

GOVERNMENT PROPERTY
NOT FOR SALE

2

QUARTER 2



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 2
Quarter 3 – All Subjects
First Edition, 2022

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

DEVELOPMENT TEAM

Writers

English : Rita P. Bundalian	EPP/TLE	: Josephine G. Figueroa PhD
Filipino : Rochella C. David	EsP	: Edgardo S. Nunag
Math : Ma. Esperanza S. Malang PhD	MAPEH	: Jeannieffer R. David
Science: Gemima A. Estrabillo EdD		
AP : Ramil D. Dacanay		

Evaluators

Ana Merla Magtoto, Agnes G. Manabat EdD, Ma. Tara Clemente, Leonida K. Quinto EdD, Amelita Pineda, Anastacia Nimfa Aquino, Cezar M. Hernandez, Ericson Cabrera, Emily F. Sarmiento PhD

Archiver	: Dennis M. Bautista
Layout Artist	: Noel S. Reganit

Management Team:

Ma. Irelyn P. Tamayo PhD., CESO V
Fernandina P. Otchengo PhD., CESE
Amando C. Yutuc PhD
Emily F. Sarmiento PhD

Published by the Department of Education – Angeles City

Office Address: Jesus St., Pulungbulo, Angeles City

Telefax: (045) 322 4106

E-mail Address: angeles.city@deped.gov.ph

Grade 2 Lesson 8	ENGLISH Participating in Choral Speaking and Echo Reading
---	--

Name _____

Quarter 2: Week 8

Learning Competency with Code:

Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English **(EN2OL-IIIc-d-1.2)**



ACTIVITY 1

Form a group of five. Recite the poem below as a group. Your teacher will discuss the rubric on how you will be graded.

Animals Speak Too

Matthew Alganés

My friends and I learned,
one visit to the zoo,
that animals speak
like people too.

Owls hoot and say "Whool"
Peacocks screech while giraffes bay.
Lions roar while birds chirp,
Horses neigh as donkeys bray.

Elephants trumpet and snakes hiss;
 ducks quack and wolves howl.
 Monkeys and wild pigs grunt
 leopard, bears, and tigers growl.

My friends and I learned,
 one visit to the zoo,
 that some animals,
 are like people too.

Rubric

	4	3	2	1
Memorization	The students have memorized the entire poem and have presented it without an error.	The students have memorized entire poem and have presented it with just few errors.	The students have memorized entire poem and have presented it with some errors.	The students have not memorized the poem.
Physical Presence	Students employ proper gestures and maintain appropriate audience contact all the time.	Students employ proper gestures and maintain appropriate audience contact most of the time.	The students sometimes employ proper gestures and make no effective contact at all with the audience.	The students do not employ proper gestures and make no effective contact at all with the audience.
Pausing and Phasing	The students use pauses and pacing effectively to communicate meaning.	The students use pauses and pacing to communicate meaning.	Pauses and pacing were not effective in communicating meaning.	Pauses were not intentionally used. Delivery is either too quick or too slow.
Clarity and Expression	The students speak clearly and with appropriate and varied pitch and tone modulation throughout the presentation.	The students speak clearly with some minor lapses in pitch, tone and volume throughout the presentation.	The students speak clearly, but at times indistinct and the pitch was rarely used.	The students do not speak clearly and mispronounce words. The students speak in monotone and at times, inaudible to the audience.

REFERENCES

Maulawin, Annabel and Pepito Helene Q Building Effective English Skills 2 p. 20 PLL Publishing House
<https://www.rcampus.com/rubricshowc.cfm?code=W2WX6C8&sp=yes&>

Grade 2 Aralin 8	FILIPINO Sanhi at Bunga
---	-----------------------------------

Pangalan _____

Ikatlong Markahan: Ikawalong Linggo

Kasanayang Pampagkatuto at Koda:

Napag-uugnay ang sanhi at bunga ng mga pangyayari sa binasang talata at teksto (F2PB-Ih-6, F2PB-IIIg-6, F2PB-IVd-6)



GAWAIN 1

1. Hatiin ang klase sa tatlo hanggang apat na pangkat.
2. Bigyan ang bawat mag-aaral ng *metacards* na may nakasulat na sitwasyon (maaaring sanhi o bunga na nakasulat sa ibaba).
3. Hahanapin ng mag-aaral ang kapwa mag-aaral na may hawak ng sanhi o bunga na katugma ng kaniyang hawak.

Pagkain ng mga masusustansiyang pagkain

Malusog na bata

Pag-ulan nang malakas

Pagbaha

Pagdudumi ng mga tao sa mga ilog at mga
dagat

Pagkamatay ng mga isda

Pangangaso

Pagkamatay ng mga ibon at mga hayop

Pagtatanim ng mga puno

Sariwang hangin

Grade 2 Lesson 6	SCIENCE Effects of Light on Different Materials
---	---

Name: _____

Quarter 3: Week 6

Learning Competency:

- Explain the effects of light on different materials (S2Q3W6)



ACTIVITY 1

I. **Problem:** What happens when light strikes an object?

I. Materials:

flashlight

mirror

bond paper

candle

wood

clear plastic

II. Procedure

1. Make the room is dark by turning off the light and putting curtains in the windows.
2. Switch on the flashlight and direct the light on a mirror, wood, bond paper and clear plastic.
3. Test the ability of these materials to allow light to pass through.
 - Can you see what is behind the mirror, wood, bond paper and clear plastic? _____
 - Does the light pass through the mirror, wood, bond paper and clear plastic? _____

4. Record your observations and complete the table. Check (✓) the appropriate box.

Amount of light that passes through				
Type of Material	Much Light	Some Light	Little Light	No Light
1. mirror				
2. wood				
3. Bond paper				
4. Clear plastic				

- What material can you use for the window to not allow too much light to enter in your house?

REFERENCE

Antonio Eleonor D. et al., Explore and Discover 3 First Edition 2004, pp. 208-210

Grade 2 Lesson 4	MATHEMATICS Division of Numbers
---	---

Name _____

Quarter 3: Week 4

Learning Competency with Code:

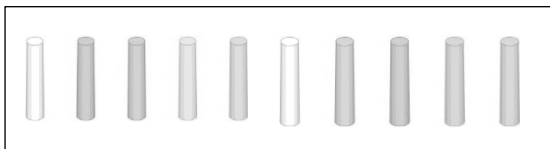
Solve routine and non-routine problems involving division of numbers 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools (M2NS-IIIc-56.1)



Gawain 1

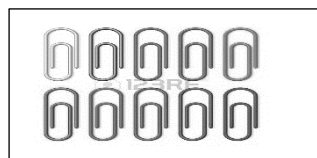
A. Divide

1.



Kung ipapangkat ko ang mga yeso sa 2 grupo, ilang yeso ang mayroon sa bawat grupo? _____.

2.



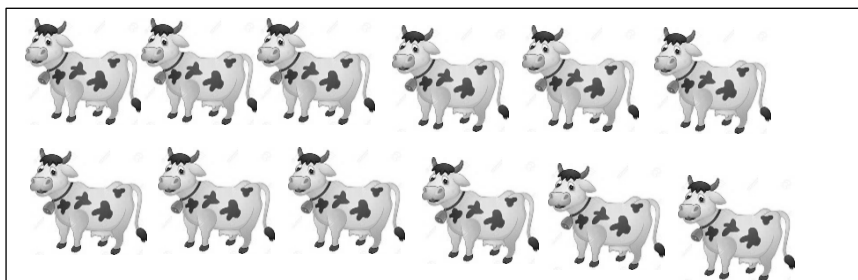
Kung ipapangkat ko ang mga clips sa 5 grupo, ilang clips ang mayroon sa bawat grupo? _____.

3.



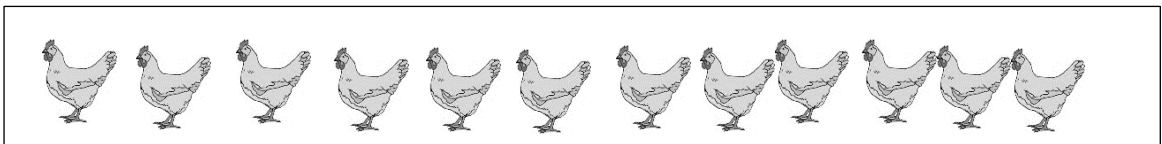
Kung ipapangkat ko ang mga barya sa 10 grupo, ilang barya ang mayroon sa bawat grupo? _____

4.



Kung ipapangkat ko ang mga baka sa 3 grupo, ilang baka ang mayroon sa bawat grupo? _____

5.



Kung ipapangkat ko ang mga manok sa 4 na grupo, ilang manok ang mayroon sa bawat grupo?

B. Tukuyin ang *quotient* ng mga sumusunod na division.

1. $10 \overline{)80}$

2. $10 \overline{)50}$

3. $10 \overline{)20}$

4. $\overline{)50}$

5. $\overline{)90}$



Gawain 2

1. Ang *Supreme Pupil Government* ng inyong paaralan ay naghanda ng 20 pirasong bolpen para maging regalo sa selebrasyon ng Araw ng mga Guro para sa mga Guro sa Ikalawang Baitang. Kung ito ay hahatiin sa 10, ilang bolpen ang matatanggap ng bawat isa?

2. Ikaw ay may 40 pirasong kendi na ipamimigay sa iyong mga kaibigan. Kung ikaw ay may sampung kaibiigan, ilang piraso ng kendi ang matatanggap ng bawat isa sa kanila?

3. Sa labas ng pintuan ng silid-aralan ay may 16 na piraso ng tsinelas. Ilan kaya ang may-ari ng mga tsinelas na ito?

4. Inayos mo ang 12 na rosas sa 4 na plorera. Ilang rosas ang mailalagay mo sa bawat plorera?

5. Magkano ang dapat gastusin mo sa isang araw kung ang baon mo sa loob ng limang araw ay P100?

SANGGUNIAN

DepEd. 2013. Teachers Guide in Grade 2

DepEd. 2013. Mathematics Learning Material in Grade 2

Retrieved from

https://www.google.com/search?q=mga+bagay+clipart&tbm=isch&ved=2ahUKEwim8YK94b_sAhXCAZQKHdHYBQgQ2-cCegQIABAA&oq=mga+bagay+clipart&gs_lcp=CgNpbWcQAzlCCAAyBggAEAUQHjIGCAAQBRAeMgYIABAIEB4yBggAEAgQHjIGCAAQCBAeMgYIABAIEB46BAgAEEM6BAgAEBg6BwgAEL EDEEM6CAgAELEDEIMBOgUIABCxAzoKCAAQsQMgQgwEQQ1DGnt8BWMji3wFgt-rfAWgHcAB4BYABowSIAywukgEMMC4xMi4zLjluMi4zmAEAoAEBggELZ3dzLXdpei1pbWewAQDAAQ

Retrieved from

https://www.google.com/search?q=100+candies+clipart+in+a+plastic+bag&tbm=isch&ved=2ahUKEwizItjI07_sAhUN8TgGHXHpCdMQ2-cCegQIABAA&oq=100+candies+c

Retrieved from

<https://www.google.com/search?q=pictures+of+++parents++in+a+group+clipart&tbm=isch&ved>

Grade 2 Aralin 4	ARALING PANLIPUNAN Tungkulin sa Pangangalaga ng Kapaligiran
---	--

Pangalan _____

Ikatlong Markahan: Linggo: 4

PAMANTAYAN SA PAGKATUTO

*Naipaliliwanag ang pansariling tungkulin sa pangangalaga ng kapaligiran. (Week 4, no code)



GAWAIN 1

Panuto: Lagyan ng **tsek** (☑) ang gawaing angkop sa pangangalaga ng kapaligiran ng komunidad at sa tahanan.

Pangangalaga sa Kapaligiran ng Komunidad

- ☐ Tumutulong ako sa pagwawalis sa komunidad.
- ☐ Hindi ako nagtatapon ng mga basura sa lansangan.
- ☐ Hindi ko sinisira ang mga halaman at bulaklak na nasa mga parke at liwasang bayan.
- ☐ Hindi ako nagsusulat sa mga pader o istruktura ng aking pamayanan.

Pangangalaga sa Kapaligiran ng aming Paaralan

- ☐ Tumutulong ako sa paglilinis ng aking silid-aralan.
- ☐ Tumutulong ako sa pagkukumpuni ng mga sirang gamit sa paaralan.

- ☐ Itinatapon ko sa tamang basurahan ang aking mga mumunting basura.
- ☐ Hindi ako nagsusulat sa mga pader o istruktura ng aking paaralan.

Pangangalaga sa Kapaligiran ng aming Tahanan

- ☐ Itinatabi ko ang mga ginamit kong mga laruan pagkatapos gamitin.
- ☐ Tumutulong ako sa paghuhugas ng mga Pinagkainan.
- ☐ Nagwawalis ako sa loob at labas ng bahay upang mapanatiling malinis ang aming kapaligiran.
- ☐ Tumutulong ako sa pag-aayos ng nasirang kagamitan sa loob ng bahay tulad ng bentelador at iba pa.

SANGGUNIAN

Kagawaran ng Edukasyon. 2020. Most Essential Learning Competencies. Pasig. Philippines.

Grade 2 Aralin 6	EDUKASYON SA PAGPAPAKATAO Kalinisan at Kaayusan sa Pamayanan, Pananagutan Ko!
---	--

Pangalan _____

Ikatlong Markahan: Ika-anim na Linggo

Kasanayang Pampagkatuto at Koda:

Nakapagpapakita ng pagmamahal sa kaayusan at kapayapaan (EsP2PPP- IIIi- 13)



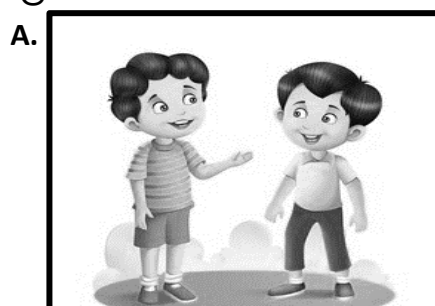
GAWAIN 1:

Panuto: Pag-aralan ang sumusunod na sitwasyon. Bilugan ang letra ng larawang nagpapakita ng pagpapanatili ng kalinisan at kaayusan sa pamayanan.

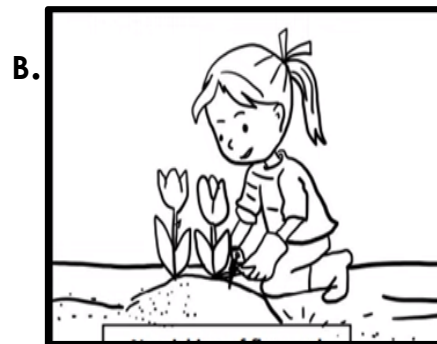
1. Kumain ka ng saging, ano ang dapat mong gawin sa balat nito?



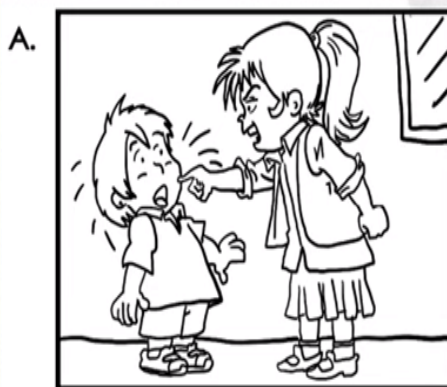
2. Nakita mong tumatawid ang kaibigan mo sa hindi tamang tawiran, ano ang dapat mong gawin?



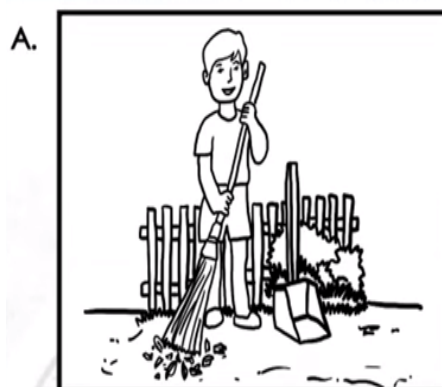
3. Nagtanim ng rosas ang nanay mo sa inyong bakuran, ano ang dapat mong gawin?



4. Nakita mong nagsusulat sa pader ang iyong kapatid, ano ang dapat mong gawin?



5. May Nakita kang kalat sa labas ng inyong bakuran, ano ang dapat mong gawin?





GAWAIN 2:

Panuto: Pangkatang Gawain. Masdan ang bawat larawan, sumulat ng maikling paliwanag sa malinis na papel kung paano ipinakita ang kaayusan at kapayapaan sa kaakibat na sitwasyon.

Pangkat 1



Pangkat 2



Pangkat 3



SANGGUNIAN

<https://www.youtube.com/watch?v=rmWFjLk2wKw>

Edukasyon sa Pagpapakatao II, Kagamitan ng Mag-aaral, Tagalog

MELCs– Most Essential Learning Competencies, ESP – Edukasyon sa Pagpapakatao

Curriculum Guide

EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Website: lrmds.deped.gov.ph/learning-resources

<http://abigaelkasim.blogspot.com/2016/12/basura-mo-itapon-ng-wasto.html>

https://www.google.com/search?q=larawan+tungkol+sa+kaayusan&tbm=isch&ved=2ahUKEwjiwODWqaf6AhUHHqYKHe2dCqwQ2-cCegQlABAA&oq=larawan+tungkol+sa+kaayusan&gs_lcp=CgNpbWcQAzoFCAAQgARQkApYsFpgyWdoAXAAeAOAAblMiAG2NJIBETQuNC4wLjEuMS4yLjEuMS4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=vsQrY-LpL4e8mAXtu6rgCg&rlz=1C1CHBF_enPH922PH922&safe=active&ssui=on#imgrec=NKRX4sT_4GxG1M

Grade 2 Aralin 6	MUSIC Damdamin ng Awit
---	----------------------------------

Pangalan _____

Ikatlong Markahan : Linggo 6

KASANAYAN SA PAMPAGKATUTO

Nagagamit ang salitang “malakas”, “mas malakas”, “mahina” at “mas mahina” (MU2DY-IIIc4)



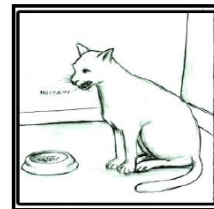
Gawain 1

Panuto: Gawin ang tunog ng mga hayop na nasa larawan. Tukuyin kung alin sa dalawa ang may **mahina** o **mas mahina** at **malakas** o **mas malakas**. Isulat ito sa patlang.

1. ibon



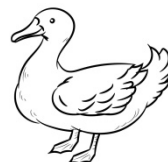
pusa



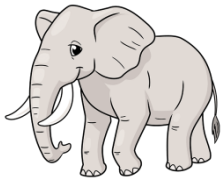
2. daga



bibe



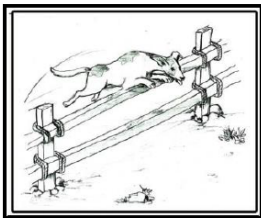
3. elepante



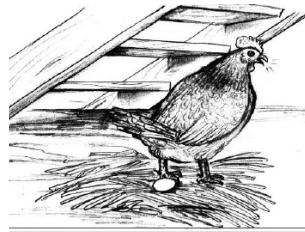
kabayo



4. aso



manok



5. kambing



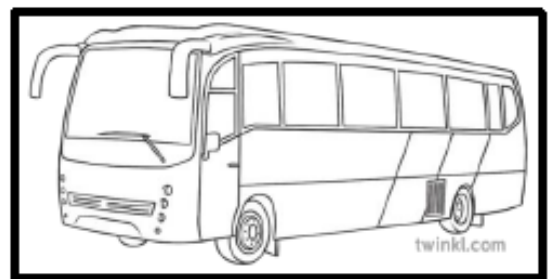
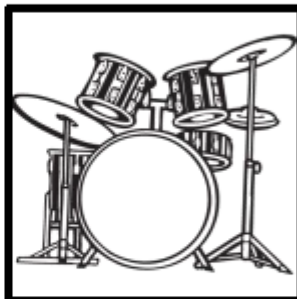
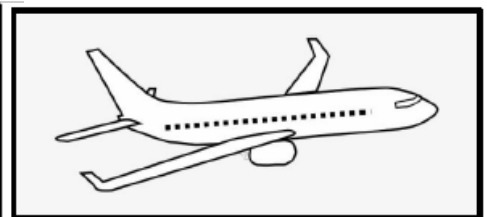
tigre





Gawain 2

Panuto: Gupitin ang mga larawan at idikit sa tamang hanay kung ito ay malakas o mahina ang tunog.

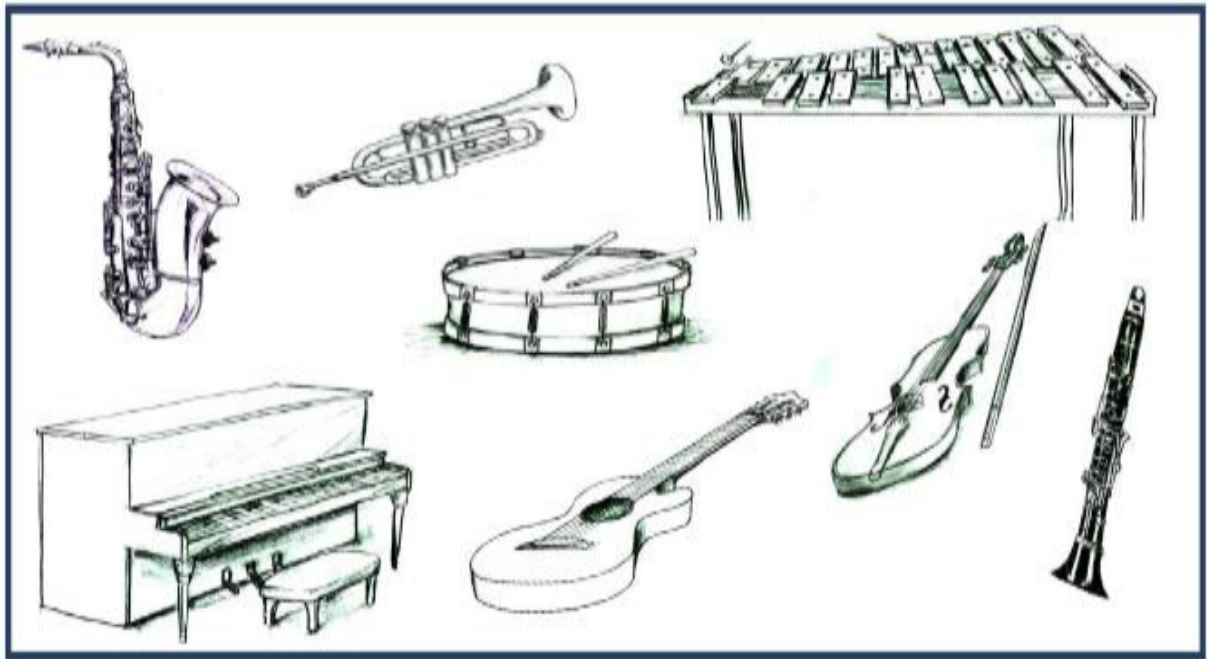


Malakas	Mahina



Gawain 3

Panuto: Kilalanin ang mga sumusunod na instrumento.
Bilugan ng pulang krayola ang lumilikha ng malakas na tunog at asul kung mahina.



SANGGUNIAN

Music, Art, Physical Education and Health- Ikalawang Baitang. Kagamitan ng Mag-aaral, Unang Edisyon 2014, Ikalawang Limbag 2016, Ikatlong Limbag 2017 DepEd- Bureau of Learning Resources

2020 Most Essential Competencies (MELCS). Pasig, Philippines: Kagawaran ng Edukasyon.

Music 2 Learning Activity Sheet Quarter 3. Week 6
Gawain 1, 2 at 3

For inquiries or feedback, please write or call:

Department of Education – Region III

Schools Division of Angeles City

Jesus St., Pulungpulu
Angeles City, 2009 Pampanga

Telephone No.: (045) 322-4101

Email Address: angeles.city@deped.gov.ph