

A. References	K-12 CGp 26- 27	K-12 CGp.37	K-12 CG p. 28	K-12 CGp 87	K-12 CG p 28	K-12 CG p39	
1. Teacher’s Guide pages	11-13	p.8-9	p. 25-27	p.27-28	P43-45	P 16-17	Pages 261-263
2. Learner’s Materials pages	14-18	p.26-30	p. 32				Pages 240-242
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal					Mathematics Kagamitan ng Magaaraal Tagalog Grade 2. 2013. pp. 28-30		
B. Other Learning Resource	Larawan, tarpapel	Larawan, tarpapel	Story: “Bat Cat and Fat Rat” by Myrna J. Hipolito word cards, pictures/real objects	Tarpapel,	1. Number cards 5. Counters 2. Cut-outs 6. Flash Cards 3. Pocket chart 7. Mystery Box of Knowledge	flashcard para sa Tukoy-alam	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson		Saan-saan matatagpuan ang kinaroroonan ng komunidad?	Reading of words with medial /e/ sound	Ipakita ang mga larawan sa LM. Itanong kung ano-ano ito at ang gamit ng mga ito.	1. Goal One: Reading 3-digit numbers 2. Review Strategy: Group Activity Directions: Divide the class into four small learning stations. One pupil will act as a leader. Distribute the Mystery Box of Knowledge with number cards from 0-9. Explain that for every set of cards consists of three-digit numbers. Pupils rearrange the cards in each set to form as many three-digit numbers as they can. Group with more three-digit numbers formed, wins the game.	Suriin at ipangkat ang mga salita. kaibigan kalaro Damit pinsan paaralan simbahan larawan kabayo	The children hold hands to form a big circle and do the following: a. walk toward the center of the circle with the right foot b. walk backward to places c. repeat a and b starting with the left foot d. release hands, walk to sideward right e. walk to sideward le 2. a. release hands, Face left and jog in Clockwise direction b. repeat a in counter clockwise direction

B. Establishing a purpose for the lesson	Simulan ang aralin sa pamamagitan ng isang laro. Kaya mo Ito?	Pag-awit ng Ako, Ikaw, tayo'y Isang Komunidad	Post the pupils' answers in the Thinking Matrix. Model reading the words in the matrix. Ask the children to repeat after you. Pet What it can do My pet is a _____. It can _____. Say: I also have a pet. This is the picture of my pet.(Show) I call my pet, Bat Cat. Today, I'll read you a story about my pet, Bat Cat. (Show) But before I do that here are some pictures. What do you see?(mat, jam, can, etc.)	Ipabigkas muli ang tugma tungkol sa pag-inom ng gatas. Itanong kung ano ang kabutihang naidudulot nito. Ano ang paksa ng tula? Ano-ano ang pangunahing pangangailangan?	Strategy: Story Telling Post the story. Ask volunteer from the pupils to read the story. Every morning Lolo Enting is in his vegetables garden. One morning his grandchildren come to visit him. Roger gives him 5 pieces of papaya, Arlette gives him 10 pieces of ripe mangoes and Rosemarie gives him 5 pieces of sweet banana. "Oh thank you very much, he said. Thank you my dear grandchildren. God bless you all.	Ano-ano ang pinamili ni nanay sa palengke? Itala ang mga isasagot ng mga bata. Ipabasa ang mga ito	Ask the children to scatter/break their circle and find their space by stretching their arms sideward, twisting to the right and left. Do it with them so they will follow you. Remind children to do the movements without touching anybody.
C. Presenting examples/ instances of the new lesson	Magpapakita ang guro ng mga larawan ng mga taong may natatanging kakayahan. Halimbawa: Sarah Geronimo, Vhong Navarro at iba pa.	Magpakita ng dalawang kinaroroonan ng dalawang komunidad.	Present the words mat, jam, can, sat, run. Read the words and let the pupils repeat after you.	Ipabasa muli ang tula tungkol sa Pangunahing Pangangailang sa LM	Present another set of word problem. Tatay Jomar is a farmer. He harvested 780 mangoes while Tatay Junray harvested 890 mangoes. Who harvested more mangoes? Processing:	Basahin ang diyalogo sa Basahin Natin.	Questions: What movements did we do? What were they?
D. Discussing new concepts and practicing new skills #1	Tatayo ang mga bata kung taglay nila ang kakayahan ng nasa larawan. Gagawin nila ang kakayahang ito sa harap ng klase.	Ano ang makikita sa mga larawan? Ano ang pagkakaiba ng dalawang larawan? Ano ang pagkakapareho ng dalawang larawan?	Match the pictures and the words. (see Chalkboard)	Ilang pangkat ng linya mayroon ang tula? (4) Ano ang tawag sa pangkat ng linya ng tula? (saknong) Ilang linya mayroon ang isang saknong? (4) Ano ang tawag sa mga linya ng saknong? (taludtod) Bigkasin nang papantig na baybay ang bawat linya o taludtod ng tula.	Ask: Underline the question in the problem and rewrite the question in answer statement. Who are the two farmers? Who between the two farmers harvested more mangoes? Compare the numbers. How did you compare the number?	Pag-usapan ang diyalogo sa pamamagitan ng mga tanong sa Sagutin Natin. Pumili ng bata na makakasagutan sa pagbasa ng diyalogo. Tumawag ng dalawang bata na babasa ng diyalogo. Ano-ano ang ngalan ng tao, bagay, hayop at lugar na nasa kuwento?	Let the children form sic (6) columns and teach them how to have proper distances using arms sideward. Ask the children to walk 8 steps forward. Let them turn around and repeat going back to their places. Do the

				Ilang papantig na baybay mayroon ang bawat taludtod?(10) Ano ang tawag sa bilang ng papantig na baybay ng taludtod? (Ritmo) Magkakapareho ba ang bilang ng papantig na baybay sa lahat ng taludtod ng bawat saknong? Ilan ang ritmo ng ating binasang tula? (may 10 ritmo)		Isulat ang mga ito sa pisara. Alin-alin ang dapat magkakasama? Hayaang isulat ng mga bata sa bawat pangkat ang kanilang kasagutan. Pag-uulat ng bawat pangkat. Pangatwiranan ang ginawang pagpapangkat. Ano ang itatawag natin sa bawat pangkat? Paano mo ipinapakita ang iyong pasasalamat sa magulang sa kanilang pagmamahal sa iyo?	same thing with jog and run.
E. Discussing new concepts and practicing new skills #2	Ipagawa sa mga bata ang gawain sa pahina 16.	Gumamit ng Venn Diagram upang ilahad ang pagkakatulad at pagkakaiba ng dalawang larawan.	Reading/ Listening to the story of Bat Cat and Fat Rat	Balikan ang unang saknong ng tula. Ano-ano ang magkatugmang salita sa hulihan ng taludtod? Bakit magkakatugma ang mga ito? (pagkain – kanin, gatas – prutas) Ilan ang magkatugmang salita?(2). Ano-ano ito? Ilanang tugma ang ginamit sa tula . (dalawahang tugma) Tingnan ang ikalawang saknong. Ano-ano ang magkatugmang salita sa hulihan ng saknong? (kailangan, man, tag-ulan, at naman) Kaya, ilang tugma ang ikalawang saknong? (isahang tugma)	Arrange the number from highest to lowest or vice versa. Ask how many hundreds, tens and ones are there in each set of numbers. Let us represent the total number of mangoes harvested by Tatay Jomar and Tatay Junray in the Place Value Chart.	Ipagawa Pahalagahan Natinsa LM, pahina____ .	Divide the 6 columns into 3 groups thus each group is composed of 2 columns. Then assign walking to the first group, jogging to the second group and running to the third group. At the count of three, they are going to do their assigned movement simultaneously moving forward. Change the group's assignment and ask them to go to a definite place within the playing venue. Change again the group's assignment and ask them to go back to their original places.

F. Developing mastery (leads to Formative Assessment 3)	Talakayin ang kasagutan ng mga bata.	Pangkatang gawain	How does Bat Cat look? What can you say about Fat Rat? Where did Bat Cat sit? What is in the can? Who came? Why?	1. <i>Pinatnubayang Pagsasanay</i> Tukuyin ang ritmo, tugma, at mga salitang magkatugma na ginamit sa Gawain 4 mula sa LM. 2. <i>Malayang Pagsasanay</i> Ipagawa ang Gawain 5 sa LM.	Refer to the LM 11 Gawain 1-2	Ipagawa ang pagsasanay Gawin Natin sa LM, pahina____	Discuss what they have done and ask how walk, jog, and run differ from each other. Draw the answers from the children with your leading questions and not for you to give the answer.
G. Finding practical application of concepts and skills in daily living	Ilahad sa klase: Lahat tayo ay biniyayaan ng Diyos ng angking kakayahan at kahinaan.		Reading of phrases and sentences	Pasagutan ang Gawain 3 sa LM.	Refer to LM- Gawain 3 and 4	Pangkatin ang mga mag-aaral at ipagawa ang pangkatang gawain sa Tingnan ang bahaging Sanayin Natin sa LM, pahina_____.	
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.	Paano nagkakaiba at nagkakarulad ang kinabibilangang komunidad sa ibang komunidad?	Medial /a/ sound- rime at, am, an	Ano-ano ang salik ng tula? Ipabasa ang dapat tandaan sa LM.	In comparing 3 digit numbers, compare the hundreds first then the tens and the ones. We use the symbol >,<, and =. To show the relationship between numbers being compared, one of the following symbols is placed between them: < means less than > means greater than = means equal to	Paano na napapangkat ang mga karaniwang pangalan? Tandaan Natin sa LM, pahina____	How do we differentiate a jog and a run, a hop and a jump, a gallop, and a slide?
I. Evaluating learning	Ipasulat sa isang papel ang liham ng pasasalamat sa ating Panginoon	Bumuo ng isang larawan ng mapaa na nagpapakita ng iyong kinabibilangang komunidad. Gamitin ang mga iginuhit na larawan. Ipaskil ang rubrics sa paggawa.	Write Yes if the statement is correct and No if the statement is incorrect. 1. Bat Cat and Fat Rat are friends. 2. Bat Cat guarded his can of jam. 3. Fat Rat ran to the can of jam. 4. Bat Cat hit Fat Rat. 5. Bat Cat is angry with Fat Rat.	Tukuyin ang ritmo, tugma, at mga salitang magkatugma na ginamit sa bahaging ito ng tula. Masakit isipin ang katotohanan Gan“tong kalagayan, tao ang dahilan Walang paggalang sa Inang Kalikasan Ritmo: _____ Tugma:_____	Compare the pair of numbers by writing <, >, and = 1. 150 __ 145 2. 872 __ 872 3. 785 __ 678 Compare the numbers in column A from column B. Use the relation symbols >,<, and =. Column A Column B 346 _____ 450 450 _____ 336	Ipagawa ang Linangin Natin sa LM, pahina____. Balikan ang ginawang talaan sa pag-uumpisa ng klase. Tingnan kung tama ang pagkakaklasipika ng mga salita.	Group the class into six (6) and let them sing the song “When You’re Happy and You Know It” with action like jog, run, hop, jump, gallop and slide.

				Mga salitang magkatugma	565 ____ 656 765 ____ 767		
J. Additional activities for application or remediation	Isaulo ang gintong aral: Lakas ng loob ang kailangan, Upang magtagumpay sa lahat ng bagay				Refer to the LM 11 – Gawaing Bahay	Gumupit ng larawan ng iba’t ibang pangngalan. Idikit ang mga ito ayon sa klasipikasyon.	
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 teachingstrategies worked well? Why did these work?	Strategies used that work well: ____ 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 Why? ____ Complete IMs ____ Availability of Materials ____ Pupils’ eagerness to learn	Strategies used that work well: ____ 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 Why? ____ Complete IMs ____ Availability of Materials ____ Pupils’ eagerness to learn ____ Group member’s Cooperation in	Strategies used that work well: ____ 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 Why? ____ Complete IMs ____ Availability of Materials	Strategies used that work well: ____ 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 Why? ____ Complete IMs ____ Availability of Materials ____ Pupils’ eagerness to learn	Strategies used that work well: ____ 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 Why? ____ Complete IMs ____ Availability of Materials ____ Pupils’ eagerness to learn Cooperation in	Strategies used that work well: ____ 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 Why? ____ Complete IMs	Strategies used that work well: ____ 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

	___ Group member's Cooperation in doing their tasks	doing their tasks	___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Group member's Cooperation in doing their tasks	doing their tasks	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method Why? ___ 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 which I wish to share with other teachers?	<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	<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	<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	<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	<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	<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	<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