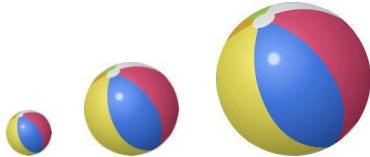


|                                                                                                                                   |                                 |               |                       |                               |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------|-----------------------|-------------------------------|
|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | <b>School:</b>                  |               | <b>Grade Level:</b>   | <b>I</b>                      |
|                                                                                                                                   | <b>Teacher:</b>                 |               | <b>Learning Area:</b> | <b>MTB</b>                    |
|                                                                                                                                   | <b>Teaching Dates and Time:</b> | <b>Week 3</b> | <b>Quarter:</b>       | <b>4<sup>TH</sup> QUARTER</b> |

| I. LAYUNIN                                                         | LUNES                                                                                                                                                                                                                                                                                                                                                                                                                            | MARTES                                                                                                                                                                                                                                                                                              | MIYERKULES                                                                                                                                                                                                                                        | HUWEBES                                                                                                                                                                                                                                                                                                                                         | BIYERNES                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. PAMANTAYANG PANGNILALAMAN                                       | <p>The Learner. . . demonstrates knowledge of the alphabet and decoding to read, write and spell words correctly.</p> <p>demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.</p>                                                                                                                                                                                                       | <p>The Learner. . . manifests beginning oral language skills to communicate in different contexts.</p>                                                                                                                                                                                              | <p>The Learner. . . manifests beginning oral language skills to communicate in different contexts.</p> <p>demonstrates awareness of language grammar and usage when speaking and/or writing.</p>                                                  | <p>The Learner. . . manifests beginning oral language skills to communicate in different contexts.</p> <p>demonstrates awareness of language grammar and usage when speaking and/or writing</p>                                                                                                                                                 | <p>The Learner. . . manifests beginning oral language skills to communicate in different contexts.</p>                                                                                                                                       |
| B. PAMANTAYAN SA PAGGANAP                                          | <p>The Learner. . . applies grade level phonics and word analysis skills in reading, writing and spelling words.</p> <p>demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.</p>                                                                                                                                                                                                        | <p>The Learner. . . uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.</p>                                                                                                                                                         | <p>The Learner. . . uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.</p> <p>speaks and/or writes correctly for different purposes using the basic grammar of the language.</p> | <p>The Learner. . . uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.</p> <p>speaks and/or writes correctly for different purposes using the basic grammar of the language.</p>                                                                                               | <p>The Learner. . . uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.</p>                                                                                                  |
| C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan) | <p><b>MT1F-IIIa-IVi-1.3</b><br/>Read grade 1 level words, phrases, sentences, paragraph/story with proper expression.</p> <p><b>MT1VCD-IVa-i-2.1.1</b><br/>Give meanings of words through:<br/>a. picture clues b. context clues</p> <p><b>MT1F-IIIa-IVi-1.4</b><br/>Read grade 1 level texts with an accuracy rate of 95 – 100%</p> <p><b>MT1OL-IVa-i-6.2</b> Participate actively in class discussions on familiar topics.</p> | <p><b>MT1F-IIIa-IVi-1.3</b><br/>Read grade 1 level words, phrases, sentences, paragraph/story with proper expression.</p> <p><b>MT1OL-IVa-i-9.1</b><br/>Tell/retell legends, fables, and jokes.</p> <p><b>MT1OL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics.</p> | <p><b>MT1OL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics.</p> <p><b>MT1GA-IVa-d-2.4</b><br/>Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences.</p>     | <p><b>MT1OL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics.</p> <p><b>MT1GA-IVa-d-2.4</b><br/>Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences.</p> <p><b>MT1OL-IVa-i-1.3</b><br/>Talk about family, friends, and school using descriptive words.</p> | <p><b>MT1OL-IVa-i-6.2</b><br/>Participate actively in class discussions on familiar topics.</p> <p><b>MT1GA-IVa-d-2.4</b><br/>Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences</p> |

|                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
|-------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------|
| II. NILALAMAN                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
| A. Sanggunian                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
| 1. Mga Pahina sa Gabay ng Guro                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
| 2. Mga Pahina sa Kagamitang Pangmag-aaral       |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
| B. Kagamitan                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
| III.                                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                 |                                                                                                        |                                          |
| A. Balik-aral at/o pagsisimula ng bagong aralin |  | Paghahawan ng Balakid (sa pamamagitan ng pahiwatig ng pangungusap)<br><br><b>poso</b><br>Nag-igib ng isang timbang tubig si kuya sa poso.<br><b>gripo</b><br>Isara ang gripo pagkatapos gamitin upang makatipid sa tubig.<br><b>isahod, palanggana</b><br>Ang pinagliguang tubig ay maaaring isahodsa palanggana para pandilig ng halaman. | Sino si Mac-mac?<br>Ano ang hilig niyang gawin?                              | Ipalarawan si Mac-mac sa kuwento.<br><br>Maaksaya      masunurin                                                | Magbigay ng angkop na salitang naglalarawan sa:<br>- halaman<br>- kotse<br>-bahay<br>-matanda<br>-pusa | Ilan ang antas ng salitang naglalarawan? |
| B. Paghahabi sa layunin ng aralin               |  | Ipakita ang larawan ng isang Talon.<br><br>Itanong:<br>Anong yamang tubig ang nakikita ninyo sa larawan?<br>Bakit kaya walang patid ang pagtulo ng malakas na tubig sa talon?<br>Saan kayo kumukuha ng tubig sa inyong bahay?                                                                                                             | Buuin ang tugma. Punan ng salitang nawawala.<br>Tubig ay buhay, huwag _____. | Basahin ang salitang naglalarawan. Guhitan patungo sa salitang tao, lugar, at bagay na inilalarawan.<br>malinis |                                                                                                        |                                          |

|                                                                       |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                            |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | Paano tayo makapagtitipid ng tubig?                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Palagi kong dala.                                                                                                                                                                                                                          |                                                                                             | tamang bantas, gamit ng malaking titik, pasok ng unang pangungusap sa talata, at may kaayusan.<br>Ang Payong<br>Ako ay may payong. Ito ay pula. Ito ay malaki. May disenyo pa itong bulaklak.<br>Iniingatan ko ang aking payong para hindi ito masira agad.                                                                                                                                                                          |
| D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1 | Ipabasa ang kuwento na nakasulat sa tsart.<br>“Si Mac-mac: Ang Batang Mahilig Maglaro”                                                                              | Pangkatin ang mga bata<br><b>Pangkat I:</b> “Iguhit Natin”<br><b>Pangkat II:</b> “Ipalabas Natin”<br><b>Pangkat III:</b> “Ilarawan Natin”<br><b>Pangkat IV:</b> “Ikuwento Natin”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Anong salita ang naglalarawan sa payong?<br>Ano ang sinasabi ng pula?                                                                                                                                                                      | Paano ninyo nahulaan ang salita?<br>Anu-anong salita ang ginamit para ilarawan ito?         | Paano ninyo nahulaan ang salita?<br>Anu-anong salita ang ginamit para ilarawan ito?                                                                                                                                                                                                                                                                                                                                                  |
| E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2 | Sino ang bata sa kwento?<br>Ano ang kanyang masamang ugali?<br>Ano ang nagyari isang araw?<br>Naibalik ba muli ang kanilang tubig?<br>Ano ang natutunan ni Mac-mac? | a. Tungkol saan ang kuwento?<br>Saan kadalasang kumukuha ng ang mga tao ng tubig na ginagamit sa kanilang pangangailangan?<br>Ipakikita ng Pangkat I ang kanilang iginuhit.<br>b. Ngayon na alam na natin ang pinagkukunan ng tubig ng mga tao. Alin sa bahagi ng kuwento ang nagpapakita ng pagtitipid ng tubig?<br><br>Panoorin natin ang pagsasadula ng Pangkat 2.<br>c. Ano ang masasabi ninyo sa mga tauhan sa kuwento?<br><br>Pakinggan natin ang Pangkat 3 sa paglalarawan nila ng mga tauhan sa kuwento.<br>d. Maibabahagi mo bang muli ang kuwentong iyong napakinggan?<br><br>Ikukuwento itong muli ng Pangkat 4.<br>Saan nagmumula ang tubig na ginagamit ng mga tao sa kanilang tahanan? | Ano ang salitang ginagamit natin sa paglalarawan ng tao? lugar? bagay?<br>Basahin natin ang mga pangungusap:<br>Mas matibay ang lata kaysa plastik.<br>Masipag ang bata na si Fe.<br>Si Le Ann ang pinakamaganda sa tatlong magkakaibigan. | Pair-Share:<br>Sabihin sa magkapareha na magbigay ng Pang-uri gamit ang tatlong antas nito. | Sabihin ang aw-aw kung ang nasa larawan ay angkop sa pangungusap at ngiyaw naman kung hindi.<br> Mataas ang halaman.<br> Ang kotse ay kulay kahel.<br> Ang bahay ay malaki. |

|                                                                        |                                                      |                                                                                              |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                        |                                                      | Ano-ano ang gamit at kahalagahan ng tubig sa ating buhay?<br>Paano tayo magtitipid ng tubig? |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| F. Paglinang sa kabihasnan<br>( <i>Tungo sa Formative Assessment</i> ) | Pasgutan ang Pagganyak na tanong.                    | Talakayin ng guro ang kasagutan ng bawat pangkat. Isulat sa tsart ang mga kasagutan.         | Ilang bagay ang pinaghambing na matibay?<br>Anong salita ang naglarawan kay Fe?<br>Anong salita ang idinagdag sa salitang naglalarawan sa paghahambing sa tatlong magkakaibigan?                                                                                                                                                                 | Isusulat ng guro sa pisara ang mga ibinigay ng mga bata at ipababasa ito.                                                                                                                                                                                                                                                                        | <p>“A Gallery Walk”</p> <p>Lilibot ang mga bata at guro sa silid-aralan upang mapagmasdan ang bawat sulok ng silid.</p> <p><b>Sabihin:</b> Magkakaroon tayo ng Gallery Walk. Pagmasdan ang bawat larawan.</p> <p>(Hayaan ng guro na pag-aralan ng mga bata ang larawan at magtanong tungkol dito.)</p> <p><b>Itanong:</b> Ano ang nakikita mo sa larawan? Ano ang kanilang ginagawa? Ilarawan ang iyong nakikita. Sabihin ito sa klase at isulat sa pisara. (Iwasto ng guro kung tama ang baybay ng mga salita, gamit ng malaking letra, at bantas.)</p> |
| G. Paglalapat ng aralin sa pang-araw-araw na buhay                     | Ano ang iyong ginagawa upang mkatipid ng tubig?      | Saan kayo kumukuha ng tubig sa inyong bahay?                                                 | <p>Ilarawan ang tatlong bola.</p>                                                                                                                                                                                                                             | <p>Ilarawan ang tatlong lapis.</p>                                                                                                                                                                                                                           | <p>Ayusin ang mga pangungusap upang mabuo ang talata.</p> <p>Ang Aking Alaga</p> <p>Pusa ang aking alaga.</p> <p>Ito ay mataba.</p> <p>Kulay puti ito.</p> <p>Mahusay itong manghuli ng daga.</p>                                                                                                                                                                                                                                                                                                                                                        |
| H. Paglalahat ng aralin                                                | Tandaan:<br>Ang Tubig ay buhay,<br>Huwag mag-aksaya, | Tandaan:<br>Ang Tubig ay buhay,<br>Huwag mag-aksaya,                                         | <p>Ano ang salitang naglalarawan?</p> <p>Anu-ano ang antas ng salitang naglalarawan?</p> <p>Tandaan:</p> <p>Pang-uri ang tawag sa mga salitang naglalarawan.</p> <p>May 3 antas ang salitang naglalarawan: payak, pahambing at pasukdol.</p> <p>maganda – mas maganda – pinakamaganda</p> <p><b>Payak   Pahamb   Pasukdol</b><br/><b>ing</b></p> | <p>Ano ang salitang naglalarawan?</p> <p>Anu-ano ang antas ng salitang naglalarawan?</p> <p>Tandaan:</p> <p>Pang-uri ang tawag sa mga salitang naglalarawan.</p> <p>May 3 antas ang salitang naglalarawan: payak, pahambing at pasukdol.</p> <p>maganda – mas maganda – pinakamaganda</p> <p><b>Payak   Pahamb   Pasukdol</b><br/><b>ing</b></p> | <p>Tungkol saan ang talata?</p> <p>Paano isinulat ang pamagat? unang pangungusap?</p> <p>Ano ang inilalagay sa hulihan ng bawat pangungusap?</p>                                                                                                                                                                                                                                                                                                                                                                                                         |



| D. Bilang ng mga mag-aaral na magpapatuloy sa remediation                                 | ___ bilang ng mag-aaral na magpapatuloy sa remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ___ bilang ng mag-aaral na magpapatuloy sa remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ___ bilang ng mag-aaral na magpapatuloy sa remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ___ bilang ng mag-aaral na magpapatuloy sa remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ___ bilang ng mag-aaral na magpapatuloy sa remediation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?                          | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/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 learn<br>___ Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/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 learn<br>___ Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/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 learn<br>___ Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/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 learn<br>___ Group member's Cooperation in doing their tasks | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/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 learn<br>___ Group member's Cooperation in doing their tasks |
| F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?     | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><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                                                                                                                       | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><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                                                                                                                       | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><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                                                                                                                       | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><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                                                                                                                       | ___ Bullying among pupils<br>___ Pupils' behavior/attitude<br>___ Colorful IMs<br>___ Unavailable Technology Equipment (AVR/LCD)<br>___ Science/ Computer/ Internet Lab<br>___ Additional Clerical works<br><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                                                                                                                       |
| G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro? | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson                                                                                                                                                                                                                                                                                                                                                                                                | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson                                                                                                                                                                                                                                                                                                                                                                                                | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson                                                                                                                                                                                                                                                                                                                                                                                                | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson                                                                                                                                                                                                                                                                                                                                                                                                | <i>The lesson have successfully delivered due to:</i><br>___ pupils' eagerness to learn<br>___ complete/varied IMs<br>___ uncomplicated lesson                                                                                                                                                                                                                                                                                                                                                                                                |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div><div><div><div><div><div></div><div>worksheets</div></div><div><div></div><div>varied activity sheets</div></div></div><div><div></div><div>Strategies used that work well:</div></div><div><div><div></div><div>Group collaboration</div></div><div><div></div><div>Games</div></div><div><div></div><div>Solving Puzzles/Jigsaw</div></div><div><div></div><div>Answering preliminary activities/exercises</div></div><div><div></div><div>Carousel</div></div><div><div></div><div>Diads</div></div><div><div></div><div>Think-Pair-Share (TPS)</div></div><div><div></div><div>Rereading of Paragraphs/Poems/Stories</div></div><div><div></div><div>Differentiated Instruction</div></div><div><div></div><div>Role Playing/Drama</div></div><div><div></div><div>Discovery Method</div></div><div><div></div><div>Lecture Method</div></div></div><div><div></div><div>Why?</div></div><div><div><div></div><div>Complete IMs</div></div><div><div></div><div>Availability of Materials</div></div><div><div></div><div>Pupils' eagerness to learn</div></div><div><div></div><div>Group member's Cooperation in doing their tasks</div></div></div></div></div></div> | <div><div><div><div><div><div></div><div>worksheets</div></div><div><div></div><div>varied activity sheets</div></div></div><div><div></div><div>Strategies used that work well:</div></div><div><div><div></div><div>Group collaboration</div></div><div><div></div><div>Games</div></div><div><div></div><div>Solving Puzzles/Jigsaw</div></div><div><div></div><div>Answering preliminary activities/exercises</div></div><div><div></div><div>Carousel</div></div><div><div></div><div>Diads</div></div><div><div></div><div>Think-Pair-Share (TPS)</div></div><div><div></div><div>Rereading of Paragraphs/Poems/Stories</div></div><div><div></div><div>Differentiated Instruction</div></div><div><div></div><div>Role Playing/Drama</div></div><div><div></div><div>Discovery Method</div></div><div><div></div><div>Lecture Method</div></div></div><div><div></div><div>Why?</div></div><div><div><div></div><div>Complete IMs</div></div><div><div></div><div>Availability of Materials</div></div><div><div></div><div>Pupils' eagerness to learn</div></div><div><div></div><div>Group member's Cooperation in doing their tasks</div></div></div></div></div></div> | <div><div><div><div><div><div></div><div>worksheets</div></div><div><div></div><div>varied activity sheets</div></div></div><div><div></div><div>Strategies used that work well:</div></div><div><div><div></div><div>Group collaboration</div></div><div><div></div><div>Games</div></div><div><div></div><div>Solving Puzzles/Jigsaw</div></div><div><div></div><div>Answering preliminary activities/exercises</div></div><div><div></div><div>Carousel</div></div><div><div></div><div>Diads</div></div><div><div></div><div>Think-Pair-Share (TPS)</div></div><div><div></div><div>Rereading of Paragraphs/Poems/Stories</div></div><div><div></div><div>Differentiated Instruction</div></div><div><div></div><div>Role Playing/Drama</div></div><div><div></div><div>Discovery Method</div></div><div><div></div><div>Lecture Method</div></div></div><div><div></div><div>Why?</div></div><div><div><div></div><div>Complete IMs</div></div><div><div></div><div>Availability of Materials</div></div><div><div></div><div>Pupils' eagerness to learn</div></div><div><div></div><div>Group member's Cooperation in doing their tasks</div></div></div></div></div></div> | <div><div><div><div><div><div></div><div>worksheets</div></div><div><div></div><div>varied activity sheets</div></div></div><div><div></div><div>Strategies used that work well:</div></div><div><div><div></div><div>Group collaboration</div></div><div><div></div><div>Games</div></div><div><div></div><div>Solving Puzzles/Jigsaw</div></div><div><div></div><div>Answering preliminary activities/exercises</div></div><div><div></div><div>Carousel</div></div><div><div></div><div>Diads</div></div><div><div></div><div>Think-Pair-Share (TPS)</div></div><div><div></div><div>Rereading of Paragraphs/Poems/Stories</div></div><div><div></div><div>Differentiated Instruction</div></div><div><div></div><div>Role Playing/Drama</div></div><div><div></div><div>Discovery Method</div></div><div><div></div><div>Lecture Method</div></div></div><div><div></div><div>Why?</div></div><div><div><div></div><div>Complete IMs</div></div><div><div></div><div>Availability of Materials</div></div><div><div></div><div>Pupils' eagerness to learn</div></div><div><div></div><div>Group member's Cooperation in doing their tasks</div></div></div></div></div></div> | <div><div><div><div><div><div></div><div>worksheets</div></div><div><div></div><div>varied activity sheets</div></div></div><div><div></div><div>Strategies used that work well:</div></div><div><div><div></div><div>Group collaboration</div></div><div><div></div><div>Games</div></div><div><div></div><div>Solving Puzzles/Jigsaw</div></div><div><div></div><div>Answering preliminary activities/exercises</div></div><div><div></div><div>Carousel</div></div><div><div></div><div>Diads</div></div><div><div></div><div>Think-Pair-Share (TPS)</div></div><div><div></div><div>Rereading of Paragraphs/Poems/Stories</div></div><div><div></div><div>Differentiated Instruction</div></div><div><div></div><div>Role Playing/Drama</div></div><div><div></div><div>Discovery Method</div></div><div><div></div><div>Lecture Method</div></div></div><div><div></div><div>Why?</div></div><div><div><div></div><div>Complete IMs</div></div><div><div></div><div>Availability of Materials</div></div><div><div></div><div>Pupils' eagerness to learn</div></div><div><div></div><div>Group member's Cooperation in doing their tasks</div></div></div></div></div></div> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|