GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	File created by Ma'am SANDRA A. DARIO	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	OCTOBER 10 – 14, 2022 (WEEK 8)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	The Learner. . . demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	The Learner. . . demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	The Learner. . . demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	The Learner. . . demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	The Learner. . . demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.
B. Pamantayan sa Pagganap	The Learner. . . is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	The Learner. . . is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	The Learner. . . is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	The Learner. . . is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	The Learner. . . is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.
C. Mga Kasanayan sa Pagkakatuto *Isulat ang code ng bawat kasanayan*	**M1NS-Ie-8.1** visualizes and counts by 2s, 5s and 10s through 100.	**M1NS-Ie-8.1** visualizes and counts by 2s, 5s and 10s through 100.	**M1NS-Ie-8.1** visualizes and counts by 2s, 5s and 10s through 100.	**M1NS-Ie-8.1** visualizes and counts by 2s, 5s and 10s through 100.	**M1NS-Ie-8.1** visualizes and counts by 2s, 5s and 10s through 100.
II. NILALAMAN	Skip Counting by 2s	Skip Counting by 5s	**Skip Counting by 10s**	**Composing and Decomposing Numbers**	**Composing and Decomposing Numbers**
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	TG p. 83	TG p. 86-87	TG p. 86-87	TG p. 88-94	TG 88-94
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	LM p. 90-92	LM p.93-97	**LM p.98-102**	LM p.103-105	LM p. 106-107
3. Mga Pahina sa Teksbuk					

4. Karagdagang Kagamitan mula sa portal ng *Learning Resource*					
B. Iba Pang Kagamitang Panturo	Hundred chart Rabbit cut-out		Counters (popsicle sticks) Hundred chart	Real objects, cut outs, number charts	Popsicle sticks Number chart
IV. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin		Have the pupils skip count by 2s.	Have the pupils skip count by 5s.	Have the pupils skip count by 2s, by 5s, and by 10s.	Have the pupils skip count by 2s, 5s, and 10s.
B. Paghahabi sa layunin ng aralin	Post a hundred chart on the board. Ask the pupils to count 1-100 using the number chart.	Post this task on the board. Then read it aloud while the pupils read with you softly. "John has 100 marbles. He groups it by 5s. Find how many marbles there are in group. Find also how many groups there are."	Post this task on the board. Then read it aloud while the pupils read with you softly. "John has 100 marbles. He groups it by 10s. Find how many marbles there are in group. Find also how many groups there are."	Posing a task. "Hi, Im Joey. I have 8 popsicle sticks. Some were given by my father while the others were given by my mother. Can you guess how many popsicle sticks were from my father and my mother?	Rcall the number of Joet's popsicle sticks and the possible numbers of popsicle sticks his father and mother gave him.
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ask: What is the least number? What is the greatest number?				Study these numbers: (If you put together the number of popsicle sticks from Joey's father and mother, you get the number of his popsicle sticks. 7 1 8 6 2 8 5 3 8 4 4 8
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Show a cut-out of a rabbit. Ask the pupils to read the numbers where the rabbit steps. These are: 2,4,6,8,10. Ask: On the first row, what is the least nmber where the rabbit step on? On the first row, what is the greatest number where the rabbit stepped on? Repeat the procddure to 12, 14, 16, 18, 20 until the pupils reach 92, 94, 96, 98, 100.	Let the pupils think of their own ways of performing the task. Pupils may count 100 sticks to represent the marbles. Then they count 5 popsicle sticks and bundle them until all popsicle sticks have been bundled.	Let the pupils think of their own ways of performing the task. Pupils may count 100 popsicle sticks to represent the marbles. Then they count 10 straws and bundle them until all popsicle sticks have been bundled.	Ask: -What is the name of the boy? -What does Joey have? -How many marbles does he have? -Where did his marbles come from? -Do you know how many marbles were from his father or his mother? -Can you make a guess? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ask: What if Joey has 11 popsicle sticks? What could be two number of popsicle sticks which when put together will give 11. Let the pupils write their answers. Give other examples. Explain the process that the pupils did withour mentioning the word decomposition.

	Ask: What is the least number where the rabbit stepped on? How did the rabbit reach 100? Say:This is an example of skip counting by 2.				
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Ask the pupils to read the numbers when skip counting by 2. Make them start from 2 and clap their hands at the same time. Ask: How do you get the numbers when skip count by 2 without looking at the number chart?	Ask the pupils to tell the results they got. Then post the hundred chart on the board. Ask the pupils to read the numbers that you would point to: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65,, 70,75, 80,85 90, 95 100. Then ask: -How many numbers are there from 1 to 5? 11to 15? 15-20? 21 to 25? 26-30, 31 to 35, 36 to 40? 41 to 45? 51 to 60? 61 to 65? 66 to 70? 71 to 75? 76 to 80? 81 to 85? 86 to 90? 91 to 95? 96 to 100? From the above answers of pupils, help them realize that from the bundles of 5 popsicle sticks each, they can count the total number of popsicle sticks by counting 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100..Lead them also to realize that starting from 5, they added 5 to get the next number and kept adding 5 to the resulting number each time untili they reached 100. Ask if they had done something similar before. With their experience in skip counting by 2s, pupils may be able to suggest that what they had just done was skip counting by 10.	Ask the pupils to tell the results they got. Then post the hundred chart on the board. Ask the pupils to read the numbers that you would point to: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. Then ask: -How many numbers are there from 1 to 10? 11to 20? 21 to 30? 31 to 40? 41 to 50? 51 to 60? 61 to 70? 71-80? 81 to 90? 91 to 100? From the above answers of pupils, help them realize that from the bundles of 10 popsicle sticks each, they can count the total number of popsicle sticks by counting 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 corresponding to 1,2,3,4,5,6,7,8,9, and 10 bundles. Lead them also to realize that starting from 10, they added 10 to get the next number and kept adding 10 to the resulting number each time until they reached 100. Ask if they had done something similar before. With their experience in skip counting by 2s, pupils may be able to suggest that what they had just done was skip counting by 10	Have the pupils bring out 8 popsicle sticks. With these popsicle sticks, they can form two sets of popsicle sticks. One set represents the popsicle sticks Joey's father gave him. The other set represents the marbles that Joey's mother gave him Ask a pupil to give a possible number of popsicle sticks given by Joeys mother and father. Make him/her get the numbers from the number chart and put them on a separate chart. 3 5 8 Ask: -What does 3 tell us? -What does 5 tell us? -What does 8 tell us? Put a label on top of the 3 columns say, From Father, From Mother, and Number of Joey's Popsicle Sticks. Then make the pupils think of other pairs of number of popsicle sticks that Joey possibly got from his father and mother. Ex. 8 0 8 0 8 8	Ask: What if Joey has 3 popsicle sticks and 4 popsicle sticks? What is his total number of popsicle sticks? Let the pupils write their answers. Give other examples. Again, explain the process that the pupils did without mentioning the word composition.

F. Paglinang sa kabihasnan *(Tungo sa Formative Assessment)*	Fill in the blanks with the correct number. 2, 4, 6, ___, 10 12, 14, ___. 18. 20 ___, 34, 36, 38, 40 52, ____, 56, 58, 60 92, ___, 96,98, 100	Ask the pupils to skip count by 5 through 100, then to clap at the same time.	Ask the pupils to skip count by 10 through 100, then to clap at the same time.	Ask: What do the numbers in the first column tell us? -What do the numbers in the second column tell us? -What do the numbers in the third column tell us?	
G. Pag-uugnay sa pang araw-araw na buhay		Make them do Worksheet 1. Then, discuss the answers.	Make them do Worksheet 1. Then, discuss the answers.	Which two numbers of objects when put together will result to the given number of objects? 9 is _____ a. 4 and 3 b. 6 and 2 c.7 and 2 d. 8 and 3	
H. Paglalahat ng Aralin	We skip count by 2 when we start with a number and then add 2 each time to the resulting number to get the next number.	Ask: how many groups of 5 are there in 100? How many numbers are there in each group? How do we skip count by 5?	Ask: how many groups of 10 are there in 100? How many numbers are there in each group? How do we skip count by 10?		We put together the number of popsicle sticks from Joey's mother and father, then we get the total number of Joey's popsicle sticks.
I. Pagtataya ng Aralin	Ask the pupils to do Worksheet 2 on page 91 of Learner's Material	Isulat ang nawawalang bilang . 5,10,15,___.25 55,___,65,70,75 25,30,___,40,45,50 10,___,20,25,30,35	Isulat ang nawawalang bilang. 10, 20, ___, 40, 50 30, ___, 50, 60, 70 50, 60, 70 ___, 90 20, 30, 40, ___, 60 40, ___, 60, 70, 80	Write the missing numbers. 1. 5 is _____ and _____ 2. 14 is _____ and _____ 3. _____ is 1 and 5 4. _____ is 7 and 4 5. 9 is ____ and _____	Which two numbers when put together will result to the given number of objects. 1. 9 is _____ a. 4 and 3 b. 6 and 2 c. 7 and 2 d. 8 and 3 2. 12 is ____ a. 7 and 3 b. 9 and 2 c. 10 and 1 d. 11 and 1 3. 18 is _____ a. 10 and 8 b. 9 and 7 c. 8 and 8 d. 6 and 7 4. 20 is _____ a. 2 and 0 b. 10 and 2 c. 15 and 5 d. 17 and 2

J. Karagdagang gawain para sa takdang aralin at *remediation*	Answer the Home Activity on page 92 of the Learner's Material.	Answer Worksheet 3 on page 101 of Learner's Material.	Memorize skip counting by 10s	Memorize skip counting by 2s, 5s, and 10s.	
V. MGA TALA					
VI. PAGNINILAY					
A. Bilang ng Mag-aaral na nakakuha ng 80% sa pagtataya					
B. Bilang ng Mag-aaral na nangangailangan ng iba pang gawain para sa remediation					
C. Nakatulong ba ang *remedial*? Bilang ng mga mag-aaral na nakaunawa sa aralin					
D. Bilang ng mga mag-aaral na magpapatuloy sa *remediation*					
E. Alin sa mga istratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	*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	*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	*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	___ Group member's Cooperation in doing their tasks	doing their tasks
F. Anong suliranin ang aking nararanasan na nasulusyunan sa tulong ng punong guro at superbisor?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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?*	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *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	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks