
 DAILY LESSON LOG	Grade Level	Grade TWO	EDUKASYON SA PAGPAPAKATAO	
	Teacher	CINDY ROSE M. CARNERO	Quarter:	FIRST (Week 7)
	Date	JULY 17 – 21, 2017	Checked by:	TERESITA M. BELELA School Head

OBJECTIVES	LUNES 07/17/2017	MARTES 07/18/2017	MIYERKULES 07/19/2017	HUWEBES 07/20/2017	BIYERNES 07/21/2017
A. Content Standard	Naipamamalas ang pang unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pag-kakabuklobbuklodo pagkakaisa ng mgakasapi ng tahanan at paaralan.	Naipamamalas ang pag-unawa sa kahalagahan ng pagiging sensitibo sa damdamin at pangangailangan ng iba, pagiging magalang sa kilos at pananalita at pagmamalasakit sa kapwa	Naipamamalas ang pang unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pag-kakabuklobbuklodo pagkakaisa ng mgakasapi ng tahanan at paaralan.	Naipamamalas ang pang unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pag-kakabuklobbuklodo pagkakaisa ng mgakasapi ng tahanan at paaralan.	
B. Performance Standard	Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa paaralan at pamayanan.	Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa	Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa paaralan at pamayanan.	Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa paaralan at pamayanan.	
C. Learning Competency/ Objectives Write the LC code for each.	Naiisa-isa ang mga tuntunin at pamantayang itinakda sa paaralan at pamayanan sa paggamit ng pampublikong pasilidad / kagamitan. EsP2PKP- Id-e – 12	Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan . EsP2P- IIh-i – 13	Naiisa-isa ang mga tuntunin at pamantayang itinakda sa paaralan at pamayanan sa paggamit ng pampublikong pasilidad / kagamitan. EsP2PKP- Id-e – 12	Naiisa-isa ang mga tuntunin at pamantayang itinakda sa paaralan at pamayanan sa paggamit ng pampublikong pasilidad / kagamitan. EsP2PKP- Id-e – 12	Nakapagbibigay ng lingguhang pagsusulit
II. CONTENT	Aralin 7 Ito’y Atin, Alagaan natin!	Aralin 7 Ito’y Atin, Alagaan Natin!	Aralin 7 Ito’y Atin, Alagaan natin!	Aralin 7 Ito’y Atin, Alagaan natin	Lingguhang Pagsusulit
LEARNING RESOURCES					
A. References	K-12 Curriculum Guide p.	K-12 Curriculum Guide p.15	K to12 Curriculum Guidep.17	K to12 Curriculum Guidep.	Summative test files
1. Teacher’s Guide pages	23	23	24	24	

2. Learner's Materials pages	50-52	53-54	55- 57	58-59	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Larawan, tarpapel	Larawan,aklat	Larawan, tarpapel	Tsart, Show- me- board	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Magpakita ng larawan ng pamilyang namamasyal. Itanong sa mga bata kung naranasan na nilang mamasyal kasama ang kanilang pamilya? Bakit? Ano inyong naramdaman?	Balikan ang kuwentong binasa tungkol sa " Ang Masayang Pamilya "	Balikan ang mga natalakay na tuntunin at pamantayan sa paggamit ng pampublikong pasilidad.	Isa-isahing muli ang mga tuntunin at pamantayan sa wastong paggamit ng pampublikong pasilidad.	Awit
B. Establishing a purpose for the lesson	Maaring magkwento ang mga bata ng kanilang sariling karanasan sa pamilya	Masaya din ba kayo ng iyong pamilya? Saan kayo madalas namamasyal?	Mahalaga bang sumunod sa mga tuntuning ito?	Ipakita ang mga halimbawang larawan ng mga pampublikong pasilidad na ito	Pagbibigay ng pamantayan
C. Presenting examples/ instances of the new lesson	Basahin nang tahimik ang kwentong "Ang Masayang Pamilya", pahina 50-52 LM	Magpakita ng larawan ng mga pampublikong pasilidad? Nakagamit na ba kayo nito? Maaring magkwento ang bata sa kayang karanasan.		Ngayon ay alam na ng mga bata ang wastong tuntunin at pamantayan sa paggamit ng pampublikong pasilidad sa kanilang pamayanan.	Pagsasabi ng panuto
D. Discussing new concepts and practicing new skills #1	Ipabasa muli ang kuwento nang pabigkas sa isang bata ang bawat talata hanggang sa matapos ang kuwento	Tanungin ang mga bata kung naisasagawa ba nila ang wastong paggamit ng pampublikong pasilidad batay sa tuntunin at pamantayan sa pamayanan		Magpasulat sa mga bata ng 3 tuntunin o pamantayan na palagi nilang sinusunod P 58 LM	Pagsagot sa pagsusulit
E. Discussing new concepts and practicing new skills #2	Pasagutan ang mga tanong sa pahina 52 LM pagkatapos basahin ang kuwento	Ipasuri sa mga bata ang mga larawan sa pahina 53- 54 ng modyul.	Pasagutan ang gawain 1 sa pahina 55-56 ng modyul. Pagtapatin ang mga tuntunin at pamantayan sa hanay A na aangkop sa mga larawan sa hanay B.	(Maari ding magsadula ang mga bata patungkol sa Paksa)	
F. Developing mastery (leads to Formative Assessment 3)		Talakayin ang mga tuntunin at pamantayan sa wastong	Magsagawa ng pangkatang gawain sa paggawa ng poster tungkol sa tuntunin		


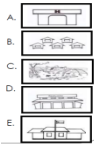



		paggamit ng pampublikong pasilidad	sa paggamit ng mga pampublikong pasilidad. Talakayin ang mga gabay sa paggawa nito sa pahina 57 ng modyul		
G. Finding practical application of concepts and skills in daily living			Ano sa palagay mo ang mangyayari kapag di natin sinunod ang mga patakaran sa paggamit ng pampublikong pasilidad?	Gamit ang Show-Me-Board , isulat ang tuntunin o pamantayan sa wastong paggamit ng mga pampublikong pasilidad na ipapakita ng guro.	Magpakita ng katapatan sa pagsusulit.
H. Making generalizations and abstractions about the lesson		Bigyang-diin ang ating tandaan . Ipabasa sa bata ng sabay-sabay hanggang sa ito ay matandaan nila	Ano ang dapat ninyong gawin sa mga pampublikong pasilidad o kagamitan? Bakit?	Ipabasa muli ang Tandaan sa 54 ng modyul .	
I. Evaluating learning	Ano-ano ang mga pampublikong pasilidad na alam mo? Sumulat ng tatlo nito.	Bawat grupo ay sumulat sa 1/4 na kartolina ang Tandaan mo . Basahin sa tuwi -tuwina upang maisaulo ito.	Ihanda ang mga kagamitan para sa pangkatang gawain	Humanda sa pagsasanay	Itala ang mga puntos ng mag-aaral.
J. Additional activities for application or remediation	Ang karugtong na aralin ay tatalakayin kinabukasan sa kadahilanang di sapat ang oras nito.	May karugtong na aralin kinabukasan	May karagdagang gawain kinabukasan	Ang pagtataya ay gagawin kinabukasan	Bigyan ng paghahamon ang mga mag-aaral para sa susunod na pagtataya.
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	
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	
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	
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	
E. Which of my teaching strategies worked well? Why did these work?	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain ___ ANA / KWL	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain ___ ANA / KWL	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain	Stratehiyang dapat gamitin: ___ Koaborasyon ___ Pangkatang Gawain ___ ANA / KWL	

	<input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<input type="checkbox"/> ANA / KWL <input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	<input type="checkbox"/> Fishbone Planner <input type="checkbox"/> Sanhi at Bunga <input type="checkbox"/> Paint Me A Picture <input type="checkbox"/> Event Map <input type="checkbox"/> Decision Chart <input type="checkbox"/> Data Retrieval Chart <input type="checkbox"/> I –Search <input type="checkbox"/> Discussion	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <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	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <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	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <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	Mga Suliraning aking naranasan: <input type="checkbox"/> Kakulangan sa makabagong kagamitang panturo. <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	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<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	<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	

 DAILY LESSON LOG	Grade Level	Grade TWO	ARALING PANLIPUNAN	
	Teacher	CINDY ROSE M. CARNERO	Quarter:	FIRST (Week 7)
	Date	JULY 17 – 21, 2017	Checked by:	TERESITA M. BELELA School Head

OBJECTIVES	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
	07/17/2017	07/18/2017	07/19/2017	07/20/2017	07/21/2017
A. Content Standard	Naipamamalas ang pagunawa sa kahalagahan ng kinabibilangang komunidad	Naipamamalas ang pagunawa sa kahalagahan ng kinabibilangang komunidad	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	
B. Performance Standard	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	
C. Learning Competency/ Objectives Write the LC code for each.	Naibibigay ang mga sagisag o simbolong makikita sa kapaligiran Ng komunidad AP2KOM-Ide-7	Nailalarawan ang mga simbolo AP2KOM-Ide-7	Nailalarawan ang sariling komunidad gamit ang mga simbolo sa payak na mapa Nakikilala ang mga sagisag na ginagamit sa mapa sa tulong ng panuntunan. P2KOM-Id-e-7	Nailalarawan ang sariling komunidad gamit ang mga simbolo sa payak na mapa Nakikilala ang mga sagisag na ginagamit sa mapa sa tulong ng panuntunan. P2KOM-Id-e-7	Nakapagbibigay ng lingguhang pagsusulit
II. CONTENT	Mga Sagisag at Simbolo sa Aking Komunidad "Komunidad ng San Isidro"	Mga Sagisag at Simbolo sa Aking Komunidad "Mga Simbolo sa Komunidad"	ARALIN 2.2: Mga Sagisag at Simbolo sa Aking Komunidad	ARALIN 2.2: Mga Sagisag at Simbolo sa Aking Komunidad	Lingguhang Pagsusulit
LEARNING RESOURCES					
A. References	K-12 C.G P.	K-12 C.G P.		K to12 Curriculum Guidep.	Summative test files

			K to12 Curriculum Guidep.12		
1. Teacher's Guide pages			15-16	15-16	
2. Learner's Materials pages	45-51		50-56	50-56	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Larawan, tarpapel	Larawan, tarpapel	larawan	Larawan	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Anu-ano ang mahahalagang impormasyon na dapat nating malaman sa ating komunidad?	Ipakita ang iba't-ibang simbolo na makikita sa komunidad. Pag-usapan ito.	Anu-ano ang mga batayang impormasyon ng isang komunidad?	Itambal ang Hanay A sa Hanay B. Isulat ang letra ng tamang sagot sa papel. A B 1. Grupong etniko A . Davao 2. Relihiyon B. Sampaguita	Awit
B. Establishing a purpose for the lesson	Magpakita ng mapa ng isang komunidad Ano-anong mga sagisag o simbolo ang nakikita mo sa larawan? Alam mo ba ang kahulugan ng mga sagisag na ito? Kaya mo bang ilarawan ang mga ito?	<i>Isulat kung ano ang sinisimbolo ng mga sumusunod na larawan.</i>	Magpakita ng mapa ng isang komunidad. Itanong: Ano-anong mga sagisag o simbolo ang nakikita mo sa larawan?	Magpakita ng larawan ng mga simbolo ng mga ng isang komunidad.	Pagbibigay ng pamantayan
C. Presenting examples/ instances of the new lesson	Ipakita sa mga bata ang mapa ng komunidad ng San Isidro. Talakayin.	Gamit ang powerpoint ipakita ang iba-ibang simbolo sa komunidad at ipalarawan ito	Ipakita sa mga bata ang mapa ng komunidad ng San Isidro. Talakayin.	Itanong: Kaya mo bang ilarawan ang mga ito? Pag-usapan ang sagot ng mga bata. Iugnay sa araling tatalakayin.	Pagsasabi ng panuto
D. Discussing new concepts and practicing new skills #1	Anu-ano ang mga simbolong makikita sa Isang komunidad?	Anu-ano ang mga simbolong makikita sa Isang komunidad?	Ipaliwanag sa klase na may mga simbolo at sagisag na kaugnay ng mga estrukturang nakikita sa mapa ng Komunidad ng San Isidro. Ang mga sagisag na ito ay ay kaniya-kaniyang kahulugan.	Ipaliwanag sa klase na may mga simbolo at sagisag na kaugnay ng mga estrukturang nakikita sa mapa ng Komunidad ng San Isidro. Ang mga sagisag na ito ay ay kaniya-kaniyang kahulugan	Pagsagot sa pagsusulit

E. Discussing new concepts and practicing new skills #2	Pasagutan ang Gawin mo sa p.48	Pasagutan ang Gawin mo sa p.48	Ipaliwanag ang panuto sa bawat gawain sa Gawin Mo bago ito ipagawa sa mga bata.	A. Hanapin sa Hanay B ang sagisag na tinutukoy sa Hanay A. Isulat sa pa  ng letra ng tamang sagot. Hanay A 1. Paaralan	
F. Developing mastery (leads to Formative Assessment 3)	Tingnan ang mga larawan at isulat ang mga sinasagisag ng simbolo.	Tingnan ang mga larawan at isulat ang mga sinasagisag ng simbolo.	Paghandain ang klase ng Sagutang Papel kung walang notebook para sa mga gawain sa Araling Panlipunan. Dito ipasulat ang sagot sa bawat pagsasanay. Iminumungkahing angbawat bata ay may lalagyan (Portfolio) ng natapos na output .	C. Pag-aralan ang mapa. Isulat sa papel ang sinasagisag ng simbolo.	
G. Finding practical application of concepts and skills in daily living	Bakit mahalagang malaman ng naninirahan sa komunidad ang kahulugan ng bawat simbolo? Paano ito makatutulong sa bawat isa?	Bakit mahalagang malaman ng naninirahan sa komunidad ang kahulugan ng bawat simbolo? Paano ito makatutulong sa bawat isa?	Iwasto ang sagot ng mga bata	Iwasto ang sagot ng mga bata	Magpakita ng katapatan sa pagsusulit.
H. Making generalizations and abstractions about the lesson	May mga simbolo kang makikita sa kapaligiran ng komunidad. Ang mga simbolong ito ay may kani-kaniyang kahulugan. Ginagamit itong pagkakakilanlan ng isang komunidad. 	May mga simbolo kang makikita sa kapaligiran ng komunidad. Ang mga simbolong ito ay may kani-kaniyang kahulugan. Ginagamit itong pagkakakilanlan ng isang komunidad. 	 May mga simbolo kang makikita sa kapaligiran ng komunidad. Ang mga simbolong ito ay may kani-kaniyang kahulugan. Ginagamit itong pagkakakilanlan ng isang komunidad.	 May mga simbolo kang makikita sa kapaligiran ng komunidad. Ang mga simbolong ito ay may kani-kaniyang kahulugan. Ginagamit itong pagkakakilanlan ng isang komunidad.	
I. Evaluating learning	<i>Isulat kung ano ang sinisimbolo ng mga sumusunod na larawan.</i>		Pasagutan ang "Natutuhan Ko"	Pasagutan ang "Natutuhan Ko"	Itala ang mga puntos ng mag-aaral.

J. Additional activities for application or remediation	Iguhit sa inyong kuwaderno ang mga simbolong makikita sa inyong komunidad.	Magdikit ng larawan sa inyong kuwaderno ng mga simbolong makikita sa inyong komunidad.	Magpadala sa mga bata ng makukulay na magasin para sa gagawing mosaic sa susunod na aralin.	Magdaos ng field trip sa isang malapit na komunidad at ipatala ng mga sagisag at simbolo na matatagpuan dito.	Bigyan ng paghahamon ang mga mag-aaral para sa susunod na pagtataya.
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	
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	
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	
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	
E. Which of my teaching strategies 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	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	
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.	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo. ___Di-magandang pag-uugali ng mga bata.	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo. ___Di-magandang pag-uugali ng mga bata.	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo. ___Di-magandang pag-uugali ng mga bata. ___Mapanupil/mapang-aping mga bata	

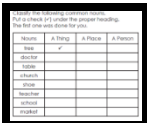
	<input type="checkbox"/> Mapanupil/mapang-aping mga bata <input type="checkbox"/> Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. <input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<input type="checkbox"/> Mapanupil/mapang-aping 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	<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"/> 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	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<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	<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	



DAILY LESSON LOG

Grade Level	Grade TWO	ENGLISH	
Teacher	CINDY ROSE M. CARNERO	Quarter:	FIRST (Week 7)
Date	JULY 17 – 21, 2017	Checked by:	TERESITA M. BELELA School Head


OBJECTIVES	MONDAY 07/17/2017	TUESDAY 07/18/2017	WEDNESDAY 07/19/2017	THURSDAY 07/20/2017	FRIDAY 07/21/2017
A. Content Standard	Demonstrates understanding of sentence construction for correct expressions.	Demonstrates understanding of sentence construction for correct expressions.	Demonstrates understanding of sentence construction for correct expressions.	*Demonstrate understanding of concepts about narrative , and informational text for appreciation	
B. Performance Standard	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Makes personal accounts on stories /texts as expression of appreciation to familiar books	
C. Learning Competency/ Objectives Write the LC code for each.	Identify common nouns EN2G-If-g-2	Identify proper nouns EN2G-If-g-2	Differentiate common from proper nouns EN2G-If-g-2	Recite the known verses in English . EN2111-a-c-1	Administer Summative Test
II. CONTENT	Lesson 24: More on Naming Words Common Nouns	Lesson 25: Specific Naming Words Proper Nouns	Lesson 26: Differentiating Common from Proper Nouns	Lesson 27: Having Faith in God	Summative Test

			Common and Proper Nouns		
LEARNING RESOURCES					
A. References	K-12 C.G P.	K-12 Curriculum Guide p.22	K-12 Curriculum Guide p.22	K-12 CGp.	Summative test files
1. Teacher's Guide pages		48-49	48-49	54-55	
2. Learner's Materials pages		74-76	77-80	84-88	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource		Pictures, tarpapel, flashcards	Pictures, tarpapel, word card	Chart with prayer, tarpapel	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	What is the title of the story you listened to yesterday? What is the story about? What did you learn from the story?	Review: (Refer to LM, p. 77)	What are nouns? What are the 2 kinds of nouns?	*Give examples of Common Noun.Give examples of Proper Noun for each Common Noun. * Unlock the following. 1.Thy will be done-	Song
B. Establishing a purpose for the lesson	What are the nouns used in the story?	Show pictures of: 1. teacher 6. actress 2. street 7. cartoon character 3. trees 8. milk 4. shoes 9. mall 5. actor 10. beach	Show picture of a farm. Talk about it.	* What do you do before eating ? Before and after class begins ? * Read " Let's Aim" on L.M. p. 84.	Setting of standard
C. Presenting examples/ instances of the new lesson	Fill up the table with the common nouns found on the story. (See board)	Give specific names for each picture	Present the following dialogue to the pupils: (see Chart)	Pupils are asked to listen to their teacher as she read " The Lord's Prayer".	Giving of instruction
D. Discussing new concepts and practicing new skills #1	What do you notice with the nouns listed in the table? How are they written? What do we call them?	What do you notice with the nouns beside the common nouns? How are they written? What do we call them?	Ask the pupils: 1. Who are the characters in the dialogue? 2. Where did they go? 3. What are the things that they saw?	*Answer the questions on L.M. p. 86.	Supervising the test
E. Discussing new concepts and practicing new skills #2		Give examples of proper nouns	Have the class complete the tree map. (Refer to LM, p. 82)	Do " We Can Do It " on L.M. p.86.	

			Let the pupils look for common and proper nouns.														
			<table border="1"> <tr> <td>Round</td> <td>Miss Reyes</td> <td>girl</td> <td>handkerchiefs</td> </tr> <tr> <td>Round</td> <td>planet</td> <td>girl</td> <td>April</td> </tr> <tr> <td>Round</td> <td>Thursday</td> <td>man</td> <td>head</td> </tr> </table>	Round	Miss Reyes	girl	handkerchiefs	Round	planet	girl	April	Round	Thursday	man	head		
Round	Miss Reyes	girl	handkerchiefs														
Round	planet	girl	April														
Round	Thursday	man	head														
F. Developing mastery (leads to Formative Assessment 3)		<i>(Refer to LM, p. 79)</i>	Color the proper nouns red and yellow for common nouns.	Let the pupil recite " The Lord's Prayer " individually .													
G. Finding practical application of concepts and skills in daily living	Look inside your bag and show common nouns you can find inside.	Write a proper noun for the given common nouns.	Guide the pupils in grouping the nouns.	Do " I Can Do It" on L.M. p. 87.	Show honesty in answering the test questions												
H.Making generalizations and abstractions about the lesson	The common names of people, things, places, animals or events are called common nouns. They start with small letter.	Proper nouns are specific names of people, things, places, or events. They always start with a capital letter.	Common nouns are common names of persons, things, places, animals, or events. They start with a small letter. Proper nouns are specific names of persons, things, places, animals, and events. They always start with a capital letter.	Who provides for all your needs? When you prayed for something and you didn't get it, what did you do?													
I. Evaluating learning	Underline the common nouns in the following sentences. 1. The girl wears a pink dress. 2. My teacher is going to take us to the museum. 3. The baker makes delicious bread. 4. The clown is doing magic tricks in the circus. 5. My father works in the office	<i>(Refer to LM, p. 80)</i>	<i>(Refer to LM, p. 83)</i>	Work on " Measure My Learning " on L.M. p. 88.	Recording the test results												
J. Additional activities for application or remediation	Answer the riddles. 1. It is long. It travels on the railroad. It toots! What is it? _____	Allow the pupils to draw 5 examples of proper nouns and label them	Write five common nouns. Give an example of proper noun for each common noun.	*Memorize " The Lord's Prayer " at home and try to recite it in front of the class . *Make a thank you card to God for creating you.	Challenge the pupils for the next test.												
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													

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	
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	
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	
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 ___ Group member's Cooperation in doing their tasks	<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	<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	<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	
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	

G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<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	<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	<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	<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	
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 DAILY LESSON LOG	Grade Level	Grade TWO		MOTHER TONGUE	
	Teacher	CINDY ROSE M. CARNERO		Quarter:	FIRST (Week 7)
	Date	JULY 17 – 21, 2017		Checked by:	TERESITA M. BELELA School Head

OBJECTIVES	LUNES 07/17/2017	MARTES 07/18/2017	MIYERKULES 07/19/2017	HUWEBES 07/20/2017	BIYERNES 07/21/2017
A. Content Standard	Demonstrate expanding knowledge and use of appropriate grade level vocabulary and concepts	Demonstrates understanding of grade level narrative and informational text.	Demonstrates understanding of grade level narrative and informational text.	Demonstrates positive attitude towards language, literacy, and literature	


B. Performance Standard	Uses expanding vocabulary knowledge and skills both oral and written forms	Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.	Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.	Values reading and writing as communicative activities	
C. Learning Competency/ Objectives Write the LC code for each.	Natutukoy ang mga salitang dapat daglatin Nagagamit ang mga salitang may daglat sa pagbuo ng pangungusap MT2VCD-li-i-4.1	Nakikinig at nakikilahok sa talakayan ng grupo o klase hinggil sa napakinggan at binasang tula Naibibigay ang kahulugan ng mga salita sa pamamagitan ng pahiwatig na pangungusap Nakikilala ang mga karaniwang salitang daglat at nagagamit ito sa pagbuo ng pangungusap maikling kuwento Nauunawaan ang napakinggang tula sa pamamagitan ng pagsagot sa mga literal at mataas na antas ng tanong Naipakikita ang kawilihan sa pakikinig at pagbasa ng tula pamamagitan ng matamang pakikinig at pagbibigay ngkomento o reaksyon MT2C-Ia-i-1.4	Nababasa nang malakas ang mga teksto para sa ikalawang baitang na may kawastuhan at kasanayan Nagagamit ang kaalaman sa paraan ng pagbaybay ng mga salita MT2F-Ia-i-1.6	Nasusunod ang pamantayan ng pagsipi o pagsulat ng mga pangungusap na may tamang gamit ng malaking letra, espasyo ng mgasalita at wastong bantas Naisusulat ang mga pangungusap nang wasto na may tamang gamit ng bantas. MT2PWR-Ia-i-3.3	Nakapagbibigay ng lingguhang pagsusulit
II. CONTENT	Ikapitong Linggo Dinaglat na Salita	Kahulugan ng mga salita sa pamamagitan ng pahiwatig na pangungusap Mga salitang may daglat Pag-unawa sa napakinggang tula	Ikapitong Linggo Paraan ng pagbaybay ng mga salita	Ugnayan ng tunog at simbolo nito at paggamit nito sa pagsulat Mga mekaniks ng pagsipi/ pagkopya ng mga pangungusap, tamang paggamit ng malaking letra, pagitan ng mga salita at gamit ng tamang bantas	Lingguhang Pagsusulit
LEARNING RESOURCES					
A. References	K-12 C.G P.	K-12 C.G P.	K to12 Curriculum Guidep.27	K to12 Curriculum Guidep.	Summative test files
1. Teacher's Guide pages			62-63		
2. Learner's Materials pages	48-50	48-51	50-53		

3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Larawan ,tarpapel, plaskard	Larawan, tarpapel	Larawan, tarpapel	Larawan, tarpapel	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson		Mga salitang dinaglat	Ano ang pagdadaglat ng mga salita?	Itanong sa mga bata ang wastong pagsulat ng mga salitang dinaglat.	Awit
B. Establishing a purpose for the lesson	Ipaawit ang awit sa tono ng "Where Is Thumbman?"	Itanong sa mga bata kung sino sa mga tao sa kanilang barangay ang nais nilang tularan paglaki. Itanong ang nais na bata na maging sila paglaki	Magpabigay ng halimbawa ng mga salitang may daglat.	Itanong at pasagutan sa mga bata. Isulat sa pisara ang tamang sagot. a. Ito ay katawagang ginagamit sa lalaking may asawa, anong salitang may daglat ang ginagamit? (G.)	Pagbibigay ng pamantayan
C. Presenting examples/ instances of the new lesson	Ilahad at basahin ang tulang "Bunga ng Pagsisikap" nasa LM, pahina 49	Ipabasang muli ang tulang " Bungan g Pagsisikap "	Ipabasa ang mga pangungusap na nasa LM. Ipatukoy ang mga salitang dapat daglatin. Ipabasa ang mga salitang may daglat.	Ipabasa ang mga sagot ng bata na nasa pisara. Ipagaya ang wastong paraan ng pagsulat sa mga bata.	Pagsasabi ng panuto
D. Discussing new concepts and practicing new skills #1	Sino-sino ang taong nabanggit sa tula? (Gng. Tinana, Dr. Pestijo, Atty. Vargas, Engr. Cruz) Ilahad ang buong buong salita na katumbas ng dinaglat na pantawagKasama ang iba pang magalang na pantawag	Pagsagot sa mga tanong tungkol sa tula	1. Paano dapat basahin ang mga salitang may daglat? 2. Saan inilalagay ang mga salitang dinaglat? 3. Ano ang inilalagay pagkatapos daglatin ang mga salita? 4. Paano binasa ang mga pangungusap	Itanong kung kanino ginagamit ang mga salitang may daglat? Itanong ang tamang paraan ng pagsulat nito at bantas na ginagamit pagkatapos daglatin.	Pagsagot sa pagsusulit
E. Discussing new concepts and practicing new skills #2	Ipatukoy sa bata ang mga larawan sa Gawain 1 sa LM. Ipatukoy ang kanilang katawagan at daglatin ito nang wasto.	Ilarawan ang mga tauhang nabanggit sa tula gamit ang Character Map .	Kumuha ng kapareha at umisip ng tao sa inyong barangay/ pamayanan. Tukuyin ang katawagang maaaring gamitin sa kanila. Daglatin ang mga katawagang to at gamitin sa pagbuo ng pangungusap.	Ipagawa ang Gawain 7 sa LM.	
F. Developing mastery (leads to Formative Assessment 3)	Ipagawa ang Gawain 2 sa LM.	Ipakita sa pamamagitan ng pagsasakilos ang mga taong nabanggit sa tula. Tukuyin ang	Ipabasa ang mga katawagang ginamit sa	Sumulat ng limang (5) katawagang dapat daglatin sa sagutang papel.	

		ngalan nila kasama ang salita sa unahan ng kanilang pangalan. Isakilos ang kanilang katangian, kakayahan o mga gawain.	bawat tao sa Gawain 5 ng LM. Ipadaglat at gumawa ng pangungusap gamit ang mga dinaglat na katawagan		
G. Finding practical application of concepts and skills in daily living	Ipagawa ang Gawain 3 sa LM.	Iguhit ang nais ninyong maging sa inyong paglaki. Gawin ito sa malinis na papel.		Isulat ang letra ng tamang sagot sa inyong sagutang papel. 1. Aling salita ang dinaglat nang wasto? d. Gin. b. Binib. c. Gng	Magpakita ng katapatan sa pagsusulit.
H. Making generalizations and abstractions about the lesson	Ano ang tawag sa pinaikling magagalang na pantawag sa tao ? Kanino ginagamit ang mga salitang may daglat? Saan ito inilalagay? Ipabasa ang tandaan sa LM.	Naunawaan ba ninyo ang tula? Paano?	Pangkatang Gawain	Ano ang dapat mong tandaan sa paggamit ng mga salitang may daglat at paano ito isinusulat? Ipabasa ang dapat tandaan sa LM.	
I. Evaluating learning	Isulat sa sagutang papel ang letra ng tamang sagot. 1. Si Gng. Santos ay masipag na ina. Katulong din niya ang kanyang mabait na asawa. Alin ang salitang may daglat? (Tingnan ang tarpapel)	Ipatukoy ang mga salitang may daglat na ginamit sa kuwento sa Gawain 4 ng LM.p51	Ipabasa ang mga pangungusap at ipatukoy ang salitang dapat daglatin sa Gawain 6 sa LM.	Isulat nang wasto ang salitang daglat. 1. Kapitan- 2. Doktor- 3. Engineer- 4. Honorable- 5..Ginang-	Itala ang mga puntos ng mag-aaral.
J. Additional activities for application or remediation	Daglatin ang mga salitang may salungguhit 1. Si <u>Attorney</u> Gonzales ay magaling sa pagtatanggol sa mga naaapi.		Sumulat ng 5 dinaglat na saita at gamitin ito sa pangungusap	Maghanda para sa lingguhang pagsusulit bukas	Bigyan ng paghahamon ang mga mag-aaral para sa susunod na pagtataya.
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	
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	
C. Did the remedial lessons work? No. of learners who have caught up with	___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	



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	
E. Which of my teaching strategies 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	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	
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	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	
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	___ 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	

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 DAILY LESSON LOG	Grade Level	Grade TWO	FILIPINO		
	Teacher	CINDY ROSE M. CARNERO	Quarter:	FIRST (Week 7)	
	Date	JULY 17 – 21, 2017	Checked by:	TERESITA M. BELELA School Head	

OBJECTIVES	LUNES 07/17/2017	MARTES 07/18/2017	MIYERKULES 07/19/2017	HUWEBES 07/20/2017	BIYERNES 07/21/2017
A. Content Standard	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling	Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Naipakikita ang kasanayan sa paggamit ng Filipino sa pasalita at di-pasalitang pakikipagtalastasan	Nagkakaroon ng pagpapaunlad na kasanayan sa wasto at maayos na pagsulat at paggamit sa mga pamantayan sa pagsulat	


	ideya, kaisipan, karanasan at damdamin				
B. Performance Standard	Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	Nagagamit nang wasto ang mga bahagi ng pananalita sa mabisang pakikipagtalastasan upang ipahayag ang sariling ideya, damdamin at karanasan.	Nagkakaroon ng panimulang kasanayan sa maayos na pagsulat ng pakabit-kabit at sa paggamit ng mga sangkap sa pagsulat.	
C. Learning Competency/ Objectives Write the LC code for each.	Nasasabi ang katangian ng mga tauhan sa napakinggan/binasang teksto F2PS-If-1	ilala ang mga anyo na bumubuo sa pantig ng mga salita (KPK, KKP at KKPK) F1KP-III-6	Napag-uuri ang pangngalan ayon sa kasarian F2WG-Ic-e-2	Nakapagmumungkahi ng solusyon sa isang suliranin na napakinggan/binasa Naisusulat sa kabi-kabit na paraan na may tamang laki at layo ang maliit na letra na paibabaw na kurba gaya ng i, u, w, s, r F1KMIIg-2	Nakapagbibigay ng lingguhang pagsusulit
II. CONTENT	Aralin 7: Sa Oras ng Kagipitan, Pamilya ay Nandiyan Lang Katangian ng mga Tauhan	Aralin 7: Sa Oras ng Kagipitan, Pamilya ay Nandiyan Lang Anyo ng Pantig	Aralin 7: <u>Kasarian ng Pangngalan</u>	Pagmumungkahi ng Solusyon Pagsulat ng i, u, w, s, r	Lingguhang Pagsusulit
LEARNING RESOURCES					
A. References	K-12 C.G P.	K-12 C.G P.	K to12 Curriculum Guidep.11	K to12 Curriculum Guidep.	Summative test files
1. Teacher's Guide pages			41-42		
2. Learner's Materials pages	100-107		109-110		
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	larawan, tarpapel	larawan, tarpapel	Larawan, tarpapel, plaskard	Larawan. Tarpapel, activity sheet	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Balik aralan ang kwentong Higanteng Ferris Wheel		Ano ang pangngalan?	Hatiin ang klase sa ilang pangkat. Bigyan ang bawat pangkat ng isang pasel upang buuin. Ipakita ang nabuong pasel sa klase. Paano ninyo nabuo ang pasel? Ano ang ginawa ninyo sa pangkat upang mabuo agad ito?	Awit

<p>B. Establishing a purpose for the lesson</p>	<p>Nakaranas ka na ba ikaw ay tuksuhin? Ano ang naramdaman mo? Kung ikaw ang nanukso? Ano ang naramdaman mo?</p>	<p>Balik-aralan ang patinig at katinig na mga letra. Hayaang magbigay ang mga bata ng mga salitang may KP at PK na pantig.</p>	<p>Gumawa ng mini-survey kung ilan ang bilang ng babae at lalaki. Aling kasarian ang mas marami? Mas kaunti?</p>	<p>Nahuli ka na ba sa klase? Bakit ka nahuli? Pagbabahagi ng sariling karanasan. Ano ang dapat gawin upang hindi na mahuli sa klase?</p>	<p>Pagbibigay ng pamantayan</p>
<p>C. Presenting examples/ instances of the new lesson</p>	<p>Pagbasa ng kuwentong “Kuya Ko Yata Iyan!”</p>	<p>Balikan ang kuwentong “Kuya KoYata Iyan!” mili ng mga salita sa binasng wento na may pantig sa anyong KPK, KKP at KKKPK.</p>	<p>Magpakita ng ilang mga tunay na bagay o mga larawan kung wala, ng mga kagamitang pambabae at kagamitang panlalaki. Alin –alin ang pambabae? Panlalaki? Alin ang puwedeng gamitin ng parehong kasarian? Ipabasa ang mga pangungusap sa Basahin Natin LM, pahina _____.</p>	<p>Basahin ang Nagmamadali si Sara sa Basahin Natin sa LM, pahina____.</p>	<p>Pagsasabi ng panuto</p>
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Talakayin ang kuwento sa tulong ng mga tanong sa Sagutin Natin sa LM, p. ____</p>	<p>Hayaang magbigay ang mga bata ng mga salitang may anyong KPK, KKP at KKKPK.</p>	<p>Pasagutan ang “Sagutan Natin” sa LM, pahina ____. Ano-ano ang mga ngalan ng tao na nabanggit sa kuwento? Ano ang tawag natin sa mga salitang ito? Alin-aling pangngalan ang pambabae? Panlalaki?</p>	<p>Talakayin ang kuwento sa tulong ng mga tanong sa Sagutin Natin sa LM,p. Ano ang suliranin sa kuwento? Paano siya humanap ng solusyon para ditto? Tama ba ang ginawa niya? Bigyang-katwiran ang sagot.</p>	<p>Pagsagot sa pagsusulit</p>
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Piliin ang katangian ng mga sumusunod na tauhan ayon sa kanilang sinasabi.</p> 	<p>Iulat ang KPE, KKP, o KKKPK ayon sa pantig o salita na may salungguhit sa pangalan ng bawat karawak.</p> 	<p>Ipagawa ang Gawin Natin sa LM, pahina____</p>	<p>Pasagutan ang Pahalagahan Natin sa LM, pahina____</p>	
<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p>Batay sa kuwentong “Kuya ko Yata Iyan!” magtala at ilarawan ang tatlong tauhan.</p>	<p>Sabihin ang anyo ng pantig na may salungguhit. 1. Nadumihan ang damit ko ng dagta ng saging. 2. Malamig ang klima sa Tagaytay. 3. Nahulog ang plantsa kaya nasira ito.</p>	<p>Ipagawa ang Sanayin Natin sa LM, pahina _____</p>	<p>Ipagawa ang “Gawin Natin” sa LM, pahina _____ Pangkatin sa apat ang mga bata. Ipagawa ang Sanayin Natin. Unang Pangkat _ Gumawa ng liham ng solusyon Ikalawang Pangkat – Isadula ang solusyon. Ikatlong Pangkat – I-rap ang solusyon.</p>	

<p>G. Finding practical application of concepts and skills in daily living</p>	<p>Talakayin ang kuwento sa tulong ng mga tanong sa Sagutin Natin sa LM, p. ____</p> <p>Sino-sino ang mga tauhan sa kuwento?</p> <p>Ilarawan ang bawat isa.</p> <p>Paano mo nasabi ang kaniyang katangian?</p> <p>Isulat ang sagot ng mga bata sa:</p> <table border="1" data-bbox="438 448 685 649"> <tr> <td>Ta</td> <td>Kat</td> <td>Gi</td> <td>Si</td> </tr> <tr> <td>uh</td> <td>ang</td> <td>na</td> <td>n</td> </tr> <tr> <td>an</td> <td>ian</td> <td>w</td> <td>a</td> </tr> <tr> <td></td> <td></td> <td>a</td> <td>bi</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Tama ba ang inasal o sinabi ng mga tauhan sa kuwento?</p> <p>Ipaliwanag ang sagot.</p> <p>Sino sa kanila ang dapat tularan? Hindi dapat tularan?</p> <p>Sino ang maaasahan natinlagi sa oras ng pangangailangan?</p>	Ta	Kat	Gi	Si	uh	ang	na	n	an	ian	w	a			a	bi									<p>Pagsama-samahin ang mga g may KPK, KKP at KKPK na (tingnan ang pisara)</p>	<p>Hayaang magbigay pa ang mga bata ng mga pangngalang pambabae at panlalaki mula sa kanilang pamilya/klase/kaibigan.</p> <p>Paano mo ipagmamalaki ang kasapi ng iyong pamilya?</p> <p>Pahalagahan Natin sa LM, pahina ____.</p>	<p>Ikaapat – Iguhit ang solusyon</p> <p>Basahin ang sitwasyon.</p> <p>Nadapa si Bunso habang naglalaro sa bakuran.</p> <p>Nasugatan siya at umiyak.</p> <p>Nilapitan siya ni Ate Lara at kinabahan nang makitang dumudugo ang sugat.</p> <p>Wala ang nanay at tatay</p>	<p>Magpakita ng katapatan sa pagsusulit.</p>
Ta	Kat	Gi	Si																										
uh	ang	na	n																										
an	ian	w	a																										
		a	bi																										
<p>H. Making generalizations and abstractions about the lesson</p>	<p>Makilala ang katangian ng mga tauhan sa kuwento sa pamamagitan ng kilos, mukha, at mga salitang sinasabi.</p>	<p>Anu- ano ang iba't-ibang anyo ng pantig?</p>	<p>Ano ang kasarian ng pangngalan?</p> <p>Tingnan ang Tandaan Natin sa LM, pahina ____</p>	<p>Ano ang gagawin mo upang makapagbigay nang angkop na solusyon sa isang suliranin?</p>																									
<p>I. Evaluating learning</p>	<p>Piliin ang letra ng wastong katangian ng tauhan sa bawat sitwasyon.</p> <p>1. Araw-araw, maagang gumigising si Nanay Belen. Nagluluto siya ng agahan. Pagkatapos ay ihahatid sa eskuwela ang mga anak.</p> <p>a. masinop c. mapagbigay b. masipag d. matatag (tingnan ang tarpapel)</p>	<p><small>Isulat sa sagutang papel ang KPK, KKP, o KKPK ayon sa pantig o salita na may salunguhit.</small></p> <table border="1" data-bbox="867 1130 1091 1166"> <tr> <td>bumpeta</td> <td>prinsesa</td> <td>bae</td> </tr> <tr> <td>matapak</td> <td>larupo</td> <td>sulay</td> </tr> </table>	bumpeta	prinsesa	bae	matapak	larupo	sulay	<p>Pasagutan ang Linangin Natin sa LM, pahina ____.</p>	<p>Ipagawa ang “Linangin Natin” sa LM, pahina ____.</p>	<p>Itala ang mga puntos ng mag-aaral.</p>																		
bumpeta	prinsesa	bae																											
matapak	larupo	sulay																											
<p>J. Additional activities for application or remediation</p>	<p>Magbasa ng maikling kuwento at isulat ang katangian ng mga tauhan</p>		<p>Magtala ng limang pangngalang pambabae at panlalaki na makikita sa sariling pamayanan.</p>	<p>Ipakita sa mga bata kung paano isulat ang i, u, w, s, r. (Isa-isang letra muna)</p>	<p>Bigyan ng paghahamon ang mga mag-aaral para sa susunod na pagtataya.</p>																								

				Bilangan habang ginagawa ito upang mas masundan ng mga bata. Ipasulat ito sa hangin/ sa palad/sa likod ng kklase. 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	
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	
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	
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	
E. Which of my teaching strategies 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	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	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo.	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo.	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo.	Mga Suliraning aking naranasan: ___Kakulangan sa makabagong kagamitang panturo. ___Di-magandang pag-uugali ng mga bata.	

	<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"/> 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"/> 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	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<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	<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	

 DAILY LESSON LOG	Grade Level	Grade TWO	MAPEH	
	Teacher	CINDY ROSE M. CARNERO	Quarter:	FIRST (Week 7)
	Date	JULY 17 – 21, 2017	Checked by:	TERESITA M. BELELA School Head

OBJECTIVES	MONDAY (MUSIC) 07/17/2017	TUESDAY (ARTS) 07/18/2017	WEDNESDAY (P.E.) 07/19/2017	THURSDAY (HEALTH) 07/20/2017	FRIDAY 07/21/2017
A. Content Standard	Demonstrates basic understanding of sound, silence	Demonstrates understanding on lines, shapes and colors as	Demonstrates understanding of body shapes and body	Demonstrates understanding	

	and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	elements of art, and variety, proportion and contrast as principles of art through drawing	actions in preparation for various movement activities.	of the importance of respecting differences and managing feelings.	
B. Performance Standard	Responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	Creates a composition /design by translating one's imagination or ideas that others can see and appreciate	The learner performs body shapes and actions properly.	Demonstrates respect for individual differences and managing feelings in healthful ways.	
C. Learning Competency/ Objectives Write the LC code for each.	Demonstrate understanding of rhythmic patterns. MU2RH-Id-e-6	Creates an imaginary landscape or world from a dream or a story. A2EL-Ih-2	The learner demonstrate movement skills in response to sound and music. PE2MS-Ia-h-1	Expresses feelings of happiness in appropriate ways	Administer Summative Test
II. CONTENT	RHYTHM – Steady beats Simple rhythmic pattern	Creating an imaginary landscape from a dream of a story	Folk Dance and Rhythmic Routines Demonstrating Locomotor Skills	Lesson 1.6 Respecting Feelings of Others	Summative Test
LEARNING RESOURCES					
A. References	K-12 CG p	K to12 Curriculum Guidep	K to 12 Curriculum Guide	K to 12 Curriculum Guide p.326	Summative test files
1. Teacher's Guide pages		124-126	Page 180-184	326-329	
2. Learner's Materials pages			Page 309-310	401-406	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Larawan, tarpapel, mp3	crayon, pencil, drawing paper		Larawan,kwento	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Greet with the usual SO – SO – MI – SO – MI greeting.	Let the learners look at the picture. Say: Which objects in the picture are real? Which objects in the picture are imaginary?	Drill: let the pupils do the following movements with guidance of the teacher in tune of the Bahay Kubo	Iguhit ang tamang emosyon sa bawat sitwasyon sa ibaba . 1. Kulang ang isinukli sa iyo nang bumili ka ng puto. 2. Hindi ka pinapayagang manood ng TV sa hapon lalo na kung may pasok sa paaralan	Song
B. Establishing a purpose for the lesson		Instruct the learners to do the MAGPAKITANG GILAS: We can draw from our imagination.	Ask : What are the two types of body movements?	Discuss the cover picture. Let the pupils share ideas about the picture. Ask some of the pupils to	Setting of standard

		Close your eyes and imagine how our world will look after 100 years?		answer the question: Bakit dapat iganalang ang damdamin ng iba?	
C. Presenting examples/ instances of the new lesson	The teacher sings the song while pupils listen. ☞ (Suggested Songs: Ref. Music Times Lower Primary) a. Playing Instrument b. Ten Little Indians c. Skipping Song	Show example of imaginary drawing	Ask volunteers in front to demonstrate each dance step. Execute the 3 dance steps by adding	Tell the pupils to show the emotions that the teacher will say. Happy lonely amaze angry surprised	Giving of instruction
D. Discussing new concepts and practicing new skills #1	Ask pupils to think of a movement suited to the song they just heard ☞ Ask them other songs or music they could associate the song. On what occasions have they heard this kind of music? ☞ March together.	Do you think we will see the same model of cars, buildings, roads, gadgets and appliances that we are seeing now? From your imagination draw in your paper our world 100 years from now.	Execute the 3 dance steps by adding the "STEP" movement and do it repeatedly in place with the music in 2/4 time signature.	Give instructions for Linangin, p. 114.	Supervising the test
E. Discussing new concepts and practicing new skills #2	Let the pupils clap the rhythmic patterns of the songs. ☞ Clap the first beat; then tap your lap on the second beat.	Let the learners think of a title for their drawings.	Group Activity: *Start by listening to the music *do it with the counting *do it by mentioning the step while dancing	Mga Tanong: 1. Bakit nalungkot si Cherry nang mamatay si Chokolito? 2. Kung ikaw si Cherry, ano ang magiging damdamin mo? Bakit? 3. Ano ang naramdaman mo para kay Cherry?	
F. Developing mastery (leads to Formative Assessment 3)	Sing the song "Tirit ng Maya" with the children ☞ Ask the children to clap the rhythmic pattern. ☞ Clap the first beat. Tap their shoulders on the second and third beats.		Do the activity "Sukatin" page 309	Discuss the answers of the pupils. Give emphasis on giving / showing respect to the feelings of others.	
G. Finding practical application of concepts and skills in daily living	Let the children answer the questions from the module	When can we say that our drawings are imaginary?	Practice and master the figures by group.	Discuss the value focus for the day.	Show honesty in answering the test questions
H. Making generalizations and abstractions about the lesson	A rhythmic pattern is a combination of long and short sounds that are repeated.	Let the learners read ISAISIP MO:	State and explain generalization on TG page 182	Ang paggalang sa damdamin ng iba ay dapat ipakita sa lahat ng pagkakataon.	
I. Evaluating learning	Put a check (✓) on the appropriate box. Knowledge/Skill Excellent Poor 1. Performed all rhythms correctly. 2. Used correct placement of singing voice. 3. Performed patterns through singing and moving with a feeling for the beat. 4. Performed ostinato pattern in 2's, 3's, and 4 beats through body movements.	Instruct the pupils to work on IPAGMALAKI MO. A. Help the learners display their artworks on the blackboard.	Page 183-184	Let the pupils do the following activity. This will enhance the pupils' knowledge in respecting the feelings of other people and will	Recording the test results

		B. Let the learners appreciate the art works by using the rubric prepared by the teacher.		also check their alertness by raising up the thumb or letting it down. Maglaro tayo Itaas ang hinlalaki sa anyong aprub kung sang- ayon ka sa damdaming ipinapahayag at ibaba ang hinlalaki sa anyong hindi aprub kung hindi ka sang-ayon. 1. Masaya ako kapag napapaiyak ko ang aking kapatid. 2. Masaya ako kapag nakikipaglaro sa mga kapitbahay.	
J. Additional activities for application or remediation	Bring improvised musical instruments: pair of sticks, woodblocks, sandblocks, nail, coconut shell, drums made from egg container or empty can and ice cream container. Proceed to end the class by singing the goodbye song	For your next art lesson bring painting done by Filipino artists.	Assignment: Prepare 3 yards of ribbon with 3 inches width, and a stick to be used, hoop and a medium size of ball for the next activity.	Demonstrates understanding of the importance of respecting differences and managing feelings.	Challenge the pupils for the next test.
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	
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	
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	
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	
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	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises	

	<input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	
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G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<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	<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	<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	<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	



DAILY LESSON LOG

Grade Level Grade TWO

MATHEMATICS

Teacher CINDY ROSE M. CARNERO


Quarter: FIRST (Week 7)

Date JULY 17 – 21, 2017

Checked by:

TERESITA M. BELELA
School Head

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	07/17/2017	07/18/2017	07/19/2017	07/20/2017	07/21/2017
A. Content Standard	Demonstrates understanding of addition of whole numbers up to 1000 including money.	Demonstrates understanding of addition of whole numbers up to 1000 including money.	Demonstrates understanding of addition of whole numbers up to 1000 including money.	Demonstrates understanding of addition of whole numbers up to 1000 including money	
B. Performance Standard	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations	
C. Learning Competency/ Objectives Write the LC code for each.	To add 3- digit by 3- digit numbers with sums up to 1000 without and with regrouping. M2NS-Ig-27.4	Adds mentally 1- to 2-digit numbers with sums up to 50 using appropriate strategies. M2NS-Ih-28.3	Adds mentally 3-digit numbers and 1-digit numbers using appropriate strategies. M2NS-Ih-28.4	Adds mentally three -digit numbers and tens (multiples of 10 up to 90) using appropriate strategies. M2NS-Ii-28.5	Administer Summative Test
II. CONTENT	Adding Numbers Without and With Regrouping	Adding Mentally 1 to 2 digit numbers	Adding Mentally 3- Digit Numbers by Ones	Adding Mentally 3- Digit Numbers by Tens	Summative Test
LEARNING RESOURCES					
A. References	K to12 Curriculum Guidep.	K-12 Curriculum Guide p.11	K-12 Curriculum Guide p.20	K to 12 Curriculum Guide p.20	Summative test files
1. Teacher's Guide pages	71 - 74	78-81	88-95	91-93	
2. Learner's Materials pages	45 - 46	50-52	54-55	59-60	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Chart, tarpapel, flashcards	Pictures, tarpapel, flashcard	Tarpapel, flashcards	Pictures,charts	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Drill: Game-"Tell Me My Sum" Material: Number Cards with addition facts printed TG p. 71	Drill – Adding one to two digit numbers Game: "You Are My Partner" TG page 85	Drill - Game: Pair-Shared Bingo Game Group the pupils by two (Dyad) Distribute Bingo Cards to each pair Pupils will add mentally the number TG p.89	Adding mentally 1- 2 digit numbers by ones Game: Add and Search Strategy: Pair-shared Materials: Number Chart	Song

<p>B. Establishing a purpose for the lesson</p>	<p>When do you celebrate your birthday? Present the situation. It was a fine morning of January 2. Josie celebrated her birthday. Mother and Father prepared foods for the visitors. There were many visitors attended the party. There were 123 boys and 257 girls. How many visitors attended the birthday party? TG p. 72</p>	<p>Let the class sing the song to the tune of "Magtanim Ay Di-Biro". "One plus one "</p>	<p>Say: Does anybody here know how to play dart? Are you familiar with this kind of game? Have you seen already a dart board? Today, we will play dart.</p> 	<p>Motivation - The Magic of Square</p>	<p>Setting of standard</p>
<p>C. Presenting examples/ instances of the new lesson</p>	<p>Say: We learned about adding 2-3 digit numbers without and with regrouping. Present this to the class. Josie's Birthday Processing the solutions and answers See TG p 7</p>	<p>Posing a Task Anita went to the party. She saw many balloons. The balloons have different colors. There were big and small balloons .When her mother asked how many are red and yellow balloons? She quickly answered 12. When her father asked, how many are pink and yellow? She answered 12. (See TG page 87</p>	<p>Game: Group the class into three. (Depending on the size of the class) Each group has 5 members. The teacher will flash the card. The first to answer correctly gets one point. Continue until the last player has finished. The group with the highest score wins. TG p.90</p>	<p>Fatima collected different bags. Last year she collected 121 bags. At present she has 10 bags.</p>	<p>Giving of instruction</p>
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>How many digit numbers are given? What did you do first? After writing the numbers what was next? Did you regroup?) Why? After adding the ones, what is the next step? What is the last step?</p>	<p>Performing the Task Distribute number cards to the class. Let them work in pair. Let them look at the number cards they are holding. As fast as they can, let them give the sum of the given numbers. Let them change partners and do the same activity. The teacher may use flashcards. Add mentally. Processing the solutions and answers TG p</p>	<p>Performing the Task Let the class do the following: Add mentally. $238 + 1 = 342$ $+5 = 654$ $+5 = 320$ $+8 = 321$ $+7$ What can you say about the first addends? How about the second addends? How did you find adding numbers mentally? Present additional examples. Processing the solutions and answers (TG page 90)</p>	<p>Ask: Who collected bags? How many bags did she collect last year? At present how many bags she has? Can you give the sum without counting or using your pencil to solve the answer?</p>	<p>Supervising the test</p>
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Do "Activity 1" on page 45</p>	<p>Do "Activity 1" on page 54</p>	<p>Do "Activity 1" on page 56</p>	<p>What have you noticed about one of the addends? Do they have similarities? Is it easier to add mentally with multiples of ten?</p>	

				Show to the class.	
F. Developing mastery (leads to Formative Assessment 3)	Do "Activity 2" on page 46	Do "Activity 2" on page 55	Do "Activity 2" on page 57	To add, these are the things to remember. Example 4 5 0 Steps + 3 0 4 8 0 Add the ones ($0 + 0 = 0$) Add the tens ($5 + 3 = 8$) Bring down the number in the hundreds place	
G. Finding practical application of concepts and skills in daily living	Find the sum 1. $235 + 543 =$ 2. Add: $765 + 123 =$ 3. $562 + 142 =$ 4. Find the sum of 861 and 109? 5. If 167 is added to 276, the sum is equal to	Add mentally: $10 + 40 =$ $12 + 21 =$ $25 + 35 =$ $18 + 12 =$ $40 + 20 =$	Add mentally 1. $872 + 7 =$ 2. $453 + 6 =$ 3. $153 + 4 =$ 4. $242 + 7 =$ 5. $164 + 5 =$	Refer to the LM 24 Gawain 1	Show honesty in answering the test questions
H. Making generalizations and abstractions about the lesson	What have you noticed about the given numbers? What can you say? TG page 74	To add mentally what should you do? Master the basic facts Master the different properties of addition	To add mentally 3- digit numbers by 1- digit number simply add the ones, bring down the numbers in the tens and hundreds place respectively.	To add mentally 3 digit numbers by tens with multiples of 10 to 90 just add the ones, add the tens and bring down the digit in the hundreds place.	
I. Evaluating learning	Find the sum: 1. What is the sum of 357 and 258? _____ 2. If 256 is added to 278, the sum is equal to _____ 3. $762 + 125 =$ _____ 4. Combine: 365 and 289 is equal to _____ 5. What is the sum of 278 and 128? _____	Solve the problem mentally. (Dictate the problem) 1. Veronica bought 12 Donald duck stickers and 7 Mickey Mouse stickers. How many stickers did she buy? 2. What is 21 more than 15? 3. A necklace has 17 blue beads and 12 red beads. How many beads are there in all? 4. Jomar bought 14 slices of banana cakes and 13 apple cakes. How many slices of cakes did he buy in all? 5. What is 37 increased by 4?	Add mentally the following: 1. $290 + 8 =$ 2. $175 + 4 =$ 3. $152 + 5 =$ 4. $265 + 4 =$ 5. $961 + 8 =$	Add mentally the following. 1. $120 + 30 =$ 2. $260 + 30 =$	Recording the test results
J. Additional activities for application or remediation	Do "Gawaing Bahay" on page 46	Do "Gawaing Bahay" on page 55	Do "Gawaing Bahay" on page 58	Refer to the LM 24 – Gawaing Bahay	Challenge the pupils for the next test.
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	
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	
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	
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	
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 ___ Group member's Cooperation in doing their tasks	<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	<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	<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	
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	__ Additional Clerical works	__ Additional Clerical works	__ Additional Clerical works	__ Additional Clerical works	
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