GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:		Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	NOVEMBER 28 - DECEMBER 2, 2022 (WEEK 4-DAY3)	Quarter:	2ND QUARTER

OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (ART)
A. Content Standard	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 pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue.	Possesses developing language skills and cultural awareness necessary to participate successfully in oral communication in different contexts.	Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	Demonstrates understanding and knowledge of language grammar and usage when speaking and/or writing.	Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm
B. Performance Standard	Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa	Malikhaingnakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Distinguish similarities and differences of the alphabets in English and Mother Tongue /Filipino.	Uses developing oral language to name and describe people,places, and concrete objects and communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts.	Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Speaks and writes correctly and effectively for different purposes using the basic grammar of the language.	Creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors
C. Learning Competency/ Objectives Write the LC code for each.	Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda ***EsP2P- IId – 8***	Nasasabi kung paano ibinabagay ng mga tao sa panahon ang kanilang kasuotan at tirahan ***AP2KOM-If-h-8***	*Identify the sound of /ee/ which is not in the Mother Tongue. *Read words / sentences with the /ee/ sound. ***EN2AK-Iif-j-2***	Natutukoy ang impormasyon sa teksto na sumasagot sa literal at mas mataas na antas ng pagtatanong (HOTS). ***MT2OL-IId-e-6.3***	Illustrates multiplication as repeated addition using counting by multiples **M2NS-IIf-38**	Natutukoy ang mga panghalip panao na paari ***MT2GA-IIa-e-2.2.2***	Describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images ***A2EL-IIb***
II. CONTENT	**Aralin 4** **Tingnan Mo Kaibigan** Pagkamagalang (Respect)Pagmamahal sa kapwa/ Pagdama at pag-unawa sa damdamin ng iba (Empathy)	**Aralin 3.3** **Kapaligiran at Uri ng Panahon sa Aking Komunidad**	**Lesson 14:** **The long e Sound** **(/ee/ Sound)**	**KALABINTATLONG LINGGO** **Pagmamalasakit sa Pamilya** **Mga impormasyon sa teksto na sumasagot sa literal at mas mataas na antas ng pagtatanong (HOTS).**	Lesson 41 Multiplication as Counting by Multiples	**Aralin 4: Sinabi Mo, Ramdam Ko** Pagtukoy ng mga panghalip panao na paari	ARALIN 4 - KULAY AT TEKSTURA NG LAMANG DAGAT NA IPININTA
LEARNING RESOURCES							

A. References	K-12 C.G p.14	K-12 CG p.40	K-12 CG p	K-12 CGp	K-12 CGp	K-12 CG p.100	K-12 CG p.16
1. Teacher's Guide pages	P.46-48	27-30	19-20	118-119	154-156	93-94	130-131
2. Learner's Materials pages	P.105-113	87-93	154-155	99-104	99-101	188-189	208-210
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	krayola, larawan, lumang magasin, pandikit, at manila paper	Larawan. tarpapel	Story: *I See Doubles*, Chart, picture, T.G., L.M.	Tarpapel, larawan	Illustration/pictures tarpapel	Larawan, tarpapel	bond paper, water color, brush, pictures of animals
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Magbigay ng mga pananalita kung paano maipapakita ang paggalang sa iyong kapwa.	Anu-ano ang 2 uri ng panahon ang nararanasan natin sa ating bansa?	Let the pupils identify the rootword and the suffix of the given words. sleeping :_____ _____ danced :_____ _____	Balikan ang kuwentong ang Paalala ni Nanay	Group the pupils. Let the group fill in the missing number as fast as they could. 1. 2, 4, 6, __, 10 4. __, 10, 15, 20, 25 2. 3, 6, __, 12, 15 5. 6, __, 18, 24, 30 3. 4, 8, 12, 16, __	Ano ang madalas ninyong paglaruan ng iyong kaibigan? Paano ninyo ito nilalaro Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Show a picture of under the sea scene. Let the pupils name the sea animals that they sea. Call pupils to show the picture of sea animals that they have brought. Call pupils attention on the differences in colors and skin texture of these animals.
B. Establishing a purpose for the lesson	Itanong muli kung naisasabuhay nila at nasusunod ang paggamit ng mga magagalang na mga pananalita sa tahanan at paaralan?	Magpakita ng larawan ng iba-tibang kasuotan? Ipatukoy ito sa mga bata.	Read again the story **"Wake Up Wake Up !.**	Talakayin muli ang kuwento.	Assign number to each of your pupils. Tell them to be alert and remember their corresponding number because anytime you will call them to tell their corresponding number. The pattern on how you call your pupils is the multiples of a certain number. Example: Multiples of 3 (3, 6, 9, 12,….etc.)	Paglaruin ang mga bata ng "Magtanungan Tayo" Tumawag ng 2 pares ng bata. Pagdalahin ng gamit sa harapan. Itanong: Ano ang dala mo? Sino ang nagbigay/bumili niyan? Pagkatapos yung kapareha naman ang tatanungin	Review how to create texture and demonstrate to the learners how to do it using water color. Give one big drawing of sea animals per group. This time, these pictures are not colored. Challenge the imagination of the pupils by saying :Based on real life, what colors shall we use to paint the

							animal skin of fish crab, jelly fish , alligator etc.
C. Presenting examples/ instances of the new lesson	Pasagutan ang Isapuso Natin sa pahina 111 ng modyul. Gumawa ng tseklis sa inyong kuwaderno katulad ng nasa ibaba. Lagyan ng puso ( ) ang kolum na nagsasabi kung gaano mo kadalas ginagamit ang magagalang na salita sa iyong kapwa.	Ilagay ang mga larawan sa tamang hanay Tag-init Tag-ulan	Refer to L.M. p. 154 “Get Set”. As you listen to the children reading the story, find out if the pupils can identify and produce the /ee/ sound in the word sleep.	Ipabasa ito sa mga bata.Itanong ang mga sumusunod: 1. Sino-sino ang tauhan sa kuwento? 2. Saan galing ang nanay? 3. Ano ang pasalubong ng nanay? 4. Kailan kinain nina Melody at Herman ang tsokolate? 5. Ano ang paalala ng nanay kina Melody at Herman? 6. Sinunod kaya nila ito? Paano mo ito nasabi? 7. Kung ikaw si Melody o si Herman, ano ang gagawin mo? Bakit	Group the pupils. Give each group 20 pebbles or counters whichever is available in your classroom. 🎬 Guide them to arrange the first 2 sets as shown below. II IIII 🎬 Instruct them to add two more sets. 🎬 Let each group explains their corresponding answer. 🎬 Then show the correct set of counters. (IIIIII IIIIIIII) 🎬 Ask them the pattern they see. 🎬 Instruct them to form the fifth set. (IIIIIIIIII) 🎬 This time show the illustration of the above situation as shown below. 1st set 2nd set 3rd set 4th set 5th set II IIII IIIIII IIIIIIII IIIIIIIII	Ipabasa ang kuwentong “Ang Magkaibigan.”	Activity 1 Tingnan mo ang balat ng lamang dagat na ito? Ano ang kulay ng kanyang balat? Ano ang tekstura nito? 
D. Discussing new concepts and practicing new skills #1	Gumawa ng usapan tungkol sa mga magagalang na mga pananalita.Gawin ito ng dalawang pangkat. Pangkat 1- Magagalang na mga pananalita sa tahanan Pangkat 2- Magagalang na mga pananalita sa paaralan	Ipabasa ang mga talata tungkol sa angkop na kasuotang nararapat sa bawat panahon.	Spring Board Read the rhyme, emphasize the word /ee/. Repeat the rhyme and encourage the children to join.Tell the children that /iy/ is the sound they hear in see. That **ee** make a long sound.	1. Ano-anong salitang pananong (**question words**) ang ginagamit upang matukoy ang detalye ng kuwento? 2. Ano ang sagot sa tanong na: Sino?Ano?Saan?Kailan?Paano? Bakit?	What pattern have you observed? How many 2’s were there in the first set? in the second set? in the third set? in the fourth set? in the fifth set? What pattern did you see? Call some pupils to write the numerical value of the first set, second and so on as shown below.	Ano ang napansin ninyo sa teksto? Anong mga salita ang may salungguhit? Magbigay ng iba pang halimbawa ng panghalip panao na paari. Ibigay ang gamit ng mga panghalip panao na paari.	Gawain 2 Kumuha ka ng isang malinis na papel at gumuhit ka ng isang lamang dagat. Pintahan mo ito. Ipakita ang tunay na kulay at tekstura nito. Tingnan ang pahina 209

E. Discussing new concepts and practicing new skills #2	Tama ba ang ginawang usapan ng dalawang pangkat? Bakit? Ano-anong magagalang na mga pananalita ang iyong narinig mula sa usapan?	Pangkatang Gawain.	Let children listen and repeat the sound. See! See! What do you see? I see a tree. See! See! What do you see? Let the children read the phrases . See *T.G. p .20.*	Pangkatang Gawain	Do Gawain 1 on LMp.99	Talakayin rin na ang panghalip panao na paari ay maaaring isahan o maramihan.	Help the class to come up with the idea that "We can paint the drawing animals to show the variety of colors and texture found in the skin covering of these sea animals."
F. Developing mastery (leads to Formative Assessment 3)	Dapat bang gumamit ng mga magagalang na mga pananalita ang isang mag-aaral na tulad mo? Bakit?	Piliin ang titik ng tamang sagot. 1.Ibinabagay ng mga tao ang kanilang kasuotan kapag tag-init. Ain ang dapat nilang isuot? a.kapote b. sando c. dyaket	Draw a line to connect the word to its meaning. Refer to "I Can Do It " on L.M. p. 155.	Ipabasa at pasagutan ang Gawain 3sa LM.	Group activity	Ipasagot ang **Gawin Natin** sa LM, pahina ___. Ipasabi kung ang sinalungguhitang panghalip panao ay isahan o maramihan	Create another artwork of animals to show the variety of colors and texture found in the skin covering of these animals.".
G. Finding practical application of concepts and skills in daily living	Anu-ano ang mga magagalang na pananalita ang dapat nating tandaan at gamitin sa pakikipag-usap sa araw-araw?	Basahin ang mga sitwasyon at sabihin kung anong kasuotan ang nararapat isuot sa bawat sitwasyon.	Distribute the bee cut-outs .Draw a big tree.Show the list of words. Write the words for the meaning or clue.I will give in your bee cut- outs. Ex ; *It is the number after two.* (Copy the word ***three*** in your bee cut- outs).Refer to *T.G.p. 20.*	Kumuha ng isang maikling kuwento sa ibang aklat at magtanong sa mga detalye nito.	Do Gawain 2 on p100-101	Ipasagot ang **Sanayin Natin** sa LM, pahina___ bilang Pinatnubayang Pagsasanay. Gabayan ang bawat pangkat sa gawain	Do this by asking the following questions: How can we show the real color of an animal?(by painting or coloring it) How can we show texture in their body covering?(by adding lines, spots and shades)
H.Making generalizations and abstractions about the lesson	Bakit mahalagang masunod ito?	Anu-anong kasuotan ang nararapat na gamitin sa panahon ng tag-init/ tag-ulan?	Ask: What is the sound of ee in the words we read? **/e/**	Ano-anong salitang pananong (**question words**) ang ginagamit upang matukoy ang detalye ng isang kuwento.	To illustrate multiplication as counting by multiples, get the multiples of the multiplicand until the number of times determined by the multiplier.	Ano ang panghalip panao na paari? Kailan ito ginagamit?	When can we say that our drawings are imaginary? Let the learners read ISAISIP MO: Sa ating pagkukulay sa iginuhit na larawan ng hayop mula sa dagat ay makapagpapakita tayo ng iba't ibang kulay at tekstura na matatagpuan natin sa balat ng mga hayop na ito.

I. Evaluating learning	Magpasulat sa mga bata ng 5 pangungusap na nagpapakita ng paggalang sa iyong kapwa gamit ang mga magagalang na mga pananalita.	Bil ang kasuotang na at k ag-i ika ang tag-ulan.	Refer to **"Measure my Learning"** on *L.M. p.155.*	Basahin at unawain ang maikling kuwento. **Ang Nawawalang Bolpen** *Akda ni Virginia C. Lizano* *Sagutin ang mga sumusunod na tanong (tingnan ang tarpapel)*	Use the number grid below to illustrate the following multiplication as counting by multiples. Follow the colour coding. 1. 7 x 5 (red) 2. 9 x 4 (yellow) 3. 8 x 6 (orange) 4. 6 x 3 (green) 5. 5 x 7 (blue) *(see grid posted on the board)*	Ipasagot ang **Linangin Natin** sa LM, pahina___.	Return the artwork to the pupils and tell them to cut and post the artwork on the farm mural then work on Ipagmalaki Mo. Kunin ang iyong kinulayang larawan ng hayop. Lagyan ng ___ kung Oo ang sagot at ___ kung Hindi. Isulat sa kuwaderno ang iyong sagot. 1. Napalabas ko ba ang tunay na kulay ng lamang dagat? 2. Malinis ba ang aking ginawang pagpipinta ? 3. Nakapagpakita ba ako ng tekstura sa balat ng lamang dagat? 4. Gumamit ba ako ng tamang kulay base sa tunay na kulay ng balat ng lamang dagat? 5. Gumamit ba ako ng iba't ibang kulay sa pagpipinta?
J. Additional activities for application or remediation	Isaulo ang Gintong Aral: Ang batang magalang ay kinalulugdan, Sa salita at gawa ay kapita-pitagan!	Magdikit o gumuhit ng 5 kasuotang pang tag-ulan at 5 kasuotang pang tag-init	Cut or draw pictures with /ee/ sounds.		Refer to LM 41– Gawaing Bahay	Gamitin ang 5 sa mga panghalip panao na paari sa pangungusap.	
IV. REMARKS							
V. REFLECTION							
A..No. of learners who earned 80% in the evaluation							
B.No. of learners who require additional							

activities for remediation who scored below 80%							
C. Did the remedial lessons work? No. of learners who have caught up with the lesson							
D. No. of learners who continue to require remediation							
E. Which of my 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	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**Stratehiyang dapat gamitin:** __Koaborasyon __Pangkatang Gawain __ANA / KWL __Fishbone Planner __Sanhi at Bunga __Paint Me A Picture __Event Map __Decision Chart __Data Retrieval Chart __I –Search __Discussion	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**Stratehiyang dapat gamitin:** __Koaborasyon __Pangkatang Gawain __ANA / KWL __Fishbone Planner __Sanhi at Bunga __Paint Me A Picture __Event Map __Decision Chart __Data Retrieval Chart __I –Search __Discussion	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn

							___ Group member's Cooperation in doing their tasks
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-apin g 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-api ng mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	**Mga Suliraning aking naranasan:** __Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata. __Mapanupil/mapang-apin g mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__Kakulangan sa makabagong kagamitang panturo. __Di-magandang pag-uugali ng mga bata. __Mapanupil/mapang -aping mga bata __Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. __Kakulangan ng guro sa kaalaman ng makabagong teknolohiya __Kamalayang makadayuhan	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__Pagpapanuod ng video presentation __Paggamit ng Big Book __Community Language Learning __Ang "Suggestopedia" __ Ang pagkatutong Task Based __Instraksyunal na material	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical