| GRADES 1 to 12<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | II |
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| | Teacher: | File Created by Ma'am ESTRELLITA S. VINZON | Learning Area: | ALL SUBJECTS |
| | Teaching Dates and Time: | OCTOBER 21 - 25, 2024 (WEEK 4-DAY2) | Quarter: | 2ND QUARTER |

| OBJECTIVES | ESP<br>( 7:45-8:15 ) | A.P<br>( 8:15- 8:55 ) | ENGLISH<br>( 9:15- 10:05 ) | MTB<br>( 10:05- 10:55 ) | MATH<br>( 1:00-1:50 ) | FILIPINO<br>( 1:50- 2:40 ) | MAPEH (MUSIC)<br>( 2:40-3:20) |
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| **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 concepts of nouns, verbs and adjectives for proper identification and description | Demonstrates understanding of grade level narrative and informational texts. | Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita | Demonstrates basic understanding of pitch and simple melodic patterns |
| **B. Performance Standard** | Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa | Malikhaingnakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad | Uses verbs in a variety of oral and written theme-based activities | Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials. | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Nakapag-uuri-uri ng mga salita ayon sa ipinahihiwatig na kaisipang konseptwal | Performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments |
| **C. Learning Competency/ Objectives Write the LC code for each.** | Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda<br>***EsP2P- IId – 8*** | Nasasabi ang mga wastong gawain/ pagkilos sa tahanan at paaralan sa panahon ng kalamidad<br>***AP2KOM-If-h-8*** | Recognize that by adding -s, -ing, -ed to a rootword will change the time expression of a verb<br>***EN1G-IIa-e-3.4*** | Nagagamit ang mga ekspresyong angkop sa ikalawang baitang sa paghihinuha ng posibleng katapusan ng kuwento, pangyayari, at iba pa Nahihinuha ang kasunod na mangyayari ayon sa pangyayari sa kuwento, alamat, at iba pa<br>***MT2RC-IId-e-8.1*** | Illustrate multiplication as repeated addition<br>***M2NS-IIf-38*** | Nababasa ang mga salitang may kambal katinig na PR<br>***F2PP-IId-i-5*** | Sings the following songs with accurate pitch:<br>4.1 wrote songs<br>4.2 echo songs<br>4.3 simple children's melodies<br>***MU2ME-IIb-4*** |
| **II. CONTENT** | **Aralin 4**<br>**Tingnan Mo Kaibigan**<br>Pagkamagalang (Respect)Pagmamahal sa kapwa/ Pagdama at pag- | **Aralin 3.3**<br>**Kapaligiran at Uri ng Panahon sa Aking Komunidad** | **Lesson 13: Time Attack** | **IKALABINTATLONG LINGGO**<br>**Pagmamalasakit sa Pamilya** | **Lesson 40 - Illustrate multiplication as repeated addition** | **Aralin 4: Sinabi Mo, Ramdam Ko**<br>Pagbasa ng mga salitang may kambal katinig | **Melody- high and low of tones** |

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| | unawa sa damdamin ng iba (Empathy) | | | **Paghihinuha ng posibleng katapusan ng kuwento, pangyayari, at iba pa** | | | |
| **LEARNING RESOURCES** | | | | | | | |
| **A. References** | K-12 C.G p.14 | K-12 CG p.40 | K-12 CG p 24 | K-12 CGp | K-12 CG p 38 | K to 12 CG p.21 | K-12 CG p 17 |
| **1. Teacher's Guide pages** | P.46-48 | 27-30 | 17-19 | 116-118 | 151-154 | 84-85 | 34-36 |
| **2. Learner's Materials pages** | P.105-113 | 87-93 | 152-154 | 93-97 | 97-99 | 173-174 | 52-56 |
| **3. Textbook pages** | | | | | | | |
| **4. Additional Materials from Learning Resource (LR) portal** | | | | | | | |
| **B. Other Learning Resource** | krayola, larawan, lumang magasin, pandikit, at manila paper | Larawan, tsart | Pictures, chart | Tarpapel, larawan | Illustration/pistures, counters, tarpapel | Larawan, tsart, plaskard | Picture, chart, |
| **III. PROCEDURES** | | | | | | | |
| **A. Reviewing previous lesson or presenting the new lesson** | Magbigay ng mga magagalang na mga pananalita na ginagamit niyo sa inyong tahanan at paaralan. | Anu-ano ang mga epekto ng kalamidad sa tao at sa mg kalagayan ng anyong lupa at tubig | **Review**<br>Read again the story "Wake Up! Wake Up! With accuracy<br>What is the story about?<br>What did you learn from the story?<br>**Motivation:** Sing the song to the tune of "Insy Weensy Spider."<br>**Anna was Still Sleeping**<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Sabihin sa mga bata na pag-aralan at unawain ang talasalitaan sa LM.<br>Ipabaybay sa mga bata ang mga salita sa talasalitaan. | Preparatory Activities<br>1. Drill – Do this as group activity.<br>Use pebbles or counters. Instruct each member of the group to count five pebbles/counters. Let them laid the pebbles/ counters on the table or floor.<br>Ask:<br>How many groups of pebbles/counters were there?<br>What is the total number of counters/pebbles?<br>(Continue with other numbers like 6, 7, 8, etc...) | Paano ka tumutulong sa mga nasalanta ng bagyo o anumang kalamidad? | Greetings with melody:<br>DO-MI-SO-SO-DO<br>Good Morning Children<br>Good Morning Teacher<br>Good Morning Classmates |

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| **B. Establishing a purpose for the lesson** | Ipakita ang cut-outs ng upo na may nakasulat na mga magagalang na pananalita. Ipabasa ito sa mga bata. | Ipakitang muli ang iba-ibang larawn ng komunidad at pag-usapan ang mga ito | To be able for the pupils to learn how to use verbs in a variety of oral and written theme-based activities | 1.Ano ang dapat ninyong gawin sa mga paalala ng inyong magulang?<br>2. Pangganyak na Tanong<br>a. Ano ang nangyari kina Melody at Herman nang hindi sila sumunod sa paalala ng kanilang ina?<br>b. Ano ang maaaring mangyari sa katapusan ng kuwento? | Play “The Boat is sinking”<br>Example: The boat is sinking…group yourselves into 3…etc… | Magpakita ng larawan ng mga nasalanta ng bagyo.<br>Ano ang ginagawa ng mga tao?<br>Pagpapayaman ng Talasalitaan<br>Gamit ang semantic web ibigay ang kahulugan ng pagtulong | Ask the pupils who have a pet bird.<br>1. Ask them demonstrate the sounds produce by the bird .<br>2. Let the pupils know the value of loving and caring their pet. |
| **C. Presenting examples/ instances of the new lesson** | Talakayin kung ano ang ipinahihiwatig ng bawat cut-outs ng upo na ipapakita ng guro. Sagutin ang sumusunod na tanong:<br>Ano ang ipinahihiwatig ng mga salitang nakasulat sa bawat upo? | Ipabasa ang mga paghahanda / o dapat gawin sa tahanan at paaralan sa panahon ng kalamidad | Read the story. *See (LM p. 199)* | | 1. Ask the pupils to go out and collect 3 pieces of pebbles or dried leaves each.<br>2.Ask them to group themselves into groups with 5 members and lay the materials on the table separately to form groups.<br>Ask: How will you make these materials useful?<br>How many groups of pebbles (dried leaves) were there? 5<br>How many pebbles (dried leaves) were there in each group? 3<br>Can you make other groupings of the same number aside from what we did? Please show it.<br>3.Tell the pupils that it is written in word as five groups of three and in symbol as 5 x 3.<br>Ask: How many pebbles (dried leaves) were there in all? 15<br>How did you arrive in that answer? We use addition.<br>Who can show how it was done? | Basahin ang kuwentong “Ang Batang si Prado.” | Activity 1:<br>Let them to sing “Singing Little Bird”<br><br>Let us play.<br>1.Teach the song by rote<br>2. Draw dots showing the directions of the melody.<br>3. Connect the dots.<br>4. Sing the song following the dots and the lines. |

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| | | | | | 4.Show this representation of the above situation drawn in a manila paper. 5 x 3 | | |
| **D. Discussing new concepts and practicing new skills #1** | Bakit mahalaga ang pagpapakita ng paggalang sa kapwa? | Anu-ano ang mga paghahanda o Gawain na dapat nating gawin sa panahon ng kalamidad | Ask the pupils to answer the comprehension check up on page 152 | Pagsagot sa pangganyak na tanong<br>1.Ano ang nangyari kina Melody at Herman nang hindi sila sumunod sa paalala ng kanilang ina?<br>b. Ano ang maaaring mangyari sa katapusan ng kuwento | Is there any other way of presenting it that will give the same result?<br>Possible answer<br>How many groups were there in A? in B?<br>How many members in each group were there in A? in B?<br>How many objects in all were there in A? in B?<br>How did you know it? (Ask one pupil to show it.)<br>(3 + 3 + 3 + 3 + 3) and (5 + 5 + 5)<br>See page 153 TG<br>1.Write the multiplication equation of the above situation on the board as shown below:<br>3 x 5 = 15<br>2.Then let the pupils write the equation on how they come up with 15 as their answer using addition.<br>3. The possible answer is 3 + 3 + 3 + 3 + 3 = 15 or 5 + 5 + 5 = 15<br>Ask: What pattern have you observed? | Pagsagot sa mga tanong tungkol sa kwento | Activity 2:<br>1.Greet each one in a singing way.<br>2. Teacher: Good morning children<br>3. Children: Good morning teacher |
| **E. Discussing new concepts and practicing new skills #2** | Bilang isang mag-aaral, paano mo maipakikita ang paggalang<br>sa inyong bahay at paaralan? | Ipakita ang larawan ng ibat-ibang kalamidad at ipasabi ang mga dapat gawing paghahanda sa panahong ito | Group Work<br>Let the children do the five-minute buzz session<br>Ask:<br>What are the things that Ana did?<br>Let the pupils read the words. | Ipagawa ang pangkatang gawain sa Gawain.<br>a. Pangkat 1: Tagubilin Ko, Gawin Mo!<br>b. Pangkat 2: Paalala!<br>c. Pangkat 3: Sulat Paumanhin…<br>. | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to LM 40 Gawain 1<br>Gawain 1<br>A. Pangkatang Gawain<br>1. Mag-ipon ng 8 piraso ng 1 mula sa mga kasapi ng iyong pangkat. Kung wala, | Ibig ang mga salitang may kambal katinig na pr sa kuwento | Let the pupils listen as you sing the song “Good Morning”.<br>1. Let the pupils sing the song with you.<br>2. Ask how the melody of the song moves. |

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| | | | sleep - sleeping kiss - kissed<br>jump - jumped startle – startled<br>Say: The word sleep is the short word or the rootword.<br>What are added to the rootword?<br>-*ing* is added to sleep<br>-*ed* is added to jump<br>-*ed* is added to kiss<br>-*ed* is added to startle | | manghingi ng play money sa iyong guro.<br>2. Pangkatin ang mga ito sa apat.<br>Sagutin: Ilan lahat ang barya?<br>Ilang pangkat ang iyong binuo?<br>Ilang barya sa bawat pangkat?<br>Isulat ang repeated addition equation nito at ipakita sa iyong guro.<br>B. Ipakita ang sumusunod na paglalarawan bilang repeated addition. Isulat din ang multiplication sentence.<br>1. 4 na pangkat ng 3<br>repeated addition: ____<br>multiplication sentence: __<br>2. 3 pangkat ng 6<br>repeated addition: _____<br>multiplication sentence: __<br>3. 5 kolum ng 2<br>repeated addition: ____<br>multiplication sentence___ | | |
| **F. Developing mastery (leads to Formative Assessment 3)** | Sagutan ang isagawa natin sa pahina 108-109 sa LM.<br>Gawain 1<br>Alin sa mga larawan ang nagpapakita ng paggalang? Isulat ang bilang ng tamang sagot sa inyong kuwaderno.<br><br><br>Gawain 2<br>Pagtapatin. Basahin ang mga sitwasyon sa hanay A. Piliin ang katumbas na magagalang na pananalita sa hanay B. Isulat ang letra | Lagyan ng √ ang patlang kung nagpapakita ng paghahanda sa oras ng kalamidad at X kung hindi<br>____ 1. Mag-imbak ng pagkain<br>Tulad ng de lata. | Say:Listen and tell me the root word of the words I will say.<br>Dancing eats playing shouted showed claps sits standing drawing | Ipabasang muli ang kuwentong Si Pagong at Si Unggoy at ipabigay ang posibleng katapusn nito | F. Developing mastery ( Independent Practice)<br>A. Ipagpatuloy ang pag-uulit sa ibaba.<br>1. 5 x 4 = 4 +<br>_____<br>2. 4 x 7 = 7 +<br>_____<br>3. 4 x 9 = 9 +<br>_____<br>4. 8 x 7 = 7 +<br>_____<br>5. 4 x 4 = 4 +<br>_____<br>D. Ipakita ang multiplication sa ibaba bilang repeated addition. | Ipasagot ang **Gawin Natin** sa LM, p 186-187.<br>Maaaring isulat sa tsart ang mga salitang gagamitin. | Introduce them the high and low tones in the song.<br>Ask them to use the song in greeting their classmates ,teachers and friends. |

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| | ng tamang sagot sa inyong kuwaderno. | | | | 1. 8 x 8 = ____ 4. 7 x 6 = _____<br>2. 5 x 9 = _____ 5. 6 x 4 = _____<br>3. 2 x 7 = _____ | | |
| **G. Finding practical application of concepts and skills in daily living** | Bigyang –diin ang ating tandaan sa pahina 108. | Magkaroon ng dula-dulaan tungkol sa paksa | | Kumuha ng isang maikling kuwento sa ibang aklat at magtanong sa mga detalye nito. | Refer to LM 40- Gawain 2<br>Bawat isa sa 10 mag-aaral sa Ikalawang Baitang ay may 2 lapis. Ilan lahat ang lapis. Gamitin ang repeated addition para mahanap ang sagot. | Ipasagot ang **Sanayin Natin** sa LM, p187.<br>Ipagawa ang pagsasanay bilang Pinatnubayang Pagsasanay. | Let them sing again the songs that they have learned.<br>1.Ask what did they use in singing the correct pitches of the tones in the song. |
| **H.Making generalizations and abstractions about the lesson** | Basahin ang Ating Tandaan nang sabay-sabay hanggang sa ito ay maisaulo ng mga bata. | Ibigay ang iba't-ibang paghahanda o Gawain sa panahon ng kalamidad. | | Paano ninyo naunawaan ang kuwento?<br>Mauunawaan ang kuwento sa pamamagitan ng pagbibigay ng kahulugan ng mga salitang nabasa, pakikilahok sa talakayan ng grupo o klase, at pagbibigay ng hinuha sa mangyayari sa kuwento | Ask: What have you learned today?<br>To illustrate multiplication as repeated addition, add the multiplicand repeatedly according to its multiplier | Ang kambal- katinigay maaring nasa unahan, gitna, at hulihan. | Remember:<br>Rote songs, echo songs and simple children"s melodies are another way of singing the correct pitches of tones. |
| **I. Evaluating learning** | Itanong ang natutuhan sa Ating Tandaan ayon sa kanilang sariling pagkaunawa.<br>Ipaliwanag ang inyong sagot. | Iguhit ang masayang mukha kung nagpapakita ng paghahanda sa panahon ng kalamidad at malungkot na mukha kung hindi.<br>1. Maglaro sa labas kahit may bagyo. ( Tingnan ang start ) | **Evaluation:**<br>Let the pupils identify the rootword and the suffix of the given words.<br>Rootword<br>Suffix<br>praying<br>baked<br>lives<br>watching<br>works | Ipasaagot ang Gawain 3 sa p 100-103. | Illustrate the following multiplication using repeated addition.<br>1. 5 x 3 2. 7 x 4 3. 2 x 6<br>4. 4 x 8 5. 3 x 7 | Isulat kung nasa unahan, gitna, o hulihan ang kambal-katinig na ginamit sa sumusunod.<br>___1. Sorpresa<br>___2. Presyo<br>___3. Prinsipe<br>___4. Nagprusisyon<br>___5. produkto | Assess yourself how well you learned and participated in the activities. Rate from 1 to 3 following the legend.<br>Skills<br>3<br>2<br>1<br>1. Sang correctly the pitch of the song "Singing Bird"<br>2. Used song in greeting classmates with correct pitch.<br>3. Sang the simple melody of the song "Good Morning"<br>4. Made correct directions of the |

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| | | | | | | | melody using dots and lines.<br>5. Showed enjoyment through singing.<br>3- Done<br>2- Moderately done<br>1-Not done |
| **J. Additional activities for application or remediation** | | | | Magbasa ng isang kwento at isulat ang posibleng katapusan nito. | Ipakita sa pamamagitan ng repeated addition ang multiplication sa ibaba.<br>1. 2 x 5 2. 9 x 7 3. 6 x 3<br>4. 6 x 9 5. 8 x 4 | Gumupit o gumuhit ng larawang may kambal katinig pr | Practice singing the correct pitch of the songs that you have learned and be ready for the group presentation next meeting. |
| **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:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart<br>__Data Retrieval Chart<br>__I –Search | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart<br>__Data Retrieval Chart<br>__I –Search | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart<br>__Data Retrieval Chart<br>__I –Search | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart<br>__Data Retrieval Chart | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel |

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| | __Discussion | __Discussion | Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | __Discussion | Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | __I –Search<br>__Discussion | ___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ 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:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | **Mga Suliraning aking naranasan:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | **Mga Suliraning aking naranasan:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-api ng mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ 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<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical |