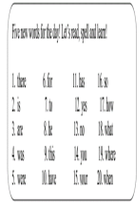
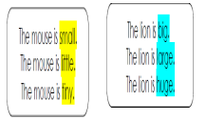
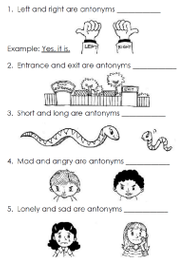
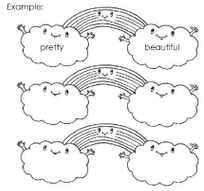
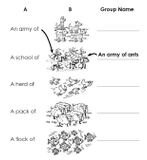
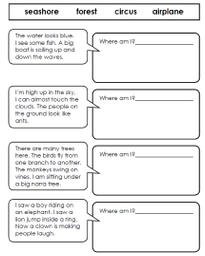
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 29 – JUNE 2, 2023 (WEEK 5)	Quarter:	4TH QUARTER

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	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	Describe the characters of the story using synonyms Identify words with similar meaning and list down synonyms Write a simple story using synonyms	Speak clearly and audibly in full sentences Identify words with opposite meaning/antonyms Read grade 2 level text with an accuracy of 95-100%	Discuss and annotate what they see in the community Make a card to tell the things that one appreciate in nature. Write personal recount by completing a stem to answer the guide questions Read with automaticity the 2nd grade High Frequency / Sight Words	
B. Performance Standard	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	Acquire, study, and use English vocabulary words appropriately in relevant contexts Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing	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 Acquire, study, and use English vocabulary words appropriately in relevant contexts Read aloud grade level texts effortlessly and accurately, without hesitation and with proper expression	Demonstrate a love for reading stories and confidence in performing literacy-related activities/task Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing Read aloud grade level texts effortlessly and accurately, without hesitation and with proper expression	
C. Learning Competency/ Objectives Write the LC code for each.	Describe and discriminate the best part of the story Listen and follow three-step directions Write personal recount by completing a stem to answer the guide questions Express feelings and opinions through varied activities	Give the meaning of 2-syllable words with short e and a sounds Express idea through illustrations or storyboard ***EN2V-IVa-e-22*** ***EN2WC-IVd-g-1.6***	Listen and respond to texts to clarify meanings heard while drawing on personal experiences Give the meaning of 2-syllable words with short e and a sounds Read phrases, sentences and stories consisting of short a words and some sight words with	Participate/engage in a read-along of texts (e.g. poetry, repetitive text) Express idea through illustrations or storyboard Read phrases, sentences and stories consisting of short a words and some sight words with appropriate speed, accuracy and proper expression ***EN2A-IVa-e-1***	

			appropriate speed, accuracy and proper expression ***EN2OL-IVe-1.1*** ***EN2V-IVa-e-22*** ***EN2F-IVa-d-4***	***EN2WC-IVd-g-1.6*** ***EN2F-IVa-d-4***	
II. CONTENT	**Lesson 17Bring out the Hero in you.** The Lion and the Mouse	**Lesson 18 Studying Can Save People** **Synonyms**		**Lesson 20Be Thankful for God's Creation** **The Lion and the Mouse**	Summative Test
LEARNING RESOURCES					
A. References	K-12 CGp.	K-12 CGp.	K-12 CGp.	K-12 CGp.	
1. Teacher's Guide pages	33-34	35-36	36-37	37-38	
2. Learner's Materials pages	410-412	412-413	413-415	416-418	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Video of the lion and the mouse, tarpapel	Stuffed toy, pictures, and story book	Stuffed toy and story book	Tarpapel, pictures	Summative test files
PROCEDURE					
A. Reviewing previous lesson or presenting the new lesson	Reciting the rhyme " Hickory Dickory Duck "	**Review** Daily Language Activity Words for the Day (Drill)  Five new words for the day! Let's read, spell and learn! 1. there 6. for 11. his 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	Review: Let's try to remember how we call words with the same meaning. Do you know that there are also words with opposite meaning? Big is the opposite of small. Tiny is the opposite of huge. What does opposite mean? Opposite is the reverse. Show real objects and pictures to explain antonyms.	**Drill/Review** Daily Language Activity Testing Your Memory - Recalling the High Frequency words learned	
B. Establishing a purpose for the lesson	There are many trees here. The birds fly from one branch to another. The monkeys swing on vines. I am sitting. Guess the setting of the story based from my clues.	Motivation: Ask the children to describe the size of the mouse Activating Prior Knowledge Show pictures of a mouse and a lion. Compare the two animals. The mouse is small. Can you think of another word which has a similar	Motivation: Do you know that there are also words with opposite meaning? Big is the opposite of small. Tiny is the opposite of huge. What does opposite mean? Opposite is the reverse.	Motivation: Motivation: Complete the poem. Answer LM – Get Set Look around you describe anything using these lines.	Song

		meaning to small? Example: tiny and little The lion is big. Can you think of another word with the same meaning?	Show real objects and pictures to explain antonyms.	 I see the _____ and the _____ sees me. God bless the _____, and God bless me. Activating Prior Knowledge – Can you remember what happened in this picture? Can you retell the story of the Lion and the Mouse?	
C. Presenting examples/ instances of the new lesson	Present again the story of the lion and the mouse	Read the story: **"The Lion and the Mouse."** **Aesop's Fable**	Presentation See LM(Let's Aim) –Antonyms. I. Tell whether the pairs of words are antonyms or synonyms. Say: Yes, it is. or No, it isn't. 	Watch the video of the Lion and the Mouse.(optional) Then, let the children dramatize the story. Show the picture of lion inside the net. I see the lion and the lion sees me. God bless the lion, and God bless me. Ask the children to dramatize the story. Group the children by twos and encourage them to think of appropriate lines to complete their play. Pupils may use their mother tongue during the presentation.	Setting of standard
D. Discussing new concepts and practicing new skills #1	Ask questions about the story	Comprehension Questions: 1. Why did the lion roar at the mouse? 2. How did the mouse save the lion? 3.Which part of the story is your favorite? Why? 4.Which is the worst part of the story? Why?	Comprehension Questions: Allow the children to read the sentences with antonyms.  The mouse is small. The mouse is little. The mouse is tiny. The lion is big. The lion is large. The lion is huge. What are antonyms? What are antonyms used in the above sentences given?	Comprehension Questions: What do you think did the lion say in this picture? What do you see?	Giving of instruction
E. Discussing new concepts and practicing new skills #2	Listen again to the story as the teacher rereads the story. You may retell the story afterwards.	Group Work: Sketch the Character" activity. Give a vivid description of the two characters and the students must draw what they imagine.	Group Work: Game – Antonyms or Not • If the pair of words are antonyms, the children will say, "Yes, it is."	Group Work: Make a giant card and write down the things that you see in nature.	Supervising the test

			• If the pair of words are not antonyms, they will say, “No, it isn’t.”		
F. Developing mastery (leads to Formative Assessment 3)	It’s Circle Time. Form a circle and group yourselves into 5 members. Talk about the best and the worst part of the story and tell the reason why you chose it. Would you recommend the story to your friends? Why? Why not?	We Can Do It Listen to my description and then later you will draw the characters. The lion is big. It is large. It is huge. The mouse is small. It is tiny. It is little.	We Can Do It Tell whether the pair of words are antonyms or synonyms. Write, “Yes, it is.” or “No, it isn’t.” 	We Can Do It Recite: I see the pack of lions and the pack of lions sees me. God bless the pack of lions, and God bless me.	Checking the test
G. Finding practical application of concepts and skills in daily living	 After reading the story, I felt _____ because_____ _____ _____ _____	I Can Do It Create as many Rainbow Synonyms as you can. Put your answers inside the clouds. 	I Can Do It Write 5 pairs of antonyms: 1._____ 2._____ 3._____ 4._____ 5._____	I Can Do It Working in a group is fun. You get to share your ideas. You get to work with friends. Did you know that animals also live in groups? Each group of animals has a different group name. Match column A with the drawings of column B. Then write the name of the animals beside each group. The first one was done for you. 	Show honesty in answering the test questions
H.Making generalizations and abstractions about the lesson		Remember This: Synonyms are words with similar meanings.	Remember This: Words with opposite meaning are called ANTONYMS	Remember This: How do you express your ideas effectively? What have you learned in writing your personal recount?	

I. Evaluating learning	Who was the hero in the story? Why? Would you consider the lion a hero, too? Why or why not?	Measure My Learning Which of the following words are synonyms? Say SYNONYMS if the words have the same meaning and say NO if they don't have similar meaning. (Refer to LM, MeasureMy Learning)	Measure My Learning After listening to my teacher and classmates, I realized that antonyms are_____.	Measure My Learning Show the Teacher Chart and let the children fill in the blanks. After our lesson about adjectives, I can put in a nutshell what we did today. Here are some of the things that we learned today_____. I see the world and the world sees me. God bless the world and God bless me. Be thankful to God and be God-fearing. Let us live according to His will.	Recording the test resulte
J. Additional activities for application or remediation	How can one become a hero? I can be a hero, too. When I …and if I… Take books from home to school (or vice versa) for independent/extra reading about Filipino heroes.	Write a simple story using synonyms. List down words that have the same meaning.	What does this saying mean? "Small things come in big packages."	Read each story. Then, answer each question using a word from the box. Draw a picture for each word. 	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	
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?	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ 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?	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	