



**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>II</b>	
<b>Teacher:</b>	<b>File Created by Ma'am ESTRELLITA S. VINZON</b>	<b>Learning Area:</b>	<b>ALL SUBJECTS</b>	
<b>Teaching Dates and Time:</b>	<b>NOVEMBER 27 - DECEMBER 1, 2023 (WEEK 4-DAY4)</b>		<b>Quarter:</b>	<b>2<sup>ND</sup> QUARTER</b>

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 ( P. E ) ( 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 pag-unawa sa kwento ng pinagmulan ng sariling komunidad batay sa konsepto ng pagbabago at pagpapatuloy at pagpapahalaga sa kulturang nabuo ng komunidad	Demonstrates understanding of familiar literary texts and common expressions for effective oral interpretation and communication	Demonstrates the ability to formulate ideas into sentences or longer texts using conventional spelling.	Demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.	Demonstrates the ability to formulate ideas into sentences or longer texts using conventional spelling	Demonstrates understanding of locations, directions, levels, pathways and planes
<b>B. Performance Standard</b>	Naisasagawa ang wasto at tapat na pakikitungo at pakikisalamuha sa kapwa	Nauunawaan ang pinagmulan at kasaysayan ng komunidad	Uses appropriate expressions in oral interpretation and familiar situations	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 apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Uses developing knowledge and skills to write clear and coherent sentences, simple paragraphs, and friendly letters from a variety of stimulus materials.	Performs movements accurately involving locations, directions, levels, pathways and planes
<b>C. Learning Competency/ Objectives</b> <b>Write the LC code for each.</b>	Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda  <i>EsP2P- IId – 8</i>	Nakapagsasalaysay ng pinagmulan ng sariling komunidad batay sa mga pagsasaliksik, pakikinig sa kuwento ng mga nakakatanda sa komunidad, atbp <i>AP2KNN-Ila-1</i>	Follow simple directions Illustrate activity in a story Work with the group cooperatively <i>EN2PA-III-j-2.4</i>	Nababasa ang mga kuwento, alamat, balita, at iba pa nang may kasanayan at kahusayan. Nakasusulat at nakabubuo ng mga pangungusap at talata tungkol sa karanasang nabuo mula sa pangkatang pagkukuwento. Nakabubuo ng kuwento, patalastas, atbp.gamit ang tamang salita at maayos na teksto. <i>MT2C-Ila-i-2.2</i>	Illustrates multiplication as equal jumps in a number line <b>M2NS-IIf-38</b>	Nasisipi nang wasto at maayos ang malalaking letra sa paraang kabit-kabit <b>MT2C-Ila-i-2.2</b>	Engages in fun and enjoyable physical Activities rhythmic routines (ribbon, hoop, balls, and any available indigenous /improvised materials) <b>PE2PF-Ila-h-2</b>
<b>II. CONTENT</b>	<b>Aralin 4 Tingnan Mo Kaibigan</b> Pagkamagalang (Respect)Pagmamahal sa kapwa/ Pagdama at pag-	<b>ARALIN 4.1 Ang Pinagmulan ng Aking Komunidad</b>	<b>Lesson 15: Making Stories on Our Own</b> Making Rhymes	<b>KALABINTATLONG LINGGO Pagmamalasakit sa Pamilya</b> Suliranin at ang maaaring solusyon nito sasanaysay,	<b>Lesson 42 Multiplication as Equal Jumps in a Number Line</b>	<b>Aralin 4: Sinabi Mo, Ramdam Ko</b> Pagsipi nang wasto at maayos na malaking letra	<b>Rhythmic sequences with the use of Implements Such as ribbon, hoop, ball etc.</b>

	unawa sa damdamin ng iba (Empathy)			pangyayari, komentaryo, at iba pa			
<b>LEARNING RESOURCES</b>							
<b>A. References</b>	K-12 C.G p.14	K-12 CG p 42	K-12 CG p.33	K-12 CG p	K-12 CGp 38	K-12 CGp 100	K-12 CG.17
<b>1. Teacher's Guide pages</b>	P.46-48	34-35	p.20-21	119-120	156-158	94-95	222-224
<b>2. Learner's Materials pages</b>	P.105-113	102-108	p.156-159	99-104	101-103	190-191	
<b>3. Textbook pages</b>			1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 Module 4 – Rhymes. 2009. 3. *English Expressways 1.2010. pp. 51. 4. English (Learner's Material). Grade 2. 2013. pp. 41-50, 181-182, 398. 5. Let's Begin Reading in English 2.2013. pp 49-56.				
<b>4. Additional Materials from Learning Resource (LR) portal</b>							
<b>B. Other Learning Resource</b>	krayola, larawan, lumang magasin, pandikit, at manila paper	Tsart, tarpapel.	Pictures, tarpapel	Tarpapel, larawan	Illustration, tarpapel	Tarpapel, tsart	Larawan, tarpapel
<b>III. PROCEDURES</b>							
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Ano-ano ang kahalagahan ng paggamit ng mga magagalang na pananalita sa pang-araw-araw niyong pamumuhay bilang isang anak sa magulang at mag-aaral sa paaralan?	Magpakita ng larawan ng White Beach, Puerto Galera Pag-usapan ito.	Reading of words with long e sound	Pagbasa sa kuwentong Ang Paalala ni Nanay sa LM. Itanong kung tungkol saan ang kuwento at kung ano ang pagkakasunod-sunod ng mga pangyayari sa kuwento gamit ang sariling pangungusap, unang nangyari, pangalawa, pangatlo, at katapusan.	Conduct drill on addition of whole numbers using flashcards. (One digit by one digit only)	Ipabakat ang malaking letra na ipasisipi.	Drill Warm Up Exercise Stretching Activity Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more

<p><b>B. Establishing a purpose for the lesson</b></p>	<p>Magpapaskil ng isang usapan o mga larawan na nagpapakita ng paggalang sa iyong kapwa.</p>	<p>Ilahad ang aralin sa pamamagitan ng mga susing tanong sa Alamin Mo.</p>	<p>Close your eyes as I read the rhyme. Think/Imagine. Tell me what you see as I read the rhyme. “ A Ball in a Mall “</p>	<p>Itanong ang mga bata kung may karanasan din silang kagaya ng nasa kuwento. Ipalahad ito.</p>	<p>Imitate the movement of some animals like frog, duck etc.</p>	<p>Sabihin: Ibigay ang alpabetong Filipino</p>	<p>How can you create rhythm by clapping? Can you do other movements while you clap? What rhythm can you have by stamping, tapping, snapping? Can you do it</p>
<p><b>C. Presenting examples/ instances of the new lesson</b></p>	<p>Pasagutan ang Isabuhay Natin sa pahina 112 ng Modyul . Gumupit ng isang larawan mula sa lumang magasin na nagpapakita ng paggalang. Idikit ito sa kuwaderno at isulat ang magagalang na salita na maaaring sinasabi dito.</p>	<p>Gabayan ang klase sa pagbasa ng kuwento ng pinagmulan ng komunidad ng San Isidro</p>	<p>Initiate making the story. Prompt the children to make sentences for each picture. Refer to <i>LM p.156</i> The teacher should familiarize the children with the words that they are going to use. Make the children talk about the story and give a title for it.</p>	<p>Pag-usapan kung kaninong karanasan ang isusulat upang makabuo ng kuwento. Pag-usapan din kung ano ang gagawing pamagat ng kanilang sariling kuwento o karanasan Gabayan ang mga bata para sa pagbubuo ng kuwento gamit ang kanilang sariling karanasan. Ipasulat ito sa pisara gamit ang wastong pamantayan sa pagsulat ng talata o kuwento. Ipabasa ang nabuong kuwento nang wasto</p>	<p>Let the pupils play “The Leaping Frog”. Form a group with five members in each group. Draw a straight line on the floor. Mark the line. Vary the number of markings for each group. Each member will take turn in jumping to the line. Make sure that they will land on the markings.</p>	<p>Ipabasa ang Dapat Tandaan sa Pagsulat na nasa <b>Basahin Natin</b> sa LM, Pahina 190</p>	<p>Activity 1 Let pupils perform the following combinations COMBINATION 1 a. stamp your right/left foot alternately 4 cts b. walk forward starting with the right foot 4 cts c. walk backward starting with the right foot 4 cts d. hop forward R twice, hop backward L twice 4 cts e. repeat all 16 cts COMBINATION 2 a. fall in line while walking take 4 walking steps forward and 4 walking steps backward 8 cts b. clap your hands in place 8 cts c. leap forward 4x starting with the R foot and leap backward 4x starting L foot 8 cts d. repeat b (8x) 8 cts e. repeat all</p>

<p><b>D. Discussing new concepts and practicing new skills #1</b></p>	<p>Ano ang nararamdaman niyo sa tuwing nagagamit niyo ang mga magagalang na pananalita sa inyong kapwa mag-aaral? Ano ang mabuting naidudulot ng pagiging magalang sa iyong kapwa sa isip at sa gawa?</p>	<p>Ipasagot ang mga tanong. Pag-usapan ang sagot sa bawat tanong</p>	<p>Let the pupils construct sentences based on the pictures of the rhyme pairs. 1. Gabriel drinks milk in a (glass) The glass is on the (grass) 2. He sits with friends under the (tree)And saw a (bee) 3. They try to catch bee with a (net)The rain fell, the net got (wet)</p>	<p>Paano kayo nakabuo ng inyong kuwento? Paano ninyo ito isinulat at binasa?</p>	<p>a. How many markings are there in your line? b. Do they have the same distances? c. How many jumps did you make?</p>	<p>Talakayin ang mga sagot sa <b>Sagutin Natin</b> sa LM, pahina 190</p>	<p>Activity 2 Perform the given combinations using available implements like ribbon, hoop, ball, wand, stick or tambourines. How did you perform the activities using the different implements? What rhythmic sequences were you able to do in performing activities using the different implements? Can you name the implements you used in the activities?</p>
<p><b>E. Discussing new concepts and practicing new skills #2</b></p>	<p>Masaya bang maging magalang na bata? Bakit?</p>	<p>Ipaliwanag na gagawa rin ang mga bata ng katulad na kuwento tungkol sa kanilang komunidad. Ipakuha ang mga kinalap na impormasyon tungkol sa kasaysayan o pinagmulan ng kinabibilangang komunidad</p>	<p>Give example of rhyming words</p>		<p>show an illustration of a number line. Ask the pupils if they can see the similarity between the illustration and what they have done earlier. Discuss how a number line can be used to illustrate multiplication. The number line below shows 4 groups of 3 or 4 x 3. 0 1 2 3 4 5 6 7 8 9 10 11 12 Discuss further that the multiplier shows how many equal jumps should be made in a number line. The multiplicand determines the spaces.</p>	<p>Sabihin: Ipalagay nating papel ninyo ang pisara. Gamitin ang tatlong linyang may kulay asul, pula, asul. Simulan ito sa kaliwa-pakanan. Tingnan ang aking pagsulat. Ipaulit ang istrok sa hangin. Ipagawa sa pisara ang malaking letra na isusulat. Ipagaya ang modelo sa LM, pahina ____.</p>	<p>Activity 1 Let pupils listen to a song entitled “Magtanim Di Biro”. Let them sing the song as well.</p>
<p><b>F. Developing mastery (leads to Formative Assessment 3)</b></p>	<p>Ano-ano ang magagandang ugali ang nabuo sa inyong pagkatao ngayong alam na ninyo na mahalaga ang</p>	<p>Punan ang Graphic Organizer sa ibaba. Gamitin ang impormasyong nakalap. ( tingnan ang tsart )</p>		<p>Pangkatin ang mga bata ng apat (4) at gawin ang <b>Brainstorming Activity</b> sa Gawain 4 sa LM.</p>	<p>Refer to the LM 42- Gawain 1-B pages 102</p>	<p>Bakit mahalaga na sundin ang mga panuntunan sa pagsulat?</p>	<p>Perform the given combination accompanied by Magtanim ay Masaya(while singing</p>

	paggalang sa kapwa sa isip man at sa gawa? Ipaliwanag ang inyong mga kasagutan.						or with instrumental accompaniment). a. skip to the right/left alternately 4x while tapping your thigh 4 cts b. one gallop step sideward R, step R, close L to R 8 cts c. walk forward while clapping 2x 2 cts d. walk backward while clapping 2x 2 cts e. repeat all 16 cts
<b>G. Finding practical application of concepts and skills in daily living</b>	Dapat bang igalang ang kapwa? Bakit?	Sumulat ng maikling kuwentong binubuo ng 2-4 na pangungusap tungkol sa pinamulan ng iyong komunidad. Ikuwento ito sa klase.	Let the pupils write a story by writing all the sentences into a paragraph form. <i>(Refer to LM, p. 159, I can Do It)</i>	Bumuo ng apat (4) na pangkat. Magbahaginan ng sariling karanasan tungkol sa pagtulong sa gawaing bahay. Gumawa ng maikling kuwento tungkol dito. Iulat ito sa klase pagkatapos.	Pangkatang Gawain. Unang pangkat - 2 x 4 Pangalawang pangkat - 3 x 3 Pangatlong pangkat - 4 x 3 Pang-apat na pangkat - 2 x 3 Panglimang pangkat - 3 x 5 Ipakita ang multiplication gamit ang number line. Iguhit ito sa sahig. Subuking tumalon sa bawat tanda	Ipagawa ang <b>Gawin Natin</b> sa LM, pahina ____. Ipagawa ang <b>Sulatin Natin</b> at <b>Sanayin Natin</b> sa LM, pahina ____.	The teacher calls for the group name. Then the group will perform the assigned task to them. Using a chosen implement, create a simple rhythmic sequence
<b>H. Making generalizations and abstractions about the lesson</b>	Bakit mahalagang igalang ang kapwa? Ipaliwanag.	Bigyang pansin ang mga kaisipang nakatala sa Tandaan Mo sa LM p108	What are rhyming words?	Paano ang pagbubuo ng kuwento? Paano ang wastong pagsulat at pagbasa ng kuwento? Ipabasa ang Tandaan sa LM.	To illustrate multiplication as equal jumps in a number line, determine first the multiplicand and the multiplier. The multiplier determines the number of equal jumps while the multiplicand determines the number of spaces per jump	Kailan ginagamit ang malaking letra?	Movement skills combination with musical accompaniment is enjoyable and has fitness benefits
<b>I. Evaluating learning</b>	Pasagutan ang Subukin Natin sa pahina 113 sa LM. Isulat sa sagutang papel kung Tama o Mali ang mga pag-uugali na sinasabi sa bawat pangungusap.	1. Ipagawa ang <b>Natutuhan Ko</b> . 2. Gamitin ang <b>rubrics</b> sa pagmamarka sa munting aklat ng mga bata.	Have the pupils complete the thought bubble. (LM p. 159, Measure My learning) I made the story _____ on my own. I feel _____	Balikan ang Gawain 4 Bumuo ng talata mula dito gamit ang wastong bantas, tamang salita at maayos na teksto.	Illustrate the following multiplication as equal jumps in a number line. 1. $4 \times 5$ 2. $3 \times 7$ 3. $5 \times 6$ 4. $6 \times 6$ 5. $7 \times 4$	Ipagawa ang <b>Linangin Natin</b> sa LM, pahina ____.	Each group will perform rhythmic sequence combinations using 2 or more implements in a group. Group

	ng bahay.						members should be in simple costume. Each group shall be rated by checking the correct column using the rubrics below. See page 224 TG Rubrics for Rating
<b>J. Additional activities for application or remediation</b>		Magpadala ng magasin na may mga larawan ng iba-ibang pagdiriwang sa Pilipinas.			Gumuhit ng number line. Ipakita ang multiplication sa ibaba bilang equal jumps sa number line. 1. $5 \times 7$ 2. $3 \times 9$ 3. $8 \times 2$ 4. $6 \times 3$ 5. $4 \times 8$	Magsanay pa sa pagsulat.	Bring other improvised implements (to be used in a rhythmic sequence) which are available at home
<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?</b>	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain __ ANA / KWL	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games	<b>Stratehiyang dapat gamitin:</b> __ Koaborasyon __ Pangkatang Gawain	<i>Strategies used that work well:</i> ___ Group collaboration

<b>Why did these work?</b>	___ Fishbone Planner ___ Sanhi at Bunga ___ Paint Me A Picture ___ Event Map ___ Decision Chart ___ Data Retrieval Chart ___ I –Search ___ Discussion	___ ANA / KWL ___ Fishbone Planner ___ Sanhi at Bunga ___ Paint Me A Picture ___ Event Map ___ Decision Chart ___ Data Retrieval Chart ___ I –Search ___ Discussion	___ 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	___ ANA / KWL ___ Fishbone Planner ___ Sanhi at Bunga ___ Paint Me A Picture ___ Event Map ___ Decision Chart ___ Data Retrieval Chart ___ I –Search ___ Discussion	___ 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	___ ANA / KWL ___ Fishbone Planner ___ Sanhi at Bunga ___ Paint Me A Picture ___ Event Map ___ Decision Chart ___ Data Retrieval Chart ___ I –Search ___ Discussion	___ Games ___ 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
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	<b>Mga Suliraning aking naranasan:</b> ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-apin g mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya	<b>Mga Suliraning aking naranasan:</b> ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-api ng mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	<b>Mga Suliraning aking naranasan:</b> ___ Kakulangan sa makabagong kagamitang panturo. ___ Di-magandang pag-uugali ng mga bata. ___ Mapanupil/mapang-apin g mga bata ___ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ 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. ___ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works

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