usapan?</p>	<p>Pangkatang Gawain.</p>	<p>Let children listen and repeat the sound. See! See! What do you see? I see a tree. See! See! What do you see? Let the children read the phrases . See <i>T.G. p .20.</i></p>	<p>Pangkatang Gawain</p>	<p>Do Gawain 1 on LMp.99</p>	<p>Talakayin rin na ang panghalip panao na paari ay maaaring isahan o maramihan.</p>	<p>Help the class to come up with the idea that “We can paint the drawing animals to show the variety of colors and texture found in the skin covering of these sea animals.”</p>
<p><b>F. Developing mastery (leads to Formative Assessment 3)</b></p>	<p>Dapat bang gumamit ng mga magagalang na mga pananalita ang isang mag-aaral na tulad mo? Bakit?</p>	<p>Piliin ang titik ng tamang sagot. 1.Ibinabagay ng mga tao ang kanilang kasuotan kapag tag-init. Ain ang dapat nilang isuot? a.kapote b. sando c. dyaket</p>	<p>Draw a line to connect the word to its meaning. Refer to “I Can Do It “ on L.M. p. 155.</p>	<p>Ipabasa at pasagutan ang Gawain 3sa LM.</p>	<p>Group activity</p>	<p>Ipasagot ang <b>Gawin Natin</b> sa LM, pahina ____. Ipasabi kung ang sinalungguhitang panghalip panao ay isahan o maramihan</p>	<p>Create another artwork of animals to show the variety of colors and texture found in the skin covering of these animals.”.</p>
<p><b>G. Finding practical application of concepts and skills in daily living</b></p>	<p>Anu-ano ang mga magagalang na pananalita ang dapat nating tandaan at gamitin sa pakikipag-usap sa araw-araw?</p>	<p>Basahin ang mga sitwasyon at sabihin kung anong kasuotan ang nararapat isuot sa bawat sitwasyon.</p>	<p>Distribute the bee cut-outs .Draw a big tree.Show the list of words. Write the words for the meaning or clue.I will give in your bee cut- outs. Ex ; <i>It is the number after two.</i> (Copy the word <b>three</b> in your bee cut- outs).Refer to <i>T.G.p. 20.</i></p>	<p>Kumuha ng isang maikling kuwento sa ibang aklat at magtanong sa mga detalye nito.</p>	<p>Do Gawain 2 on p100-101</p>	<p>Ipasagot ang <b>Sanayin Natin</b> sa LM, pahina____ bilang Pinatnubayang Pagsasanay. Gabayan ang bawat pangkat sa gawain</p>	<p>Do this by asking the following questions: How can we show the real color of an animal?(by painting or coloring it) How can we show texture in their body covering?(by adding lines, spots and shades)</p>
<p><b>H.Making generalizations and abstractions about the lesson</b></p>	<p>Bakit mahalagang masunod ito?</p>	<p>Anu-anong kasuotan ang nararapat na gamitin sa panahon ng tag-init/ tag-ulan?</p>	<p>Ask: What is the sound of ee in the words we read? <b>/e/</b></p>	<p>Ano-anong salitang pananong (<b>question words</b>) ang ginagamit upang matukoy ang detalye ng isang kuwento.</p>	<p>To illustrate multiplication as counting by multiples, get the multiples of the multiplicand until the number of times determined by the multiplier.</p>	<p>Ano ang panghalip panao na paari? Kailan ito ginagamit?</p>	<p>When can we say that our drawings are imaginary? Let the learners read ISAISIP MO: Sa ating pagkukulay sa iginuhit na larawan ng hayop mula sa dagat ay makapagpapakita tayo ng iba’t ibang kulay at tekstura na matatagpuan natin sa balat ng mga hayop na ito.</p>

<p><b>I. Evaluating learning</b></p>	<p>Magpasulat sa mga bata ng 5 pangungusap na nagpapakita ng paggalang sa iyong kapwa gamit ang mga magagalang na mga pananalita.</p>	<p>Bilang kasuotang tag-ulan.</p> 	<p>Refer to <b>“Measure my Learning”</b> on <i>L.M. p.155</i>.</p>	<p>Basahin at unawain ang maikling kuwento. <b>Ang Nawawalang Bolpen</b> <i>Akda ni Virginia C. Lizano</i> <i>Sagutin ang mga sumusunod na tanong ( tingnan ang tarpapel )</i></p>	<p>Use the number grid below to illustrate the following multiplication as counting by multiples. Follow the colour coding. 1. 7 x 5 (red) 2. 9 x 4 (yellow) 3. 8 x 6 (orange) 4. 6 x 3 (green) 5. 5 x 7 (blue) <i>( see grid posted on the board )</i></p>	<p>Ipasagot ang <b>Linangin Natin</b> sa LM, pahina ____.</p>	<p>Return the artwork to the pupils and tell them to cut and post the artwork on the farm mural then work on Ipagmalaki Mo. Kunin ang iyong kinulayang larawan ng hayop. Lagyan ng ____ kung Oo ang sagot at ____ kung Hindi. Isulat sa kuwaderno ang iyong sagot. 1. Napalabas ko ba ang tunay na kulay ng lamang dagat? 2. Malinis ba ang aking ginawang pagpipinta ? 3. Nakapagpakita ba ako ng tekstura sa balat ng lamang dagat? 4. Gumamit ba ako ng tamang kulay base sa tunay na kulay ng balat ng lamang dagat? 5. Gumamit ba ako ng iba’t ibang kulay sa pagpipinta?</p>
<p><b>J. Additional activities for application or remediation</b></p>	<p>Isaulo ang Gintong Aral: Ang batang magalang ay kinalulugdan, Sa salita at gawa ay kapita-pitagan!</p>	<p>Magdikit o gumuhit ng 5 kasuotang pang tag-ulan at 5 kasuotang pang tag-init</p>	<p>Cut or draw pictures with /ee/ sounds.</p>		<p>Refer to LM 41– Gawaing Bahay</p>	<p>Gamitin ang 5 sa mga panghalip panao na paari sa pangungusap.</p>	
<p><b>IV. REMARKS</b></p>							
<p><b>V. REFLECTION</b></p>							
<p><b>A..No. of learners who earned 80% in the evaluation</b></p>							
<p><b>B.No. of learners who require additional</b></p>							

activities for remediation who scored below 80%							
C. Did the remedial lessons work? No. of learners who have caught up with the lesson							
D. No. of learners who continue to require remediation							
E. Which of my teaching strategies worked well? Why did these work?	<b>Stratehiyang dapat gamitin:</b> <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<b>Stratehiyang dapat gamitin:</b> <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils’ eagerness to learn <input type="checkbox"/> Group member’s Cooperation in doing their tasks	<b>Stratehiyang dapat gamitin:</b> <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils’ eagerness to learn <input type="checkbox"/> Group member’s Cooperation in doing their tasks	<b>Stratehiyang dapat gamitin:</b> <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils’ eagerness to learn

							___ Group member's Cooperation in doing their tasks
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	<b>Mga Suliraning aking naranasan:</b> ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-apin g mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	<b>Mga Suliraning aking naranasan:</b> ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-apin g mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	<b>Mga Suliraning aking naranasan:</b> ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-apin g mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-apin g mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	___ Pagpapanuod ng video presentation ___ Paggamit ng Big Book ___ Community Language Learning ___ Ang "Suggestopedia" ___ Ang pagkatutong Task Based ___ Instraksyunal na material	___ Pagpapanuod ng video presentation ___ Paggamit ng Big Book ___ Community Language Learning ___ Ang "Suggestopedia" ___ Ang pagkatutong Task Based ___ Instraksyunal na material	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Pagpapanuod ng video presentation ___ Paggamit ng Big Book ___ Community Language Learning ___ Ang "Suggestopedia" ___ Ang pagkatutong Task Based ___ Instraksyunal na material	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Pagpapanuod ng video presentation ___ Paggamit ng Big Book ___ Community Language Learning ___ Ang "Suggestopedia" ___ Ang pagkatutong Task Based ___ Instraksyunal na material	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical