



**GRADES 1 to 12
DAILY LESSON LOG**

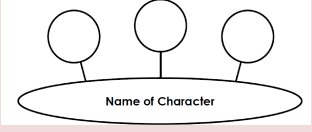
School:	DepEdClub.com	Grade Level:	II
Teacher:	File Created by Ma'am MARIANNE MANALO PUHI	Learning Area:	ENGLISH
Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4)	Quarter:	1 ST QUARTER

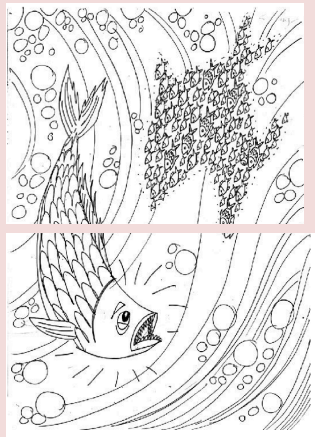
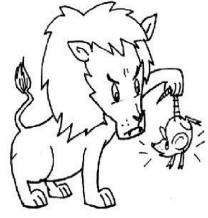





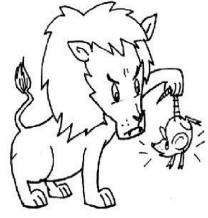





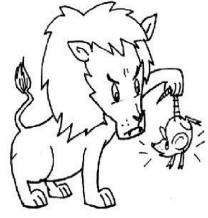





	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning	demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	demonstrates understanding of sentence construction for correct expression	demonstrates understandings of useful strategies for purposeful literacy learning	Weekly Test
B. Performance Standard	effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English correctly hears and records sounds in words	correctly presents text elements through simple organizers to make inferences, predictions and conclusions	properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Independently uses strategies in accomplishing literacy-related tasks	
C. Learning Competencies/ Objectives	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech) EN2PA-Ia-c-1.1 Discriminate sounds from a background of other sounds EN2PA-Id-e-1.2	Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and a. Note important details pertaining to a. character b. settings c. events Objectives: Identify the characters in the story listened to	Recognize simple sentences Objectives: Identify simple sentences	Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell) Objectives: Describe and discriminate the best part of the story Listen and follow three-step directions Write personal recount by completing a stem to answer the guide questions Express feelings and opinions through varied activities	Measure one's ability to retain and apply knowledge and concepts .Learn to answer a weekly test.
Write the LC Code for each	EN2PA-Ia-c-1.1 EN2PA-Id-e-1.2	EN2LC-Ia-j-1.1	EN2G-Ib-c-1.4	EN2SS-Ia-e-1.2	
II.CONTENT	Sounds Around Us Different Animal Sounds	Working Together Is Best "Swimmy"	Simple Sentences	Bring Out the Hero in You	
III.LEARNING RESOURCES					
A. References	CG 2016 pages 27,28-29	CG 2016 pages 27,28-29	CG 2016 pages 28-29,50	CG 2016 pages 28-29,52	
1.Teacher's Guides/Pages		Unit 1 pp.44-45		Unit 4 pp.32,33-34	
2.Learner's Materials Pages		LM pages 56-59		LM pages 408-409,410-412	
3.Textbook Pages					

4.Additional Materials from Learning Resources (LR) portal	Let's Begin Reading in English 2. 2013. pp 275,276		English (Learner's Material) 2. 2013. pp 473-474. Let's Begin Reading in English 2. 2013.278-283	English (Learner's Material) 2. 2013. pp 410-412	
B. Other Learning Resources	English for You and Me 2-Reading and Language Textbook 155-159 The Little Red Hen and The Grain of Wheat- Veronica Hutchinson Choral Speaking in the Elementary Grades	Story: "Swimmy" UnionBank Learning System (UBLS, pp. 100-101) pictures		Computer or DVD player and the story book	
IV.PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Checking of Agreement Review: What are the different sounds of animals that you've learned before?	Review/ Drill: Let the pupils practice reading these words. rub cub tub nun pun run nut but rut bunk junk sunk	Drill/Review What is the "title of the story" that you read yesterday?	Drill/Review Teach the poem, "Hickory Dickory" and let the children recite the poem. Hickory Dickory Dock The mouse went up the clock. The mouse ran down The clock struck one. Hickory Dickory Dock	
B. Establishing a purpose for the lesson	Motivation: Show a picture of a hen-page (156 of English for You and Me 2-Reading and Language)	Motivation: Get Set Have you seen a school of fish swimming in the river / aquarium / pond? Talk about it with a partner.	Checking of Agreement Motivation: Let's look at these pictures. Listen as I use each word in a sentence. Match each with the correct picture by drawing a line between the two. (See page 278,Let's Begin Reading in English 2, Learners Material	Motivation: Union Bank Learning System, Student's Worktext, Drawing Conclusions from the riddle p.158. There are many trees here. The birds fly from one branch to another. The monkeys swing on vines. I am sitting. Guess the setting of the story based from my clues.	Orient pupils on the directions. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
C. Presenting examples/ instances of the new lesson	Presentation – Read the story:	Presentation: Listen as your teacher reads the story about	Presentation: What is your favorite dessert? Let's Aim	Presentation: Activating Prior Knowledge:	Preparation of test

	<p>The Little Red Hen and the Grain of Wheat</p> <p>One day , Little Red Hen was scratching the ground in the yard. She found a grain of wheat.</p> <p>“Who will plant the wheat?” She asked.</p> <p>“Not I, said the duck.</p> <p>“Quack-quack-quack.”</p> <p>“Not I, said the cat.</p> <p>“Meow-meow-meow.”</p> <p>“Not I, said the dog. “Bow-wow-wow.”</p> <p>“Very well then , said the Little Red Hen .</p> <p>I will .” So , She planted the grain of wheat.</p> <p>After sometime, the wheat grew tall and ripe.</p> <p>“Who will cut the wheat ?” asked the Little Red Hen.</p> <p>“Not I, said the duck.</p> <p>“Quack-quack-quack.”</p> <p>“Not I, said the cat.</p> <p>“Meow-meow-meow.”</p> <p>“Not I, said the dog. “Bow-wow-wow.”</p> <p>“Very well then , I will.” said the Little Red Hen .” So , she cut the wheat.</p> <p>When the wheat was cut , she said, “Who will take the wheat to the mill to have it ground into flour?”</p> <p>“Not I, said the duck.</p> <p>“Quack-quack-quack.”</p> <p>“Not I, said the cat.</p> <p>“Meow-meow-meow.”</p> <p>“Not I, said the dog. “Bow-wow-wow.”</p> <p>“Very well then , I will.” said the Little Red Hen .” So , she took the wheat to the mill.</p>	<p>“Swimmy.”</p> <p>Find out how the little fish became happy again.</p> <p style="text-align: center;">Swimmy by Leo Lionni</p> <p>Retold by Dali Soriano</p> <p>His name was Swimmy. He was a black little fish. He lived in a corner of the sea.</p> <p>One bad day, a very hungry tuna fish came swimming fast through the waves. He swallowed all the little red fish but Swimmy escaped. Swimmy was scared, lonely, and very sad. As he swam away, he saw many wonderful creatures - lobsters, eels, and sea anemones that look like pink palm trees swaying in the wind. He became happy again.</p> <p>Then, down under a rocky corner, he saw a school of little fish, just like his own.</p> <p>“Why are you hiding down there? Let’s go swim, play, and see things!” he said happily.</p> <p>“We can’t,” said the little red sh. “The big fish will eat us all.” “We must do something,” said Swimmy. Swimmy thought and thought and thought.</p> <p>Then suddenly he said, “ I have an idea!” “We are going to swim altogether like the biggest sh in the sea!”</p> <p>He taught the little red sh to swim close together, like one giant sh, he said “ I’ll be the eye.” And they swam in the cool morning water and in the midday sun chased the big fish away.</p>	<p>In the story you are about to hear , you will find out what dessert the special visitor taught the pupils from Grade 2-Papaya to make.</p> <p style="text-align: center;">A Special Visitor</p> <p>Today is a happy day for us children in Grade 2 Papaya .We have special visitor in class. He will teach us how to make A yummy dessert.</p> <p>“Grade 2-Papaya, I am kuya Ben . I will show you how to make fruit salad,” he says.</p> <p>He posts the ingredients on the board.</p> <p>Kuya Ben lets read the ingredients. Then he tells us that fruit salad is so easy to make.</p> <p style="text-align: center;">Fruit Salad</p> <p>Ingredients:</p> <ul style="list-style-type: none"> 6 apples(cut into small cubes) 2 papayas(cut into small cubes) 8 bananas (sliced) 5 mangoes (cut into small cubes) 1 tablespoon of lemon juice 3 tablespoon of sugar <p>“I sliced all the fruits,”he says. Then he puts them all in a big bowl. “I mix all the ingredients,” he continues.</p> <p>“Then I stir in the lemon juice, the cream , and the sugar. After that , I serve them in small bowls or cups.</p> <p>We happily wait for kuya Ben to give us a cup of fruit salad. “Yum, yum!What a treat!”</p>	<p>Teacher will Think aloud and say:</p> <p>“Before we start reading today, I’m going to reread the last part of the story.” How did you feel while listening to the last part of the story? Allow the children to watch a video from You Tube – The Lion and the Mouse cartoons with text below. Read Along video. Reread the story in the text book so children can recall the story and choose their favorite part of the story.</p> <p style="text-align: center;">The Lion and the Mouse Aesop’s Fable</p> <p>Once there was a lion sleeping peacefully under the shade of a narra tree. Suddenly a mouse ran up his shoulders. The lion woke up and shook himself like an earthquake and sent the little creature to the ground. The lion caught the mouse by the tail, holding him with one great paw.</p> <p>“Who are you to disturb my much-needed sleep?” roared the lion. Almost too scared to say anything, the mouse begged to be set free. “I give you my word, Sir Lion. One day I will return the favor.”</p> <p>“Give your word, squeaking pip?” asked the lion, laughing. The mouse nodded and the lion lifted his paw and let the creature free. They went their separate ways. The lion forgot about the mouse, but the mouse was more careful where he put his feet.</p> <p>One day the lion roared pitifully through the forest. It woke the mouse in the comfort of his rest. “That</p>	
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	<p>When the wheat was ground into flour, she said , “Who will make this flour into bread?” “Not I, said the duck. “Quack-quack-quack.” “Not I, said the cat. “Meow-meow-meow.” “Not I, said the dog. “Bow -wow-wow.” “Very well then , I will.” said the Little Red Hen .” She baked a lovely loaf of bread?Then she said , Who will eat the bread?” “ Oh, I will,” said the duck. “Quack-quack-quack.” “Oh I will,” said the cat. “Meow-meow-meow.” “Oh I will,” said the dog. “Bow -wow-wow.” “Oh! No, you won’t,” said the little Red Hen . I will ,” and she called her chicks and shared the bread with them.</p>			<p>sounds like Sir Lion. He saved my life. I promised I would return the favor. Now is my chance.” The mouse hurried toward the sound. He saw the lion hung from a great branch, caught in a hunter’s net, trapped so tightly it couldn’t move. The mouse quickly climbed up the tree and down the thick ropes where he set to work with his sharp teeth. He chewed and pulled, nibbled and gnawed through the mesh until eventually the net began to loosen and the lion was released. The lion thanked the mouse. “Thank you, little mouse. I promise never to underestimate the smaller creatures again.” The mouse in turn tried to look heroic and brave. It was with some relief and not a little pride that he watched as the lion disappeared into the forest.</p>	
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Comprehension Questions: 1. What is the title of the story? 2. Who are the characters of the story? 3. What is the sound of a cat? 4. What is the sound of a duck? 5. What is the sound of a dog?</p>	<p>Guided Practice: Ask: Let’s Answer a. Who is the character in the story? b. What is the color of Swimmy? c. Where does he live? d. Who did he see one bad day? e. What other sea creatures did he see? f. What did he see under a rocky corner? g. Why were they hiding under the rock? h. What did they do together? i. How did the group of little fish and Swimmy drive away the big fish? j. If you were the little fish, will you do the same?</p>	<p>Guided Practice: Ask: 1. Who is the special visitor in the class of Grade 2-Papaya? 2. What will he teach in the class? 3. What are the ingredients of the special dessert? 4. What did Kuya Ben have to do with the fruits first? 5. After slicing all the fruits, what did he do with all the ingredients? 6. Where did he put the fruit salad? 7. What does it mean when the pupils said “What a treat!” 8. How did the pupils feel that day?</p>	<p>Comprehension Questions: Let’s Answer Comprehension Questions: 1. Who are the main characters of the story? 2. Where did the story happen? 3. When did the story happen? 4. What was the lion doing under the narra tree? 5. Who woke the lion? 6. What did the lion do to the mouse? 7. What happened to the lion one day? 8. Who saved the lion? 9. What did the lion say after he was rescued by the mouse? 10. What did you learn from the story?</p>	

		Why or Why not? k. Did you have the same experience as the little fish in the story?			
E. Discussing new concepts and practicing new skills #2	Group Activity Group the class into three groups. Group 1 will produce the sound of a duck Group 2 will produce the sound of a cat Group 1 will produce the sound of a dog	Group Work: Activity 1: Let the pupils describe the character in the story using a graphic organizer. Activity 2: Ask the pupils to draw Swimmy as they visualize him from the story heard using crayons and papers Example: During their group work, what should they do so that they can make their work better? How can they make a project as a group?	Group Work: Read the following sentences from the story. 1. I slice the fruits. 2. I mix the ingredients. 3. I scoop the fruit salad. 4. I serve the fruit salad.	Group Work: Ask the pupils to compare the feelings of the characters in the two pictures. Remind them to follow directions	
F. Developing mastery (Leads to formative assessment)	We Can Do It I have pictures of the animals on the previous page. (See page 275-276 of Let's Begin Reading in English 2. 2013.) There may either be one animal or more than one animal in each picture. Each of you will pick out an animal card. Then make a sentence about the animal / animals that you pick out using the correct sounds they make. For instance , if you pick a picture of two dogs, you may say " Two dogs bark." But if you pick out a picture of one dog, you may say "The dog barks."	We Can Do It Describe the traits of the character you liked best in the story. Use the web to do this. 	We Can Do It Read the sentences. 1. I sing a song. 2. I play with my sips. 3. I write a story. 4. I drink a glass of water. 5. I count my marbles.	We Can Do It It's Circle Time. Form a circle and group yourselves into 5 members. Talk about the best and the worst part of the story and tell the reason why you chose it. Would you recommend the story to your friends? Why? Why not?	Testing

<p>G. Finding practical/ applications of concepts and skills in daily living</p>	<p>I Can Do It Read these sentences aloud. A turkey gobbles, but the hen clucks. A duck quacks, but the frog croaks. A bee buzzes, but the mouse squeaks. But the girl like me speaks, sings and laughs. Dogs bark, but the cats meow. Birds chirp, but chicks peep. Cows moo, and horses neigh, But boys and girls like yo and me speak, sing ,and laugh. Read another sentences: Just One A dog barks. A duck quacks. A cat purrs. A horse neighs. A bird chirps. A girl talks. More than One Dogs bark. Ducks quack. Cats purr. Horses neigh. Birds chirp. Girls talk.</p>	<p>Have pupils do I Can Do It Draw and color Swimmy as you picture him from the story heard.</p> 	<p>I Can Do It Answer the following:</p> <ol style="list-style-type: none"> 1. “What do I do with a song?” 2. “What do I do with my sipa?” 3. “What do I do with a story?” 4. “What do I do with a glass of water?” 5. “What do I do with my marbles?” 	<p>I Can Do It Choose the correct feelings of the characters in the story. Encircle the correct answer.</p> <table border="1" data-bbox="1672 233 2053 870"> <tr> <td data-bbox="1672 233 1913 537"> <p>1. The lion caught the mouse by the tail.</p>  </td> <td data-bbox="1913 233 2053 537"> <p>1. Mouse felt _____.</p>  scared  happy </td> </tr> <tr> <td data-bbox="1672 537 1913 870"> <p>2. The mouse helped the lion escape.</p>  </td> <td data-bbox="1913 537 2053 870"> <p>2. Lion felt _____.</p>  surprised  worried </td> </tr> </table>	<p>1. The lion caught the mouse by the tail.</p> 	<p>1. Mouse felt _____.</p>  scared  happy	<p>2. The mouse helped the lion escape.</p> 	<p>2. Lion felt _____.</p>  surprised  worried	
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<p>2. The mouse helped the lion escape.</p> 	<p>2. Lion felt _____.</p>  surprised  worried								
<p>H. Making generalizations and abstractions about the lesson</p>	<p>Remember This: What are the different sounds of animals that you’ve learned from the story?</p>	<p>Remember This: Character refers to the people in the story who carry out the actions. Characters can be real or make believe. They can also be animals or things.</p>	<p>Remember This: What are the simple sentences?</p>	<p>Remember This: Ask: After reading the story, I felt _____ because _____ _____ _____ _____ _____ _____</p>	<p>What did you learn?</p>				

<p>I. Evaluating Learning</p>	<p>Measure My Learning Complete the poem with the correct animal sounds.</p> <div data-bbox="468 248 775 878" style="background-color: yellow; padding: 5px;"> <p style="text-align: center;">Animal Sounds</p> <p>A dog _____</p> <p>A _____</p> <p>cat _____</p> <p>A bird _____</p> <p>_____</p> <p>A frog _____</p> <p>_____</p> <p>A horse _____</p> <p>_____</p> <p>“And I say , Have a nice day.”</p> </div>	<p>Measure My Learning Using the Character Map, draw the character in the story.</p> <div data-bbox="824 232 1131 375" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Character Map</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30%; padding: 5px;">Name of Character</td> <td style="border: 1px solid black; width: 35%; padding: 5px;">How the character looks</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"></td> <td style="border: 1px solid black; padding: 5px;">Where the character lives</td> </tr> </table> </div>	Name of Character	How the character looks		Where the character lives	<p>Measure My Learning Write the following sentences.</p> <ol style="list-style-type: none"> 1. I slice the fruits. 2. I mix the ingredients. 3. I scoop the fruit salad. 4. I serve the fruit salad. 5. We have a special visitor in class. 	<p>Measure My Learning Who was the hero in the story? Why? Would you consider the lion a hero, too? Why or why not?</p>	<p>Checking the test paper. Noting item missed.</p>
Name of Character	How the character looks								
	Where the character lives								
<p>J. Additional activities for application or remediation</p>	<p>Agreement: Complete the poem with the correct animal sounds.</p>	<p>Agreement: Have the pupils ask their parents or other family members to tell them a story about a fish or other sea creatures.</p>	<p>Agreement: Write five examples of sentence in your notebook.</p> <ol style="list-style-type: none"> 1. _____ _____. 2. _____ _____. 3. _____ _____. 4. _____ _____. 5. _____ _____. 	<p>Agreement: How can one become a hero? I can be a hero, too. When I ...and if I... Take books from home to school (or vice versa) for independent/extra reading about Filipino heroes</p>	<p>Study next lesson.</p>				
<p>V. REMARKS</p>									
<p>VI. REFLECTION</p>									

A. No. of learners who earned 80% of the formative assessment					
B. No. of learners who require additional activities to remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized material did I use/discover which I wish to share with other teachers?					