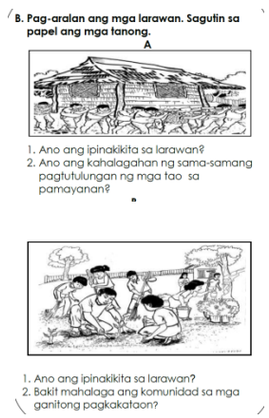
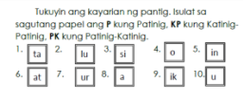
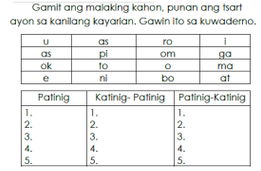
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4-Day 2)	Quarter:	1ST QUARTER

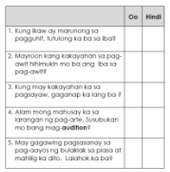
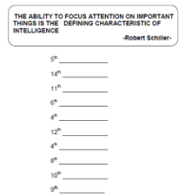
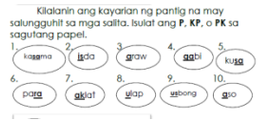
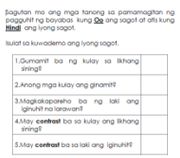
OBJECTIVES	ESP (7:45-8:15)	A.P (8:15- 8:55)	ENGLISH (9:15- 10:05)	MTB (10:05- 10:55)	MATH (1:00-1:50)	FILIPINO (1:50- 2:40)	MAPEH (ART) (2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng pagkilala sa sarili at pagkakaroon ng disiplina tungo sa pagkakabuklod-buklod o pagkakaisa ng mga kasapi ng tahanan at paaralan	Naipamamalas ang pag-unawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning	Demonstrates understanding of grade level literary and informational texts.	Understanding of addition of whole numbers up to 1000 including money.	Nauunawaan ang ugnayan ng simbolo at tunog	Demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing
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	Effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English	Comprehends and appreciates grade level narrative and informational texts.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon	Creates a composition /design by translating one's imagination or ideas that others can see and appreciates
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 rhyming words **EN2PA-Ig-2.3**	Nakikilahok nang masigla sa talakayan ng grupo o klase. Nakapagbibigay ng saloobin gamit ang payak na pangungusap. Natutukoy ang mahahalagang detalye tungkol sa tekstong binasa/napakinggan ***MT2LC-Ic-d-2.1.1***	Identifies and uses the pattern of naming ordinal numbers from 1st to the 20th. ***M2NS-Ie-18***	Nakikilala ang mga anyo ng pantig (P, KP, PK) ***F2KP-Id-5***	Composes the different fruits or plants to show contrast of colors and shapes in his colored drawing. ***A2EL-Ib***
II. CONTENT	**Aralin 4 Kakayahan ko, Pahahalagahan ko! Pagkilala sa Sarili**	ARALIN 1.4: Komunidad ko, Mahal ko!	Lesson 14: Rhyming Words	IKAAPAT NA LINGGO Ang Aking Kaibigan Pagtukoy sa mahahalagang detalye ng tekstong binasa	Patterns of Naming Ordinal Numbers	Aralin 4: Ang Batang Uliran, Laging Kinalulugdan	**ARALIN 4 - CONTRAST SA KULAY AT HUGIS SA ISANG LIKHANG SINING**
LEARNING RESOURCES							

A. References	K-12 CG p.27	K-12 CGp 37	K-12 CGp.30	K-12 CGp 88p.	K-12 CG p. 30	K-12 CGp 23	K-12 CG p 17
1. Teacher's Guide pages	p.14-16	p.10-11	p. 34-35	p.34-36	p.57-60	P 21-22	p. 121-122
2. Learner's Materials pages	p.19-25	p.36-41	P 40-42	P 28-30	p.	p. 55-57	P178-180
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan. tarpapel	Larawan, tarpapel, mp4	Story: "Piggy Wiggy" by Myrna J. Hipolito pictures, models, word cards, charts, and hand puppets	Kuwento: "Ang Bagong Kaklase" **prediction chart**	1. Number Cards 3. Show Me Board 2. Pocket chart 4. Mystery Box of Knowledge	Palskard, tsart/ tarpapel	Pictures/ real fruits / plants, activity sheet, crayons/
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Ipabigkas muli ang tulang Talentado ako	Ipaawit ang Ako ay Masaya kapag kasama ka	Recite the nursery rhyme "Star Light, Star Bright."	**Paghahawan ng balakid** *1.1 destino*- Paggamit ng pahiwatig ng pangungusap Si Lota ay nakadestino sa Laguna. Doon siya inilagay ng kompanyang kanyang pinagtatrabahuhan. *1.2 pinagmamasdan*- pagsasakilos	DRILL Game- "**SHOW ME"** REVIEW- Tell the position of a given set of objects Present this illustration. (see chalkboard)	Pagtukoy ng mga letra ng alpabeto ng mother tongue. Magbigay ng salitang nag-uumpisa sa bawat letra.	Provide an oral review on the different colors and shapes by showing and naming the colors and shapes of objects and pictures that are found in the classroom.
B. Establishing a purpose for the lesson	Sariwain ang mga tanging kakayahan nina Pepay, Kaloy, at iba pang tauhan. Itanong sa mga bata kung nagagamit ba ng mga tauhan ang kanilang angking kakayahan ng tama.	Muling ipalarawan ang kanilang komunidad	Link the rhyme to the day's lesson.	Itanong kung naranasan na nilang magkaroon ng bagong kaklase. Itanong din kung paano niya ipinakilala ang kaniyang sarili Paano tinanggap ng klase ang bagong lipat na si Glenda? Pasagutan ang prediction chart na nakasulat sa pisara. Isulat ang hulang sagot ng mga bata.	Story Telling- Bicycle Race Ask: Do you have any experience to ride on a bike? How do you feel it? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ipaawit ang Alpabetong Filipino. Ilang letra ang bumubuo sa Alphabetong Filipino? Ipabasa ang tsart ng Alpabetong Filipino na makikita sa LM p._____.	Help the students understand the meaning of the word contrast by : 1. Showing pictures of fruits /plants that show contrast in colors Picture A.(same color but with light and dark shades) Say : This picture of fruits/plants show contrast in colors.

							Ask : In this picture, how do we show contrast in colors? What do you observe? Picture B (with different colors) Say : This picture also show contrast in colors. Ask: In this picture, how do we show contrast in color?What do you observe? Say : Observe the shapes of fruits/plants in pictures A and B? Ask : Do they show contrast also? Picture C.(fruits with different shapes) Say : This picture shows contrast in shapes. What are the shapes that you see in the picture?
C. Presenting examples/ instances of the new lesson	Ipabasa ang kuwento sa pahina 20-21 ng modyul. Maaring isadula upang mas maintindihan at maramdaman ito ng mga bata	Muling ipabasa ang kuentong “ Ang Aking Komunidad”	Introduce Piggy Wiggy using a hand puppet. Model reading the rhyme and let the pupils read after you. Focus on the rhyming words. Let the pupils identify the rhyming words. List words with the same ending sound in the rhyme “Piggy Wiggy.”	1. Basahin ang kuwento nang tuloy-tuloy. 2. Basahin ang kuwento nang may paghinto at interaksyon. Magtanong sa mga bata tungkol sa tekstong binabasa. **Ang Bagong Kaklase** Akda ni: Babylen Arit-Soner	Divide the class into 5 small working groups. (Groupings depend on the number of pupils in a group. Distribute the different geometric figures. Be sure all groups have the same number, kind and size of geometric figures. Then post on the board the chart of geometric patterns. Ask the pupils to complete the patterns. They can use the concrete geometric	Isulat sa flashcard ang mga letra. Magsagawa ng laro sa pagbasa ng mga letrang nasa flashcard	Tingnan mo ang larawan sa kahon A at B na naglalaman ng mga prutas. Paghambingin mo ang mga larawan. 

					figures to visualize completing the patterns.  Ask the pupils to complete the pattern and let them explain their answer.		
D. Discussing new concepts and practicing new skills #1	Talakayin ang kuwento. Nagamit ba ng mag-aaral ang kanilang talento? Paano nila ito ginamit? Paano mo naman ginagamit at pinahahalagahan ang iyong natatanging kakayahan?	Ano ang pamagat ng inyong binasa? Paano inilarawan sa kuwento ang kuwento? Anu-ano ang kahalagahan ng komunidad batay sa kuwento	1. Read the whole rhyme aloud. 2. Ask pupils to frame/point the words in the rhyme. 3. Ask pupils to repeat after the teacher then read/recite on their own	Pagsagot sa pangganyak na tanong Pasagutan ang tunay na nangyari sa kuwento gamit ang Prediction Chart.Ihambing ito sa kanilang hulang sagot	Then- post on the board the picture story and the result of the contest in the motivation phase. (see tarpapel)	🎬 Ilang letra ang bumubuo sa Alpabetong Filipino? 🎬 Paano binibigkas ang bawat letra ng alpabeto? 🎬 Ilan sa mga letra ang patinig? Ano-ano ito? 🎬 Ilan sa mga letra ang katinig? Ano-ano ito?	Ano ang pagkakaiba sa kulay at hugis ng nasa larawan A at B?
E. Discussing new concepts and practicing new skills #2		 **B. Pag-aralan ang mga larawan. Sagutin sa papel ang mga tanong.** A 1. Ano ang ipinakikita sa larawan? 2. Ano ang kahalagahan ng sama-samang pagtutulungan ng mga tao sa pamayanan? B 1. Ano ang ipinakikita sa larawan? 2. Bakit mahalaga ang komunidad sa mga ganitong pagkakataon?	**Rhyme:** Present the rhyme “Piggy Wiggy”on a big chart. Guide the pupils in answering the comprehension questions. *(Refer to LM, p. 41)*	Ipagawa ang pangkatang gawain. **a. Pangkat I**: **Kilalanin Mo Ako** b.**Pangkat II: Saloobin Mo, Iguhit Mo!** **c. Pangkat III: Iarte Mo!**	Ask: What is Reagan’s rank? What letters do you see after 1 and 11? What letters do you see after 2 and 12? What letters do you see after 3, and 13th What letters do you see after the other numbers? Is there any pattern/s in naming the ordinal numbers?	Matapos nito, talakayin ang kayarian ng pantig. Magbigay ng ilang mga salita buhat sa napakinggang usapan sa telepono. (Isulat sa pisara ang ibibigay ng mga bata) Basahin ang mga salita sabay turo. Ipabasa sa mga bata. Pumili ng isang salita. Ano-anong letra ang bumubuo dito? Ano ang tunog ng bawat letra? Guhitan ang isang pantig. Ano-anong letra ang bumubuo dito? Ano ang tawag sa mga letra na ito? Gawin ang pagsasanay na ito hanggang sa makilala ng mga bata ang kayarian ng pantig na KP at PK.	GAWAIN 1 **ALAMIN NATIN** Ang paggamit ng mapusyaw na kulay at matingkad na kulay o kaya paggamit ng iba‘t ibang kulay sa isang likhang sining ganoon din ang paggamit ngiba‘t ibang hugis ng mga bagay na iginuhit ay nakapagpapakita ng **contrast** sa isang likhang sining. Aling larawan sa itaas ang nagpapakita ng **contrast?**

						Paano makakatulong ang kaalaman sa pagbasa ng pantig sa iyong pagbasa?	
F. Developing mastery (leads to Formative Assessment 3)	Bumuo ng apat na pangkat ayon sa inyong kakayahan. Sabihin kung paano pinahahalagahan ang inyong natatanging kakayahan. Talakayin sa klase.		**Practice Reading:** Model reading and let the pupils read after you. hop and pop hip and dip bop and dop Riggidy and Jiggidy bag and lag bad and sad ham and ram cat and bat Ben and Ten Pam and Sam fat and rat lap and cap tan and can wed and bed hen and pen	**Pangkat I** Sino ang bago nilang kaklase? Ano-ano ang impormasyong ibinigay ni Glenda sa pagpapakilala ng kaniyang sarili? Pakinggan natin ang pag-uulat ng Pangkat I **Pangkat II** Paano tinanggap ng klase si Glenda? Sa inyong palagay, masaya ba sila sa pagkakaroon ng bagong kaklase? Panoorin natin ang iginuhit ng Pangkat II. Sa inyong palagay ano-anong impormasyon ang dapat ibigay upang maipakilala ang ating sarili sa bagong kaibigan o kakilala? Panoorin at pakinggan natin ang Pangkat III.	Refer to the LM 15, Gawain 1-2 Divide the class into 2 small learning stations. Give each group a copy of the worksheet of activity to do. Assign a leader who will report the answer of the activity assigned to their group.		Gumuhit ka ng maraming bulaklak, prutas o kahit anong halaman . Ipakita mo ang **contrast** sa kulay at hugis. Gawin ito sa isang malinis na papel.
G. Finding practical application of concepts and skills in daily living	Paano mo naman ginagamit at pinahahalagahan ang iyong natatanging kakayahan?	Paano mo mailalarawan ang iyong komunidad? Anu-ano ang iyong maibabahagi tungkol saiyong komunidad? Paano mo ito maisasagawa? Paan mo maipapakita ang pagpapahalaga sa iyong komunidad? Anu-ano ang iyong gagawin at hindi gagawin?	Give an examples of rhyming words		Answer the following questions: 1.Danny is fifty-third. Jomar is fifty-fifth. Name the position of the person between them. 2.There are 120 cyclists. Jun is next to last. Name the position of the person in front of Jun.		How do we achieve contrast in colors? How do we achieve contrast in shapes? Define contrast
H.Making generalizations	Ating Tandaan	Ang bawat bata ay may kinabibilangang	Ask: What are rhyming words?		How do you use the pattern of naming ordinal numbers	Ang salita ay binubuo ng katinig at	Ang isang likhang sining na

and abstractions about the lesson	Ang talento o kakayahan ay higit na mapahahalagahan kung ito ay ginagamit ng may kasiyahan.	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.	Words that have the same ending sounds are called rhyming words.		beyond 20? The numbers beyond 20 are written with the name of the tens followed by first, second, third, ninth and etc.	patinig. Tinatawag itong pantig. May iba't ibang kayarian ang pantig tulad ng **P** para sa patinig, **KP** para sa katinig-patinig, at **PK** para sa patinig-katinig.	nagpapakita ng pagkakaiba-iba sa kulay at hugis ay nakalilikha ng konsepto sa sining na tinatawag na **contrast** .
I. Evaluating learning	Basahin ang sumusunod na tanong. Lagyan ng tsek (√) ang kaukulang hanay.  Oo / Hindi 1. Kung ikaw ay manunong sa paggunit, tutulong ka ba sa iba? 2. Mayoon kang kakayahan sa pag-awit hihimukin mo ba ang iba sa pag-awit? 3. Kung may kakayahan ka sa pagsayaw, gagamap ka lang ba ? 4. Alam mong mahusay ka sa larangan ng pag-arte. Susubukan mo bang mag-**audition**? 5. May gagawing pagtatanay sa pag-aayos ng bulaklak sa plasa at mahilig ka dito. Lalahok ka ba?	Magtala ng maaari mong maibahagi sa iyong komunidad.	Say the names of the things you see in the picture. Write Yes on the blank if they rhyme and No if they don't. *(Refer to LM,, p. 42)* (*Note to teacher:* Put the rhyme "Piggy Wiggy" on a chart.)		From the given quotation as "The" as the point of reference, give the word corresponding to the given position.  THE ABILITY TO FOCUS ATTENTION ON IMPORTANT THINGS IS THE DEFINING CHARACTERISTIC OF INTELLIGENCE -Robert Schiller- 5th _____ 14th _____ 11th _____ 6th _____ 4th _____ 12th _____ 4th _____ 8th _____ 10th _____ 9th _____	 Kilalanin ang kayarian ng pantig na may salungguhit sa mga salita. Isulat ang **P**, **KP**, o **PK** sa sagutang papel. 1. kasama 2. isda 3. graw 4. gabi 5. kuya 6. para 7. aklat 8. silap 9. wbong 10. aso	 Sagutan mo ang mga tanong sa pamamagitan ng paggunit ng bawabas kung **Oo** ang sagot at ots kung **Hindi** ang iyong sagot. Isulat sa kuwademo ang iyong sagot. 1.Gumamit ba ng kulay sa likhang sining? 2.Anong mga kulay ang ginamit? 3.Magkakapareho ba ng laki ang iginuhit na larawan? 4.May **contrast** ba sa kulay ang likhang sining? 5.May **contrast** ba sa laki ang iginuhit?
J. Additional activities for application or remediation	Magdala ng mga larawan na nagpapakita ng pagpapahalaga sa anumang angking talento o kakayahan.				Refer to the LM 15 – Gawaing Bahay		Bring your finished artworks from the last two lessons
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	___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

who have caught up with 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 teachingstrategies 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 ___ Group member's Cooperation in doing their tasks	*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	*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	*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	*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	*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?	__ 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