GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 28 - DECEMBER 2, 2022 (WEEK 4)	Quarter:	2ND QUARTER)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates… ● Demonstrate understanding of text types to listen for different purposes from a variety of texts. ● Demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development. ● Demonstrates command of convention of Standard English Grammar and usage when writing or speaking ● Demonstrates understanding that words composed of different parts to know that their meaning changes depending in context. ● Expresses idea effectively in formal and informal compositions to fulfil their own purpose of writing.				
B. Performance Standards	The learner… ● Analyzes text types of effectively understood information/messages ● Uses literal information from texts to aptly infer and predict outcomes ● Uses the correct function of adverbs in general and their functions in various discourse (oral and written). ● Uses strategies to decode correctly the meaning of words in isolation and in context. ● Rewrite/ revise texts using appropriate typed for a variety of audiences and purpose.				
Learning Competencies	**EN6LC-IId-2.2** **EN6A-IId-17** Identify relevant information form text heard Note down relevant information from text heard Show tactfulness when communicating with others	Note significant details of informational text. **(ENGRC-IId-5.5)** Perform the assigned task. Show tactfulness when communicating with others. **(ENGA-IId-17)**	1.Compose clear and coherent sentences using appropriate grammatical structures. –Adverb of frequency 2.Identify adverb of frequency in the sentence. 3.Show tactfulness in communicating with others	Infer meaning of borrowed words and content specific terms using context clues, affixes and roots. (ENG V II d 12.3.3, ENG V II d 12.4.1.3, ENG II d 12.4.2.3) Cut a news from a magazine or newspaper that contains prefixes. Observe politeness at all times. (ENG A II d-1.6)	1. Identity the difference between comparison and contrast. 2. Write a 4 paragraph composition showing comparison and contrast 3. Show openness to criticism (Eng A – IId-18)
II. CONTENT	Note down relevant information from the text heard	Noting Significant Details of Informational Text	Composing clear and coherent sentences using appropriate grammatical structures: - Adverb of frequency	Infer meaning and borrowed words and content specific terms using context clues affixes and roots.	Writing 4 Paragraph Composition Showing Comparison and Contrast Selection:" Life Now and Life After 5 Years"
III. LEARNING RESOURCES					
A. References	K to 12 Curriculum Guide English 6	Across Borders Through Language by Pacita M. Gahol, pp.128-129	B. References Learning English the Easy Way pages 36-37	Reading for Meaning 6 pp. 3-5 Interactive English pp. 6-7	K to 12 Curriculum Guide, Eng WC – II d – 2.2.6

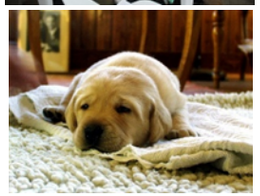
	Learning English The Easy Way 6,p.p. 189-209 Lesson Guide in Elementary English 6, p.p. 152-154	Into the Future Science and Health 6 by Juanita M. Cruz, Danilo S. Gutierrez, Victoria S. Ziganay, Helen E. Caintic, pp.94 https://www.google.com.ph/search?q=air+pollution&source retrieved May 9, 2017	http://englishprofs.pbworks.com/w/page/50757222/Adverbs%20of%20frequency%20-%20reading%20comprehension		New Horizon in Learning English, 1999 pp. 201-202 English Arts I, 2000 pp. 261-262
B. Materials	meta cards, pictures, chart	Pictures, Charts, Strips	Over-head projector, computer, strips of cartolina, pictures	flashcards, cartolina strips, dictionary	Computerized Model Paragraph, power point slide, pictures, strips of cartolina
IV. PROCEDURES					
A. Review/Presenting New Lesson	A. Pre-Reading Activities 1. Motivation Present a picture of a clear blue ocean. What can you say about the picture? What sea creatures live in the ocean? 2. Motive Question What happened to Roberto? 3. Unlocking of difficulties Let's play! (Amazing Race) Let the pupils arrange the jumbled letters after the teacher give its meaning. 1.Not able to think normally u t p i s d (stupid) 2.Having or showing wisdom e s t i w s (wisest) 3.Giving a deceptive impression c k t r i y (tricky) 4.Fast in moving or reacting u q i c k y (quickly) 5.To jump over e a l p d e (leaped)	A.1. Motivation The teacher will show pictures about air pollution. What can you say about the pictures? Let the pupils share their answer with the class. 2. Unlocking of Difficulties Identify the meaning of the underlined words. Choose the letter of the correct answer. ____ 1. Air pollution has crept into every aspect of our lives and has grown at alarming effect. ____ 2. We don't have to look far to find the culprit. ____ 3. At home, the garbage we disposed improperly emits a foul smell and contributes a fair share of pollutants. ____ 4. Unless we are vigilant about our environment we will soon find ourselves suffocating. ____ 5. One way is to put our garbage in covered trash receptacles. a. has spread or grown over b. one guilty of fault c. ejects d. watchful	*A. Preparatory Activities* *1. Motivation* *Group Activity – Thee Groups* *Arrange the following letters to form a word. Paste it in a strip of catolina.* *2. Unlocking of Difficulties* *Group Activity-Three Groups* *Draw a line to connect column A with Column B.* *A* *B* *1. ski* *once in a while* *2. stable* *once or twice* *3. rarely* *stick of wood* *4. occasionally* *regularly* *5. usually* *balance*	A. Motivation : Guess the key words based on the meanings given using configuration clues. 1. A group of letters added to the beginning of a word. It affects the meaning of the root to which it is attached. (prefix) 2. Is the part of a word to which affixes are added either at the beginning or end. (root word) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	A. Before the Lesson 1. Unlocking of the Difficulties. Showing pictures and example of the following let the pupils identify them a. Comparison- an act of comparing two or m0re objects to find the likeness and differences between them. b. Contrast- to compare two people or things how they are different c. Responsibility- duty or task that you are required or expected to do. d. Goals- something that you are trying to do to achieve. e. Supported- to agree or approved of f. Accomplished- way successful, having done or archived 2. Motivation: Show pictures of a community in a barrio and in the city. Let the pupils compare its likeness and differences 3. Motive Question:

		e. containers			How do you compare your life 5 years ago and your life now?
B. Presenting of the new lesson	B.During Reading Group 1- Better Reader 1.Select a reader then read the text orally. 2.Answer the questions about the selection. Group 2- Emergent Reader 1.Oral Reading with the teacher. 2.Teacher will pause after each paragraph and ask question. THE MERMAID Roberto and his father lived in a fishing village near the Agno River. They were industrious fishermen. One day as they were fishing, Roberto's father could not pull the net. "There's someone holding our net," said his father. Roberto dived into the sea. He went down into the deep sea ocean, he reached the cave. He entered the cave. There were gold, diamonds, pearls and other precious stones hanging on the walls of the cave. He was great surprised when he saw a beautiful lady sitting in one corner of the cave. "I am Lita, the mermaid," she said. "A witch changed me into a mermaid to guard these beautiful treasures. I give you a good	B. Input Phase 1. Reading of the Selection Air pollution has crept into every aspect of our lives and has grown at alarming rate. We don't have to look far to find the culprits. At home the garbage we improperly dispose emits a foul smell and contributes a fair share of pollutants. On our streets, thousands of smoke belching vehicles continuously discharge a long percentage of air pollutants. Around urban areas and in the countryside, factories, power plants and manufacturing plants emit large columns of dark smoke containing elements that poison the air. Unless we are vigilant about our environment, we will soon find ourselves suffocating for lack of clean, fresh air. What can we do as individuals to protect ourselves? One way is to put our garbage in covered trash receptacles. Another is to minimize our waste. Still, another is to plant trees for sure supply of oxygen. Trees take in carbon dioxide that poisons us. They give off oxygen that we need for breathing. With a little help from us we can save ourselves. Questions: 1. What is air pollution? 2. What are the causes of air pollution? 3. How does air pollution affects us?	1. Motive question: What are the hobbies and interest of Mary? The teacher will read aloud the selection. Mary has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski, but she occasionally goes on Saturdays during the winter. Mary often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horseback riding on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining outside. She isn't often alone because she has a lot of friends. She occasionally does something alone, but she usually does her activities with one of her friends. She's a happy woman! 1. Let the pupils read the selection aloud, by group. 2. Comprehension Check-Up a. Who has lot of hobbies and interests?	B. Input Phase - Show some words written in a flash cards - Read the words being flashed premature reread bicycle tricycle post-natal misread pre-school rewrite bivalve trimester post- war misspell - Give the main word / root word of the given word being flashed - What are the syllables added to the main word ? - What do you call this affix ? - Let's find the meaning of the following prefixes pre- before re- again bi- two tri – three post- after - If you added a syllable to a main word what do we formed ? - Let the children bring-out their dictionary and find-out the meaning of the rootword given and the word with prefixes. Ex. read – reading a printed material re+ read= read it again 1. bivalve 2. misspell 3. premature 4. tricycle 5. bilingual	Presentation After comparing life in the barrio with life in the city, let the pupils read the selection. It is entitled "Life Now and Life 5 Years Ago". The pupils read the model composition.

	catch everyday but this morning I held your net." Roberto was attracted by the beauty of Lita in spite of her being a mermaid. "Will you go with me? Roberto told her.	4. How can you help in prevention of air pollution?	b. What are the hobbies and interests of Mary? c. What is the reason why Mary seldom watches TV? d. What does Mary usually do if it's raining outside? e. What kind of woman is Mary?		
C. Developing mastery	Suggested questions: After the first paragraph: Ask: What is the means of living of Roberto and his father? How do the people describe Roberto and his father? After the second paragraph: Ask: Describe what happened in the net when they pulled it out. After the third paragraph: Ask: Where did Roberto dive? What did Roberto see in the cave? After the fourth paragraph: Ask: Why Lita became a mermaid? After the fifth paragraph: Ask: What do you think will happen after asking Lita to marry him?	Questions: 1. What is air pollution? 2. What are the causes of air pollution? 3. How does air pollution affects us? 4. How can you help in prevention of air pollution?	1. Motive question: What are the hobbies and interest of Mary? The teacher will read aloud the selection. Mary has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski, but she occasionally goes on Saturdays during the winter. Mary often rides a horse at a stable near her home. She sometimes goes after work, but she usually goes horseback riding on Sundays. She loves music. She always goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining outside. She isn't often alone because she has a lot of friends. She occasionally does something alone, but she usually does her activities with one of her friends. She's a happy woman!	Divide the class into three groups. Group I – Make a new word with a prefix that will complete the sentence. Use the clue given at the end of the sentence. Write your answer on the blank before the number. Carlos_____ some words while reciting a poem before the class. (pronounces the word wrongly) The pupils were asked to _____ their assignment. (to copy again) The patient was _____by the medical intern. (to examine before treatment) I left my bag in the _____. (a vehicle with three wheels) The teacher told her pupils to _____ the paragraph. (write it again) Group II. Make a new words by adding prefixes to the given root or base word. Give also the meaning. load Words with Prefixes Meaning	Analysis and Discussion Compression Check-Up: Answering of Motive Questions 1. How do you compare your life 5 years ago and your life now? 2. What is the selection about? 3. How many paragraphs does a selection have? 4. What is expressed in the first paragraph? , Second paragraph? Then in the third paragraph? 5. If you were to choose, which do you want to live all your life now? , in the city or in the barrio? Why / Why not? 3. Engagement Activities A. Round Robin- compare then write the similarities and differences of the following and why? 1- TV network (GMA and ABS CBN) 2- Games/ Sports (Basketball/ Softball)

			1. Let the pupils read the selection aloud, by group. 2. Comprehension Check-Up a. Who has lot of hobbies and interests? b. What are the hobbies and interests of Mary? c. What is the reason why Mary seldom watches TV? d. What does Mary usually do if it's raining outside? e. What kind of woman is Mary?	1. 2. cycle 1. 2. Group III Cut a news from a magazine or newspaper and paste it on the box below. Look for at least five (5) words with prefixes. Write those words and give their meaning. Words with Prefixes Meaning 1. 2. 3. 4. 5.	3- Politicians (Duterte, Aquino) After presenting the activity, how do you relate the words Comparison and Contrast to Similarities and Differences. Further explain the words Comparison and Contrast.
D. Finding practical application of concepts and skills in daily living	**Application** Group the class into four. Give each group a specific task to do using clear instructions. Set standards for pupils to follow so that the group task will be done efficiently within the given time. Group 1	C. Working Phase Each Group will work on the assigned activity. Remind everyone to be tactful. (10 minutes) ☔ How to prevent air pollution? Group 1: Express your answers through a poem. Group 2: Illustrate the solution through a poster.	C. Guided Practice – Group Activity Group 1 – Use the following adverb of frequency in the sentence. a. occasionally b. usually c. always d. seldom e. often Group 2 – Read the dialogue	Divide the class into three groups. Be creative and use the meaning of prefix with the following activities. Group I - Pantomime (The sound of Silence) Group II –Rock n Roll (Popular Song) Group III- OPM (Do it with a heart) F. Evaluation :	Write a 4 paragraph composition about the following topics. Group I- My Favourite Sports Group II- My Learning Bike Group III- Playing Ball D. Independent Practice: Read the selection "My Two

	Dramatize the part of the story when Roberto dived into the sea, met Lita the mermaid and persuade her to marry him. One will act as Roberto, the other one will be Lita and the rest of the members will do the props. One will be the narrator. Present the story to the class. Group 2 Think of a song you know about the love story of a man in love with a mermaid. Practice singing the song. Be ready to sing it to the class. Group 3 Draw a comic strip when Roberto met Lita and live happily ever after. You may write dialogue in your drawing. Be ready to show it to the class Group 4 Rap these lines from the story. Present it to the class. Roberto, Lita the mermaid (yes, yes, yo!) In love with her, in love with her (yo!) Mesmerize with her beauty, beauty. (yes, yes, yo!) What a wonderful love story (yo!)	Group 3: Share your ideas through a song. Group 4: Show your thoughts by presenting a role play. D. Application Let the pupils present their group work. 1. Who among the group have finished on time? 2. What new ideas have you learned from each group presentation?	and underline the adverb of frequency. Show politeness in talking with others. Ellen is in Manila for the first time. On Independence Day, her cousins Carlos and Nita take her to watch the parade at Luneta. Carlos: How do you like the parade? Ellen: Oh, this is wonderful. Carlos: Don't you celebrate this day on your town? Ellen: We do. We celebrate it every year. But we don't always have parades of the PMA cadets. Group 3 – Encircle the adverb of frequency in the following sentences. 1. I always update the calendar at the beginning of the month. 2. Patricia often takes notes during the Skype sessions. 3. India almost always loses test matches. 4. Occasionally I see other programs on TV. 5. I often watch cricket matches on TV.	Encircle the word with prefix in each sentence. Select the meaning from the group of words inside the box and write the meaning in the blank provided. twice a month wrong pronunciation after conference early after graduation _____1. The student mispronounced the word during the test. _____2. She finished her post graduate course at the University of the Philippines. _____3. Mother is paying bimonthly for the rental of the apartment. _____4. A post conference was conducted after the demonstration teaching. _____5.It is premature to announce the winners of the contest.	Homes". Each group will do the following. Group I- Rewrite the paragraph showing the three major parts of composition an Introduction, body and conclusion. Group II- Interpret the selection through drawings, write a paragraph about it. Group III- Compose a song about two homes showing Comparison and Contrast Group IV- Do a Role Playing
E. Making generalizations		Generalization When you read a selection, look for important and specific details. These details give a complete	D. Generalization What is adverb of frequency? Give an example and use it in a sentence.	Prefix is a syllable added at the beginning of a main word or root word to form a new word and a new meaning	What helps you in writing a paragraph composition using different objects or things? 1. Comparison- an act of comparing two or more

		picture of the story/ informational text.			objects to find the likeness and differences between them. 2. Contrast- to compare two people or things how they are different These are three major parts of a good composition an Introduction, Body and conclusion.
F. Evaluation	Listen carefully as I read the story then answer the questions that follow. A Trip for Mike and Spike By Robert Charles Mike and Spike were bright mice. They were always side by side. One day, Mike asked Spike if he would like to take a trip. Mike said they could go to nice sites. They could also dine in fine places. We have to find time to make money for our trip, said Spike. So Mike and Spike got a job. They picked ripe limes. They picked ripe limes. They picked from nine in the morning until five in the afternoon. They also helped make a fine lime drink. They sliced a pile of limes. They got a nice price for their work. Mike and Spike bought a bike for their trip. They biked miles and miles to visit different places. They dined on fine rice and fine dishes. Life was nice for the mice. They liked the fire they had.	Identify the significant details from the informational text read. Choose your answers below. 1. What has crept into every aspect of our lives and has grown at alarming rate? 2. What emits a foul smell and contributes a fair share of pollutants? 3. What would be the effect of air pollution? 4. Where should we put our garbage? 5. How could we have a sure supply of oxygen? • Plant trees • Lack of clean air • Air pollution • Covered trash receptacles • Garbage	Write a sentence out of the following pictures using the adverb of frequency.     	Encircle the word with prefix in each sentence. Select the meaning from the group of words inside the box and write the meaning in the blank provided. twice a month wrong pronunciation after conference early after graduation _____1. The student mispronounced the word during the test. _____2. She finished her post graduate course at the University of the Philippines. _____3. Mother is paying bimonthly for the rental of the apartment. _____4. A post conference was conducted after the demonstration teaching. _____5.It is premature to announce the winners of the contest	Write a 4 paragraph composition showing Comparison and Contrast, about these gadgets “Cell phone and Telephone”, using the guided questions: 1. What are the differences and similarities of the two gadgets? 2. Which do you think have more applications and very accessible to use? 3. What are the advantages and disadvantages using them as a means of communication? 4. What do they have in common?

	1.Who are the bright mice? a.Nike and Mike b. Mike and Spike c. Mike and Spark d. Cat and Rat 2.What animal are they? a.Dog b. mouse c. cat d. turtle 3.How does the mice being described? a.cute and kind c. happy go lucky and charming b.bright and hardworking d. friendly and graceful 4.What do they did before going a trip? a.Got a job and work hard c. Spend the money they have b.Rest all day d. Lead money from their parents 5.What kind of trip do they have? a.They have a relaxing trip c. They have a nice trip. b.They have a playful trip. d. They have a long trip.				
G. Assignments	Read a selection that you like best then be ready to share it in front of class.	F. Assignment Note at least 3 significant details from the informational texts. People generate waste as they perform their daily task. With higher population the more waste is produced.	Choose the correct word inside the box to complete the sentences. hourly annually often seldom daily	Write 2 words that made use of each prefix Prefix Word re 1. 2.	Write a composition showing comparison and contrast of the topic of your interest.

		The waste comes in various forms. They maybe waste produced from packaging materials, vegetable peelings, sewage among many others. People keep on producing wastes. Waste pile up and come in contact with air and water. As this happens, water and air become polluted. You can help the environment clean by recycling wastes. Household wastes can be grouped or segregated into biodegradable and non biodegradable.	1. The incubator turns each egg _____. 2. We take a vacation at least once_____. 3. He is _____ late for work. 4. We _____ see John. 5. My dentist told me I should floss twice _____.	pre 1. 2. post 1. 2.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners earned 80% in 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.	___ 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
C. Did the remedial lessons work? No. of learners who have caught up with 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	___Yes ___No ____ of Learners who caught up the lesson
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?	**Strategies used that work well:** ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories	**Strategies used that work well:** ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories	**Strategies used that work well:** ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories	**Strategies used that work well:** ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories	**Strategies used that work well:** ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories

	___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method **Why?** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method **Why?** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method **Why?** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method **Why?** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method **Why?** ___ 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?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	**Planned Innovations:** __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Flashcards	**Planned Innovations:** __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Flashcards	**Planned Innovations:** __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Flashcards	**Planned Innovations:** __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Flashcards	**Planned Innovations:** __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Flashcards