

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	SEPTEMBER 5 – 9, 2022 (WEEK 3) Day 5	Quarter:	1ST 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 (2:40-3:20)
A. Content Standard			Demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension		Understanding of addition of whole numbers up to 1000 including money.		
B. Performance Standard			Correctly presents text elements through simple organizers to make inferences, predictions and conclusions		Is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.		
C. Learning Competency/ Objectives Write the LC code for each.	Napakagbibigay ng lingguhang pagsusulit	Napakagbibigay ng lingguhang pagsusulit	Recognize/identify/read/give example of words with medial /a/ Use words with medial/a/ in phrases and sentences	Napakagbibigay ng lingguhang pagsusulit	Identifies the 1st through the 20th with the emphasis on 11th to 20th object in a given set from a given point of reference. M2NS-Ie-16.2	Napakagbibigay ng lingguhang pagsusulit	Napakagbibigay ng lingguhang pagsusulit
II. CONTENT	Lagumang Pagsusulit	Lingguhang Pagsusulit	Lesson 12: Speech Sounds Medial /a/, Rimes (-ag, -ad, and -ap)	Lingguhang Pagsusulit	Ordinal numbers	Lingguhang Pagsusulit	Lingguhang Pagsusulit
LEARNING RESOURCES							
A. References			K-12 CGp		K-12 CG p29		
1. Teacher's Guide pages			p.29-31		p. 48-52		
2. Learner's Materials pages			P 36-38		P 33-36		
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal					1. BEAM LG Gr. 2 Module 2- Presenting Whole Numbers 2. Lesson Guide in Elem. Math Grade 2 p.28		

					3. Lesson Guide in Elem. Math Grade 2. 2005. pp. 27-32 4. Lesson Guide in Elem. Math Grade 2. 2010. pp. 28-33 5. Lesson Guide in Elem. Math Grade 2. 2012. pp. 28-32 6. Mathematics Kagamitan ng Magaaral Tagalog Gr. 2. 2013. pp. 33-36 7. Proded Math. 4-A: Ordinal Numbers		
B. Other Learning Resource	Summative test files	Summative test files	Pictures, chart, tarpapel	Summative test files	1. Number cards, charts, pieces of rolled papers, activity sheets,	Summative test files	Summative test files
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson			Recall the story “Bat Cat and Fat Rat.” Flash word cards with –at, -am, and –an rimes. Ask the pupils to read them.		Game: “ Do You Know Me ” 2. REVIEW Directions: Order the numbers from greatest to least by supplying the missing numbers. 1. 459, 464, 469 , _____, _____, _____, _____ _____ 2. 891, 892, 893, _____, _____, _____, _____ 3. , _____, _____, _____, _____, 597, 600, 603 4. 187, 191, _____, _____, 203, _____, _____, _____ 5. 296 , _____, 210, _____, 224, _____, _____, _____		
B. Establishing a purpose for the lesson	Awit	Awit	Distribute pictures and word cards to the pupils. Ask the pupils to identify the pictures and match them with the word cards. Write their answer in the matrix. (See the Matrix below.) After completion, model reading	Awit	Strategy: Story Telling-Playing Jumping Rope Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Awit	Awit

			and let the pupils read after you. Then let the pupils read independently.																				
C. Presenting examples/ instances of the new lesson	Pagbibigay ng pamantayan	Pagbibigay ng pamantayan	Distribute pictures and word cards to the pupils. Ask the pupils to identify the pictures and match them with the word cards. Write their answer in the matrix. (See the Matrix below.) After completion, model reading and let the pupils read after you. Then let the pupils read independently <table><tr><th>Pictures</th><th>Beginning (onset)?</th><th>Two letters at the end (rime)?</th><th>Whole word</th></tr><tr><td></td><td>is</td><td>ag</td><td>isag</td></tr><tr><td></td><td>is</td><td>ad</td><td>isad</td></tr><tr><td></td><td>is</td><td>ap</td><td>isap</td></tr></table>	Pictures	Beginning (onset)?	Two letters at the end (rime)?	Whole word		is	ag	isag		is	ad	isad		is	ap	isap	Pagbibigay ng pamantayan	Divide the class into five small working groups. Assign a group leader to each group. Distribute the different objects such as stones, shells, fruits, vegetables, plastic cups, seeds, and etc.	Pagbibigay ng pamantayan	Pagbibigay ng pamantayan
Pictures	Beginning (onset)?	Two letters at the end (rime)?	Whole word																				
	is	ag	isag																				
	is	ad	isad																				
	is	ap	isap																				
D. Discussing new concepts and practicing new skills #1	Pagsasabi ng panuto	Pagsasabi ng panuto	Group Work: Distribute pictures, onset, rimes (-ag, -ad, and -ap) cards. Say: Find the picture and the onset that will match with the rime. Read the words formed. List them in the matrix. (See the matrix below) Do: Model the reading and let the pupils read after you. Let the pupils read independently. (Note to the teacher: Prepare the following picture and word cards for the group work. You may include other words belonging to the same family.) <table><tr><th>picture</th><th>onset</th><th>rime</th><th>whole word</th></tr><tr><td></td><td>is</td><td>ag</td><td>isag</td></tr><tr><td></td><td>is</td><td>ad</td><td>isad</td></tr><tr><td></td><td>is</td><td>ap</td><td>isap</td></tr></table>	picture	onset	rime	whole word		is	ag	isag		is	ad	isad		is	ap	isap	Pagsasabi ng panuto	Ask the groups to arrange the objects according to its sizes. Then ask them to count and identify their position from 1 to 20.	Pagsasabi ng panuto	Pagsasabi ng panuto
picture	onset	rime	whole word																				
	is	ag	isag																				
	is	ad	isad																				
	is	ap	isap																				

E. Discussing new concepts and practicing new skills #2	Pagsagot sa pagsusulit	Pagsagot sa pagsusulit		Pagsagot sa pagsusulit	Ask the following questions: - What is the first object? Then write on the board the correct way of writing ordinal number. - What is the number three object? Then illustrate how to write three in an ordinal number. - What is the number 20 object? Again write 20 expressed in an ordinal number. - What is the number 10 object? Illustrate how to write 10 in an ordinal number. Then ask the pupils to give patterns on how to write ordinal numbers in symbols. Then post on the board the chart. Ask the pupils to fill-up the column of ordinal numbers in symbols and in words.	Pagsagot sa pagsusulit	Pagsagot sa pagsusulit
F. Developing mastery (leads to Formative Assessment 3)	Pagtsek ng Pagsusulit	Pagtsek ng Pagsusulit		Pagtsek ng Pagsusulit	Refer to the LM 13- Gawain 1 and 2 Group the class into 3 learning stations. Each group will be given an activity worksheet containing the activity and the directions of what to do. Ask each group to write their answers on the manila paper. Make them explain how they answered the activity.	Pagtsek ng Pagsusulit	Pagtsek ng Pagsusulit
G. Finding practical application of concepts and skills in daily living	Magpakita ng katapatan sa pagsusulit.	Magpakita ng katapatan sa pagsusulit.	Read each phrase and write the letter of the correct picture on the right on the blank provide. (Refer page 37.) 	Magpakita ng katapatan sa pagsusulit.	Refer to LM 13-Gawain 3 and 4	Magpakita ng katapatan sa pagsusulit.	Magpakita ng katapatan sa pagsusulit.

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 ___ 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	<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	<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	<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	<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	<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	<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
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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ 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

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