

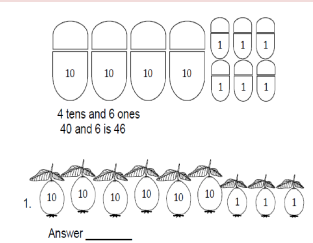
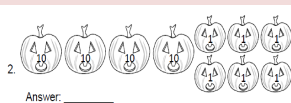
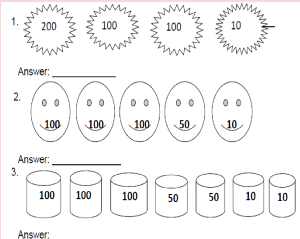
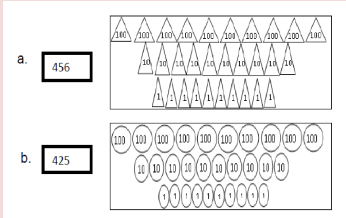


GRADES 1 to 10 DAILY LESSON LOG

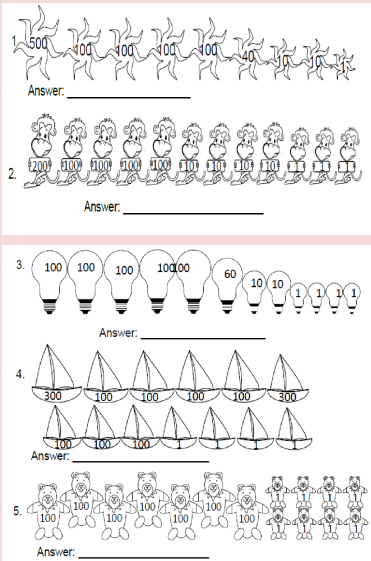
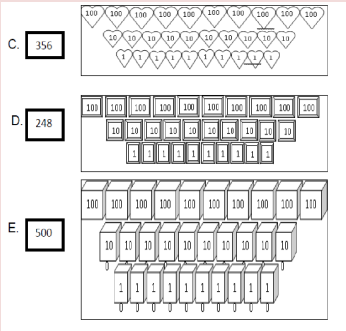
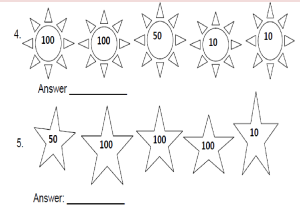
School: Visit [DepEdResources.com](https://www.depedresources.com) for More
Teacher:
Teaching Dates and Time: JULY 29 – AUGUST 2, 2024 (WEEK 1)

Grade Level: II
Learning Area: MATHEMATICS
Quarter: 1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Visualizes and identifies numbers from 101 through 500.	Visualizes and identifies numbers from 501 through 1000.	Associates numbers with sets having 101 up to 500 objects and gives the number of objects.	Associates numbers with sets having 501 up to 1000 objects and gives the number of objects	
A. Content Standards	A. Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100.	A. Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100.	A. Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100.	A. Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100.	
B. Performance Standards	B. Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100 in various forms and contexts.	B. Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100 in various forms and contexts.	B. Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100 in various forms and contexts.	B. Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to Php100 in various forms and contexts.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials. M2NS-Ia-1.2	C. Learning Competencies/ Objectives visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials. M2NS-Ia-1.2	C. Learning Competencies/ Objectives visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials. M2NS-Ia-1.2 groups objects in ones, tens, and hundreds. M2NS-Ib-2.2	C. Learning Competencies/ Objectives visualizes and represents numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials. M2NS-Ia-1.2 groups objects in ones, tens, and hundreds. M2NS-Ib-2.2	
II. CONTENT	Content: Visualization and Identification of Numbers from 101 - 500	Content: Visualization and Identification of Numbers from 501 - 1000	Content: Associating Numbers with Sets having 101 up to 500 objects	Content: Numbers with sets having 501 up to 1000 objects.	
III. LEARNING RESOURCES	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 26	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 26	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 26	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 26	
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)	

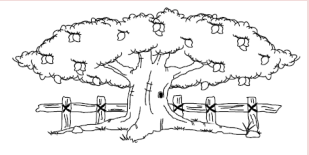
2. Learner's Materials pages	LM in Mathematics pages 1-4	LM in Mathematics pages 5-7	LM in Mathematics pages 8-10	LM in Mathematics pages 11-12																																																																																																					
3. Text book pages																																																																																																									
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 Lesson 2	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																																																																																																					
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 A. Using flash cards complete each item. Write your answer on your Show Me Board Example:   B. Let the pupils give the correct number. 1. 5 tens + 7 ones = 2. 9 tens + 4 ones = 3. 7 tens + 3 ones = 4. 9 tens + 9 ones = _____ 5. 8 tens + 6 ones = _____ C. Give the correct answer. Write your answer on your Show Me Board	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill A. Ask the pupils to orally count numbers from 100 to 500, 222 to 293, 467 to 500 B. Give the next number. Ask the pupils to “give the number before” each given number written in the flash card C. Ask the pupils to count backwards numbers 299 to 290, 412 to 400 and 500 to 489 2. Review Count and write the correct numeral for each illustration. 	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill The teacher will start number pattern, then the pupils should recite continuously until the teacher stops then a. 100, 200, 300 pupils, 900 b. 210, 220, 230, pupils 290 c. 405, 406, 407, 408, pupils, 433 d. 695, 696, 697, 698, pupils, 710 2. Review Shade the objects that give the number in the box 	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Counting numbers using the number chart 0-100. <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr></table> Ask: 2. What two one digit numbers when you add give an answer of 16? What are the numbers? How did you get the correct answers? 3. What two digit numbers when you add give an answer of 100? What are the numbers? How did you get the correct answer? Explain your answer. Review Give the correct answer.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	
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91	92	93	94	95	96	97	98	99	100																																																																																																

- 1. 6 tens and 3 ones
_____ and _____ ones is _____
- 2. 5 tens and 8 ones
_____ and _____ ones is _____
- 3. 9 tens and 9 ones
_____ and _____ ones is _____
- 4. 7 tens and 5 ones
_____ and _____ ones is _____
- 5. 8 tens and 8 ones
_____ and _____ one is _____



- 6. How many hundreds are there in 400?
Answer: _____
- 7. How many tens are there in 50?
Answer: _____
- 8. How many hundreds, tens and ones are there in 452?
Answer: _____

B. Establishing a purpose for the lesson (Motivation)

B. Establishing a purpose for the lesson
1.Motivation:
Show a mango tree with numbered fruits in it. Call the pupils to pick the fruit from the mango tree and read the number written on it.

Ask:
1. Can you eat the number of fruits shown at the back?

B. Establishing a purpose for the lesson
1.Motivation
Using number cards the teacher will show numbers 2, 7 and 5. Then ask the pupils to form three digit numbers using these numbers. Then ask- what is the biggest and smallest numbers formed?
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B. Establishing a purpose for the lesson
1. Motivation
Sing a Song (Tune: Are you sleeping)
There are 10 tens (2x)
In 100 in 100
Let us add 1 to it, let us add 1 to it
It's 101, it's 101.
Ask.
How many tens are there in 100?
What if we add 100 to 100, what number will be formed?
What if we add 20 to 100, what number will be formed?
Is it important to know how to count numbers?

B. Establishing a purpose for the lesson
1.Motivation
STRATEGY: Game –“BRING ME”
Instructions:
Group the pupils into five.
Give each group 3 sets of cutout objects with 100s, 10s and 1s in three colors, red, yellow and green.
The teacher will say,” Bring me 3 red hundreds, 2 yellow tens and 4 green ones”
The first group who can bring the objects to the teacher wins.
Ask:
Why is it important to follow directions?

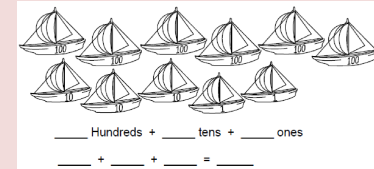
Call a pupil to give the number of 100s, 10s and 1s in the illustration.

Call another pupil to give the number of hundreds, tens and ones.

Call a pupil to give the final number.

____ Hundreds + ____ tens + ____ ones

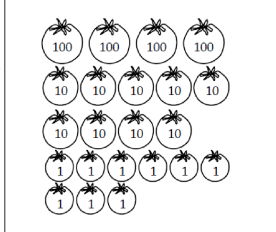
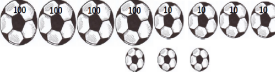
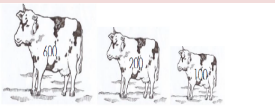
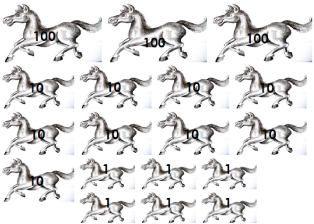
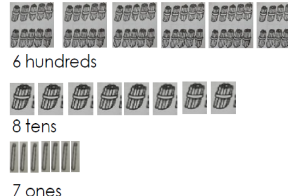
____ + ____ + ____ = ____



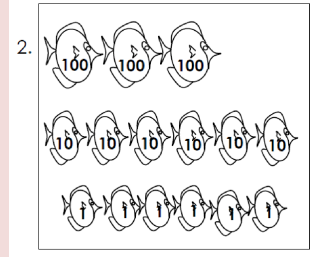
Example 2

Divide the class into five. Distribute bundles or packs of objects in 100s, 10s and 1s. Let them give the number following the example below.

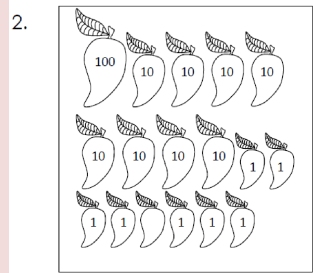
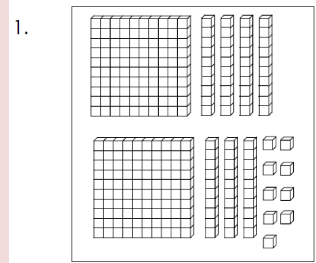


D. Discussing new concepts and practicing new skills #1 (Modeling)	Performing the Task Processing Ask: How many hundreds are there? How many tens? How many ones? What is the total value of the money? Ask- What if P 5 added to P100? How will you describe the value? What is the number? Ask them to write the number symbols. Give another illustrative example such as 145, 356, 275 and 452. Ask the pupils to describe and write the number symbols.	Performing the Task Processing: Ask: How many popsicle sticks do you have? If you add another one bundle of 100, how many are there?	Performing a Task Processing Ask: Ask each group to complete the series given below. Group 1 120, 121, 122, 123, 124, 125 ____, ____, ____, ____, ____ Group 2 210, 211, 212, 213, 214, 215 ____, ____, ____, ____, ____ Group 3 325, ____, ____, 328, ____, 330, ____, ____, ____, ____ Group 4 500, 450, 400, 350, ____, ____, ____, ____, ____ Ask each group record the process of completing the series. What did you do to discover the next five number using sets of objects? How many objects are there in bigger and smaller bundles?	Performing the Task Ask : Processing What did you do to get the number of hundreds, tens and ones? Did you count the objects carefully?	
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 - Gawain 1 pahina 1 sa Gawain 1 Bilangin ang mga nakalarawang bagay at isulat ang katumbas na bilang nito sa iyong kuwaderno. 1. 	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM - Gawain 1 A pahina 5 sa LM Gawain 1 Bilangin ang mga nakalarawang bagay at isulat ang katumbas na bilang nito sa iyong papel. 1.  Sagot: _____ 2.  Sagot: _____ 3.  Sagot: _____	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM Gawain 1 pahina 8 Ibigay ang tamang bilang ayon sa nakalarawan.  Sagot: _____	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM – Gawain 1 pahina 11 Gamit ang mga kongkretong bagay gaya ng straw, patpat, maliliit na bato o kabibe, bumuo ng mga bilang na nakasaad sa bawat bilang gamit ang hundreds, tens at ones. Halimbawa: 687 =  6 hundreds 8 tens 7 ones 1. 539 = _____ 2. 815 = _____ 3. 620 = _____	

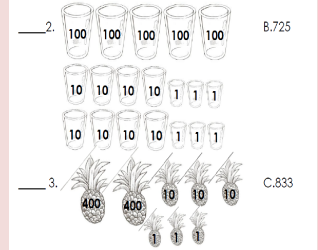
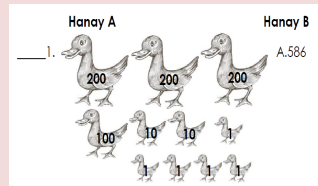
F. Developing mastery
(Independent Practice)



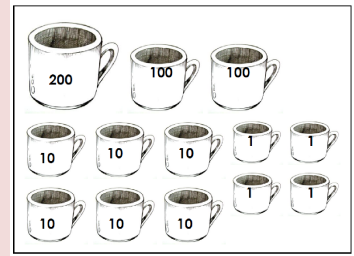
F. Developing mastery
(Independent Practice)
Gawain 2, pahina 2 sa LM
Bilangin ang mga nakalarawang
bagay at isulat ang katumbas na
bilang nito sa iyong kuwaderno.



F. Developing mastery
(Independent Practice)
Gawain 2, pahina 6 sa LM
Bilangin ang mga nakalarawan
bagay sa Hanay A at itambal ang
angkop na bilang nito sa Hanay B.
Isulat ang titik nang tamang sagot
sa iyong sagutang papel.

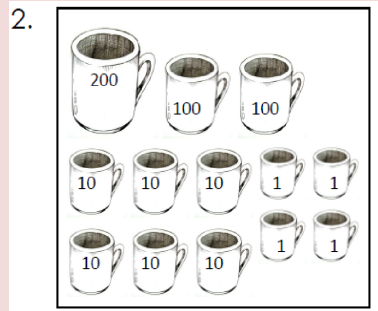
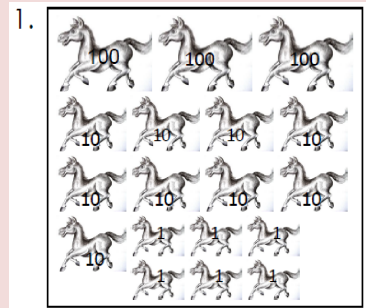


F. Developing mastery
(Independent Practice)
Refer to the LM Gawain 2 pahina 9
Ibigay ang tamang bilang ayon sa
nakalarawan.



Sagot: _____

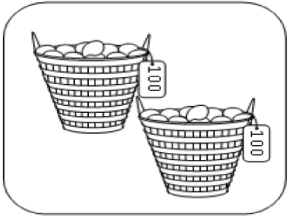
F. Developing mastery
(Independent Practice)
) Refer to the LM pahina 12
Gawain 2
Bilangin ang mga larawan sa kahon at
isulat ang angkop na bilang nito sa iyong
papel.



G. Finding Practical applications of concepts and skills (Application / Valuing)

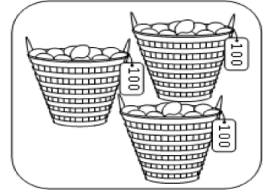
G. Finding Practical applications of concepts and skills (Application / Valuing)
Bilangin ang mga nakalarawang bagay at isulat ang katumbas na bilang nito sa iyong kuwaderno.

1.



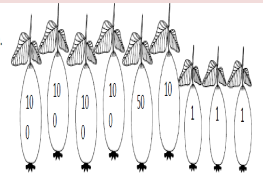
Sagot _____

2.



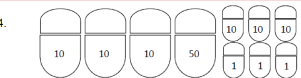
Sagot _____

3.



Sagot _____

4.



Sagot _____

H. Making generalizations and abstractions about the lesson (Generalization)

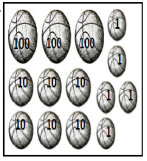
H. Making generalizations and abstractions about the lesson (Generalization)
Ask the following questions:
What have you learned today?

G. Finding Practical applications of concepts and skills (Application)

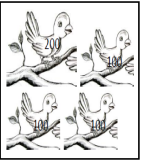
H. Making generalizations and abstractions about the lesson (Generalization)
How do you visualize numbers from 501 through 1000?

G. Finding Practical applications of concepts and skills (Application / Valuing)
Let the pupils identify the number for each sets of objects.

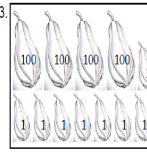
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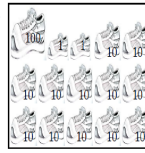
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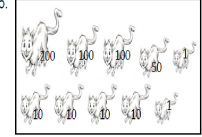
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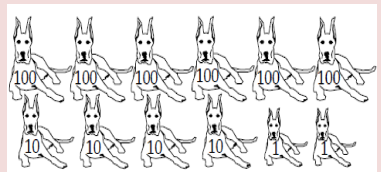


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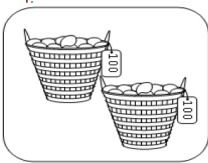
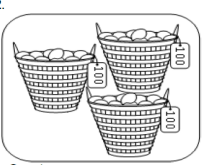
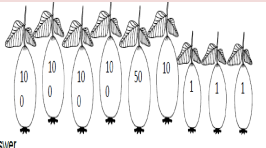
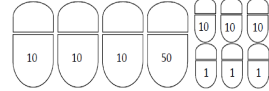
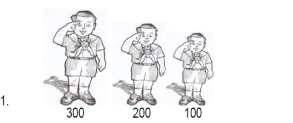
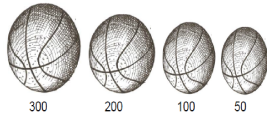
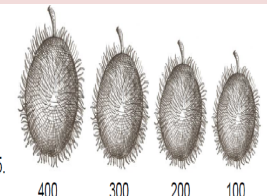
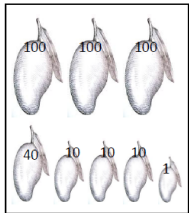
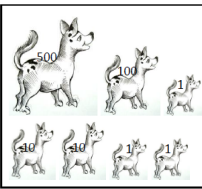
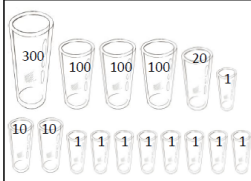
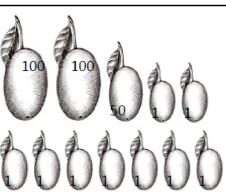
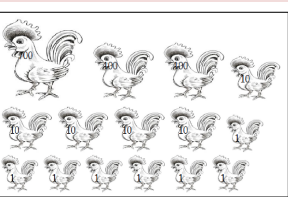
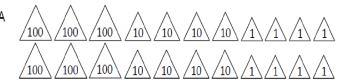
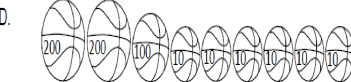
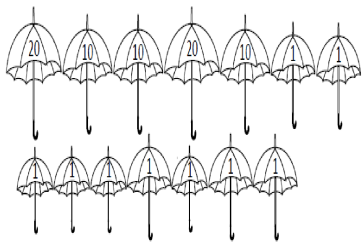
H. Making generalizations and abstractions about the lesson (Generalization)
How do we associate numbers using sets of objects from 101 – 500?

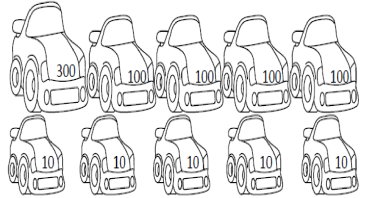
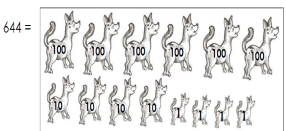
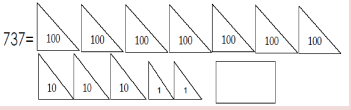
G. Finding Practical applications of concepts and skills (Application / Valuing)
Let the pupils identify the number for each sets of objects.
Write the number of hundreds, tens and ones. Then, write the number on your paper.
Example:



6 hundreds + 4 tens + 2 ones
600 + 40 + 2 = 642
1. 7 hundreds + 7 tens + 8 ones
____ + ____ + ____ = _____
2. 9 hundreds + 0 tens + 8 ones
____ + ____ + ____ = _____
3. 5 hundreds + 6 tens + 0 ones
____ + ____ + ____ = _____
4. 6 hundreds + 9 tens + 9 ones
____ + ____ + ____ = _____
5. 3 hundreds + 6 tens + 4 ones
____ + ____ + ____ = _____

H. Making generalizations and abstractions about the lesson (Generalization)
What should you do to associate numbers with objects or things?

	How do you identify the number of each set of objects from 101 to 500? How do drawings of objects in bundles or packs help you count numbers from 101- 500?	How do you identify the number of each set of objects from 501 to 1000?	What should you do to identify the number from 101 to 500 in a given sets of objects or things?	We can associate numbers with objects or things by identifying and counting them.	
I. Evaluating Learning	I. Evaluation Directions: Give the correct number for each set. 1.  Answer _____ 2.  Sagot _____ 3.  Answer _____ 4.  Answer _____ B. Let the pupils give the correct number. 1. 2 hundreds + 7 tens + 8 ones = 2. 3 hundreds + 4 tens + 9 Ones = 3. 1 hundreds + 3 tens + 0 ones = 4. 4 hundreds + 0 tens + 7 ones = _____ 5. 1 hundreds + 9 tens + 9 ones = _____ D. Fill in the blanks with the correct number. 1. 452 = _____hundreds _____tens _____ones	I.Evaluation Directions: Count and write the correct numeral for each illustration. 1.  300 200 100 2.  300 200 100 50 Answer: _____ Answer: _____ 3.  200 100 50 Answer: _____ 4.  300 200 100 50 Answer: _____ 5.  400 300 200 100 Answer: _____	I.Evaluation Give the number for each set of objects. 1.  100 100 100 2.  500 200 100 3.  300 100 100 4.  100 100 100 5.  100 100 100	I.Evaluation Write the letter of the correct answer. 1.Which is equal to 784? A.  B.  C.  D.  2.Which number is equal to the illustration below?  A. 832 B. 733 C. 752 D. 632 3.How many objects are in the box?  A. 565 B. 654 C. 645 D. 754 4. How many objects are in the box?	

	2. 276 = ____ hundreds ____ tens ____ ones 3. 398 = ____ hundreds ____ tens ____ ones 4. 307 = ____ hundreds ____ tens ____ ones 5. 250 = ____ hundreds ____ tens ____ ones			 A. 789 B. 741 C. 714 D. 361	
J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment) Gumuhit ng mga bagay ayon sa nakasaad na bilang sa iyong kuwaderno. Halimbawa:  1. 325 = 2. 489 = 3. 298 = 4. 326 = 5. 380 =	J. Additional activities for application or remediation (Assignment) Iguhit ang sumusunod na bilang sa iyong papel. Maaring gumamit ng kahit anong larawan. Halimbawa:  1. 691= 2. 572= 3. 860=	J. Additional activities for application or remediation (Assignment) sa pahina 10 Ibigay ang kabuuang bilang. Isulat sa iyong kuwaderno. 1. $600 + 100 + 10 + 10 + 10 + 1 + 1 + 1 + 1 + 1 + 1 =$ ____ 2. $400 + 100 + 100 + 100 + 100 + 100 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1 + 1 + 1 =$ ____ 3. $300 + 100 + 100 + 100 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1 + 1 + 1 + 1 + 1 + 1 =$ ____ 4. $200 + 100 + 100 + 100 + 100 + 100 + 100 + 100 + 10 =$ ____ 5. $500 + 100 + 100 + 100 + 70 + 10 + 10 + 1 + 1 + 1 + 1 =$ ____	J. Additional activities for application or remediation (Assignment) sa pahina 12 sa LM Punan ang kahon nang tamang bilang ng bagay. Isulat sa kuwaderno ang tamang sagot. 1. 671 =  2. 856 =  3. 737 = 	
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?					