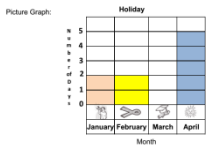


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	MARCH 10-14, 2025 (WEEK 5)	Quarter:	4TH QUARTER

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	Demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	Demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	Demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	Deepens understanding of pictographs without and with scales and outcomes of an event using the terms likely, equally likely and unlikely to happen.	
B. Performance Standard	Is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	Is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	Is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	Is able to create and interpret simple representations of data (tables and pictographs without and with scales) and describe outcomes of familiar events using the terms likely, equally likely and unlikely to happen	
C. Learning Competency/ Objectives Write the LC code for each.	Identify appropriate unit of measure in finding the capacity M2ME-IVf-33	Collects data on one variable using a questionnaire. M2SP-IVh-1.2 Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without and with scales. M2SP-IVi-2.2	Infers and interprets data presented in a pictograph without and with scales. M2SP-IVi-3.2	Make a guess on whether an event is less likely, more likely, equally likely or unlikely to happen based on facts M2SP-IVj-7.2 .	
II. CONTENT	Lesson 113: Measuring capacity	Lesson 114: Collect and Organize Data	Lesson 115:Read and Make Pictograph	Lesson No. 116 Make a Guess	Summative Test
LEARNING RESOURCES					
A. References	K-12 CGp.52	K-12 CGp.	K-12 CGp.	K-12 CGp.53	

1. Teacher’s Guide pages	374-377	397-400	401- 407	407-413																		
2. Learner’s Materials pages	264-266	281-284	284-286																			
3. Textbook pages																						
4. Additional Materials from Learning Resource (LR) portal																						
B. Other Learning Resource	1. Bottles of soft drinks or medicines, cups, glasses and pitcher 2. Different items with different sizes with <i>ml</i> or <i>l</i> label content 3. <i>Show Me</i> Boards	1. Non-transparent bag 3. Graphing paper 2. 20 crayons in red, blue, green and yellow (assorted number of each color)	1. Calendar where Philippine holidays are written 2. Sample Pictographs	Paper bags Party/Magicians hat Colored popsicle sticks Colored candies or small toys Improvise spinner Basket of fruits	Summative test files																	
PROCEDURE																						
A. Reviewing previous lesson or presenting the new lesson	Show the different measuring device. Ask: c. Can you remember how you use these things when you were in Grade 1? d. How many glasses of water are there in a pitcher? e. Can you still remember the number of bottles of mineral water in a bottle of family-sized soft drink?	1. Pre-assessment Show to the pupils an empty non-transparent bag. (or use a covered jar) Put all the 20 crayons in the bag. Explain to the pupils that they are going to use the crayons to make a graph that shows how many are there in each color. Ask the pupils to create a graph of the colors of the crayons. (similar to the one below using their graphing paper) At random, ask pupil/s to draw/pick a crayon and then color the rectangle above the line in the column for that color. Put the crayons back in the bag. Have the pupil repeat this process with each of the crayons, coloring each new	Show a calendar where all regular holidays in every month are listed. Select the first 4 months of the calendar and count the number of holidays.(Number of holidays may vary every year) Make a tally chart and picture graph that will use the information in the selected months. Assist the pupils who hardly or find difficulty to make a tally chart and picture graph similar to the one below: Tally Chart <table><tr><td colspan="6">Holiday</td></tr><tr><td>No. of Days</td><td>I</td><td>I</td><td></td><td>III</td><td></td></tr><tr><td>Month</td><td>January</td><td>February</td><td>March</td><td>April</td><td></td></tr></table> (Help the pupils to think of a symbol that would represent each month that	Holiday						No. of Days	I	I		III		Month	January	February	March	April		Show an empty paper bag to the pupils. Put inside the bag seven colored popsicle sticks (4 red, 2 green, and 1 yellow) (may vary). Don’t mention the colors. Say: Your goal is to draw a conclusion about the number and color of each popsicle sticks that is inside the bag. Present the worksheet and model the experiment to the class. Discuss the information regarding “What we Know” about the paper bag and record the idea. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
Holiday																						
No. of Days	I	I		III																		
Month	January	February	March	April																		

		rectangle directly above the last rectangle of that color. (If you still have time, do the same activity but do not put back the crayons inside the bag. Will they have the same results? Why?)	has connection to the holidays) 		
B. Establishing a purpose for the lesson	Show a picture like the one shown below.  Ask: a. What is the boy doing? (drinking water) b. Discuss the importance of water in our body. • For drinking (drink 8 to 10 glasses of water every day) • For taking a bath • For washing dishes and clothes	1. Motivation Ask: Which crayons are most often drew/picked? How can you tell? Which are the least of? How can you tell? Are there any colors tied or equal number of draws? What does the graph tell you? Why? Vocabulary Development: Survey—to ask people questions in order to find out about their opinions or behaviour or an issue Party—a event where a group of people meet to talk, eat, drink, etc., often in order to celebrate a special occasion Tally—a record or count of a number of things	1.Motivation What tree is abundant in your place? (Coconut, Mango, etc.) Have you seen a coconut tree (most common)? What can we get from a coconut tree?	Ask the pupils about everyday experiences of chance and certainty that they can recall. Make a list of things that will never happen. (Example: A flying carabao, you see a live dinosaur today, etc.) Label this list. “Impossible.” Now make a list of things that will definitely happen. (Example: the sun will rise tomorrow, you will eat something today, etc.) Label this list. “Certain.” Now make a list of events that may or may not happen. (Example: Tonight might rain, single 6-sided die rolling an even number, etc.) Label this list. “Chance.”	Song
C. Presenting examples/ instances of the new lesson	Present the lesson using a. Concrete b. Pictorial c. abstract	Let the pupils collect stones or leaves according to different categories such as big/small, round/flat, smooth/rough, light/heavy, shiny/dark, etc. Count the number of pupils who brought big/small stones or leaves (with respect to categories)	Today we will make a pictograph. What is a pictograph? A pictograph is a graph that uses pictures or symbols to show or represent data. All pictographs have labels and Key or legend. A label is a short description	Let the pupils create different kinds of spinning wheel with different symbols, shapes and numbers and with equal and unequal proportions. (S/He may start teaching from the unlikely to happen then followed by less likely to happen, equally likely to	Setting of standard

		and record/write the data gathered in the worksheet (refer to sample worksheet: on the board or individually in a sheet of paper.) Sample worksheet <table><tr><th rowspan="2">Category</th><th colspan="2">Leaves</th></tr><tr><th>Tally</th><th>No. of Pupils</th></tr><tr><td>Small</td><td></td><td></td></tr><tr><td>Big</td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td></tr><tr><th rowspan="2">Category</th><th colspan="2">Stones</th></tr><tr><th>Tally</th><th>No. of Pupils</th></tr><tr><td>Round</td><td></td><td></td></tr><tr><td>Flat</td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td></tr></table> How many pupils brought (categories) stones/leaves? What is the least common category? What is the most common category? What is the total number of pupils?	Category	Leaves		Tally	No. of Pupils	Small			Big			TOTAL			Category	Stones		Tally	No. of Pupils	Round			Flat			TOTAL			given for the purpose of identification. A key or legend is a word or phrase or number written on or next to a picture, map, etc. that explains what it is about or what the symbols on it mean or equal to. Conduct a survey to the class who have old or new bags, shoes, hats and umbrellas, etc. (anything that the pupils usually bring to school) Group the pupils according to the classification s/he sets. Write on the board or use large chart paper, or an overhead projector to record the information in a tally chart format. Let the pupils draw the categories if possible. From the collected data, let them create their own data representations or even their own pictograph. S/he should see to it (observe/guide) that the pupils include the necessary parts of the graph/table. include the necessary parts of the graph/table.	happen and finally to more likely to happen.)	
Category	Leaves																																
	Tally	No. of Pupils																															
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Flat																																	
TOTAL																																	
D. Discussing new concepts and practicing new skills #1	Divide the class into three's. Using their Show Me Boards, let each group write if the capacity inside the container will be	What are the food choices of the class? Which among the foods got the highest votes? Which among the foods got the lowest votes?	What is the title of the Pictograph? Who has a big lot? What are the labels in the pictograph? What is the symbol used in the pictograph?	Show to the pupils a party hat or magician's hat. Put inside the hat 1 orange, 3 blue, 6 green and 12 red candies or small toys. (Act like a magician by showing	Giving of instruction																												

	measured by liter or milliliter. 1. Water inside a tank 2. Juice inside a small can 3. Milk in a glass 4. Water in a gallon 5. Vinegar in a sachet Ask the pupils to present their answers in front of the class.	What is the total number of votes? Based on the result, what are the two foods preferred by the class to have in the party? Answers will vary. How many pupils ride a school bus? How many pupils walk to school? How many pupils ride a car from home? How many pupils ride on their bike? What means of transportation do most pupils used? .	What did he want to plant on it? How many months did he plant? Let the pupils read the months. What is the key or legend of the pictograph? What is the equivalent of one  ? (How many coconut tree a picture represents?) What month did he plant the most number of coconut trees? (If 1 coconut tree (picture) is equivalent to ten coconut trees then how many coconut trees did he plant on January or let the pupils figure outhow many coconut trees were planted on January: multiply 8 times 10 or 10+10+10+10+10+10+10+10). What month did he plant the least number of coconut trees? (If 1 coconut tree (picture) is equivalent to ten coconut trees then how many coconut trees did he plant on February and May? Help the pupils figure it out) What is the total number of of coconut trees did he plant?	your hands are clear and you will draw one candy/toy at a time to make it a little bit exciting.) Can you guess the color of the candy/toy that I will draw? (Answer may vary but just the same let them explain why they choose that answer.) Present a worksheet similar to the one below or you may write it on the board. After each draw you will call a pupil to write below the color the word “Less Likely”, “Equally Likely”, “More Likely” and “Unlikely” and let them explain their answer. After the 11th draw ask them if they can guess the next color to be drawn. Finish the activity.	
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			Solution: <table><tr><th>Day</th><th>Tally</th><th></th></tr><tr><td>Monday</td><td></td><td>8 x 10 = 80 (10+10+10+10+10+10+10+10)</td></tr><tr><td>Tuesday</td><td></td><td>7 x 10 = 70 (10+10+10+10+10+10+10)</td></tr><tr><td>Wednesday</td><td></td><td>10 x 10 = 100 (10+10+10+10+10+10+10+10+10+10)</td></tr><tr><td>Thursday</td><td></td><td>9 x 10 = 90 (10+10+10+10+10+10+10+10+10)</td></tr><tr><td>Friday</td><td></td><td>7 x 10 = 70 (10+10+10+10+10+10+10)</td></tr></table> Then: Find the sum of 80 + 70 + 100 + 90 + 70 = 410 coconut trees. (Integration: Discuss the importance of planting trees.)	Day	Tally		Monday		8 x 10 = 80 (10+10+10+10+10+10+10+10)	Tuesday		7 x 10 = 70 (10+10+10+10+10+10+10)	Wednesday		10 x 10 = 100 (10+10+10+10+10+10+10+10+10+10)	Thursday		9 x 10 = 90 (10+10+10+10+10+10+10+10+10)	Friday		7 x 10 = 70 (10+10+10+10+10+10+10)																	
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E. Discussing new concepts and practicing new skills #2	Gawain 1 Tingnan ang mga nakalarawan sa ibaba. Ibigay ang angkop na unit of measure ng liquid ang dapat gamitin, liter o milliliter at ang abbreviation nito. Isulat sa iyong kuwaderno. 1.  Isang limbang tubig 2.  Isang tasang tsaa 3.  Isang boteng gatas 4.  Isang drum na tubig	Sa anong paraan/sasakyan ka nakararating sa paaralan? Gamitin ang datos na nakasaad sa talakayan upang makagawa ng pictograph. Pagpasok sa Paaralan <table><tr><th></th><th>Tala</th><th>Total</th></tr><tr><td>Bus Riders </td><td></td><td></td></tr><tr><td>Car Riders </td><td></td><td></td></tr><tr><td>Walkers </td><td></td><td></td></tr><tr><td>Bikers </td><td></td><td></td></tr></table>		Tala	Total	Bus Riders 			Car Riders 			Walkers 			Bikers 			Makikita sa larawan ang tala ng mga Boy Scouts na nakilahok sa programang “Barangay Clean Up” sa loob ng isang linggo. Boy Scouts Barangay Clean Up <table><tr><th>Araw</th><th>Tala</th></tr><tr><td>Linggo</td><td>         </td></tr><tr><td>Lunes</td><td>         </td></tr><tr><td>Martes</td><td>         </td></tr><tr><td>Miyerkules</td><td>         </td></tr><tr><td>Huwernes</td><td>         </td></tr><tr><td>Siyernes</td><td>         </td></tr><tr><td>Sabado</td><td>         </td></tr></table> Batayan:  = 10 Boy Scouts Gumawa ng “Tally Chart” ayon sa pictograph ng “Boy Scouts Barangay Clean Up.”	Araw	Tala	Linggo	         	Lunes	         	Martes	         	Miyerkules	         	Huwernes	         	Siyernes	         	Sabado	         	Group the class into 2. Answer the questions provided in each group.	Supervising the test		
	Tala	Total																																				
Bus Riders 																																						
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F. Developing mastery (leads to Formative Assessment 3)	Anong unit of capacity ang gagamitin sa mga sumusunod na aytem? Isulat ang liter o meliliter at ang abbreviation nito. 1. Isang galong tubig 2. Isang tasang tsaa 3. Pitsel na coke 4. Basong juice 5. Boteng mantika	Basahin ang kuwento at sagutin ang mga tanong. SPED Day Out Kaarawan ni Teacher Vicky. Inanyayahan niya ang kanyang mga mag-aaral na kumain sa malapit na Ice Cream House. Nakasulat sa menu ang flavorsna kanilang maaaring bilhin. Lima ang maaari nilang pagpilian: Triple Chocolate, Cookies ‘nCream, Rocky Road, Double Dutch and Ube Macapuno. Pinili ni Ronnie	Gumawa ng Tally Chart ayon sa pictograph sa ibaba. Star of the Month <table><tr><th>Name</th><th>Award</th></tr><tr><td>Edith</td><td>    </td></tr><tr><td>Glo</td><td>   </td></tr><tr><td>Wendy</td><td>     </td></tr><tr><td>Ralph</td><td> </td></tr><tr><td>Chat</td><td>     </td></tr></table> Legend:  = 3 Awards	Name	Award	Edith	    	Glo	   	Wendy	     	Ralph	 	Chat	     	Talk about the pupils answers/reasons. Refer to LM 116 – Gawain 1 Group 1: (Weather) <table><tr><th>Events</th><th>Likelihood</th><th>Reason</th></tr><tr><td>It will rain tomorrow.</td><td></td><td></td></tr><tr><td>The sun will shine tomorrow.</td><td></td><td></td></tr><tr><td>The following day will be windy.</td><td></td><td></td></tr><tr><td>We will have a super typhoon.</td><td></td><td></td></tr><tr><td>We will need a rain coat.</td><td></td><td></td></tr><tr><td>The sun will rise after 6:00 A.M.</td><td></td><td></td></tr></table>	Events	Likelihood	Reason	It will rain tomorrow.			The sun will shine tomorrow.			The following day will be windy.			We will have a super typhoon.			We will need a rain coat.			The sun will rise after 6:00 A.M.			Checking the test
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		ay Triple Chocolate. Ube Macapuno naman ang kay Amanda. Sina Gino at Gina ay Rocky Road at ganoon din ang kina Junnie at Maya. Ang gusto ni Mario ay Double Dutch samantalang Rocky Road naman ang gusto ni Nenita. Pagkatapos nilang pumili, silang lahat ay pumila upang kunin ang nagustuhang ice cream. Masaya silang lahat na kumain. Ilagay ang tamang bilang ng mga datos sa grid. Kumpletuhin ito. Ang Gusto Kong Ice Cream <table><tr><td>5</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>0</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Triple Chocolate</td><td>Cookies n' Cream</td><td>Rocky Road</td><td>Double Dutch</td><td>Ube Macapuno</td></tr></table> Ice Cream Flavors	5						4						3						2						1						0							Triple Chocolate	Cookies n' Cream	Rocky Road	Double Dutch	Ube Macapuno													
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G. Finding practical application of concepts and skills in daily living	Gawain 2 Basahin ang sitwasyon sa loob kahon. Sagutin ang mga tanong sa ibaba. Isulat ang sagot sa kuwaderno. Ang Nanay ni Kiel ay bumili ng isang litro na kalamansi juice. Hinati niya ito sa 10 bahagi. Mga tanong - Ano ang appropriate unit of measure ang gagamitin sa isang bahagi ng juice? - Iguhit ang mga sumusunod: - kabuayang kalamansi juice sa loob ng isang lalagyan. - ang sampung bahagi ng hinalang juice sa sampung baso - ilagay ang appropriate unit of measure sa bawat larawan	Nais malaman ni Nikky kung ano at ilan ang alagang hayop ng kanyang mga kaklase. Gusto rin niyang malaman kung ilan ang walang alagang hayop. Nakasulat sa ibaba ang tala ng mga ito. Ang Alaga <table><tr><td>Number of Pets</td><td>0-5</td><td>5-10</td><td>10-15</td><td>15-20</td></tr><tr><td></td><td>Fish</td><td>Dogs</td><td>Cats</td><td>Birds</td></tr></table> Uri ng Alagang Hayop Gamitin ang datos sa itaas upang masagutan ang graph sa ibaba. Ang aking Alaga <table><tr><td>Number of Pets</td><td>10</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>8</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>6</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>4</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>0</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Fish</td><td>Dogs</td><td>Cats</td><td>Birds</td><td>No Pets</td></tr></table> Uri ng Alagang Hayop	Number of Pets	0-5	5-10	10-15	15-20		Fish	Dogs	Cats	Birds	Number of Pets	10						8						6						4						2					0							Fish	Dogs	Cats	Birds	No Pets	Isulat sa papel ang sagot sa ipinakitang tally chart.	Show an improvised spinner and make sure it is fair. Have the whole class do the lesson together. Each pupil will spin once and record the spin in the worksheet. What color the spinner would land? Can you guess the likelihood of each color? (Blue is more likely, yellow is unlikely, red and green is less likely. It is noticeable that there is no equally likely. It is expected that the frequency of red and green are almost the same. Help the pupils realized that red	Show honesty in answering the test questions
Number of Pets	0-5	5-10	10-15	15-20																																																					
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				and green are equally likely to each other.)																																																																																							
H.Making generalizations and abstractions about the lesson	The capacity of liquid is measured in liter when in big amount and in mililiter when in small amount.	Data are information that are collected about people or things Tally Chart is a chart that uses tally marks to show data.	What is a pictograph? It is a representation of data using pictures. What is a key or legend? It is a short description of a picture or illustration. How can we interpret a pictograph? We can interpret a pictograph by using legend.	An event is less likely if it does have a smaller chance of happening. An event is equally likely if it does have an equal/fair chance of happening. An event is more likely if it does have greater chance of happening. An event is unlikely if it does not have a good chance of happening.																																																																																							
I. Evaluating learning	Anong <i>unit of capacity</i> ang gagamitin sa mga sumusunod na aytem? Isulat ang liter o meliliter at ang <i>abbreviation</i> nito. 1. Tubig sa loob ng tangke 2. Gatas sa tasa 3. Tubig sa pitsel 4. Suka sa bote 5. Juice sa baso	The students of Holy Infant Academy are voting for the booth they want to have at the Academy Day. They wanted to know the booth preferred by the students. The results of the voting survey are as follows: <table border="1"><tr><td>No. of Students</td><td>200</td><td>50</td><td>70</td><td>30</td><td>45</td></tr><tr><td>Booth</td><td>Movie</td><td>Dedication</td><td>Food</td><td>Jail</td><td>Marriage</td></tr></table> Make a picture graph using the above data.	No. of Students	200	50	70	30	45	Booth	Movie	Dedication	Food	Jail	Marriage	Use the information from the tally chart to fill in the pictograph. Draw one (1) ☹ for every two children. Answer the questions below. Tally Chart: <table border="1"><tr><th colspan="5">Classmates' Favorite Snacks</th></tr><tr><td>No. of Classmates</td><td> </td><td> </td><td> </td><td> </td></tr><tr><td>Pictograph:</td><td>Snack</td><td>Sandwich</td><td>Spaghetti</td><td>Pizza</td><td>Bread</td></tr></table> Classmates' Favorite Snacks <table border="1"><tr><td>No. of Classmates</td><td></td><td></td><td></td><td></td></tr><tr><td>Snack</td><td>Sandwich</td><td>Spaghetti</td><td>Pizza</td><td>Bread</td></tr></table> Key: Each ☹ stands for 2 classmates. 1. What is the most favorite snack of the pupils? 2. What is the least favorite snack? 3. How many pupils like sandwich? Spaghetti? Pizza? Bread? 4. How many pupils like spaghetti and bread? 5. What is the total number of pupils?	Classmates' Favorite Snacks					No. of Classmates					Pictograph:	Snack	Sandwich	Spaghetti	Pizza	Bread	No. of Classmates					Snack	Sandwich	Spaghetti	Pizza	Bread	EVALUATION Present a chart with list of events for the month, and record the events according to the likelihood they will occur. <table border="1"><tr><th>No.</th><th>Events</th><th>Likelihood</th><th>Why</th></tr><tr><td>Ex.</td><td>Supervise Recess</td><td>More likely</td><td>Happening Daily</td></tr><tr><td>1.</td><td>Reading Books</td><td></td><td></td></tr><tr><td>2.</td><td>Cleaning the room</td><td></td><td></td></tr><tr><td>3.</td><td>Religion Period</td><td></td><td></td></tr><tr><td>4.</td><td>Feeding event</td><td></td><td></td></tr><tr><td>5.</td><td>Playing time</td><td></td><td></td></tr><tr><td>6.</td><td>Ground improvement</td><td></td><td></td></tr><tr><td>7.</td><td>Campus field trip</td><td></td><td></td></tr><tr><td>8.</td><td>Planting Activity</td><td></td><td></td></tr><tr><td>9.</td><td>Visiting Time</td><td></td><td></td></tr><tr><td>10.</td><td>Values formation</td><td></td><td></td></tr></table>	No.	Events	Likelihood	Why	Ex.	Supervise Recess	More likely	Happening Daily	1.	Reading Books			2.	Cleaning the room			3.	Religion Period			4.	Feeding event			5.	Playing time			6.	Ground improvement			7.	Campus field trip			8.	Planting Activity			9.	Visiting Time			10.	Values formation			Recording the test resulte
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J. Additional activities for application or remediation	Gawaing Bahay Isulat sa kuwaderno ang mga liquid items sa inyong bahay na ang laman ay sinusukat sa	Kumpletuhin ang table ayon sa talang ibinigay. Gawin sa kuwaderno. Paboritong prutas ng mga bata:	Ang sumusunod ay talaan ng mga miyembro ng HIA Sports Club. Gumawa ng pictograph gamit ang	HOME ACTIVITY Refer to LM 116 – Gawaing Bahay:	Challenge the pupils for the next test.																																																																																						

	liter at milliliter. Humingi ng tulong sa nakatatanda.	1. Joan - Mansanas 2. Carlo- Bayabas 3. Eden - Mangga 4. Lito - Mangga 5. Kelly - Pakwan 6. Gina - Mansanas 7. Dina- Mangga 8. Andoy- Bayabas 9. Michael- Mangga 10. Rea - Bayabas 11. Fred- Pakwan 12. Inna - Mansanas 13. Jimmy - Mansanas 14. Elen - Bayabas 15. Kathy - Mangga Paboritong Putas Tally Kabuuan	talaang ito. Isulat sa papel ang iyong kasagutan. Paboritong Laro <table><tr><th>Name of Sport</th><th>Number of Students</th></tr><tr><td>Badminton</td><td>20</td></tr><tr><td>Basketball</td><td>35</td></tr><tr><td>Volleyball</td><td>18</td></tr><tr><td>Taekwondo</td><td>15</td></tr><tr><td>Baseball</td><td>24</td></tr></table>	Name of Sport	Number of Students	Badminton	20	Basketball	35	Volleyball	18	Taekwondo	15	Baseball	24		
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IV. REMARKS																	
V. REFLECTION																	
A..No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above													
B.No. of learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation													
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson													
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation													
E. Which of my teaching strategies worked well? Why did these work?	Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS)	Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories	Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories	Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories													

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