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|  <b>KINDERGARTEN<br/>DAILY LESSON LOG</b> | <b>SCHOOL:</b>        | DepEdClub.com                                                                                                                               | <b>TEACHING DATES:</b> |        |
|                                                                                                                           | <b>TEACHER:</b>       |                                                                                                                                             | <b>WEEK NO.</b>        | 2      |
|                                                                                                                           | <b>CONTENT FOCUS:</b> | Ako ay may pangangailangan. Ang mga ito ay pagkain, kasuotan, at tirahan. Ang pamilya ko ang nagbibigay tugon sa aking mga pangangailangan. | <b>QUARTER:</b>        | SECOND |

| BLOCKS OF TIME        | Indicate the following:<br>Learning Area (LA)<br>Content Standards (CS)<br>Performance Standards (PS)<br>Learning Competency Code (LCC) | MONDAY                                                                                                                | TUESDAY                                                                                                                                     | WEDNESDAY                                                                                                                                                 | THURSDAY                                                                                                                                                                    | FRIDAY                                                                                                                                   |
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| <b>ARRIVAL TIME</b>   | LA: LL<br>(Language, Literacy and Communication)                                                                                        | Daily Routine:<br>National Anthem<br>Opening Prayer<br>Exercise<br><i>Kamustahan</i><br>Attendance<br><i>Balitaan</i> | Daily Routine:<br>National Anthem<br>Opening Prayer<br>Exercise<br><i>Kamustahan</i><br>Attendance<br><i>Balitaan</i>                       | Daily Routine:<br>National Anthem<br>Opening Prayer<br>Exercise<br><i>Kamustahan</i><br>Attendance<br><i>Balitaan</i>                                     | Daily Routine:<br>National Anthem<br>Opening Prayer<br>Exercise<br><i>Kamustahan</i><br>Attendance<br><i>Balitaan</i>                                                       | Daily Routine:<br>National Anthem<br>Opening Prayer<br>Exercise<br><i>Kamustahan</i><br>Attendance<br><i>Balitaan</i>                    |
|                       | CS: <i>The child demonstrates an understanding of:</i>                                                                                  |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |
|                       | <ul style="list-style-type: none"> <li>increasing his/her conversation skills</li> <li>paggalang</li> </ul>                             |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |
|                       | PS: <i>The child shall be able to:</i>                                                                                                  |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |
|                       | <ul style="list-style-type: none"> <li>confidently speaks and expresses his/her feelings and ideas in words that makes sense</li> </ul> |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |
|                       | LCC: LLKVPD-Ia-13<br>KAKPS-00-14<br>KAKPS-00-15                                                                                         |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |
| <b>MEETING TIME 1</b> | LA: SE (PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL )<br>PPam (Pakikisalamuha sa Iba Bilang Kasapi ng Pamilya)                           | Mensahe: Mayroon akong pangangailangan. Ang mga pangunahing pangangailangan ko ay pagkain, damit at tirahan.          | Mensahe: Ang aking pamilya ang nagbibigay o tumutugon sa aking mga pangangailangan.<br><br>Ang ibang kasapi ng mag-anak ay naghahanap-buhay | Mensahe: Ang ibang kasapi ng pamilya ang tumutugon sa aking mga pangangailangan sa tahanan.<br>Tanong: Ano ang mga iba't ibang bagay na ginagawa ng bawat | Mensahe: Kailangan ko ng pagkain. Minsan ang pagkain ay ating itinatanim. Minsan binibili natin ang ating pagkain sa iba't-ibang lugartulad ng palengke o tindahan. Tanong: | Mensahe: Ang ibang pagkain ay galing sa mga halaman at ang iba naman ay galing sa mga hayop. Tanong: Ano ang mga pagkain nanggagaling sa |
|                       | CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i>                                                                                     |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |
|                       | <ul style="list-style-type: none"> <li>konsepto ng pamilya bilang kasapi nito</li> </ul>                                                |                                                                                                                       |                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                                             |                                                                                                                                          |

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|                      | <ul style="list-style-type: none"> <li>• pangunahing pangangailangan ng isang pamilya</li> <li>• mga bagay na ginagawa ng mga kasapi ng pamilya upang matugunan ang mga pangangailangan sa loob ng tahanan</li> <li>• lugar kung saan tayo bumibili ng ating mga pangunahing pangangailangan</li> <li>• pinagmumulan ng ating mga pagkain.</li> <li>• mga pagkaing nanggagaling sa mga halaman at mga pagkaing nagmumula sa mga hayop.</li> </ul> | Tanong: Bakit natin kailangan ang mga ganitong bagay? Paano ito makakatulong sa pang-araw-araw na pamumuhay?                                                                                         | upang matugunan ang mga pangangailangan ng pamilya.<br>Tanong: Ano ang mga ginagawa ng iyong mga magulang para maibigay ang iyong mga pangangailangan?                                                              | miyembro ng pamilya upang matugunan ang pangangailangan mo sa tahanan?                                                                                                                | Saan tayo nakakabili/nakakakuha ng ating pagkain? Saang mga lugar sa komunidad nagtitinda ng pagkain? Sino sa inyo ang nagpapatubo ng mga gulay o prutas sa inyong bakuran?                                       | halaman? Ano ang mga pagkaing galing sa hayop                                                                                                                                                                                 |
|                      | PS: <i>Ang bata ay nagpapamalas ng:</i> <ul style="list-style-type: none"> <li>• pagmamalaki at kasiyahan makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya</li> </ul>                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      |                                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                                               |
|                      | LCC:<br>KMKPPam-00-6<br>KMKPPam-00-7                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      |                                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                                               |
| <b>WORK PERIOD 1</b> | <b>LA: SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal)<br/>KA (Kagandahang-Asal KP (Kalusugang pisikal at pagpapaunlad ng kakayahang motor)<br/>LL (Language, Literacy and Communication )</b>                                                                                                                                                                                                                                                    | Pamamatnubay ng Guro:<br>Letter: Ff <ul style="list-style-type: none"> <li>• Letter Collage: Ff LLKAK-Ih-3</li> <li>KPKFM-00-1.3</li> <li>SKMP-00-7</li> </ul> Malayang Paggawa: (Mungkahing Gawain) | Pamamatnubay ng Guro: <ul style="list-style-type: none"> <li>• Pagsulat ng titik Ff</li> <li>• Ff Words Poster KPKFM-00-1.4</li> <li>LLKV-00-5</li> <li>LLKAK-Ih-3</li> </ul> Malayang Paggawa: (Mungkahing Gawain) | Pamamatnubay ng Guro: <ul style="list-style-type: none"> <li>Poster: Ang aking pamilya ay tumutugon sa aking pangangailangan sa tahanan.</li> </ul> KMKPPam-00-7<br>Malayang Paggawa: | Pamamatnubay ng Guro: <ul style="list-style-type: none"> <li>Target Letter: Tt</li> <li>• Letter Collage: Tt LLKAK-Ih-3</li> <li>KPKFM-00-1.3</li> <li>SKMP-00-7</li> </ul> Malayang Paggawa: (Mungkahing Gawain) | Pamamatnubay ng Guro: <ul style="list-style-type: none"> <li>• Pagsulat ng titik Tt</li> <li>• Tt Words Poster</li> <li>• Letter Poster: Ano ang nagsisimula sa titik Tt?</li> <li>KPKFM-00-1.4</li> <li>LLKV-00-5</li> </ul> |

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| <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p> <ul style="list-style-type: none"> <li>• Sariling ugali at damdamin</li> <li>• sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag</li> <li>• pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan.</li> <li>• letter representation of sounds- that letters as symbols have names and distinct sounds</li> <li>• information received by listening to stories and be able to relate within the context of their own experience</li> </ul> <p>PS: <i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> <li>- kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain</li> <li>- kakayahang gamitin ang kamay at daliri</li> <li>- kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta</li> <li>• identify the letter</li> </ul> | <p>1.Me Mobile: I have needs.<br/>KMKPPam-00-7</p> <p>2.Letter Making Ff<br/>SKMP-00-3<br/>LLKVPD-00-6</p> <p>3.Spot the Letter Ff<br/>LLKVPD-00-6</p> <p>4.Letter for the Day:<br/>Anong mga bagay ang nagsisimula sa letrang Ff?<br/>LLKV-00-5<br/>LLKAK-Ih-3</p> <p>5.Sand Paper Letter: Ff<br/>LLKVPD-00-6<br/>KPKFM-001.4</p> | <p>1.Poster: Ang miyembro ng aming pamilya ay nagtatrabaho upang kumita sa maraming paraan<br/>LLKV-00-6<br/>KMKPPam-00-7</p> <p>2.Letter Making Ff<br/>SKMP-00-3<br/>LLKVPD-00-6</p> <p>3.Spot the Letter Ff<br/>LLKVPD-00-6<br/>LLKAK-Ih-3</p> <p>4.Letter for the Day:<br/>Ano ang nagsisimula sa letrang Ff?<br/>LLKV-00-5<br/>LLKAK-Ih-3</p> <p>5.Sand Paper Letter: Ff<br/>LLKVPD-00-6<br/>KPKFM-001.4</p> | <p>(Mungkahing Gawain)<br/>1.Poster: Ang miyembro ng aming pamilya ay nagtatrabaho upang kumita sa maraming paraan<br/>LLKV-00-6<br/>KMKPPam-00-7</p> <p>2.Letter Making Ff<br/>SKMP-00-3<br/>LLKVPD-00-6</p> <p>3.Spot the Letter Ff<br/>LLKVPD-00-6<br/>LLKAK-Ih-3</p> <p>4.Letter for the Day:<br/>Ano ang nagsisimula sa letrang Ff?<br/>LLKV-00-5<br/>LLKAK-Ih-3</p> <p>5.Sand Paper Letter: Tt<br/>LLKVPD-00-6<br/>KPKFM-001.4</p> | <p>1.Poster: Ang miyembro ng aming pamilya ay nagtatrabaho upang kumita sa maraming paraan<br/>LLKV-00-6<br/>KMKPPam-00-7</p> <p>2.Letter Making Ff<br/>SKMP-00-3<br/>LLKVPD-00-6</p> <p>3.Spot the Letter Ff<br/>LLKVPD-00-6<br/>LLKAK-Ih-3</p> <p>4.Letter for the Day:<br/>Ano ang nagsisimula sa letrang Ff?<br/>LLKV-00-5<br/>LLKAK-Ih-3</p> <p>5.Sand Paper Letter: Tt<br/>LLKVPD-00-6<br/>KPKFM-001.4</p> | <p>1.Poster: Ang miyembro ng aming pamilya ay nagtatrabaho upang kumita sa maraming paraan<br/>LLKV-00-6<br/>KMKPPam-00-7</p> <p>2.Letter Making Ff<br/>SKMP-00-3<br/>LLKVPD-00-6</p> <p>3.Spot the Letter Ff<br/>LLKVPD-00-6<br/>LLKAK-Ih-3</p> <p>4.Letter for the Day:<br/>Ano ang nagsisimula sa letrang Ff?<br/>LLKV-00-5<br/>LLKAK-Ih-3</p> <p>5.Sand Paper Letter: Tt<br/>LLKVPD-00-6<br/>KPKFM-001.4</p> | <p>LLKAK-Ih-3</p> <p>Malayang Paggawa: (Mungkahing Gawain)<br/>1.Poster: Ang miyembro ng aming pamilya ay nagtatrabaho upang kumita sa maraming paraan<br/>LLKV-00-6<br/>KMKPPam-00-7</p> <p>2.Letter Making Tt</p> <p>3.Spot the Letter Tt</p> <p>4.Letter for the Day:<br/>Ano ang nagsisimula sa letrang Tt?</p> <p>5.Sand Paper Letter: Ff, Tt</p> |
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|                           | <p>names and sounds</p> <ul style="list-style-type: none"> <li>listen attentively and respond/interact with peers and teacher/ adult appropriately</li> </ul> <p>LCC: KAKPS-00-19<br/>MKSC-00-5<br/>KPKFM-00-1.5</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                             |                                                                                                                    |
| <b>MEETING TIME 2</b>     | <p><b>LA: SE (Pagpapaunlad sa Kakayahang Sosyo-Emosyunal) LCC (Language, Literacy and Communication)</b></p> <p>CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i></p> <ul style="list-style-type: none"> <li>sariling ugali at damdamin</li> <li>tunog ng mga letra at ang kaugnayan nito sa mga tao at bagay sa kanyang paligid</li> <li>mga ngalan ng iba't ibang uri ng prutas at gulay</li> </ul> <p>PS: <i>Ang bata ay nagpapamalas ng:</i></p> <ul style="list-style-type: none"> <li>kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain</li> <li>identify/pick out the distinct sounds in words, match sounds with letters, and hear specific letter</li> </ul> <p>LCC:<br/>SEKPSE-If-2<br/>LLKOL-Ia-2</p> | Gawain: Show and Tell: Me Mobile | Sing the song "What's the sound?" ( ipamalit ang mga salitang may titik Ff) Gawain: Hayaan ang mga mag-aaral na umisip ng mga salita na nagsisimula sa titik Ff. Isulat ito sa pisara | Sing "Can you say the first sound?" (use Ff sounds) Gawain: Mag- isip ng mga pangalan ng tao at lugar na nagsisimula sa titik Ff. | Pamatnubay ng Guro: (Mungkahing Gawain) Magpakita ng basket ng pagkain sa klase- pag-usapan ang iba't ibang prutas at gulay | Gawain: Pagpapakita ng food chart- pag- usapan ang mga pagkaing galing sa hayop at mga pagkaing galing sa halaman. |
| <b>SUPERVIS ED RECESS</b> | <b>LA: PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SNACK TIME                       |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                             |                                                                                                                    |

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|          | CS: <i>Ang bata ay nagkakaroon ng pag-unawa sa:</i><br><b>* kakayahang pangalagaan ang sariling kalusugan at kaligtasan</b>                                                                                                                              |                        |                                |                             |                             |                                   |
|          | PS: <i>Ang bata ay nagpapamalas ng:</i><br><b>* pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan</b>                                                    |                        |                                |                             |                             |                                   |
|          | LCC: KPKPKK-Ih-1                                                                                                                                                                                                                                         |                        |                                |                             |                             |                                   |
| NAP TIME |                                                                                                                                                                                                                                                          |                        |                                |                             |                             |                                   |
| STORY    | LA: BPA (Book and Print Awareness)                                                                                                                                                                                                                       | Story: “Hipon at Biya” | Story: “Ang Alamat ng Sibuyas” | Story: “The Blind Duckling” | Story: “The Little Red Hen” | Story: “Vilma’s Vineyard Workers” |
|          | CS: <i>The child demonstrates an understanding of:</i> <ul style="list-style-type: none"><li><b>book familiarity, awareness that there is a story to read with a beginning and an ending, written by author(s), and illustrated by someone</b></li></ul> |                        |                                |                             |                             |                                   |
|          | PS: <i>The child shall be able to:</i><br><b>use book – handle and turn the pages; take care of books; enjoy listening to stories repeatedly and may play pretend-reading and associates him/herself with the story</b>                                  |                        |                                |                             |                             |                                   |
|          | LCC: LLKBPA-00-2 to 8                                                                                                                                                                                                                                    |                        |                                |                             |                             |                                   |

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| <b>WORK PERIOD 2</b>   | <b>LA: M (Mathematics)</b>                                                                                                                                                                                                                                                                       | Pamamatnubay ng Guro:<br>Hand Game (connecting using quantities up to 4)<br>MKAT-00-26<br>MKAT-00-3<br>MKAT-00-8                     | Pamamatnubay ng Guro:<br>Hand Game (connecting using quantities up to 4)<br>MKAT-00-26<br>MKAT-00-3<br>MKAT-00-8                     | Pamamatnubay ng Guro:<br>Lift the bowl (connecting using quantities up to 3)<br>MKAT-00-26<br>MKAT-00-3<br>MKAT-00-8                 | Pamamatnubay ng Guro:<br>Lift the bowl (connecting using quantities up to 3)<br>MKAT-00-26<br>MKAT-00-3<br>MKAT-00-8                 | Pamamatnubay ng Guro:<br>Pictograph: Favorite Fruit (3 categories)<br>MKAP-00-2<br>LLKSS-00-1                                        |
|                        | <i>CS: The child demonstrates an understanding of:</i><br><b>* Objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes</b><br><b>* concepts of size, length, weight</b> | Malayang Paggawa: (Mungkahing Gawain)<br>1. Paglalaro ng "Table Blocks"<br>MKSC-00-4<br>MKSC-00-2<br>KPKFM-00-1.6                    | Malayang Paggawa: (Mungkahing Gawain)<br>1. Paglalaro ng "Table Blocks"<br>MKSC-00-4<br>MKSC-00-2<br>KPKFM-00-1.6                    | Malayang Paggawa: (Mungkahing Gawain)<br>1. Paglalaro ng "Table Blocks"<br>MKSC-00-4<br>MKSC-00-2<br>KPKFM-00-1.6                    | Malayang Paggawa: (Mungkahing Gawain)<br>1. Paglalaro ng "Table Blocks"<br>MKSC-00-4<br>MKSC-00-2<br>KPKFM-00-1.6                    | Malayang Paggawa: (Mungkahing Gawain)<br>1. Paglalaro ng "Table Blocks"<br>MKSC-00-4<br>MKSC-00-2<br>KPKFM-00-1.6                    |
|                        | <i>PS: The child shall be able to:</i><br><b>* manipulate objects based on properties or attributes</b><br><b>* use arbitrary measuring tools/means to determine size, length, weight of things around him/her.</b>                                                                              | 2. Pagsulat sa Papel (4)<br>MKC-00-3<br>KPKFM-00-1.4                                                                                 | 2. Pagsulat sa Papel (4)<br>MKC-00-3<br>KPKFM-00-1.4                                                                                 | 2. Pagsulat sa Papel (4)<br>MKC-00-3<br>KPKFM-00-1.4                                                                                 | 2. Pagsulat sa Papel (4)<br>MKC-00-3<br>KPKFM-00-1.4                                                                                 | 2. Pagsulat sa Papel (4)<br>MKC-00-3<br>KPKFM-00-1.4                                                                                 |
|                        | <b>LCC: MKSC- 00-4<br/>MKME -00-1<br/>MKC-00-2 TO 6</b>                                                                                                                                                                                                                                          | 3. Number Concentration (0-4)<br>MKC-00-2<br><br>4. Mixed Up Number<br>MKC-00-2<br>MKC-00-5<br><br>5. Number Lotto (0-5)<br>MKC-00-2 | 3. Number Concentration (0-4)<br>MKC-00-2<br><br>4. Mixed Up Number<br>MKC-00-2<br>MKC-00-5<br><br>5. Number Lotto (0-5)<br>MKC-00-2 | 3. Number Concentration (0-4)<br>MKC-00-2<br><br>4. Mixed Up Number<br>MKC-00-2<br>MKC-00-5<br><br>5. Number Lotto (0-5)<br>MKC-00-2 | 3. Number Concentration (0-4)<br>MKC-00-2<br><br>4. Mixed Up Number<br>MKC-00-2<br>MKC-00-5<br><br>5. Number Lotto (0-5)<br>MKC-00-2 | 3. Number Concentration (0-4)<br>MKC-00-2<br><br>4. Mixed Up Number<br>MKC-00-2<br>MKC-00-5<br><br>5. Number Lotto (0-5)<br>MKC-00-2 |
| <b>INDOOR/ OUTDOOR</b> | <b>LA: KP (Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor)</b>                                                                                                                                                                                                                           | Walking Backwards Relay                                                                                                              | Body Letters                                                                                                                         | Walk, Hop, Jump                                                                                                                      | Fruit Salad                                                                                                                          | Body Relay                                                                                                                           |
|                        | <i>CS: Ang bata ay nagkakaroon ng pag-unawa sa:</i>                                                                                                                                                                                                                                              |                                                                                                                                      |                                                                                                                                      |                                                                                                                                      |                                                                                                                                      |                                                                                                                                      |

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|                       | <b>* kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan</b> |  |  |  |  |  |
|                       | PS: <i>Ang bata ay nagpapamalas ng:</i>                                          |  |  |  |  |  |
|                       | <b>* maayos na galaw at koordinasyon ng mga bahagi ng katawan</b>                |  |  |  |  |  |
|                       | <b>LCC: KPKGM-Ia-1 to 3</b>                                                      |  |  |  |  |  |
| <b>MEETING TIME 3</b> | <b>DISMISSAL ROUTINE</b>                                                         |  |  |  |  |  |

| <b>REMARKS</b>                                                                                          |                                                                                                                                                                                                                                                                                                                |
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| <b>REFLECTION</b>                                                                                       | Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions. |
| A. No. of learners who earned 80% in the evaluation.                                                    |                                                                                                                                                                                                                                                                                                                |
| B. No. of learners who require additional activities for remediation.                                   |                                                                                                                                                                                                                                                                                                                |
| 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?                                     |                                                                                                                                                                                                                                                                                                                |
| F. What difficulties did I encounter which my principal or supervisor can help me solve?                |                                                                                                                                                                                                                                                                                                                |
| G. What innovation or localized materials did I use/discover which I wish to share with other teachers? |                                                                                                                                                                                                                                                                                                                |