



**GRADES 1 to 12
DAILY LESSON LOG**

School:		Grade Level:	II
Teacher:		Learning Area:	ENGLISH
Teaching Dates and Time:	WEEK 2	Quarter:	4TH Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES					
A. Content Standard	Comprehending Informational Text	Phonological Skills	Use of Content and Prior Knowledge Grammar Awareness and Structure	Viewing Attitude	Weekly Test
B. Performance Standard	Locate information from expository texts and use this information for discussion or written production	Be able to demonstrate phonological awareness at the levels of the syllable and the phoneme	Activate prior knowledge conceptually related to text and establish a purpose for reading Demonstrate grammatical awareness by being able to read, speak and write correctly Communicate effectively, in oral and written forms, using the correct grammatical structure of English	Demonstrate critical understanding and interpretation of visual media Demonstrate a love for reading stories and confidence in performing literacy-related activities/task	
C. Learning Competencies/ Objectives	EN2LC-IIIh-3.1 Identify important details in expository text listened Objectives: Identify important details in expository text listened	EN2PA-IIIh-6.3 Produce the sounds of English letters using the letter sounds of Mother Tongue as reference Objectives: Match sounds to their corresponding letter/letters pattern Diphthongs – (e.g. blow, flow)	EN2RC-IIIh-e-2.4 Identify the basic sequence of events and make relevant predictions about stories EN2V-IIIc-d-13.2 Recognize that some words have opposite meaning (antonyms) Objectives: Infer/predict outcomes Recognize that some words have opposite meaning (antonyms)	EN2A-IIIa-e-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) Objectives: The students should be able to: Perform dialogues, drama, mock interview, TV talk show, etc.	
Write the LC Code for each	EN2RC-IIIh-e-2.4	EN2RC-IIIh-e-2.4		EN2PW-IIIh-f-9	
II.CONTENT	Lesson 35:Scarecrow by Rose Ann B. Pamintuan Identifying Important Details in Expository Text Listened	Lesson 36: I Can Tell the Sound Diphthongs /ow/	Lesson 37: I Can Tell What Is Next The King Kalapati (The King Dove) Inferring/Predicting Outcomes Antonyms	Lesson 38: I Can Share Things “Prayer for Other Children” by Rose Ann B. Pamintuan Performing Dialogues, Drama, Mock Interview, TV Talk Show,etc	

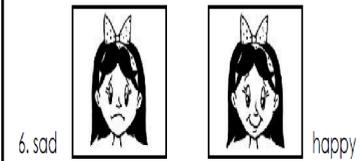
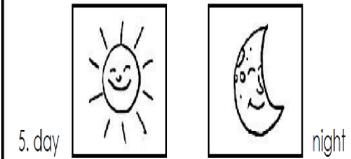
III.LEARNING RESOURCES					
A. References	CG pages 15,28-29	CG pages 15,28-29	CG pages 15,28-29	CG pages 15,28-29	
1.Teacher's Guides/Pages	Unit 3 pp. 55-56	Unit 3 pp.56-57	Unit 3 pp.57-58	Unit 3 pp.58-60	
2.Learner's Materials Pages	LM pages341-345	LM pages345-349	LM pages350-356	LM pages357	
3.Textbook Pages					
4.Additional Materials from Learning Resources (LR) portal	charts, pictures,	charts, pictures	charts, pictures of Filipinos	charts, pictures	
B. Other Learning Resources					
IV.PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	<p>Review</p> <p>Pre-Assessment: (Refer to LM page ____.)</p> <p>A. Read the paragraph. Answer the questions next.</p> <p>Kids are often happy to see birds that they would like to have one as a pet. The three kinds of birds that are good for pets are the finches, parakeets, and cockatiels. The finches make good pets because they are beautiful and they make beautiful sound.</p> <p>The parakeets are colorful, small, easy to care, and can learn to talk. And the cockatiels can also learn to talk, whistle, and do cute tricks.</p> <p>1. Which birds are beautiful and can make beautiful music? _____</p> <p>_____</p> <p>2. Which birds can learn to talk and whistle?</p> <p>_____</p> <p>_____</p>	<p>Review</p> <p>Read the words with diphthongs /ow/ as in cow. cow</p> <p>plow</p> <p>prow</p> <p>allow bow</p> <p>owl</p> <p>brow</p> <p>meow how</p> <p>fowl</p> <p>chow</p> <p>wow now</p> <p>howl</p> <p>vow</p> <p>down</p>	<p>Drill/Review</p> <p>Read the words with /ow/. blow</p> <p>grow</p> <p>row</p> <p>stow bow</p> <p>know</p> <p>show</p> <p>throw flow</p> <p>low</p> <p>slow</p> <p>tow glow</p> <p>mow</p> <p>snow</p> <p>arrow</p>	<p>Give the antonyms.</p> <ol style="list-style-type: none"> big clean black night boy 	

B. Encircle the word with diphthong /ow/ in each number.

3. brow clue blew

4. flour flow draw

C. Connect the opposites.



D. Read then check the box that tells what will happen next.

7. Eve gets her notebooks and books.

She will study her lesson.



She will watch TV.



8. Pat gets her soap and towel.

She will take a bath.

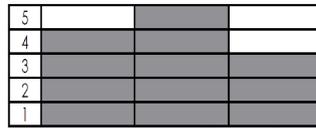


She will clean the yard.



E. Study the graph, then answer the questions.

Dan's Pet Shop



9. How many parakeets are there in Dan's Pet Shop? _____

10. How many cockatiels are there in Dan's Pet Shop? _____

Key to Correction:

A. 1. finches 2. cockatiels

B. 3. brow 4. flow

C. 5. day-night 6. sad-happy 7.

She will study her lesson 8. She will take a bath

D. 9. 5 10. 3

Drill/Review

Let's read the following words with diphthong /aw/. cow

plow

out

found bow

owl

shout

hound how mow

fowl

bowl

blouse

gout

pound

stout

now

howl

house

round

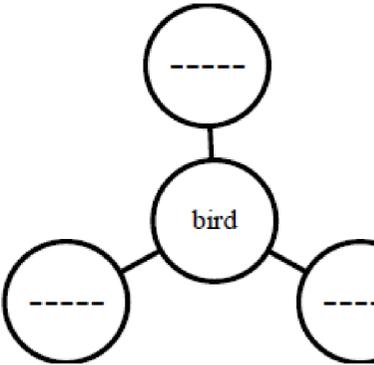
B. Establishing a purpose for the lesson

Motivation:
Brainstorming: This is a picture of a scarecrow.

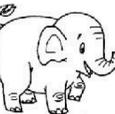
Motivation:
Recite this rhyme.

Motivation:
Activating Prior Knowledge:
What are the birds that you know?

Motivation:
Brainstorming: Is money good or bad?

	<p>(Show a picture of a scarecrow.) What do you think is it for?</p>	<p>Cock crows in the morn For early to bed To tell us to rise, And early to rise, And he who lies late; Is the way to be healthy Will never be wise And wealthy and wise.</p>	<p>What can you say about birds?</p> 		
<p>C. Presenting examples/ instances of the new lesson</p>	<p>Activating Prior Knowledge Unlocking of Difficulties a. hay (Show samples or picture of hay.) b. trap (Show sample or picture of trap) c. fields (Show picture of field.) d. crow (Show picture of crow.) e. sparrow (Show picture of sparrow.)</p>  <p>Listen carefully as the teacher reads the short paragraph about scarecrows. Scarecrow Farmers have been making</p>	<p>Let's Aim Let's study the sentences. The <u>scarecrow</u> is a bird trap. <u>Crows</u> are black birds. <u>Sparrows</u> are small birds.</p>	<p>1. Unlocking of Difficulties 1. dove (Show a picture of a dove.) 2. flock (Show a picture of a flock of doves.) 3. mouse (Show a picture of a mouse.) 4. hunter (Show a picture of hunter.) Read the story silently. The King Kalapati (Dove King) Adapted by Rose Ann B. Pamintuan One day, the flock of doves flew low to look for food led by King Kalapati. They found some rice scattered beneath a tree. So all the doves landed and began to eat. (What do you think happened next?) Without warning a huge net fell over them and they were all trapped. They saw a hunter approaching them carrying a cage. (What do you think happened next?) The doves wildly flapped their wings trying to get</p>	<p>Unlocking of Difficulties 1. Unlocking of Difficulties a. Share (Show pictures of a child giving food to another.) b. Feel bad (Show a picture of an angry face or sad face.) 2. Recitation of the Verse Let us recite the prayer. Prayer for Other Children Dear God, I pray not only for myself but also for other boys and girls. As you give me the things that I need, may I learn to share them with other children. If other children have more toys than I, may I not feel bad about it. And may I learn to think first of what others need before I think about what I need. Amen.</p>	

	<p>scarecrows for more than three thousand years. A scarecrow or hay-man is a trap. It is shaped like a human dressed in old clothes and placed in fields by farmers to scare away birds such as crows or sparrows from eating the seeds or crops. A scarecrow is truly a farmer's best friend.</p> <p>The teacher will read the paragraph three times. During the first time, the class will just listen. On the second time, the class will try to listen to the answer to the questions that will be shown later? On the third time, the class will review if their answers are correct.</p>		<p>out, but they could not. King Kalapati got an idea. He told all the doves to fly up together. Each dove picked up a part of the net and together they flew off carrying the net with them. (What do you think happened next?)</p> <p>The hunter was surprised. He tried to follow them, but they were flying high over the trees and over the field. They flew to a nearby farm where there lived a small mouse under a tree who was a faithful friend of King Kalapati. (What do you think happened next?)</p> <p>When the mouse heard the loud flapping of wings, he was afraid and went into hiding. King Kalapati gently called out to him and then the mouse was happy to see him. The dove king explained that they were caught in a net and needed the mouse's help. (What do you think happened next?)</p> <p>The mouse chewed the net with his teeth and set the doves free. They all thanked the mouse and flew away together. (What do you think happened next?)</p>		
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D. Discussing new concepts and practicing new skills #1	<p>Comprehension Questions: Look for the answers in the paragraph. Questions: 1. How long have farmers been making scarecrows? 2. What is a scarecrow? 3. What is it shaped like? 4. Where is it placed? 5. What kinds of birds do scarecrows scare away? 6. Why is it a farmer's best friend?</p>	<p>Comprehension Questions: What are the underlined letters? What is the sound of the underlined letters?</p>	<p>Comprehension Questions: What do you think happened next? What do you mean by antonyms? The words are taken from the story. Antonyms are words that have opposite meaning</p>       <ol style="list-style-type: none"> 1. The building is high. 2. The tree is low. 3. The elephant is huge. 4. The mouse is small. 5. The bird is flying over the tree. 6. The mouse is hiding under the tree. 	<p>Answer the questions correctly. Prayer for Other Children Dear God, I pray not only for myself but also for other boys and girls. Who did the child pray for? As you give me the things that I need, may I learn to share them with other children. What are the things that God give the children like you? What will the child do with the things God gave him? If the other children have more toys than I, may I not feel bad about it. If the other children have more toys than you, how should you feel? If you have more toys than the other children, what should you do? And may I learn to think first of what the others need before I think about what I need. Amen. What does it mean by thinking first of others? Was there a time that you put your siblings/friends/classmates first? Was there a time that you put your parents first?</p>	
E. Discussing new concepts and practicing new skills #2	<p>Listen and answer the following questions. Again, I will read the paragraph three times. (Refer to LM page _____.)</p>				
F. Developing mastery (Leads to formative assessment)	<p>Read: Crows</p>	<p>Let's read the words with the diphthong /ow/ as in crow.</p>	<p>I Can Do It I. Read each paragraph. Then answer the questions</p>	<p>I will show you a cartoon that shows "thinking of other people first". Study the cartoon</p>	

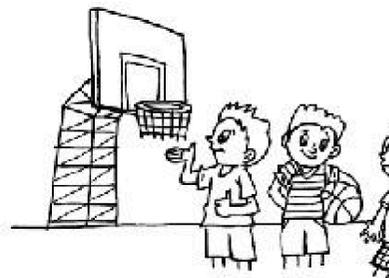


Crows are glossy black birds. They feed mostly on the ground, where they walk about purposefully. They eat meat, grain crops, insects, and eggs of other birds. Crows are intelligent birds. They can be trained to copy their owner's voice or to count aloud up to seven.

blow grow row stow
bow know show throw
flow low slow tow
glow mow snow arrow

in complete sentences.

1. When school is over, we do many things in the playground. Roy brings out his ball. He goes to the court with his friends. One of the boys checks the hoop. What will the boys do?



2. Joe stops at the library. He comes out with a book. He finds a bench under a big tree. He sits down. What will Joe do?



3. Annie is digging a hole for her flower seeds. She puts in the seeds. She sees that the soil is dry. She looks around and finds a can of water. What will Annie do?



Tell me what you understand about it.

(Show a picture of a man hugging a big piggy bank overflowing with money.)

Think and answer the following:
1. What do you understand about this picture?

2. What does the man stand for?

3. Why do you think he is hugging the big piggy bank?



II. Complete each sentence. Choose a word from the box that means the opposite of the word under the line.

found small happy behind ma

1. We feel very sad.



2. We lost this picnic place.



3. It has a big, grassy lawn.



4. It is in front of a hill.



5. We are sure to see a few things in this place.

<p>G. Finding practical/ applications of concepts and skills in daily living</p>	<p>I Can Do It Listen and answer the following questions. Again, I will read the paragraph three times. Know the important details of the next paragraph by answering the questions below. Questions: 1. What is the color of the crows? 2. Where do they feed? 3. What do they eat? 4. When trained, what can they copy? 5. Up to what number can they count?</p>	<p>Have pupils do I Can Do It on page of the LM. Read the words in the box. Use the words to complete the sentences below.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;"> <p>grow crow know blow throw slow</p> </div> <p> 1. I will put out the candlelight; I will _____ the flame out.</p> <p> 2. I am going to _____ the ball to my teammate.</p> <p> 3. I _____ how to spin the ball.</p> <p> 4. I eat a lot of vegetables and drink milk. I am going to _____ tall.</p> <p> 5. That black bird looks like a _____.</p> <p> 6. This turtle is _____.</p>	<p>We Can Do It Demonstrate the following antonyms: 1. up – down 2. near – far 3. loud – soft 4. happy – sad 5. first – last</p>	<p>Group Activity: Think of a situation at home/school that shows “thinking of other people first”. Be ready for the presentation.</p>	
<p>H. Making generalizations and abstractions about the lesson</p>	<p>Remember This: How are you going to identify important details in expository text listened to?</p>	<p>Remember This: /ow/ is also a diphthong.</p>	<p>Remember This: How are you going to predict outcomes? What do you mean by antonyms?</p>	<p>Remember This: What do you understand about the verse that you have read?</p>	
<p>I. Evaluating Learning</p>	<p>Measure My Learning Listen and answer the following questions. Again, I will read the paragraph three times. Measure My Learning Sparrows</p>	<p>Measure My Learning Read the words in the box. Use the words to complete the sentences below.</p>	<p>Measure My Learning Read each sentence. Check the square beside the best prediction. Then circle the picture that matches your answer.</p>	<p>Measure My Learning Each group will present their dialogue or drama skit about common good.</p>	



Sparrows are small birds with bills shaped like cones. They eat seeds and insects. Some sparrows are brown. Some are gray. They are found around homes and on farms worldwide.

Answer the questions to know the important information about the paragraph.

Questions:

1. What is the size of sparrows?
2. What is the shape of their bill?
3. What do they eat?
4. What is their color?
5. Where are they found?

show tomorrow
slow yellow
flow row
blow grow



My best friend sits in the last _____.
Her favorite color is _____.
Her birthday is _____. She will have some candles to _____.
After her party, we will watch a _____.



The boy put on his uniform.

- He will go swimming.
- He will go to school.



The woman wrote a letter to a friend.

- She will call her friend on the phone.
- She will drop the letter in the mailbox.



A player asked for a glass of water.

- She will drink.
- She will water the plants.



A boy turned on the television.

- He will watch a television show.
- He will listen to music.



The students went to the library.

- They will read books.
- They will have snacks with their friends.



J. Additional activities for application or remediation

Complete the sentence with a word that has the opposite meaning of the underlined word. Choose the correct answer from the words below the sentence.



1. The fish pond is _____.
The fishes swimming in the pond are small.
clean, large, de
2. Robin looks short next to the _____ tree.
tall, fire, fruit

			 <p>3. When I am happy, I ____ When I am sad, I <u>cry</u>. run, stu</p>  <p>4. The turtle is <u>slow</u>, while the rabbit is _____. big, fast, nice</p>  <p>5. I <u>always</u> bring an umbrella. My brother _____ does. can't, never, some</p>		
V.REMARKS					
VI.REFLECTION					
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?					