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| Description: DEPED-NEW_e78wysqt **GRADES 1 to 12** **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **II** |
| **Teacher:** | **Ma’am ESTRELLITA S. VINZON** | **Learning Area:** | **English Q4 WEEK 8** |
| **Teaching Dates and Time:** | **March 2- 6, 2020** | **Quarter:** | **4TH QUARTER** |

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| **OBJECTIVES** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
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| **A. Content Standard** | Demonstrates understanding of the process of writing to generate and express ideas and feelings  | Demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension  | Demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension  | Demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension  |  |
|  **B. Performance**  **Standard** | Uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes  | Uses information from theme-based activities as guide for decision making and following instructions  | Uses information from theme-based activities as guide for decision making and following instructions  | Uses information from theme-based activities as guide for decision making and following instructions  |  |
|  **C. Learning**  **Competency/** **Objectives**Write the LC code for each. | Identify the parts of a simple story Write a simple story from a given set of details***EN2RC-IVe-2.16***  | Answer wh-questions Recall a similar incident or personal experience Relate oneself/a friend with the character in the poem | Answer wh-questions Recall a similar incident or personal experience Relate oneself/a friend with the character in the poem | Answer wh-questions Recall a similar incident or personal experience Relate oneself/a friend with the character in the poem | Summative Test |
| **II. CONTENT** | **LESSON 28: I Can Write a Simple Story** | As A Filipino: Love, Equality, Peace, Promotion of Common Good, Concern for Family and Future Generation, Concern for the Environment, and Order | As A Filipino: Love, Equality, Peace, Promotion of Common Good, Concern for Family and Future Generation, Concern for the Environment, and Order | As A Filipino: Love, Equality, Peace, Promotion of Common Good, Concern for Family and Future Generation, Concern for the Environment, and Order |  |
|  **LEARNING RESOURCES** |  |
|  **A. References** | K-12 CGp.38 | K-12 CGp. | K-12 CGp. | K-12 CGp. |  |
| **1. Teacher’s Guide pages** | 61-63 | 80-83 | **84-87** | **84-87** |  |
| **2. Learner’s Materials pages** |   | 465-468 | **469-472** | **469-472** |  |
| **3. Textbook pages** |  |  |  |  |  |
| **4. Additional Materials from Learning Resource (LR) portal** |  | pictures, UBLS Worktext, story map |  |  |  |
| **B. Other Learning Resource** | pictures, UBLS Worktext, story map | Pictures chart | Tarpapel, picture | Tarpapel, picture |  |
| **III. PROCEDURES** |  |  |  |  |  |
| **A. Reviewing previous lesson or presenting the new lesson** | Daily Language ActivityWords for the Day (Drill)Words for the Day (Drill)Let us read the sight words. Read after me. | Let the pupils do the Daily Language Activity – Target WordsLet us read the sight words. Say:Read after me  off right Let them read,spell give the meaning and use the words in a sentence**Pre-Reading:** **Motivation:** Show a photo of a heart and then asks the following questions: 1. What comes to your mind when you see a heart? 2. What does a heart symbolize? 3. How will you show LOVE for others? 4. What makes you happy? Let them read the motive question below : What do Filipinos need in order to live a happy life? | Let the pupils do the Daily Language Activity – Target WordsLet us read the sight words. Say:Read after me  first sing Let them read,spell give the meaning and use the words in a sentence**Motivation:** Play the music of *As A Filipino*. The pupils sing along. Guide the pupils in recalling the previous lesson by writing in each of the boxes what the Filipinos need in living a happy life.  | Let the pupils do the Daily Language Activity – Target WordsLet us read the sight words. Say:Read after me  first sing Let them read,spell give the meaning and use the words in a sentence**Motivation:** Play the music of *As A Filipino*. The pupils sing along. Guide the pupils in recalling the previous lesson by writing in each of the boxes what the Filipinos need in living a happy life.  | Song |
| **B. Establishing a purpose for the**  **Lesson** | Pre- Writing *a. Say:* Today, we are going to study how to write a simple story. *b.* Word Web- team What are the good things we get if we work together as a team? *c.* Elicit simple sentences from the ideas given by the child. Model simple sentence writing. *d.* Motivation/Recall of the Story  | To relate oneself/a friend with the character in the poem | To relate oneself/a friend with the character in the poem | To relate oneself/a friend with the character in the poem | Setting of standard |
| **C. Presenting examples/ instances of the new lesson** | Let the pupils arrange the jumbled sentences on the paper boats to form the summary of the story: “Boatman to the Rescue. | **During Reading:** The pupils read the 11th stanza of the poem *As A Filipino.*Ask questions after each stanza(Refer to T.G pp.81-82) | Show the photos of famous Filipinos (See L.M p.470) then asks the questions stated below1. Who are they? Can you identify them? 2. Why are they famous? 3. Can they be called the pride of the Philippines? Motive Question: How can one be a pride of the Philippines?**During Reading:** The pupils read the 15th -17th stanza of the poem *As A Filipino then ask questions after each stanza ( See T.G p.85-86)* | Show the photos of famous Filipinos (See L.M p.470) then asks the questions stated below1. Who are they? Can you identify them? 2. Why are they famous? 3. Can they be called the pride of the Philippines? Motive Question: How can one be a pride of the Philippines?**During Reading:** The pupils read the 15th -17th stanza of the poem *As A Filipino then ask questions after each stanza ( See T.G p.85-86)* | Giving of instruction |
| **D. Discussing new concepts and practicing new skills #1** | To help us write a simple story, let us study the pictures below and try to sequence them according to how they happen. | **Post Reading:** Recall: Ask the following questions: 1. What do Filipinos need in order to live a happy life? How about you, what makes you happy? What can make your mother/father/siblings happy? 2. What should Filipinos do so there can be love, peace and equality? 3. What is the best way to show love to your friends? family? other people? 4. How can you contribute to a happier life at home? In school? In the community?  | **Post Reading:** : Ask the following questions: 1. What can you do so your parents can be proud of you? 2. How can one be a pride of the next generation? 3. Do you agree that future can tell what we do today? What should we do today? How can we help our future generation? 4. Cite a situation where you helped save the environment? What did you feel? 5. How can you contribute to the orderliness of your community?  | **Post Reading:** : Ask the following questions: 1. What can you do so your parents can be proud of you? 2. How can one be a pride of the next generation? 3. Do you agree that future can tell what we do today? What should we do today? How can we help our future generation? 4. Cite a situation where you helped save the environment? What did you feel? 5. How can you contribute to the orderliness of your community?  | Supervising the test |
|  **E. Discussing new concepts and practicing new skills #2** | Which of the pictures should be the first? second?...last? Let us give a name to the girl. What can be a nice name for her? In the first picture, what can you say about her? In the second picture… How about in the last picture | **Valuing:** Directions: Copy inside the box the sentences that talk about the things we can give and share to have peace in the community.1. Liza always quarrels with her younger sister on unimportant things. 2. Samantha thinks before she speaks so as not to hurt other’s feelings. 3. Marie asks permission from his brother before she uses any of his toys. 4. Mother never shouts. She always speaks in a low tone. 5. David pinches his classmate without any reason at all. 6. Mr. Gonzaga makes an investigation before making decision on issues concerning his family | **Group Work:** Let the children answer LM Activity. Place on the dried stems all the leaves where statements that show concern for the environment are written. *See LM***We Can Do It**Color the leaves green with the correct ways oftaking care of our environment.**We Can Take Care of Our Environment** | **Group Work:** Let the children answer LM Activity. Place on the dried stems all the leaves where statements that show concern for the environment are written. *See LM***We Can Do It**Color the leaves green with the correct ways oftaking care of our environment.**We Can Take Care of Our Environment** |  |
|  **F. Developing mastery (leads to Formative Assessment 3)** |  | Group Work | Relating to One’s Experience shows pictures of children doing different things. Directions: Put a happy face on the pictures which show order in the community and sad face on those which do not.  | Relating to One’s Experience shows pictures of children doing different things. Directions: Put a happy face on the pictures which show order in the community and sad face on those which do not.  |  |
|  **G. Finding practical application of concepts and skills in daily living** | As a whole, what are these pictures all about? | a. What did you learn from the (name of the station)? b. While doing the activities, how did you behave? c. What value/s did you practice during the activity?  | Show a withered plant. Then, ask the pupils: 1. What do you notice with the trees? 2. Are you aware of “global warming”? 3. What would happen if all the plants and trees get dried? 4. How can you help prevent global warming? | Show a withered plant. Then, ask the pupils: 1. What do you notice with the trees? 2. Are you aware of “global warming”? 3. What would happen if all the plants and trees get dried? 4. How can you help prevent global warming? | Show honesty in answering the test questions |
|  **H.Making generalizations**  **and abstractions about the lesson** | How do we say that in a complete sentence? 1. We write that as the very first sentence of our story. Then we try to say it again at the last part of the story. | Cooperation is helping each other out.It makes all the work easier and possible when you do it with friends | An *exclamatory sentence* expresses a strong feeling. It is used when one *feels happy, angry, surprised or afraid.* It starts with a capital letter and ends with an *exclamatory point (!).* | An *exclamatory sentence* expresses a strong feeling. It is used when one *feels happy, angry, surprised or afraid.* It starts with a capital letter and ends with an *exclamatory point (!).* |  |
|  **I. Evaluating learning** | Writing *Say*: Now let us try to create a big book out of our story. I will give each group a blank big and you have to paste on each page the picture according to the correct sequence. Don’t forget to write the title of the story on the cover page. Then, write the sentences under each of the pictures. | Directions: Like and Unlike each station. (Make the like and unlike signs used in Facebook.) | Directions: Read each pair of sentences. Check the box which has an exclamatory sentence. (*Refer to LM, p,. Measure My Learning)* 1. Come here, Jessa. What a sunny day! 2. Go! Crash! The glass fell. 3. Fire! Fire! Fire! Ouch! My tooth is aching. 4. Happy New Year! How are you? 5. I love red things. Surprise! I have a gift for you.  | Directions: Read each pair of sentences. Check the box which has an exclamatory sentence. (*Refer to LM, p,. Measure My Learning)* 1. Come here, Jessa. What a sunny day! 2. Go! Crash! The glass fell. 3. Fire! Fire! Fire! Ouch! My tooth is aching. 4. Happy New Year! How are you? 5. I love red things. Surprise! I have a gift for you.  | Recording the test resulte |
|  **J. Additional activities for application or remediation** |  | **Agreement:** Do you help your community? How? What did you do? Do you have pictures showing it? Bring that photo and be able to share it with the class tomorrow | Ask the children how they feel when they hear a thunder clap. What do they say when they hear a thunder clap? | Ask the children how they feel when they hear a thunder clap. What do they say when they hear a thunder clap? |  |
| **IV. REMARKS** |  |  |  |  |
| **V. REFLECTION** |  |  |  |  |
| **A..No. of learners who earned 80% in the evaluation** |  |  |  |  |  |
| **B.No. of learners** **who require additional activities for remediation who scored below 80%** |  |  |  |  |  |
| **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 teachingstrategies 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. Whatdifficulties 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 |  |