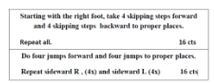
| GRADES 1 to 12 DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | II |
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| | Teacher: | File Created by Ma'am ESTRELLITA S. VINZON | Learning Area: | ALL SUBJECTS |
| | Teaching Dates and Time: | SEPTEMBER 16 - 20, 2024 (WEEK 8-DAY3) | Quarter: | 1ST QUARTER |

| OBJECTIVES | ESP<br>( 7:45-8:15 ) | A.P<br>( 8:15- 8:55 ) | ENGLISH<br>( 9:15- 10:05 ) | MTB<br>( 10:05- 10:55 ) | MATH<br>( 1:00-1:50 ) | FILIPINO<br>( 1:50- 2:40 ) | MAPEH (P.E.)<br>( 2:40-3:20) |
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| **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 elements of literary and expository texts for creative interpretation | Demonstrates knowledge of and skills in word analysis to read, write in cursive and spell grade level words. | Demonstrates understanding of addition of whole numbers up to 1000 including money. | Naipakikita ang kasanayan sa paggamit ng Filipino sa pasalita at di-pasalitang pakikipagtalastasan | Demonstrates understanding of body shapes and body actions in preparation for various movement activities |
| **B. Performance Standard** | Naisasagawa ang kusang pagsunod sa mga tuntunin at napagkasunduang gagawin sa loob ng tahanan | Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad | Uses information derived from texts in presenting varied oral and written activities. | Applies word analysis skills in reading, writing in cursive and spelling words independently. | Is able to apply addition of whole numbers up to 1000 including money inmathematical problems and real-lifesituations. | Nagagamit nang wasto ang mga bahagi ng pananalita sa mabisang pakikipagtalastasan upang ipahayag ang sariling ideya,damdamin at karanasan. | Performs body shapes and actions properly. |
| **C. Learning Competency/ Objectives**<br><br>**Write the LC code for each.** | Nakasusunod sa mga tuntunin sa paaralan gaya ng paggamit ng tamang laruan, pagsasauli ng mga bagay na kinuha, at iba pa.<br>***EsP2PKP- Id-e – 12*** | Nakapaglalarawan ng sariling komunidad na nagpapakita ng mga katangian at batayang impormasyon nito sa malikhaing paraan.<br>***AP2KOM-Id-e-7*** | Relate information and events in a selection to life experiences and vice versa<br>***EN2LC-Id-e-1.2*** | Nababasa nang malakas ang mga teksto para sa ikalawang baitang na may kawastuhan at kasanayan Nagagamit ang kaalaman sa paraan ng pagbaybay ng mga salita<br>***MT2VCD-If-h-3.3*** | Analyzes and solves word problems involving addition of whole numbers including money with sums up to 1000 without and with regrouping. (What is/are given?)<br>***M2NS-Ij-29.2*** | Napag-uuri ang pangngalan ayon sa kasariang di tiyak at walang kasarian.<br>***F2WG-Ic-e-2*** | Engages in fun and enjoyable physical activities<br>***PE2PF-Ia-h-2*** |
| **II. CONTENT** | **Aralin 8**<br>**Tuntunin: Dapat Sundin!**<br>Pagkakaroon ng disiplina | **ARALIN 2.3: Komunidad Ko, Ilalarawan Ko** | Lesson 30: Befriending Others | **IKAWALONG LINGGO**<br>**Ang Nais Ko sa Aking Paglaki**<br>Pagbaybay ng mga salita na naaayon sa baitang o antas | **Analyzing Word Problems (What Is Asked/ What Are Given)** | **Aralin 8 Aalagaan Ko, Mga Magulang Ko Di-Tiyak at Walang Kasarian na Pangngalan** | **MOVEMENT SKILLS IN RELAYS AND RACES** |
| **LEARNING RESOURCES** | | | | | | | |

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| **A. References** | K-12 Curriculum Guide p.23 | K-12 CG p p22 | K-12 Curriculum Guide p.22 | K-12 Curriculum Guide p.93 | K to12 CGp20 | K-12 Curriculum Guide p.11 | K-12 CG p 16 |
| **1. Teacher's Guide pages** | 26-29 | 15-18 | 58-59 | 68-71 | 98 - 101 (softcopy) | 47-48 | 190-193 |
| **2. Learner's Materials pages** | 60-67 | 53-57 | 99 | 55-61 | 61 - 63 | 123-126 | 311-312 |
| **3. Textbook pages** | | | | | | | |
| **4. Additional Materials from Learning Resource (LR) portal** | | | | | | | |
| **B. Other Learning Resource** | Larawan, tarpapel | Larawan, tarpapel, chart, puppet | Pictures,charts, | Larawan, tarpapel | projector, power point, speaker | Tsart, tarpapel, plaskard | Larawan tarpapel |
| **III. PROCEDURES** | | | | | | | |
| **A. Reviewing previous lesson or presenting the new lesson** | Tukuyin kung ito ay **Tama** o **Mali** at isulat ang sagot sa patlang sa papel.<br>1. Pagsunod sa pila kapag bumibili ng pagkain sa kantina.<br>2. Pag-iwas sa pamimitas ng mga bulaklak sa parke. | Anu-ano ang iba"t-ibang simbolo na makikita sa komunidad? | If you want to know the name of a person, what question will you ask?<br>_____<br>_____<br>_____<br>How will you ask your sister if you want to know<br>where your parents are?<br>_____<br>_____<br>_____ | Pagpapantig ng mga salita | REVIEW<br>How do we state the answer to "what is asked"" when the question of the problem begins with How many? TG page 99 | Hayaang magbigay ang mga bata ng pangngalan ng mga may buhay at walang buhay na mga bagay na nasa paligid nila.<br>Pag-uulat ng ginawang talaan.<br>Ano ang may buhay na bagay? Mga walang buhay? | **Drill**<br>Let the pupils do the following:<br>a. 8 small jumps in place.<br>b. 8 jumping jacks<br>c. Head bends: forward position, upward position, sideward R ,position, sideward L, position. Do these with arm support.<br>d. Inhale....Exhale |
| **B. Establishing a purpose for the lesson** | Simulan ang aralin sa pamamagitan ng pag-awit ng "Sundan<br>Mo Ako". | Laro: Pinoy Henyo | Explain how to use the ***Wh***-questions through pictures.<br>Ask the children what street game they usually play and how do they do it? | Magpakuha ng mga bagay na makikita sa loob ng silid-aralan. Ipalarawan ito.<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Strategy- "Creating Problem"<br>Instructions:<br>Group the class by 5s.<br>The group will be named after their favorite animal.<br>There will be no duplication of animals<br>Within 4 minutes, they will create/write three word problems.<br>All given facts will be underlined | Nakakita na ba kayo ng kambal?<br>Ilarawan ang mga ito batay sa kanilang pagkakapareho at pagkakaiba sa bawat isa | Teacher shows picture of a child playing jumping rope?<br><br>Are you familiar with jumping rope? How many have tried to play this game? |

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| | | | | | The team that finished first within 4 minutes wins. | | |
| **C. Presenting examples/ instances of the new lesson** | Basahin ang kuwento ni Melissa. Gumamit ng larawan o **puppet** sa pagkukuwento | Iugnay ang laro sa gagawing larawang mapa ng kinabibilangang komunidad. | The teacher will explain the use of ***Wh***-questions to learn more about other people. | Ipabasa ang mga pangungusap nang wasto at nang may kahusayan. Pansinin ang wastong paghinto, paghahati ng mga salita, at ang bantas na ginamit na nasa LM. | Posing a Task:<br>There are 30 apples, 25 mangoes and 50 chicos on a fruit tray. How many fruits are there in all? Instruct the pupils use the counters in solving the problem.<br>Processing:<br>What are the fruits mentioned in the problem?<br>Do you eat fruits? Why?<br>What are the benefits of eating fruits? ( TG page 100 ) | Basahin ang kuwentong “Ang Kambal” sa LM pahina __. | Look at the picture again. What are the movements shown in this picture? Let us try to know the proper movements of jumping and skipping which we can use in relay and races. |
| **D. Discussing new concepts and practicing new skills #1** | Itanong sa mga bata.<br>a. Nakadalo kaya si Melissa sa pagtataas ng watawat sa harap ng kanilang paaralan? | LM.P.53 Alamin Mo | Call one pupil and ask him/her the following questions:<br>Do a puppet show using this dialogue.<br>When do you go to school?<br>I go to school everyday. | Paano ang tamang paraan ng pagbasa sa mga pangungusap? | Performing the Task<br>Post additional illustrative examples 1.There are 157 Mathematics books on the first shelf and 289 English books on the second shelf. How many books are there in all?<br>2. Cristy has saved P 567 in two weeks and P 495 in another two weeks. How much is her savings?<br>Ask: Underline the question in the problem. Underline the given in the problem. Rewrite the question in answer statement Solve the problem and show all your solutions | Pasagutan ang mga tanong sa **Sagutin Natin** sa LM pahina __. | Activity I<br>Let us study how to jump properly.<br>Let's try the following activities. Teacher does it first then pupils will follow.<br>🡒 Bend hips, knees and ankles.<br>🡒 Prepare for the jump by swinging the arms backward.<br>🡒 Take off with one or both feet.<br>🡒 Extend legs and arms in the direction of the movement.<br>🡒 Land on both feet.<br>🡒 Go to standing position.<br>What parts of the body are you going to bend when you |

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| | | | | | | | jump? What is the proper position of the arms when you prepare for a jump? How are you going to land when you jump?<br>Do you know now how to jump properly?<br>Everybody let us do the proper jumping. Jump forward , (4cts.)and jump backward (4cts.) to proper places |
| **E. Discussing new concepts and practicing new skills #2** | Itanong: Bakit kaya nagsuot ng uniporme at ng ID si Melissa sa pagpasok sa paaralan? | Pagtalakay sa mapa. | Write as many questions you want to ask God (your parents or teachers). | Ipabasa ang mga pangungusap sa pisara<br>Pangkatan-<br>Dalawahan-<br>Isahan- | Do “Activity 1” on page 61 | Ipabasa sa mga bata ang sumusunod na pangungusap na hango sa kuwentong binasa na nasa tsart.<br>Ano-ano ang salitang may salungguhit?<br>Pagpangkatin ang mga ito. Bigyang-katwiran ang ginawang pagpapangkat.<br>Alin sa mga pangngalan ang tiyak ang kasarian? Ang hindi tiyak ang kasarian? Walang kasarian?<br>Ano ang mga tiyak na kasarian?<br>Bakit sinabing hindi tiyak ang kambal? Ang kapatid? Ang kaklase?<br>Ano-anong pangngalan ang walang kasarian?<br>Paano mo ipinapakita ang pagmamahal mo sa iyong kapatid | Activity II<br>Do you know how to skip? As I said earlier if you know how to play “piko” then you know how to skip. Let's try the proper skipping. Teacher demonstrates first the movement while explaining to the pupils. Then pupils will follow.<br>◠ Spring on one foot<br>and hop on the same foot.<br>◠ Swing your arms in running position<br>◠ Repeat with the other foot.<br>How are you going to step and hop when you skip?<br>What are you going to do with your |

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| | | | | | | | arms? How are you going to land when you do the skipping? |
| **F. Developing mastery (leads to Formative Assessment 3)** | Balikan ang kuwento ni Melissa. Talakayin kung bakit maagang pumasok si Melissa, nakauniporme at nakasuot ng ID. Bigyang diin na ito ay tuntunin ng kanyang paaralan at kusang loob niya itong sinunod | Sagutin ang mga tanong sa LM.P.54 | Find friends who will answer these questions. Then, write their names below.<br>**What is your favorite show?**<br>_____<br>_____<br>_____ | Ipabasa ang mga pangungusap sa Gawain 2 sa LM. Pansinin ang wastong paghinto, paghahati ng mga salita, at ang bantas na ginamit. | Do “Activity 2” on page 62 | Ipagawa ang **Gawin Natin** sa LM pahina __. | Divide the class into two groups. Each group will go to Station 1 and Station 2. Tell them to perform the activity given in each station.<br>Station 1 - Skip R and L forward 2 times each<br>Skip R and L backward 2 times each<br>Station 2 - Jump forward and backward 4 times. Jump to the right and left alternately 2 times each. |
| **G. Finding practical application of concepts and skills in daily living** | Pangkatin ang mga bata sa tatlong grupo. Bigyan ng oras ang bawat grupo na basahin ang mga sitwasyon sa pahina 59 - 60.<br>Bigyan ng pagkakataon ang bawat grupo na pag-usapan ang kanilang dadamin at gagawin ayon sa ipinakitang sitwasyon. | | Answer the following questions, then, interview your classmate using this dialogue<br>When do you go to school?<br>I go to school _____ __.<br>Where do you like to go every weekend?<br>I like to go to_____ _____. | Kumuha ng kapareha at paisipin ang mga bata ng mga gawaing nagawa nila. Ipakuwento sa kapareha gamit ang mga salitang naglalarawan. | Read the following problems. Underline the question in the problem and rewrite the question in an answer statement. ( Written on the board) | Ipagawa ang **Sanayin Natin** sa LM pahina __. | Teacher will group the pupils by counting off 1, 2. All numbers 1 will go together and name them as Maliksi. All numbers 2 will also be in one group and name them as Masaya. A strip of cartolina will be posted on designated area for the pupils to perform<br><br>Starting with the right foot, take 4 skipping steps forward and 4 skipping steps backward to proper places.<br>Repeat all. 16 cts<br>Do four jumps forward and four jumps to proper places.<br>Repeat sideward R , (4x) and sideward L (4x) 16 cts |

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| **H.Making generalizations and abstractions about the lesson** | Ating Tandaan<br>Ang mga tuntunin at napagkasunduang gawain sa paaralan ay kinakailangang kusang-loob na sundin. Hindi na tayo dapat laging paalalahanan pa. Ito ay tinatawag na disiplinang pansarili. | Anu-ano ang mga simbolong makikita sa kapaligiran ng komunidad? | Say: By asking questions you will get your answers so don't be afraid to ask. | Paano ang wastong pagbasa sa mga pangungusap?<br>Basahin ang dapat tandaan sa LM. | How can we identify what is/are given in word problems involving addition of whole numbers? | Kailan nagiging di-tiyak/walang kasarian ang isang pangngalan?<br>Ipabasa ang Tandaan Natin sa LM pahina __. | Jumping and skipping are locomotor movements used for simple games. Skipping and hopping have similar movements. They vary in the counting:<br>Hopping -cts. 1,2<br>Skipping- 1 ah, 2 ah |
| **I. Evaluating learning** | Isulat sa papel ang **Tama** kung sumunod sa tuntunin o napagkasunduang gawain ang mag-aaral at **Mali** naman kung hindi.<br>1. Isa sa tuntunin ng paaralan ang paghihiwalay ng basura sa nabubulok at di-nabubulok. Itinapon ni Dan ang plastik na bote sa basurahang may nakasulat na "Nabubulok". | Paano mo mailalarawan ang kinabibilangang komunidad? | Answer "Measure My Learning;LM p.99. | Ipagawa ang Gawain 3 sa LM. | Read the following problems. Underline the question in the problem and rewrite the question in an answer statement<br>1. One hundred Sixty-six Depositors deposited in the bank this morning. In the afternoon, another 150 depositors came to deposit. How many depositors deposited money in the bank?<br>2.There are 36 boys and 27 girls in the Mathematics class of Teacher Nemie Maaba. How many pupils are there in the class? (TG page 101) | Pasagutan ang **Linangin Natin** sa LM pahina __. | Rate the pupils on the two movement skills (jump and skip) which they performed in the previous activity . Group them into four (4) by dividing each group into two and name them as: Maliksi, Masaya, Masunurin and Matapat.<br>Very Good - Almost all members of the group demonstrated correct jumping and skipping.<br>Good - More than half of the group demonstrated correct jumping and skipping.<br>Needs Improvement- More than half of the group did not demonstrate |

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| | | | | | | | correct jumping and skipping |
| **J. Additional activities for application or remediation** | Itanong:<br>Ano ang dapat nating gawin kung may mga tuntunin na ipinasusunod sa ating paaralan? Bakit? | Magdala ng manila paper,pandikit,gunting,lumang dyaryo,molding clay | Write your own questions using *where, when, what, who* | | Do "Gawaing Bahay" on page 63 | Magtala ng limang pangalang di-tiyak ang kasarian at limang walang kasarian mga pangngalan na makikita sa inyong tahanan. | Recall the relays and races you have played with your playmates. Write the procedures of each game. Would you like to introduce it to your friends in school? Be ready to present it next meeting |
| **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?** | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart<br>__Data Retrieval Chart | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS) | **Stratehiyang dapat gamitin:**<br>__Koaborasyon<br>__Pangkatang Gawain<br>__ANA / KWL<br>__Fishbone Planner<br>__Sanhi at Bunga<br>__Paint Me A Picture<br>__Event Map<br>__Decision Chart | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises |

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| | __Data Retrieval Chart<br>__I –Search<br>__Discussion | __I –Search<br>__Discussion | ___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | __Data Retrieval Chart<br>__I –Search<br>__Discussion | ___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | __Data Retrieval Chart<br>__I –Search<br>__Discussion | ___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ 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:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-api ng mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | **Mga Suliraning aking naranasan:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-apin g mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | **Mga Suliraning aking naranasan:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-apin g mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | **Mga Suliraning aking naranasan:**<br>__Kakulangan sa makabagong kagamitang panturo.<br>__Di-magandang pag-uugali ng mga bata.<br>__Mapanupil/mapang-aping mga bata<br>__Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__Kamalayang makadayuhan | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works |

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| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from<br>views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from<br>views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | __Pagpapanuod ng video presentation<br>__Paggamit ng Big Book<br>__Community Language Learning<br>__Ang "Suggestopedia"<br>__ Ang pagkatutong Task Based<br>__Instraksyunal na material | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from<br>views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical |