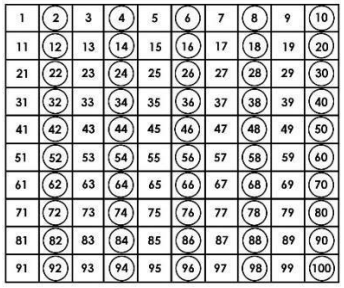
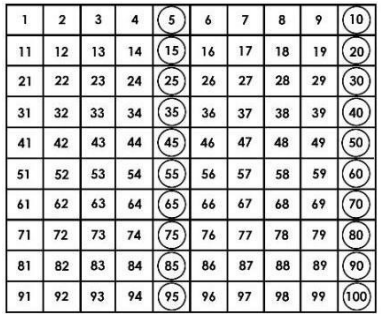
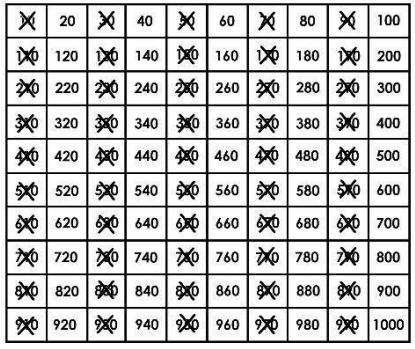
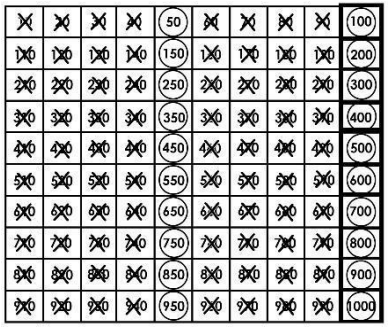
MATATAG K to 10 Curriculum Weekly Lesson Log	School:		Grade Level:	2
	Name of Teacher		Learning Area:	Mathematics
	Teaching Dates and Time:	JULY 7 – 11, 2025 (WEEK 4)	Quarter:	First

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content: Number and Algebra				
B. Content Standards	The learner should have knowledge and understanding of whole numbers up to 1 000.			
C. Performance Standards	By the end of the quarter, the learner is able to count, recognize, and represent whole numbers up to 1 000.			
D. Learning Competencies	The learners count by 2s, 5s, 10, 20s, 50s, and 100s (not beyond 1 000)			
E. Learning Objectives	At the end of the lesson, the learner should be able to count by 2s (not beyond 1 000).	At the end of the lesson, the learner should be able to count by 5s and 10s (not beyond 1 000).	At the end of the lesson, the learner should be able to count by 20s (not beyond 1 000).	At the end of the lesson, the learner should be able to count by 50s and 100s (not beyond 1 000).
II. TEACHING AND LEARNING PROCEDURES				
Before the Lesson/Pre-lesson Proper				

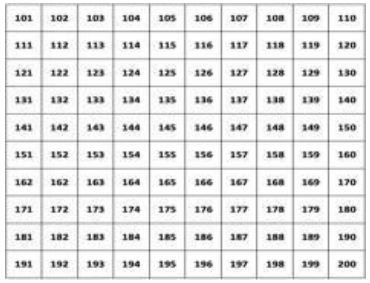
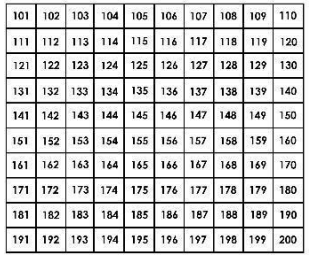
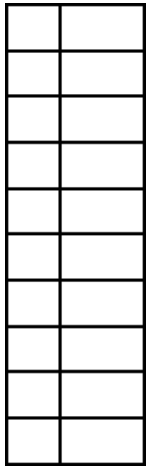
Activating Prior Knowledge	Let the learners recall counting by 2s. Have them orally count by 2s up to 50 (or 100). If the learners have difficulty recalling how to count by 2s, use the Hundred Chart. You may encircle the numbers as they count using colored chalk. It would also be helpful to write a few of those numbers for easier recall. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, …	Have the learners recall counting by 5s up to 100. Again, if they have difficulty recalling how to skip count by 5s, you may use the Hundreds Chart. Follow the same process that you did with counting by 2s. It would also be helpful to write a few of those numbers for easier recall. 5, 10, 15, 20, 25, 30, 35, 40, … Next, have them count by 10s. Similarly, you may follow the process that you did with counting by 2s and 5s to help the learners recall counting by	Ask the learners to count by: 1. 2s from 2 to 20 *2, 4, 6, 8, 10, 12, 14, 16, 18, 20* 2. 5s from 5 to 50 *5, 10, 15, 20, 25, 30, 35, 40, 45, 50* 3. 10s from 10 to 100 *10, 20, 30, 40, 50, 60, 70, 80, 90, 100*	Ask the learners to count by: 1. 5s from 50 to 100 *50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100* 2. 10s from 100 to 200 *110, 120, 130, 140, 150, 160, 170, 180, 190, 200*

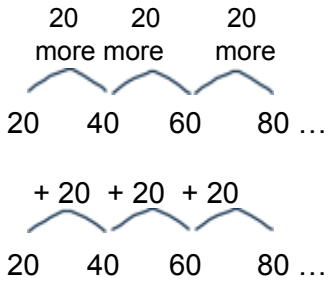
	Note: The learners learned how to count by 2s up to 100 in grade 1.	10s. Use another copy of the Hundred Chart to avoid confusion with counting by 5s. 10, 20, 30, 40, 40, 50, …		
Lesson Purpose/ Intention	To count by 2s (not beyond 1 000)	To count by 5s and 10s (not beyond 1 000)	To count by 20s (not beyond 1 000)	To count by 50s and 100s (not beyond 1 000)
Lesson Language Practice	count by 2s, Hundred Chart	count by 5s, 10s, Hundred Chart	count by 2s, 5s, 10s, or 20s	count by 5s, 10s, 50s, 100s, digit, 2-digit, 3-digit, ones digit, tens digit
During the Lesson/Lesson Proper				
Reading the Key Idea/Stem				

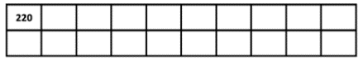
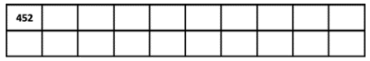
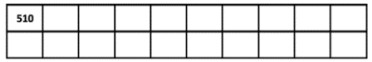
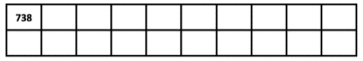
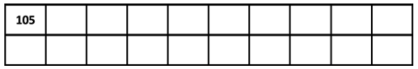
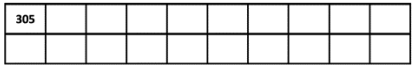
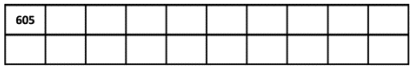
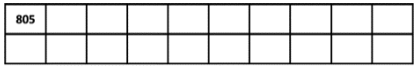
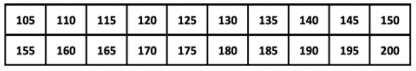
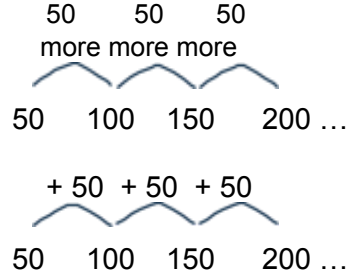
Developing Understanding of Key Idea/ Stem	Direct the learners' attention again to the marked Hundred Chart. Say that these are all the numbers in counting by 2s up to 100.  Ask: What do you mean by counting by 2s? *Counting by 2s means we add two to the previous number to get the next number.*	Direct the learners' attention again to the marked Hundred Chart. Say that these are all the numbers in counting by 5s up to 100.  Ask: What do you mean by counting by 5s? *Counting by 5s means we add five to the previous number to get the next number.*	Prepare the 10 to 1 000 chart, with the numbers in the 1st, 3rd, 5th, 7th, and 9th columns crossed out. Post the said chart on the board. Say that this is the 10 to 1 000 chart, where the numbers in the 1st, 3rd, 5th, 7th, and 9th columns are crossed out. 	Tell the learners that they will be doing an activity individually. Before letting them do the activity, have a review of tens digit and ones digit. *In a number, say 25, the ones digit, 5, is the rightmost digit while the tens digit, 2, is the 2nd digit from the right.* Distribute **LAS 2** to each learner. Give the learners the following instructions: 1. Encircle all the numbers that have 5 tens digit and 0 ones digit. 2. Encircle and box all the numbers that have 0 tens and 0 ones digits. 3. Cross out all other numbers that are not encircled and boxed.

	+ 2 + 2 + 2 2 4 6 8 … In what columns do we see those numbers? *They are in the 2nd, 4th, 6th, 8th, and 10th columns.* What is the last digit or ones digit of the numbers in the 2nd column? *It is 2.* How about the last digit or ones digits in the 4th column? *It is 4.* What are the last digits or ones digits of the numbers in the 6th, 8th, and 10th columns? *They are 6, 8, and 0, respectively.* The numbers have either 2, 4, 6, 8 or 0 as their last digit or ones digit when we count by 2s, with 2 as the first number. Cover the Hundred Chart. Challenge the learners to count by 2s up to a certain number (say 20 or 50) aloud without the aid of the Hundred Chart. Correct them if they make	+ 5 + 5 + 5 5 10 15 20 … In what columns do we see those numbers? *They are in the 5th and 10th columns.* What is the last digit or ones digit of the numbers in the 5th column? *They are all 5.* How about the last digit or ones digits in the 10th column? *They are all 0.* The numbers have either 0 or 5 as their last digit or ones digit when we count by 5s, with 5 as the first number. Cover the Hundred Chart. Challenge the learners to count by 5s up to 100 aloud without the aid of the Hundred Chart. Correct them if they make mistakes. Say that in today's lesson they will skip count by 5s beyond 100. Post the 101-200 number chart that they used in their previous lesson. Place the chart beside or below the first Hundred Chart.	Direct the learners' attention to the first row of numbers that were not crossed out. What are the numbers in the first row? *The numbers are 20, 40, 60, 80 and 100.* What is the first number in this row? *It is 20.* What is the next number? *It is 40.* What was added to 20 to get 40? *It is 20.* Write on the board: 20 + 20 = 40 What is the next number to 40? *It is 60.* What was added to 40 to get 60? *It is 20.* Write on the board: 40 + 20 = 60 What is the next number to 60? *It is 80.* What was added to 60 to get 80? *It is 20.* Write on the board: 60 + 20 = 80	Once the learners are done, ask them to tell the numbers left uncrossed. *The numbers that were left uncrossed are 50, 100, 150, 200, 250, 300, 350,* *400, 450, 500, 550, 600, 650, 700, 750, 800, 850, 900, 950, and 1 000.* Present to the learners the following chart prepared beforehand.  Ask the learners to read aloud the uncrossed numbers you will point at.

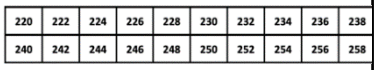
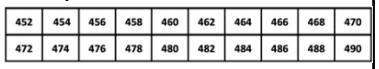
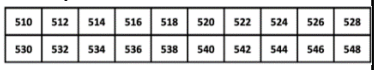
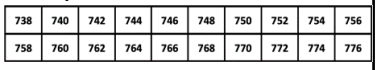
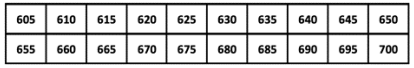
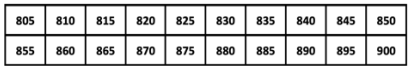
	mistakes.			

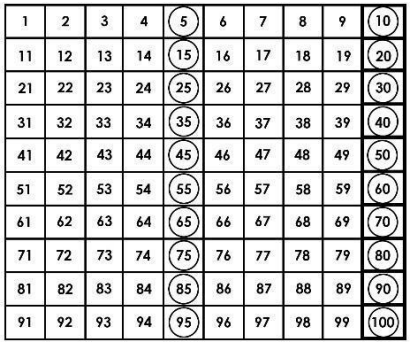
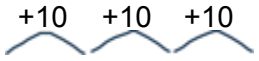
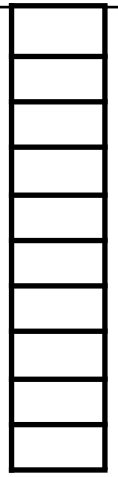
	Say that in today's lesson they will count by 2s beyond 100. Post the 101-200 number chart that they used in their previous lesson. Place the chart beside or below the first Hundred Chart. 	 What do you think is the next number if we count by 5s? Why? *It is 105 because if we add 5 to 100, the answer is 105.* Let a learner encircle 105 in the chart. Next, call on one learner to tell and encircle the next numbers in the first row when they count by 5s. *Expected answer: 110* Have other learners do the same for rows 2nd up to the 10th. Once they are done, ask them to read the numbers. As before, challenge them to count by 5s up to 200 (or any number) without the aid of the chart. Tell the learners that they will	What is the next number to 80? *It is 100.* What was added to 80 to get 100? *It is 20.* Write on the board: 80 + 20 = 100 What do we add to the previous number to get the next number? *We add 20 to the previous number to get the next number.* As you can see, we added 20 to the previous number to get the next number.	Prepare the table below beforehand. Post the table on the board. 

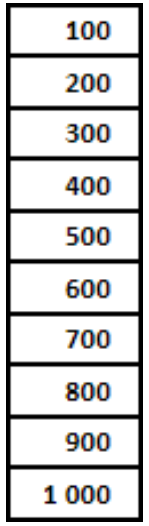
	What do you think is the next number if we count by 2s? Why? *It is 102 because if we add 2 to 100, the answer is 102.* Let a learner encircle 102 in the chart. Next, call on some learners to tell and encircle the next numbers in the first row when they count by 2s. *Expected answers: 104, 106, 108, and 110.* Have other learners do the same for rows 2nd up to the 10th. Once they are done, ask them to read the numbers.	be doing an activity. Divide the learners into four groups. Distribute different charts to each group and a marker pen. The chart should be written on	 Say that this is another way of counting. It is counting by 20s. In this chart, we started counting by 20s, from 20 followed by 40, 60, 80, 100. Counting by 20s means that the next number is 20 more than the previous number or adding 20 to the previous number to get the next number. We can extend this by adding 20 to the previous number to get the next number.	Have the learners tell the encircled numbers, one at a time. Write in the table the numbers that will be mentioned by the learners. The completed table is shown below. 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800 850 900 950 1 000

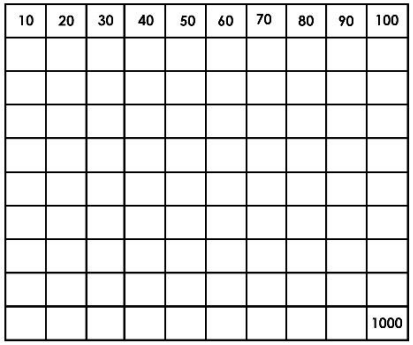
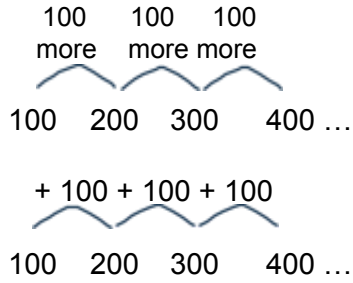
	As before, challenge them to count by 2s up to 120 (or any number) without the aid of the chart. Tell the learners that they will be doing an activity. Divide the learners into four groups. Distribute different charts to each group and a marker pen. The chart should be written on Manila paper and prepared beforehand. Group 1  Group 2  Group 3  Group 4  Tell the groups to complete the chart by writing the succeeding numbers starting with the given number. Give the groups 10 minutes to do the activity. When all the groups have finished doing the activity, call on one	Manila paper and prepared beforehand. Group 1  Group 2  Group 3  Group 4  Tell the groups to complete the chart by writing the succeeding numbers starting with the given number. Give the groups 10 minutes to do the activity. When all the groups have finished doing the activity, call on one group at a time to present their work. Confirm the learners' correct answers and correct those that are not. Ask everybody to read the numbers aloud. *Expected answers:* Group 1  		Say that counting by 50s is another way to count, aside from counting by 2s, 5s, 10s and 20s, which they have discussed in their previous lessons. In this chart, we started counting by 50s from 50 followed by 100, 150, 200, 250, and so on. Counting by 50s means that the next number is 50 more than the previous number. The phrase "50 more" also means "adding 50". Thus, we can also say that counting by 50s means adding 50 to the previous number to get the next number.  Cover the table on the board and ask, "Without using the table, how do you know the number that follows 400 when you count by 50s?" Listen to the learners' answers. Say the correct answer but ask them to explain why it is the correct answer. Since the idea of adding 50 to the previous number to get the next number

<table>
<tr>
<td></td>
<td>group at a time to present their work. Confirm the</td>
<td>Group 2
<table>
<tr><td>305</td><td>310</td><td>315</td><td>320</td><td>325</td><td>330</td><td>335</td><td>340</td><td>345</td><td>350</td></tr>
<tr><td>355</td><td>360</td><td>365</td><td>370</td><td>375</td><td>380</td><td>385</td><td>390</td><td>395</td><td>400</td></tr>
</table>
</td>
<td></td>
<td>was already explained to them, one expected way is this:</td>
</tr>
</table>

	learners' correct answers and correct those that are not. Ask everybody to read the numbers aloud. *Expected answers:* Group 1  220 222 224 226 228 230 232 234 236 238 240 242 244 246 248 250 252 254 256 258 Group 2  452 454 456 458 460 462 464 466 468 470 472 474 476 478 480 482 484 486 488 490 Group 3  510 512 514 516 518 520 522 524 526 528 530 532 534 536 538 540 542 544 546 548 Group 4  738 740 742 744 746 748 750 752 754 756 758 760 762 764 766 768 770 772 774 776	Group 3  605 610 615 620 625 630 635 640 645 650 655 660 665 670 675 680 685 690 695 700 Group 4  805 810 815 820 825 830 835 840 845 850 855 860 865 870 875 880 885 890 895 900		400 + 50 = 450. Thus, 450 follows 400. Let them show it on the board. If no learner mentioned this idea, you may be the one to write this on the board and explain. You may also confirm the answer using the chart. Present another problem: What number follows 750 when you count by 50s? Do the same processing as before. Ask the learners to count by 50s from 50 to 1 000.
Deepening Understanding of Key Idea/Stem	Ask the learners to bring out their show me board. Using their show me board, tell the learners to write the missing numbers in the following sets of numbers when you count by 2s. Show each set one at a time. 1. 44, 46, 48, 50, ____ 2. 288, 290, 292, ___, 296	Tell the learners that you will box some of the numbers in the first Hundred Chart. Box all the numbers in the last column. Use a different colored chalk/marker for boxing. Say that these are all the numbers in counting by 10s up to 100. (Point to the boxed numbers.)	Ask: Without using the chart, how do you know what number follows 100 when you count by 20s? Listen to the learners' answer. Say the correct answer but ask them to explain why it is the correct answer. Since the idea of adding 20 to the previous number to get the next number was already explained to them, the learners may do it this way:	Direct the learners' attention to the boxed numbers in the chart. Have them read all the boxed numbers starting from 100. Prepare the table below beforehand. Post the table on the board.

			100 + 20 = 120 Thus, 120 follows 100.	
	3. 306, 308, 310, 312, ___, ___ 4. 604, 606, ___, 610, ___ 5. 804, 806, ___, ___, ___ *Expected answers:* *1) 52* *2) 294* *3) 314, 316* *4) 608, 612* *5) 808, 810, 812* Have a class discussion afterward. To aid the discussion, make use of the previous charts. 1 – 100, 201 – 300, 301 – 400, 601 – 700, and 801 – 900	 What do you mean by counting by 10s? *Counting by 10s means we add ten to the previous number to get the next number.*  In what columns do we see those numbers? *They are in the 10th column.* What is the last digit or ones digit of the numbers in this column? *They are all 0.* The numbers have 0 as their last digit or ones digit when we	If no learner mentioned this idea, you may be the one to write this on the board and explain. It should be noted that adding 20 or "+ 20" is taken as "20 more than 100". Confirm the answer using the chart. Present another problem. What number follows 180 when you count by 20s? Do the same processing as before. Afterward, let the learners count by 20s using the chart at first. Then, let them count on their own up to 1 000. Tell the learners that they will be doing an activity. Divide the learners into four groups. Distribute different charts to each group and a marker pen. The chart should be written on Manila paper and prepared beforehand. Group 1 	 Have the learners tell the boxed numbers, one at a time. Write in the table the numbers that will be mentioned by the learners. The completed table is shown below.

		count by 10s, with 10 as the first number. Ask the learners to read aloud all the boxed numbers in the chart.	Group 2 220 Group 3 420 Group 4 620	 Say that counting by 100s is another way to count, aside from counting by 2s, 5s, 10s,

		Post the chart below on the board. Tell the learners they must complete this chart based on what you mentioned about counting by 10s. Have them work with their seatmate in doing **LAS 1**.  Give each pair 10 minutes to do the activity. When all the pairs have finished doing the activity, call on one pair at a time to write their answers per row. Have the first pair of learners explain their answer. Confirm the learners' correct answers and correct those that are not.	Tell the groups that they will count by 20s. They must complete the chart by writing the succeeding numbers starting from the given number. Give the groups 10 minutes to do the activity. When all the groups have finished doing the activity, call on one group at a time to present and explain their work. Confirm the correct answers and correct those that are not. *Expected answers:* Group 1 20 40 60 80 100 120 140 160 180 200 Group 2 220 240 260 280 300 320 340 360 380 400 Group 3 420 440 460 480 500 520 540 560 580 600 Group 4 620 640 660 680 700 720 740 760 780 800 Once all the groups have presented their work, ask everybody to read all the numbers. aloud.	20s, and 50s. In this chart, we started counting by 100s from 100 followed by 200, 300, 400, and so on. Counting by 100s means that the next number is 100 more than the previous number. The phrase "100 more" also means "adding 100". Thus, we can also say that counting by 100s means adding 100 to the previous number to get the next number.  Cover the table on the board and ask, "Without using the table, how do you know the number that follows 500 when you count by 100s?" Listen to the learners' answer. Say the correct answer but ask them to explain why it is the correct answer. Since the idea of adding 100 to the previous number to get the next number was already explained to them,

				one expected way is this: 500 + 100 = 600. Thus, 600 follows 500.

<table>
<tr>
<td></td>
<td></td>
<td>Once the chart is completed, ask the learners to read all the numbers aloud. The chart will look like the one shown when completed.

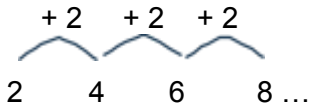
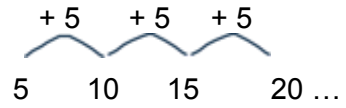
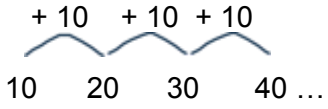
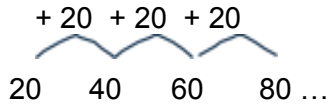
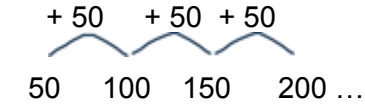
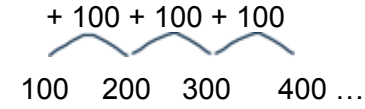
<table>
<tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td></tr>
<tr><td>110</td><td>120</td><td>130</td><td>140</td><td>150</td><td>160</td><td>170</td><td>180</td><td>190</td><td>200</td></tr>
<tr><td>210</td><td>220</td><td>230</td><td>240</td><td>250</td><td>260</td><td>270</td><td>280</td><td>290</td><td>300</td></tr>
<tr><td>310</td><td>320</td><td>330</td><td>340</td><td>350</td><td>360</td><td>370</td><td>380</td><td>390</td><td>400</td></tr>
<tr><td>410</td><td>420</td><td>430</td><td>440</td><td>450</td><td>460</td><td>470</td><td>480</td><td>490</td><td>500</td></tr>
<tr><td>510</td><td>520</td><td>530</td><td>540</td><td>550</td><td>560</td><td>570</td><td>580</td><td>590</td><td>600</td></tr>
<tr><td>610</td><td>620</td><td>630</td><td>640</td><td>650</td><td>660</td><td>670</td><td>680</td><td>690</td><td>700</td></tr>
<tr><td>710</td><td>720</td><td>730</td><td>740</td><td>750</td><td>760</td><td>770</td><td>780</td><td>790</td><td>800</td></tr>
<tr><td>810</td><td>820</td><td>830</td><td>840</td><td>850</td><td>860</td><td>870</td><td>880</td><td>890</td><td>900</td></tr>
<tr><td>910</td><td>920</td><td>930</td><td>940</td><td>950</td><td>960</td><td>970</td><td>980</td><td>990</td><td>1000</td></tr>
</table>
</td>
<td></td>
<td>Let them show it on the board. If no learner mentioned this idea, you may be the one to write this on the board and explain.

You may also confirm the answer using the chart.

Present another problem: What number follows 800 when you count by 100s?

Do the same processing as in the previous activity.

Ask the learners to count by 100s from 100 to 1 000.</td>
</tr>
<tr>
<td colspan="5">After the Lesson/Post-lesson Proper</td>
</tr>
</table>

Making Generalizations	Ask: How do we count by 2s? *We count by 2s by adding 2 to the previous number to get the next one.*  	Ask: How do we count by 5s? *We count by 5s by adding 5 to the previous number.*  How do we count by 10s? *We count by 10s by adding 10 to the previous number.*  	Ask: How do we count by 20s? *We count by 20s by adding 20 to the previous number.*  	Ask: How do we count by 50s? *We count by 50s by adding 50 to the previous number.*  How do we count by 100s? *We count by 100s by adding 100 to the previous number.* 

Evaluating Learning	Ask the learners to answer **Assessment 1**. *Expected answers:* *1) 106* *2) 314* *3) 578* *4) 800* *5) 902*	Ask the learners to answer **Assessment 2**. *Expected answers:* *1) 115* *2) 380* *3) 710* *4) 770* *5) 960*	Ask the learners to answer **Assessment 3**. *Expected answers:* *1) 100* *2) 160* *3) 240* *4) 380* *5) 640*	Ask the learners to answer **Assessment 4**. *Expected answers:* *1) 150* *2) 550* *3) 850* *4) 300* *5) 1 000*
Additional Activities for Application or Remediation (if applicable)	Practice counting by 2s at home (not beyond 1 000)	Practice counting by 5s and 10s at home (not beyond 1 000)	Practice counting by 20s at home (not beyond 1 000)	Practice counting by 50s and 100s at home (not beyond 1 000)
III. LEARNING RESOURCES				
A. References				
1. Teacher's Guide				
2. Learner's Materials				
3. Textbook				
4. Additional Materials from Learning Resource (LR) Portal				
B. Other Learning Resources				
IV. TEACHER'S REFLECTION				