



GRADES 1 to 12 DAILY LESSON LOG

School:

Teacher:

Teaching Dates and Time:

Credit to the author of this file

DECEMBER 12-16, 2022 (WEEK 6 - DAY 1)

Grade Level:

II

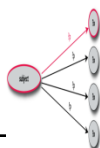
Learning Area:

ALL SUBJECTS

Quarter:

2ND QUARTER

OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (Music)
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 kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad	Demonstrates understanding of the process of writing to generate and express ideas and feelings. Demonstrates understanding of sentence construction for correct instructions	Demonstrates understanding and knowledge of language grammar and usage when speaking and/or writing.	Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money	Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	Demonstrates basic understanding of pitch and simple melodic patterns
B. Performance Standard	Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa	Nabibigyang halaga ang mga bagay na nagbago at nananatili sa pamumuhay komunidad	Uses a variety of prewriting strategies to generate ,plan, organize ideas, make a draft for specific purposes. *Shows proficiency in constructing grammatically correct sentences in different theme- based activities.	Speaks and writes correctly and effectively for different purposes using the basic grammar of the language	Is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Nakikinig at nakatutugon nang angkop at wasto	Performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments
C. Learning Competency/ Objectives Write the LC code for each.	Nakikilala ang mabuting gawa sa kapwa. EsP2P- Ile – 10	Natutukoy ang mga pagbabagong nagaganap sa komunidad sa iba-ibang larangan batay sa kuwento ng mga nakatatanda ayon sa uri ng transportasyon, pananamit, libangan, bilang ng populasyon, at iba pa. AP2KNN-Ilc-4	Demonstrate the concept of words that make up a sentence. *Divide the spoken sentence in English into individual words.m EN2WC-IIIa-c-1 EN2G-IIIg-3.1	Natutukoy ang mga salitang naglalarawan sa tao, bagay, hayop, at pook sa pangungusap o kuwento MT2GA-Iva-2.4.1	Illustrates the property of multiplication that zero multiplied by any number is zero. M2NS-IIg-40.2	Napagsusunod-sunod ang mga pangyayari sa kuwento Nagagamit ang mga pang-ugnay na salita tulad ng una, upang mailahad nang may pagkakasunod-sunod ang nabasang kuwento F2PN-IIg-8.3	Demonstrates the melodic contour through 1.7 body staff 1.8 writing the melodic line “on the air” 1.9 line notation MU2ME-Ilc-7
II. CONTENT	Aralin 6: Kapwa ko, Mahal ko Pagiging magalang	Mga Pagbabago sa Aking Komunidad Ang Aking Komunidad Noon at Ngayon	Lesson 20: Naming words and action words in a sentence	IKALABINLIMANG LINGGO Tungkulin ko Bilang Kasapi ng Pamilya Salitang naglalarawan	Lesson 47: Content: Illustrating Zero Property of Multiplication	Aralin 6: Pagsunod-sunod ng mga pangyayari sa Kuwento Paggamit ng mga pang-ugnay na salita	Module 10: Simple Melodic Contour

						tulad ng una, pangalawa, sunod pagkatapos, huli at iba pa	
LEARNING RESOURCES							
A. References	K-12 CGp 32	K-12 CG p.43		K-12 CGp 112	K -12 CG.p	K-12 CGp 29	K-12 CGp.17
1. Teacher's Guide pages	52-54	p. 37-38	26-28	131-132	168-170	102-103	37 – 40
2. Learner's Materials pages	125-131	p.118-126	173-175	113-115	110-112	207-212	57 – 61
3. Textbook pages		Araling Panlipunan 2.2003.pp.106-108					
4. Additional Materials from Learning Resource (LR) portal	1. GMRC 1 (Patnubay ng Guro). 1996. pp. 87-96.* 2. Edukasyon sa Wastong Pag-uugali at Kagandahang Asal 1 (Batayang Aklat). 1997. pp. 129-133.*					1. Landas sa Wika at Pagbasa 2. 1999. pp. 69-71(mula sa DABE Publishing House, Inc.)*	Songs: 1. "Tayo na, Tayo na" Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.58-62
B. Other Learning Resource	Larawan, tarpapel	Larawan, tarpapel	Story : We Do Many Things at Home Flashcards / chart , graphic organizer	Larawan, tarpapel	1. Learning Module 2. Activity sheet 3. marker 4. bottle caps 5. manila paper with story problem Lesson 47	Larawan, tarpapel	Speaker, Tarpapel Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Paano natin maipapakita ang paggalang sa atig kapwa?	Ano ang pinagmulan ng inyong komunidad?	Arrange events as they happen in the story "Dennis Long Day". ‘	Ipatula ang "Sa Aming Bakuran"	– Do this as group activity. Give each group a manila paper and marker. Use repeated addition to illustrate the multiplication below. 1. 9 x 1 2. 6 x 1 3. 7 x 1 4. 8 x 1 5. 4 x 1	Nararanasan ninyo na bang masugatan? Ano ang ginawa ninyo?	Greetings with melody: DO-MI-SO-SO-DO Good Morning Children Good Morning Teacher Good Morning Classmates
B. Establishing a purpose for the lesson	Ipakita ang larawan ng mga batang nagtutulungan.	Magpakita ng larawan ng iba't-ibang transportasyon, damit, at libangan noon at ngayon. Pag-usapan ang mga ito.	Show a Semantic Web. Example: Subject Predicate 	Tungkol saan ang tula? Mahalaga ba ang pagtatanim? Bakit?	Play "Mixing-mixing...saan ang may laman" Prepare 5 bottle caps. Turn them upside down. Put a small stone inside one of the bottle caps. Mix them then ask one of your pupils	Ipakita ang larawan ng isang batang nasugatan Itanong: Paano kaya ginagamot ang sugat ng isang bata?	Individual Activity: Instruction: If the teacher say "down" they will sit down, and if "up" they will stand up or remain standing.

					to guess which bottle cap has the small stone. Mix again and call other pupils to guess. How do you feel when you select the bottle cap without stone? (Note to the teacher: Do this as a trick. Just show the small stone at the start. Deceive the pupils as if you place the small stone inside the bottle caps.)		The activity has 3 levels, Slow, Moderate and Fast Survivor to the fittest basis
C. Presenting examples/ instances of the new lesson	Ano ang ginagawa ng mga bata sa larawan? nagagawa ba ninyo ito?	Pagbasa ng kuwentong Ang aking Komunidad Noon at Ngayon. (tingnan ang tarpapel)	Let the pupils read the sentence. Mother looked around the house. Who looked around the house? (Mother). The word mother is the naming word in the sentence . Mother is the person being talked about in the sentence . It tells who looked around .The naming part of a sentence is also called the Subject .	Basahin ng guro ang kuwentong “Ang Kahon”	Show an illustration of 6 hands with 2 candies and another illustration of hands without candy. Take away all the candies from the hands of the pupils.	Basahin ang kuwentong” Ang Magkakaibigan at Ang Pulubi”	Sing the song and ask the pupils to move their hands up if the pitch goes high and higher and down if it goes low and lower.
D. Discussing new concepts and practicing new skills #1	Talakayin ang mabubuting gawain na magagawa sa kapwa.	Pagtalakay: Saan matatagpuan ang komunidad ayon sa kuwento? Anu-ano ang mga kasuotan, transportasyon at libangan noon?	Ask: What did Mother do? The word looked is the action word of the sentence. Looked (look) tells the action of that Mother did in the sentence .The action word is called verb .The verb in the sentence is called Predicate	1.Sino ang tinutukoy sa unang pangungusap? Ilarawan siya. 2.Ano ang tinutukoy sa ikalawang pangungusap? Ilarawan ito. 3.Saan nagpunta ang tatay? Ilarawan ang kanyang pinuntahan. 4. Anong uri ng hayop mayroon sa lugar na pinuntahan ng ama? 5. Ano-ano ang inilarawan ng mga salitang ito?	Ask 3 pupils to come in front and extend their arms on the side with palm on top. Ask: How many palms do you see? Put two candies on each palm. Ask: How many candies were there in all? How did you know it? Can anyone here write the addition or multiplication equation of this?	Pagsagot sa mga tanong sa “ Sagutin natin “ sa LMp 209	Instruct them to move their hands up and down as the pitch goes high and low while singing the song “Tayo Na, Tayo Na”. 🗨 Explain that through the movements of the music, melodic contour is created. We can show it through body staff and moving

					Take away all the candies from the hands of the pupils. Ask: How many candies can you see now? Ask the pupils to write an equation of the hands with candies and of the hands without candy. Post the equation on the board as shown: With candy: $2 + 2 + 2 + 2 + 2 + 2 = 12$ and $6 \times 2 = 12$ Without candy: $0 + 0 + 0 + 0 + 0 + 0 = 0$ and $6 \times 0 = 0$ The post, $4 \times 0 = \underline{\hspace{1cm}}$ Ask: What do you think is the answer?		of hands up and down from the body, based on the flow of the melody.
E. Discussing new concepts and practicing new skills #2	Pag-usapan ang ilang gawaing nagpapakita ng pagtulong	Pangkatang Gawain Pangkat 1- Iguhit ang transportasyon noon at ngayon Pangkat 2- Iguhit ang damit na sinusuo noon at ngayon Pangkat 3- Iguhit ang gamit na panlibangan noon at ngayon	Do you know that sentences has two parts ? Guess the parts of the sentence by arranging the letters .	Ipagawa ang Gawain 1 sa LM.p113	#2(Guided Practice) Refer to the LM 47- Gawain 1-A pages 111 Gawain 1 A. Pag-aralan ang mga kalagayan. Isulat ang multiplication equation nito. Pagkatapos ay sagutin ang kasunod na tanong. 1. Apat na bag na walang laman. Ilan lahat ang laman ng bag?	Talakayin kung paano napagsusunod-sunod ang pangyayari gamit ang mga pang-ugnay. Magbigay ng iba pang halimbawa.	Listen to the melody of the song “Akyat at Baba” 🎵 Ask the children if the pitch is getting higher or lower. Ask them to draw lines representing the movement or flow of the melody. Tell them to use curved lines to connect contours together as the melody changes.
F. Developing mastery (leads to Formative Assessment 3)	Ipagawa ang isaisip natin sa LMp126	Isulat ang Noon kung ang mga sumusunod ay noon ginagamit bilang transportasyon, pananamit, at libangan at Ngayon kung ngayon ito ginagamit. 1.kalabaw 4. gasera 2. radyo 5. cellphone	Do “We Can Do It” on L.M. p. 174.Let the pupils put a line to divide the sentence into two parts .Label S for the Subject and P for Predicate.	Gawin ang Gawaing 2 sa LMp 113-114	Refer to the LM 47- Gawain 1-B page 111 B. Ipagpatuloy ang repeated addition. 1. $9 \times 0 = (0 + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}})$ 2. $3 \times 0 = (0 + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}})$ 3. $6 \times 0 = (0 + 0 + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}} + \underline{\hspace{0.5cm}})$	Ipagawa ang Gawin natin sa LMp 210	Explain that melodic contour shows the shape of the melody of the song melodic line.

		3.bangkang de sagwan			4. $5 \times 0 = (0 + 0 + _ + _ + _)$ 5. $7 \times 0 = (0 + 0 + _ + _ + _ + _)$		
G. Finding practical application of concepts and skills in daily living	Pagbahaginin ang mga bata ng kanilang mga karanasan.	Maganda ba ang mga pagbabagong nagaganap sa ating komunidad? Bakit?	Let the children answer the activity on subject and predicate.	Pakuhanin ng kapareha ang mga bata. Magpaisip ng mga gawaing kanilang ginagawa o tungkuling kanilang ginampanan, ipakuwento ito gamit ang pang-uri.	Refer to LM No 47 –Gawain 2 pahina 111 Ibigay ang sagot sa equation na ito. $(9 + 8 + 7 + 6 + 5) \times 0 \times (4 + 3 + 2 + 1) = \underline{\hspace{2cm}}$ Ipaliwanag ang iyong sagot	Ipasagot ang Sanayin Natin sa LMp 210	Call on some pupils to go to the board and draw the shape of the song using a short horizontal line moving from left to right for each tone they will hear while other children sing the so, mi. (Hello, children. Hello, teacher) Pan de Sal (translation of “Hot Cross Buns”- song learned in Grade I) Explain that the melodic contour of the song can be illustrated through line notation.
H.Making generalizations and abstractions about the lesson	Ang paggawa ng mabuti sa kapwa, May natatamong pagpapala.	Anu-anong pagbabago ang nagaganap sa ating komunidad?	Read “Remember This” on L. M. p. 174.	Ano ang tawag sa mga salitang naglalarawan sa tao, hayop, bagay at lugar? Ano ang isinasaad ng mga salitang naglalarawan?	Zero multiplied by any number the answer is zero	Paano napgsusunod-sunod ang mga pangyayari sa kuwento?	Remember: MELODIC CONTOUR – show the shape or contour of the melody going up and going down through body staff, melodic line, or line notation.
I. Evaluating learning	Isulat ang Tama kung ang pangungusap ay nagpapakita ng mabuting gawa sa kapwa at Mali naman kung hindi. 1.Iniiwasan kong magsalita ng masama sa iba. Gumagawa ako ng tahimik upang hindi makaabala sa iba. (tingnan ang tarpapel)	Isulat ang Noon kung noon ito ginagamit at Ngayon kung ngayon ito ginagamit 1.Baro’t saya 2. internet 3. bahay kubo 4. computer 5. sulat	Do “Measure My Learning” on L.M. p. 175.	Muling balikan ang tulang “Sa Aming Bakuran” Ipatukoy ang ginamit na pang-uri.	Illustrate the following multiplication using repeated addition. 1. 5×0 2. 3×0 3. 9×0 4. 6×0 5. 7×0	Ipasagot ang Linangin Natin sa LMp211-212	Sing the song “Stand Up” then draw the shapes or contour on the four parts of the song using the melodic line.
J. Additional activities for			Write at least 3 sentence , Underline and label Subject and Predicate.		Refer to the LM 47 – Gawaing Bahay		Give some emotions that exude in some songs?

application or remediation					Ipakita ang multiplication sa ibaba sa pamamagitan ng repeated addition o kaya naman ay drowing. Ipaliwanag ang iyong sagot. 1. $9 \times 0 =$ 2. $3 \times 0 =$ 3. $8 \times 0 =$ 4. $2 \times 0 =$ 5. $7 \times 0 =$		
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	<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	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	<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	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	<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/

			<i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks		<i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks		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?	Mga Suliraning aking naranasan: ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-aping mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	Mga Suliraning aking naranasan: ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-aping mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	Mga Suliraning aking naranasan: ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-aping mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya ___ Kamalayang makadayuhan	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-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
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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical