



PIVOT 4A

LEARNER'S MATERIAL

QUARTER 2
English

G2



DepEd CALABARZON
Curriculum and Learning Management Division

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PIVOT 4A Learner's Material
Quarter 2
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English Grade 2

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PIVOT 4A CALABARZON English G2

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Parts of a Book

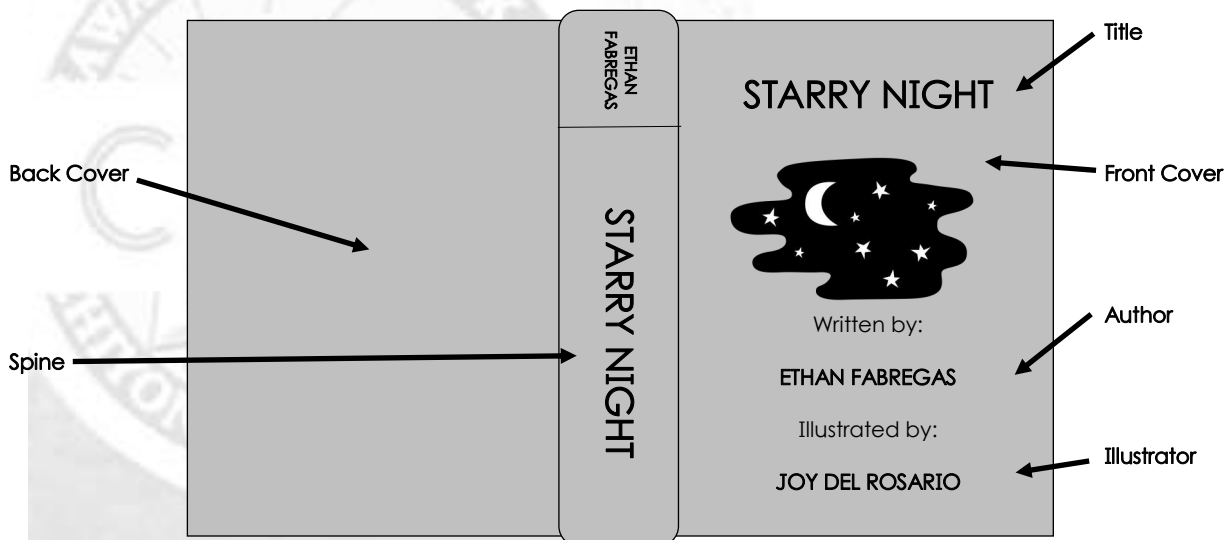
Lesson



Books are important tools in learning. With the help of books, we are able to gain new information about people, animals, things, places and the like. They are our usual source of information. They vary in appearance, thickness and contents. They are found almost everywhere.

In this lesson, you are expected to recognize the common terms in English relating to basic parts of a book.

Let us examine the sample picture below.



Using the picture above, answer the questions below.

- What parts of the book are shown in the picture?
- How will you describe each part?
- Do you know the function of each part of a book?

A book is composed of various parts. These parts play important roles. Their roles differ depending on their specific functions or purposes.

D

Learning Task 1: Match the items in Column A with Column B by identifying the specific parts of a book being described. Write the letters of your answers in your notebook.

Column A

- _____ 1. connector of front and back covers
- _____ 2. the writer of the book
- _____ 3. contains basic information about the book
- _____ 4. may contain the review of the book
- _____ 5. person who drew the pictures/images
- _____ 6. name of the book

Column B

- A. Front Cover
- B. Back Cover
- C. Spine
- D. Author
- E. Title
- F. Illustrator

Learning Task 2: Using your favorite books, identify their titles by completing the table below. Write your answers in your notebook.

	Titles of My Books
1	
2	
3	
4	
5	

PARTS OF A BOOK

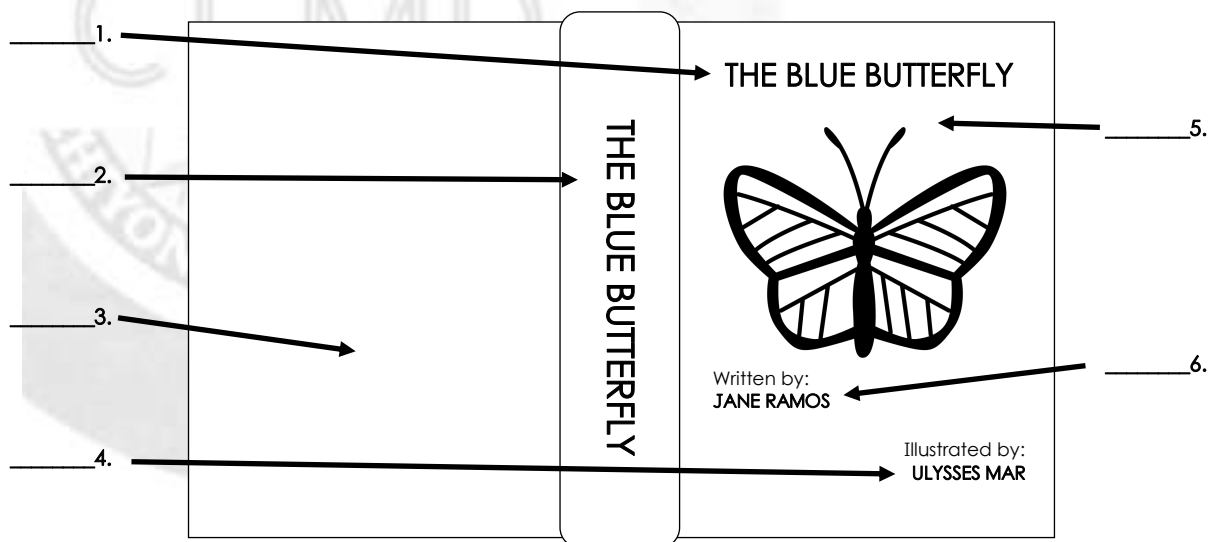
A book, like our body, has parts, too. These parts include the following:

1. The **front cover** is used to protect the book. It contains basic information about the book such as the author, the illustrator and the title.
2. The **back cover** is used to cover the book. Most of the time, the back cover is an empty part. However, it may contain review/s about the book.
3. The **title** refers to the name of the book. It is usually placed at the top part of the front cover of the book.

4. The **author** is the person who wrote the book. The author's name usually appears below the title or is found at the bottom part of the front cover.
5. The **illustrator** is the person who drew pictures or images found in the book. Sometimes, the author and the illustrator refer to the same person. Some books do not have illustrations while some have. Illustrations play an important role for the readers to make predictions as to what the story may be about.
6. The **spine** connects the front and the back covers. It is used to hold both covers to protect the book. Sometimes, it also contains the title and even the author of the book.

E

Learning Task 3: Identify the parts of the book being asked by each item. Write your answers in your notebook.



Learning Task 4: Using the book cover in Learning Task 3, identify what is asked by each item. Write your answers in your notebook.

	Parts of the Book	
1	Title	
2	Author	
3	Illustrator	

Learning Task 5: Identify what is asked by each item. Choose from the options below. Write your answers in your notebook.

Front Cover	Back Cover	Title
Spine	Illustrator	Author

- ____ 1. It provides the name of the writer of the book.
 ____ 2. It indicates the person who drew the book's images.
 ____ 3. It is used to connect the front and the back covers.
 ____ 4. It is found at the back part of the book.
 ____ 5. It contains basic information about the book.
 ____ 6. It indicates the name of the book.

Learning Task 6: Get your two favorite books. Using them, identify the book title, the author and the illustrator. Write your answers in your notebook.

		Book 1	Book 2
1	Title		
2	Author		
3	Illustrator		



In your notebook, complete the paragraph by selecting your answers from the choices below.

information	book	illustrator
-------------	------	-------------

A (1)_____ is an important source of (2)_____. Like our body, it is composed of different parts. These parts including the front cover, the back cover, the spine, the title, the author and the (3)_____ play important roles.

Prewriting Activities

Lesson

I

Writing is an important skill that you must develop. Writing is both a product and a process. The thing that you will produce after writing is the product while the set of steps that you have to undertake is the process. One important step in the writing process is the prewriting activity.

In this lesson, you are expected to generate ideas through prewriting activities.

Let us examine the sample picture below.



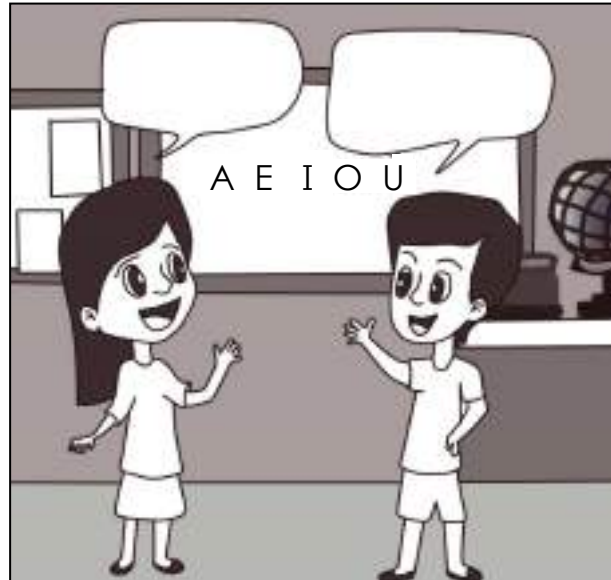
Based on your own observations, reflect and answer the following questions:

- What do you think are the names of the characters above?
- Can you guess the possible dialogue between the two?
- What do you think are the emotions shown by the characters?

D

Learning Task 1: Write a possible dialogue between the two characters below. A dialogue is a written representation of conversation between characters. Write your answers in your notebook.

Alena, a new pupil in her class, meets Aquil, her classmate.



Learning Task 2: Complete the prompts below by recalling your experiences yesterday. Write your answers in your notebook.

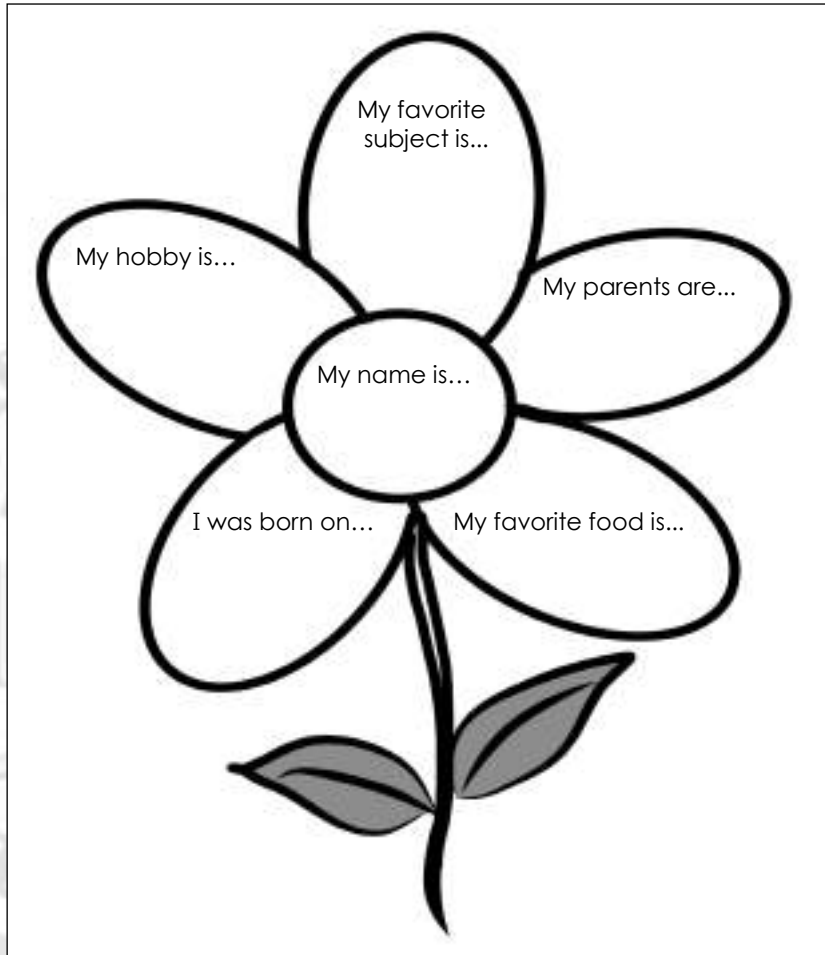
1. I saw _____.
2. I heard _____.
3. I smelled _____.
4. I tasted _____.
5. I felt _____.

PREWRITING ACTIVITIES

Prewriting activities are important in the writing process. You will be able to write good sentences when you do prewriting activities. There are various ways on how prewriting activities may be done. These may include the use of speech balloons, pictures, prompts and graphic organizers. With the help of these prewriting activities, you will be able to write and organize your ideas on a given topic.



Learning Task 3: In your notebook, draw the flower and complete the sentences on it.



Learning Task 4: Complete the sentences below. Write your answers in your notebook.

What will I do next week?

On Sunday, I will _____.

On Monday, I will _____.

On Tuesday, I will _____.

On Wednesday, I will _____.

On Thursday, I will _____.

On Friday, I will _____.

On Saturday, I will _____.

Learning Task 5: Draw the face that best fits each description. Draw them in your notebook.



1. I am happy.



2. I am excited.



3. I am sad.



4. I am scared.



5. I am worried.



6. I am confused.

Learning Task 6: Imagine yourself writing a story using the picture below. Complete the storyboard by writing your answers in your notebook.

	Who?
	When?
	Where?
	Why?

A

In your notebook, complete the paragraph by selecting your answers from the given choices.

process	Prewriting	good
---------	------------	------

(1) _____ activities are important in the writing (2)_____. You will be able to write _____ sentences when you do prewriting activities.

Writing Phrases and Sentences

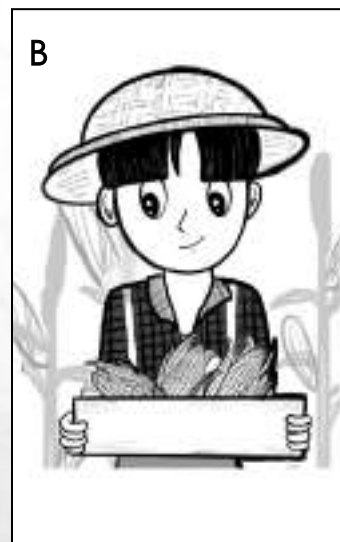
Lesson

I

Phrases and sentences are formed by adding related words. Pictures and characters are some of those helpful tools in developing phrases and sentences.

In this lesson, you are expected to write phrases or sentences about an illustration and/or character.

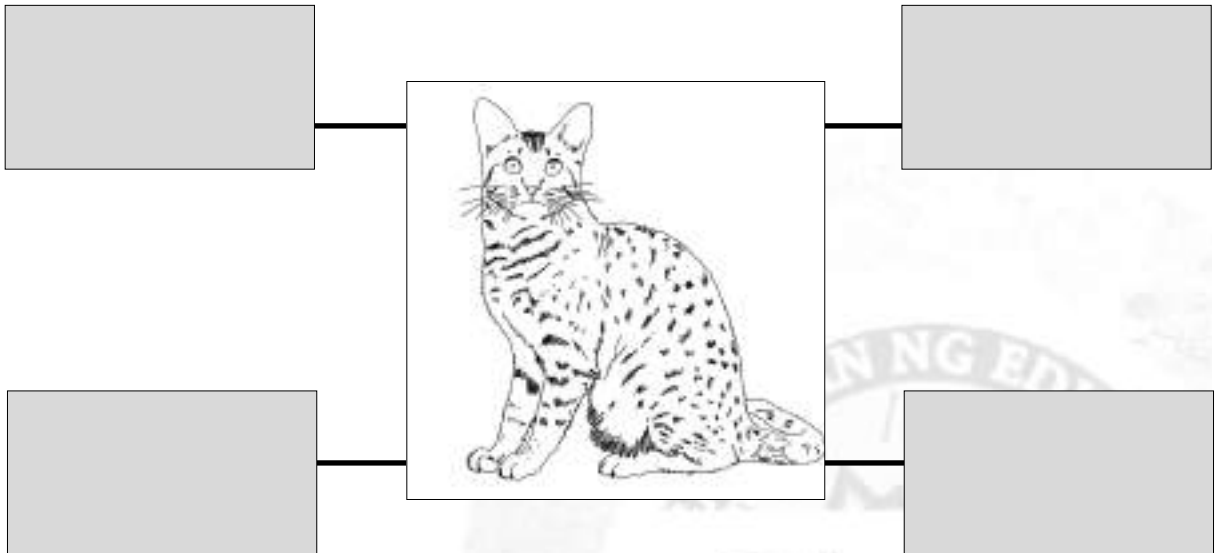
Let us examine the pictures below.



- Can you guess the occupation of each character above?
- Can you tell how does each of them help our community?

D

Learning Task 1: Describe the cat below by providing its descriptions. Write your answers in your notebook.



Learning Task 2: Describe the butterfly by completing the given sentences below. Write your answers in your notebook.



1. A butterfly is a _____ insect.
2. It has _____ wings.
3. It usually flies in the _____.
4. Butterflies have different _____, such as red, yellow, etc.

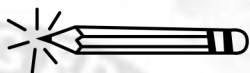
A **phrase** is a group of words stating descriptions about a person, place, thing, event and the like. It has no complete thought or meaning.

A **sentence** is a group of words expressing a complete meaning or thought. It is composed of a subject and a predicate.

Writing a phrase or a sentence becomes easier with the help of pictures or illustrations. The illustrations or pictures of a character, place or thing may guide you in describing them.

E

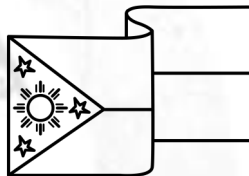
Learning Task 3: Form phrases by saying something about each picture below. Write your answers in your notebook.

Example:  sharp pencil

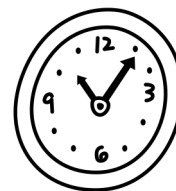
1.



3.



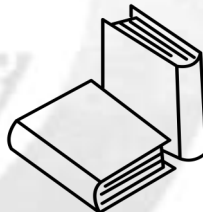
5.



2.



4.



Learning Task 4: Paste or draw a picture of your favorite hero (superhero). Then, answer the questions below. Do this in your notebook.

1. Who is your favorite hero (superhero)?
2. What are his/her characteristics?
3. What power did he/she use in saving his/her people or community?

My Favorite Hero
(Superhero)

Learning Task 5: In your notebook, paste your own picture. Then, supply the descriptions asked about yourself.

1. Name

2. Birthday

3. Age

4. Place of Birth

5. Parents

6. Favorite Toy

7. Favorite Fruits

8. Favorite Place

Your Photo



Introduce yourself by writing eight (8) sentences using your answers in Learning Task 5. Write them in your notebook.

		Sentences
1	Name	
2	Birthday	
3	Age	
4	Place of Birth	
5	Parents	
6	Favorite Toy	
7	Favorite Fruits	
8	Favorite Place	

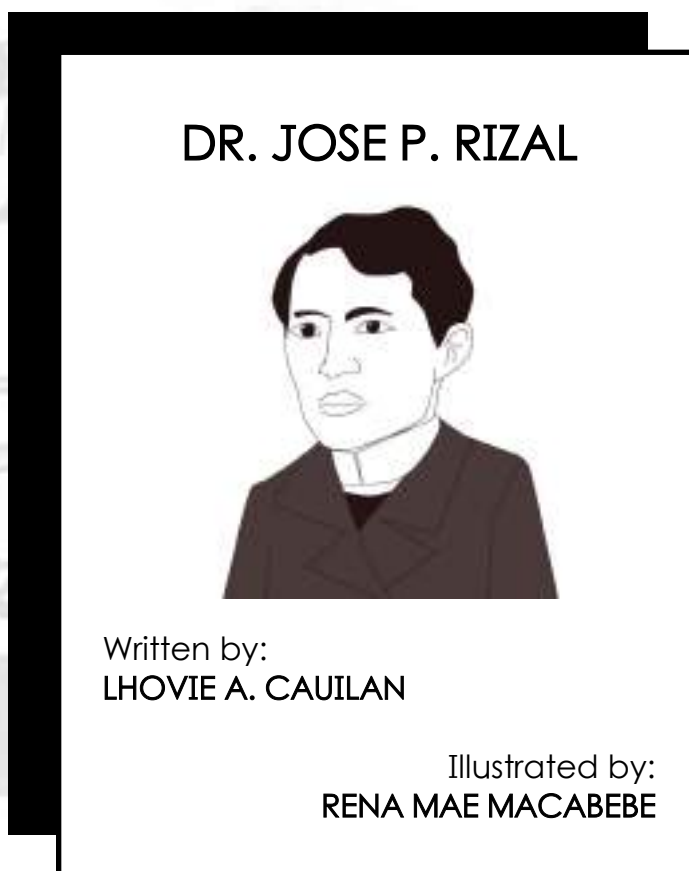
Predicting the Story

Lesson

I

Pictures, images or illustrations help us in understanding a story. Sometimes, the pictures themselves would easily provide us with relevant or background information about a story. They also help us in predicting what the story tells.

In this lesson, you are expected to discuss the illustrations on the cover and predict what the story may be about.



Can you guess the person shown in the sample book cover above? By looking at it, can you guess or predict the story portrayed in the book?

Without looking at the title of the book, the story is about Dr. Jose P. Rizal. The picture helps in predicting the possible story that may be discussed in the book.

D

Learning Task 1: Presented below are sample book covers. Predict the possible story that each picture portrays. Write your answers in your notebook.

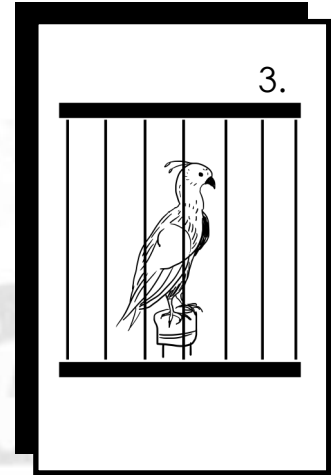
1.



2.



3.



Learning Task 2: Below are pictures that can be found in book covers. Predict the possible story that each picture portrays. Select your answers from the given choices. Write the letters of your answers in your notebook.

- A. My Birthday Celebration
- B. Family Bonding
- C. My Singing Audition

- D. Our Family Farm
- E. Beautiful Butterfly

1.



2.



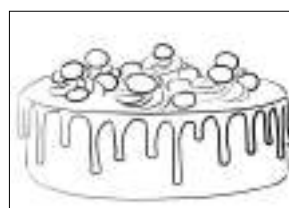
3.



4.



5.



Pictures or **images** are helpful elements in identifying or predicting what the story may be about. Though the text or the title may tell the main story, pictures and images are also helpful elements in predicting what the story may be about. As such, by looking at the pictures or images on book covers, you will be able to predict the story that it tells.

Example: If the cover shows picture of a farm, the story may be about a farmer or a farm (including farm plants and animals).

E

Learning Task 3: Match the pictures in Column A with the possible stories they may be about in Column B. Write the letters of your answers in your notebook.

Column A

1.



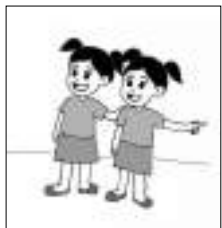
2.



3.



4.



5.



Column B

A. The Brainy Twins

B. My Favorite Playground

C. My Happy Family

D. A Day with My Doctor

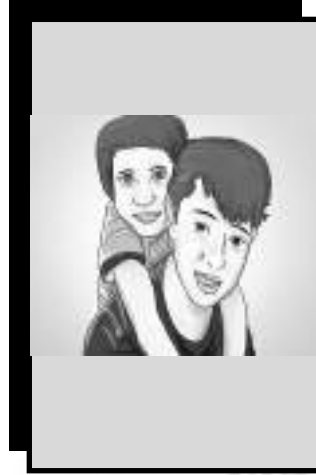
E. Baron the Deer

Learning Task 4: By looking at the pictures below, predict the possible story that each picture portrays. Write your answers in your notebook.

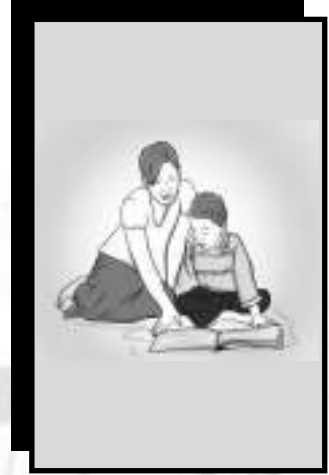
1.



2.



3.



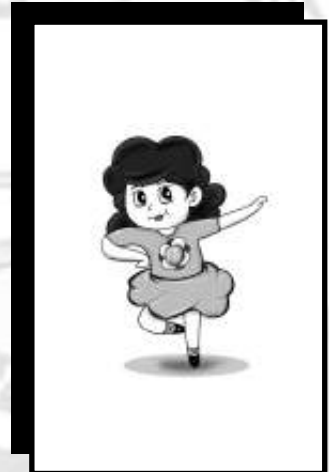
4.



5.



6.



Get one book that you have not yet read. In your notebook, draw the picture/s that you can see on the front cover. Then, predict the story that the book may possibly tell.

Identifying the Title, the Author and the Book Illustrator

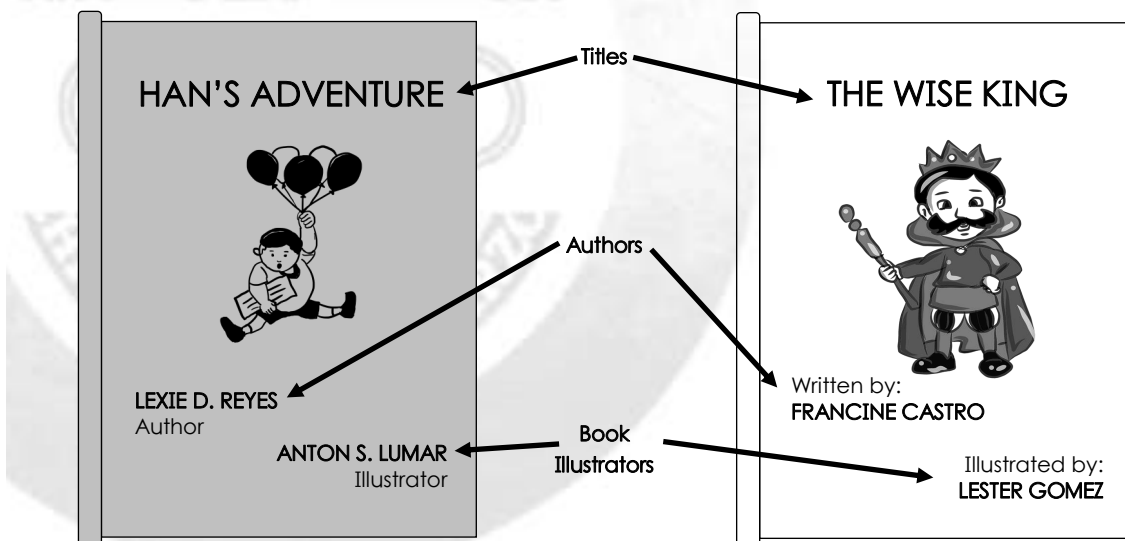
Lesson



A book provides significant information. With its help, you will be able to gather answers to questions, enlightenment to unfamiliar ideas and the like. The development of books undergoes a long process. Several people work together to finish and publish books. Some of them include our writers and book illustrators.

In this lesson, you are expected to identify the titles, the authors and the book illustrators; and tell what they do.

Study the sample book covers below.



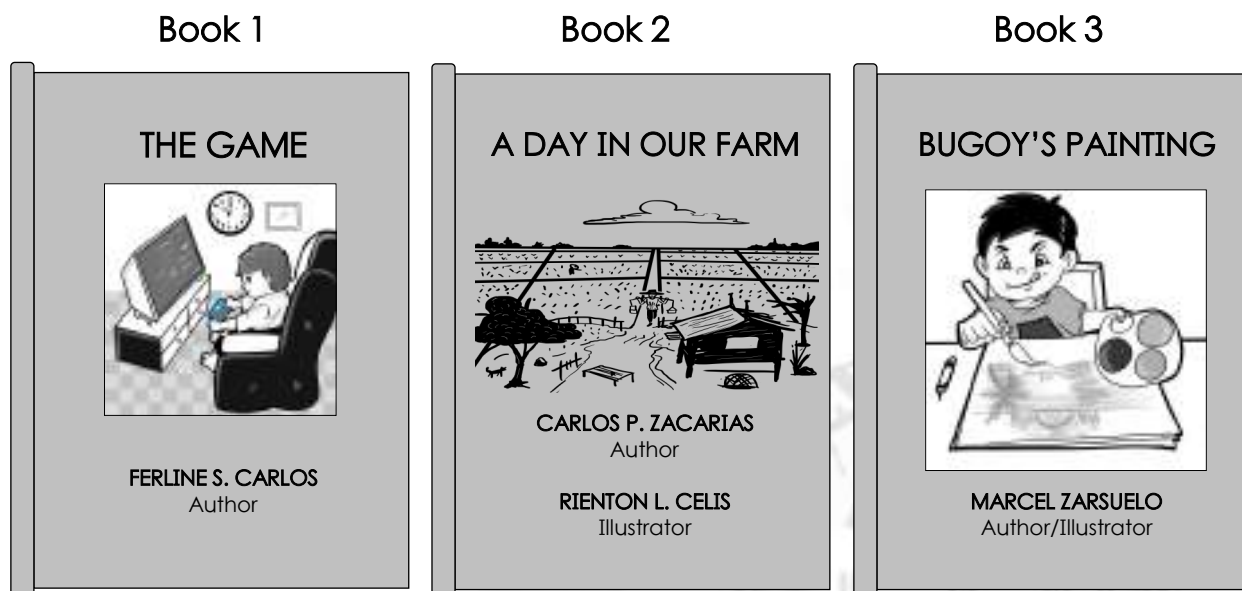
Based from the book covers above, answer the questions below.

- What specific information are highlighted above?
- Do you know how to identify the title, the author and the illustrator of a book?
- Where do you usually see or find the title, the author and the illustrator of a book?

Basically, the front cover of a book provides significant information about it including the title, the author and the illustrator.

D

Learning Task 1: Identify the title, the author and the illustrator of each given book. In your notebook, complete the table below.



	Book 1	Book 2	Book 3
Title			
Author			
Illustrator			

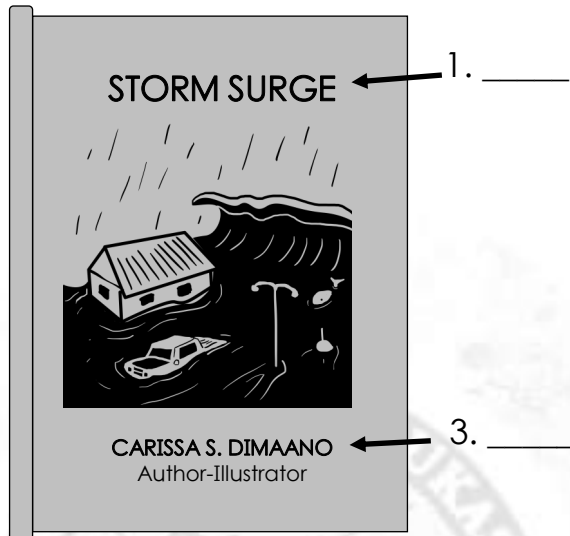
BOOK TITLE, AUTHOR AND ILLUSTRATOR

A book has a title, an author, and sometimes, an illustrator. These details are usually found on the front cover.

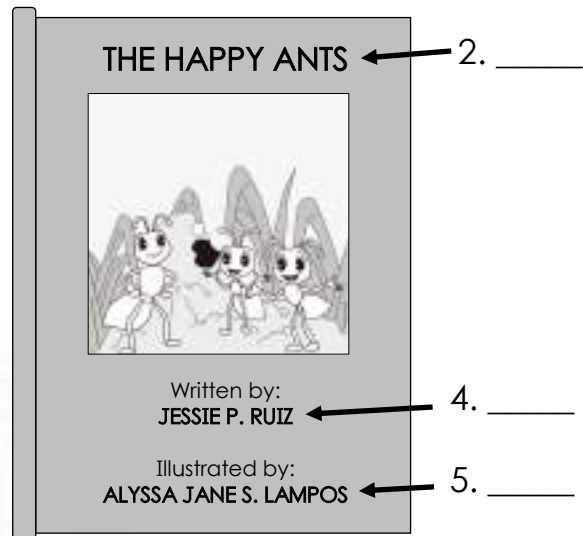
1. The **title** refers to the name of the book. It tells what the book is all about. Some books have one-word title while some are composed of several ones.
2. The **author** refers to the writer of the book. Usually, you will know the author of the book as it is introduced by the word *author* or *written by*.
3. The **illustrator** is the one who draws the pictures, images and/or illustrations. Some books do not have illustrators. In some cases, the author also acts as the book illustrator. The illustrator is usually introduced by the term *illustrator* or *illustrated by*.

Learning Task 2: Identify what information is shown by each item below. Write your answers in your notebook.

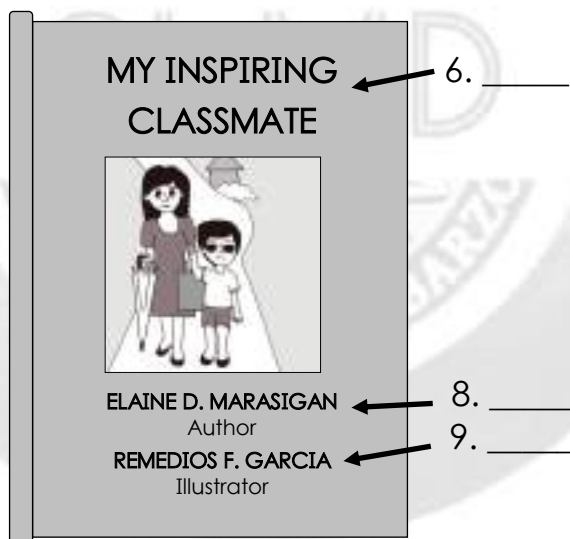
Book 1



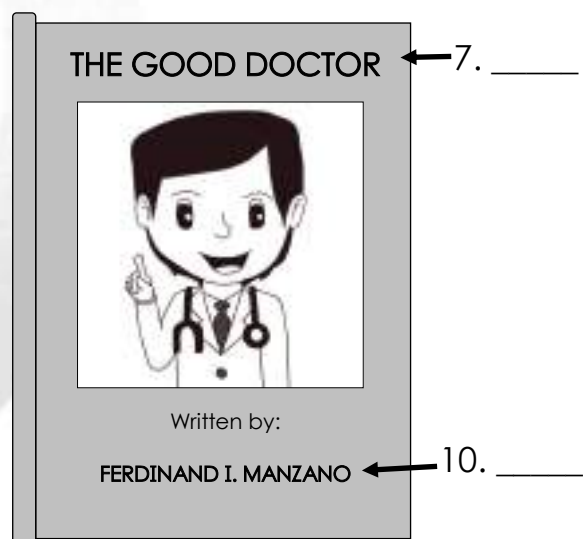
Book 2



Book 3



Book 4



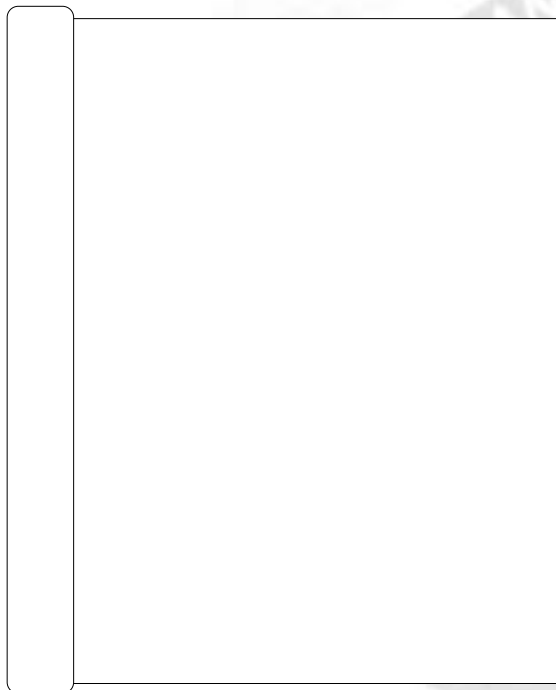
Learning Task 3: Using the book covers above, complete the table below by identifying the authors, the titles and the illustrators. Do this in your notebook.

	Book 1	Book 2	Book 3	Book 4
Title				
Author				
Illustrator				

Learning Task 4: Match the items in Column A with their descriptions in Column B. Write the letters of your answers in your notebook.

Column A	Column B
_____1. Title	A. good source of information
_____2. Author	B. name of the book
_____3. Illustrator	C. one who draws images
_____4. Book	D. writer of the book

Learning Task 5: Get your most favorite book. In your notebook, draw its cover. Then, identify its title, author and illustrator.



In your notebook, complete the paragraph by selecting your answers from the given choices.

author	cover	information
--------	-------	-------------

A book is a good source of (1)_____. The (2)_____ itself provides rich information. Some of the basic details that you can see on the front cover include the title, the (3)_____ and the illustrator.

CVC Pattern

Lesson

I

In reading, you will be meeting short words composed of three (3) letters. The most common of these word classifications follow the consonant-vowel-consonant or CVC pattern.

In this lesson, you are expected to spell high frequency words with short a, e, i, o and u sounds in CVC pattern.

Let us review our alphabet. It is divided into two groups: the vowels and the consonants. Study the classifications below.

VOWELS

Aa

Ee

Ii

Oo

Uu

CONSONANTS

Bb

Cc

Dd

Ff

Gg

Hh

Jj

Kk

Ll

Mm

Nn

Pp

Qq

Rr

Ss

Tt

Vv

Ww

Xx

Yy

Zz

The classifications of letters above are used in forming three-letter words following the CVC pattern.

D

Learning Task 1: Complete each word by supplying the missing letter. Choose from the choices inside the parentheses. Write the complete words in your notebook.

1.



c _ p

(a , e , i , o , u)


2.




p _ n

(a , e , i , o , u)

3.  p _ g (a , e , i , o , u)

4.  b _ x (a , e , i , o , u)

5.  s _ n (a , e , i , o , u)

CONSONANT-VOWEL-CONSONANT (CVC) PATTERN

CVC is the acronym for consonant-vowel-consonant pattern. In here, words following this pattern are composed of three (3) letters. The first letter is a consonant, the second or medial letter is a vowel, and the last word is again a consonant.

Examples:

n + u + n = nun
C V C

c + a + p = cap
C V C

p + i + n = pin
C V C

Let us read the following words formed using the CVC pattern.

Short /a/ Sound

-ad	-ag	-an	-ap	-at	others
dad	bag	pan	nap	cat	tab
mad	rag	man	cap	sat	ham
sad	tag	ran	rap	bat	pal
had	nag	van	map	mat	gas

Short /e/ Sound

-ed	-eg	-en	-et	others
bed	leg	hen	bet	yes
led	beg	den	get	web
wed	keg	men	jet	gem
fed	peg	pen	let	hem
med		ten	net	pep

Short /i/ Sound

-id	-ig	-in	-ip	-it	others
hid	big	pin	nip	bit	dim
lid	dig	bin	rip	fit	fib
bid	fig	sin	tip	hit	bib
kid	pig	win	sip	kit	him
did	gig	fin	dip	lit	rib

Short /o/ Sound

-ob	-og	-op	-ot	others
bob	hog	mop	cot	mom
cob	log	top	dot	rod
mob	bog	cop	not	sod
job	dog	hop	hot	fox
sob	fog	pop	got	box

Short /u/ Sound

-ub	-ug	-um	-un	-ut	others
hub	jug	sum	run	cut	bud
cub	hug	gum	sun	nut	pup
dub	lug	mum	nun	gut	cup
rub	mug	bum	bun	but	bus
sub	tug		fun	hut	mud

E

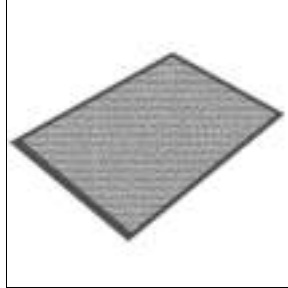
Learning Task 2: Complete each word by supplying the missing letter. Use the pictures as your guide. Write the complete words in your notebook.

1.



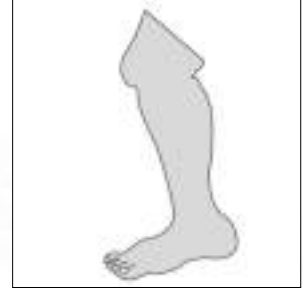
h _ _ t

2.



m _ _ t

3.



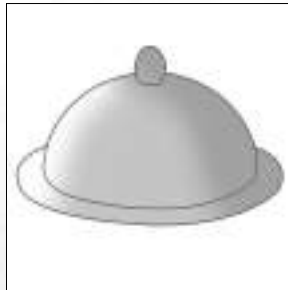
l _ _ g

4.



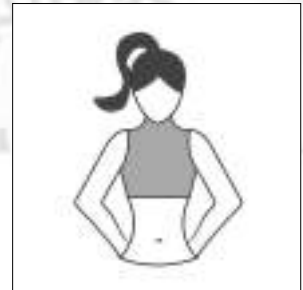
d _ _ n

5.



l _ _ d

6.



f _ _ t

7.



f _ _ x

8.



f _ _ g

9.



n _ _ t

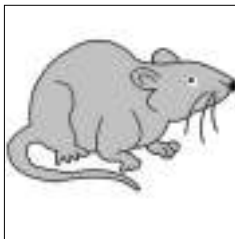
Learning Task 3: Identify the CVC word referred to by each picture. Use the given first and/or last letters as your guide. Write the complete words in your notebook.

1.



h _ _ _

2.



_ _ _ t

3.

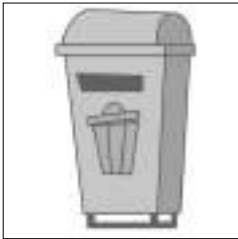






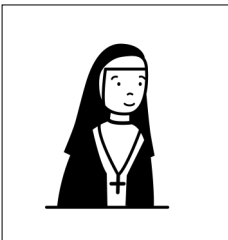


m _ _ _

4.



_ _ _ p

5.  b _ _
6.  w _ _
7.  b _ _
8.  _ _ g
9.  _ _ t
10.  c _ _
11.  l _ _
12.  n _ _

A

In your notebook, complete the paragraph by selecting your answers from the given choices.

vowel

e

CVC

o

(1) _____ pattern is used to refer to a word that follows the consonant-(2) _____-consonant pattern. The second or medial letter uses the following vowels: a, (3) _____, i, (4) _____ and u.

Common Action Words

Lesson

WEEK

7



Action words are words that we use to portray an action or movement. Focusing on the actions made or portrayed, we can retell stories or conversations.

In this lesson, you are expected to identify common action words and use them in retelling stories, conversations, and the like.

Let us examine the pictures below.



Does each picture above portray an action? Can you identify what action is shown in each picture?



Learning Task 1: Identify the action portrayed or described in each picture. Choose from the options below. Write the letters of your answers in your notebook.

A. wash

B. cook

C. write

D. cry

1.



2.



3.



4.



ACTION WORDS

Action words, also known as dynamic verbs, express actions or movement. These actions may be mental or physical. The use of action words in a sentence explains what the subject does, did or will do.

Let us examine the sample action words below.

paint	draw	write	crawl	swim	run
walk	jump	cook	wash	sing	drive
ride	think	smile	dance	play	open
close	fall	bake	hop	laugh	stand

Let us study the following action words used in sentences.

Rita **dances**.

Lorna **writes** a story.

Dina **plays** in the park.

Alex **bakes** a cake.

Arlene **sings** her favorite song.

Adriana **dances** well.

Barron **hops** like a rabbit.

Arita **draws** her masterpiece.

E

Learning Task 2: Using the given pictures below, complete the sentences by supplying the appropriate action words. Write your answers in your notebook.

takes helps paints washes cleans



1. Ramon _____
his first artwork.



4. Angelina _____
her mother _____ in
washing _____ their
clothes.



2. Celso _____
their backyard.



5. Lorenzo _____
their dishes.



3. Jayson _____ a
bath.

Learning Task 3: Finish the story by supplying the appropriate action words. Choose from the options below. Write your answers in your notebook.

waters	drives	helps	wash	cleans
--------	--------	-------	------	--------

My Family

I have a simple family. My father is a driver. He ^[1] _____ our old jeepney to earn a living. My mother ^[2] _____ our house. My sister ^[3] _____ her in doing different household chores. My brother ^[4] _____ our plants everyday. As the youngest, I always ^[5] _____ the dishes. This is my simple yet happy family.

Learning Task 4: Using the story above as your pattern, tell a story about your own family. Write it in your notebook. Then, underline the action words used.



In your notebook, complete the statements below by telling us the things you did last week. You may use your own chosen action words but you may also consider using the ones listed below. Then, encircle the action word used in each sentence.

watched	ate	sang	wrote	jumped
swam	drank	played	visited	heard
went	cleaned	washed	prayed	answered

Last Sunday, I _____.
Last Monday, I _____.
Last Tuesday, I _____.
Last Wednesday, I _____.
Last Thursday, I _____.
Last Friday, I _____.
Last Saturday, I _____.

Sequencing Events and Making Predictions

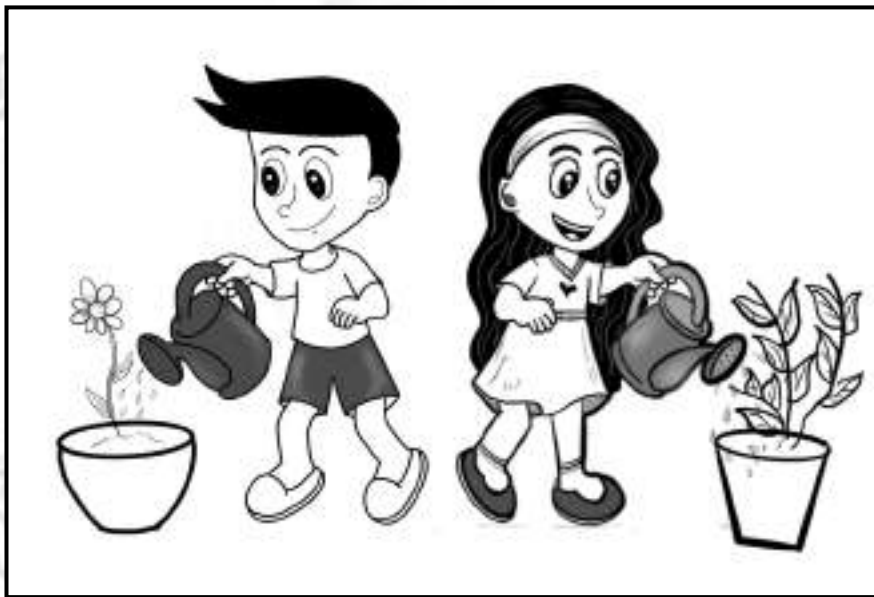
Lesson

I

In reading a story, one way to determine if one understands it is by asking him/her to retell the story, sequence the events and /or make predictions.

In this lesson, you are expected to identify the basic sequence of events and make relevant predictions on the given pictures/stories.

Let us examine the picture below.



- What do the children do in the picture?
- Using the picture above, can you make a prediction on what will happen next?

D

Learning Task 1: Using the given pictures, predict what will happen next using the options below. Write the letters of your answers in your notebook.

A



B



C





SEQUENCING A STORY

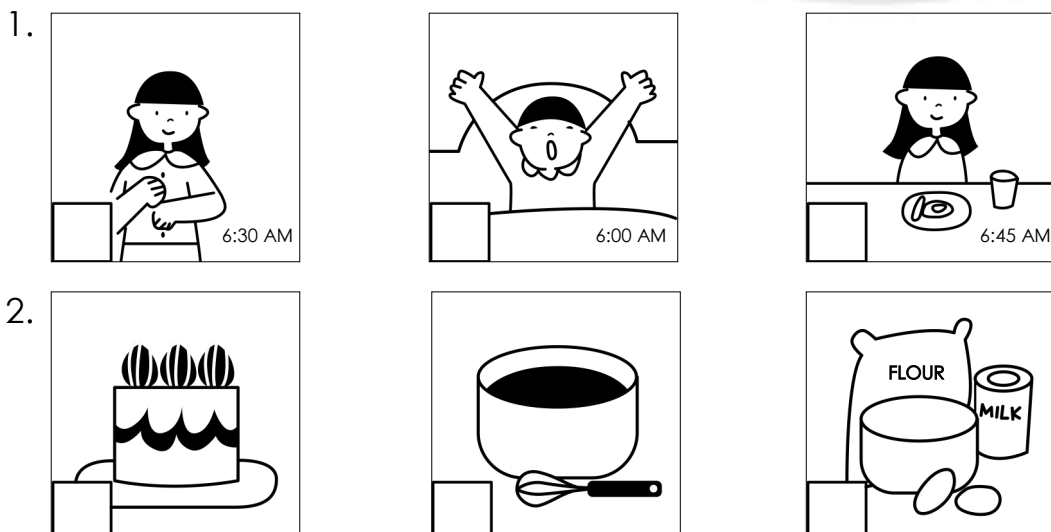
Sequencing a story refers to the ability to determine the first event, the second event, the third event and so on and so forth. The ability to sequence events is a key component in determining reader's understanding of the given pictures and/or stories.

PREDICTING A STORY

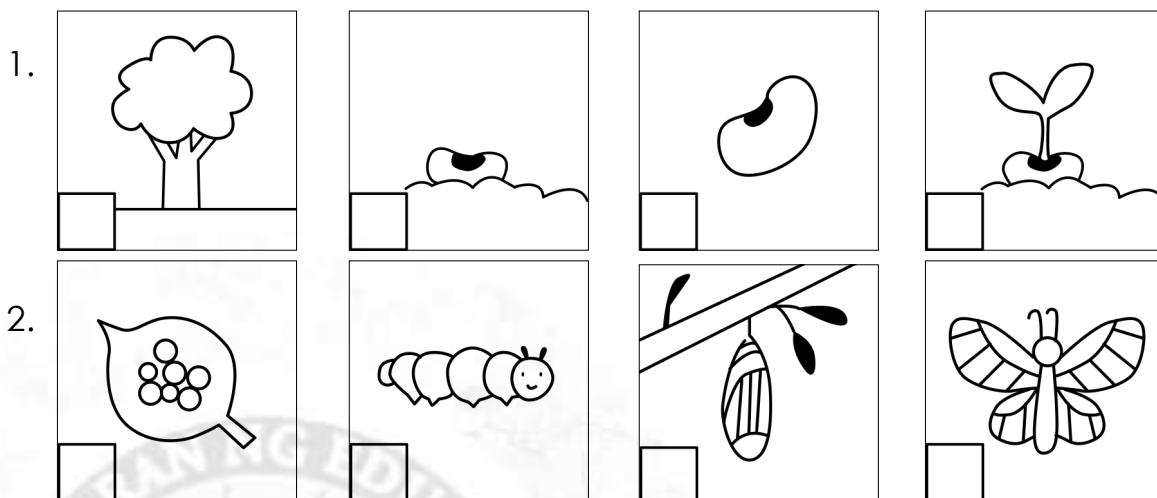
Predicting a story is an important comprehension strategy. One will know his/her level of understanding by predicting will happen next using pictures and/or stories. A reader may make predictions by establishing the relationship between words, ideas and/or pictures in a given story.



Learning Task 2: Identify the sequence of events portrayed by each set of pictures below. Write **A** for the first event, **B** for the second and **C** for the last. Write the letters of your answers in your notebook.



Learning Task 3: Identify the sequence of events portrayed in each set of pictures below. Write **A** for the first event, **B** for the second, **C** for the third and **D** for the last. Write the letters of your answers in your notebook.



Learning Task 4: Make predictions about the stories below. Write your answers in your notebook.

1. Arnie has a sweet tooth. She loves to eat sweets. Everyday, she asks her mother to prepare cakes for her snacks. She always keeps candies in her bags. However, she does not regularly brush her teeth. Yesterday, she was brought by her mom to the dentist.

2. Rowena has a very sweet voice. She sings very well. Everyday, she attends her voice lesson. Last week, she joined a competition in their barangay. She was so happy with the results.

A

In your notebook, complete the paragraph by selecting the appropriate answers from the given choices.

relationship

predictions

sequencing

(1)_____ a story refers to the ability to determine the first event, the second event, the third event and so on and so forth.

Meanwhile, predicting a story is an important comprehension strategy. One may make (2)_____ by establishing the (3)_____ between words, ideas and/or pictures in a given story.



PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



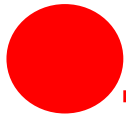
- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- Ⓜ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



Reference

Department of Education. (2020). K to 12 Most Essential Learning Competencies with Corresponding Codes. Pasig City: Department of Education.



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