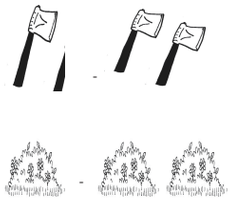
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	II
	Teacher:	File Created by Ma'am CINDY ROSE M. CARNERO	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 2 – 6, 2024 (WEEK 6)	Quarter:	1ST QUARTER

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	Reading comprehension Demonstrates understanding of paragraph development to Identify text types	Demonstrates understanding of sentence construction for correct expressions.	Demonstrates understanding of sentence construction for correct expressions.	Demonstrates understanding of paragraph development to identify text types	
B. Performance Standard	Identifies correctly how paragraphs/ texts are developed.	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities	Identifies correctly how paragraphs/ texts are developed	
C. Learning Competency/ Objectives Write the LC code for each.	Use words denoting sequences in telling their daily activities ***EN2OL-Ia-j-1.1***	Identify nouns from the selection listened to Form plural nouns by adding -s ***EN2G-If-g-2***	Recall how to form plural nouns by adding *-s* Form plural nouns by adding *-es* ***EN2G-Ih-2.4***	Give the main idea of the story listened to ***EN1LC-Ic-1.1***	Administer Summative Test
II. CONTENT	Lesson 20: Words showing order of events	**Lesson 21: Plural Form of Nouns by Adding -s**	**Lesson 22: More Rules: Plural Form of Nouns**	**Lesson 23: Doing it Right** **Story:** Mary and Martha on Duty	Summative Test
LEARNING RESOURCES					
A. References	K-12 CG p 30	K-12 Curriculum Guide p.22	K-12 Curriculum Guide p.	K-12 Curriculum Guidep22	Summative test files
1. Teacher's Guide pages	46	47-48	48-49	49-50	
2. Learner's Materials pages	63 - 64	65-66	67-68	71-73	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	pictures, charts	Pictures,tarpapel, chart	Pictures,charts	Chart, tarpapel, strips of cartolina	
PROCEDURE					

A. Reviewing previous lesson or presenting the new lesson	Lead the pupils in singing "The Good Morning Song"	What are nouns? Give examples of nouns	Write the plural of each ot the following nouns. _____  _____	Answering wh questions in the story	Song
B. Establishing a purpose for the lesson	Ask one pupil to tell something about one picture. Show pictures used previously.	Ask pupils to look for nouns in the story listened to. Write the pupils' answers on the appropriate column:	Look at the pictures. 	Ask: Do you help your teacher clean your classroom What do you usually do in helping her in cleaning your classroom?	Setting of standard
C. Presenting examples/ instances of the new lesson	Introduce the use of words denoting sequences like first, second, then, next and last.	Ask pupils to give examples of singular nouns. Limit the answers to nouns that end in consonants except y (preceded by consonants, *x, v, f, s, h*). Ask them to form the plural by adding *–s.* Examples: plant – plants fan – fans chair – chairs spoon – spoons fork – forks row – rows room – rooms	Nouns ending in *s, h, x* kiss – kisses bush – bushes church – churches fox – foxes ax – axes	Reading the story **"Mary and Martha on Duty"**	Giving of instruction
D. Discussing new concepts and practicing new skills #1	Using these words, retell the story while explaining when they can use the words.	Ask: What letter is added to the noun to make it plural? Give other examples of plural nouns	How are the plural nouns in Group A formed?	Who sweeps the oor? Who are the characters in the story? What did they do? What is the story all about? What can you say about Mary and Martha? Would you also do what Mary and Martha did? Why?	Supervising the test
E. Discussing new concepts and practicing new skills #2	Ask pupils to talk about their daily activities using sequential linkers.	Write the plural of each of the ff. nouns. (see tarpapel)	How are the plural nouns in Group B formed?	*(Refer to LM, p. 72)*	
F. Developing mastery (leads to Formative Assessment 3)	Do LM p. 63. Let`s aim.	Underline the nouns in the sentence. Tell whether the noun is singular or plural. (see chalkboard)	Let the pupils write the plural form of the following nouns: 1. city 2. church	Divide the class into 4 and ask them to act out the scenes in the picture cards.	

			3. cherry 4. strawberry 5. injury		
G. Finding practical application of concepts and skills in daily living	Do LM p. 63. We Can Do It	**Game** Plural Noun Spelling Bee: Tell the pupils to form two lines, facing each other. The first pupil gives a singular noun that starts with the letter "A" and writes it down theboard.The partner must spell the plural form of the noun on the board. If they are correct they remain standing.The next pupil names a noun that starts with "B" and the pair repeats the same process.*(Go through the entire alphabet.)*The last remaining pair who is standing wins.	Say: Make the plural nouns singular. 1. box _____ 2. strawberry _____ 3. fairy _____ 4. glass _____ 5. lady _____	Group activity	Show honesty in answering the test questions
H.Making generalizations and abstractions about the lesson	Who can tell what we learned today?	Singular nouns ending in consonant sounds except *y, x, v, f, s, h* form their plural by adding *–s*.	Nouns that end with **.–s, .–ch, .–x, -ss** form their plural by adding **.–es**. Nouns that end in **y** preceded by consonants form their plural by changing **y** to **i** and adding **.–es**.	Main Idea tells what the story is all about.	
I. Evaluating learning	Answer LM p. 64.	(Refer to LM, p. 66) Measure my learning	Match column A with column B by writing the letter before each number. A B 1.box a. Fair 2. strawberry b. boxes 3. Fairy c. glasses 4. glass dstrawberri 5. lady e. ladies	Listen to your teacher as she reads the paragraph. Underline the main idea of the paragraphlistened to. 1. Animals help us in many ways. They give us food. Some give us clothing.Other animals helpus in our work. Some become our friends. What is the paragraph about?	Recording the test results
J. Additional activities for application or remediation		Write 5 example s of nouns and write their plural by adding s.	Draw or cut pictures of nouns ending in *–y, -ss, -ch, -x.* Let them paste the pictures on their notebook	Ass. Underline the main idea in each paragraph (see board)	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	