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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **II** |
| **Teacher:** | **File Created by Ma’am ESTRELLITA S. VINZON** | **Learning Area:** | **ALL SUBJECTS** |
| **Teaching Dates and Time:** | **NOVEMBER 14 - 18, 2022 (WEEK 2-DAY3)** | **Quarter:** | **2ND QUARTER** |

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| **OBJECTIVES** | **ESP** | **A.P** | **ENGLISH** | **MTB** | **MATH** | | **FILIPINO** | **MAPEH (Art)** |
| **( 7:45-8:15 )** | **( 8:15- 8:55 )** | **( 9:15- 10:05 )** | **( 10:05- 10:55 )** | **( 1:00-1:50 )** | | **( 1:50- 2:40 )** | **( 2:40-3:20)** |
| **A. Content Standard** | Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalasakit sa kapwa | Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad | Demonstrates understanding of the relationship of phonetic  principles of Mother Tongue and English to decode unknown words in English. | Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension. | Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | | Nauunawaan ang ugnayan ng simbolo at ng mga tunog | Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm |
| **B. Performance**  **Standard** | Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa | Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad | Analyzes pattern of sounds in words for meaning and accuracy | Reads with sufficient speed, accuracy, and proper expression in reading grade level text | Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | | Nagagamit ang wikang Filipino upang madaling maunawaan at maipaliwanag ang mga kaalaman sa aralin | Creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors |
| **C. Learning**  **Competency/**  **Objectives**  Write the LC code for each. | Naipakikita ang pagiging magiliw at palakaibigan ng may pagtitiwala sa mgapanauhin/bisita, bagong kakilala, taga ibang lugar  ***EsP2P- IIa-b – 6*** | Naiisa-isa ang mga anyong lupa sa sariling komunidad  Natutukoy ang ibat-’ibang anyong tubig  ***AP2 KOM-Id-e-7*** | Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tel l)  ***EN2OL-IIa-e-1.2*** | Nakikinig at nakikilahok sa talakayan ng grupo o klase hinggil sa napakinggan at binasang teksto  Nakapagsasalaysay muli ng pamilyar na kuwento nang may tamang kilos, ekspresyon, at nakapaglalarawang bagay.  Nagagamit ang mga ekspresyong angkop sa ikalawang baitang sa pagbibigay ng mahahalagang detalye ng kuwento  Nailalarawan ang tauhan ng kuwento ayon sa kaniyang kilos  ***MT2OL-IIa-c-10.1*** | Solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem solving strategies and tools.  ***M2NS-IIc-34.2*** | | Napapantig ang mga salita  ***F2KP-IIc-3*** | Points out the contrasts in the colors, shapes, textures between two or more animals  ***A2EL-IIc*** |
| **II. CONTENT** | **Aralin 2:Kaibigang Hindi Kakilala**  **Pagmamahal sa kapwa / Pagdama at pag-unawa sa damdamin ng iba (Empathy)** | **Aralin 3.2- Katangiang Pisikal ng aking Komunidad**  **ANYONG TUBIG** | **Lesson 7: Keep Things Tidy** | **IKALABING-ISANG LINGGO**  **Katangian Ko, Karangalan ng Aking Pamilya**  **Kuwento: “Huwarang Mag-aaral” akda ni Nimpha L. Reyes** | **Subtraction**  **Lesson 35** | | **Aralin 2:Pagpapantig ng mga Salita “Pangunahing Direksiyon, Susi sa Lokasyon”** | Lines, Shapes and Tex ture |
| **LEARNING RESOURCES** |  | | | | | |  |  |
| **A. References** | K-12 CG p.14 | K-12 CGp.22 | K-12 CG p.24 | K-12 CG p.97 | K to 12 CG p.21 | | K to12 | Curriculum Guide page 17 |
| 1. Teacher’s Guide pages | 40-42 | 25-26 | 10-11 | 98-100 | 129-134 | | 65 - 66 | 128-130 |
| 2. Learner’s Materials pages | 88-96 | 78-83 | 137-139 | 82-84 | 78-82 | | 161 - 162 | 205-207 |
| 3. Textbook pages |  |  |  |  |  | |  |  |
| 4. Additional Materials from Learning Resource (LR) portal |  |  |  |  |  | |  |  |
| B. Other Learning Resource | Larawan, tarpapel | Powerpoint/ larawan, tsart/ tarpapel | Charts,tarpapel | Larawan, tarpapel | Charts ,flashcards | | projector, power point, speaker | crayon, pencil, drawing paper |
| III. PROCEDURES |  |  |  |  |  | |  |  |
| A. Reviewing previous lesson or presenting the new lesson | Ipaawit ang “ Kaibigan mo Ako “ | Anu-ano ang iba’t-ibang anyong lupa? | From the bundle of twigs below, color those twigs  that show unity in the family.  Gabriel helps his sister clean the yard.  Dennis and Sheryl fight over a petty thing. | Ipabasa ang mga salita at ang kahulugan ng mga ito sa LM. | Ibigay ang sagot sa sumusunod na bilang gamit ang isip lamang.  1. 459 - 300 = \_\_\_\_\_\_  2. 321 – 200 = \_\_\_\_\_\_\_ | | Pagwasto ng Takdang=-aralin.Gumuhit ng bahay. Ilagay sa loob nito ang sumusunod na bahagi gamit ang mga direksyon na ibinigay.  1. silid-kainan (hilaga) 4. kusina (gitna)  2. silid-tulugan (silangan) 5. Palikuran (timog)  3. silid-tanggapan (kanluran)  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Show a picture of a farm.  Say: This is a picture of a farm but there are no animals yet in the farm.  Ask : Have you been to a farm?  Conduct name game of farm animals while the pupils listen to the sound made by each farm animal.  Ask : Think about these farm animals. What can you say about its body covering?  Say : The roughness or smoothness of the body covering is called texture. |
| B. Establishing a purpose for the  lesson | Ipakita ang larawan. Pag-usapan ito | Awit: “ Anyong Tubig “ | *(Refer to LM, p. 137)* | Sino ang gusto ninyong gayahing artista o mang-aawit?  Bakit ninyo siya gustong gayahin?Ano-ano ang taglay niyang katangian? | Strategy: “THINK AND SHARE”  Post on the board this problem.  Father has a favorite number. If you add 8 to it and then subtract 6, you get 12. What is the number? | | Ipabasa ang salitang nagbago.  Linangin ang salitang ito.  Pantigin ang salitang ito.  Magbigay pa ng iba pang mga salita at isagawang muli ang mga ginawang hakbang. | 1.Review how to create texture and demonstrate to the learners how to do it using water color.  Say : We can create texture in drawing ,coloring or painting by drawing lines,curves, spots and making shades.  2. Post big pictures on the board. This time, these pictures are not colored. Challenge the imagination of the pupils by saying :  What is the texture of the body covering of each animal?  Based on real life, what colors shall we use to paint the animal skin of (frog, rooster, , duck, horse, carabo etc.) How are we going to show texture in the animal skin? |
| C. Presenting examples/ instances of the new lesson | Basahin ang kuwentong “Si Andoy, ang Palakaibigan” sa  modyul pahina 89 - 90 | Ipakita ang iba’t-ibang larawan ng Anyong Tubig | Show a picture of a boy throwing a banana peel on the ground.  A girl is walking behind. What do you think will happen next? | Pagbasa ng kuwentong “ Huwarang Mag-aaral” LMp.83 | Strategy: STORY TELLING  “Mark is a Grade II pupil of Odiongan North Central School. He is fond of playing marbles. He has 25 red marbles. He lost 12 of his marbles. How many marbles were left? | | Magsagawa ng paligsahan sa pagbabaybay ng mga salita. Maaaring ito ay isahan o pangkatang gawain.  Muling ipabasa ang “ Masaya ang Tumulong sa Kapwa”. LM pah. 157. | Gawain 1  Tingnan mo ang mga larawan ng mga hayop. Punahin ang kulay ng kanilang mga balat.  Sa kulay pa lang mararamdaman mo na ang tekstura nito.  Pagmasdan kung paano mo maipapakita ang tekstura ng balat ng isang hayop? |
| D. Discussing new concepts and practicing new skills #1 | Talakayin ang kuwento.  Sino-sino ang mga nakasalamuha ni Andoy ng araw na iyon?  Paano niya pinakitunguhan ang bawat isa sa kanila? Ang panauhin? ang bago niyang kakilala? ang mama na hindi  niya kilala?  Anong ugali ang ipinakita ni Andoy?  Magbigay ng iyong saloobin. | Pag-usapan ang katangian ng bawat isa. | *(Refer to LM, p.138)* | Pagsagot sa pangganyak na tanong  Ano-ano ang katangian ni Glenda kaya siya ay isang huwarang mag-aaral? | Tell the class: Let us analyze the story problem.  Ask:  What the steps in solving word problems: | | Pasagutan ang “Sagutin Natin”sa LM, pahina 161. Isulat pisara ang bawat sagot. Ipabasa ang mga salita.  Linangin ang bawat salita.  Pumili ng isang salita upang pantigin.  Hayaang pantigin ng mga bata ang ibang salita. |  |
| E. Discussing new concepts and practicing new skills #2 | Pag-usapan kung paano natin maipakikita ang pagiging magiliw  at palakaibigan sa mga panauhin/ bisita, bagong kakilala at taga  ibang lugar | Tukuyin ang ngalan ng bawat larawan ng anyong tubig. Piliin ang sagot sa loob ng kahon | *Ask:* 1. the children to read the story *( Refer to LM, p. 138)* | Pangkatang Gawain  Pangkat 1: KuwentoKo, Isalaysay Mo  Pangkat 2 : TalentosaPag-awit, Iparinig Mo!  Pangkat 3 :SertipikongPagkilala!  Pangkat 4 : Tularan Ko, Huwaran Mo, Pangako Ko | Present more practice exercises.  1. Cristy bought a doll for Php 690.00. She gave the salesclerk Php 1000.00. How much change did she receive? | | Ipagawa ang “Gawin Natin” sa LM, pahina 161. | Gawain 2  Ang larawan sa loob ng kahon B ay walang kulay . Bakatin ito sa iyong papel at kulayan base sa modelo na nasa kahon A.      B |
| F. Developing mastery (leads to Formative Assessment 3) |  | Isulat ang anyong tubig na tinutukoy sa bawat bilang. Piliin ang titik ng tamang sagot. | Make them draw their prediction. | a. Sino ang tauhan sa kuwento? Ano ang kaniyang katangian? Bakit siya ay isang huwarang mag-aaral? Pakinggan ang Pangkat I sa kanilang pagsasalaysay muli ng kuwento.  b. Ano ang isinasaulo ni Glenda? Paano niya ito inawit? Pakinggan at panoorin ang Pangkat II sa kanilang pag-awit na may kilos.  c. Ano kaya ang maaaring matanggap ni Glenda sa pagiging huwarang mag-aaral? Kung bibigyan siya ng isang Sertipiko ng Pagkilala, ano kaya ang nakasulat dito? Pakinggan ang ulat ng Pangkat III.  d. Bilang mag-aaral, paano mo tutularan si Glenda? Ano ang iyong gagawin? Kung ikaw ay mangangako, ano ang iyong sasabihin? Ganito rin ba? Tunghayan ang ulat ng Pangkat IV. | Refer to LM No. 35- Gawain | | Ipagawa ang “Sanayin Natin” sa LM, pahina 162. | Help the class to come up with the idea that “We can paint the drawing of farm animals to show the variety of colors and texture found in the skin covering of these animals.” |
| G. Finding practical application of concepts and skills in daily living | Bigyang-diin sa talakayan na kakilala o hindi, kaibigan o panauhinay dapat nating pakitunguhan ng pagiging magiliw. Kaibiganinnatin sila ng may pagtitiwala at pag-iingat. Ipaliwanag kung bakit kailangan ding mag-ingat sa pakikipag-kaibigan. | Iguhit ang iba’t-ibang anyong tubig na matatagpuan sa komunidad na kinabibilangan. | Draw a line to connect the idea on the left to the picture that will most likely happen.      1. The sky is dark.  2. Ryan eats a lot. |  | Refer to LM No. 35- Gawain | | Basahin ang “Pahalagahan Natin.” LM pah. 161 | Create another artwork of animals to show the variety of colors and texture found in the skin covering of these animals.”. |
| H.Making generalizations  and abstractions about the lesson | Kakilala o hindi, kaibigan o panauhin ay dapat nating pakitunguhan ng pagiging magiliw. Kaibiganin natin sila ng may pagtitiwala at pag-iingat. | Anu-ano ang mga halimbawa ng anyong tubig? Ilarawan ito? | Predicting outcomes is telling or guessing what will happen next in the story.  Guesses can be made through  a. Looking for clues in the story  b. Understanding the events through pictures . | Paano ninyo naunawaan ang kuwento? Ipabasa ang Tandaan sa LM. | How do we analyze and solve word problems?  Step I- Understand the problem.  Know what is asked in the problem.  Step II- Plan what to do  Know what the given facts in the problem.  Step III – Do the Plan or solve to find the answer  Know what operation should be used  Formulate the number sentence  Step IV- Check your answer  Use your counter if you want to check your answer. | | Ano ang natutunan mo sa aralin? | 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) |
| **I. Evaluating learning** |  | Isulat ang anyong tubig na tinutukoy sa bawat bilang. Piliin ang titik ng tamang sagot.  1.Anyong tubig na napapaligiran ng lupa.  a. ilog b. lawa c. dagat | Encircle the letter that tells what will happen next.  1. Joel jumped out of bed and looked at the  clock. “Oh! I’m late,” he said. He dressed up  as fast as he could. Then he took his cap and  basketball and went out of the house.  a. Joel is late for the church.  b. Joel was going to watch a baseball game.  c. Joel was going to play basketball. | Isulat ang letra ng wastong sagot sa sagutang papel.  1. Laging binabati ni Elsie ang kaniyang mga guro at kamag-aaral. Palagi din siyang nakangiti sa kanila. Marami siyang kaibigan dahil sa katangian niyang ito.Sino ang pinag-uusapan sa sitwasyong nabanggit? a. mga guro b. si Elsie c. kamag-aaral | Read and analyze the following problems. Applying the steps in solving word problems, find the correct answer.  1. There are 84 eggs in a tray. Fifty-eight are broken. How many eggs are not broken?  What is asked in the problem?  What are given in the problem?  What operation should be used?  What is the Number sentence?  What is the correct answer? \_\_ | | Isulat nang papantig ang mga salita. Isagawa ang”**Linangin Natin**” LM pah. 162. | When can we say that our drawings are imaginary?  Let the learners read  ISAISIP MO: Sa ating pagkukulay sa iginuhit na larawan ng hayop na matatagpuan sa bukid ay makapagpapakita tayo ng iba‘t ibang kulay at tekstura na matatagpuan natin sa balat ng mga hayop na ito. |
| **J. Additional activities for application or remediation** |  | Gumuhit/ o magdikit ng larawan ng iba’t-ibang anyong tubig sa inyong kwaderno. | Practice reading short stories at home. |  | Refer to the LM 35 – Gawaing Bahay | | Pantigin ang sumusunod:  Kaibigan, magkasama, nagtutulungan | 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 hayop?  2.Malinis ba ang aking ginawang pagpipinta  3.Nakapagpakita ba ako ng tekstura sa balat ng hayop?  4.Gumamit ba ako ng tamang kulay base sa tunay na kulay ng balat ng hayop?  5.Gumamit ba ako ng iba‘t ibang kulay sa pagpipinta? |
| **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 teachingstrategies 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 | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ 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 | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ 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 | *Strategies used that work well:*  \_\_\_ 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  *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?** | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping 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-aping 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-aping 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-aping 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical |