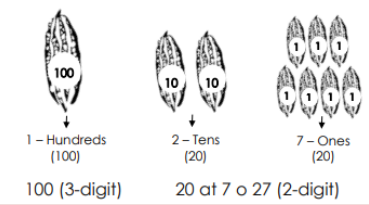


 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	II
	Teacher:		Learning Area:	MATH
	Teaching Dates and Time:	OCTOBER 7 - 11, 2024 (WEEK 2)	Quarter:	2 nd QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					Weekly Test
A. Content Standards	The learner demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money.				
B. Performance Standards	The learner is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.				
C. Learning Competencies/ Objectives	Subtracts mentally the following numbers without regrouping using appropriate strategies: a. 1-digit numbers from 1- to 3-digit numbers b. 3-digit numbers by tens and by hundreds				
II. CONTENT	Subtracting Mentally 3-Digit Numbers by Tens and by Hundreds				
III. LEARNING RESOURCES	K to12 Curriculum Guide 2016	K to12 Curriculum Guide 2016 ADM MODULE	K to12 Curriculum Guide 2016 ADM MODULE	K to12 Curriculum Guide 2016 ADM MODULE	
A. References					
1. Teacher’s Guide Pages	TG in Mathematics pages 1-5 (softcopy)	TG in Mathematics pages 5-9(softcopy)	TG in Mathematics pages 9 -13 (softcopy)	TG in Mathematics pages 13-19 (softcopy)	
2. Learner’s Materials pages	LM in Mathematics	LM in Mathematics	LM in Mathematics	LM in Mathematics	Test paper at lapis
3. Text book pages					
4. Additional Materials from Learning Resources	1. Counters- such as drinking straws, sticks, seeds, pebbles, coins 2. Cutouts of mangoes 3. Drawings/illustration of a tree Lesson 1	1. Pictures 2. Counters (bottle caps, pebbles, sticks, drinking straws, shells, seeds, 3. Flats, longs, ones 4. Cut-outs of objects 5. Number Cards	1. Picture, 2. Bottle caps, sticks, drinking straws, flashcards, other counters 3. Cut-outs Lesson 3	1. Rubber bonds 2. Bottle caps 3. Sticks 4. Drinking straws 5. Flashcards Lesson 4	

		Lesson 2																														
B. Other Learning Resources	laptop	laptop	laptop	laptop	laptop																											
IV. PROCEDURES																																
A. Reviewing previous lesson or presenting the new lesson	795 – 243 = _____ <table><tr><th>HUNDREDS</th><th>TENS</th><th>ONES</th></tr><tr><td>$\begin{array}{r} 7 \\ 2 \\ \hline 5 \end{array}$</td><td>$\begin{array}{r} 9 \\ 4 \\ \hline 5 \end{array}$</td><td>$\begin{array}{r} 5 \\ 3 \\ \hline 2 \end{array}$</td></tr></table> $\begin{array}{r} 795 \\ - 243 \\ \hline 552 \end{array}$ Noong nakaraang linggo ay napag-aralan natin ang mga hakbang sa tamang pagsasagaw ang pagbabawas o subtraction.	HUNDREDS	TENS	ONES	$\begin{array}{r} 7 \\ 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ 4 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ 3 \\ \hline 2 \end{array}$	Drill sa pisara. 55 – 23 = _____ 173 – 31 = _____ 98 – 24 = _____ 952 – 21 = _____ 34 – 21 = _____	Sagutan sa pisara. 68 – 22 = _____ 772 – 41 = _____ 435 – 182= _____	Performnace Task 1 Punan ng iyong mga paboritong bilang ang bawat kahon. Ibawas ito at isulat ang sagot. <table><tr><td>Hundreds/ Sandaana n</td><td>Tens/Sam puan</td><td>Ones/Isah an</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Sagot:</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3">Sagot:</td></tr></table>	Hundreds/ Sandaana n	Tens/Sam puan	Ones/Isah an							Sagot:									Sagot:			Written Work 1
HUNDREDS	TENS	ONES																														
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Sagot:																																
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B. Establishing a purpose for the lesson (Motivation)	Ipaliwanag muli ang mga hakbang sa pagbabawas ng without regrouping.																															
C. Presenting Examples / instances of new lesson (Presentation)	Step 1 Para makuha ang difference ng 2-to-3-digit: • Unahing bawasin ang isahan o ones digit; • Isunod ang sampuan o tens digits; • Panghuli ang sandaanan o hundreds digits	Pagsasanay sa subtraction gamit ang A1 drill.	Subtract mentally. Isulat ang sagot sa sagutang papel.	Pagsasagawa ng performance task																												



Step 2
Kung ang numero sa minuend ay mas mataas o magkatulad lang sa subtrahend ay puwede nang pagbawasin ang magkatapat na bilang. Ang propseso na ito ay tinatawag na without regrouping.

	Hundreds	Tens	Ones
Minuend	1	2	7
Subtrahend		2	7
Difference			

Step 3
Ibawas ang 27 ampalaya sa 127 ampalaya. Upang makuha ang sagot bilangin ang mga ampalaya na natira.



	Hundreds	Tens	Ones
	1	2	7
-		2	7
	1	0	0

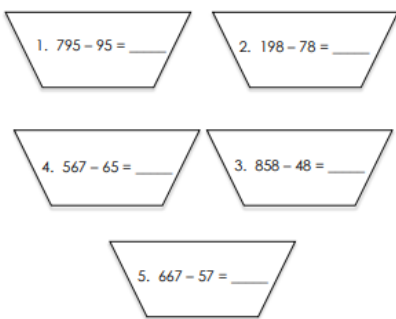
1. 789 - 235 =

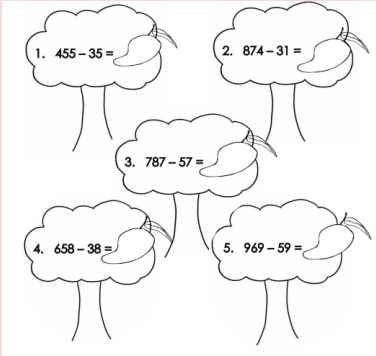
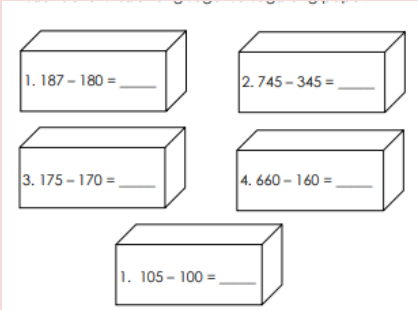
2. 965 - 145 =

3. 177 - 164 =

4. 538 - 135 =

5. 359 - 248 =

D. Discussing new concepts and practicing new skills #1 (Modeling)	Pangkatang Gawain: Ang bawat grupo ay bibigyan ng subtraction flashcard. Isulat ang sagot sa papel. Sa llob ng 10 minuto ang grupong may pinakamaraming tamang sagot ang syang panalo. *Pagsasagaw ang activity*	Pangkatang Gawain: TIC-TAC-TOE Ang bawat grupo ay bibigyan ng subtraction flashcard. Pagkatapos masagutan ang 1 flashcard, idikit ito sa tic-tac-toe board. Ang unang makadikit ng 3 tamang sagot (diagonally o straight) ang syang panalo.	Ibigay ang sagot gamit ang mental subtraction. Isulat ang sagot sa sagutang papel. 	Pagsasagawa ng performance task	Explain the direction to them.
E. Discussing new concepts and practicing new skills #2 (Guided Practice)	*Pagtsek ng sagot sa pisara *			Pagsasagawa ng performance task	Giving the standards
F. Developing mastery	Sagutan:			Pagsasagawa ng performance task	

(Independent Practice)	1. $234 - 3 = \underline{\hspace{2cm}}$ 2. $63 - 2 = \underline{\hspace{2cm}}$ 3. $23 - 3 = \underline{\hspace{2cm}}$ 4. $9-1 = \underline{\hspace{2cm}}$ 5. $86 - 6 = \underline{\hspace{2cm}}$				
G. Finding Practical applications of concepts and skills (Application / Valuing)	Tandaan mahalagang pag-aralan ang subtraction o pagbabawas dahil ito ay magagamit natin sa ating pang araw araw na buhay. Halimbawa na lamang pag tayo ay bibili sa tindahan o kantina ng paaralan.	Ipakita ang sagot ng gawain sa pisara.	Ang pagsasanay sa subtraction ay makakatulong upang ikaw ay lalong bumilis sa pagsagot ng mga suliranin na may kaugnayan dito.	Pagpapakita ng output(gallery walk)	
H. Making generalizations and abstractions about the lesson (Generalization)	Paano isinasagawa ang pagbabawas?	Tandaan, mahalagang maisa-ayos ang minuend at subtrahend sa tamang place value o place value chart sa pamamagitan ng pagatpat tapat ng mga bilang ng sandaanan, sampuan at isahan.	Paano isinasagawa ang pagbabawas?		
I. Evaluating Learning		Sagutan: 1. $159 - 59 =$ 2. $350 - 150 =$ 3. $493 - 463 =$ 4. $566 - 66 =$ 5. $378 - 278 =$			Checking the test

J. Additional activities for application or remediation (Assignment)					Study the next lesson.
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?					