



# GRADES 1 to 12 DAILY LESSON LOG

School:

Teacher:

Teaching Dates and Time:

Credit to the author of this file

JANUARY 9, 2023 (WEEK 8-DAY1)

Grade Level:

II-Magnolia

Learning Area:

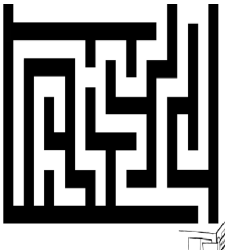
ALL SUBJECTS

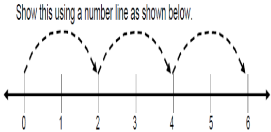
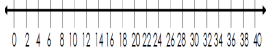
Quarter:

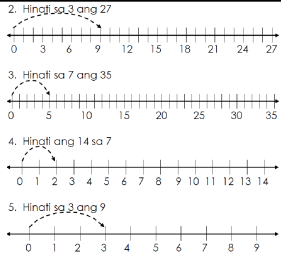
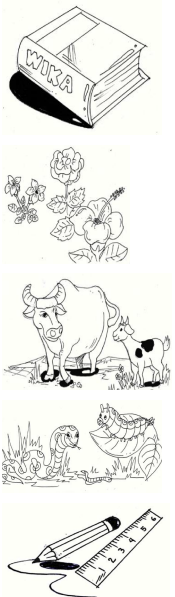
2<sup>ND</sup> QUARTER

| OBJECTIVES                                                               | ESP                                                                                                                                                                        | A.P                                                                                                                                                                      | ENGLISH                                                                                                                                                                                                                           | MTB                                                                                         | MATH                                                                                                                                                                            | FILIPINO                                                                                           | MAPEH (Art)                                                                                                                                |
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| <b>A. Content Standard</b>                                               | 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 kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad | Demonstrates understanding of suitable vocabulary used in different languages for effective communication. Demonstrates understanding of the process of writing to generate and express ideas and feelings.                       | Demonstrates expanding knowledge and use of appropriate grade level vocabulary and concepts | Demonstrates understanding of division of whole numbers up to 1000 including money                                                                                              | Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan                                | Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm         |
| <b>B. Performance Standard</b>                                           | Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa                                                                                                | Naipagmamalaki ang kultura ng sariling komunidad ( Pansibiko )                                                                                                           | *Uses familiar vocabulary to independently express ideas in speaking activities.<br>*Uses a variety of prewriting strategies to generate, plan, organize ideas , make a draft for specific purposes.                              | Uses expanding vocabulary knowledge and skills in both oral and written forms.              | Is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations.                                                        | Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon | Creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors                          |
| <b>C. Learning Competency/ Objectives</b><br>Write the LC code for each. | Natutukoy ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan<br><b>EsP2P- IIg – 12</b>                                          | Natutukoy ang iba’t ibang pagdiriwang ng komunidad ( Pansibiko )<br><b>AP2KNN-IIg-g-9</b>                                                                                | *Classify common nouns into conceptual categories (e.g. animals, food, toys)<br>*Participate in generating ideas through prewriting activities- brainstorming ,webbing, drawing .<br><b>EN2V-IIg-g-3</b><br><b>EN2WC-IIIa-c-1</b> | Use words unlocked during story reading in meaningful contexts.*<br><b>MT2VCD-IIa-i-1.2</b> | Visualizes and represents division as equal sharing, repeated subtraction, equal jumps on the number line and using formation of equal groups of objects<br><b>M2NS-IIIa-49</b> | Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod<br><b>F2AL-II-g-5.2</b>  | Creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm<br><b>A2PL-IIg</b> |
| <b>II. CONTENT</b>                                                       | Aralin 8<br>Malasakit Mo, Natutukoy at Nararamdaman Ko!                                                                                                                    | Pagdiriwang na Pansibiko                                                                                                                                                 | Lesson 28:<br>Classifying common words into conceptual categories                                                                                                                                                                 | Modyul 17<br>IKALABIMPITONG LINGGO<br>PAGKAKABUKLOD NG PAMILYA                              | Division as Equal Jumps in a Number Line                                                                                                                                        | Aralin 8: Nabasang Kuwento, Isasalaysay Ko<br>Pagsasalaysay Muli ng Nabasang Kuwento               | Aralin 7<br>Ritmo                                                                                                                          |

| LEARNING RESOURCES                                                |                                                        |                                                                                                  |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                         |
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| <b>A. References</b>                                              |                                                        |                                                                                                  |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                         |
| <b>1. Teacher's Guide pages</b>                                   |                                                        |                                                                                                  |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                         |
| <b>2. Learner's Materials pages</b>                               |                                                        |                                                                                                  |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                         |
| <b>3. Textbook pages</b>                                          |                                                        |                                                                                                  |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                         |
| <b>4. Additional Materials from Learning Resource (LR) portal</b> | Edukasyon sa Pagpapakatao 2. Tagalog. 2013. pp.137-146 | * Pagsibol ng Lahing Pilipino 2. 2003.pp.110-114<br>2. Araling Panlipunan 1 Modyul 2 "Kapaligira | BEAM ENG1 Module 3A – Sounds like Science. English (Learner's Material). Grade 2. 2013. pp. 2-15.<br>Let's Begin Reading in English 2. 2013. pp 275-276 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   | 1. PRODED Filipino. Bakit Nga Ba? 9-A-B.1997. pp. 2-3<br>2. Ang Bagong Batang Pinoy.Filipino 2.2013.pp.344-346<br>3. BALS. Mitsa ng Buhay. Mga Kalamidad na Gawa ng Tao. 2005 | Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.216-224 |
| <b>B. Other Learning Resource</b>                                 | Larawan, tarpapel, mp4, audio recorder                 | Powerpoint, larawan, tarpapel                                                                    | Word strip, manila paper, pentel pens, pocket chart.T.G., L.M.                                                                                          | Kuwento: Ang Balikbayan – Akda ni Grace Urbien-Salvatus<br>Usok – Akda ni Angelina A. Alpuerto<br>Show-me-board, Prediction Chart, mga larawan ng balikbayan, tinuto, pansit habhab, senior citizen, nagsasalo-salo, nag-aabyad, meta cards ng mga salitang ginamit sa kuwento, graphic organizers | 1.Learning Module<br>2. Illustration of a number line<br>3. Stones<br>4. Flashcards<br>5. manila paper and marker<br>6. Pebbles<br>7. ruler                                       |                                                                                                                                                                               | Pictures, tarpapel                                                                      |
| <b>III. PROCEDURES</b>                                            |                                                        |                                                                                                  |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                                                                                                                                               |                                                                                         |
| <b>A. Reviewing previous lesson or presenting the new lesson</b>  | Ipaawit ang “ Pananagutan “                            | Ano- ano ang mga pagdiriwang sa inyong komunidad?                                                | Let the pupils read and answer / check their homework .                                                                                                 | Bring Me and Describe Me Game<br>Mekaniks ng laro.<br>1. Magpadala ng isang bagay. Ang limang unang makakapagdala ay ilalarawan ang kani-kaniyang dala.                                                                                                                                            | 1. Drill – Prepare 5 sets of 30 stones. Group the pupils into five.<br>The first player will come near the table. Then the teacher will say, count 20 stones and divide them into | Iguhit ang masayang mukha ( ) sa sagutang papel kung tama ang nasa sumusunod na pahayag at malungkot na mukha ( ) kung hindi.<br>1. Ang tren ay salitang may kambal-katinig.  | Song. Square and circle                                                                 |

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|                                                            |                                                                                                                                                |                                                                                                                |                                                                                                                                                                                                                                                                                            | 2. Magpadala ng 2 bagay. Ang limang unang makakapagdala ay ihahambing ang kani-kaniyang dala.                                                                                                                                                                                                                                                                                                                                                                               | 4. The first to show the correct grouping wins. Continue until all the members of the groups had played. Use other numbers such as 30, 45, 18, 36, etc.                                                                                                                                                                                                                                                                                                                       | ( tingnan ang pisara )                                                                                                |                                                                                                                                                                                                                                                                                                                                              |
| <b>B. Establishing a purpose for the lesson</b>            | Naranasan na ba ninyong tumulong sa kapwa? Paano ninyo ito ginawa?                                                                             | Ipakita ang iba't-ibang larawan o powerpoint presentation ng iba't-ibang pagdiriwang na pansibiko sa mga bata. | Game: "Simple Simon Says". Let the children listen and follow what the teacher says . Say: Simple Simon says group yourself into 3. Simple Simon says group yourself according to the beginning letter of your name. Simple Simon say group yourself according to the month of your birth. | Itanong kung ano ang kanilang ginawa. Ilang bagay ang kanilang dinala sa una, ikalawa, at ikatlo                                                                                                                                                                                                                                                                                                                                                                            | Let the class sing this song then act the action words. (Tune: Are You Sleeping) Walking, walking (2x) Hop, hop, hop (2x) Jumping, jumping, jumping (2x) Now STOP (2x) (Connect hopping with equal jumps in a number line.)                                                                                                                                                                                                                                                   | Ipagawa ang Tukoy Alam sa T.G pahina 93 Pag-usapan sa klase ang iba't ibang sitwasyon na madalas makita sa lansangan. | Let the learners observe the pictures                                                                                                                                                                                                                                                                                                        |
| <b>C. Presenting examples/ instances of the new lesson</b> | Magpakita ng mga larawan ng pagtulong sa ibang tao.<br><br> | Pagbasang iba't-ibang pagdiriwang na pansibiko sa tsart/tarpapel                                               | Ask : Did you enjoy the game? What did you do awhile ago? Refer to <i>T.G.p. 46 "Presentation"</i> .                                                                                                                                                                                       | Ipatukoy sa mga bata ang mga bagay na nasa larawan. Ilarawan ang nasa loob ng kahon.<br><br>Ipalarawan ang unang bagay. Ipahambing ang dalawang bagay. Ipatukoy kung aling katangian ang namumukod o nangingibabaw sa tatlong bagay. Ipabasa ang mga inaasahang sagot ng mga bata sa LM. Basahin ang mga pangungusap.<br>1. Ang lapis ay mahaba.<br>2. Mas mahaba ang ruler kaysa lapis. | Give each group a string of different lengths (G1-6m, G2-8m, G3-10m, G4-12m, G5-14m). Instruct them to divide and cut the strings into (G1-3, G2-2, G3-5, G4-4, G5-7).<br>Call the first group. Let four members hold the string end to end.<br>Ask:<br>What is the length of the string? 6 m<br>How many cuts were made? 3<br>How long do you think is each cut? 2m<br>Therefore if 6 will be divided into 2 meters we can make 3 pieces.<br>Process also the other strings. | Basahin ang kwentong "Mapalad si Zyra" sa pahina 98                                                                   | Emphasize that the pictures show rhythm through :<br>1.1 Paulit-ulit ang linyang pahaba ng hagdan.<br>1.2 paulit-ulit ang linyang pabalantok na makikita sa kabibe.<br>1.3 paulit-ulit ang linyang pa sigsag sa alon ng dagat.<br>1.4 pasalit-salit ang 2 hugis na ginamit sa larawan.<br>1.5 parayos-rayos ang ayos ng talulot ng bulaklak. |

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|                                                                |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                            |                                                                                                                                                                                       | 3. Pinakamahaba ang meter stick sa tatlo.                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                        |
| <b>D. Discussing new concepts and practicing new skills #1</b> | Pag-usapan ang larawan.                                                                                                                                                                                                                                    | Pag-usapan at talakayin ang bawat isa.                                                                                                                                                                                     | Pupils to read the words in the pocket chart and tell them to place and group the words in proper column. See <b>“Activity A”</b> on T.G. p. 46, <b>“Let’s Read “</b> on L.M. p. 201. | Anong kaantasan ng pang-uri ang ginamit sa unang pangungusap?ikalawang pangungusap?ikalongpangungusap?                                                                                                                                                                                                                                                                                            | <p>What is the length of the string? 6 m</p> <p>How many cuts were made? 3</p> <p>How long do you think is each cut? 2m</p> <p>Therefore if 6 will be divided into 2 meters we can make 3 pieces.</p> <p>2.Ask: If we cut the string into 6 equal parts, how long will each piece be?</p> <p>Let the pupils show their solution in any way using their previous knowledge.</p> | <ol style="list-style-type: none"> <li>1. Ano ang pamagat ng kuwento?</li> <li>2. Tungkol saan ang kuwento?</li> <li>3. Sino-sino ang tauhan sa kuwento?</li> <li>4. Ilarawan ang bawat isa.</li> <li>5. Saan naganap ang kuwento?</li> <li>6.Ano ang kalagayan ni Zyra?</li> <li>7. Paano nagbago ang kaniyang kapalaran?</li> <li>8. Ano ang naging bunga ng kabutihang loob ni Zyra?</li> <li>9. Dapat ba siyang tularan?</li> <li>10. Ano sa palagay mo ang naging wakas ng kuwento?</li> </ol> | Ipagawa ang Gawain 1 sa p216                           |
| <b>E. Discussing new concepts and practicing new skills #2</b> | <p>Tingnan ang mga larawan sa ibaba. Sabihin kung alin sa mga ito ang tamang gawin ng isang batang tulad mo. Isulat ang letra ng tamang sagot sa inyong kuwaderno.</p>  | <p>Piliin ang titik ng tamang sagot.</p> <ol style="list-style-type: none"> <li>1.Ipinagdiriwang tuwing ika-30 ng Nobyembre.</li> <li>a. Araw ni Rizal</li> <li>b. Araw ni Bonifacio</li> <li>c. Araw ni Quezon</li> </ol> | With your partner , encircle the words that belong to the same group.Please see L.M. p. 203 “We Can Do It”.                                                                           | <p>Tukuyin ang tamang kaantasan ng pang-uri sa loob ng panaklong.</p> <ol style="list-style-type: none"> <li>1. (Mataas, Mas mataas, Pinakamataas ) ang puno ng Narra.</li> <li>2. Ang pilandok ang (maliit, mas maliit, pinakamaliit ) na usa sa daigdig.</li> <li>3. (Makitid, Mas makitid, Pinakamakitid ) na anyong tubig ang kipot.</li> <li>4. Ang burol ay (mababa, mas mababa,</li> </ol> | <p>Gawain 1</p> <p>Tapusin ang number line na nagpapakita ng division situations sa ibaba. Gawin ito sa iyong papel. Tingnan ang pahina 131 sa LM.</p> <p>1. Hingati sa 5 ang 40</p>                                                                                                      | <p>A. Gumuhit ng hugis puso ( ) sa sagutang papel kung nagpapakita ng pagtulong at bilog ( ) kung hindi.</p> <ol style="list-style-type: none"> <li>1. Magbigay ng upuan sa nakatatanda.</li> <li>2. Magbigay ng kendi sa kaibigan.</li> <li>3. Maghugas ng maruming pinggan.</li> <li>4. Magpakopya ng takdang-aralin sa kamag-aral.</li> </ol>                                                                                                                                                    | Instruct the pupils to do the <b>MAGPAKITANG GILAS</b> |

|                                                                                |                                                                                                                                                                                             |                                                                                                   |                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                 |                                                                                         |                                                                                                     |
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|                                                                                |                                                                                                                                                                                             |                                                                                                   |                                                                                                   | pinakamababa) kaysa bundok.<br>5. Ang Luzon ang (malaki, mas malaki, pinakamalaki ) sa mga pulo sa Pilipinas.                                                                                                 |                                                                                                                                                               | 5. Burahin ang sulat sa pisara.                                                         |                                                                                                     |
| <b>F. Developing mastery (leads to Formative Assessment 3)</b>                 | Ano ang ipinakikita sa mga larawan?<br>Alin sa mga ito ang nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan?<br>Alin naman ang nagpapakita ng pagmamalasakit sa kasapi ng pamayanan? | Pagtambalin ang pagdiriwang sa Hanay A sapares nito sa Hanay B. Isulat ang titik ng tamang sagot. | Give some more examples for those pupils with slow comprehension .Let the other pupils help out . | Tingnan ang mga larawan. Sumulat ng pangungusap gamit ang wasto at angkop na kaantasan ng pang-uri sa sagutang papel.<br> | Ipakita ang paghahati sa bawat kalagayan. Ipakita ito sa pamamagitan ng number line.<br>1. Ang 35 metrong tali ay hinati sa 7 piraso.<br>2. Ang 20 sentimrong ribbon ay hinati sa 5 piraso.<br>3. Ang 30 desimrong kable ay pinuto sa 3 piraso. | Punan ang tsart ng hinihingi. Gamitin ito sa pagsasalaysay muli ng napakinggang teksto. | Instruct the learners to do the <b>IPAGMALAKI MO.</b> P 220                                         |
| <b>G. Finding practical application of concepts and skills in daily living</b> | Paano mo maipapakita ang pagmamalasakit sa kapwa?                                                                                                                                           | Pagpapakita ng larawan at pagtukoy sa pagdiriwang na isinasaad nito.                              | Refer to L.M. p. 203 “I Can Do It” .                                                              | Pakuhanin ng kapareha ang bata. Pakuhanin ng tatlong magkakaparehong gamit na mayroon sila. Paghambingin ang mga ito.                                                                                         | Gawain 2 page 132<br>1. Hinati sa 4 na piraso ang cocolumber na may habang 24 talampakan.<br>2. Pinutol sa 4 na piraso ang 20 talampakang tubo.                                                                                                 |                                                                                         | Say: How is rhythm formed in lines, shapes, and colors?<br><br>2. How is contrast seen in a rhythm? |
| <b>H.Making generalizations</b>                                                | Maipakikita natin ang pagmamalasakit sa mga kasapi ng paaralan at pamayanan sa                                                                                                              | Anu-ano ang iba’t-ibang pagdiriwang na pansibiko                                                  | <b>Read “Remember This” on L.M. p. 203.</b>                                                       | May kaantasan ang pang-uri.<br>Lantay – naglalarawan ng isang pangngalan o                                                                                                                                    | Division can be presented using equal jumps on a number line.                                                                                                                                                                                   | Pangkatin ang mga bata. Ipagawa ang Sanayin Natin sa LM pahina 101                      | Read Isaisip Mo on p.219                                                                            |

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| and<br>abstractions<br>about the lesson                 | pamamagitan ng ating mga kilos at gawain.                                       |                                                                                                                                                                                                  |                                                   | panghalip na walang pinaghahambingan.<br>Ang lapis ay mahaba.<br>Pahambing – naghahambing sa dalawang pangngalan o panghalip. Ginagamit ang mas at kaysa bilang pananda.<br>Mas mahaba ang ruler kaysa lapis.<br>Pasukdol – katangiang namumukod o nangingibabaw sa lahat ng pinaghahambingan.<br>Ginagamit ang pinaka Bilang pananda.<br>Pinakamahaba ang meter stick sa tatlo |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                                                                   |
| I. Evaluating learning                                  | Pangkatang Gawain:<br>Dula-dulaan tungkol sa aralin.<br>( Tingnan ang rubriks ) | Pagtambalin ang pagdiriwang sa Hanay A sapares nito sa Hanay B.<br>Isulat ang titik ng tamang sagot.<br><div><div>A</div><div>B</div><div>___1. Araw ng kalayaan</div><div>a. Mayo 1</div></div> | Work on “Measure My Learning” on L.M. p. 204.     | Pagtatasa (Oral)<br>Bumuo ng pangungusap na nagpapakita ng halimbawa sa bawat kaantasan ng pang-uri.                                                                                                                                                                                                                                                                            | Present the following division situations using equal jumps in a number line.<br>1. Divide a 28-meter rope into 7 pieces of equal length.<br>2. Divide a 36-cm bamboo split into 6 pieces with equal length.<br>3. Divide into 6 pieces with equal length the 18 feet steel bar.<br>4. Divide into 2 pieces of equal length a 10 feet coco-lumber.<br>5. Divide a 6-meter of tying wire into 3 pieces with equal length | Mahalagang malaman ang pamagat ng kuwento, tauhan, tagpuan, mga pangyayari, at wakas ng isang kuwento upang maisalaysay ito nang wasto                                                                         | Answer Gawain B on p 221                                                                                          |
| J. Additional activities for application or remediation |                                                                                 | Gumuhit o gumupit ng isang larawan ng inyong pinakagustong pagdiriwang na pansibiko. Bumuo ng isang tala tungkol dito.                                                                           | Group the following words....<br>( see tarpapel ) |                                                                                                                                                                                                                                                                                                                                                                                 | Gawaing Bahay<br>Ipakita ang paghahati sa ibaba. Gawin ito sa number line.<br>1. Hinati sa 5 piraso ang tali na may habang 15 metro.                                                                                                                                                                                                                                                                                    | Hanapin sa loob ng kahon ang tinutukoy ng pangungusap. <div><div><div>lusaing jorjau</div><div>bawadai</div></div><div><div>jadidau</div><div>bawidajmawid jorjau</div></div><div><div>maxos</div></div></div> | The next art lesson will be group work. You have to work with your group. Bring manila paper, pencil and crayons. |

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|                                                                                          |                                                                     |                                                                     |                                                          |                                              | 2. Ang cocolumber na may habang 12 metro ay hinati sa 3 piraso.<br>3. Hinati ang 20 metrong bakal sa apat na piraso. | 1.Ito'y naglalarawan kung saan nangyari ang kuwento.<br>2. Karaniwang mababasa sa una at pinakaitaas ng isang talata o kuwento.<br>3. Siya ang bida sa kuwento.<br>4. Isang pangyayari upang tapusin ang kuwento.<br>5. Mga taong nagsasalita, kumikilos, at umaarte sa kuwento maliban sa bida. |                                 |
| 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 teachingstrategi es worked well?                                          | Stratehiyang dapat gamitin:<br>__Koaborasyon<br>__Pangkatang Gawain | Stratehiyang dapat gamitin:<br>__Koaborasyon<br>__Pangkatang Gawain | Strategies used that work well:<br>__Group collaboration | Stratehiyang dapat gamitin:<br>__Koaborasyon | Strategies used that work well:<br>__Group collaboration                                                             | Stratehiyang dapat gamitin:<br>__Koaborasyon                                                                                                                                                                                                                                                     | Strategies used that work well: |

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

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|                                                                                                                | __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan                                  | __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan                                  | __ Additional Clerical works                                                                                                                                                                            | __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan                                  |                                                                                                                                                                                                         | __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan                                                                                                 | __ Science/ Computer/ Internet Lab<br>__ Additional Clerical works                                                                                                                          |
| <b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b> | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang “Suggestopedia”<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang “Suggestopedia”<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material | <i>Planned Innovations:</i><br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang “Suggestopedia”<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material | <i>Planned Innovations:</i><br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang “Suggestopedia”<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material | <i>Planned Innovations:</i><br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical |