


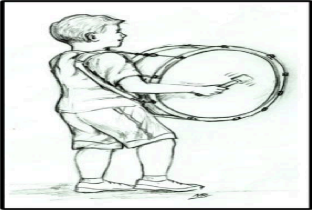





**GRADES 1 to 12**  
**DAILY LESSON LOG**


School:	Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More	Grade Level:	II
Teacher:	File Created by Ma'am MARIANNE MANALO PUHI	Learning Area:	MAPEH
Teaching Dates and Time:	NOVEMBER 20 - 24, 2023 (WEEK 3)	Quarter:	2 <sup>ND</sup> QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
<b>I.OBJECTIVES</b>					
A. content Standard	demonstrates basic understanding of pitch and simple melodic patterns	demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	demonstrates understanding of locations, directions, levels, pathways and planes	demonstrates understanding of the proper ways of taking care of the sense organs	
B. Performance standard	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	performs movements accurately involving locations, directions, levels, pathways and planes	consistently practices good health habits and hygiene for the sense organs	
C. Learning Competencies/Objectives Write the LC Code for each	demonstrates high and low pitches through singing or playing musical instruments <b>MU2ME-IIb-3</b> Demonstrate high and low tones Sing or play musical instruments with high and low tones	points out the contrasts in the colors, shapes, textures between two or more animals <b>AZEL-IIc</b> Skill :Paints the drawing of animals to show the variety of colors and textures found in the skin covering of farm animals. Knowledge : Name the animals found in the farm. Attitude Appreciation : Appreciates the textures of the different body coverings of farm animals.	moves in: personal and general spaceforward, backward, and sideward directions high, middle, and low levels straight, curve, and zigzag pathways diagonal and horizontal planes <b>PE2BM-IIc-h-18</b> Describe and perform movement patterns like jump for distance, skip and leap using proper form.	describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions <b>H2PH-IIa-e-6</b> <b>Discuss basic information on common childhood diseases like -mumps -chickenpox -measles -primary complex</b>	I. Measures one's ability to retain and apply knowledge and concept learned to answer a weekly test. II. Weekly Test III. a. Preparation b. Testing c. Checking IV. Noting item missed.
<b>II. CONTENT</b>	Melody- high and low of tones	Lines, Shapes and Tex ture A2EL-IIb	Movement pattern like jump for distance, skip and leap	Diseases and their Effects on Child's Growth and Development	
<b>III. LEARNING RESOURCES</b>					
A. References	Curriculum Guide page 17	Curriculum Guide page 18	Curriculum Guide page 17	Curriculum Guide page 22	
1. Teacher's Guide pages	32-34	128-130	218-221	335-338	

2. Learner's materials pages		205-207		413-416	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal	drums, pictures of drums , musical piece	crayon, pencil, drawing paper	Rubric/checklist	Learner's Material, pictures of children with mumps, measles, chickenpox and primary complex and charts of diseases, strip of cartolina with names of diseases and effects of poor health.	
B. Other Learning Resources					
<b>IV. PROCEDURES</b>					
A. Reviewing previous lesson or Presenting the new lesson	Greetings- SO-FA-MI-RE-DO Good Morning Children Good Morning Classmates Good Morning Teacher Let the pupils follow the instructions: - Stand up when the teacher clap twice - Sit down when the teacher say yes	Show a picture of a farm. Say: This is a picture of a farm but there are no animals yet in the farm. Ask : Have you been to a farm? Conduct name game of farm animals while the pupils listen to the sound made by each farm animal. Ask : Think about these farm animals. What can you say about its body covering? Say : The roughness or smoothness of the body covering is called texture.	Drill Perform the following: 1. Go to the door with only one foot. 2. Go to the board as fast as you can. 3. Go to the front and jump. 4. Leap with the right foot forward in 8 counts. Move forward by springing one foot and land on the same foot. 5. Hop forward in 8 counts What parts of your body were you able to use in performing the activities? Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	Have the pupils sing the song with corresponding action: Ako ay may mga Kamay ( To the tune of Eency, Wency Spider) Ako'y may mga kamay Na kaliwa at kanan Itaas mo man ito'y Malilinis naman Ipalakpak, ipalakpak Itong mga kamay Ipalakpak, ipalakpak Itong mga kamay Ask: Do you have clean hands? Why do we need to have clean hands always?	
B. Establishing a purpose for the lesson	Ask the pupils sing again the song "Tayo Na!, Tayo Na".	1.Review how to create texture and demonstrate to the learners how to do it using water color. Say : We can create texture in drawing ,coloring or painting by drawing lines,curves, spots and making shades. 2. Post big pictures on the board. This time, these pictures are not colored. Challenge the imagination of the pupils by saying : What is the texture of the body covering of each animal? Based on real life, what colors shall we use to paint the animal	Motivation 1.Show picture of animals.  Do you know these animals? What are the animals in the picture? Tell their names.	Show to the children the cover page of Lesson 3. Ask: Have you experienced these diseases? Who among you had experienced these illnesses? Have the pupils identify, describe and tell something about each disease. Use a KWL chart for the learners to place what they know and want to know in the day's lesson. Encourage them to tell what they want to know about these diseases. Let them post their answers in the chart.	

		<p>skin of (frog, rooster, , duck, horse, carabo etc.) How are we going to show texture in the animal skin?</p>	<p>How do they move? Can you imitate them?  2. Unlocking of Difficulties  Fill up the boxes with a letter to complete the word.  See page 219 TG in MAPEH...  These are locomotor movements done from one place to another.</p>		
<p>C. Presenting examples/instances of the lesson</p>	<p>Activity 1:  Tell them to look around and select objects that show small and big sizes.  Let them sing high do for the small object and low do for the big object.  Ask them if they have heard already musical instrument with high and low tones.  Ask them if they have seen musical instruments that give high and low tones.  Show them the pictures of drums.  Ask the kind of instrument they can see in the picture. Let them</p>   <p>identify which of the two instruments give high and low tones.</p>	<p>Gawain 1  Tingnan mo ang mga larawan ng mga hayop. Punahin ang kulay ng kanilang mga balat.  Sa kulay pa lang mararamdaman mo na ang tekstura nito.  Pagmasdan kung paano mo maipapakita ang tekstura ng balat ng isang hayop?</p>  	<p>Presentation  Teacher will prepare 5 stations.  Assign leaders from stations 1 to 4 while the teacher will stay in station 5. Divide the class into 4 groups and assign leader in each group  Leaders will demonstrate and perform the movement in station 1 to 4.The group will perform the movement by station. Teacher will stay in station.  Activity 1  1. Station 1 (step a) - swing your arms forward  2. Station 2 (step b) -bend your knees  3. Station 3 (step c) -on your toes  4. Station 4 (step d) – spring &amp; jump land lightly with bent knees  5. from Station 5 - describe the movement pattern from station 1-4.  Each group will perform step a to d in their assigned places.</p>	<p>Present this topic to the class.  Bulutong-tubig -Ang bulutong-tubig ay impeksiyong nakakahawa. Ito ay nagdudulot ng pangangati ng balat at paltos dulot ng varicella-zoster virus. Ang mikrobyo ay naisasalin sa iba sa pamamagitan ng mga nabasag na paltos na dala ng hangin at sa pagtabi sa mga batang may impeksiyon nito. Nakahahawa ito tatlong araw bago magkaroon ng pamamantal hanggang ito ay bumuo ng mga langib. Ito ay nag-uumpisa bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay at mga paa.  Primary (Tuberculosis) Complex – Ang sakit sa baga ay maaaring ikamatay ng isang bata kung hindi agad mabibigyang lunas. Ang palatandaan nito ay ang mga sumusunod: walang ganang kumain, pasumpong-339 sumpong na lagnat lalo na sa hapon, madaling mapagod, pasumpong-sumpong na ubo, magaan ang timbang, may kulani sa leeg. Ito ay madaling makahawa sa pamamagitan ng pag-ubo, pagbahing at pakikipag-usap. Ito ay</p>	

	<p>They can play the drums if available. (optional)</p> <p>Ask the pupils to sing high do when you point the small drum and low do for the big drum.</p> <p>Prepare other musical instruments for the pupils to play</p>			<p>maiwasan sa pamamagitan ng pagpapabakuna ng BCG, wastong pagkain, sapat na pahinga, wastong gawi sa kalinisan at pagpapagamot.</p> <p>Beke - Ang beke ay nakahahawang sakit sanhi nang paglaki ng isa o higit pang glandula ng laway. Ito ay bunga ng impeksyong nakahahawa na ikinakalat ng hangin at dumadaan sa ilong at lalamunan. Ang mga palatandaan ng sakit na ito ay lagnat, paglaki ng bahagi ng panga sa ilalim ng tainga, masakit na pagbukas ng bibig at walang gana sa pagkain. Karaniwang kumakapit ang sakit na ito sa mga bata pagkalipas ng kanilang ika-dalawang taong gulang.</p> <p>Maiiwasan ito kung ang bata ay napabakunahan sa tigdás. Maliban sa pagpapahinga, walang gamot na makalulunang sa sakit na ito.</p> <p>Tigdás -Ang tigdás ay nakahahawang sakit na dulot ng paramyxovirus. Ang palatandaan nito ay mataas na lagnat, ubo, sipon, maliliit at mapupulang butlig na nag-uumpisa sa likod ng tainga at kumakalat sa buong katawan. Kasama din sa palatandaan ang sipon, masakit na lalamunan, pag-ubo, namumulang mga mata na sensitibo sa liwanag. Ito ay bunga ng mikrobyo na kumakalat sa hangin sa pamamagitan ng pag-ubo at pagbahing ng taong may karamdaman.</p>	
<p>D. Discussing new concepts and Practicing new skills #1</p>	<p>Let them listen to the song “Stand Up”.</p> <p>Ask what they have noticed with the pitch of the first and second notes of the song.</p>	<p>Gawain 2</p> <p>Ang larawan sa loob ng kahon B ay walang kulay . Bakatin ito sa iyong papel at kulayan base sa modelo na nasa kahon A.</p>	<p>Activity 2</p> <p>Ask:</p> <p>What were the movements you performed? ( Is it swing, bend, heels raise, spring-jump &amp; land?)</p>	<p>What are the common childhood diseases? Name them one by one.</p>	

	<p>Let them identify and sing the two different pitches in the song. Let them demonstrate the high and low pitches of tones using body movements.</p>	<p>A</p>  <p>B</p> <div data-bbox="857 423 1211 621" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>picture of a carabao without color</p> </div>	<p>What movement did you do? (Is it a jump, leap, or skip?) What body movement did you perform in station 1? What body movement did you perform in station 2? Station 3...? The teacher will also demonstrate leap &amp; skip and let the pupils do it.</p>		
<p>E .Discussing new concepts and Practicing new skills #2</p>	<p>Let the pupils sing the correct pitch of the song “Stand Up”. Ask the difference between the first and second notes in the song. Have you noticed the two pitches of tones? Were you able to sing it correctly? How are you going to demonstrate correct singing of tones using body movements ?</p>	<p>Help the class to come up with the idea that “We can paint the drawing of farm animals to show the variety of colors and texture found in the skin covering of these animals.”</p>	<p>Activity 3 Back to Back Pupils can start from a circle, column or line formation. The teacher gives command such as: “Jump 2x and land softly then leap 2x.” in any place or any direction. When the pupils are scattered, the teacher says, Back to back!” Pupils will find a partner and stand back to back. The last pair to find a partner gives the next command. Example: skip forward 4x, skip backward 4x D. Generalization</p>	<p>Explain the following: Bulutong Primary (tuberculosis) complex Tigdas Beke</p>	
<p>F. Developing mastery ( Leads to Formative Assessment 3)</p>	<p>Give an example of the things that can produce high and low tones.</p>	<p>Create another artwork of animals to show the variety of colors and texture found in the skin covering of these animals.”.</p>	<p>Divide the class into two groups. Each group will go to Station 1 and Station 2. Tell them to perform the activity given in each station.</p>	<p>Have them answer the following activity. Ibigay ang impormasyon angkop sa sumusunod na sakit. Hanapin ito sa kahon sa ibaba. Isulat ang letra ng tamang sagot. 1. Beke 3. Primary complex 2. Bulutong tubig</p>	

				<p>4. Tigdas</p> <p>A. Mapupulang butlig na nag-uumpisa sa likod ng tainga at kumakalat sa buong katawan.</p> <p>B. Pamamaga ng panga sa ilalim ng tainga. Ito ang sanhi ng kawalan ng gana sa pagkain dahil sa masakit na pagbuka ng bibig.</p> <p>C. Patuloy na pamamayay, walang ganang kumain at panghihina dahil sa mahinang baga.</p> <p>D. Nag-uumpisa ito bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay, at mga paa.</p> <p>“Ang karaniwang sakit ng mga bata ay beke, tigdas, bulutong-tubig, at primary complex.”</p> <p>Answers 1. B 2. D 3. C 4. A</p>	
<p>G. Finding Practical applications of Concepts and skills in daily living</p>	<p>Have you noticed the two pitches of tones? Were you able to sing it correctly?</p> <p>How are you going to demonstrate correct singing of tones using body movements ?</p>	<p>Do this by asking the following questions:</p> <p>How can we show the real color of an animal?(by painting or coloring it)</p> <p>How can we show texture in their body covering?(by adding lines, spots and shades)</p>	<p>Activity 4</p> <p>The teacher calls for the group name. Then the group will perform the assigned task. Malakas-G1, Mabilis-G2, Matibay-G3, Matatag-G4, Matigas- G5, Matipuno-G6, each group will perform the correct way of jumping to a distance (step a to step d from activity 1). As she says “GO” the group will start to perform the movement. As she says “STOP”, the group will return and form a straight line with their group.</p> <p>The group continues to perform skip &amp; leap.</p>	<p>Discuss the responses given by the pupils.</p> <p>Show again the pictures to the pupils for emphasis</p>	
<p>H. Making generalizations and Abstractions about the lesson</p>	<p>Remember:</p> <p>We can demonstrate the high and low pitches of tones through singing or playing musical instruments and using body movements</p>	<p>When can we say that our drawings are imaginary?</p> <p>Let the learners read</p> <p>ISAISIP MO: Sa ating pagkukulay sa iginuhit na larawan ng hayop na matatagpuan sa bukid ay makapagpapakita tayo ng iba’t ibang kulay at tekstura na</p>	<p>Jumping, leaping and skipping are important skills that can be used in games and sports and in daily life situations that calls for it.</p>	<p>“Ang karaniwang sakit ng mga bata ay beke, tigdas, bulutong-tubig, at primary complex.”</p>	

		matatagpuan natin sa balat ng mga hayop na ito.			
I. Evaluating learning	<p>Show how well you learned the skills then put a star if you performed it well and moon if you did not.</p> <p>Skills            YES        NO</p> <ol style="list-style-type: none"> <li>1. Learn two pitches of tones</li> <li>2. Sing high and low tones correctly</li> <li>3. Show two pitches of tones through tall and low things found in the classroom</li> <li>4. Identify the musical instruments that gives high and low tones.</li> <li>5. Sing correctly the song "Stand Up"</li> </ol>	<p>Return the artwork to the pupils and tell them to cut and post the artwork on the farm mural then work on Ipagmalaki Mo.</p> <p>Kunin ang iyong kinulayang larawan ng hayop.</p> <p>Lagyan ng ___ kung Oo ang sagot at ___ kung Hindi.</p> <p>Isulat sa kuwaderno ang iyong sagot.</p> <ol style="list-style-type: none"> <li>1. Napalabas ko ba ang tunay na kulay ng hayop?</li> <li>2. Malinis ba ang aking ginawang pagpipinta ?</li> <li>3. Nakapagpakita ba ako ng tekstura sa balat ng hayop?</li> <li>4. Gumamit ba ako ng tamang kulay base sa tunay na kulay ng balat ng hayop?</li> <li>5. Gumamit ba ako ng iba't ibang kulay sa pagpipinta?</li> </ol>	<p>Teacher will form same groupings as in activity 4. Each group will describe and perform the task and will be rated according to their interpretation of the movements of Jumping Jack written below. The teacher may use rubrics or checklist.</p> <p>Jumping Jack</p> <p>Starting Position: Stand straight with feet together, arms down on your sides.</p> <ol style="list-style-type: none"> <li>1. Jump to stride position, then clap your hands overhead. .... count 1</li> <li>2. Jump to position. Bring down your hands to sides. .... count 2</li> <li>3. Repeat 1 and 2 seven more times.</li> </ol> <p>Leaping:</p> <ol style="list-style-type: none"> <li>1. Leap forward .....4 times</li> <li>2. Leap backward..... 4 times</li> </ol> <p>Skipping:</p> <ol style="list-style-type: none"> <li>1. Skip to the right..... 4 times</li> <li>2. Skip to the left..... 4 times</li> </ol> <p>Rubrics or checklist</p> <p>Group</p> <p>Very Good ( 3) Executed all the movements correctly with mastery and unity as a group</p> <p>Good (2) Executed the movements with 1 or 2 members showed no mastery of the step movements</p> <p>Fair (1) Executed the movements but half of the group showed no mastery of the step &amp; movements</p> <p>Malakas</p> <p>Makisig</p>	<p>Let the pupils do</p> <p>Alamin Natin: Lagyan ng (/)kung ang larawan ay karaniwang sakit ng bata at ekis (X) kung hindi.</p> <p>Pahina 413-416</p> <p>Palalimin Natin: Punan ang talaan ng sakit ayon sa hinihinging impormasyon.</p> <p>Beke</p> <p>Bulutong-tubig</p> <p>Primary Complex</p> <p>Tigdas</p> <p>Palatandaan</p> <p>Nararamdaman</p>	

			Matipuno Matatag Matibay Matigas		
J. Additional activities for application or remediation	Draw two musical instruments that produce high and low tones . When you present it in class demonstrate the appropriate sound vocally	Bring pictures of sea animals,crayons and bond papers	Identify situations where your skills in jumping can be very useful. You may cut pictures from the newspapers, magazines or draw	Instruct the pupils to do the following extension activity. (For answer key please refer to Karagdagang Kaalaman Para sa Guro.) Alamin sa iyong kasambahay kung sino ang nagkasakit ng beke, tigdas, bulutong-tubig at primary complex. Hikayatin sila na ikuwento sa iyo ang kanilang naging karanasan. Ipasulat sa notebook ang kanilang kuwento.	

<b>IV. REMARKS</b>					
<b>V. REFLECTION</b>					
<b>A..No. of learners who earned 80% in the evaluation</b>	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	
<b>B.No. of learners who require additional activities for remediation who scored below 80%</b>	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	
<b>D. No. of learners who continue to require remediation</b>	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	
<b>E. Which of my teaching strategies worked well? Why did these work?</b>	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS)	

	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	