
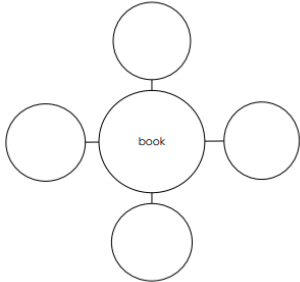
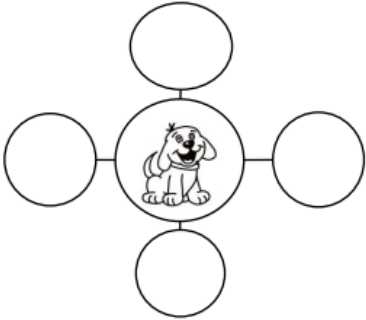



 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	School:	<a href="http://DepEdClub.com">DepEdClub.com</a>	Grade Level:	<b>II</b>
	Teacher:		Learning Area:	<b>ENGLISH</b>
	Teaching Dates and Time:	<b>OCTOBER 7 - 11, 2024 (WEEK 2)</b>	Quarter:	<b>2<sup>nd</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. OBJECTIVE</b>					
<b>A. Level Standard</b>	The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints likes signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.				
<b>B. Learning Competency</b> <i>Write the l-code for each.</i>	Generate ideas through prewriting activities				
<b>II. CONTENT</b> <b>Subject Matter</b>	<b>Generating Ideas Through Pre-Writing Activities</b>				
<b>LEARNING RESOURCES</b>					
<b>A. References</b>					
1. Teacher's Guide pages	pp. 1-3	p. 4	pp. 5-7	pp. 7-8	pp. 9-10
2. Learner's Material pages	pp. 2-5	pp. 5-6	pp. 7-9	pp. 10-13	pp. 14-15
3. Textbook pages					
4. Additional Materials from <i>Learning Resource portal</i>					
<b>B. Other Materials</b>					
<b>III. PROCEDURE</b>					

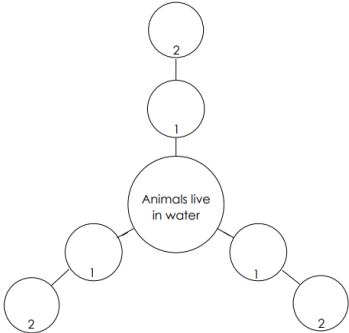
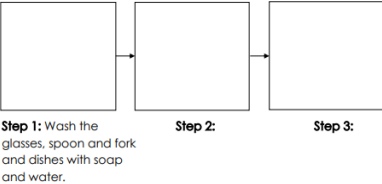
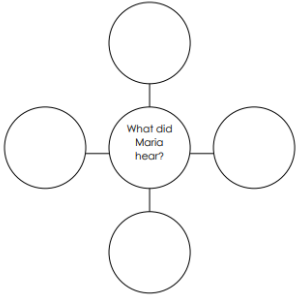
A. Review	<a href="#">The Parts of a Book Song   English Songs   Scratch Garden - YouTube</a>	<p>Name the picture.</p>  <ul style="list-style-type: none"><li>• Are you eating apple?</li><li>• How does it taste?</li><li>• Name some fruits.</li><li>• Why do we need to eat fruits?</li></ul> <p>READ;</p> <p>This my favorite fruit. It is an apple, and it usually tastes sweet. Fruits like apples help us to stay healthy.</p>	<p>Group Activity:</p> <p>Draw the steps in washing of hands.</p> <p>Present and discuss .explain your answer.</p>	<p>Performance Task 1</p> <p>Choose one book from shelves. Write the title, illustrator, author, and one event in the story in the circles.</p> 	<p>Written WORK 1</p> <p>Write TRUE if statement is correct and FALSE if not. Write the answer in your answer sheet.</p> <ol style="list-style-type: none"><li>1. Ideas can be shared in different forms.</li><li>2. Brainstorming is one way of generating ideas.</li><li>3. Webbing primarily uses shapes and lines.</li><li>4. Webbing, brainstorming, and drawing are post writing activities.</li><li>5. Drawing is not a pre-writing activity.</li><li>6. The first step in drawing as a pre-writing activity is understanding the topic or the writing task.</li><li>7. Webbing is a visual representation of ideas.</li><li>8. In webbing ideas can be connected based on their classifications, common characteristics, purpose, and other logical ways of grouping ideas.</li><li>9. Using the solution to solve the problem or to</li></ol>
B. Establishing the purpose for the lesson	<p>Read each situation and answer the questions using the given prewriting strategies.</p> <p>Nena has a pet named Bolt. It is brown and has a long tail. She really loves her pet because it is so cute and playful. Bolt likes to eat fried chicken and Nena always takes care of her pet, and so Bolt and Nena have a beautiful relationship.</p> <p>Complete the webbing by describing Bolt.</p> 				

					take an action is the last step to perform in a brainstorming strategy. 10. Drawing doesn't promote imagination and creativity.
C. Presenting example/instances of the new lesson	<p>Ideas can be shared in different forms.</p> <p>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.</p>	<p>This is how to do drawing as a pre-writing activity:</p> <p>Step 1: Understand the topic or the writing task.</p> <p>Step 2: Observe the environment and use your experience to portray your ideas in drawing.</p> <p>Step 3: Draw an image or an object that represents your understanding about the topic.</p> <p>Step 3: Broaden your idea about the drawing through writing.</p> <p>Example :</p>  <p>This is banana. It is usually sweet and color yellow when it is ripe.</p>	<p>You have learned about ways on how you can generate ideas by using the following pre-writing activities:</p> <ol style="list-style-type: none"><li>1. Webbing</li><li>2. Brainstorming</li><li>3. Drawing</li></ol> <p>You can now use and combine all these strategies to generate ideas more effectively.</p>		

	<p>To generate ideas, you can use the following strategies.</p> <p><b>First</b>, webbing is a visual representation of your ideas about the writing topic by using shapes and lines. This prewriting activity helps you illustrate the relationship between the objects or ideas, and how these pieces of information relate to one another. You can connect ideas based on their classifications, common characteristics, purpose, and other logical ways of grouping ideas.</p> <p><b>Second</b>, brainstorming is another prewriting activity done by coming up with different ideas to provide solution to a problem or to have a better understanding of the situation. This helps you to think freely and improve your skills in dealing with real-life problems.</p> <p><b>Lastly</b>, drawing is a prewriting activity that helps you show your understanding through images or pictures.</p>	<div><p>This is my school. It is color green and brown. I study here with my classmates. My teacher is Mam Cel.</p></div> <div><p>It is facemask. We wear this to prevent the spread of COVID 19.</p></div>			
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	Drawing represents ideas and portrays stories. This activity promotes imagination and creativity.				
D. Discussing new concepts and practicing new skill #1	<p>Step 1: Draw a circle in the middle and write the subject or the main topic.</p> <p>Step 2: Draw lines radiating out from the circle that has the main topic and draw circles at the end of each line. Each line corresponds to a supporting idea.</p> <p>Step 3: Draw additional lines and circles to extend the discussion of your supporting ideas.</p>	<p>Pair Activity:</p> <p>Draw your favorite fruits. Say something about it.</p>	<p>Group Activity:</p> <p>Brainstorm about typhoon PAENG. Choose one of the following that your group can do.</p> <p>A. Draw one effect of the typhoon ( example: flood ) and write 2-3 sentence about it.</p> <p>B. Create a web map to describe the typhoon or draw an effect. .</p>	Creating the output	

	<p>Example:</p> <pre>graph TD; animals --- cat; animals --- grashopper; animals --- snake; animals --- fish; animals --- bird; cat --- can_walk[can walk]; cat --- can_hop[can hop]; grashopper --- can_hop; snake --- can_crawl[can crawl]; fish --- can_swim[can swim]; bird --- can_fly[can fly];</pre> <p>The main idea or topic of the web is about animals. The circles around the main idea are the examples of different animals. Around the examples are circles that describe the abilities of the animals.</p>				
E. Discussing new concepts and practicing new skill #2	<p>Group Activity: Write one common animal that you know in the middle. Describe it. You can add circles.</p> <pre>graph TD; A(( )) --- B(( )); A --- C(( )); A --- D(( )); A --- E(( )); A --- F(( ));</pre>	<p>Creating and Presentation of output.</p> <p>( Gallery walk or reporting )</p>	<p>Creating and Presentation of output.</p> <p>( Gallery walk or reporting )</p>		
F. Developing Mastery (Lead to <i>Formative Assessment</i> )					

G. Finding practical application of concepts and skill in daily living	Presentation of output.	<ul style="list-style-type: none"> <li>Aside from fruits, we also need to eat vegetable to become healthy and strong.</li> <li>What else should we do to stay healthy?</li> </ul>		Presentation of output	
H. Generalization	How do we generate ideas through webbing?	<ul style="list-style-type: none"> <li>How do we generate ideas through drawing?</li> </ul>	<ul style="list-style-type: none"> <li>What are the ways to generate ideas through pre-writing activities?</li> </ul>		Practice Reading
I. Evaluating Learning	<p>Complete the web about animals that live in water. You can write or draw it.</p> 	<p>Individual Activity:</p> <p>Your mother asked you to wash the dishes. Show your understanding by drawing and explaining the procedures. The first step is provided.</p> 	<p>Read the situation below and answer the question by doing the webbing activity in your answer sheet.</p> <p>Maria was walking down the street when she heard loud, high-pitched and, popping sounds from the nearby burning building where rescue operations are ongoing.</p> 		Practice Reading

J. Additional activities for application or Remediation			Agreement: Read at home	Agreement: Read at home	Agreement: Read at home
IV. Remarks					
V. Reflection					
A. No. of learners earned 80%in the evaluation.					
B. No. of learners who required remediation.					
C. Did the remedial work? No. of learners who have caught up.					
D. No. of learner who continue to require remediation.					
E. Which of my teaching strategies work well					
F. What difficulty did I encounter which my principal and supervisor help me solve?					
G. What innovation or localized materials did I use?					