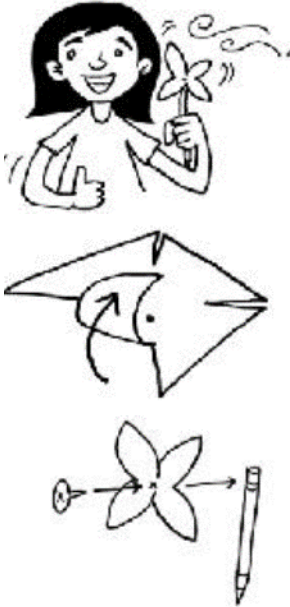
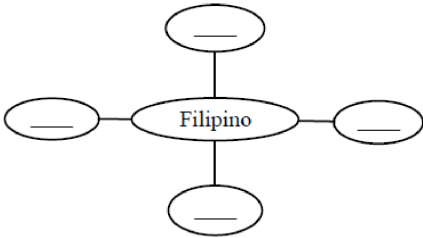
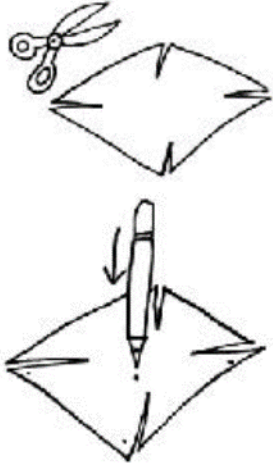


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	WEEK 1	Quarter:	4TH Quarter

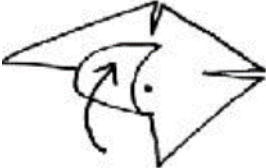
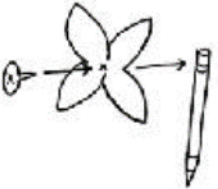
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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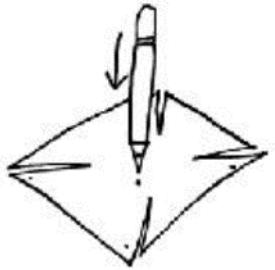
I. OBJECTIVES					
A. Content Standard	Use of Content and Prior Knowledge	Use of Content and Prior Knowledge	Spelling Vocabulary	Phonic and Word Recognition	Weekly Test
B. Performance Standard	Activate prior knowledge conceptually related to text and establish a purpose for reading	Activate prior knowledge conceptually related to text and establish a purpose for reading	Spell words with two or more syllables using phonic, semantic, and morphemic knowledge Acquire, study, and use English vocabulary words appropriately in relevant contexts	Use sight word recognition or phonic analysis to read and understand words in English that contain complex letter combinations, affixes and contractions	
C. Learning Competencies/ Objectives	Identify the basic sequence of events and make relevant predictions about stories Objectives: Sequence information from a procedural text read	Identify the basic sequence of events and make relevant predictions about stories Objectives: Sequence information from a procedural text read	Objectives: The students should be able to: 1. Begin to see that some words mean the same (synonyms) 2. Write simple sentences on context	Read some the sight words Objectives: Match sounds to their corresponding letter/s patterns - Diphthongs (e.g. cow, house)	
Write the LC Code for each	EN2RC-IIIId-e-2.4	EN2RC-IIIId-e-2.4		EN2PW-IIIId-f-9	
II.CONTENT					
	Lesson 32: I Can Do Things Sequencing Information from a Procedural Text	Lesson 32: I Can Do Things Sequencing Information from a Procedural Text	Lesson 33:I Can Write “Different” by Rose Ann B. Pamintuan Synonyms	Lesson 34: I Can Meet Friends The Frowning Flower by Rose Ann B. Pamintuan Matching Sounds to their Corresponding Letter/Letters Pattern – Diphthongs /aw/	
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. 50-51	Unit 3 pp.51	Unit 3 pp.51-53	Unit 3 pp.53-54	
2.Learner’s Materials Pages	LM pages334-335	LM pages334-335	LM pages 336-339	LM pages340-341	
3.Textbook Pages					

4.Additional Materials from Learning Resources (LR) portal	charts, pictures, drawing/coloring materials, pair of scissors, glue	charts, pictures, drawing/coloring materials, pair of scissors, glue	charts, pictures of Filipinos	charts, pictures, flashcards	
B. Other Learning Resources					
IV.PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review In our story yesterday, what was the name of the teacher? Nora With what letter does Nora begin?	Review What are the steps in making the pinwheel?	Drill/Review Let's review some of the rights of the child. Choose a picture and say something about it. (Show the pictures and let pupils tell something about them.)	Drill/Review Encircle the words with diphthong /oi/ or /oy/. glow joy story blue glue boil ball boy soil star flow tall	
B. Establishing a purpose for the lesson	Motivation: Let's practice writing Nn. (in the air, seatmate's back, armchair) Let's write the big N first; then small n. Let's say the sound of Nn. Here are other N words. Read and give their beginning sound nut not neck near nine name Nanay nose number night Give other N words	Motivation: The teacher will show the pictures of the steps. 	Motivation: Concept Map Are you a Filipino? What do you think are the characteristics of a Filipino? 	Motivation: Tell something about the two faces. Sad Face Happy Face	

					
C. Presenting examples/ instances of the new lesson	Activating Prior Knowledge The following pictures show some of your rights as a child. When we say right of a child, it means you as a child should have it. The grown up should give it to you.	Look at the pictures, what can you say about the pictures? The teacher will write the pupils answer on the board.	1. Unlocking of Difficulties a. Different (Show pictures illustrating different and the same.) b. Size (Explain that size shows the bigness or smallness of persons/things.) c. Shape (Explain that shape shows the roundness or thinness of persons/things.) 2. Reciting of Rap (Refer to LM page 336) Let us recite the rap. Different By Rose Ann B. Pamintuan You are you; I am me. Different color, can't you see? You are you; I am me. Different size, let me see. You are you; I am me. Different shape, Oh! I see. From the North or from the South; From the West or from the East Boy or girl; young or old, We are diff'rent yet the same And there's one thing I'll tell you We are all Filipinos true.	Unlocking of Difficulties a. frown (Demonstrate.) b. shook hands (Demonstrate.) Motivation:-Motive Question Tandem: How are you feeling today? Who are happy/sad? Why are you happy/sad? In our story, how was the flower feeling? Why was the flower feeling that way? Let us read the story. The Frowning Flower By Rose Ann B. Pamintuan 	There was a Flower – a flower that had a frown on its face. It was frowning because

				it was sad. It was sad because it had no friend. It looked and looked for a new friend. But it could not find one. The Flower with a frown sat down. It looked at the clouds. The frowning Flower was surprised to see a cloud with a smile on its face. "Hello, Flower!" said the Cloud. "Oh! Hello, too, Cloud," said the Flower. The Cloud smiled brighter and said, "Can I be your friend?" "Of course!" said Flower. A smile slowly appeared on her face. So the Flower and the Cloud shook hands. And Flower said, "Now I have a new friend." From then on, the frowning Flower became the smiling Flower.	
D. Discussing new concepts and practicing new skills #1	Comprehension Questions: Let's talk about the pictures. They show some of your rights as a child	Comprehension Questions: What are steps in making the pinwheel?	Comprehension Questions: Different You are you; I am me. Different color, can't you see? You are you; I am me. Different size; Let me see. You are you; I am me. Different shape, Oh! I see. How are you and I different in the first part? Describe our color, size and shape? From the North or from the South; From the West or from the East Boy or girl; young or old, We are different yet the same How are you and I different in the second part?	Answer the questions correctly. 1. In our story, how was the flower feeling? 2. Why was the flower feeling that way? 3. What changed the frown into a smile? 4. What must you do so that you can have a friend?	

			We are different and yet there is one thing that is the same in us. What is the same in us? And there's one thing I'll tell you We are all Filipinos true. If we are all Filipinos, how shall we treat each other? If we are the same as Filipinos, what must we do to each other?		
E. Discussing new concepts and practicing new skills #2	 Right to be alive  Right to a name  Right to be with parents  Right to choose religion	Arrange the pictures in correct order in making the pin wheel. 1.  2.  3.  4.  5.	Let us read the underlined words and their synonyms. <u>Different</u> color, can't you see? unlike Different <u>size</u>; Let me see. measure Different <u>shape</u>, Oh! I see. form <u>Boy</u> or <u>girl</u>; lad – miss <u>young</u> or <u>old</u>, tender age – elderly We are all Filipinos <u>true</u>. real	Diphthong /ow/ or /ou/ <u>flower</u> <u>frown</u> <u>down</u> <u>cloud</u> What is the sound of the underlined letters?	

					
F. Developing mastery (Leads to formative assessment)	 Right to choose friends Right to basic needs Right to quality education Right to play and rest	Read the steps in the correct order. Step1: Cut out the square at the right. Follow the thick black outline. Step 2: Cut along the dotted lines to make four slits. Step 3: Using the tip of a pencil, gently punch a hole on the areas of the square marked with an X. Don't make the holes too large. Step 4: Gently bend eraser. the paper so all corners with holes reach the center hole. Step 5: With the corner flaps still bent to the center, stick a thumbtack into it so it stays put, and stick it to the pencil eraser. Step 6: Blow on your pinwheel and watch it spin!	Let's study more synonyms. a. Lisa is a <u>good</u> friend. Lisa is a nice friend. b. Lita is a <u>beautiful</u> girl. Lita is a pretty girl. c. Don is a <u>smart</u> boy. Don is an intelligent boy. d. Roy is <u>quiet</u>. Roy is silent. e. The house of Amy is <u>clean</u>. The house of Amy is neat.	Write ow or ou to complete the words. 1. t ___ el 2. v ___ el 3. h ___ r 4. l ___ d 5. ___ ch 6. br ___ n 7. cr ___ n 8. cl ___ n 9. m ___ th 10. t ___ er 11. c ___ nt 12. p ___ er 13. sh ___ er 14. m ___ ntain 15. th ___ sand	

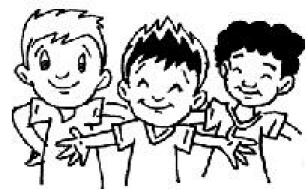
G. Finding practical/
applications of concepts and
skills in daily living

I Can Do It
One of your rights is the right
to play. Today, we will make a
toy called a pinwheel.

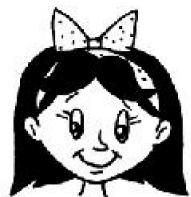
Have pupils do I Can Do It on
page of the LM.
Group Activity: Mini-book
(The pupils will make a mini-book
of "How to Make a Pinwheel."
On each page they will draw and
copy the steps from the board.)

We Can Do It
Let's use the synonyms in your sentences.
Complete the sentence.
Write the name of your friends or classmates.
(Refer to LM page 337.)

a. _____ is a good friend.
_____ is a nice friend



b. _____ is a beautiful girl.
_____ is a pretty girl.



c. _____ is a smart boy.
_____ is an intelligent boy.

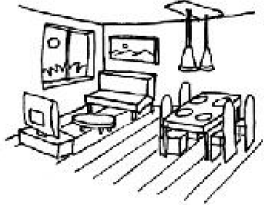
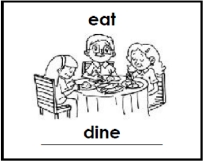
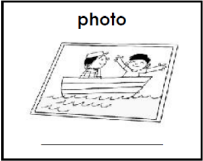


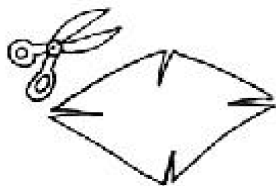
d. _____ is quiet.
_____ is silent.



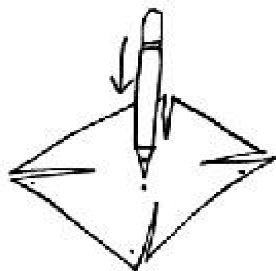
e. The house of _____ is clean.
The house of _____ is neat.

Let's read more words with
diphthongs /ow/ or /ou/.
cow wow out found
bow plow shout hound
how fowl house pound
now howl mouse round

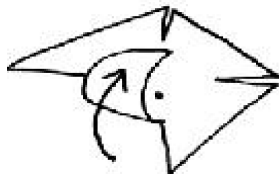
					
H. Making generalizations and abstractions about the lesson	Remember This: LEA brings together oral language, writing, reading, and art, building the oral-language capacity of the students and developing their ability to distinguish print. It extends the learner’s creativity in storytelling through writing and develops a sense of authorship. It helps learners understand that what they think and say can be written and that their thoughts and language are valued. It ultimately provides reading material that is predictable and readable because it uses the learner’s natural language.	Remember This: What are the steps in making the pin wheel?	Remember This: Synonyms are words with the same meaning.	Remember This: /ow/ or /ou/ is also a diphthong.	
I. Evaluating Learning	Measure My Learning One of the rights of a child is the right to play. Create a pinwheel using the pattern. Enjoy! MATERIALS • scissors • coloring materials • 1 thumb tack • pencil with an eraser at the end Step1: Cut out the square at the right. Follow the thick black outline.	Measure My Learning Each group will show/report to the class their mini-book.	Measure My Learning A.From the box, choose a word that has the same meaning as the word above the picture. Write that word on the line. The first one was done for you. dine huge halt build automobile picture  	Measure My Learning Complete the words with ou or ow. 1. c ____ 2. h ____ 3. ____ l 4. h ____ se 5. r ____ nd	



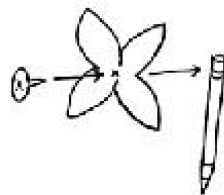
Step 2: Cut along the dotted lines to make four slits.



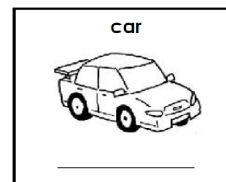
Step 3: Using the tip of a pencil, gently punch a hole on the areas of the square marked with an X. Don't make the holes too large.



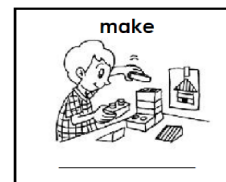
Step 4: Gently bend eraser the paper so all corners with holes reach the center hole.



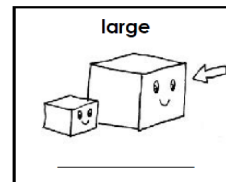
Step 5: With the



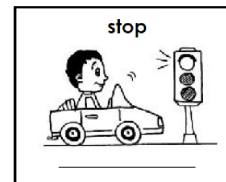
car



make



large



stop

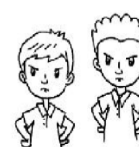
angry big little shouted quiet



1. We were in a large room.



2. Some children screamed.



3. Some were mad.



4. The teacher asked the small children to sit down.



5. The children were all silent.

	corner flaps still bent to the center, stick a thumbtack into it so it stays put, and stick it to the pencil eraser.  Step 6: Blow on your pinwheel and watch it spin!				
J. Additional activities for application or remediation					
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?					

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