

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

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OBJECTIVES					
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	Learning Module manila paper and marker Activity sheet	. Division Flashcards . Subtraction flashcards . Cartolina, marker	 Learning Module Used calendar manila paper and marker 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	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

		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	: 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 ÷ 2 = 2. 18 ÷ 2 = 3. 8 ÷ 2 = 4. 12 ÷ 2 = 5. 6 ÷ 2 = Interpretation. Interpretation. Interpretation. Interpretation. Interpretation.	equation mentally. 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)	C. blad drug brinding logid is below. Gain from brinding popul. 1. [2] - [2] - [2] - [2] - [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		
		aobantan kabnatabos.	20 mga kaklase, ilang piraso ng		
			kendi ang matatanggap ng bawat		
		18 ÷ 6	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	Gawain 2	Punan ng tamang bilang ang mga	Basahin ang mga kalagayan sa	Show honesty in answering the	Show honesty in answering the
application of concepts and	A. Divide. Gawin ito sa iyong	bakanteng bilog. Gawin ito sa	ibaba. Ibigay ang hinihingi	test questions	test questions
skills in daily living	papel.	pamamagitan ng pag-divide gamit	pagkatapos nito.		
, 0	1. 15 ÷ 5 = 4. 35 ÷ 5 =	ang isip lamang.	A.Kailangan mong uminom ng		
	2. 45 ÷ 5 = 5. 5 ÷ 5 =	(16) (20) (18) (18)	walong baso ng tubig araw-araw.		
	3. 25 ÷ 5 =		Kung 80 baso na ng tubig ang		
	B. Hanapin ang sagai sa mga sumusunad na	12-2-7 9-3-7	nainom mo, ilang araw na ang		
	dirision. Isulat ang iyang sagat so iyang papel.	forogot the 15 and the amount	lumipas?		
	1. 10 70 2 10 50 3. 10 10	Topoor Ro porg Ruhan	1. Isulat muli ang kalagayan sa itaas		
		Mga sargrapai	ayon sa iyong pang-unawa.		
		ude berillinger	2. Isulat ang tanong ng pasalaysay.		
	4 10 90 5 10 20		3. Sagutin at ipakita ang iyong		
			kumpletong solusyon.		
H.Making generalizations	Dividend is the number to be	Ask: What have you learned	Use the following guide in		
and abstractions about the	divided.	today?	analyzing word problem.		
lesson	The divisor is the number that	To do mental division, you may use	1. State the problem in your own		
	divides the dividend.	repeated subtraction. Subtract the	word.		
	The answer in division is called	dividend by the divisor many times	2. Determine what is asked by		
	the quotient.	until you reach zero.	underlining it.		
	In dividing numbers, use your	But memorizing the multiplication	3. State the question in statement		
	knowledge in presenting and	table will be of great help in	form.		
	writing division as equal sharing,	mental division.	4. Solve the problem with		
	repeated subtraction, equal		complete solution.		
	jumps on a number line and				
	formation of equal groups of				
	objects.				
I. Evaluating learning	A. Divide the following. Write	Note: (Optional) Pair the pupils.	Read the problem below.	Recording the test results?	Recording the test results
	your answer on your paper.	Give 5 to 10 division flashcards to	Use the following guide in		
	1. 10 ÷ 2 = 2. 24 ÷ 3 =	each pair. They will take turn in	analyzing the word problem.		
	3. 36 ÷ 4 =	flashing and answering it mentally.	1. State the problem in your own		
	4. 15 ÷ 5 = 5. 40 ÷ 10 =	Move around and observe.	word.		
		Divide the following mentally.	2. Determine what is asked by		
		1. 18 ÷ 2 =	underlining it.		
		2. 12 ÷ 3 =			

J. Additional activities for application or remediation	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? 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	3. 24 ÷ 4 = 4. 25 ÷ 5 = 5. 60 ÷ 10 = Gawaing Bahay Punan ng tamang bilang ang mga bakanteng bilog. Gawin ito sa pamamagitan ng pag-divide gamit ang isip lamang.	3. State the question in statement form. 4. Solve the problem with complete solution (see tarpapel) Refer to the LM 65- pahina 151		
IV. REMARKS	sagot?				
V. REFLECTION				1	
ANo. 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	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo of Learners who caught up the lesson	YesNo 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 used that work well:	Strategies used that work well:	Strategies used that work well:	Strategies used that work well:
strategies worked well?	Group collaboration	Group collaboration	Group collaboration	Group collaboration
Why	Games	Games	Games	Games
did these work?	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw	Solving Puzzles/Jigsaw
	Answering preliminary	Answering preliminary	Answering preliminary	Answering preliminary
	activities/exercises	activities/exercises	activities/exercises	activities/exercises
	Carousel	Carousel	Carousel	Carousel
	Diads	Diads	Diads	Diads
	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)	Think-Pair-Share (TPS)
	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/	Rereading of Paragraphs/
	Poems/Stories	Poems/Stories	Poems/Stories	Poems/Stories
	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction
	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama
	Discovery Method	Discovery Method	Discovery Method	Discovery Method
	Lecture Method	Lecture Method	Lecture Method	Lecture Method
	Why?	Why?	Why?	Why?
	Complete IMs	Complete IMs	Complete IMs	Complete IMs
	Availability of Materials	Availability of Materials	Availability of Materials	Availability of Materials
	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn
	Group member's	Group member's Cooperation	Group member's Cooperation	Group member's Cooperation
	Cooperation in	in	in	in
	doing their tasks	doing their tasks	doing their tasks	doing their tasks
F. What difficulties did I	Bullying among pupils	Bullying among pupils	Bullying among pupils	Bullying among pupils
encounter which my	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude	Pupils' behavior/attitude
principal or supervisor can	Colorful IMs	Colorful IMs	Colorful IMs	Colorful IMs
help me solve?	Unavailable Technology	Unavailable Technology	Unavailable Technology	Unavailable Technology
	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)	Equipment (AVR/LCD)
	Science/ Computer/	Science/ Computer/	Science/ Computer/	Science/ Computer/
	Internet Lab	Internet Lab	Internet Lab	Internet Lab
	Additional Clerical works	Additional Clerical works	Additional Clerical works	Additional Clerical works
G. What innovation or	Planned Innovations:	Planned Innovations:	Planned Innovations:	Planned Innovations:
localized materials did I	Localized Videos	Localized Videos	Localized Videos	Localized Videos
use/discover which I wish to	Making big books from	Making big books from	Making big books from	Making big books from
share with other teachers?	views of the locality	views of the locality	views of the locality	views of the locality
	Recycling of plastics to be	Recycling of plastics to be used	Recycling of plastics to be used	Recycling of plastics to be used
	used as Instructional Materials	as Instructional Materials	as Instructional Materials	as Instructional Materials
	local poetical composition	local poetical composition	local poetical composition	local poetical composition