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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 MARIANNE MANALO PUHI** | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **NOVEMBER 21 - 25, 2022 (WEEK 3)** | **Quarter:** | **2ND QUARTER** |

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| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **I. OBJECTIVES** | Analyzes and solves one-step word problems involving Subtraction of whole numbers including money with minuends up to 1000 with and without regrouping. | Perform order of operations involving addition and subtraction of small numbers | Solves two-step word problems involving addition and subtraction of 2 to 3 digit numbers including money using appropriate procedures (What is ask/What is/are given) | Solve two-step word problems involving addition and subtraction of 2 -to 3 digit numbers including money using appropriate procedures (Operation to be used, Number sentence and the Correct Answer) |  |
| A. Content Standards | A.Content Standards  demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | A.Content Standards  demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | A.Content Standards  demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | A.Content Standards  demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money |  |
| B. Performance Standards | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. |  |
| C. Learning Competencies/  Objectives | C. Learning Competencies/  Objectives  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 | C. Learning Competencies/  Objectives  performs orders of operations involving addition and subtractions of small numbers. M2NS-IId-34.3 | C. Learning Competencies/  Objectives  solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools. M2NS-IIe-34.4 | C. Learning Competencies/  Objectives  solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools. M2NS-IIe-34.4 | Answer test item with 75% of success.  Follow directions properly.  Answer test with speed, accuracy and honesty |
| **II. CONTENT** | **Content:**  **One step problem solving involving subtraction of whole number** | **Content:**  **Order of operations involving addition and subtraction** | **Content:**  **Solving two-steps word problems involving addition and subtraction** | **Content:**  **Solving two-step word problems** | **Weekly Test** |
| **III. LEARNING**  **RESOURCES**  A. References | K to12 Curriculum Guide 2016  Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016  Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016  Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016  Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016  Grade 2 – Mathematics pages 36-37 |
| 1. Teacher’s Guide Pages | 129-134(softcopy) | 134-138 (softcopy) | 138 -143 (softcopy) | 143 -147(soft-copy) |  |
| 2. Learner’s Materials  pages | LM in Mathematics pages |  |  |  |  |
| 3. Text book pages |  |  |  |  |  |
| 4. Additional Materials  from Learning Resources | 1.Show Me Board 3. Window Cards  2. Flash Cards 4. Activity Sheets/Worksheets  Lesson 35 | Real objects, cut-outs, window cards, number cards  Lesson 36 | 1. Number Cards 4. Activity Sheets/Cards  2. Show Me Board 5. Mystery Box of Knowledge  3. Window Cards  Lesson 37 | 1. Number Cards 4. Activity Sheets  2. Show Me Board 5. Window Cards (A1 and S1)  3. Flask Cards 6. Mystery Box of Knowledge  Lesson 38 | Test Notebook |
| B. Other Learning  Resources | laptop | laptop | laptop | laptop | laptop |
| **IV. PROCEDURES** |  |  |  |  |  |
| A. Reviewing previous lesson or presenting the new lesson | INSTRUCTIONAL PROCEDURE  Preparatory Activities  A.Basic Facts in Subtraction  1. Drill  Use flash cards of subtraction facts. Subtract mentally  1. 45 -12 = \_\_\_\_\_\_\_ 6. 12 – 6 = \_\_\_\_\_\_\_\_\_  2. 10 – 7 = \_\_\_\_\_\_\_ 7. 18 – 9 = \_\_\_\_\_\_\_\_  3. 25 -15 = \_\_\_\_\_\_\_ 8. 16 -12 = \_\_\_\_\_\_\_\_  4. 21 -10 = \_\_\_\_\_\_\_ 9. 32 -22 = \_\_\_\_\_\_\_\_  5. 15 -13 = \_\_\_\_\_\_\_ 10. 32 -12 = \_\_\_\_\_\_\_ | INSTRUCTIONAL PROCEDURE  Preparatory Activities  A.Basic Facts in Subtraction  1. Drill  STRATEGY: “RACE TO 100”  Instructions:  Distribute the Window Cards (A1)  Instruct the pupils to answer the addition facts as fast as they can.  Time Limit: 7 minutes  Check pupils work  Pupil/s who obtained the highest score, won the game  Samples of Addition Facts (AI)  8 + 8 = \_\_\_\_\_ 9 + 5 = \_\_\_\_\_\_ 2 + 7 = \_\_\_\_\_\_\_  7+ 6 = \_\_\_\_\_\_ 6 + 9 = \_\_\_\_\_\_\_ 9 + 7 = \_\_\_\_\_\_\_  7 + 2 = \_\_\_\_\_ 8 + 5 = \_\_\_\_\_\_\_ 8 + 7 = \_\_\_\_\_\_\_\_  6 + 4 = \_\_\_\_\_ 6 + 5 = \_\_\_\_\_\_\_ 6 + 4 = \_\_\_\_\_\_\_\_ | INSTRUCTIONAL PROCEDURE  Preparatory Activities  A.Basic Facts in Subtraction  1. Drill - Comprehension of Subtraction  Strategy: MATH RELAY- “Winner Takes It All”  Directions:  Group the class into four teams  Designate a recorder in each team.  Each team shall have a representative to answer the question.  The teacher shall draw a number card in the Mystery Box of Knowledge one at the time.  Representative of each team shall answer the question and write the answer on their Show Me Board as fast as they can.  The group that obtained the highest score shall be declared winner  Example of Number Cards:  84 – 23 = \_\_\_\_\_\_\_\_\_\_ 66- 13 = \_\_\_\_\_\_\_\_\_\_  98 – 34 = \_\_\_\_\_\_\_\_\_\_ 57 – 20 = \_\_\_\_\_\_\_\_\_  38 - 10 = \_\_\_\_\_\_\_\_\_\_ 26 - 10 = \_\_\_\_\_\_\_\_\_  79 – 56 = \_\_\_\_\_\_\_\_\_ 89 – 32 = \_\_\_\_\_\_\_\_\_  49 – 11 = \_\_\_\_\_\_\_\_\_ 56 – 32 = \_\_\_\_\_\_\_\_\_ | INSTRUCTIONAL PROCEDURE  Preparatory Activities  A.Basic Facts in Subtraction  1. Drill - Strategy: “MY FAMILY”  Instructions:  Ask the pupils to enumerate as many as they can “addition and subtraction facts” with sum and difference of 21.  They will be given 5 minutes to perform the activity.  Pupil/s with more addition and subtraction combinations formed, will be declared as” Mathematics Wizard/s of the day”. His /her name will be posted on the bulletin board.  Example of addition/subtraction combinations of 21  10 + 11=21 41- 20 = 21 32-11 = 21  12 + 9 = 21 51- 30 = 21 33-12= 21  13 + 8 = 21 31 – 10= 21 34-13 = 21  9+ 12 = 21  8 + 13 = 21  7 + 14 = 21  6 + 15 = 21  5 + 16 = 21  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |  |
| B. Establishing a purpose  for the lesson ( Motivation) | B. Establishing a purpose  for the lesson  2. Review –  Present the story problem  A magician placed 134 white birds in a basket and subtracted them by a mystery number. Only 34 of the white birds came out. What is the mystery number?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are the given facts? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the Number Sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Motivation  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? ASK:  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is/are the operation should be used?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the Number Sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | B. Establishing a purpose  for the lesson  2. Review  Problem solving involving one-step word problem involving subtraction of whole numbers including money  Strategy: STORY TELLING  Instructions:  Present a mathematical story problem.  Instruct the pupils to answer the questions with speed and accuracy.  Pupils should write their answers on the Show Me Board.  “AT THE PET SHOP”  The Magada Family has a pet shop at the Quinta Market. At present, a pet shop had 245 love birds, and 197 of them were sold. How many love birds were left?  Questions:  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A FRUIT STAND  Cathy has a fruit stand at Odiongan Market. She had 987 apples in the crate. Gerald bought 569 apples. How many apples were left in the crate?  Questions:  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Pre-assessment  Answer the following:  1. What is the sum of 347 and 129? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is the difference of 753 and 378? \_\_\_\_\_\_\_\_\_\_\_\_\_  3. Add: 692 and 126, the sum is equal to \_\_\_\_\_\_\_\_\_\_\_\_\_  4. Subtract 67 from 898. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Simplify: 8 – 9 + 6 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. Perform the indicated operations: 12 + 10 – 9 = \_\_\_\_\_  7. 67 – 59 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8, 89 + 18 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9. Simplify: 12 – 8 + 23 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10. Combined: 23 and 25 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | B. Establishing a purpose  for the lesson  2. Review  Steps in Solving Word problems (Solving One-Step Word problem)  Strategy- Game “Problem Solve Me”  Instructions:  Divide the class in three learning stations.  Distribute the prepared word problems to each group.  Pupils will solve the problems in 40 seconds  As soon as they finish solving the problems, members of the learning station will say “Problem Solve Me”  Examples of Word Problems 1.The Grade parents prepared 96 egg sandwiches. If 75 sandwiches were eaten, how many were left?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the number sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.Out of 92 eggs in a basket, 45 were sold. How many eggs were left in the basket?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the number sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.There are 197 pupils in Grade Two. If 145 of them are boys, how many are girls?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the number sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.There are 75 eggplants on the first plot and 55 tomato plants on the second plot. How many plants are there in all?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the number sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5.Rogelio has 250 marbles and Paulo has 165 marbles. How many marbles do they have altogether?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operation should be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the number sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_  Pre-assessment  Solve the following problem 1-5  See pages 140-141 TG in Mathematics  Motivation  Strategy: SEARCH and RETRIEVAL OPERATION  Instructions:  Search across and down for hidden subtraction sentences. Ring each subtraction sentence.  Example: 38 – 23 = 15  See page 41 TG | B. Establishing a purpose  for the lesson  2. Review  Solving Word problems-“What is asked and what are given”  Strategy: “PROBLEM SOLVING STRATEGY”  Instructions:  Divide the class into three learning stations  Distribute the prepared word problems to each group  Pupils will solve the problems in 30 seconds  As soon as they finish solving the problems, members of the learning station will SAY-“ WE MADE IT- PROBLEM SOLVED”  145  EXAMPLES OF PROBLEMS  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. Motivation  Strategy: “STORY TELLING”  “AT SCHOOL FAMILY DAY”  Processing:  Comprehension Questions  What kind of pupil is Jomar?  What did he sell?  If you were Jomar, are you willing to sell banana cake? Why?  Analyzing the problem  What is asked in the problem?  What are given in the problem?  What is the mathematical sentence?  What operations are to be used to solve the problem?  What is the correct answer?  There are twelve red marbles, twenty-four yellow marbles and seventeen green marbles in a box. Find the total number of marbles.  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Laura, teacher of grade 3 students has 84 gifts for her students. There are 67 students and each received one gift from the teacher. Find the number of gifts remaining with Laura.  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Bella has to solve 125 Math problems. She solved 46 problems yesterday and 53 problems today. How many problems are to be solved? What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Motivation  Strategy: “STORY TELLING”  “AT SCHOOL FAMILY DAY”  Jomar has 475 boxes of banana Cake to sell during the School Family Day. At the end of the day, 174 boxes were unsold. How many boxes were sold? Processing:  Comprehension Questions  What kind of pupil is Jomar?  What did he sell?  If you were Jomar, are you willing to sell banana cake? Why?  Analyzing the problem  What is asked in the problem?  What are given in the problem?  What is the mathematical sentence?  What operations are to be used to solve the problem?  What is the correct answer? |  |
| C. Presenting Examples /  instances of new lesson  ( Presentation) | Posing a Task  C. Presenting Examples /  instances of new lesson( Presentation) 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?  Tell the class: Let us analyze the story problem.  Ask:  What the steps in solving word problems:  For mastery, present the steps in solving 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. | Posing a Task  C. Presenting Examples /  instances of new lesson( Presentation) STRATEGY: EXPLORING THE MATHEMATICAL OPERATIONS  Present these mathematical operations:  10 + 6 – 5 = \_\_\_\_\_\_  ASK:  Anybody can solve the problem?  What operation should be done first?  What is the final answer?  10 + 6 – 5 = ----------  Explain:  In solving this kind of problem with two or more operations are involved, addition shall be done first and followed by subtraction.  10 + 6 – 5 =  16 - 5 =  Then, subtraction follows next.  16 – 5 = 11  The final answer is equal to 11. | Posing a Task:  Amelda and Dario picked guavas in their orchard. Amelda picked 25 guavas and Lito picked 16. Amelda ate 8 guavas. How many guavas were left? PROCESSING:  Comprehension questions  What are the fruits mentioned in the problem?  Do you eat fruits? Why do we need to eat fruits?  What is asked in the problem?  What are the given?  Post additional illustrative examples:  Miss Mercado has 50 pupils in her class. One morning, 6 pupils were absent and in the afternoon 2 were absent. How many pupils reported to Miss Mercado’s class on that day?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Gerry has read 13 pages of a book on Fairy Tales. There are 305 more pages left. How many pages does the book have in all?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Posing a Task  Present a story word problem written on the manila paper.  Mother Tina and Brother Jay picked eggplant in their family vegetable garden. Mother Tina picked 156 eggplants and Brother Jay picked 120. Mother Tina sold 250 pieces of eggplants in the market. How many eggplants were left?  Analyzing the problem  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operations are to be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analyzing the problem  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operations are be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Present the test materials. |
| D. Discussing new concepts and practicing new skills #1  ( Modeling) | Performing the Task  Performing the Task 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?  2. A market vendor had 150 kilos of dressed chicken to sell. He sold 98 kilos in 2 days. How many more kilos of dressed chicken did he have to sell?  3. There are 90 Grade II pupils joined the choir. Only Fifty-eight will represent the school in a contest. How many choir members will not compete? | Performing a Task  Processing:  Present additional illustrative example.  25 – 10 + 12 = \_\_\_\_\_\_\_\_  Solutions:  25 – 10 + 12 – 22 = 3 | Performing a Task  Processing the solutions and answers :  Refer to the Learning Material  Instructions:  Divide the class into three small learning groups.  Each group will be given a card containing the activity to do.  Each group will be given 2-3 minutes to perform the activity  And then transfer to another learning station up to the last station. | Performing the Task  Joy had some Christmas cards to sell. After she sold 47 of them, she still has 44 cards left to sell. How many cards did Joy have before?  Analyzing the problem  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What operations are be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the correct answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Explain the direction to them. |
| E. Discussing new concepts and practicing new skills #2  (Guided Practice) | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to LM 35 Gawain 1 | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to the LM 36- Gawain  Directions: Divide the class into three (3) small learning groups. Each group will be given a worksheet to do. | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to the LM 37- Gawain | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to the LM 38- Gawain | Giving the standards. |
| F. Developing mastery  ( Independent Practice) | F. Developing mastery  ( Independent Practice)  Refer to LM 35- Gawain 2 | F. Developing mastery  ( Independent Practice) | F. Developing mastery  ( Independent Practice)  Do “Activity 2” on page | F. Developing mastery  ( Independent Practice)  Do “Activity 2” on page |  |
| G. Finding Practical applications of concepts and skills ( Application /  Valuing) | G. Finding Practical applications of concepts and skills ( Application /  Valuing)  Do “Activity 3” on page | G. Finding Practical applications of concepts and skills ( Application /  Simplify the following operations, then find the answer to the following using the order of operations.  1. 14 + 16 – 10 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. 20 - 15 + 30 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. 12 + 15 – 9 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. 16 – 10 + 26 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. 12 + 15 - 10 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | G. Finding Practical applications of concepts and skills ( Application /  Valuing)  Solve the following problems:  1.Tatay Canor harvested 998 mangoes. He sold 575 of them. How many mangoes were left?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.There are 50 tribe-participants participated in the Ati-atihan Festival. Of these, 37 tribe-participants won prizes. How many did not win prizes?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | G. Finding Practical applications of concepts and skills ( Application /  Valuing)  Refer to LM No -Gawain  Read the following problems. Then solve by answering the questions asked. | Did you answer the test correctly? |
| H. Making generalizations and abstractions about the lesson ( Generalization) | H. Making generalizations and abstractions about the lesson ( Generalization)  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. | H. Making generalizations and abstractions about the lesson (Generalization )  How to perform order of operations involving addition and subtraction of whole number?  What operation shall be done first? The second operations?  In performing order of operations involving addition and subtraction of whole numbers including money;  Addition shall be done first; then  Subtraction as they occur. | H. Making generalizations and abstractions about the lesson (Generalization )  STEPS TO REMEMBER IN SOLVING WORD PROBLEMS  What is asked in the problem?  What are given?  What operation/s should be used?  Transform the problem into a number sentence  Solve for the Final Answer. | H. Making generalizations and abstractions about the lesson (Generalization) STEPS TO REMEMBER IN SOLVING TWO-STEPS WORD PROBLEMS INVOLVING ADDITION AND SUBTRACTION.  What is asked in the problem?  What are given in the problem?  What operations are to be used?  Transforming the word problem into Number Sentence  Solve for the Final Answer | What did you learn today? |
| I. Evaluating Learning | I.Evaluating Learning  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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. There are sixty-eight choir members. Fifty-seven will represent in the Show Time Contest. How many choir members will not compete?  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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. During the PTA Meeting of Cajidiocan Central Elementary School, 250 parents and teachers attended. If there were 150 males, how many females attended the PTA meeting?  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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. In the school canteen, there were 65 guavas in the basket. The school canteen took 28 guavas for the visitors. How many guavas were left?  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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Eve bought school supplies worth Php 357.00. If she has Php 500.00, how much would be her change?  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? | I.Evaluating Learning  Perform the following operations then find the answer to the following applying the order of operations.  1. 25 – 12 + 11 = \_\_\_\_\_\_\_\_\_\_\_\_\_  2. 30 + 15 – 25 = \_\_\_\_\_\_\_\_\_\_\_\_\_  3. 12 + 12 \_ 9 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. 16 – 12 + 15 = \_\_\_\_\_\_\_\_\_\_\_\_\_  5. 17 – 11 + 21 = \_\_\_\_\_\_\_\_\_\_\_\_\_ | I.Evaluating Learning  Read the following problems. Then answer the questions after each problem.  1. During the Educators Congress, 198 parents and 32 teachers attended. If there were 67 males, how many females attended the Educators Congress?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What facts are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Albert and Jomar gathered okra from their vegetable garden. Albert gathered 25 okra while Jomar gathered 18 okra. Their father gave 12 okra to their neighbor. How many okra were left?  What are given in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What facts are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. There are 86 marbles in a box. Of these, 19 are blue, 27 are yellow, and 26 are red. The rest of the marbles are green. How many green balls are in the box?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What facts are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. In a Mathematics quiz, Tina answered 23 items correctly. If there are 35 items in all, how many items was she not able to answer?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What facts are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I.Evaluating Learning  Read the following problems. Write the operations are to be used, transforming the word problem into a number sentence and the final answer.  1. Coco has to solve 125 Math problems. She solved 46 problems yesterday and 53 problems today. How many problems are to be solved yet?  What operations are to be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Rinarose arranges a small party for her eleventh birth day with an amount of P10 000. She bought spaghetti for P 812.50, cake for P 2 580, cookies for P 1 424 and French fries for P1 914. Find the balance amount of Rose.  What operations are to be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Mrs. Bautista was given 25 cards for her collections. She now has 95 in all. How many cards did she have before?  What operations are to be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Maricel needs pots for her flowering plants. Clay pots cost P 50.00 each and ceramic pots cost P 65.00 each. How much money will Maricel spend if she buys 3 of each kind of pots?  What operations are to be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. Conrad has a big basket of fruits. He has 95 mangoes. He put 35 ripe mangoes and 29 green mangoes in a small basket. How many mangoes remained in the big basket?  What operations are to be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Test proper /  Checking the test. |
| J. Additional activities for application or remediation  ( Assignment) | J. Additional activities for application or remediation  ( Assignment)  Please refer to the LM 34 – Gawaing Bahay | J. Additional activities for application or remediation  ( Assignment)  Refer to the LM 36 – Gawaing Bahay | J. Additional activities for application or remediation  ( Assignment)  Refer to the LM 37 – Gawaing Bahay | J. Additional activities for application or remediation  ( Assignment)  Refer to the LM 38 – Gawaing Bahay | Study the next lesson. |

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| **IV. REMARKS** |  |  |  |  |  |
| **V. REFLECTION** |  |  |  |  |  |
| **A..No. of learners who earned 80% in the evaluation** | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |  |
| **B.No. of learners**  **who require additional activities for remediation who scored below 80%** | \_\_\_ 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 |  |
| **D. No. of learners who continue to require remediation** | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |  |
| **E. Which of my teaching strategies worked well? Why**  **did these work?** | *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 | *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 | *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 | 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 |  |

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| **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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ 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?** | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |  |