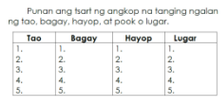
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4-Day 3)	Quarter:	1ST QUARTER

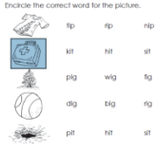
OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (P.E)
	(7:45-8:15)	(8:15- 8:55)	(9:15- 10:05)	(10:05- 10:55)	(1:00-1:50)	(1:50- 2:40)	(2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension.	Understanding of addition of whole numbers up to 1000 including money.	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Demonstrates understanding of body shapes and body actions in preparation for various movement activities
B. Performance Standard	Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalabanan ang anumang kahinaan	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Apply reads and spells out grade appropriate regular and irregular words in English	Reads with sufficient speed, accuracy, and proper expression in reading grade level text.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Naipahahayag ang ideya/kaisipan/damdamin/reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	Performs body shapes and actions properly.
C. Learning Competency/ Objectives Write the LC code for each.	Napahahalagahan ang kasiyahang naidudulot ng pagpapamalas ng kakayahan. ***EsP2PKP- Ic – 9***	1.Natutukoy ang kahalagahan ng komunidad. 2. Naipaliliwanag ang kahalagahan ng komunidad sa pamumuhay ng tao. 3.Nasasabi na ang bawat bata ay may kinabibilangang komunidad ***AP2KOM-Ic-5***	Recognize/identify/read words with short vowel /i/ Join onsets and rimes to form words ***EN2PA-IIIc-e-6.2***	Nakababasa nang mga pangungusap at salitang may maramihang pantig Nababasa ng may kasanayan ang mga salita sa unang kita na naaayon sa baitang. ***MT2F-I-a-i-1.4***	Reads and writes money in symbols and in words through PhP100. ***M2NS-If-20.1***	Natutukoy ang tanging ngalan ng tao, bagay, hayop o pook ***F2WG-Ic-e-2***	Demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support ***PE2BM-Ig-h-16***
II. CONTENT	**Aralin 4 Kakayahan ko, Pahahalagahan ko! Pagkilala sa Sarili**	ARALIN 1.4: Komunidad ko, Mahal ko!	Lesson 15: Speech Sounds Medial /i/, Rimes (-it, -ip, and -ig) (Day 1)	IKAAPAT NA LINGGO Ang Aking Kaibigan Mga salitang may maramihang pantig Mga salita sa unang kita	Reading and Writing Money with Value through 100	Aralin 4: Ang Batang Uliran, Laging Kinalulugdan	**PANANDALIANG PAGTIGIL**
LEARNING RESOURCES							
A. References	K-12 CG p.27	K-12 CGp 37	K-12 CGp 47	K-12 CGp 88	K-12 CG p30	K-12 CG p	K-12 CGp 16
1. Teacher's Guide pages	p.14-16	p.10-11	P36	P 36-37	p237-240	p.22-23	P.167-170

2. Learner's Materials pages	p.19-25	p.36-41	P45-47	P 26-28	P176-178	p.58-60	
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan. tarpapel	Larawan, tarpapel, mp4	onset, rime, word, picture cards	Tarpapel, strip ng kartolina	Play money, tarpapel	Larawan, tarpapel	Pictures chart
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Ipabigkas muli ang tulang Talentado ako	Awit: Ako'y isang komunidad	**Pre-Assessment:** *(Refer to LM, pp. 43-44)*		Drill Use flashcards to drill the class in reading whole numbers written in symbol and in words.	Linangin ang salitang halamanan. Ano-ano ang makikita dito?	**Warm-Up Exercises** Directions: Let the pupils do the following: a) Stand on one foot. Extend one leg in front. Then, bend the other knee in a squat position. Raise arms sideward. b) Do this alternately
B. Establishing a purpose for the lesson	Iugnay sa araling ito ang kahulugan ng tula sa pagbibigay halaga at paggamit ng mga talento.	Magpakita ng larawan ng komunidad. Pag-usapan ito.	Have the pupils recite the rhymes. Ask the pupils to give words with medial /i/taken from the rhyme. List the words in the thinking matrix. Model reading the words. Let the pupils repeat after you. Let the pupils read independently.	Magpalaro ng taguan.Ipahanap ang mga nakatagong mga bagay.Pabilisan ng paghanap. Ang unang makakita ay siyang panalo Pagkatapos ng laro, iproseso ang ginawa.	Have you been in a bank? What do you think people are doing in a bank? (Elicit answers from the pupils)	Hanapin sa loob ng kahon ang kahulugan ng mga salitang may salungguhit sa pangungusap. Ano ang ibig sabihin ng misteryo? Halamanan? Kuwintas? Nag-imbestiga? Gamitin sa sariling pangungusap ang mga salita. Original File Submitted and Formatted by DepEd Club Member -	Ask the children the following: Are you watching noontime television shows? Have you watched the show "It's Showtime"? Look at this picture, it is one of the activities the contestants of this show are doing. 

						visit depedclub.com for more	Talk about the picture **Unlocking the Difficulties** Unlock the following words to the pupils. For the pupils to easily get the meaning of words, direct the pupils in the illustrations A-C in the Pre-Assessment for symmetrical and illustrations D-E for asymmetrical
C. Presenting examples/ instances of the new lesson	Ipakuha ang mga larawan na ipinagupit. Pag –usapan ito	Basahin muli ang kuwentong Ang Aking Komunidad	Present the following pictures. Ask pupils to identify the pictures.	Ipabasa ang mga salitang may maramihang pantig at mga pangungusap sa LM.	Do this as group activity. Simulate that the groups will deposit money in the bank. Prepare four envelopes with play money inside it. Group 1 Envelope 1 = 2 pieces of P 100, 3 pieces of P 20.00, 5 pieces of P 50.00, 3 pieces of 5 ¢. Group 2 Envelope 2 = 3 pieces of P 1.00, 2 pieces of P 5.00, 4 pieces of P 10.00, 2 pieces of P 100. Group 3 Envelope 3 = 5 pieces of 10¢, 3 pieces of 25¢, 2 pieces of P 20.00. Group 4 Envelope 4 = 2 pieces of P 10.00, 3 pieces of P 20.00, 2 pieces of 10¢, 3 pieces of 5¢.	Basahin ang kuwentong “Ang Halamanan ni Helen”	Do the following; a) Divide the class into three (3) groups. Let each group select a leader. b) Each group will be given an Activity Sheet which contains the skills they are to demonstrate. c) Remind each group regarding the standards to follow in performing the activity. d) Give each group enough time to practice performing the skills. e) After the designated time, let each group perform the activity. f) Once all the groups have performed their

							assigned activity, discuss to the class what they did. **Group I – Chest and Leg/Arms Raising** **Group II – Legs Raise Up** **Group III – Hand Stand**
D. Discussing new concepts and practicing new skills #1	Magkaroon ng pangkatang Gawain	Talakayin muli ito	Write the name under each picture	Itanong kung madali ba nilang nabasa ang mga salitang may maramihang pantig at mga pangungusap. Itanong din kung paano nila ito binasa	Let each group fill up this form: Denomination Number of pieces Bills 1. P 100.00 _____ 2. P 50.00 _____ 3. P 20.00 _____ Coins 4. P 10.00 _____ 5. P 5.00 _____ 6. P 1.00 _____ 7. 25¢ _____ 8. 10¢ _____ 9. 5¢ _____ Use the form filled up by the groups	Ano-anong ngalan ng tao/bagay/hayop/lugar ang nabanggit sa kuwento? Isulat sa pisara ang sagot ng mga bata. Ipapangkat ang mga ngalan ayon sa uri nito. Paano isinulat ang salitang Kalye Maharlika? Bulaklak? Mang Rodel? Kambing? Bakit isinulat natin sa malaking letra ang ilang ngalan ng tao/lugar? Bakit may maliit na letra tayong ginamit sa pagsulat? Paano natin mapapangalagaan ang ating kapaligiran?	After each group has presented ask them the following: a) What are the different skills that you have demonstrated? b) What shapes have you shown using the parts of your body as a base of support? c) How did you do the activity? d) Describe the time spent in performing each activity.
E. Discussing new concepts and practicing new skills #2	Anong naramdaman mo habang ginagawa mo ang pangkatang Gawain?	Anu-anong mga Gawain ang nagpapakita ng sama-samang pagtutulungan at pagkakaisa sa isang komunidad? Magbigay ng halimbawa?	Model reading the words. Let the pupils repeat after you. Let the pupils read independently. *(Refer to LM, p. 45)*		Take out P 100.00 bill. Tell the class that it is read as one hundred pesos. Show them how it is written. (P 100.00). Do this with the rest of the money	Iguhit sa sagutang papel ang masayang mukha kung tama ang gawain at malungkot na mukha kung mali. 1. Nagtatanim ako ng mga halaman at bulaklak sa aming bakuran.	Let the pupils do the “Rocking Chair” with the following steps. Please refer to page 10 of the LM. a) Do a tuck sitting position. b) Start by rolling on back; then the

						2. Pinapakain ko ang aking mga alagang hayop. 3. Pinipitas ko ang mga bulaklak upang paglaruan. 4. Binubunot ko ang mga halamang hindi namumulaklak. 5. Dinidilig ko araw-araw ang aming mga tanim	buttocks are raised up. c) Do this for five seconds. d) Go back to the first position. e) Do this three times.
F. Developing mastery (leads to Formative Assessment 3)			Tell the pupils to look carefully at the pictures and then write the beginning letter to complete the words. *(Refer to LM, p. 46-47)*		Reinforcing Activity Refer to LM 76	Piliin at isulat ang tanging ngalan ng tao, bagay, hayop, at pook o lugar sa kahon.  Pilipinas bata Mongol damit Muning relo Nelia sapatos pamilihan ibon doktor G. Cruz ospital parke ate	
G. Finding practical application of concepts and skills in daily living	Paano mo naman ginagamit at pinahahalagahan ang iyong natatanging kakayahan?	Bilang isang mag-aaral, ano ang mga pagpapahalagang iyong gagawin o ipapakita sa iyong komunidad na kinabibilangan?	Divide the pupils into four groups. Distribute word cards, picture cards, and chart (for posting). Ask pupils to match the word cards and the picture cards. Have the group present their work.	Ipabasa ang mga salitang may maramihang pantig at mga pangungusap sa bawat pangkat sa LM.	Application – Refer to LM 76	 Punan ang tsart ng angkop na tanging ngalan ng tao, bagay, hayop, at pook o lugar. Tao | Bagay | Hayop | Lugar 1. 2. 3. 4. 5.	Let the children form a big circle in the play area. Instruct them to do locomotor movements to be given by the teacher while moving in a circular movement. If the music stops, ask them to demonstrate a skill that shows temporary stillness in either symmetrical or asymmetrical shape using their body parts other than both feet as base of support. Repeat the procedure until they demonstrated more than two skills

H.Making generalizations and abstractions about the lesson	Ating Tandaan Ang talento o kakayahan ay higit na mapahahalagahan kung ito ay ginagamit ng may kasiyahan.	Ang bawat bata ay may kinabibilangang komunidad na dapat pahalagahan. 🌍 Mahalaga ang komunidad sa paghubog ng pagkakaisa, pagtutulungan, kapayapaan, pag-uunawaan at paguugnayan ang bawat kasapi nito tungo sa pagsulong at pag-unlad.	Medial /i/, Rimes (-it, -ip, and -ig)	Paano ang pagbasa ng mga salita atmga pangungusap? Ipabasa ang Tandaan sa LM.	Recognition of money is very important in reading money. Look at the number and word written on the money. This number and word will tell you how you will read the money. There are two ways in writing money. One is in peso and the other one is in centavo. Attached the symbol (P) in peso and (¢) in centavo.	Ang tanging ngalan ng tao, bagay, hayop, lugar, o pook ay tinatawag ding pangngalang pantangi. Ito ay ngalang pantawag sa tiyak na ngalan. Ito ay nagsisimula sa malaking letra. Hal. tao – Edward hayop – Tagpi	Chest and Leg/Arms Raising, Legs Raise Up and Hand Stand are examples of activities which shows momentary stillness. These are done for only a moment because it is too difficult for the performer to balance.
I. Evaluating learning	Pagmasdan ang mga dinalang larawan. Pumili ng isa na nagpapakita ng inyong kakayahan. Idikit ang napiling larawan sa inyong kuwaderno. Ipaliwang kung bakit ito nagpapakita ng pagpapahalaga sa iyong kakayahan.	Punan ang patlang upang mabuo ang pangungusap. *Ang bawat isa sa _____ ay mayroong_____ na kinabibilangan na dapat _____*		Pangkatin ang mga bata. Ipabasa nang isahan sa bawat pangkat ang mga pangungusap sa Gawain 2 sa LM.	 B. (To the teacher: You may dictate the following.) Write the following value of money. 1. Fifty pesos 6. Twenty pesos 2. Ten pesos 7. One peso 3. Ten centavos 8. Five pesos 4. One hundred pesos 9. Five centavos 5. Twenty-five centavos	Hanapin sa pangungusap ang tanging ngalan ng tao, bagay, hayop, o pook. 1. Ang mag-anak ay nagbakasyon sa Tagaytay. 2. Si Doktor Santiago ay manggagamot ng mga hayop. 3. Madaldal ang aking alagang Myna. 4. Tahimik ang Barangay Maligaya. 5. Leevans ang tatak ng bago kong sapatos	Divide the pupils into two groups. Let each group demonstrate the assigned skill that can be seen on page 11 of the LM. Rate each group using the rubrics. **Group One – V Sit** **Group Two – One Knee and Hand Balance**
J. Additional activities for application or remediation	Isaulo ang Gintong-aral : Mahalaga ang talent, gamitin ito nang wasto				Refer to LM 76 – Gawaing Bahay	Ipakita sa mga bata kung paano isulat ang C, A, O, D, I. (Isa-isang letra muna) Bilangan habang ginagawa ito upang mas masundan ng mga bata. Ipasulat ito sa hangin/ sa palad/sa likod ng kaklase.	Think of another skill that demonstrates momentary stillness in symmetrical and asymmetrical shape using body parts other than both feet as base of support. Practice doing the

						Ipabakat ito sa pisara. Pasulatin nito ang mga bata sa sulatang papel. Gawin muli ang mga hakbang gamit naman ang ibang letra.	skill at home and be ready to demonstrate it next meeting
IV. REMARKS							
V. REFLECTION							
A..No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
B.No. of learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	*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	*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	*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?*	*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	*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	*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	*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

	___ Group member's Cooperation in doing their tasks	___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ 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
F. What difficulties did I encounter which my principal or supervisor can help me solve?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition