



GRADES 1 to 12

DAILY LESSON LOG

School: Visit DepEdResources.com for More

Grade Level: **2**

Name of Teacher

Learning Area: **ENGLISH**

Teaching Dates and Time:

SEPT. 30 – OCT. 4, 2024 (WEEK 1)

Quarter: **Second**

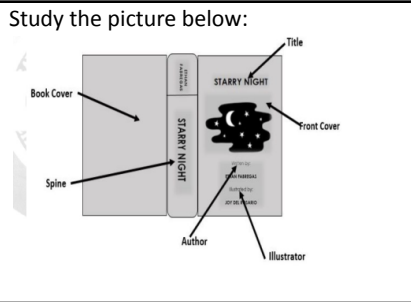
OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	The learner demonstrates understanding on the concepts about print	The learner demonstrates understanding on the concepts about print	The learner demonstrates understanding on the concepts about print	The learner demonstrates understanding on the concepts about print	The learner demonstrates understanding on the concepts about print
B. Performance Standard	The learner correctly identifies book parts and follows reading conventions	The learner correctly identifies book parts and follows reading conventions	The learner correctly identifies book parts and follows reading conventions	The learner correctly identifies book parts and follows reading conventions	The learner correctly identifies book parts and follows reading conventions
C. Learning Competency/ Objectives Write the LC code for each.	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation EN2BPK-Ib-c-4	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation EN2BPK-Ib-c-4	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation EN2BPK-Ib-c-4	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation EN2BPK-Ib-c-4	Administer Pre-assessment Test? Diagnostic Test
II. CONTENT	Parts of a Book	Parts of a Book	Parts of a Book	Parts of a Book	Pre-assessment Test/ Diagnostic Test
III. LEARNING RESOURCES					
A. References	K to 12 MELC- p.130 SLM/ADM/PIVOT MODULES	K to 12 MELC- p.130 SLM/ADM/PIVOT MODULES	K to 12 MELC- p.130 SLM/ADM/PIVOT MODULES	K to 12 MELC- p.130 SLM/ADM/PIVOT MODULES	
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Laptop, tv	Laptop, tv	Laptop, tv	Laptop, tv	Pre-assessment Test/ Diagnostic Test Files
III. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Let the pupils answer the following: Say: identify the proper ways of handling books. You just need to put a () mark on each blank if the sentence refers to proper handling	Recall past lesson.	Recall past lesson.	Recall past lesson.	

of books. Let's see how good you are at it.

Statements	Always	Sometimes	Never
1. I cover my books with plastic or protective papers.			
2. When I open my book, I lay it on its back and open the pages at a time.			
3. When I read books, I make sure that my hands are clean.			
4. I fold the pages of the book.			
5. I store my book at dry and clean place.			

B. Establishing a purpose for the lesson

We will read a short story about a girl named Bonnie who loves to read books. While reading the story we will find out what are the important parts of the book she used to look at.



Show cut out pictures of the parts of the book. Call random pupils to identify each part picked inside the box by another pupil.

Show printed tarpapel of a book with missing parts. Let the pupils post the strip of corresponding part of a book written on it.

Song

C. Presenting examples/ instances of the new lesson

As you read this short story you will start learning to identify the different parts of the book.

Bonnie's Book
Written by: Angela L. Inding

Bonnie is a Grade Two pupil. She loves to read books. Her hobby is collecting books. Her first book is given by her aunt. The **title** of it is "The Little Girl in the Basket". It is her favorite book. Its **cover** is brown with a creative illustration on it. Bonnie's second book is a blue one. Her cousin gave it to her. Its **body** has thick pages. Its title is "Cooking My Favorite Food". Bonnie just look at the different *recipes* at the **table of contents** to know what are the easiest *recipes* to be cooked for her mom and dad. Bonnie learns fast because of her habit of reading books. She is such a smart girl.

Using the picture above, answer the questions below.

- What parts of the book are shown in the picture?
- How will you describe each part?
- Do you know the use of each part of a book?

Continue lesson.

Continue lesson.

Setting of standards.

D. Discussing new concepts and practicing new skills #1

Comprehension Questions:

1. Who is the girl in the story?
2. What is Bonnie's favorite stuff?
3. What is her first book all about?
4. What is her second book all about?
5. What do you think Bonnie feel about having those books?

A book is composed of different parts. These parts play important roles. Their roles differ depending on their specific uses or purposes.


COVER- it shows the reader/s what the book is all about and this includes:

- an illustration;
- the title;
- the author/s

Title of the Book:
Gwen's Christmas Tree

Author:
Jazz Kinston

Illustrator:
Dontz B. Wong



TITLE PAGE- this part of the book tells the information that is written on the cover. This gives the reader/s the following:

- The title,
- The author/s,
- The publisher and;
- The publisher's location

Publisher:
The Printhouse for Kids

Publisher's Location:
New York





TABLE OF CONTENTS- This part of the book tells the reader/s about the series of topics. The details include:

- The chapters or units in the book;
- The content or series of topics;
- The pages

Chapter 1
The Kinds of Animals

Unit 1
Animal Characteristics
Page 7



COPYRIGHT PAGE- This is the page that follows the title page. This is very crucial for legal reasons. This part includes the following copyright information:

-The date it was published;


-The name of publisher

Date Published: 2001


Published by:
The Printhouse for Kids and Jazz Kinston



BODY- This part of the book shows the text that contains all the topics and information. This is the part where the reader/s will get the idea of the printed content.



GLOSSARY- This is the part of the book where difficult words were alphabetically written and given definitions to help the reader understand the information read.



PARTS OF A BOOK

A book, like our body, has parts, too. These parts include the following:

1. The front cover protects the book. It contains basic information about the book such as the author, the illustrator and the title.
2. The back cover is used to cover the book. Most of the time, the back cover is an empty part. However, it may contain review/s about the book.
3. The title refers to the name of the book. It is usually placed at the top part of the front cover of the book.
4. The author is the person who wrote the book. The author's name usually appears below the title or is found at the bottom part of the front cover.
5. The illustrator is the person who drew pictures or images found in the book. Sometimes, the author and the illustrator refer to the same person. Some books do not have illustrations while some have. Illustrations play an important role for the readers to have clues as to what the story may be about.
6. The spine connects the front and the back covers. It is used to hold

Giving of instruction

E. Discussing new concepts and practicing new skills #2

These are the words taken from the story. Read the words.


title	cover
table of contents	body


These words are parts of the books that we need to identify. We are using books everyday in our school or at home. There is a need to know these parts because books are important references as a learner.


both covers to protect the book. Sometimes, it also contains the title and even the author of the book.


Directions: Identify the parts of the book based on the given pictures. Select the answers from the box. Write your answers on each blank.


title page	cover	body	glossary
table of contents		copyright page	


1. 

2. 

3. 

4. 

5. 

6. 

Match the items in Column A with Column B by identifying the specific parts of a book being described. Write the letters of your answers on your answer sheet.

Column A	Column B
<p>___ 1. connector of front and back covers</p> <p>___ 2. the writer of the book</p> <p>___ 3. contains basic information about the book</p> <p>___ 4. may contain the review of the book</p> <p>___ 5. person who drew the pictures/images</p> <p>___ 6. name of the book</p>	<p>A. Front Cover</p> <p>B. Back Cover</p> <p>C. Spine</p> <p>D. Author</p> <p>E. Title</p> <p>F. Illustrator</p>

Using your favorite books, identify their titles by completing the table below. Write your answers on your answer sheet.

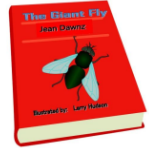

Titles of My Favorite Books	
1	
2	
3	
4	
5	

Answer the weekly test.

Directions: Identify the parts of the book. Write the letter of the correct answer.

- What part of the book can a reader see the list of chapters with its pages?
a. body b. table of contents c. glossary
- What do you call the part of the book where you find the author, the illustrator and the publisher?
a. copyright page b. body c. title page
- Which part of the book are you going to use when you want to look for the meaning of the difficult words?
a. body b. glossary c. title page
- What do you call the thickest part of the book where you can find and read the whole story and all information?
a. glossary b. body c. table of contents
- What do you call the part of the book that contains the name of the author/s with the illustration that tells a reader of what the book is all about?
a. cover b. body c. copyright page

Directions: Identify the following parts of the book from the given example. Write your answers on the blank.

- Title:
- Author:
- Illustrator:
- Publisher:
- Year Published:

F. Developing mastery (leads to Formative Assessment 3)

Checking the test

G. Finding practical application of concepts and skills in daily living

Show honesty in answering the test questions

H. Making generalizations and abstractions about the lesson

Fill in the blanks with the words from the box to complete the sentences.

title page cover body glossary
table of contents copyright page

- The _____ shows the text that contains all the topics and information in which reader/s will get the idea of the printed content.
- The _____ is a list of words written alphabetically which were given definitions to help the reader understand the information read.
- The _____ tells the reader/s about the series of topics with its chapters and pages.
- The _____ follows the title page that includes the copyright information. This part is very crucial for legal reasons.
- The _____ shows the reader/s what the book is all about and include picture or illustration, the title of the book and the author/s.

What are the parts of the book?

Complete the paragraph.
 A _____ is an important source of information. Like our body, it is composed of different parts. These parts including the front cover, the back cover, the spine, the title, the author and the _____ play important roles.

Recording the test results

I. Evaluating learning

Directions: Identify the parts of the book. Analyze and answer the questions that follow.

Title Page

MY COUNTRY, THE PHILIPPINES
by: Angela L. Inding

Table of Contents

Chapter 1 - Provinces of the Philippines..... 1
 Luzon..... 4
 Visayas..... 7
 Mindanao..... 9
 Chapter 2 - The Tourist Spots of the Philippines..... 13
 Chapter 3 - The Philippine Culture..... 15

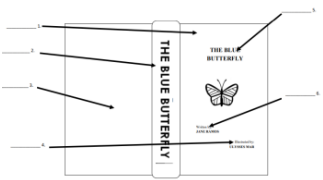
Glossary

tourist (noun)- a person who is travelling or visiting a place for pleasure.

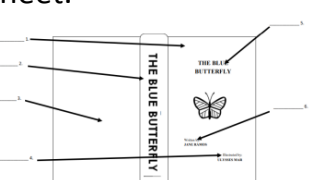
culture (noun) - way of life; the customs and beliefs, art, way of life and social organization of a particular country or group.

- What is the title of the book?
- How many chapters are in the book?
- Where can we find the meaning of the word **culture**?
- On which page does Chapter 3 begin?
- On which chapter can we find facts about tourist spots?

Identify the parts of the book being asked by each item. Write your answers on your answer sheet.



Using the book cover identify what is asked by each item. Write your answers on your answer sheet.



Parts of the Book	
1	Title
2	Author
3	Illustrator

Identify what is asked by each item. Choose from the options below. Write your answers on your answer sheet.

Front Cover Back Cover Title
Spine Illustrator Author

- It provides the name of the writer of the book.
- It indicates the person who drew the book's images.
- It is used to connect the front and the back covers.
- It is found at the back part of the book.

Recording the test results

				_____5. It contains basic information about the book.	
J. Additional activities for application or remediation					Challenge the pupils for the next test.
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	___ 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	___ 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	___ 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	___ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab

	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition