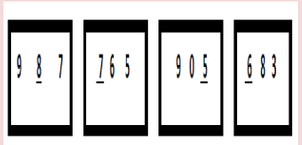
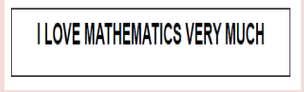
GRADES 1 to 10 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	II
	Teacher:	File Created by Ma'am MARIANNE MANALO PUHI	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	AUGUST 19 - 23, 2024 (WEEK 4)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Visualizes and identifies the 1st through the 20th object of a given set from a given point of reference.	Reads and writes ordinal numbers from 1st through 20th.	Identifies and uses the pattern of naming ordinal numbers from 1st to the 20th.	To add 3-digit by 2-digit numbers with sums up to 1000 without regrouping	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 addition of whole numbers up to 1000 including money.	
B. Performance Standards	B.Performance Standards is able to recognize and represent ordinal numbers up to 20th in various forms and contexts.	B.Performance Standards is able to recognize and represent ordinal numbers up to 20th in various forms and contexts.	B.Performance Standards is able to recognize and represent ordinal numbers up to 20th in various forms and contexts.	B.Performance Standards is able to apply addition of whole numbers up to 1000 including money in mathematical problems and real-life situations.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives identifies the 1st through the 20th with the emphasis on 11th to 20th object in a given set from a given point of reference. M2NS-Ie-16.2	C. Learning Competencies/ Objectives reads and writes ordinal numbers from 1st through the 20th. M2NS-Ie-17.2	C. Learning Competencies/ Objectives reads and writes ordinal numbers from 1st through the 20th. M2NS-Ie-17.2	C. Learning Competencies/ Objectives visualizes, represents, and adds 2-digit by 3-digit numbers with sums up to 1000 without and with regrouping . M2NS-Ig-27.4	Answer test item with 75% of success. Follow directions properly. Answer test with speed, accuracy and honesty
II. CONTENT	Content: Ordinal numbers/Visualizing and Identifying Ordinal Numbers/ Lesson 13	Content: Ordinal Numbers/Reading and Writing Ordinal Numbers Lesson 14	Content: Patterns of Naming Ordinal Numbers/ Lesson 15	Content: ADDING NUMBERS WITHOUT REGROUPING Lesson 16	
III. LEARNING RESOURCES **A. References**	K to12 Curriculum Guide Grade 2 – Mathematics page 26-27,29	K to12 Curriculum Guide Grade 2 – Mathematics page 26-27, 30	K to12 Curriculum Guide Grade 2 – Mathematics page 26-27,30	K to12 Curriculum Guide Grade 2 – Mathematics page 26-27,32	
1. Teacher's Guide Pages	TG in Mathematics pages 48-52 (softcopy)	TG in Mathematics pages 52-56 (softcopy)	TG in Mathematics pages 57- 60 (softcopy)	TG in Mathematics pages 61-66 (softcopy)	
2. Learner's Materials pages	LM in Mathematics pages 33-36	LM in Mathematics pages 36-37	LM in Mathematics pages 38-40	LM in Mathematics pages 40-42	
3. Text book pages					

4. Additional Materials from Learning Resources	1. Number cards, charts, pieces of rolled papers, activity sheets Lesson 13	1. Number Cards 2. manila paper 3. charts, activity sheets/worksheets 4. Mystery Box of Knowledge 5. calendar 6. List of Pupils Lesson 14	1. Number Cards 2. Pocket chart 3. Show Me Board 4. Mystery Box of Knowledge Lesson 15	1. Real Objects Cards 2. Cut-outs, 3. Number cards, 4. Window Cards 5. Show Me Board Lesson 16	Test paper at lapis Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
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 Game: "Do You Know Me" Instructions Divide the class into 3 small learning stations Designate a leader to every learning station. Place all number cards inside the Mystery Box of Knowledge Draw one at a time the number cards. (As illustrated below) Each group should have a representative to answer every question. Ask pupils to identify the value of the underlined digit. The group with more number of correct answers will be declared winner.  2. Review Directions: Order the numbers from greatest to least by supplying the missing numbers. 1. 459, 464, 469 , _____, _____, _____, _____, _____	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Identify the place value of the given digit  Questions: In 567, what is the place value of 6? _____ In card number 2, what is the value of 9? _____ In 978, what is the place value of 8? _____ In card number 3, what is the value of 5?_____ What is the place value of 1, in card number 3? _____ In card number 4, what is the place value of 7? _____ 2. Review Post on the board the sentence in the box below.  Read the sentence in the box and then ask questions. What is the fifth letter? What is the tenth letter?	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Game- "SHOW ME" Direction: Divide the class into 3 small learning stations. Designate a leader to every learning station. Each group should have a representative to answer every question. Place all number cards inside the Mystery Box of Knowledge. Draw number cards one at a time. Ask the pupils to identify the correct ordinal number written in the number card. Let them write their answer on the Show Me Board. The group with more number of correct answers will be declared winner 2.Review Tell the position of a given set of objects Present this illustration.	INSTRUCTIONAL PROCEDURE Preparatory Activities 1.Drill Basic Addition Facts using the Window cards A1. Examples: 1. 8 + 8 = _____ 2. 9 + 7 = _____ 3. 8 + 7 = _____ 4. 7 + 7 = _____ 5. 6 + 5 = _____ 6. 3 + 9 = _____ 7. 6 + 8 = _____ 8. 8 + 4 = _____ 9. 4 + 7 = _____ 10. 4 + 9 = _____ 11. 6 + 4 = _____ 12. 7 + 6 = _____ 2. Review STRATEGY: PUZZLE GAME- "THE MAGIC OF ADDITION SQUARE" INSTRUCTIONS: Group the class into four small learning groups. Instruct each group to position in their respective learning station. Post the activity sheets to each learning station. Explain to each group that they need to go through the four learning stations to complete the activity. Each group is only given 35 seconds to do the activity	

2. 891, 892, 893, _____, _____, _____, _____

3. , _____, _____, _____, _____, 597, 600, 603

4. 187, 191, _____, _____, 203, _____, _____, _____

5. 296 , _____, 210, _____, 224, _____, _____, _____

3. Pre-Assessment

In the word MATHEMATICS, what is the second letter? The 9th, sixth? 2nd?, 5th?

What is the position of the third letter e?

What is the position of first letter m?

What is the position of letter c?

3.Pre-Assessment

Present the list of Honor Pupils in Grade II for the First Grading. The list must be written in Manila Paper and be posted on the board.

Welcome and Congratulations to the Cream of the class

1. Danny Padilla
2. Rogelio B. Candido Jr.
3. Shirly F. Ferrera
4. Herminio Catud
5. Edith Macaya-on
6. Larry Samala
7. Arlena de la Vega
8. Dais Lim
9. Rogelio Falcutila
10. Robert Aquino

Questions:

How many pupils are there in the Cream of the Class? _____

How many are boys? _____

How many are girls? _____

Who was the first pupil on the list? _____

Who was the second on the list? _____

Who was the tenth place on the list?_____

How many boys are included in the Cream of the Class? _____

How many girls are included in the Cream of the Class? _____

A	B	C	D	E	F	G	H	I	J
First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

What is the 4th letter in the chart?

What is the 2nd letter in the chart?

What is the tenth letter in the chart?

What is the seventh letter in the chart?

3.Pre-Assessment

Supply the missing ordinal numbers.

1st				5th			8th		
	12th				16th			19th	

Learning Station 1

Worksheet No. 1

Directions: Add each row and each column. Find the missing numbers.

10	5	
8	3	

Learning Station 2

Worksheet 2

Directions: Add each row and each column. Find the missing numbers

14	2	
5	2	

Learning Station 3

Worksheet 3

Directions: Add each row and each column. Find the missing numbers.

13	12	
6	7	

Learning Station 4

Worksheet 4

Directions: Add each row and each column. Find the missing numbers.

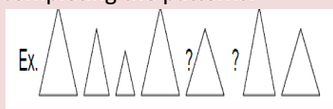
18	11	
10	7	

3.Pre-Assessment

Find the answer.

1. 172 more than 25 is what number? _____

				2. 250 increased by the sum of 2 and 3 is equal to _____ 3. Combine 145 and 34. _____ Arrange the numbers in column. Find the sum using the short form. 4. 213 + 54 = _____ 5. 213 + 76 = _____ 6. 417 + 61 = _____	
B. Establishing a purpose for the lesson (Motivation)	B. Establishing a purpose for the lesson 1.Motivation: Strategy: Story Telling- Playing Jumping Rope During recess time, the Grade II pupils of Looc Central School played Jumping Rope. Danny as a leader, he prepared a list of the7 top scorers in the game written on a chart. e posted on the bulletin board. The results of the game are shown below. Jumping Rope Players / Points Danny 986 Elen 974 Rogelio 803 Chris 872 Gloria 937 Shie 793 Men 832 Who got the highest score? _____ Who got the lowest score? _____ Arrange the names of pupils based on their scores from least to greatest and vice versa _____ _____ _____ _____	B. Establishing a purpose for the lesson 1.Motivation Strategy- Recognition Day Instructions: Have the pupils get the rolled paper in the Mystery Box of Knowledge to know who will be included in the top 20th. Let them stand before the class and pin the ribbon (Ordinal Number) on their left chest. Assign other pupils to serve as parents. Then ask some questions: Why do some pupils get honors? How do they study? Are you diligent pupils? Why do you have to be diligent with your studies?	B. Establishing a purpose for the lesson 1. Motivation Story Telling- Bicycle Race Ask: Do you have any experience to ride on a bike? How do you feel it? Last summer vacation, the Barangay Agnipa had a bicycle race to celebrate their barangay fiesta. There were 120 cyclists who joined the contest. The fiesta coordinator ranked the following cyclists: (The teacher will post the manila paper where the list of winners was written.) Ask: Who wants to join the race next fiesta? Why do you want to join? What benefit can you get from joining this kind of contest?	B. Establishing a purpose for the lesson 1.Motivation Story Problem Posing a Task  This is Mark. He collected 23 4 empty bottles on Saturday and 23 on Sunday. Can you tell the number of bottles he collected for two days? Ask the following questions: 1. Who collected empty bottles 2. What did Mark collect? 3. When did he collect empty bottles? 4. How many empty bottles did Mark collect on Saturday? 5. How many empty bottles did he collect on Sunday? 6. Can you tell the total number of empty bottles Mark collected for two days?	

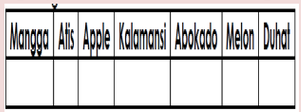
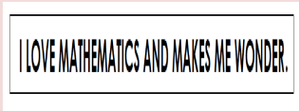
<table>
<tr>
<td>C. Presenting Examples / instances of new lesson (Presentation)</td>
<td>Posing a Task
C. Presenting Examples / instances of new lesson(Presentation)
Divide the class into five small working groups. Assign a group leader to each group. Distribute the different objects such as stones, shells, fruits, vegetables, plastic cups, seeds, and etc.
Ask the groups to arrange the objects according to its sizes. Then ask them to count and identify their position from 1 to 20.
Ask the following questions:
What is the first object? Then write on the board the correct way of writing ordinal number.
What is the number three object? Then illustrate how to write three in an ordinal number.
What is the number 20 object? Again write 20 expressed in an ordinal number.
What is the number 10 object? Illustrate how to write 10 in an ordinal number.
Then ask the pupils to give patterns on how to write ordinal numbers in symbols.
Then post on the board the chart.
Ask the pupils to fill-up the column of ordinal numbers in symbols and in words.
.</td>
<td>Posing a Task
C. Presenting Examples / instances of new lesson(Presentation
Divide the class into 5 working groups. Distribute the pocket charts and 20 cut-outs of objects. Be sure all groups have complete materials.
Ask the pupils to put the cut-outs in the pocket chart. Then, ask them to put numbers on the object.
Using cartolina strips, ask the pupils to write the ordinal numbers in symbols and words. Instruct them to place it opposite the number of the object.</td>
<td>Posing a Task:
C. Presenting Examples /Instances of new lesson 2.Presentation
Posing the Task
Divide the class into 5 small working groups. (Groupings depend on the number of pupils in a group.
Distribute the different geometric figures. Be sure all groups have the same number, kind and size of geometric figures.
Then post on the board the chart of geometric patterns.
Ask the pupils to complete the patterns. They can use the concrete geometric figures to visualize completing the patterns.


Ask the pupils to complete the pattern and let them explain their answer.
Then- post on the board the picture story and the result of the contest in the motivation phase.
Results of the contest
<table><tr><td>Name of the Cyclist</td><td>Rank</td></tr><tr><td>1. Danny</td><td>1st</td></tr><tr><td>2. Jomar</td><td>2nd</td></tr><tr><td>3. Cris</td><td>3rd</td></tr><tr><td>4. Wellie</td><td>4th</td></tr><tr><td>5. Jonathan</td><td>5th</td></tr><tr><td>6. Rogelio</td><td>6th</td></tr><tr><td>7. Carlos</td><td>7th</td></tr><tr><td>8. Melchor</td><td>8th</td></tr><tr><td>9. Noel</td><td>9th</td></tr><tr><td>10. Dodoy</td><td>10th</td></tr><tr><td>11. Robert</td><td>11st</td></tr><tr><td>12. Mhen</td><td>12nd</td></tr><tr><td>13. Larry</td><td>13rd</td></tr><tr><td>14. Reagan</td><td>14th</td></tr><tr><td>15. Salcing</td><td>15th</td></tr><tr><td>16. Roger</td><td>16th</td></tr><tr><td>17. Albert</td><td>17th</td></tr><tr><td>18. Polit</td><td>18th</td></tr><tr><td>19. Dino</td><td>19th</td></tr><tr><td>20. Joseph</td><td>20th</td></tr></table></td>
<td>Posing a Task
C. Presenting Examples /Instances of new lesson Presentation
PERFORMING THE TASK
Present cut-outs of bottles.
Let the pupil’s show the number of empty bottles Mark collected on Saturday and on Sunday.
Present that each big bottle is represented by 100 bottles and each small bottle is represented by 10
Then, let the pupils write the numbers on the board.
Present to the class the place value chart.
Example 1-Short Method of adding numbers
<table><tr><td></td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td>234</td><td>2</td><td>3</td><td>4</td></tr><tr><td>23</td><td></td><td>2</td><td>3</td></tr><tr><td>257</td><td>2</td><td>5</td><td>7</td></tr></table></td>
<td>Present the test materials.</td>
</tr>
</table>

D. Discussing new concepts and practicing new skills #1 **(Modeling)**	Performing the Task Processing The Mathematics Coordinator of Romblon West Central School administered the qualifying test to the Special mathematics Class. The next day, she published the top ten scorers on the bulletin board. CONGRATULATIONS TO TOP SCORERS MATHEMATICS WIZARDS OF RWCS Number in figure / Pupils / Score / Ordinal Number is symbols / Ordinal Number in word 1 Danny 98 2 Shirley 97 3 Men 96 4 Gloria 95 5 Larry 94 6 Edith 93 7 Mila 92 8 Poring 91 9 Rogelio 90 10 Cris 89	Performing the Task Processing: Ask: What do you observe about what are written before the names of pupils? What do you observe about what are written next to the names of pupils? In the third column? Ask the pupils to continue writing the ordinal numbers in symbols and in word to complete the chart. Sample of Pocket Chart Name of object / Number symbols / Ordinal Number in symbols Cup 1 1st Hat 2 2nd Book 3 3rd Ballpen 4 4th Ask: What do you observe in the chart particularly on column 2 and 3? Say: After the names of the thing/object are number symbols and in the next column are ordinal numbers in symbol such as 1st, 2nd, 3rd, 4th, 5th, 6th and so on. These numbers are the symbols that that tell the order of persons, objects or things that are arranged. The numbers that tell the order of persons/objects/things are called ordinal numbers. Post the calendar like the one presented below. Then ask the pupils to answer the following questions	Performing a Task Processing Ask: What is Reagan's rank? What letters do you see after 1 and 11? What letters do you see after 2 and 12? What letters do you see after 3, and 13th What letters do you see after the other numbers? Is there any pattern/s in naming the ordinal numbers?	Performing the Task Ask : Processing Ask: What will you do to find the total number of bottles which Mark had collected? Ask: In 234 what is the value of 4? What is the value of 3? What is the value of 2? In 257 what is the value of 7? What is the value of 5? What is the value of 2? What are the numbers in the tens place? What are the numbers in the hundreds place? Example 2- Using Expanded Form Method 235 = 200 + 30 + 5 + 43 = 40 +3 _____ 278 = 200 + 70 +8 278 Example 3- Problem Solving Pamela has 317 Philippine stamps. Her brother Robert has 82 pieces of stamps from the United States of America. How many stamps do they have altogether? The teacher will ask the pupils the following: Let the pupils underline the question asked in the problem. Let them rewrite the question in answer statement Ask the pupils to show their complete solution in solving the problem. Then, ask them also to explain their answer as well as the processes used to find the correct answer. The teacher may give additional practice exercises.	Explain the direction to them.

				Present samples of addition combinations in vertical and in horizontal forms. Additional exercises. Use short method and Expanded Form 1. 333 + 46 = _____ 2. 465 + 14 = _____ 3. 146 + 23 = _____ 4. 673 + 26 5. 437 + 62	
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 33 sa LM Complete each sentence by writing the ordinal for the number inside the parenthesis. 1. Miss Shamcey Supsup won the (3) _____ place in the 2011 Miss Universe Pageant. 2. Valentine's Day is celebrated on the (14) _____ of February. 3. New Year's Day is celebrated on the (1) _____ of January. 4. My birthday is celebrated on the (5) _____ of April. 5. My parents' wedding anniversary is celebrated on the (9) _____ of September.	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM - Gawain 1 A pahina sa LM Gawain 1 Si Randy ay nasa ikalawang baitang. Ito ang kanyang mga Gawain bago pumasok sa paaralan. Tulungan natin kung tama ang pagkasunod-sunod ng kanyang mga Gawain araw-araw. Isulat ang ordinal number sa puwang sa unahan ng bilang. Sipiin ito sa iyong kuwaderno. 1. _____ Maligo 2. _____ Gumising 3. _____ Kumain ng agahan 4. _____ Magsipilyo ng ngipin 5. _____ Pupunta sa paaralan 6. _____ Magsuklay ng buhok 7. _____ Magpalit ng damit	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM Gawain 1 pahina 38 Isulat ang katumbas sa Ordinal Numbers 	Word	Ordinal Number
---	---
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	
Eleventh	
Twelfth	
Thirteenth	
Fourteenth	
Fifteenth		 	Word	Ordinal Number
---	---
Sixteenth	
Seventeenth	
Eighteenth	
Nineteenth	
Twentieth			E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM – Gawain 1 pahina 40 Hanapin ang sum ng mga sumusunod at isulat ang letra ng tamang sagot sa sagutang papel. 1. 434 + 12 a. 446 b. 462 c. 436 2. 321 + 21 a. 361 b. 362 c. 342 3. 783 + 15 a. 798 b. 799 c. 798 4. 567 + 12 a. 579 b.589 c. 599 5. 773 + 25 a. 798 b. 778 c. 775	Giving the standards

<table>
<tr>
<td>F. Developing mastery
(Independent Practice)</td>
<td>F. Developing mastery
(Independent Practice)
Gawain 2, pahina 34 sa LM
Kumpletuhin ang tsart nasa ibaba. Ibigay ang ordinal na bilang sa simbolo.
Ang Mahuhusay na Mag-aaral sa Mathematics
SY 2011-2012
<table>
<tr><th>Name of Pupils</th><th>Final Grades</th><th>Ordinal Number in Symbol</th></tr>
<tr><td>1.Jomar Guadracasa</td><td>98%</td><td></td></tr>
<tr><td>2.Antonette Reyes</td><td>96%</td><td></td></tr>
<tr><td>3.Joseph Marquez</td><td>95%</td><td></td></tr>
<tr><td>4.Jing Morante</td><td>94%</td><td></td></tr>
<tr><td>5.Cris Cigua</td><td>93%</td><td></td></tr>
<tr><td>6.Arlette Villanueva</td><td>92%</td><td></td></tr>
<tr><td>7. Joseph Cruz</td><td>91%</td><td></td></tr>
<tr><td>8. Raul Marino</td><td>90%</td><td></td></tr>
<tr><td>9.Edwin Molina</td><td>89%</td><td></td></tr>
<tr><td>10.Edison Verdin</td><td>88%</td><td></td></tr>
<tr><td>11.Adelia Ferrancullo</td><td>87%</td><td></td></tr>
<tr><td>12.Gerard Montoya</td><td>86%</td><td></td></tr>
<tr><td>13.Randy Faigmane</td><td>85%</td><td></td></tr>
<tr><td>14.Victor Fetalvero</td><td>84%</td><td></td></tr>
<tr><td>15.Rosemarie Selosa</td><td>83%</td><td></td></tr>
<tr><td>16.Nellie Sombilon</td><td>82%</td><td></td></tr>
<tr><td>17.Jose Garcia</td><td>81%</td><td></td></tr>
<tr><td>18. Joseph Menorca</td><td>80%</td><td></td></tr>
<tr><td>19. Baltazar Mazo</td><td>79%</td><td></td></tr>
<tr><td>20. Tess Mangaya</td><td>78%</td><td></td></tr>
</table>
</td>
<td>F. Developing mastery
(Independent Practice)
Gawain 2, pahina 37 sa LM
Tingnan ang tsart sa ibaba. Ito ang mga modelong bata sa ikalawang baitang.
<table>
<tr><td>1.</td><td>Clifford Nino</td></tr>
<tr><td>2.</td><td>El Nino John</td></tr>
<tr><td>3.</td><td>Angelic Norefil</td></tr>
<tr><td>4.</td><td>Fioreli Grace</td></tr>
<tr><td>5.</td><td>Danny</td></tr>
<tr><td>6.</td><td>Diego</td></tr>
<tr><td>7.</td><td>Josie</td></tr>
<tr><td>8.</td><td>Anita</td></tr>
<tr><td>9.</td><td>Peter Ray</td></tr>
<tr><td>10.</td><td>Paul</td></tr>
</table>
Isulat ang ordinal number ng bawat batang modelo.
1. _____ Josie
2. _____ El Nino John
3. _____ Danny
4. _____ Paul
5. _____ Fioreli Grace
6. _____Anita
7. _____ Peter Ray
8. _____ Clifford Nino
9. _____ Angelic Norefil
10. _____ Diego</td>
<td>F. Developing mastery
(Independent Practice)
Refer to the LM Gawain 2 pahina 39
Gamit ang kalendaryong nasa ibaba, sagutin ang mga sumusunod na mga tanong.
August 2012
<table>
<tr><th>Sun</th><th>Mon</th><th>Tues</th><th>Wed</th><th>Thurs</th><th>Fri</th><th>Sat</th></tr>
<tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr>
<tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr>
<tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr>
<tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr>
</table>
1. Ang Huwebes ay pang-ilang _____ araw sa loob ng isang linggo?
2. Ano ang ordinal number ng Agosto 19? _____
3. Anong araw ang 15th ng Agosto simula sa unang araw ng buwan?
_____
4. Ano ang ordinal number ng ika-apat na Huwebes ng Agosto simula Agosto 2?
5. Ano ang posisyon ng Sabado kung ang isang linggo ay magsisimula sa araw ng Linggo?</td>
<td>F. Developing mastery
(Independent Practice)
) Refer to the LM pahina 41
Gawain 2
Hanapin ang kabuuan. Gamitin ang “short at expanded” na pamaraan.
1. 452 + 21
2. 734 + 33
3. 542 + 32
4. 522 + 44
5. 432 + 32</td>
<td>Test Proper</td>
</tr>
<tr>
<td>G. Finding Practical applications of concepts and skills (Application / Valuing)</td>
<td>G. Finding Practical applications of concepts and skills (Application / Valuing)
1.Isulat ang ordinal na bilang ng mga hayop simula sa baka.</td>
<td>G. Finding Practical applications of concepts and skills (Application)</td>
<td>G. Finding Practical applications of concepts and skills (Application / Valuing
Answer the following questions:
1.Danny is fifty-third. Jomar is fifty-fifth. Name the position of the person between them.</td>
<td>G. Finding Practical applications of concepts and skills (Application / Valuing)</td>
<td>Did you answer the test correctly?</td>
</tr>
</table>

	 2.Isulat ang ordinal na bilang ng mga prutas simula sa manga.  Basahin ang pangungusap sa loob ng kahon at sagutin ang mga sumusunod na mga tanong.  1. Ano ang ika-labing dalawang letra sa pangungusap? _____ 2. Ano ang ika-labing anim na letra sa pangungusap? _____ 3. Ano ang ika 20th na letra? _____ 4. Ano ang ika 18th na letra? _____ 5. Ano ang posisyon ng unang letrang I sa pangungusap? _____ 6. Ano ang posisyon ng letrang C simula sa salitang wonder? _____ 7. Ano ang posisyon ng ikatlong E simula sa salitang wonder? _____		2. There are 120 cyclists. Jun is next to last. Name the position of the person in front of Jun.		
H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization) What is ordinal Number? Ordinal Number tells the position of objects or persons arranged in order.	H. Making generalizations and abstractions about the lesson (Generalization) Ordinal numbers tell the position of objects/things or people in a definite order. To write ordinal numbers in words, write the counting numbers and the last two letters of the word form of the ordinal number. Except the following:	H. Making generalizations and abstractions about the lesson (Generalization) How do you use the pattern of naming ordinal numbers beyond 20? The numbers beyond 20 are written with the name of the tens followed by first, second, third, ninth and etc.	H. Making generalizations and abstractions about the lesson (Generalization) Ask: How do you add 2-3 digit numbers without regrouping?	What did you learn today?

	<table><tr><th>Words</th><th>Symbols</th></tr><tr><td>First</td><td>1st</td></tr><tr><td>Second</td><td>2nd</td></tr><tr><td>Third</td><td>3rd</td></tr><tr><td>Fourth</td><td>4th</td></tr><tr><td>Fifth</td><td>5th</td></tr><tr><td>Sixth</td><td>6th</td></tr><tr><td>seventh</td><td>7th</td></tr><tr><td>Eighth</td><td>8th</td></tr><tr><td>Ninth</td><td>9th</td></tr><tr><td>Tenth</td><td>10th</td></tr><tr><td>Eleventh</td><td>11th</td></tr><tr><td>Twelfth</td><td>12th</td></tr><tr><td>Thirteenth</td><td>13th</td></tr><tr><td>Fourteenth</td><td>14th</td></tr><tr><td>Fifteenth</td><td>15th</td></tr><tr><td>Sixteenth</td><td>16th</td></tr><tr><td>Seventeenth</td><td>17th</td></tr><tr><td>Eighteenth</td><td>18th</td></tr><tr><td>Nineteenth</td><td>19th</td></tr><tr><td>Twentieth</td><td>20th</td></tr></table>	One- first Eight - eighth Two – second Nine - ninth Three – third Twelve -Twelfth Five – fifth Twenty – Twentieth To write ordinal numbers in figures, write the number and affix the last two letters of the written word. First – 1st Second 2nd Third 3rd Fourth 4th			
I. Evaluating Learning	I. Evaluation  Write the ordinal number of the following toys. Count from left to right. 1. How many toys are there in all? _____ 2. The car is in what position from the right? _____ 3. What toy is in the 9th position from the left? _____ 4. What is the position of the ball? _____ 5. What is the position of the guitar? _____	I.Evaluation Supply the missing ordinal numbers. 1 <table><tr><td>1st</td><td></td><td></td><td>4th</td></tr><tr><td></td><td>6th</td><td></td><td></td></tr><tr><td>9th</td><td></td><td>12th</td><td></td></tr><tr><td></td><td>15th</td><td></td><td></td></tr><tr><td></td><td></td><td>20th</td><td></td></tr></table> 2. Write the following ordinal numbers in words. 1. First _____ 2. Fourth _____ 3. Fifth _____ 4. Twentieth _____ 5. Nineteenth _____	I.Evaluation From the given quotation as “The” as the point of reference, give the word corresponding to the given position. THE ABILITY TO FOCUS ATTENTION ON IMPORTANT THINGS IS THE DEFINING CHARACTERISTIC OF INTELLIGENCE -Robert Schiller- 5th _____ 14th _____ 11th _____ 6th _____ 4th _____ 12th _____ 4th _____ 8th _____ 10th _____ 9th _____	I.Evaluation We add first the ones, tens and hundreds. We can add numbers using expanded form or short method. Find the sum. Use expanded form and short method. 1. 527 + 60 = _____ 2. 429 + 70 = _____ 3. 312 + 67 4. What is the sum of 342 and 56? _____ 5. 231 more than 65 is what number? _____ 6. 121 + 78 7. What is 56 added to 33? _____ 8. Add 567 and 20. _____ 9. 365 + 34 = _____ 10. Combine: 564 and 24. _____	Checking the test
J. Additional activities for application or remediation	J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment)	J. Additional activities for application or remediation (Assignment) sa pahina 40	J. Additional activities for application or remediation (Assignment) sa pahina 42 sa LM	Checking the test

(Assignment)	Gumuhit ng 20 bagay at isulat ang ordinal na bilang simula sa 1st hanggang sa 20th simula sa unang bagay na iyong ginuhit.	Isulat ang mga pangalan ng lahat na kasapi ng iyong pamilya simula sa pinakamatanda hanggang sa pinakabata sa lahat. Gamitin ang ordinal numbers simula sa 1st. _____ _____	Gawing ordinals ang mga sumusunod na bilang. Isulat lamang ang st, nd, rd or th. 1. 10 _____ 2. 12 _____ 3. 18 _____ 4. 7 _____ 5. 11 _____ 6. 13 _____ 7. 15 _____ 8. 4 _____ 9. 8 _____ 10. 16 _____	Basahin ang mga sumusunod at hanapin ang sum. 1. Ano ang halaga ng 25 at 321? _____ 2. Ano ang kabuuan ng 35 at 224? _____ 3. Kung sumahin ang 272 at 12 ano ang magiging kabuuang sagot? _____ 4. Hanapin ang kabuuang sagot 567 + 12= _____ 5. Idagdag ang 342 sa 54, ano ang kabuuan? _____	
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?					