GRADES 1 to 10
DAILY LESSON LOG

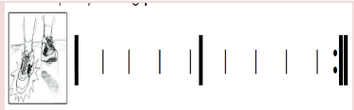
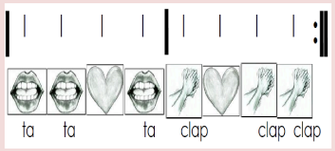
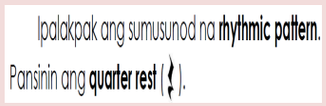
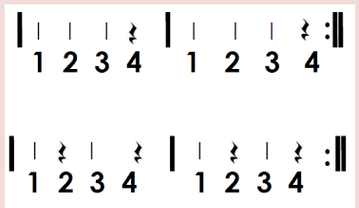
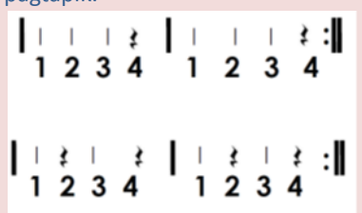
School:	Visit DepEdResources.com for More	Grade Level:	II
Teacher:		Learning Area:	MAPEH
Teaching Dates and Time:	JULY 29 – AUGUST 2, 2024 (WEEK 1)	Quarter:	1ST QUARTER

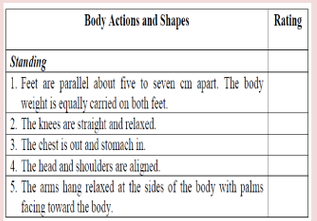
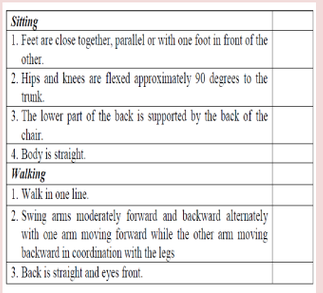
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	**MUSIC**	**ARTS**	**PE**	**HEALTH**	
A. Content Standards	A. Content Standards demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	A. Content Standards demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	A. Content Standards demonstrates understanding of body shapes and body actions in preparation for various movement activities	A. Content Standards understands the importance of eating a balanced diet.	
B. Performance Standards	Performance Standards responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	Performance Standards creates a composition/design by translating one's imagination or ideas that others can see and appreciates	Performance Standards performs body shapes and actions properly.	Performance Standards demonstrates good decision-making skills in choosing food to eat to have a balanced diet.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives **distinguishes aurally and visually between sound and silence** **MU2RH-Ia-1** **Objectives:** **Distinguish between sound and silence.** **Demonstrate understanding of sound and silence.**	C. Learning Competencies/ Objectives **identifies and appreciates the different styles of Filipino artists when they create portraits and still life (different lines and colors)** **A2EL-Ia**	C. Learning Competencies/ Objectives describes body shapes and actions **PE2BM-Ia-b-1** **Objectives:** **A. Describe body shapes and actions.** **B. Explore body shapes and actions.** **C. Create body shapes and actions.** **- Correct walking** **- Correct sitting** **- Correct standing**	C. Learning Competencies/ Objectives **states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)** **H2N-Ia-5**	
II. CONTENT	**Content: MODULE 1** **Sound and Silence** **Larawan ng Musika**	**Content: SINING NA KAY GANDA**	**Content: Body Shapes and Actions**	**Content: Healthy Food and the Body** **1. Provides energy** **1.1 Carbohydrates and Fats** **2. Promotes growth and body-building** **2.1 Protein** **3. Regulates body functions** **3.1 Vitamins and Mineral**	

III. LEARNING RESOURCES **A. References**	K to12 Curriculum Guide 2016 Grade 2 – Music page 15	K to12 Curriculum Guide 2016 Grade 2 –Arts page 16	K to12 Curriculum Guide 2016 Grade 2 – Physical Education page 16	K to12 Curriculum Guide 2016 Grade 2 – MAPEH pages 16	
1. Teacher's Guide Pages	(softcopy) 2-5	(softcopy)	(softcopy)163-166	352-355 (soft-copy)	
2. Learner's Materials pages	LM in MAPEH pages 3-8	LM in MAPEH pages 190-193		LM in MAPEH pages 417-421	
3. Text book pages				LM in Araling Panlipunan pahina 226-(Karapatan)	
4. Additional Materials from Learning Resources	Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 190-193	Music, Art, Physical Education and Health 2. (Tagalog) DepEd. Falculita, Rogelio F. et.al. 2013. pp. 295-296		
B. Other Learning Resources	laptop	laptop	laptop K to 12 Curriculum Guide Materials : Pictures, Checklist	Laptop Wastong Nutrisyon Isang Pangunahing Pangangailangan.pdf	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	INSTRUCTIONAL PROCEDURE Preparatory Activities Greet with the usual SO – SO – MI – SO – MI greeting. SO - SO - MI - SO - MI Teacher: Good Mor - ning Child - ren Pupils: Good Mor - ning Teach - er Pupils: Good Mor - ning class - mates Teacher: How are you to - day? Pupils: I am fine, thank you.	INSTRUCTIONAL PROCEDURE Preparatory Activities Marami tayong uri ng pintor. May mga pintor na gumuguhit ng mukha ng tao. May mga pintor na gumuguhit ng kapaligiran. Iba-iba rin ang istilo nila sa pagguhit.	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Warm-Up Exercises Let the pupils perform the following movements with 8 counts each. March in place, forward and backward or in any direction. Swinging of arms forward and backward alternately. Standing and sitting alternately. Note: Have an alternative activity for outdoor setting.	INSTRUCTIONAL PROCEDURE Preliminary Activity Preparatory Activities 1.Ipaawit sa mga bata ang "Bahay-Kubo" 2.Review Ano-ano ang mga pagkaing nabanggit sa awitin ?	
B. Establishing a purpose for the lesson (Motivation)	B. Establishing a purpose for the lesson Paano mo madarama ang tibok ng iyong puso? Subukan mong damahin ang iyong pulso sa leeg. Itapik mo sa iyong hita ang daloy ng iyong pulso. Pareho ba ito o nag-iiba? Ano kaya ang mangyayari kung paiba-iba ang daloy ng iyong pulso?	B. Establishing a purpose for the lesson Alam mo ba kung sino –sino ang mga kilalang pintor na kilala sa ating bansa ? Paano sila nagkakaiba-iba ng istilo sa pagguhit? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	B. Establishing a purpose for the lesson 1.Motivation What are your means of transportation in going to school? Who among you take a ride? How many just walk?	B. Establishing a purpose for the lesson 1.Motivation Bakit mahalaga ang pagkain sa ating katawan? Karapatan ba nating magkaroon ng malusog at malakas na pangangatawan?	

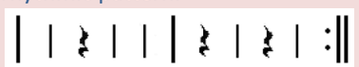
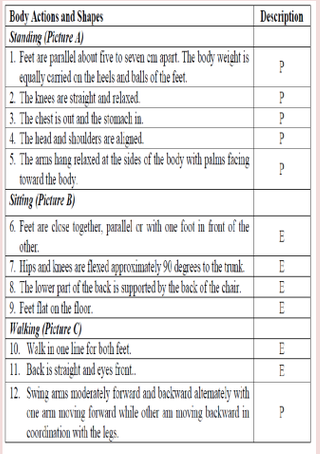
C. Presenting Examples / instances of new lesson (Presentation)	C. Presenting Examples / instances of new lesson (Presentation) Ang beat sa musika ay ang pulso na nadarama natin sa musika. Ito ay maaaring bumagal o bumilis subalit ang haba ng bawat pulso ay laging pareho. Ito ang tinatawag nating steady beat. Gawain 1 Pakinggan ang mga titik ng —My Handkerchiefll na babasahin ng guro. Pagkatapos ay basahing muli ang bawat linya pagkatapos ng guro habang itinatapik ang steady beat. Awitin ang awit habang itinatapik ang steady beat. 	C. Presenting Examples / instances of new lesson(Presentation)  GAWAIN 1 ALAMIN NATIN Tingnan mo ang sumusunod na larawan. Ano ang napansin mo sa mga larawan?  	C. Presenting Examples / instances of new lesson(Presentation) Let the children read the following. Then, ask the process questions after each activity. b) Show pictures of a boy sitting and a girl standing in correct posture. Tell them to observe and ask the following:  Processing: What actions of the body are shown in the pictures? Describe the actions performed by the boy and the girl.	C. Presenting Examples / instances of new lesson(Presentation) Basahin: Si Jimbo at si Berto ay matalik na magkaibigan. Basahin ang patulang kuwento sa ibaba at tuklasin ang kanilang kalagayan. **Si Jimbo Malusog at si Berto Sakitin** Dalawang magkaibigan ay nagkitang minsan Si Jimbo‘y malusog at kalugod-lugod Si Berto‘y sakitin at medyo patpatin Dahilan kung bakit ay ating tuklasin. Kumusta kaibigan!!! Ang bati ni Jimbo Tikas at tindig ko ngayon ay tingnan mo Mga prutas at gulay ang kinakain ko Mabuting kalusugan aking natatamo. Mga prutas at gulay ay hindi ko gusto Kendi at sitsirya ang tanging ibig ko Ayaw kong maglaro baka lang humapay Nanghihina ako at nanlulupaypay Lahat ng ayaw mo‘y aking ginagawa, Nag-eehersisyo na may angking tuwa May sapat na tulog at wastong pahinga Kaya sa gawain ay kahanga-hanga. Tinatamad ako sa mga gawain Lalo na at ako ay laging sakitin. Laging inaantok dahil laging puyat Tulungan mo ako, makamtan ang sapat. Ako ay malusog, buto ko‘y matigas Buong katawan ko‘y masigla‘t malakas Ako ay sakitin, malambot at payat Lubos na umaasa, di pa huli ang lahat	

D. Discussing new concepts and practicing new skills #1 **(Modeling)**	D. Discussing new concepts and practicing new skills #1 (Modeling) Gawain 2: Narinig Mo Ba? Saglit mong ipikit ang iyong mga mata. May nakikita ka ba? Manatili kang nakapikit, damhin ang tunog na maririnig at mag-isip ng galaw na maaring ilapat habang ako'y umaawit. Ano ang galaw ng iyong naisip? Bakit mo naisip iyon? Bagamat tayo ay nakapikit, maaari pa rin tayong makaisip ayon sa ating naririnig. Maaari din nating pagsamahin ang mga tunog upang makabuo ng rhythmic pattern. Ito ay ang kombinasyon ng mga tunog na naririnig at di naririnig na may pareho o magkaibang haba. Ipalakpak ang sumusunod na rhythmic pattern. 	D. Discussing new concepts and practicing new skills #1 (Modeling) Bigyan mo ng pansin ang mga larawang iginuhit ng mga tanyag na Pilipinong pintor Ito ay likhang sining ni Fernando Amorsolo.  	D. Discussing new concepts and practicing new skills #1 (Modeling) a.Read the following: Lorna lives near her school. She walks in going to school. She looks forward and walks straight transferring her weight from one foot to another. She pushes off with the rear foot and swings her arms as she walks naturally. Who walks in going to school? What action of the body did Lorna do? Describe the actions she has made.	D. Discussing new concepts and practicing new skills #1 (Modeling) Sagutan ang mga sumusunod na mga tanong? 1. Sino ang dalawang magkaibigan sa kwento? 2. Bakit nagging malusog at kalugod-lugod si Jimbo? 3. Bakit naman sakitin at medyo patpatin si Berto? 4. Ano ano ang kinakain ni Jimbo upang matamo ang mabuting kalusugan? 5. Ano naman ang gusting kainin ni Berto? 6. Ano ang epekto sa katawan ng wastong nutrisyon? 7. Ano naman ang epekto ng di tamang nutrisyon? 8. Magbigay ng mga halimbawa ng wastong pagkain na nararapat ihain sa ating hapag-kainan.	9.
E. Discussing new concepts and practicing new skills #2 **(Guided Practice)**	E.Discussing new concepts and practicing new skills #2(Guided Practice) 3. Ipakita/ipadama ang rhythm ayon sa larawang ipakikita ng guro. a. Bigkasin ang syllables.  b. Ipalakpak ang pattern  c. Ipadyak ang pattern	E.Discussing new concepts and practicing new skills #2(Guided Practice) Ito ang mga likhang sining ni Mauro Malang Santos  	E.Discussing new concepts and practicing new skills #2(Guided Practice) b) Show pictures of a boy sitting and a girl standing in correct posture. Tell them to observe and ask the following:  Processing: What actions of the body are shown in the pictures? Describe the actions performed by the boy and the girl.	E.Discussing new concepts and practicing new skills #2(Guided Practice) Ang wastong nutrisyon ay ang pagkakaroon ng balanseng diyeta na binubuo ng mga pagkaing mula sa tatlong pangunahing pangkat ng pagkain. ♦ Ang tatlong pangunahing pangkat ng pagkain ay: • mga pagkaing nagbibigay lakas –(go foods)(carbohydrates at taba) • mga pagkaing nagpapalaki ng kalamnan-(grow foods)(protina) • mga pagkaing kumokontrol sa mga proseso ng katawan –(glow foods)(bitamina at mineral)	

	 d. Damahin ang pattern  Gawin ang kumbinasyon Halimbawa    			♦ Ang mga pagkaing nagbibigay lakas ay nagtataglay ng carbohydrates at taba, na mga pangunahing pinagkukunan ng enerhiya. ♦ Ang carbohydrates ay ang pangunahing pinagkukunan ng enerhiya at ang taba ay ang nakaimbak na enerhiya ng katawan. ♦ Ang pangunahing tungkulin ng protina ay ang gumawa at magkumpuni ng lahat ng himaymay ng katawan. ♦ Ang mga pagkaing kumokontrol sa mga proseso ng katawan ay nagtataglay ng mga bitamina at mineral na nagpapanatili ng normal na tungkulin ng iba't ibang bahagi ng katawan. ♦ Kahit na kaunti lamang ang kailangan ng ating katawan, ang kakulangan ng kahit isa lamang sa mga bitamina at mineral sa iyong diyeta ay maaaring magdulot ng mga sakit.*(Pinagkunan:Wastong Nutrisyon Isang Pangunahing Pangangailangan.pdf)*	
F. Developing mastery (Leads to Formative Assessment 3)	F. Developing mastery (Leads to Formative Assessment 3) a. Ipakita ang pattern na nasa itaas sa pamamagitan ng pagbigkas ng silabang —tall, pagpadyak, pagpalakpak, at pagtapik.  	F. Developing mastery (Independent Practice)  Magkaiba ba ang likhang sining ni Fernando Amorsolo at Mauro Malang Santos? Paano ito nagkaiba?	F. Developing mastery (Independent Practice) Reinforcement Activity Let the pupils copy the body actions with the number of indicators on a sheet of paper. They will work by partner to create the shapes and actions of the body and to describe each other's body actions by writing E if excellent, G if good and P if poor under the guidance of the teacher. Let the pupils follow the given rubrics for description. Refer to page 5 of the LM.	F. Developing mastery (Independent Practice)) Healthy Food and the Body The three basic food groups are go foods which provide us energy such as carbohydrates and fats, grow foods which promote growth and body building as protein and glow foods which regulates body functions such as vitamins and minerals.	

			  What actions of the body did you explore together with your partner? How did you describe each item in the indicator? Did you work with your partner?		
G. Finding Practical applications of Concepts and skills in daily living	G. Finding Practical applications of Concepts and skills in daily living Paano maipapakita/ maisasagawa ang rhythmic pattern?	G. Finding Practical applications of Concepts and skills in daily living (optional) Pumili ka ngayon sa dalawang larawan . Isulat mo kung bakit mo ito napili. Gawin ito sa iyong kuwaderno.	G. Finding Practical applications of concepts and skills in daily living (Application) Ask the pupils to form four lines. Tell them to practice walking in a straight line using the given directions. Please see page 2 of the LM for the activity. This action should be done in an open space or playground. 1) Go forward . . . . . 4 counts 2) Turn right, move forward. . . . . 4 counts 3) Another turn right and walk forward. . . . . 4 counts 4) Another turn right and walk forward. . . . . 4 counts After the pupils have finished working on the activity, ask the following:	G. Finding Practical applications of concepts and skills in daily living (Application) Ano ang nararapat gawin ng isang batang tulad mo kung ikaw ay nagugutom na ? Ano ang tatlong pangunahing pangkat ng pagkain?	

			What actions of the body did you explore? Describe how you did the walking? What shape have you formed?		
H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization) Tandaan: Ang quarter rest ay bibigyan ng isang kumpas subalit ito ay walang tunog. Ang sagisag na () ay kumakatawan sa pulso ng tunog na naririnig samantalang, ang sagisag na () o quarter rest ay pulsong hindi naririnig subalit nadarama at tumatanggap ng kaukulang bilang ng kumpas. Tumitigil tayo sa pag-awit o pagtugtog kapag nakita natin ang sagisag na ito hanggang matapos ang kanyang	H. Making generalizations and abstractions about the lesson (Generalization) Marami tayong mga tanyag na Pilipinong pintor. Sila ay may kanya-kanyang istilo sa pagguhit.	H. Making generalizations and abstractions about the lesson (Generalization) In order to have correct body shapes while doing some actions we should follow rules in correct sitting, standing and walking.	H. Making generalizations and abstractions about the lesson (Generalization) Ano ang wastong nutrisyon o balanced diet?	
I. Evaluating Learning	I.Evaluation Ipakita ang lubos na pagkatuto sa mga isinagawang aralin sa pamamagitan ng paglalagay ng tsek (/). Isulat sa sagutang papel. **KAALAMAN/ KASANAYAN** | **Nagawa** | **Hindi Nagawa** 1. Nakasunod at naipahayag sa iba't ibang pamamaraan ang **rhythmic pattern** tulad ng pagbigkas ng **syllables**, pagpalakpak, pagpadyak at pagdama ng pulso. 2. Nakagalaw ayon sa daloy ng steady beats. 3. Nakita ang pagkakaiba ng tunog na naririnig at hindi naririnig sa pamamagitan ng larawan. 4. Naunawaan na ang mga tunog na di naririnig ay may kaukulan ding bilang.	I.Evaluation Lagyan ng  kung nakita mo ito sa napili mong larawan. Isulat sa kuwaderno ang iyong sagot. 1. Kitang-kita ang kapusyawan at kadilíman ng kulay na nagpoganda ng larawan. 2. Madami ang mga hugis sa larawan. 3. Nagpapakita ang larawan ng kabayanihan. 4. Kakaiba ang pagkakaguhit sa larawan. 5. Higit na makatotohanan ang mga bagay at tao sa larawan.	IV. Evaluation Let the pupils copy the letter of the given body actions with the number of indicators on a sheet of paper. They will describe each picture's body actions by writing E if excellent, G if good and P if poor. Please refer to page 7 of the LM. Key to Corrections: Reinforcement Activities Descriptions may vary depending on the shapes and actions of the body of the pupil's partner. Evaluation	I.Evaluation Sagutin ng Tama o Mali ang mga sumusunod: 1. Mahilig si Monette sa sitsiriya, kendi at tsokolate. 2.Ayaw niyang kumain ng prutas at gulay kaya madali siyang dapuan ng sakit. 3.Si Bitoy ay naglalaro ng computer kaya nakalimutan na niyang kumain ng tanghalian. 4.Tuwing recess bumibili si Tina ng softdrinks at sitsiriya. 5. S Joel ay binibigyan ng kanyang mga magulang ng wastong nutrisyon upang magkaroon ng malusog at malakas na pangangatawan.	

	5. Nakinig at lubusang nakiisa sa mga gawain.				
J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment) Create a movement for the following rhythmic pattern.  Proceed to end the class by singing the goodbye song. 	J. Additional activities for application or remediation (Assignment)		J. Additional activities for application or remediation (Assignment) Let the pupils ask his or her brother or sister to do the walking, sitting and standing. Describe the shapes and actions of his/her body using the checklist used. Refer to page 7 of the LM	J. Additional activities for application or remediation (Assignment) Magsaliksik sa internet ng mga larawan ng masustansiyang pagkain o kaya'y iguhit ang mga ito sa inyong kuwaderno.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					

B. No. of Learners who require additional activities for remediation					
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?					
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?					