



**GRADES 1 to 12**  
**DAILY LESSON LOG**

School: Visit [DepEdResources.com](http://DepEdResources.com) for More

Teacher: File Created by Ma'am ESTRELLITA S. VINZON

Teaching Dates and Time: SEPTEMBER 9 - 13, 2024 (WEEK 7-DAY2)

Grade Level: II



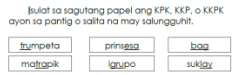
Learning Area: ALL SUBJECTS

Quarter: 1<sup>ST</sup> 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 )
<b>A. Content Standard</b>	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 pagunawa sa kahalagahan ng kinabibilangang komunidad	Demonstrates understanding of sentence construction for correct expressions.	Demonstrates understanding of grade level narrative and informational text.	Demonstrates understanding of addition of whole numbers up to 1000 including money.	Nauunawaan ang ugnayan ng simbolo at ng mga tunog	Demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing
<b>B. Performance Standard</b>	Naisasagawa ang mga kilos at gawaing nagpapakita ng pagmamalasakit sa kapwa	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	Creates a composition /design by translating one's imagination or ideas that others can see and appreciate
<b>C. Learning Competency/ Objectives</b>  Write the LC code for each.	Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan . <b>EsP2P- Iih-i – 13</b>	Nailalarawan ang mga simbolo <b>AP2KOM-Ide-7</b>	Identify proper nouns <b>EN2G-If-g-2</b>	Nakikinig at nakikilahok sa talakayan ng grupo o klase hinggil sa napakinggan at binasang tula Naibibigay ang kahulugan ng mga salita sa pamamagitan ng pahiwatig na pangungusap Nakikilala ang mga karaniwang salitang daglat at nagagamit ito sa pagbuo ng pangungusap maikling kuwento Nauunawaan ang napakinggang tula sa pamamagitan ng pagsagot sa mga literal at mataas na antas ng tanong	Adds mentally 1- to 2-digit numbers with sums up to 50 using appropriate strategies. <b>M2NS-Ih-28.3</b>	Nakikilala ang mga anyo na bumubuo sa pantig ng mga salita  (KPK,KKP at KKPK) <b>F1KP-Iii-6</b>	Creates an imaginary landscape or world from a dream or a story. <b>A2EL-Ih-2</b>

				Naipakikita ang kawilihan sa pakikinig at pagbasa ng tula pamamagitan ng matamang pakikinig at pagbibigay ngkomento o reaksyon <b>MT2C-Ia-i-1.4</b>			
<b>II. CONTENT</b>	Aralin 7 Ito’y Atin, Alagaan Natin!	<b>Mga Sagisag at Simbolo sa Aking Komunidad</b> “Mga Simbolo sa Komunidad”	<b>Lesson 25: Specific Naming Words</b> Proper Nouns	Kahulugan ng mga salita sa pamamagitan ng pahiwatig na pangungusap Mga salitang may daglat Pag-unawa sa napakinggang tula	<b>Adding Mentally 1 to 2 digit numbers</b>	Aralin 7: Sa Oras ng Kagipitan, Pamilya ay Nandiyan Lang Anyo ng Pantig	Creating an imaginary landscape from a dream of a story
<b>LEARNING RESOURCES</b>							
<b>A. References</b>	K-12 Curriculum Guide p.15	K-12 C.G P.	K-12 Curriculum Guide p.22	K-12 C.G P.	K-12 Curriculum Guide p.11	K-12 C.G P.	K to12 Curriculum Guidep
<b>1. Teacher’s Guide pages</b>	23		48-49		78-81		124-126
<b>2. Learner’s Materials pages</b>	53-54		74-76	48-51	50-52		
<b>3. Textbook pages</b>							
<b>4. Additional Materials from Learning Resource (LR) portal</b>							
<b>B. Other Learning Resource</b>	Larawan,aklat	Larawan, tarpapel	Pictures, tarpapel, flashcards	Larawan, tarpapel	Pictures, tarpapel, flashcard	larawan,tarpapel	crayon, pencil, drawing paper
<b>III. PROCEDURES</b>							
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Balikan ang kuwentong binasa tungkol sa “ <b>Ang Masayang Pamilya</b> ”	Ipakita ang iba’t-ibang simbolo na makikita sa komunidad. Pag-usapan ito.	<b>Review:</b> (Refer to LM, p. 77)	Mga salitang dinaglat	Drill – Adding one to two digit numbers Game: “You Are My Partner” TG page 85	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Let the learners look at the picture. Say: Which objects in the picture are real? Which objects in the picture are imaginary?

<b>B. Establishing a purpose for the lesson</b>	<p>Masaya din ba kayo ng iyong pamilya? Saan kayo madalas namamasyal?</p>	<p><i>Isulat kung ano ang sinisimbolo ng mga sumusunod na larawan.</i></p>	<p>Show pictures of:  1. teacher 6. actress  2. street 7. cartoon character  3. trees 8. milk  4. shoes 9. mall  5. actor 10. beach</p>	<p>Itanong sa mga bata kung sino sa mga tao sa kanilang barangay ang nais nilang tularan paglaki.  Itanong ang nais na bata na maging sila paglaki</p>	<p>Let the class sing the song to the tune of “Magtanim Ay Di-Biro”.  “One plus one “</p>	<p>Balik-aralan ang patinig at katinig na mga letra.  Hayaang magbigay ang mga bata ng mga salitang may KP at PK na pantig.</p>	<p>Instruct the learners to do the MAGPAKITANG GILAS:  We can draw from our imagination. Close your eyes and imagine how our world will look after 100 years?</p>
<b>C. Presenting examples/ instances of the new lesson</b>	<p>Magpakita ng larawan ng mga pampublikong pasilidad? Nakagamit na ba kayo nito? Maaring magkwento ang bata sa kayang karanasan.</p>	<p>Gamit ang powerpoint ipakita ang iba-ibang simbolo sa komunidad at ipalarawan ito</p>	<p>Give specific names for each picture</p>	<p>Ipabasang muli ang tulang “ Bungan g Pagsisikap “</p>	<p>Posing a Task  Anita went to the party. She saw many balloons. The balloons have different colors. There were big and small balloons .When her mother asked how many are red and yellow balloons? She quickly answered 12. When her father asked, how many are pink and yellow? She answered 12. (See TG page 87</p>	<p>Balikan ang kuwentong “Kuya KoYata Iyan!”  Pumili ng mga salita sa kuwento na may KKP, KKP at KKPK.</p>	<p>Show example of imaginary drawing</p>
<b>D. Discussing new concepts and practicing new skills #1</b>	<p>Tanungin ang mga bata kung naisasagawa ba nila ang wastong paggamit ng pampublikong pasilidad batay sa tuntunin at pamantayan sa pamayanan</p>	<p>Anu-ano ang mga simbolong makikita sa Isang komunidad?</p>	<p>What do you notice with the nouns beside the common nouns?  How are they written?  What do we call them?</p>	<p>Pagsagot sa mga tanong tungkol sa tula</p>	<p>Performing the Task  Distribute number cards to the class. Let them work in pair.  Let them look at the number cards they are holding. As fast as they can, let them give the sum of the given numbers. Let them change partners and do the same activity. The teacher may use flashcards. Add mentally. Processing the solutions and answers TG p</p>	<p>Hayaang magbigay ang mga bata ng mga salitang may anyong KKP, KKP at KKPK.</p>	<p>Do you think we will see the same model of cars, buildings, roads, gadgets and appliances that we are seeing now?  From your imagination draw in your paper our world 100 years from now.</p>

<p><b>E. Discussing new concepts and practicing new skills #2</b></p>	<p>Ipasuri sa mga bata ang mga larawan sa <b>pahina 53- 54 ng modyul.</b></p>	<p>Pasagutan ang Gawin mo sa p.48</p>	<p>Give examples of proper nouns</p>	<p>Ilarawan ang mga tauhang nabanggit sa tula gamit ang <b>Character Map.</b></p>	<p>Do “Activity 1” on page 54</p>		<p>Let the learners think of a title for their drawings.</p>
<p><b>F. Developing mastery (leads to Formative Assessment 3)</b></p>	<p>Talakayin ang mga tuntunin at pamantayan sa wastong paggamit ng pampublikong pasilidad</p>	<p><b>Tingnan ang mga larawan at isulat ang mga sinasagisag ng simbolo.</b></p>	<p><i>(Refer to LM, p. 79)</i></p>	<p>Ipakita sa pamamagitan ng pagsasakilos ang mga taong nabanggit sa tula. Tukuyin ang ngalan nila kasama ang salita sa unahan ng kanilang pangalan. Isakilos ang kanilang katangian, kakayahan o mga gawain.</p>	<p>Do “Activity 2” on page 55</p>	<p>Sabihin ang anyo ng pantig na may salungguhit.</p> <ol style="list-style-type: none"> <li>1. Nadumihan ang damit ko ng dagta ng saging.</li> <li>2. Malamig ang klima sa Tagaytay.</li> <li>3. Nahulog ang plantsa kaya nasira ito.</li> </ol>	
<p><b>G. Finding practical application of concepts and skills in daily living</b></p>		<p>Bakit mahalagang malaman ng naninirahan sa komunidad ang kahulugan ng bawat simbolo? Paano ito makatutulong sa bawat isa?</p>	<p>Write a proper noun for the given common nouns.</p>	<p>Iguhit ang nais ninyong maging sa inyong paglaki. Gawin ito sa malinis na papel.</p>	<p>Add mentally:  <math>10 + 40 =</math>  <math>12 + 21 =</math>  <math>25 + 35 =</math>  <math>18 + 12 =</math>  <math>40 + 20 =</math></p>	<p>Pagsama-samahin ang salitang may KPK, KKP, K na anyo.  ( tingnan ang pisara )</p>	<p>When can we say that our drawings are imaginary?</p>
<p><b>H. Making generalizations and abstractions about the lesson</b></p>	<p>Bigyang-diin ang <b>ating tandaan.</b> Ipabasa sa bata ng sabay-sabay hanggang sa ito ay matandaan nila</p>	<p>May mga simbolo kang makikita sa kapaligiran ng komunidad. Ang mga simbolong ito ay may kani-kaniyang kahulugan. Ginagamit itong pagkakakilanlan ng isang komunidad.</p>	<p>Proper nouns are special names of people, things, places, or events. They always start with a capital letter.</p>	<p>Naunawaan ba ninyo ang tula? Paano?</p>	<p>To add mentally what should you do?  Master the basic facts  Master the different properties of addition</p>	<p>Anu- ano ang iba’t-ibang anyo ng pantig?</p>	<p>Let the learners read ISAISIP MO:</p>
<p><b>I. Evaluating learning</b></p>	<p>Bawat grupo ay sumulat sa 1/4 na kartolina ang <b>Tandaan mo</b> . Basahin sa tuwi -tuwina upang maisaulo ito.</p>		<p><i>(Refer to LM, p. 80)</i></p>	<p>Ipatukoy ang mga salitang may daglat na ginamit sa kuwento sa Gawain 4 ng LM.p51</p>	<p>Solve the problem mentally. (Dictate the problem)</p> <ol style="list-style-type: none"> <li>1. Veronica bought 12 Donald duck stickers and 7 Mickey Mouse stickers. How many stickers did she buy?</li> <li>2. What is 21 more than 15?</li> <li>3. A necklace has 17 blue beads and 12 red beads. How many beads are there in all?</li> </ol>		<p>Instruct the pupils to work on IPAGMALAKI MO.</p> <ol style="list-style-type: none"> <li>A. Help the learners display their artworks on the blackboard.</li> <li>B. Let the learners appreciate the art works by using the rubric prepared by the teacher.</li> </ol>

					4. Jomar bought 14 slices of banana cakes and 13 apple cakes. How many slices of cakes did he buy in all? 5. What is 37 increased by 4?		
<b>J. Additional activities for application or remediation</b>	May karugtong na aralin kinabukasan	Magdikit ng larawan sa inyong kuwaderno ng mga simbolong makikita sa inyong komunidad.	Allow the pupils to draw 5 examples of proper nouns and label them		Do "Gawaing Bahay" on page 55	Magtala ng tig-dalawang salita na may anyong KPK,KKP at KKPK. Gamitin ang mga ito sa sariling pangungusap.	For your next art lesson bring painting done by Filipino artists.
<b>IV. REMARKS</b>							
<b>V. REFLECTION</b>							
<b>A..No. of learners who earned 80% in the evaluation</b>							
<b>B.No. of learners who require additional activities for remediation who scored below 80%</b>							
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>							
<b>D. No. of learners who continue to require remediation</b>							
<b>E. Which of my teaching strategies worked well? Why</b>	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL __ Fishbone Planner	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL __ Fishbone Planner	<i>Strategies used that work well:</i> __ Group collaboration __ Games	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL	<i>Strategies used that work well:</i> __ Group collaboration __ Games __ Solving Puzzles/Jigsaw	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL	<i>Strategies used that work well:</i> __ Group collaboration __ Games

<p><b>did these work?</b></p>	<p>__ Sanhi at Bunga          __ Paint Me A Picture          __ Event Map          __ Decision Chart          __ Data Retrieval Chart          __ I –Search          __ Discussion</p>	<p>__ Sanhi at Bunga          __ Paint Me A Picture          __ Event Map          __ Decision Chart          __ Data Retrieval Chart          __ I –Search          __ Discussion</p>	<p>__ 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  <i>Why?</i>          __ Complete IMs          __ Availability of          Materials          __ Pupils’ eagerness to          learn          __ Group member’s          Cooperation in          doing their tasks</p>	<p>__ Fishbone Planner          __ Sanhi at Bunga          __ Paint Me A Picture          __ Event Map          __ Decision Chart          __ Data Retrieval Chart          __ I –Search          __ Discussion</p>	<p>__ Answering preliminary          activities/exercises          __ Carousel          __ Diads          __ Think-Pair-Share (TPS)          __ Rereading of          Paragraphs/          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</p>	<p>__ Fishbone Planner          __ Sanhi at Bunga          __ Paint Me A Picture          __ Event Map          __ Decision Chart          __ Data Retrieval Chart          __ I –Search          __ Discussion</p>	<p>__ 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  <i>Why?</i>          __ Complete IMs          __ Availability of          Materials          __ Pupils’          eagerness to learn          __ Group          member’s          Cooperation in          doing their tasks</p>
<p><b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b></p>	<p><b>Mga Suliraning aking naranasan:</b>          __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.</p>	<p><b>Mga Suliraning aking naranasan:</b>          __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.</p>	<p>__ Bullying among pupils          __ Pupils’ behavior/attitude          __ Colorful IMs          __ Unavailable Technology Equipment (AVR/LCD)          __ Science/ Computer/ Internet Lab          __ Additional Clerical works</p>	<p><b>Mga Suliraning aking naranasan:</b>          __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.</p>	<p>__ Bullying among pupils          __ Pupils’ behavior/attitude          __ Colorful IMs          __ Unavailable Technology Equipment (AVR/LCD)          __ Science/ Computer/ Internet Lab          __ Additional Clerical works</p>	<p><b>Mga Suliraning aking naranasan:</b>          __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.</p>	<p>__ Bullying among pupils          __ Pupils’ behavior/attitude          __ Colorful IMs          __ Unavailable Technology Equipment (AVR/LCD)          __ Science/ Computer/ Internet Lab</p>

	<input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan		<input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan		<input type="checkbox"/> Kakulangan ng guro sa kaalaman ng makabagong teknolohiya <input type="checkbox"/> Kamalayang makadayuhan	<input type="checkbox"/> Additional Clerical works
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Pagpapanuod ng video presentation <input type="checkbox"/> Paggamit ng Big Book <input type="checkbox"/> Community Language Learning <input type="checkbox"/> Ang "Suggestopedia" <input type="checkbox"/> Ang pagkatutong Task Based <input type="checkbox"/> Instraksyunal na material	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition