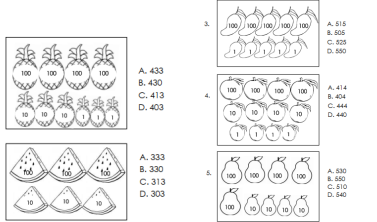
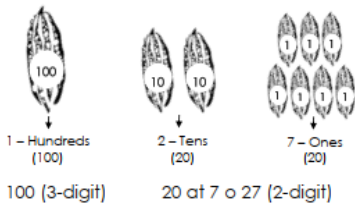
 GRADES 1 to 12 DAILY LESSON LOG	School: Visit DepEdResources.com for More		Grade Level: 2		
	Name of Teacher		Learning Area: MATHEMATICS		
	Teaching Dates and Time: SEPT. 30 – OCT. 4, 2024 (WEEK 1)		Quarter: Second		
OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	The learner demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	The learner demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	The learner demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	The learner demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	The learner demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.
B. Performance Standard	The learner is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	The learner is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	The learner is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	The learner is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	The learner is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.
C. Learning Competency/ Objectives Write the LC code for each.	Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping. M2NS-IIa-32.5	Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping. M2NS-IIa-32.5	Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping. M2NS-IIa-32.5	Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping. M2NS-IIa-32.5	Visualizes, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping. M2NS-IIa-32.5
II. CONTENT	Subtracting 2-to-3-Digit Numbers Without and With Regrouping	Subtracting 2-to-3-Digit Numbers Without and With Regrouping	Subtracting 2-to-3-Digit Numbers Without and With Regrouping	Subtracting 2-to-3-Digit Numbers Without and With Regrouping	Subtracting 2-to-3-Digit Numbers Without and With Regrouping
III. LEARNING RESOURCES					
A. References	K to 12 MELC- GUIDE p202	K to 12 MELC- GUIDE p202	K to 12 MELC- GUIDE p202	K to 12 MELC- GUIDE p202	K to 12 MELC- GUIDE p202
1. Teacher's Guide pages					
2. Learner's Materials pages	ADM/PIVOT 4A	ADM/PIVOT 4A	ADM/PIVOT 4A	ADM/PIVOT 4A	ADM/PIVOT 4A
3. Textbook pages					

4. Additional Materials from Learning Resource (LR) portal																							
B. Other Learning Resource																							
III. PROCEDURES																							
A. Reviewing previous lesson or presenting the new lesson	<p>Panuto: Bilangin ang katumbas na bilang ayon sa larawan. Isulat sa sagutang papel ang letra ng wastong sagot.</p> 	<p>Pagbibigay ng maikling pagsusulat tungkol sa napag-aralan kahapon.</p> <p>Sagutin ang sumusunod.</p> <table border="1" data-bbox="916 423 1292 508"> <tr> <td>Minuend</td> <td>765</td> <td>746</td> <td>859</td> <td>933</td> <td>576</td> </tr> <tr> <td>Subtrahend</td> <td>637</td> <td>249</td> <td>709</td> <td>455</td> <td>445</td> </tr> <tr> <td>Difference</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Minuend	765	746	859	933	576	Subtrahend	637	249	709	455	445	Difference						<p>Panuto: Isulat sa sagutang papel ang wastong sagot.</p> $\begin{array}{r} 1. \quad 763 \\ - 26 \\ \hline \end{array}$ $\begin{array}{r} 2. \quad 881 \\ - 45 \\ \hline \end{array}$ $\begin{array}{r} 3. \quad 453 \\ - 17 \\ \hline \end{array}$ $\begin{array}{r} 4. \quad 984 \\ - 59 \\ \hline \end{array}$ $\begin{array}{r} 5. \quad 780 \\ - 69 \\ \hline \end{array}$	<p>Panuto: Isulat nang pababa o vertical form ang subtraction sentence. Isulat ang sagot sa sagutang papel.</p> <ol style="list-style-type: none"> $115 - 33 =$ $788 - 97 =$ $673 - 76 =$ $911 - 668 =$ $672 - 229 =$ 	<p>Sagutin ang sumusunod.</p> $\begin{array}{r} 684 \\ - 97 \\ \hline \end{array}$ $\begin{array}{r} 447 \\ - 73 \\ \hline \end{array}$ $\begin{array}{r} 793 \\ - 42 \\ \hline \end{array}$ $\begin{array}{r} 739 \\ - 65 \\ \hline \end{array}$ $\begin{array}{r} 288 \\ - 98 \\ \hline \end{array}$ $\begin{array}{r} 321 \\ - 83 \\ \hline \end{array}$
Minuend	765	746	859	933	576																		
Subtrahend	637	249	709	455	445																		
Difference																							
B. Establishing a purpose for the lesson	<p>Ang representasyon ng mga larawan at pagpapangkat ng sandaan, sampuan at isahan ay nakatutulong sa subtraction o pagbabawas ng 2-to-3-digit.</p>	<p>Ang paghahambing at pag-aalis o pagtatanggal nang may pagpapangkat at walang pagpapangkat ay mainam na gamitin sa pagbabawas upang mabilis makuha ang sagot o difference.</p>																					
C. Presenting examples/ instances of the new lesson	<p>Ating matutunan ang representasyon ng sandaan, sampuan at isahan sa pamamagitan ng subtraction.</p>	<p>Pagpapatuloy ng aralin</p>	<p>Pagpapatuloy ng aralin</p>	<p>Pagpapatuloy ng aralin</p>	<p>Pagpapatuloy ng aralin</p>																		
D. Discussing new concepts and practicing new skills #1	<p>Step 1 Para makuha ang difference ng 2-to-3-digit:</p> <ul style="list-style-type: none"> • Unahing bawasin ang isahan o ones digit; • Isunod ang sampuan o tens digits; • Panghuli ang sandaan o hundreds digits. 	<p>Suriin mo kung paano ipinakita ang pagbabawas gamit ang base ten blocks. Gamit ang legend sa</p>	<p>Suriin mo ang mga datos upang matukoy kung gaano karami ang bilang ng mga táong positibo sa COVID-19 sa</p>	<p>Panuto: Isulat sa sagutang papel ang letra ng wastong sagot sa</p>																			



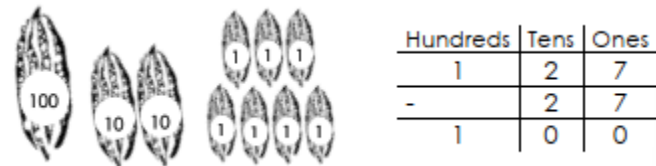
Step 2

Kung ang numero sa minuend ay mas mataas o magkatulad lang sa subtrahend ay puwede nang pagbawasin ang magkatapat na bilang. Ang proseso na ito ay tinatawag na without regrouping.

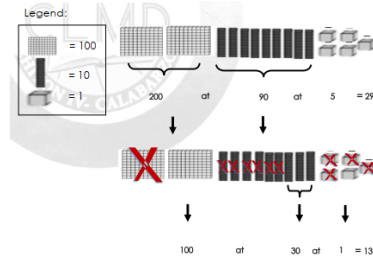
	Hundreds	Tens	Ones
Minuend	1	2	7
Subtrahend		2	7
Difference			

Step 3

Ibawas ang 27 ampalaya sa 127 ampalaya. Upang makuha ang sagot bilangin ang mga ampalaya na natira.



kaliwa, tingnan mo ang katumbas ng flat, longs and cube:



San Pedro City kumpara sa Santa Rosa City?

Lugar	Bilang ng mga Taong Positibo sa COVID-19
San Pedro City	462
Santa Rosa City	398

Gamit ang Expanded Form Subtraction:

$$\begin{array}{r} 462 \\ - 398 \\ \hline \end{array} \rightarrow \begin{array}{r} 400 + 60 + 2 \\ - 300 + 90 + 8 \\ \hline 100 + 60 + 4 = 164 \end{array}$$

Gamit ang Standard Algorithm:

$$\begin{array}{r} 462 \\ - 398 \\ \hline 64 \end{array}$$

Sagot: 64 na bilang ng taong positibo sa COVID-19 ang higit ng San Pedro City kumpara sa Santa Rosa City.

bawat kahon sa pamamagitan ng subtraction with regrouping.

- | | | | |
|---|---|---|---|
| 6 | 7 | 1 | |
| - | 3 | 4 | 8 |
| | | | |

A. 323 C. 325
B. 324 D. 326
- | | | | |
|---|---|---|---|
| 5 | 4 | 2 | |
| - | 2 | 2 | 9 |
| | | | |

A. 312 C. 314
B. 313 D. 315
- | | | | |
|---|---|---|---|
| 8 | 6 | 2 | |
| - | 4 | 1 | 6 |
| | | | |

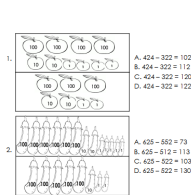
A. 446 C. 448
B. 447 D. 449
- | | | | |
|---|---|---|---|
| 4 | 7 | 3 | |
| - | 1 | 2 | 7 |
| | | | |

A. 346 C. 348
B. 347 D. 349
- | | | | |
|---|---|---|---|
| 7 | 4 | 4 | |
| - | 6 | 5 | 8 |
| | | | |

A. 46 C. 86
B. 56 D. 96

E. Discussing new concepts and practicing new skills #2

Panuto: Isulat sa sagutang papel ang letra ng may nagpapakita ng wastong subtraction sentence.



- A. $424 - 322 = 102$
B. $424 - 322 = 112$
C. $424 - 322 = 120$
D. $424 - 322 = 122$
- A. $625 - 552 = 73$
B. $625 - 512 = 113$
C. $625 - 522 = 103$
D. $625 - 522 = 130$

Panuto: Isulat sa sagutang papel ang letra ng may wastong sagot.

- $221 - 20 = \underline{\hspace{2cm}}$
A. 201 C. 200
B. 210 D. 211
- $245 - 30 = \underline{\hspace{2cm}}$
A. 210 C. 215
B. 212 D. 220
- $431 - 31 = \underline{\hspace{2cm}}$
A. 404 C. 400
B. 401 D. 403
- $357 - 42 = \underline{\hspace{2cm}}$
A. 300 C. 330
B. 315 D. 317
- $332 - 22 = \underline{\hspace{2cm}}$

Panuto: Isulat nang pababa o vertical form ang subtraction sentence. Isulat ang sagot sa sagutang papel.

- $375 - 43 =$
- $958 - 37 =$
- $793 - 83 =$

Gamit ang standard algorithm na paraan sa pagbabawas, kompletuhin ang tsart na nasa ibaba. Isulat mo ang sagot sa iyong sagutang papel.

Minuend	895	556	469	968	792
Subtrahend	687	492	429	832	574
Difference					



Suriing mabuti ang mga datos na nasa talahanayan. Subukin mong alamin ang pagkakaiba ng bilang ng mga taong positibo sa bawat lugar.

Lugar at bilang ng mga taong positibo sa COVID-19


Lugar	Bilang ng mga Taong Positibo	Bilang ng Pagkakaiba o Difference ng mga Taong Positibo sa Bawat Lugar
Calamba City	217	Calamba City sa Biñan City
Biñan City	473	Biñan City sa Santa Rosa City
Santa Rosa City	398	Santa Rosa City sa San Pedro City
San Pedro City	462	San Pedro City sa Calamba City

Source: LAGUNA PROVINCE & PHC, JAN-23, 2023


		A. 310 C. 302 B. 322 D. 312	4. $920 - 549 =$ 5. $736 - 455 =$		
F. Developing mastery (leads to Formative Assessment 3)	<p>Panuto: Isulat ang letra ng tamang difference ng mga sumusunod na bilang sa sagutang papel.</p> <p>1. $797 - 565 =$ _____ A. 232 C. 234 B. 233 D. 253</p> <p>2. $348 - 213 =$ _____ A. 133 C. 137 B. 135 D. 139</p> <p>3. $456 - 213 =$ _____ A. 240 C. 243 B. 241 D. 244</p> <p>4. $889 - 560 =$ _____ A. 220 C. 329 B. 225 D. 335</p> <p>5. $897 - 567 =$ _____ A. 132 C. 332 B. 232 D. 330</p>	<p>Panuto: Isulat ang letra ng tamang difference ng mga sumusunod na bilang sa sagutang papel.</p> <p>1. $\begin{array}{r} 194 \\ - 42 \\ \hline \end{array}$ A. 152 B. 153 C. 154 D. 155</p> <p>2. $\begin{array}{r} 185 \\ - 75 \\ \hline \end{array}$ A. 110 B. 112 C. 113 D. 115</p> <p>3. $\begin{array}{r} 157 \\ - 32 \\ \hline \end{array}$ A. 123 B. 124 C. 125 D. 126</p> <p>4. $\begin{array}{r} 299 \\ - 48 \\ \hline \end{array}$ A. 250 B. 151 C. 251 D. 150</p> <p>5. $\begin{array}{r} 365 \\ - 52 \\ \hline \end{array}$ A. 312 B. 313 C. 314 D. 315</p>	<p>Panuto: Isulat sa sagutang papel ang letra ng tamang sagot.</p> <p>1. $\begin{array}{r} 385 \\ - 168 \\ \hline \end{array}$ A. 217 B. 270 C. 277 D. 201</p> <p>2. $\begin{array}{r} 442 \\ - 127 \\ \hline \end{array}$ A. 315 B. 350 C. 355 D. 351</p> <p>3. $\begin{array}{r} 596 \\ - 472 \\ \hline \end{array}$ A. 118 B. 117 C. 119 D. 170</p> <p>4. $\begin{array}{r} 447 \\ - 197 \\ \hline \end{array}$ A. 240 B. 260 C. 250 D. 270</p> <p>5. $\begin{array}{r} 582 \\ - 466 \\ \hline \end{array}$ A. 126 B. 176 C. 116 D. 160</p>	<p>Sagutin ang sumusunod.</p> $\begin{array}{r} 654 \\ - 43 \\ \hline \end{array}$ $\begin{array}{r} 289 \\ - 34 \\ \hline \end{array}$ $\begin{array}{r} 196 \\ - 72 \\ \hline \end{array}$ $\begin{array}{r} 576 \\ - 25 \\ \hline \end{array}$ $\begin{array}{r} 587 \\ - 44 \\ \hline \end{array}$ $\begin{array}{r} 178 \\ - 11 \\ \hline \end{array}$ $\begin{array}{r} 385 \\ - 35 \\ \hline \end{array}$ $\begin{array}{r} 158 \\ - 17 \\ \hline \end{array}$ $\begin{array}{r} 459 \\ - 25 \\ \hline \end{array}$	<p>Sagutin ang sumusunod.</p> <p>1) $\begin{array}{r} 775 \\ - 386 \\ \hline \end{array}$ 2) $\begin{array}{r} 244 \\ - 195 \\ \hline \end{array}$</p> <p>5) $\begin{array}{r} 834 \\ - 648 \\ \hline \end{array}$ 6) $\begin{array}{r} 678 \\ - 289 \\ \hline \end{array}$</p> <p>9) $\begin{array}{r} 564 \\ - 196 \\ \hline \end{array}$ 10) $\begin{array}{r} 452 \\ - 286 \\ \hline \end{array}$</p>
G. Finding practical application of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson	<p>Punan ang patlang base sa iyong napag-aralan. Isulat ang sagot sa sagutang papel.</p> <ul style="list-style-type: none"> ❖ Unahing bawasan ang _____ sa pagbabawas ng 2-to-3-digit numbers. ❖ Panghuli ang _____ sa pagbabawas ng 2-to-3-digit numbers. ❖ Sa subtraction ang _____ ay ang bilang na binabawasan. ❖ Ang _____ ay ang bilang na ibabawas mula sa minuend. ❖ Ang sagot sa subtraction o pagbabawas ay tinatawag na _____. 	<p>Punan ang patlang base sa iyong napag-aralan. Isulat ang sagot sa sagutang papel.</p> <ul style="list-style-type: none"> ❖ Unahing bawasan ang _____ sa pagbabawas ng 2-to-3-digit numbers. ❖ Panghuli ang _____ sa pagbabawas ng 2-to-3-digit numbers. ❖ Sa subtraction ang _____ ay ang bilang na binabawasan. ❖ Ang _____ ay ang bilang na ibabawas mula sa minuend. ❖ Ang sagot sa subtraction o pagbabawas ay tinatawag na _____. 			

I. Evaluating learning


Isulat ang letra ng tamang subtraction sentence sa sagutang papel.

1. 


A. $345 - 130 = 212$ C. $345 - 133 = 212$
 B. $345 - 132 = 212$ D. $345 - 134 = 212$

2. 

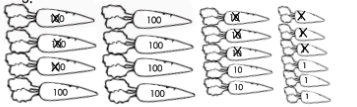
A. $355 - 223 = 132$ C. $355 - 221 = 134$
 B. $355 - 222 = 133$ D. $355 - 220 = 135$

3. 

A. $626 - 420 = 206$ C. $626 - 422 = 204$
 B. $626 - 421 = 205$ D. $626 - 423 = 203$

4. 

A. $450 - 120 = 300$ C. $450 - 130 = 290$
 B. $450 - 120 = 330$ D. $450 - 140 = 280$

5. 

A. $856 - 331 = 525$ C. $856 - 333 = 523$
 B. $856 - 332 = 524$ D. $856 - 334 = 522$

Panuto: Isulat ang tamang difference ng mga sumusunod na bilang sa sagutang papel.

1.
$$\begin{array}{r} 985 \\ -675 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 442 \\ -121 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 426 \\ -295 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 885 \\ -475 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 754 \\ -682 \\ \hline \end{array}$$









Panuto: Isulat sa sagutang papel ang letra ng tamang sagot.

- Ano ang difference kung ibabawas ang 592 sa 862?
 A. 270
 B. 275
 C. 277
 D. 279
- Ano ang sagot kung ang 354 ay ibabawas sa 674?
 A. 310
 B. 320
 C. 325
 D. 330
- Ibawas ang 69 sa 198.
 A. 126
 B. 128
 C. 129
 D. 130
- Ibawas ang 50 sa 80.
 A. 30
 B. 45
 C. 50
 D. 65
- Bawasan ng 480 ang 990.
 A. 510
 B. 525
 C. 520
 D. 530

Panuto: Pagtambalin ang subtraction sentence na nasa Hanay A sa wastong sagot na nasa Hanay B. Isulat ang letra ng tamang sagot sa sagutang papel.

Hanay A	Hanay B
1. $\begin{array}{r} 674 \\ -329 \\ \hline \end{array}$	A. 345
2. $\begin{array}{r} 783 \\ -67 \\ \hline \end{array}$	B. 114
3. $\begin{array}{r} 353 \\ -239 \\ \hline \end{array}$	C. 314
4. $\begin{array}{r} 451 \\ -137 \\ \hline \end{array}$	D. 126
5. $\begin{array}{r} 854 \\ -728 \\ \hline \end{array}$	E. 716

Sagutan ang mga subtraction sentence na nasa kahon. Hanapin ang tamang sagot na nakasulat sa loob ng mga mansanas. Isulat ito sa iyong sagutang papel

1. $497 - 349 = \underline{\quad}$				
2. $662 - 479 = \underline{\quad}$				
3. $924 - 319 = \underline{\quad}$				
4. $719 - 664 = \underline{\quad}$				
5. $883 - 642 = \underline{\quad}$				

J. Additional activities for application or remediation

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

___ 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	___ 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	___ 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	___ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <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	___ 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	<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

