



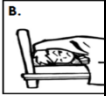
GRADES 1 to 12 DAILY LESSON LOG

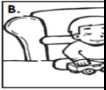
School: **Visit DepEdresources.com for more**
Teacher: **File Created by Ma'am ESTRELLITA S. VINZON**
Teaching Dates and Time: **SEPTEMBER 25 - 29, 2023 (WEEK 5-DAY 3)**

Grade Level: **II**
Learning Area: **ALL SUBJECTS**
Quarter: **1ST QUARTER**

OBJECTIVES	ESP (7:45-8:15)	A.P (8:15- 8:55)	ENGLISH (9:15- 10:05)	MTB (10:05- 10:55)	MATH (1:00-1:50)	FILIPINO (1:50- 2:40)	MAPEH (P.E) (2:40-3:20)
A. Content Standard	Naipapamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan.	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	demonstrates knowledge of and skills in word analysis to read, write in cursive and spell grade level words.	Understanding of addition of whole numbers up to 1000 including money.	Naipakikita ang kasanayan sa paggamit ng Filipino sa pasalita at dipasalitang pakikipagtalastasan.	Demonstrates understanding of body shapes and body actions in preparation for various movement activities
B. Performance Standard	Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa loob ng tahanan	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Correctly presents text elements through simple organizers to make inferences, predictions and conclusions	applies word analysis skills in reading, writing in cursive and spelling words independently	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	nagagamit nang wasto ang mga bahagi ng pananalita samabis ang pakikipagtalastasan upang ipahayag ang sariling ideya,damdamin at karanasan.	Performs body shapes and actions properly.
C. Learning Competency/ Objectives Write the LC code for each.	Nakapagpapakita ng pagsunod sa mga tuntunin at pamantayang itinakda sa loob ng tahanan. 5.1 paggising at pagkain sa tamang oras 5.2 pagtapos ng mga gawaing bahay 5.3 paggamit ng mga kagamitan 5.4 at iba pa EsP2PKP-Id-e 12	Nasasabi ang batayang impormasyon tungkol sa sariling komunidad: 1.1 pangalan ng lugar 1.2 dami ng tao 1.3 pinuno 1.4 wikang sinasalita 1.5 mga grupong etniko 1.6 relihiyon 1.7 at iba pa AP2KOM-Id-6	Identify the characters in the story listened to EN2LC-Ia-j-1.1	Nakababasa ng mga salitang may klaster at maramihang pantig Nababasa nang may kasanayan ang mga salita sa unang kita na naaayon sa baitang	Counts the value of a set of bills or a set of coins through PhP100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso-bills). M2NS-If-21	Nagagamit nang wasto sa pangungusap ang pangngalang pambalana at pantangi F2WG-Ic-e-2	Recognize simple folk dance and rhythmic routines Demonstrate locomotor skill combination accompanied by slow and fast rhythm and tempo of music PE2MS-Ia-h-1
II. CONTENT	Aralin 5 Tik-tak: Oras Na! Pagkakabuklod / Pagkakaisa	Ang Aking Komunidad Komunidad Ko, Kikilalanin Ko	Lesson 18: Working Together Is Best “Swimmy”	IKALIMANG LINGGO Ang Nais Kong Kasama Kambal Katinig	Compare values of different denominations of coins and paper bills through 100 using relation symbols <, > and =	Aralin 5: Magulang ay Mahalaga, Dapat Inaalala Paggamit nang wasto sa pangungusap ang	Folk Dance and Rhythmic Routines Demonstrating Locomotor Skills

						pangngalang pambalana at pantangi	
LEARNING RESOURCES							
A. References	K-12 CG p28	K-12 CG p37	K-12 CG p 28	K-12 CG p83	K-12 CG p.	K-12 CG p23	K-12 CG p16
1. Teacher’s Guide pages	p 17-19	p. 14-16	p. 43-45	45	260-263	28-29	180-184
2. Learner’s Materials pages	p 26-36	p. 40-41	p.56-59	36	195-196	78-80	
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal	Larawan, krayola	Q.1-Modyul 2-Aralin 2.1					
B. Other Learning Resource	Power point, monitor, speaker	Papel,lapis,tsart, graphic organizers	Chart, flashcards, pictures	Tarpapel, plaskard	1. Ball 2. Flashcards 3. Illustrations 4. Learning Module 5. Different denominations of play money 6. Strips with written values of money either in words or in symbol 7. Activity sheet with illustrations of money or play money posted on it	Larawan/tsart	DVD, CD, Pictures
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Panalangin Pag-awit ng mga bata.	Tanungin ang mga bata kung naisulat ba nila ang mga impormasyon na hinihingi sa kanila bilang takdang-aralin.	Drill: Let the pupils practice reading these words. rub cub tub nun pun run nut but rut bunk junk sunk	Balikan ang mga salitang nabasa na sa ikaapat na linggo. Baybayin ito nang wasto.	Use a ball. Pass the ball to the class. Whoever catches the ball will come in front. The teacher will say; “Give me (amount of money). The pupil will count from the set of money on the table of the said amount. Example: Fifteen pesos and thirty centavos Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Hatiin sa ilang pangkat ang klase at ipagawa. Ipapangkat sa mga bata ang mga salitang nakasulat sa flashcard. tatay Mario Dimaano Susan Reyes Doktor Medina kuya Gng. Romero nanay ate lola Lola Editha Pabigyang-katwiran ang ginawang	Drill Pupils stand in column formation. Each column consists of 10 members pupils. Let the pupils do the following movements with the guidance of the teacher in tune of the Bahay Kubo. 🗉 Take one slide step forward R and L, (cts.1,2,3,4).

						pagpapangkat ng grupo.	Take one slide step backward R and L,(cts.1,2,3,4). Gallop, step sideward R and close 2x, (cts.1,2,3,4) Gallop, step sideward L and close 2X, (cts.1,2,3,4) Jump forward 2x (cts. 1,2,3,4) Jump – backward 2x (cts.1,2,3,4) Jump sideward R 2x (cts.1,2,3,4) Jump sideward L 2x (cts.1,2,3,4
B. Establishing a purpose for the lesson	Si Ana ay mahilig manood ng mga cartoons. Minsan malalim na ang gabi ay gising pa din si Ana at nanonood ng cartoons. maaga ang knyang pasok at mayroon silang pagsusulit. Ano kaya sa tingin mo ang mangyayari?	Magpakita sa mga bata ng isang I.D. o identification card. Pagpupuno sa mga impormasyon sa pinalaking modelo ng ID.	1. Ask: Have you seen a school of fish swimming in the river / aquarium / pond? 2. Show how the fish moves in the water.	Magkaroon ng paligsahan sa pagbasa at pagbaybay. Bibigkasin ko ang salita isulat ito sa pisara at basahin nang malakas. Ang maraming tamang sagot ang panalo	Ask how much baon each of your pupils have? Then let the class identify who has the biggest amount of baon. You may ask the pupils on what is the equivalent of it in different denominations	Linangin ang salitang <u>karapatan</u> .	Ask the following: 1.What are the two types of body movements? (locomotor and non-locomotor) 2. Read the terms/ words in the box. Are you familiar with these words? 3.What type of the body movement are they classified. 4. What is the relationship of the term STEP to slide , gallop and jump.
C. Presenting examples/ instances of the new lesson	Suriin ang mga larawan  	Pangkatang Gawain: Pagpupuno ng impormasyon gamit ang information sheet	1. Show pictures with words in mother tongue on the left side and the English equivalent word on the right.	Ipabasa at ipabaybay ang mga salitang nasa LM p 36	Place the following amount inside a box or jar. 2 – P 88 10¢ P 3.05 P 73.60 P 79.30 35¢ P 9.60 P 9.05 95¢	Basahin ang “Dapat Mong Malaman”.	Ask volunteers in front to demonstrate each dance step.

	 	Mag-uulat ang mga bata ng kanilang mga Gawain pagkatapos ng limang minuto	Example: Takot Scared (The teacher may also act “scared”) Lungkot Lonely / Sad Sea anemones (through picture) 2. Motive Question: What made Swimmy happy again? 3. Read aloud the story, “Swimmy.”		Wrapped them in a coupon bond. Call 10 pupils. Ask them to get one amount from the box/jar. Pair the pupils. Let them open it and count the value then compare. If they think they have a higher value they will stay on the right side and if lower on the left side.		 Group the class into 10 pupils. Ask them to have a partner.  Let them stand with the girls at the right side of the boys  Raise a flashcard showing the term and let them do it and hold the position while the teacher checks if the movement is correct and give recognition for the pupils who executed correctly. The pair maybe requested to show it in front.  Ask pupils to execute  Show also the other terms (gallop and jump step)
D. Discussing new concepts and practicing new skills #1	Sagutin ang sumusunod na tanong. Alin sa mga pares ng larawanang ngapapakita ng dapat gawin at hindi dapat gawin pagkagising sa umaga. Ito ba ay iyong ginagawa? Bakit? Magbigay pa ng mga dapat at hindi dapat na ginagawa ng isang bata pagkagising sa umaga.	Pagbibigay karagdagang kaalaman sa mga bata ukol sa tsart	a. Who are the characters in the story? b. What is Swimmy’s color? c. Where does he live? d. Who did he see one bad day? e. What other sea creatures did he see? f. What did he see under a rocky corner? g. Why were they hiding under the rock? h. What did they do together?	Itanong kung paano ang wastong pagbasa at pagbaybay ng mga salitang may klaster at may maramihang pantig.	Ask the class if the pupils went to the correct location. If they don’t, bring them to their proper position. A B. 1. P 88 P 88 2. 10¢ P 3.05 3. P 73.60 P 79.30 4. 35¢ P 9.60 5. P 9.05 95¢ Start comparing the value in each column. Example: (for number 1) Which is greater in column	Ano-ano ang ngalan ng tao sa napakinggang usapan. Ipangkat ang mga ito. Alin sa mga salita ang tumutukoy sa tiyak na ngalan? Ang hindi tiyak? Paano isinulat ang tiyak na ngalan? Ang hindi tiyak? Gamitin sa sariling pangungusap ang mga ngalan na mula sa usapan.	This time you will execute the 3 dance steps by adding the “STEP” movement and do it repeatedly in place with the music in 2 time signature. 4 Example: Leron Leron Sinta  Start by listening to the music  Do it with the counting

			i. How did the group of little sh and Swimmy drive away the big sh? j. If you were the little sh, will you do the same? Why or Why not?		A or in column B? How did you know it? (Do this with 2, 3, 4, and 5) Since the pupils have idea already which is greater, tell them to use their previous knowledge in comparing numbers using relation symbol in comparing the following values. A B. 1. P 88 ____ P 88 2. 10¢ ____ P 3.05 3. P 73.60 ____ P 79.30 4. 35¢ ____ P 9.60 5. P 9.05 ____ 95¢	Paano natin pahahalagahan ang mga karapatang tinatamasa?	🗨 Do it by mentioning the step while dancing
E. Discussing new concepts and practicing new skills #2	Sa inyong palagay, bakit dapat ugaliing maging maagap sa lahat ng oras?Pag-usap ito sa klase.	Pangkatang Gawain: Gawain ng bawat pangkat ang tsart sa LM p. 43	Ask the pupils if they had the same experience related to what the little sh had. Example: During their group work, what should they do so that they can make their work better? How can they make a project as a group?	Gamit ang mga salitang ibinigay ng bawat pangkat, ipabasa ito sa buong klase, pangkatan, dalawahan, at isahan na may tamang intonasyon o diin at pabaybay ng pantig.	Gawain 1- A. Maghanap ng limang kaklase. Alamin kung magkano ang kanilang baong pera. Isulat ito sa iyong papel sa simbolo o kaya naman ay sa salita. Isulat mo rin ang halaga ng iyong baon. Paghambingin ito gamit ang mga simbolo ng paghahambing. Ipakita sa iyong guro ang iyong ginawa para malaman kung ito ay tama	Maraming karapatang tinatamasa ang bawat kasapi ng pamilya. Dapat pahalagahan ang mga ito ng bawat isa. Nararapat magsikap ang mga magulang upang matugunan ang pangangailangan ng mga anak. Dapat namang isagawa ng mga anak ang kani-kanilang tungkulin sa mga magulang at sa bawat miyembro ng mag-anak	1. Teacher posts the figure in Manila paper on designated places 2. Divide the class into three groups. 3. Three leaders from each group previously trained by the teacher will be assigned in each station. 4. Each group will be given 5 minutes to prepare and perform the activity. Group 1 Sliders - figures 1, 2 and 3 Group 2 Gallopers - figures 2, 3 and 1 Group 3 Jumpers - figures 3, 1 and 2
F. Developing mastery (leads to Formative Assessment 3)	Gawin ang Gawain 2 na nasa LM pah. 32.	Pag-uulat ng mga bata sa ginawang pangkatang gawain.	Let the pupils describe the character in the story using a graphic organizer.	Magbigay pa ng karagdagang mga salita na mula sa talaan ng mga salita sa unang kita na	B. Gamitin ang <, >, at = upang paghambingin ang halaga ng pera sa ibaba	Gamitin nang wasto ang mga pangngalan sa pangungusap. 1. Maynila 4. bahay	

				naayon sa baitang. Ipabasa ito na may tamang intonasyon o diin at papantig na pagbaybay.	1. ₱15.05 __ ₱15.50 4. 85¢ __ 75¢ 2. ₱67.10 __ ₱76.10 5. 35¢ __ ₱0.35 3. ₱25.50 __ ₱25.25	2. nanay at tatay 5. inahin at tandang 3. paaralan	
G. Finding practical application of concepts and skills in daily living	Gawin ang isagawa natin na nasa modyul ng mga mag-aaral. LM pah. 31	Mahalaga ba ang impormasyong naitala mo sa iyong komunidad? Bakit?	Ask the pupils to draw Swimmy as they visualize him from the story heard using crayons and papers	Pangkatin ang mag-aaral sa apat. Bawat pangkat ay magbibigay ng sampung salitang may klaster at salitang may maramihang pantig. Basahin at baybayin nila ang mga ito nang wasto.	Basahin at sagutin ang kalagayan sa ibaba. Nagbukas si Aliyah at Shara ng kanilang piggy bank. Ang ipon ni Aliyah ay 97.75 samantalang ang kay Shara naman ay 97.50. Sino ay may pinakamaraming ipon? Paghambingin ang kanilang ipon gamit ang simbolo ng paghahambing	Gumawa ng pangungusap tungkol sa pinapakita ng larawan. 	Practice and master the figures by group.
H. Making generalizations and abstractions about the lesson	Ang pagpasok sa tamang oras ay isa sa mga tuntunin at pamantayang itinakda sa paaralan. Mahalagaang mga ito para sa ikabubuti natin Ang pagtupad nito ay tanda o pagpapakita ng pakikiisa.	Anong impormasyon ang nakalap mo sa ating komunidad?	Character refers to the people in the story who carry out the actions. Characters can be real or make believe. They can also be animals or things.	Paano ang wastong paraan ng pagbasa ng mga salita? ng pagbaybay na pabigkas Binabasa ang mga salita ayon sa pabaybay na pantig nito. Ginagamit ang tamang diin sa bawat pantig upang maibigay ang wastong kahulugan ng bawat salita.	To compare values of different denominations of coins and paper bills we use the relation symbols =, >, and <. We use equal sign if the two value we compare are equal. We use greater than if the value of the first money is bigger than the second value. We use less than if the value of the first money is smaller than the second value.	Upang matiyak na wasto ang gamit ng pangngalan sa pangungusap, kailangan ang kaalaman sa mga pangngalang pambalana at pantangi, nagagamit ang angkop na pananda at nauuri ayon sa kasarian	Slide, gallop and jump are locomotor movements which are also steps in our Folk Dances and rhythmic routines. Below are patterns of each movement with the counting and how it is executed.
I. Evaluating learning	Lagyan ng tsek ang larawan na nagpapakita ng paghahanda para sa pagpasok sa tamang oras. 	Ibigay ang mga batayang impormasyon tungkol sa ating komunidad.	Measure My Learning Using the Character Map, draw the character in the story. Character Map Name of Character _____ How the character looks Where the character lives	Ipabasa ang mga pangungusap ng pangkatang, magkapares at isahan	Copy the following then compare them using relation symbols. Write your answer on your paper. 1. P 32.35 __ P 32.95 2. P 8.05 __ P 8.50 3. P 78.90 __ P 59.85 4. P 0.50 __ 50¢ 5. 95¢ __ P 9 6. P 0.75 __ P 71.00 7. 75¢ __ 55¢	Ayusin ang mga salita upang mabuo ang wastong diwa ng pangungusap. 1. doktor magaling si na ginoong Reyes ay 2. magbantay maaasahang si Tagpi 3. aking bag Essos ang tatak ng	Perform Figures 1, 2 and 3 by group. Check (✓) the appropriate column using the rubrics below. 3 - Almost all the members of the group showed mastery of the step

					8. 80¢ ____ 80¢ 9. P 67.33 ____ 100 ¢ 10. P 84.05 ____ P 83.8	4. Lungsod Quezon maunlad lugar na ang 5. Pasko Pilipinas Masaya ang sa	pattern, counting and timing. 2 - More than half of the members of the group showed mastery of the step pattern, counting and timing. 1 - More than half of the group did not show mastery of the step pattern, counting and timing
J. Additional activities for application or remediation	Sagutin: Bakit kailangan mong pumasok sa paaralan sa tamang oras?	Pag-aralan ang lahat ng nakalap na impormasyon sa ating komunidad.	Have the pupils ask their parents or other family members to tell them a story about a fish or other sea creatures		Kopyahin ang pares ng halaga ng pera sa ibaba. Paghambingin ito gamit ang simbolong =, >, at <. Gawin ito sa iyong papel. 1. P140 ____ P140 4. P1400 ____ P1400 2. P1400 ____ P1400 5. 80¢ ____ 80¢ 3. 45¢ ____ P100	Ipakita sa mga bata kung paano isulat ang N,M,H at K. (Isa-isang letra muna) Bilangan habang ginagawa ito upang mas masundan ng mga bata. Ipasulat ito sa hangin/ sa palad/sa likod ng kaklase. Ipabakat ito sa pisara. Pasulatin nito ang mga bata sa sulatang papel. Gawin muli ang mga hakbang gamit naman ang ibang letra	Prepare 3 yards of ribbon with 3 inches width, and a stick to be used, hoop and a medium size of ball for the next activity
IV. REMARKS							
V. REFLECTION							
A..No. of learners who earned 80% in the evaluation							
B.No. of learners who require additional 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?	Stratehiyang dapat gamitin: ___Koaborasyon ___Pangkatang Gawain ___ANA / KWL ___Fishbone Planner ___Sanhi at Bunga ___Paint Me A Picture ___Event Map ___Decision Chart ___Data Retrieval Chart ___I –Search ___Discussion	Stratehiyang dapat gamitin: ___Koaborasyon ___Pangkatang Gawain ___ANA / KWL ___Fishbone Planner ___Sanhi at Bunga ___Paint Me A Picture ___Event Map ___Decision Chart ___Data Retrieval Chart ___I –Search ___Discussion	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	Stratehiyang dapat gamitin: ___Koaborasyon ___Pangkatang Gawain ___ANA / KWL ___Fishbone Planner ___Sanhi at Bunga ___Paint Me A Picture ___Event Map ___Decision Chart ___Data Retrieval Chart ___I –Search ___Discussion	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	Stratehiyang dapat gamitin: ___Koaborasyon ___Pangkatang Gawain ___ANA / KWL ___Fishbone Planner ___Sanhi at Bunga ___Paint Me A Picture ___Event Map ___Decision Chart ___Data Retrieval Chart ___I –Search ___Discussion	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn

							___ Group member's Cooperation in doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	Mga Suliraning aking naranasan: ___ 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	Mga Suliraning aking naranasan: ___ 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	Mga Suliraning aking naranasan: ___ 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	Mga Suliraning aking naranasan: ___ 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
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	___ 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 composition