



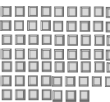
GRADES 1 to 12 DAILY LESSON LOG

School:		Grade Level:	I
Teacher:	File Created by DepEd Click	Learning Area:	MATH
Teaching Dates and Time:	September 26-30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	Demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to Php100 and fractions $\frac{1}{2}$ and $\frac{1}{4}$.	Demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to Php100 and fractions $\frac{1}{2}$ and $\frac{1}{4}$.	Demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to Php100 and fractions $\frac{1}{2}$ and $\frac{1}{4}$.	Demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to Php100 and fractions $\frac{1}{2}$ and $\frac{1}{4}$.	Demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to Php100 and fractions $\frac{1}{2}$ and $\frac{1}{4}$.
B. Pamantayan sa Pagganap	1. is able to recognize, represent, and order whole numbers up to 100 and money up to Php100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts	1. is able to recognize, represent, and order whole numbers up to 100 and money up to Php100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts	1. is able to recognize, represent, and order whole numbers up to 100 and money up to Php100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts	1. is able to recognize, represent, and order whole numbers up to 100 and money up to Php100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts	1. is able to recognize, represent, and order whole numbers up to 100 and money up to Php100 in various forms and contexts. 2. is able to recognize, and represent ordinal numbers up to 10th, in various forms and contexts
C. Mga Kasanayan sa Pagkakatuto <i>Isulat ang code ng bawat kasanayan</i>	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers
II. NILALAMAN	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers	Visualizing and Giving the Place Value of One and Two-Digit Numbers

	1. Maibibigay ang place value ng isa o dalawang digit na numero. 2. Magkakaroon ng malawak na kaalaman at kasiyahan sa paggawa ng mga nakatakdang gawain sa pagbibigay ng place value ng isa o dalawang digit na numero.	1. Maibibigay ang place value ng isa o dalawang digit na numero. 2. Magkakaroon ng malawak na kaalaman at kasiyahan sa paggawa ng mga nakatakdang gawain sa pagbibigay ng place value ng isa o dalawang digit na numero.	1. Maibibigay ang place value ng isa o dalawang digit na numero. 2. Magkakaroon ng malawak na kaalaman at kasiyahan sa paggawa ng mga nakatakdang gawain sa pagbibigay ng place value ng isa o dalawang digit na numero.	1. Maibibigay ang place value ng isa o dalawang digit na numero. 2. Magkakaroon ng malawak na kaalaman at kasiyahan sa paggawa ng mga nakatakdang gawain sa pagbibigay ng place value ng isa o dalawang digit na numero.	1. Maibibigay ang place value ng isa o dalawang digit na numero. 2. Magkakaroon ng malawak na kaalaman at kasiyahan sa paggawa ng mga nakatakdang gawain sa pagbibigay ng place value ng isa o dalawang digit na numero.
III. KAGAMITA NG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitang Pang-Mag-aaral					
3. Mga Pahina sa Teksbuk					
4. Karagdagang Kagamitan mula sa portal ng Learning Resource					
B. Iba Pang Kagamitang Panturo					

IV.	PAMAMAR AAN																																																																									
	Subukin Gamit ang place value chart, isulat sa tamang hanay ang bawat digit. <table><tr><th>Bilang</th><th>Sampung</th><th>Isahan</th></tr><tr><td>58</td><td></td><td></td></tr><tr><td>70</td><td></td><td></td></tr><tr><td>22</td><td></td><td></td></tr><tr><td>37</td><td></td><td></td></tr><tr><td>85</td><td></td><td></td></tr></table>	Bilang	Sampung	Isahan	58			70			22			37			85			Suriin Ang bola na natanggap ni Carlo ay may 23. Ang bilang na 23 ay may 2 sampuan at 3 isahan. Ilagay natin ang bilang 23 sa Place Value Chart na nasa ibaba. <table><tr><th rowspan="2">Bilang</th><th colspan="2">Place Value</th></tr><tr><th>Sampung</th><th>Isahan</th></tr><tr><td>23</td><td>2</td><td>3</td></tr></table> Mapapansin mo na ang 2 ay nakalagay sa hanay ng Sampuan. Ito ay dahil mayroong dalawang sampuan sa bilang na 23. Ang place value ng 2 ay Sampuan. Ang bilang 3 naman ay nakalagay sa hanay ng isahan. Ang place value ng 3 ay Isahan. Pag-aralan ang Talaan 1 sa ibaba. Punan mo nang wastong bilang ang hanay na walang lamang bilang. Isulat ang sagot sa sagutang papel. <table><tr><th colspan="3">Talaan 1</th></tr><tr><th rowspan="2">Bilang</th><th colspan="2">Place Value</th></tr><tr><th>Sampung</th><th>Isahan</th></tr><tr><td>29</td><td>2</td><td>9</td></tr><tr><td>36</td><td>—</td><td>6</td></tr><tr><td>45</td><td>4</td><td>—</td></tr><tr><td>74</td><td>—</td><td>4</td></tr><tr><td>89</td><td>8</td><td>—</td></tr></table>	Bilang	Place Value		Sampung	Isahan	23	2	3	Talaan 1			Bilang	Place Value		Sampung	Isahan	29	2	9	36	—	6	45	4	—	74	—	4	89	8	—	Isagawa Isulat kung ilang sampuan at isahan ang mga bilang na nakasaad sa bawat sitwasyon. Isulat ang sagot sa guhit. 1. Binigyan si Mark ng 12 na mangga ng kaniyang nanay. _____ sampuan at _____ isahan = _____ 2. Ipinamahagi ng mga bata ang 25 na kahon ng mga biscuit sa mga mahihirap na pamilya. _____ sampuan at _____ isahan = _____ 3. Pumitas ng 35 pirasong kamatis si Marion sa kanilang gulayan sa paaralan. _____ sampuan at _____ isahan = _____ 4. Nagbigay ng 28 pisong donasyon si Paul para sa mga biktima ng bagyo sa kanilang pamayanan. _____ sampuan at _____ isahan = _____ 5. Nagdala ng 45 cups ng ice cream si Allysa para sa kanyang mga kaklase. _____ sampuan at _____ isahan = _____	Tayahin Isulat ang katumbas na sampuan at isahan ng mga nakasaad na bilang sa bawat sitwasyon na naitala sa ibaba. Isulat ito sa place value chart. 1. Bumili ng 52 na lapis si Tita Liza noong nakaraang Linggo. 2. Pumitas ng 23 na santol si Tony sa kanilang bakuran. 3. Tumanggap ng 36 na regalo ang aking kapatid noong kanyang kaarawan. 4. Kami ay 45 sa aming klase. 5. Dumalo sa pagsasanay sa Tagaytay ang aming 10 guro. <table><tr><th colspan="2">Place Value</th><th rowspan="2">Bilang</th></tr><tr><th>Sampung</th><th>Isahan</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td></tr></table>	Place Value		Bilang	Sampung	Isahan	1.			2.			3.			4.			5.			LINGGUHANG PAGTATAYA
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	Balikan Bilangin ang mga bagay sa bawat pangkat o set. Isulat ang bilang sa loob ng bilog. 1.  2.  3.  4.    5.  Pagyamanin Bilangin ang mga bituin at isulat sa tamang hanay ang mga sagot. Ang unang bilang ay nagawa na para sa iyo.		Karagdagang Gawain 1. Isaulo ang bawat simbolo at salita ng mga numero mula 0- 100.		

		<table><tr><th colspan="2" rowspan="2">Ilan lahat</th><th rowspan="2">Bilang</th><th colspan="2">Place Value</th></tr><tr><th>Sampung</th><th>Isahan</th></tr><tr><td>1.</td><td></td><td>35</td><td>3</td><td>5</td></tr><tr><td>2.</td><td></td><td></td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td><td></td><td></td></tr></table> Lagyan ng tsek (✓) ang place value ng bilang na nabanggit. Isulat ang sagot sa sagutang papel. <table><tr><th rowspan="2">Tanong</th><th colspan="2">Place Value</th></tr><tr><th>Sampung</th><th>Isahan</th></tr><tr><td>1. Sa 84, ano ang place value ng 4?</td><td></td><td></td></tr><tr><td>2. Sa 91, ano ang place value ng 9?</td><td></td><td></td></tr><tr><td>3. Sa 98, ano ang place value ng 8?</td><td></td><td></td></tr><tr><td>4. Sa 42, ano ang place value ng 4?</td><td></td><td></td></tr><tr><td>5. Sa 57, ano ang place value ng 7?</td><td></td><td></td></tr></table> Gawain 3 Isulat ang place value ng bilang ng may salungguhit sa patlang. Isulat ang sagot sa sagutang papel. 1. 83 _____ 6. 79 _____ 2. 97 _____ 7. 75 _____	Ilan lahat		Bilang	Place Value		Sampung	Isahan	1.		35	3	5	2.					3.					4.					5.					Tanong	Place Value		Sampung	Isahan	1. Sa 84, ano ang place value ng 4?			2. Sa 91, ano ang place value ng 9?			3. Sa 98, ano ang place value ng 8?			4. Sa 42, ano ang place value ng 4?			5. Sa 57, ano ang place value ng 7?				
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3. 95	8. 29
4. 63	9. 65
5. 78	10. 37

Tuklasin

Basahin ang sitwasyon at sagutin ang mga tanong.

Si Carlo ay may 20 bola. Binigyan siya ng kanyang tatay ng 3 pang bola. Ilan lahat ang mga bola ni Carlo?
Sino ang may mga bola?
Ilang bola mayroon si Carlo noong una?

Ilan ang ibinigay ng kanyang tatay?

Tulungan natin si Carlo na bilangin ang kanyang mga bola



Makikita sa itaas ang mga larawan ng bola na natanggap ni Carlo. Mayroon siyang 2 sampuan at 3 isahan na mga bola.
Ang 2 sampuan at 3 isahan ay 23.
Mayroon siyang 23 mga bola.

V.	MGA TALA					
VI.	PAGNINILAY					
A.	Bilang ng Mag-aaral na nakakuha ng 80% sa pagtataya					
B.	Bilang ng Mag-aaral na nangangailangan ng ibang pang gawain para sa remediation					
C.	Nakatulong ba ang <i>remedial</i> ? Bilang ng mga mag-aaral na nakaunawa sa aralin					
D.	Bilang ng mga mag-aaral na magpapatuloy sa <i>remediation</i>					
E.	Alin sa mga istatehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	<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	<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	<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	<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	<i>Strategies used that work well:</i> ☐ Group collaboration ☐ Games ☐ Solving Puzzles/Jigsaw ☐ Answering preliminary activities/exercises ☐ Carousel ☐ Diads

	___ 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	___ 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	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	___ 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	___ 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. Anong suliranin ang aking nararanasan na nasulusyuna n 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 <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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <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
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ 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

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