

School:		Grade Level:	II
Teacher:		Learning Area:	МАРЕН
Teaching Dates and Time:	NOVEMBER 21 - 25, 2022 (WEEK 3)	Quarter:	2 ND QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I.OBJECTIVES					
A. content Standard	demonstrates basic understanding of pitch and simple melodic patterns	demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	demonstrates understanding of locations, directions, levels, pathways and planes	demonstrates understanding of the proper ways of taking care of the sense organs	
B. Performance standard	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	performs movements accurately involving locations, directions, levels, pathways and planes	consistently practices good health habits and hygiene for the sense organs	
C. Learning Competencies/Objectives Write the LC Code for each	demonstrates high and low pitches through singing or playing musical instruments MU2ME-IIb-3 Demonstrate high and low tones Sing or play musical instruments with high and low tones	points out the contrasts in the colors, shapes, textures between two or more animals AZEL-IIc Skill :Paints the drawing of animals to show the variety of colors and textures found in the skin covering of farm animals. Knowledge : Name the animals found in the farm. Attitude Appreciation : Appreciates the textures of the different body coverings of farm animals.	moves in: personal and general spaceforward, backward, and sideward directions high, middle, and low levels straight, curve, and zigzag pathways diagonal and horizontal planes PE2BM-IIc-h- 18 Describe and perform movement patterns like jump for distance, skip and leap using proper form.	describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions H2PH-IIa-e-6 Discuss basic information on common childhood diseases like -mumps -chickenpox -measles -primary complex	I. Measures one's ability to retain and apply knowledge and concept learned to answer a weekly test. II. Weekly Test III. a. Preparation b. Testing c. Checking IV. Noting item missed.
II. CONTENT	Melody- high and low of tones	Lines, Shapes and Tex ture A2EL-IIb	Movement pattern like jump for distance, skip and leap	Diseases and their Effects on Child's Growth and Development	
III. LEARNING RESOURCES]
A. References	Curriculum Guide page 17	Curriculum Guide page 18	Curriculum Guide page 17	Curriculum Guide page 22	
1. Teacher's Guide pages	32-34	128-130	218-221	335-338	

2. Learner's materials		205-207		413-416	
pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal	drums, pictures of drums , musical piece	crayon, pencil, drawing paper	Rubric/checklist	Learner"s Material, pictures of children with mumps, measles, chickenpox and primary complex and charts of diseases, strip of cartolina with names of diseases and effects of poor health.	
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or Presenting the new lesson	Greetings- SO-FA-MI-RE-DO Good Morning Children Good Morning Classmates Good Morning Teacher Let the pupils follow the instructions: - Stand up when the teacher clap twice - Sit down when the teacher say yes	Show a picture of a farm. Say: This is a picture of a farm but there are no animals yet in the farm. Ask: Have you been to a farm? Conduct name game of farm animals while the pupils listen to the sound made by each farm animal. Ask: Think about these farm animals. What can you say about its body covering? Say: The roughness or smoothness of the body covering is called texture.	Drill Perform the following: 1. Go to the door with only one foot. 2. Go to the board as fast as you can. 3. Go to the front and jump. 4. Leap with the right foot forward in 8 counts. Move forward by springing one foot and land on the same foot. 5. Hop forward in 8 counts What parts of your body were you able to use in performing the activities? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Have the pupils sing the song with corresponding action: Ako ay may mga Kamay (To the tune of Eency, Wency Spider) Ako"y may mga kamay Na kaliwa at kanan Itaas mo man ito"y Malilinis naman Ipalakpak, ipalakpak Itong mga kamay Ipalakpak, ipalakpak Itong mga kamay Ask: Do you have clean hands? Why do we need to have clean hands always?	
B. Establishing a purpose for the lesson	Ask the pupils sing again the song "Tayo Na!, Tayo Na".	1.Review how to create texture and demonstrate to the learners how to do it using water color. Say: We can create texture in drawing ,coloring or painting by drawing lines,curves, spots and making shades. 2. Post big pictures on the board. This time, these pictures are not colored. Challenge the imagination of the pupils by saying: What is the texture of the body covering of each animal? Based on real life, what colors shall we use to paint the animal	Motivation 1. Show picture of animals. Do you know these animals? What are the animals in the picture? Tell their names.	Show to the children the cover page of Lesson 3. Ask: Have you experienced these diseases? Who among you had experienced these illnesses? Have the pupils identify, describe and tell something about each disease. Use a KWL chart for the learners to place what they know and want to know in the day"s lesson. Encourage them to tell what they want to know about these diseases. Let them post their answers in the chart.	

		skin of (frog, rooster, , duck, horse, carabo etc.) How are we going to show texture in the animal skin?	How do they move? Can you imitate them? 2. Unlocking of Difficulties Fill up the boxes with a letter to complete the word. See page 219 TG in MAPEH These are locomotor movements done from one place to another.		
C. Presenting examples/instances of the lesson	Activity 1: Tell them to look around and select objects that show small and big sizes. Let them sing high do for the small object and low do for the big object. Ask them if they have heard already musical instrument with high and low tones. Ask them if they have seen musical instruments that give high and low tones. Show them the pictures of drums. Ask the kind of instrument they can see in the picture. Let them identify which of the two instruments give high and low tones.	Gawain 1 Tingnan mo ang mga larawan ng mga hayop. Punahin ang kulay ng kanilang mga balat. Sa kulay pa lang mararamdaman mo na ang tekstura nito. Pagmasdan kung paano mo maipapakita ang tekstura ng balat ng isang hayop?	Presentation Teacher will prepare 5 stations. Assign leaders from stations 1 to 4 while the teacher will stay in station 5. Divide the class into 4 groups and assign leader in each group Leaders will demonstrate and perform the movement in station 1 to 4.The group will perform the movement by station. Teacher will stay in station. Activity 1 1 .Station 1 (step a) - swing your arms forward 2. Station 2 (step b) -bend your knees 3. Station 3 (step c) -on your toes 4.Station 4 (step d) - spring & jump land lightly with bent knees 5. from Station 5 - describe the movement pattern from station 1-4. Each group will perform step a to d in their assigned places.	Present this topic to the class. Bulutong-tubig -Ang bulutong-tubig ay impeksiyong nakakahawa. Ito ay nagdudulot ng pangangati ng balat at paltos dulot ng varicella-zoster virus. Ang mikrobyo ay naisasalin sa iba sa pamamagitan ng mga nabasag na paltos na dala ng hangin at sa pagtabi sa mga batang may impeksiyon nito. Nakahahawa ito tatlong araw bago magkaroon ng pamamantal hanggang ito ay bumuo ng mga langib. Ito ay nag-uumpisa bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay at mga paa. Primary (Tuberkulosis) Complex — Ang sakit sa baga ay maaaring ikamatay ng isang bata kung hindi agad mabibigyang lunas. Ang palatandaan nito ay ang mga sumusunod: walang ganang kumain, pasumpong- 339 sumpong na lagnat lalo na sa hapon, madaling mapagod, pasumpong-sumpong na ubo, magaan ang timbang, may kulani sa leeg. Ito ay madaling makahawa sa pamamagitan ng pag-ubo, pagbahing at pakikipag-usap. Ito ay	

	The second section 1 to 10 to	Τ			
	They can play the drums if available.			maiiwasan sa pamamagitan ng	
	(optional)			pagpapabakuna ng BCG, wastong	
	Ask the pupils to sing high do when			pagkain, sapat na pahinga,	
	you point the small drum and low			wastong gawi sa kalinisan at	
	do for the big drum.			pagpapagamot.	
	Prepare other musical instruments			Beke - Ang beke ay nakahahawang	
	for the pupils to play			sakit sanhi nang paglaki ng isa o	
				higit pang glandula ng laway. Ito ay	
				bunga ng impeksyong nakahahawa	
				na ikinakalat ng hangin at	
				dumadaan sa ilong at lalamunan.	
				Ang mga palatandaan ng sakit na	
				ito ay lagnat, paglaki ng bahagi ng	
				panga sa ilalim ng tainga, masakit	
				na pagbukas ng bibig at walang	
				gana sa pagkain. Karaniwang	
				kumakapit ang sakit na ito sa mga	
				bata pagkalipas ng kanilang	
				ika-dalawang taong gulang.	
				Maiiwasan ito kung ang bata ay	
				napabakunahan sa tigdas. Maliban	
				sa pagpapahinga, walang gamot na	
				makalulunas sa sakit na ito.	
				Tigdas -Ang tigdas ay	
				nakahahawang sakit na dulot ng	
				paramyxo-virus. Ang palatandaan	
				nito ay mataas na lagnat, ubo,	
				sipon, maliliit at mapupulang butlig	
				na nag-uumpisa sa likod ng tainga	
				at kumakalat sa buong katawan.	
				Kasama din sa palatandaan ang	
				sipon, masakit na lalamunan,	
				pag-ubo, namumulang mga mata	
				na sensitibo sa liwanag. Ito ay	
				bunga ng mikrobyo na kumakalat	
				sa hangin sa pamamagitan ng	
				pag-ubo at pagbahing ng taong	
				may karamdaman.	
				inay karamaaman.	
D. Discussing new concepts	Let them listen to the song "Stand	Gawain 2	Activity 2	What are the common childhood	
and	Up".	Ang larawan sa loob ng kahon B	Ask:	diseases? Name them one by one.	
Practicing new skills #1	Ask what they have noticed with	ay walang kulay . Bakatin ito sa	What were the movements you	uiseases: Name them one by one.	
Fractionig new Skins #1	the pitch of the first and second	iyong papel at kulayan base sa	performed? (Is it swing, bend, heels		
	notes of the song.	modelo na nasa kahon A.			
	Thotes of the song.	I IIIOUEIO IIa IIasa Kalloli A.	raise, spring-jump & land?)		

	Let them identify and sing the two different pitches in the song. Let them demonstrate the high and low pitches of tones using body movements.	A B picture of a carabao without color	What movement did you do? (Is it a jump, leap, or skip?) What body movement did you perform in station 1? What body movement did you perform in station 2? Station 3? The teacher will also demonstrate leap & skip and let the pupils do it.		
E .Discussing new concepts and Practicing new skills #2	Let the pupils sing the correct pitch of the song "Stand Up". Ask the difference between the first and second notes in the song. Have you noticed the two pitches of tones? Were you able to sing it correctly? How are you going to demonstrate correct singing of tones using body movements?	Help the class to come up with the idea that "We can paint the drawing of farm animals to show the variety of colors and texture found in the skin covering of these animals."	Activity 3 Back to Back Pupils can start from a circle, column or line formation. The teacher gives command such as: "Jump 2x and land softly then leap 2x." in any place or any direction. When the pupils are scattered, the teacher says, Back to back!" Pupils will find a partner and stand back to back. The last pair to find a partner gives the next command. Example: skip forward 4x, skip backward 4x D. Generalization	Explain the following: Bulutong Primary (tuberculosis) complex Tigdas Beke	
F. Developing mastery (Leads to Formative Assessment 3)	Give an example of the things that can produce high and low tones.	Create another artwork of animals to show the variety of colors and texture found in the skin covering of these animals.".	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.	Have them answer the following activity. Ibigay ang impormasyon angkop sa sumusunod na sakit. Hanapin ito sa kahon sa ibaba. Isulat ang letra ng tamang sagot. 1. Beke 3. Primary complex 2. Bulutong tubig	

G. Finding Practical applications of Concepts and skills in daily living	Have you noticed the two pitches of tones? Were you able to sing it correctly? How are you going to demonstrate correct singing of tones using body movements?	Do this by asking the following questions: How can we show the real color of an animal?(by painting or coloring it) How can we show texture in their body covering?(by adding lines, spots and shades)	Activity 4 The teacher calls for the group name. Then the group will perform the assigned task. Malakas-G1, Mabilis-G2, Matibay-G3, Matatag-G4, Matigas- G5, Matipuno-G6, each group will perform the correct way of jumping to a distance (step a to step d from activity 1). As she says "GO" the group will start to perform the movement. As she says "STOP", the group will return and form a straight line with their group. The group continues to perform skip & leap.	4. TigdasA. Mapupulang butlig na nag-uumpisa sa likod ng tainga at kumakalat sa buong katawan. B. Pamamaga ng panga sa ilalim ng tainga. Ito ang sanhi ng kawalan ng gana sa pagkain dahil sa masakit na pagbuka ng bibig. C. Patuloy na pamamayat, walang ganang kumain at panghihina dahil sa mahinang baga. D. Nag-uumpisa ito bilang makati at mapulang butlig sa dibdib na kumakalat sa mukha, kamay, at mga paa. "Ang karaniwang sakit ng mga bata ay beke, tigdas, bulutong-tubig, at primary complex." Answers 1. B 2. D 3. C 4. A Discuss the responses given by the pupils. Show again the pictures to the pupils for emphasis	
H. Making generalizations and Abstractions about the lesson	Remember: We can demonstrate the high and low pitches of tones through singing or playing musical instruments and using body movements	When can we say that our drawings are imaginary? Let the learners read ISAISIP MO: Sa ating pagkukulay sa iginuhit na larawan ng hayop na matatagpuan sa bukid ay makapagpapakita tayo ng iba't ibang kulay at tekstura na	Jumping, leaping and skipping are important skills that can be used in games and sports and in daily life situations that calls for it.	"Ang karaniwang sakit ng mga bata ay beke, tigdas, bulutong-tubig, at primary complex."	

		matatagayan natis sa halat z =	I		<u> </u>
		matatagpuan natin sa balat ng			
		mga hayop na ito.	<u> </u>		
I. Evaluating learning	Show how well you learned the	Return the artwork to the pupils	Teacher will form same groupings as	Let the pupils do	
	skills then put a star if you	and tell them to cut and post the	in activity 4. Each group will describe	Alamin Natin:	
	performed it well and moon if you	artwork on the farm mural then	and perform the task and will be	Lagyan ng (/)kung ang larawan ay	
	did not.	work on Ipagmalaki Mo.	rated according to their	karaniwang sakit ng bata at ekis (X)	
	Skills YES NO	Kunin ang iyong kinulayang	interpretation of the movements of	kung hindi.	
	1. Learn two pitches of tones	larawan ng hayop.	Jumping Jack written below. The	Pahina 413-416	
	2. Sing high and low tones correctly	Lagyan ng kung Oo ang sagot	teacher may use rubrics or checklist.	Palalimin Natin:	
	3. Show two pitches of tones	at kung Hindi.	Jumping Jack	Punan ang talaan ng sakit ayon sa	
	through tall and low things found in	Isulat sa kuwaderno ang iyong	Starting Position: Stand straight with	hinihinging impormasyon.	
	the classroom	sagot.	feet together, arms down on your	Beke	
	4. Identify the musical instruments	1.Napalabas ko ba ang tunay na	sides.	Bulutong-tubig	
	that gives high and low tones.	kulay ng hayop?	1. Jump to stride position, then clap	Primary Complex	
	5. Sing correctly the song "Stand	2.Malinis ba ang aking ginawang	your hands overhead count 1	Tigdas	
	Up"	pagpipinta ?	2. Jump to position. Bring down your	Palatandaan	
		3.Nakapagpakita ba ako ng	hands to sides count 2	Nararamdaman	
		tekstura sa balat ng hayop?	3. Repeat 1 and 2 seven more times.		
		4.Gumamit ba ako ng tamang	Leaping:		
		kulay base sa tunay na kulay ng	1. Leap forward		
		balat ng hayop?	4 times		
		5.Gumamit ba ako ng iba't ibang	2. Leap backward4		
		kulay sa pagpipinta?	times		
			Skipping:		
			1.Skip to the right		
			4 times		
			2. Skip to the left4		
			times		
			Rubrics or checklist		
			Group		
			Very Good (3)		
			Executed all the movements		
			correctly with mastery and unity as a		
			group		
			Good (2)		
			Executed the movements with 1 or 2		
			members showed no mastery of the		
			step movements		
			Fair (1)		
			Executed the movements but half of		
			the group showed no mastery of the		
			step & movements		
			Malakas		
			Makisig		

			Matipuno Matatag		
			Matibay Matigas		
J. Additional activities for application or remediation		Bring pictures of sea animals,crayons and bond papers	Identify situations where your skills in jumping can be very useful. You may cut pictures from the newspapers, magazines or draw	Instruct the pupils to do the following extension activity. (For answer key please refer to Karagdagang Kaalaman Para sa Guro.) Alamin sa iyong kasambahay kung sino ang nagkasakit ng beke, tigdas, bulutong-tubig at primary complex. Hikayatin sila na ikuwento sa iyo ang kanilang naging karanasan. Ipasulat sa notebook ang kanilang kuwento.	
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IV. REMARKS					
V. REFLECTION					
ANo. of learners who earned 80% in the evaluation	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above	of Learners who earned 80% above	
B.No. of learners	of Learners who require	of Learners who require	of Learners who require	of Learners who require	
who require additional	additional activities for remediation	additional activities for	additional activities for remediation	additional activities for	
activities for remediation who scored below 80%		remediation		remediation	
C. Did the remedial lessons work?	YesNo	YesNo	YesNo	YesNo	
No. of learners who have	of Learners who caught up the	of Learners who caught up	of Learners who caught up the	of Learners who caught up	
caught up with the lesson	lesson	the lesson	lesson	the lesson	
D. No. of learners who	of Learners who continue to	of Learners who continue	of Learners who continue to	of Learners who continue	
continue to require	require remediation	to require remediation	require remediation	to require remediation	
remediation					
E. Which of my teaching	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:	
strategies worked well? Why		Group collaboration	Group collaboration	Group collaboration	
did these work?	Games Solving Puzzles/Jigsaw	Games Solving Puzzles/Jigsaw	Games Solving Puzzles/Jigsaw	Games Solving Puzzles/Jigsaw	
	Solving Puzzies/Jigsaw Answering preliminary	Answering preliminary	Answering preliminary	Solving Puzzles/Jigsaw Answering preliminary	
	activities/exercises	activities/exercises	activities/exercises	activities/exercises	
	Carousel	Carousel	Carousel	Carousel	
i			50.0000.		
	Diads	Diads	Diads	Diads	

	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	
	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories	
	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	
	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	
	Discovery Method	Discovery Method		Discovery Method	
	, 		Discovery Method		
	Lecture Method	Lecture Method	Lecture Method	Lecture Method	
	Why?	Why?	Why?	Why?	
	Complete IMs	Complete IMs	Complete IMs	Complete IMs	
	Availability of Materials	Availability of Materials	Availability of Materials	Availability of Materials	
	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	
	Group member's Cooperation	Group member's	Group member's Cooperation in	Group member's	
	in	Cooperation in	doing their tasks	Cooperation in	
	doing their tasks	doing their tasks		doing their tasks	
F. What difficulties did I	Bullying among pupils	Bullying among pupils	Bullying among pupils	Bullying among pupils	
encounter which my	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude	
principal or supervisor can	Colorful IMs	Colorful IMs	Colorful IMs	Colorful IMs	
help me solve?	Unavailable Technology	Unavailable Technology	Unavailable Technology	Unavailable Technology	
	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)	
	Science/ Computer/	Science/ Computer/	Science/ Computer/	Science/ Computer/	
	Internet Lab	Internet Lab	Internet Lab	Internet Lab	
	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works	
G. What innovation or	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:	
localized materials did I	Localized Videos	Localized Videos	Localized Videos	Localized Videos	
use/discover which I wish to	Making big books from	Making big books from	Making big books from	Making big books from	
share with other teachers?	views of the locality	views of the locality	views of the locality	views of the locality	
	Recycling of plastics to be used	Recycling of plastics to be	Recycling of plastics to be used as	Recycling of plastics to be	
	as Instructional Materials	used as Instructional Materials	Instructional Materials	used as Instructional Materials	
	local poetical composition	local poetical composition	local poetical composition	local poetical composition	
1					