| GRADES 1 to 12<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | II |
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| | Teacher: | File Created by Ma'am MARIANNE MANALO PUHI | Learning Area: | MATHEMATICS |
| | Teaching Dates and Time: | OCTOBER 14 - 18, 2024 (WEEK 3) | Quarter: | 2ND QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| **I. OBJECTIVES** | Analyzes and solves one-step word problems involving Subtraction of whole numbers including money with minuends up to 1000 with and without regrouping. | Perform order of operations involving addition and subtraction of small numbers | Solves two-step word problems involving addition and subtraction of 2 to 3 digit numbers including money using appropriate procedures (What is ask/What is/are given) | Solve two-step word problems involving addition and subtraction of 2 -to 3 digit numbers including money using appropriate procedures (Operation to be used, Number sentence and the Correct Answer) | |
| A. Content Standards | A.Content Standards<br>demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | A.Content Standards<br><br>demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | A.Content Standards<br><br>demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | A.Content Standards<br><br>demonstrates understanding of subtraction and multiplication of whole numbers up to 1000 including money | |
| B. Performance Standards | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Performance Standards is able to apply subtraction and multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations. | Performance Standards 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 | C. Learning Competencies/ Objectives<br>solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem solving strategies and tools.<br>M2NS-IIc-34.2 | C. Learning Competencies/ Objectives<br><br>performs orders of operations involving addition and subtractions of small numbers. M2NS-IId-34.3 | C. Learning Competencies/ Objectives<br><br>solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools. M2NS-IIe-34.4 | C. Learning Competencies/ Objectives<br><br>solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem solving strategies and tools. M2NS-IIe-34.4 | Answer test item with 75% of success.<br>Follow directions properly.<br>Answer test with speed, accuracy and honesty |
| **II. CONTENT** | **Content:**<br>**One step problem solving involving subtraction of whole number** | **Content:**<br>**Order of operations involving addition and subtraction** | **Content:**<br>**Solving two-steps word problems involving addition and subtraction** | **Content:**<br>**Solving two-step word problems** | **Weekly Test** |
| **III. LEARNING RESOURCES**<br>A. References | K to12 Curriculum Guide 2016<br>Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016<br>Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016<br>Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016<br>Grade 2 – Mathematics pages 36-37 | K to12 Curriculum Guide 2016<br>Grade 2 – Mathematics pages 36-37 |
| 1. Teacher's Guide Pages | 129-134(softcopy) | 134-138 (softcopy) | 138 -143 (softcopy) | 143 -147(soft-copy) | |

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| 2. Learner's Materials pages | LM in Mathematics pages | | | | |
| 3. Text book pages | | | | | |
| 4. Additional Materials from Learning Resources | 1.Show Me Board 3. Window Cards 2. Flash Cards 4. Activity Sheets/Worksheets Lesson 35 | Real objects, cut-outs, window cards, number cards Lesson 36 | 1. Number Cards 4. Activity Sheets/Cards 2. Show Me Board 5. Mystery Box of Knowledge 3. Window Cards Lesson 37 | 1. Number Cards 4. Activity Sheets 2. Show Me Board 5. Window Cards (A1 and S1) 3. Flask Cards 6. Mystery Box of Knowledge Lesson 38 | Test Notebook |
| B. Other Learning Resources | laptop | laptop | laptop | laptop | laptop |
| **IV. PROCEDURES** | | | | | |
| A. Reviewing previous lesson or presenting the new lesson | INSTRUCTIONAL PROCEDURE<br>Preparatory Activities<br>A.Basic Facts in Subtraction<br>1. Drill<br>Use flash cards of subtraction facts.<br>Subtract mentally<br>1. 45 -12 = _____ 6. 12 – 6 = _____<br>2. 10 – 7 = _____ 7. 18 – 9 = _____<br>3. 25 -15 = _____ 8. 16 -12 = _____<br>4. 21 -10 = _____ 9. 32 -22 = _____<br>5. 15 -13 = _____ 10. 32 -12 = _____ | INSTRUCTIONAL PROCEDURE<br>Preparatory Activities<br>A.Basic Facts in Subtraction<br>1. Drill<br>STRATEGY: "RACE TO 100"<br>Instructions:<br>Distribute the Window Cards (A1)<br>Instruct the pupils to answer the addition facts as fast as they can.<br>Time Limit: 7 minutes<br>Check pupils work<br>Pupil/s who obtained the highest score, won the game<br>Samples of Addition Facts (AI)<br>8 + 8 = _____ 9 + 5 = _____ 2 + 7 = _____<br>7+ 6 = _____ 6 + 9 = _____ 9 + 7 = _____<br>7 + 2 = _____ 8 + 5 = _____ 8 + 7 = _____<br>6 + 4 = _____ 6 + 5 = _____ 6 + 4 = _____ | INSTRUCTIONAL PROCEDURE<br>Preparatory Activities<br>A.Basic Facts in Subtraction<br>1. Drill - Comprehension of Subtraction<br>Strategy: MATH RELAY- "Winner Takes It All"<br>Directions:<br>Group the class into four teams<br>Designate a recorder in each team.<br>Each team shall have a representative to answer the question.<br>The teacher shall draw a number card in the Mystery Box of Knowledge one at the time.<br>Representative of each team shall answer the question and write the answer on their Show Me Board as fast as they can.<br>The group that obtained the highest score shall be declared winner<br>Example of Number Cards:<br>84 – 23 = _____ 66- 13 = _____<br>98 – 34 = _____ 57 – 20 = _____<br>38 - 10 = _____ 26 - 10 = _____<br>79 – 56 = _____ 89 – 32 = _____ | INSTRUCTIONAL PROCEDURE<br>Preparatory Activities<br>A.Basic Facts in Subtraction<br>1. Drill - Strategy: "MY FAMILY"<br>Instructions:<br>Ask the pupils to enumerate as many as they can "addition and subtraction facts" with sum and difference of 21.<br>They will be given 5 minutes to perform the activity.<br>Pupil/s with more addition and subtraction combinations formed, will be declared as" Mathematics Wizard/s of the day". His /her name will be posted on the bulletin board.<br>Example of addition/subtraction combinations of 21<br>10 + 11=21 41- 20 = 21 32-11 = 21<br>12 + 9 = 21 51- 30 = 21 33-12= 21<br>13 + 8 = 21 31 – 10= 21 34-13 = 21<br>9+ 12 = 21<br>8 + 13 = 21<br>7 + 14 = 21<br>6 + 15 = 21<br>5 + 16 = 21<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | |

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| | | | 49 – 11 = _____ 56 – 32 = _____ | | |
| B. Establishing a purpose for the lesson ( Motivation) | B. Establishing a purpose for the lesson<br>2. Review –<br>Present the story problem<br>A magician placed 134 white birds in a basket and subtracted them by a mystery number. Only 34 of the white birds came out. What is the mystery number?<br>What is asked in the problem?<br>_____<br>What are the given facts?<br>_____<br>_<br>What operation should be used?_____<br>What is the Number Sentence?<br>_____<br>What is the answer?<br>_____<br>Motivation<br>Strategy: “THINK AND SHARE”<br>Post on the board this problem. Father has a favorite number. If you add 8 to it and then subtract 6, you get 12. What is the number? ASK:<br>What are given in the problem?<br>_____<br>What is asked in the problem?<br>_____<br>What is/are the operation should be used?_____<br>What is the Number Sentence?<br>_____<br>What is the correct answer?_____<br>_____ | B. Establishing a purpose for the lesson<br>2. Review<br>Problem solving involving one-step word problem involving subtraction of whole numbers including money<br>Strategy: STORY TELLING<br>Instructions:<br>Present a mathematical story problem.<br>Instruct the pupils to answer the questions with speed and accuracy.<br>Pupils should write their answers on the Show Me Board.<br>“AT THE PET SHOP”<br>The Magada Family has a pet shop at the Quinta Market. At present, a pet shop had 245 love birds, and 197 of them were sold. How many love birds were left?<br>Questions:<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____<br>What operation should be used?<br>_____<br>What is the mathematical sentence? _____<br>What is the correct answer?<br>_____<br>A FRUIT STAND<br>Cathy has a fruit stand at Odiongan Market. She had 987 apples in the crate. Gerald bought 569 apples. How many apples were left in the crate?<br>Questions:<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____ | B. Establishing a purpose for the lesson<br>2. Review<br>Steps in Solving Word problems (Solving One-Step Word problem)<br>Strategy- Game “Problem Solve Me”<br>Instructions:<br>Divide the class in three learning stations.<br>Distribute the prepared word problems to each group.<br>Pupils will solve the problems in 40 seconds<br>As soon as they finish solving the problems, members of the learning station will say “Problem Solve Me”<br>Examples of Word Problems 1.The Grade parents prepared 96 egg sandwiches. If 75 sandwiches were eaten, how many were left?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____<br>_____<br>What operation should be used?<br>_____<br>What is the number sentence?<br>_____<br>What is the correct answer?<br>_____<br>2.Out of 92 eggs in a basket, 45 were sold. How many eggs were left in the basket?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____<br>What operation should be used?<br>_____ | B. Establishing a purpose for the lesson<br>2. Review<br>Solving Word problems-“What is asked and what are given”<br>Strategy: “PROBLEM SOLVING STRATEGY”<br>Instructions:<br>Divide the class into three learning stations<br>Distribute the prepared word problems to each group<br>Pupils will solve the problems in 30 seconds<br>As soon as they finish solving the problems, members of the learning station will SAY-“ WE MADE IT- PROBLEM SOLVED”<br>145<br>EXAMPLES OF PROBLEMS<br>What is asked in the problem?<br>_____<br>What are given?<br>_____<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____<br>1. Motivation<br>Strategy: “STORY TELLING”<br>“AT SCHOOL FAMILY DAY”<br>Processing:<br>Comprehension Questions<br>What kind of pupil is Jomar?<br>What did he sell?<br>If you were Jomar, are you willing to sell banana cake? Why?<br>Analyzing the problem | |

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| | | What operation should be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the correct answer?<br>_____<br>Pre-assessment<br>Answer the following:<br>1. What is the sum of 347 and 129?<br>_____<br>2. What is the difference of 753 and 378? _____<br>3. Add: 692 and 126, the sum is equal to _____<br>4. Subtract 67 from 898.<br>_____<br>5. Simplify: 8 – 9 + 6 =<br>_____<br>6. Perform the indicated operations: 12 + 10 – 9 = _____<br>7. 67 – 59 =<br>_____<br>8, 89 + 18 =<br>_____<br>9. Simplify: 12 – 8 + 23 =<br>_____<br>10. Combined: 23 and 25 =<br>_____ | What is the number sentence?<br>_____<br>What is the correct answer?<br>_____<br>What is asked in the problem?<br>_____<br>3.There are 197 pupils in Grade Two. If 145 of them are boys, how many are girls?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____<br>What operation should be used?<br>_____<br>What is the number sentence?<br>_____<br>What is the correct answer?<br>_____<br>4.There are 75 eggplants on the first plot and 55 tomato plants on the second plot. How many plants are there in all?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____<br>What operation should be used?<br>_____<br>What is the number sentence?<br>_____<br>What is the correct answer?<br>_____<br>5.Rogelio has 250 marbles and Paulo has 165 marbles. How many marbles do they have altogether?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____ | What is asked in the problem?<br>What are given in the problem?<br>What is the mathematical sentence?<br>What operations are to be used to solve the problem?<br>What is the correct answer?<br>There are twelve red marbles, twenty-four yellow marbles and seventeen green marbles in a box. Find the total number of marbles.<br>What is asked in the problem?<br>_____<br>__<br>What are given in the problem?<br>_____<br>_<br>Laura, teacher of grade 3 students has 84 gifts for her students. There are 67 students and each received one gift from the teacher. Find the number of gifts remaining with Laura.<br>What is asked in the problem?<br>_____<br>__<br>What are given in the problem?<br>_____<br>_<br>Bella has to solve 125 Math problems. She solved 46 problems yesterday and 53 problems today. How many problems are to be solved? What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____<br>Motivation<br>Strategy: “STORY TELLING”<br>“AT SCHOOL FAMILY DAY”<br>Jomar has 475 boxes of banana Cake to sell during the School | |

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| | | | What operation should be used?<br>_____<br>What is the number sentence?<br>_____<br>What is the correct answer? _____<br><br>Pre-assessment<br>Solve the following problem 1-5<br>See pages 140-141 TG in Mathematics<br>Motivation<br>Strategy: SEARCH and RETRIEVAL OPERATION<br>Instructions:<br>Search across and down for hidden subtraction sentences. Ring each subtraction sentence.<br>Example: 38 – 23 = 15<br>See page 41 TG | Family Day. At the end of the day, 174 boxes were unsold. How many boxes were sold? Processing:<br>Comprehension Questions<br>What kind of pupil is Jomar?<br>What did he sell?<br>If you were Jomar, are you willing to sell banana cake? Why?<br>Analyzing the problem<br>What is asked in the problem?<br>What are given in the problem?<br>What is the mathematical sentence?<br>What operations are to be used to solve the problem?<br>What is the correct answer? | |
| C. Presenting Examples / instances of new lesson ( Presentation) | Posing a Task<br>C. Presenting Examples / instances of new lesson( Presentation) Strategy: STORY TELLING<br>“Mark is a Grade II pupil of Odiongan North Central School. He is fond of playing marbles. He has 25 red marbles. He lost 12 of his marbles. How many marbles were left?<br>Tell the class: Let us analyze the story problem.<br>Ask:<br>What the steps in solving word problems:<br>For mastery, present the steps in solving word problems.<br>Step I- Understand the problem.<br>Know what is asked in the problem.<br>Step II- Plan what to do<br>Know what the given facts in the problem.<br>Step III – Do the Plan or solve to find the answer | Posing a Task<br>C. Presenting Examples / instances of new lesson( Presentation) STRATEGY: EXPLORING THE MATHEMATICAL OPERATIONS<br>Present these mathematical operations:<br>10 + 6 – 5 = _____<br>ASK:<br>Anybody can solve the problem?<br>What operation should be done first?<br>What is the final answer?<br>10 + 6 – 5 = ----------<br>Explain:<br>In solving this kind of problem with two or more operations are involved, addition shall be done first and followed by subtraction.<br>10 + 6 – 5 =<br>16 - 5 =<br>Then, subtraction follows next.<br>16 – 5 = 11<br>The final answer is equal to 11. | Posing a Task:<br>Amelda and Dario picked guavas in their orchard. Amelda picked 25 guavas and Lito picked 16. Amelda ate 8 guavas. How many guavas were left? PROCESSING:<br>Comprehension questions<br>What are the fruits mentioned in the problem?<br>Do you eat fruits? Why do we need to eat fruits?<br>What is asked in the problem?<br>What are the given?<br>Post additional illustrative examples:<br>Miss Mercado has 50 pupils in her class. One morning, 6 pupils were absent and in the afternoon 2 were absent. How many pupils reported to Miss Mercado’s class on that day?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____ | Posing a Task<br>Present a story word problem written on the manila paper.<br>Mother Tina and Brother Jay picked eggplant in their family vegetable garden. Mother Tina picked 156 eggplants and Brother Jay picked 120. Mother Tina sold 250 pieces of eggplants in the market. How many eggplants were left?<br>Analyzing the problem<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____<br>What operations are to be used?<br>_____<br>What is the mathematical sentence?_____<br>What is the correct answer?<br>_____<br>Analyzing the problem<br>What is asked in the problem?<br>_____ | Present the test materials. |

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| | Know what operation should be used<br>Formulate the number sentence<br>Step IV- Check your answer<br>Use your counter if you want to check your answer. | | Gerry has read 13 pages of a book on Fairy Tales. There are 305 more pages left. How many pages does the book have in all?<br>What is asked in the problem?<br>_____<br>What are given?<br>_____ | What are given in the problem?<br>_____<br>What operations are be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the correct answer?<br>_____ | |
| D. Discussing new concepts and practicing new skills #1<br>( Modeling) | Performing the Task<br>Performing the Task Present more practice exercises.<br>1. Cristy bought a doll for Php 690.00. She gave the salesclerk Php 1000.00. How much change did she receive?<br>2. A market vendor had 150 kilos of dressed chicken to sell. He sold 98 kilos in 2 days. How many more kilos of dressed chicken did he have to sell?<br>3. There are 90 Grade II pupils joined the choir. Only Fifty-eight will represent the school in a contest. How many choir members will not compete? | Performing a Task<br>Processing:<br>Present additional illustrative example.<br>25 – 10 + 12 = _____<br>Solutions:<br>25 – 10 + 12 – 22 = 3 | Performing a Task<br>Processing the solutions and answers :<br>Refer to the Learning Material<br>Instructions:<br>Divide the class into three small learning groups.<br>Each group will be given a card containing the activity to do.<br>Each group will be given 2-3 minutes to perform the activity<br>And then transfer to another learning station up to the last station. | Performing the Task<br>Joy had some Christmas cards to sell. After she sold 47 of them, she still has 44 cards left to sell. How many cards did Joy have before?<br>Analyzing the problem<br>What is asked in the problem?<br>_____<br>__<br>What are given in the problem?<br>_____<br>_<br>What operations are be used?<br>_____<br>__<br>What is the mathematical sentence?<br>_____<br>What is the correct answer?<br>_____ | Explain the direction to them. |
| E. Discussing new concepts and practicing new skills #2<br>(Guided Practice) | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to LM 35 Gawain 1 | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to the LM 36-Gawain<br>Directions: Divide the class into three (3) small learning groups. Each group will be given a worksheet to do. | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to the LM 37-Gawain | E.Discussing new concepts and practicing new skills #2(Guided Practice) Refer to the LM 38-Gawain | Giving the standards. |
| F. Developing mastery<br>( Independent Practice) | F. Developing mastery<br>( Independent Practice)<br>Refer to LM 35- Gawain 2 | F. Developing mastery<br>( Independent Practice) | F. Developing mastery<br>( Independent Practice)<br>Do “Activity 2” on page | F. Developing mastery<br>( Independent Practice)<br>Do “Activity 2” on page | |

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| G. Finding Practical applications of concepts and skills ( Application / Valuing) | G. Finding Practical applications of concepts and skills ( Application / Valuing)<br>Do “Activity 3” on page | G. Finding Practical applications of concepts and skills ( Application /<br><br>Simplify the following operations, then find the answer to the following using the order of operations.<br>1. 14 + 16 – 10 = _____<br>2. 20 - 15 + 30 = _____<br>3. 12 + 15 – 9 = _____<br>4. 16 – 10 + 26 = _____<br>5. 12 + 15 - 10 = _____ | G. Finding Practical applications of concepts and skills ( Application / Valuing)<br>Solve the following problems:<br>1.Tatay Canor harvested 998 mangoes. He sold 575 of them. How many mangoes were left?<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____<br>2.There are 50 tribe-participants participated in the Ati-atihan Festival. Of these, 37 tribe-participants won prizes. How many did not win prizes?<br>What is asked in the problem?<br>_____<br>What are given in the problem?<br>_____ | G. Finding Practical applications of concepts and skills ( Application / Valuing)<br>Refer to LM No -Gawain<br>Read the following problems. Then solve by answering the questions asked. | Did you answer the test correctly? |
| H. Making generalizations and abstractions about the lesson ( Generalization) | H. Making generalizations and abstractions about the lesson ( Generalization)<br>How do we analyze and solve word problems?<br>Step I- Understand the problem.<br>Know what is asked in the problem.<br>Step II- Plan what to do<br>Know what the given facts in the problem.<br>Step III – Do the Plan or solve to find the answer<br>Know what operation should be used<br>Formulate the number sentence<br>Step IV- Check your answer<br>Use your counter if you want to check your answer. | H. Making generalizations and abstractions about the lesson (Generalization )<br>How to perform order of operations involving addition and subtraction of whole number?<br>What operation shall be done first?<br>The second operations?<br>In performing order of operations involving addition and subtraction of whole numbers including money; Addition shall be done first; then Subtraction as they occur. | H. Making generalizations and abstractions about the lesson (Generalization )<br>STEPS TO REMEMBER IN SOLVING WORD PROBLEMS<br>What is asked in the problem?<br>What are given?<br>What operation/s should be used?<br>Transform the problem into a number sentence<br>Solve for the Final Answer. | H. Making generalizations and abstractions about the lesson (Generalization) STEPS TO REMEMBER IN SOLVING TWO-STEPS WORD PROBLEMS INVOLVING ADDITION AND SUBTRACTION.<br>What is asked in the problem?<br>What are given in the problem?<br>What operations are to be used?<br>Transforming the word problem into Number Sentence<br>Solve for the Final Answer | What did you learn today? |
| I. Evaluating Learning | I.Evaluating Learning<br>Read and analyze the following problems. Applying the steps in solving word problems, find the correct answer. | I.Evaluating Learning<br>Perform the following operations then find the answer to the following applying the order of operations. | I.Evaluating Learning<br>Read the following problems. Then answer the questions after each problem. | I.Evaluating Learning<br>Read the following problems. Write the operations are to be used, transforming the word | Test proper / Checking the test. |

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| | 1. There are 84 eggs in a tray. Fifty-eight are broken. How many eggs are not broken?<br>What is asked in the problem?<br>_____<br>What are given in the problem?_____<br>What operation should be used?_____<br>What is the Number sentence?_____<br>What is the correct answer?<br>_____<br>2. There are sixty-eight choir members. Fifty-seven will represent in the Show Time Contest. How many choir members will not compete?<br>What is asked in the problem?_____<br>What are given in the problem?_____<br>What operation should be used?_____<br>What is the Number sentence?<br>_____<br>What is the correct answer?<br>_____<br>3. During the PTA Meeting of Cajidiocan Central Elementary School, 250 parents and teachers attended. If there were 150 males, how many females attended the PTA meeting?<br>What is asked in the problem?_____<br>What are given in the problem?_____<br>What operation should be used?_____<br>What is the Number sentence?<br>_____<br>What is the correct answer?<br>_____ | 1. 25 – 12 + 11 = _____<br>2. 30 + 15 – 25 = _____<br>3. 12 + 12 _ 9 = _____<br>4. 16 – 12 + 15 = _____<br>5. 17 – 11 + 21 = _____ | 1. During the Educators Congress, 198 parents and 32 teachers attended. If there were 67 males, how many females attended the Educators Congress?<br>What is asked in the problem?<br>_____<br>What facts are given?<br>_____<br>_____<br>2. Albert and Jomar gathered okra from their vegetable garden. Albert gathered 25 okra while Jomar gathered 18 okra. Their father gave 12 okra to their neighbor. How many okra were left?<br>What are given in the problem?<br>_____<br>_____<br>What facts are given?<br>_____<br>_____<br>3. There are 86 marbles in a box. Of these, 19 are blue, 27 are yellow, and 26 are red. The rest of the marbles are green. How many green balls are in the box?<br>What is asked in the problem?<br>_____<br>_____<br>What facts are given?<br>_____<br>_____<br>4. In a Mathematics quiz, Tina answered 23 items correctly. If there are 35 items in all, how many items was she not able to answer?<br>What is asked in the problem?<br>_____<br>____<br>What facts are given?<br>_____<br>_____ | problem into a number sentence and the final answer.<br>1. Coco has to solve 125 Math problems. She solved 46 problems yesterday and 53 problems today. How many problems are to be solved yet?<br>What operations are to be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the final answer?<br>_____<br>2. Rinarose arranges a small party for her eleventh birth day with an amount of P10 000. She bought spaghetti for P 812.50, cake for P 2 580, cookies for P 1 424 and French fries for P1 914. Find the balance amount of Rose.<br>What operations are to be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the final answer?<br>_____<br>3. Mrs. Bautista was given 25 cards for her collections. She now has 95 in all. How many cards did she have before?<br>What operations are to be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the final answer?<br>_____<br>4. Maricel needs pots for her flowering plants. Clay pots cost P 50.00 each and ceramic pots cost P 65.00 each. How much money will | |

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| | 4. In the school canteen, there were 65 guavas in the basket. The school canteen took 28 guavas for the visitors. How many guavas were left?<br>What is asked in the problem?_____<br>What are given in the problem?_____<br>What operation should be used?_____<br>What is the Number sentence?<br>_____<br>What is the correct answer?<br>_____<br>5. Eve bought school supplies worth Php 357.00. If she has Php 500.00, how much would be her change?<br>What is asked in the problem?<br>_____<br>What are given in the problem?_____<br>What operation should be used?_____<br>What is the Number sentence?<br>_____<br>What is the correct answer? | | | Maricel spend if she buys 3 of each kind of pots?<br>What operations are to be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the final answer?<br>_____<br>5. Conrad has a big basket of fruits. He has 95 mangoes. He put 35 ripe mangoes and 29 green mangoes in a small basket. How many mangoes remained in the big basket?<br>What operations are to be used?<br>_____<br>What is the mathematical sentence?<br>_____<br>What is the final answer?<br>_____ | |
| J. Additional activities for application or remediation ( Assignment) | J. Additional activities for application or remediation ( Assignment)<br>Please refer to the LM 34 – Gawaing Bahay | J. Additional activities for application or remediation ( Assignment)<br>Refer to the LM 36 – Gawaing Bahay | J. Additional activities for application or remediation ( Assignment)<br>Refer to the LM 37 – Gawaing Bahay | J. Additional activities for application or remediation ( Assignment)<br>Refer to the LM 38 – Gawaing Bahay | Study the next lesson. |

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| **IV. REMARKS** | | | | | |
| **V. REFLECTION** | | | | | |
| **A..No. of learners who earned 80% in the evaluation** | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above | ___ of Learners who earned 80% above | |
| **B.No. of learners who require additional activities for remediation who scored below 80%** | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation | ___ of Learners who require additional activities for remediation | |

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| **C. Did the remedial lessons work?**<br>**No. of learners who have caught up with the lesson** | ___Yes ___No<br><br>____ of Learners who caught up the lesson | ___Yes ___No<br><br>____ of Learners who caught up the lesson | ___Yes ___No<br><br>____ of Learners who caught up the lesson | ___Yes ___No<br><br>____ of Learners who caught up the lesson | |
| **D. No. of learners who continue to require remediation** | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation | ___ of Learners who continue to require remediation | |
| **E. Which of my teaching strategies worked well? Why did these work?** | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | *Strategies used that work well:*<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>*Why?*<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | Strategies used that work well:<br>___ Group collaboration<br>___ Games<br>___ Solving Puzzles/Jigsaw<br>___ Answering preliminary activities/exercises<br>___ Carousel<br>___ Diads<br>___ Think-Pair-Share (TPS)<br>___ Rereading of Paragraphs/ Poems/Stories<br>___ Differentiated Instruction<br>___ Role Playing/Drama<br>___ Discovery Method<br>___ Lecture Method<br>Why?<br>___ Complete IMs<br>___ Availability of Materials<br>___ Pupils' eagerness to learn<br>___ Group member's Cooperation in doing their tasks | |

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| **F. What difficulties did I encounter which my principal or supervisor can help me solve?** | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | __ Bullying among pupils<br>__ Pupils' behavior/attitude<br>__ Colorful IMs<br>__ Unavailable Technology Equipment (AVR/LCD)<br>__ Science/ Computer/ Internet Lab<br>__ Additional Clerical works | |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | *Planned Innovations:*<br>__ Localized Videos<br>__ Making big books from views of the locality<br>__ Recycling of plastics to be used as Instructional Materials<br>__ local poetical composition | |