

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	File Created by DepEd Click	Learning Area:	MATH
	Teaching Dates and Time:	OCTOBER 24-28, 2022 (WEEK 10)	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>	Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.	Identifies, reads and writes ordinal numbers: 1st , 2nd, 3rd, up to 10th object in a given set from a given point of reference.

II.	NILALAMAN	Identifying, Reading and Writing Ordinal Numbers 1. Makikilala ang 1st, 2nd, 3rd hanggang 10th bagay mula sa ibinigay na point of reference. 2. Maisasagawa sa tunay na buhay ng may kagiliwan ang mga natutunan sa modyul na ito.	Identifying, Reading and Writing Ordinal Numbers 1. Makikilala ang 1st, 2nd, 3rd hanggang 10th bagay mula sa ibinigay na point of reference. 2. Maisasagawa sa tunay na buhay ng may kagiliwan ang mga natutunan sa modyul na ito.	Identifying, Reading and Writing Ordinal Numbers 1. Makikilala ang 1st, 2nd, 3rd hanggang 10th bagay mula sa ibinigay na point of reference. 2. Maisasagawa sa tunay na buhay ng may kagiliwan ang mga natutunan sa modyul na ito.	Identifying, Reading and Writing Ordinal Numbers 1. Makikilala ang 1st, 2nd, 3rd hanggang 10th bagay mula sa ibinigay na point of reference. 2. Maisasagawa sa tunay na buhay ng may kagiliwan ang mga natutunan sa modyul na ito.	Identifying, Reading and Writing Ordinal Numbers 1. Makikilala ang 1st, 2nd, 3rd hanggang 10th bagay mula sa ibinigay na point of reference. 2. Maisasagawa sa tunay na buhay ng may kagiliwan ang mga natutunan sa modyul na ito.
III.	KAGAMITANG PANTURO					
A.	Sanggunian					
1.	Mga Pahina sa Gabay ng Guro					
2.	Mga Pahina sa Kagamitang Pang-Mag-aral					
3.	Mga Pahina sa Teksbuk					
4.	Karagdagan g Kagamitan mula sa portal ng <i>Learning Resource</i>					
B.	Iba Pang Kagamitang Panturo					

IV. PAMAMARAAN					
	Subukin Tingnan ang mga larawan ng mga prutas mula kaliwa-pakanan. Iguhit ang larawang tinutukoy sa patlang.  1. Iguhit ang prutas na nasa 5th na posisyon _____ 2. Iguhit ang prutas na nasa 2nd na posisyon _____ 3. Iguhit ang prutas na nasa 10th na posisyon _____ 4. Iguhit ang prutas na nasa 6th na posisyon _____ 5. Iguhit ang prutas na nasa 8th na posisyon _____	Suriin Nagpunta sa bukid si Jason at ang kanyang pamilya. Nakakita siya ng iba't- ibang hayop. Ang sumusunod ay ang posisyon ng mga hayop mula sa kaliwa. Ang unang (1st) hayop mula sa kaliwa ay ang kabayo. Ang pangalawa (2nd) mula sa kaliwa ay ang baka. Ang pangatlo (3rd) mula sa kaliwa ay ang manok. Ang pang-apat (4th) mula sa kaliwa ay ang aso. Ang panlima(5th) mula sa kaliwa ay ang kambing. Ang pang-anim(6th) mula sa kaliwa ay ang pabo. Ang pampito (7th) mula sa kaliwa ay ang bibe. Ang pangwalo (8th) mula sa kaliwa ay ang kalabaw. Ang pansiyam (9th) mula sa kaliwa ay ang pusa. Ang ikasampu (10th) mula sa kaliwa ay ang kalapati. Alamin naman ang posisyon ng mga hayop mula sa kanan. Isulat ang pangalan ng hayop sa patlang. Ang unang (1st) hayop mula sa kanan ay ang _____. Ang pangalawa (2nd) mula sa kanan ay ang _____. Ang pangatlo (3rd) mula sa kanan ay ang _____. Ang pang-apat (4th) mula sa kanan ay ang _____. Ang panlima(5th) mula sa kanan ay ang _____.	Isaisip Gumamit ng mga ordinal na bilang sa pagpapakita ng posisyon ng isang bagay base sa ibinigay na point of reference.  Ang mga bilang una (1st), pangalawa (2nd), pangatlo (3rd), pang-apat (4th), panlima (5th), pang-anim (6th), pampito (7th), pangwalo (8th), pansiyam (9th) at pansampu (10th) ang tinatawag na ordinal na bilang (ordinal numbers). Ipinakikita nito ang pagkakasunod-sunod ng mga tao, bagay o hayop. Halimbawa ng posisyon base sa point of reference: Ang kabayo ay una mula sa kaliwa. Ang kalapati ay una mula sa kanan.	UNANG MARKAHANG PAGSUSULIT	UNANG MARKAHANG PAGSUSULIT

		Ang pang-anim(6th) mula sa kanan ay ang _____. Ang pampito (7th) mula sa kanan ay ang _____. Ang pangwalo (8th) mula sa kanan ay ang _____. Ang pansiyam (9th) mula sa kanan ay ang _____. Ang ikasampu (10th) mula sa kanan ay ang _____.			
	Balikan Lagyan ng (/) kung ang mga bilang ay naayos mula sa pinakakunti hanggang sa pinakamarami at ekis (X) naman pag ito ay naayos mula sa pinakamarami hanggang sa pinkakaunti. _____1. 25, 23, 21, 19 _____2. 15, 30, 45, 60 _____3. 10, 20, 30, 40 _____4. 100, 99, 98, 97 _____5. 50, 55, 60, 65	Pagyamanin Bilugan ang tamang simbulo ng ordinal na bilang na nasa loob ng panaklong. 1. Pangatlo (2nd , 3rd , 4th) 2. Panlima (7th , 6th , 5th) 3. Pangwalo (7th , 8th , 9th) 4. Una (6th , 10th , 1st) 5. Ikasampu (10th , 9th , 8th) 6. Pangalawa (1st , 2nd , 3rd) 7. Pansiyam (9th , 6th , 5th) 8. Pang-anim (7th , 6th , 5th) 9. Pang-apat (4th , 8th , 5th) 10. Pampito (10th , 9th , 7th)	Isagawa Kulayan ang mga bagay simula sa kaliwa.  1. Kulayan ng dilaw ang unang (1st) bagay. 2. Kulayan ng pula ang pang-apat (4th) bagay. 3. Kulayan ng berde ang pangwalong (8th) bagay. 4. Kulayan ng asul ang pansampung (10th) bagay 5. Kulayan ng rosas ang panlimang (5th) bagay. 6. Kulayan ng lila ang pansiyam (9th) nabagay. 7. Kulayan ng kahel ang pangalawang (2nd) bagay. 8. Kulayan ng kulay tsokolate ang pampitong (7th) bagay. 9. Kulayan ng asul ang pangatlong (3rd) bagay. 10. Kulayan ng berde ang ikaanim (6th) nabagay.		

	Tuklasin Pagtambalin ang Hanay A sa Hanay B. Gumuhit ng linya mula sa prutas sa Hanay A hanggang sa tamang posisyon nito sa Hanay B.  Hanay A Hanay B 1.  2.  3.  4.  5.  a. pang-apat b. pangalawa c. pansampu d. panlima e. pansiyam				
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					

<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 istratehiyang 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 ___ 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	<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. Anong suliranin ang aking nararanasan na nasulusyuna 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	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn

ibahagi sa kapwa ko guro?	___ 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>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	___ 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	___ 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	___ 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
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					doing their tasks
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