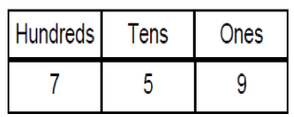
GRADES 1 to 10 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	II
	Teacher:	File Created by Ma'am MARIANNE MANALO PUHI	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	AUGUST 12 - 16, 2024 (WEEK 3)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Give the place value of each digit in a 3- digit numbers	Write three-digit numbers in expanded form	Compare numbers using >, <, and =	Orders numbers up to 1000 from least to greatest and vice versa.	Weekly Test
A. Content Standards	A.Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100.	A.Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100.	A.Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100.	A.Content Standards demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100.	
B. Performance Standards	B.Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts.	B.Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts.	B.Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts.	B.Performance Standards is able to recognize, represent, compare, and order whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100 in various forms and contexts.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives gives the place value and finds the value of a digit in three-digit numbers. M2NS-Ib-10.2	C. Learning Competencies/ Objectives reads and writes numbers up to 1 000 in symbols and in words M2NS-Ic-9.2	C. Learning Competencies/ Objectives visualizes and compares numbers up to 1 000 using relation symbols. 2NS-Id-12.2	C. Learning Competencies/ Objectives visualizes and compares numbers up to 1 000 using relation symbols. 2NS-Id-12.2	Answer test item with 75% of success. Follow directions properly. Answer test with speed, accuracy and honesty
II. CONTENT	Content: Place Value of a 3- digit Numbers	Content: Writing 3 digit numbers in expanded form	Content: Comparing Numbers	Content: Comparing and Ordering Numbers	
III. LEARNING RESOURCES **A. References**	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 27	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 28	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 28	K to12 Curriculum Guide 2016 Grade 2 – Mathematics page 28	
1. Teacher's Guide Pages	TG in Mathematics pages 36-39 (softcopy)	TG in Mathematics pages 39-42 (softcopy)	TG in Mathematics pages 42-46 (softcopy)	TG in Mathematics pages 46- 48 (softcopy)	
2. Learner's Materials pages	LM in Mathematics pages 24-26	LM in Mathematics pages 27-28	LM in Mathematics pages 28-30	LM in Mathematics pages 30-33	Test paper at lapis
3. Text book pages					
4. Additional Materials from Learning Resources	1. Place value Chart 2. Activity card 3. Counters 4. Abacus	1. Place Value Chart 2. Show Me Board 3. Flashcards 4. Mystery Box of Knowledge Lesson 10	1. Number cards 2. Cut-outs 3. Pocket chart 4. Show Me Board 5. Counters	1. Number Cards 2. Show Me Board 3. Number line Lesson 12	

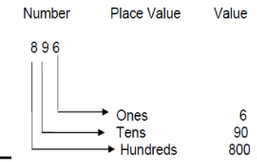
	5. Number cards with 3-digit numbers 6. Drill or show cards for each pupil Lesson 9		6. Flash Cards 7. Mystery Box of Knowledge Lesson 11		
B. Other Learning Resources	laptop	laptop	laptop	laptop	laptop
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Counting numbers by 10s, 50s and 100s Give the next three numbers starting from 10, 20, ___, ___, ___, ___ What is the next three numbers starting from _____, 100, 150, ____ What is the next three numbers starting from 100 ___300, ___, What is the next three numbers starting from 40, 50 ____ 70 ____, ___ 2. Review Reading and writing numerals in words and in symbols Strategy: Game- "SHOW ME PARTNER" Instructions: Ask the pupils to count off. Ask a pupil to draw one at the time the number cards inside the Mystery Box of Knowledge Then, she/he will ask somebody by calling his/her number to answer the question printed in the number card. Examples of number cards: Card No. 1 - What is 978 in words?	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Game: RELAY Mechanics: Ask the pupils to position at the back part of the room. Place all number cards inside the Mystery Box of Knowledge. The teacher will draw one at a time the number cards. Then she/he will show it to the class. Ask the pupils to raise their right hand as fast as they can, if they know the answer. The pupil who got the correct answer will make step forward The first pupil to reach the finish line wins the game. Examples of Number Cards: How many hundreds are there in 987?_____ How many tens are there in 507? _____ In 627= _____hundreds, _____tens, _____ones What is Five hundred sixty in symbols? _____ What is 819 in words?_____ How many ones are there in 379?_____ In 351 = _____hundreds, _____tens, _____ones	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Oral: Reading 3-digit numbers 348 159 895 987 679 987 2.Review Strategy: Group Activity Directions: Divide the class into four small learning stations. One pupil will act as a leader. Distribute the Mystery Box of Knowledge with number cards from 0-9 Explain that for every set of cards consists of three-digit numbers. Pupils rearrange the cards in each set to form as many three-digit numbers as they can. Group with more three-digit numbers formed, wins the game 9 6 5 2 4 3 1 7 0 8	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Comparing Numbers using relation symbols Contest: SINO ANG MATIBAY? Mechanics: Ask the pupils to stand and form two lines. One line for the boys (Team I) and another line for the girls (Team 2) Two pupils will be called, one from each team. The teacher will flash the number card and the contestants will answer the question as fast as they can. The first one to answer the question correctly will take a seat. The team with less number of members standing wins the game. SAMPLE OF NUMBER CARDS: 900 __ 890 567 __ 678 599 _ 590 975 _ 895 2. Review Comparing numbers using relation symbols <, =, > 1. 975_____ 957 2. 490 _____490 3. 213 _____315 Original File Submitted and Formatted by DepEd Club	

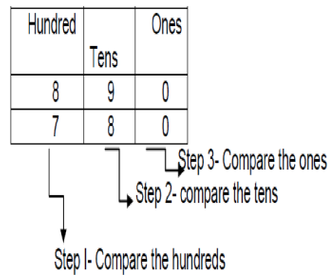
	Card No.2 – What is "Five hundred twenty- seven in symbols? Card No. 3 – What is 407 in words? Card No. 4 – What is "Eight hundred five in symbols? 3. Pre-Assessment Choose the letter of the correct answer. 1. What is the place value of 7 in 897? a. Ones b. Tens c. Hundreds 2. In 946 what number is in the hundreds place? a. 4 b. 6 c.. 9 3. What is the place value of 2 in 325? a. Ones b. Tens d. Hundreds 4. In 946 what number is in the tens place? a. 9 b.6 d. 4 Fill in the blanks. 1. 7 59 is a 3-digit number. It is made up of _____ hundreds _____tens and _____Ones 2. In 479, the digit 4 stands for _____ 3. In 275, the digit _____ is in the tens place. The value of the digit is _____ 4. In 456, the digit _____ is in the hundreds place. The value of the digit is _____	What is Two hundred twenty nine in symbol? ____ 2. Review Give the place value of each given digit. What is the place of 8 in 389? _____ In 895, what is the value of 8? _____ What is the value of 5 in 589? _____ What is place value of 2 in 629?_____ In 146, what digit has a value of 40?_____ What digit has a place value of hundreds in 569?___ 2. Pre-Assessment		Member - visit depedclub.com for more	
B. Establishing a purpose for the lesson (Motivation)	B. Establishing a purpose for the lesson 1.Motivation: Post on the board this word problem "I am a four-digit number. My ones digit is 1. My tens digit is three digit larger than my ones digit. My	B. Establishing a purpose for the lesson 1.Motivation Strategy: GUESS and CHECK Present a mathematical problem in the form of a riddle. Post this on the board.	B. Establishing a purpose for the lesson 1. Motivation Strategy: Story Telling Post the story. Ask volunteer from the pupils to read the story. Every morning Lolo Enting is in his vegetables garden. One morning his	B. Establishing a purpose for the lesson 1.Motivation "MY RULE IN LIFE" Post on the board. Ask: Children are you familiar with these patterns? Ask the pupils to tell something about it. Call at least 5	

	hundreds and thousands digits are both larger than my ones digit. What number am I? Ask the possible questions. What does ones, tens, hundreds and thousands digit mean? What is the correct answer? Explain why and how the answer was achieved? What are the other possible solutions?	"I am a four-digit number. My hundreds digit is 8. My ones digit is six less than my hundreds digit. My other digits are both twice as large as my ones digit. What number am I? Ask: Underline the question asked in the problem? Restate the question into answer statement form. Solve the problem showing the complete solutions of the equation.	grandchildren come to visit him. Roger gives him 5 pieces of papaya, Arlette gives him 10 pieces of ripe mangoes and Rosemarie gives him 5 pieces of sweet banana. "Oh thank you very much, he said. Thank you my dear grandchildren. God bless you all. Comprehension questions leading to the development of the concept: Who came to visit Lolo Enting? Who gave him 5 pieces of papaya? What did Arlette give him? How many ripe mangoes did Rosemarie give him? Do you also give something to your Lolo and Lola? Why? Or why not? Who gave him lesser fruits? Who gave him more fruits? Who gave him equal or the same number of fruits? Arrange the number from highest to lowest or vice versa. Ask how many hundreds, tens and ones are there in each set of numbers	pupils. Then, ask them to complete the patterns. 1. 20, 22, 24, 26, 28, 30, _____, _____, _____, _____, _____, _____, ___ 2. 50, 55, 60, 65, 70, 75 _____, _____, _____, _____, _____, _____ 3. 70, 80, 90, _____, _____, _____, _____, _____, _____, ____ 4. ___, _____, _____, ____, ____, ____, 60, 58, 56, 54, 52, 50, 48 5. 40, 45, 50, ____, _____, 65, 70, ____, ____, 85, 90, ____, _____	
C. Presenting Examples / instances of new lesson (Presentation)	Posing a Task C. Presenting Examples / instances of new lesson(Presentation) Divide the class into 5 small learning groups. Distribute the Place Value pocket Chart and number cards. Ask each group to place the numbers on the place value chart. Example What do 759 mean?  	Posing a Task C. Presenting Examples / instances of new lesson(Presentation Distribute a word problem written in the strip of manila paper. Tell the pupils to underline the questions asked in the problem. Let them rewrite the problem into answer-statement form. Distribute popsicle sticks. Tell the pupils to use the popsicle sticks to represent given in the problem. Let the pupils solve the equation. Other possible questions 1. What digit is in the hundreds place of a four-digit number in a Mathematical problem? 2. How about in the ones place?	Posing a Task: C. Presenting Examples /Instances of new lesson 2.Presentation Posing the Task Present another set of word problem. Tatay Jomar is a farmer. He harvested 780 mangoes while Tatay Junray harvested 890 mangoes. Who harvested more mangoes?	Posing a Task C. Presenting Examples /Instances of new lesson Presentation Distribute the number cards. (See to it that all pupils have number cards). Then let them post the number cards on the board. Then, post your prepared number line on the board. Ask the pupils something about the number line. Ask them to describe it. Call 3 or 4 pupils to arrange the number cards in the number line. The number line looks like this:	Present the test materials.

		3. What are the operations to be used to form an equation? 4. What is the mathematical equation? 5. What is the correct answer? 6. Is your answer correct? Why? Explain your answer. Post the Place Value Chart Present an example Say: The numeral 896 can be expressed in expanded form: Elaborate that; 8 hundreds = 800 9 tens = 90 6 ones = 6 Numbers can be written in different ways. These can be done in words, symbols and expanded form. Draw the pupils' attention to the place value chart. Illustrate how 896 be expressed in expanded form: The expanded form of 896 is 800 + 90 + 6			

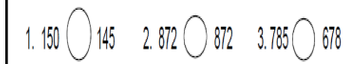
Thousands	Hundreds	Tens	Ones
	8	9	6



D. Discussing new concepts and practicing new skills #1 (Modeling)	Performing the Task Processing Ask: Possible questions 1. What is the value of 7? How about the 5? and the 9? 2. In 759, is it possible that the numeral 9 will be placed in the hundreds place? Yes or no. Why? Explain your answer. Explain: The digit 7 means 7 hundreds, or 700 The digit 5 means 5 tens or 50 The digit 9 means 9 ones or 9 Point out that numbers may be written in different ways: In symbols, in words and in expanded form. Still the place value of each digit in the numeral is being considered. Give examples: 1. 758 = 700 + 50 + 8 2. 985 = 900 + 80 + 5 3. 476 = 400 + 70 + 6	Performing the Task Processing: Ask: How many hundreds, tens and ones are there in 896? Give additional illustrative examples: 275 = _____Hundreds _____Tens _____Ones 702 = _____Hundreds _____ Tens _____ Ones _____ Hundreds _____ Tens _____ Ones	Performing a Task Processing Ask: Ask: Underline the question in the problem and rewrite the question in answer statement. Who are the two farmers? Who between the two farmers harvested more mangoes? Compare the numbers. How did you compare the number? Arrange the number from highest to lowest or vice versa. Ask how many hundreds, tens and ones are there in each set of numbers. Let us represent the total number of mangoes harvested by Tatay Jomar and Tatay Junray in the Place Value Chart. Then, compare the number using relation symbols such as <, >, and =.  Let us compare the hundreds digits. Which numbers has more hundreds? We say 800 is greater than 700 or 700 is less than 800 We write: 800 > 700 or 700 < 800 Say: Let us have another set of example. Compare 356 and 346	Performing the Task Ask : Processing What number comes after 51? What number comes before 54? What numbers are between 51 and 54? Look at the numbers 50, 51, 53 and 54. What number is the least? What number is the greatest? Can you arrange the numbers from least to greatest? Or from greatest to least.	Explain the direction to them.

			. H T O 3 5 6 3 4 6 What have you noticed about the digit in the hundreds place? Say: Now let us compare the digit in the hundreds place: Next, let us compare the digits in the tens place. Which is bigger? (5 is bigger than 4) Therefore: We write: 356 > 346 or 346 < 356. We say: 356 is greater than 346 or 346 is less than 356.		
E. Discussing new concepts and practicing new skills #2 (Guided Practice)	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM - Gawain 1 pahina 24 sa Gawain 1 Ibigay ang place value ng bawat bilang. 1. 9 6 2 2. 7 0 2 3. 9 1 0 4. 7 5 9	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM - Gawain 1 A pahina 27 sa LM Gawain 1 Ayusin ang mga sumusunod gamit ang expanded notation. 1. 308 = _____ + 0 _____ 2. 429 = 400 + _____+ 9 3. 912 = _____+ 10 _____ 4. 469= 400 + _____+ 9 5. _____= 700 + 50 + 2 6. _____= 400 + 40 +1 7. 473 = _____+ 70 + 3 8. 199= 100 + _____+ _____ 9. 295 = 200 + 90 + _____ 10. 645 = _____+ _____+ _____	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM Gawain 1 pahina 28 Sipiin sa iyong kuwaderno ang sumusunod. Punan ang patlang gamit ang >, < at =. 1. 567 ___ 576 2. 383 ___ 438 3. 580 ___ 300 + 100 + 70 + 5 4. 12 + 890 ___ 902 5. 567 – 15 ___ 525	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM – Gawain 1 pahina 30-31 Kumpletohin ang mga sumusunod na bilang. 1.128, 129, 130, ____, _____, _____, 134 2. 208 _____ , _____, 211, 212 _____, ____ 3. ____, _____ 503, 504, 505, _____, ____, ____, 509 4. 317, _____, _____, _____, _____, _____, ____ 324 5. _____, _____, _____, _____, _____, _____, ___ 575 6. 807, _____, _____, _____, _____, 812, ____, ____ 7. 657, 658, _____, _____, _____ 662, 663 _____, ___	Giving the standards

F. Developing mastery (Independent Practice)	F. Developing mastery (Independent Practice) Gawain 2, pahina 25 sa LM Punuan ang mga patlang ng tamang sagot. Ang Looc Central Elementary School ay may kabuuang Grade II enrolment na 952. Ang 952 ay isang 3-digit na bilang. Ito ay may _____hundreds, _____tens and _____ones.	F. Developing mastery (Independent Practice) Gawain 2, pahina 27 sa LM Isulat ang sumusunod sa expanded form. 1. 957 2. 250 3. 675 4. 598 5. 407 6. 825 7. 342 8. 109 9. 195 10. 725	F. Developing mastery (Independent Practice) Refer to the LM Gawain 2 pahina 29 Sipiin sa kuwaderno ang sumusunod. Lagyan ng kahon ang malaking bilang at ekis ang maliit. Pagkatapos ay paghambingin gamit ang >, < at =. 1. 506 ___ 517 6. 520 ___ 505 2. 640 ___ 633 7. 637 ___ 647 3. 606 ___ 609 8. 603 ___ 645 4. 116 ___ 117 9. 712 ___ 711 5. 290 ___ 390 10. 945 ___ 93	F. Developing mastery (Independent Practice)) Refer to the LM pahina 31 Gawain 2 Bilugan ang pinakamalaking bilang at lagyan ng ekis ang pinakamaliit. Pagkatapos, ayusin ang mga ito simula sa pinakamalaki hanggang pinakamaliit na bilang. 1. 568 ,647, 490, 678, 586, 290 2. 890, 478, 278, 908, 990, 675 3. 780, 589, 479, 290, 892, 576 4. 890, 287, 190, 287, 280, 389 5. 780, 685, 564, 290, 482, 471 6. 127, 278, 453, 290, 489, 390 7. 891, 380, 68, 286, 286, 308, 108 8. 129, 397, 478, 298, 665, 476,459	
G. Finding Practical applications of concepts and skills (Application / Valuing)	G. Finding Practical applications of concepts and skills (Application / Valuing) Ibigay ang tamang place value ng 5 sa bawat bilang. 1. 953 _____ 2. 745 _____ 3. 531 _____ 4. 650 _____ 5. 517 _____ 6. 865 _____ 7. 517 _____	G. Finding Practical applications of concepts and skills (Application)	G. Finding Practical applications of concepts and skills (Application / Valuing Gamitin ang mga bilang na nasa loob ng kahon upang masagot ang mga sumusunod na tanong. 218 450 373 329 600 500 506 789 465 450 372 498 418 432 415 238 576 676 320 418 457 675 420 1. Maghanap ng bilang na mas maliit pa sa 373. Paghambingin sila gamit ang simbolo ng paghahambing. 373 _____ 2. Maghanap ng bilang na mas malaki sa 676. Paghambingin sila gamit ang simbolo ng paghahambing. 676 _____ 3. Maghanap ng bilang na magkapareho. Paghambingin gamit ang simbolo ng paghahambing. _____	G. Finding Practical applications of concepts and skills (Application / Valuing) Gumawa ng numberline. Ilagay ang mga bilang mula sa pinakamaliit hanggang sa pinakamalaki. Gawin ito sa iyong sagutang papel. 1.12, 15, 16, 11, 10, 18 2. 45, 48, 40, 39, 49, 37 3. 67, 70, 65, 63, 73, 71 4. 15, 17, 18, 20, 12, 21 5. 89, 87, 80, 84, 81, 90	Did you answer the test correctly?

H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization) How many digits have the numbers we studied today? What are the different place values in a 3-digit number? What did we use to identify or give the place value of each digit easily?	H. Making generalizations and abstractions about the lesson (Generalization) How do you write numbers in expanded form? Writing number in expanded form is expressing the number as the sum of the values of its digits. The expanded form gives the value of each in the number	H. Making generalizations and abstractions about the lesson (Generalization) In comparing 3 digit numbers, compare the hundreds first then the tens and the ones. We use the symbol >,<, and =. To show the relationship between numbers being compared, one of the following symbols is placed between them: < means less than > means greater than = means equal to	H. Making generalizations and abstractions about the lesson (Generalization) How do we arrange numbers from least to greatest or vice versa. Numbers can be arranged from least to greatest or from greatest to least depending on their place value positions.	What did you learn today?
I. Evaluating Learning	I. Evaluation Supply the correct answer applying the place value 1. Sa 897, _____ ay nasa ones place 2. _____ ay nasa hundreds place 3. _____ ay nasa tens place 4. Ano ang place value ng 8 sa 284? _____ 5. Sa 693 anong numero ang nasa thousands place? _____ 6. Ilang tens ang mayron sa 760? _____ 7. Ilang hundreds mayron sa 965? _____ 8. May ilang tens mayron sa isang daan? _____ 9. Sa 679, ang bilang na ___ ay nasa hundreds place. Ang kabuuang value halaga ay _____ 10. Ang 498 ay isang 3-digit number. Ito ay binubuo ng _____ hundreds _____tens at _____Ones.	I.Evaluation 1. Using the digits 2, 8, 9, 4 and 6 only once, what is the greatest three-digit numbers can be formed? Then express it in expanded form. _____ 2. Teacher Danny draws number cards: 2, 0, 9, 8 and 7. Using the digits only once, form the smallest three-digit numbers and express it in expanded form. _____ 3. Write 708 in expanded form. _____ 4. Express in expanded form: Three hundred fifteen”_____ 5. What is 897 in expanded form? _____	I.Evaluation Compare the pair of numbers by writing <, >, and =  Compare the numbers in column A from column B. Use the relation symbols >,<, and =. Column A Column B 346 ____ 450 450 ____ 336 565 ____ 656 765 ____ 767	I.Evaluation Arrange the numbers from least to greatest. 1. 897 675 995 453 _____ 2. 124 987 907 234_____ 3. 481 745 999 761 _____ Arrange the numbers from greatest to least. 4. 987 456 340 675_____ 5 310 289 980 129 _____ 6. 567 321 896 459 _____	Checking the test
J. Additional activities for application or remediation	J. Additional activities for application or remediation	J. Additional activities for application or remediation	J. Additional activities for application or remediation	J. Additional activities for application or remediation	Study the next lesson.

(Assignment)	(Assignment) A. Ibigay ang tamang value ng bilang na nakasaad. 1. 5 sa 756 _____ _____ _____ 2. 7 sa 927 _____ _____ _____ 3. 9 sa 910 _____ _____ _____ B. Dagdagan ang value ng nakasaad na bilang. Pagkatapos isulat ang bagong bilang. Halimbawa: Sa 437, dagdagan ng 100 ang hundreds place. Sagot: 4 ay nasa hundreds place, dinagdagan ng100, ang bagong bilang ay 537. 1. Sa 879, dagdagan ng 10 sa tens place. Ang bagong bilang ay _____ 2. Sa 620, dagdagan ng 1 sa ones place. Ang bagong bilang ay_____ 3. Sa 268, dagdagan ng 100 sa hundreds place. Ang bagong bilang ay_____	(Assignment) Basahin nang maayos ang talata sa ibaba. Sagutin ang sumusunod na tanong. Isulat sa kuwaderno ang iyong sagot. 1. Ang tagapangasiwa ng silid-aklatan ay nakapag-ayos ng 856 na mga aklat. Isulat ang 856 sa expanded form. _____ 2. Saan sa dalawang bilang 789 at 812 ang 8 ay may mataas na halaga? Isulat ito sa pormang expanded. _____ 3. Saang bilang mas mababa ang halaga ng Sa 274 ba o sa 741? Isulat ito sa expanded form. _____	(Assignment) sa pahina 30 Isulat ang lahat ng three-digit na bilang na maiisip mo gamit ang mga bilang na 6, 4 at 7. Gamitin lamang ang mga ito ng isang beses. Pagkatapos ay paghambingin ang mga ito gamit ang >, < at =. _____ _____ _____ _____	(Assignment) sa pahina sa LM Pag-aralan ang tsart sa ibaba. 5 0 3 0 4 2 7 11 9 8 2 7 1 6 8 3 A. Bumuo ng limang three-digit na bilang. Ayusin ito mula sa pinakamaliit hanggang sa pinakamalaki. _____ _____ _____ B. Bumuo ng limang three-digit na bilang. Ayusin ito mula sa pinakamalaki hanggang sa pinakamaliit. _____ _____ _____	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					

G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					