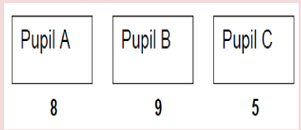
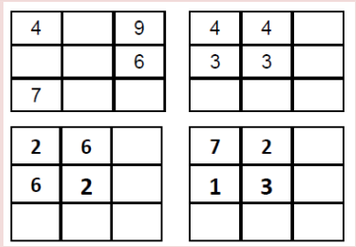
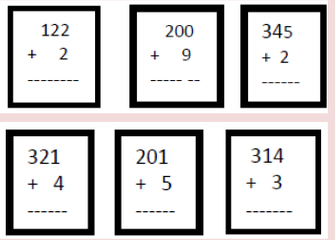
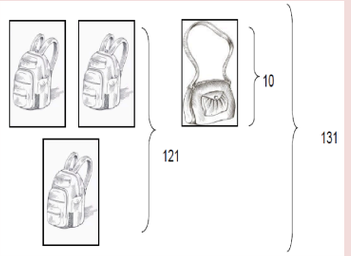
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	II
	Teacher:	File Created by Ma'am MARIANNE MANALO PUHI	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	OCTOBER 2 – 6, 2023 (WEEK 6)	Quarter:	1ST QUARTER

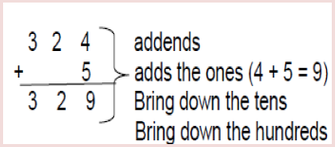
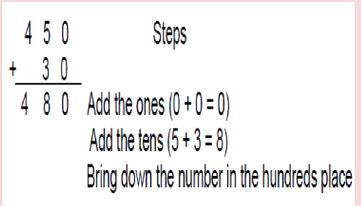
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Use the associative property of addition in computing the sum of up to 1000	To mentally add 1 to 2 digit numbers with sums up to 50	Mentally add 3-digit numbers by ones (up to 9)	To mentally add 3-digit numbers by tens (multiples of 100 up to 900)	Weekly Test
A. Content Standards	A.Content Standards demonstrates understanding of addition of whole numbers up to 1000 including money	A. Content Standards demonstrates understanding of addition of whole numbers up to 1000 including money	A.Content Standards demonstrates understanding of addition of whole numbers up to 1000 including money	A.Content Standards demonstrates understanding of addition of whole numbers up to 1000 including money	
B. Performance Standards	B.Performance Standards is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	B.Performance Standards is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	B.Performance Standards is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	B.Performance Standards is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations M2NS-Ig-26.3	C. Learning Competencies/ Objectives adds mentally 1- to 2-digit numbers with sums up to 50 using appropriate strategies. M2NS-Ih-28.3	C. Learning Competencies/ Objectives adds mentally 3-digit numbers and 1-digit numbers using appropriate strategies. M2NS-Ii-28.4	C. Learning Competencies/ Objectives adds mentally three -digit numbers and tens (multiples of 10 up to 90) using appropriate strategies. M2NS-Ii-28.5	Answer test item with 75% of success. Follow directions properly. Answer test with speed, accuracy and honesty
II. CONTENT	Content: Associative Property of Addition	Content: Adding Mentally 1 to 2 digit numbers	Content: Adding Mentally 3- Digit Numbers by Ones	Content: Adding Mentally 3- Digit Numbers by Tens	
III. LEARNING RESOURCES A. References	K to12 Curriculum Guide 2016 Grade 2 – Mathematics pages 26-27,32	K to12 Curriculum Guide 2016 Grade 2 – Mathematics pages 26-27,33	K to12 Curriculum Guide 2016 Grade 2 – Mathematics pages 26-27,34	K to12 Curriculum Guide 2016 Grade 2 – Mathematics pages 26-27,34	
1. Teacher's Guide Pages	TG in Mathematics pages 81-85 (softcopy)	TG in Mathematics pages 85-88 (softcopy)	TG in Mathematics pages 88-91(softcopy)	TG in Mathematics pages 91- 95 (softcopy)	
2. Learner's Materials pages	LM in Mathematics pages 52-54	LM in Mathematics pages 54-55	LM in Mathematics pages 56-58	LM in Mathematics pages 59-60	
3. Text book pages					

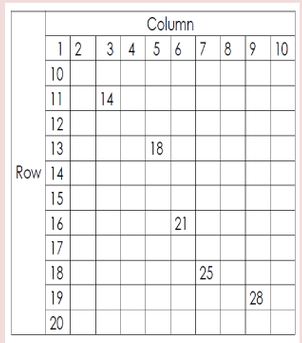
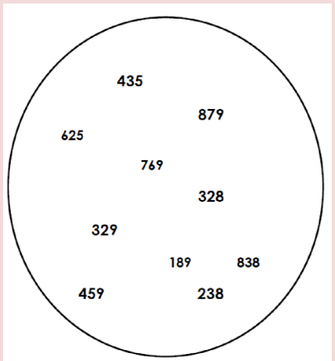
4. Additional Materials from Learning Resources	1. Real Objects 2. Cut outs 3. Chart Lesson 21	Flash cards of numbers Show Me Board Mystery Box of Knowledge Lesson 22	1. Number cards 2. Flashcards Lesson 23	1. Number cards 2. Flashcards 3. Mystery Box of Knowledge 4. Cut out of number pieces 5. Game Board Lesson 24	Test paper at lapis
B. Other Learning Resources	laptop	laptop	laptop	laptop	laptop
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Basic Addition Facts (One digit Number) 1. 8 + 9 = _____ 2. 6 + 5 = _____ 3. 8 + 5 = _____ 4. 8 + 4 = _____ 5. 8 + 8 = _____ 6. 7 + 8 = _____ 7. 4 + 9 = _____ 8. 9 + 4 = _____ 9. 9 + 9 = _____ 10. 7 + 7 = _____ 2. Review Commutative Property of Addition Game: "I Have My Partner" Materials: Sets of Number Cards Distribute two sets of cards to the pupils Example: Card 1: 10 + 12 = ___ +10 Card 2: 10 + 12 = 22 As the music plays (Ten Little Indian), the pupils will roam around and look for his/her partners.	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Adding one to two digit numbers Game: "You Are My Partner" Materials: Flash Card of numbers (0-9) Directions: Divide the class into small learning stations. Let the pupils draw out one flash card from the Mystery Box of Knowledge. Be sure that all pupils are holding flash card. Show to them a basic addition combination such as 2 + 3, 4 + 5, 7 + 5 so forth and so on. Do this one at a time. The one holding the sum of the basic addition combination will say "You Are My Partner." Each team gets some point for each correct response. The team with more points wins the game. 2.Review Game- "You Got It" Instructions: Divide the class into 4 small learning groups Distribute the Show Me Board to each group.	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Game: Pair-Shared Bingo Game Group the pupils by two (Dyad) Distribute Bingo Cards to each pair Pupils will add mentally the number printed on the number cards as the teacher flashes the cards Pupils will mark the number in the card equal to the sum of the number combinations flashed by the teacher. Pupils will give the pattern that appeared in the Bingo card to win the game. B I N G O 18 25 30 45 49 17 20 36 43 58 12 23 FREE 45 48 19 47 37 56 36 29 49 43 41 46 2.Review Adding mentally 1 to 2 digit Numbers without regrouping Group the class into 4 small learning groups. Each group shall designate a representative to answer the questions. The teacher flashes the cards with addition combinations printed on it.	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Counting numbers by 5s Instructions Let the pupils form two straight lines, one line for the boys and another line for the girls. Let the pupils draw a number card in a Mystery Box of Knowledge. At the count of three, let the pupils organize themselves by forming another line. This time the sequence of forming the line is based on the number printed on their number cards. This can be done in ascending or descending order. 2. Review Adding mentally 1- 2 digit numbers by ones Game: Add and Search Strategy: Pair-shared Materials: Number Chart 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 Directions: Distribute the Number chart Let the pupils shade 2-digit and 1-digit numbers with the sum equal	

	The first partner with matching commutative property of addition sentences will say; I Have My Partner" wins the game.	Ask the pupils to listen very well as the teacher reads a word problem or addition facts Member of the group will work cooperatively to come up with the correct answer. The group with most correct answers wins and will be declared Math Wizard of the day. Possible word problems to be asked: What number is 125 more than 45? How much is 432 added to 247? Danny found 25 shells. He found 12 more shells. How many shells does he have now? Thirty five pupils are eating guavas at the playground. Ten other boys are eating corn. How many boys are eating something in the playground? 2. Pre-Assessment	12 + 7 36 + 3 1 + 15 24 + 5	to the number mentioned by the teacher. For example: Say: 53; the pupils will shade 50 and 3 The first one to have more correct answer wins the game.	
B. Establishing a purpose for the lesson (Motivation)	B. Establishing a purpose for the lesson 1.Motivation: Game – "Mystery Box of Knowledge" Prepare a box and labelled "My Mystery Box of Knowledge" Fill the box with number cards from 1 to 9 Call one member of each learning stations to draw one card each from the Mystery Box of Knowledge The members of each learning station will roam around the room holding their number cards as the music plays (any song can be). When the song stops, they stand in front of the class in a row and get a partner. (At least 3 pupils/partner)	B. Establishing a purpose for the lesson 1.Motivation Song Let the class sing the song to the tune of Magtanim Ay Di-Biro. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	B. Establishing a purpose for the lesson 1. Motivation Say: Does anybody here know how to play dart? Are you familiar with this kind of game? Have you seen already a dart board? Today, we will play dart. 	B. Establishing a purpose for the lesson 1.Motivation The Magic of Square Distribute the card: 1 2 3 3 4 7 4 6 10 Steps: Add the two numbers in each row Add the two numbers in each column Add the two numbers in the last row, and add the two numbers in the last column. The sums should be the same.	

	Ask: Who has a partner? What numbers are they holding? Who has no partner? What number is he/she holding? Let the pupils add to find the sum:  Using Associative Property of Addition: (8 + 9) + 5 = 22 The other way of illustrating associative property of addition 8 + (9 + 5) = N 8 + 14 = 22 Then get the number cards from the pupils and post it on the board. These number cards shall be used in the presentation of the lesson. Let us have another illustrative example. This time utilize the number cards of the pupils. (2 + 5) + 6 = N 7 + 6 = 13 13 = 13 This can be done in this manner: 2 + 5 + 6 = N 2 + (5 + 6) = N 2 + 11 = 13 13 = 13			 	
C. Presenting Examples / instances of new lesson (Presentation)	Posing a Task C. Presenting Examples / instances of new lesson(Presentation)  These are Ralph and Angelic counting their geometric toys.	Posing a Task C. Presenting Examples / instances of new lesson(Presentation One plus one will give us two Two plus two will give us four Three plus three will give us six Four plus four will give us eight II Let us look All around	Posing a Task: C. Presenting Examples /Instances of new lesson 2.Presentation Posing the Task Game Group the class into three. (Depending on the size of the class) Each group has 5 members. The teacher will flash the card. The first to answer correctly gets one	Posing a Task C. Presenting Examples /Instances of new lesson Presentation Fatima collected different bags.Last year she collected 121 bags. At present she has 10 bags. Performing the Task Tell how many bags she has in all. (Just presume that the first set of bags is 121 and the other set is 10.)	Present the test materials.

	Let us help them Ralph and Angelic have geometric toys. Ralph has 5 balls, 3 toy airplanes and Angelic has 8 marbles. How many toys do Ralph and Angelic have in all? Divide the class into 5 learning groups. Distribute drinking straws in the absence of geometric figures Tell the pupils to use the said straws in counting the number of geometric figures mentioned in the problem. Comprehension questions: Answer the following questions: 1. What is the name of the boy? 2. What is name of the girl? 3. How many balls does he have? 4. How many airplane toys does he have? 5. How many marbles does Angelic have? 6. Can you give the total number of toys Ralph and Angelic have? Let us find out how to solve the problem	Things that we can all add up One, two, three Four, five, six Seven and Eight, Nine and Ten. Say: Think of the operation/s in the song as we sing. Posing a Task Anita went to the party. She saw many balloons. The balloons have different colors. There were big and small balloons .When her mother asked how many are red and yellow balloons? She quickly answered 12. When her father asked, how many are pink and yellow? She answered 12. Every time anyone asks Anita she can answer as fast as she can. Ask the following: Who is mentioned in the paragraph? What did she see? How did Anita answer her Mother and Father? How do you describe Anita?	point. Continue until the last player has finished. The group with the highest score wins.  Performing the task: Let the class do the following: Add mentally. 238 + 1 = 342 +5 = 654+ 5= 320 + 8= 321 + 7 What can you say about the first addends? How about the second addends? How did you find adding numbers mentally? Present additional examples.	 Ask: Who collected bags? How many bags did she collect last year? At present how many bags she has? Can you give the sum without counting or using your pencil to solve the answer? What will you do? Discuss the situation presented. Fatima collected how many bags last year? How many bags does she have at present? Call pupils to write the answers on the board. Who can give the answer mentally? So, how many bags did Fatima collect in all? Present more examples. Add mentally. 1. 450 + 30 = _____ 2. 560 + 20 =_____ 3. 130 + 50= _____ Let the pupils answer with their own solution.	

D. Discussing new concepts and practicing new skills #1 (Modeling)	Performing the Task Processing Performing the Task Ask the pupils the number of balls, airplanes toys and marbles that Ralph and Angelic have. Write the given numbers on the board. Ask one pupil to write the addition sentence on the board. 5 + 3 + 8 = Ask: Can you add easily the three addends at the same time? What should you do? Tell the pupils to use the straws in representing the number of toys Which addends will be added first? Demonstrate how to find the sum Look at this. Let's find the sum. (5 + 3) + 8 = 5 + (3 + 8) 8 +8 = 5 + 11 16 = 16 What have you noticed? How many toys do Ralph and Angelic have in all? Give more examples. (3 + 4) + 1 = 8 3 + (4 + 1) = 8 7 + 1 = 8 3 + 5 = 8 8 = 8 8 = 8 Based on the illustrative examples presented, guide the pupils in formulating generalization. Let the pupils say: The grouping of addends does not change the sum. This is called the associative property of addition.	Performing the Task Processing: Ask: Distribute number cards to the class. Let them work in pair. Let them look at the number cards they are holding. As fast as they can, let them give the sum of the given numbers. Let them change partners and do the same activity. The teacher may use flashcards. Add mentally. Processing the solutions and answers How did you find the activity? How did you answer each problem? How do you answer mentally? What is the best way to answer mentally?	Performing a Task Processing Ask: Processing the solutions and answers How did you answer the problem? How did you add the numbers? What did you do to get the answer? Let the attention of the pupils focus in this illustration. 	Performing the Task Ask : Processing Processing the solutions and answers What have you noticed about one of the addends? Do they have similarities? Is it easier to add mentally with multiples of ten? Show to the class. To add, these are the things to remember. Example 	Explain the direction to them.

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 52 sa Gawain 1 Sipiin sa papel ang mga equation. Punuan ang patlang ng tamang bilang. 1. (9+1)+6 = 9+(___ +6) 2. 2+(9+___) = (2+9) +6 3. (6+8) +3 = 6 + (___+___+3) 4. 5 + (7+6) = (5 + ___) +6 5. ___ +(112 + 210) = (80 + 112) +210	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM - Gawain 1 A pahina 54 sa LM Gawain 1 Kompletuhin ang addition tsart. Pagsamahin ang bilang na nasa row at bilang na nasa column.  	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM Gawain 1 pahina 56 Sumahin ang mga sumusunod gamit ang isip lamang. Hanapin ang tamang sagot sa loob ng bilog at isulat sa iyong kwaderno. 1. 432 + 3 = 2. 764 + 5 = 3. 873 + 6 = 4. 328 + 1 = 5. 326 + 2 = 6. 457 + 2 = 7. 181 + 8 = 8. 231 + 7 = 9. 832 + 6 = 10. 621 + 4 =  	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM – Gawain 1 pahina 59 Ayusin ang mga numero ng patayo at hanapin ang kabubuan nito. Gawin ito mentally. 1. 342 + 20 = _____ 2. 450 + 40 = _____ 3. 643 + 10 = _____ 4. 400 + 30 = _____ 5. 920 + 10 = _____	Giving the standards
F. Developing mastery (Independent Practice)	F. Developing mastery (Independent Practice) Gawain 2, pahina 52-53 sa LM Sipiin sa papel ang equation at ibigay ang tamang sagot. 1. (36+59) + 30 = 36 + (59 +30) _____ = _____ 2. 84 + (83+59) = (84 +83) + 59 _____ = _____ 3. (116+332) +930 = 116 + (332 + 930) _____ = _____	F. Developing mastery (Independent Practice) Gawain 2, pahina 55 sa LM Add mentally. 1. 35 + 5 = _____ 2. 20 + 10 = _____ 3. 30 + 15 = _____ 4. 14 + 12 = _____ 5. 15 + 10 = _____ 6. 17 + 17 = _____ 7. 18 + 20 = _____ 8. 25 + 25 = _____	F. Developing mastery (Independent Practice) Refer to the LM Gawain 2 pahina 57 Hanapin ang nawawalang bilang. Sumahin gamit ang isip lamang. 1. 453 + _____ = 458 2. 532 + _____ = 539 3. 751 + _____ = 759 4. 632 + _____ = 636 5. 835 + _____ = 836 6. 432 + _____ = 435 7. 748 + _____ =432	F. Developing mastery (Independent Practice)) Refer to the LM pahina 59 Gawain Ayusin ang mga numero ng patayo at hanapin ang kabubuan nito. Gawin ito mentally. 1. 300 + ___ = 320 2. 540 + ___ = 590 3. 360 + ___ = 370 4. 500 + ___ = 540 5. 620 + ___ = 680	Test Proper

	4. 300+ (500+200) = (300 +500) + 200 _____ = _____	9. 24 + 25 = _____ 10. 15 + 12 = _____	8. 641 + _____ = 647 9. 205 + _____ = 207 10. 430 + ____ = 439		
G. Finding Practical applications of concepts and skills (Application / Valuing)	G. Finding Practical applications of concepts and skills (Application / Valuing) Pangkatin ang mga addend gamit ang parenthesis at kunin ang kabuuan. 1. 231 + 360 + 310 = _____ 2. 600 +100 + 320 = _____ 3. 540 + 324 + 420 = _____ 4. 682 + 230 + 224 = _____ 5. 78 + 45 + 57 = _____	G. Finding Practical applications of concepts and skills (Application) Hanapin ang kabuuan. 1. Idagdag ang 5 sa 9. _____ 2. Dagdagan ang 7 ng walo. _____ 3. Ano ang kabuuan ng 12 at 18? _____ 4. Ang 30 ay dagdagan ng 20. _____ 5. 16 + 14 = _____	G. Finding Practical applications of concepts and skills (Application / Valuing Hanapin ang sagot ng mga sumusunod na suliranin. Isulat ang tamang sagot sa iyong kuwaderno. 1. May 240 na mangga sa basket. Dagdagan ng 9. Ilang mangga lahat ang mayroon sa basket? 2. Noong Hunyo ay mayroong 110 na bata sa ikalawang baitang. May 8 bata ang lumipat galing sa Oriental Mindoro. Ilang bata lahat ang mayroon sa ikalawang baitang?	G. Finding Practical applications of concepts and skills (Application / Valuing) Add mentally: 1. 280 + 10 = _____ 4. 140 + 50 = _____ 2. 780 + 10 =_____ 5. 140 + 30 = _____ 3. 110 + 70= _____	Did you answer the test correctly?
H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization) Ask: To add three addends easily what should you do? What should you remember? Group the addends using the parenthesis	H. Making generalizations and abstractions about the lesson (Generalization) To add mentally what should you do? Master the basic facts Master the different properties of addition	H. Making generalizations and abstractions about the lesson (Generalization) To add mentally 3- digit numbers by 1- digit number simply add the ones, bring down the numbers in the tens and hundreds place respectively.	H. Making generalizations and abstractions about the lesson (Generalization) To add mentally 3 digit numbers by tens with multiples of 10 to 90 just add the ones, add the tens and bring down the digit in the hundreds place.	What did you learn today?
I. Evaluating Learning	I. Evaluation Write the missing numbers 1. (80 + 60) + 73 = 80 + (60 + 73) _____+ 73 = 80 + _____ 2. (23 + 27) + 64 = 23 + (27 + 64) _____+ 64= 23 + _____ 3. (97 + 90) + 34 = 97 + (90 + 34) _____+34 = 97 + _____	I.Evaluation Direction: Solve the problem mentally. (Dictate the problem) 1. Veronica bought 12 Donald duck stickers and 7 Mickey Mouse stickers. How many stickers did she buy? 2. What is 21 more than 15? 3. A necklace has 17 blue beads and 12 red beads. How many beads are there in all? 4. Jomar bought 14 slices of banana cakes and 13 apple cakes. How many slices of cakes did he buy in all?	I.Evaluation Add mentally the following: 1. 290 + 8 = 2. 175 + 4 = 3. 152 + 5 = 4. 265 + 4 = 5. 961 + 8 = 6. 872 + 7 = 7. 453 + 6 = 8. 153 + 4 = 9. 242 + 7 = 10. 164 + 5=	I.Evaluation Add mentally the following. 1. 120 + 30 = _____ 2. 260 + 30 = _____ 3. 510 + 80 = _____ 4. 150 + 40 = _____ 5. 340 + 30 = _____	Checking the test

		5. What is 37 increased by 4?			
J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment) Pangkatin ang mga addend gamit ang parenthesis at kunin ang kabuuan. 1.231 + 342 + 329 = _____ 2. 785 + 543 + 213 = _____ 3. 54 + 78 + 98 = _____ 4. 654 + 142 +200 = _____ 5. 300 + 400 + 230 = _____	J. Additional activities for application or remediation (Assignment) 1. 20 + 15 = _____ 2. Idagdag ang 30 sa 15. _____ 3. Ano ang kabuuan kung ang 40 ay dagdagan ng 5? _____ 4. 25 + 13 = _____ 5. 16+ 16 = _____	J. Additional activities for application or remediation (Assignment) sa pahina 58 Hanapin ang sagot ng mga sumusunod na suliranin. Isulat ang tamang sagot sa iyong kuwaderno. 1. Si Aling Nita ay may 110 na panauhin noong nakaraang fiesta. Dumating rin ang kanyang 8 pamangkin galing Maynila. Ilang panauhin lahat mayroon si Aling Nita? 2. Noong nakaraang araw may 121 turista ang namasyal sa Luneta sa umaga. Nang hapon ay nadagdagan ng 8. Ilang turista ang namasyal sa Luneta noong nakaraang araw? 3. Si Maria ay nakakolekta ng 100 pirasong uri ng bato. Binigyan siya ni Mario ng 10 piraso. May ilang pirasong bato ang kanyang nakolekta?	J. Additional activities for application or remediation (Assignment) sa pahina 60 sa LM Ayusin ang mga numero ng patayo at ibigay ang tamang sagot sa mabilisan. Gawin itong pangkaisipan. 1. Idagdag ang 20 sa 320, ano ang kabuuan? _____ 2.Idagdag ang 40 sa 142, ano ang kabuuang sagot? _____ 3. Idagdag ang 50 sa 134, ano ang kabuuan? _____ 4. Idagdag ang 60 sa 210, ano ang kabuuan? _____ 5. Idagdag ang 90 sa 700, ano ang kabuuan? _____	
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?					