



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

**School:**

**Teacher:**

**Teaching Dates and Time:**

**NOVEMBER 6 – NOVEMBER 10, 2022 (WEEK 1-DAY2)**

**Grade Level:**

**II**

**Learning Area:**

**ALL SUBJECTS**

**Quarter:**

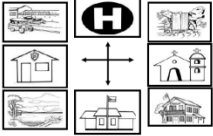
**2<sup>ND</sup> QUARTER**

| OBJECTIVES                                                                      | ESP<br>( 7:45-8:15 )                                                                                                                                                       | A.P<br>( 8:15- 8:55 )                                                                                                                                                                                                                                                                                                 | ENGLISH<br>( 9:15- 10:05 )                                                                                                                 | MTB<br>( 10:05- 10:55 )                                                                                                                                                                     | MATH<br>( 1:00-1:50 )                                                                                                                         | FILIPINO<br>( 1:50- 2:40 )                                                                                                                                                          | MAPEH (ART )<br>( 2:40-3:20 )                                                                                                                                                |
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| <b>A. Content Standard</b>                                                      | 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 kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad                                                                                                                                              | Demonstrates understanding of English words used to communicate inter and Intrapersonal experiences, ideas, thoughts, actions and feelings | Possesses developing language skills and cultural awareness necessary to participate successfully in oral communication in different contexts.                                              | Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.                                     | *Naipamamalas ang pang- unawa na ang mga salita ay binubuo ng mga tunog na may katumbas na tiyak na titik sa alpabeto.<br>*Nauunawaan ang ugnayan ng simbolo at ng mga tunog.       | Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm                                           |
| <b>B. Performance Standard</b>                                                  | Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa                                                                                                   | Nauunawaan ang pinagmulan at kasaysayan ng komunidad                                                                                                                                                                                                                                                                  | Independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words    | Uses developing oral language to name and describe people, places, and concrete objects and communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts. | Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations | *Nakikilala at nagagamit ang mga tunog ng mga titik upang makabuo ng salita.<br>*Nababasa ang usapan, tula, talata, kwento nang may tamang bilis, diin, tono, antala at ekspresyon. | Creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors                                                            |
| <b>C. Learning Competency/ Objectives</b><br><b>Write the LC code for each.</b> | Nakapagpapakita ng pagkamagiliwin at pagkapalakaibigan na may pagtitiwala sa mga sumusunod:<br>6.1. kapitbahay<br>6.2. kamag-anak<br>6.3. kamag-aral<br><b>ESP-IIa-b-6</b> | Nakapagsasalaysay ng pinagmulan ng sariling komunidad batay sa mga pagsasaliksik, pakikinig sa kuwento ng mga nakakatanda sa komunidad, atbp<br>*Natutukoy ang kinalalagan ng mga mahahalagang lugar, estruktura, bantayog, palatandaan at pook-pasyalan na matatagpuan sa sariling komunidad.<br><b>AP2KNN-IIa-1</b> | Talk about oneself and one's family<br><b>EN1OL-IIa-e-1.3</b>                                                                              | Nakikinig at nakikilahok sa talakayan ng grupo o klase hinggil sa napakinggan at binasang teksto<br><b>MT2OL-IId-e-6.3</b>                                                                  | Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping.<br><b>M2NS-IIa-32.5</b>      | *Napagsasama-sama ang mga ponema upang mabasa ang mga salitang may dalawang pantig.<br><b>2KP-IIC-3</b><br><b>F2KP-Iii-j-6</b>                                                      | Describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images<br><b>A2EL-IIb</b> |

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| <b>II. CONTENT</b>                                                | <b>Pakikipagkapwa</b><br>Aralin 1:Kaibigan,<br>Maging sino ka man              | <b>ARALIN 3.1: Payak na Mapa</b><br>ng Aking Komunidad                                                                                                               | <b>Lesson 2: We Do Things</b><br>Together Story: <i>“Oopss!”</i> ,<br><i>It’s My Turn</i>                                                                            | <b>IKASAMPUNG LINGGO</b><br>Gawain ng Pamilya<br>Ikalawang Araw                                                                                                                                                                                 | <b>Lesson 30: Subtraction</b>                                                                                         | <b>Aralin 1: Ideya ko,</b><br>Sasabihin ko<br>Pagsasama- sama ng<br>mga Ponema upang<br>mabasa ang mga<br>Salitang may Dalawang<br>Pantig                                              | <b>ARALIN 1-</b><br><b>MALIKHAING</b><br><b>PAGGUHIT AT</b><br><b>PAGPIPINTA</b> |
| <b>LEARNING RESOURCES</b>                                         |                                                                                |                                                                                                                                                                      |                                                                                                                                                                      |                                                                                                                                                                                                                                                 |                                                                                                                       |                                                                                                                                                                                        |                                                                                  |
| <b>A. References</b>                                              | K-12 CGp.14                                                                    | K to 12 CG p.23                                                                                                                                                      | K-12 CG. p.24                                                                                                                                                        | K to12CG.p.100                                                                                                                                                                                                                                  | K to 12 CG p.212                                                                                                      | K to 12 CG p                                                                                                                                                                           | K to 12 CG p16                                                                   |
| <b>1. Teacher’s Guide pages</b>                                   | 35-39                                                                          | 23-24                                                                                                                                                                | 3-4                                                                                                                                                                  | 88-91                                                                                                                                                                                                                                           | 112-115                                                                                                               | 70-71                                                                                                                                                                                  | 126-127                                                                          |
| <b>2. Learner’s Materials pages</b>                               | 79-80                                                                          | 74-81                                                                                                                                                                | 126-127                                                                                                                                                              | 66-75                                                                                                                                                                                                                                           | 69-71                                                                                                                 | 150-152                                                                                                                                                                                | 199-201                                                                          |
| <b>3. Textbook pages</b>                                          |                                                                                |                                                                                                                                                                      |                                                                                                                                                                      |                                                                                                                                                                                                                                                 |                                                                                                                       |                                                                                                                                                                                        |                                                                                  |
| <b>4. Additional Materials from Learning Resource (LR) portal</b> |                                                                                |                                                                                                                                                                      |                                                                                                                                                                      |                                                                                                                                                                                                                                                 |                                                                                                                       |                                                                                                                                                                                        |                                                                                  |
| <b>B. Other Learning Resource</b>                                 | Powerpoint/ larawan,<br>tsart, tarpapel                                        | Larawan, tarpapel,                                                                                                                                                   | Pictures,tarpapel                                                                                                                                                    | Larawan,tarpapel                                                                                                                                                                                                                                | Pictures,charts                                                                                                       | Mga salitang may<br>dalawang pantig,pocket<br>chart, tsart ng mga<br>ponema o tunog                                                                                                    | Picture, tarpapel<br>Bondpaper, pencil<br>crayon                                 |
| <b>III. PROCEDURES</b>                                            |                                                                                |                                                                                                                                                                      |                                                                                                                                                                      |                                                                                                                                                                                                                                                 |                                                                                                                       |                                                                                                                                                                                        |                                                                                  |
| <b>A. Reviewing previous lesson or presenting the new lesson</b>  | Bilang paunang pagtataya, ipakita ang mga larawan na nasa pahina 78 ng modyul. | Anu-ano ang mahahalagang lugar, istruktura, bantayog, palatandaan at pook pasyalan ang matatagpuan sa iyong komunidad? Saan ang lokasyon nito mula sa iyong tahanan? | Study the pictures. Put a star ( ) on the picture which shows correct order.<br> | Bilugan ang pandiwang ginamit sa pangungusap. Lagyan ng / ang patlang kung ito ay <b>ginawa na</b> at X kung hindi . Gawin ito sa sagutang papel.<br>_____ 1.Namitas ako ng mangga kahapon.<br>_____ 2. Nagdidilig ng halaman si Ben araw-araw. | Basic Facts of Subtraction Administer Basic Facts of Subtraction using the window cards (S1)<br>Time Limit: 5 minutes | Pagpapakita ng mga salitang may dalawang pantig.Basahin at sabihin ninyo kung ano ang napapansin ninyo sa mga salita.                                                                  | Song                                                                             |
| <b>B. Establishing a purpose for the lesson</b>                   | Hayaang magbigay ng kani-kaniyang saloobin ang mga bata sa bawat larawan.      | Kaya mo bang gumawa ng payak na mapa ng iyong komunidad na nagpapakita ng iba’y-ibang makasaysayan at mahahalagang lugar, bantayog at nga pook pasyalan?             | Main Character Guessing Game.                                                                                                                                        | <br>Ipalarawan sa mga bata ang larawan ng niyog ( o tunay na puno ng niyog kung mayroon sa paaralan).Hayaang                                               | Ask: Why do we need to master the basic subtraction facts?                                                            | Tingnan ang mga bagay sa loob ng silid – aralan at magbigay ng salitang may dalawang pantig. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Show pictures of sea creatures or if you can show an aquarium or actual fish.    |

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|                                                                |                                                                                                                                                                                                                                 |                                                                 |                                                                                                                                                                                           | ipahayag ng mga bata ang kanilang nalalaman tungkol sa nakukuha at gamit ng niyog, at kung anong pangangailangan ng tao ang naibibigay nito.                          |                                                                                                                                                                                                                |                                                                                                                                                                                                    |                                                                                                                                                                                                                        |
| <b>C. Presenting examples/ instances of the new lesson</b>     | Sino-sino ang nakikita ninyo sa larawan / napanood?<br>Ano ang inyong mararamdaman kung makikita ninyo sila?<br>Ano ang inyong gagawin kung sila ang inyong makakasalamuha?<br>Mayroon ka bang maitutulong sa kanila?<br>Paano? | Ipabasa ang “Ang Mapa ng Komunidad”                             | Read the story “ <i>Anton’s Spider lesson.</i> ” (Refer to LM, Let’s Aim)                                                                                                                 | Ipabasa ang “Puno ng Buhay” sa LM.                                                                                                                                    | Arminda and Analyn are twins. One day, they went to the garden. They saw many beautiful flowers. Arminda picked 45 flowers. She gave 14 of them to Analyn. How many flowers were left to Arminda?              | Pagpapayaman ng talasalitaan :<br>Alin ang naiiba ang kahulugan sa mga salitang nakakahon? <i>T.G.ph. 70</i> <b>Basahin Natin</b><br>Pagbasang muli ng kwentong “ <b>Ang Matulungin Mag-anak</b> ” | Look at the different sea creatures and tell what and state their differences are based on size, shape and texture."                                                                                                   |
| <b>D. Discussing new concepts and practicing new skills #1</b> | Ipamulat sa mga bata na kailangan nating maging sensitibo sa ating mga nakakasama at nakakasalamuha sa ating kapaligiran.                                                                                                       | Talakayin ang mga ito.                                          | Let the children answer the comprehension question.<br>1. Who are the characters in the story<br>2. Where did the story happen?<br>3. What important things/events happened in the story? | Bakit tinawag na puno ng buhay ang puno ng niyog?                                                                                                                     | Who are the twins?<br>Where did they go?<br>What did they pick?<br>How many flowers did Ann pick?<br>How many flowers did Ann give to Annie?<br>What will you do to find the number of flowers left to Arminda | <b>Sagutin Natin</b> <i>L.M. ph. 150.</i> Ipalakpak ang kamay habang binabasa ang mga salitang may dalawang pantig .                                                                               | Where can we see the texture of an animal?<br>Do you know how to create texture in an artwork?<br>Demonstrate how to create texture. (After putting a color as the base, one may put spots or lines to create texture) |
| <b>E. Discussing new concepts and practicing new skills #2</b> | Basahin ang mga sitwasyon sa pahina 79 - 80 ng modyul.<br>Talakayin ang bawat isa gamit ang <b>graphic organizer</b> .                                                                                                          | Tingnan ang iba’t-ibang pananda na ginagamit sa paggawa ng mapa | Read the story again and look for the characters, events and the place where it happened                                                                                                  | Itanong kung ano ang tawag sa mga gumanap sa kuwento, saan ito naganap, at kung ano-ano ang nangyari. Itanong din kung ano ang tawag sa mga bumubuong ito sa kuwento. | Transform the sentence above into number sentence/equation. Use the counter to represent the given in the problem. Then, solve on the board. Call 2-4 pupils. Check whether their asnwers are correct?         | <b>Gawin Natin</b> <i>L.M. ph .151</i><br>Basahin ang mga salita.Piliin at sipiin ang mga salitang may dalawang pantig.                                                                            | Where can we see the texture of an animal?<br>How do we create texture in painting pictures?                                                                                                                           |
| <b>F. Developing mastery (leads to Formative Assessment 3)</b> | Basahin ang mga sitwasyon sa pahina 83 - 84. Ipakikita ng mga                                                                                                                                                                   | 1. Ano ang mapa?<br>2. Ano-ano ang pangunahing direksiyon?      | Use graphic organizer (Wh- Memory Card), for the story “ <i>Anton’s Spider Lesson</i> ”Refer to LM.                                                                                       | Ipangkat ang mga bata sa apat. Magpakuha ng ibang aklat at humanap ng isang maikling kuwento. Itala                                                                   | We all know that the parts of a subtraction sentence are minuend,                                                                                                                                              | <b>Sanayin Natin</b> (GroupActivity)Magpapakita ang bawat pangkat ng mga                                                                                                                           | Let the learners work on <b>Magpakitang Gilas</b> .                                                                                                                                                                    |

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|                                                                                | bata ang kanilang damdamin sa sitwasyon sa pamamagitan ng <b>role playing</b> .                                                                                                                                                                     | Pangalawang pangunahing direksiyon?<br>3. Ano ang kabutihan nang may kaalaman sa pangunahin at pangalawang pangunahing direksiyon?<br>4. Ano-ano ang panandang ginagamit sa paggawa ng mapa? Iguhit sa pisara.<br>5. Bakit mahalaga ang mga pananda sa paggawa ng mapa?                                                      |                                                                                                                                                                                                                                                                                                                         | ang pamagat, tauhan, tagpuan, at pangyayari ng kuwento.                                                                                    | subtrahend and the difference.<br>We use the minus sign and equal sign.<br>Show to the class how to subtract 2-3 digit numbers without regrouping | salitang may dalawang pantig na mabubuo mula sa tsart ng mga <i>Ponema</i> o <i>Tunog</i> .                                         |                                                                                                                                                      |
| <b>G. Finding practical application of concepts and skills in daily living</b> | Gawin ang Hanap-Kaibigan na matatagpuan sa modyul pahina 85. Sa loob ng 15 minuto, ang mga mag-aaral ay hahanap ng kanilang kaibigan. Isusulat ng kaibigan ang kanyang pangalan                                                                     | Iguhit ang mahalagang lugar, estruktura, bantayog, palatandaan at pook-pasyalan na makikita mula sa iyong paaralan. Ilagay sa tamang direksiyon.                                                                                                                                                                             | Make a thank you card for Lola Mary. Use the story for the letter.<br>“Happy birthday, Mike ! greeted Lola Mary.<br>“Don’t go out on the road yet.<br>You can practice riding on your bike at the backyard,” said Lola.<br>“Oh, what a wonderful bike. This is the best gift I’ve ever received.<br>Thanks a lot Lola”. | Pumili ng isang kuwento mula sa ibang aklat. Ipatala sa mga bata ang pamagat, tauhan, tagpuan, at pangyayari ng kuwento.                   | Subtract the following:<br>1. $568 - 345 = \underline{\quad}$<br>2. $537 - 15 = \underline{\quad}$<br>3. $868 - 446 = \underline{\quad}$          | Pagpapahalaga:<br>Paano naipapakita ng mga bata ang pakikipagkapwa- <i>tao</i> ?<br><b>Pahalagahan Natin</b><br><i>L.M. ph. 151</i> | Ask: Did you enjoy making your art work?<br>What elements did you use?<br>How did you create texture?                                                |
| <b>H.Making generalizations and abstractions about the lesson</b>              | <b>Ating Tandaan</b><br>Dapat nating ipakita sa ating mga kapitbahay, kamag-anak at kamag-aral ang pagiging magiliw at palakaibigan ng may pagtitiwala. Ipadama nating sila ay ating mahal. Nadarama at nauunawaan natin ang kanilang mga damdamin. | Ang lokasyon ng mga lugar na ito ay maaaring nasa hilaga, timog, silangan at kanluran ng sariling tahanan.<br>🌐 Maaari ring gamitin ang pangalawang pangunahing direksyon: Hilagang Silangan, Timog Silangan, Timog Kanluran, Hilagang Kanluran sa pagtukoy ng lokasyon ng mga nasabing mahahalagang lugar at pook-pasyalan. | The story has characters, event and the place where the story happened. Knowing these will help you understand what you read.                                                                                                                                                                                           | <b>Tandaan</b><br>Mauunawaan ang kuwento sa pamamagitan ng pagtukoy sa tauhan, tagpuan, mga pangyayari nito, at sa pagsagot sa mga tanong. | How do we subtract numbers when ones digit of the subtrahend is greater than the ones/tens digit on the minuend?                                  | Ano ang Ponema?<br>Paano nabubuo ang salita sa Filipino?<br><b>Tandaan Natin</b> <i>L.M. ph. 151</i>                                | Sa ating pagguhit ay maipapakita ang mga kakaibang kulay, hugis, tekstura at disenyo ng mga balat ng isda at hayop sa kanilang sariling kapaligiran. |

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| <b>I. Evaluating learning</b>                                                                   | Magbigay ng pagtataya gamit ang “Subukin Natin” sa pahina 86 ng modyul                                                                                       | Pag-aralan ang mapa. Isulat sa papel ang sagisag at panandang tinutukoy ng direksiyong nakasulat sa ibaba ng mapa.<br><br>1. Timog _____ 5. Hilaga _____<br>2. Timog Kanluran ____ 6. Hilagang Silangan ____<br>3. Kanluran ____ 7. Silangan _____<br>4. Hilagang Kanluran 8. Timog Silangan _____ | Identify the characters, place and event. Use a graphic organizer.<br><b>SIMPLE ORGANIZER</b><br>WHO: _____<br>_____<br>WHERE: _____<br>_____<br>WHEN: _____<br>_____<br>WHAT: _____<br>_____                                              | Gawin ang Gawain 3 sa LM.            | Find the difference of the following.<br>1. $167 - 35 =$ _____<br>2. $484 - 213 =$ _____<br>3. $875 - 52 =$ _____ | Punan ng wastong pantig ang mga patlang para mabuo ang ngalan ng bawat isa.<br><b>Linangin Natin L.M. ph. 152</b> | 1. Instruct the learners to display their finished art works through a mobile of sea creatures.<br>2. Help the learners appreciate their art works through the rubrics in module <b>Ipagmalaki Mo.</b> |
| <b>J. Additional activities for application or remediation</b>                                  | Ipabasa nang sabay-sabay ang “Gintong Aral”. Maaaring sipiin ito sa isang kartolina at ipaskil sa lugar na nakikita ng mga bata upang maisaulo at maisagawa. |                                                                                                                                                                                                                                                                                                                                                                                     | Tell who the characters are, place and the events.<br>1. The buses, jeepneys and the cars stopped . Jose and Marie looked at the traffic lights. The policeman signaled the people crossing the street. Jose and Marie crossed the street. | Magsanay bumasa ng maiikling kwento. | Refer to the LM 30 – Gawaing Bahay                                                                                | Sumulat ng tatlong salitang may dalawang pantig na makikita sa loob ng inyong bahay.                              | Challenge the pupils for the next test.                                                                                                                                                                |
| <b>IV. REMARKS</b>                                                                              |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                      |                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                        |
| <b>V. REFLECTION</b>                                                                            |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                      |                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                        |
| <b>A..No. of learners who earned 80% in the evaluation</b>                                      |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                      |                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                        |
| <b>B.No. of learners who require additional activities for remediation who scored below 80%</b> |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                      |                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                        |
| <b>C. Did the remedial lessons work?</b>                                                        |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |                                      |                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                        |

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| <b>No. of learners who have caught up with the lesson</b>                  |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>D. No. of learners who continue to require remediation</b>              |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>E. Which of my teaching strategies worked well? Why did these work?</b> | <b>Stratehiyang dapat gamitin:</b><br>___ Koaborasyon<br>___ Pangkatang Gawain<br>___ ANA / KWL<br>___ Fishbone Planner<br>___ Sanhi at Bunga<br>___ Paint Me A Picture<br>___ Event Map<br>___ Decision Chart<br>___ Data Retrieval Chart<br>___ I –Search<br>___ Discussion | <b>Stratehiyang dapat gamitin:</b><br>___ Koaborasyon<br>___ Pangkatang Gawain<br>___ ANA / KWL<br>___ Fishbone Planner<br>___ Sanhi at Bunga<br>___ Paint Me A Picture<br>___ Event Map<br>___ Decision Chart<br>___ Data Retrieval Chart<br>___ I –Search<br>___ Discussion | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving<br>Puzzles/Jigsaw<br>___ Answering<br>preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/<br>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 | <b>Stratehiyang dapat gamitin:</b><br>___ Koaborasyon<br>___ Pangkatang Gawain<br>___ ANA / KWL<br>___ Fishbone Planner<br>___ Sanhi at Bunga<br>___ Paint Me A Picture<br>___ Event Map<br>___ Decision Chart<br>___ Data Retrieval Chart<br>___ I –Search<br>___ Discussion | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving<br>Puzzles/Jigsaw<br>___ Answering<br>preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/<br>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 | <b>Stratehiyang dapat gamitin:</b><br>___ Koaborasyon<br>___ Pangkatang Gawain<br>___ ANA / KWL<br>___ Fishbone Planner<br>___ Sanhi at Bunga<br>___ Paint Me A Picture<br>___ Event Map<br>___ Decision Chart<br>___ Data Retrieval Chart<br>___ I –Search<br>___ Discussion | <i>Strategies used that work well:</i><br>___ Group collaboration<br>___ Games<br>___ Solving<br>Puzzles/Jigsaw<br>___ Answering<br>preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/<br>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 |
| <b>F. What difficulties did I encounter which my</b>                       | <b>Mga Suliraning aking naranasan:</b>                                                                                                                                                                                                                                        | <b>Mga Suliraning aking naranasan:</b>                                                                                                                                                                                                                                        | ___ Bullying among pupils<br>___ Pupils’ behavior/attitude                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Mga Suliraning aking naranasan:</b>                                                                                                                                                                                                                                        | ___ Bullying among pupils<br>___ Pupils’ behavior/attitude                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ___ Kakulangan sa makabagong kagamitang panturo.                                                                                                                                                                                                                              | ___ Bullying among pupils                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                                |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>principal<br/>orsupervisor can<br/>help me solve?</b>                                                       | __Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works                                                                  | __Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works                                                                  | __Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works                      |
| <b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b> | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material                                                                                                 | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material                                                                                                 | <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 | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material                                                                                                 | <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 | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__Ang pagkatutong Task Based<br>__Instraksyunal na material                                               | <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 |