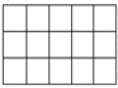
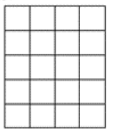
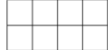
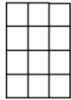
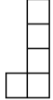
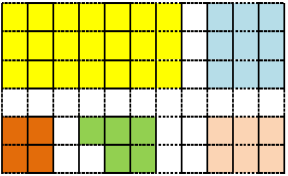
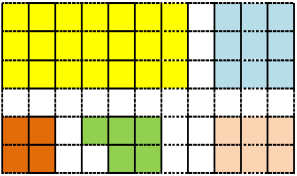
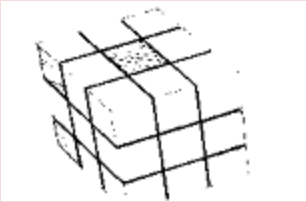
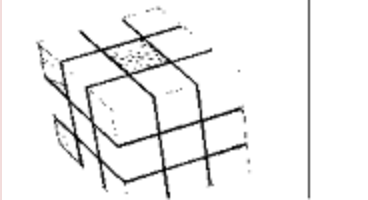
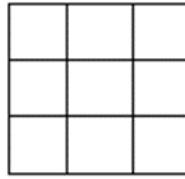
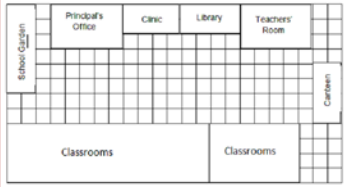


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	WEEK 7	Quarter:	4TH Quarter

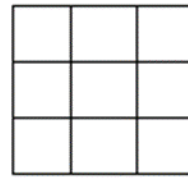
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Show the area of a given figure using square tile units. (i.e. number of square tiles needed).	Show the area of a given figure using square tile units. (i.e. number of square tiles needed).	Find the area of a square and a rectangle using square tile units	Find the area of a square and a rectangle using square tile units	Weekly Test
A. Content Standards	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	
B. Performance Standards	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives finds the area of a given figure using square-tile units i.e. number of square-tiles needed. M2ME-IVg-36	C. Learning Competencies/ Objectives finds the area of a given figure using square-tile units i.e. number of square-tiles needed. M2ME-IVg-36	C. Learning Competencies/ Objectives finds the area of a given figure using square-tile units i.e. number of square-tiles needed. M2ME-IVg-36	C. Learning Competencies/ Objectives finds the area of a given figure using square-tile units i.e. number of square-tiles needed. M2ME-IVg-36	
II. CONTENT	Content:	Content:Area Concept	Content:Area Concept	Content:Area Concept	
III. LEARNING RESOURCES	K to12 Curriculum Guide	K to12 Curriculum Guide Grade 2 – Mathematics pages 27	K to12 Curriculum Guide	K to12 Curriculum Guide	

A. References	Grade 2 – Mathematics pages 27		Grade 2 – Mathematics pages 27-28	Grade 2 – Mathematics pages 27-28	
1. Teacher’s Guide Pages	380-383 (softcopy)	380-383(softcopy)	384-387 (softcopy)	384-387(softcopy)	
2. Learner’s Materials pages	LM in Mathematics pages 271-272	LM in Mathematics pages 271-272	LM in Mathematics pages 273-276	LM in Mathematics pages 273-276	
3. Text book pages					
4. Additional Materials from Learning Resources	1. Square tiles or square cardboards 2. Graphing paper 3. Straight edge 4. Activity sheets Lesson 110	1. Square tiles or square cardboards 2. Graphing paper 3. Straight edge 4. Activity sheets Lesson 110	1. Square tiles (Cut-out Cardboards) 2. Cartolina with small squares drawn Lesson 111	1. Square tiles (Cut-out Cardboards) 2. Cartolina with small squares drawn Lesson 111	
B. Other Learning Resources	laptop	laptop	laptop	laptop	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill How many squares are there in each figure? a.  b. 	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Pre-Assessment: Board work activity: Using cut-out cardboards, let the pupils draw the figures described below. Ask three pupils at a time. a. A square with 4 square units. b. A square with 9 square units. c. A rectangle with 8 square units. d. A rectangle with 3 squares wide and 5 squares long. e. A rectangle with 4 squares wide and 5 squares long.	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill a. Show flashcards. Give the answers orally. $2 \times 2 =$ $5 \times 5 =$ $4 \times 10 =$ Give the products of; 1. 3 and 3 2. 4 and 4 3. 7 and 10 4.8 and 10 5. 10 and 9	INSTRUCTIONAL PROCEDURE Preparatory Activities 2. Pre-assessment: Give the number of square units for each figure. Try to recite the number sentence for each answer. a.  b.  c. 	
B. Establishing a purpose for the lesson (Motivation)	B. Establishing a purpose for the lesson 1.Motivation: Show a big grid with different shapes drawn on it.  Questions:	B. Establishing a purpose for the lesson 1.Motivation Show a big grid with different shapes drawn on it.  Questions:	B. Establishing a purpose for the lesson 1.Motivation Show this cube or a picture of this. 	B. Establishing a purpose for the lesson 1.Motivation Show this cube or a picture of this.  Questions:	

	a. What are the shapes you can see on the grid? b. Can you easily identify the number of small squares in every figure without counting? Why?	a. What are the shapes you can see on the grid? b. Can you easily identify the number of small squares in every figure without counting? Why?	Questions: a. Are you familiar with this? (it's a rubik's cube) b. Do you play this? c. How many sides does it have? d. What shape is each side? Say: Today, we will find the area of a square and a rectangle using square tile units.	a. Are you familiar with this? (it's a rubik's cube) b. Do you play this? c. How many sides does it have? d. What shape is each side? Say: Today, we will find the area of a square and a rectangle using square tile units.	
C. Presenting Examples / instances of new lesson (Presentation)	Posing a Task C. Presenting Examples / instances of new lesson(Presentation) Concrete/Pictorial Group the class into 4. 1. Give an activity sheet like the one below to each group. Tell them that this is the floor plan of a school.	Posing a Task C. Presenting Examples / instances of new lesson(Presentation) Instruct the pupils to do the following Draw square units to each area. Write the number of units inside each area. Count the number of squares each area occupied	Posing a Task: C. Presenting Examples /Instances of new lesson 2.Presentation a. Concrete 1. Give this situation; One face of the rubik's cube looks this figure below.	Posing a Task C. Presenting Examples /Instances of new lesson Presentation b. Pictorial Let the pupils draw a rectangle. 1. Labe its length as 6 units and its width 3 units. 2. Show how the area is solved. 3. Give answer. c. Abstract The side of a square is 7 units. Find the area of the	



2. Show these examples.
Examples 1



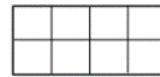
3 units

3 units

$$= 3 \times 3$$

$$= 9 \text{ square units}$$

Example 2



2 units

4 units

$$\text{Area} = 4 \times 2$$

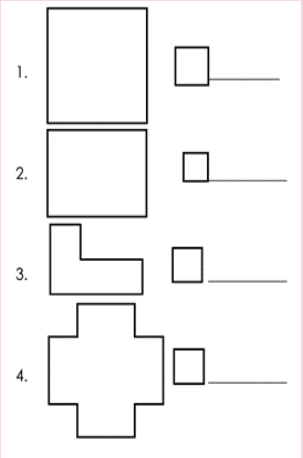
$$= 8 \text{ square units}$$

square.

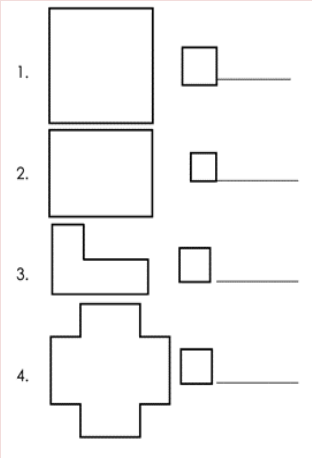
D. Discussing new concepts and practicing new skills #1 (Modeling)	Performing the Task Processing: Ask: Processing: What are the shapes of the rooms in the floor plan? What is the area of each room? Which part of the school has the biggest area? How many squares does it occupy? Which areas are the same? How many squares does each area occupy? Which place in the school has the smallest area? How many squares does it occupy? Which has the bigger area, the canteen or the clinic? How many squares does it occupy?	Performing the Task Processing: Ask: What are the shapes of the rooms in the floor plan? What is the area of each room? Which part of the school has the biggest area? How many squares does it occupy? Which areas are the same? How many squares does each area occupy? Which place in the school has the smallest area? How many squares does it occupy? Which has the bigger area, the canteen or the clinic? How many squares does it occupy?	Performing a Task Processing Ask: How many square tiles are there in the figure? How many small squares are there in each column? (3) How many squares are there in each row? (3)	Performing the Task Ask : Processing What do you call the line that enclosed the figure? (sides) What will you do with the sides to get the area which is 9? (multiply) Area = side x side	
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E. Discussing new concepts and practicing new skills #2 (Guided Practice)

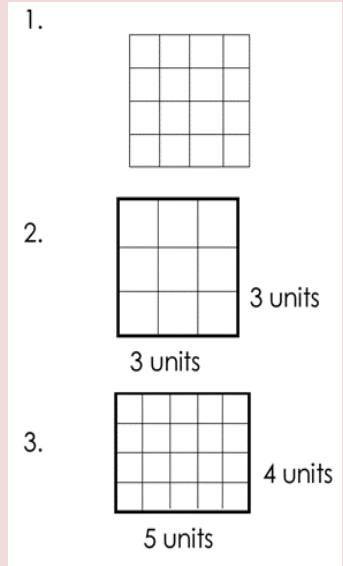
E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM 110- Gawain 1 pahina 271 Gawain 1
Gamitin ang maliit na square upang malaman ang area ng malaking hugis. Isulat ang area sa puwang.Gawin sa iyong kuwaderno.



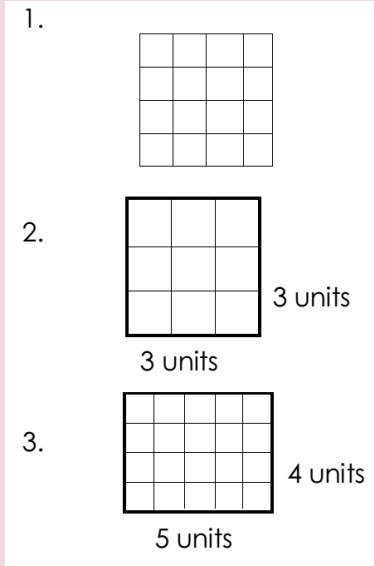
E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM 110- Gawain 1 A pahina 271 Gawain 1
Gamitin ang maliit na square upang malaman ang area ng malaking hugis. Isulat ang area sa puwang.Gawin sa iyong kuwaderno.

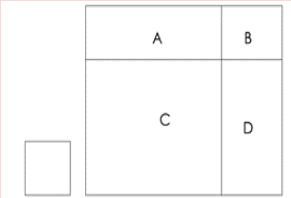
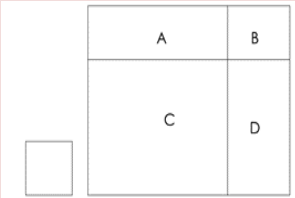
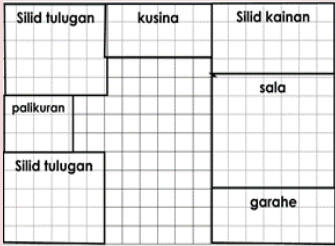
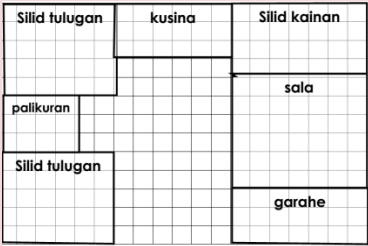


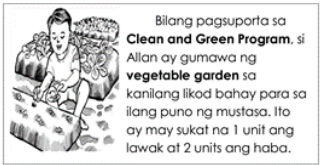
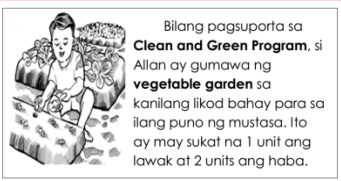
E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM 111- Gawain 1 pahina 273
Alamin ang area ng bawat hugis. Isulat ang solution. Gawin sa iyong kuwaderno.

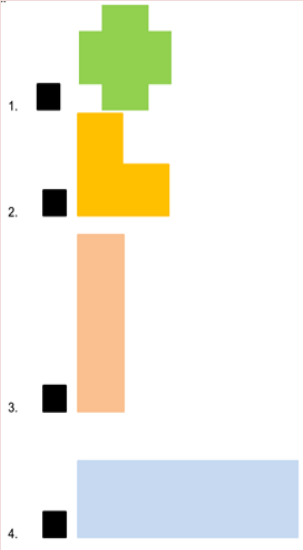
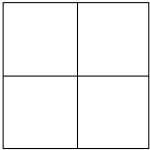
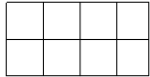
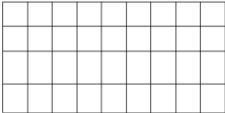


E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM 111– Gawain1 pahina 273
Alamin ang area ng bawat hugis. Isulat ang solution. Gawin sa iyong kuwaderno.



F. Developing mastery (Independent Practice)	F. Developing mastery (Independent Practice) Gawain 2, pahina272sa LM110 Ang lupain ay hinati sa apat at minarkahan ng A, B,C at D. Gamit ang maliit na square sa kaliwa, sagutin ang mga tanong sa ibaba.  Mga tanong: 1. Ano ang area ng lupa A? 2. Ano ang area ng lupa B? 3. Ano ang area ng lupa C? 4. Ano ang area ng lupa D? 5. Ano ang area ng kabuuang lupa? 6. Aling lupa ang may pinakamalaking area?	F. Developing mastery (Independent Practice) Gawain 2, pahina272 sa LM110 Ang lupain ay hinati sa apat at minarkahan ng A, B,C at D. Gamit ang maliit na square sa kaliwa, sagutin ang mga tanong sa ibaba.  Mga tanong: 1. Ano ang area ng lupa A? 2. Ano ang area ng lupa B? 3. Ano ang area ng lupa C? 4. Ano ang area ng lupa D? 5. Ano ang area ng kabuuang lupa? 6. Aling lupa ang may pinakamalaking area?	F. Developing mastery (Independent Practice) Refer to the LM111Gawain 2pahina 274 Pag-aralan ang floor plan ng bahay na nakalarawan sa ibaba at pagkatapos ay sagutin ang mga tanong sa ibaba. Isulat ang solution at sagot sa iyong kuwaderno.  Mga tanong: 1. Ano ang area ng bawat bahagi ng bahay? 2. Aling bahagi ang pinakamaliit? Ano ang area	F. Developing mastery (Independent Practice)) Refer to the LM 111pahina274 Gawain 2 Pag-aralan ang floor plan ng bahay na nakalarawan sa ibaba at pagkatapos ay sagutin ang mga tanong sa ibaba. Isulat ang solution at sagot sa iyong kuwaderno.  Mga tanong: 1. Ano ang area ng bawat bahagi ng bahay? 2. Aling bahagi ang pinakamaliit? Ano ang area	

	Ang may pinakamaliit na area?	Ang may pinakamaliit na area?	nito? 3. Ilang squares units na mas malaki ang garahe kaysa sa kusina?	nito? 3. Ilang squares units na mas malaki ang garahe kaysa sa kusina?	
G. Finding Practical applications of concepts and skills (Application / Valuing)	G. Finding Practical applications of concepts and skills (Application / Valuing) 1. Ano ang area ng kabuuang lupa? 2. Aling lupa ang may pinakamalaking area? Ang may pinakamaliit na area? 3. Mabuti ba sa bata ang magkaroon ng kaalaman sa pagsukat ng area ng isang bahagi ng lupa? Bakit?	G. Finding Practical applications of concepts and skills (Application) 1. Ano ang area ng kabuuang lupa? 2. Aling lupa ang may pinakamalaking area? Ang may pinakamaliit na area? 3. Mabuti ba sa bata ang magkaroon ng kaalaman sa pagsukat ng area ng isang bahagi ng lupa? Bakit?	G. Finding Practical applications of concepts and skills (Application / Valuing Basahin ang sitwasyon sa loob ng kahon at sagutin ang mga tanong sa ibaba. Isulat ang sagot sa kuwaderno.  Bilang pagsuporta sa Clean and Green Program, si Allan ay gumawa ng vegetable garden sa kanilang likod bahay para sa ilang puno ng mustasa. Ito ay may sukat na 1 unit ang lawak at 2 units ang haba. Mga tanong: 1. Ilang square units ang area ng garden na ginawa ni Allan? 2. Kung dodoblehin ang lawak ng garden, ano ang magiging hugis nito? Ilang square units ang magiging area ng garden? 3. Kung dodoblehin ang lawak at haba ng garden, ilang square units ang magiging area nito? 4. Mabuti ba sa bata ang makilahok sa mga programang katulad nito? Bakit?	G. Finding Practical applications of concepts and skills (Application / Valuing) Basahin ang sitwasyon sa loob ng kahon at sagutin ang mga tanong sa ibaba. Isulat ang sagot sa kuwaderno.  Bilang pagsuporta sa Clean and Green Program, si Allan ay gumawa ng vegetable garden sa kanilang likod bahay para sa ilang puno ng mustasa. Ito ay may sukat na 1 unit ang lawak at 2 units ang haba. Mga tanong: 1. Ilang square units ang area ng garden na ginawa ni Allan? 2. Kung dodoblehin ang lawak ng garden, ano ang magiging hugis nito? Ilang square units ang magiging area ng garden? 3. Kung dodoblehin ang lawak at haba ng garden, ilang square units ang magiging area nito? 4. Mabuti ba sa bata ang makilahok sa mga programang katulad nito? Bakit?	
H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization) The area of a given figure can be shown by drawing squares in it.	H. Making generalizations and abstractions about the lesson (Generalization) The area of a given figure can be shown by drawing squares in it.	H. Making generalizations and abstractions about the lesson (Generalization) The area of a given figure can be shown by drawing squares in it.	H. Making generalizations and abstractions about the lesson (Generalization) The area of a: Square = side X side	

				Rectangle = side X side or length X width	
I. Evaluating Learning	I. Evaluation Alamin ang area ng bawat hugis gamit ang sukat ng maliit na square na kulay itim. 	I.Evaluation Gumupit ng square cardboard na may sukat na 10 cm sa bawat gilid. Gamitin ito sa pagtukoy ng area ng sumusunod na gamit na parisukat o parihaba. Isulat ang sukat sa puwang. Gawin ito sa iyong kuwaderno. 1. Maliit na mesa _____ square units 2. Door mat _____ square units 3. Picture frame _____ square units 4. Long folder _____ square units 5. Aklat _____ square units	I.Evaluation Find the area of each figure. 1.  2,  2 units 4 units 3.  4 units 9 units	I.Evaluation Alamin ang area ng bawat hugis. Isulat ang solution at sagot sa iyong kuwaderno. 1. Parisukat na ang lawak ay 5 units. 2. Parihaba na may lawak na 9 units at may haba na 10 units. 3. Parihaba na ang haba ay 8 units at ang lawak ay 5 units. 4. Lamesa na ang haba ay 2 units at ang lawak ay 1 unit. 5. Lupa na ang haba ay 10 units at ang lawak ay 8 units.	
J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment)	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for 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 materials did I use/discover which I wish to share with other teachers?					

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