

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Phonological Skills Oral Languages in English Objectives: Supply words that rhyme with given words Ask about unfamiliar words to learn about meaning Speak clearly and audibly	Writing /Composition Attitude Study Strategies Objectives: Write simple sentences in context using preposition Ask about unfamiliar words to learn about meaning Take books from home to school (or vice-versa) for independent/extra reading Interpret simple signs and symbols	Writing /Composition Objectives: Review alphabetizing and read the alphabet in English Identify the letters in Mother Tongue/Filipino that are not present in English and vice versa Write simple sentences in context using preposition	Reading Comprehension and Study Strategies/Listening Comprehension Vocabulary Objectives: Participate in the retelling of poems and stories Sequence the events of the story and make relevant predictions of the story Identify the important details in expository text listened to Determine the meaning of words based on how they are used in a sentence Identify words that rhyme	Weekly Test
B. Performance Standard	Be able to demonstrate phonological awareness at the levels of the syllable and the phoneme Have sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read	Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing Demonstrate a love for reading stories and confidence in performing literacy-related activities/task Organize, process and use information effectively	Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing	Acquire, study, and use English vocabulary words appropriately in relevant contexts Activate prior knowledge conceptually related to text and establish a purpose for reading Be self-aware as they discuss and analyze text to create new meanings and modify old knowledge Locate information from expository texts and use this information for discussion or written production	

C. Learning Competencies/ Objectives	Produce speech sounds (sounds and letter names) Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	Express idea through Illustrations or story- Board Participate/ engage in a readalong of texts (e.g. poetry, repetitive text) Interpret simple maps of Unfamiliar places, signs and symbols	Express idea through Illustrations or story- Board	Use an understanding of incidents, characters and settings to validate predictions Infer/ predict outcome Give the meaning of short a words Give the meaning of 2-syllable words with short e and a sounds	Measure one's ability to retain and apply knowledge and concepts .Learn to answer a weekly test.
Write the LC Code for each	EN1PAIVc-d-6.2 EN2OLIVc-d-1.2	EN2WCIVd-g-1.6 EN2AIVa-e-1 EN2SSIVc-d-3	EN2WCIVd-g-1.6	EN2LCIVc-d-2.5 EN2RCIVd-2.8 EN2VIVa-e-21 EN2VIVa-e-22	
II.CONTENT	Lesson 13 We are Unique and Special What Animals Said, Rhyming words and Words with Inflectional Ending	Lesson 14 Teamwork Leads to Success Writing Simple Sentences in Context Using Preposition and Alphabetizing	Lesson 15 Working as a Team Prepositions and Using them in Meaningful Sentences	Lesson 16 Respect Life, Uplift People The Lion and the Mouse and Justice	
III.LEARNING RESOURCES					
A. References	CG pages 15,31	CG pages 15,31	CG pages 15,31	CG pages 15,31	
1.Teacher's Guides/Pages	Unit 4 pp.26-27	Unit 4 pp.27-28	Unit 4 pp.28-30	Unit 4 pp.32-33	Unit 4 pp.26-33
2.Learner's Materials Pages	LM pages397-398	LM pages399-401	LM pages402-403	LM pages404-410	LM pages 397-410
3.Textbook Pages					
4.Additional Materials from Learning Resources (LR) portal	Pictures of different kinds of ears	Decoding chart, Song chart or video Story: Mark Has Horse's Ears An Adaptation of Mark Has Horse's Ears by Robert Nye	Teacher Chart, Flash cards, Art materials, Markers and Manila paper	Puppets, pictures, and story book	Test Notebook, pencil
B. Other Learning Resources					
IV.PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review Daily Language Activity Words for the Day (Drill)	Review Daily Language Activity Words for the Day (Drill)	Drill/Review Look where your teacher will put the stuffed toy and learn about prepositions.	Drill/Review Pre-assessment for Week 4 Answer Key Synonyms I. Synonyms: Which pairs of words are synonyms?	

WORD WALL

Five new words for the day! Let's read, spell and learn!

1. why
2. wish
3. work
4. would
5. write

Five new words for the day! Let's read, spell and learn!

- | | | | |
|----------|----------|----------|-----------|
| 1. there | 6. for | 11. has | 16. so |
| 2. is | 7. to | 12. yes | 17. how |
| 3. are | 8. he | 13. no | 18. what |
| 4. was | 9. this | 14. you | 19. where |
| 5. were | 10. have | 15. your | 20. when |

Put a smiling face if the words have the same meaning and a sad face if they are not synonyms.

- | | |
|---|---|
| 1. bad – mean ☐ | 4. wise – smart ☐ |
| 2. white – black ☐ | 5. begin – start ☐ |
| 3. night – day ☐ | |

1. 2. 3. 4. 5.

II. Antonyms: Which pair of words are antonyms? Put a check if the words have the opposite meaning and a X if they are not antonyms.

- | | |
|--|---|
| 1. sun – moon ☐ | 4. in – out ☐ |
| 2. up – down ☐ | 5. rich – poor ☐ |
| 3. pretty – beautiful ☐ | |

1. /
2. /
3. X
4. /
5. /

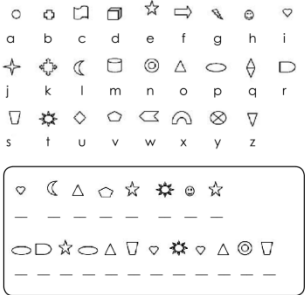
III. Reading Comprehension Test
Questions: Read the story, "The Boy With No Face". Ring the correct letter.

Boy with a Happy Face
by Amcy M. Esteban



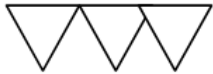
The Boy is happy because he has a face, so out he goes to look for his friends. He meets the Stars and he says, "Thank you stars for giving my eyes to see what is bright when things look dark." He sees the Sun rising and the boy

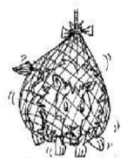
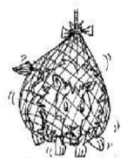
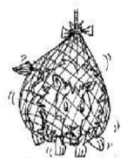
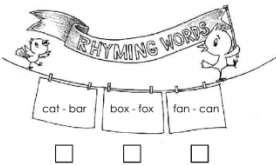
				says, "Now, I have my mouth filled with words or warmth when the world feels cold." And the boy says to the Sky, "My deepest gratitude to you, dear Sky because you gave my ears to hear words of Truth, both said and unsaid." And the boy says to the Wind, "I am very thankful because you gave my nose to take in air that is pure and life-giving." And the boy says to the Rain, "My gift for you... Is for you to see... My Happy Face!" IV. Answer the following by encircling the letter of your choice. 1. Why is the boy happy? He is happy because _____. a. he has no gift b. he has a face c. he has an enemy 2. Who did the boy thank for his eyes? a. the sun b. the stars c. the sky 3. Who gave his mouth? a. the sun b. the stars c. the sky 4. Who gave the boy's ears? a. the wind b. the rain c. the sky 5. The boy received his nose from _____. a. the wind b. the rain c. the sky 6. What is the boy's gift for the Rain? a. a sad face	
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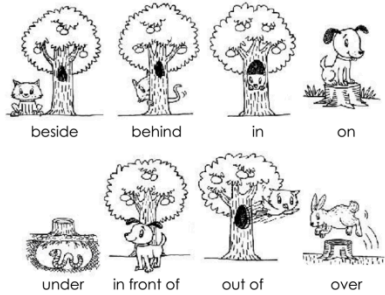
				b. an angry face c. a happy face 1. B. 2. B 3. A 4. C 5. A 6. C IV. Writing If you were the boy, what would you do after you receive beautiful gifts from your friends? Why?	
B. Establishing a purpose for the lesson	Motivation: Guess whose ears are these? Show the flash cards: ears of a monkey, ears of man, ears of an elephant, ears of a tiger, ears of an elf and ears of a horse. Activating Prior Knowledge: If animals could speak, what do you think will they say to people? If you were given a chance to become an animal, what would you like to be and why? Today, we will find out what the animals will say in our poem.	Motivation: Study the alphabet to decode the secret message. Refer to LM – 399 Get Set. Study the alphabet to decode the secret message.  o ☆ □ ■ ☆ → ✎ ⊗ ♡ a b c d e f g h i ✦ ✧ ☾ □ ⊗ △ ○ ◇ ▯ j k l m n o p q r ☼ ✨ ✧ □ ☾ ☺ ⊗ ▽ s t u v w x y z ♡ ☾ △ □ ☆ ✨ ⊗ ☆ - - - - - ○ ▯ ☆ ○ ◇ ☼ ♡ ▽ ✨ △ ⊗ ☼ - - - - - Show the answer – “I love prepositions” Activating Prior Knowledge: What do you know about prepositions? Why do we need to study prepositions? Today, we will sing a song about prepositions to understand the meaning and to learn more about them.	Motivation: Let’s begin by singing the Alphabet Song in English and then in Filipino/ Mother Tongue Which letters in Filipino are not present in the English alphabet? Answers: n and ng	Motivation: Can you connect the words that rhyme? Draw a line to connect the words that rhyme. Dock Dickory Hickory Clock	Orient pupils on the directions.
C. Presenting examples/ instances of the new lesson	Presentation – What the Animals Said Anonymous-(Old German Nursery Rhyme) Can you remember the animals mentioned in the poem? Recall and say as many animals as you can? Get Set	Let’s Aim Read the story: Mark Has Horse’s Ears An Adaptation of Mark Has Horse’s Ears by Robert Nye	Presentation Alphabet Animal Relay: Give 2 sets of words which Group A and Group B will use for the relay. Each team will arrange the words in alphabetical order. (The team who finishes first, wins the game.)	Presentation Teach the poem, “Hickory Dickory” and let the children recite the poem. Hickory Dickory Dock The mouse went up the clock. The mouse ran down The clock struck one. Hickory Dickory Dock.	Preparation of test

	Read along as the teacher reads the poem. Use your point finger as your guide. What the Animals Said Old German Rhyme Anonymous It's still dark Said the lark. What's that Said the cat. I want to sleep, Said the sheep. A bad habit, Said the rabbit. Of course, Said the horse. Let's have a spree Said the bee. But where? Said the hare. In the barrow, Said the sparrow. I'm too big Said the pig. In the house Said the mouse. But the dog said - Bow wow, it's too late now.	 Mark had everything he wanted. Everyone said, "What a lucky boy. How happy he must be!" But Mark was not happy. He had a secret. The secret was that he had horse's ears that he kept under a bonnet. The only person who knew about the secret was the family barber. He was forced to promise not to tell anyone or else his barber shop would be closed. The barber kept the secret until he began to get sick and went to the doctor. The doctor said, "You are not sick at all. Perhaps you are keeping a secret." The barber fell off his chair. He thought the doctor knew about little Mark's secret. The doctor asked what the secret was, but the barber wouldn't say anything. The doctor said, "Well, if you won't tell me, tell it to the ground." Right away the barber went to the bank of the river and laid his head down and whispered,	cat bat ant dog The teacher may add words for the game like iguana, jaguar, kangaroo, newt, lizard, octopus, parrot, quail, snail, tiger, unicorn, vulture. Activating Prior Knowledge: Show animal stuffed toy and ask the children where it is. Put the stuffed toy in the following places: Where is the toy? The toy is on the table. The toy is under the chair. The toy is in the bag. Introduce the three prepositions- beside, in front of and above The toy is beside the pupil. The toy is in front of the blackboard. The toy is above my head.	Find the rhyming words in the poem. What other rhyming words do you know? Activating Prior Knowledge – What animal went up the clock? Have you ever seen a mouse? Describe a mouse using a semantic map. Unlocking of difficult words 1. shade - I go under the tree because it's too hot. I really love the shade. 2. squeak – Demonstrate and let the children do the sound. 3. trap – Show a mouse trap Can you think of a word with a similar meaning of trap? trap – catch, ensnare, shut in, lock in Read Along - Read aloud the story and the children will read along. See LM - Read Along. Explain the Question Box Surprise. Allow a volunteer to pick a question from a box and anybody in the classroom can answer the question orally. Allow the children to read the questions and write their answers on a sheet of paper. Listen to your teacher as he/she reads the story, "The Lion and the Mouse." The Lion and the Mouse Aesop's Fable Once there was a lion sleeping peacefully under the shade of a narra tree. Suddenly a mouse ran up his shoulders. The lion woke up and shook himself like an earthquake and sent the little creature to the ground. The lion caught the mouse	
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		“Mark has horse’s ears. Mark has horse’s ears.” Right away he felt better. When the little rich boy celebrated his seventh birthday, his mother prepared a big banquet. She invited musicians to entertain guests. One played music using a comb and a leaf. When the guests had eaten, little Mark’s father called on the special musician to play. The musician blew on his comb and out came the song, “Mark has horse’s ears.” The guests began to giggle. The father snatched the comb from the musician and blew on it. Again the comb sang, “Mark has horse’s ears.” Everyone laughed so hard they were rolling on the floor. Suddenly Mark’s mom stood up and spoke, “How many of you here have horse’s ears? Only one, my special son, Mark. It is a sign of his difference from you.” The mother took off the bonnet that hid Mark’s ears. Then the father and mother kissed Mark, first on one ear and then on the other. After this, everyone wanted horse’s ears because these would make them special. Mark didn’t have to hide his ears anymore.		by the tail, holding him with one great paw. “Who are you to disturb my much-needed sleep?” roared the lion. Almost too scared to say anything, the mouse begged to be set free. “I give you my word, Sir Lion. One day I will return the favor.” “Give your word, squeaking pip?” asked the lion, laughing. The mouse nodded and the lion lifted his paw and let the creature free. They went their separate ways. The lion forgot about the mouse, but the mouse was more careful where he put his feet. One day the lion roared pitifully through the forest. It woke the mouse in the comfort of his rest. “That sounds like Sir Lion. He saved my life. I promised I would return the favor. Now is my chance.” The mouse hurried toward the sound. He saw the lion hung from a great branch, caught in a hunter’s net, trapped so tightly it couldn’t move. The mouse quickly climbed up the tree and down the thick ropes where he set to work with his sharp teeth. He chewed and pulled, nibbled and gnawed through the mesh until eventually the net began to loosen and the lion was released. The lion thanked the mouse. “Thank you, little mouse. I promise never to underestimate the smaller creatures again.” The mouse in turn tried to look heroic and brave. It was with some relief	
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				and not a little pride that he watched as the lion disappeared into the forest.	
D. Discussing new concepts and practicing new skills #1	Comprehension Questions: Listen to the last sound of the words that rhyme in each line. The characters of the story are the people, animals and things in the story. Allow the children to read the rhyming words – Refer to LM – Let's Aim Longest List of Rhyming Words dark rhymes with lark that rhymes with cat sleep rhymes with sheep habit rhymes with rabbit course rhymes with horse	Comprehension Questions: 1. What was special about Mark? 2. How do you think Mark felt when the guests laughed about his ears? 3. What was the story about? 4. Can you cite the prepositons that were used in the story?	Comprehension Questions: What are the prepositions in the following sentences? The toy is beside the pupil. The toy is in front of the blackboard. The toy is above my head.	Comprehension Questions: 1. Who are the main characters of the story? 2. Where did the story happen? 3. When did the story happen? 4. What was the lion doing under the narra tree? 5. Who woke the lion? 6. What did the lion do to the mouse? 7. What happened to the lion one day? 8. Who saved the lion? 9. What did the lion say after he was rescued by the mouse? 10. What did you learn from the story?	
E. Discussing new concepts and practicing new skills #2	Group Activity Cooperative learning Strategy: Numbered Heads A team of four is established. Each student assigns a number to himself - 1, 2, 3 4. Teacher announces the topic, the time limit, and who will share first. Groups work together to answer the question so that all can verbally answer the question.	Group Work: Our Preposition Banner Divide the class into 5 groups so they can make their alphabet banners made of colorful construction paper. Write simple sentences using prepositions in, on and under to help your team make meaningful bantings. Distribute bantings. 	Group Work: Group Work - Work by Pairs Now, look at the LM – Preposition Exercise Answer Key: 1. The road is beside the car. 2. The ball is in front of the box. 3.The mouse is behind the box 4. The boy is behind the tree.	Group Work: Answer the following: 1. Why did the lion roar at the mouse? 2. How did the mouse save the lion?	
F. Developing mastery (Leads to formative assessment)	We Can Do It Allow the pupils to think of rhyming words and encourage them to share their “Rhyming Words Collection” box. See the LM Work Together - Rhyming Words Answer:	We Can Do It Recite the Chant using prepositions Where's the monkey? Where is it? (2x) In the box (2x) Where's the bird? Where is it? (2x)	We Can Do It Find a partner and fil in the blanks with the correct prepositions.	We Can Do It Sequencing relay. Sequence the events of the story in the correct order.	Testing

	cat does not rhyme with bar box rhymes with fox fan rhymes with can	On the tree (2x) Where's the snake? Where is it?(2x) Under the rock (2x) On, in and under Where's the apple? Where is it? (2x) In the box(2x) Where's the carrot? Where is it? (2x) On the chair (2x) Where's the rabbi? Where is it?(2x) Under the bench (2x) On, in and under..Great! Where's the book? Where is it? (2x) On the desk(2x) Where's the pencil? Where is it? (2x) In the box (2x) Where's the ruler? Where is it?(2x) Under the chair (2x) On, in and under. See you next time!	<table><tr><td>beside behind in front of  The rooster is _____ the car.</td><td>beside behind in front of  The mouse is _____ the block.</td></tr><tr><td>beside behind in front of  The ball is _____ the box.</td><td>beside behind on top of  The apple is _____ the book.</td></tr></table>	beside behind in front of  The rooster is _____ the car.	beside behind in front of  The mouse is _____ the block.	beside behind in front of  The ball is _____ the box.	beside behind on top of  The apple is _____ the book.	<table><tr><td> The mouse woke the lion.</td><td> The lion was trapped in the net.</td></tr><tr><td> The lion let the mouse free.</td><td> The lion thanked the mouse.</td></tr></table>	 The mouse woke the lion.	 The lion was trapped in the net.	 The lion let the mouse free.	 The lion thanked the mouse.	
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G. Finding practical/ applications of concepts and skills in daily living	I Can Do It Which of following words are rhyming Look at the words in the clothesline and put a check (/)inside the box if the words rhyme and cross (x) if they do not rhyme.  Write your own pair of words that rhyme. 1. _____ - _____ 2. _____ - _____	Give examples of sentences using prepositions.	ICan Do It Allow the children to use things inside the classroom to review the prepositions that they've just learned. Allow them to construct their own sentences and then share their sentences with their partner. Then, let them analyze the chart and construct 5 sentences. Allow the children to look at the following animals and write 5 sentences to tell where they are. Use the prepositions in, on, under, behind, beside and in front of.	I Can Do It Draw your favorite character and tell the reason why you love him.  My favorite character is _____ because _____ _____ _____									

			Prepositions  1. _____ 2. _____ 3. _____ 4. _____ 5. _____		
H. Making generalizations and abstractions about the lesson	Remember This: What are rhyming words?	Remember This: What are the prepositions that were used in the story and the chant?	Remember This: What are prepositions?	Remember This: How do you make relevant predictions in the story read? What should you remember in sequencing of events that happened in the story?	What did you learn?
I. Evaluating Learning	Measure My Learning Read and Memorize: “Love yourself and be thankful for being special and unique.”	Measure My Learning Read and Memorize: Thought for the Day: Working together as a team can help us finish our Preposition banner faster and understand the meaning of prepositions in, on and under.	Measure My Learning What can you do to make your task faster? Why do we need to study prepositions? Working together as a team can help us finish our task faster. Studying the prepositions can be useful in telling where things are	Measure My Learning If you were mouse, would you also help the lion? Why or why not? If you were the lion, would you let the mouse free?	Checking the test paper. Noting item missed.
J. Additional activities for application or remediation			Study the prepositions out of and over.	Retell your story to your family or best friend.	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?					