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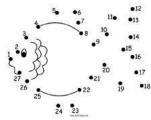
Teacher:

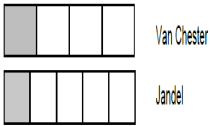
Learning Area:


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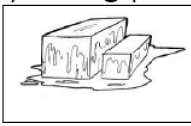

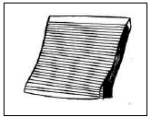
		I N Z O N					
	Teaching Dates and Time:	F E B R U A R Y 1 3 - 1 7 , 2 0 2 3 (W E E K 1 - D A Y 3)	Quarter:	3 R D	Q U A R T E R		
OBJECTIVES	ESP (7:45-8:15)	A.P (8:15- 8:55)	ENGLISH (9:15- 10:05)	MTB (10:05- 10:55)	MATH (1:00-1:50)	FILIPINO (1:50- 2:40)	MAPEH (Art) (2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng kamalayan sa karapatang pantao ng bata, pagkamasunurin tungo sa kaayusan at kapayapaan	Naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa pangangailangan ng mga kasapi ng sariling	Demonstrates understanding of the concepts of pronouns and preposition for appropriate communication	Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension	Demonstrates understanding of unit fractions..	Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects



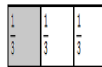
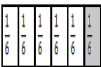
	ng kapaligiran at ng bansang kinabibilangan						
B. Performance Standard	Naisasagawa nang buong pagmamalaki ang pagiging mulat sa karapatan na maaaring tamasahin	Nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno sa komunidad tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad	Uses pronouns and prepositions in a variety of oral and written theme-based activities	Reads with sufficient speed, accuracy, and proper expression in reading grade level text.	Is able to recognize and represent unit fractions in various forms and contexts..	Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon	Shows skills in making a clear print from natural and man-made objects
C. Learning Competency/ Objectives Write the LC code for each.	Natutukoy ang mga karapatang maaaring ibigay ng mag-anak EsP2PPP- IIIa-b- 6	Natutukoy ang mga yamang nakukuha sa anyong lupa at anyong tubig. AP2PSK-IIIa-1	Use demonstrative pronouns (this/that, these/ those) EN2G-IVc-d-4.2.3	Nababasa at natutukoy ang mga salitang may kambal-katinig/klaster Nakapagbabaybay ng mga salitang may kambal katinig/klaster MT2F-IIIa-i-1.4	Compares unit fractions using relation symbols. M2NS-IIIe-77.1	Nababasa ang mga salitang may kambal-katinig BL F2PT-IIIa-e-2.2	Experiments with natural objects (leaves, twig, bark of trees, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, sinamay and any other material to create a prints A2PR-III d
II. CONTENT	Aralin 1 Karapatan Mo, Karapatan Ko Pagkamasunurin	ARALIN 5.1 Mga Likas na Yaman ng Aking Komunidad	Lesson 3: Things There Using Demonstrative Pronouns (These or Those)	Modyul 19 IKALABINGSIYAM NA LINGGO Mga salitang may kambal-katinig/klaster	Lesson 69: Comparing Unit Fractions Using Relation Symbols	Aralin 1: Bansa ay Uunlad Kambal Katinig na -bl	
LEARNING RESOURCES							
A. References	K-12 CG p.34	K-12 CGp46	K-12 CG p.38	K-12 CG p.	K-12 CG p.	K-12 CG p.31	K-12 CG p.21
1. Teacher’s Guide pages	65-67	44-46	5-6	168-169	220-222	132-133	137-138
2. Learner’s Materials pages	157-158	143-151	250-251		159-160		230-234
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal			1. *English Expressways 1. 2010. pp. 85-87, 127. 2. English (Learner’s				Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 238-239

			Material) 2. 2013. pp 106-110.				
B. Other Learning Resource	mga larawan, cd/dvd player, video clip, tsart, graph, manila paper, typewriting paper, tarpapel	Larawan, tarpapel	Tarpapel pictures of Philippine symbols, things and objects	Tarpapel, larawan	1. Learning Module 2. Illustrations of one-fourth and one-fifth 3. Activity cards with fractional units 4. Chart with story problem	Tarpapel, larawan	paint brush, water color , ink, tina, coffee, leaves, twig, sliced vegetables, banana stalks, bark of trees, etc. picture of person, pencil, bond paper.
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Ipaawit muli ang “Bawat Bata”	Isulat ang YL kung yamang lupa at YT kung yamang Tubig. 1.alimango 2. prutas 3. ibon 4. korales 5. bulaklak	Have pupils give sentences using this is and that is.	Balik –aralan ang mga kambal katinig na napag-aralan	Write the following in fractional unit. 1. One part of a set of seven objects. 2. One part of a group of nine objects. 3. One part of a set of six objects. 4. One part of a group of five objects. 5. One part of a set of eight objects.	Hayaang magbigay ang mga bata ng mga salitang nagsisimula sa letrang b at sa letrang l. Ipabasa ang mga ito sa mga bata. Ano ang tunog ng letrang b? Letrang l?	Show some pictures showing different styles of using painting tools and let the learners appreciate the pictures.
B. Establishing a purpose for the lesson	Ipakita ang video clips ng Karapatang Pambata	Magpakita ng puzzle. (Connect the dots) Ipamahagi ang larawan sa mga bata at hayaan silang buuin ito gamit ang lapis. Pakulayan ito.  Anong larawan ang inyong nabuo? Saan ito matatagpuan? Anyong tubig o anyong lupa?	Let the pupils recite the chant “Near or Far” again.	Ipatakoy ang ngalan ng bawat larawan sa LM. Isulat ang mga salita sa pisara.	How do you go to school every day?	Ipakita ang larawan ng dalawang batang babae na masayang nag-uusap. Ano kaya ang pinag-uusapan ng mga bata? Papiliin ang mga bata ng kapartner upang iparinig ang sa palagay nila ay naging usapan ng mga bata.	Do you know that there are art works made from natural objects like: leaves, twig, sliced vegetables, banana stalks, bark of trees, etc.
C. Presenting examples/ instances of the new lesson	Ipabasa ang mga karapatan ng bata na nasa poster o tarpapel	Anu-ano ang mga yamang nakukuha sa anyong lupa at anyong tubig. Punan ang tsart sa psara	We use This is when you are near one person, object or thing.	Ipabasa ang mga ito sa mga bata gripo globo dyanitor braso plantsa Ipabaybay ang bawat salita.	Van Chester walks $\frac{1}{4}$ km while Janc $\frac{1}{5}$ l walks km in going to school. Who walks a longer distance?	Basahing ang kuwentong “Ang Bago Kong Kaibigan.”	Instruct the learners to examine the art work made from sliced vegetables.

		<table border="1"> <tr> <td data-bbox="655 90 822 228">Yamang nakukuha sa anyong lupa</td> <td data-bbox="822 90 986 228">Yamang nakukuha sa anyong tubig</td> </tr> <tr> <td data-bbox="655 228 822 261"></td> <td data-bbox="822 228 986 261"></td> </tr> </table>	Yamang nakukuha sa anyong lupa	Yamang nakukuha sa anyong tubig			<p>When you are pointing to one person, object or thing far from you, we use That is. <i>Do</i> : Hold a picture of two or more carabaos. <i>Say</i> : “These are carabaos.” (Write these sentences on the board.) <i>Do</i> : Point to the trees outside or a picture of trees away from you. <i>Say</i> : “Those are trees.” (Call on some pupils, one at a time, to repeat after you.)</p>		<p>Prepare 2 strips of cardboard with the same length. (about 2 meters each) Divide the first strip into 4 equal parts and the second into 5 equal parts. Get one part from each strip. Compare the strips.</p>		
Yamang nakukuha sa anyong lupa	Yamang nakukuha sa anyong tubig										
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Pag-usapan ang bawat karapatan ng mga bata</p>	<p>Anu-ano ang bumubuo sa anyong lupa? Anyong tubig? Anu-anong yaman ang matatagpuan o makukuha rito? Ano ang pagkakaiba ng mga yamang nakukuha sa anyong lupa at anyong tubig?</p>	<p>What do we use when pointing to two or more objects or persons near you? What do we use when pointing to two or more objects or persons far from you?</p>	<p>Ilang katinig mayroon ang unang pantig ng mga salita? (2) Paano binibigkas ang tunog ng dalawang katinig? (madulas at parang iisa ang tunog) Ano ang tawag sa mga salitang ito? (Kambal katinig)</p>	<p>Performing the Task Ask: Which is longer? shorter? Illustrate the fractions in the problem as shown below.</p>  <p>Then compare using relation symbol. $\frac{1}{4}$ is greater than $\frac{1}{5}$ or $\frac{1}{4} > \frac{1}{5}$</p> <p>Show other example. What are your observations as I compare the unit fractions?</p>	<ol style="list-style-type: none"> 1.Sino ang bagong magkaibigan sa kuwento? 2. Bakit nagpunta si Tina sa bahay nina Mirma? 3.Bakit hindi nakapasok sa paaralan si Mirma? 4. Anong mabubuting katangian mayroon si Tina? Si Mirma? 5. Sino sa kanila ang nais mong tularan? Bakit? 6. Paano mo siya tutularan? 	<p>What picture was printed? Is it look like a flower? What materials do you think was used to form a flower? What other natural object can be used to print this picture?</p>				

<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Pangkatang Gawain</p>	<p>Pangkatin ang mga larawan at idikit sa tamang hanay</p> <table border="1" data-bbox="675 237 974 451"> <tr> <td>Yamang nakukuha sa anyong lupa</td> <td>Yamang nakukuha sa anyong tubig</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> 	Yamang nakukuha sa anyong lupa	Yamang nakukuha sa anyong tubig			<p>Group Work Give a pupil two or more mangoes or pictures of mangoes. Let him/her say: <i>These are</i> _____. (referring to the objects/things) Show two or more things or objects. Call on some pupils away/far from you. Let them point to these objects/things and say: <i>Those are</i> _____.</p>	<p>Idikta ang mga salita para sa pagbaybay na gawain ng mga bata gamit ang show-me-board.</p>	<p>Example: $\frac{1}{7} < \frac{1}{9}$ $\frac{1}{6} > \frac{1}{3}$ $\frac{1}{8} = \frac{1}{8}$</p> <p>Gawain 1-A Pumalakpak ng isang beses kapag tama ang paghahambing. Dalawang beses kapag mali ang paghahambing.</p> <ol style="list-style-type: none"> $\frac{1}{7} > \frac{1}{8}$ $\frac{1}{10} < \frac{1}{2}$ $\frac{1}{6} = \frac{1}{3}$ $\frac{1}{5} > \frac{1}{4}$ $\frac{1}{9} > \frac{1}{5}$ 	<p>Basahin nang wasto.</p> <ol style="list-style-type: none"> plato plano blusa bilog krusada bloke bala bilang blangko butiki botika binili tabla bula bilin baitang hibla basa baso Blanco 	<p>Let the learners do their own art work by following the step by step procedures</p>												
Yamang nakukuha sa anyong lupa	Yamang nakukuha sa anyong tubig																						
<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p>Dula-dulaan</p>	<p>Pangkatang Gawain Tukuyin at isulat ang mga yamang makukuha sa anyong lupa at anyong tubig. (tingnan ang activity sheet)</p>	<p>Take the pupils to the school ground or garden. Let them talk about the things they see using These are and Those are. (We Can Do It on p._ of the L.M.)</p>	<p>Ipagawa ang Gawain 3 sa LM.</p>	<p>Gawain 1-B at C pahina 159 B. Gawin ang sumusunod na paghahambing sa bawat pares ng unit fraction. Kapag =, walang gagawin o nakatayo lamang Kapag <, ihawak sa baywang ang kanang kamay At kapag >, ihawak sa baywang ang kaliwang kamay.</p> <ol style="list-style-type: none"> $\frac{1}{2} \text{ — } \frac{1}{2}$ $\frac{1}{4} \text{ — } \frac{1}{3}$ $\frac{1}{8} \text{ — } \frac{1}{9}$ 	<p>Pangkatin ang mga bata. Ipagawa ang Sanayin Natin sa LM pahina</p> <p>A. Basahin ang mga salita sa loob ng kahon. Basahin nang dalawang beses ang mga salitang may kambal katinig na bl-.</p> <table border="1" data-bbox="1891 1159 2150 1390"> <tr> <td>abaniko</td> <td>balato</td> <td>balkonahe</td> <td>basura</td> </tr> <tr> <td>bibliya</td> <td>bilhan</td> <td>binasa</td> <td>binato</td> </tr> <tr> <td>binatog</td> <td>blangko</td> <td>bloke</td> <td>blusa</td> </tr> <tr> <td>busina</td> <td>buwan</td> <td>kahal</td> <td>kanalla</td> </tr> </table>	abaniko	balato	balkonahe	basura	bibliya	bilhan	binasa	binato	binatog	blangko	bloke	blusa	busina	buwan	kahal	kanalla	<p>Ask pupils to do Gawain 2 On LMp233</p>
abaniko	balato	balkonahe	basura																				
bibliya	bilhan	binasa	binato																				
binatog	blangko	bloke	blusa																				
busina	buwan	kahal	kanalla																				

					<p>4. $\frac{1}{7} - \frac{1}{10}$</p> <p>5. $\frac{1}{6} - \frac{1}{5}$</p> <p>C. Paghambingin ang pares ng unit fraction sa ibaba gamit ang =, <, at >. Gawin ito sa iyong papel.</p> <p>1. $\frac{1}{4}$ at $\frac{1}{5}$</p> <p>2. $\frac{1}{9}$ at $\frac{1}{3}$</p> <p>3. $\frac{1}{2}$ at $\frac{1}{7}$</p> <p>4. $\frac{1}{8}$ at $\frac{1}{6}$</p> <p>5. $\frac{1}{10}$ at $\frac{1}{10}$</p>		
<p>G. Finding practical application of concepts and skills in daily living</p>	<p>Naibibigay ba sa inyo ng inyong mga magulang ang inyong karapatan bilang isang bata? Paano nyo ito tinatamasa?</p>	<p>Gumuhit ng tig-isang halimbawa ng yamang makukuha sa anyong lupa at anyong tubig. Kulayan ang larawan at isulat sa ilalim nito ang ngalan ng iginuhit</p>	<p>Call on some pupils to take any national symbols in the box. Let each one use the appropriate pattern below in telling what he or she is holding. <i>These are</i></p> <p>_____</p> <p>Let them talk about what their classmates are holding too by using the following pattern: <i>Those are</i></p> <p>_____.</p>	<p>Sabihin sa mga bata na tumingin sa loob ng silid-aralan at maghanap ng mga pangngalan na may kambal katinig.</p>	<p>Basahin at sagutin ang kalagayan sa ibaba. Kinain ni Renz ang samantalang naman kay Aliyah. Sino ang kumain ng marami? Gamitin ang >, o < para paghambingin at maipakita kung sino ang kumain ng marami.</p>	<p>B. Tukuyin ang pangalan ng mga nakalarawan.</p> <p>1.  _____ ng yelo</p> <p>2.  itim na _____</p> <p>3.  _____ ng papel (walang sulat)</p> <p>C. Mag-isip at magbigay ng limang</p>	<p>Answer Gawain 3 Ipagmalaki Mo on LMP 234</p>

						salita na may kambal-katinig na bl.											
H.Making generalizations and abstractions about the lesson	Anu-ano ang mga karapatan ng mga batang katulad nyo?	Ano ang pagkakaiba ng mga yamang nakukuha sa anyong lupa at anyong tubig?	We use These are when are holding two or more objects near to us. We use Those are when we are pointing to two or more objects that are far from us.	Ano ang kambal katinig? Paano binibigkas ang tunog nito? Paano binabaybay ang mga ito? Ipabasa ang Tandaan sa LM.	To compare fractional units we use the relation symbols =, <, and >. The bigger the denominator of the unit fraction, the lesser its value.	Ang kambal-katinig ay maaaring matagpuan sa unahan o gitna ng salita.	Help the learners to come up with the idea that they can create different designs or objects using leaves, twig, vegetables, banana stalks, bark of trees, etc.										
I. Evaluating learning	Ipasagot ang isapuso natin s LMp 164	Isulat ang mga yamang makukuha sa tamang hanay. Piliin ang mga ito sa loob ng kahon. <table border="1" data-bbox="667 586 974 800"> <tr> <td>Yamang nakukuha sa anyong lupa</td> <td>Yamang nakukuha sa anyong tubig</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Perlas koraless Mais kalabasa Palay pakwan Isda tabla Tahong rambutan</p>	Yamang nakukuha sa anyong lupa	Yamang nakukuha sa anyong tubig			Let the pupils do Measure My Learning on p.251 of the LM.	Ipangkat ang mga bata sa apat (4). Magpadamihan sila ng mga salitang may kambal katinig. Ipaulat sa bawat pangkat ang kanilang output.	Answer the following questions by writing the correct relation symbol. Write your answer on your paper. 1.What do you think is the relation symbol written in the shaded portion?  $\frac{1}{7}$  $\frac{1}{5}$ 2. Compare $\frac{1}{5}$ and $\frac{1}{6}$? 3. What relation symbol will you write inside the circle to compare the shaded part correctly?   4. What relation symbol should you write in the middle of the fractions below to compare them correctly? $\frac{1}{3}$ — $\frac{1}{6}$. 5. Compare $\frac{1}{7}$	Piliin mula sa kahon ang angkop na salita na kukumpleto sa pangungusap. Isulat ang sagot sa sagutang papel. <table border="1" data-bbox="1888 678 2113 764"> <tr> <td>blangk</td> <td>Bias</td> <td>bloke</td> </tr> <tr> <td>blusa</td> <td>planeta</td> <td>plawta</td> </tr> </table> <ol style="list-style-type: none"> Ang _____ ng yelo ay natutunaw. Halos _____ ang sagot ni Mark sa pagsusulit dahil hindi siya nakapag-aral. Gustong-gusto niyang isuot ang puting _____. Si Blessy ay marunong tumugtog ng _____. Ang araw ba ay isang _____? 	blangk	Bias	bloke	blusa	planeta	plawta	<ol style="list-style-type: none"> Instruct the learners to display their finished art works. Appreciate the art works of the learners through the rubrics. Instruct the learners to write their answers on their arts notebook. Instruct the learners to display their finished art works. Appreciate the art works of the learners through the rubrics. Instruct the learners to write their answers on their arts notebook.
Yamang nakukuha sa anyong lupa	Yamang nakukuha sa anyong tubig																
blangk	Bias	bloke															
blusa	planeta	plawta															
J. Additional activities for application or remediation		Magdala ng mga larawan ng likas na yamang matatagpuan sa sariling		Gumupit o gumuhit ng mga larawan na may kambal katinig. Idikit ito sa inyong kuwaderno	Isulat ang =, <, at > sa patlang upang paghambingin ang pares ng unit fraction sa ibaba.												


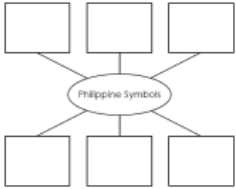
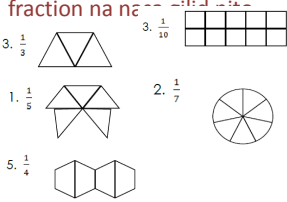
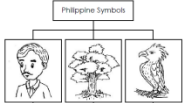
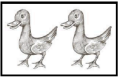
		komunidad at ang mga yamang makukuha rito.			Gawin ito sa iyong papel. 1. $\frac{1}{10} - \frac{1}{9}$ 2. $\frac{1}{7} - \frac{1}{6}$ 3. $\frac{1}{3} - \frac{1}{7}$ 4. $\frac{1}{8} - \frac{1}{2}$ 5. $\frac{1}{5} - \frac{1}{5}$		
IV. REMARKS							
V. REFLECTION							
A..No. of learners who earned 80% 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	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain ___ ANA / KWL ___ Fishbone Planner ___ Sanhi at Bunga ___ Paint Me A Picture ___ Event Map	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain ___ ANA / KWL ___ Fishbone Planner ___ Sanhi at Bunga ___ Paint Me A Picture ___ Event Map	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS)	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain ___ ANA / KWL ___ Fishbone Planner	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary

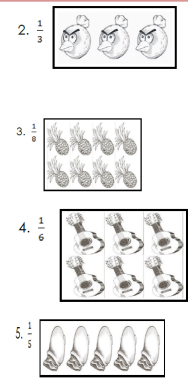
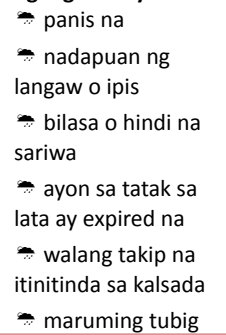
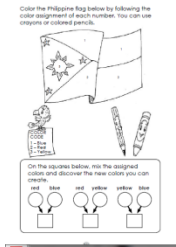
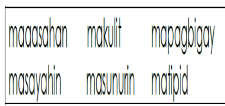
	<p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>activities/exercises</p> <p>__ Carousel</p> <p>__ Diads</p> <p>__ Think-Pair-Share (TPS)</p> <p>__ Rereading of Paragraphs/ Poems/Stories</p> <p>__ Differentiated Instruction</p> <p>__ Role Playing/Drama</p> <p>__ Discovery Method</p> <p>__ Lecture Method</p> <p>__ Why?</p> <p>__ Complete IMs</p> <p>__ Availability of Materials</p> <p>__ Pupils’ eagerness to learn</p> <p>__ Group member’s Cooperation in doing their tasks</p>	<p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>__ Rereading of Paragraphs/ Poems/Stories</p> <p>__ Differentiated Instruction</p> <p>__ Role Playing/Drama</p> <p>__ Discovery Method</p> <p>__ Lecture Method</p> <p>__ Why?</p> <p>__ Complete IMs</p> <p>__ Availability of Materials</p> <p>__ Pupils’ eagerness to learn</p> <p>__ Group member’s Cooperation in doing their tasks</p>	<p>__ Sanhi at Bunga</p> <p>__ Paint Me A Picture</p> <p>__ Event Map</p> <p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>activities/exercises</p> <p>__ Carousel</p> <p>__ Diads</p> <p>__ Think-Pair-Share (TPS)</p> <p>__ Rereading of Paragraphs/ Poems/Stories</p> <p>__ Differentiated Instruction</p> <p>__ Role Playing/Drama</p> <p>__ Discovery Method</p> <p>__ Lecture Method</p> <p>__ Why?</p> <p>__ Complete IMs</p> <p>__ Availability of Materials</p> <p>__ Pupils’ eagerness to learn</p> <p>__ Group member’s Cooperation in doing their tasks</p>
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	<p>Mga Suliraning aking naranasan:</p> <p>__ Kakulangan sa makabagong kagamitang panturo.</p> <p>__ Di-magandang pag-uugali ng mga bata.</p> <p>__ Mapanupil/mapang-aping mga bata</p> <p>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p> <p>__ Kamalayang makadayuhan</p>	<p>Mga Suliraning aking naranasan:</p> <p>__ Kakulangan sa makabagong kagamitang panturo.</p> <p>__ Di-magandang pag-uugali ng mga bata.</p> <p>__ Mapanupil/mapang-aping mga bata</p> <p>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p>	<p>__ Bullying among pupils</p> <p>__ Pupils’ behavior/attitude</p> <p>__ Colorful IMs</p> <p>__ Unavailable Technology Equipment (AVR/LCD)</p> <p>__ Science/ Computer/ Internet Lab</p> <p>__ Additional Clerical works</p>	<p>Mga Suliraning aking naranasan:</p> <p>__ Kakulangan sa makabagong kagamitang panturo.</p> <p>__ Di-magandang pag-uugali ng mga bata.</p> <p>__ Mapanupil/mapang-aping mga bata</p> <p>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p>	<p>__ Bullying among pupils</p> <p>__ Pupils’ behavior/attitude</p> <p>__ Colorful IMs</p> <p>__ Unavailable Technology Equipment (AVR/LCD)</p> <p>__ Science/ Computer/ Internet Lab</p> <p>__ Additional Clerical works</p>	<p>__ Kakulangan sa makabagong kagamitang panturo.</p> <p>__ Di-magandang pag-uugali ng mga bata.</p> <p>__ Mapanupil/mapang-aping mga bata</p> <p>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p>	<p>__ Bullying among pupils</p> <p>__ Pupils’ behavior/attitude</p> <p>__ Colorful IMs</p> <p>__ Unavailable Technology Equipment (AVR/LCD)</p> <p>__ Science/ Computer/ Internet Lab</p> <p>__ Additional Clerical works</p>

		__Kamalayang makadayuhan		__Kamalayang makadayuhan		__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	
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

4. Additional Materials from Learning Resource (LR) portal		Pagsibol ng Lahing Pilipino 2. 2003.pp.66-68 2. Kapaligiran, Kayamanan, Kalingain (Philippines Nonformal Education Program).1998.pp.5-8 3. Araling Panlipunan 1 Modyul I “Kapaligirang Pisikal ng Pamayanan”.pp.6-10 4. Araling Panlipunan I Modyul 3 Kayamanang Pinagkukunan Likas na Kayaman.pp.3-14	English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.		Lesson Guide in Elem. Math Grade 2. 2005. pp. 230-239 Lesson Guide in Elem. Math Grade 2. 2010. pp. 231-235 Lesson Guide in Elem. Math Grade 2. 2012. pp. 231-240 Mathematics for Everyday Life Grade 2. 1999. pp. 110-117* Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 154-157		
B. Other Learning Resource	mga larawan, cd/dvd player, video clip, tsart, graph, manila paper, typewriting paper, tarpapel	Larawan, tarpapel	Pictures, tarpapel, activity sheet	Tarpapel, larawan	tarpapel, pictures Learning Module Illustrations of halves and fourths Activity cards/sheets	larawan ng batang nangangarap, tarpapel	Pictures, chart, cartolina strips, crayon
III. PROCEDURES							

<p>A. Reviewing previous lesson or presenting the new lesson</p>	<p>Magpakita ng larawan ng mga karapatan ng bata. Pag-usapan ito</p>	<p>Pagtsek ng takdang-aralin</p>	<p>Pre-Assessment: Have pupils name some of our Philippine symbols</p>	<p>Ipabasa ang tugma sa LM.p 140 Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>1. Drill– Do this as paired activity Prepare illustrations of halves and fourths and give each pair. Write two headings such as one-half and one-fourth and post them on the board. Then let them post their illustrations on the proper heading.</p>	<p>Itanong sa mga bata kung ano ang alam nila tungkol sa salitang pangarap sa pamamagitan ng semantic web.</p> <div data-bbox="1988 245 2170 326" style="text-align: center;"> </div>	<p>Song Lead the pupils in singing the song below. <i>(To the tune of “Ano-ano ang Nakikita?”)</i> Basahin ang mga nakasulat sa bawat damit na nakasampay. Iguhit sa papel ang mga damit na may nakasulat na paraan upang maiwasan ang mga sakit. Tingnan ang tarpapel)</p>
<p>B. Establishing a purpose for the lesson</p>	<p>Iparinig ang Awiting “Bawat Bata”</p>	<p>Ipaskil ang mga jumbled letter sa pisara I N Y M K A N L A A S A Ipatukoy ang nabuong salita. Anu-anong salita ang maaari ninyong ikabit sa nabuong salita?</p>	<p>Children, I want you to close your eyes. As I go around I will let you smell something. (Let the children smell the sampaguita.) Ask: Did you like the smell? (If sampaguita is not available, let the pupils smell a mango.) Can you tell me what it is? (Other option: Show a picture of common Philippine symbols and ask the pupils to tell something about it Unlocking of difficulties: (Have pupils do Let’s Aim on p.243 of the L.M.)</p>	<p>Itanong kung tungkol saan ang tugma at kung ano-ano ang tinutukoy nito. Pag-usapan ng klase kung paano sila makaiwas sa pagkakasakit dulot ng kagat ng lamok</p>	<p>Group the class into five groups then play the game of imitating sounds of animals. The teacher will act as “WATCHER” then say, Imitate the sound of 2 cows. (Pointing to one of the groups). The group will imitate the sound of the said animal. The trick here is the number of animals. If the teacher says 2 cows only the two members of the group will make sound. Once they did not follow the instructions, their group will be punished.</p>	<p>Ano ang pangarap mo sa buhay? Bakit ito ang pangarap mo? Ipakita ang larawan ng batang nangangarap. Ano kaya ang kaniyang pangarap sa buhay? Pagpapayaman ng Talasalitaan Ibigay ang kahulugan ng mga salitang maysalungguhit sa pangungusap (tingnan ang pisara)</p>	<p>Show a picture of an interview. Ask: Have you watched an interview on television? Today, we will listen to an interview. 🔓 Unlock the following words: expired, kontaminado, food-borne diseases 🔔 Remind the pupils of what to do while listening.</p>
<p>C. Presenting examples/ instances of the new lesson</p>	<p>Pag-awit ng mga bata sa “Bawat Bata”</p>	<p>Ipaskil sa pisara ang kahulugan ng LIKAS NA YAMAN Sabayang ipabasa ito sa mga mag-aaral.</p>	<p>Reading of the selection “ Philippine Symbol”</p>	<p>Ipabasa ang mga pangungusap sa LM.p141</p>	<p>Use a piece of banana or other available material. Show it to the class.</p> <p>Show this illustration to represent banana.</p> <div data-bbox="1639 1247 1846 1354" style="text-align: center;"> </div>	<p>Basahin ang kwentong “Ang Pangarap ni Nilo” sa pahina 260-261</p>	<p>Ask the pupils to find a partner and act out the interview on Linangin, p. 149 . Call on another partner to do the same.</p>
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Nagustuhan mob a ang awit? Anu-ano ang karapatan ng bata ayon sa awit?</p>	<p>Ano ang likas na yaaman? Anu-ano ang halimbawa ng likas na yaman? Ilarawan ang mga ito.</p>	<p>1. Who was excited to come to school? (Ryan) 2. What did he bring to school? (picture of the</p>	<p>Sa unang pangungusap, ano ang salitang iniuugnay ng “ayon sa” sa iba pang salita sa pangungusap? (<i>doktor</i>)</p>	<p>Ask: How many bananas were there?</p>	<p>1.Sino ang batang nangarap sa kuwento? 2. Ano-ano ang pangarap ni Nilo para sa kaniyang</p>	<p>Have the pupils answer the given questions</p>

	<p>Anu-ano ang dapat matanggap at maranasan ng mga bata? Sino ang magbibigay sa mga bata ng kanilang karapatan? Bakit?</p>		<p>Philippine flag and chart of the Philippine Symbols) 3. What are the different colors in our Philippine Flag?(blue, red, white, yellow) 4. What do these colors mean? The red? The white? (blue for peace, red for bravery, white for purity) 5. In school, how do you show your respect to our flag? (We stand straight and look at it while it is being raised. We carry it with utmost care. We don't let it touch the ground. We don't let it get wet. etc.) 6. Are you proud of our national symbols? Why? (Yes, because I am a Filipino.</p>	<p>Ano ang tawag sa salitang doktor? (<i>pangngalan</i>) Gawin ang ganitong uri ng pagtatanong sa lahat ng halimbawang pangungusap.</p>	<p>Divide it into 4 equal parts. Ask: How many equal parts were there? Take away one part. Ask: What part of the banana was taken away? Teach the pupil the proper way of reading $\frac{1}{4}$. Show them where is the numerator and the denominator. Ask the pupils to tell something about the numerator and the denominator. Use also string beans. Divide it into 10 equal parts. Take away one part. Ask: What part of the string beans was taken away? Ask the pupils to illustrate the situation above using region. Guide them. Then let the pupils write the fractional part of the string beans that was taken away?</p>	<p>sarili at sa ibang mga batang Pilipino? 3. Bakit nais niyang mapangalagaan ang kapaligiran? 4. Ano ang katangian ni Nilo? 5. Dapat ba siyang tularan? Ipaliwanag ang sagot.</p>	
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Suriin ang mga larawan at tukuyin kung alin dito ang nagpapakita ng karapatan ng iang bata.</p> 	<p>Ipakita ang iba't-ibang larawan sa mga bata Ipatukoy sa mga mag-aaral ang halimbawa ng mga likas na yaman</p>	<p>Fill in the graphic organizer below with different Philippine symbols.</p> 	<p>Ipagawa ang Gawain 1 sa LM.p141</p>	<p>. Kopyahin ang mga hugis sa ibaba. Kulayan ang isang bahagi upang maipakita ang unit fraction na nasa ilalim nito.</p> 	<p>Iguhit ang iyong pangarap para sa kapaligiran at sa kapwa bata.</p>	<p>Enhance the learning of the pupils by asking them to work on Gawin, p.</p>
<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p>Lagyan ng \checkmark ang patlang kung nagpapakita ng karapatan ng bata at X kung hindi. ___1.Magcomputer hanggang madaling araw. (tingnan ang pisara)</p>		<p>Describe the Philippine symbols given below. Write your answers inside the box.</p> 	<p>Ipagamit sa sariling pangungusap ang mga salita sa Gawain 2 sa LM.p141</p>	<p>Bilugan ang isang bagay na nasa set para maipakita ang unit fraction sa tabi nito.</p>  <p>1. $\frac{1}{2}$</p>	<p>Pangkatin ang mga bata.Ipagawa ang Sanayin Natin sa LM pahina 26</p>	<p>Have a group activity</p>

							
G. Finding practical application of concepts and skills in daily living	Naibibigay bas a inyo ng inyong mga magulang ang inyong karapatan bilang isang bata? Paano nyo ito tinatamasa?	Gumuhit ng larawan na sumisimbolo sa ating likas na yaman. Kulayan ang iginuhit. Maghanda tungkol sa pagpapaliwanag ng iginuhit .	Have pupils name other national symbols and give some details about each.	Pangkatin ang mga bata. Pabunutin ang bawat pangkat sa mahiwagang kahon na naglalaman ng mga pang-ukol na nakasulat sa maliit na piraso ng papel. Ipagamit ang nabunot na pang-ukol sa isang pangungusap.	Basahin ang kalagayang ito. Ang bibingka ay hinati sa 6 na bahagi. Kinain mo ang isang bahagi. Ipakita ang bahaging iyong kinain sa pamamagitan ng drawing.	Ipagawa ang Linangin Natin na nasa LM, pahina__.	Ask pupils about their experiences on the issue
H.Making generalizations and abstractions about the lesson	Anu-ano ang mga karapatan ng mga batang katulad nyo?	Ano ang likas na yaman at ang mga halimbawa nito?	When listening, pay attention to the important details to better understand the story or text you listen to. In speaking and reading, it is important to produce the beginning and final sounds of a word.	Ano ang tawag sa mga kataga o parirala na nag-uugnay sa pangngalan sa iba pang mga salita sa pangungusap? Ano-ano ang halimbawa nito? Ipabasa ang Tandaan sa LM.p141	To visualize unit fractions, use set of objects, region and equal jumps in a number line. Identifying unit fractions is easy. Unit fractions are those fractions whose numerators are 1.	Paano mo masasabi o matukoy ang katangian ng tauhan sa kuwento? Ipabasa ang Tandaan Natin na nasa LM, pahina__.	Ang pagkain at inuming hindi ligtas ay kontaminado ng bakteryang mga ito ay 
I. Evaluating learning	Lagyan ng $\sqrt{\quad}$ ang patlang kung nagpapakita ng karapatan ng bata at X kung hindi. ___1.Manirahan sa isang tahimik ay payapang pamayanan. (tingnan ang tarpapel)	Gumuhit ng 2 -3 likas na yaman na makikita sa ating bansa. Kulayan ang mga ito. Isulat ang katumbas na ngalan sa ilalim nito.		Gamitin sa pangungusap ang mga sumusunod na pang-ukol 1.para sa 2. ayon kay 3. ukol sa 4. laban kay 5. tungkol kay	A. Visualize the following unit fractions. You may use set of objects, region or number line. $1. \frac{1}{3}$ $2. \frac{1}{5}$ $3. \frac{1}{7}$ $4. \frac{1}{9}$ $5. \frac{1}{6}$ B. Which is the unit fraction in the following set of fractions? Copy it on your paper.	Piliin ang sagot sa loob ng kahon. Isulat ang iyong sagot sa sagutang papel.  1. Kapag walang gumagamit, pinapatay ni Rina ang ilaw.	Let the pupils work on Palalimin , p. 439

					1. $\frac{3}{8}$ $\frac{6}{8}$ $\frac{2}{8}$ $\frac{7}{8}$ $\frac{1}{8}$ 2. $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ $\frac{5}{5}$ 3. $\frac{5}{7}$ $\frac{6}{7}$ $\frac{1}{7}$ $\frac{2}{7}$ $\frac{4}{7}$ 4. $\frac{5}{6}$ $\frac{1}{6}$ $\frac{3}{6}$ $\frac{6}{6}$ $\frac{2}{6}$ 5. $\frac{8}{9}$ $\frac{6}{9}$ $\frac{3}{9}$ $\frac{1}{9}$	2. Natutuwa si Virgie na magbigay ng tulong sa mga kaklase niyang nangangailangan. 3. "Tumigil ka nga! Kanina ka pa sinasaway," ang sabi ng nanay kay Andy. 4. Sinusunod ng dalawang bata ang mga napagkasunduang patakaran sa silid-aralan. 5. Si Myrna ay laging handa sa klase at aktibo sa talakayan.	
J. Additional activities for application or remediation		Magdala ng mga larawan ng likas na yaman na makikita sa ating bansa.	Bring pictures of Philippine Symbols or anything made in the Philippines. Be ready to say something about it in class.			Sumipi ng bahagi ng kuwento na nagsasabi ng katangian ng tauhan sa pamamagitan ng sinasabi o ikinikilos nito.	Gumawa ng panayam sa nanay ng iyong kalaro. Tanungin kung sino ang nakaranas ng pananakit ng tiyan o pagtatae. Alamin kung ano ang naging dahilan nito. Isulat ang sagot sa notebook .
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: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga	Strategies used that work well: <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga	Strategies used that work well: <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner	Strategies used that work well: <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games

	<p>__ Sanhi at Bunga</p> <p>__ Paint Me A Picture</p> <p>__ Event Map</p> <p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>__ Paint Me A Picture</p> <p>__ Event Map</p> <p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>activities/exercises</p> <p>__ Carousel</p> <p>__ Diads</p> <p>__ Think-Pair-Share (TPS)</p> <p>__ Rereading of Paragraphs/ Poems/Stories</p> <p>__ Differentiated Instruction</p> <p>__ Role Playing/Drama</p> <p>__ Discovery Method</p> <p>__ Lecture Method</p> <p><i>Why?</i></p> <p>__ Complete IMs</p> <p>__ Availability of Materials</p> <p>__ Pupils’ eagerness to learn</p> <p>__ Group member’s Cooperation in doing their tasks</p>	<p>__ Paint Me A Picture</p> <p>__ Event Map</p> <p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>activities/exercises</p> <p>__ Carousel</p> <p>__ Diads</p> <p>__ Think-Pair-Share (TPS)</p> <p>__ Rereading of Paragraphs/ Poems/Stories</p> <p>__ Differentiated Instruction</p> <p>__ Role Playing/Drama</p> <p>__ Discovery Method</p> <p>__ Lecture Method</p> <p><i>Why?</i></p> <p>__ Complete IMs</p> <p>__ Availability of Materials</p> <p>__ Pupils’ eagerness to learn</p> <p>__ Group member’s Cooperation in doing their tasks</p>	<p>__ Sanhi at Bunga</p> <p>__ Paint Me A Picture</p> <p>__ Event Map</p> <p>__ Decision Chart</p> <p>__ Data Retrieval Chart</p> <p>__ I –Search</p> <p>__ Discussion</p>	<p>__ Solving Puzzles/Jigsaw</p> <p>__ Answering preliminary activities/exercises</p> <p>__ Carousel</p> <p>__ Diads</p> <p>__ Think-Pair-Share (TPS)</p> <p>__ Rereading of Paragraphs/ Poems/Stories</p> <p>__ Differentiated Instruction</p> <p>__ Role Playing/Drama</p> <p>__ Discovery Method</p> <p>__ Lecture Method</p> <p><i>Why?</i></p> <p>__ Complete IMs</p> <p>__ Availability of Materials</p> <p>__ Pupils’ eagerness to learn</p> <p>__ Group member’s Cooperation in doing their tasks</p>
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	<p>Mga Suliraning aking naranasan:</p> <p>__Kakulangan sa makabagong kagamitang panturo.</p> <p>__Di-magandang pag-uugali ng mga bata.</p> <p>__Mapanupil/mapang-aping mga bata</p> <p>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p> <p>__Kamalayang makadayuhan</p>	<p>Mga Suliraning aking naranasan:</p> <p>__Kakulangan sa makabagong kagamitang panturo.</p> <p>__Di-magandang pag-uugali ng mga bata.</p> <p>__Mapanupil/mapang-aping mga bata</p> <p>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p> <p>__Kamalayang makadayuhan</p>	<p>__ Bullying among pupils</p> <p>__ Pupils’ behavior/attitude</p> <p>__ Colorful IMs</p> <p>__ Unavailable Technology Equipment (AVR/LCD)</p> <p>__ Science/ Computer/ Internet Lab</p> <p>__ Additional Clerical works</p>	<p>Mga Suliraning aking naranasan:</p> <p>__Kakulangan sa makabagong kagamitang panturo.</p> <p>__Di-magandang pag-uugali ng mga bata.</p> <p>__Mapanupil/mapang-aping mga bata</p> <p>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p> <p>__Kamalayang makadayuhan</p>	<p>__ Bullying among pupils</p> <p>__ Pupils’ behavior/attitude</p> <p>__ Colorful IMs</p> <p>__ Unavailable Technology Equipment (AVR/LCD)</p> <p>__ Science/ Computer/ Internet Lab</p> <p>__ Additional Clerical works</p>	<p>__Kakulangan sa makabagong kagamitang panturo.</p> <p>__Di-magandang pag-uugali ng mga bata.</p> <p>__Mapanupil/mapang-aping mga bata</p> <p>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.</p> <p>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya</p> <p>__Kamalayang makadayuhan</p>	<p>__ Bullying among pupils</p> <p>__ Pupils’ behavior/attitude</p> <p>__ Colorful IMs</p> <p>__ Unavailable Technology Equipment (AVR/LCD)</p> <p>__ Science/ Computer/ Internet Lab</p> <p>__ Additional Clerical works</p>
<p>G. What innovation or localized materials</p>	<p>__Pagpapanuod ng video presentation</p>	<p>__Pagpapanuod ng video presentation</p>	<p><i>Planned Innovations:</i></p> <p>__ Localized Videos</p>	<p>__Pagpapanuod ng video presentation</p>	<p><i>Planned Innovations:</i></p> <p>__ Localized Videos</p>	<p>__Pagpapanuod ng video presentation</p>	<p><i>Planned Innovations:</i></p> <p>__ Localized Videos</p>

<p>did I use/discover which I wish to share with other teachers?</p>	<p>__ Paggamit ng Big Book __ Community Language Learning __ Ang “Suggestopedia” __ Ang pagkatutong Task Based __ Instraksyunal na material</p>	<p>__ Paggamit ng Big Book __ Community Language Learning __ Ang “Suggestopedia” __ Ang pagkatutong Task Based __ Instraksyunal na material</p>	<p>__ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition</p>	<p>__ Paggamit ng Big Book __ Community Language Learning __ Ang “Suggestopedia” __ Ang pagkatutong Task Based __ Instraksyunal na material</p>	<p>__ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition</p>	<p>__ Paggamit ng Big Book __ Community Language Learning __ Ang “Suggestopedia” __ Ang pagkatutong Task Based __ Instraksyunal na material</p>	<p>__ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical</p>
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