



GRADES 1 to 12 DAILY LESSON LOG

School:

Teacher:

Teaching Dates and Time:

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SEPTEMBER 12 – 16, 2022 (WEEK 4-Day 1)

Grade Level:

Learning Area:

Quarter:

II

ALL SUBJECTS

1ST 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 (MUSIC) (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 text elements to see the relationship between known and new information to facilitate comprehension	Demonstrates awareness of language grammar and usage when speaking and/or writing.	Understanding of addition of whole numbers up to 1000 including money.	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdami	Demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music
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	Correctly presents text elements through simple organizers to make inferences, predictions and conclusions	Speaks and/or writes correctly for different purposes using the basic grammar of the language	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Naipahahayag ang ideya/kaisipan/damdami n/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	Responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself
C. Learning Competency/ Objectives Write the LC code for each.	Napahalagahan ang kasiyahan 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	Answer Wh -questions Identify the elements of the story EN2LC-Ia-j-1.1	Natutukoy ang mga panghalip na ginamit sa pangungusap. Natutukoy ang gamit (function) ng panghalip. Nagagamit sa sariling pangungusap ang mga panghalip sa pagpapakilala ng mahahalagang tao, lugar o pangyayari MT2GA-Ila-e-2.2.2	Reads and writes ordinal numbers from 1st through 20th. M2NS-Ie-17.2	Makasali sa usapan gamit ang telepono F2TA-0a-j-2	Demonstrate understanding of steady beats. 🔊 Maintain a steady beat when chanting, walking, tapping, clapping and playing musical instruments MU2RH-Ic-4
II. CONTENT	Aralin 4 Kakayahan ko, Pahalagahan ko! Pagkilala sa Sarili	ARALIN 1.4: Komunidad ko, Mahal ko!	Lesson 13: The Pink Wig Elements of the Story	IKAAPAT NA LINGGO Ang Aking Kaibigan Mga panghalip.	Ordinal Numbers	Aralin 4: Ang Batang Uliran, Laging Kinalulugdan Usapan sa Telepono	Subject Matter – Different Time-Meters – by 2s, 3s, 4s Reference – K to 12 Curriculum Guide in Music 2

							Materials: Songs Magmartsa Tayo 2 4 Masayang Pag-Awit 3 4 Yaman ng Pamayanan
LEARNING RESOURCES							
A. References	K-12 CG p.27	K-12 CGp 37	K-12 CG p.28	K-12 CG p. 88	K-12 CG p 30	k-12 CG p22	K-12 CGp.15
1. Teacher's Guide pages	p.14-16	p.10-11	P32-34	P 32-34	P 53-56	P20-21	p. 11-13
2. Learner's Materials pages	p.19-25	p.36-41	P38-40	P 27-28	p.36-38	P53-55	P12-16
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan. tarpapel	Larawan, tarpapel, mp4	Story: "The Pink Wig" by Myrna J. Hipolito picture cards, word cards, charts	Kuwento: "Ang Bagong Kaklase" Akda ni Babylen Arit-Soner	1. Number Cards 4. Mystery Box of Knowledge 2. manila paper 5. calendar 3. charts, activity sheets/worksheets 6. List of Pupils	Pasel at larawan ng telepono	Tarpapel. Mp3
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Muling ipabigkas ang tulang Talentado ako	Ipaawit sa mga bata ang kantang "Masaya kung Sama-Sama" at "Ako ay Maligaya." Talakayin ang kahulugan/mensahe na ipinahihwatig ng awit; kung angbawat isa ay sama-sama ay magiging maligaya ang magkakaibigan sa isang komunidad	Review: Use the word cards from last week lesson. Ask pupils to read these words.	Ipaawit ang Ako, Ikaw, Siya, Bahagi ng Sambayanan Adaptation from " It's I who Build Community	1. Drill Identify the place value of the given digit. Review Post on the board the sentence in the box below. Read the sentence in the box and then ask questions. I LOVE MATHEMATICS VERY MUCH	Ipakuha ang sagutang papel, panulat at Kagamitan ng Mag-aaral. Pasagutan ang Sagutan Natin sa LM p.___	Greeting Song: Hello/Kumusta 📎 Review Song: MasayangPag-awit Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

B. Establishing a purpose for the lesson	Magpakita ng larawan ng sumusunod: Manny Pacquiao Lea Salonga Liza Macuja Paeng Nepomoceno (Maaring palitan o dagdagan ang mga larawan) Itanong sa mga bata kung sino ang nasa larawan at kung ano ang kanilang talento. Paano kaya nila napanatili ang kanilang kakayahan? Binibigyang-halaga ba nila ang kanilang kakayahan? Magbigay ng kaunting impormasyon tungkol sa mga taong nasa larawan.	Itanong sa mga bata kung sila ay kabilang sa isang komunidad. Ipalarawan ang komunidad na kinabibilangan nila.	Show a picture of a pink wig or a real wig. Talk about it.	Itanong kung tungkol saan ang awit. Itanong din kung paano ipinakikilala ang sarili sa mga kaklase.	Strategy- Recognition Day Instructions: Have the pupils get the rolled paper in the Mystery Box of Knowledge to know who will be included in the top 20th. Let them stand before the class and pin the ribbon (Ordinal Number) on their left chest. Assign other pupils to serve as parents. Then ask some questions: Why do some pupils get honors? How do they study?	Ipabuo ang pasel ng telepono. Ano ang nabuong larawan? Saan ito ginagamit? Paano ito gamitin?	What isa Yaman ng Pamayanan ?
C. Presenting examples/ instances of the new lesson	Ipabasa sa mga bata ang diyalogo. Maaring pangkatin ang mga bata bilang Pepay, Kaloy, G. Santos, at mga bata para sa pagbasa	Ipabasa ang kuwentong “Ang Aking Munting Komunidad” sa modyul	Reading of the story The Pink Wig	Ipabasa ang mga pangungusap sa LM.	Divide the class into 5 working groups. Distribute the pocket charts and 20 cut-outs of objects. Be sure all groups have complete materials. Ask the pupils to put the cut-outs in the pocket chart. Then, ask them to put numbers on the object. Using cartolina strips, ask the pupils to write the ordinal numbers in symbols and words. Instruct them to place it opposite the number of the object.	Paano mo aanyayahan ang kaibigan mo sa isang pagtitipon ngunit malayo ang kanilang tirahan Pumili ng mga salita sa kahon na kasingkahulugan ng salitang may Salungguhit sa pangungusap. Isulat ang sagot sa kuwaderno. pumunta kinuha inimbata pumayag tiyak <u>Inanyayahan</u> ni Jackie si Lani sa kanyang kaarawan. Tumunog ang telepono at mabilis na <u>dinampot</u> ni Lani.	Present the song to the pupils. Yaman ng Pamayanan

D. Discussing new concepts and practicing new skills #1	Talakayin ang diyalogo. Itanong sa mga bata: Bakit binati ng guro ang kanyang mag-aaral? Sino-sino ang sumali sa paligsahan? Masaya ka ba para sa kanila?	Pasagutan ang mga tanong na kasunod	Encircle the letter of the correct answer. 1. Where did the story happen? a. classroom b. garden c. in the playground 2. Who are the characters in the story? a. Winnie, Miss Lim, and the pupils b. Tinny and Miss Lara c. Winnie and Tinny 3. What was Miss Lim's problem? a. Who the new pupil was? b. Where Winnie is? c. Where Tinny is?	Itanong kung anong mga salita sa pangungusap ang kinakatawan ng mga salitang may salungguhit. Ipaisa-isa ang bawat pangungusap. Ito ba ay ngalan ng tao? bagay? lugar? Tulungan ang mga bata na makapagbuo ng konsepto na ang panghalip ay mga salitang inihalili o ipinapalit sa pangngalan. Magpabigay sa mga bata ng iba pang halimbawa ng mga pangungusap na gumagamit ng panghalip.	What do you observe about what are written before the names of pupils? What do you observe about what are written next to the names of pupils? In the third column? Ask the pupils to continue writing the ordinal numbers in symbols and in word to complete the chart.	Talakayin ang usapan sa pamamagitan ng mga tanong sa Sagutin Natin Basahin muli ang usapan ng may kasagutan. Isang bata Bata sa bata	-Ask the pupils to listen as you chant the words of the song. - Tell the pupils to repeat after you. - Let the pupils do the chant alone while you listen. - Ask pupils to do the chant while you clap the beat. - Ask pupils to clap as they do the chant. - Let pupils tap the table as they do the chant. - Let pupils repeat after you.
E. Discussing new concepts and practicing new skills #2	Basahin nang tahimik ang maikling kuwento.	Sa isang papel, magtala ng mga bagay na iyong magagawa para sa iyong komunidad. Itala rin ang mga paraan kung paano mo mapapahalagahan ang iyong komunidad. Maghanda sa pagbabahagi nito		Pair-Share Sabihin sa mga bata na humanap ng kanilang kapareha. Bubunot sila ng isang pangngalan at bubuo ng mga pangungusap gamit ang wastong panghalip. Ipabahagi sa klase ang binuong pangungusap. (Gamitin ang mga mahahalagang tao, lugar, o pangyayari bilang mga halimbawang pangngalan na gagawan ng pangungusap ng mga bata)	Reinforcing Activity - Refer to the Learning Material Gawain 1 -3	Paano dapat simulan ang usapan sa telepono? Paano ito tatapusin? Ano-ano ang dapat tandaan sa pakikipag-usap sa telepono? Paano kung wala ang kakausapin? Ang gustong kausap ng tumawag? Paano tayo dapat nakikipag-usap sa telepono? Pasagutan ang Pahalagahan Natin sa LM, pahina ____.	Ask pupils to get their improvised rhythmic instruments. (pair of sticks, woodblocks, sandblocks, nails, coconut shells, drums, plastic egg tray or empty boxes/ tins) b) Let them play the instrument as they count 1, 2, 3, 4.
F. Developing mastery (leads to Formative Assessment 3)	Paano ipinakita ng mag-aaral ang kanilang talento? Ano ang kanilang naramdaman sa pagpapakita ng kanilang kakayahan?		1. Where did the story happen?(classroom) 2. Who are the characters in the story?(Winnie, Tinny, Miss Lim, the pupils)	Pasagutan ang Gawain 1 sa LM.	Post the calendar like the one presented below. Then ask the pupils to answer the following questions	Basahin ang usapan sa telepono. Piliin sa loob ng kahon ang wastong sagot sa patlang.	Then divide the class into 2 groups. One group plays the instrument while the other group sings.

			3. What was Miss Lim’s problem? (who the new pupil “Tinny” was) 4. How was it solved? (“Tinny” took off her wig) 5. How did the story end? (Everybody in the story was very happy.)			anuman Maaari Maraming salamat Pakibabali Hello! Marie : _____ I sino po sila? Mark : Hello! Si Mark ito. _____ ko bang makausap si Angelo? Marie : Si Marie po ito. Wala po si Kuya Angelo. May pagbibilin po ba kayo? Mark : _____ dalin niya ang kaniyang bola bukas? Maglalaro kami ng basketbol pagkatapos ng aming klase. Marie : Iyon lamang po ba ang bilin niyo? Mark : Oo, Iyon lamang. _____ Marie. Marie : Wala pong _____.									
G. Finding practical application of concepts and skills in daily living	Paano mo naman ginagamit at pinahahalagahan ang iyong natatanging kakayahan?	Pangkatang Gawain Magsadula ng mga paraan kung paano maipapakita ang pagpapahalaga sa komunidad na kinabibilangan.	After answering the questions. Ask the pupils to identify the elements of the story. (This was learned in Lesson 6. Finally, ask the pupils to fill up a story map.)	Ipagamit sa mga bata ang mga panghalip na siya, ito, sila, at ako sa pangungusap.	Refer to LM- Gawain 4 at 5	Humanap ng kapareha. Bumuo ng usapan sa telepono gamit ang isa sa mga sitwasyon. 1. Nais mong magtanong sa iyong kaklase tungkolsa yong takdang aralin dahil ikaw ay lumiban nang araw na iyon. 2. Tumawag ang kaklase ng ate mo. Wala ang ate mo. Nais ipagbiling tumawag na manghihiram siya ng aklat sa Filipino. 3. Tumawag ka sa iyong guro upang sabihing liliban ka dahil may sakit ka. 4. Tumawag ang iyong kaibigan upang imbitahan kang maglaro sa kanilang bahay.	Then divide class into four groups. Let pupils count off 1 to 4 to identify their group. <table><tr><td>Group I</td><td>Group II</td><td>Group III</td><td>Group IV</td></tr><tr><td>Sing the song</td><td>Play the instrument</td><td>Clap the beat</td><td>Walking around the room</td></tr></table> 1 2 3 4 1 2 3 4	Group I	Group II	Group III	Group IV	Sing the song	Play the instrument	Clap the beat	Walking around the room
Group I	Group II	Group III	Group IV												
Sing the song	Play the instrument	Clap the beat	Walking around the room												
H.Making generalizations and abstractions about the lesson	Ating Tandaan Ang talento o kakayahan ay higit na mapahahalagahan kung ito ay ginagamit ng may kasiyahan.	Paano ang wastong pagpapahalaga sa kinabibilangng komunidad? Ano ang kahalagahan ng komunidad?	What are the elements of the story?	Ano ang panghalip? Ano-ano ang mga halimbawa ng panghalip? Ipabasa ang Tandaan sa LM.	Ordinal numbers tell the position of objects/things or people in a definite order. To write ordinal numbers in words, write the counting numbers and the last two letters of the word form of the ordinal	Ano-ano ang dapat tandaan sa pakikipag-usap sa telepono?	If there are four beats in a measure, the song is in 4- time meter.								

					number. Except the following: One- first Eight - eighth Two – second Nine - ninth Three – third Twelve -Twelfth Five – fifth Twenty – Twentieth To write ordinal numbers in figures, write the number and affix the last two letters of the written word. First – 1st Second 2nd Third 3rd Fourth 4th																						
I. Evaluating learning	Gumuhit ng malaking puso. Sa loob nito isulat kung paano mo ginagamit at pinapahalagahan ang iyong natatanging talento	Mahandang short bondpaper, lapis at pangkulay. Sa gitna ng bondpaper, gumuhit ng puso Sa loob ng puso ay isulat ang inyong pangalan. Sa paligid ng puso, magtala ng mga maaari mong maibahagi sa iyong komunidad.	Recall the different parts of a story before asking pupils to do the exercises. Write the elements of the story in the Crescent Organizer 	Sipiin ang tamang panghalip na bubuo sa pangungusap. 1. Ang pangalan ko ay Lita Udani. (Siya, Ako) ay masayahing bata. 2. Si Nora Aunor ay mahusay na artista. (Siya, Sila) ay paborito ng nanay ko. 3. Sina Paul at Patrick aymagkapatid. (Siya, Sila) ay kambal. 4. Ang Bulkang Taal ay matatagpuan sa Batangas. (Ito, Siya) ay dinarayo ng mga Turista 5. Masarap ang pansit habhab. (Sila, Ito) ay kilalang pagkain sa Lucaban, Quezon.	Supply the missing ordinal numbers. 1 <table border="1"><tr><td>1st</td><td></td><td></td><td>4th</td></tr><tr><td></td><td>6th</td><td></td><td></td></tr><tr><td>9th</td><td></td><td>12th</td><td></td></tr><tr><td></td><td>15th</td><td></td><td></td></tr><tr><td></td><td></td><td>20th</td><td></td></tr></table> 2. Write the following ordinal numbers in words. 1. First _____ 2. Fourth _____ 3. Fifth _____ 4. Twentieth _____ 5. Nineteenth _____	1st			4th		6th			9th		12th			15th					20th		Buuin ang usapan sa telepono gamit ang ibinigay na sitwasyon. Tumawag si Angel sa kaniyang nanay. Magpapasundo siya nang maaga dahil masakit ang kaniyang tiyan. Kumain kasi siya ng sorbetes sa labas ng paaralan. Nanay : Hello! Sino po sila? Angel : Ako po ito, si Angel. _____ Nanay : Ganoon ba? Ano ba’ng kinain mo at sumakit ang tiyan mo? Angel : _____	Play five (5) short recorded music from CD and ask them to identify if meter is in 2s, 3s, or 4s. Let the children answer the checklist in the module.
1st			4th																								
	6th																										
9th		12th																									
	15th																										
		20th																									
J. Additional activities for application or remediation			Agreement Circle the balloons that correspond to the elements of the story "The Pink Wig." 		Please refer to the LM 14 – Gawaing Bahay		Assignment Ask pupils to list down 5 titles of songs they know and write their corresponding meters.																				

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 <i>Why?</i> ___ Complete IMs	<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 <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 <i>Why?</i>

	___ Group member's Cooperation in doing their tasks	___ 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	___ 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	Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method Why? ___ 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