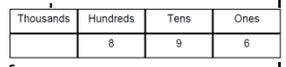
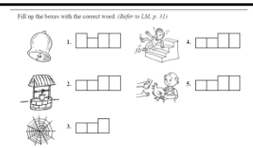
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ALL SUBJECTS
	Teaching Dates and Time:	SEPTEMBER 5 – 9, 2022 (WEEK 3) Day 2	Quarter:	1ST QUARTER

OBJECTIVES	ESP	A.P	ENGLISH	MTB	MATH	FILIPINO	MAPEH (Art)
	(7:45-8:15)	**(8:15- 8:55)**	**(9:15- 10:05)**	**(10:05- 10:55)**	**(1:00-1:50)**	**(1:50- 2:40)**	**(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 the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	Demonstrates understanding of grade level narrative and informational text	Understanding of addition of whole numbers up to 1000 including money.	Naipamamalas ang iba't ibang kasanayan upang makilala at mabasa ang mga pamilyar at di-pamilyar na salita	Demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing
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	Apply reads and spells out grade appropriate regular and irregular words in English	Uses literary and narrative texts to develop comprehension and appreciation of grade level appropriate reading materials.	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	Creates a composition /design by translating one's imagination or ideas that others can see and appreciates
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 /e/ ***EN2PA-IIIc-e-6.2*** Answer ***Wh***-questions	Naipahahayag nang pasalita ang mga pangunahing pangangailangan Nababasa nang may pag-unawa ang tugma at tula gamit ang kaalaman sa kahulugan ng mga salita na ginamit dito Nasasabi ang tampok na katangian ng tula ***MT2LC-Ic-d-2.1.1***	Visualizes and writes three-digit numbers in expanded form. ***M2NS-Ic-14***	Natutukoy ang bilang ng mga pantig ng salita Nahahati sa pantig ang mga salita ***F2PT-Ic-e-2.1***	Composes the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing ***A2EL-Ic***
II. CONTENT	**Aralin 3 Kakayahan Ko, Pagbubutihin Ko!** Pagkilala sa Sarili	**ARALIN 1.3 –Larawan ng Aking Komunidad**	**Lesson 9: Speech Sounds Medial /e/, Rimes /-em/, /-ell/, and /-eb**	**IKATLONG LINGGO Pangunahing Pangangailangan** Tampok na katangian ng tula Pag-unawa sa tugma at tula	Writing 3 digit numbers in expanded form	Aralin 3: Maglibang at Magsaya sa Piling ng Pamilya Pagpapantig ng mga Salita	**ARALIN 3 -MGA BAGAY IGUHIT SA LIKOD NG ISA PANG BAGAY**

LEARNING RESOURCES							
A. References	K-12 CGp 26- 27	K-12 CGp.37	K-12 CG p.	K-12 CG p.87	K-12 CGp26-27	K-12 CGp.39	K-12 CG p16
1. Teacher's Guide pages	11-13	p.8-9	P 23-24	p.25-27	p.39-42	p.15-16	P119-120
2. Learner's Materials pages	14-18	p.	p.30-31		P27-28		p. 174-177
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal							
B. Other Learning Resource	Larawan, tarpapel		pictures, onset, rime, word cards, charts, sentence strips		1. Place Value Chart 3. Flashcards 2. Show Me Board 4. Mystery Box of Knowledge	larawan ng lalawigan at ng siyudad	bond paper, crayons, pictures or real fruits and plants
III. PROCEDURES							
A. Reviewing previous lesson or presenting the new lesson	Paano ninyo mapapaunlad ang inyong kakayahan?	Pag-awit ng Ako, Ikaw, tayo'y Isang Komunidad	**Review:** Use the word cards from yesterday's lesson. Ask pupils to read these words.	Ipakita ang mga larawan sa LM. Itanong kung ano-ano ito at ang gamit ng mga ito.	1. Drill - Game: RELAY 2. Writing numbers in figures and in words	Ano-ano ang makikita sa karagatan? Sabihin ang ngalan kasabay ng pagpalakpak upang maipakita ng bilang at paraan ng pagpapantig ng salitang sagot.	Provide exercises in recalling the different shapes by showing cut-out pictures of fruits and plants or actual objects
B. Establishing a purpose for the lesson	Magpakita ng mga larawan na nagpapakita ng kakayahan. Pag-usapan ang mga ito	Magpakita ng larawan kung saan makikita ang mga komunidad.	Present picture and word cards of the following: well hem web peck bell Pem deb neck sell gem deck tell Jem fell Rem dell Tem	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?	Motivation Strategy: GUESS and CHECK Present a mathematical problem in the form of a riddle. Post this on the board.	Ipakita ang larawan ng isang lalawigan at ng isang siyudad. Paghambingin ang dalawang lugar sa tulong ng Venn Diagram Talakayin sa iba't ibang kaparaanan ang mga salita bago bumasa. sagana (larawan ng maraming isda) baybaying dagat (larawan) bakawan-(pangungusap)	Show pictures of fruits/plants showing overlapping (picture A) and another picture of fruits/plants that does not show overlapping. (picture B) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

C. Presenting examples/ instances of the new lesson	Balikan ang binasang tula,	Muling iapabasa ang tulang Larawan ng Aking Komunidad.	Ask the children to match the words with the pictures and post them on the board..	Ipakuha ang LM sa mga bata. Basahin mo ang tula nang tuloy-tuloy gamit ang tamang tono, baybay at paghahati ng mga salita sa bawat linya nito. Ipabasa ito sa mga bata ayon sa iyong ginawang pagbasa sa LM.	Distribute a word problem written in the strip of manila paper. Tell the pupils to underline the questions asked in the problem. Let them rewrite the problem into answer-statement form. Distribute popsicle sticks. Tell the pupils to use the popsicle sticks to represent given in the problem. Let the pupils solve the equation.	Basahin ang kuwento tungkol sa pamilya De los Reyes sa **Basahin Natin** sa LM, pahina___	Instruct the pupils to observe the two pictures then compare.
D. Discussing new concepts and practicing new skills #1	ano-anong kakayahan ang nabanggit dito?	Ano ang pagkakaiba ng inyong komunidad saa komunidad na inilarawan sa tula? Ano ang pagkakatulad ng inyong komunidad sa komunidad na inilarawaan sa tula?	Modelreading the words. Let pupils read after you.	Ano ang paksa ng tula? Ano-ano ang pangunahing pangangailangan?	1. What digit is in the hundreds place of a four-digit number in a Mathematical problem? 2. How about in the ones place? 3. What are the operations to be used to form an equation? 4. What is the mathematical equation? 5. What is the correct answer? 6. Is your answer correct? Why? Explain your answer.	Pasagutan ang **Sagutin Natin** sa LM, pahina__. Ipakita ang mapa ng Pilipinas, ituro ang Masbate at magbigay ng ilang mga kaalaman tungkol sa lugar. Ano-ano ang salitang ngalan ng tao? Lugar? Bagay? Hayop na binanggit sa kuwento?	What are the fruits/plants that you see in pictures A and B? Name the shape of each fruit/plants that you see in the picture. - Compare the arrangement of the fruits/plants in picture A and in picture B
E. Discussing new concepts and practicing new skills #2	Pasagutan sa mga bata ang tsart sa pahina 15.	Pangkatang Gawain	Present the new rime, -ell. Do the same procedure as in the rst rime presented	Pangkatang Gawain Pangkat I:Pagkain Mo, Pangkatin Mo! Pangkat II: Kasuotan Mo, Iguhit Mo! Pangkat III: Tirahan Natin! Pangkat IV: Makata ako!	Post the Place Value Chart Present an example Say: The numeral 896  form: Elaborate that; 8 hundreds = 800	Pumili ng isang salita. Pantigin ito. Basahin muli. Ipalakpak ang pantig. Ilang pantig mayroon ang salitang ito? Gawin ito sa iba pang salita. Ipagawa sa mga bata ang ipinakitang gawain sa pagpapantig.	Help the students say and understand the term **overlap** by asking: - What fruit/plant is behind the other? - What are the shapes of the fruits/plants? - How do we show overlapping of fruits/plants?

					9 tens = 90 6 ones = 6 Numbers can be written in different ways. These can be done in words, symbols and expanded form. Draw the pupils' attention to the place value chart. Illustrate how 896 be expressed in expanded form:	Ano ang dapat tandaan sa paggamit ng oras? Ipabasa ang **Pahalagahan Natin**sa LM, pahina ___.	The teacher will show how to draw showing overlapping of objects.
F. Developing mastery (leads to Formative Assessment 3)	Talakayin ang mga kasagutan ng mga bata. Saang hanay ka mas maraming naisulat? Ano ang naramdaman mo? Bakit? Ano ang dapat mong gawin? Paano mo ito gagawin		Distribute the onset, rime, picture and word cards. Challenge pupils to find their group mates (pupils holding the onset and rime cards that make a whole word).	a. Tungkol saan ang tula? Ano ang unang pangunahing pangangailangan natin? Ano-ano ang pangkat ng pagkain?Ano-ano ang naidudulot nito sa atin? Tunghayan natin ang pag-uulat ng Pangkat I. Ano ang dapat nating isaalang-alang sa pagkain batay sa 3 pangkat nito? Ano ang dapat kainin ng mga batang katulad ninyo? b. Ano pa ang ating pangunahing pangangailangan? Ano-ano ang halimbawa nito? Ano ang dapat isuot kung taglamig?Kung tag-init? Pakinggan natin ang pag-uulat ng Pangkat II. Paano natin pangangalagaan ang ating kasuotan? c. Ayon sa tula,ano pa ang ating pangunahing pangangailangan?	Group the class into three small learning stations. Each group will be given an activity worksheet containing the activity and directions	Ipagawa sa mga mag-aaral ang **Gawin Natin** sa LM, pahina___.	1. Divide the pupils into small groups then instruct them to draw fruits/plants that overlap with each other. Let them color their drawings. 2. Instruct the learners to post their output then let them choose somebody to name the fruits/plants and their shapes that they have drawn.

				Alamin natin ang mga halimbawa nito.			
G. Finding practical application of concepts and skills in daily living	Ano ang dapat gawin sa mga kakayahang kayang gawin? Ano ang dapat gawin sa mga kakayahang hindi mo kayang gawin?	Ano ang pagkakaiba at pagkakatulad ng saring komunidad sa ibang komunidad.	Connect the pictures to the phrases/sentences. *(Refer to LM, p. 31)*	Pangkat III. Alin sa iniulat na tula ang katulad ng pagkakayari ng inyong bahay? d. Saan galing ang mga pangunahing pangangailangang ito? Ano ang dapat nating gawin sa ating mga anyong lupa at tubig? Mahalaga ba ito? Pakinggan ang tula ng Pangkat IV. Bilang isang mag-aaral, paano mo maipakikita ang pangangalaga mo sa mga pinagkukunan ng pangunahing pangangailangan	Refer to LM- Gawain 3 and 4	Hatiin ang klase sa ilang pangkat at ipagawa ang Sanayin Natin. Pag-uulat ng bawat pangkat. Bigyang-halaga ang ginawa ng bawat pangkat.	Instruct the learners to work on **Alamin Natin** then on **Magpakitang Gilas**.
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.	Pangkatang Gawain Pangkat 1- iguhit ang isinasaad ng unang saaknong ng tula. Kulayan ito. Pangkat 2- - iguhit ang isinasaad ng ikalawang saaknong ng tula. Kulayan ito. Pangkat 3-- iguhit ang isinasaad ng ikatlong saknong ng tula. Kulayan ito.	**Medial /e/, Rimes (-em –ell – eb)**	Paano ninyo naunawaan ang Tula? Ipabasa ang Tandaan	How do you write numbers in expanded form? Writing number in expanded form is expressing the number as the sum of the values of its digits. The expanded form gives the value of each in the number	Paano natin papantigin ang isang salita? Tingnan ang **Tandaan Natin** sa LM, pahina_____.	Have an oral recall of things to remember in drawing overlapping objects . Guide the learners in generating the idea that Overlapping of objects can be achieved by drawing an object one behind the other.
I. Evaluating learning		Bumuo ng isa hanggang dalawang pangungusap kaugnay saa iginuhit na kabuuan ng kinabibilangang komunidad.			1. Using the digits 2, 8, 9, 4 and 6 only once, what is the greatest three-digit numbers can be formed? Then express it in expanded form. _____ 2. Teacher Danny draws number cards: 2, 0, 9, 8	Pantigin ang mga salita at tukuyin ang bilang ng pantig ng bawat saluita. Ipagawa **Linangin Natin** sa LM, pahina___.	Return the artwork of the pupils and tell them to work on **Ipagmalaki Mo**.

					and 7. Using the digits only once, form the smallest three-digit numbers and express it in expanded form. _____ 3. Write 708 in expanded form. _____ 4. Express in expanded form: Three hundred fifteen"_____ 5. What is 897 in expanded form? _____		
J. Additional activities for application or remediation	Isaulo ang gintong aral: Lakas ng loob ang kailangan, Upang magtagumpay sa lahat ng bagay	Magdaala ng mga laarawan ng mga bagay at estruktura na makikita sa inyong komunidad.			**HOME ACTIVITY** Refer to the LM 10 – Gawaing Bahay	Isulat ang mga pagdiriwang sa sariling pamayanan. Pantigin ang sagot.	Bring crayons and clean sheet of bond paper
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?	*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 doing their tasks	*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 doing their tasks	*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 doing their tasks	*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 doing their tasks	*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 doing their tasks	*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 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)	__ 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)	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD)	__ 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

	__ Science/ Computer/ Internet Lab __ Additional Clerical works		__ Science/ Computer/ Internet Lab __ Additional Clerical works	Internet Lab __ Additional Clerical works	__ Science/ Computer/ Internet Lab __ Additional Clerical works		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?	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition