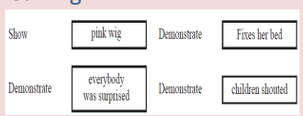
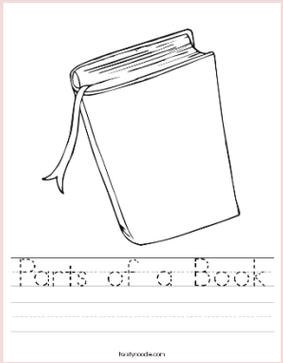
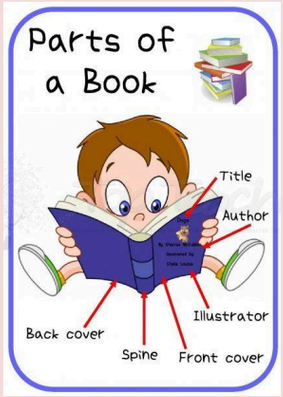
GRADES 1 to 10 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	II
	Teacher:	File Created by Ma'am MARIANNE MANALO PUHI	Learning Area:	ENGLISH
	Teaching Dates and Time:	AUGUST 12 - 16, 2024 (WEEK 3)	Quarter:	1ST QUARTER

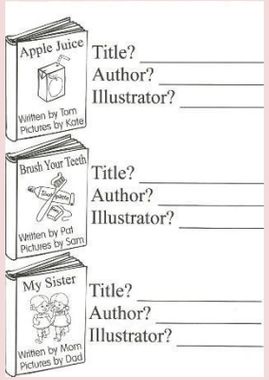
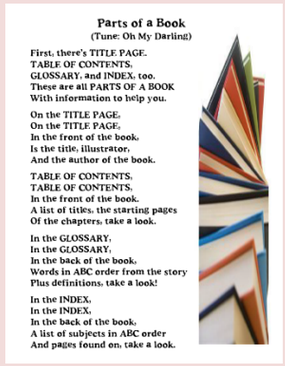
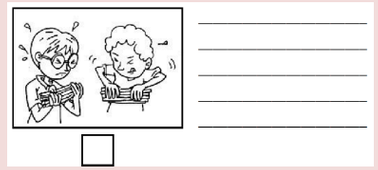
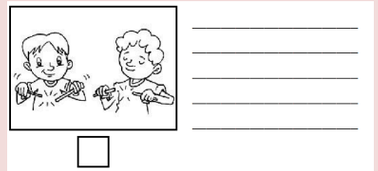
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	demonstrates understanding about the concepts about print	demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	demonstrates understanding of sentence construction for correct expression	demonstrates understandings of useful strategies for purposeful literacy learning	**Weekly Test**
B. Performance Standard	correctly identifies book parts and follows reading conventions	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	**Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation** **Objectives:**	**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:** Answer Wh-questions Identify the elements of the story	**Recognize sentences and non-sentences** **Objectives:** Identify sentences and non-sentences	**Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)** **Objectives:** Participate in the retelling of poems and stories Arrange pictures as they happened in the story	Measure one's ability to retain and apply knowledge and concepts .Learn to answer a weekly test.
Write the LC Code for each	**EN2BPK-Ib-c-4**	**EN2LC-Ia-j-1.1**	**EN2G-Ia-1.1**	**EN2SS-Ia-e-1.2**	
II.CONTENT	**Part of book (e.g. cover, title page, etc.)**	**The Pink Wig** **Elements of the Story**	**Sentences and Non-sentences**	**The Old Man and His Sons** **(Folktale by Pat Nelson, Retold by Dali Soriano)**	
III.LEARNING RESOURCES					
A. References	**CG 2016 pages 27,28-29**	**CG 2016 pages 27,28-29**	**CG 2016 pages 27,28-29**	**CG 2016 pages 28-29,52**	
1.Teacher's Guides/Pages		Unit 1 pp.32-34		Unit 4 pp.41-42	
2.Learner's Materials Pages		LM pages 38-40		LM pages 316-318	
3.Textbook Pages					

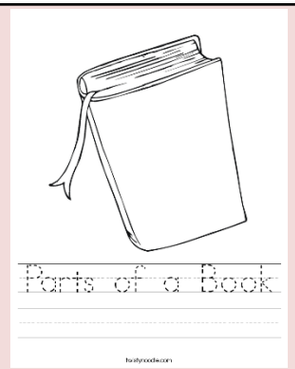
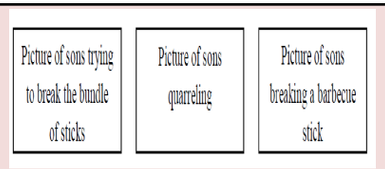
4.Additional Materials from Learning Resources (LR) portal			English (Learner's Material) 2. 2013. pp 473-474. Let's Begin Reading in English 2. 2013. pp 278,283,310, 313-314	English (Learner's Material) 2. 2013. pp 315-318	
B. Other Learning Resources	https://www.quia.com/jg/3606list.html IBARTMAN.COM WWW.PINTEREST.COM SYNDEOMEDIA.COM WWW.TOPTEACHER.COM.AU	Story: "The Pink Wig" by Myrna J. Hipolito picture cards, word cards, charts	Pictures of people you see in school, pictures of fox in the box ,the pig is with the hen and the the eggs in a pot.	charts, bundle of barbecue sticks, cord, picture of people quarrelling, pictures of sons quarrelling, picture of sons trying to break the sticks, picture of sons breaking a stick Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
IV.PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	**Checking of Agreement** **Review:** What are the parts of a book that you've learned from your previous grade?	**Review** Daily Language Activity Words for the Day (Drill) Review: What are the parts of a book?	**Drill/Review** What is the "title of the story" that you read yesterday?	**Drill/Review** **Daily Language Activity** **Words for the Day (Drill)** Repeat after me as I read the words and tap the number of syllables. old over together man table unity sons peace brotherly got power another	
B. Establishing a purpose for the lesson	Motivation: Show a picture of a book. Can you name some parts of a book?	Motivation: Show a picture of a pink wig or a real wig. 	Checking of Agreement Motivation: Let's look at these pictures. Identify the objects in the picture. (See page 284,Let's Begin Reading in English 2, Learners Material	Motivation: How many have brothers/sisters? Is it fun to have brothers/sisters? Why or why not?	Orient pupils on the directions.

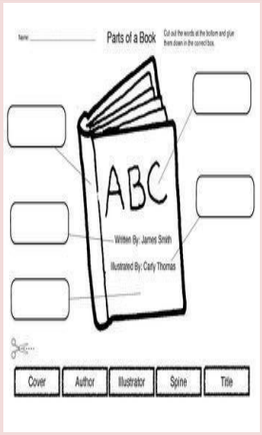
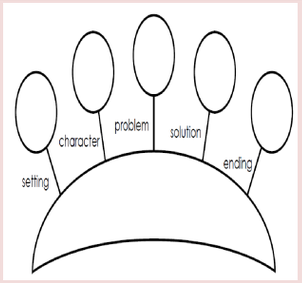
					
C. Presenting examples/ instances of the new lesson	Presentation – Show an illustration of some parts of a book.  WWW.TOPTEACHER.COM.AU Parts of a book 1.Title=Name of the book 2.Author=Person who writes the book 3.Publisher=Company who prints the book 4.Illustrator=Person who draws the picture for a book 5.Preface=Introduction to the book	Presentation: Introduce the story in any of the following forms: big book, accordion book, picture book, individual poster, and charts. Then, point to the cover of the book with Winnie wearing a pink wig. Ask pupils to talk about the cover and guess what the story is about. Create the purpose for listening. Today, you are going to listen to a very exciting story. The title is “The Pink Wig.” Have you seen a wig? As the teacher reads, find out why Winnie, a character in the story, wore the wig. “The Pink Wig” By Myrna J. Hipolito Winnie, the bubbly little kid helps Mimi, her Mommy. As she wakes up, Winnie fixes her bed. What kind of little girl is Winnie? What does Winnie do as she wakes up? In school, Winnie wins in all the contests she joins. That’s why	Presentation: Read the following words after me . You will meet these again in the sentences you will read. Read the following sentences . the with are 1. The fox in the box. 2. The pig is with the hen. 3. The eggs are in a pot. Read the following phrases . 1. a red rod and an orange toy 2. a brown frog in a green box 3. a yellow fox on a purple hat	Presentation: Let’s Aim Let us read the story. **The Old Man and His Sons** **From Pat Nelson’s Magic Minutes: Quick Read Alouds for Every Day** **Retold by Dali Soriano** Once there was an old man who had many sons. They always quarrelled with one another. They quarrelled over who should use the bathroom first. At meal time, they would fight over who got to the table first. The old man had often begged his sons to live together in peace, but without success.  One day, he called them together. He showed them a bundle of barbecue sticks. He asked each one of them to break the bundle. Each one tried with all his strength but the bundle did not break. Then cutting	Preparation of test

	6.Table of Contents=List of chapters with their page numbers 7.Appendix=Extra information put near the end of a book 8.Glossary=Alphabetical list of definitions and pronunciations of special or unusual words 9.Index=Alphabetical list of topics and their page numbers placed at the very end of a book 10.Text=Main part of the book written by the author 11.TItle page=First page of a book which tells the title, author, illustrator, and publisher 12.Bibliography =List of other books to read https://www.quia.com/jg/3606list.html	she is called, "The Winning Winnnie" How is Winnie called in school? Winnie loves tricks. One day she went to school in her pink wig. She sat at Winnie's seat. What does Winnie love to do? Who wore the pink wig? "Good morning," she greeted everyone. "Good morning," the teacher, Miss Lim and the class answered. How did Winnie greet her classmates? "Excuse me may I know who you are?" Miss Lim asked. "I'm Tinny, Winnie's twin. I come to join your Trick or Treat." Everybody was surprised! Why was everybody surprised? Suddenly, "Tinny" stood and took off her pink wig. "Winnie!" everybody shouted. "It's a trick, It's a trick!" Miss Lim said. Ha, Ha! Ha, Ha! Everybody laughed and enjoyed Winnie's trick. What was Miss Lim wondering about? How did Tinny reveal herself? What was the reaction of Miss Lim and the pupils?		the cord that bound the sticks together, the old man gave his sons a stick each. Then he told his sons to break it. This was done with the greatest ease. The old man exclaimed, "See, my sons, the power of unity! If you bind yourselves together with brotherly love, you can win any fight." "Divided you will fall, united you will stand."	
D. Discussing new concepts and practicing new skills #1	Comprehension Questions: 1. What do you see in the illustration? 2. Can you identify some parts of a book based on the illustration given? 3. Name some parts of a book.	Guided Practice: Ask: Let's Answer Encircle the correct answer. 1. What does Winnie do as she wakes up? (fixes her bed, brushes her teeth) 2. How is Winnie called in school?	Guided Practice: Read the poem. **Guess Who Do I See in School** Guess who do I see in school? They are people who help me . They make school a place like home. Come and listen to this poem. They are always at the gate . Our safety is their duty.	Comprehension Questions: Let's Answer Answer the questions correctly. 1. What did the sons quarrel over always? 2. What happened when they fought? 3. What did the father tell them when they fought? 4. How do you show unity in your family?	

		(Hard Headed Winnie, The Winning Winnie) 3. What does Winnie love to do? (bullying, playing tricks) 4. What trick does Winnie do? (wearing a pink wig, doing magic) 5. How did Tinny/Winnie reveal herself? (took off the pink wig, said her names) 6. How did her teacher and classmates feel about it? (angry, happy) 7. Where did the story happen? (in the classroom, in the playground) 8. What would you do if you were Winnie's classmate? Winnie's teacher? (get mad, laugh, be happy, be sorry) 9. What can you say about Winnie? (lively, disobedient)	They check who gets in and out. And keep the bad people out. The canteen is their station . Our food is what they care for. Recess is their busy time Because it's our mealtime. They are always dressed in white. Our good health is their delight. We call them if we are sick And they answer fast and quick. She is in the library. She lends book to you and me. When you see her don't forget Loud noises make her upset. The school is clean ;thanks to them They keep tha garden pretty. They keep the playground clean. Throw your litter in the bin Try to answer the following questions: 1.In the poem , who are the people that are seen in school? 2.What do these people do in school? 3.Who is being referred to in stanza 2?stanza 3?stanza 4?stanza 5?stanza 6? 4.Are they important in the school?Why?	5. How do you show unity in the classroom? 6. Is unity important in our country? Why or why not?	
E. Discussing new concepts and practicing new skills #2	Group Activity Group the class into four groups. Distribute the activity sheets in each group. Ask pupils to answer the activity sheets by each group and present their output by one of their members.	Group Work: Make a story map indicating the elements of the story.	Group Work: Read the following phrases: teacher and principal security guard at the gate school canteen teacher nurse who dress in white librarian in the school janitor in the school Read the following sentences: The principal and teachers are the people who help pupils in the school. The security guard check who gets in and out of the school gate.	Group Work: Reading/Listening: 1. Read the whole story aloud. 2. Ask questions to monitor pupil's comprehension. 3. Ask pupils to do the action mentioned in the story.	

	 WWW.PINTEREST.COM				
F. Developing mastery (Leads to formative assessment)	We Can Do It Each group has to be given worksheet to perform in front of the class:  **Parts of a Book** (Tune: Oh My Darling) First, there's TITLE PAGE. TABLE OF CONTENTS, GLOSSARY, and INDEX, too. These are all PARTS OF A BOOK With information to help you. On the TITLE PAGE, On the TITLE PAGE, In the front of the book, Is the title, illustrator, And the author of the book. TABLE OF CONTENTS, TABLE OF CONTENTS, In the front of the book, A list of titles, the starting pages Of the chapters, take a look. In the GLOSSARY, In the GLOSSARY, In the back of the book, Words in ABC order from the story Plus definitions, take a look! In the INDEX, In the INDEX, In the back of the book, A list of subjects in ABC order And pages found on, take a look. IBARTMAN.COM	We Can Do It What are the elements of the story? 	We Can Do It Read the phrases and sentences. What do you notice? A phrase _____ _____. The sentence _____ _____.	We Can Do It Number the pictures 1 to 3. Write a sentence about each picture.   	Testing
G. Finding practical/ applications of concepts and skills in daily living	I Can Do It Draw this in your notebook.	Have pupils do I Can Do It Encircle the letter of the correct answer. 1. Where did the story happen? a. classroom b. garden	I Can Do It Read the following sentences then try to answer the following questions: Sentences: 1. The librarian is Miss Pam. 2. The school nurse is Miss Ana.	I Can Do It 1. Arrange the pictures as they happened in the story.	

		c. in the playground 2. Who are the characters in the story? a. Winnie, Miss Lim, and the pupils b. Tinny and Miss Lara c. Winnie and Tinny 3. What was Miss Lim's problem? a. Who the new pupil was? b. Where Winnie is? c. Where Tinny is? 4. How was it solved? a. The pupils took the pink wig off. b. Tinny/Winnie took off the pink wig. c. Miss Lim took off the pink wig. 5. How did Winnie, her classmates, and Miss Lim feel at the end of the story? a. happy b. sad c. scary	3. The school doctor is Mr. Ben. 4. The canteen helpers are Aling Nita and Mang Tony. 5. The janitors are Mang Luis, Aling Cora, and Mang Don. 6. The security guards are Mrs. Pilar and Mr. Domeng. Answer the following: 1. "Who is the librarian?" "The librarian is_____." 2. "Who is the school nurse?" "The school nurse is _____." 3. "Who is the school doctor?" "The school doctor is_____." 4. "Who is the canteen helpers?" "The canteen helper is_____." 5. "Who is the janitors? "The janitor is_____." 6. "Who is the security guard?" "The security guard is_____."	 2. Tell something about the pictures.	
H. Making generalizations and abstractions about the lesson	Remember This: What are the parts of a book? https://www.quia.com/jg/3606list.html	Remember This: What are the elements of the story?	Remember This: What are the sentences and non-sentences?	Remember This: Ask: How do you participate in the retelling of the story? How do you arrange pictures as they happened in the story?	What did you learn?
I. Evaluating Learning	Measure My Learning Answer the given worksheet.	Measure My Learning Recall the different parts of a story before asking pupils to do the exercises. Write the elements of the story in the Crescent Organizer.	Measure My Learning Write **S** on the space provided before each number if the group of words is a sentence and **NS** if it is a phrase. _____1. teacher and Principal _____2. security guard at the gate _____3. Who is the librarian? _____4. The canteen helpers are Aling	Measure My Learning Each group will retell the story in front of the class (5 minutes only per group). The pupils will use the rubric to evaluate the group presentation. Questions / Yes / No 1. The order of the parts of the story is correct. 2. All the members participated in the activity. 3. The voice of the reporters is loud and clear. 4. The group is disciplined. 5. The group followed the time limit.	Checking the test paper.Noting item missed.

	 SYNDEOMEDIA.COM		Nita and Mang Tony. _____5. nurse who dress in white		
J. Additional activities for application or remediation	Agreement: Draw picture of a book with its parts in an oslo paper or typewriting pad.	Agreement: Color the balloons that correspond to the elements of the story, “The Pink Wig.”	Agreement: Write five examples of sentence in your notebook. 1._____. 2._____. 3._____. 4._____. 5._____.	Agreement:	Study next lesson.
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?					