|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:** | **FEBRUARY 20 – 24, 2023 (WEEK 2-DAY2)** | **Quarter:** | **3RD QUARTER** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OBJECTIVES** | **ESP** | **A.P** | **ENGLISH** | **MTB** | **MATH** | **FILIPINO** | **MAPEH (Music)** |
| **( 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 kamalayan sa karapatang pantao ng bata, pagkamasunurin tungo sa kaayusan at kapayapaan ng kapaligiran at ng bansang kinabibilangan | Naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad | Demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings | \*Demonstrates expanding knowledge and use of appropriate grade level vocabulary and concepts.  \*Demonstrates understanding of grade level narrative and informational texts. | Demonstrates understanding of unit of fractions… | Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan | Demonstrates understanding of the basic concepts of timbre |
| **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 | Independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words | \*Uses expanding vocabulary knowledge and skills in both oral and written forms.  \*Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials. | Is able to recognize and represent unit fractions in various forms and concepts . | Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon  **F2TA-0a-j-3** | Distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres |
| **C. Learning**  **Competency/**  **Objectives**  Write the LC code for each. | Nakapagpapahayag ng kasiyahan sa karapatang tinatamasa  EsP2PPP- IIIc– 8 | Nahihinuha/naiuugnay ang epekto ng kapaligiran sa uri ng hanapbuhay at pinagkukunang yaman sa komunidad  ***AP2PSK-IIIa-1*** | Answer ***wh-*** questions  Identify and describe the main character  Sequence events  Participate in the retelling of poems/stories  ***EN2LC-IIIa-j-1.1*** | Naibibigay ang kahulugan ng mga salitang binasa  Nababasa nang may pag-unawa ang kuwentong binubuo ng mga salitang pinag-aaralan.  Nababasa ng wasto at may  kahusayan ang kuwento  Nagagamit ang kakayahan sa pag-unawa sa pagbasa ng mahihirap na salita.  Natutukoy ang mahahalagang detalye ng tekstong binasa  ***MT2VCD-IIIa-i-1.2***  ***MT2R-CIIIb-c-4.5*** | Visualizes similar fractions (using group of objects and number line).  ***M2NS-IIIf-72.3*** | Nasasabi ang pagkakatulad at pagkakaiba ng mga pantig/salita  **F2PP-IIIb-6** | Replicates different sources of sounds and associate them with body movements  ***MU1TB-IIIa-1*** |
| **II. CONTENT** | ARALIN 2  1. Pagmamahal sa Bansa  1.1. Pagkamasunurin (Obedience) | **Aralin 5.2:**  **Mga Hanapbuhay sa Aking Komunidad.** | **Lesson 6: Which Word?**  Sequencing Events | **Modyul 20:**  **Pagbibigay kahulugan**  **Pagtukoy ng mahahalagang detalye sa kuwento** | Lesson 72:  Visualize and identify similar fractions | **Aralin 20:**  **Pagsusunod-sunod ng mga Pangyayari** | Introduction of Musical Instruments |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LEARNING RESOURCES** |  | | | | | | | | |  | |  | |
| **A. References** | K-12 CG p.34 | | K-12 CG p.46 | K-12 CG p.44 | | | K-12 CG p.113 | | K-12 CG p.45 | K-12 CG p.31 | | K-12 CG p.19 | |
| **1. Teacher’s Guide pages** | P.68-70 | | 46-48 | 11-13 | | | 174-177 | | 228-230 | 108-109 | | 67-70 | |
| **2. Learner’s Materials pages** | P. 166-173 | | 152-162 | 260-264 | | | 144-146 | | 157-158 | 280-283 | | 103-107 | |
| **3. Textbook pages** |  | |  |  | | |  | |  |  | |  | |
| **4. Additional Materials from Learning Resource (LR) portal** |  | | 1. \* Pagsibol ng Lahing Pilipino 2.2003.pp.25-28  2. PRODED Learning Guide in Sibika at Kultura Pangunahing Hanapbuhay 3.2000.pp.1-10  3. \* Sibika at Kultura 3.2000. pp.78-89  4. \* Kulturang Pilipino 2. 2000. Pp.61-63 |  | | |  | | Mathematics Kagamitan ng Magaaral Tagalog Grade 2. 2013. pp. 165-167 |  | | Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.103-106 | |
| **B. Other Learning Resource** | oslo paper upang gawing guhitan,  krayolang pangkulay sa mga iginuhit | | Tarpapel larawan, lapis, ruler, krayola, aklat, Modyul 5, Aralin 5.3 | Pictures, tarpapel, activity sheet | | | Tarpapel, larawan | | tarpapel, pictures  Learning Module  Illustrations of halves and fourths  Activity cards/sheets | larawan ng buhay ng paruparo, tarpapel | | DVD/CD player  lively music  picture of a farm | |
| **III. PROCEDURES** |  | |  |  | | |  | |  |  | |  | |
| **A. Reviewing previous lesson or presenting the new lesson** | Paano mo maipapakita ang iyong kasiyahan sa mga karapatang iyong tinatamasa? Banggitin ang iyong mga karapatan | | Anu-ano ang iba’t-ibang uri ng hanapbuhay sa komunidad? | **Pre-Assessment:**  A. Have them name each object and write its beginning sound. | | | Ipabasa ang mga salita at mga pangungusap na magbibigay ng kahulugan sa mga ito sa LM. | | Review – Do this as group activity.  C:\Users\Toshiba\Desktop\Untitled.pngVisualize the following fractions using group of objects. | Magpakita ng mga larawan ng buhay ngparuparo.  Ipaayos ang mga larawan ayon sa kung paano nagiging paruparo ang uod.  Sa tulong ng mga larawan, ipakuwento sa mga bata ang mga pagbabagong  nagaganap sa isang uod | | Let children name the source of sounds they hear in the CD. | |
| **B. Establishing a purpose for the**  **lesson** | Itanong sa mga bata:  a. Naging masaya ba kayo sa pagtamasa sa inyong mga karapatan?  b. Paano ninyo maipapakita ang iyong kasiyahan?  c.Magagalit ba kayo sa inyong kapwa sa tuwing tinatamasa ninyo ang inyong mga karapatan?  d.May kilala ba kayong mga batang malungkot sapagkat hindi nila tinatamasa ang kanilang mga karapatan?  e.Ano ang iyong mararamdaman kung ang iyong mga karapatan ay di mo tatamasahin? | | Magpakanta ng masiglang awitin sa mga mag-aaral. Lagyan ito ng angkop na kilos. | Show a picture of a crippled person or one who is physically handicapped.  *Ask:* Do you know someone who is like him/her who is talented or who became successful despite his /her disability?  What are the different ways of showing one’s concern to others at home or in school? | | | Nakapulot na ba kayo ng isang bagay na hindi sa inyo? Ano ang inyong ginawa? | | Prepare strips of papers equal to the number of your pupils. Write to each strip the name of animals. At your signal, the pupils will group themselves according to the name of the animals they received. The trick is they will look for their group using the sounds of the animals only. | Ipaguhit sa mga bata ang ginagawa nila mula pagkagising hanggang sa  makarating sila sa paaralan.  Pag-usapan ang mga larawang iginuhit ng mga bata.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | | Play any lively music and ask children to dance like any of the animal they like to imitate. | |
| **C. Presenting examples/ instances of the new lesson** | Muling balikan ang kwento ni Kaloy.  ”Basahin ito at isaisip nang mabuti. | | Pangkatang Gawain  Isulat ang mga uri ng hanapbuhay ang makikita sa inyong komunidad na kinabibilangan | Reading of the selection  “ Wilma’s Fight to Win” | | | Ipabasa ang kabuuan ng kuwentong, “Ang Batang Matapat” sa LM nang tuloy-tuloy. Ipabasa rin ang kuwento nang may paghinto at interaksiyon. | | Group the pupils. Give each group 32 counters.  Instruct them to separate the counters into 4 groups.  Ask: How many were there in each group?  Say: Take away 2 pieces from the first group. What is the fractional part of the taken counters?  Say: Take away 5 counters from the second group? What is the fractional part of the taken counters?  Say: Take away 7 counters from the third group? What is the fractional part of the taken counters?  Say: Take away 5 counters from the fourth group? What is the fractional part of the remaining counters? | Basahin ang kwento sa pahina 280 sa LM. | | Show the class a picture of a farm and invite them to visit the place while singing “Old Mc Donald Had a Farm”. Instruct the pupils to move their body when they hear the sound of the animals. Change the name of animal and sound words with the following: 2. Pig – oink, oink; 3. Duck – quack, quack; 4. Horse – neigh, neigh; 5. Donkey – hee-haw; 6. Chickens – cluck, cluck. | |
| **D. Discussing new concepts and practicing new skills #1** | Muling talakayin ang kwento.  1. Ano ang masasabi mo kay Kaloy?  2. Ano-anong karapatan ang tinatamasa ng batang si Kaloy?  3. Ano-ano ang mga sitwasyon na nagsasabi na tinatamasa ni Kaloy ang kaniyang mga karapatan ayon sa kuwentong iyong binasa?  4. May kaibahan ba ang buhay mo sa buhay ni Kaloy? Pagkumparahin.  5. May katulad ka bang karanasan sa mga naranasan ni Kaloy? | | Talakayin ang ginawa ng mga bata.  Itanong:  Saan-saan nagkakapareho-pareho?  Saan-saan nagkakaiba?  Bakit mayroong pagkakaiba-iba?  Ano ang pagkakaiba-iba ng hanapbuhay batay sa kinabibilangang komunidad? | 1. How did Wilma become crippled?  (She was crippled by polio.)  2. What did Wilma’s family do to make her walk? (All her family members helped in massaging her leg.)  3. What made Wilma a real winner? (the love and concern of her family and her determination to walk.)  4. How did Wilma’s family show their love and concern to her? ( They never gave up when the doctor told them that she would never walk again. They helped her walk again.)  5. If you were Wilma, how would you feel about yourself? (I would feel sad with my condition but I would be happy with the love of my family.)  6. Is there any member in your family like Wilma who need your love and concern? How do you show your love to him/her? (Answers may vary.)  7. In school, how do you show your love and concern to your classmates? To your teacher? ( I share my “baon” with them. I help in cleaning our room. Etc. | | | Ipasagot ang ikatlong hanay sa **prediction chart** na nasa LM, pahina 145**.** Ibahagi ang sagot sa klase.Alamin kung magkapareho ang hula at tunay na sagot. Ipaliwanag ang sagot | | C:\Users\Toshiba\Desktop\Untitled.png | Sagutin ang Gawin natin sa LMp281 | | Teach the song “Playing Instruments” then change the instruments with the following instruments and sounds: 1. Clarinet – Du, dle, det!  2. Trumpet – Trot! Trot! Trot!  3. Bass drum – Boom! Boom! Boom | |
| **E. Discussing new concepts and practicing new skills #2** | Isulat sa loob ng puso ang mga pangungusap na nagpapahiwatig na kayo ay masaya sa pagtanggap ng iyong mga karapatan. | | Tukuyin ang angkop na lugar para sa mga sumusunod na hanapbuhay. Piliin ang sagot sa loob ng kahon.  Pangingsda  Pagtatanim ng mais  Pagpasok sa mga tanggapan o opisina  Pagmimina  Pagtatanim ng gulay  Pagnenegosyo   1. Kapatagan 2. Dagat 3. Industriyal 4. Lungsod 5. Talampas 6. kabundukan | Have the pupils read the story by group.  Ask them to give words that begin with consonant cluster/blends from the story read. | | | Sagutan ang sumusunod na tanong.  Kailan nangyari ang kuwento?  Ano ang nakita ni Mona?  Saan pupunta si Mona ng makapulot siya ng pitaka?  Bakit ibinigay ni Mona ang pitaka sa kaniyang guro?  Tama ba ang kaniyang ginawa?Bakit?  Kung ikaw si Mona, ano ang gagawin mo sa napulot na  pitaka? | | Ask: What is common among the fractions?  Tell the class that they are called similar fractions.  Let them describe these fractions. | Ipagawa ang sanayin natin sa LM p 281-282 | | Instruct the pupils to move their body according to the instruments that produce sounds while singing the song | |
| **F. Developing mastery (leads to Formative Assessment 3)** | Ano kaya ang mararamdaman mo kung makamit mo ang iyong mga karapatan? Masaya ka ba sa pagkamit nito? | | Gawain 2  Gamit ang semantic webbing , isulat sa bilog ang mga hanapbuhay sa pamayanang industriyal.  Gumawa uli ng semantic webbing ukol sa hanapbuhay na angkop sa kapatagan ,tabing dagat at pamayanang rural at urban. | Ask them to give words that begin with consonant cluster/blends from the story read | | | Ipagawa ang pangkatang gawain .  **a. Pangkat I: Kilalanin Mo Ako!**  **b. Pangkat II: Kuwento Ko, Ayusin Mo!**  **c. Pangkat III: Iarte Mo!**  **d. Pangkat IV: Kuwento Ko, Awitin Mo** | | C:\Users\Toshiba\Desktop\Untitled.png | Lagyan ng bilang mula 1-6 ang mga larawan ayon sa tamang pagkakasunod-sunod nito.  ( tingnan ang mga larawan sa pisara ) | | Ask the children to make the sound of the following and move their body accordingly:  **q.** Strong winds blowing  **b.** Big waves  **c** Moving car  **d.** Running horse  **e.** Falling big wood  . | |
| **G. Finding practical application of concepts and skills in daily living** | 1.Habang tinatamasa mo ang iyong karapatan na makapag-aral , masaya ka ba na nagpapasalamat sa iyong mga magulang?  2. Paano mo sila pinapasalamatan?  3. Bakit kailangan mong magpasalamat sa iyong mga magulang matapos nilang maibigay sa iyo ang iyong mga karapatan? | | Gumawa uli ng semantic webbing ukol sa hanapbuhay na angkop sa kapatagan ,tabing dagat at pamayanang rural at urban.Gawin ito ng mga bata na binubuo ng apat na pangkat. | Have pupils retell the story by recalling the important events using the completed timeline | | |  | | Ipakita ang kalagayan sa ibaba gamit ang number line.  Bumili ang nanay ng sumusunod; ¾kilo ng karne ng baboy, ¼ kilo ng cabbage at 2/4 kilo ng beans. Ipakita ang kilo ng pagkaing nabanggit gamit ang number line. | Pangkatang Gawain | |  Ask children what makes their body moves | |
| **H.Making generalizations**  **and abstractions about the lesson** | Basahin ang Ating Tandaan nang sabay-sabay hanggang sa ito ay maisaulo ng mga bata. | | HANAPBUHAY  = gawain, gampanin o tungkulin na isinasagawa o isinasakatuparan ng isang tao upang makatanggap ng kapalit na salapi, gana o suweldo.  =tinatawag ang taong naghahanapbuhay bilang manggagawa, empleyado o trabahador  Ang hanapbuhay o kawalan ng hanapbuhay ay nakaaapekto sa pamilya at komunidad. | How do we sequence events? | | | Paano ninyo naunawaan ang kuwento? Ipabasa ang Tandaaan | | Similar fractions are group of fractions with the same denominators.  To visualize similar fractions, divide the wholes into similar equal parts.  To identify if the fractions are similar, just look at their denominators. If their denominators are the same, then they are similar. | Paano natin napagsusunud-sunod ang mga larawan o pangyayayari? | | Sounds surround us are fun and easy to create body movements. | |
| **I. Evaluating learning** | Iguhit ang masayang mukha kung ikaw ay nasisiyahan sa isinasaad ng bawat pangungusap at malungkot kung hindi. \_\_\_\_\_1. Ipinaghanda ka ng agahan ng iyong nanay bago ka pumasok sa paaralan.  \_\_\_\_\_2. Ibinili ka ng bagong damit ng iyong ama bago sumapit ang Pasko.  \_\_\_\_\_3.Sinasamahan ka ng iyong ama’t ina na magsimba tuwing araw ng Linggo.  \_\_\_\_\_4.Pinayuhan ka ng iyong ina na magdasal bago matulog.  \_\_\_\_\_5.Sinamahan ka ng iyong ama na bumili ng bagong bisikleta . | | Isulat sa patlang ang 10 hanapbuhay .  1.\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_  4.\_\_\_\_\_\_\_\_\_\_  5.\_\_\_\_\_\_\_\_\_\_  6.\_\_\_\_\_\_\_\_\_\_  7.\_\_\_\_\_\_\_\_\_\_  8.\_\_\_\_\_\_\_\_\_\_  9.\_\_\_\_\_\_\_\_\_\_  10.\_\_\_\_\_\_\_\_\_\_ | Have pupils do *We Can Do It* on p.\_ of the L.M. | | | a. Sino ang pangunahing tauhan sa kuwento? Ano-ano ang katangian niya?  Pakinggan natin ang pag-uulat ng Pangkat I  b. Aling pangyayari ang unang naganap sa kuwento?ang pangalawa?ang pangatlo? Pakinggan natin ang Pangkat II  c. Paano ipinakita ni Mona ang pagiging matapat? Kung kayo si Mona, gagawin din ba ninyo ang kaniyang ginawa? Panoorin natin ang Pangkat III  d. Ano ang katapatang ipinakita ni Mona? Ano ang ginawa niya sa kaniyang napulot? Dapat ba siyang tularan?Panoorin at pakinggan natin ang Pangkat IV | | C:\Users\Toshiba\Desktop\Untitled.png | Iapagawa ang linangin natin sa LM p282-283 | | Form three or four pupils each group in the class. Animates or make body movement and sound they pick twosource of sound listed in a flashcard.. Let them answer the rubric/checklist after performing in front of the class.  **a.** duck **d.** Airplane **g.** guitar  **b.** drumset **e.**Snake **h.** sewing machine  **c.**motorcykle **f.**Tall tree **i.** storm | |
| **J. Additional activities for application or remediation** |  | |  | Have pupils retell the story by recalling the important events using the completed timeline. | | |  | | C:\Users\Toshiba\Desktop\Untitled.png |  | | Cut or draw pictures that show man‟s or woman‟s body movement base on the different sound source | |
| **IV. REMARKS** |  | | | | | | | | | | | | |
| **V. REFLECTION** |  | | | | | | | | | | | | |
| **A..No. of learners who earned 80% in the evaluation** |  |  | | |  |  | |  | | |  | |  |
| **B.No. of learners**  **who require additional activities for remediation who scored below 80%** |  |  | | |  |  | |  | | |  | |  |
| **C. Did the remedial lessons work?**  **No. of learners who have caught up with**  **the lesson** |  |  | | |  |  | |  | | |  | |  |
| **D. No. of learners who continue to require remediation** |  |  | | |  |  | |  | | |  | |  |
| **E. Which of my teachingstrategies worked well? Why did these work?** | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | | | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | | | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks |
| **F. What**  **difficulties did I encounter which my principal or supervisor can help me solve?** | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | | | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | | | \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | | | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | | | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical |