

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	Credits to the Author	Learning Area:	ENGLISH
	Teaching Dates and Time:	JANUARY 23-27, 2023 (WEEK 10)	Quarter:	2ND QUARTER

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	Demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings	Demonstrates understanding of information heard to make meaningful decisions	Demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings		
B. Performance Standard	Independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words	Uses information from theme-based activities as guide for decision making and following instruction	Independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words		
C. Learning Competency/ Objectives Write the LC code for each.	Answer wh-questions Identify the use the elements of an information/ factual text heard – Informational Reports (School events, sports, projects) Express feelings, opinion through journal, log, etc EN2OL-If-1.17.2	Identify the use the elements of an information or factual text heard – Informational Reports (Three –step directions) Express idea through illustrations or story board EN2LC-Ifg-3.6	Identify and use the elements of an informational/factual text heard – Conversation. Express feelings, opinion through journal, log, etc.	Answer the Question accurately Follow the instruction accordingly	Answer the Question accurately Follow the instruction accordingly
II. CONTENT	Lesson 36: I am Talented	Lesson 37: Listen Up!	Lesson 38: Speak Up!	Second Periodical Test	Second Periodical Test
LEARNING RESOURCES					
A. References					
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	Pictures,	Picture,	Stringed telephone, stick puppet	Second Periodical Test	Second Periodical Test
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson		Ask: Who is your favorite actor? Athlete?	Listen and do the following directions.		

		What makes you like them?	Draw one big circle. Draw 3 small circles inside the circle. Draw 2 curve lines on top of the big circle to form an ear. <i>Ask: What figure have you made?</i>		
B. Establishing a purpose for the lesson	<i>Ask: What kind of sports do you know?</i> (Encourage pupils to tell about their favourite sports)	Motivation: <i>Game : Simon Says</i> Simon Says jump four times Simon says touch your nose Simon says wave your hands (The teacher may replace the name Simon by the pupils name and let the pupil give the direction)	Show pupils a string can telephone. Call pupils in front to use the stringed can telephone. Let the pupils listen to their conversation. <i>Ask: What are they talking about?</i>		Song
C. Presenting examples/ instances of the new lesson	Let the pupils look at the picture and tell something about it. Picture of Manny Pacquiao <i>Ask: Who is this?</i> In what sports he became famous? Let the pupils listen to the story read by the teacher about Manny Pacquiao	Provide the pupils with a small sheet of paper. Let them know that that the activity you are about to do will prove how well they listen and follow directions. Let the pupils know that the teacher will repeat the instruction twice. 1. Draw a box. Write your full name in the box. Encircle all the vowel letters. 2. Draw a circle. Draw a triangle inside the circle. Write the first letter of your in the triangle. 3. Write the number 1 – 9. Cross-out the odd numbers. Encircle the even numbers.	Listen to the conversation of the two girls. Find out what are they talking about. Use stick puppets. Mary: Jane this is Alice my cousin. Alice this is Jane my friend. Jane: Nice to meet you Alice. Alice: Nice to meet you, too. Jane: Where are you from Alice? Alice: I'm from Sorsogon. Jane: How long will you be staying here? Alice: Until I have finished my studies. Mary: Alice will be our new classmate. Her parents died in a car accident. She is staying with use now. She will start attending our school starting on Monday. Jane: Oh I see!.. Nice to meet you Alice. See you on Monday. Alice: Nice to meet you too, Jane	Second Periodical Test	Setting of standard
D. Discussing new concepts and practicing new skills #1	Comprehension Questions: (<i>Refer to LM, p. 82</i>)	Let them compare their answer to their seatmate. <i>Ask: Did you able to get the answer correctly?</i>	<i>Ask: Who are the characters in the conversation?</i> What are they talking about? Who is Alice? Where is she from?	Giving of instruction	Giving of instruction

		What did you do for you to get the correct answer.	What happened to her parents? What is the relationship of Mary and Alice?		
E. Discussing new concepts and practicing new skills #2	Activity A What are your talents? Practice Repeating the following statements. Let the pupils fill in the blanks with an appropriate word. I can sing beautifully. I can dance gracefully on stage. I can draw pictures on my sketch pad. I can _____ the piano. I can _____ math questions in a minute. I can _____ books with understanding. I can _____ like a fish.	Activity A Ask: Let the pupils to listen carefully and follow what the teacher says. Picture of a tree 1. Draw magoes on the tree 2. Draw a man on the left side of the tree 3. Color the picture.	Activity A Practice Speaking. <i>(Refer to LM, p. 89)</i>	Supervising the test	Supervising the test
F. Developing mastery (leads to Formative Assessment 3)	Activity B Complete the graphic organizer below. Write something that will tell about Mary - "Pecunia" - "Pecunia". 	Activity B Let the pupils work in pairs. Let pupil A gives a three step direction twice. Pupil B Follows. Then vice versa	Guided Practice: Group the pupils. Let the pupils roles play some conversational activities. Group 1 - Introducing People Group 2 - Telephone conversation Group 3 - Asking for permission	Activity B Group pupils and let them complete the story map about the story of the moth.	Checking the test
G. Finding practical application of concepts and skills in daily living	Application: Listen to the story read by the teacher. Answers the questions. <i>(Refer to LM, p. 84)</i>	Ask: the pupils to listen to the teacher then give the following directions. 1. Color the pictures. 2. Encicle all farm animals 3. Box all zoo animals.	Listen to the telephone conversation and answer the questions. <i>(Refer to LM, p. 90)</i>	Show honesty in answering the test questions	Show honesty in answering the test questions
H. Making generalizations and abstractions about the lesson		Why it is important to give clear instruction? What will you do when someone is giving an instruction? <i>(It is important to give clear instruction to others. Don't forget to listen carefully to someone talking)</i>			

I. Evaluating learning	Listen to the story and answer the questions. <i>(Refer to LM, p. 84)</i> Anna is an artist. She is good in drawing faces of people and painting the beauty of nature. One day there is a “Poster Making Competition” in their school. She told her teacher that she wants to join the competition. Anna joined the competition and got the first place award.	Ask: the pupils to listen and follow the instruction given by the teacher. 1. Encircle all animals that have the word FISH . 2. Box all animals that have the word SEA . 3. Color the remaining animals	Pair pupils. Let them present a conversation in giving directions.	Recording the test results	Recording the test results
J. Additional activities for application or remediation	Draw a picture to show what you want to become when you grow up. Write something about the picture you draw.	Prepare 2 examples of three-step direction. Present it to the class.	Practice speaking conversational statements. Write something about the people whom you always talk to. How do you feel when you talk to them?		
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?	<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/	<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/	<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/	<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	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	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	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 ___ 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?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	