2

NATIONAL LEARNING CAMP

DepED DEPARTMENT OF EDUCATION

Mathematics

Consolidation Camp

Lesson Plans

Consolidation Learning Camp

Lesson Plans

Mathematics Grade 2

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Mathematics Grade 2 Lesson Plan 1

Giving the Place Value and Finding the Value of a Digit in Three-Digit Numbers

Key Idea

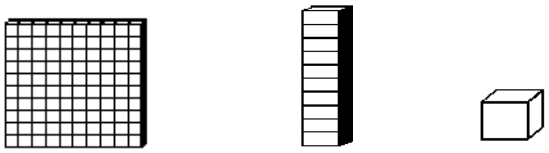
Give the place value and find the value of a digit in 3-digit numbers.

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

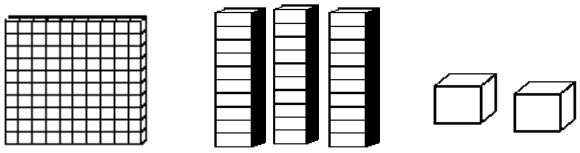
Questions

Tell the number represented by each of the figures using the illustration below.



A B C

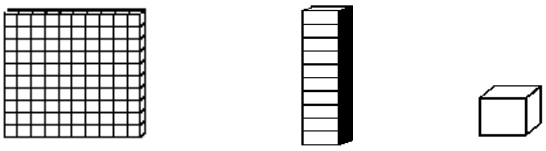
1. Can you still recall how each of these figures is called?
2. If you combine 2 flats, 3 longs, and 4 unit blocks, what number will be formed?
3. Write the number represented by the figures and supply the digits in the Place Value Chart.



Hundreds	Tens	Ones

Answers

1.



A =100 B=10 C=1

2. **Figure A** is called a **flat** and it has 1-piece small blocks, **Figure B** is called a **long**, and it composed of 10 small blocks, while **Figure C** is called **unit block** and it composed of 100 pieces small blocks that combined.

3. 432

4.

Hundreds	Tens	Ones
1	**3**	**2**

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

We can use what we learned about representing numbers using the Base Ten Blocks. Today, we will use the Place Value Chart and Drill Board to give the place value and find the value of a digit in 3-digit numbers.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Place Value
- Value
- Digit
- Number
- Place Value Chart

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Let the pupils give the value of these numbers (100, 20, 8). Guide them in forming several words. Then, call someone to write each corresponding value of the given number.

100= one hundred

20= twenty

8= eight

Questions:

a. What is the value of the underlined digit 1̲00, 2̲0 and 8̲?

b. What is the Place Value of the underlined digit?

c. If the pupils can already state the place value of the digits, proceed in relating how to get the values of the digits using the Trading Board.

2. Show the pupils the chart of the place value. Let them remember that there are three columns in the chart namely: The Blue column represents the hundreds place, the red column represents tens, and the white column represents one.

Hundreds	Tens	Ones
○ ○	○ ○ ○	○ ○

Questions:

a. How many chips are there in the hundreds place?

b. If there are 2 chips under the hundreds place and each chip represent 100, what is its value?

c. How many chips are there in the tens place?

d. If there are 3 chips under tens place and each chip represent 10, what is its value?

e. How many chips are there in the ones place?

f. If there are 2 chips under ones place and each chip represents 1, what is its value?"

g. Ask the pupils to give value of the digits in the smallest number that can be formed using the same digits.

Part 4B

Item 1

Questions

1. What is the value of 3 in the number 369?
2. What number is in the place value of tens in this given number 750?
3. What is the value of 9 in the number 689?

Answers to Item 1

1. hundred
2. 5
3. ones

Part 4C

Item 2

Questions

1. Put in the proper column the right place value of the given number 549.
2. What is the value of 1 in number 591?
3. What is the value and place value of 7 in number 872?

Answers to Item 2

1.

HUNDREDS	TENS	ONES
5	**4**	**9**

2. one

3. seventy and it is in the place value of tens.

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts we have discussed?
- Did you find the lesson easy or hard?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 2

Reading and Writing numbers up to 1000 in Symbols and in Words

Key Idea

Reads and writes numbers up to 1000 in symbols and in words.

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

1. Give the value and place value of the underlined number below.

	Value	Place Value
1. 5̲33		
2. 3̲21		

2.What do you call to the place value of the number in the second position from left to right?

3.What do you call to the place value of the number in the third position from left to right?

Answers

1.

	Value	Place Value
1. 533	500	Hundreds
2. 321	20	Tens

2.Tens

3.ones

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states,

Reading and writing numbers are so much fun, in this lesson you will know how to properly read and write numbers in symbols and words.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

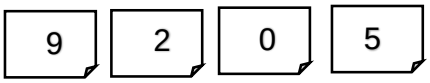
- Digit
- Number
- Words
- Symbol

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2



1. Make three numbers using the number cards.
2. Let them write it on the board or on their own drill board.
3. After writing, let them read it aloud.
4. And let them write their own numbers in words.

Questions:

a. What number you have formed from the given number cards?

b. Write it in words and read it aloud.

2. Show pupils' different examples of number cards, number words and let them answer the following in symbols and words.

Number Cards	In words
a. 780	
b. 896	
c. 577	

Number Cards	In Symbols
a. Five Hundred Sixty-One	
b. Two Hundred Ninety-Four	
c. Six Hundred Thirty-Five	

Questions:

a. How do you write number words properly?

b. How do you write numbers in symbols?

c. How many digits does thousand have?

d. How many digits do hundreds have?

e. How many digits do tens have?

f. *Let pupils read aloud all the numbers inside the table.*

Part 4B

Item 1

Questions

1. How do you write these numbers in symbols, Eight hundred sixty-one?
2. Write 476 in number words.

Answers to Item 1

1. 861
2. Four hundred seventy six

Part 4C

Item 2

Questions

1. How do you write 112 words?
2. How do you write Six hundred nine in symbols?
3. How do you write Five hundred eighty-six?

Answers to Item 2

1. One hundred twelve

2. 699

3. 586

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts we have discussed?
- Did you find the lesson easy or hard?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 3

Visualizes and writes three-digit numbers in expanded form.

Key Idea

Visualizes and writes three-digit numbers in expanded form.

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

1. How to write 3562 in words?
2. How to write three thousand seven hundred three in symbols?
3. What do you call this steps we did?

Answers

1. Three Thousand Five hundred sixty-two

2.3703

3. Writing numbers in words and symbols

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states,

Expanded form shows the exact amount and value of every number. This can be described when there are 3-digits in performing expanded form. Expanded form helps reading and writing numbers easily.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Digit
- Number
- Expanded Form
- Amount
- Value

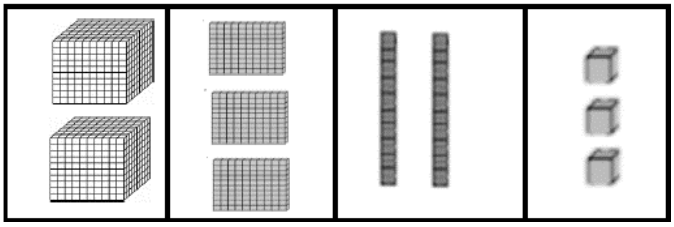
Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. How do you write these symbols in expanded form?



2 3 2 3

1. How do you write numbers in expanded form?

   a. What is the expanded form of the illustrated image above?

   b. How many digits does the illustration above have?

Questions:

a. What is the expanded form of the illustrated image above?

b. How many digits does the illustration above have?

2. Show the expanded form of the following numbers

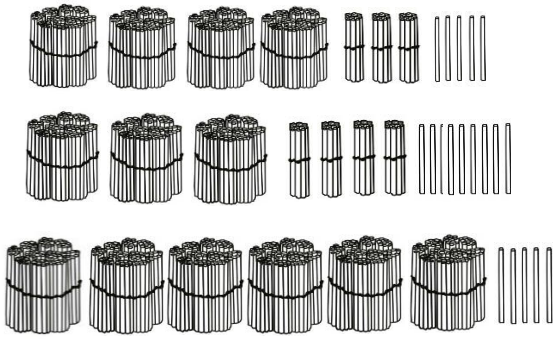
a) 3,456 = _____ + _____+ _____+ _____

b) 6,789 = _____ + _____+ _____+ _____

c) 8,052 = _____+ _____+ _____+_____

Questions:

a. Write the numbers in expanded form of the following images below:



Part 4B

Item 1

Questions

1. What is the expanded form of 463?
2. What is the exact value of the expanded numbers 500 + 60 + 2?

Answers to Item 1

1. 400 + 60 + 3

2. 562

Part 4C

Item 2

Questions

1. Does 300+40+9 is equal to 349?
2. Does 500+70+3 is equal to 678?

Answers to Item 2

1. Yes, it is correct form of the expanded form of numbers.

2. No, it is wrong.

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts we have discussed?
- Did you find the lesson easy or hard?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 4

Comparing Numbers Using Relation Symbols and Ordering Numbers Up to 1000 from Smallest to Largest and Vice Versa

Key Idea

Order Numbers Up to 1000 from Smallest to Largest and Vice Versa.

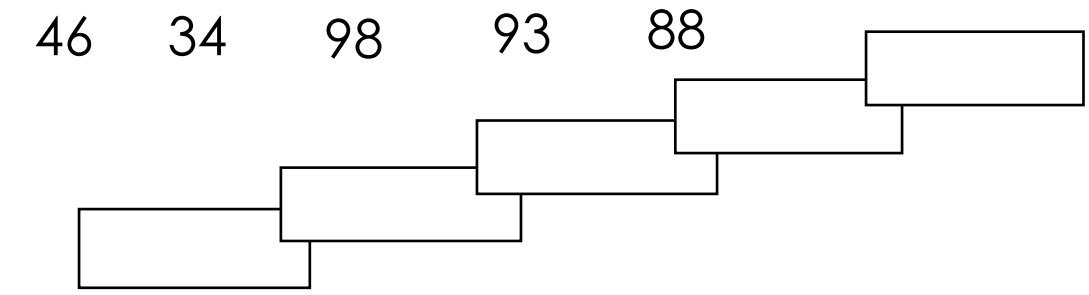
Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

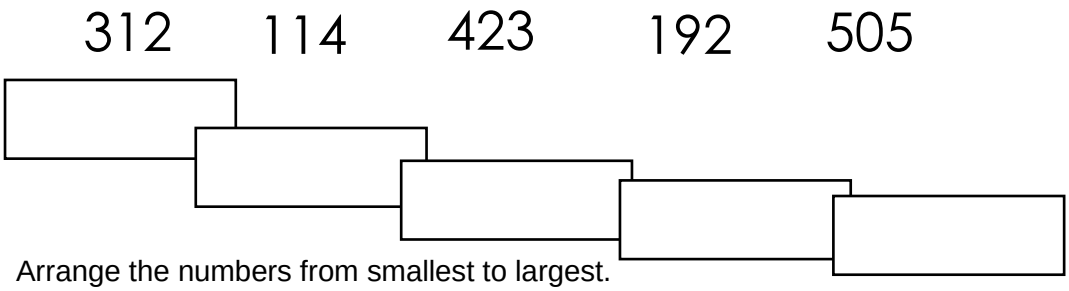
Questions

Ladder Game: Compare the numbers and arrange it in order from smallest to largest .

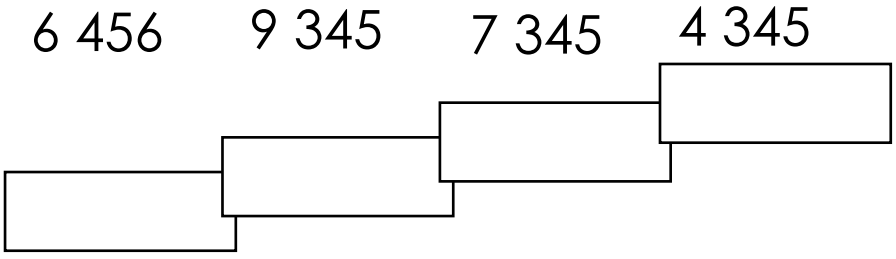
1. Arrange the numbers from smallest to largest.



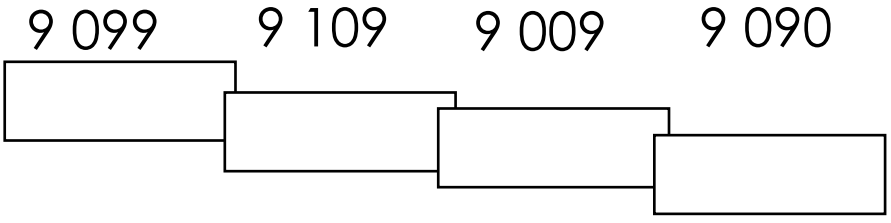
2. Arrange the numbers from largest to smallest.



3. Arrange the numbers from smallest to largest.

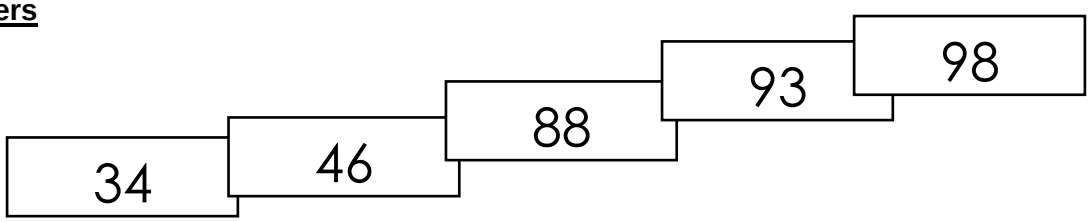


4. Arrange the numbers from largest to smallest.

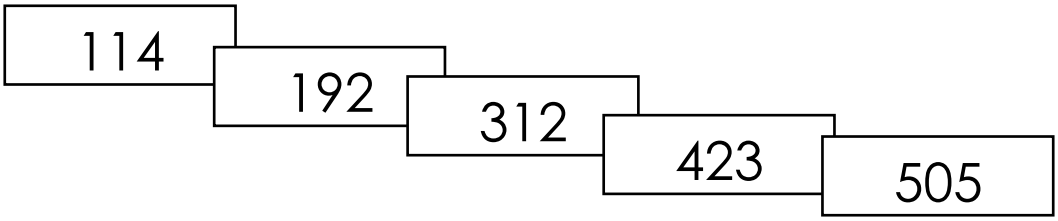


Answers

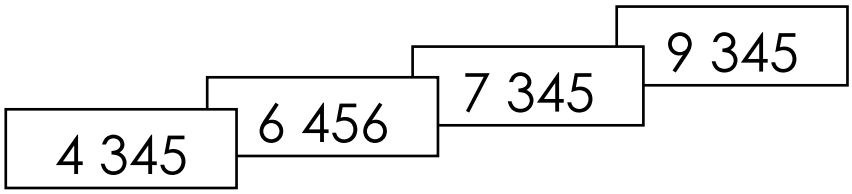
1.



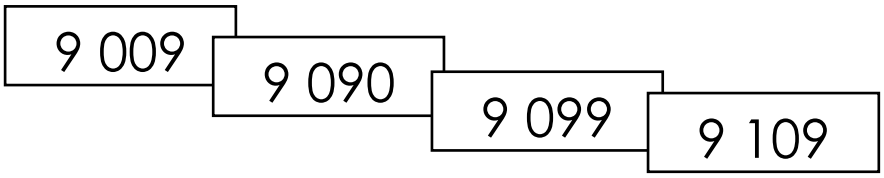
2.



3.



4.



Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

To arrange the numbers from smallest to largest or vice versa, compare the largest value from other number or vice versa. Arrange them from Increasing number meaning from smallest to largest or decreasing number meaning from largest number to smallest number.

In comparing two digit number we use the symbol >(Greater than) < (Less than) and = (equal).

Now, let's compare numbers up to 1000 using >, <, or =, and arrange them to Increasing and decreasing order.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Greater than
- Less than
- Relation symbols
- Ordering numbers
- Increasing Order
- Decreasing order
- Smallest and Largest

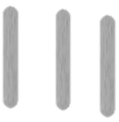
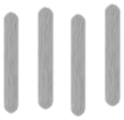
Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1.Study the Data. Ask them in what place value does the corresponding numbers belongs. Let the pupils count the Popsicle sticks that represent the numbers.

Given Numbers	Thousands	Hundreds	Tens	Ones
134		**1 Popsicle stick**	**3 Popsicle sticks**	**4 Popsicle sticks**
				
325		**3 Popsicle sticks**	**2 Popsicle sticks**	**5 Popsicle sticks**
				

135 < **325**

Questions:

a. Look at the hundred place, which value is higher, the number 1 that represents 100 or the number 3 that represent 300?

b. To know which number is higher between the two set, compare the highest place value first.

c. Write the correct relation symbol to compare the given numbers. Is it >, <, or =?

2. Count the popsicle sticks and write the number to its corresponding place value. Compare and arrange the numbers in increasing order.

Given Numbers	Thousands	Hundreds	Tens	Ones
				
224		2 Popsicle sticks	2 Popsicle sticks	4 Popsicle sticks
				
112		1 Popsicle stick	1 Popsicle stick	2 Popsicle sticks
				
1311	1 Popsicle stick	3 Popsicle stick	1 Popsicle stick	1 Popsicle stick

112 224 1311

Questions:

a. What is the highest place value?

b. Compare the popsicle sticks which group has a greater number, start from the highest place value.

c. Arrange the Given number in increasing order. The more popsicle sticks in the highest place value the higher the value is.

d. How will you write the number from least to greatest?

Part 4B

Item 1

Questions

1. Using the digits 352 and 413, draw the number of chips that corresponds to its place value. Compare them. Which relation symbol fits in the blank?

Given Numbers	Thousands	Hundreds	Tens	Ones
352				
		3 popsicle sticks	**5 popsicle sticks**	**2 popsicle sticks**
413				
		4 popsicle sticks	**1 popsicle sticks**	**3 popsicle sticks**

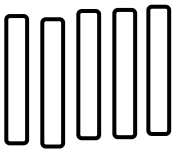
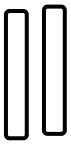
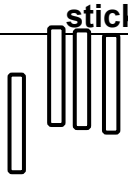
352 _____ **413**

2. Using the digits 622 and 722 draw a smiley face that corresponds to its place value. Compare them. start from the highest place value. Which relation symbol fits in the blank?

Given Numbers	Thousands	Hundreds	Tens	Ones
622				
		6 smiley face	2 smiley face	2 smiley face
722				
		7 smiley face	2 smiley face	2 smiley face

622 _____ 722

Answers to Item 1

Given Numbers	Thousands	Hundreds	Tens	Ones
352				
		3 popsicle sticks	5 popsicle sticks	2 popsicle sticks
413				
		4 popsicle sticks	1 popsicle sticks	3 popsicle sticks

352 < 413

Part 4C

Answers to Item 2

Given Numbers	Thousands	Hundreds	Tens	Ones
622				
		6 smiley face	**2 smiley face**	**2 smiley face**
722				
		7 smiley face	**2 smiley face**	**2 smiley face**

622 **<** **722**

Part 4C

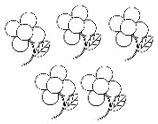
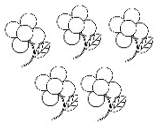
Item 2

Questions

In comparing numbers start from the highest place value. Draw a flower/s in it corresponding numbers. Then, arrange the given number from least to greatest.

Given Numbers	Thousands	Hundreds	Tens	Ones
352		**3 flowers**	**5 flowers**	**2 flowers**
514		**5 flowers**	**1 flowers**	**4 flowers**
2424	**2 flowers**	**4 flowers**	**2 flowers**	**4 flowers**

Answer to Item 1

Given Numbers	Thousands	Hundreds	Tens	Ones
				
352		**3 flowers**	**5 flowers**	**2 flowers**
				
514		**5 flowers**	**1 flowers**	**4 flowers**
				
2424	**2 flowers**	**4 flowers**	**2 flowers**	**4 flowers**

352 < **514** < **2424**

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 5

Determining Missing Term/s in a Given Continuous Pattern using Two Attributes

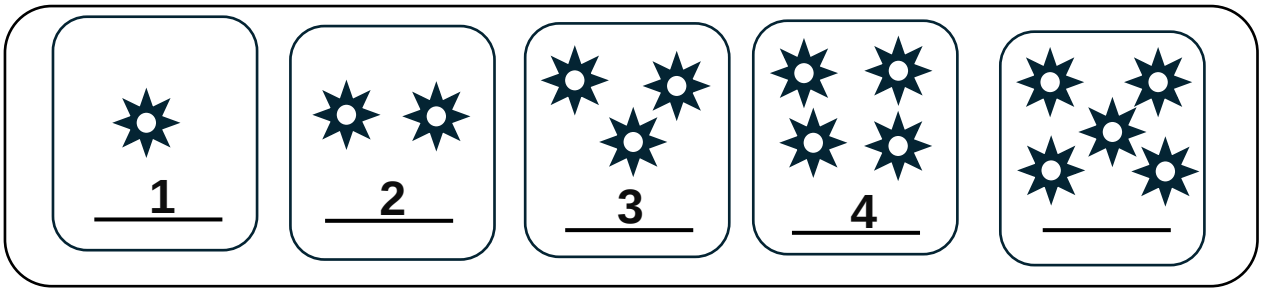
Key Idea

Determines the next term/s in Increasing or decreasing Patterns

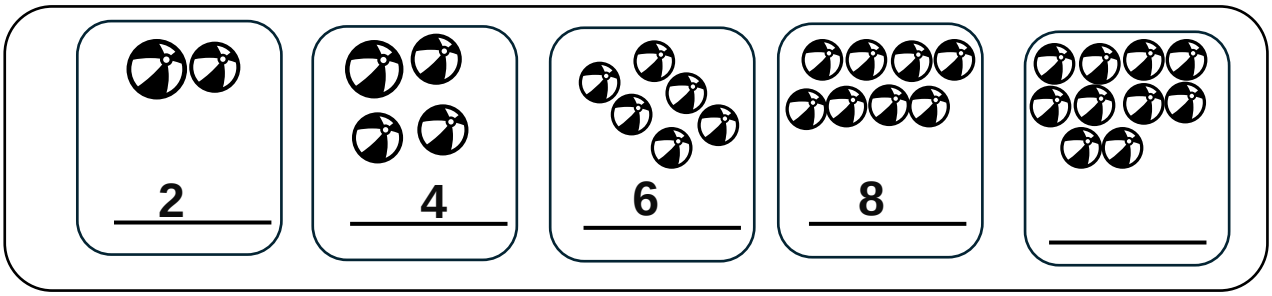
Lesson Component 1 (Lesson Short Review)

Questions

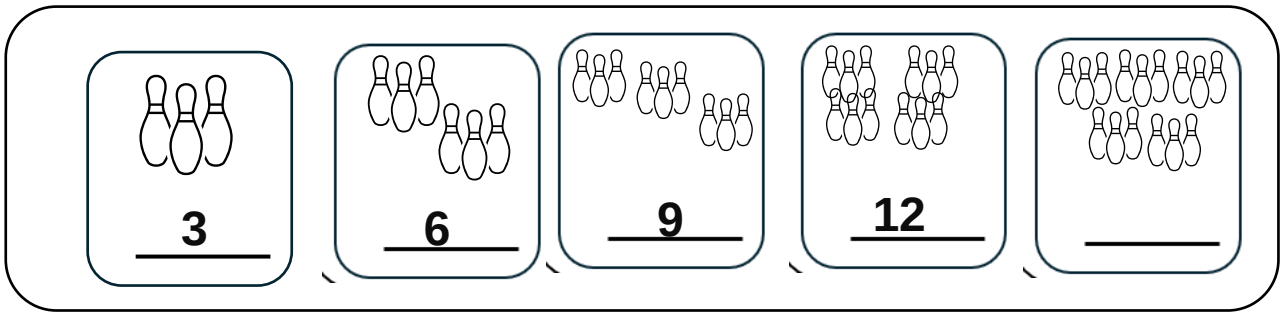
1. Count the number of suns, write the number on the space provided. Study the pattern to find the missing number.



2. Count the number of balls, write the number on the space provided. Study the pattern to find the missing number.



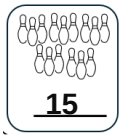
3. Count the number of balls, write the number on the space provided. Study the pattern to find the missing number.



Answers

1. 

2. 

3. 

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

Number patterns have a rule or pattern that determine the arrangement of a particular number. To find the missing term we should determine the pattern. Those patterns involve increasing, decreasing and sometimes it uses basic operation like addition and subtraction.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Number Pattern
- Term
- Continuous Pattern
- Increasing
- Decreasing

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Study the number set.

6, 9, 12, 15, 18 , ___

Question

a. What is the first number in the given set?
b. How about the second number?
c. How about the third, fourth fifth and sixth?
d. Do you see any pattern?
e. Are number is increasing? By how many?
f. Do you find the gap between the numbers?
g. What should be the last number/ missing number?

2. Study the number set.

30, 25, 20,15,10, ___

Questions:

Question

a. What is the first number in the given set?

b. How about the second number?

c. How about the third, fourth fifth and sixth?

d. Do you see any pattern?

e. Are number is decreasng? By how many?

g. Do you find the gap between the numbers?

f. What should be the last number/ missing number?

Part 4B

Item 1

Questions

Study the set of numbers and find the missing Pattern.

1.

12, 16, 20, 24, ___, 32

2. Have your skip counting of 5's. What is the missing pattern?

45, 40,35,30,25,___

3. Decreasing number. What is the next pattern?

10, 9, 8, _, 6, 5

Answers to Item 1

1. 28

2. 30

3. 300

Part 4C

Item 2

Find the pattern then write the missing term on the space provided.

1.

4, 6, ___, 10, ___, 14

2.

42, 40 , ___, ___,34,32

3.

63, ___, 57, 54, ___, 48

Answer to Item 1

1. 8 and 12

2. 38 and 36

3. 60 and 51

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 6

Determining the Missing Terms using One Attribute in a Given Continuous Pattern and in a Given Repeating Pattern

Key Idea

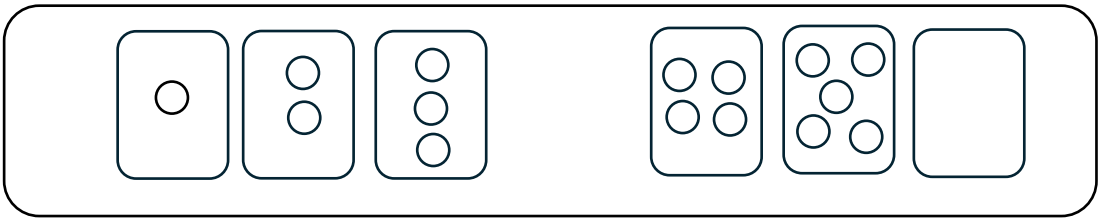
Determines missing term/s in each continuous pattern using two attributes.

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

1. Using the chips, find the missing pattern.



2. Count numbers from 1 to 10. What is the missing number to complete the set from 1 to 10?

1, 2 ,_, 4, 5,8,7

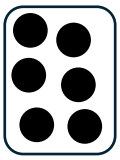
3. Decreasing number. What is the next pattern?

10, 9, 8, _, 6, 5

4. Have your skip counting of 2's. what is the missing pattern?

2, 4, 6, 8, ___, 12

Answers

1. 

2. 7

3. 10

4. 25

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

Number patterns have a rule or pattern that determine the arrangement of a particular number. To find the missing term we should determine the pattern. Those patterns involve increasing, decreasing and sometimes it uses basic operation like addition and subtraction.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Number Pattern
- Term
- Continuous Pattern
- Increasing
- Decreasing

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Study the number set.

6, 9, 12, 15, 18 , ___

Question

a. What is the first number in the given set?

b. How about the second number?

c. How about the third, fourth fifth and sixth?

d. Do you see any pattern?

e. Are number is increasing? By how many?

g. Do you find the gap between the numbers?

f. What should be the last number/ missing number?

2. Study the number set.

30, 25, 20,15,10, ___

Questions:

Question

a. What is the first number in the given set?

b. How about the second number?

c. How about the third, fourth fifth and sixth?

d. Do you see any pattern?

e. Are numbers decreasing? By how many?

g. Do you find the gap between the numbers?

f. What should be the last number/ missing number?

Part 4B

Item 1

Questions

Study the set of numbers and find the missing Pattern.

1.

12, 16, 20, 24, __, 32

2.

45, 40,35,30,25,___

3.

150, 200, 250,____

Answers to Item 1

1. 28

2. 30

3. 300

Part 4C

Item 2

Find the pattern then write the missing term on the space provided.

1.

4, 6, ___, 10, ___, 14

2.

42, 40 , ___, ___,34,32

3.

63, ___, 57, 54, ___, 48

Given Numbers	Thousands	Hundreds	Tens	Ones
352		**3 chips**	**5 chips**	**2 chips**

Answer to Item 1

1. 8 and 12

2. 38 and 36

3. 60 and 51

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 7

Visualizes and counts numbers by 10s, 50s, 100s

Key Idea

Visualize and count numbers by 10s, 50s, 100s

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

1. If each box has 5 eggs inside, count and choose how many eggs are there in all.

   A. 40 C. 30

   B. 25 D. 50

2. Write the missing numbers to complete the pattern.

2	4			10	12

3. What comes next to the numbers 60, ____, _____,90, 100?

   A. 40 & 50 B. 70 & 80 C. 80 & 90 D. 70 & 50

Answers:

1. B.25
2. 6 and 8
3. B. 70 and 80

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

Skip counting is a method of counting by adding the same number to his followed by number. It can be counted on tens or 10s, fifties or 50s, and one hundred or 100s.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Pattern
- Number Line
- Skip Counting

Lesson Component 4 (Lesson Activity)

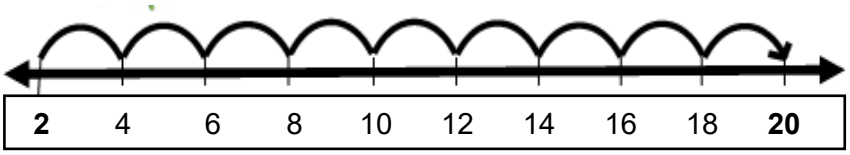
Time: **30** minutes

Part 4A

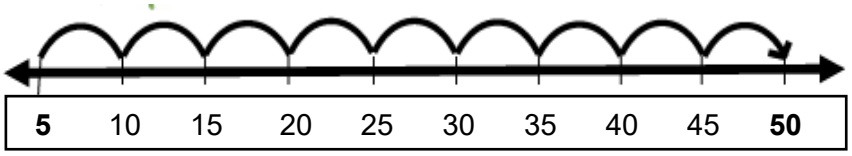
Stem for Items 1 and 2

Study the given number lines below.

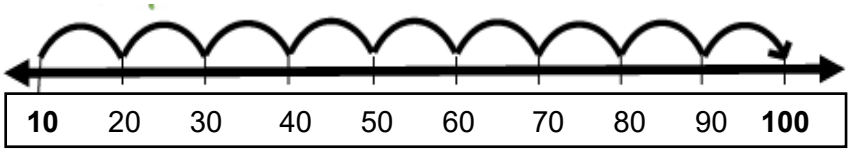
Skip Counting by 2s



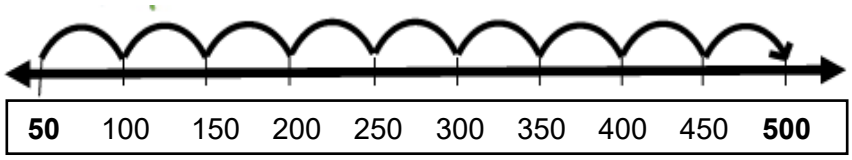
Skip Counting by 5s



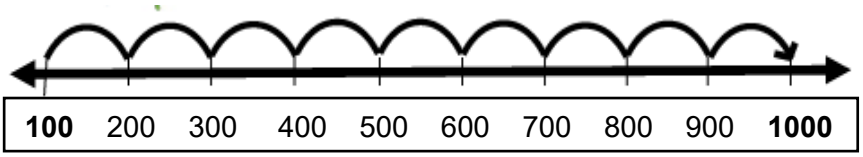
Skip Counting by 10s



Skip Counting by 50s



Skip Counting by 100s



Questions:

a. What have you noticed on the first number line?

b. Started with the number_____ and ended with _____.

c. How many of each jump were added on the first number? The second number and so on.

d. This is called skip counting by _____?

e. Ask the same questions to the following number lines.

Part 4B

Item 1

Questions

1. Count by 10s to complete the given set of numbers.

2, 4, _____, _____, 10

2. Count by 50s to complete the given set of numbers.

10, 15, 20, ____, ____

3. Count by 100s to complete the given set of numbers.

____, 20, 30, ____, 50

Answers to Item 1:

1. 6 and 8
2. 25 and 30
3. 10 and 40

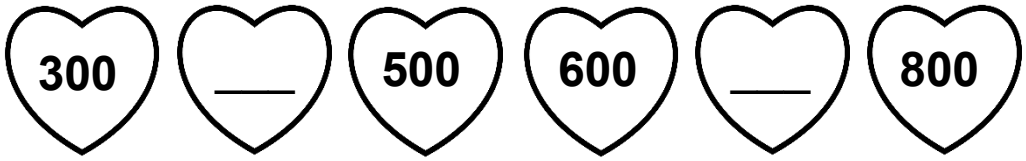
Part 4C

Item 2

1. Count by 10s to complete the given numbers.

2. Count by 50s to complete the given numbers.

3. Count by 100s to complete the given numbers.



Answers to Item 2

1. 70 and 80
2. 100 and 300
3. 400 and 700

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What were the main mathematical concepts that you learned today?
- What new vocabulary words have you encountered today? How are you going to use them?
- Has the topic helped you improve your skills in counting numbers?
- Which part of the lesson did you have the most difficulty with?
- State the strengths and weaknesses you gained from this topic. What is your plan to improve your weaknesses?

Mathematics Grade 2 Lesson Plan 8

Comparing Using Relational Symbol and Arranging in Increasing or Decreasing Order the Unit Fractions

Key Idea

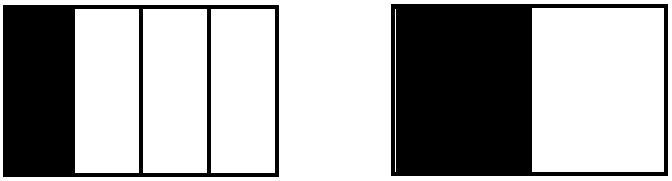
Compare using relational symbols and arrange in increasing or decreasing order the unit fractions

Lesson Component 1 (Lesson Short Review)

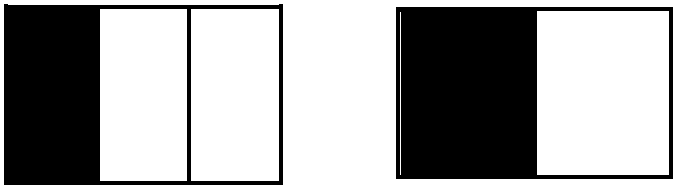
Time: **10** minutes

Questions

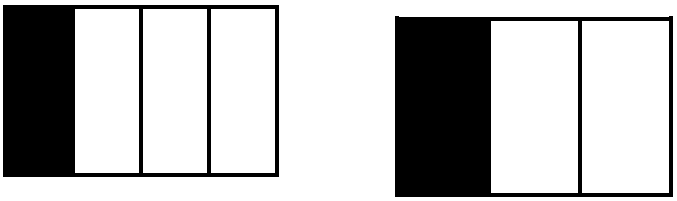
1. Which of the two rectangles shows is 1/2?



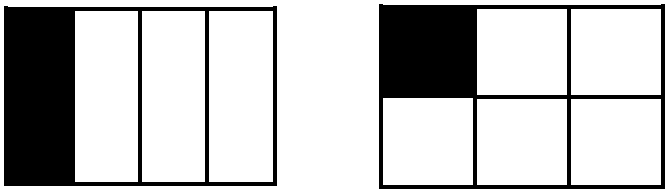
2. Which of the two rectangles shows is 1/3?



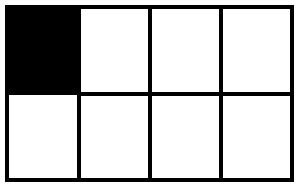
3. Which of the two rectangles shows is 1/4?

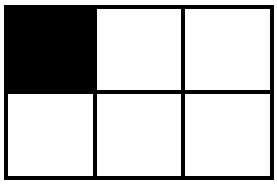


4. Which of the two rectangles shows is 1/6?



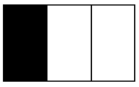
5. Which of the two rectangles shows is 1/8?



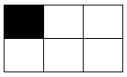


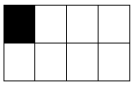
Answers:

1. 

2. 

3. 

4. 

5. 

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the previous activity, we recalled unit fractions. Today, we are going to study how to compare unit fractions using the symbols >, <, and = and also arranging them in increasing and decreasing order.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Unit Fraction
- Increasing Order
- Decreasing Order

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

1. In comparing unit fractions, we are using the relation symbols like:

> **greater than,** **<** **less than** , **=** **equal**

When comparing unit fractions always remember that when the denominator is small it has a larger part, and the larger the denominator it has a smaller part.

Study the given unit fractions below.

$$\frac{1}{2} > \frac{1}{4}$$

Questions:

a. What are the given fractions?
b. Which of the two fractions is bigger? Which one is small?
c. What relation symbol was used to compare the two fractions?
d. How did the comparison happen?

Study the given unit fractions below.

$$\frac{1}{8} < \frac{1}{6}$$

Questions:

e. What are the given fractions?
f. Which of the two fractions is bigger? Which one is small?
g. What relation symbol was used to compare the two fractions?
h. How did the comparison happen?

Study the given unit fractions below.

$$\frac{1}{4} = \frac{1}{4}$$

Questions:

i. What are the given fractions?
j. Which of the two fractions is bigger? Which one is small?
k. What relation symbol was used to compare the two fractions?
l. How did the comparison happen?

2. The order of the unit fraction is working from smallest to largest (least to greatest or ascending) or largest to smallest (greatest to least or descending). To arrange unit fractions in increasing and decreasing order, we must know first if the fractions given are greater than or less than the other fractions. The relation symbols help us to know which fractions are bigger or smaller.

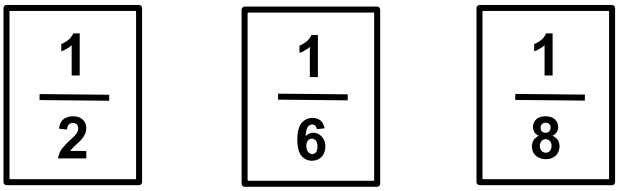
$$\frac{1}{8} \quad \frac{1}{6} \quad \frac{1}{2}$$

Questions:

a. What are the given fractions?
b. Which of the three fractions has the biggest value? Which has the smallest value?
c. How did the comparison happen between the fractions?

d. What order of unit fractions was shown?

Study another example.



Questions:

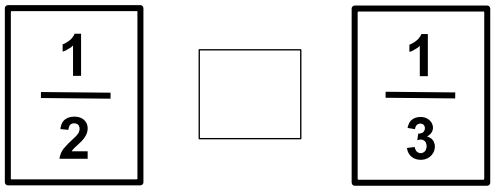
a. What are the given fractions?
b. Which of the three fractions has the biggest value? Which has the smallest value?
c. How did the comparison happen between the fractions?
d. What order of unit fractions was shown?

Part 4B

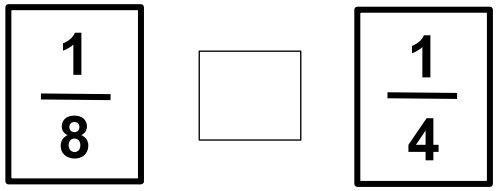
Item 1

Questions

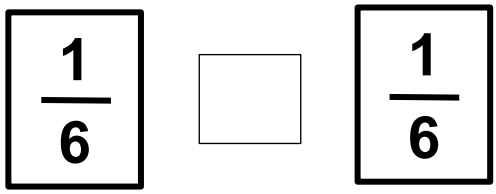
1. Compare the unit fractions below.



2. Compare the unit fractions below.



3. Compare the unite fractions below.



Answers to Item 1:

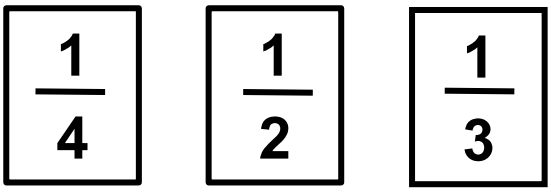
1. >
2. <
3. =

Part 4C

Item 2

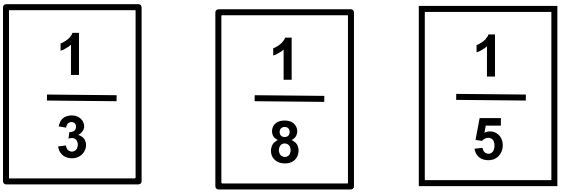
Questions:

1. Arrange the unit fractions in increasing order. Write your answer in the space provided.



Answer: _____, _____, _____

2. Arrange the unit fractions in decreasing order. Write your answer in the space provided.



Answer: _____, _____, _____

Answers on Item 2:

1. 1/4, 1/3, 1/2
2. 1/3, 1/5, 1/8

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What were the main mathematical concepts that you learned today?
- What new vocabulary words have you encountered today? How are you going to use them?
- Has the topic helped you improve your skills in counting numbers?
- Which part of the lesson did you have the most difficulty with?
- State the strengths and weaknesses you gained from this topic. What is your plan to improve your weaknesses?

Mathematics Grade 2 Lesson Plan 9

Visualizing, Representing, and Adding Two-Digit by Three-Digit and Three-Digit by Three-Digit Numbers with Sums up to 1000 without and with Regrouping

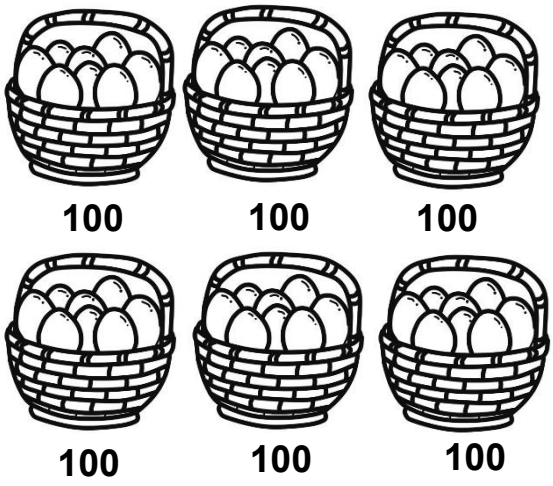
Key Idea

Visualize, represent, and add 2-digit by 3-digit and 3-digit by 3-digit numbers with sums up to 1000 without and with regrouping.

Lesson Component 1 (Lesson Short Review)

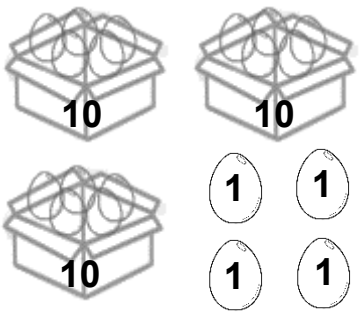
Time: **10** minutes

1. Write the corresponding number of the representations. Write your answer on the space provided.



Total Number

2. Write the corresponding number of the representations. Write your answer on the space provided.



Total Number

3. Sum up the total number from 1 and 2.

$$\begin{array}{r} 603 \\ +\ 34 \\ \hline \end{array}$$

Answers:

1. 603
2. 34
3. 637

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

We have already learned that numbers can be presented using illustrations. Today we will learn to add up numbers with sums up to 1000 with or without regrouping with the use of place value chart.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Addition
- Addends
- Sum
- With Regrouping
- Without Regrouping

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Read the short story.

   One Sunday morning, Tine and Owy went to the beach to catch some seashells. After 2 hours of collecting, they take a rest under a shed of a very big tree. They were happy to see the beautiful seashells that they had found. They counted all the seashells in their baskets, Owy had collected 105 seashells while Tine had collected 132 seashells.

Questions:

a. Who are the characters in the story?
b. How many seashells did Owy collect?
c. How many seashells did Tine collect?
d. How many seashells did they collect together?
e. Using the place value chart, let us know how many seashells they collected together.

Given Number	THOUSANDS	HUNDREDS	TENS	ONES
105		1	0	5
132		1	3	2
TOTAL		**2**	**3**	**7**

f. Let us sum up first the numbers under **One's Place,** which are 5 and 2.
g. Then, let us sum up the numbers under **Tens Place,** which are 0 and 3.
h. Last, let us sum up the numbers under **Hundreds Place**, which are 1 and 1.
i. What is the sum of the given numbers?
j. Study another example.

Given Number	THOUSANDS	HUNDREDS	TENS	ONES
			1	
245		**3**	**5**	**7**
321		**4**	**3**	**5**
TOTAL		**7**	**9**	**12**

k. Let us sum up first the numbers under One's Place, which are 7 and 5 and the sum is 12. Since we already have 12 ones in the one's column, we can rename them as 1 ten and 2 ones. Then, we regroup 1 ten in the tens place and place the remaining 2 ones in the ones place.
l. Then, let us sum up the numbers under **Tens Place,** which are 5, 3, and the regroup number 1.
m. Last, let us sum up the numbers under **Hundreds Place**, which are 3 and 4.
n. What is the sum of the given numbers?

Part 4B

Item 1

1. Using the Place Value Chart, solve the sum of 245 and 321.

Given Number	THOUSANDS	HUNDREDS	TENS	ONES
245		**2**	**4**	**5**
321		**3**	**2**	**1**
TOTAL				

2. What is the sum of 633 and 25? Use the place value chart to plot the numbers and to get the answer.

Given Number	THOUSANDS	HUNDREDS	TENS	ONES
633		**6**	**3**	**3**
25			**2**	**5**
TOTAL				

Answers to Item 1:

1. 561
2. 658

Part 4C

Item 2

1. Find the sum of 455 and 27.
2. Find the sum of 255 and 35.
3. Find the sum of 329 and 15.

Answers to Item 2

1. 527
2. 258
3. 344

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What were the main mathematical concepts that you learned today?
- What new vocabulary words have you encountered today? How are you going to use them?
- Has the topic helped you improve your skills in counting numbers?
- Which part of the lesson did you have the most difficulty with?
- State the strengths and weaknesses you gained from this topic. What is your plan to improve your weaknesses?

Mathematics Grade 2 Lesson Plan 10

Solving Routine and Non-routine Problems Involving Addition of Whole Numbers Including Money with Sums up to 1000 Using Appropriate Problem-solving Strategies and Tools

Key Idea

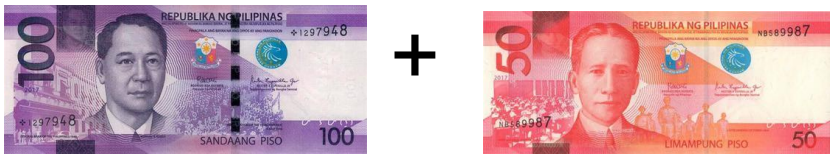
Solve routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem-solving strategies and tools

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

What is the total amount of Philippine money shown in each number?

1. 

2. 

3. 

4. 

Answers

1. ₱150
2. ₱ 550
3. ₱1, 220
4. ₱300

Lesson Component 2 (Lesson Purpose/Intention)

Time: 5 minutes

Teacher states: In the previous lesson, you have learned the different strategies and tools in representing and adding numbers. Today, you will learn how to solve routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem-solving strategies and tools.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- routine problems
- non-routine problems
- money
- strategies and tools

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for items 1 and 2

1. Read and understand the problem carefully then answer the questions that follow.

> Aling Marta went to the market to buy fruits. She bought a kilo of mangoes worth ₱ 200.00 at the first stall. Then she bought bananas worth ₱ 150.00 and watermelon for ₱ 80.00. How much money did Aling Marta spend in buying fruits at the market?

Questions:

1. Who went to the market?
2. What did Aling Marta bought at the market?
3. How much did the mangoes cost?
4. How much did the bananas cost?
5. How much did the watermelon cost?

Teacher will discuss the steps in solving a problem.

We can solve this problem using Polya's Four Step Problem Solving Method. The steps include the following:

a. *Understand*- Identify the necessary information such as the given and what is ask in the problem.

b. *Plan*- Identify the operation to be used and write a number sentence that can solve the problem.

c. *Solve*.

d. *Look back*- Check your answer.

Now, who can go to the board and solve the problem?

2. Read the problem carefully.

> During Christmas days, James received a cash gift from his Ninong worth ₱ 300.00 while his uncle gave him ₱ 500.00. Also, his grandfather gave him ₱ 1000.00. How much was the total money does he have?

Questions:

a. Using the Philippine real/play money bills and coins, can you show me the amount received by James from his Ninong?

b. Can anyone show me how much money does he received from his uncle?

c. Which bill represents the amount of money he received from his grandfather?

d. What is the total amount of cash gifts he received during the Christmas days?

e. Is it easier to solve the problem using real/ play money?

f. Provide another non-routine problem to be solved using real/ play money.

Part 4B

Item 1

Read the problem carefully then answer the questions that follow.

> Mang Jose has 340 chickens and 135 goats in his farm. How many animals does Mang Jose have in his farm?

Questions:

1. Understand

a. What is asked in the problem?_____

b. What are given?_____

2. Plan

c. What operation will be used to solve the problem?_____

d. Write the Number Sentence._____

3. Solve

4. Look back. Check your answer.

Answers to Item 1

1. Understand the problem.
   a. The total number of animals of Mang Jose in his farm.
   b. 340 chickens and 135 goats
2. Plan
   a. Addition
   b. 340 + 135 = N
3. Solve

$$\begin{array}{r} 340 \\ +135 \\ \hline 475 \end{array}$$

4. Look back

There is a total of 475 animals of Mang Jose in his farm.

Part 4C

Item 2

Questions

Bring out your play money to answer the following problems.

1. Bryan bought a shirt worth ₱250.00 and a pants worth ₱500.00. How much does his clothes cost?

2. Aling Maria went to the mall and bought a table worth ₱650.00 and 4 chairs worth ₱450.00 for their kitchen. How much money did Aling Maria spent for the table and chairs?

3. Justin sells fruits and vegetables at the market for 3 weeks and earned profit as shown below. How much did he earn for 3 weeks of selling fruits?

Week 1 **Week 2** **Week 3**

Answers to Item 2

1. ₱750.00
2. ₱1, 100.00
3. ₱ 990.00

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the materialcovered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievementin relation to the topic area?

Mathematics Grade 2 Lesson Plan 11

Visualizing, Representing, and Subtracting Numbers Where Both Numbers are without Regrouping

Key Idea

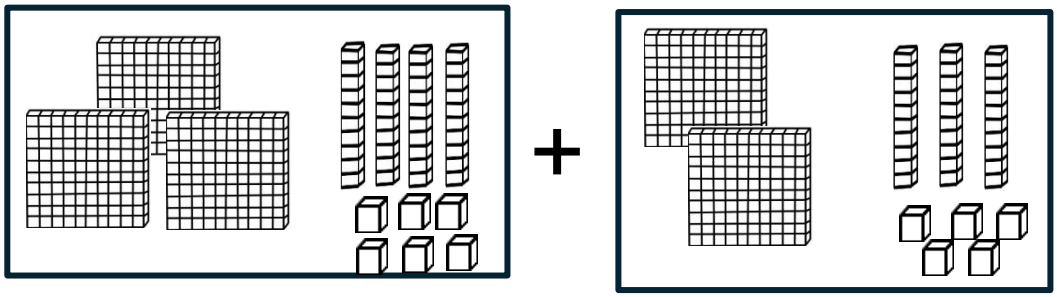
Subtract numbers where both numbers are less than 1000, with and without regrouping.

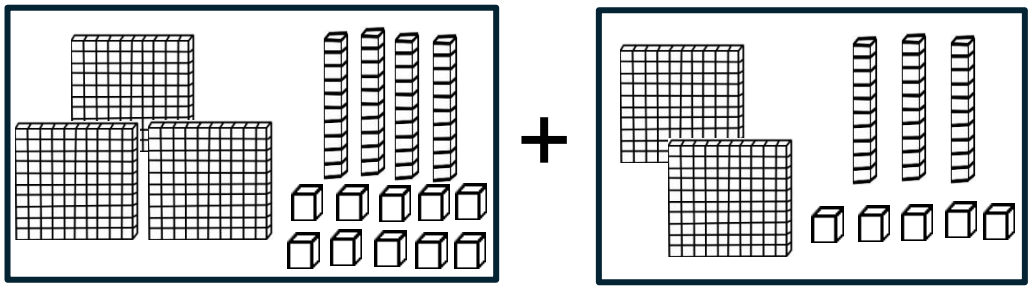
Lesson Component 1 (Lesson Short Review)

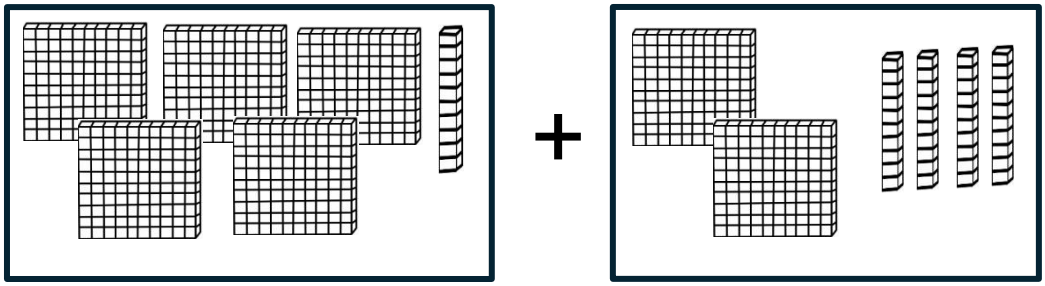
Time: 7 minutes

Questions

DIRECTIONS: Find the difference of the two sets of blocks in each number.

1. 

2. 

3. 

Answers

1. 111

2. 106
3. 270

Lesson Component 3 (Lesson Language Practice)Time:

10 minutes

Key words/terms are:

- Subtraction
- Minuend

- Subtrahend
- Subtraction With Regrouping
- Subtraction Without Regrouping

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

Activity # 1

Procedures:

a. Get the Trading Board and triangles. Show it to the class.

b. Ask a pupil to give the least 2-digit number that can be formed using the digits 5 and 8.

c. Write and plot the corresponding triangles on the first row of the Trading Board.

d. Ask another pupil to givethe least 2-digit that can be formed using the digits 2, and 6. Plot the corresponding triangles on the second row of the Trading Board.

e. Ask the pupils to get the sum of the formed numbers.

Given number	Thousands	Hundreds	Tens	Ones
58				
26				
Difference				

Questions:

a. Let us count the triangles by column. In the ones column, there are 8 orange triangles on the first row and 6 orange triangles on the second row, what is the difference? Write the answer on the third row.

b. In the tens column, there are 5 green triangles on the first row and 2 green triangles on the second row, can you subtract? Write the answer on the third row.

c. What is the difference of the numbers?

d. Provide another set of numbers, this time provide 3-digit minuends and let the pupil subtract without regrouping using the Trading Board.

Activity # 2

Read the given numbers and plot the corresponding triangles.

Given number	Thousands	Hundreds	Tens	Ones
641				
325				
Difference				

<u>Questions:</u>

a. Let us count the triangles by column. In the ones column, there is an orange triangle on the first row and 5 orange triangles on the second row, can you subtract 5 from 1? Since you can't, trade 1of the green triangle to 10 orange triangle. The 4 green triangles now become 3 while the 1 orange triangle become 11. Can you already subtract 5 from 11?

b. In the tens column, there 3 green triangles left on the first row and 2 green triangles on the second row, what is the difference? Write the answer on the third row.

c. In the hundreds column, there are 6 blue triangles on the first row and 3 blue triangles on the second row, can you subtract? Write the answer in the third row.

d. What is the difference of the numbers?

e. Provide another set of 2-digit and 3-digit minuends and let the pupils subtract with regrouping using the Trading Board.

Part 4B

Item 1

Questions

1. Using the Trading Board, solve for difference of 726 and 413.

Given number	Thousands	Hundreds	Tens	Ones
726		▲▲▲▲▲ ▲▲	▲▲	▲▲▲ ▲▲▲
413		▲▲ ▲ ▲	▲	▲▲ ▲
Difference				

2. What is the sum of 823 and 534? Plot the corresponding triangles on the Trading Board to represent the addends and get the answer.

Given number	Thousands	Hundreds	Tens	Ones
823		▲▲▲▲ ▲▲▲▲	▲▲	▲▲▲
534		▲▲▲▲ ▲	▲▲▲	▲▲▲▲
Difference				

3. In the equation 346 - 52 = N, find the value of N using the Trading Board.

Given number	Thousands	Hundreds	Tens	Ones
346		▲▲▲	▲▲▲▲	▲▲▲ ▲▲▲
52			▲▲▲▲ ▲	▲▲
Difference				

Answers to Item 1

1. 313
2. 289
3. 294

Part 4C

Item 2

Questions

1. Using the Trading Board, solve for difference of 973 and 246.

Given number	Thousands	Hundreds	Tens	Ones
973				
246				
Difference				

2. What is the sum of 856 and 782? Plot the corresponding triangles on the Trading Board to represent the addends and get the answer.

Given number	Thousands	Hundreds	Tens	Ones
856				
782				
Difference				

3. In the equation 785 - 35 = N, find the value of N using the Trading Board.

Given number	Thousands	Hundreds	Tens	Ones
785				
35				
Difference				

Answers to Item 1

1. 727
2. 74
3. 750

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the materialcovered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 12

Solving Routine and Non-routine Problems Involving Subtraction of Whole Numbers Including Money with Minuends up to 1000 Using Appropriate Problem-solving Strategies and Tools

Key Idea

Solve routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem-solving strategies and tools

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

Find the difference of the amount of Philippine money in each number.

1. 

2. 

3. 

Answers

1. ₱20
2. ₱80
3. ₱250

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

You have learned in the previous lesson the use of various strategies and tools in representing and subtracting numbers. Today, you will learn how to solve routine problems, and illustration to solve non-routine problems involving subtraction of whole numbers including money with minuends up to 1 000 using Polya's Four Step Problem Solving Method.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Polya's Four Step Problem Solving Method.
- Illustration Method
- Savings
- Withdrawal
- Change

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Read the problem carefully.

> During recess time, Andrew went to the canteen and bought biscuits worth ₱20 as his snack. How much will be his change if he will give the seller a one-hundred-peso bill?

Questions:

a. Who went to the Canteen to buy a snack?

b. What did he buy there?

c. How much does a biscuit cost?

d. How much money did he give the seller to pay for the biscuit?

e. We can solve this problem using Polya's Four Step Problem Solving Method. Since the first step is to understand it,find out what is asked. Then, tell me what are the given numbers?

f. If second step is to plan, identify the operation to be used and write a number sentence that can solve the problem.

g. Now that we are on the third step, who can go to the board and solve?

h. Finally, check and look back. How much change will Andrew receive?

i. Provide another routine problem to be solved using Polya's Method.

2. Read the problem carefully.

Jason received ₱500 from her grandmother during his birthday. He gave ₱250 to his younger brother from it. How much will be left from his money?

Questions:

a. Using the Philippine bills and coins, can you show me the amount of Jason's money given by her grandmother during his birthday?

b. Using play/ real money, can anyone show me how much he left from Jason's money after giving some of it to his younger brother?

c. How will we find the amount left after giving some of his money to his younger brother?

e. Is it easier to solve the problem using real/ play money?

f. Provide another non-routine problem to be solved using illustration.

Part 4B

Item 1

Read the problem carefully then answer the questions that follow.

Julius bought a lechon for the Christmas Celebration worth ₱4,000. He got the money from his piggy bank savings worth ₱8,500 in buying the lechon. How much left from the savings of Julius?

Questions:

1. Understand

a. What is asked in the problem?_____

b. What are given?_____

2. Plan

c. What operation will be used to solve the problem?_____

d. Write the Number Sentence._____

3. Solve

4. Check and Look Back

Answers to Item 1

1. Understand

   a. The total savings left from Julius after buying a lechon.

   b. ₱4,000 and ₱8,500

2. Plan

   c. Subtraction

   d. ₱8,500 - ₱4,000 = N

3. Solve

   ₱8,500
   - 4,000
   ₱4,500

4. The savings left to Julius after buying a lechon is ₱4,500.

Part 4C

Item 2

Questions

Use play money or illustration to answer the following problems.

1. Wilson bought a cellphone worth ₱8500. If she paid the cashier ₱1000, how much will his change be?
2. Mang Isagani has 245 chickens in his farm. If he sold 145 chicken to a buyer, how many chickens would be left unsold?
3. Marlon needs to travel a distance of 85 kilometers to reach his destination. If he reached a distance of 50 kilometers from the starting point, how long would he need to travel to reach his destination?

Answers to Item 2

1. ₱150
2. 100 chickens
3. 35 kilometers

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?

- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 13

Illustrating and Writing a Related Equation for Each Type of Multiplication: Repeated Addition, Array, Counting by Multiples, and Equal Jumps on the Number Line

Key Idea

Illustrate and write a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line.

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

1. Each basket has 2 bananas. Count and write the total number of bananas in the box provided.
2. Write the repeated addition based on the number of bananas in each basket.
3. Place the bananas into a bowl.
4. Write the repeated addition if the bananas are grouped as illustrated below.

5. If you multiply the number of bananas in each basket to the total number of baskets, what will be the multiplication equation?

Answers

1. 4, 6

2. 2 + 2, 2 + 2 + 2

3. 2 bananas in each group

4. 2+ 2 + 2+ 2+ 2

5. 2 x 5 = 10

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

Today, we will use shapes, objects, figures, or symbols to illustrate and write related equations for each type of multiplication as repeated addition, array, counting by multiples, and equal jumps on the number line.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Illustration
- Multiplication Equation
- Repeated Addition
- Array
- Multiples
- Number Line

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. The teacher will ask the children who wants to join the game 'The Boat is Sinking'. The teacher will choose only 12 pupils from the class and two game masters. For those who will not participate in the game, they will be the audiences.

Game Mechanics:

a. The players will form a big circle.

b. When the Game Masters say "The Boat is Sinking, Form a group with ____members", you should group yourselves into said number.

c. To determine the correct number of members in each group, the audiences will count them.

Game Masters will say:

a. The boat is sinking, form a group with 6 members!

b. The boat is sinking, form a group with 2 members!

c. The boat is sinking, form a group with 4 members!

d. The boat is sinking, form a group with 3 members!

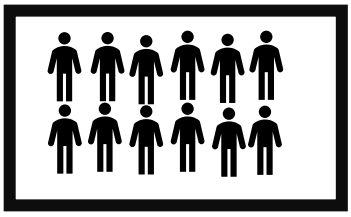
Questions:

1. When the players were asked to have 6,2,4 and 3 members in each group, how many groups were formed?
2. Write the repeated addition that represents the number of members in each group.
3. What will be the multiplication equation of the repeated addition formed?

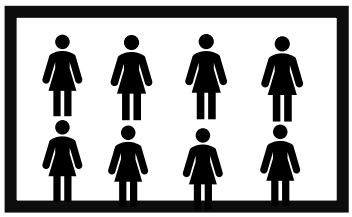
Answers:

1. 6 (2 Groups), 2 (6 Groups), 4 (3 Groups) 3 (4 Groups)
2. 6 + 6 = 12, 2+2+2+2+2+2=12, 4+4+4=12, 3+3+3+3=12
3. 6 x 2=12, 2 x 6= 12, 4 x 3 =12, 3 x 4 = 12

Using a chart, ask the pupils to analyze the illustrations.



A



B

Questions:

1. Write the multiplication equation to show the total number of male pupils illustrated in figure A.
2. Show the multiplication equation 6 x 2 as repeated addition.

   6 x 2 = _____
3. What is the multiplication equation that can be derived in figure B showing the total number of female pupils?
4. Show the multiplication equation 4 x 2 as repeated addition.

   4 x 2 = _____

Answers:

1. 6 x 2= 12
2. 2+2+2+2+2+2=12 or 6 + 6 =12
3. 4 x 2= 8
4. 2 + 2+ 2+ 2=8

2. Sing the numbers below to the tune of "Twinkle, Twinkle, Little Star":

2, 4, 6, 8, 10,12, 14
16, 18, 20, 22, 24
26, 28, 30, 32
34, 36 and 38
These are the numbers in skip counting by 2s.
Let's continue skip counting
40, 42, 46, 48, 50,
52, 54, 56, 58, 60
62, 64, 66, 68, 70,
72, 74, 76, 78, 80,
82, 84, 86, 88, 90,
92, 94, 96, 98, 100

3. Prepare a large number grid on the floor. It should have numbers from 1 to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity Guide:

a. Start with skip counting by 2's:

1. Instruct the pupils to stand at number 1 on the grid.
2. Ask them to jump to every second number, saying the number out loud as they land on it. For example, they would jump from 1 to 3, then 5, 7, and so on.
3. Encourage the students to continue skip counting by 2's as far as they can go.

b. Once they are comfortable with skip counting by 2's, move on to skip counting by 3's, 4's, and so on, using the same instructions.

c. Make it more interactive by having the pupils take turns leading the skip counting activity. They can choose a starting number and guide their classmates to jump on the grid accordingly.

Questions:

1. Call one representative to do skip counting by 3. How many numbers did she/he land on?
2. Is it right to say, 3x10=30?

Answers:

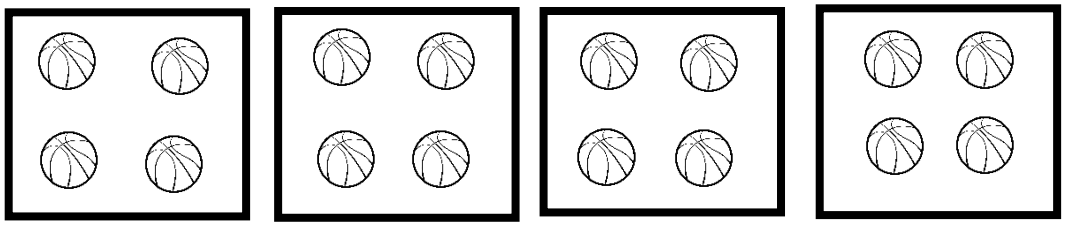
1. Answers may vary
2. 3 x 10 = 30

Part 4B

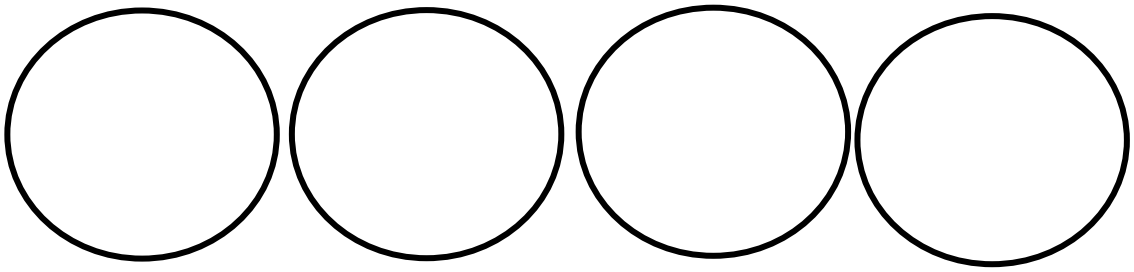
Item 1

Questions

1. The illustration shows 4 boxes with 4 balls each. What is the repeated addition for this?



2. Write the mathematical equation of the illustration above.
3. Draw five stars inside each of the four circles.

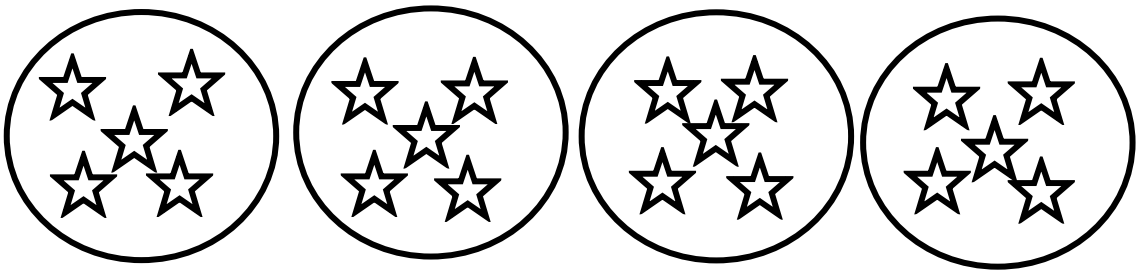


Answers:

1. 4 + 4 + 4 + 4=16

2. 4 x 4 = 16

3.



Part 4C

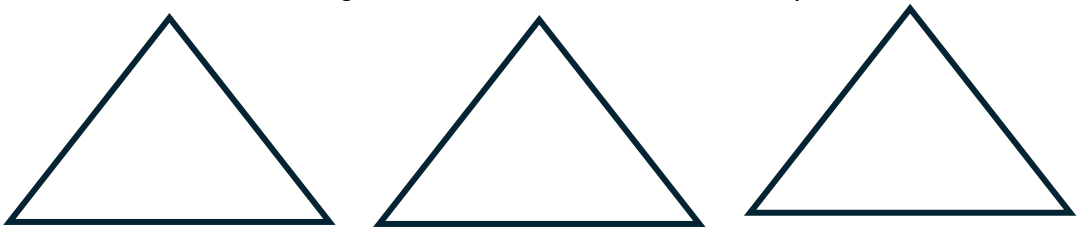
Item 2

Questions:

1. Show the mathematical equation 3 x 3 = 9 by circling the first three multiples of 3 in the number grid below.

1	2	3	4	5	6	7	8	9	10

2. Draw a heart inside the triangle to illustrate the mathematical equation 3 x 3 = 9.

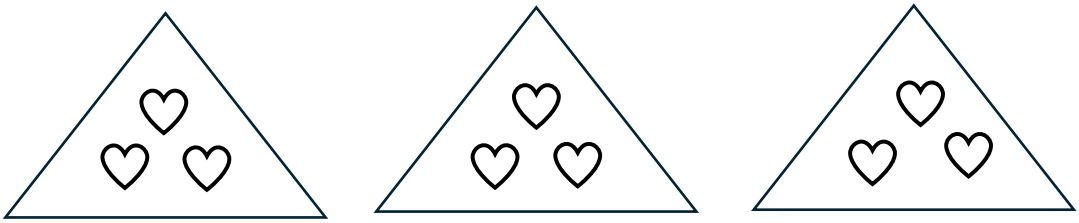


Answers to Item 2

1.

1	2	(3)	4	5	(6)	7	8	(9)	10

2.



Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 14

Illustrating the following Properties of Multiplication and Applying each in Relevant Situation: (a) Identity, (b) Zero, and (c) Commutative

Key Idea

Illustrate the following properties of multiplication and apply each in relevant situations: (a) identity, (b) zero, and (c) commutative.

Lesson Component 1 (Lesson Short Review)

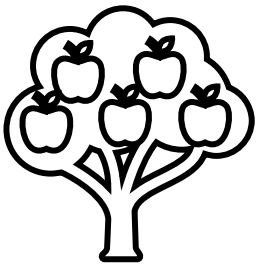
Time: **10** minutes

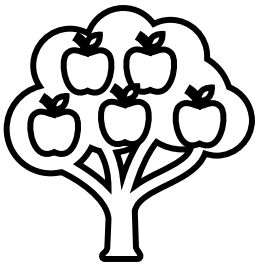
Teacher States: *Identity Property of Multiplication if multiplying by number 1 will give a product that is the same number*.

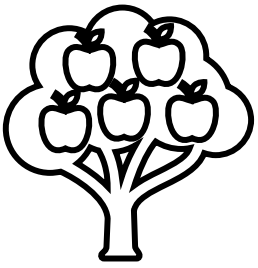
Now let us have a quick review.

Questions

1. Count the number of apples on the tree. Which of the following multiplication equations represents the illustration?







A. 3 X 2 = 6 B. 3 X 5 = 15 C. 3 X 4 = 12

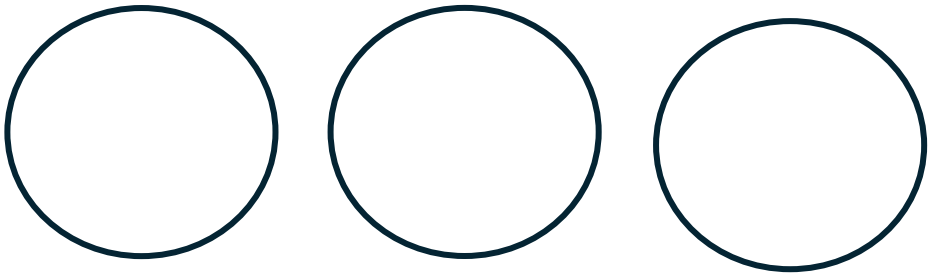
2. Based on the illustration below, how many pencils are there on the 6 papers?

A. 6 B. 8 C. 10

3. What multiplication equation can be derived in the illustration above?

A. 2 X 4 = 8 B. 2 X 5 = 10 C. 3 X 0 = 0

4. Draw 5 triangles inside the circle below.



5. As illustrated in item four, there are 15 triangles arranged in 3 by 5. How many triangles are left after switching it to 5 by 3?

A. 9 B. 11 C. 15

6. After the rearrangement, do the numbers of triangles stay the same?

A. Yes B. No C. Maybe

Answers

1. B
2. C
3. B
4.

5. C
6. B

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the previous task, we recalled the three properties of multiplication. Today, we will illustrate the properties of multiplication and apply each in relevant situations: (a) identity, (b) zero, and (c) commutative using shapes, objects, figures, or symbols.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Illustration
- Multiplication Equation
- Properties of Multiplication
- Identity Property of Multiplication

- Zero Property of Multiplication
- Commutative Property of Multiplication

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1, 2 and 3

1. Show an illustration to the pupils. Let them recite it together

1 x 1 = 1	2 x 1 = 2	3 x 1 = 3
1 x 6 = 6	1 x 7 = 7	10 x 1 = 10

Questions:

a. What is the answer to the equation 1 x 1, 2 X 1, 3 x 1, 1 x 6, 1 x 7 and 10 x 1?

b. What do you notice when you multiply a number by one? What is the resulting answer?

c. What do you call to the property of multiplication wherein when you multiply a number and 1, the product is that number?

Answers:

a. 1 x 1 = 1, 2 X 1= 2, 3 x 1= 3, 1 x 6 = 6, 1 x 7= 7 and 10 x 1= 10

b. When you multiply a number by one, the resulting answer is always the same number. In other words, any number multiplied by one equals itself.

c. Identity Property of Multiplication

2. Multiply-a-thon

a. Explain that the goal of the game is to correctly solve multiplication equations as quickly as possible.

b. Show number cards or flashcards to each pupil. Make sure to include the number zero.

c. Examples: 2 x 0 = 0, 0 x 5= 0

d. What do you call the property of multiplication that when you multiply a number and a zero, the product is zero?

Answer:

Zero Property of Multiplication

3. Play Time!

Materials:

Lego bricks

Paper Cups

Mechanics:

a. Divide the class into 5 groups.

b. Distribute Lego bricks and paper cups to each group of pupils.

c. Instruct the pupils to get 3 paper cups and place them upside down. Build a tower using 7 Lego bricks.

Questions:

a. How many Lego bricks are placed on top of the paper cups?

b. How many paper cups have stack of Lego bricks?

c. What multiplication equation best represents the illustration above?

d. If you interchange the number of paper cups in with Lego bricks, how will it look like? Illustrate.

e. Is the number of paper cups still the same?

f. What do you call the property of multiplication that when you multiply the factors in any order, the product stays the same?

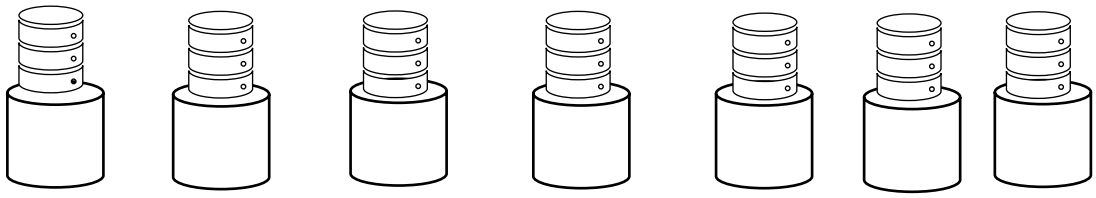
Answers:

a. 7

b. 3

c. 7 x 3 = 21

d.



e. yes

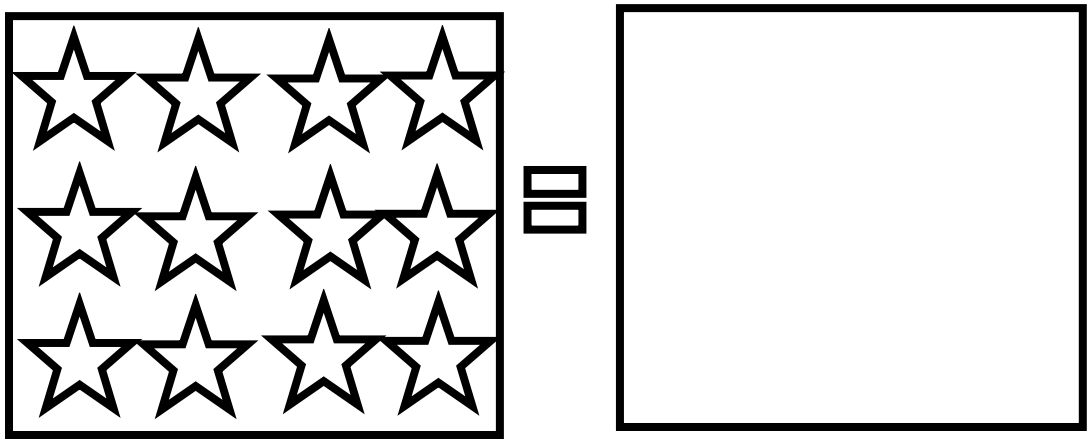
f. Commutative Property of Multiplication

Part 4B

Item 2

Questions

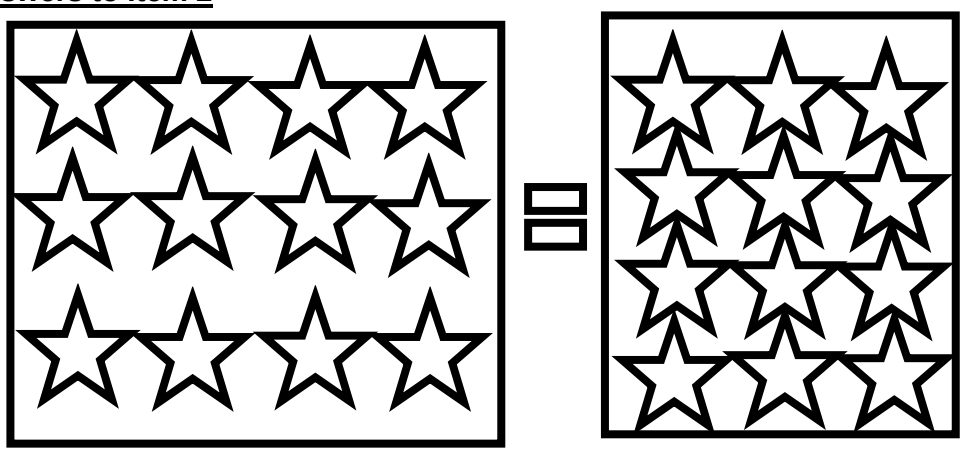
1. Illustrate the commutative property of multiplication using the number of stars below.



2. Write the multiplication equation of the illustration above showing the commutative property of multiplication.

Answers to Item 2

1.



2. 3 x 4 = 4 x 3

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?

- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 15

Visualizing Multiplication of Numbers 1 to 10 by 2, 3, 4, 5 and 10

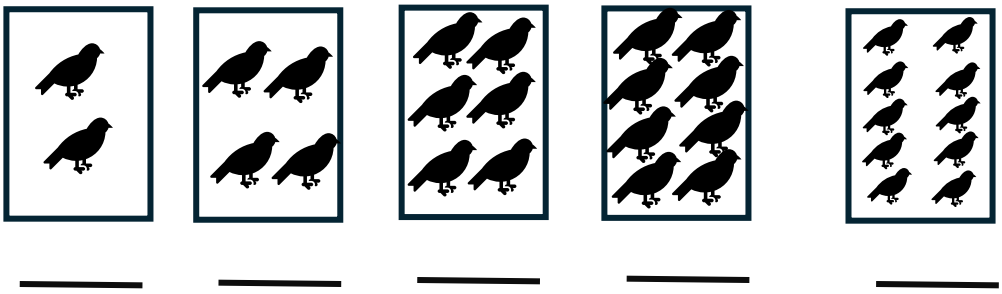
Key Idea

Visualize multiplication of numbers 1 to 10 by 2, 3, 4, 5 and 10.

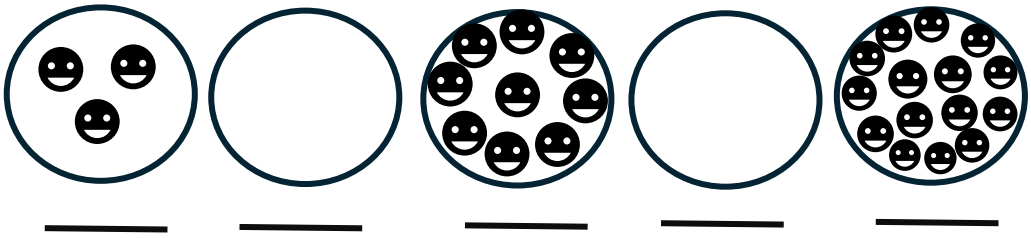
Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

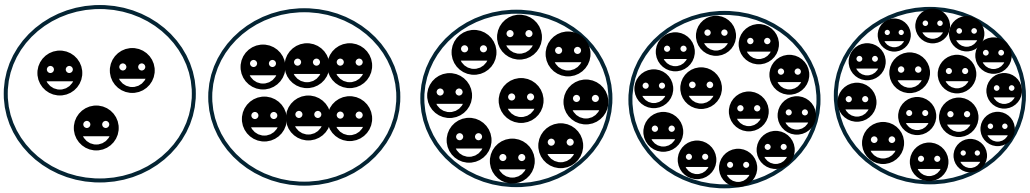
Questions



2. The illustration below shows multiples of 3. Supply the missing numbers to complete the list of multiples.



Answers:

1. 2,4,6,8,10
2. 
3. Hop with Dice!

Materials:

Dice

Large number grid (1-50)

Game Mechanics:

a. Prepare a large number grid on the floor. It should have numbers from 1 to 50.

b. Each player takes turns rolling the dice. The number rolled on the dice determines the skip count. For example, if a player rolls a 3, he/she will skip count by 3s.

c. The next player takes his/her turn and follows the same steps.

d. The game continues until both players reach the end of the grid or a predetermined number of rounds.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the previous task, we recalled skip counting or multiples. Today, we will visualize multiplication of numbers 1 to 10 by 2, 3, 4, 5 and 10 using shapes, objects, symbols, or figures.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Visualization of Multiplication
- Multiplication of Numbers
- Group
- Set

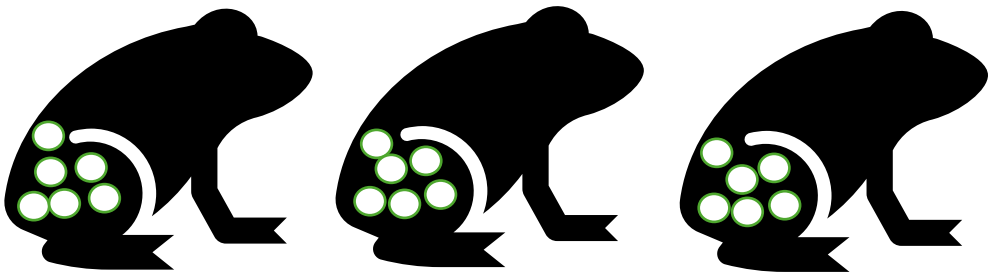
Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Examine the given illustration below.



Questions:

a. How many frogs are there?

b. Write the mathematical statement representing the number of eggs in each frog above.

c. How many eggs are there in all? Write the multiplication equation showing the total number of eggs.

d. If two more sets of 5s are added, how many sets are there in all? Draw your answer.

e. What will be the new multiplication equation showing the total number of frog if two more sets of 5s have been added?

2. Sorting Objects into Sets

Materials:

Toys, pencils, papers, colored blocks, fruits, any objects

Instructions:

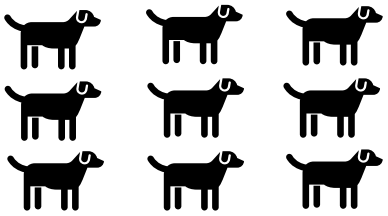
1. Gather a collection of objects that can be easily grouped into sets.
2. Explain the concept of sets to the participants.
3. Start with the set of 2. Ask the participants to find objects that come in pairs or can be grouped into twos. For example, a pair of socks, a pair of shoes, or a pair of dice.
4. Move on to the set of 3. Ask the participants to find objects that come in groups of three or can be grouped into threes. For example, a set of three primary colors, a set of three different fruits, or a set of three different shapes.
5. Proceed to the set of 4 and 5.

Part 4B

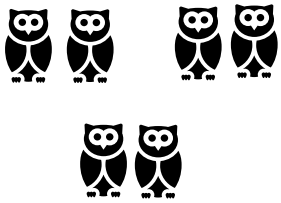
Item 1

Questions

1. Study the sets of animals in illustrations A and B. What multiplication equation can be derived in illustration A and B?



A



B

2. Which of the illustrations has 3 sets of 2s?
3. Write the multiplication equation of 3 sets of 3s.

Answers to Item 1

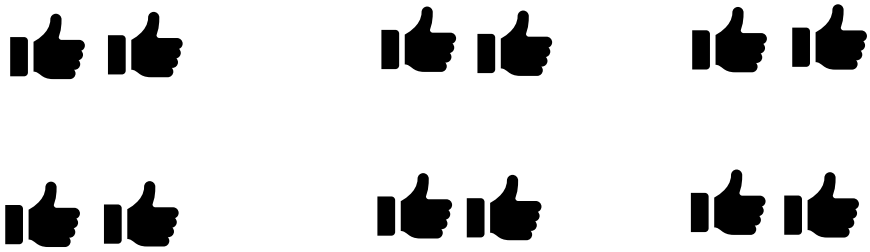
1. 3 X 3 =9, 3 x 2 = 6
2. B
3. 3 X 3 = 9

Part 4C

Item 2

Questions

1. How many 'likes' are there in the illustration below?



2. Write the multiplication equation to show the total number likes in the illustration above.

3. Write the mathematical statement of the illustration below.

4. What is the multiplication equation of 5 sets of 2s?

Answers to Item 2

1. 12
2. 6 X 2 = 12
3. 4 sets of 2s
4. 4 X 2 = 8

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 16

Visualizing and Representing Division and Writing a Related Equation for each Type of Situation: Equal Sharing, Repeated Subtraction, Equal Jumps on the Number Line, and Formation of Equal Groups of Objects

Key Idea

Illustrating and Writing Division Expressions Using a Variety of Concrete and Pictorial Models and Numerals in Modeling Division as: Equal sharing or Formation of Equal Groups of objects and Repeated Subtraction.

Lesson Component 1 (Lesson Short Review)

Teacher states:

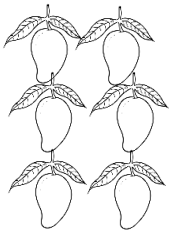
Together let us say "I love Math" "I love numbers" "I love learning more."

(Note: With action. Big heart for "I love Math", hand heart for "I love numbers", and finger heart for "I love learning more.")

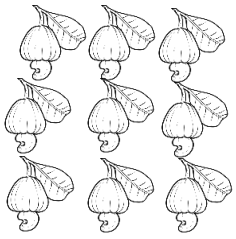
Now, let us have a quick review.

Time: **10** minutes

Directions: Study the given illustration below and answer the questions that follow.



A



B

Questions

1. Which group of fruits make 3 sets of 2s?
2. Which group of fruits make 3 sets of 3s?
3. Write the multiplication equation of A and B.

Answers

1. A
2. B

A. 3 x 2 = 6 B. 3 x 3 = 9

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the past activity, we learned about separating sets into equal parts.

Before we jump to our next lesson, let us sing a "Division song" in a tune of Baa Baa Black Sheep.

Division song

Separating into parts

That is what division about

2 ÷ 2 = 4

6 ÷ 2 = 3

Now, let us learn to illustrate and write Division Expressions Using a Variety of Concrete and Pictorial Models and Numerals in Modeling Division as: Equal sharing or Formation of Equal Groups of objects and Repeated Subtraction.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- visualization
- equation
- equal sharing
- repeated subtraction
- equal jumps
- equal groups

(Note: Create action to help the pupils remember the words and its meaning)

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

<u>Stem for Items 1 and 2</u>

1.a. Draw objects and show the division of objects as equal sharing. Write a division equation for each situation. (An example is shown below.)

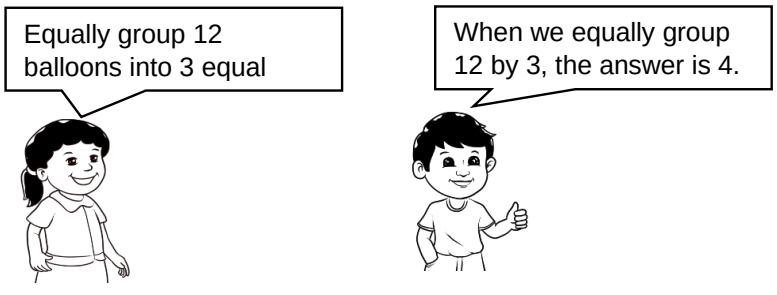
Example:

12 balloons are equally grouped into 3.

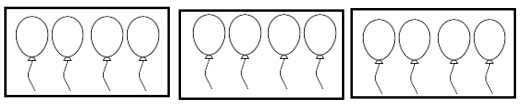
Cath went to her friend's birthday party. She saw 12 balloons that were in 3 equal groups.

<u>Questions:</u>

a. What is the division equation?
b. How many balloons are there in each group?



Let's draw!



We write: ***12 ÷ 3 = <u>4</u>***

There are <u>4</u> balloons in each group.

Your turn!

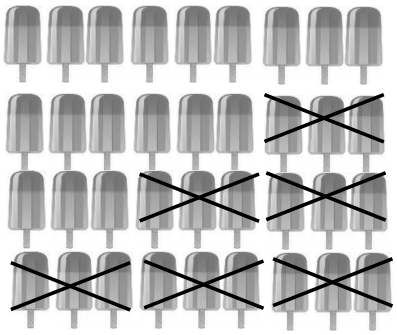
a. Separate 8 candies for 2 kids.

b. Twelve balls are shared equally for three boys.

(Note: Draw candies/balls clearly, so you will be able to group your answer with no overlapping.)

1.b. Study the given illustration below. Divide the number of ice-cream using repeated subtraction.

9



$9 - \mathbf{3} = 6$

$6 - \mathbf{3} = 3$

$3 - \mathbf{3} = 0$ $\quad 9 \div 3 = 3$

Questions:

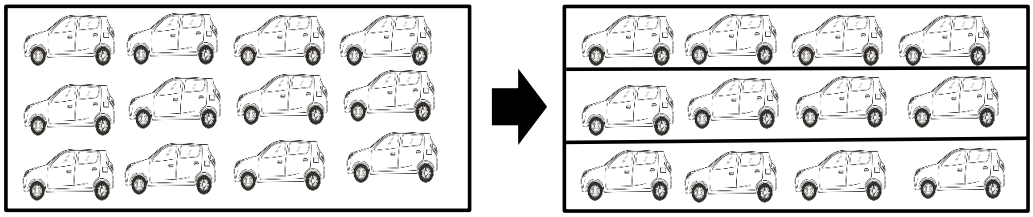
a. How many ice cream do we have? Ans. 9
b. What number did we subtract from 9? Ans. 3
c. How many times did we subtract the 3 from 9? Ans. 3

Your turn!

1. Divide 12 by 3 using repeated subtraction.
2. Divide 16 by 4 using repeated subtraction.

2.a. Represent division in a situation as formation of equal group of objects. An example below will serve as your guide.

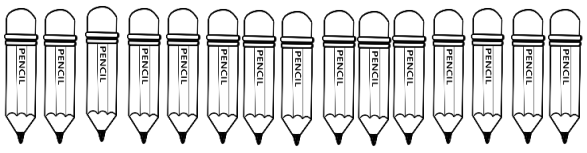
Example: Share 12 toy cars equally between 3 children. How many toy cars does each child get.



Division Equation: **12 ÷ 3 = 4**

Each child gets _____ toy cars.

Questions:



a. Divide the pencils into 3 groups.

b. How many pencils are there in each group?

Part 4B

Item 1

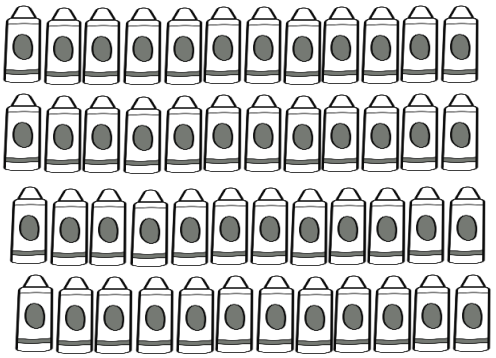
Questions

A. Directions: Visualize division as equal sharing by drawing objects based on the given situation.

1. 9 cones will be shared equally by 3 kids

2. Equally distribute 20 eggs into 5 children feeding beneficiaries.

B. Directions: Use repeated subtraction, show 12 ÷ 3



12 - ____ = ____

9 - ____ = ____

6 - ____ = ____

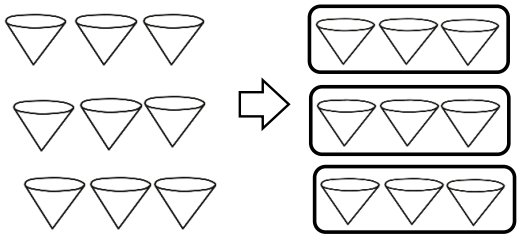
3 - ____ = ____

a. How many crayons do we have? Ans. ____
b. What number did we subtract from 12? Ans. ____
c. How many times did we subtract the 3 from 12? Ans. ____

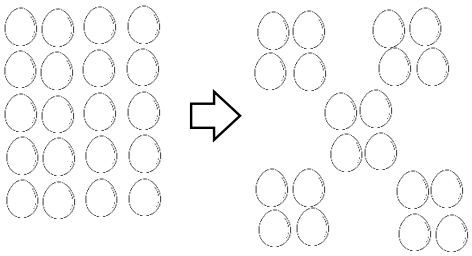
Answers to Item 1

A.

1.



2.



B.

1. 12-3= 9

2. 9-3= 6

3. 6-3=3

4. 3-3=0

Part 4C

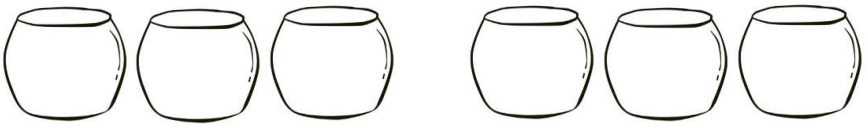
A. Directions: Group the objects based on the given division situation.

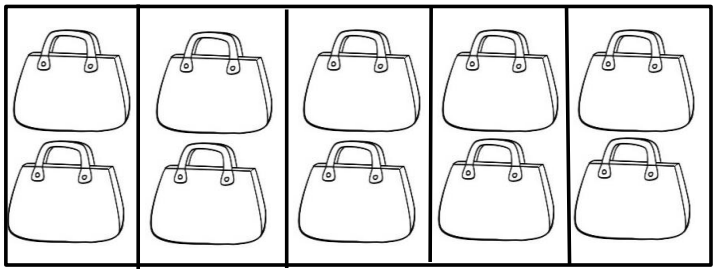
1. The fish bowls are divided to 2 people

2. Divided the bag to 5 girls

Answers to Item 2

A.

1. 

2. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts learned in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 17

Visualizing Division of Numbers up to 100 by 2,3,4,5, and 10 (Multiplication Table of 2, 3, 4, 5 and 10)

Key Idea

Dividing Numbers Using 2,3,4,5, and 10 Multiplication Table

Lesson Component 1 (Lesson Short Review)

Teacher states:

Together let us say "I love Math" "I love numbers" "I love learning more."

(Note: With action. Big heart for "I love Math", hand heart for "I love numbers", and finger heart for "I love learning more.")

Now, let us have a quick review.

Time: **10** minutes

Questions

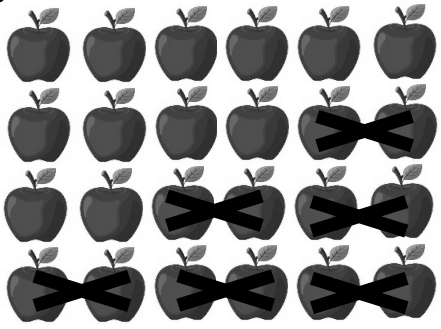
1. How many groups of 2s can be made in 6 birds?

2. What is the division equation in item 1?
3. Divide the number of apples by 2 using repeated subtraction.

4. How many apples do we have?
5. How many times did we subtract the 2 from 6?

Answers

1. 3
2. 6 ÷ 2 = 3
3. 6



6-2 = 4

4-2 = 2

2-2 = 2

6 ÷ 2 = 3

4. 6
5. 3

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the previous task we learned about illustrating and writing division expressions using a variety of concrete and pictorial models and numerals in modeling division as: Equal sharing or Formation of Equal Groups of objects and Repeated Subtraction. Today we will divide numbers using 2,3,4,5, and 10 Multiplication

Table.

Before we proceed, let's do a skip counting drill. 2, 3, 4, 5, and 10 up to 100

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Visualization
- Division of numbers

(Note: Create action to help the pupils remember the words and its meaning)

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1. Count the number of squares and divide them based on the succeeding questions.

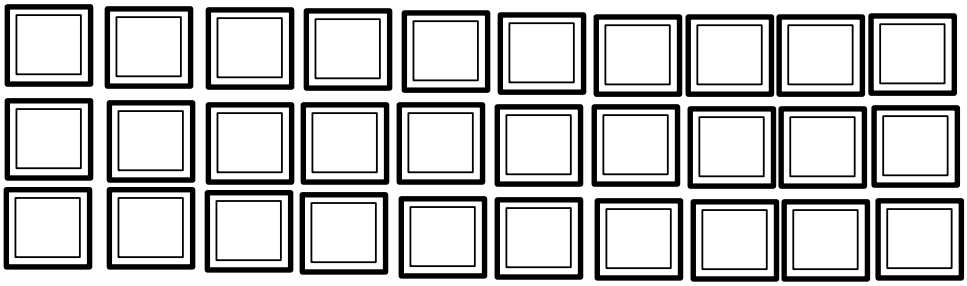
Questions:

a. How many 2s of square are there? Mark X every 2s of square then count.

b. How many 5s of square are there? Draw a straight line every 5s of square then count.

(Note: May allow the child to count orally while marking.)

2. Get 30 square tiles. Group them according to the division situation below and answer the questions that follow.



Questions:

a. Group the square tiles by 5.

b. How many groups are formed?

There are ___ groups of tiles formed by 5.

b. What will be the division equation if the square tiles are grouped by 5?

c. Group the square tiles by 10.

d. How many groups are formed?

There are ___ groups of tiles formed by 10.

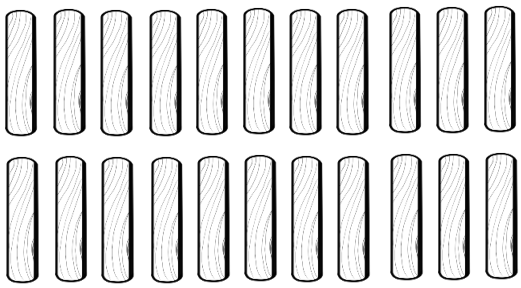
e. What will be the division equation if the square tiles are grouped by 10?

Part 4B

Item 1

Questions

1. How many 2s are there in 20 popsicle sticks? Box a set of 2s.

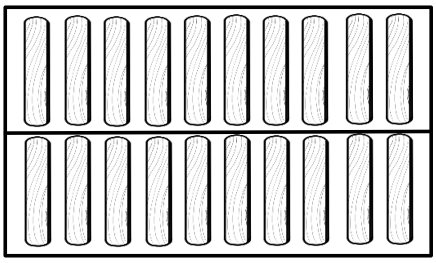


2. Write the division equation that can be derived in item 1.
3. How many 2s are there in 20 popsicle sticks? Make a set of 5s by encircling.
4. Write the division equation that can be derived in item 3?

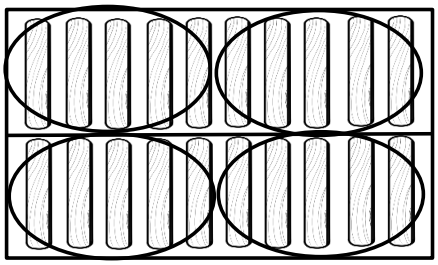
Answers to Item 1

A.

1. 10,



2. 20 ÷ 2 = 10
3. 5,



4. 20 ÷ 5 = 4

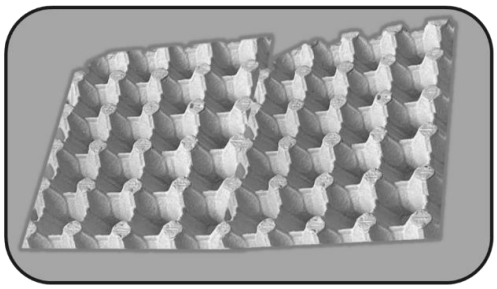
Part 4C

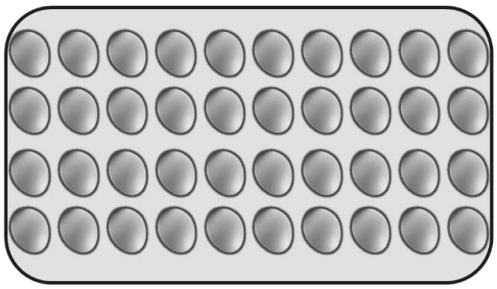
Item 2

Teacher states:

What food do you want everyday?

A. Directions: Lara likes to eat eggs every day, so she bought 40 eggs.
See the presentation and answer the questions that questions that follow.

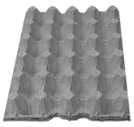




1. If you put all the eggs on the tray, how many set of 5 would there be?

2. Write the division equation for item 1.

3. If the 10 by 10 egg tray is used for 100 eggs, how many sets of 10 would there be?

4. Use this egg tray  to make a set of 4. How many sets of eggs are there?

5. Write the division equation for item 4.

Answers to Item 2

1. 8 sets

2. 40 ÷ 5 = 8

3. 10 sets

4. 5

5. 20 ÷ 4 = 5

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 18

Solving Routine and Non-routine Problems Involving Division of Numbers by 2, 3, 4, 5, and 10 and with Any of the other Operations of Whole Numbers Including Money Using Appropriate Problem-Solving Strategies and Tool

Key Idea

Solving Division Problems Using the 2, 3, 4, 5, and 10 Multiplication Tables, Including Problems Involving Money

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Teacher states:

Together let us say "I love Math" "I love numbers" "I love learning more."

(Note: With action. Big heart for "I love Math", hand heart for "I love numbers", and finger heart for "I love learning more.")

Now, let us have a quick review.

Questions

Directions: 3 ÷ 2 is a multiplication equation for 3 as the dividend and 2 as divisor. Now, complete the table below by writing the correct multiplication equation and quotient in each column.

Item	Dividend	Divisor	Division Equation	Quotient
1.	10	2		
2.	21	3		
3.	40	4		
4.	75	5		
5.	100	10		

Answers

Item	Dividend	Divisor	Division Equation	Quotient
1.	10	2	10 ÷ 2 = 5	5
2.	21	3	21 ÷ 3 = 7	7
3.	40	4	40 ÷ 4 = 10	10
4.	75	5	75 ÷ 5 = 15	15
5.	100	10	100 ÷ 10 = 10	10

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the previous task, we divide numbers using 2,3,4,5, and 10 Multiplication Table. Today, we will solve division problems using the 2, 3, 4, 5, and 10 Multiplication Tables, including problems involving money.

Before we proceed, let's do a skip counting by 2, 3, 4, 5, and 10 first.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Solve Routine Problems
- Solve Non-routine Problems
- Dividing Numbers
- Other Operations
- Problem-Solving Strategies
- Tools

(Note: Create action to help the pupils remember the words and its meaning)

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

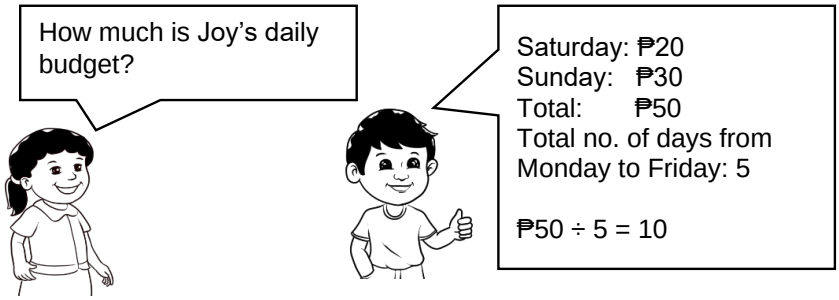
Teacher states:

What is your daily allowance?

1. Joy earned money from selling bottles. He earned ₱20 on Saturday and ₱30 on Sunday. If he spends it equally from Monday to Friday, how much will be her budget for each day?

₱20

₱30



Questions:

a. How do you solve a problem?

b. Do you follow the steps to solve a problem? Enumerate the steps.

- What is asked in the problem?
- What are the given facts?
- How much money does she have?
- How many days are there from Monday to Friday?
- What operation/s are you going to use?

- What will be the number sentence for the given problem?
- Show the solution on the board.

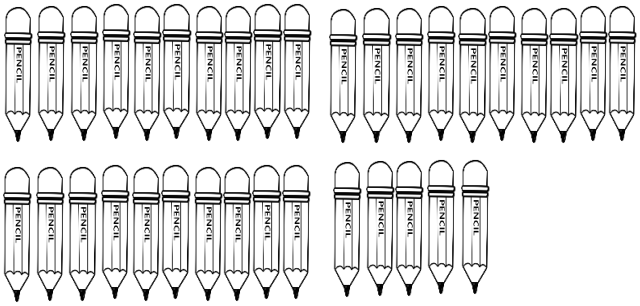
c. Did you get the answer correctly?

d. How much allowance did he spend each day?

Teacher states:

What among you here love to share?

2. Lena buys 35 pencils. She wants to keep 5 pieces and give the rest to her 10 friends, how many pencils will each of her friends receive?



Questions:

a. How many pencils does Lena have?

b. How many pencils does she keep?

c. How many pencils will she give to her friends?

d. Illustrate the number of pencils she will give by taking away the number of pencils she will keep.

e. If she will give 30 pencils to her 10 friends equally, how many pencils will each of her friends receive?

f. How did Jhada distribute the pencils to her friends equally?

g. Illustrate the division of 30 pencils to her 10 friends.

h. Write the division equation to show the number of pencils received by her friends.

Part 4B

Item 1

Questions

Leo paid ₱50 for 2 notebooks and 1 pencil. If the pencil is worth ₱10, How much does each notebook cost?

1. Understand:

What is asked in the problem?

_____

What are the given facts?

_____

2. Plan:

What operation will be used?

____

What will be the number sentence?

____

3. Solve:

Show your solution.

4. Look back and Check:

Did you follow the steps correctly?

____

How much does each notebook cost?

____

Answers to Item 1

1. The cost of each notebook.

₱50, 2 notebook, 1 pencil worth ₱10

2. subtraction and division

(₱50 - ₱10) ÷ 2 = N

3. Step 1 Step 2

```
                 20
 ₱50           2|40
- 10            -4
 ₱40             00
                - 0
                  0
```

4. Yes

Each notebook costs ₱20.

Part 4C

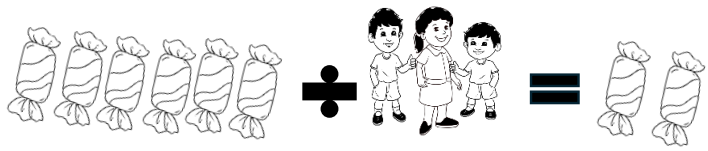
Item 2

Questions

There are 12 candies in Lance's jar. How many candies will each of his 3 friends have, if he shares 6 pieces of it with his younger brother?

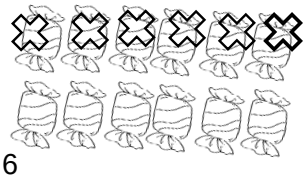
1. How many candies are there in the jar?
2. How many candies were left after giving 6 pieces of it to his brother?
3. Draw 12 candies and mark X the 6 pieces of candy.
4. How many candies will he give to her friends?
5. Draw 6 candies and group them into 3.
6. How many candies did each of his friends receive?
7. Is there any excess candies?

8. Write the division equation of the illustration below.



__ ÷ __ = __

Answers to Item 2

1. 12
2. 12 – 6 =
3. 
4. 6
5. 
6. 2
7. No
8. 6 ÷ 3 = 2

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 19

Visualizing, Identifying, Classifying, and Describing Half Circles and Quarter Circles

Key Idea

Represents and describes circle, half circles and quarter circles

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

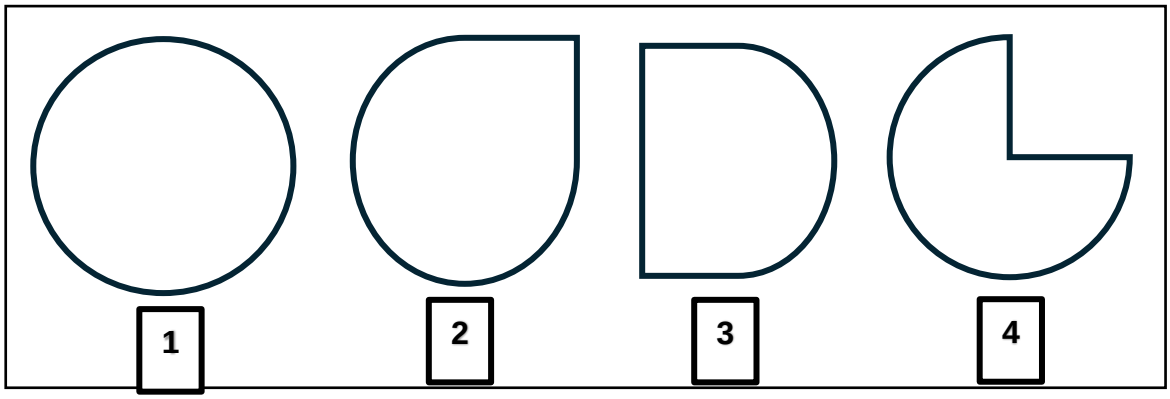
Teacher states:

Together let us sing "It's fun to study Math because we learn so much, then let's go back and do it all over again, 5, 4, 3, 2, 1"

Now, let us have a quick review.

Questions

Directions: Idenitfy if the figure below is a circle. Draw a check mark (✔) in the figure if it is a circle and cross mark (✖) if it is not.



Answers

1. ✔
2. ✖
3. ✖
4. ✖

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states:

In the previous activity, you were able to identify circles using figures. Today, we will use cut-outs, protractor, compass, and ruler to represent and describe half circles and quarter circles.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Plane Figure
- Protractor
- Compass
- Circle
- Half Circle
- Quarter Circle

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

Teacher will draw and cut with pupils too:

1. **Draw and cut out a circle.**

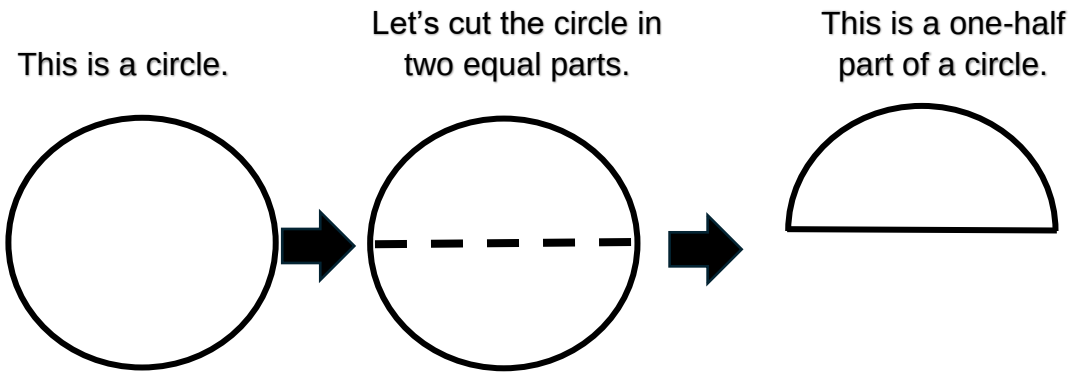


Figure 1 **Figure 2** **Figure 3**

Questions:

a. What kind of plane figure is shown in Figure 1?

b. What do you notice in Figure 2?

c. Describe Figure 3. What do you call it? .

d. How many half circles are there in one whole circle?

e. What Mathematics tool can help you draw a semi-circle/ half circle?

Draw and cut out:

Draw and cut out a circle. Fold it into halves and cut out the 2 half circles.

2. Look closely to the figures in the set.

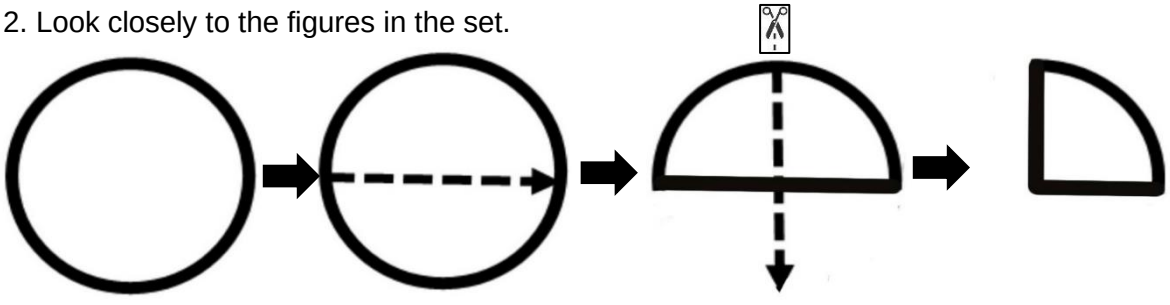


Figure 1 **Figure 2** **Figure 3** **Figure 4**

Questions:

a. What kind of plane figure is shown in Figure 1?

b. What do you notice in Figure 3?

c. Do you remember Figure 2?

d. What happened in Figure 4 and how is this figure called?

e. How many quarter circles are there in one whole circle?

Draw and cut out:

Can you draw and cut out another circle of the same size? Then, fold it into quarters and cut out the 4 quarter circles.

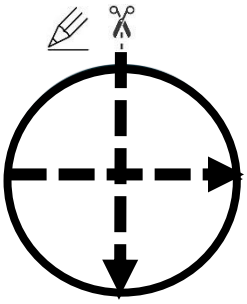
Answers: a. circle

b. the half circle is cut into two equally.

c. Yes, it is a half-circle.

d. It is called a quarter circle

e. There are 4 quarter circles in one whole circle.



Part 4B

Item 1

Questions

1. Which of the following figures below is a half-circle?

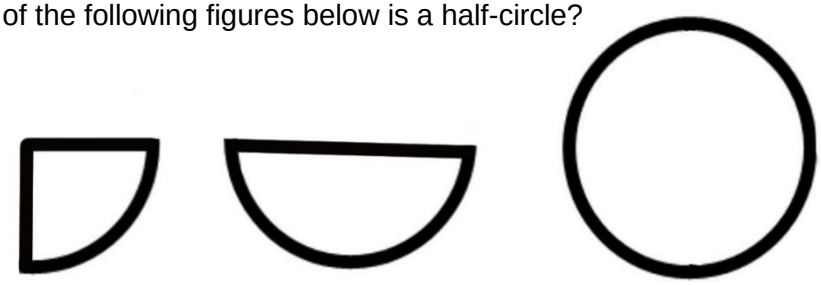


Figure A **Figure B** **Figure C**

2. Which of the following Mathematical tools best represents a half-circle?

A. cut-out B. protractor C. compass

3. Draw the figure that completes **Figure A** to make a half-circle.

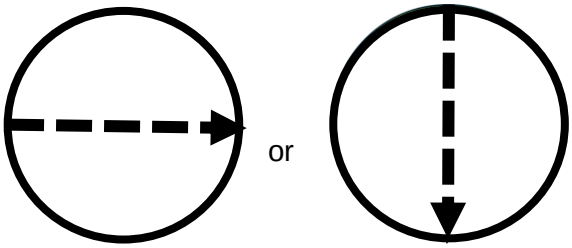
4. Draw a ray which cuts Figure C into two half-circles.

Answers to Item 1

1. Figure B

2. B

3. 

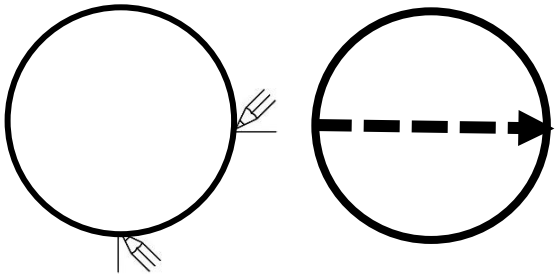
4. 

Part 4C

Item 2

Questions

1. Which of the figures below is a quarter-circle?



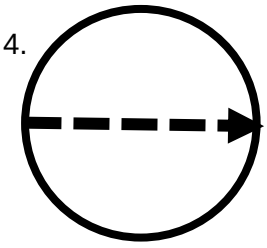
2. Which of the following Mathematical tools best draws a perfect circle?

A. cut-out B. protractor C. compass

3. Draw another quarter circle congruent to the quarter circle in Figure D.

4. Sketch 2 rays to make Figure A into four quarter-circles.

Answers to Item 2

1. Figure D
2. C
3. 
4. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 20

Identifying, Naming and Describing the Four Basic Shapes (Square, Rectangle, Triangle, and Circle) in 2-Dimensional and 3-Dimensional Objects

Key Idea

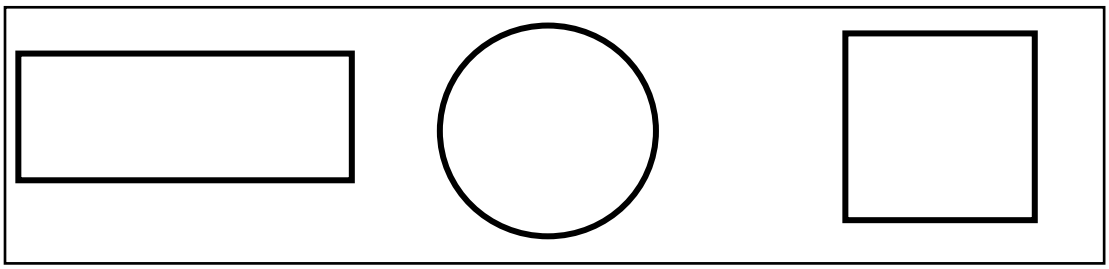
Compose and Decompose Composite Figures Made up of Squares, Rectangles, Triangles, Circles, Half Circles and Quarter Circles Using Cut-outs and Square Grids

Lesson Component 1 (Lesson Short Review)

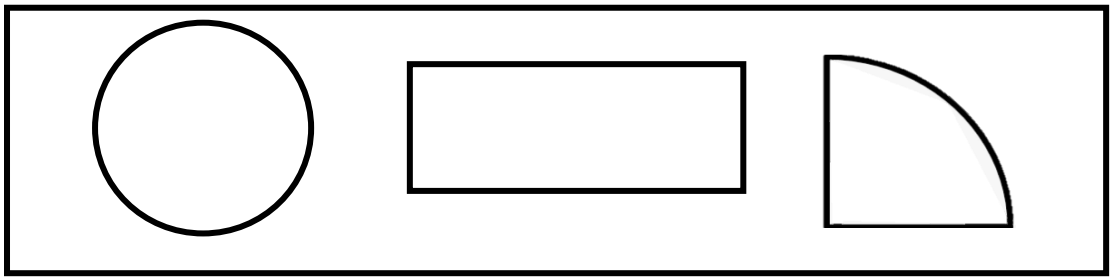
Time: **7 minutes**

Questions

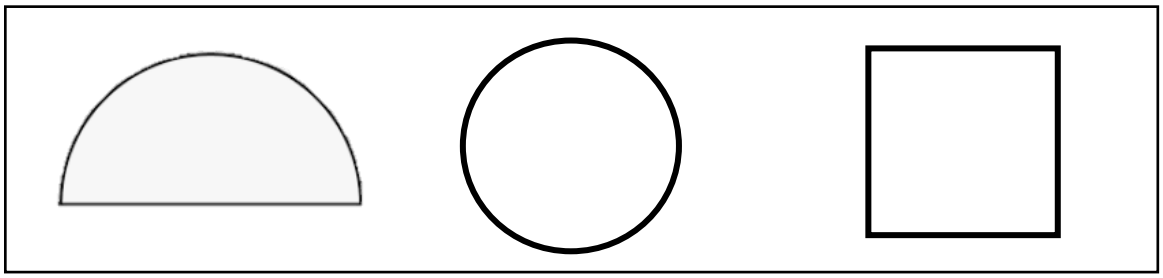
1. Which of the following shapes is a square? Color your answer with blue.



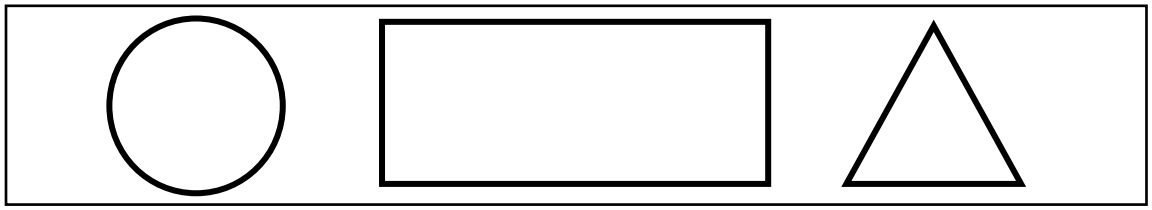
2. . Which of the following shapes is a circle? Color your answer with green.



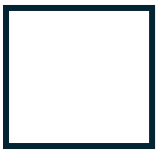
3. Which of the following shapes is a half circle? Color your answer with yellow.

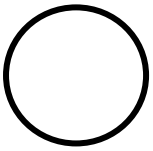


4. . Which of the following shapes is a rectangle ? Color your answer with red.



Answers

1. 

2. 

3. 

4. 

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3 minutes**

Teacher states:

In the previous activity, you were able to identify the four basic shapes. Today, we will compose a shape by putting together other shapes to form a new shape while decomposing shape by cutting shapes into smaller ones to form different types of shapes.

Lesson Component 3 (Lesson Language Practice)

Time: **5 minutes**

Key words/terms are:

- Square
- Rectangle
- Triangle
- Circle
- Half Circle
- Quarter Circle

Lesson Component 4 (Lesson Activity)

Time: **25 minutes**

Part 4A

Stem for Items 1 and 2

1. Let's **play "I'm inside the shape".** The teacher will draw a big Circle, triangle, square and rectangle. The student will stay at the center of the shape they choose.

Tell them that this shape is plane figure.

Questions:

a. What shape has 3 sides?

b. What shape has a 4 equal sides?

c. It is a plane close figure, it has no sides. What is it?

d. It has a 4 sides were the opposite sides are equal. Who am I?

e. Can you name some objects that have any of the four basic shapes?

f. Cutting the circle into half. What is it?

g. It is formed by dividing a whole circle int four equal parts. It is also known as Quadrant. Who am I?

Answers to Item 1

1. Triangle
2. Square
3. Circle
4. Rectangle
5. Globe, Table, Cubs, Pyramid etc.
6. Half Circle
7. Quarter Circle

Part 4B

Item 2

Questions

Choose shapes that best fits the description in each item.

1. Which of the shapes above is a circle, draw your answer inside the box.

2. Which of the basic shape has 4 equal sides, draw your answer inside the box?

3. Which of the closed figure has three sides, draw your answer inside the box?

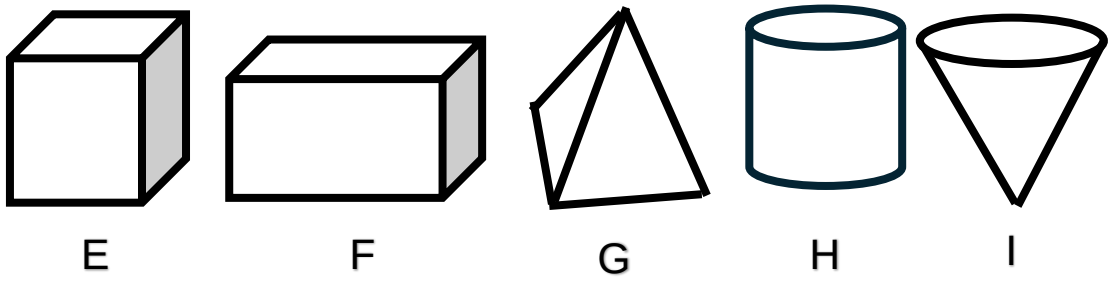
4. Which of the four figures have two pairs of equal sides, draw your answer inside the box?

Part 4C

Item 2

Questions

Use the illustrations below to answer the questions that follow.



1. What basic shape can you see in Figure G?
2. How many circle shapes make up Figure H?
3. Which of the figures above consists of six squares?
4. What basic shapes make up Figure I?
5. How many rectangle shapes are there in Figure F?

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 21

Determining Missing Term/s of a Given Continuous Pattern using Two Attributes

Key Idea

Determine missing term/s in a given continuous pattern using two attributes

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Teacher states:

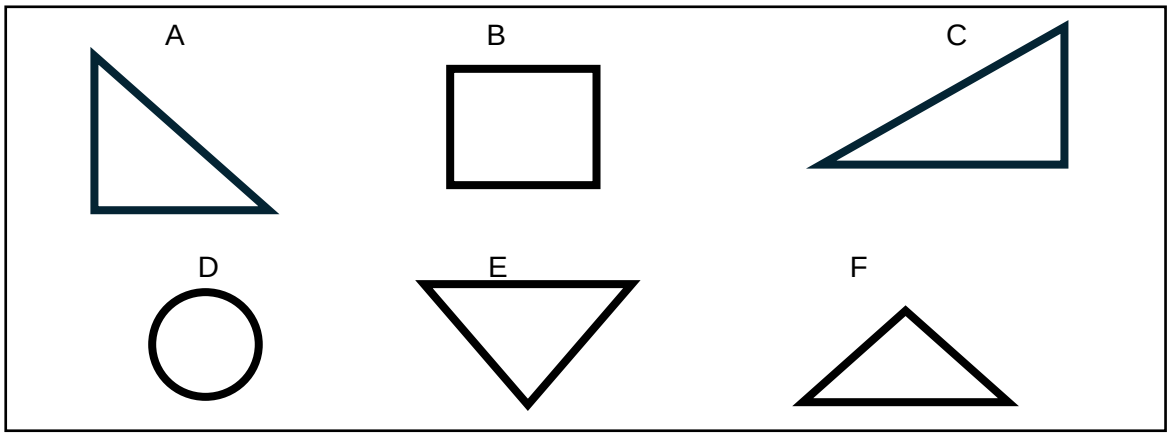
Together let us sing "1's for the wonder of our math class; 2's for the lessons that I've learned, 3's for the teacher who guides me do the 4's for my classmates who help me do the job. It's my Mathematics fun class."

Now, let us have a quick review.

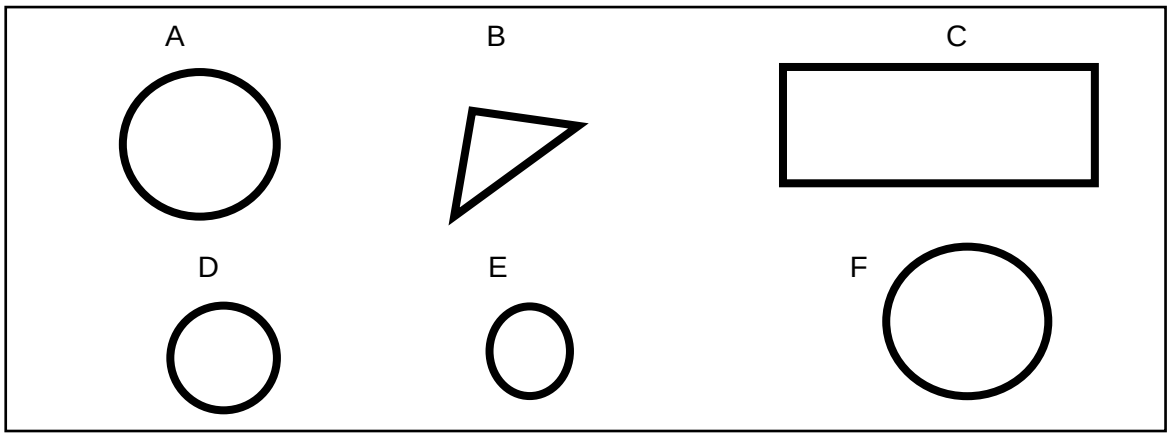
Questions

Directions: Circle the shapes that follow the rule:

1. shapes with 3 corners?



2. No corners?

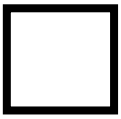
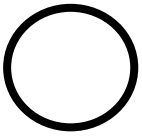


3. Draw the shape that match the word.

a. rectangle	b. square	c. circle	d. triangle

Answers

1. A , C , E , F
2. A, D, E, F
3.

a.	b.	c.	d.
			

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher explains:

*A **pattern** is the repeated arrangement of shapes, sizes, colors, letters, numbers, figures, etc. in each set. By finding the pattern, we can determine the missing **term/s** in a given continuous pattern using two **attributes**.*

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Pattern
- Term
- Attribute

(Note: words To be flashed and to be explained through songs/actions)

Lesson Component 4 (Lesson Activity)

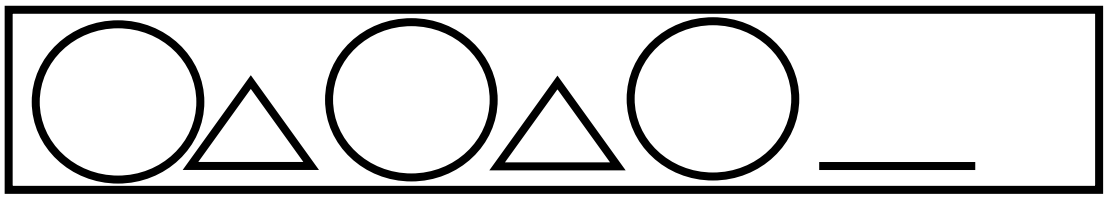
Time: **30** minutes

Part 4A

Stem for Items 1 and 2

Teacher will show the following pattern.

1. Look closely at the shapes/figures in the set.



Questions:

a. What do the shapes make?

b. What is the first shape and its color?

c. What is the second shape and its color?

d. Do you see any pattern?

e. What should be the next term to continue the pattern?

Answers:

a. The shapes make a pattern.

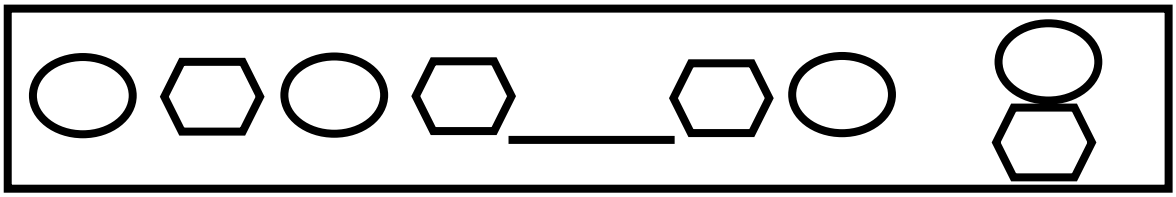
b. The first shape is circle and it's red.

c. The second shape is triangle and it's yellow.

d. Yes, The pattern is red circle , yellow triangle, red circle , yellow triangle, red circle, yellow triangle and big, small, big, small, big, small.

e. the next pattern is  .

2. Use the shapes to copy the pattern. Circles the one that comes next.



Questions:

a. What do the shapes make?

b. Do you see any pattern?

c. What is the first term in the pattern?

d. What is the second term in the pattern?

e. What should be the next term to complete the pattern?

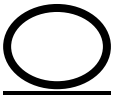
Answers:

a. The shapes make a pattern.

b. Yes, the pattern is circle, hexagon, circle, hexagon, circle, hexagon, circle.

c. The first term is circle.

d. The second term is hexagon.

e. The next term is  to complete the pattern.

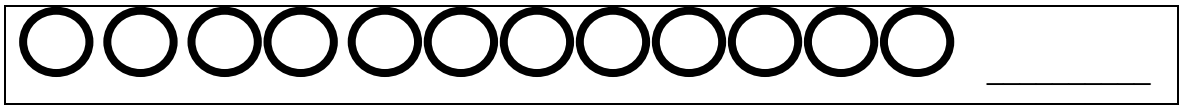
Part 4B

Item 1

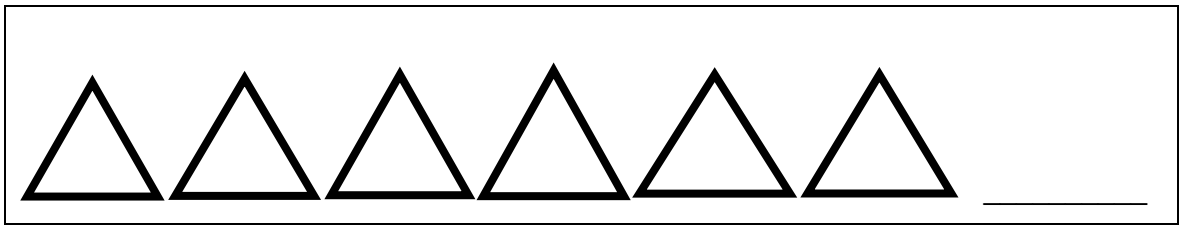
Questions

Note: Pupils will be asked to color the shapes according to the pattern.

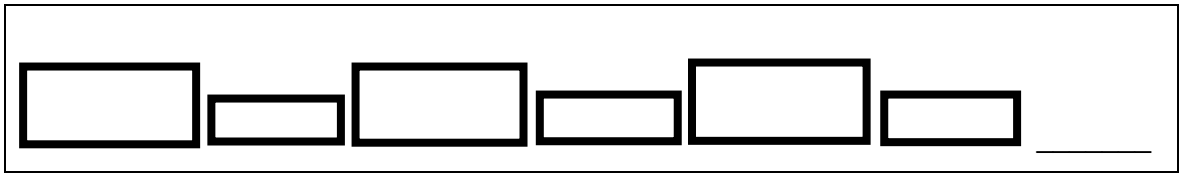
1.Use shapes to find the pattern. Draw the missing term.



2.Use shapes to find the pattern. Draw the missing term.

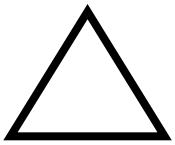


3.Use shapes to find the pattern. Draw the missing term.



Answers to Item 1

1. 

2. 

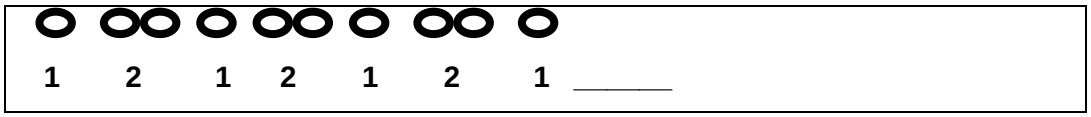
3. 

Part 4C

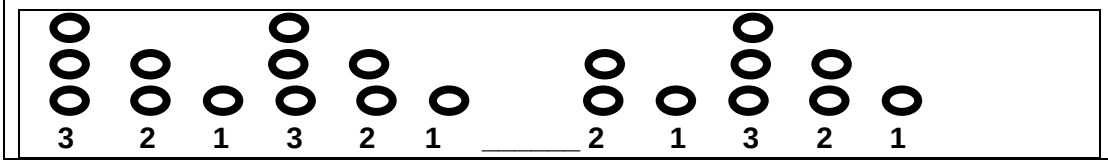
Item 2

Questions

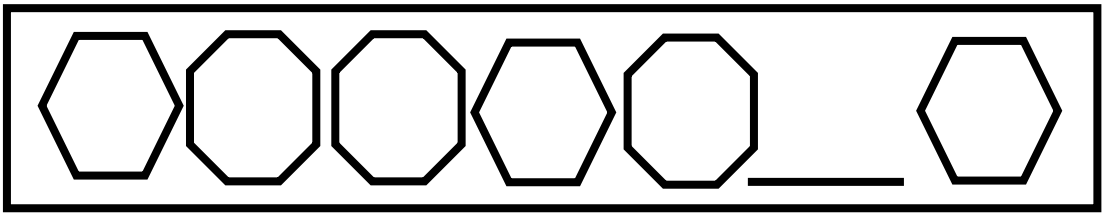
1. Find the pattern and write the missing term.



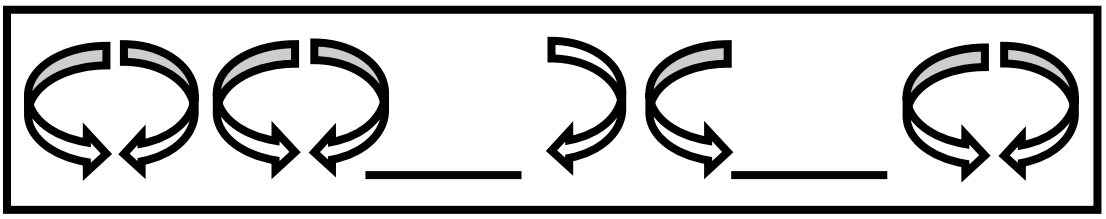
2. Find the pattern and write the missing term.



3. Find the pattern and draw the missing term.



4. Find the pattern and draw the missing term.



Answers to Item 2

1. 2
2. 3
3. 
4. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 2 Lesson Plan 22

Determining the Missing Terms using One Attribute in a Given Continuous Pattern and in a Given Repeating Pattern

Key Idea

Determines the missing terms using one attribute in a given continuous pattern and in a given pattern.

Lesson Component 1 (Lesson Short Review)

Time: **10** minutes

Questions

1.What are the names /colors of each shape? Is this a pattern? What is the missing pattern?

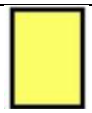
2. What are the names of the object? Is this a pattern? What is the missing pattern?

3. What are the names /colors of each shape? Is this a pattern? What is the missing pattern?

Answers

1. 

2. 

3. 

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states,

Patterns can be all around us it can be in colors, shapes and even numbers. A pattern is a sequence that repeats. Today we are going to focus on continuous patterns and given patterns with missing terms.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Number Pattern
- Term
- Continuous Pattern
- Given Pattern

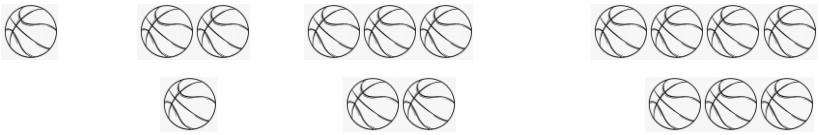
Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2

1 3 5 7 ____



Use real objects to show the numbers.

Questions:

a. What is the first number in the given set?

b. How about the second number?

c. How about the third, fourth ?

d. What do you notice about the numbers?

d. Do you see any pattern?

e. Are the number is increasing? By how many?

g. Do you find the gap between the numbers?

f. What should be the last number/ missing number?

2. Draw the next figure to complete the pattern.

A A B A A B _____ _____

Questions:

a What is the first object in the given set?

b. How about the second object?

c. How about the third, fourth, fifth, sixth?

d. Do you see any pattern?

e. What is being repeated in the pattern?

f. What should be the last missing object in the given set.

Part 4B

Item 1

1 4 7 10 ___

Questions

a. What is the first number in the given set?

b. How about the second number?

c. How about the third, fourth ?

d. What do you notice about the numbers?

d. Do you see any pattern?

e. Are the number is increasing? By how many?

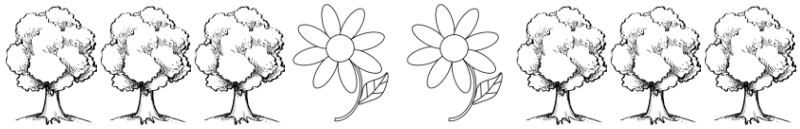
g. Do you find the gap between the numbers?

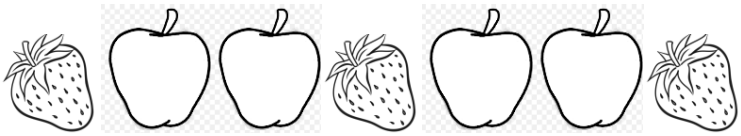
f. What should be the last number/ missing number?

Answers to Item 1

1. 13

Part 4C

1.  _____ _____

2.  _____ _____

3. 2 4 8 2 4 8 2 4___

4. 100 98 96 94 ____

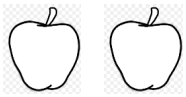
5.  _____

Questions

1. What is the pattern of objects in number 1?
2. How about the pattern of objects in number 2?
3. What about the pattern of objects in number 3?
4. What is the pattern of objects in number 4?
5. How about the pattern of objects in number 5?

Answers to Item 2

1. 

2. 

3. 8

4. 92

5. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What did you observe in the pattern?
- What kind of patterns are they?
- Is it a repeating pattern? Or not a repeating pattern?
- Can you make your own patterns?
- What are the rules in making patterns.

Mathematics Grade 2 Lesson Plan 23

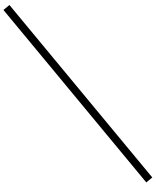
Identifying Straight Lines and Curves, Flat and Curved Surfaces in 3-Dimensional Object

Key Idea

Identifies straight and curve lines, flat and curved surfaces in 3-dimensional objects.

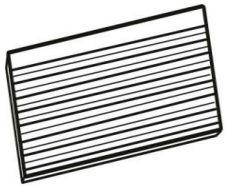
Lesson Component 1 (Lesson Short Review)

Time: **10** minutes



PICTURE A

PICTURE B



PICTURE C

PICTURE D

Questions

1. What kind of line is picture A?
2. How about picture B?
3. What kind of surface is picture C?
4. How about picture D?
5. What is the difference between picture A and picture B?
6. What is the difference between pictures C and D?

Answers

1. Straight line
2. Curved line
3. Flat surface
4. Curved surface

Lesson Component 2 (Lesson Purpose/Intention)

Time: **5** minutes

Teacher states

Straight Lines is like a railroad track. It goes straight without any bends or curves. It's like walking in a straight line without turning while Curved Lines are like a roller coaster. It

twists and turns. It was changing directions smoothly. It's like drawing a big smiley face or circle.

A flat surface is like a tabletop. It's smooth and doesn't have any bumps or curves. It's like the floor or a piece of paper. On the other hand, Curved Surface is like a ball. It's not flat. It's round it's like a big lollipop.

Lesson Component 3 (Lesson Language Practice)

Time: **10** minutes

Key words/terms are:

- Straight Line
- Curve Line
- Flat Surface
- Curve Surface

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

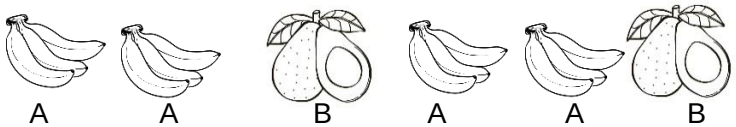
Part 4A

Stem for Items 1 and 2

Questions:

a. What is the first number in the given set?
b. How about the second number?
c. How about the third, fourth?
d. What do you notice about the numbers?
e. Do you see any pattern?
f. Are the number is increasing? By how many?
g. Do you find the gap between the numbers?
h. What should be the last number/ missing number?

2. Draw the next figure to complete the pattern.



_____ _____

Questions:

a. What is the first object in the given set?
b. How about the second object?
c. How about the third, fourth, fifth, sixth?

d. Do you see any pattern?
e. What is being repeated in the pattern?
f. What should be the last missing object in the given set?

Part 4B

Item 1

1 4 7 10 ___

Questions

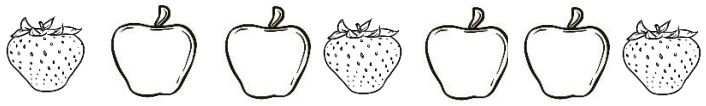
a. What is the first number in the given set?
b. How about the second number?
c. How about the third, fourth?
d. What do you notice about the numbers?
e. Do you see any pattern?
f. Are the number is increasing? By how many?
g. Do you find the gap between the numbers?
h. What should be the last number/ missing number?

Answers to Item 1

1. 13

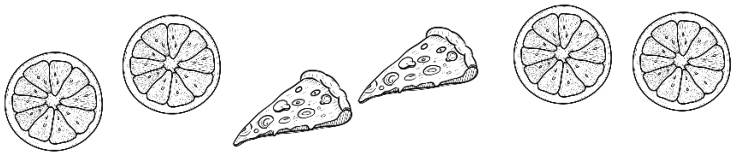
Part 4C

1.  _____ _____

2.  _____ _____

3. | 2 4 8 2 4 8 2 4 __ |
|---|

4. | 100 98 96 94 ___ |
|---|

5.  _____

Questions

1. What is the pattern of objects in number 1?
2. How about the pattern of objects in number 2?
3. What about the pattern of objects in number 3?
4. What is the pattern of objects in number 4?
5. How about the pattern of objects in number 5?

Answers to Item 2

1. 
2. 
3. 8
4. 92
5. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Pupil Goals)

Time: **5** minutes

The teacher facilitates pupil reflection and discussion, that addresses such questions as:

- What did you observe in the pattern?
- What kind of patterns are they?
- Is it a repeating pattern? Or not a repeating pattern?
- Can you make your own patterns?
- What are the rules in making patterns?

For inquiries or feedback, please write or call:

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DepED DEPARTMENT OF EDUCATION

MATATAG Bansang Makabata Batang Makabansa