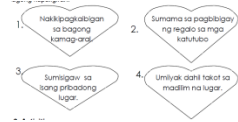


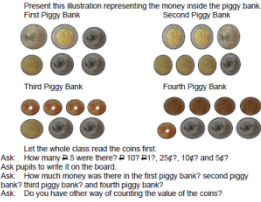


GRADES 1 to 12
DAILY LESSON LOG

School:	DepEdClub.com	Grade Level:	II
Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4-Day4)	Quarter:	1 ST QUARTER

OBJECTIVES	ESP (7:45-8:15)	A.P (8:15- 8:55)	ENGLISH (9:15- 10:05)	MTB (10:05- 10:55)	MATH (1:00-1:50)	FILIPINO (1:50- 2:40)	MAPEH (2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	Demonstrates developing knowledge and skills and strategies to listen, read and write for specific purposes.	Understanding of addition of whole numbers up to 1000 including money.	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan	Demonstrate a good relationship to a new classmate/neighbor to a new environment.
B. Performance Standard	Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalabanan ang anumang kahinaan	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Apply reads and spells out grade appropriate regular and irregular words in English	Uses his developing knowledge and skills to listen, read and write for specific purposes.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon	Help our new classmates/neighbors adapt to the new environment and create in them the sense of belonging
C. Learning Competency/ Objectives Write the LC code for each.	Napahalalagahan ang kasiyahan ng naidudulot ng pagpapamalas ng kakayahan. EsP2PKP- Ic – 9	1.Natutukoy ang kahalagahan ng komunidad. 2. Naipaliliwanag ang kahalagahan ng komunidad sa pamumuhay ng tao. 3.Nasasabi na ang bawat bata ay may kinabibilangang komunidad AP2KOM-Ic-5	Recognize/identify/read words with short vowel /i/ Join onsets and rimes to form words EN2PA-IIIc-e-6.2	Nakasusulat at nakasusunod sa pamantayan sa pagsipi o pagsulat ng mga impormasyon na gumagamit ng malaking letra, bantas, at espasyo. Naisusulat nang wasto ang mga pangungusap gamit ang malaking letra, espasyo at bantas. Naibibigay ang mga impormasyon tungkol sa sarili sa pamamagitan ng pagsagot sa talaan ng pansariling impormasyon. MT2SS-Ia-d-8.1	Counts the value of a set of bills or a set of coins through Php100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso-bills). M2NS-Ij-21	Nahuhulaan ang susunod na mangyayari sa kuwentong binasa F2PB-Id-3.1.1	Recognize that situations are appropriate or inappropriate for children
II. CONTENT	Aralin 4 Kakayahan ko, Pahalalagahan ko!	ARALIN 1.4: Komunidad ko, Mahal ko!	Lesson 15: Speech Sounds Medial /i/, Rimes (-id, -in, and -ill)	IKAAPAT NA LINGGO Ang Aking Kaibigan	Counting and Telling the Value of a Set of Bills or	Aralin 4: Ang Batang Uliran, Laging Kinalulugdan	Recognizing Appropriate and Inappropriate Situations

	Pagkilala sa Sarili		(Day 2)	Mga impormasyon tungkol sa sarili	a Set of Coins through 100 in peso		
LEARNING RESOURCES							
A. References	K-12 CG p.27	K-12 CGp 37	K-12 CGp 47	K-12 CGp 88	K-12 CG p 31	K-12 CG p	K-12 CGp15
1. Teacher’s Guide pages	p.14-16	p.10-11	P37	p.37-38	p.240-242	p.23-24	p. 315-318
2. Learner’s Materials pages	p.19-25	p.36-41	P48-50	P 29-30	P178-180	p. 61-65	p. 392-392
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan. tarpapel	Larawan, tarpapel, mp4	onset, rime, word, picture cards	Tarpapel,	1. Learning Module 3. Flashcards with money written in symbols 2. Flashcards of coins 4. Piggy banks with coins in it of different value	Tarpapel, larawan	Pictures, tarpapel
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Ipabigkas muli ang tulang Talented ako	Ano ang kahalagahan ng komunidad? Paano mo maipapakita ang pagpapahalaga sa iyong komunidad?	Reading of words w/ rime ip. It and ig	Itanong kung paano ang wastong pagsulat ng mga salita at pangungusap.	1. Drill - Conduct drill on recognizing money using flashcards. Let the whole class recognize the money by telling the value. Then call at least ten pupils to recognize the value of the money 2. Review – Use a ball. Pass a ball to the class. Whoever catches the ball will read the flashcards as shown. (You may add.)	Anong palabas sa telebisyon ang iyong napanood? Nagwakas na ba ito? Ano kaya ang susunod na mangyayari dito? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Let them sing the previous song learned Check the previous knowledge. Instruct the pupils to do the following: Piliin ang kaisipan na nagpapahayag ng wastong damdamin sa bagong kapaligiran 
B. Establishing a purpose for the lesson	Ano ang dapat gawin sa ating mga kakayahan?	Ipa- awit ang Ako’y isang komunidad	Ask pupils to recite “Piggy Wiggy.”	Ipaawit: Kumusta, Kumusta!	Show the four piggy banks. (You may use material that is available	Ipakita ang larawan ng isang halamanan at ng	Show the cover picture for Aralin 3 . Let the pupils share their ideas

					in your classroom or locality.) Ask: What is the use of piggy bank? Elicit answers from the pupils.	isang alpas o ligaw na hayop. Ano kaya ang susunod na mangyayari?	about it. Let them answer the question in the cover.
C. Presenting examples/ instances of the new lesson	Muling ipakita ang mga larawan ng mga taong may natatanging kakayahan.	Magpaskil sa pisara ng larawan na nagpapakita ng sama-samang Gawain at pagtutulungan sa isang komunidad	Present the following pictures. Ask pupils to identify the pictures. Write the names under each picture.	Basahin nang wasto ang mga pangungusap na nagbibigay ng impormasyon tungkol sa sarili sa LM.	Call four pupils to open the piggy banks. Ask them to identify the different denominations of the coins and the number of pieces	Ipabasang muli ang kuwentong “Halamanan ni Helen”.	Instruct the pupils to read a short paragraph. Si Jello ay pitong taong gulang. Pauwi na siya mula sa paaralan. Naglalakad siya nang biglang may lalaking kumausap sa kaniya. Hindi niya ito kilala. Niyaya siyang kumain sa kantina sa tapat ng paaralan
D. Discussing new concepts and practicing new skills #1	Talakayin ang mga ito	Ano ang ipinapakita sa larawan? Anu-ano ang ginagawa ng mga tao sa larawan? Ano ang mabuting dulot ng sama-samang Gawain at pagtutulungan? Ano ang kahalagahan ng mga gawaing makikita sa komunidad, sa iyo at sa iyong pamilya	Model reading the words. Pupils repeat after you. Let pupils read independently	Tumawag ng ilang bata at ipasulat ang bawat isa nang wasto sa pisara.	Then let the pupils guess the amount. Tell them to use their previous knowledge in adding numbers.	Ano ang suliranin sa kuwento? Ano kaya ang ginawa ni Helen matapos makitang nasira ang kaniyang halamanan? Ng kaniyang ama? Ano ang katangian ni Helen? Dapat ba siyang tularan? Bakit? Ano ang dapat nating tandaan kung may mga bagay o pangyayari na hindi natin nais o gusto?	Call in some pupils to give appropriate judgement of the short paragraph
E. Discussing new concepts and practicing new skills #2	Sa isang papel, iguhit ang iyong sarili habang nagpapamalas ng iyong natatanging kakayahan. Sa ibaba ng iyong drowing, sabihin kung paano mo ginagamit ang iyong talento.	1. Alamin kung ano ang magagawa ng kinabibilangang komunidad sa batang katulad mo sa pamilya	Distribute pictures illustrating the phrases and sentences. n in the bin bib on kid Tin and Bin bid and win hid the lid get rid of the lid Bill hid the pill	Itanong kung paano isinulat ang mga salita, paano sinimulan ang pangungusap, at ano ang makikita sa hulihan ng mga ito.	 Present this illustration representing the money inside the piggy bank. First Piggy Bank. Second Piggy Bank. Third Piggy Bank. Fourth Piggy Bank. Let the whole class read the coins first. Ask: How many ₱5 were there? ₱10? ₱10? 25¢? 10¢? and 5¢? Ask pupils to write it on the board. Ask: How much money was there in the first piggy bank? second piggy bank? third piggy bank? and fourth piggy bank? Ask: Do you have other way of counting the value of the coins?	Iguhit ang kung dapat gawin at kung hindi dapat gawin. Gawin ito sa iyong sagutang papel. 1. Maging masaya at tanggapin ang hindi magandang nangyari. 2. Umiwas sa mga tao.	Discuss appropriate and inappropriate behavior. Encourage the pupils to share ideas based on their experiences. Discuss the value focus for the day

						3. Maging masipag at masayahin. 4. Magmukmok sa isang tabi at umiyak. 5. Muling simulan ang gawain	
F. Developing mastery (leads to Formative Assessment 3)	Tapusin ang bawat pangungusap. Isulat sa kuwaderno ang iyong sagot. 1. Ako ay may kakayahan sa _____. 2. Pinahahalagahan ko ito sa pamamagitan ng _____.	Umisip ng isang malikhaing paraan kung paano ipakikita ang kahalagahan ng komunidad. Ipakita sa klase.	Have the pupils fill up the configured clues. <i>(Refer to LM, p. 50)</i>	Itanong din kung paano isinusulat ang mga pangungusap na nagbibigay ng impormasyon tungkol sa sarili.	Reinforcing Activity - Refer to LM 77	Hulaan ang susunod na mangyayari sa sumusunod na sitwasyon. 1. May butas na ang bubong ng bahay nina Aling Nena. Hindi niya ito naipagawa sa kaniyang asawa. Isang araw, bumuhos ang malakas na ulan. 2. Sabay-sabay na tumigil ang mga sasakyan nang maging pula ang ilaw trapiko. Naglakad na ang mga tao. May isang matanda na mahina na at mabagal lumakad. (Tingnan ang tarpapel)	
G. Finding practical application of concepts and skills in daily living	Paano mo napapahalagahan ang iyong talento	Punan ang patlang upang mabuo ang pangungusap. Mahalaga ang _____ sa paghubog ng _____, _____, at _____ ang bawat kasapi nitosa pagsulong at pag-unlad.	Give example of words w/ onset ill, id and ill	Isulat ang hinihinging impormasyon sa Gawain 3 sa LM.	Application – Refer to LM 77	Hatiin ang klase sa ilang pangkat. Unang Pangkat – Kagigising pa lamang ay nakikipaglaro na si Marie sa mga bata sa kalsada. Ilang ulit na siyang tinatawag ng kaniyang nanay ngunit hindi siya sumunod. Patuloy pa rin siyang nakikipaglaro. Nilapitan siya ng nanay. Isadula ang sitwasyon ang hulang susunod na mangyayari.	Call group of pupils to do the Application. Instruct them to select a situation that they will act out. Sundin ang hinihingi ng bawat bilang. 1. Magpakita ng isang tagpo tungkol sa tamang gawi kapag may nagyaya sa inyo na sumakay sa isang magarang sasakyan at sasabihing ihahatid na kayo sa inyong tirahan. 2. Magbigay ng payo sa mga kamag-aral kung ano ang dapat gawin sa

						<i>Ikalawang Pangkat</i> – Maraming nakabarang basura sa kanal at estero. Pati ang ilog ay hindi na rin dumadaloy sadami ng basura. May darating na bagyo. Marami raw itong dalang ulan ayon sa ulat ng panahon. Iguhit ang inyong hula sa susunod na mangyayari. <i>Ikatlong Pangkat</i> – Maraming bunga ang tanim na gulay at prutas ni Aling Seling sa likod bahay. Isang araw, nangailangan si Aling Seling ng pera upang ipambili ng bigas. Isulat ang hula ninyong susunod na mangyayari. <i>Ikaapat na Pangkat</i> – Tuwing walang pasok, nanonood sa pagluluto ng ina si Anabel. Natututuhan na niya ang mga paraan ng pagluluto. Isang araw, nagkasakit ang ina ni Anabel. Hindi ito makapagluluto. Isalaysay ang hula ninyong susunod na mangyayari.	loob ng silid-aralan habang nagtuturo ang guro. 📖 Follow the rubric below in rating the performance of pupils. Use scale of 3 points as the highest and 1 point as the lowest
H.Making generalizations and abstractions about the lesson	Ating Tandaan Ang talento o kakayahan ay higit na mapahalagahan kung ito ay ginagamit ng may kasiyahan.	Ang bawat bata ay may kinabibilangang komunidad na dapat pahalagahan. 🌐 Mahalaga ang komunidad sa paghubog ng pagkakaisa, pagtutulungan, kapayapaan,	Onset ill, in and id	Paano ang wastong pagsulat ng mga pangungusap na nagbibigay ng impormasyon tungkol sa sarili? Ipabasa ang Tandaan sa LM.	Counting the value of coins is like counting numbers. Remember that when the coins do not exceed to 100 centavos it is read as centavo. If it exceeds 100 centavo it is read as peso already. Take note	Ang panghuhula sa maaaring kalabasan o susunod na mangyayari ay maaaring gawin ng sinumang nakikinig , nanonood, o bumabasa. Magagawa ito kung nauunawan ang	Ang wastong pag-uugali ay dapat taglayin sa lahat ng oras. May mga ugali na dapat iwasan tulad ng <i>bullying</i> at pakikipag-usap sa mga taong hindi kilala

		pag-uunawaan at paguugnayan ang bawat kasapi nito tungo sa pagsulong at pag-unlad.			that 100 centavos is equal to 1 peso. Peso takes the symbol P, while centavo takes ¢.	nakapaloob sa kilos o gawain sa isang sitwasyon.	
I. Evaluating learning	Iguhit ang matayang mukha (1) kung tama ang linagad ng pangungusap at malungkot na mukha (2) kung mali. Gawin ito sa iyong sagutang papel. 1. Masaya ako kapag nakapagtatanghal ako sa aming palatuntunan. 2. Ayakong sumali sa mga palatuntunan sapagkat nahihiya akong ipakita ang aking talento. 3. Tutukungan kong mapalunad ang talento ng aking kamag-aral. 4. Pinasasalamatan ko ang mga taong natutuwag sa aking kakayahan. 5. Magiging mayabang ako dahil alam kong may natatangi akong talento.	Basahin ang pangungusap. Piliin ang pangungusap na nagsasaad at nagpapaliwanag sa kahalagahan ng komunidad. Isulat ang sagot sa papel. 1. Ang bawat bata ay kabilang sa isang komunidad na dapat pahalagahan. 2. Ang mga tao sa isang komunidad ay patuloy na nagsisikap upang makamit ang kaunlaran. 3. Kung may kapayapaan at pagkakaunawaan ang bawat kasaping komunidad, walang kaguluhang magaganap. 4. Ang diwang pagkakaisa ng bawat kasapi ay isang mahalagang sangkap ng komunidad. 5. Ang mga tao sa isang komunidad ay nagtutulungan para gumanda ang buhay.	Check the correct picture for the given word. (Refer to LM, p. 50)	Ipagawa ang Gawain 4 sa LM	EVALUATION Count the following set of coins. Tell its value to your teacher. You will repeat once your answer is wrong.	Iguhit sa sagutang papel ang hula mo sa susunod na mangyayari. 1. May dalang mainit na sabaw sa mangkok si Aling Cora. Habang naglalakad, natapilok siya. 2. May sakit si Abigail. Ayaw niyang uminom ng gamot na reseta ng doktor. 3. Gabing-gabi na ay nanonood pa rin ng telebisyon si Jared. Pinatutulog na siya ng ina ngunit ayaw niyang sumunod. 4. Naglalakad araw-araw si Daniel sa pagpasok sa paaralan. Itinatago niya ang perang dapat (tingnan ang iba sa pisara)	Itaas ang kulay pulang papel kung tama ang gawi na ipinakikita ng bawat bata sa sitwasyon at asul kung hindi tama. 1. Madali kang maniwala sa sinasabi ng mga taong hindi mo kakilala. 2. Magpapasama ka sa nakatatanda sa iyo kung may bibilhin kang proyekto. 3. Lagi mong kinukulit o sinasaktan ang kamag-aral na payat, maliit at sakitin. 4. Maging responsable ka sa sarili upang mapanatili ang kalusugan ng katawan. 5. Kinakausap at sumasama sa mga taong hindi kakilala
J. Additional activities for application or remediation					Refer to LM 77 – Gawaing Bahay	Ipakita sa mga bata kung paano isulat ang E,W,L,T,F,G,S. (Isa-isang letra muna) Bilangan habang ginagawa ito upang mas masundan ng mga bata. Ipasulat ito sa hangin/ sa palad/sa likod ng kاكلase.	

						Ipabakat ito sa pisara. Pasulatin nito ang mga bata sa sulatang papel. Gawin muli ang mga hakbang gamit naman ang ibang letra.	
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	___ 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	___ 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	___ 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	___ 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	<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	<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	<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	<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>	<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>	<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

	___ Group member’s Cooperation in doing their tasks	___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	___ Group member’s Cooperation in doing their tasks	___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	<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	___ 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	<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