

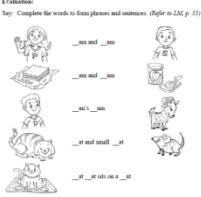
 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	SEPTEMBER 11 - 15, 2023 (WEEK 3) Day 4	Quarter:	1 ST QUARTER

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 (Health) (2:40-3:20)
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 text elements to see the relationship between known and new information to facilitate comprehension	Demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension.	Understanding of addition of whole numbers up to 1000 including money.	Naisasagawa ang mapanuring pagbasa upang mapalawak ang talasalitaan Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Demonstrate a good relationship to a new classmate/neighbor to a new environment.
B. Performance Standard	Naisasagawa nang buong husay ang anumang kakayahan o potensyal at napaglalabanan ang anumang kahinaan	Malikhaing nakapagpapahayag/ nakapagsasalarawan ng kahalagahan ng kinabibilangang komunidad	Correctly presents text elements through simple organizers to make inferences, predictions and conclusions	Reads with sufficient speed, accuracy, and proper expression in reading grade level text	Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Nababasa ang usapan, tula, talata, kuwento nang may tamang bilis, diin, tono, antala at ekspresyon Nakasulat nang may wastong baybay, bantas at mekaniks ng pagsulat	Help our new classmates/neighbors adapt to the new environment and create in them the sense of belonging
C. Learning Competency/ Objectives Write the LC code for each.	Naisakikilos ang sariling kakayahan sa iba’t ibang pamamaraan. EsP2PKP- Ia-b – 2	1. Nailalarawan ang kabuuan ng kinabibilangang komunidad. 2. Natutukoy ang pagkakatulad at pagkakaiba ng mga komunidad. AP2KOM-Ic-5	Recognize/identify/read/ give example of words with medial /a/ Read words with medial/a/ in phrases and sentences EN2LC-Ia-j-1.1	Nababaybay nang wasto ang mga salita na ginamit sa tugma o tula Nagagamit ang kaalaman sa paraan ng pagbaybay sa pagbasa Naipakikita ang kagustuhan sa pagbasa at pakikinig ng tula sa pamamagitan ng pagsulat/paglikha ng sariling tula o tugma.	Visualizes and orders numbers up to 1 000 in increasing or decreasing order. M2NS-Id-13.2	Natutukoy ang salitang may maling baybay sa pangungusap Nakakasulat ng mga letrang may pailalim at paibabaw na kurba F2PT-Ic-e-2.1 F2PU-Ia-1.3	Demonstrate skills in adapting to a new environment Relate with other people to create a sense of belonging
II. CONTENT	Aralin 3 Kakayahan Ko, Pagbubutihin Ko! Pagkilala sa Sarili	ARALIN 1.3 –Larawan ng Aking Komunidad	Lesson 11: Speech Sounds Medial /a/, Rimes (-am, -an, and -at)	IKATLONG LINGGO Pangunahing Pangangailangan Pagbaybay nang wasto ng mga salita na ginamit sa tugma o tula	Comparing and Ordering Numbers	Aralin 3: Maglibang at Magsaya sa Piling ng Pamilya Mga Salitang Mali ang Baybay	Adapting to New Environment

				Pagsulat/paglikha ng sariling tula o tugma. MT2F-Ia-i-1.5		Pagsulat ng mga Letrang may Pailalim at Paibabaw na Kurba	
LEARNING RESOURCES							
A. References	K-12 CGp 26- 27	K-12 CGp.37	K-12 CGp	K-12 CG p 87	K-12 CGp. 29	K-12 CGp39	K-12 CGp
1. Teacher's Guide pages	11-13	p.8-9	p. 27-29	p.28-29	p. 46-48	p.17-18	Pages 353-357
2. Learner's Materials pages	14-18	p.26-30	p. 33-35				Pages 324-327
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal					1. Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 30-33 2. Proded Math. I-A, I-B & I-C: Ordering Numbers		Middleearthnj.wordpress.com/ 2012/04/16 http://www.youtube.com/watch?v=AABQt7MOSGO Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
B. Other Learning Resource	Larawan, tarpapel		Picture, onset, rime, word card, chart, phrase/sentence strips	Tarpapel, larawan	1. Number Cards 2. Show Me Board 3. Number line	Larawan, tarpapel	tarpapel
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Pagbigkas ng gintong-aral	Ipaawit ang Ako'y isang komunidad		Itanong kung paano nila binasa ang ang taludtod ng tula. (sa paraan na papantig)	Drill- Comparing Numbers using relation symbols Contest: SINO ANG MATIBAY? Comparing numbers using relation symbols <, =, > 1. 975 ____ 957 2. 490 ____ 490 3. 213 ____ 315	Ano ang mali sa sumusunod na salita? Paano ito isusulat nang tama? aparador platto tindahan bumberoh mannsanas	Questions: Do you look the same with your brother/sister? How do you differ? How are you similar? What are similarities/ differences? Do you accept that you are different from each other?
B. Establishing a purpose for the lesson	Tumawaag ng 1-2 bata upang magpakita ng kanilang kakayahan	Tumawag ng ilang mag-aaral na makapaglalarawan sa kanilang	Show the illustrations of the story, "Bat Cat and the Fat Rat." Ask pupils to tell what they can say about the illustration.	Ipabigkas ang kanilang pangalan nang papantig at ipasabi kung ilang pantig mayroon ito.	1. Motivation: "MY RULE IN LIFE"	Bigyan ang mga bata ng pagkakataon na maglaro. Kung wala namang kagamitan, maaaring magpagawa na lamang ng isang	Let the children sing the song "Make New Friends (But Keep the Old)". The children will shake hands with each other and tell

		kinabibilangang komunidad. Ipagamit ang mga larawan ng mga bumubuo ng komunidad sa nakaraang aralin sa paglalarawan. Pag-usapan ang paglalarawang ginawa ng mga bata				gawain na nangangailangan ng kagamitan. Patigilin ang mga bata sa ginagawa. Pabalikin na sa sariling upuan. Tingan kung ano ang ginawa nila sa mga ginamit. Papurihan ang nag-ayos ng sariling gamit. Ano ang dapat ginawa matapos ang isang gawain?	something about themselves.
C. Presenting examples/ instances of the new lesson	Muling ipabigkas ang tulang “talentado ako”	Ilahad ang aralin gamit ang mga susing tanong sa Alamin Mo.. Basahin ang tula “Larawan ng Komunidad Ko	Using the Thinking Matrix, focus the pupils’ attention on the sound of /a/ in medial position. Model reading and let the pupils repeat after you. Then, let the pupils read independently.	Ipakita ang mga larawan sa LM. Ipatukoy ang pangalan ng bawat larawan.	Distribute the number cards. (See to it that all pupils have number cards). Then let them post the number cards on the board. Then, post your prepared number line on the board. Ask the pupils something about the number line. Ask them to describe it. Call 3 or 4 pupils to arrange the number cards in the number line.	Basahin ang kuwento sa Basahin Natin sa LM, pahina ____.	Questions: Do you have a new classmate? What did you do to make friend with him/her? Listen to the story read by the teacher. Questions: What do you think Liza feels? Will she be happy in the next days? How did Liza’s classmates help her adjust to her new environment?
D. Discussing new concepts and practicing new skills #1	Talakayin itong muli	Ipasagot ang mga tanong na kasunod ng tula. Talakayin ang mga kasagutan. Pagtuunan ng pansin ang ikaapat na tanong	Activity 1: Show more pictures/words ending with –at, -am, -an for the pupils to identify. List them down in the matrix. Model reading the words and ask pupils to read after you. Call on individual pupils to read.	Ipabaybay ang salita sa mga bata sa paraang papantig. Itanong kung paano ang ginawa nilang pagbaybay. (Gawin ito hanggang sa mabaybay lahat ang mga salita.) (Maaari pang magpabaybay sa mga bata gamit ang iba pang salita mula sa mga tulang	Processing: What number comes after 51? What number comes before 54? What numbers are between 51 and 54? Look at the numbers 50, 51, 53 and 54. What number is the least? What number is the greatest?	Sagutan ang mga tanong sa Sagutin Natin sa LM, pahina ____.	Role Playing Form four (4). Select from your group the characters who would act out. The other members will observe.

				napag-aralan upang lalong mahasa ang kanilang kakayahan sa pagbaybay.)	Can you arrange the numbers from least to greatest? Or from greatest to least	Ipabaybay isa-isa ang mga salita. (Sabihin ang salita-Baybayin-Sabihin ang salita) Burahin ang mga salitang nakasulat sa pisara. Isulat na muli ang kuwento tsart na may mga salitang mali ang pagkakabaybay. Ano ang napansin? Ano-anong salita ang may maling baybay? Ano ang tamang baybaynito	
E. Discussing new concepts and practicing new skills #2	Pag-usapan ang mga kakayahan ng kaya at di kayang gawin ng mga bata	Pangkatin ang klase ayon sa kinabibilangang komunidad ng mga bata	Activity 2: Practice reading (<i>Refer to LM, p. 35</i>)	Pinatnubayang Pagsasanay Pasagutan ang Gawain 6 sa LM.	Refer to the LM 12 Gawain 1-3	Paano mo pinapahalagahan ang iyong mga gamit katulad ng laruan? Ipagawa ang Pahalagahan Natin sa LM, pahina____.	Let some pupils role-play other situation or event on how to help a new classmate or a neighbor adjust to their new environment.
F. Developing mastery (leads to Formative Assessment 3)	Isulat kung tama o mali ang mga sumusunod na pahayag. 1.Ikahiya ang iyong kakayahan. (tingnan ang iba sa pisara)	Ipaliwanag ang bawat panuto sa pagsasagawa ng bawat gawain sa Gawin Mo (A, B, C)upang maisagawa ang mga ito nang maayos	Divide the class into groups Distribute word and picture cards. Ask pupils to match the words and pictures. The first group to complete the task wins	Malayang Pagsasanay Ipagawa ang Gawain 7 sa LM.	Divide the class into three small learning stations. Each small learning station will be given an activity card. Ask each group to write their answers on the manila paper and post it on the board. Assign a leader in each group and ask them to explain how they answered the activity.	Ipagawa ang Gawin Natin sa LM, pahina____. Paano isusulat nang tama ang mga salitang may maling baybay?	
G. Finding practical application of concepts and skills in daily living	Ipabasa ang Isaipuso Natin sa LM p17	Gabayan ang klase sa bawat gawain. Ipaulat ang mga ginawang output.	Complete the words. Write the beginning letter to complete the word. (<i>Refer to LM, p. 35</i>)	Idikta ang mga salitang mula sa tula. 1.panahon 2. kalagayan 3. kalikasan 4. katotohanan	Refer to LM No 12 Gawain 3 and 4	Ipagawa ang Sanayin Natin sa LM, sa pahina ____	Questions: What do you think will happen if persons will not feel that they belong to a group?

				5. isipin			Who can give us the feeling that we belong to a group? What does it feel like when we eating or playing with friends or in a group? How is this different from when you are eating/ playing alone? What will you do if you have a new classmate /neighbor? What will you do if to make them feel they are not alone and they belong to the group?
H.Making generalizations and abstractions about the lesson	Ating Tandaan Lahat tayo ay may kakayahan at kahinaan. Ang iyong kakayahan ay dapat pagyamanin. Ang iyong kahinaan ay dapat paunlarin.	Pag-usapan at bigyang diin ang mga kaisipang nakatala sa kahon sa Tandaan Mo.	Medial /a/ sound- rime at, am, an	Paano ang tamang pagbaybay ng mga salita? Ipabasa ang Tandaan sa LM.	How do we arrange numbers from least to greatest or vice versa. Numbers can be arranged from least to greatest or from greatest to least depending on their place value positions.	Paano natin matutukoy ang mga salitang may maling baybay sa pangungusap? Tandaan Natin sa LM, pahina	In the role-playing, how did you help your new classmate adjust to the new environment?
I. Evaluating learning	Isulat sa sagutang papel kung Tama o Mali ang isinasaad ng pangungusap. 1. Pagyayamanin ko ang aking kakayahan. 2. Pauunlarin ko ang aking kahinaan. 3. Ikahihiya ko ang aking kahinaan. 4. Ipagmamalaki ko ang aking kakayahan. 5. Ibabahagi ko ang aking kakayahan.	Ipaliwanag ang panuto sa pagsasagawa ng Natutuhan Ko. Magpakita ng halimbawa ng picture map. 2. Ipapaskil ang ginawa ng bawat bata. 3. Markahan ang ginawa ng mga bata gamit ang rubrics	Evaluation Say: Complete the words to form phrases and sentences. (Refer to LM p. 31) 	Gumawa ng tulang may isang saknong at may apat na taludtod tungkol sa iyong paboritong laruan. Pansinin ang ritmo (bilang ng pantig sa isang taludtod) at tugmang gagamitin. Pansinin din ang tamang baybay ng mga salita. Ang Aking Paboritong Laruan _____ _____ _____	Arrange the numbers from least to greatest. 1. 897 675 995 453 _____ 2. 124 987 907 234 _____ 3. 481 745 999 761 _____ Arrange the numbers from greatest to least. 4. 987 456 340 675 _____ 5 310 289 980 129 _____ 6. 567 321 896 459 _____	Tukuyin ang mga salitang may maling baybay sa pangungusap. Ipagawa ang Linangin Natin sa LM, pahina____	Refer to Learner's Materials pages 326-327.

J. Additional activities for application or remediation		Magtanghal ng exhibit ng mga picture map na nagpapakita ng kanilang komunidad. Maaaring magdaos ng isang maikling programa na nagtatanghal sa mga natutunan ng mga mag-aaral.	Agreement: Complete the words to form phrases and sentences. (<i>Refer to LM, p. 35</i>)		Refer to the LM 12 – Gawaing Bahay	Ipakita sa mga bata kung paano isulat ang U,V,Q,X. (Isa-isang letra muna) Bilangan habang ginagawa ito upang mas masundan ng mga bata. Ipasulat ito sa hangin/ sa palad/sa likod ng kاكلase. Ipabakat ito sa pisara. Pasulatin nito ang mga bata sa sulatang papel. Gawin muli ang mga hakbang gamit naman ang ibang letra.	Practice being friendly to a new neighbor or a classmate.
IV. REMARKS							
V. REFLECTION							
A..No. 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	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
B.No. of learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ 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	___ 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	___ 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	___ 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	___ 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	___ 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	___ 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
F. What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works
G. What innovation or localized materials did I use/discover	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from

which I wish to share with other teachers?	___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition
---	--	--	---	--	---	---	---