

**REPUBLIKA NG PILIPINAS
KAGAWARAN NG EDUKASYON**

**MATATAG ILAW LESSON PLAN (MATHEMATICS 2)
QUARTER 1, WEEK 4**

Lesson Title:	Skip Counting by 2s, 5s, 10s, 20s, 50s, and 100s
Learning Area:	Mathematics 2
Name of Teacher/s:	[Full Name of Teacher]
Grade Level and Section:	Baitang 2
No. of Sessions:	4 Sessions
References:	MATATAG K to 10 Curriculum, Mathematics Grade 2 Quarter 1 Week 4 Lesson Exemplar
Declaration of AI Use:	Consistent with the policy guidelines on the use of AI in basic education, I, [full name of teacher], hereby declare that I have used AI tools to assist in the preparation and delivery of teaching and learning materials. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and judgment.

Section & Guidelines	Day 1 (Skip Counting by 2s)	Day 2 (Skip Counting by 5s & 10s)	Day 3 (Skip Counting by 20s)	Day 4 (Skip Counting by 50s & 100s)
INTENTIONS. Determine mastery goals.				
Competency & Standards:				

<p>Content Standard: Knowledge and understanding of whole numbers up to 1000.</p> <p>Learning Competency: The learners count by 2s, 5s, 10, 20s, 50s, and 100s (not beyond 1 000).</p>				
<p>Learning Objectives:</p>	<p>At the end of the lesson, the learner should be able to count by 2s (not beyond 1 000).</p>	<p>At the end of the lesson, the learner should be able to count by 5s and 10s (not beyond 1 000).</p>	<p>At the end of the lesson, the learner should be able to count by 20s (not beyond 1 000).</p>	<p>At the end of the lesson, the learner should be able to count by 50s and 100s (not beyond 1 000).</p>
<p>Learner Context:</p>	<p>Learners transitioning from Grade 1 knowledge of skip counting to higher-level numerals (up to 1000). Success is highly dependent on mastery of Hundreds Chart visuals and understanding of skip-counting patterns (adding n to the</p>	<p>Learners transitioning from Grade 1 knowledge of skip counting to higher-level numerals (up to 1000). Success is highly dependent on mastery of Hundreds Chart visuals and understanding of skip-counting patterns (adding n to the</p>	<p>Learners transitioning from Grade 1 knowledge of skip counting to higher-level numerals (up to 1000). Success is highly dependent on mastery of Hundreds Chart visuals and understanding of skip-counting patterns (adding n to the</p>	<p>Learners transitioning from Grade 1 knowledge of skip counting to higher-level numerals (up to 1000). Success is highly dependent on mastery of Hundreds Chart visuals and understanding of skip-counting patterns (adding n to the</p>

	previous number).	previous number).	previous number).	previous number).
LEARNING EXPERIENCE. Building towards meaningful understanding.				
Pre-Lesson:	Recalling counting by 2s up to 100; using Hundred Chart to encircle numbers as they count.	Recalling counting by 5s and 10s using Hundred Chart. Orally count.	Recalling skip counting by 2s, 5s, 10s; Introduce 20s.	Recall counting by 5s, 10s, 20s. Introduce 50s and 100s.
Flow:	<p>INTRODUCE: Count by 2s up to 50.</p> <p>LINK: Explain: Adding 2 to previous number.</p> <p>ACT: Skip count beyond 100 (101-200 chart).</p> <p>WRAP-UP: Count by 2s up to a number without aid. Language Practice (counting by 2s), Numeracy.</p>	<p>INTRODUCE: Count by 5s and 10s up to 100.</p> <p>LINK: Explain: Adding 5/10 to previous number.</p> <p>ACT: Skip count beyond 100 using chart.</p> <p>WRAP-UP: Count by 5s/10s orally. Language Practice (count by 5s, 10s), Numeracy.</p>	<p>INTRODUCE: Count by 2s, 5s, 10s.</p> <p>LINK: Explain: Count by 20s (adding 20).</p> <p>ACT: Group chart completion (10 to 1000 chart).</p> <p>WRAP-UP: Count by 20s up to 1000. Numeracy (Number Patterns), 2-digit/3-digit recognition.</p>	<p>INTRODUCE: Count by 2s, 5s, 10s, 20s.</p> <p>LINK: Explain: Counting by 50s and 100s.</p> <p>ACT: Present chart; individual/group activity.</p> <p>WRAP-UP: Generalization of adding 50 or 100. Numeracy (50s, 100s patterns), Data Organization.</p>
Resources:	Hundred Chart, Colored Chalk, 101-200 number chart.	Hundred Chart, Number charts.	10 to 1000 chart, Manila paper, Markers.	50/100 chart, Manila paper, Markers.
Integration:				

ASSESSMENT. Evaluating learning.

Formative Assessment (Verbatim):	Assessment 1 expected answers: 1) 106, 2) 314, 3) 578, 4) 800, 5) 902	Assessment 2 expected answers: 1) 115, 2) 380, 3) 710, 4) 770, 5) 960	Assessment 3 expected answers: 1) 100, 2) 160, 3) 240, 4) 380, 5) 640	Assessment 4 expected answers: 1) 150, 2) 550, 3) 850, 4) 300, 5) 1000
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WAYS FORWARD.

Extended Learning & Reflections:	Practice counting by 2s at home (not beyond 1 000).	Practice counting by 5s and 10s at home.	Practice counting by 20s at home.	Practice counting by 50s and 100s at home.
Reflection:	Identify which grouping patterns (20s, 50s, 100s) students struggled with most. Evaluate effectiveness of the Hundred Chart vs 1000-Chart visuals.	Identify which grouping patterns (20s, 50s, 100s) students struggled with most. Evaluate effectiveness of the Hundred Chart vs 1000-Chart visuals.	Identify which grouping patterns (20s, 50s, 100s) students struggled with most. Evaluate effectiveness of the Hundred Chart vs 1000-Chart visuals.	Identify which grouping patterns (20s, 50s, 100s) students struggled with most. Evaluate effectiveness of the Hundred Chart vs 1000-Chart visuals.