



**Teacher:**

**Time:** JANUARY 16 – 20, 2023 (WEEK 9-DAY2)

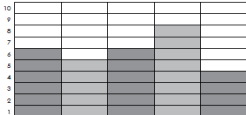
II

**Learning Area:** ALL SUBJECTS

Quarter: 2<sup>ND</sup> QUARTER[illegible]

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| <b>A. References</b>                                              | K-12 CGp33                                                                                                                                                                                                       | K-12 CGp 45                                                                                                       | K-12 CGp28                                                  | K-12 CGp                              | K-12 CGp                                                                                                                                                       | K-12 CGp                                                                                                                                                                        | K-12 CG p.24                                                                                                                                                                                                                                                           |
| <b>1. Teacher’s Guide pages</b>                                   | P.60-62                                                                                                                                                                                                          | 36-37                                                                                                             | 56-57                                                       | 161-162                               | 211-213                                                                                                                                                        | 127-128                                                                                                                                                                         | 370-373                                                                                                                                                                                                                                                                |
| <b>2. Learner’s Materials pages</b>                               | P.146-154                                                                                                                                                                                                        | 110-112                                                                                                           | 222-226                                                     |                                       | 149-151                                                                                                                                                        | 104-107                                                                                                                                                                         | 436-439                                                                                                                                                                                                                                                                |
| <b>3. Textbook pages</b>                                          |                                                                                                                                                                                                                  |                                                                                                                   |                                                             |                                       |                                                                                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                        |
| <b>4. Additional Materials from Learning Resource (LR) portal</b> |                                                                                                                                                                                                                  | * Pagsibol ng Lahing Pilipino 2. 2003.pp.110-114<br>2. Araling Panlipunan 1 Modyul 2 “Kapaligira                  |                                                             |                                       |                                                                                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                        |
| <b>B. Other Learning Resource</b>                                 | larawang nagpapakita ng pagmamalasakit sa kapwa, krayola para sa mga iguguhit, iba’t ibang babasahin at dyaryo, laptop (optional)                                                                                | Powerpoint, larawan, tarpapel                                                                                     | word strips, pictures, picture puzzle                       | Larawan plaskard                      | 1. Learning Module<br>2. Used calendar<br>3. manila paper and marker<br>4. Activity card                                                                       | Larawan, tarpapel                                                                                                                                                               | Pictures, chart, cartolina strips, crayon                                                                                                                                                                                                                              |
| <b>III. PROCEDURES</b>                                            |                                                                                                                                                                                                                  |                                                                                                                   |                                                             |                                       |                                                                                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                        |
| <b>A. Reviewing previous lesson or presenting the new lesson</b>  | Magbigay ng mga pangungusap tungkol sa mga larawan sa ibaba. Naipapakita ba ang mga larawan ang pagmamala-sakit sa kapwa?<br> | Anu-ano ang mga pagdiriwang na pansibiko/panrelihiyon? Anu-anong mga kaugalian ang ginagawa sa bawat pagdiriwang? | What are the things that you can do during summer vacation? | Pagsulat ng mga salitang may aw at iw | – Do this as group activity. Give this activity card to each group. Then tell them to analyze. Let them answer the different steps in analyzing word problems. | Ano ang mga salitang ginagamit sa lugar o pook?<br>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more | Song<br>Lead the pupils in singing the song below.<br>(To the tune of “Ano-ano ang Nakikita?”)<br>Basahin ang mga nakasulat sa bawat damit na nakasampay. Iguhit sa papel ang mga damit na may nakasulat na paraan upang maiwasan ang mga sakit. Tingnan ang tarpapel) |

| <b>B. Establishing a purpose for the lesson</b>                                       | 1. Nagmamalasakit ka ba sa mga kasapi ng paaralan at pamayanan?<br>2. Paano mo ito ginagawa?<br>3. Bakit kailangan mong magmalasakit sa kanila?                                                                                                                                                                         | Magpakita ng larawan ng mga bata na nagdiriwang ng araw ng kalayaan sa paaralan. Pag-usapan ito                                                              | Show a puzzle. Let the pupils arrange the puzzle.<br>Ask: What picture was formed? ( <i>farm</i> )<br>Have you been in this place?<br>What animals are found in this place?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Ipabasa ang tugmang binuo mula sa kuwento. Itanong kung tungkol saan ang tugma at ano-anong mga salita ang may diptonggo. | What special occasion do we celebrate during October 5? (World Teachers’ Day)<br>Ask also the value of every teacher. | Muling pagbasa sa kuwentong “Pamilya Kung Saan Ako Maligaya” sa LM                                                    | Show a picture of an interview. Ask: Have you watched an interview on television? Today, we will listen to an interview.<br>🔓 Unlock the following words: expired, kontaminado, <b>food-borne diseases</b><br>🔔 Remind the pupils of what to do while listening. |                                                                                       |  |                                                                                       |  |                                                                                       |  |                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                            |
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| <b>C. Presenting examples/ instances of the new lesson</b>                            | Muling balikan ang kwentong “ <b>Halika, Kaibigan</b> ”ni <b>I. M. Gonzales</b><br>1. Sino ang nagmalasakit sa batang may kapansanan?<br>2. Paano niya ipinakita ang pagmamalasakit?<br>3. Dapat bang ipagmalaki ang ginawa ni Kaloy? Bakit?<br>4. Ano naman ang ginawa ni Pam?<br>5. Dapat bang tularan si Pam? Bakit? | Paano nakibahagi ang mga mag-aaral sa pagdiriwang? Itala ang sagot ng mga bata sa pisara.                                                                    | Show this picture. Talk about it.<br><br><br>Present the story about the picture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Basahin ang mga salita. kalabaw bulaw nanay anahaw barangay palay araw ilaw Diday                                         | Present problem on the board                                                                                          | Pansinin ang mga salitang initiman o “bold print”. Patandaan sa mga mag-aaral. Ano ang tinutukoy ng mga salitang ito? | Ask the pupils to find a partner and act out the interview on <b>Linangin</b> , p. 149 . Call on another partner to do the same.                                                                                                                                 |                                                                                       |  |                                                                                       |  |                                                                                       |  |                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                            |
| <b>D. Discussing new concepts and practicing new skills #1</b>                        |  <b>SAGAWA NATIN</b><br><br>Gawain 1<br>Humanap ng mga larawan na nagpapakita ng pagmamalasakit sa kapwa. Ipaliwanag sa klase kung paano naipakita ang pagmamalasakit.                                                               | Magpakita ng mga larawan ng pagdiriwang na pansibiko/ panrelihiyon sa mga bata.<br>Ipasabi kung paano nakikiisa ang kanilang pamilya sa pagdiriwaang na ito. | Sudy the graph below and answer the questions that follow.<br><table border="1" data-bbox="1049 1183 1206 1339"><thead><tr><th>Animals</th><th>Tally</th></tr></thead><tbody><tr><td></td><td>    </td></tr><tr><td></td><td>    </td></tr><tr><td></td><td>    </td></tr><tr><td></td><td>    </td></tr></tbody></table><br><br>1. Why did Maggie go to the barn? | Animals                                                                                                                   | Tally                                                                                                                 |                                  |                                                                                                                                                                                                                                                                  |  |  |  |  |  |  | Idikta ang bawat salita at babaybayin naman ng mga bata. | : Can you restate the problem in your own words? Call pupil to underline the question in the problem. Ask pupils to restate the question in the form a statement. Solve the problem: First, show 18 pieces of ballpen . Then call one pupil to divide the ballpen to 9 teachers. Ask: How many ballpen will each teacher received? | Anong mga salita ang aking pinatandaan kanina?<br>Talakayin kung paano napapalitan ng panghalip panlunan ang mga ngalan ng lugar o pook. Matapos ipasagot ang <b>Sagutin Natin</b> sa LM, pahina _____. | Have the pupils answer the given questions |
| Animals                                                                               | Tally                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                                                                                                       |                                                                                                                       |                                                                                                                                                                                                                                                                  |                                                                                       |  |                                                                                       |  |                                                                                       |  |                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                            |
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|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               | <p>a. To know the number of animals in the farm</p> <p>b. To check the condition of the animals</p> <p>c. To play with the animals</p> <p>2. Which animal has the most number?</p> <p>a. horse b. chicken c. duck</p> <p>3. How many animals did Maggie find in the farm?</p> <p>a. 30 b. 31 c. 32</p>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    | <p>Do you have other ways of solving the problem?</p> <p>Call pupils to show their solution.</p> <p>You may show this illustration to guide the pupils.</p>                                                                                                                                                                                                                                |                                          |                                                                               |
| <p><b>E. Discussing new concepts and practicing new skills #2</b></p> | <p>Magpasya ka! Pagmasdan ang mga larawan. Basahin ang sumusunod na sitwasyon at sabihin kung ano ang iyong gagawin.</p>  <p>A. Magkakaroon ng libreng gamutan sa inyong barangay. Darating ang mga pampublikong doktor at narses. Paano ka makatutulong sa iyong mga kabarangay? Magbigay ng mga paraan kung paano mo ito gagawin.</p> | Pangkatang Gawain                                                                                                                                                                                             | <p>Let the pupils answer the activity in groups. Use the tally sheet made by Maggie to complete the bar graph. Color the bars that corresponds to the number of animals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Basahin pa ang sumusunod na pangungusap:</p> <ol style="list-style-type: none"> <li>1. Mabilis bang tumakbo ang mga bulaw?</li> <li>2. Tuwang-tuwa ang nanay sa karera ng kalabaw.</li> <li>3. Ang aking tatay ay umaani ng palay.</li> <li>4. Ang aming bahay ay yari sa uway at anahaw.</li> <li>5. Nabu lahaw ang buong barangay sa ingay ng mga taong sumisigaw.</li> </ol> | <p>Maghanap ng kapareha. Basahin ang kalagayang sa ibaba. At ibigay ang hinihingi kasunod nito.</p> <p>Mayroong 8 upuan sa bawat hanay ng mga upuan sa audio-visual room. Ilang hanay ng upuan ang magagamit ng mga nasa silang lahat ay 32?</p> <ol style="list-style-type: none"> <li>1. Isulat muli ang kalagayan sa itaas ayon sa iyong pang-unawa.</li> <li>2. Isulat ang tanong ng pasalaysay.</li> <li>3. Sagutin at ipakita ang iyong kumpletong solusyon.</li> </ol> | Magbigay ng iba pang halimbawa           | Enhance the learning of the pupils by asking them to work on <b>Gawin, p.</b> |
| <p><b>F. Developing mastery (leads to Formative Assessment 3)</b></p> | <p>Dapat bang magmalasakit ka sa iyong mga magulang ,kapatid, kaibigan ,kamag-aral at ibang tao ang isang mag-aaral na tulad mo? Bakit?</p>                                                                                                                                                                                                                                                                              | <p>Lagyan ng <math>\sqrt{\quad}</math> ang patlang kung nagpapakita ng pakikiisa sa pagdiriwang na pansibiko/ panrelihiyon. ___1.Pag-iwas sa pagpunta sa libingan ng mga bayani. ( tingnan ang tarpapel )</p> | <p>Study the bar graph below and answer the following questions.</p> <p>Mother went to the market to buy fruits. Find out how many fruits she bought.</p>  <ol style="list-style-type: none"> <li>1. Which of the fruits has the most number?<br/>a. melon    b. mangoes    c. apples</li> <li>2. What fruits have equal number?<br/>a. melons and bananas<br/>b. melons and oranges<br/>c. apples and mangoes</li> <li>3. How many fruits did mother buy in all?<br/>a. 29    b. 30    c. 31</li> </ol> | <p>Paano ninyo binasa ang mga salita? Ang mga pangungusap?</p>                                                                                                                                                                                                                                                                                                                     | <p>. Basahin ang mga kalagayan sa ibaba.Ibigay ang hinihingi pagkatapos nito.</p> <ol style="list-style-type: none"> <li>1. Si Carla ay may 100 pirasong kendi na ipamimigay sa kanyang mga kamag-aaral. Kung siya ay may 20 mga kaklase, ilang piraso ng kendi ang</li> </ol>                                                                                                                                                                                                | Ipasagot sa ta <b>Gawin Natin</b> sa LM, | Have a group activity                                                         |

|                                                                                |                                                                                                                                            |                                                                                                          |                                                                                                                                                |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                            |                                                                                                                                                                                                                                                                                             |
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|                                                                                |                                                                                                                                            |                                                                                                          |                                                                                                                                                |                                                                                                                                                                                                                 | matatanggap ng bawat isa sa kanila?<br>a. Isulat muli ang kalagayan sa itaas ayon sa iyong pang-unawa.<br>b. Isulat ang tanong ng pasalaysay.<br>c. Sagutin at ipakita ang iyong kumpletong solusyon.                                                                                                                                                                        |                                                                                            |                                                                                                                                                                                                                                                                                             |
| <b>G. Finding practical application of concepts and skills in daily living</b> | Anu-ano ang mga sitwasyong nasa larawan sa itaas kung saan naipakita ang pagmamalasakit sa kapwa?Dapat ba natin itong tandaan at isabuhay? | Mahalaga bang sumali ang mga batang tulad mo sa mga pagdiriwang na ginaganap sa inyong komunidad? Bakit? | Study the bar graph below and answer the questions.<br>( see tarpapel )                                                                        | Idikta ang mga salitang may diptonggo para sa gawaing pagbaybay ng mga bata.<br>1. bulaw 4. baranggay<br>2. bughaw 5. lumalangoy<br>3. punongkahoy                                                              | Basahin ang mga kalagayan sa ibaba. Ibigay ang hinihingi pagkatapos nito.<br>A.Kailangan mong uminom ng walong baso ng tubig araw-araw. Kung 80 baso na ng tubig ang nainom mo, ilang araw na ang lumipas?<br>1. Isulat muli ang kalagayan sa itaas ayon sa iyong pang-unawa.<br>2. Isulat ang tanong ng pasalaysay.<br>3. Sagutin at ipakita ang iyong kumpletong solusyon. | Gawin ang <b>Sanayin</b><br>Natin sa LM, pahina _____                                      | Ask pupils about their experiences on the issue                                                                                                                                                                                                                                             |
| <b>H.Making generalizations and abstractions about the lesson</b>              | Bakit mahalagang magmalasakit sa kapwa?                                                                                                    | Ang pagdiriwang sa komunidad ay nagbubuklod sa mga tao tungo sa pagkakaisa at pag-unlad.                 | A <b>tally sheet</b> is used to show the number by sticks. A <b>bar graph</b> uses bars to show the number of things being studied or recorded | Binabasa ang mga salita ayon sa pabaybay na bigkas nito. Binabasa din natin ang bawat salita na may diin sa tamang pantig. Binabasa ang bawat pangungusap na may tamang diin at intonasyon ayon sa bantas nito. | Use the following guide in analyzing word problem.<br>1. State the problem in your own word.<br>2. Determine what is asked by underlining it.<br>3. State the question in statement form.<br>4. Solve the problem with complete solution.                                                                                                                                    | Kailan ginagamit ang doon, dito, diyan?<br>Basahin ang <b>Tandaan</b><br>Natin sa LMp_____ | <b>Ang pagkain at inuming hindi ligtas ay kontaminado ng bakterya.</b><br><b>Halimbawa ng mga ito ay</b><br>☔ panis na<br>☔ nadapuan ng langaw o ipis<br>☔ bilasa o hindi na sariwa<br>☔ ayon sa tatak sa lata ay expired na<br>☔ walang takip na itinitinda sa kalsada<br>☔ maruming tubig |

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| <b>I. Evaluating learning</b>                                                                   | Isipin mo na ikaw ang may-ari ng mga nasa larawan. Sa isang bond paper, iguhit at ipaliwanag kung alin sa mga ito ang iyong ibibigay bilang donasyon sa biktima ng kalamidad?<br> | Lagyan ng ✓ ang patlang kung nagpapakita ng pakikiisa sa pagdiriwang na pansibiko/ panrelihiyon. __1.Pagsama sa pag-aalay ng bulaklak para sa mga bayani ( tingnan ang pisara) | Uncle Joe have lots of pets at home. He takes good care all of them. ( see chart ) | Ipabasa ang mga salita at pangungusap na ginamit sa aralin sa buong klase, pangkatan, magkapareha at isahan.<br>Maaari pang gumamit ng ibang babasahin para sa kanilang pagsasanay sa pagbasa. | Read the problem below. Use the following guide in analyzing the word problem.<br>1. State the problem in your own word.<br>2. Determine what is asked by underlining it.<br>3. State the question in statement form.<br>4. Solve the problem with complete solution ( see tarpapel ) | Isagawa ang Gawain sa <b>Linangin Natin</b> sa LM, pahina _____. | Let the pupils work on <b>Palalimin</b> , p. 439                                                                                                                                              |
| <b>J. Additional activities for application or remediation</b>                                  |                                                                                                                                                                                                                                                                    | Itala sa kuwaaderno ang mga paraan kung paano mo maipakikita ang pakikiisa sa mga pagdiriwang                                                                                  | Make a bar graph of the favourite color of each member of your family.             |                                                                                                                                                                                                | Refer to the LM 65– pahina 151                                                                                                                                                                                                                                                        |                                                                  | Gumawa ng panayam sa nanay ng iyong kalaro. Tanungin kung sino ang nakaranas ng pananakit ng tiyan o pagtatae. Alamin kung ano ang naging dahilan nito. Isulat ang sagot sa <b>notebook</b> . |
| <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? No. of learners who have caught up with</b>                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                |                                                                                    |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                       |                                                                  |                                                                                                                                                                                               |

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| the lesson                                                          |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| D. No. of learners who continue to require remediation              |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| E. Which of my teaching strategies worked well? Why did these work? | <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 Puzzles/Jigsaw<br>__ Answering preliminary activities/exercises<br>__ Carousel<br>__ Diads<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><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 Puzzles/Jigsaw<br>__ Answering preliminary activities/exercises<br>__ Carousel<br>__ Diads<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><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 Puzzles/Jigsaw<br>__ Answering preliminary activities/exercises<br>__ Carousel<br>__ Diads<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><i>Why?</i><br>__ Complete IMs<br>__ Availability of Materials<br>__ Pupils’ eagerness to learn<br>__ Group member’s Cooperation in doing their tasks |

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|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>                | <b>Mga Suliraning aking naranasan:</b><br>___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 | <b>Mga Suliraning aking naranasan:</b><br>___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 | ___ 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    | <b>Mga Suliraning aking naranasan:</b><br>___Kakulangan sa makabagong kagamitang panturo.<br>___Di-magandang pag-uugali ng mga bata.<br>___Mapanupil/mapang-api ng 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 | ___ 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    | ___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 | ___ 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 |
| <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          |