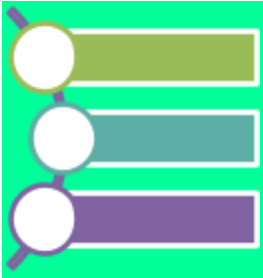
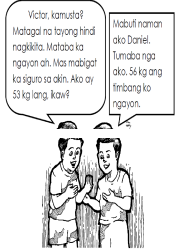


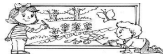
 ES 1 to I2 DAILY LESSON LOG	School:		Grade Level:	II			
	Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	ALL SUBJECTS			
	Teaching Dates and Time:	MAY 8-12, 2023 (WEEK 2) DAY 3	Quarter:	4TH QUARTER			
OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (P.E)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng pagpapasalamat sa lahat ng likha at mga biyayang tinatanggap mula sa Diyos	Naipamamalas ang pagpapahalaga sa kagalingang pansibiko bilang pakikibahagi sa mga layunin ng sariling komunidad	Demonstrates understanding of suitable vocabulary used in different languages for effective communication	Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension Demonstrates understanding of grade level narrative and informational texts.	Demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan at damdamin	Demonstrates understanding of movement activities relating to person, objects, music and environment
B. Performance Standard	Naisasabuhay ang pagpapasalamat sa lahat ng biyayang tinatanggap at nakapagpapakita ng pag-asa sa lahat ng pagkakataon	Nakapahalagahan ang mga paglilingkod ng komunidad sa sariling pag-unlad at nakakagawa ng makakayanang hakbangin bilang pakikibahagi sa mga layunin ng sariling komunidad	Uses familiar vocabulary to independently express ideas in speaking activities	Reads with sufficient speed, accuracy, and proper expression in reading grade level text. Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials	Is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	F2TA-0a-j-2 Naipahahayag ang ideya/kaisipan/damdamin /reaksyon nang may wastong tono, diin, bilis, antala at intonasyon	Performs movement activities involving person, objects, music and environment correctly
C. Learning Competency/ Objectives Write the LC code for each.	Nasasabi na dapat tayong magpahalaga sa mga biyayang natatanggap sa araw-araw EsP2PD IVa-d– 5	Nailalarawan kung paano ipinatutupad ng komunidad ang mga karapatang ito. Natutukoy ang epekto ng pagtupad o hindi pagtupad ng mga karapatan sa buhay ng tao at komunidad. AP2PKK-IVe-4	Determine what words mean based on how they are used in a sentence Make connections to text and self through varied activities Read grade 2 level text in 3-4 word phrases using intonation, expression and punctuation cues Make a card for various occasions	Nababaybay nang tama ang mga salita na may kambal-katinig o klaster MT2PW-IVa-i-6.3	Compares mass in grams or kilograms. M2ME-IVd-29	Nagagamit nang wasto ang pang-ukol na ni at nina Nakapagpapahayag ng sarilingideya/kaisipan/damdamin nang may wastong tono at diin F2PS-IVd-1	21. Demonstrates movement skills in response to sound PE2MS-IV-a-h-1
II. CONTENT	Aralin 2:Biyayang Pahahalagahan Ko PAGPAPASALAMAT SA PANGINOON	Paksang Aralin ARALIN 7.2 Mga Karapatan Sa Komunidad	Subject Matter: The Greening of Malaya Park	Aralin 29: Pagbaybay nang tama ang mga salita na may kambal-katinig o klaster	Lesson 106: Measuring Mass	Gamit ng ni at nina	Dramatizing Weather Conditions

LEARNING RESOURCES							
A. References	K-12 CGp.38	k-12 Cp	k-12 Cp	k-12 Cp	k-12 Cp	k-12 Cp	k-12 Cp 20
1. Teacher’s Guide pages	95-97	74-76	14-16	247-249	369- 371	148-149	277-280
2. Learner’s Materials pages	231-241	262-268	381-384	221-222	258-260	398-401	371-372
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan, tarpapel	Larawan, tsart, tarpapel	Materials: Teacher Chart, flashcards and pictures	Tarpapel, larawan, plaskard	1. Weighing scale with gram and kilogram scales 2. Objects of different sizes and masses (like: pack of powdered milk, pack of sugar, fruits and others) 3. Show Me boards	larawan na nagpapakita ng pagtulong sa kapwa	Pictures Any instrumental music with different expressions (happy, sad, loud, soft and others)
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Pag-awit ng awit ng pasasalamat sa Diyos Pagtsek ng takdang-aralin	Itanong: Paano ipinatutupad ng inyong komunidad ang mga karapatan mo bilang isang bata? Ano kaya ang magiging epekto ng pagtupad o hindi pagtupad ng mga karapatan sa buhay ng tao at komunidad?	Start the lesson with the Daily Language Activity Words for the Day (Drill) WORD WALL Five new words for the day! Let’s read, spell and learn! 1. do 2.did 3. said 4. answer 5. draw Motivation: Show a picture of a place with too many garbage and a clean park. Compare and contrast the two pictures. Unlocking of difficulties (see T.G p. 15)	Pahulaaan ang sagot sa bawat bugtong. “Magbugtungan Tayo at Hulaan Mo” Kapag bukas,tubig ay tumutulo Kapag sara, daloy ay humihinto Gamit sa pagkukulay Pula,berde, lila,rosas, at dilaw. Tumbang preso ang laro Gamit sa paa ang pambato 248 Araw-araw binabasa ng tao Upang malaman,balitang bago.	1. Drill a. Show pairs (one is heavy and the other is light) of objects to the class. b. Call a volunteer. Let him/her feel the weight of the two objects using his/her hands. c. Ask: Which is heavier? Lighter? 2. Pre-Assessment: Show objects/pictures of: pack of powdered milk, pack of sugar, pack of salt, fruits and other objects the teacher had prepared. Using Show Me boards, let them write which one is heavier. a. Packs of powdered milk and sugar. b. Packs of sugar and salt. c. A banana and a mango.	Ipagawa ang Tukoy-alam sa TG pahina 149 Ipabasa ang mga salitang dinaglat na nakasulat sa flashcards	Drill Divide the class into four groups. Have each group express a particular emotion without the use of words utilizing body language, facial expression, simple body movements or mime to communicate the particular emotion. Example: when one is angry when hit by a hard object when given a surprise gift when you went to the zoo
B. Establishing a purpose for the lesson	Magpakita ng mga larawan na nagpapakita ng pagpapasalamat sa at pagpapahalaga sa mga biyayang ibinigay sa atin ng Panginoon	Ano ang dapat mong isaisip upang makamit mo ang iyong mga karapatan bilang isang bata sa inyong komunidad?	To learn to take care of the environment for safety living	Ipabasa ang sagot sa bugtong.(gripo, krayola,tsinelas,dyaryo) Ipabasa ang mga salitang ngalan ng tao na may	Show to the class real bananas or any set of fruits, vegetables or root crops available in the community. Ask:	Ipabasa sa mga bata ang sumusunod na pangungusap.	Motivation Let the pupils look at the following pictures. Let them imitate the movement/s shown in the picture. 278

				dalawang magkasunod na katinig. Tumawag ng isang bata na bibigkas ng bawat pangalan. Primo Brix Gloria Tricia Placido Troy Trinidad Brando	Do you eat fruits? Vegetables or root crops? Are these foods good to your health?		* how can playing a nation * a stormy scene * a hot and sunny beach scene * people after a heavy rainstorm 										
C. Presenting examples/ instances of the new lesson	Pagbasang muli ng kuwentong “Salamat Po “	Basahin: Ipabasa muli ang usapan sa pahina 262-264 ng LM	Activating Prior Knowledge: Ask: Have you ever played in a park? Share your experience by pairs and then switch partners. In our story today, what do you think will happen in the park? Allow the children to make their predictions. Read Aloud: Tell the author, illustrator, title of the story. Read aloud and ask the children to imagine the setting and the characters of the story. Let’s read the Greening of the Malaya Park. If you were the character in the story, how would you help maintain the greening of the Malaya Park?	Ano ang napupuna ninyo sa mga may salungguhit na letra sa bawat salita? Ang may salungguhit na salita ay parehong katinig. Anong tunog ang naririnig ninyo sa unahan ng bawat salita? Ang naririnig natin ay tunog ng dalawang letrang katinig	a. Concrete Group activity Group the class into 2. Provide each group with a weighing scale and 16 stones, each weighing 250 g, (or any other objects) of similar sizes which are available in the community. Ask each group to fill out the table below. <table><tr><th>Number of stones</th><th>Mass (in kg)</th></tr><tr><td>4 stones</td><td></td></tr><tr><td>8 stones</td><td></td></tr><tr><td>12 stones</td><td></td></tr><tr><td>16 stones</td><td></td></tr></table> b. Pictorial Let the pupils draw a representation of the table above. Pictograph, line graph or bar graph will do. c. Abstract Using Show Me boards, let the pupils tell which one is greater/heavier in each of the following pairs of masses. Can use words (greater or less) and symbols (<, >) in comparing the masses. 10 g or 15 g 50 kg or 15 kg 26 g or 30 g 25 kg or 24 kg 75 g or 57 g	Number of stones	Mass (in kg)	4 stones		8 stones		12 stones		16 stones		Muling basahin ang kuwentong “Titser Gosoy.”	Activity 1 Group the class into 4, and let the group create a scene from the assigned situation related to the weather conditions. Tell something about the given scene. Choose a leader of the group. Be sure that all the members of the group were given a specific task or role to play. The teacher suggests to them that they don’t have to look at people; some could be objects and some could be movements of the people. Don’t let them use props and the like. They are allowed to movement activities. Activity 2 Presentations of scene by group Scene 1- Stormy weather Scene 2- Hot/Sunny day in a playground Scene 3- Rainy afternoon in a zoo Scene 4- Windy day near the beach Scene 5- Gloomy Saturday morning
Number of stones	Mass (in kg)																
4 stones																	
8 stones																	
12 stones																	
16 stones																	
D. Discussing new concepts and	Pagsagot ng mga tanong tungkol sa kwento	1. Ano ang dapat mong isaisip upang makamit mo ang iyong	Answer the comprehension questions	Ilang letra ang bumubuo ng bawat tunog?	What is the mass of 4 stones? 8 stones? 12 stones? 6 stones?	Sagutin pahina 398-399 sa LM,	After the presentation, have the pupils sit in a circle to talk about the										

practicing new skills #1		mga karapatan bilang isang bata sa inyong komunidad? 2. Bilang isang bata, paano mo maipapakita ang iyong pagsunod sa iyong mga tungkulin bilang kapalit ng pagkamit mo sa iyong mga karapatan? 3. Paano mo mapapahalagahan ang iyong mga karapatan? 4. Ano kaya ang epekto ng pagtupad o hindi pagtupad ng mga karapatan sa buhay ng tao at komunidad?Isulat ito sa loob ng kahon.	after reading. Refer to LM – Let’s Read. Comprehension Questions: 1. Why were there many children who got hurt in the park before the clean up? 2. Who helped in the greening of Malaya Park?	Dalawang letra ang bumubuo ng bawat tunog na kung tawagin ay kambal katinig o klaster. Paano bigkasin ang bawat tunog? Binibigkas ito nang isahang daloy o mabilis.	Which one is heavier, 4 stones or 8 stones? 16 stones or 12 stones? What happens to the mass as the number of stone increases?	1. Sino ang tumawag ng “baluga” kay Titser Gosoy? Tama ba ito? 2-6 sundan sa tsart	different ways they moved in situations that were created. Ask them how they felt in these different situations? Were they happy? nervous? did they enjoy it?
E. Discussing new concepts and practicing new skills #2	Sa mga larawan sa ibaba, alin ang nagpapakita ng pagiging magiliw at palakaibigan? Isulat ang letra ng tamang sagot sa iyong kuwaderno. 	Isagawa:  Isulat sa papel ang sagot sa tanong na nasa hulihan ng bawat sitwasyon. 1. Kumakain ng masustansiyang pagkain sa tamang oras ang mga bata. Ano ang epekto nito sa mga bata? 2. Ligtas at maayos na kapaligiran ang kailangang tirahan ng mga bata subalit sa gilid ng kalsada sila nakatira at barong-barong ang kanilang bahay. Ano ang magiging epekto nito sa mga bata? 3. Hindi nakokolekta ang mga basura sa komunidad kaya nagkalat ito sa kalsada. Ano ang magiging epekto nito sa mga naninirahan dito?	Group Work: Group 1 – Freeze Frame– Allow the children to work by groups of ten. Let them use their creativity by showing the important scenes in the story. The group members will talk to one another . Let them decide which event of the story they will show. They will pose as if somebody will take their photos to depict a scene in the story, “The Greening of Malaya Park”. Then, a pupil will discuss the scene that they chose and why they chose that particular event of the story. Group 2 –Pupils create a poster with a slogan about preserving the park.		Paghambingin ang timbang ng dalawang bagay. Lagyan ng tsek (/) ang mabigat at ekis (x) ang magaan. Gawin ito sa iyong kuwaderno. 1.  ☐  ☐ 2.  ☐  ☐ 3.  ☐  ☐ 4.  ☐  ☐	Pahalagahan natin Unawain ang damdamin ng kapwa at igalang ang pagkakaiba-iba ng mga nilalang ng Panginoon.	Play any instrumental music. Let the pupils listen for a while. Then let them, think of a simple scene out of the music they listened to. You can ask them, what do you imagine or what are you thinking while you listen to the music? What’s going on in the music? is it fast? slow? loud and others. From these, you can portray situations that reflect as weather conditions. Then, it’s SHOWTIME.....

F. Developing mastery (leads to Formative Assessment 3)		Isagawa: Gamit ang vertical cuved list , isulat sa kahon ang mga karapatang iyong tinatamasa mula sa iyong pamilya at komunidad. 	I Can Do It Draw and make a card to express your ideas showing your love for Mother Earth. What can I do to help clean my environment?	Ipagawa ang Gawain 2 sa LM.222	Basahin ang comic strip at sagutin ang mga tanong. Isulat ang sagot sa kwaderno.  Mga tanong: 1. Ano ang timbang ni Daniel? ni Victor? 2. Sino sa kanilang dalawa ang masasabing magaan? mabigat? 3. Tama ba si Daniel sa kanyang akala na si Victor ay mas mabigat sa kanya? Bakit? 4. Ikaw, ano ang timbang mo? Tama ba ang timbang mo sa edad mo? Bakit? Victor, kamusta? Matagal na tayong hindi nagkikita. Mataba ka ngayon ah. Mas mabigat ka siguro sa akin. Ako ay 53 kg lang, ikaw? Mabuti naman ako Daniel. Tumaba nga ako. 56 kg ang timbang ko ngayon.	Punan ng tamang pang-ukol. 1. Dinampot _____ Abet ang mga tuyong dahon upang gawing pataba sa mga halaman. 2-5 sundan sa tsart	Were you able to create movements easily? How important is this activity to you? to your group mates? to other people? In doing this kind of activity, what do you need? What kind of movement/s did you do? Do you need to be healthy? physically fit?
G. Finding practical application of concepts and skills in daily living		Sumulat ng tatlong pangungusap tungkol sa epekto ng pagtupad o hindi pagtupad ng mga karapatan sa buhay ng tao at komunidad. 1. _____ _____ 2. _____. 3. _____ _____	Value Focus: People should take care of the environment and help make it clean and safe. Keep your surroundings clean and conserve our natural resources	A. Itanong kung ang pangalan nila ay may magkasunod rin na parehong katinig. Kung meron isulat ang mga pangalan sa pisara at ipabasa. B. Isulat sa patlang ang tamang kambal katinig upang mabuo ang bawat salita. Piliin sa panaklong ang sagot at ipabasa ng maramihan, pangkatan at isahan.(Ihanda ng guro sa Manila Paper.) 1. som____ero (br, pl, tr) 2. ____ antsa (pl, pr, bl) 3. ____ ipo (br, pl, gr) 4. ____ utas (pr, ts, sw) 5. ____ ase (pr, kr, kl)	Ano ang gagawin mo kung timbang mo ay di di akma sa iyong edad?	Lagyan ng angkop na pang-ukol ang pangungusap tungkol sa larawan. 1.  Niyaya _____ Mang Kanor sina Mang Abel at Mang Caloy na dumalo sa pagpupulong ng barangay. 2-5 sundan sa tsart	In one minute, let the pupils create a scene inside a jeepney full of passengers. After a minute, the teacher will shout, Freeze!!! Let them tell something about the situation.

				6. ___ opa (tr, bl, kl) 7. ___ insesa (pr, tr, bl) 8. ___ iko (br, ts, tr) 9. ___ ayola (fr, kl, kr) 10. ___ ama (kl, dr, gl)											
H.Making generalizations and abstractions about the lesson	Ating Tandaan Lahat tayo ay may mga biyayang na-tatanggap sa araw-araw. Dapat natin itong pahalagahan at ipagpasalamat sa ating Panginoon.	Basahin ang Ating Tandaan sa pahina 232	Always Remember: Let’s take care of the environment and help make it safe and clean. Read and then the children will repeat the lines using intonation, expression and punctuation cues.	Itanong kung ano ang tawag sa salitang may dalawang magkasunod na katinig na binibigkas ng mabilis o isahang daloy?Ipabasa ang Tandaan sa LM.222	(Generalization) Greater mass is heavier and smaller mass is lighter	Ang ni ay ginagamit kung tumutukoy sa isang tao. Samantalang ang nina ay ginagamit kung ang isang bagay o kilos ay ginawa o para sa dalawa o mahigit pang tiyak na tao.	Several fundamental motor skills can be combined to create a movement necessary in a specific activity. Lack of development of these skills may hinder pupils’ future participation in activities like sports and dancing								
I. Evaluating learning	Isipin ang mga biyayang tinatanggap mo sa araw-araw na dapat mong ipagpasalamat sa Diyos. Isulat ang iyong dasal ng pasasalamat sa kuwaderno. 	Kopyahin ang talahanayan sa ibaba at itala dito ang mga gawaing nagpapakita ng epekto ng pagtupad o hindi pagtupad ng mga karapatan sa buhay ng tao at komunidad. <table><tr><td>Epekto ng Pagtupad ng mga Karapatan sa Buhay ng Tao at Komunidad</td><td>Epekto ng Hindi Pagtupad ng mga Karapatan sa Buhay ng Tao at Komunidad</td></tr><tr><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td></tr><tr><td>3.</td><td>3.</td></tr></table>	Epekto ng Pagtupad ng mga Karapatan sa Buhay ng Tao at Komunidad	Epekto ng Hindi Pagtupad ng mga Karapatan sa Buhay ng Tao at Komunidad	1.	1.	2.	2.	3.	3.	Measure My Learning Read the pledge with feelings and color Mother Earth.  My Pledge Concern for the Environment As a Filipino, I will do my best to help clean my surroundings. I will pick up trash that I see every day. I will reduce, reuse, and recycle to save the environment. My  Promise 	Sumulat ng mga salitang ngalan ng tao, bagay at lugar na may dalawang magkasunod na katinig at basahin ito.	Which is heavier? 1. 2 kg or 4 kg 2. 40 g or 30 g 3. 5 kg or 7 kg 4. 100 g or 1,000 g 5. 2 kg or 1 kg	Punan ng angkop na pang-ukol ang bawat patlang upang mabuo ang diwa ng talata. Maagang gumising ang mag-anak na Lopez. Agad-agad na tinungo ___ Gng.	Create a single journal about your participation in dramatizing situations using your own body movement's like you did a while ago. Make your selection and. Example: "I was not able to participate well in the activity because I did not listen well to the instructions of our teacher. But I enjoyed it too." or "I enjoyed the activities a lot and I can only think of what seems to happen."
Epekto ng Pagtupad ng mga Karapatan sa Buhay ng Tao at Komunidad	Epekto ng Hindi Pagtupad ng mga Karapatan sa Buhay ng Tao at Komunidad														
1.	1.														
2.	2.														
3.	3.														
J. Additional activities for application or remediation	Isaulo ang Gintong –aral: Araw-araw na biyaya, Ipagpasalamat sa Poong Lumikha.	Takdang –Aralin Magsagawa ng isang panayam tungkol sa kung paano ipinatutupad ng komunidad ang iyong mga karapatan.	Agreement: Cut-out pictures of the other community helpers from old magazines or newspapers or just draw them. Be ready for Speak Up Time tomorrow about the community helper that you will choose		Basahin ang talata sa loob ng kahon at sagutin ang mga tanong. Bumili si Abner ng 3 kg ng karne ng baboy at 1 kg ng karne ng baka. Si Belinda naman ay bumili ng 2 kg ng karne ng baboy at 3 kg ng karne ng baka. Mga tanong: 1. Sino kina Abner at Belinda ang mas marami ang biniling karne? Ipakita ang solution. 2. Ilang kilogram lahat ang karneng binili nina Abner at		List some other situations or conditions of people or object or matter that you can dramatize								

					Belinda? Ipakita ang paraan kung paano nakuha ang sagot. 3. Alin sa dalawang uri ng kanre ang mas maraming nabili? Ipakita ang paraan sa pagkuha ng sagot.		
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 teachingstrategies worked well? Why did these work?							
F. What difficulties did I encounter which my principal or supervisor can help me solve?							
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?							