| GRADES 1 to 12<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | IV |
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| | Teacher: | File created by Sir BIENVINIDO C. CRUZ JR | Learning Area: | ENGLISH |
| | Teaching Dates and Time: | APRIL 1 – 5, 2024 (WEEK 1) | Quarter: | 4th QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| **I. OBJECTIVES** | | | | | |
| **A. CONTENT STANDARDS** | **ORAL LANGUAGE** – The learner demonstrates understanding of verbal cues for clear expression of ideas<br>**LC** – the learner demonstrates an understanding of the elements of literary and informational texts for comprehension | **V** - The learner demonstrates an understanding that word meaning can be derived from different sources<br>The learner demonstrates an understanding that words are composed of different parts and their meaning changes depending on context | ***READING COMPREHENSION** –The learner demonstrates understanding of various linguistics nodes to comprehend various texts<br>**ORF** – The learner demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity | **SS** – The learner demonstrates an understanding of library skills to research on a variety of topics<br>**WC** – the learner demonstrates an understanding of the importance of using varied sources of information to support writing | **G** – The learner demonstrates a command of the conventions of standard English grammar and usage when writing or speaking<br>**A** – The learner demonstrates an understanding of verbal and nonverbal elements of communication to respond back |
| **B. PERFOMANCE STANDARDS** | **OL** – The learner efficiently delivers oral presentations<br>**LC** – The learner identifies story perspectives and text elements | **V** – The learner uses different resources to find word meaning<br>The learner uses strategies to decode the meaning of words | **RC** – The learner uses knowledge of text types to correctly distinguish literary from informational text<br>**ORF**- The learner reads aloud text with accuracy, automaticity, and prosody | **SS** – The learner uses library skills to gather appropriate and relevant information<br>**WC**- The learner uses varied sources of information to support writing | **G** – The learner speaks and writes using good command of the conventions of standard English<br>**A** – The learner uses paralanguage and nonverbal cues to respond appropriately |
| **C. LEARNING COMPETENCIES/ OBJECTIVES (Write the LC Code for each)** | **LC – Distinguish fact from opinion in news report listened to**<br>**EN4LC-IVa-30**<br>**OL – State a fact and opinion about a particular topic (advertisements)**<br>**EN4OL-IVa-20** | **V- Use knowledge of context clues to find the meaning of unfamiliar words (synonyms)**<br>**EN4V-IVa-13.1** | **RC- Distinguish fact from opinion in an informational text EN4RC-IVa-42**<br>**ORF- Read grade-level texts with accuracy rate of 95%-100%**<br>**EN4F-IVa-1.6** | **SS – Get information from an advertisement**<br>**EN4SS-IVa-15**<br>**WC- Outline a paragraph with explicitly given main idea**<br>**EN4WC-IVa-34** | **G – Identify prepositions in sentences**<br>**EN4G-IVa-21**<br>**A – Express interest in different texts by reading available print materials**<br>**EN4A-IVa-34** |
| **II. CONTENT** | | | | | |
| | **-Distinguishing Fact From Opinion in News Report Listened to**<br>**_Stating a fact and Opinion about a Particular Topic (Advertisements)** | **-Using Knowledge of Context Clues to Find Meaning of Unfamiliar Words (Synonyms)** | **-Distinguishing Fact from Opinion in an Informational Text**<br>***Reading Grade level Texts with Appropriate speed, Accuracy and Expression** | **-Getting Information From an Advertisements**<br>**-Outlining a Paragraph with Explicitly Given Main Idea** | **-Identifying Prepositions in Sentences**<br>**-Expressing Interest in Different Texts by Reading Available Print Materials** |
| **LEARNING RESOURCES** | | | | | |
| A. References | | | | | |
| 1. Teacher's Guide Pages | TG pp. 349 - 352 | TG pp 352 - 354 | TG pp. 349 - 352 | TG pp. 150 - 152 | TG pp. 349- 352 |
| 2. Learner's Materials Pages | LM tx pp 330 - 331 | LM pp. 335 - 337 | LM pp. 330 - 331 | LM pp. 154- 156 | LM pp 332-334 |
| 3. Textbook Pages | | Reading for Meaning 4 tx pp. 1 - 9 | Reading for Meaning 4 tx pp. 219 - 230 | Reading for Meaning 4 tx pp. 83 - 94 | |
| 4. Additional Materials from Learning Resource (LR) Portal | Philippine Star, Philippine Daily Inquirer | | | | |
| B. Other Learning Resources | Pictures, Chart, PPTx, foldables | Pictures, Chart, PPT, task cards, foldables | Pictures, Chart, PPTx, foldables | Pictures, Chart, PPTx, foldables | Chart, PPTx, foldables |

| III. PROCEDURES | | | | | |
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| A. Reviewing the previous lesson or presenting the new lesson | Have you heard the news today on tv? What about it?<br>What advertisements and commercials that you saw? | Present the PPTx for Word classification. Let the pupils answer. | Read the following sentences. Write the two words in each sentence that are synonyms.<br>The lost puppy had filthy paws and dirty coat. Etc. | Where can you find advertisements or commercials? Why there are advertisements? What are those for? | Talk about the outline. Give examples then discuss. |
| B. Establishing a purpose for the lesson | Say: You will listen to another sets of news article to distinguish which of those information state a fact or an opinion.<br>There are advertisements that captures the taste of viewers.<br>They are captivating and persuading. | There are words that we use every day that are similar with the other words in meaning.<br>They are synonyms. | Let the pupils read the dialogue.<br>***Onyok: Pizza is the best tasting food.***<br>***Mac-Mac: I believe that computer is the best invention ever.***<br>***Junior: I prefer red apples to green apples.***<br>The statements above are opinions and cannot be proved true. Take note of the underlined words best, believed, prefer. These are clue words that will help you determine that the statements are opinions. | Have you ever done outlining? Or have you summarized any reading article?<br>How do you outline?<br>1.List main topics beside Roman Numerals (I, II, III)<br>2.Indent subtopics and label with capital letters (A, B, C)<br>3.Indent details and label with Arabic Numbers (1, 2, 3, 4)<br>4.Use at least two items for each level in the outline. If there is only one item, it should be included in the information above. | Let the pupils read the short story.<br>Tessie and the Kittens on LM p. 332<br>Look at the underlined words from the story. Notice the words that come after the underlined words. |
| C. Presenting examples/instances of the new lesson | Let the pupils listen to the news article the teacher will read.<br>**Group seeks health promotion law vs smoking**<br>*An anti-tobacco advocate is seeking a health promotion law to institutionalize campaigns on the harmful effects of smoking.*<br>*Health promotion must be institutionalized to ensure the continuity of the campaign despite a change of leadership in government, according to Emer Rojas, New Vois Association of the Philippines (NVAP) president.*<br>*Poor Filipinos would mostly benefit from the law since tobacco consumption is higher among those in the lower socio-economic class compared to developed countries, Rojas said.*<br>*"Increase in taxes imposed on the tobacco industry must be used on education and awareness so as to reduce if not to prevent the rise of non-communicable diseases,"he said.* | Let the pupils read Read and Learn on LM pp. 335<br>Let them answer the questions on Talk about it. (1-7)<br>Let the pupils do Do and Learn<br>Read the story again and look for the meanings of the underlined words.<br>How were you able to get the correct meaning of each word?<br>Dis you analyze how it was used on the context?<br>Did you study the words before or after the unfamiliar words?<br>Is there a word that signals the correct meaning?<br>How do we get the meaning of the unfamiliar words through context clues?<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | In the sentence, ***The earth orbits the sun.,*** is it a fact?<br>It can be proven through the use of encyclopedias, science books. You can find proof that the statement is true.<br>FACT \| SENTENCE \| OPINION<br>Green is my favorite color.<br>Corazon Aquino was our first woman President.<br>Ryann's favorite food is fried chicken.<br>Earth has only one moon.<br>Christmas is the | Let the pupils read this article.<br>*Matter occupies space and has weight.*<br>*There are three states of matter. One is liquid. Liquid takes the shape of a container. Another type of matter is gas. Even though it has mass, it is often difficult to see. A solid has a shape of its own. Everything in this world is made either solid, liquid, or gas.*<br>Present the outline.<br>I. The states of matter<br>A. Liquid<br>1._____<br>2._____<br>B. Gas<br>1. Has mass<br>2._____<br>C. Solid<br>1._____<br>2._____<br>Explain to pupils about outlining. | Ask: What kind of words are these?<br>What do the underlined words show?<br>What do we call them??<br>What other prepositions show location?<br><br>In the sentence "I went to the store before I made dinner", what does the underlined before described?<br><br>In the sentence, *My mother gave me a new dress. She gave it to me on my birthday.*<br>Which is the preposition used in the sentence?<br><br>*She brought it from a store in Singapore. I was so happy when I received it.*<br>Which is the preposition used in the sentence? |

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| | | | best season of the year. | | |
| D. Discussing new concepts and practicing new skills #1 | From the news article heard, which are factual statements? Which sentences state an opinion? | Show to pupils this sentence. **Students advance to the next grade at the end of the school year. To pass is very important.** (advance and pass means the same thing.) They are synonymous with one another. | Explain about opinions and facts. | Show pictures of different advertisements. Ask questions about it. What information is shown?  | Explain about prepositions. |
| E. Discussing new concepts and practicing new skills #2 | **Guided Practice** Let the pupil-leader read the news article, the members of the group will listen. **Oil firms roll back diesel prices** *Oil companies yesterday implemented a rollback in diesel prices after hiking prices last week, but gasoline and kerosene prices remain unchanged.* *In separate advisories yesterday, oil firms announced P0.25 reduction per liter in diesel prices effective midnight last night.* *Pilipinas Shell Petroleum Corp., the local subsidiary of energy giant Royal Dutch Shell, was the first to issue its advisory.* **Which sentences show facts? Which are opinions?** | **Guided Practice** Let the group do Try and Learn on LM p. 336 ( 1- 5 )<br><br>Circle the synonyms of the underlined words in the sentence.<br>1.The <u>femur</u>, or thigh bone, is the largest bone in the body.<br>2.Many of us have some sort of <u>phobia</u>, or unreasonable fear.<br>3.Beause some people are afraid of <u>reptiles</u>, they tremble at the thought of snakes.<br>4.During the last run of the race, the skier fell and fractured his <u>clavicle</u> or collarbone.<br>5.The altar boy was an <u>acolyte</u>, a helper in the religious service. | **Guided Practice** Read the paragraph then identify the statement if it is a fact or an opinion.<br>**In The Shell**<br>When the chick is in the shell, it needs to breathe. The air seeps through tiny holes in the shell. Then the air passes through a thin skin inside the shell. Blood vessels carry the air to the chick. At one end of the shell is an air bubble. When the chick is ready to hatch, it pops this bubble. Then it practices using its lungs to breathe. Chicks look funny when they are hatched.<br>Facts:_____<br>Opinions:_____ | **Guided Practice**  What information is shown in this advertisement?<br>Outline the following.<br>Let the pupils do Do and Learn on Lm pp. 154-155 A and B | **Guided Practice** Let the pupils answer Try and learn on LM pp. 333-334 (1-10)<br><br>1.Ryann walked across the street.<br>2.Onyok wandered into the pet store.<br>3.Benny left before lunchtime.<br>4.You have to wash your hands before you eat.<br>5.We went over the bridge in our new car.<br>6.The temperature yesterday was below zero.<br>7.Cardo ra down the hill and rolled in the grass. |
| F. Developing mastery (Leads to Formative Assessment 3) | **Independent Practice** Let the teacher reads the news article and the pupils will listen. **Empowering students** *Ombudsman Conchita Carpio-Morales is seeking to empower the spirit of volunteerism among elementary and high school students through an improved Junior Graftwatch Unit (JGU) program to intensify the fight against graft and corruption.* | **Independent Practice** Let the pupils do Do and Learn on LM p. 337 ( 1 – 5) | **Independent Practice** Let the pupils read the informational text. *The athletes who will compete in the basketball tournament have arrived yesterday, January 8.* *The game will start on Monday and will last for five days. The awarding ceremony for the lucky winners will be on the last day of the game. A presidential trophy and a cash gift will be awarded to the winning team according to the staff.* | **Independent Practice** Let the pupils do Learn Some More on LM p. 155 A and B. Here is a picture of an advertisement. What information is shown? What does it tell?  | **Independent Practice** Let the pupils do Do and Learn on Lm p. 334 (1-8)<br>1.Farmers, teachers, and pupils from different barangays or barrios drove ( in, into) town for the Market Day.<br>2.Jeepneys, trucks, and cars were parked (around, above) the bend.<br>3.(Besides, Beside) the vegetables, flowers, and animal shows, there are cooking contests.<br>4.People learned about the local news and Market Day (from, off) each other. |

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| | *With this year's theme, "Strengthening JGU Volunteerism: Youth in Action Against Corruption, the Office of the Ombudsman and its partner will celebrate 21 years of empowering the younger generations against graft and corruption through a "We Walk Our Talk: Alay Lakad Kontra Korupsiyon"event around the Quezon Memorial Circle Biker's Lane*.<br>**Which statements are facts? Opinions?** | | **Which are facts? Which are opinions?** | | |
| G. Finding practical application of concepts and skills in daily living | Let the class listen about this news feature.<br>**Dancing Dragon**<br>*The Chinese have a separate celebration of their New Year. The Chinese New Year falls between January 21 and February 19. They have a great celebration on the last day of their New Year. They hold a parade where you can see the dancing dragon and the make-believe lion. The Chinese believe that the lion and the dragon are signs of good luck.*<br>**Which are factual statements? Which are opinion?** | If you are trying to know the meaning of a certain words, we look in the thesaurus or in a dictionary. The same meaning makes the sentence more interesting than usual. Repeating words can be boring in our everyday life. That is why we synonyms are used. | Let the class read about this informational text.<br>*Koalas live in forests in Australia, they spend both day and night in trees. They have strong claws in each of their toes. They probably are not afraid of falling off. They eat the leaves on the trees they live in. It seems as if their diet would be very boring! When a koala is ready to sleep, it curls up on the tree with its limbs and holds on with its toes. Koalas are the most interesting animals of all.*<br>**Which are factual statements? Which are opinion?** | Write a two-level sentence outline .<br>Dogs help people in a lot of ways. They help blind people find their way. Others help the policemen solve s crime. They alarm the house owners when there are strangers around.<br>I._____<br>A._____<br>B._____<br>C._____ | |
| H. Making generalizations of concepts and skills in daily living | A **fact** is something that is true and supported by evidence.<br>An **opinion** is only a belief. It is also an expression of a person's feelings. Clue words like think, believe, feel, probably, or seems signals an opinion. | Synonyms are words that have the same or nearly the same or almost the same meaning. We use synonyms to make the sentence interesting. Repeating one word can be boring, that is why synonyms are used. | A **fact** is something that is true and supported by evidence.<br>An **opinion** is only a belief. It is also an expression of a person's feelings. Clue words like think, believe, feel, probably, or seems signals an opinion. | Outlining is a way of summarizing what you read according to main topics, subtopics, and details.<br>The topic is written in Roman Numerals.<br>The subtopics that give the details are marked with capital letters. | Prepositions are words that show the location of persons, animals or things.<br>Examples: in, at, around, over, behind, by, along, inside, outside, and near.<br>Some prepositions also show time relationships.<br>Examples: before, after, for, from, during, through, and until |

I. Evaluating learning

**Directions:** Read the news item. Write the sentences on its proper column.

| fact | opinion |
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**Low-income govt employes urged to avail themselves of GSIS scholarship program**

*Low-income government employees are urged to avail of the GSIS College Scholarship Program which is offering 200 grants this school year.*

*"As part of celebrating our 80th anniversary this year, the current Board of Trustees revised the scholarship program to ensure that our low-income members will be given the opportunity to send their children to colleges and universities that provide quality education, said the president of GSIS.*

**Which are facts?**

**Which are opinion?**

**Directions:** Read the story below. Rewrite the story by replacing each underlined word with a word from the list that means almost the same thing.

**A Hot Day**

caps ill still cool shade
toss stroll sip warm

Today is hot. We had a drink of cold water. We cannot take a walk or throw a ball. We wear hats to make a shadow on our faces. Too much sun can make anyone sick. It is best to stay quiet on a day like this.

**Directions:** Read the informational text. Write the sentences on its proper column.

| fact | opinion |
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The Chinese believe that there are things that will bring prosperity and good luck. They wear red clothes or polka-dotted ones for good luck. They also use firecrackers to drive away bad spirits. Before the Chinese New Year, they have a general cleaning of their homes. They eat and serve a cake made of radish and tikoy for prosperity.

**Directions**:Read the outline and answer the questions.

Public library Rules

Here are some rules to follow inside the Public Library.

A. Dress Appropriately
B. No food or drinks allowed.
C. Show respect to others.
D. Present library card when borrowing books.
E. Return books on time to avoid paying fees.
F. Turn off cellphones while inside the library.

1.Which details most likely fall under C?

a.Ask the librarian for help when needed.

b.Finish your research on time.

c.Talk in low voice and to a minimum.

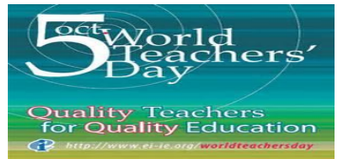
2.Which detail does not belong under A?

a.Wear your school uniform, if you are a student.

b.Wear shorts and slippers.



3. What information is in this advertisement?




List the information in this advertisement.

4._____

5._____

**Directions**: underline the correct preposition.

1. The books fell ( to, from ) the table.
2. The Reyes family is going ( to, from ) Laguna this weekend.
3. Ryann is ( between, among) Lewis and Ronnie.
4. (Before, After) the end of the day, we have a meeting.
5. The concert lasts ( at, until, through) midnight.

**Directions:** Read the sentences. Identify the prepositions used.

1. I made my project in AP.
2. The athletes are among their coaches.
3. He waited for me until five o'clock.
4. The fruits are on the table.
5. Through the years, he has been my friend.

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| J. Additional activities for application or remediation | | Picture words of synonyms | Pictures of fact and opinion | | |

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| **V.REMARKS** | | | | | |
| **VI.REFLECTION** | | | | | |
| 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 |
| 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 |
| Did the remedial lessons work? No. of learners who have caught up with the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson | ___Yes ___No<br>____ of Learners who caught up the lesson |
| 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 |
| Which of my teaching strategies worked well? Why did these work? | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Power Point Presentation<br>___ Answering preliminary activities/exercises<br>___ Discussion<br>___ Case Method<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Power Point Presentation<br>___ Answering preliminary activities/exercises<br>___ Discussion<br>___ Case Method<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Power Point Presentation<br>___ Answering preliminary activities/exercises<br>___ Discussion<br>___ Case Method<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Power Point Presentation<br>___ Answering preliminary activities/exercises<br>___ Discussion<br>___ Case Method<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Power Point Presentation<br>___ Answering preliminary activities/exercises<br>___ Discussion<br>___ Case Method<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks |
| What difficulties did I encounter which my principal or supervisor can help me solve? | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works<br>__Reading Readiness<br>__ Lack of Interest of pupils | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works<br>__Reading Readiness<br>__ Lack of Interest of pupils | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works<br>__Reading Readiness<br>__ Lack of Interest of pupils | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works<br>__Reading Readiness<br>__ Lack of Interest of pupils | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works<br>__Reading Readiness<br>__ Lack of Interest of pupils |

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| What innovation or localized materials did I use/discover which I wish to share with other teachers? | *Planned Innovations:*<br>__ Localized Videos<br>__ Making use big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition<br>__Fashcards<br>__Pictures | *Planned Innovations:*<br>__ Localized Videos<br>__ Making use big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition<br>__Fashcards<br>__Pictures | *Planned Innovations:*<br>__ Localized Videos<br>__ Making use big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition<br>__Fashcards<br>__Pictures | *Planned Innovations:*<br>__ Localized Videos<br>__ Making use big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition<br>__Fashcards<br>__Pictures | *Planned Innovations:*<br>__ Localized Videos<br>__ Making use big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition<br>__Fashcards<br>__Pictures |