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QUARTER 1



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 1 – All Subjects
First Edition, 2022

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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.

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Grade 2 Lesson	ENGLISH Elements of a Story
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Name: _____

Quarter 1: Week 8

Learning Competency with Code:

Identify and discuss the elements of a story (theme, setting, characters, and events) **EN2LC-IIa-b-2.2**



ACTIVITY 1

Listen as your teacher reads the story, **The Pair of Slippers**. Then, answer the following by choosing the correct element in each box. Shade the circle using your **blue** crayon.

Character:

- ☐ Ben
- ☐ Pepe
- ☐ Pilar

Setting:

- ☐ Abacan River
- ☐ Pampanga River
- ☐ Pasig River

Theme:

- ☐ bravery
- ☐ generosity
- ☐ industriousness

Number the circles 1, 2 and 3 according to the order of events that happened in the story.

Events

- ☐ Pepe quickly removed the other pair of the slippers and threw it to the water.
- ☐ One day, The Mother of Pepe bought him a new pair of slippers.
- ☐ He went outside and played with his friends at the Pasig River. They rode a boat but suddenly a huge wave hit the boat and one of his slippers fell on the water.

Note: The text will be read by the teacher.

The Pair of Slippers

Adapted



Dr. Jose Rizal, the Philippines' national hero, was a playful boy when he was very young.

Pepe was his nickname. One day, his mother brought him a new pair of slippers. He was very happy and went outside to play with his friends.

They decided that it was better to play on the other side of the Pasig River. So, they rode a boat going to the other side of the river. Suddenly, a huge wave hit the boat, and one of his slippers fell on the water.

Pepe quickly removed the other pair of slippers and threw it into the water.

One of his friends asked him, "Why did you throw the other slipper?"

Pepe answered, "So it will be useful to anyone who finds it. Having only one slipper is useless."

His friends understood how witty Pepe was and how unselfish his act was.

REFERENCE

The Pair of Slippers (Adapted) Interactive English 2 Jemma Development Group

Photo courtesy of the writer

Grade 2 Lesson 1	FILIPINO Talasalitaan
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Pangalan: _____

Unang Markahan: Ikatlong Linggo

Kasanayan at Koda:

Napagyayaman ang talasalitaan sa pamamagitan ng paghahanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat F2PT-Ic-e-2.1



GAWAIN 1

Mga hakbang na gagawin:

1. Magbigay ng limang (5) mahahabang salita na iyong napag-aralan o narinig at isulat ang bawat salita sa isang $\frac{1}{8}$ na piraso ng papel.
2. Ilagay ito sa isang bangko ng salita sa inyong lalagyan gaya ng lumang bote o kahon.



3. Humanap ng kapareha at pabunutin ito ng isang salita na nakasulat sa $\frac{1}{8}$ papel .
4. Ipabigay ang maikling salita na matatagpuan sa loob ng mahabang salita.
5. Bigyan ng pagkakataon ang iba pang kamag-aral na makibahagi.

SANGGUNIAN

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Grade 2 Lesson 6	MATHEMATICS Addition of Whole Numbers
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Pangalan _____

Quarter 1: Week 6

Learning Competency with Code:

Visualize, represent, and add the following numbers with sums up to 1000 without and with regrouping: a. 2- digit by 3 –digit numbers; and b. 3- digit by 3 –digit numbers (M2NS- Ig-26.3)



Activity 1

Ang katumbas na numero ng bawat letra ay nakasulat sa ibaba. Sagutin ang mga sumusunod:

N	U	M	B	E	R	S
35	382	372	123	43	52	34

1. $S + U =$ _____

5. $S + R =$ _____

9. $E + S =$ _____

2. $R + E =$ _____

6. $N + U =$ _____

10. $E + N =$ _____

3. $E + B =$ _____

7. $B + N =$ _____

4. $N + M =$ _____

8. $B + M =$ _____



Activity 2

Sagutin ang mga sumusunod:

1. 180 ang hinog na saging samantalang 47 ang hindi. Ilan lahat ang saging?___
2. 135 ang pulang rosas at 34 naman ang puti sa isang plorera. Ilan lahat ang rosas sa plorera?

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Jalon et al. 2019. Phoenix Math For The 21st Century Learners. Grade 4. Page 24. Second Edition. Phoenix Publishing House INC.

Catud et al. 2013. Mathematics 2. Kagamitan ng Mag-aaral. Tagalog .

Page 43. Kagawaran nd Edukasyon Republika ng Plipinas

Grade 2
Lesson
1

SCIENCE

Materials are Compose of Tiny Particles

Name _____

Quarter 1: Week 1

Learning Competency :

Infer that materials are composed of tiny particles that cannot be seen by the naked eye.



ACTIVITY 1

I. Objective :

Develop a model to describe that matter is made of particles too small to be seen.

II. Materials :

Plastic soda or mineral water container with cap	
Balloon	Sand or soil
Toothpaste	2 clear plastic cups
Small paper plate	

III. Procedure

A. Is it Empty or Not?

1. Put your finger in the uncapped bottle.



- Do you think the bottle is completely empty? If you answered “no”, what do you think is in the bottle?

2. Carefully put a balloon on top of the bottle.



3. Hold the bottle and squeeze it until you can't squeeze it any further. What do you observe?

- What happens to the balloon when you squeeze the bottle?

- What do you think will happen to the molecules when you squeezed the bottle and the balloon expanded?

B. Can you force the gas molecules to move closer together?

1. Take the balloon off the bottle and put the cap on tightly.



2. Squeeze the bottle. What did you observe?



C. Can you force the liquid molecules to move closer together?

1. Fill the bottle with water to the very top and put the cap on securely.



2. Squeeze the bottle. What did you observe?

- Were you able to squeeze the bottle filled with water as much as when there was only air in the bottle? Yes or No. Explain it with atoms and molecules.

- Why do you think a closed bottle of gas is easier to squeeze than a closed bottle of liquid?

D. Is it Solid, Liquid or Gas?

1. Pour sand/soil into a cup. Does that make sand/soil a liquid? Yes or No?



- If you could look at the atoms in a single grain of sand, what state of matter do you think they would look most likely?

- Using your forefinger, get a small amount of toothpaste. As you look at it , it keeps its shape even though it is not inside the container. Does that mean that the toothpaste is solid? Yes or No? _____
- What different states of matter are in a toothpaste?

Note to the teacher:

Toothpaste is a mixture of powdered solids and various liquids, so it's neither a liquid nor a solid. Chemists would argue that toothpaste is a colloid (like milk or ink): a mixture where tiny particles of one substance are dispersed evenly into another without separating out.

REFERENCES

www.acs.org/inquiryinaction ©American Chemical Society 2019 <https://www.howitworksdaily.com/what-is-toothpaste-made-of-and-is-it-considered-a-solid-or-a-liquid>

Aralin
7

Araling Panlipunan 2

Ang Aking Komunidad

Unang Markahan: Linggo: 7

PAMANTAYAN SA PAGKATUTO (Learning Competency with Code):

Nailalarawan ang panahon at kalamidad na nararanasan sa sariling komunidad (Week 7, No code)

Pangalan _____ **Pangkat** _____



GAWAIN 1

Panuto: Lagyan ng mga **tsek** (☑) ang mga dapat gawin sa panahon ng mga kalamidad na nakalarawan.



kapag lumiliindol



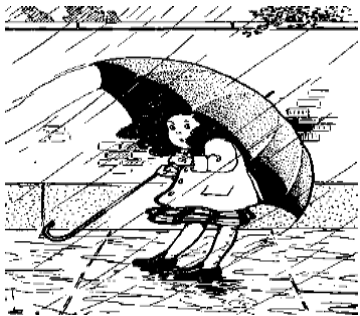
kapag bumabagyo

- ☐ Magtago sa ilalim ng lamesa
- ☐ Agad tumakbo sa palabas
- ☐ Mahinong lumabas ng bahay kapag hindi na lumilindol
- ☐ Manatili sa ligtas na lugar
- ☐ Lumikas kapag tumaas ang tubig
- ☐ Maghanda ng pagkain, damit at iba pang kailangan



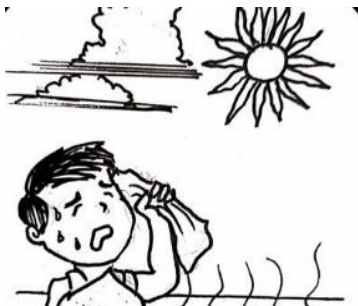
kapag may sunog

- ☐ Lumabas gad at manatili sa ligtas na lugar
- ☐ Kunin ang mga mahahalagang gamit
- ☐ Humingi ng tulong sa mga kapitbahay



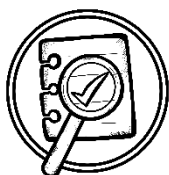
kapag tag-ulan

- ☐ Laging magdala ng payong at kapote kapag lumalabas
- ☐ Laging manatili sa loob ng bahay
- ☐ Maglaro sa labas habang umuulan







kapag tag-ulan

- ☐ Ugaliing uminom ng sapat na dami ng tubig
- ☐ Magsuot ng komportableng pananamit
- ☐ Manatili lamang sa loob ng bahay upang hindi umitim



GAWAIN 2

Panuto: Tukuyin kung nagawa mo na o hindi pa ang mga sitwasyon na nakalista sa talahanayan. Lagyan ng tsek ang kahon ng napiling sagot.

Sitwasyon	Nagawa na	Hindi pa nagawa
Magtago sa ilalim ng mesa tuwing lumilindol 		
Maglinis ng kapaligiran upang hindi bumaha sa komunidad 		
Lumikas tuwing may baha kapag malakas na malakas ang ulan 		
Parating magsuot ng face mask kapag lumalabas ng bahay 		
Patayin ang apoy gamit ang fire extinguisher 		

SANGGUNIAN

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3, *illustration*. Tarlac City: SDO TARLAC CITY.
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Grade 2 Aralin 4	Edukasyon sa Pagpapakatao Pagpapanatili ng Kalinisan, Kalusugan at Pag-lingat ng Katawan
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Pangalan: _____

Unang Markahan: Ika-apat na Linggo

Kasanayang Pampagkatuto at Koda:

Naisakikilos ang mga paraan ng pagpapanatili ng kalinisan, kalusugan at pag-iingat ng katawan.

(EsP2PKP- Id – 11)



GAWAIN 1: Sarili Ko, Aalagaan Ko!

Panuto: Isulat ang tamang salita sa patlang ayon sa larawang nakaguhit.

1. Kumain ng sariwang _____ at



_____ araw-araw.

2. Uminom ng _____ at kumain ng



_____ araw-araw.

3. Magsepilyo ng _____ pagkatapos kumain.



4.



_____ araw-araw upang maging malinis ang katawan.

5. Maghugas ng  _____ pagkatapos gumamit ng palikuran o *toilet*.

6. Mag-ehersisyo araw-araw upang lumakas ang

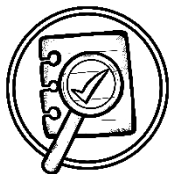


_____.

7. Matulog ng maaga sa malinis na



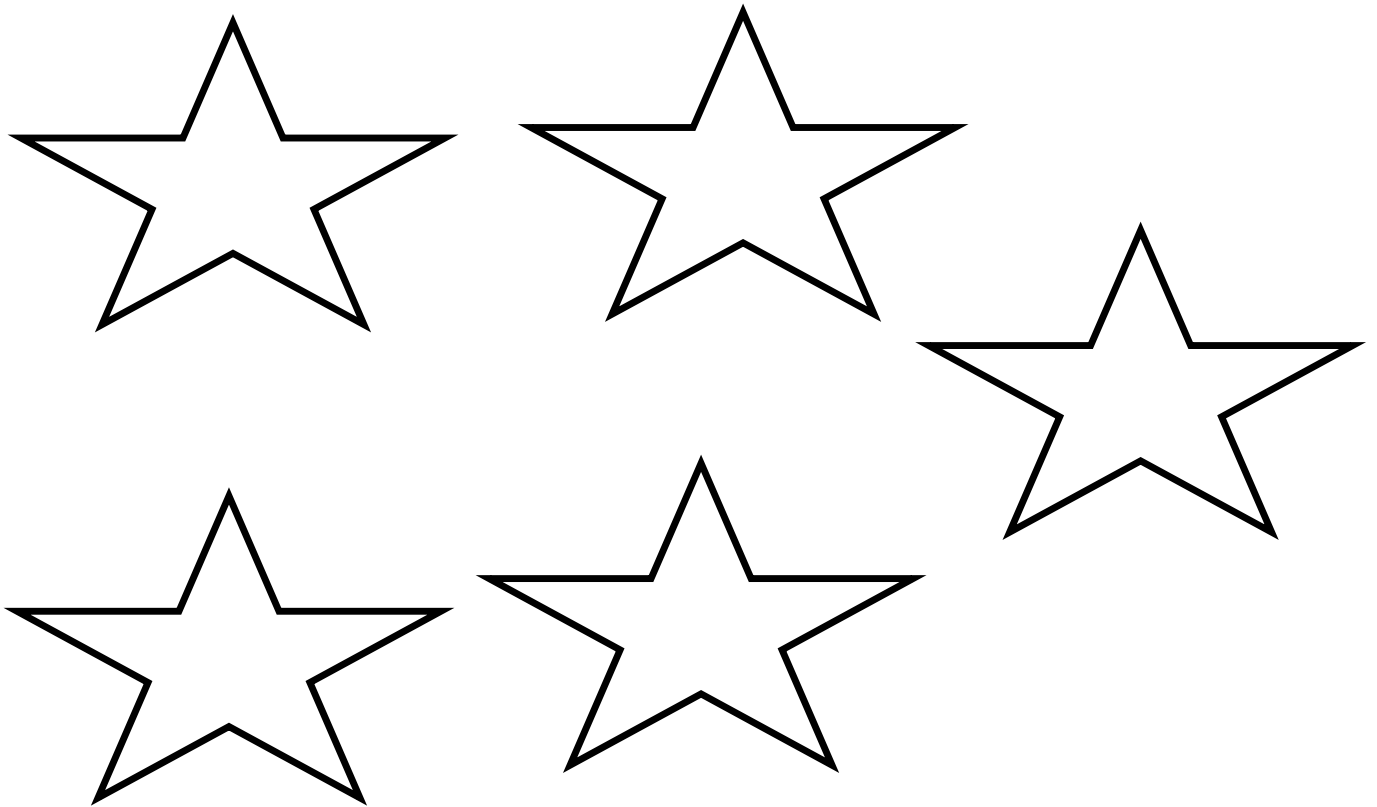
_____. Magpasalamat sa Diyos sa maayos na pahinga.



GAWAIN 2: Kalinisan ay Kalusugan!

Panuto: Magbigay ng mga bagay na makikita sa tahanan na ginagamit upang mapanatili ang kalinisan ng ating katawan at tukuyin kung saang bahagi ng katawan ito ginagamit. Pagkatapos ay isulat sa loob ng mga bituin ang mga wastong gawi kung paano mapangangalagaan ang kalusugan at maliligtas ang pangangatawan sa karamdaman.

BAGAY SA LOOB NG TAHANAN	BAHAGI NG KATAWAN NA KAYANG LINISIN



SANGGUNIAN

<https://www.youtube.com/watch?v=KLEu5FrEbRM>

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

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

EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Website: lmds.deped.gov.ph/learning-resource

Grade 2 Aralin 5	MUSIC Pagsulat ng Stick Notation
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Pangalan _____

Unang Markahan : Linggo 5 – 6

Kasanayan sa Pampagkatuto

Write stick notations to represent the heard rhythmic patterns (MU2RH -lf - g -7)



Gawain 1

Panuto: Pag-aralan ang tsart.

Stick Notation	Notation Name	Rhythm Syllable
	<i>quarter note</i>	ta
┌┐	<i>eighth note</i>	ti-ti
⋈	<i>quarter rest</i>	----
♩	<i>half note</i>	ta- a

Panuto: Ipalakpak ang *stick notation*.

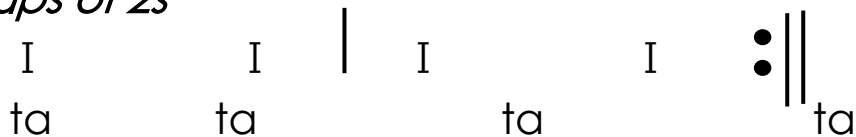
Mang	Ki	Mang	Ki	Mang	Ki-	ko	⋈
Pu-pun	-ta,	pu-pun	-ta	sa	A -	po	⋈
Bi- bi-	li,	bi- bi -	li	ng	pa-	ko	⋈
Ga-ga	-wa,	ga -ga	- wa	ng	bang -	ko	⋈



Gawain 2

Panuto: Pag-aralan ang mga *rhythmic patterns* sa ibaba. Bigkasin ang katumbas na *stick notation* at *rhythm syllables*.

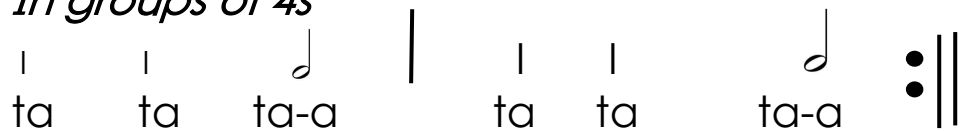
In groups of 2s



In groups of 3s



In groups of 4s



Isulat ang *stick notation* ng sumusunod na *rhythmic pattern*.





Gawain 3

Panuto: Lapatan ng *stick notation* ang mga *rhythmic pattern* na maririnig.



SANGGUNIAN

Music, Art, Physical Education and Health- Ikalawang

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Musescore.com. Atin Cu Pung Singsing Sheet for piano-

[https:// musescore.com/static/scoredata](https://musescore.com/static/scoredata)

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