



GRADES 1 to 12
DAILY LESSON LOG

School: **DepEdClub.com**

Teacher: **File Created by Ma'am ESTRELLITA S. VINZON**

Teaching Dates and Time: **NOVEMBER 13 - 17, 2023 (WEEK 2-DAY4)**





Grade Level: **II**

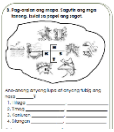
Learning Area: **ALL SUBJECTS**

Quarter: **2ND QUARTER**

OBJECTIVES	ESP (7:45-8:15)	A.P (8:15- 8:55)	ENGLISH (9:15- 10:05)	MTB (10:05- 10:55)	MATH (1:00-1:50)	FILIPINO (1:50- 2:40)	MAPEH (P.E) (2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalasakit sa kapwa	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English.	Demonstrates knowledge of and skills in word analysis to read, write in cursive and spell grade level words	Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Demonstrates understanding of locations, directions, levels, pathways and planes
B. Performance Standard	Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English.	Applies word analysis skills in reading, writing in cursive and spelling words independently.	Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Nagagamit ang wikang Filipino upang madaling maunawaan at maipaliwanag ang mga kaalaman sa aralin	Performs movements accurately involving locations, directions, levels, pathways and planes.
C. Learning Competency/ Objectives Write the LC code for each.	Naipakikita ang pagiging magiliw at palakaibigan ng may pagtitiwala sa mgapanauhin/bisita, bagong kakilala, taga ibang lugar EsP2P- Ila-b – 6	Naiisa-isa ang mga anyong lupa at anyong tubig namatatagpuan sasaring komunidad; Natutukoy ang iba- ibang anyong lupa at anyong lugar AP2KOM-Id-e- 7	Identifies and produces the sound of /oo/ . EN2PA-IIIc-e-6.2	Nababasa ang mga salitang may kambal katinig, klaster, digraphs sa mother tongue MT2PWR-Ila-b-7.3	Performs orders of operations involving addition and subtractions of small numbers. M2NS-IId-34.3	Nagagamit ang panghalip panao bilang pamalit sa pangngalan F2WG-Ig-3	Describes movements in a location, direction, level, pathway and plane PE2BM-Ila-b-17
II. CONTENT	Aralin 2:Kaibigang Hindi Kakilala Pagmamahal sa kapwa / Pagdama at pag-unawa sa damdamin ng iba (Empathy)	ARALIN 3.2: Ang Katangiang Pisikal ng Aking Komunidad ANYONG LUPA, ANYONG TUBIG	Lesson 8: Sound of /oo/	IKALABING-ISANG LINGGO Katangian Ko, Karangalan ng Aking Pamilya Kambal Katinig	Subtraction Lesson 36	Aralin 2 :Paggamit ng Panghalip Panao “Pangunahing Direksiyon, Susi sa Lokasyon”	Lesson 2.1.2 FOLLOWING INSTRUCTIONS IN DIRECTIONS, LEVELS, PATHWAYS AND PLANES
LEARNING RESOURCES							

A. References	K-12 CG p.14	K-12 CGp.22	K-12 CGp	K-12 CGp.96	K to 12 Curriculum Guide p.21	K to12 CG p	K to 12 CG p.17
1. Teacher's Guide pages	40-42	25-26	11-12	100-101	134-137	66	212-217
2. Learner's Materials pages	88-96	78-91	139-141	84-85	83-85	162 - 164	330-334
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan, tarpapel	Powerpoint/ larawan, tsart/ tarpapel	Charts,tarpapel	Larawan, tarpapel, plaskard	Chart, flashcards,	Larawan, tarpapel	Picture, chart
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Ipaawit ang “ Kaibigan mo Ako “	Ipaawit ang “Anyong Tubig.”	Encircle the letter that tells what will happen next. 1. Joel jumped out of bed and looked at the clock. “Oh! I’m late,” he said. He dressed up as fast as he could. Then he took his cap and basketball and went out of the house. a. Joel is late for the church. b. Joel was going to watch a baseball game. c. Joel was going to play basketball.	Itanong kung sino ang pangunahing tauhan sa kuwentong “Huwarang Mag-aaral”? (Glenda) Itanong din kung saan siya nagunguna? (sa klase)	Basahin nang maayos at suriin ang kuwento sa ibaba. Gamitin ang tamang paraan sa paglutas ng word problem upang masagot nang maayos ang mga tanong. “Ang Pamilyang Padilla sa Mall” Noong nakaraang linggo, ang pamilyang Padilla ay pumunta sa isang mall upang mamili. Si Angelic ay bumili ng isang manika na nagkakahalaga ng 670. Binigyan niya ng 1000 ang kahera. Magkano ang sukli na kanyang natanggap?	Pagwasto ng Takdang=-aralin. Pantigin ang sumusunod: Kaibigan, magkasama, nagtutulungan	Warm-Up Exercises
B. Establishing a purpose for the lesson	Muling isa-isahin ang mga paraan kung paano maipakikita ng mga bata ang pagiging magiliw at palakaibigan sa mga panauhin/bisita, bagong kakilala at taga ibang lugar	Ipakitang muli ang larawan ng anyong lupa at anyong tubig	Show different things with vowel sounds /oo/.Cross out all the words that do not belong to the group. Say: Look what I have? <i>show a book a beach ball sun block</i> Read the clue: Fishy, fishy in the brook.Daddy caught him	Isulat sa pisara ang kanilang sagot at ipabasa ang mga ito. Itanong kung ilang magkatabing katinig ang nasa unahan ng mga salita.	STRATEGY: EXPLORING THE MATHEMATICAL OPERATIONS Present these mathematical operations: $10 + 6 - 5 = \underline{\quad}$ ASK:	Pumili ng isang kaibigan. Ilarawan siya sa klase. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Let the pupils pick cut out materials inside the basket which will be the basis of groupings. (The teacher should prepare equal number of materials of each kind depending on the number of pupils. Teacher

			by the hook and ask the children to guess where they are going.				should prepare four (4) kinds of materials used in games.)
C. Presenting examples/ instances of the new lesson	Magpakita ng mga larawan. Ipatukoy sa mga bata kung ito ba ay nagpapakita ng pagiging magiliw at palakaibigan o hindi.	Pag-usapan ang mga ito. Ipalarawan at ipabigay ang katangian ng bawat isa.	Read the story “ Weekend Camp With Dad ” refer to <i>L.M. p.139</i> .	Ipabasa ang iba pang mga salita sa LM.84	Explain: In solving this kind of problem with two or more operations are involved, addition shall be done first and followed by subtraction. $10 + 6 - 5 =$ $16 - 5 =$	I-rap ang “Kami sa Pamayanan” Kami, kami, kami (tayo, kayo, sila) sa pamayanan (3X) Kami sa pamayanan Maglinis-linis at Magtanim-tanim Magwalis-walis upang luminis (2X) Talakayin ang mensahe ng rap. Ipabasa ang “Ang Magkaibigan,” sa LM pahina 162.	Teacher explains to each group that they are to perform activities at the designated stations. The group starts from the station where the name of the group is located until all the stations are done. Each group shall be under time pressure to do the specific skills in each station. Teacher gives the signal when to start and when to finish each activity Ball Station Hoop Station Baton Station “Pitsa” Station
D. Discussing new concepts and practicing new skills #1	Ipagawa ang gawain sa modyul pahina 93		Answer the questions . 1.Why were Matt and Jay packing ? etc.... see more on <i>L.M. p. 140</i> .	Sa anong mga letra nagsisimula ang mga salita? Sa ating alpabeto, ano ang tawag sa mga letrang inyong nabanggit? Ilang katinig ang magkatabi sa isang pantig? Ano ang tawag sa salitang mayroong dalawang katinig na magkasama sa isang pantig? Sa anong mga letra nagsisimula ang mga salita?	Then, subtraction follows next. $16 - 5 = 11$ The final answer is equal to 11.	Pasagutan ang “ Sagutin Natin ” sa LM, pahina 163. Ano-ano ang pangngalan na ginamit sa kuwento? Paano ito pinalitan? Ano-ano ang ipinalit sa mga pangngalang ito? Paano ginamit ang bawat isa? Ano ang kabutihang maidudulot ng pagtutulungan	 What movement skills were you able to perform in Ball Station?  In what directions were you able to jump and run?  What movement skills were you able to perform in Hoop Station?

				<p>Sa ating alpabeto, ano ang tawag sa mga letrang inyong nabanggit?</p> <p>Ilang katinig ang magkatabi sa isang pantig?</p> <p>Ano ang tawag sa salitang mayroong dalawang katinig na magkasama sa isang pantig?</p>			<ul style="list-style-type: none"> ☛ At what levels were you able to perform the actions? ☛ What movement skills were you able to perform in Baton Station? ☛ What pathways guided you in doing the actions? ☛ What movement skills were you able to perform in Pitsa Station? ☛ In what surface/s were you able to perform the movement skills? ☛ Name the different directions and levels, you have executed? ☛ How were you able to perform the different activities in each station correctly? ☛ What happens when you listen and read the instructions carefully before performing an activity?
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Alamin kung ang mga bata ay nakatagpo o nakasalamuha na ng mga panauhin/bisita, bagong kakilala o taga ibang lugar.</p>		<p>Independent Practice: Read and Draw.</p> <ol style="list-style-type: none"> 1.The moon is round. 2.I have two books. 3. My Dad is the cook. 4.There's a pool in the yard. 	<p>Laro: Paramihan ng Kambal! Ipangkat ang mga bata sa apat (4). Bawat pangkat ay magtatala ng mga salitang may kambal katinig. Ipabasa ito nang</p>	<p>Present additional illustrative example. $25 - 10 + 12 = \underline{\hspace{2cm}}$ Solutions: $25 - 10 + 12 - 22 = 3$</p>	<p>Ipagawa ang "Gawin Natin" sa LM, pahina 163.</p>	<p>Let the children do the activity on page 39 of the LM with partner</p>

			5.The wind shook the trees.	pangkatan. Ang pangkat na may pinakamaraming naitala ang siyang panalo.			
F. Developing mastery (leads to Formative Assessment 3)	Alamin kung ang mga bata ay nakatagpo o nakasalamuha na ng mga panauhin/bisita, bagong kakilala o taga ibang lugar.	Pangkatang Gawain	Do “I Can Do It” on <i>L.M. pp. 140-141</i>	Ipagawa ang Gawain 4 sa LM.85	Refer to LM No. 36- Gawain	Ipagawa ang “Sanayin Natin” sa LM, pahina 164.	
G. Finding practical application of concepts and skills in daily living	Pagawain sa isang bond paper ang mga bata ng isang salitaan/diyalogo kung paano dapat pakitunguhan ang mga panauhin/bisita, bagong kakilala o taga ibang lugar.	Alin sa mga anyong tubig/ anyong lupa na mayroon sa iyong komunidad ang nananatili pa hanggang sa kasalukuyan? Alin ang hindi na?	Listen .Then read with your teacher .Refer to “We Can Do It” on <i>L.M. p.140 ,T.G. Unit2 p. 12. “Group Work”</i> .	Tambalang Kambal! Ipagpares ang mga bata. Bawat pares ay sumulat ng limang (5)salitang may kambal katinig at maghalinhinan sa pagbasa.	Simplify the following operations, then find the answer to the following using the order of operations. 1. $14 + 16 - 10 = \underline{\hspace{2cm}}$ 2. $20 - 15 + 30 = \underline{\hspace{2cm}}$	Gamitin sa pangungusap ang mga panghalip panao.	Let the children play the sack race in group by following the rules of the game
H.Making generalizations and abstractions about the lesson	Kakilala o hindi, kaibigan o panauhin ay dapat nating pakitunguhan ng pagiging magiliw. Kaibiganin natin sila ng may pagtitiwala at pag-iingat.	🕒 Ang bawat komunidad ay may ibaibang katangiang pisikal. 🕒 Nagkakaiba ang kalagayan ng bawat komunidad batay sa mga anyong lupa at anyong tubig na matatagpuan dito.	The double /oo/ is sounded only once.It may be at the middle or at the end of the word. Refer to <i>T.G. Unit2 p. 12, L.M. p. 140 ,“Remember This “</i> .	Ano ang kambal katinig? Ipabasa ang Tandaan sa LM.84	In performing order of operations involving addition and subtraction of whole numbers including money; Addition shall be done first; then Subtraction as they occur.	Ano ang natutunan mo sa aralin? Kailan ginagamit ang kami, kayo, sila at tayo? Ipabasa ang “Tandaan Natin” sa LM, pahina 164.	The movement skills can be performed in different directions, levels, locations, pathways and planes depending on the needs and situation.
I. Evaluating learning		Piliin ang titik ng tamang sagot. 1.Magandang daungan ng barko. a. look b. ilog c. lawa	Guess What? Write your answers on the lines below each sentence. Refer to “Measure my learning” on <i>L.M. p 141.</i>	Bilugan ang salitang may kambal katinig sa bawat pangungusap. 1.Malakas ang tulo ng tubig sa gripo. (tingnan ang tsart)	Perform the following operations then find the answer to the following applying the order of operations. 1. $25 - 12 + 11 = \underline{\hspace{2cm}}$ 2. $30 + 15 - 25 = \underline{\hspace{2cm}}$	Tukuyin ang panghalip panao na ginamit sa pangungusap. Tingnan sa “Linangin Natin” LM pah. 164.	Paper and Pencil Directions: Read each situation carefully. Answer the questions that follow by writing the letter of the correct answer. Refer to page 40 of the LM.
J. Additional activities for application or remediation		Iguhit ang lahat na anyong lupa at anyong tubig na makikita nila sa kanilang komunidad.	List words with /oo/ sounds.	Magdikit sa inyong kwaderno ng 5 larawan ng bagay na nagsisimula sa kambal katinig.	Refer to the LM 36 – Gawaing Bahay	Gumawa ng pangungusap gamit ang mga panghalip panao.	Make use of the skills as your daily exercise to develop the muscular

							strength of your legs.
IV. REMARKS							
V. REFLECTION							
A..No. of learners who earned 80% in the evaluation							
B.No. of learners who require additional activities for remediation who scored below 80%							
C. Did the remedial lessons work? No. of learners who have caught up with the lesson							
D. No. of learners who continue to require remediation							
E. Which of my teaching strategies worked well? Why did these work?	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS)	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ <input type="checkbox"/> Poems/Stories	Stratehiyang dapat gamitin: <input type="checkbox"/> Koaborasyon <input type="checkbox"/> Pangkatang Gawain <input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads

			<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"/> 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"/> 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
F. What difficulties did I encounter which my principal or supervisor can help me solve?	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-apin g mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<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	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-apin g mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<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"/> Kakulangan sa makabagong kagamitang panturo. <input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<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

G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<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	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<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	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<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
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