

**Grade 2 Term 2, Week 6 LESSON PLAN**

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| Name of Lesson                                                                              | Pag-unawa sa Tekstong Naratibo: Mga Elemento, Damdamin, Katangian ng Tauhan at Tagpuan                                                                                                                                                                                                                                                                                                                           |                                                                                         |                                                                                  |                                                                                 |                                                                                    |
| Learning Area/s                                                                             | Filipino                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                         |                                                                                  |                                                                                 |                                                                                    |
| Designed by Teacher/s                                                                       | Depedlibre                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                         |                                                                                  |                                                                                 |                                                                                    |
| Designed for which Grade Level and Section                                                  | Grade 2                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                         |                                                                                  |                                                                                 |                                                                                    |
| No. of Sessions                                                                             | Session 1                                                                                                                                                                                                                                                                                                                                                                                                        | Session 2                                                                               | Session 3                                                                        | Session 4                                                                       | Session 5                                                                          |
| References (books, websites, toolkits, etc.)                                                | MATATAG Filipino Curriculum Guide, Learner's Material para sa Ikalawang Baitang, DepEd Commons                                                                                                                                                                                                                                                                                                                   | MATATAG Filipino Curriculum Guide, K-12 MELCs (Bridging), Mga Pabula ni Aesop (Tagalog) | MATATAG Filipino Curriculum Guide, Exemplar Lesson Plan sa Filipino 2, LR Portal | MATATAG Filipino Curriculum Guide, Storybooks (Alamat), Worksheet sa Filipino 2 | MATATAG Filipino Curriculum Guide, Summative Test Bank, Digital Storytelling Tools |
| Declaration of AI use Cite how AI was used in the formulation of the lesson plan. See DO 3, | Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards. |                                                                                         |                                                                                  |                                                                                 |                                                                                    |

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| 2026 Annex A.                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                              |                                                                                             |                                                                                           |                                                                                                                      |
| Intentions.                                                                                                                                                                | <p>Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.</p>               |                                                                                              |                                                                                             |                                                                                           |                                                                                                                      |
| <p>Learning Competency:</p> <p>Write the competency/ies from the curriculum that we are targeting, and the content or performance standards applicable to the session.</p> | <p>Nauunawaan ang pinakinggan o binasang tekstong naratibo (kuwentong pambata, kuwentong-bayan, pabula at alamat): Naibibigay ang batayang elemento ng tekstong naratibo (tauhan, suliranin, tagpuan, banghay); Natutukoy ang damdamin at katangian ng tauhan; Natutukoy ang mga pananda sa teksto (hudyat ng pag-iisa-isa at pagsusunod-sunod).</p> |                                                                                              |                                                                                             |                                                                                           |                                                                                                                      |
| <p>Learning Objectives:</p> <p>Write the smaller knowledge, skills, or tasks from the competency that the learners will work on and be able to show by the end of</p>      | <p>Naibibigay ang mga pangunahing elemento ng tekstong naratibo: tauhan, tagpuan, at pangyayari.</p>                                                                                                                                                                                                                                                 | <p>Natutukoy ang damdamin at katangian ng mga tauhan batay sa kanilang kilos at pahayag.</p> | <p>Nakikilala ang mga pananda o hudyat ng pag-iisa-isa at paglalarawan sa isang teksto.</p> | <p>Nagagamit ang mga hudyat ng pagsusunod-sunod sa pagpapakita ng banghay ng kuwento.</p> | <p>Nakabubuo ng isang maikling pagsusuri ng tekstong naratibo gamit ang lahat ng natutunang elemento at pananda.</p> |

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| the sessions.                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                   |                                                                          |                                                                               |                                                                                                 |                                                        |
| Learner Context: Write your observations of your learners, and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning. | Ang mga mag-aaral sa Ikalawang Baitang ay mahilig sa mga kuwentong may mga hayop at makukulay na larawan. Sila ay nasa yugto ng pagbuo ng bokabularyo. Ang ilang mag-aaral ay nangangailangan pa ng gabay sa pag-unawa ng malalalim na damdamin ng tauhan, ngunit aktibo sa pakikilahok sa mga pangkatang gawain at role-playing. |                                                                          |                                                                               |                                                                                                 |                                                        |
| Learning Experience.                                                                                                                                                                                          | A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.                                                              |                                                                          |                                                                               |                                                                                                 |                                                        |
| Pre-Lesson: Describe how you will help the learners get ready for the lesson.                                                                                                                                 | Magpapakita ng mga larawan ng tanyag na tauhan sa kuwento (hal. Pagong at Matsing).                                                                                                                                                                                                                                               | Maglalaro ng "Emoji Match-up" kung saan itatambal ang mukha sa damdamin. | Magpapakita ng isang basket ng prutas at ilalarawan ang mga ito nang isa-isa. | Magpapakita ng mga larawan ng paglaki ng halaman at ipapaayos ito sa tamang pagkakasunod-sunod. | Magbabalik-ara l sa pamamagitan ng "Story Map" puzzle. |

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| Flow: Describe the activities that you can implement in 1 or more sessions to meet the learning objectives. Apply the Learning Design Principles... | [Flow S1]                                                                                                                                                                                                                                                                                                                                                                                               | [Flow S2]                                                                                                                                                                                                                                                                                                                                                                        | [Flow S3]                                                                                                                                                                                                                                                                                                                                                                                                               | [Flow S4]                                                                                                                                                                                                                                                                                                                                                                                           | [Flow S5]                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                     | <p>Introduction: Pagpapakilala sa konseptong "Elemento ng Kuwento" gamit ang awit.</p> <p>Instructional Procedure: Pagbabasa ng kuwentong "Ang Leon at ang Daga". Pagtalakay sa tauhan, tagpuan, at banghay.</p> <p>Activity: "Elemento-Suri" - Pagtukoy sa mga bahagi ng kuwento gamit ang graphic organizer.</p> <p>Synthesis: Paglalagom na ang bawat kuwento ay may bida, lugar, at pangyayari.</p> | <p>Introduction: Pagpapakita ng mga kilos ng tauhan at pagpapahula sa kanilang nararamdaman.</p> <p>Instructional Procedure: Pagbabasa ng "Si Pagong at si Matsing". Pagsusuri sa ugali nina Pagong (matalino) at Matsing (madaya).</p> <p>Activity: "Character Wall" - Pagdidikit ng mga katangian sa ilalim ng larawan ng tauhan.</p> <p>Synthesis: Pagpapaliwana ng kilos</p> | <p>Introduction: Paglalaro ng "I Spy" gamit ang mga salitang naglalarawan.</p> <p>Instructional Procedure: Pagtalakay sa mga salitang gaya ng "una", "kabilang dito", at mga pang-uri sa teksto.</p> <p>Activity: Pagbilog sa mga hudyat ng paglalarawan sa isang maikling talata tungkol sa "Ang Aming Nayon".</p> <p>Synthesis: Pagkilala na ang mga pananda ay tumutulong upang maging malinaw ang paglalarawan.</p> | <p>Introduction: Pagkukuwento ng karanasan bago pumasok sa paaralan gamit ang "Una, Sumunod, Pagkatapos".</p> <p>Instructional Procedure: Pagtalakay sa mga hudyat ng pagsusunod-sunod (Una, Pangalawa, Sumunod, Pagkatapos, Sa Wakas).</p> <p>Activity: "Story Sequence Cards" - Pag-aayos ng mga pangyayari sa Alamat ng Pinya.</p> <p>Synthesis: Pagbibigay-diin na ang tamang pagkakasunod-</p> | <p>Introduction: Panonood ng isang maikling "Digital Story" ng isang kuwentong-bayan.</p> <p>Instructional Procedure: Malayang talakayan tungkol sa napanood gamit ang lahat ng konseptong natutunan sa buong linggo.</p> <p>Activity: "Mini-Book Project" - Paggawa ng sariling simpleng pagsusuri sa isang paboritong kuwento.</p> <p>Synthesis: Pagdiriwang ng natutunan sa</p> |

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|                                                                                                                                              |                                                                                                                                                                        | ng tauhan ay nagpapakita ng kanilang ugali at damdamin.     |                                                                             | sunod ay mahalaga sa pag-unawa ng kuwento.                   | pamamagitan ng "Author's Chair".                                    |
| Learning Resources: List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive. | Larawan ng tauhan, Graphic Organizer, Kopya ng kuwento.                                                                                                                | Emoji cards, Manila paper, Pentel pen.                      | Task cards, mga tunay na bagay (realia) para sa paglalarawan.               | Story cards, Glue, Gunting, Tsart ng mga Pananda.            | Multimedia presentation, Art materials, Worksheet.                  |
| Opportunities for integration: Write down any possibilities to meaningfully anchor learning areas, special topic, or technology.             | Integration: Araling Panlipunan (Pagkilala sa mga lider/tauhan sa komunidad).                                                                                          | Integration: ESP (Pagpapahalaga sa katapatan at kabutihan). | Integration: Science (Paglalarawan ng mga hayop at halaman sa kapaligiran). | Integration: Mathematics (Ordinal numbers - una, pangalawa). | Integration: Arts and Technology (Visual arts at Digital Literacy). |
| Assessment.                                                                                                                                  | Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction. |                                                             |                                                                             |                                                              |                                                                     |
| Formative Assessment:                                                                                                                        | 1. Sino ang gumaganap sa                                                                                                                                               | 1. "Yehey! Nanalo ako!"                                     | 1. Alin sa mga sumusunod                                                    | 1. Anong salita ang ginagamit                                | 1. Sa kuwentong                                                     |

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| Create a task, activity, or questions to evaluate learning and provide feedback. (Strictly 5 MCQs per session). | <p>kuwento?</p> <p>A. Tagpuan</p> <p>B. Tauhan</p> <p>C. Banghay</p> <p>D. Suliranin</p> <p>2. Ano ang tawag sa lugar kung saan nangyari ang kuwento?</p> <p>A. Tauhan</p> <p>B. Aral</p> <p>C. Tagpuan</p> <p>D. Pamagat</p> <p>3. Alin ang tumutukoy sa pagkakasunod-sunod ng mga pangyayari?</p> <p>A. Banghay</p> <p>B. Damdamin</p> <p>C. Katangian</p> <p>D. Simula</p> <p>4. Sa kuwentong "Ang Leon at ang Daga", sino ang maliit na hayop?</p> <p>A. Leon</p> <p>B. Tigre</p> <p>C. Daga</p> <p>D. Pusa</p> | <p>Anong damdamin ito?</p> <p>A. Galit</p> <p>B. Lungkot</p> <p>C. Saya</p> <p>D. Takot</p> <p>2. Kung ang tauhan ay laging tumutulong, siya ay ____.</p> <p>A. Matulungin</p> <p>B. Masungit</p> <p>C. Tamad</p> <p>D. Madaya</p> <p>3. Bakit umiyak ang bata sa kuwento?</p> <p>A. Dahil masaya siya</p> <p>B. Dahil nawala ang kanyang aso</p> <p>C. Dahil busog siya</p> <p>D. Dahil nakatulog siya</p> <p>4. Anong katangian ni Matsing sa kuwento?</p> <p>A. Mabait</p> <p>B. Matalino</p> | <p>ang hudyat ng paglalarawan?</p> <p>A. Pagkatapos</p> <p>B. Kabilang dito ang</p> <p>C. Una</p> <p>D. Sa wakas</p> <p>2. "Ang rosas ay pula at mabango." Anong uri ng hudyat ito?</p> <p>A. Pagsusunod-sunod</p> <p>B. Paglalarawan</p> <p>C. Pagtatanong</p> <p>D. Pagbati</p> <p>3. Aling salita ang ginagamit sa pag-iisa-isa?</p> <p>A. Bukod sa</p> <p>B. At</p> <p>C. O</p> <p>D. Ngunit</p> <p>4. "Ang mga prutas sa mesa ay saging, mansanas, at ubas." Ano ang layunin ng pangungusap?</p> | <p>sa simula ng kuwento?</p> <p>A. Sa wakas</p> <p>B. Pangalawa</p> <p>C. Noong una</p> <p>D. Pagkatapos</p> <p>2. Alin ang hudyat na malapit na matapos ang kuwento?</p> <p>A. Una</p> <p>B. Sa huli</p> <p>C. Sumunod</p> <p>D. Minsan</p> <p>3. "____ ay nagluto si nanay, sumunod ay kumain kami." Ano ang kulang?</p> <p>A. Pagkatapos</p> <p>B. Una</p> <p>C. Panghuli</p> <p>D. Noon</p> <p>4. Bakit kailangan ang mga hudyat na ito?</p> <p>A. Para maging maganda ang sulat</p> | <p>"Alamat ng Pinya", sino ang pangunahing tauhan?</p> <p>A. Pina</p> <p>B. Rosa</p> <p>C. Maria</p> <p>D. Jose</p> <p>2. Anong damdamin ang naramdaman ng ina nang mawala si Pina?</p> <p>A. Saya</p> <p>B. Galit</p> <p>C. Lungkot</p> <p>D. Gulat</p> <p>3. Aling pananda ang angkop sa pangungusap: "____, naging isang prutas si Pina."?</p> <p>A. Una</p> <p>B. Pangalawa</p> <p>C. Sa huli</p> <p>D. Minsan</p> <p>4. Ano ang tawag sa katangian ni</p> |
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|                                                                                                            | <p>5. Ano ang tawag sa hamon na kinakaharap ng tauhan?</p> <p>A. Wakas<br/>B. Tagpuan<br/>C. Suliranin<br/>D. Kasunduan</p>                        | <p>C. Madaya<br/>D. Maawain</p> <p>5. Paano mo malalaman ang ugali ng tauhan?</p> <p>A. Sa kanyang pangalan<br/>B. Sa kanyang kilos at salita<br/>C. Sa kanyang kulay<br/>D. Sa kanyang tirahan</p> | <p>A. Magkuwento<br/>B. Mag-isa-isa<br/>C. Magtanong<br/>D. Mag-utos</p> <p>5. Ano ang ginagamit upang ipakita ang mga katangian ng isang bagay?</p> <p>A. Panandang Paglalarawan<br/>B. Panandang Panahon<br/>C. Panandang Pook<br/>D. Panandang Pantukoy</p> | <p>B. Para malinaw ang pagkakasunod-sunod<br/>C. Para dumami ang pahina<br/>D. Wala itong gamit</p> <p>5. Alin ang tamang pagkakasunod-sunod?</p> <p>A. Wakas, Simula, Gitna<br/>B. Simula, Gitna, Wakas<br/>C. Gitna, Wakas, Simula<br/>D. Simula, Wakas, Gitna</p> | <p>Pina na ayaw maghanap ng gamit?</p> <p>A. Sipag<br/>B. Tamad<br/>C. Bait<br/>D. Tapang</p> <p>5. Saan karaniwang nangyayari ang isang alamat?</p> <p>A. Sa kalawakan<br/>B. Sa isang sinaunang lugar o nayon<br/>C. Sa loob ng computer<br/>D. Sa hinaharap</p> |
| Ways Forward.                                                                                              | <p>Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.</p> |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |
| Extended learning opportunities: Suggest other learning experiences outside the classroom/class hours that | <p>Magpatulong sa magulang na magbasa ng isang pabula bago matulog.</p>                                                                            | <p>Iguhit ang iyong paboritong tauhan at sumulat ng isang salita na naglalarawan sa kanya.</p>                                                                                                      | <p>Maghanap ng mga salitang naglalarawan sa loob ng inyong bahay.</p>                                                                                                                                                                                          | <p>Ikuwento sa pamilya ang iyong ginawa sa paaralan gamit ang "Una, Sumunod, at Pagkatapos".</p>                                                                                                                                                                     | <p>Gumawa ng isang "Reading Log" ng mga kuwentong binasa sa bahay.</p>                                                                                                                                                                                             |

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| learners may want to access to reinforce what they have learned...                                         |                                                                                                                                    |                                                                                                                                      |                                                                                                                      |                                                                                                                                       |                                                                                                                                       |
| <p>Reflections: Think about what you need to change for the next session based on what happened today.</p> | <p>(To be filled out after the lesson)</p> <p>Reflection Prompt: Nakuha ba ng mga mag-aaral ang konsepto ng tauhan at tagpuan?</p> | <p>(To be filled out after the lesson)</p> <p>Reflection Prompt: Nakapagpakita ba ang mga bata ng empathy sa damdamin ng tauhan?</p> | <p>(To be filled out after the lesson)</p> <p>Reflection Prompt: Aling mga pananda ang nahirapan silang tukuyin?</p> | <p>(To be filled out after the lesson)</p> <p>Reflection Prompt: Naging epektibo ba ang mga sequence cards sa kanilang pag-unawa?</p> | <p>(To be filled out after the lesson)</p> <p>Reflection Prompt: Sapat ba ang kasanayan nila upang makabuo ng sariling pagsusuri?</p> |
| Prepared by: Depedlibre, Teacher                                                                           | Checked by: Juan Dela Cruz, Principal / Head                                                                                       |                                                                                                                                      |                                                                                                                      |                                                                                                                                       |                                                                                                                                       |