



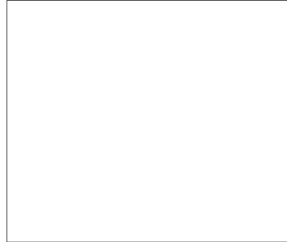





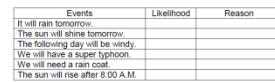
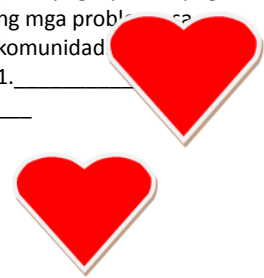
**GRADES 1 to 12  
DAILY LESSON LOG**


School:	Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More	Grade Level:	II
Teacher:		Learning Area:	ALL SUBJECTS
Teaching Dates and Time:	MAY 13 – 17, 2024 (WEEK 7-DAY 4)	Quarter:	4 <sup>TH</sup> QUARTER

OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH ( Health)
	( 7:45-8:15 )	( 8:15- 8:55 )	( 9:15- 10:05 )	( 10:05- 10:55 )	( 1:00-1:50 )	( 1:50- 2:40 )	( 2:40-3:20)
<b>A. Content Standard</b>	Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga biyayang tinatanggap mula sa Diyos	Naipamamalas ang pagpapahalaga sa kagalingang pansibiko bilang pakikibahagi sa mga layunin ng sariling komunidad	Answer wh-questions Predict outcome Relate to one’s experiences	Demonstrates the ability to formulate ideas into sentences or longer texts using conventional spelling.	Deepens understanding of pictographs without and with scales and outcomes of an event using the terms likely, equally likely and unlikely to happen.	Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Demonstrates an understanding of rules to ensure safety at home and in school.
<b>B. Performance Standard</b>	Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon	Nakapahalagahan ang mga paglilingkod ng komunidad sa sariling pag-unlad at nakakagawa ng makakayanang hakbangin bilang pakikibahagi sa mga layunin ng sariling komunidad	Activate prior knowledge conceptually related to text and establish a purpose for reading Be self-aware as they discuss and analyze text to create new meanings and modify old knowledge Locate information from expository texts and use this information for discussion or written production	Uses developing knowledge and skills to write clear and coherent sentences, simple paragraphs, and friendly letters from a variety of stimulus materials.	Is able to create and interpret simple representations of data (tables and pictographs without and with scales) and describe outcomes of familiar events using the terms likely, equally likely and unlikely to happen	Nakasusulat nang may wastong baybay,bantas at mekaniks ng pagsulat <b>F2TA-Oa-j-4</b>	Demonstrates consistency in following safety rules at home and in school
<b>C. Learning Competency/ Objectives</b> Write the LC code for each.	Nakapagpapakita ng pasasalamat sa mga kakayahan/ talinong bigay ng Panginoon sa pamamagitan ng: 23.4 pagpapaunlad ng talino at kakayahang bigay ng Panginoon <b>EsP2PDIVe-i- 6</b>	Napahalagahan ang kagalingan pansibiko sa sariling komunidad Nakakalahok sa mga gawaing pinagtutulungan ng mga kasapi para sa ikabubuti ng pamumuhay sa komunidad <b>AP2PKK-IVg-j-6</b>	Answer wh-questions Predict what will happen next Recall a similar incident or personal experience <b>EN2F-IVa-d-4</b>	Nakasusulat ng maikling kuwento na may tagpuan, tauhan, at mga pangyayari <b>MT2C-IVa-i-3.1</b>	Make a guess on whether an event is less likely, more likely, equally likely or unlikely to happen based on facts <b>M2SP-IVj-7.2</b>	Nagagamit ang kaalaman sa paggamit ng malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang dinaglat <b>F2KM-IVf-3.2</b>	<b>Practices safety rules during school activities H2IS-IVj-19</b>
<b>II. CONTENT</b>	<b>Pagmamahal sa Diyos (Love of God)</b>	<b>Paksang Aralin ARALIN 8.4 Ang Pangarap Kong Komunidad</b>	<b>LESSON 27: I Am Part of a Whole</b>	<b>Modyul 34: IKATATLUMPU’T APAT NA LINGGO</b> Balitang Lokal	<b>Lesson No. 116 Make a Guess</b>	Aralin 7: Purihin Natin ang Diyos	<b>Content: Lesson 4.6 School Safety</b>
<b>LEARNING RESOURCES</b>							
<b>A. References</b>	K-12 CGp.38	K-12 CGp.61	K-12 CGp.	K-12 CGp.	K-12 CGp.53	K-12 CGp.	K-12 CGp.
<b>1. Teacher’s</b>	P.108-110	85-86	59-61	292	407-413	235-236	403-406
<b>2. Learner’s Materials pages</b>	P.275-282	262-268		251			481-484
<b>3. Textbook pages</b>							

4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan, tarpapel	mga larawan, papel, tarpapel, krayola, lapis, Modyul 8, Aralin 8.4	Picture, tarpapel	Larawan, tarpapel	Paper bags Party/Magicians hat Colored popsicle sticks Colored candies or small toys Improvise spinner Basket of fruits	Tarpapel, larawan	Pictures, tarpapel
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Bakit kailangan natin ang ating talino at kakayahan upang umunlad ang ating lipunan? Ano ang kabutihang dulot ng sama-samang talento at talino sa ikaaayos at ikauunlad ng ating lipunan?	Itanong: Ano ang dapat isapuso upang matupad ang pangarap mong komunidad?	<b>Drill/Review</b> Daily Language Activity Let us read the sight words. Read after me.	Ano – ano ang elemento ng isang kuwento? Ano ang masasabi mo sa mga pangyayari sa kuwento?	Show an empty paper bag to the pupils. Put inside the bag seven colored popsicle sticks (4 red, 2 green, and 1 yellow) (may vary). Don't mention the colors. Say: Your goal is to draw a conclusion about the number and color of each popsicle sticks that is inside the bag. Present the worksheet and model the experiment to the class. Discuss the information regarding "What we Know" about the paper bag and record the idea.	Paggamit ng malaki at maliit na letra at bantas sa mga salitang dinaglat <b>Tukoy-Alam</b> Ano ang bantas na dapat gamitin sa mga salitang dinaglat? Lagyan ng tsek (/) ang patlang kung wasto ang gamit ng malaking letra at ekis (x) naman kung hindi ang pagkakagamit ng malaking letra. 1.Kap.____3. kgg____ 5. Bb____ 2.dr.____ 4.kag	.Review Panuto:Sagutin ng Dapat o Hindi dapat ang mga sumusunod. 1. Nagtutulakan sa pila 2. Nag-aagawan ng upuan 3. Nagpapaalam sa guro tuwing lalabas 4. Taimtim na nakikinig sa guro 5. Kinakalabit ang katabi habang inaawit ang pambansanawit
B. Establishing a purpose for the lesson	Magpapaskil ng isa o higit pang larawan na nagpapakita ng inyong iba't ibang kakayahan.Maaring magsaliksik sa internet ng mga larawan o video nito.	Itala ang limang paraan kung paano isasapuso ang pagtupad sa iyong pangarap na komunidad. 	(Show a video of the 'great flood' in the city. Let he students react to the video.) (Note: if the teacher does not have the technology, she shows pictures.) ( <a href="http://www.youtube.com/watch?v=WQ3DT-FNf8g">http://www.youtube.com/watch?v=WQ3DT-FNf8g</a> ) Guide Questions: 1. What do you see in the video? Can you describe the place? The people? 2. Have you experienced the same? 3. What did you do? What did your family do? 4. Was there someone who helped you? Who?	Magpakita ng larawan ng kagubatan. Pag usapan ito.	Ask the pupils about everyday experiences of chance and certainty that they can recall. Make a list of things that will never happen. (Example: A flying carabao, you see a live dinosaur today, etc.) Label this list. "Impossible." Now make a list of things that will definitely happen. (Example: the sun will rise tomorrow, you will eat something today, etc.) Label this list. "Certain." Now make a list of events that may or may not happen. (Example: Tonight might rain, single 6-sided die rolling an even number, etc.) Label this list. "Chance."	Pagpapakita ng larawan ng isang doktor, abogado, pastor, at kapitan ng baranggay. Itanong: Sino-sino ang mga nasa larawan? Paano natin sila tinatawag? Ano ang kanilang kaugnayan sa ating paksa?	1.Motivation May matalik ka bang kaibigan? Naniniwala ka ba sa payo ng kaibigan? Bakit? <b>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</b>

			5. In your very young age, how can you help the flood victims?				
<b>C. Presenting examples/ instances of the new lesson</b>	Ano ang nararamdaman mo kapag lumalahok ka sa mga gawain nanakapagpapaunlad ng iyong talino at kakayahan? Kulayan ang mukha ng napili mong sagot. Iguhit ang inyong sagot sa kuwaderno. 	Basahin: Ipabasa muli ang usapan sa pahina 262-264 ng LM	Read the news article on flooding <b>Philippines: Typhoon 'Ondoy' Death Toll Reaches 243</b> By: Leo Reyes/ October 1, 2009	Ipakita ang kopya ng kuwentong binasa “Karanasan sa Kakahuyan	Let the pupils create different kinds of spinning wheel with different symbols, shapes and numbers and with equal and unequal proportions. (S/He may start teaching from the unlikely to happen then followed by less likely to happen, equally likely to happen and finally to more likely to happen.)	Ipabasa ang kwentong “Mga Hulog ng Langit”	Basahin: <b>Ang Magkaibigan</b> . .
<b>D. Discussing new concepts and practicing new skills #1</b>	<b>Isabuhay Natin:</b> Dapat nating paunlarin ang talino at kakayahang bigay ng Panginoon sa atin. Bilang isang natatanging bata, papaano mo pauunlarin ang talino at kakayahang binigay sa iyo? Ipaliwanag. 	Itanong: Sagutin ang mga sumusunod na tanong: 1. Ano kaya ang pangarap mong komunidad? 2. Ano ang gagawin mo upang matupad ito?? 3. Ano ang ginawa mo upang matugunan ang ilan sa mga ito? 4. Ano ang kinalabasan ng iyong pagsisikap upang matupad lamang ang pangarap ng magulang mo para sa iyo?	Comprehension Check: 1. What is the title of the news article? 2. Who wrote it? 3. When was it written? 4. How was the typhoon called? 5. Where exactly in the Philippines did the typhoon leave so much damage? 6. Describe the typhoon. 7. How many died? (Explain the role of the National Disaster Coordinating Council (NDCC) 8. How did you feel after listening to the news article? Why?	Ipapansin kung paano isinulat ang unang salita sa unang pangungusap ng talata. Ipapansin kung paano isinusulat ang unang letra ng bawat pangungusap. Ipapansin kung saan nagtatapos ang bawat pangungusap.	Show to the pupils a party hat or magician’s hat. Put inside the hat 1 orange, 3 blue, 6 green and 12 red candies or small toys. (Act like a magician by showing your hands are clear and you will draw one candy/toy at a time to make it a little bit exciting.) Can you guess the color of the candy/toy that I will draw? (Answer may vary but just the same let them explain why they choose that answer.) Present a worksheet similar to the one below or you may write it on the board. After each draw you will call a pupil to write below the color the word “Less Likely”, “Equally Likely”, “More Likely” and “Unlikely” and let them explain their answer. After the 11th draw ask them if they can guess the next color to be drawn. Finish the activity.	Ipasagot ang mga gabay na tanong sa <b>Sagutin Natin</b> sa LM , pahina ____.	( Modeling ) Sagutin ang mga tanong 1. Ano-anong tuntuning pangkaligtasan ang sinunod nina Flor at Nila? 2. Ano ang maaaring mangyari kung hindi sinunod ng magkaibigan ang mga tuntunin sa paaralan? 3. Sino sa dalawa ang nais mong tularan? Bakit? 4. Ano ang kahalagahan ng pagsunod sa tuntuning pangkaligtasan sa paaralan?
<b>E. Discussing new concepts and practicing new skills #2</b>	Umisip ng tatlong paraan upang paunlarin ang iyong kakayahan. Isulat ang sagot sa loob ng kahon. 	Isagawa:  Pangkatina ang mga klase sa 4. Gumawa ang bawat grupo ng paglalarawan ng sariling	Word Relationships ( <i>Refer to LM, p. , I Can Do It</i> )	Ipagawa ang Gawain 3 sa LM.	Group the class into 2. Answer the questions provided in each group.	Ipaunawa sa mga mag-aaral ang pagkakaroon ng kaalaman at kasanayan sa wastong paggamit ng malaki at maliit na letra at mga	Batay sa pagkakapangkat ng klase, ipakita ang wastong tuntuning pangkaligtasan na dapat sundin sa sumusunod:

		komunidad gamit ang kartolina sa pamamagitan ng paggawa ng poster at islogan.				bantas sa pagsulat ng mga salitang dinaglat. Ipatukoy sa mga bata ang mga salitang dinaglat sa akda. Ipatukoy kung papaano nagsisimula ang mga salitang dinaglat at anong bantas ang inilalagay sa katapusan nito. Magbigay pa ng mga halimbawa ng mga salitang dinaglat sa mga mag-aaral.	Pangkat 1- Pag-akyat at pagbaba sa hagdanan
<b>F. Developing mastery (leads to Formative Assessment 3)</b>	Muling basahin ang tula: <b>Munting Bata Ni V.G. Biglete</b>	Isulat ang mga paraan kung paano maisasapuso ang pagtupad sa iyong mga pangarap at pangarap mong ko munidad 	Directions: From the boxes below, choose the word that is associated or related to the word at the left.	Pangkatang gawain		Ipagawa ang <b>Gawin Natin</b> sa LM , pahina ___.	Pangkat 2 - Pagsali sa pila sa pagtataas ng bandilaPangkat 3 - Tapos na ang klase at uwian na.
<b>G. Finding practical application of concepts and skills in daily living</b>	May mga kamag-aral ba kayo na masayang pinapaunlad ang kanilang kakayahan? Itanong mo kung bakit masaya silang nagpapasalamat sa magulang,guro at Panginoon sa pagtamo ng kanilang natatanging kakayahan at talino. Ibahagi mo sa klase ang iyong mga natutuhan mula sa kanila. Ano-ano ang kapakinabangan ng pagpapaunlad ng kakayahan at pagpapasalamat dito? Dapat bang magkaroon tayo ng isang pusong mapagpasalamat?Bakit?	Iguhit sa loob ng bawat puso ang mga pangungusap na nagsasabi ng dapat isapuso upang matupad ang pangarap na komunidad.  ng tatlong pangungusap na nagsasabi ng kahalagahan ng pagtutulongan at pakikipagkapwa sa paglutas ng mga problema ng komunidad 1. _____ _____   —	What can you say about the relationship of the <i>meronyms</i> to the words at the right? How are they related?		Show an improvised spinner and make sure it is fair. Have the whole class do the lesson together. Each pupil will spin once and record the spin in the worksheet. What color the spinner would land? Can you guess the likelihood of each color? (Blue is more likely, yellow is unlikely, red and green is less likely. It is noticeable that there is no equally likely. It is expected that the frequency of red and green are almost the same. Help the pupils realized that red and green are equally likely to each other.)	Ipagawa sa mga mag-aaral ang nasa bahaging <b>Sanayin Natin</b> sa LM , pahina ___ . (Ito ay Pinatnubayang Pagsasanay)	Basahin: Safety in School : Observe safety signs Hold onto the railings when going up and down the stairs. Do not run or play along the corridors. Refrain from pushing anyone. Do not throw your garbage anywhere. Never climb in high places. Do not play or sit on railings. Place your things in its proper place so no one will stumble on it. Do not use pointed objects when pointing somebody.
<b>H.Making generalizations and abstractions about the lesson</b>	Basahin ang muli ang “Ating Tandaan” nang sabay-sabay hanggang sa ito ay maisaulo ng mga bata.	/ Ang bawat bata ay may pangarap na komunidad. /Pangarap ng bawat tao ang komunidad na maunlad,	<i>Meronym</i> is a word which is a part of a whole.	Paano isinusulat ang isang kuwento? Ipabasa ang Tandaan sa LM.	An event is less likely if it does have a smaller chance of happening.	Ano ang pagdadaglat? Paano isinasagawa ang pagdadaglat? Anong bantas ang ginagamit sa	Dapat na isagawa ang mga pangkaligtasang tuntunin ng paaralan tulad ng:

		malinis, Masaya at may pagtutulungan. /Maraming mga bagay na dapat isaisip at isagawa upang matupad ang pangarap na komunidad. / Ang mga magagandang kaugalian tulad ng pagiging masipag sa pag-aaral, matiyaga at masunurin ay ilan lamang sa mga kaugaliang dapat taglayin upang matupad ang pangarap na komunidad.	Example: “finger” is a part of the hand and “wheel” is a part of the automobile.		An event is equally likely if it does have an equal/fair chance of happening. An event is more likely if it does have greater chance of happening. An event is unlikely if it does not have a good chance of happening.	pagdadaglat? Tingnan at pag-aralan ang bahaging <b>Tandaan Natin</b> sa LM”, pahina ____.	Pagsunod sa pila sa halip na makipagsiksikan. Pagsunod sa mga pamantayang ibinibigay ng guro tuwing may isahan o pangkatang gawain. Pagbibigay-pansin sa mga babalang pangkaligtasan																																																
<b>I. Evaluating learning</b>	<p>iguhit sa sagulang papel ang <b>masayang mukha</b> kung ginagawa mo ang sitwasyon at <b>malungkot na mukha</b> (☹️) kung hindi.</p> <ol style="list-style-type: none"> <li>Sumasali ako sa paligsahan sa pagtula sa aming paaralan.</li> <li>Palagi akong makikinig sa aking guro upang mapayaman ko ang aking kaalaman sa lahat ng aking asignatura.</li> <li>Manonood lamang ako ng telebisyon pagdating sa bahay at hindi ko gagawin ang aking takdang -aralin.</li> <li>Ibahahagi ko ang aking kakayahan sa aking kapwa bilang isang paraan ng pagpapasalamat sa Diyos.</li> </ol>	<p>Mag-isip ng limang parirala kung paano mo maisasapuso ang pagtupad mo sa pangarap mong komunidad. Isulat ito sa loob ng kahon.</p> 	Directions: Draw a line to connect the word at the left that is related to the words on the fish. From the bowl, fish the word that is related to the word at the left.		<p><b>EVALUATION</b> Present a chart with list of events for the month, and record the events according to the likelihood they will occur.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Events</th> <th>Likelihood</th> <th>Why</th> </tr> </thead> <tbody> <tr> <td>Ex.</td> <td>Supervise classess</td> <td>More likely</td> <td>Happening Daily</td> </tr> <tr> <td>1.</td> <td>Reading Books</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Cleaning the room</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Religion Period</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Feeding event</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>Playing time</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td>Ground improvement</td> <td></td> <td></td> </tr> <tr> <td>7.</td> <td>Campus field trip</td> <td></td> <td></td> </tr> <tr> <td>8.</td> <td>Planting Activity</td> <td></td> <td></td> </tr> <tr> <td>9.</td> <td>Viewing Time</td> <td></td> <td></td> </tr> <tr> <td>10.</td> <td>Values formation</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Events	Likelihood	Why	Ex.	Supervise classess	More likely	Happening Daily	1.	Reading Books			2.	Cleaning the room			3.	Religion Period			4.	Feeding event			5.	Playing time			6.	Ground improvement			7.	Campus field trip			8.	Planting Activity			9.	Viewing Time			10.	Values formation			<p>Ipasagot ang <b>Linangin Natin</b> sa LM, sa pahina ____.</p>	<p>Sagutin ng Tama o Mali ang mga sumusunod:</p> <ol style="list-style-type: none"> <li>Hindi nakikipagsisikan sa pagpila sa kantina.</li> <li>Nakikipaglaro sa oras ng klase.</li> <li>Binabasa at sinusunod ang mga nakikitang simbolong pangkaligtasan.</li> <li>Tumatakbo sa pag-akyat at pagbaba sa hagdanan.</li> </ol>
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<b>J. Additional activities for application or remediation</b>					<b>HOME ACTIVITY</b> Refer to LM 116 – Gawaing Bahay:	Basahin at pag-aralan ang paraan kung paano ang pagdadaglat. Magbigay ng limang halimbawa at gamitin ito sa sariling pangungusap																																																	
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activities for remediation who scored below 80%							
C. Did the remedial lessons work? No. of learners who have caught up with 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> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL __ Fishbone Planner __ Sanhi at Bunga __ Paint Me A Picture __ Event Map __ Decision Chart __ Data Retrieval Chart __ I –Search __ Discussion	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL __ Fishbone Planner __ Sanhi at Bunga __ Paint Me A Picture __ Event Map __ Decision Chart __ Data Retrieval Chart __ I –Search __ Discussion	<i>Strategies used that work well:</i> __ Group collaboration __ Games __ Solving Puzzles/Jigsaw __ Answering preliminary activities/exercises __ Carousel __ Diads __ Think-Pair-Share (TPS) __ Rereading of Paragraphs/Poems/Stories __ Differentiated Instruction __ Role Playing/Drama __ Discovery Method __ Lecture Method <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils’ eagerness to learn __ Group member’s Cooperation in doing their tasks	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL __ Fishbone Planner __ Sanhi at Bunga __ Paint Me A Picture __ Event Map __ Decision Chart __ Data Retrieval Chart __ I –Search __ Discussion	<i>Strategies used that work well:</i> __ Group collaboration __ Games __ Solving Puzzles/Jigsaw __ Answering preliminary activities/exercises __ Carousel __ Diads __ Think-Pair-Share (TPS) __ Rereading of Paragraphs/Poems/Stories __ Differentiated Instruction __ Role Playing/Drama __ Discovery Method __ Lecture Method <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils’ eagerness to learn __ Group member’s Cooperation in doing their tasks	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL __ Fishbone Planner __ Sanhi at Bunga __ Paint Me A Picture __ Event Map __ Decision Chart __ Data Retrieval Chart __ I –Search __ Discussion	<i>Strategies used that work well:</i> __ Group collaboration __ Games __ Solving Puzzles/Jigsaw __ Answering preliminary activities/exercises __ Carousel __ Diads __ Think-Pair-Share (TPS) __ Rereading of Paragraphs/Poems/Stories __ Differentiated Instruction __ Role Playing/Drama __ Discovery Method __ Lecture Method <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils’ eagerness to learn __ Group member’s Cooperation in doing their tas
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<b>Mga Suliraning aking naranasan:</b> __Kakulangan sa makabagong kagamitang panturo.	<b>Mga Suliraning aking naranasan:</b> __Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata.	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/	<b>Mga Suliraning aking naranasan:</b> __Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata.	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/	__Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata.	__ Bullying among pupils __ Pupils’ behavior/attitude __ Colorful IMs __ Unavailable Technology

	<input type="checkbox"/> Di-magandang pag-uugali ng mga bata. <input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical