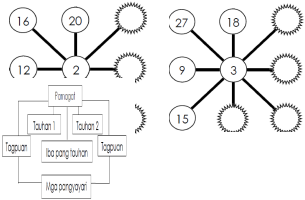


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	Credits to the Author	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JANUARY 23-27, 2023 (WEEK 10)	Quarter:	2ND QUARTER

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	Demonstrates understanding of division of whole numbers up to 1000 including money.	Demonstrates understanding of division of whole numbers up to 1000 including money	Demonstrates understanding of division of whole numbers up to 1000 including money	.	
B. Performance Standard	Is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations.	Is able to apply division of whole numbers up to 1000 including money in mathematical problems and real-life situations.		
C. Learning Competency/ Objectives Write the LC code for each.	Visualizes division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10). M2NS-IIIb-51.1	Divides mentally numbers by 2,3,4,5 and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5 and 10). M2NS-IIIb-52.1	Solves routine and non-routine problems involving division of numbers by 2,3,4,5 and 10 and with any of the other operations of whole numbers including money using appropriate problem solving strategies and tools. M2NS-IIIc-56.1	Answer the question accurately Follow the instruction accordingly	Answer the question accurately Follow the instruction accordingly
II. CONTENT	Content: Dividing Numbers	Mental Division	Analyzing Word Problem	Second Periodical Test	Second Periodical Test
LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	1. Learning Module 2. manila paper and marker 3. Activity sheet	. Division Flashcards . Subtraction flashcards . Cartolina, marker	1. Learning Module 2. Used calendar 3. manila paper and marker 4. Activity card	2nd Periodical Test	2nd Periodical Test

	4. Activity card (division table placed inside an envelope)																
PROCEDURE																	
A. Reviewing previous lesson or presenting the new lesson	1. Drill- Do this as group activity. Give them manila paper and marker. Present the following division situations as indicated below. A. Repeated subtraction 1. 40 players were grouped into 8 teams 2. 10 hotdogs were shared to 5 children B. Equal jumps on a number line 3. A 36-m tying wire was divided into 6 pieces C. Formation of equal groups of objects 4. 21 pieces of guavas were grouped into 3 5. 18 pieces of mango were shared equally to 6 children	1. Drill – Use subtraction flashcards Flash subtraction cards. Let the class answer them first. Then call the pupils one by one randomly to answer the subtraction on the cards mentally.	– Do this as group activity. Give this activity card to each group. Then tell them to analyze. Let them answer the different steps in analyzing word problems.														
B. Establishing a purpose for the lesson	When was the last time that you received a card? (birthday, Christmas. etc..) Say: I will give you a card today. But before you will receive the card, I want you to group yourselves into 5. Then bring out the envelope with an activity card and give to each group. Ask them to open it.	Let us play “Maghulaan Tayo”. This is how: The teacher will start. How many 3s are there in 15? Whoever gets the correct answer will take turn. Do this for about 3 minutes.	What special occasion do we celebrate during October 5? (World Teachers’ Day) Ask also the value of every teacher.		Song												
C. Presenting examples/ instances of the new lesson	Do this as group activity. Use the activity card just opened by each group. The activity cards are shown below. Use repeated subtraction to fill in the correct ansv Use this table: <table><tr><th>Division Situation</th><th>Repeated Subtraction</th><th>Answer</th></tr><tr><td>Example 12 ÷ 3</td><td>12 ÷ 3 = 4</td><td>4</td></tr><tr><td>18 ÷ 3</td><td>18 ÷ 3 = 6</td><td>6</td></tr><tr><td>24 ÷ 3</td><td>24 ÷ 3 = 8</td><td>8</td></tr></table>	Division Situation	Repeated Subtraction	Answer	Example 12 ÷ 3	12 ÷ 3 = 4	4	18 ÷ 3	18 ÷ 3 = 6	6	24 ÷ 3	24 ÷ 3 = 8	8	1.Show the following objects to the class: 15 pieces of chalk 20 paper clips 10 one peso coins 2.Show the prepared illustration of the following objects: 18 chickens 12 goats	Present problem on the board	Setting of standard	Setting of standard
Division Situation	Repeated Subtraction	Answer															
Example 12 ÷ 3	12 ÷ 3 = 4	4															
18 ÷ 3	18 ÷ 3 = 6	6															
24 ÷ 3	24 ÷ 3 = 8	8															

		8 carabao			
D. Discussing new concepts and practicing new skills #1	For group 1, multiplication table 2 For group 2, multiplication table 3 For group 3, multiplication table 4 For group 4, multiplication table 5 Let each group present their outputs. Discuss how they filled up the table above	Ask one pupil to count the number of objects. Say: If I will group these chalks into 3 groups, how many were there in each group? What if I group them into 5 groups, how many will be in each group? Note: Ask these questions for pad paper and peso coins. Call pupils to answer the question. Say: If the chickens will be grouped into 6, how many chickens will be in each group? Use slateboards where the pupils will write the answer. (Ask the same question with goats and carabao.) This time use division flashcards. First, the whole class will answer. They will write the answer on their corresponding slateboards. Then, call pupils to answer the division equation mentally.	: Can you restate the problem in your own words? Call pupil to underline the question in the problem. Ask pupils to restate the question in the form a statement. Solve the problem: First, show 18 pieces of ballpen . Then call one pupil to divide the ballpen to 9 teachers. Ask: How many ballpen will each teacher received? Do you have other ways of solving the problem? Call pupils to show their solution. You may show this illustration to guide the pupils. 	Giving of instruction	Giving of instruction
E. Discussing new concepts and practicing new skills #2	Gawain 1- A. Divide. Gawin ito sa iyong papel. 1. $20 \div 2 = \underline{\quad}$ 2. $18 \div 2 = \underline{\quad}$ 3. $8 \div 2 = \underline{\quad}$ 4. $12 \div 2 = \underline{\quad}$ 5. $6 \div 2 = \underline{\quad}$  	Sagutin ang mga division sentence na nakasulat sa mangga gamit ang isip lamang. Ano kaya ang sagot? 	Maghanap ng kapareha. Basahin ang kalagayang sa ibaba. At ibigay ang hinihingi kasunod nito. Mayroong 8 upuan sa bawat hanay ng mga upuan sa audio-visual room. Ilang hanay ng upuan ang magagamit ng mga nasa ikalawang baitang kung silang lahat ay 32? 1. Isulat muli ang kalagayan sa itaas ayon sa iyong pang-unawa. 2. Isulat ang tanong ng pasalaysay. 3. Sagutin at ipakita ang iyong kumpletong solusyon.	Supervising the test	Supervising the test
F. Developing mastery (leads to Formative Assessment 3)	 	Gumawa ng flashcards na katulad ng nasa ibaba. Maghanap ng kapareha. Isabit ito sa leeg. Pasagutan ito sa kapareha gamit ang isip lamang.	. Basahin ang mga kalagayan sa ibaba.Ibigay ang hinihingi pagkatapos nito. 1. Si Carla ay may 100 pirasong kendi na ipamimigay sa kanyang	Checking the test	Checking the test

		Magpalitan pagkatapos. 	mga kamag-aaral. Kung siya ay may 20 mga kaklase, ilang piraso ng kendi ang matatanggap ng bawat isa sa kanila? a. Isulat muli ang kalagayan sa itaas ayon sa iyong pang-unawa. b. Isulat ang tanong ng pasalaysay. c. Sagutin at ipakita ang iyong kumpletong solusyon.		
G. Finding practical application of concepts and skills in daily living	Gawain 2 A. Divide. Gawin ito sa iyong papel. 1. $15 \div 5 = \underline{\hspace{1cm}}$ 4. $35 \div 5 = \underline{\hspace{1cm}}$ 2. $45 \div 5 = \underline{\hspace{1cm}}$ 5. $5 \div 5 = \underline{\hspace{1cm}}$ 3. $25 \div 5 = \underline{\hspace{1cm}}$ B. Hanapin ang pagkatapos ng mga sumusunod na division. Iulat ang iyong pagkatapos sa iyong papel. 1. $\overline{10) 70}$ 2. $\overline{10) 30}$ 3. $\overline{10) 70}$ 4. $\overline{10) 10}$ 5. $\overline{10) 20}$	Punan ng tamang bilang ang mga bakanteng bilog. Gawin ito sa pamamagitan ng pag-divide gamit ang isip lamang. 	Basahin ang mga kalagayan sa ibaba. Ibigay ang hinihingi pagkatapos nito. A. Kailangan mong uminom ng walong baso ng tubig araw-araw. Kung 80 baso na ng tubig ang nainom mo, ilang araw na ang lumipas? 1. Isulat muli ang kalagayan sa itaas ayon sa iyong pang-unawa. 2. Isulat ang tanong ng pasalaysay. 3. Sagutin at ipakita ang iyong kumpletong solusyon.	Show honesty in answering the test questions	Show honesty in answering the test questions
H. Making generalizations and abstractions about the lesson	Dividend is the number to be divided. The divisor is the number that divides the dividend. The answer in division is called the quotient. In dividing numbers, use your knowledge in presenting and writing division as equal sharing, repeated subtraction, equal jumps on a number line and formation of equal groups of objects.	Ask: What have you learned today? To do mental division, you may use repeated subtraction. Subtract the dividend by the divisor many times until you reach zero. But memorizing the multiplication table will be of great help in mental division.	Use the following guide in analyzing word problem. 1. State the problem in your own word. 2. Determine what is asked by underlining it. 3. State the question in statement form. 4. Solve the problem with complete solution.		
I. Evaluating learning	A. Divide the following. Write your answer on your paper. 1. $10 \div 2 = \underline{\hspace{1cm}}$ 2. $24 \div 3 = \underline{\hspace{1cm}}$ 3. $36 \div 4 = \underline{\hspace{1cm}}$ 4. $15 \div 5 = \underline{\hspace{1cm}}$ 5. $40 \div 10 = \underline{\hspace{1cm}}$	Note: (Optional) Pair the pupils. Give 5 to 10 division flashcards to each pair. They will take turn in flashing and answering it mentally. Move around and observe. Divide the following mentally. 1. $18 \div 2 = \underline{\hspace{1cm}}$ 2. $12 \div 3 = \underline{\hspace{1cm}}$	Read the problem below. Use the following guide in analyzing the word problem. 1. State the problem in your own word. 2. Determine what is asked by underlining it.	Recording the test results?	Recording the test results

	B. Answer the following questions. Write your answer on your paper. 1. What is the result if we divide 16 by 2? 2. The result of dividing 21 by 3 is ____. 3. Divide 28 by 4. What is the result? 4. What is the quotient of dividing 30 by 5? 5. What will be the result of dividing 70 by 10?	3. $24 \div 4 = \underline{\hspace{2cm}}$ 4. $25 \div 5 = \underline{\hspace{2cm}}$ 5. $60 \div 10 = \underline{\hspace{2cm}}$	3. State the question in statement form. 4. Solve the problem with complete solution (see tarpapel)		
J. Additional activities for application or remediation	Refer to the LM 63 – Ibigay ang sagot sa mga sumusunod na kalagayan. 1. Ano ang sagot kapag ang 24 ay hinati sa 4? ____ 2. Ang 50 kapag hinati sa 5 ay anong bilang? ____ 3. Kapag hinati mo ang 27 sa 3, ano ang sagot? ____ 4. Ano ang sagot kapag ang 18 ay hinati sa 2? ____ 5. Hatiin ang 90 sa 10. Ano ang sagot? ____	Gawaing Bahay Punan ng tamang bilang ang mga bakanteng bilog. Gawin ito sa pamamagitan ng pag-divide gamit ang isip lamang. 	Refer to the LM 65– pahina 151		
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	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ of Learners who caught up the lesson	____ Yes ____ No ____ 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?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	