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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 28 - DECEMBER 2, 2022 (WEEK 4-DAY1)** | **Quarter:** | **2ND QUARTER** |

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| **OBJECTIVES** | **ESP** | **A.P** | **ENGLISH** | **MTB** | **MATH** | **FILIPINO** | **MAPEH (HEALTH)** |
| **( 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 concepts of nouns, verbs and adjectives for proper identification and description | Demonstrates understanding and knowledge of language grammar and usage when speaking and/or writing. | Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money. | Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan | Demonstrates understanding of the proper ways of taking care of the sense organs |
| **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 | Speaks and writes correctly and effectively for different purposes using the basic grammar of the language. | Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Nakikinig at nakatutugon nang angkop at wasto | Consistently practices good health habits and hygiene for the sense organs |
| **C. Learning**  **Competency/**  **Objectives**  **Write the LC code for each.** | Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda  ***EsP2P- IId – 8*** | Nakakukuha ng impormasyon tungkol sa mga epekto ng kalamidad sa kalagayan ng mga anyong lupa, anyong tubig at sa mga tao sa sariling komunidad  ***AP2KOM-If-h-8*** | Identify action words in sentences  Form and use past tense frequently occurring regular verbs  ***EN1G-IIa-e-3.4*** | Nakikilala ang panahunan ng pandiwa at nagagamit ang mga ito sa pangungusap at talata  ***MT2GA-IIIa-c-2.3.2*** | 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** | Nakikinig nang mabuti sa nagsasalita upang matukoy ang damdaming ipinahihiwatig  ***F2PN-IId-12.2*** | Describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions  ***H2PH-IIa-e-6*** |
| **II. CONTENT** | **Aralin 4**  **Tingnan Mo Kaibigan**  **Pagkamagalang (Respect)Pagmamahal sa kapwa/ Pagdama at pag- unawa sa damdamin ng iba (Empathy)** | **Aralin 3.3**  **Kapaligiran at Uri ng Panahon sa Aking Komunidad** | **Lesson 12: Talking About Action Words** | **IKALABINTATLONG LINGGO**  **Pagmamalasakit sa Pamilya**  **PANAHUNAN NG PANDIWA** | **Lesson 39**  **TOPIC:** Solving two-step word problems involving addition and subtraction. | **Aralin 4: Sinabi Mo, Ramdam Ko**  Pakikinig nang mabuti sa nagsasalita upang matukoy ang damdaming ipinahihiwatig | Diseases and their Effects on Child’s Growth and Development |
| **LEARNING RESOURCES** |  |  |  |  |  |  |  |
| **A. References** | K-12 C.G p.14 | K-12 CG p.40 | K-12 CG p.24 | K-12 CG p 112 | K to 12 CGp.21 | K-12 CG p.42 | K-12 CG p14 |
| **1. Teacher’s Guide**  **pages** | P.46-48 | 27-30 | 16-17 | 114-116 | 148-151 | p.91-92 | 335-338 |
| **2. Learner’s Materials pages** | P.105-113 | 87-93 | 149-151 | 96-97 | 92-96 | P181-185 | 413-416 |
| **3. Textbook pages** |  |  |  |  |  | 1.Landas sa Wika at Pagbasa 2. 1999. pp. 90-95. (mula sa DANE Publishing House, Inc.)\* |  |
| **4. Additional Materials from Learning Resource (LR) portal** |  |  |  |  |  |  |  |
| **B. Other Learning Resource** | krayola, larawan, lumang magasin, pandikit, at manila paper | Larawan, tsart | Chart/tarpapel, pictures | Larawan, tarpapel | charts | Larawan, tarpapel | Larawan, tarpapel |
| **III. PROCEDURES** |  |  |  |  |  |  |  |
| **A. Reviewing previous lesson or presenting the new lesson** | Balikan ang gintong- aral sa nakaraang aralin. Basahin ito hanggang maisaulo.  Tulungan natin ang ating kapwa  Sapagka’t tayo ay higit na pinagpala | Anu-ano ang iba’t-ibang kalamidad o sakuna na nararanasan sa ating komunidad? | **Review:**  Recall the past lesson.  Let them read the ff.  She wakes up late.  She jumps out of bed.  And opened her eyes.  Ana stretched her arms. | Laro: “Charade”  Kilos ko, Hulaan Mo | 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? \_\_\_\_ | Ano ang iyong ginagawa kung masama ang loob mo?  Paano mo ito ipinakikita o sinasabi | Have the pupils sing the song with corresponding action:  Ako ay may mga Kamay  ( To the tune of Eency, Wency Spider)  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| **B. Establishing a purpose for the**  **lesson** | Mga bata ano-ano ang ginagamit niyong mga  magagalang na pananalita sa inyong bahay at paaralan? Asahan ang iba’t ibang kasagutan. | Ipakita ang iba’ibang larawan na nagpapakita ng epekto ng kalamidad sa ating anyong lupa at anyong tubig | To teach the pupils in identifying action words in sentences | Itanong kung sinusunod ng mga bata ang ipinagagawa sa kanila ng kanilang magulang. Itanong din kung bakit dapat sundin ang mga ito. | What is your father’s occupation?  What is the importance of the farmers in the community?  What is the importance of the farmers in our country?  What are the contributions of the farmers in our economy? | Sino ang inyong kaibigan sa klase? Ano ang madalas ninyong pinag-uusapan?  Pagpapayaman ng Talasalitaan  Gumawa ng tsart ukol dito.  *( tingnan ang tarpapel )* | Show to the children the cover page of Lesson 3.  Ask: Have you experienced these diseases? Who among you had experienced these illnesses?  Have the pupils identify, describe and tell something about each disease.  Use a KWL chart for the learners to place what they know and want to know in the day‟s lesson.  Encourage them to tell what they want to know about these diseases. Let them post their answers in the chart. |
| **C. Presenting examples/ instances of the new lesson** | Basahin ang tula.  “Magalang na Pananalita” ni R. B. Catapang | Ipabasa ang talata tungkol sa epekto ng kalamidad sa ating komunidad | . Show the picture to the class and let the children tell what each one is doing | Ipabasa ang mga pangkat ng salitang nagsasaad ng kilos sa pisara | Present this story problem.  Mang Digoy is a farmer. He has 356 cavans of rice to sell. He sold 98 cavans yesterday and 145 canvans today. How many cavans of rice were left to him? | Basahin ang kuwentong “Ang Magkaibigan” sa LM, pahina 181-182habang ang amga bata ay nakikinig. | Present the topic to the class.   1. Bulutong-tubig 2. Primary (Tuberkulosis) Complex – 3. Tigdas – 4. Beke |
| **D. Discussing new**  **concepts and practicing new**  **skills #1** | 1. Ano-anong magagalang na salita ang nabanggit sa tula?  2. Ano-ano pang magagalang na salita ang alam ninyo na hindi nabanggit sa tula?  3. Ano ang tawag sa batang gumagamit ng ganitong mga salita?  4. Sa iyong palagay, bakit masarap pakinggan ang magagalang na salita? | Pagtalakay:  Anu-ano ang epekto ng kalamidad na nabanggit sa tao at sa kaniyang kalamidad? | Play Charades – Name the action of each player and the whole class will guess | Ano ang ipinapakita ng mga salita sa bawat pangkat? (kilos o galaw)  Ano na nga ang tawag sa mga salitang nagpapakita ng kilos o galaw? (pandiwa)  Aling pangkat ng pandiwa ang nagpapakita na ginawa na ang kilos?  (pangkat B) Aling pangkat ng salita ang nagpapakita na ginagawa pa ang kilos?  (pangkat A)  Aling pangkat ng salita ang nagpapakita na gagawin pa lamang ang kilos? (pangkat C)  Ano ang tawag sa mga pangkat na ito ng pandiwa? ( Panahunan ng pandiwa) | What is asked in then problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How many operations should be used in solving the problem? \_\_\_\_  What are they? \_\_\_\_\_\_\_\_\_\_  What are the word clue/s you identify the operations to be used in solving the problem? \_\_\_\_\_\_\_\_\_\_  What is the mathematical sentence? \_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_\_\_\_\_\_\_ | Pagtalakay  1.Sino ang magkaibigan?  2.Anu-ano ang dala ni Lino sa palaruan?  3.Ano ang damdamin ni Ben nang sabihin niyang “Wow! Ang ganda naman ng laruan mo?” | What are the common childhood diseases? Name them one by one. |
| **E. Discussing new concepts and practicing new skills #2** | Ano ang kahalagahan ng paggamit ng magagalang na salita sa  pakikipag-usap sa kapwa? | Pangkatang Gawain  Bumuo ng isang larawan na nagpapakita ng epekto ng mga kalamidad sa tao at kalagayan ng anyong lupa at tubig | **Group Work:**  Read the sentences aloud. Ask what Ana did. Underline the action words in the  sentences. Explain that the words you underlined are verbs. That a verb is an  action word, the word tells what something or someone does.  Practice Activities:  Directions: I will say a sentence. Tell me the action word or verb.  1. Mother cooks food for the family.  2. Mother buys food from the market.  3. Liza plants vegetables in the garden.  4. The family eats together.  5. They also pray together | Ipangkat ang mga bata sa apat (4). Ipagawa ang Gawin 1 sa LM. | Raymund harvested 670 pineapples. He sold 345 pineapples on Monday and 156 pineapples on Tuesday. How many pineapples were not sold? | Ipasagot ang **Gawin Natin** sa LM, p 183.  Ipakita ang mga damdaming isinagot sa pamamagitan ng facial expression habang binabasa ang mga pangungusap | Explain the following:  Bulutong  Primary (tuberculosis) complex  Tigdas  Beke |
| **F. Developing mastery (leads to Formative Assessment 3)** | 1.Hatiin sa lima ang klase. Bawat pangkat ay bibigyan ng mga magagalang na pananalita. Gumawa ng cut-outs na upo na may nakasulat na magagalang  na salita kagaya ng nasa modyul. Pipitasin ng bata ang upo na may magagalang na salita at ilalagay sa basket o sa pamamagitan nang pagguhit ng mga upo na mayrooong nakasulat na magagalang na pananalita.  (Tingnan ang tarpapel)  2. Pag-usapan ito ng bawat pangkat.  3. Ilahad ito sa klase |  | .  Box then action word.  1. The family cleans the house together.  2. Father sweeps the yard.  3. Lito helps father in the yard.  4. Gina scrubs the floor. | **1. Pinatnubayang Gawain**  ( Tingnan ang tarpapel ). Patnubayan ang mga bata sa pagsagot nito.  Tulungang mamingwit ang tatlong mangingisda.Basahin ang mga pandiwang nakasulat sa mga isda. Lagyan ng guhit mula sa isda ng pandiwa papunta sa tamang bangka.  Tingnan ang halimbawa. | Refer to LM No. 39- Gawain | Ipasagot ang **Sanayin Natin** sa LM, pahina 138.  Ito ay pinatnubayang pagsasanay.  Gabayan ang mga bata sa paggamit ng mga salita kung diyalogo ang  gagamitin. | Have them answer the following activity.  Ibigay ang impormasyon angkop sa sumusunod na sakit. Hanapin ito sa kahon sa ibaba. Isulat ang letra ng tamang sagot.  ( tingnan ang tsart |
| **G. Finding practical application of concepts and skills in daily living** | Paglalahad sa klase ng tungkol sa mga magagalang na salita na kanilang napili o naiguhit sa manila paper. | Isulat ang epekto ngmga kalamidad sa tao at sa kalagayan ng mga anyong tubif at lupa sa loob ng mga ulap. |  | Ipagawa ang Gawain 2 sa LM. | Refer to LM 39 - Gawain | Ibinabahagi mo ba ang iyong laruan sa kaibigan?  Paano mo ito ginagawa? | Discuss the responses given by the pupils.  Show again the pictures to the pupils for emphasis |
| **H.Making generalizations**  **and abstractions about the lesson** | Bilang isang mag-aaral, paano mo maipapakita ang paggalang sa inyong bahay at paaralan?  Basahin ang Ating Tandaan sa pahina 108. | Anu- ano ang mga epekto ng kalamidad sa tao at sa kalagayan ng mga anyong-tubig at Lupa? | What is a verb? What does a verb tell? | Ano ang tawag sa mga salitang nagpapakita ng kilos o galaw? Ano ang tawag sa mga pandiwang ginawa na, ginagawa pa, at gagawin pa lamang? Ipabasa ang Tandaan sa LM | What are the steps in solving a 2-step word problem involving addition and subtraction including money? | Ano-anong damdamin ang maaaring gamitin sa pangungusap?  Magbigay ng halimbawa ng mga ito.  Ipabasa ang **Tandaan Natin** sa LM, pahina 184. | “Ang karaniwang sakit ng mga bata ay  beke, tigdas, bulutong-tubig, at primary complex.” |
| **I. Evaluating learning** | Gumawa ng usapan sa tahanan o sa paaralan na ginagamit ang mga magagalang na mga pananalita. | Dula-dulaan tungkol sa aralin | **Evaluation:**  Underline the verb that will make the sentence complete.  Father found a mango seed.  He said, “I shall (plant, cook) it in the yard.  Lito said, “May I (go, help) you Father?’  “Yes, go and (change, wash) your clothes.”  Then, they went to the yard.  They (watered, planted) the seed in the yard. | Basahin ang mga pandiwa. Gamitin ang bawat isa sa pangungusap.  1. Tumakbo  2. Lumangoy  3. naglalaba  4. naglalakad  5. dadalaw | Read, analyze and solve the following problems. Then answer the questions after each problem.  1.There are 245 Grade II pupils in Montfort Academy. Of these124 are boys. How many are girls?  What is asked in the problem? \_\_\_\_\_\_\_\_\_\_\_\_  What are given? \_\_\_\_\_\_\_\_\_\_\_  What operations should be used? \_\_\_\_\_\_\_\_\_\_  What is the number sentence? \_\_\_\_\_\_\_\_  What is the final answer? \_\_\_\_\_ | Ipagawa ang **Linangin Natin** sa LM, p184-185. | Let the pupils do  Alamin Natin:  Lagyan ng (/)kung ang larawan ay karaniwang sakit ng bata at ekis (X) kung hindi.P 413-416  Palalimin Natin: |
| **J. Additional activities for application or remediation** |  | Magdikit ng larawan na nagpapakita ng epekto ng kalamidad sa tao at sa anyong lupa at tubig |  |  | Refer to the LM 39 – Gawaing Bahay | Gumuhit ng 5 larawan sa kuwaderno na nagpapakita ng iba’t ibang damdamin. | Alamin sa iyong kasambahay kung sino ang nagkasakit ng beke, tigdas, bulutong-tubig at primary complex. Hikayatin sila na ikuwento sa iyo ang kanilang naging karanasan. Ipasulat sa notebook ang kanilang kuwento. |
| **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:**  \_\_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 |