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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **II** |
| **Teacher:** |  | **Learning Area:** | **ALL SUBJECTS** |
| **Teaching Dates and Time:** | **MARCH 2 – MARCH 6, 2020 (WEEK 7 – DAY 3)** | **Quarter:** | **4TH QUARTER** |

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| **OBJECTIVES** | **ESP** | **A.P** | **ENGLISH** | **MTB** | **MATH** | | **FILIPINO** | | **MAPEH (P.E )** | |
| **( 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)** | |
| **A. Content Standard** | 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 | Identify what an exclamatory sentence is  Come up with a exclamatory sentence | Demonstrates knowledge of and skills in word analysis to read, write in cursive and spell grade level words.  Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension. | Demonstrates  understanding of time, standard measures of length, mass and capacity and area using square-tile units. | | Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin | | Demonstrates  understanding of  movement activities  relating to person,  objects, music and  environment | |
| **B. Performance**  **Standard** | Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon | Nakapahahalagahan ang mga paglilingkod ng komunidad sa sariling pag-unlad at nakakagawa ng makakayanang hakbangin bilang pakikibahagi sa mga layunin ng sariling komunidad | Demonstrate grammatical awareness by being able to read, speak and write correctly  Communicate effectively, in oral and written forms, using the correct grammatical structure of English | Applies word analysis skills in reading, writing in cursive and spelling words independently.  Reads with sufficient speed, accuracy, and proper expression in reading grade level text. | Is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations. | | Naipahahayag ang  ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon  **F2TA-0a-j-2** | | Performs movement  activities involving person, objects, music and environment correctly | |
| **C. Learning**  **Competency/**  **Objectives**  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  ***EsP2PDIVe-i– 6*** | Napahalagahan ang kagalingan pansibiko sa sariling komunidad Nakakalahok sa mga gawaing pinagtutulungan ng mga kasapi para sa ikabubuti ng pamumuhay sa komunidad  ***AP2PKK-IVg-j-6*** | Recognize and use exclamatory sentences  Use the exclamation point correctly  Express appropriate feelings on a given situation  ***EN2G-Id-e-1.3*** | Nakapaghahambing kung paano ginamit ng may akda ang mga pampanitikang elemento  Nakababasa ng mga salita sa unang kita na angkop sa ikalawang baitang nang may kahusayan  Nababaybay nang tama ang mga salita na may:Kambal-katinigatklaster, diptonggo, at iba pa | **Infers and interprets data**  **presented in a pictograph**  **without and with scales.**  ***M2SP-IVi-3.2*** | | Nagagamit nang wasto ang pang-angkop na **na F2WG-Ivg-j-8** | | **Engages in fun and enjoyable physical**  **activities**  **PE2PF-IV-ah-2** | |
| **II. CONTENT** | **Pagmamahal sa Diyos (Love of God)** | **Paksang Aralin ARALIN 8.4 Ang Pangarap Kong Komunidad** | **LESSON 26: I Know What An Exclamatory Sentence Is.** | **Modyul 34:**  **IKATATLUMPU’T APAT NA LINGGO**  Balitang Lokal | **Lesson 115:** **Read and Make Pictograph** | | Aralin 7: Purihin Natin ang Diyos | | **Content: Lesson 4.4.1**  **TAGGING AND DODGING** | |
| **LEARNING RESOURCES** |  | | | | | |  | |  | |
| **A. References** | K-12 CGp.38 | K-12 CGp.61 | K-12 CGp. | K-12 CGp. | K-12 CGp. | | K-12 CGp. | | K-12 CGp. | |
| **1. Teacher’s Guide pages** | P.108-110 | 85-86 | 55-58 | 291-292 | 401- 407 | | 234-235 | | 295-297 | |
| **2. Learner’s Materials pages** | P.275-282 | 262-268 |  |  | 284-286 | | 458-462 | |  | |
| **3. Textbook pages** |  |  |  |  |  | |  | |  | |
| **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 | Tarpapel, picture | Larawan, tarpapel | **1. Calendar where Philippine holidays are written**  **2. Sample Pictographs** | | Larawan. tarpapel | |  | |
| **III. PROCEDURES** |  |  |  |  |  | |  | |  | |
| **A. Reviewing previous lesson or presenting the new lesson** | Maaaring magpakita ng video clips o mga larawan na nagpapakita ng pagpapasalamat at pagbabahagi sa kapwa ng talino at kakayahang bigay ng Panginoon | Itanong:  Ano ang dapat isaisip upang matupad ang pangarap mong komunidad? | **Daily Language Activity** - Target Words for the Day (Drill)  Let us read the sight words. Read after me. | Natatandaan pa ba ninyo sina Brix at Troy na mahilig maglaro , ang mga batang nakakita sa mga Illegal loggers sa kanilang lugar? Muli natin silang maririnig sa isang kuwento. | Show a calendar where all regular holidays in every month are listed.  Select the first 4 months of the calendar and count the number of holidays.( | | Punan ng tamang salita ang mga patlang upang maging madulas ang bigkas ng mga pahayag.  1. banal \_\_\_ kasulatan  2. malusog \_\_\_ pangangatawan  3. marupok \_\_\_ tali  4. dyip \_\_\_ luma  5. bulaklak \_\_\_ sampagita | | 1. Warm Up Activity  Marching  Stretching | |
| **B. Establishing a purpose for the**  **lesson** | Itanong sa mag-aaral kung paano sila makapagpapasalamat sa taglay nilang kakayahan at talino sa Dakilang Lumikha. | Ano ang dapat mong isaisip upang matupad ang iyong pangarap na komunidad? | “The Boat is Sinking”  *Say*: Let’s have a game? I will say: “The boat is sinking.” Let’s form groups  of four.’ You have to form a group with four members. Those who will  not belong to any group will take their seats and be out of the game. Is  the instruction clear? | Sino sa inyo ang nakarating na sa gitna ng kagubatan ?Ano ang masasabi mo sa larawang nasa LM?  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | 1.Motivation  What tree is abundant in your place? (Coconut, Mango, etc.)  Have you seen a coconut tree (most common)?  What can we get from a coconut tree? | | Magpakita ng larawan ng mga sumusunod: sumasayaw, kumakanta, nagdo-  drawing at gumagawa ng bagay na mabuti sa kapwa.  Itanong: Ano-ano ang mga nasa larawan? Ginagawa rin ba ninyo ito? Kailan  ninyo ito ginagawa? Bakit ninyo ito ginagawa? | | 1.Motivation  Have you ever played any game that the “IT” where you chase the other player and the player being chased will try to escape or evade the “IT” or any object?  2.Unlocking of difficulties:  Dodge- to elude or evade by a sudden shift of position or by strategy.  Tag- to touch using fingers or hand | |
| **C. Presenting examples/ instances of the new lesson** | Muling balikan ang binasang tula kahapon.  Basahin ito at isaisip nang mabuti. | Basahin: Ipabasa muli ang usapan sa pahina 262-264 ng LM | 1. Introduction  *Say:* You already learned declarative sentences. Today, you are going to  Learn another kind of sentence.  2. Agreement Check-up  a. Will you draw on the board a smiley face?  b. *Ask for each face*: Everybody, show a (happy) face!  3. Skill Development  a. Elicitation (lifted from the story through the art of questioning)  *Say:* Match the situation I am going to say with the most possible words  of the characters in the story “Boatman to the Rescue”. | Ipabasa ang kuwento sa LM | Today we will make a pictograph. What is a pictograph? A  pictograph is a graph that uses pictures or symbols to show or represent data. All pictographs have labels and Key or legend. A label is a short description  given for the purpose of identification. A key or legend is a word or phrase or number written on or next to a picture, map, etc. that explains what it is about or what the symbols on it mean or equal to.  Conduct a survey to the class who have old or new bags, shoes, hats and umbrellas, etc. (anything that the pupils usually bring to school) Group the pupils according to the classification s/he sets. Write on the board or uselarge chart paper, or an overhead projector to record the information in a tally chart format. Let the pupils draw the categories if possible. From the collected data, let them create their own data representations or even their own pictograph. S/he should see to it (observe/guide) that the pupils include the necessary parts of the graph/table.  include the necessary parts of the graph/table. | | Ipabasa ang tula sa bahaging **Basahin Natin** sa LM, pahina \_\_\_. | | Tell the pupils that they will be having an activity to familiarize tagging and dodging game and at the same time familiarize the skills of this game.  Activity I  Dragon Dodge Ball  Have the entire group make a circle and pick 4 or 5 pupils for a team. This team goes into the center of the circle and forms a line by holding the waist of the player in front of them and they will be called “Dragon.” Those pupils who are in the circle throw the ball to the dragon trying to hit the last person below the waist. Once hit, the last person returns to the outside circle and players continue to hit the pupil’s tail of the dragon until one pupil is left who is the tail. A new team then goes into the middle. Record the time when the game started and ended. It ends when the last player was hit. | |
| **D. Discussing new concepts and practicing new skills #1** | Gumawa ng isang poster sa isang kartolinang puti sa pamamagitan ng pagpili ng larawan sa ibaba na nagsasaad ng iyong kakayahan . Pagkatapos itong makulayan ay ipawasto ito sa iyong guro. | 1. Ano-anong dapat isaisip ng isang batang tulad mo upang matupad ang pangarap mong komunidad?  2. Bilang isang bata, paano mo maipapakita ang iyong pagtugon upang magkaroon ng isang kaaya-ayang komunidad? Ilarawan ang sagot.  3. Paano mo mapapahalagahan ang mga ginagawa ng iyong magulang upang matugunan lamang ang iyong mga pangangailangan sa iyong pag-aaral nang matupad mo ang iyong mga pangarap?  Ilarawan ito sa pamamagitan ng pagsagot sa kahon. | Teacher’s Part Choices  - When it rained hard, what do you think would Fred have said?  - When Bobby saw the flood, what do you think would he have said?  - When Fred’s mother saw that the water was rising inside, what do you think  would she have said?  - When Mother saw Fred and Bobby on a boat, what do you think would mother have said?  C:\Users\Toshiba\Desktop\Untitled.png | Sino-sino ang tauhan sa kuwento?  Saan nangyari ang kuwento?  Ano ang hilig ng dalawang bata?  Saan sila nakararating sa paglalaro?  Ano ang nangyari sa kanila sa gitna ng kagubatan?  Sino ang nakilala ng dalawa sa gitna ng kagubatan?  Ano ang kanilang ginawa kasama ang batang ada  oengkantada?  Ano ang ibinigay sa kanila ng batang ada o engkantada?  Ano ang naramdaman nina Brix at Troy?Bakit?  Aling pangyayari sa kuwento ang naibigan mo? Bakit  Alin ang hindi totoo sa kuwento? Bakit?  Anong aral ang nais ipahiwatig ng may akda ng kuwento? | What is the title of the Pictograph? Who has a big lot? What are the labels in the pictograph? What is the symbol used in the pictograph?  What did he want to plant on it? How many months did he plant?  Let the pupils read the months. What is the key or legend of the pictograph?  What is the equivalent of one  ? (How many coconut tree a picture  represents?)  What month did he plant the most number of coconut trees?  (If 1 coconut tree (picture) | | Ipasagot ang **Sagutin Natin** sa mga mag-aaral sa LM, sa pahina \_\_\_ | | ( Modeling)  What did you do to avoid the object being thrown to you? What skills did you execute to avoid the object? | |
| **E. Discussing new concepts and practicing new skills #2** | Umisip ng tatlong paraan upang makapagpasalamat sa iyong mga kakayahan at talinong taglay. | Isagawa:    A. Pangkatang gawain:  Piliin ang pangungusap na nagsasabi ng pangarap mong komunidad. Isulat sa papel ang iyong napiling pangungusap.  1. Komunidad na may malawak at magandang palaruan, maraming tao ang namamasyal at maraming bata ang naglalaro.  2. Komunidad na may malalaking pamilihan, mga magagarang sasakyan at malaking paaralan.  3. Komunidad na tahimik ngunit maunlad, may disiplina at pagtutulungan ang mga tao, may hanapbuhay at may mataas na uri ng pamumuno ang mga bumubuo nito.  4. Komunidad na naliligiran ng tubig upang magkaroon nang mabuting hanapbuhay ang mga naninirahan dito tulad ng turismo, pangisdaan at iba pa.  5. Komunidad na nasa lungsod kung saan maunlad ang pamumuhay. Maraming magagandang gusali, sasakyan, pasyalan, pamilihan at iba pa | b. Analysis  *Say:* Let us study each exclamatory sentence.  1. “Yehey! It’s raining.”  2. “The water is rising now!”  3. “Oh no! I have to go up to the roof.”  4. “Fred! Oh, thank God, you’re safe.”  Ask the following questions:  a. What feeling did Fred show when it rained hard?  b. What feeling did Bobby show when he saw that the water on the streets  were rising?  c. What feeling did Mother show when the water in their house was rising?  d. What feeling did Fred’s mother show when she saw Fred was safe?  e. Are these feelings strong or weak?  f. What punctuation mark ends each exclamatory sentence? Everybody, write  an exclamation point in the air, on your desk/armres | Magbigay ng mga pamagat ng kuwento at itanong kung ito ay kuwentong makatotohanan at hindi makatotohanan. | Makikita sa larawan ang tala ng mga Boy Scouts na  nakilahok sa programang “Barangay Clean Up” sa  loob ng isang linggo. | | Talakayin ang pang-angkop na **na**. Sabihin na ito ay ginagamit kung ang  salitang sinusundan ay nagtatapos sa mga katinig maliban sa katinig N.  Magpabigay ng mga halimbawa ng salitang inuugnay ng pang-angkop na **na**. | | We will have another activity. Identify what is the kind of game after the activity. | |
| **F. Developing mastery (leads to Formative Assessment 3)** | Ano ang kailangan nating gawin upang makapagpasalamat sa ating mga kakayahan at talino?  Ano ang mabubuting epekto kung marunong tayong magpaunlad ng  ating mga kakayahan at  talinong taglay?  Dapat ba tayong magsimba tuwing araw ng Linggo?  Dapat bang ibalik natin sa ating kapwa kung anuman ang biyayang ipinagkaloob sa atin? Bakit kailangan natin itong gawin?  Ano ang maibubunga ng pagiging mapagpasalamat sa Diyos at sa ating kapwa? | Isagawa:  Gamit ang semantic webbing , ilarawan ang iyong napiling pangungusap sa pamamagitan ng pagsagot sa loob ng bilog. | Directions: Put ! at the end of each exclamatory sentence.  1. We won\_\_\_  2. Hurray\_\_\_  3. Fire\_\_\_Fire\_\_\_Fire\_\_\_  4. What a big dog\_\_\_  5. Oh, thank you\_\_\_ | **Pinatnubayang pagsasanay**  Ipagawa ang Gawain 2 sa LM. | Gumawa ng Tally Chart ayon sa pictograph sa  ibaba. | | Ipagawa ang bahaging **Gawin Natin** sa LM, pahina \_\_\_. | | Activity I - Tag Game  Caged Lion  Form a circle. Select one player to be the lion standing at the center. Other players tease the lion by standing in the cage area or running through it. The lion tries to tag any of the players. Anyone who is tagged by the lion will become the new lion.  What is the objective or aim of the “IT” in this game?  How did the “IT” get out as a Lion? What should you do so you cannot be tagged or touched by the “IT”?  What do you think are the movement skills of this game?  Explain the dodging skills that a player should have. | |
| **G. Finding practical application of concepts and skills in daily living** | Paano mo maisasabuhay ang pagpapakita ng iyong kakayahan?Paano mo ito mapapaunlad? Paano ka makapagpapasalamat sa iyong kapwa at sa Diyos sa pagkamit ng iyong natatanging kakayahan at talino? | Sumulat ng tatlong pangungusap na nagsasabi ng dapat isaisip upang matupad ang pangarap na komunidad.  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Oral Practice (triad)  Directions: Read the sentence inside the thought bubble.  Say it in different ways. Choose a smiley face and wear it.  Then say the sentence according to the smiley face.  Check if your group mate uses the exclamatory sentence  correctly. (*Refer to LM, p. We Can Do It))* |  | Isulat sa papel ang sagot sa ipinakitang tally chart. | | Ipagawa ang bahaging **Sanayin Natin** na makikita sa LM sa pahina \_\_\_.( Ito ay Malayang Pagsasanay) | | Complete the sentence and write it in a clean sheet of paper.  1. I learned that tagging and dodging games will help me develop my skills in \_\_\_\_\_\_\_\_\_\_.  2. Participating in tagging and dodging games is \_\_\_\_\_\_\_\_\_\_. | |
| **H.Making generalizations**  **and abstractions about the lesson** | Basahin:  Lahat tayo ay natatangi at pinagpala ng ating Panginoon na may iba‟t ibang talino at kakayahan. Dapat natin itong paunlarin bilang pasasalamat sa Panginoong nagbigay sa atin. | Ang bawat bata ay may pangarap na komunidad.  /Pangarap ng bawat tao ang komunidad na maunlad, 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. | An *exclamatory sentence* expresses a strong feeling.  It is used when one *feels happy, angry, surprised or afraid.*  It starts with a capital letter and ends with an *exclamatory point (!).* | Paano isinulat ng may-akda ang kuwento?  Ipabasa ang Tandaan sa LM. | What is a pictograph?  It is a representation of data using pictures.  What is a key or legend?  It is a short description of a picture or illustration.  How can we interpret a pictograph?  We can interpret a pictograph by using legend. | | Kailan at papaano ginagamit ang pang-angkop na **na**? Tingnan at pag-aralan  ang bahaging **Tandaan Natin** sa LM **,** pahina \_\_. | | (Generalization )  Tagging and dodging is a game that has something to do with your physical fitness.  In tagging and dodging you should have always presence of mind, body coordination, strength and speed in order to escape easily.  Maintain a personal space in order not to bump others. | |
| **I. Evaluating learning** | Itanong sa mga bata:  Ano ano ang naidudulot sa atin ng pagpapaunlad ng ating talino at kakayahan?  2. Ipabasa nang sabay-sabay ang “Gintong Aral”  Pagpapaunlad ng talino at kakayahan, tungo sa kapakipakinabang at maayos na buhay. | Kopyahin ang talahanayan sa ibaba at itala dito ang mga gawaing nagpapakita ng pangarap mong komunidad. Sa katapat nito ay isulat ang dapat mong isaisip upang matupad ito.   |  |  | | --- | --- | | Pangarap Kong Komunidad | Isaisip Upang Matupad Ito | | 1. |  | | 2. |  | | 3. |  | | Directions: Read each pair of sentences. Check the box which has an  exclamatory sentence. (*Refer to LM, p,. Measure My Learning)*  1. Come here, Jessa. What a sunny day!  2. Go! Crash! The glass fell.  3. Fire! Fire! Fire! Ouch! My tooth is aching.  4. Happy New Year! How are you?  5. I love red things. Surprise! I have a gift for you. |  | 1. What is the most favorite snack of the pupils?  2. What is the least favorite snack?  3. How many pupils like sandwich? Spaghetti? Pizza? Bread?  4. How many pupils like spaghetti and bread?  5. What is the total number of pupils? | | Ipasagot sa mga mag-aaral ang **Linangin Natin** sa LM, pahina \_\_\_. | | Write T if the sentence tells about tagging, D if it tells about Dodging and X if the sentence does not tell either dodging or tagging. Write your answer before the number.  \_\_\_\_\_\_\_\_ 1. Games which uses an object.  \_\_\_\_\_\_\_\_ 2. Game which uses a hand to reach or touch the person and  becomes the “IT”.  \_\_\_\_\_\_\_\_ 3. It involves one or more players.  \_\_\_\_\_\_\_\_ 4. It involves a ball and a net which need an official of the game.  \_\_\_\_\_\_\_\_ 5. “IT” chase the other player in attempt to touch them with their hands or fingers | |
| **J. Additional activities for application or remediation** |  | Takdang –Aralin  Magsagawa ng isang panayam tungkol sa kung paano matutupad ang pangarap ng inyong komunidad ukol sa maganda , maunlad , ligtas at tahimik na pamayanan. | Ask the children how they feel when they hear a thunder clap. What do they say  when they hear a thunder clap? |  | Ang sumusunod ay talaan ng mga miyembro ng HIA Sports Club. Gumawa ng pictograph gamit ang  talaang ito. Isulat sa papel ang iyong kasagutan. | | Daglatin ang mga sumusunod:  Binibini  Doktor  Kagalang-galang  Ginoo  Attorney  Kailan ginagamit ang malaki at maliit na letra at mga bantas sa mga salitang dinaglat? | | ( Assignment)  Do the overhand and underhand movement at home to be used in the games for the next meeting. Practice the different skills that we had. | |
| **IV. REMARKS** |  |  |  |  | |  | |  | |
| **V. REFLECTION** |  |  |  |  | |
| **A..No. of learners who earned 80% in the evaluation** |  |  |  |  |  | |  | |  | |
| **B.No. of learners**  **who require additional 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 teachingstrategies worked well? Why did these work?** | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | *Strategies used that work well:*  \_\_\_ 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*Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | *Strategies used that work well:*  \_\_\_ 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*Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | | **Stratehiyang dapat gamitin:**  \_\_Koaborasyon  \_\_Pangkatang Gawain  \_\_ANA / KWL  \_\_Fishbone Planner  \_\_Sanhi at Bunga  \_\_Paint Me A Picture  \_\_Event Map  \_\_Decision Chart  \_\_Data Retrieval Chart  \_\_I –Search  \_\_Discussion | | *Strategies used that work well:*  \_\_\_ 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*Why?*  \_\_\_ 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?** | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | **Mga Suliraning aking naranasan:**  \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | | \_\_Kakulangan sa makabagong kagamitang panturo.  \_\_Di-magandang pag-uugali ng mga bata.  \_\_Mapanupil/mapang-aping mga bata  \_\_Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.  \_\_Kakulangan ng guro sa kaalaman ng makabagong teknolohiya  \_\_Kamalayang makadayuhan | | \_\_ 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?** | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | | \_\_Pagpapanuod ng video presentation  \_\_Paggamit ng Big Book  \_\_Community Language Learning  \_\_Ang “Suggestopedia”  \_\_ Ang pagkatutong Task Based  \_\_Instraksyunal na material | | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical | |