 <p><b>MATATAG</b> K to 10 Curriculum Weekly Lesson</p> <p>Log</p>	School:		Grade Level:	2
	Name of Teacher		Learning Area:	English
	Teaching Dates and Time:	AUGUST 4-8, 2025 (WEEK 8)	Quarter:	First

	DAY 1	DAY 2	DAY 3	DAY 4
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>				
<i>A. Content Standards</i>	The learners demonstrate phonological awareness and phonic knowledge in decoding developmentally-appropriate words; and understand and create simple sentences to express meaning about oneself, family, and everyday topics			
<i>B. Performance Standards</i>	The learners use phonological, phonic, and alphabet knowledge to read/write words accurately; decode high frequency words and some content-specific vocabulary; use phrases or simple sentences to express ideas about oneself, family, and everyday topics; and read grade level sentences with appropriate speed, accuracy, and expression			
<i>C. Learning Competencies</i>	<p><b>EN2VWK-I-1</b> Identify high-frequency words accurately.</p> <p><b>EN2CAT-I-1</b> Read grade level sentences with appropriate speed, accuracy, and expression.</p> <p><b>EN2CAT-I-3</b> Comprehend informational texts.</p> <ol style="list-style-type: none"> <li>Note at least three significant details in informational texts.</li> <li>Identify problem and solution.</li> <li>Identify text types: time order and procedural.</li> </ol> <p><b>EN2GAGS-I-7</b></p>	<p><b>EN2GAGS-I-5</b> Identify the parts of simple sentences: (who/what, what are they doing, when/where/how)</p> <ol style="list-style-type: none"> <li>telling sentences (declarative)</li> </ol> <p><b>EN2GAGS-I-6</b> Use correct capitalization and punctuation for simple sentences.</p> <ol style="list-style-type: none"> <li>telling sentences (declarative)</li> </ol> <p><b>EN2GAGS-I-4</b> Sequence words to represent meaning in simple sentences.</p> <ol style="list-style-type: none"> <li>telling sentences (declarative)</li> </ol> <p><b>EN2GAGS-I-2</b> Use simple sentences to express ideas</p>	<p><b>EN2VWK-I-1</b> Identify high- frequency words accurately. <b>EN2CAT-I-1</b> Read grade level sentences with appropriate speed, accuracy, and expression.</p> <p><b>EN2CAT-I-3</b> Comprehend informational texts.</p> <ol style="list-style-type: none"> <li>Note at least three significant details in informational texts.</li> <li>Identify problem and solution.</li> <li>Identify text types: time order and procedural.</li> </ol> <p><b>EN2GAGS-I-7</b> Identify discourse markers for a given text type: time order and procedural.</p> <p><b>EN2CCT-I-8</b> Express ideas using text types: time order and procedural.</p> <p><b>EN2VWK-I-2</b> Use vocabulary referring to:</p> <ol style="list-style-type: none"> <li>content-specific topics</li> </ol>	<p><b>EN2GAGS-I-5</b> Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).</p> <ol style="list-style-type: none"> <li>asking sentences (interrogative)</li> </ol> <p><b>EN2GAGS-I-6</b> Use correct capitalization and punctuation for simple sentences.</p> <ol style="list-style-type: none"> <li>asking sentences (interrogative)</li> </ol> <p><b>EN2GAGS-I-4</b> Sequence words to represent meaning in simple sentences.</p> <ol style="list-style-type: none"> <li>asking sentences (interrogative)</li> </ol> <p><b>EN2GAGS-I-2</b> Use simple sentences to express ideas about oneself and family.</p> <p><b>EN2GAGS-I-3</b> Use simple sentences with proper</p>

	Identify discourse markers for a given	about oneself and family. <b>EN2GAGS-I-3</b> Use simple sentences with proper	<b>EN2CCT-I-3</b> Express ideas about	
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	<p>text type: time order and <b>procedural</b>.  <b>EN2CCT-I-8</b> Express ideas using text types: time order and <b>procedural</b>.  <b>EN2VWK-I-2</b> Use vocabulary referring to:  2. content-specific topics  <b>EN2CCT-I-3</b> Express ideas about one's experiences.  2. content-specific topics  <b>EN2CCT-I-6</b> Compose texts to react to a topic.</p>	<p>intonation (pitch, juncture, rhythm).</p>	<p>one's experiences.  2. content-specific topics  <b>EN2CCT-I-6</b> Compose texts to react to a topic.</p>	<p>intonation (pitch, juncture, rhythm).</p>
<p><i>D.Learning Objectives</i></p>	<p>At the end of the lesson, the learners will be able to: Identify high- frequency words accurately.  Read grade level sentences with appropriate speed, accuracy, and expression.  Note at least three significant details in informational texts.  Identify problem and solution.</p>	<p>At the end of the lesson, the learners will be able to:  Identify the parts of simple sentences: (who/what, what are they doing, when/where/how) telling sentences (declarative)  Use correct capitalization and punctuation for simple sentences. telling sentences (declarative)  Sequence words to represent meaning in simple sentences. telling sentences (declarative)  Use simple sentences to express ideas about oneself</p>	<p>At the end of the lesson, the learners will be able to: Identify high-frequency words accurately.  Read grade level sentences with appropriate speed, accuracy, and expression.  Note at least three significant details in informational texts. Identify problem and solution. Identify text types: time order and <b>procedural</b>.  Identify discourse markers for a given text type: time order and <b>procedural</b>.  Express ideas using text types: time order and <b>procedural</b>.</p>	<p>At the end of the lesson, the learners will be able to: Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).  asking sentences (interrogative)  Use correct capitalization and punctuation for simple sentences. asking sentences (interrogative)  Sequence words to represent meaning in simple sentences, asking sentences (interrogative)</p>

		and family.		
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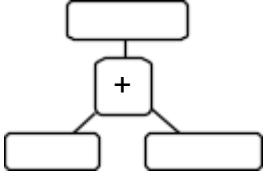
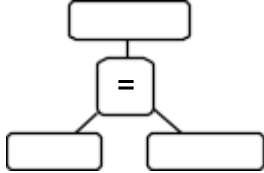
	<p>Identify text types: time order and <b>procedural</b>.  Identify discourse markers for a given text type: time order and <b>procedural</b>.  Express ideas using text types: time order and <b>procedural</b>.  Use vocabulary referring to content-specific topics  Express ideas about one's experiences (content-specific topics)  Compose texts to react to a topic</p>	<p>Use simple sentences with proper intonation (pitch, juncture, rhythm).</p>	<p>Use vocabulary referring to content-specific topics  Express ideas about one's experiences (content-specific topics)  Compose texts to react to a topic</p>	<p>Use simple sentences to express ideas about oneself and family.  Use simple sentences with proper intonation (pitch, juncture, rhythm).</p>
<b>II. CONTENT</b>	<p>high-frequency words, grade level noting details in informational texts, <b>procedural text type</b>, discourse markers, vocabulary referring to content-specific topic</p>	<p>parts of simple sentences: (who/what, what are they doing, when/where/how) telling sentences, capitalization and punctuation for simple sentences.</p>	<p>high-frequency words, grade level sentences, noting details in informational texts, <b>procedural text</b>, discourse markers, content-specific vocabulary</p>	<p>simple sentences: (who/what, what are they doing, when/where/how). asking sentences, capitalization and punctuation, simple sentences,</p>
<b>III. LEARNING RESOURCES</b>				
<i>References</i>	MATATATAG Curriculum for English 2	MATATATAG Curriculum for English 2	MATATATAG Curriculum for English 2	MATATATAG Curriculum for English 2
<i>Other Learning Resources</i>	<p>Realia: 6 red crayons and 7 green crayons;  copy of the text "Adding Numbers"</p>	<p>Picture of Liam surrounded by hundred toy cars, picture of toys</p>	<p>copy of "How to Write Addition Sentences"</p>	



with Regrouping”;  
and Learning Activity  
Sheets 1 and 2

**IV. TEACHING AND LEARNING PROCEDURES**

**Before/Pre-Lesson Proper**

<p><i>Activating Prior Knowledge</i></p>	 <p>What do you know about the (+) sign? (accept all answers) Where do you see the (+) sign? (accept all answers) Do you think it is important to know how to add? Why? (accept all answers) What experiences do you have when you see the (+) or (-) sign.</p>	<p>Show a picture of Liam surrounded by hundred toy cars.</p> <p>Ask: Remember the boy who had many car toys? What is his name again? (Liam) How about you, what is your favorite toy?</p>	 <p>What do you know about the (=) sign? (accept all answers) Where do you see the (=) sign? (accept all answers) What do you think (=) mean? (equal to, equivalent to, the same as, matches, is as much as)</p> <p>Ask: What do you usually do when you see the (=) sign? you may also ask them to quickly write an equation with using (=) sign/</p>	<p>Show a picture of Sarah and Tim playing marbles.</p> <p>Ask: Who are these siblings? (Sarah and Tim) With what are they playing? (marbles) Do you play with your sibling/s? What do you usually play with your siblings? Tell about it in class.</p>
<p><i>Lesson Purpose/Intention</i></p>	<p>Today, we are going to read high-frequency words, grade level sentences, note details, read <b>procedural text</b>, discourse markers content-specific vocabulary.</p>	<p>Today, we will be learning the parts of simple sentences: (who/what, what are they doing, when/where/how) telling sentences, correct capitalization and punctuation, ideas about oneself and family, and proper intonation.</p>	<p>Today, we are going read high-frequency words, read grade level sentences, note details from a <b>procedural text</b>, discourse markers, content-specific vocabulary,</p>	<p>Today, we will be learning about the parts of simple sentences: (who/what, what are they doing, when/where/how). asking sentences, correct capitalization and punctuation, ideas about oneself and family.</p>

<i>Lesson Language Practice</i>	Let us look at some words that are commonly used	<b>Say:</b> Look at the picture of Liam again. What can you say about him?	Let us look at some words that are commonly used when we talk about number sentences.	<b>Ask:</b> What else would you want to know about Sarah and Tim? What will you ask
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	<p>when we talk about addition.</p> <p><b>add-</b> (show 6 red crayons and 7 green crayons)</p> <p><b>Ask:</b> How many are the red crayons? (6) How many are the green crayons? (7)</p> <p><b>Say:</b> (as you demonstrate the putting of the 6 red crayons and 7 green crayons in a crayon box) I will <b>add</b> the red crayons with the green crayons.</p> <p><b>Ask:</b> Can you tell me what I did? What do we do when we add? What does addition mean? What other words mean add?</p> <p><b>ones, tens, and hundreds-</b> (show digits of numbers: 846) Ask: What number is in the ones place? (6) Tens place? (4) Hundreds place? (8)</p> <p><b>Say:</b> The digit at the right is in the <b>ones</b> place. The middle number is in the <b>tens</b> place. The</p>	<p>Elicit telling sentences from the learners using the picture as aid.</p> <p>Liam loves toy cars. The cars are blue. Some cars are green. The car moves.</p> <p>Liam plays in the house.</p>	<p><b>count</b> – (show any objects) Let us count these objects. Ask: What did we do with these objects? (count) What do we do when we count? (get to know the total number/how many the objects in all)</p> <p>(Write the word on the board)</p> <p><b>addends-</b> Write on the board: <math>12 + 35 = 37</math>. Ask: What do we do with 12 and 35? (add) What do we call these numbers that we add? (addends)</p> <p>(Write the word on the board)</p> <p><b>addition-</b> show plus sign (+). Ask: What operation does this tell us to do? (addition) What do we do when we add? (put together, mix, combine, etc.)</p> <p>(Write the word on the board)</p> <p><b>Number sentences</b> – Say: Read the following sentences:</p> <p><math>12 + 34 = 46</math>      <math>356 + 142 = 498</math>  <math>150 + 125 = 175</math>      <math>78 + 11 = 89</math></p> <p>Say: In Math, we call them number <b>sentences</b>.</p> <p>(Write the word on the board Say: Remember the meanings of these words because you will see them later in the text that we will read.</p>	<p>if you want to know the color of their marbles? What will you ask if you want to know their favorite food? What will you ask if you want to know the things Sarah and Tim love to do together?</p> <p>What is the color of the marbles?  What is the favorite food of Sarah and Tim?  What do Sarah and Tim love to do together?</p>
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	number at the left is			
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	<p>in the <b>hundreds</b> place.</p> <p><b>place-</b> (show 3-digit numbers: 821) Say: <b>Place</b> a star above number 2. <b>Place</b> a triangle above number 8.</p> <p>Ask: What did you do with a star? (put above No.2) with a triangle? (put above No. 8) What is the other word for “put”? (place)</p> <p>Remember the meaning of these words because you will see them later in the text that we will read.</p>			
<b>During/Lesson Proper</b>				
<p><i>Reading the Key Idea/Stem</i></p>	<p>Give a copy of the text “Adding Numbers with Regrouping” to the learners. Ask learners to read with you from their copy (refer to Activity Sheet 1).</p> <p><b>Say:</b> Let us talk about what we just read.</p>	<p><b>Say:</b> Let us take a closer look at the sentences you said earlier.</p> <p>Point at sentence 1. Ask the learners to read it.</p> <p>Liam loves toy cars.</p> <p><b>Ask:</b> Who is being talked about? Pick its picture and post it above your answer in the sentence. (Liam)</p>	<p>Post on the board the copy of “How to Write Number Sentences” to the learners. Ask the learners to read with you.</p> <p><b>How to Write Number Sentences</b> By: Mil F. Ponciano</p> <p>Number sentences show the total number when you add two groups of things. By following these steps, you can write your</p>	<p>Refer learners to sentence 1.</p> <p>What is the color of the marbles?</p> <p><b>Ask:</b> What is the sentence asking about? (color of the marbles) What “question word” is used to ask about the color of the marbles? (what)</p> <p>Do the same processing with the other sentences.</p>



**Ask:** What is the text telling about? (adding numbers) What does it tell about adding numbers? (is done by following a series of steps)

How do you add/what are the steps in adding 3- digit numbers? (first, write the numbers in column; second, start with the ones place; then, move to the tens place; next, move to the hundreds place; and last, write down the result.)

Why do you have to know how to add?

(accept all answers)

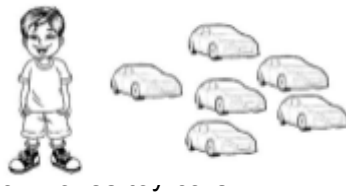
Where can you use your skill in addition?  
(accept all answers)



Liam loves toy cars



What is said about Liam?  
What does he love? (toy cars)



How about you, what is your favorite toy? Tell about it.  
What does the sentence do with Liam? (tells something about him)

Do the same processing with the other sentences.

Let learners read the sentences again.

own addition sentences and solve math problems.

**First**, start with the first number. Look at the first group of objects and count how many there are.

This is your first number. **Second**, write the plus sign (+). This sign means you are going to add more to the first number.

**Then**, look at the second group of objects and count how many there are. This is your second number.

**Finally**, write the equals sign (=). This sign shows that we are ready to find out the total number.

With practice, these steps will get easier. Soon, you will be great at writing number sentences.

Say: Let us talk about what we just read.

Ask:

What is the text telling about? (writing number sentences) What does it tell about adding numbers? (is done by following a series of steps)

What words are used to tell the steps on how write number sentences? (First, second, then , Finally) How do you write addition sentences?

(**First**, start with the first number.

**Second**, write the plus sign (+).

**Then**, look at the second group of objects and

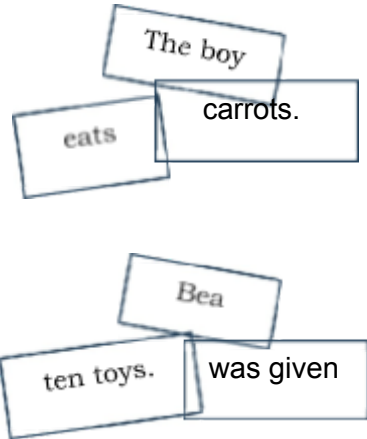
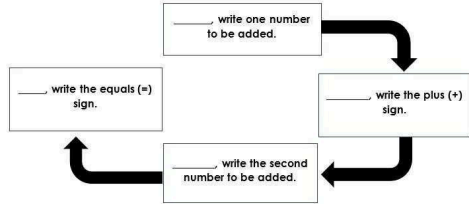
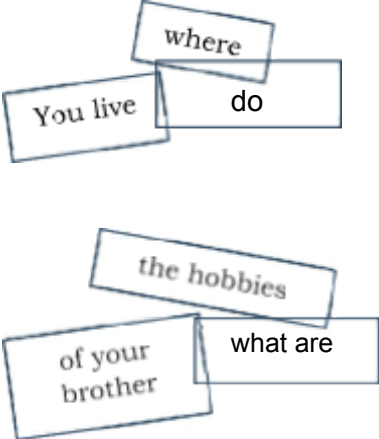
Let learners read the sentences again.

**Ask:** Are the sentences asking a question or telling an information? (asking for information) What do we call sentences that ask for information? (Asking sentences)



		<p>Ask: Are the sentences asking a question or telling an information? (telling information) What do we call sentences that tell information? (Telling sentences)</p>	<p>count how many there are. <b>Finally</b>, write the equals sign (=). Why do you have to know how to write addition sentences? (accept all answers) Where can you use your skill in writing addition sentences? (accept all answers)</p>	
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p><b>Say:</b> Let us go back to the text we read earlier from your Learning Activity Sheet 1.</p> <p><b>Ask:</b> What is the first word in the first box? (first) in the second box? (second) in the third box? (then) in the fourth box? (next) in the fifth box? (lastly)</p> <p>Write the signal words from the learners' responses on the board: <b>first, second, then, next, last</b></p> <p>Say: Let us read the following words. Say: When you are telling steps or a procedure on how something is done, you use words like:</p>	<p>Let us go back to the sentences.</p> <p>Liam loves toy cars.</p> <p><b>Say:</b> Look at the way it is written. Ask: What can you say about the size of the first letter in "Liam"? (in big letter) What do you see at the end of the sentence? (.) Do the same processing with the other example telling sentences.</p> <p><b>Ask:</b> How do we write telling sentences? (first word begins with big letter and ends with a period.)</p>	<p><b>Say:</b> Let us go back to the text we read earlier.</p> <p><b>Ask:</b> What are the signal words you see in the text? (<i>first, second, then, finally</i>)</p> <p><b>Ask:</b> What are these signal words for? (clues to know that the text is telling steps or procedure)</p> <p><b>Say:</b> Words like first, second, then, next, and finally tell us steps on how something is done. <b>First:</b> This is the very first thing you do. <b>Second:</b> This comes after the first thing. <b>Then:</b> This means the thing that comes right after <b>Finally:</b> This is the last thing you do.</p>	<p>Let us go back to the sentences.</p> <p>What is the color of the marbles?</p> <p><b>Say:</b> Look at the way it is written. Ask: What can you say about the size of the first letter in "What"? (in big letter) What do you see at the end of the sentence? (?)</p> <p>Do the same processing with the other example telling sentences.</p> <p><b>Ask:</b> How do we write asking sentences? (first word begins with big letter and ends with a question mark.)</p>



	<p><i>first, second, then, next, last.</i></p> <p>A text is a procedural text if it uses words like: <i>first, second, then, next, last.</i></p>			
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>Ask the learners to form 6 groups.</p> <p>Say: Study the text that I will give your group. Be sure to do the task for your group.</p> <p><b>Liam has many toy cars. He has 678 red cars and 436 blue cars. How many toy cars does Liam have in total?</b></p> <p>Groups 1 and 2- Read the text. Tell the class what the problem is.</p> <p>Groups 3 and 4 – Read the text. Tell the class the steps to do in solving the problem.</p> <p>Groups 5 and 6 – Read the text. Show the solution by</p>	<p>Ask learners to form 4 groups. Give each group 2 sets of words. Ask them to arrange the words to form a telling sentence.</p> 	<p>Present a word problem involving addition of 3-digit numbers.</p> <p><b>Sarah and Tim are siblings. Sarah had 248 marbles, and Tim gave her 376 more marbles. How many marbles does Sarah have in total now?</b> Distribute the copy of Learning Activity Sheet No. 1: Outline It</p> <p><b>Activity Sheet No _____ : Outline It</b> Directions: Copy the graphic organizer in your notebook. Write your answers on the blanks.</p> <p><small>Activity Sheet No 1 : Outline It</small> Directions: Copy the graphic organizer in your notebook. Write your answers on the blanks.</p> <p><small>Writing a number sentence is easy.</small></p>  <p><b>Say:</b> Let us answer together the activity in your notebook.</p> <p>Guide learners in completing the activity sheet.</p>	<p>Ask the learners to form 4 groups. Give each group 2 sets of words. Ask them to arrange the words to form asking sentence.</p> 



	<p>explaining the steps you followed one at a time to the class.</p> <p>Let the learners present their group work. Process each clustered group work.</p> <p><b>Say:</b> Let us talk about your work. Let us hear first from groups 1 and 2 (let groups 1 and 2 to present their work).</p> <p><b>Ask Groups 1 and 2-</b> What is the text telling about? (toys of Liam) How many blue toy cars does Liam have? (436) How many red toy cars does Liam have? (678) What is the problem in the text? (the total number of toy cars Liam has)</p> <p><b>Say:</b> Let us see how this problem will be solved. Let us listen to groups 3 and 4 as they tell us what to do (let groups 3 and</p>		<p><b>Ask:</b> How do we write number sentence? What signal words do we use in telling how something is done?</p>	
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4 present their work).

**Ask Groups 3 and 4:**

What are the steps to be done to find the solution to the problem? (refer to the text “Adding Numbers with Regrouping”)

What are the signal words that you used in telling the steps one by one? (first, second, then, next, and lastly).

**Say:** This time, let us see how the suggested solution of groups 3 and 4 will be used by groups 5 and 6. Let us look at their work (let groups 5 and 6 present their work).

**Ask Groups 5 and 6:**

How were you able to find the solution to the problem? What signal words did you use while explaining the steps in adding numbers?



**After/Post-Lesson Proper**

*Making  
Generalizations  
and Abstractions*

There are texts that tell information. They are called informational texts.

We find in this kind of text.

i n f o r m a t i o n

Sometimes an informational text uses pattern in explaining a topic.

p r o c e d u r e

Signal words for procedural patterns are: \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

Sentences that tell information are \_\_\_\_\_ sentences.

Telling sentences begin with a \_\_\_\_\_ letter and end with a \_\_\_\_\_.

Informational texts tell \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are some signal words in explaining a procedure or steps.

Sentences that ask for information are \_\_\_\_\_ sentences.

Asking sentences begin with a \_\_\_\_\_ letter and end with a \_\_\_\_\_.

<p><i>Evaluating Learning</i></p>	<p>Listen to the text your teacher will read. Complete the graphic organizer with your answers.</p> <p><b>There are steps to follow in adding numbers.</b></p>	<p>Write the words in correct order to form telling sentences.</p> <p>brings pizza /at home/ Father</p> <p>_____</p> <p>_____</p> <p>plays/basketball/my family</p>	<p>Listen to the text your teacher will read. Draw an equal sign (=) on your paper if the text tells steps or how to do something. Draw a plus sign (+) if not.</p> <p><b>Finding solution to a word problem can be done step-by- step.</b></p>	<p>Write the words in correct order to form asking sentences.</p> <p>addition sentences / can you / write plus sign (+)/ what does / mean addends/ are/ what the equal sign (=)/ what is/ for</p>
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	<p><b>First, understand the problem. Then, line up the numbers. Next, start adding. Lastly, write the answer.</b></p> <p><b>Adding numbers is easy. It is putting things together and finding out how many you have in total.</b></p> <p>Refer to LAS for the graphic organizer.</p>	<p>_____</p> <p>_____</p> <p>Sam/ he/ is</p> <p>_____</p> <p>_____</p> <p>watch/we/TV together</p> <p>_____</p> <p>_____</p> <p>My sister/with me/reads books</p> <p>_____</p> <p>_____</p>	<p><b>First, read the problem carefully. Second, identify the numbers. Then, set up the number sentence. Next, add the Numbers. Finally, write the total.</b></p>	<p>can / change places /addends</p>
<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p>Read the following words.</p> <p>addition ones first hundreds place then second next last combine tens solution</p>	<p>Read the sentences.</p> <p>Father brings home a box of pizza.</p> <p>My family plays basketball. He is Sam.</p> <p>We watch TV together.</p> <p>My sister reads books with me.</p>	<p>Read the following words.</p> <p>addition addends number sentence ones first hundreds place then second next last combine tens solution</p>	<p>Say 2 asking sentences and 2 telling sentences.</p>
<p><i>Remarks</i></p>				
<p><i>Reflection</i></p>				

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