DAILY LOG OF LESSON PLAN

MATHEMATICS 2

Second Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:**  Mentally add 3-digit numbers by hundreds (multiples of 100 to 900)  References:  Teacher’s Guide: pp :95-98  Learner’s Materials Used:  Textbooks pp. | **Objectives:**  Analyzes and solves word problems involving addition of whole numbers including money with sums up to 1000 without and with regrouping. (What is/are given?)    References:  Teacher’s Guide: pp.  98-101  Learner’s Materials Used:  Textbooks pp. | **Objective:** Analyzes and solves word problems involving addition of whole numbers including money with sums up to 1000 without and with regrouping. (Word clues and Operations to be used)  References:  Teacher’s Guide:  pp.101-104  Learner’s Materials Used:  Textbooks pp | **Objective:** Analyzes and solves word problems involving addition of whole numbers including money with sums up to 1000 without and with regrouping. (Word clues and Operations to be used)  References:  Teacher’s Guide: pp. 101-104  Learner’s Materials Used:  Textbooks pp. | **Objective:** Analyzes and solves word problems involving addition of whole number including money with sums up to 1000 with and without regrouping  References:  Teacher’s Guide:pp.104-108  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities: | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities: | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities: | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities: | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities: |

DAILY LOG OF LESSON

MATHEMATICS 2

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objective:** Analyzes and solves word problems involving addition of whole number including money with sums up to 1000 with and without regrouping  References:  Teacher’s Guide:  pp. 104-108  Learner’s Materials Used:  Textbooks pp. | **Objective:** Subtracting 2- to 3-digit numbers with minuends up to 999 with regrouping in the hundreds place  References:  Teacher’s Guide:  pp. 108-112  Learner’s Materials Used:  Textbooks pp. | **Objective:** Subtracting 2- to 3-digit numbers with minuends up to 999 with regrouping in the hundreds place  References:  Teacher’s Guide:  pp. 108-112  Learner’s Materials Used:  Textbooks pp. | **Objectives:**  Subtract 2- to-3 digit numbers with minuends up to 999 without regrouping  References:  Teacher’s Guide:  pp. 112-116  Learner’s Materials Used:  Textbooks pp. | **Objectives:**  Subtract 2- to-3 digit numbers with minuends up to 999 without regrouping  References:  Teacher’s Guide:  pp. 112-116  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** Mentally subtract 1-digit number from 1 to 2 digit numbers with minuends up to 50    References:  Teacher’s Guide: pp.  116-119  Learner’s Materials Used:  Textbooks pp. | **Objectives:** Mentally subtract 1-digit number from 1 to 2 digit numbers with minuends up to 50    References:  Teacher’s Guide: pp.  116-119  Learner’s Materials Used:  Textbooks pp. | **Objective:** To mentally subtract 3-digit numbers by ones without regrouping  References:  Teacher’s Guide: pp: 119-122  Learner’s Materials Used:  Textbooks pp. | **Objective:** Mentally subtracts 3-digit by tens without regrouping  References:  Teacher’s Guide: pp. 123-126  Learner’s Materials Used:  Textbooks pp.  Remark s: | **Objective:** Mentally subtract 3-digit by hundreds without regrouping.  References:  Teacher’s Guide: pp. 126-129  Learner’s Materials Used:  Textbooks pp.  Remark s:  No. of Learners within the |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:**  Analyzes and solves one-step word problems involving Subtraction of whole numbers including money with minuends up to 1000 with and without regrouping.  References:  Teacher’s Guide: pp.  129-134  Learner’s Materials Used:  Textbooks pp. | **Objectives:**  Perform order of operations involving addition and subtraction of small numbers    References:  Teacher’s Guide: pp.  134-138  Learner’s Materials Used:  Textbooks pp. | **Objective:** Solves two-step word problems involving addition and subtraction of 2 to 3 digit numbers including money using appropriate procedures(What is ask/What is/are given)  References:  Teacher’s Guide: pp. 138-143  Learner’s Materials Used:  Textbooks pp | **Objective:** Solve two-step word problems involving addition and subtraction of 2 -to 3 digit numbers including money using appropriate procedures (Operation to be used, Number sentence and the Correct Answer)  References:  Teacher’s Guide: pp. 143-147  Learner’s Materials Used:  Textbooks pp. | **Objective:** Solves two-step word problems involving addition and subtraction of 2- to 3- digit numbers including money using appropriate procedures  References:  Teacher’s Guide: pp. 148-151  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **OBJECTIVE:** Illustrate multiplication as repeated addition  References:  Teacher’s Guide: pp. 151-154  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Illustrate multiplication as counting by multiples  References:  Teacher’s Guide:pp.154-156  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Illustrate multiplication as equal jumps in a number line  References:  Teacher’s Guide:pp.156-158  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Write a related equation for multiplication as repeated addition  References:  Teacher’s Guide:pp.158-159  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Write a related equation for multiplication as counting by multiples  References:  Teacher’s Guide: pp.160-163  Learner’s Materials Used:  Textbooks pp. |
| Remarks:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark/s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark/s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

2nd Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **OBJECTIVE**  Write a related equation for multiplication as equal jumps in the number line  References:  Teacher’s Guide:pp. 163-165  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Illustrate the property of multiplication that any number multiplied by one (1) is the same number  References:  Teacher’s Guide:pp.166-168  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Illustrate the property of multiplication that zero multiplied by any number is zero  References:  Teacher’s Guide:pp.168-170  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Illustrate commutative property of multiplication  References:  Teacher’s Guide: pp.170-172  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Construct and fill up the multiplication table of 2, 3 and 4  References:  Teacher’s Guide: pp.172-174  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

2nd Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **OBJECTIVE**  Construct and fill up the multiplication tables of 5 and 10  References:  Teacher’s Guide:pp.174-176  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Multiply mentally to fill up the multiplication tables of 2, 3, 4, 5 and 10  References:  Teacher’s Guide:pp.176-178  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Analyze and solve one-step word problems involving multiplication of whole numbers including money  References:  Teacher’s Guide: pp.178-180  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Analyze and solve two-step word problems involving multiplication of whole numbers as well as addition and subtraction including money  References:  Teacher’s Guide: pp.181-183  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Model and describe division situations in which sets are separated into equal parts  References:  Teacher’s Guide: pp.183-185  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

2nd Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **OBJECTIVE**  Represent division as equal sharing  References:  Teacher’s Guide:pp.186-188  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Represent division as repeated subtraction  References:  Teacher’s Guide:pp.188-190  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Represent division as equal jumps on a number line  References:  Teacher’s Guide: pp.190-192  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Represent division as formation of equal groups of objects  References:  Teacher’s Guide: pp.192-194  Learner’s Materials Used:  Textbooks pp. 60-61 | **OBJECTIVE**  Write related equation in equal sharing  References:  Teacher’s Guide: pp.195-197  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

2nd Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **OBJECTIVE**  Write related equation in repeated subtraction  References:  Teacher’s Guide:pp.197-199  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Write related equation for equal jumps on a number line  References:  Teacher’s Guide:pp.199-202  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Write related equation as formation of equal objects  References:  Teacher’s Guide: pp.202-205  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Divide numbers found in the multiplication tables of 2, 3, 4, 5 and 10  References:  Teacher’s Guide: pp.206-208  Learner’s Materials Used:  Textbooks pp. | **OBJECTIVE**  Mentally divides numbers found in the multiplication tables of 2, 3, 4, 5 and 10  References:  Teacher’s Guide: pp.208-210  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

2nd Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives**  ***Unit Test***  References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | **Objectives:**  ***Review***  References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | **Objectives:**  ***Review***  References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | **Objective:**  ***First Quarterly Test***  References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | **Objective:**  ***First Quarterly Test***  References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

DAILY LOG OF LESSON PLAN

MATHEMATICS 2

2nd Quarter

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. | References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. 60-61 | References:  Teacher’s Guide: pp.  Learner’s Materials Used:  Textbooks pp. |
| Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Remark s:  No. of Learners within the Mastery Level: \_\_\_\_\_\_\_  No. of Learners who need remediation/reinforcements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_  Other Activities\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |