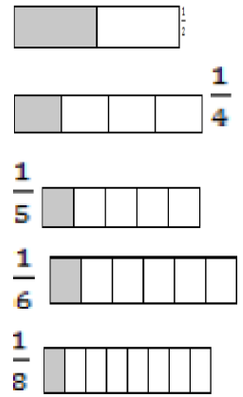
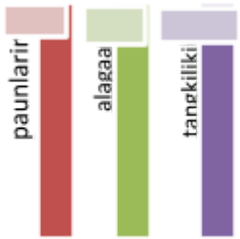
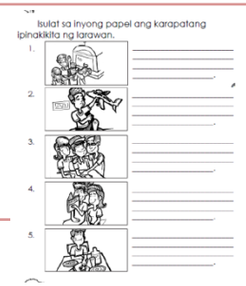
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	FEBRUARY 27 – MARCH 3, 2023 (WEEK 3-DAY4)	Quarter:	3RD QUARTER

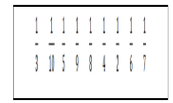
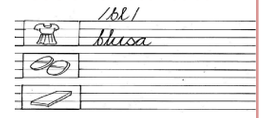
OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (P.E)
	(7:45-8:15)	(8:15- 8:55)	(9:15- 10:05)	(10:05- 10:55)	(1:00-1:50)	(1:50- 2:40)	(2:40-3:20)
A. Content Standard	Naipamamalas ang pag-unawa sa kahalagahan ng kamalayan sa karapatang pantao ng bata, pagkamasunurin tungo sa kaayusan at kapayapaan ng kapaligiran at ng bansang kinabibilangan	Naipamamalas ang kahalagahan ng mabuting paglilingkod ng mga namumuno sa pagsulong ng mga pangunahing hanapbuhay at pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad	Demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue	Demonstrates the ability to formulate ideas into sentences or longer texts using conventional spelling.	Demonstrates understanding of unit fractions.	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Demonstrates understanding of movement in relation to time, force and flow
B. Performance Standard	Naisasagawa nang buong pagmamalaki ang pagiging mulat sa karapatan na maaaring tamasahin	Nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno sa komunidad tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad	Distinguishes similarities and differences of the alphabets in English and Mother Tongue/Filipino	Uses developing knowledge and skills to write clear and coherent sentences, simple paragraphs, and friendly letters from a variety of stimulus materials.	Is able to recognize and represent unit fractions in various forms and contexts..	Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon	Performs movements accurately involving time, force, and flow
C. Learning Competency/ Objectives Write the LC code for each.	Natutukoy ang mga karapatang maaaring ibigay ng mag-anak ***EsP2PPP- IIIa-b– 6***	Natatalakay ang mga produkto at mga kaugnay na hanapbuhay na nalilikha mula sa likas yaman ng komunidad 1.1 Nailalarawan ang likas na yaman at pangunahing produkto ng komunidad*AP2PSK-IIIa-1* Naipaliliwanag ang pananagutan ng bawat isa sa pangangalaga sa likas na yaman at pagpanatili ng kalinisan ng sariling komunidad. *AP2PSK-IIIb-2*	Read aloud grade 2 level text Make connections of text to self Read the alphabet of English (r, s, t) Match consonant blends/clusters sound to their corresponding letter/letter patterns ***EN2AK-IIIa-1.1***	Nakababasa ng isang balita, artikulo, at iba pa nang may kahusayan Nakasisipi ng isang liham paumanhin ***MT2C-IIIa-i-2.3***	Arranges unit fractions in increasing or decreasing order ***M2NS-IIIe-78.1***	Natutukoy ang mga salitang may maling baybay sa isang pangungusap Naisusulat ang label ng mga larawan o bagay sa paraang kabit-kabit ***F2PB-IIIa-1***	A. Describe the concept and importance of moving, changing speed and direction in performing movement skills in different situations. B. Show how changing speed and direction can allow himself/herself to move away from one another. ***PE2BM-IIIa-b-17***
II. CONTENT	**Aralin 1 Karapatan Mo, Karapatan Ko *Pagkamasunurin***	**ARALIN 5.3 Mga Produkto sa Aking Komunidad**	**Lesson 4: Consonant Clusters and Blends** I Want To Serve My Country Consonant Clusters/Blends	**Modyul 19 IKALABINGSIYAM NA LINGGO** Liham paumanhin.	**Lesson 70: Ordering Unit Fractions**	**Aralin 1: Bansa ay Uunlad Pagsulat ng Label ng mga Larawan o Bagay**	**TIME, FORCE AND FLOW**
LEARNING RESOURCES							
A. References	K-12 CG p.34	K-12 CG p.46	K-12 CG p.34	K-12 CG p.34	K-12 CG p.	K-12 CG p.31	K-12 CG p.18
1. Teacher's Guide pages	65-67	49-50	7-9	169	223-225	133-134	238-242
2. Learner's Materials pages	157-158	162-168	252-255		160-162		348-351

3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal		1. * Pagsibol ng Lahing Pilipino 2. 2003.pp.66-68	1. BEAM ENG2 Module 1B – Critical Speech Sounds. 2. *English Expressways 1. 2010. pp 52-53, 69-71, 86-87, 101-103. 3. English (Learner's Material). Grade 2 2013. pp. 19.				Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita,
B. Other Learning Resource	mga larawan, cd/dvd player, video clip, tsart, graph, manila paper, typewriting paper, tarpapel	Ltarpapel arawan, lapis, ruler, krayola, aklat, Modyul 5, Aralin 5.3	Tarpapel, pictures of community helpers	Hal. Ng liham pangkaibigan, tarpapel	1. Learning Module 2. Illustrations 3. Activity cards/sheets 4. Flashcards of unit fractions 5. Sticks of different lengths 6. Measuring tools	dalawang parehong larawan na may maling makikita sa isat-isa, tarpapel	Ball, sacks, checklist and cut-outs
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Pag-awit ng mga bata sa "Bawat Bata"	Pagpapakita ng larawan ng iba't ibang produkto na matatagpuan sa inyong komunidad.	Produce the following sounds and have pupils do **Let's Try** on p.252of the L.M. **/c/ /b/ /t/ /p/ / g/ /cr/ /br/ /tr/ /pr/ /gr/** *Ask:* How do community helpers serve our school? Who else do they serve? How do they serve our country?	Ano-ano nga ang kailangang tandaan sa paggawa ng isang sulat pangkaibigan?	Compare the following set of fractional units using relation symbols =, >, and <. Do this on your paper. 1. $\frac{1}{8}$ ◯ $\frac{1}{6}$ 3. $\frac{1}{5}$ ◯ $\frac{1}{5}$ 2. $\frac{1}{3}$ ◯ $\frac{1}{4}$ 4. $\frac{1}{7}$ ◯ $\frac{1}{9}$ 5. $\frac{1}{2}$ ◯ $\frac{1}{3}$	Magdikta ng 5 salitang natutunan mula sa mga nakaraang aralin. Ipasulat ang mga ito sa pisara. Alin-alin ang may tamang baybay? May maling baybay?	**Warm-Up Exercises**
B. Establishing a purpose for the lesson	Ipakita muli ang mga larawan ng karapatan ng mga bata.. Pag –usapan ito	Itala ang limang paraan kung paano mapapangalagaan ang mga produktong makikita sa inyong komunidad. 	Show pictures of community helpers. Have the pupils say something about them. *(See Get Set on p252 of the L.M.)* Do you need these people? Why or why not? Why are they important?	Magpakita ng isang liham .Pag –usapan ito	Let the pupils compare the length of their arms with their classmates'. Let them arrange the length of their arms from the shortest to the longest.	Magpakita ng dalawang larawan.(Siguraduhin na pareho ang ipakikitang larawan. Ang isang larawan ay may mga kamaliang makikita).	Have you ever met an obstacle on your way going to places? What are those obstacles? How did you overcome those obstacles so you can reach your destination on time?
C. Presenting examples/ instances of the new lesson	Pangkatang Gawain Pagsasadulang mga bata sa kanilang mga karapatan	Ipabasa muli sa mga bata ang pahina 163-166 sa LM	Reading of the poem " I want to serve my country "	Pagbasa sa kuwento sa LM.	Prepare 5 pieces of sticks with the following lengths: $\frac{1}{4}$ of a meter $\frac{1}{5}$ of a meter $\frac{1}{2}$ of a meter	 Basahin Natin 1. Isang bluke lang ang layo ng kanilang bahay.	Let the children play the "Obstacle Relay" game. Original File Submitted and Formatted by DepEd Club Member - visit

					$\frac{1}{6}$ of a meter $\frac{1}{8}$ of a meter Show the materials to the pupils and ask the pupils to arrange the sticks from the longest to the shortest. Measure the sticks with the pupils. Then show the illustration of the sticks.  	2. Nagpalit lang ng bulsa si Mirma at agad pumunta sa kaklase. 3. Tila blanggo ang isip ni Mirma nang makita ni Tina. 4. "Naku salamat, hinahanep ko ito."	depedclub.com for more
D. Discussing new concepts and practicing new skills #1	Talakayin ang bawat ipinakitang dula-dulaan ng mga bata	Ano-anong mga produkto ang matatagpuan sa malapit sa lambak? ?kapatagan?malapit sa tubig ?bulubundukin? at sa lungsod? Ano ang kaugnayan ng mga produktong ito sa kapaligiran ng iyong komunidad? Paano mo ipakikita ang pagpapahalaga sa mga produktong ito?	1. What is the title of the poem? (I Want To Serve My Country) 2. How do you want to serve your country when you grow up? (answer may vary) 3. Who among your family members do you think is serving our country? (answers may vary) 4. How is he/she serving our country? (answers may vary) 5. How can you show your love to our country? (be a good pupil, be a good son/daughter, follow school rules and regulations, follow traffic laws, help my family in doing household chores, etc.)	Ano ang nilalaman ng sulat? Kanino nanggaling ang sulat?Para kanino ito? Ano ang tawag sa sulat na humihingi ng paumanhin? Paano binuo ang sulat paumanhin?	Let the pupils read first the unit fractions. Ask: What fraction is the longest? What fraction is the shortest? Instruct the pupils to: Arrange the fractions from the shortest to the longest. $\frac{1}{8}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{2}$ Arrange the fractions from the longest to the shortest. $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{8}$ Ask the pupils on their observations in arranging fractions	1.Ano ang napansin mo sa bawat pangungusap? 2. Ano-ano ang salita na may maling baybay? 3. Ano ang tamang baybay ng mga salitang ito?	☂ Why did you win the game? ☂ What made you lose the game? ☂ What are the elements which affect the movements of the games? ☂ How can these elements affect the moving away to another place? ☂ Is changing the speed and direction important in winning the game? Why? ☂ Can you tell us situations that you experienced moving and changing speed as well as directions?

E. Discussing new concepts and practicing new skills #2	Pasagutan sa kuwaderno ang **graph** sa pahina 164 ng modyul	Iguhit sa kahon ang mga produkto na matatagpuan sa inyong komunidad at sa ibaba nito isulat kung paano niyo ito pahahalagahan.  	Let the pupils give words from the poem with the following initial sounds (c, r, b, d, t, f). Say the sounds of the following letters to produce consonant clusters/blends. Have them write the letters with the following blends/clusters: /g-r/ /t-r/ /c-r/ /p-r/ /b-r/ Have pupils give words from the poem that begin with the following sounds: :/gr/ /br/ /tr/ /cr/ /pr/	Bakit ba tayo gumagawa ng liham paumanhin? Mahalaga ang liham paumanhin?	Gawain 1 Ayusin ang pagkakasunod-sunod ng unit fraction ayon sa hinihingi sa ibaba. Gawin ito sa iyong papel. A. Simula sa pinakamaliit hanggang sa pinakamalaki. 1. $\frac{1}{3}$ $\frac{1}{8}$ $\frac{1}{6}$ 2. $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{7}$ 3. $\frac{1}{9}$ $\frac{1}{2}$ $\frac{1}{10}$ B. Simula sa pinakamalaki hanggang sa pinakamaliit. 4. $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{3}$ 5. $\frac{1}{9}$ $\frac{1}{6}$ $\frac{1}{7}$ 6. $\frac{1}{2}$ $\frac{1}{8}$ $\frac{1}{10}$	Basahin ang grupo ng salita. Tukuyin ang salitang may tamang baybay. 1. numero nomiro numeru 2. blake bloke bluki 3. kumatuk komatok kumatok 4. pinuntahan penontahan pintahan 5. magkabegan magkaebigan magkaibigan	Let the children play the game “All Run
F. Developing mastery (leads to Formative Assessment 3)	1. Mula sa **graph** na ginawa ng mga bata, napagnilayan nila ang mga karapatan na kanilang tinatamasa. 2. Ipasulat sa loob ng puso ang letra ng karapatan na pinakamasaya nilang nararanasan at sa biyak na puso kunghindi o hindi nila masyadong nararanasan ang karapatan	Isulat ang mga paraan kung paano pahahalagahan ang mga produktong matatagpuan kapatagan at malapit sa tubig..  	Ask: What is the beginning sound of the word **grow**? **brave? true?** What letters represent each beginning sound? Is there a vowel sound between the initial consonants? Say: We call these consonant combinations, consonant clusters or blends. Have pupils do **We Can Do It** on p.___ of the L.M. Filipinos are great. Filipinos are brave. We give pride to the country		A. Ang pangkat ng unit fraction sa ibaba ay inayos mula sa pinakamaliit hanggang sa pinakamalaki. May nakita ka bang hindi tama ang pagkakaayos? Ayusin ang mga ito. 1. $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ 2. $\frac{1}{3}$ $\frac{1}{9}$ $\frac{1}{6}$ $\frac{1}{7}$ 3. $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ 4. $\frac{1}{3}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{8}$ 5. $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{8}$ $\frac{1}{10}$ B. Magdrowing ng masayang mukha kung ang pangkat ng unit fraction ay nakaayos mula sa pinakamalaki papunta sa pinakamaliit. 1. $\frac{1}{7}$ $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{2}$	A. Basahin at isulat nang may wastong baybay ang mga salita. 1. blosa 2. butike 3. malongkut 4. boghaw 5. mabote	☂ How did you find playing the game? Why? ☂ How will you describe your movement in this kind of game to avoid being hit by the “It’?

					2. $\frac{1}{9}$ $\frac{1}{5}$ $\frac{1}{7}$ $\frac{1}{6}$ 3. $\frac{1}{4}$ $\frac{1}{7}$ $\frac{1}{9}$ $\frac{1}{8}$ 4. $\frac{1}{9}$ $\frac{1}{7}$ $\frac{1}{3}$ $\frac{1}{2}$ 5. $\frac{1}{8}$ $\frac{1}{7}$ $\frac{1}{6}$ $\frac{1}{5}$		
G. Finding practical application of concepts and skills in daily living	Naibibigay bas a inyo ng inyong mga magulang ang inyong karapatan bilang isang bata? Paano nyo ito tinatamasa?	Bakit kailangang pahalagahan ang mga produktong ating nakukuha sa ating komunidad? Ano ang magiging bunga ng pagtangkilik sa ating sariling produkto?	Have pupils complete the name of the picture with the correct consonant blend. (*Refer to LM, p.___I Can Do It)*	Nakagawa na ba kayo ng liham Paumanhin?	Basahin ang kalagayan sa ibaba. Gumupit si Aliyah ng 5 strips ng cartolina. Gagamitin niya ang mga ito sa kanyang proyekto sa paaralan. Ang mga ito ay may sukat na $\frac{1}{10}, \frac{1}{4}, \frac{1}{3}, \frac{1}{8}, \frac{1}{6}$. Ayusin ang strips ng cartolina mula sa pinakamahaba hanggang sa pinakamaikli.	B. Tukuyin ang salitang may maling baybay. Isulat ito nang wasto. 1. Ang kalase niya ay masipag mag-aral. 2. Ang ulap ay maitim, tanda na oolan. 3. Umiiyak ang koteng na hinahanap ang inang pusa. 4. Ang langet ay asul kapag maaliwalas ang panahon. 5. Ang kochi ay bagong-bago pa. C. Isulat nang wasto ang ngalan ng nasa larawan	The story will be read along by the pupils with the teacher. Please refer to page 349 of the LM. The teacher should provide cut-out of boys in a running position as he/she manipulates the cut-outs to be pasted on the board in an improvised oval
H.Making generalizations and abstractions about the lesson	Anu-ano ang mga karapatan ng mga batang katulad nyo?	Basahin ang Ating Tandaan sa pahina 167	A **consonant cluster or blend** is a group of consonants without any vowel between them. The sound of each consonant is heard like in the following words: drum (**d-r**-u-m) brown (**b-r**-o-w-n) crab (**c-r**-a-b) prize (**p-r**-i-z-e) frog (f-r-o-g)	Ano ang sulat paumanhin? Paano ito binubuo? Ipabasa ang Tandaan sa LM.	To arrange unit fractions either from least to greatest (ascending order) or from greatest to least (descending order), we look at the denominator. The lower the denominator, the bigger its value and the bigger the denominator, the lower its value.	Sa pagbaybay ng mga salita, laging isaisip ang mga tunog ng mga letra na bumubuo nito.	The element of time, force and flow can affect the movement to and away from one another. Speed and direction are important in performing movement skills. Changing speed and direction can allow person to move away from one another. Participation in appropriate activities will improve the speed and change of direction
I. Evaluating learning		Mag-isip ng limang salita na naaangkop sa pangangalaga sa ating mga produktong matatagpuan sa ating	Using the teacher chart, children will choose the correct initial consonant clusters/blends that will complete the following words. (cr, br, tr, gr, pr)	Sipiin ang sulat nang wasto sa LM. Gawin ito sa kuwaderno.	1. Order $\frac{1}{7}, \frac{1}{5}$,and $\frac{1}{3}$ in descending order. 2. Order these unit fractions in ascending order.	Piliin sa pangungusap ang mga salitang may maling baybay. Isulat ito nang wasto sa sagutang papel. 1. Ang kabayu ay mabilis tumakbo.	Let the pupils do the Sack Race. Then, let each member describe the movement done by each pair of players from both teams by checking the correct

		komunidad. Isulat ito sa loob ng  kahon.	1.-- i p 2. --eep 3.-- ow 4.-- ush 5. --Ay		$\frac{1}{8}$ $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{2}$ 3. Order the following unit fractions from least to greatest. $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{3}$ 4. Copy the following fractions and order them from least to greatest. $\frac{1}{2}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{10}$ 5. The following unit fractions were arranged from greatest to least. Copy them then insert $\frac{1}{6}$ without changing the order from greatest to least. $\frac{1}{3}$ $\frac{1}{5}$ $\frac{1}{7}$ $\frac{1}{9}$	2. Ang gumamila ay walang bango. 3. Malakas ang hangen sa labas. 4. Blanggo ang papel ng kaniyang pagsusulit. 5. Nahuhogas ng kamay si Ma'am.	column. The teacher may provide each pupil with a checklist for their consumption. Refer to page 350-351 of the LM.
J. Additional activities for application or remediation	Ipasaulo ang Gintong-aral	Magkano ang kabuuang kita ng mga magulang sa loob ng isang buwan?Magkano ang gastusin sa pagkain, kuryente, tubig at ba pang pangangailangan?		Gumawa ng liham paumanhin	Ayusin ang pangkat ng unit fraction sa ibaba mula sa: 1. Pinakamaliit hanggang sa pinakamalaki. 2. Pinakamalaki hanggang sa pinakamaliit. 	Isulat ang ngalan ng nasa larawan sa paraang kabit-kabit. Sundan ang modelo na nasa ibaba. 	Tell the children to use the concept of moving and changing speed in situations where they are applicable.
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 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?							