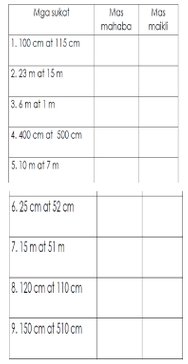
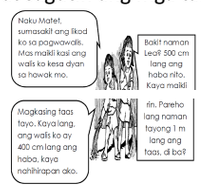
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:		Learning Area:	
	Teaching Dates and Time:	MAY 1 – 5, 2023 (WEEK 1)	Quarter:	4TH QUARTER

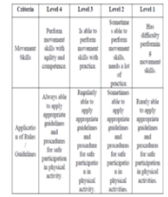
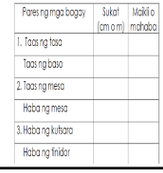
OBJECTIVES	ESP (7:45-8:15)	A.P (8:15- 8:55)	ENGLISH (9:15- 10:05)	MTB (10:05- 10:55)	MATH (1:00-1:50)	FILIPINO (1:50- 2:40)	MAPEH (P.E) (2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga biyayang tinatanggap mula sa Diyos	Naipamamalas ang pagpapahalaga sa kagalingang pansibiko bilang pakikibahagi sa mga layunin ng sariling komunidad	Demonstrates understanding of information heard to make meaningful decisions	Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension Demonstrates understanding of grade level narrative and informational texts.	Demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Demonstrates understanding of movement activities relating to person, objects, music and environment
B. Performance Standard	Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon	Nakapahahalagahan ang mga paglilingkod ng komunidad sa sariling pag-unlad at nakakagawa ng makakayanang hakbangin bilang pakikibahagi sa mga layunin ng sariling komunidad	Uses information from theme-based activities as guide for decision making and following instructions	Reads with sufficient speed, accuracy, and proper expression in reading grade level text. Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials	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.	Naipahahayag ang ideya/kaisipan/damdamin /reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	Performs movement activities involving person, objects, music and environment correctly
C. Learning Competency/ Objectives Write the LC code for each.	Natutukoy ang mga paraan ng pagbibigay halaga sa bigay ng Panginoon. Nakapagdarasal nang may pagpapasalamat sa mga biyayang tinanggap, tinatanggap at tatanggapin mula sa Diyos ***EsP2PD IVa-d– 5***	Naiuugnay ang pagbibigay serbisyo/ paglilingkod ng komunidad sa karapatan ng bawat kasapi sa komunidad. 3.1 Nasasabi na ang bawat kasapi ay may karapatan na mabigyan ng paglilingkod/ serbisyo mula sa komunidad3.2 Nakapagbibigay halimbawa ng pagtupad at hindi pagtupad ng karapatan ng bawat kasapi mula sa mga serbisyo ng komunidad 3.3 Naipaliliwanag ang epekto ng pagbigay serbisyo at di pagbigay serbisyo sa buhay ng tao at komunidad *AP2PKK-IVb-d-3* Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad AP2PKK-IVe-4	Use simple sentences to express ideas and opinions through creative and fun writing activities	Naibibigay ang kahulugan ng mga salitang binasa Natutukoy ang impormasyon sa kuwento na sumasagot sa literal at mas mataas na antas na mga tanong Naipamamalas ang kawilihan sa pagbasa ng kuwento at iba pang mga teksto sa pamamagitan ng pag-browse, pagbasa ng mga aklat at pagbasa ng marami pang kuwento at teksto ***MT2F-IIIa-i-1.4*** ***MT2RC-IVa-2.11***	**Compares length in meters or centimeters** ***M2ME-IVb-24***	Nagagamit nang wasto ang pang-ukol na ng Natutukoy ang kahalagahan ng paggamit ng malaking letra sa isang salita o pangungusap Nakasusulat ng angkop na caption sa mga larawan ***F2WG-IVa-c-1***	Familiarizes in various movement activities involving person, objects, music and environment ***PE2BM-IV-a-b-20***

II. CONTENT	**PAGPAPASALAMAT SA PANGINOON**	**Paksang Aralin** **ARALIN 7.2 Mga Karapatan Sa Komunidad**	**Lesson 3 : Let's Talk About Our Community** Expressive Writing Using Simple Sentences	**Modyul 28** **UNANG LINGGO** **Paghihiwalay ng Basura** **Kahulugan ng mga salitang binasa**	**Lesson 102: Measuring Length**	**Aralin 1 - Magtiwala Tayo sa Diyos** **Paggamit ng Pang-ukol na ng**	**Self-Testing Activities**
LEARNING RESOURCES							
A. References	K-12 CGp.38	K-12 CGp.	K-12 CGp.	K-12 CGp.	K-12 CGp.	K-12 CGp.	K-12 CGp.
1. Teacher's Guide pages	92-94	74-76	6-7	237	357- 359	142-143	p. 272-278
2. Learner's Materials pages	231-241	222-	372-374	204-207	249-251	385-387	
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan, tarpapel	Larawan tarpapel	Flashcards, tarpapel, powerpoint	Larawan, tarpapel	**1. Ruler** **2. Meter stick** **3. Show Me board**	larawan na nagpapakita ng pagtulong sa kapwa	
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Itanong kung sino sa kanila ang nagdarasal sa panginoon upang ipagpasalamat ang mga natatanggap na biyaya.	Balikan ang nakaraang aralin.	**Daily Language Activity** Words for the day (Drill) Five new words for the day! Let's read, spell and learn! 1. has 2. yes 3. no 4. you 5. your	Muling ipabasa at balikan ang kwento **"Saludo Ako Sa Iyo, Mang Kanor"**	1. Drill Show pictures of the following objects. Tell them to stand if the unit of measure to be used in measuring the height or length is m and clap three times if cm. a. a glass b. an umbrella c. a crayon d. a slipper e. a basketball court f. a girl's skirt	Magpakita ng ilang mga larawan ng pagtulong sa kapwa. Pag-usapan ito. Pabigyan ito ng caption. (Ipaliwanag kung ano ang caption) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	1. Warm-Up Exercise Let the children do the following exercises: a) Arm Exercise - Arms thrusting - Arms reaching b) Knee bending (hold for 8 counts) c) Shoulder Exercise - Alternately upward and downward - Alternately forward and backward - Shoulder rotation forward and backward d) Trunk Exercise - Trunk bending - Trunk twisting
B. Establishing a purpose for the lesson	Sabihin sa mga bata na marapat lamang na ating ipagpasalamat ang mga biyayang ating natatanggap.	Ibigay ang mga nagbibigay serbisyo sa ating komunidad.	Show the Teacher Chart Ask: What is the saying below trying to tell us?	Maglaro ng unahan sa pagbasa ng mga salita sa plaskard.(Ihanda ng guro ang plaskard ng mga salita mula sa Talasalitaan I-II .	Using their Show Me boards, tell the pupils to write down their answers to the following questions. Ask them to show their answers after each question. Which is longer? a. 1 cm or 1 m	Ano ang gagawin mo kung walang dalang pagkain ang isa sa iyong kaklase?	1. Motivation Who of you wants to beat a drum? How about rolling a part of your body with a ball? You will experience those in the following activities.

					b. 1 m or 100 cm c. 10 cm or 1 m		
C. Presenting examples/ instances of the new lesson	Itanong kung ano pa ba ang dapat gawin sa mga biyayang kanilang natatanggap	Ihanda ang mga gagamitin para sa pangkatang Gawain.	Think Aloud while showing the Teacher Chart. Example: 1. The boy helps the man. 2. The man is _____	Basahin ang mga salita sa kahon. sino pinsan dito kanyang bahay batang karatula langaw sinabi matagal taong ilalim sagot paruparo subalit punong malaking magkakasakit	a. Concrete 1. Prepare five bamboo poles (or other objects) of different lengths (10 cm, 50 cm and 100 cm). Label each pole with the corresponding length. 2. Show/give these poles to the pupils. Ask the following questions. Which of the three sticks is the shortest? How many cm is it? Which of the three sticks is the longest? How many cm is it? Which between the 50 cm and 100 cm is longer? How many cm is it longer than the other pole? b. Pictorial Instruct the pupils draw the poles on the board or in the paper. Ask them label each pole. Then, let them formulate statements of comparison between two lengths. Like; The 10 cm pole is shorter than the 50 cm pole The 100 cm pole is longer than the 50 cm pole. Two 50 cm poles have the same length with 100 cm pole. Out of the statements, let them translate each into a mathematical statement like; 10 cm is less than 100 cm (may introduce the symbols < and > as 10 cm < 50 cm - optional) 100 cm is greater than 50 cm Twice 50 cm is equal to 100 cm c. Abstract 1. Post/write on the board a list of lengths. 15 cm, 20 cm, 75 cm, 100 cm, 1 m, and 2 m (examples only) Let the pupils pick pairs of lengths and let them compare. 2. Compare the lengths in each number by filling up the blank	Basahing muli ang tekstong “Halinang Gumawa ng Bagay na Mabuti	Let the children pick a rolled paper with picture of a ball, drum, and a Chinese letter which will be the basis of groupings. Pupils who got a ball will go together and form a group so with the pupils who got the drum, and Chinese letter as the other groups. The teacher will explain that they are to perform different activities. Tell the children to take extra care in performing the activities. The activity each group will perform starts from the following sequence: (Ball) Roll with a ball Beat a Drum Chinese Get Up (Drum) Beat a Drum Chinese Get Up Roll with a Ball (Chinese Letter) Chinese Get Up Roll with a Ball Beat a Drum Chinese Letter - Chinese Get Up

					with the appropriate word or symbol. 35 cm _____ 70 cm 125 cm _____ 215 cm 50 m _____ 60 m 1 ½ m _____ 2 m		
D. Discussing new concepts and practicing new skills #1	Talakayin na dapat ding pahalagahan ang mga biyayang ito.	Pangkatin ang klase. Ipagawa sa bawat pangkat ang nakasulat sa Gawain A.	Which of the two groups of words is a sentence? What should you put at the end of a sentence?	Itanong kung paano nila binasa ang mga salita?	1.Which of the objects is the shortest? 2. Which of the objects is the longest? 3. Can the shortest object be measured using meter? 4. Can the longest object be measured using centimeter? 5. What is the advantage of using the appropriate unit of length in measuring the length of the objects?	1. Anong salita ang ginamit sa pag-uugnay ng mga salita sa teksto? 2. Ano ang pinag-uugnay nito? 3. Kailan ginagamit ang ng? 4. Kailan ginagamit ang malalaking letra	In what activities were you able to participate? How did you participate in performing each activity? What object did you use in performing the activities? What movements were you able to do in each activity?
E. Discussing new concepts and practicing new skills #2	Magpabigay ng halimbawa kung paano nila pahahalagahan ang mga biyayang kanilang natatanggap.	Magtulong tulong ang bawat kasapi ng pangkat sa paggagawa ng liham pasasalamat bilang pagpapahalaga sa kanilang serbisyo.	**Guided Practice:** Show the flashcards . Let the pupils read. 1. The dog barks at me 2. the cat has How will you know if the group of words is a sentence or not? Which of the two sentences has a complete thought? Why?	Ipabasa ang kuwento tungkol sa isang batang babae na ang pamagat ay “Ang Munting Prinsesa” .	Pag-aralan ang datos sa ibaba. Paghambingin ang mga ito. Isulat ang sukat sa hanay na naaayon sa paglalarawan.  Mga sukat | Mas mahaba | Mas maikli 1. 100 cm at 115 cm 2. 23 m at 15 m 3. 6 m at 1 m 4. 400 cm at 500 cm 5. 10 m at 7 m 6. 25 cm at 52 cm 7. 15 m at 51 m 8. 120 cm at 110 cm 9. 150 cm at 510 cm	Ang pagtulong at pagkalinga sa kapwa ay hindi dapat naghihintay ng kabayaran o kapalit.	Let the children participate in performing the coffee grinder. Let them rate their level of participation honestly using the rubrics. Please refer to page 80 of the LM. a) Start with a side arm support with the right arm. b) Walk on feet to go around a circle. c) Do this alternately with the left arm.
F. Developing mastery (leads to Formative Assessment 3)	1. Ipabasa ang mga sitwasyon na nagpapakita ng pagbibigay halaga sa mga nilikha ng Diyos at sa mga biyayang ipinagkaloob Niya sa atin sa Gawain 1 pahina 231 - 232 ng modyul. Piliin ang larawang tumutugon sa nabanggit na sitwasyon.	Pagsasagawa ng pangkatang gawain.	How did Ted help his family and a member of his community? ***Please refer to LM, Let’s Aim*** . Let the children draw their answers and construct 2-3 sentences to express their ideas. Display their work for the Gallery Walk Activity. Instruct the children to look at the gallery and let	A. Hanapin ang pinakamalapit na kahulugan ng salitang may salungguhit sa pangungusap. Isulat ang letra ng tamang sagot sa inyong sagutang papel. ____1. Si Lally ay nangangamba na sumama sa kaharian ng mga paruparo a. nasasabik c. nalulungkot b.natutuwa d. natatakot ____ 2. “Sa guwang ng malaking punong ito ang	Basahin ang comic strip sa ibaba at sagutin ang mga tanong.  Mga tanong: 1. Tama ba si Lea na mas maikli ang hawak niyang walis kaysa sa	Punan ng wastong pang-ukol ang patlang. Tukuyin kung ano ang salitang inuugnay nito. 1. Nakalikom kami ____ maraming basura para sa Ecosavers Program ng paaralan. 2. Nasanay na akong maglakad _____ dalawang kilometro tuwing araw ng Sabado.	What are activities were you able to participate? How did you participate in performing each activity? What object did you use in performing the activities? What movements were you able to do in ach activity?

			them talk about what they see in each other's work.	pinto papasok sa aming kaharian," paliwanag ng mahiwagang paruparo. a. butas c. pinto b. drowing d. sugat ____ 3. Matagal na kitang minamanmanan. Batid ko ang lahat ng nangyayari sa iyo. a.kinakaibigan c. sinasamahan b.sinusubaybayan d. kinatatakutan ____ 4. Nagulantang si Lally at biglang napasigaw. a. natakot c. nagalit b. nagulat d. napaiyak ____ 5. Hindi niya nagagampanan ang utos ng kanyang tiya. a. naalala c. narinig b. nagawa d. nalaman	hawak ni Matet? Patunayan ang sagot. 2. Bakit sumasakit ang likod ng nagwawalis kung ang gamit na walis ay maikli? 3. Kung ang walis ni Lea ay 100 cm ang haba, magiging madali ba ang pagwawalis niya? Bakit?	3. Umupa kami ____ computer para sa proyekto ng aking kapatid na bunso. 4. Ang paglalakad ay mabuting uri _____ ehersisyo sa katawan ng tao. 5. Ang labis na panonood _____ telebisyon ay nakasasama sa kalusugan	
G. Finding practical application of concepts and skills in daily living	Gumuhit ng isang bagay na natanggap mo sa araw na ito. Isulat sa baba ng papel kung paano mo ito pinahahalagan	Pag-uulat ng ginawang Gawain.	How do you help your family and other members of your community? Tell your own experience by using simple sentences. Share in front of the class, the things you do to help your family. The pupils may share using their mother tongue and list down their responses on the board. Write their names beside their sentences and the translation will be done by the class.	Ipabasa ang mga salita sa unang kita ng buong klase, pangkatan, magkapareha at isahan na nakasulat sa chart.	Ask the class to answer Activity 2 in LM 102	Isulat nang wasto ang mga salitang mali ang pagkakasulat sa bawat pangungusap. 1. ang hangin ay dumudumi dala ng polusyon sa ating paligid. 2. dumalaw si Pangulong benigno aquino III sa mga nasalanta ng bagyo. 3. Ang pagiging Makakalikasan ay tanda ng pagmamalasakit sa ating kapwa at kapaligiran. 4. disiplina ang kailangan upang umunlad ang pilipinas. 5. Bawat Tao ay may kani-kaniyang pagpapahalaga.	Each group will perform the same activity done in the presentation of the lesson. This time they will create possible movements which were not used that are appropriate for each activity. They will also rate their level of participation based on rubrics. Please refer to page 80 of the LM. Processing: What activities were you able to participate? How did you participate in performing each activity? What object did you use in performing the activities? What movements were you able to do in ach activity?

H.Making generalizations and abstractions about the lesson	Bigyang-diin ang ating tandaan. Ipabasa sa bata ng sabaysabay hanggang sa ito ay maisaisip nila.	Basahin ang TANDAAN MO.	A sentence has a complete thought and is usually composed of a subject and a predicate. A phrase is only a group of words but does not have a complete thought.	Binabasa ang mga salita ayon sa pabaybay na pantig nito. Ginagamit ang tamang diin sa bawat pantig upang maibigay ang wastong kahulugan ng bawat salita.	In comparing lengths, the greater value has the longer length.	Ang pang-ukol na ng ay ginagamit kapag ang salitang sumusunod dito ay isang pangngalan o kaya ay pangngalang-diwa at pang-uri. 1. Ang malaking letra ay ginagamit sa pagsisimula ng mga salitang pangngalang pantangi o tiyak na ngalan ng tao, bagay, hayop, lugar, pangyayari, at iba pa. Ginagamit din ito sa simula ng pangungusap.	(Generalization) Correct posture in pushing and pulling object will prevent injury.
I. Evaluating learning	2. Pasagutan ang Gawain 2 pahina 233 - 234. Ipabasa sa mga bata ang iba't ibang sitwasyon. Pasagutan muli sa sagutang papel o kuwaderno. (Ang sagot sa bilang 1, at 3 ay letrang C; sa bilang 2 at 4 naman at letrang B; at letrang A sa bilang 5).	Rubrics ng pangkatang gawain.	Tell whether the group of words is a sentence or not. Color the smiling face J if it is a sentence and cross the sad face L if it is not. Have fun! J L 1. he helps the old man J L 2. old man gives J L 3. aside from the pancit, the old man helps the boy earn more money J L 4. kind people get a greater reward J L 5. his friends	Rubrics ng Gawain.	Paghambingin ang dalawang units. Halimbawa: 25 cm at 13 cm Posibleng mga sagot sagot: Ang 25 cm ay mas mahaba kaysa 13 cm. Ang 13 cm ay mas maikli kaysa 25 cm. 1. 30 cm at 50 cm 2. 2 m at 5 m 3. 50 m at 1 m 4. 210 cm at 120 cm 5. 100 cm at 10 cm	Gamit ang ng, lagyan ng caption ang mga larawan. 1.  2.   3. 	Let the pupils participate in performing the Chinese get-up. Let them select a partner. Ask them to select their level of participation honestly in each criterion using the rubrics below. 
J. Additional activities for application or remediation	Suriin ang kinalabasan. Kung maraming bata pa ang hindi nakaunawa ng aralin, maaaring bigyang muli ng karagdagang pagsasanay.	Magdala ng manila paper at krayola ang bawat pangkat.	**Agreement**: Answer the LM – UBLS, Student's Worktext, Exercise p.159.	Sumulat ng limang (5) salita at isulat din ang kahulugan.	Alamin ang sukat ng mga bagay o bahagi sa inyong bahay. Gamit ang centimeter o meter, paghambingin ang mga ito. Isulat ang salitang maikli o mahaba sa huling hanay. 		Be ready to participate in performing movements through the use of a tambourine.

					4. Taas ng upuan Lapad ng upuan 5. Lawak ng silid-kainan Lawak ng silid-tulugan		
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 teachingstrategies worked well? Why did these work?	**Stratehiyang dapat gamitin:** __Koaborasyon __Pangkatang Gawain __ANA / KWL __Fishbone Planner __Sanhi at Bunga __Paint Me A Picture __Event Map __Decision Chart __Data Retrieval Chart __I –Search __Discussion	**Stratehiyang dapat gamitin:** __Koaborasyon __Pangkatang Gawain __ANA / KWL __Fishbone Planner __Sanhi at Bunga __Paint Me A Picture __Event Map __Decision Chart __Data Retrieval Chart __I –Search __Discussion	*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 ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method*Why?* ___ Complete IMs ___ Availability of Materials	**Stratehiyang dapat gamitin:** __Koaborasyon __Pangkatang Gawain __ANA / KWL __Fishbone Planner __Sanhi at Bunga __Paint Me A Picture __Event Map __Decision Chart __Data Retrieval Chart __I –Search __Discussion	*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 ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method*Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**Stratehiyang dapat gamitin:** __Koaborasyon __Pangkatang Gawain __ANA / KWL __Fishbone Planner __Sanhi at Bunga __Paint Me A Picture __Event Map __Decision Chart __Data Retrieval Chart __I –Search __Discussion	*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 ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method

			___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks				___ Lecture Method*Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tas
F. What difficulties did I encounter which my principal or supervisor can help me solve?	**Mga Suliraning aking naranasan:** __Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata. __Mapanupil/mapang-aping mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	**Mga Suliraning aking naranasan:** __Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata. __Mapanupil/mapang-aping mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	**Mga Suliraning aking naranasan:** __Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata. __Mapanupil/mapang-aping mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata. __Mapanupil/mapang-api ng mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	__ 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?	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical