DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	II
	Teacher:	File Created by Ma'am ESTRELLITA S. VINZON	Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 20 - 24, 2023 (WEEK 3)	Quarter:	2ND QUARTER

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard		Demonstrates understanding of suitable vocabulary used in different languages for effective communication.	Demonstrates understanding of sentence construction for correct expression	Demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	
B. Performance Standard		Use familiar vocabulary to independently express ideas in speaking activities.	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Accurately and fluently reads aloud literary and informational texts appropriate to the grade level	
C. Learning Competency/ Objectives Write the LC code for each.		Identify Synonyms **EN2V-IIIc-13.1**	Identify action words **EN2G-IIIg-3.1**	Share experiences, feelings and emotions using Mother Tongue and English Read the story with accuracy ***EN2SS-IIf-j-1.2***	Answer test item with 75% of success. Follow directions properly. Answer test with speed, accuracy and honesty
II. CONTENT		**Lesson 9:** **Identifying Synonyms** **Story: "More Fun at the Camp"**	Lesson 10: Meet My Family Verb	**LESSON 11:** **Reading with Accuracy**	**Weekly Test**
LEARNING RESOURCES					K to12 Curriculum Guide 2016 Grade 2- English
A. References		K-12 Curriculum Guide	K-12 Curriculum Guide 31	K-12 CG p33	
1. Teacher's Guide pages		12-13	14	15-16	
2. Learner's Materials pages		142-144	145-146	147-148	

3. Textbook pages					Test Notebook
4. Additional Materials from Learning Resource (LR) portal					laptop
B. Other Learning Resource		Charts,tarpapel	Charts,tarpapel	Chart, pictures, tarpapel	
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson		Cite words with /oo/ sounds.	Write a word that is a synonym of the underlined word. 1. The tree is huge. _____ 2. The night is quiet. _____	**Pre-Assessment:** *(Refer to LM, p. 191)* **Motivation :** Read the story 1. w entitled “Wake Up! Wake Up! *Ask:* How often do you hear those words? Who usually says “Wake Up! Wake Up!” in your house?	
B. Establishing a purpose for the lesson		**Get Set** Ask : Have you tried hiking in the forest? I’m thinking of a word which also means a forest .It starts with letter w. (woods). See *T.G. p. Unit2 p. 12.*	Show your family picture. *Say:* Meet My Family” Tell something about your family.	For the pupils to read the story with accuracy	
C. Presenting examples/ instances of the new lesson		**Let’s Aim** Read “More Fun at the Camp” on L.M. pp.142-143.	Read the story “I Love My Parents.”	Say: Look at the pictures. *Ask :*“What do you think is the story about?’ Ask the pupils to listen as you read the story. Read together with the pupils.	
D. Discussing new concepts and practicing new skills #1		***I**. Color the following things that Anna and ivy saw in the forest. Refer to L.M. p. 143. ***II.** Answer the following questions . L. M. p. 143 .	Answer the comprehension questions in the *LM*	Ask the pupils to answer the comprehension question: Who says “Wake Up! Wake Up! Who was still asleep? Did Ana wake up? Why did she not get up? Why do you think she wanted to sleep and sleep?	

				What did Mother tell Ana about sleeping? What did Father say? When Ana got up, what did she say?	
E. Discussing new concepts and practicing new skills #2		Do **"We Can Do It"** on *L.M. p. 143.*	*Ask:* the children to work with a seatmate. Answer the *LM*	**Group Work:** Say: Talk to your partner and share your own experiences regarding waking up late. What time do you sleep and what time do you wake up? Why do you find it difficult to get up early?	
F. Developing mastery (leads to Formative Assessment 3)		Encircle the word that has the same meaning as the word in the first column**." I Can Do it"** on *L. M. p. 144.*	How do the action words end?	Draw the things that you can do to wake up early.	
G. Finding practical application of concepts and skills in daily living		Give the synonym of the underlined word in each sentence. See **" We Can Do It"** on *L. M. p. 143.*	Ask the children to do silent reading of ***" Runaway Butterflies."***	What are the benefits that we get from sleeping early and waking up early?	
H.Making generalizations and abstractions about the lesson		Read **"Remember This"** on *L.M. p. 144.*	A verb is a word that tells an action. It tells what someone or something does.	Ask: How does going to bed make one healthy, wealthy and wise?	
I. Evaluating learning		Do **"Measure My Learning"** on *L.M. p. 144.*	Encircle the verbs from the words inside the box. **Catch bring ball** **Egg day wash** **climb fly**	Ask the following. What lesson did you learn from the story? What should you do so you won't wake up late? Complete this sentence: From now on I will _____ so, I can _____. Let the pupils read their work to class.	
J. Additional activities for application or remediation		Use the pair of words in sentences : few- new slow-flow	Write 5 examples of verbs.	**Agreement:** Have the pupils make their own door sign.Let them list down in the door sign	

				their sleeping and waking up schedule. Sleeping time _____a.m. Wake up Time _____p.m Remind them to bring their work to school for Show and Tell.	
IV. REMARKS					
V. REFLECTION					
A..No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	
B.No. of learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	
C. Did the remedial lessons work? **No. of learners who have caught up with the lesson**	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	

	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	