

2

NATIONAL LEARNING CAMP

Mathematics

Intervention Camp

Lesson Plans



Government Property
NOT FOR SALE

Intervention 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: 7 minutes

Questions:

1. Can you still recall the place value and value of numbers? Complete the table below. Give the place value and value of the underlined digit in each number. An example is given to serve as your guide.

Given Number	Place Value	Value
7 <u>5</u>	Ones	5
<u>8</u> 0		
<u>2</u> 59		
4 <u>0</u> 6		
<u>8</u> 31		

Answer:

Given Number	Place Value	Value
7 <u>5</u>	Ones	5
<u>8</u> 0	Tens	80
<u>2</u> 59	Hundreds	200
4 <u>0</u> 6	Tens	0
<u>8</u> 31	Hundreds	800

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Today, we will use the Place Value Chart to give the place value and find the value of a digit in 3-digit numbers.

Lesson Component 3 (Lesson Language Practice)Time: **5** minutes

Key words/terms are:

- Digit
- Number
- Place Value
- Place Value Chart
- Trading Board
- Value

Lesson Component 4 (Lesson Activity)Time: **25** minutes**Part 4A**

1A. Write the smallest 3-digit number that can be formed using digits **2, 1, and 4**. Write each digit in the correct column/ place value using the Place Value Chart.

Given Number	Hundreds	Tens	Ones

1B. Write the largest 3-digit number that can be formed using digits **2, 1, and 4**. Write each digit in the correct column/ place value using the Place Value Chart.

2A. Give the place value and value of each digit.

Given Number	Digit	Place Value	Value
124	1		
	2		
	4		

2B. Give the place value and value of each digit.

Given Number	Digit	Place Value	Value
421	4		
	2		
	1		

Part 4BItem 1

1. Using the given numbers in the leftmost column, write the digits in their corresponding place value.

Given Number	Hundreds	Tens	Ones
569			
430			
207			
885			
162			

Answers to Item 1:

Given Number	Hundreds	Tens	Ones
569	5	6	9
430	4	3	0
207	2	0	7
885	8	8	5
162	1	6	2

Part 4C

Item 2

Using the given numbers in the leftmost column, give the place value and value of each digit.

1.

Given Number	Digit	Place Value	Value
705	7		
	0		
	5		

2.

Given Number	Digit	Place Value	Value
890	8		
	9		
	0		

3.

Given Number	Digit	Place Value	Value
193	1		
	9		
	3		

Answers to Item 2:

1.

Given Number	Digit	Place Value	Value
705	7	Hundreds	700
	0	Tens	0
	5	Ones	5

2.

Given Number	Digit	Place Value	Value
890	8	Hundreds	800
	9	Tens	90
	0	Ones	0

3.

Given Number	Digit	Place Value	Value
193	1	Hundreds	100
	9	Tens	90
	3	Ones	3

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:

I am not
sure/confused about
this topicI have some idea
but questions about
this topicI think I can do this
topicI am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 2

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

Key Idea

Read and write numbers up to 1000 in symbols and in words.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions:

Matching Type: Match the number words in Column A to the numerals in Column B. Write the letter

on the blank before the number. An example is done for you.

Column A	
<u> A </u>	1. fifty-eight
<u> </u>	2. ninety
<u> </u>	3. sixty-two
<u> </u>	4. one hundred twelve
<u> </u>	5. forty-nine
<u> </u>	6. eighty-nine

Column B	
A.	58
B.	49
C.	62
D.	89
E.	90
F.	112

Answers:

1. A
2. E
3. C
4. F
5. B
6. D

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Using the Base Ten Blocks, we were able to write numbers. Today, we will use the Place Value Chart and Stack-It-Up Flashcards to be able to read write numbers up to 1 000 in symbols and in words.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

- Base Ten Blocks
- Number Chart
- Numerals/ Symbols
- Number Words
- Place Value Chart
- Stack-It-Up Flashcards

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2:

1. Present the Number Charts to the class.

Symbol	Word
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine

Symbol	Word
10	ten
20	twenty
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety

Symbol	Word
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen

Symbol	Word
100	one hundred
200	two hundred
300	three hundred
400	four hundred
500	five hundred
600	six hundred
700	seven hundred
800	eight hundred
900	nine hundred

Symbol	Word
1 000	one thousand

Questions:

- a. Which number chart shows the symbol and word for 1-digit numbers?
- b. Which number chart shows the symbol and word for 2-digit numbers?
- c. Which number chart shows the symbol and word for 3-digit numbers?
- d. Is there any chart for 4-digit numbers?
- e. What are the two ways of writing numbers?
- f. How is 784 read?
- g. How do you write it as number words?

2. How do we read a number based on the position of its digits in a Place Value Chart?

Thousands	Hundreds	Tens	Ones
	4	7	1
	3	9	5
1	0	0	0

Part 4B**Item 1****Directions:**

1. Complete the table by writing the missing symbol or number word.

Symbol	Number Word
758	
	two hundred twenty-three
	one thousand
924	
152	

Answers to Item 1:

Symbol	Number Word
758	seven hundred fifty-eight
223	two hundred twenty-three
1 000	one thousand
924	nine hundred twenty-four
152	one hundred fifty-two

Part 4C

Item 2

How do we read a number based on the position of its digits in a Place Value Chart?

Given	Thousands	Hundreds	Tens	Ones
A		2	9	5
B		4	5	1
C		6	8	7
D		2	4	3
E	1	0	0	0

Answers to Item 2:

- A. two hundred ninety-five
- B. four hundred fifty-one
- C. six hundred eighty-seven
- D. two hundred forty-three
- E. one thousand

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 3

Visualizing and Writing Three-Digit Numbers in Expanded Form

Key Idea

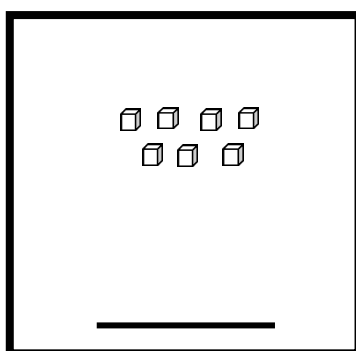
Visualize and write three-digit numbers in expanded form.

Lesson Component 1 (Lesson Short Review)

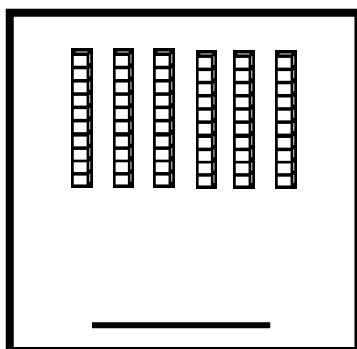
Time: 7 minutes

Questions:

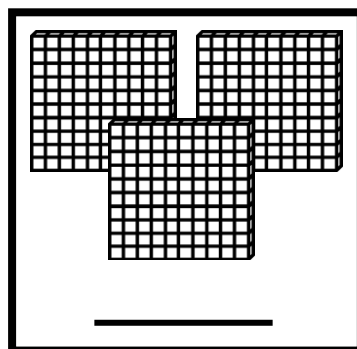
1. The group of blocks below are called **units** because each piece represents 1. How many unit blocks are there?



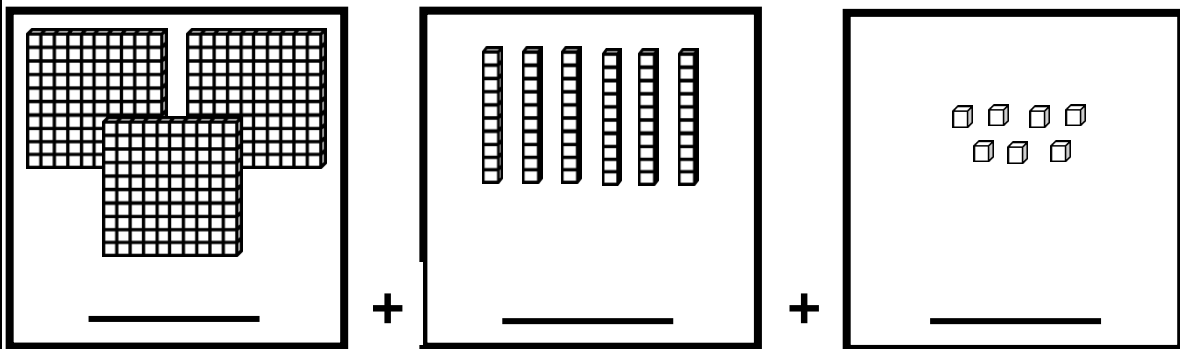
2. Below are stacks of 10-unit blocks called **longs**. If each **long** represents 10, how many do these 6 longs stand for?



3. Here are 10 piles of 10 longs called **flats**. If each flat represents 100, how many do these 3 flats stand for?

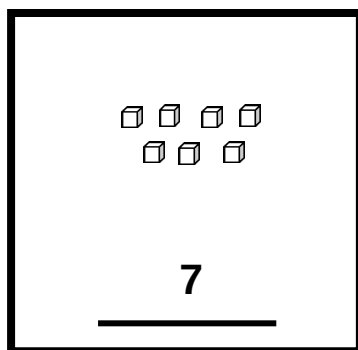


4. Write the numbers of flats, longs, and unit blocks as a sum of the values.

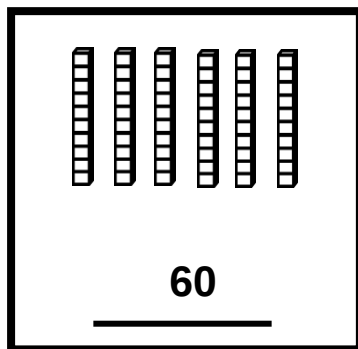


Answers:

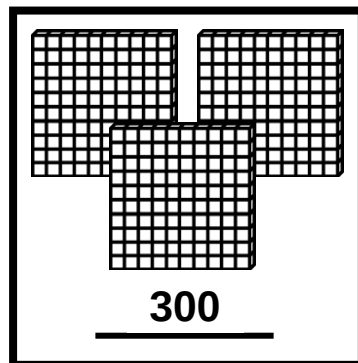
1.



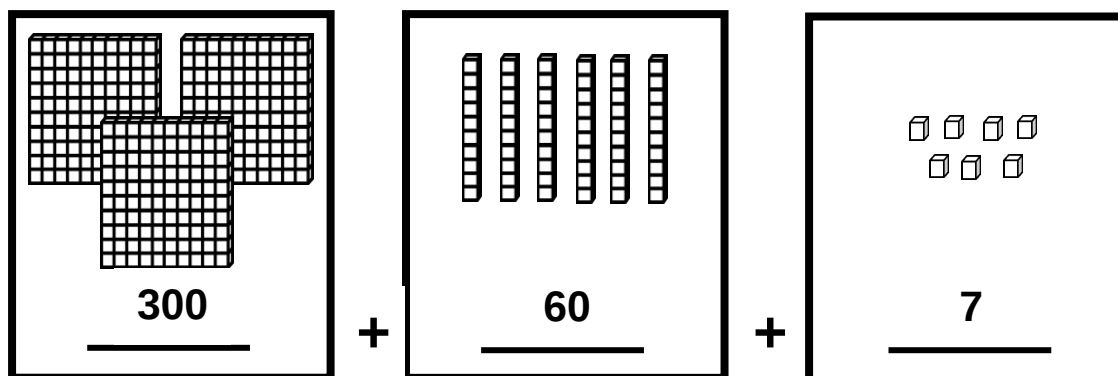
2.



3.



4.



Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Using the Base Ten Blocks, we were able to represent numbers grouped by place values. Today, we will use counters and Place Value Chart to visualize and write three-digit numbers in expanded form.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

- Counters
- Expanded Form
- Standard Form

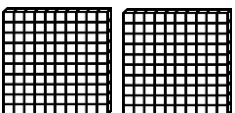
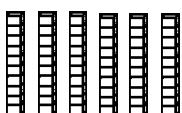
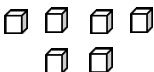
Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2:

1. Look at the given number represented using the Base Ten Blocks in the Place Value Chart.

Standard Form	Expanded Form		
			Ones
266	 200 +	 60 +	 6

Questions:

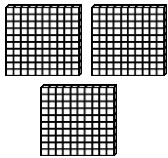
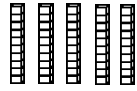
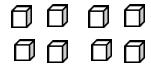
- What is the given number?
 - How many flats are there in the column for hundreds?
 - How many longs are there in the column for tens?
 - How many unit blocks are there in the column for ones?
 - Write the value as the sum to show the expanded form of the given number.
2. Matching Type: Match the standard form in Column A to the expanded form in Column B. Write the letter on the blank before the number. An example is done for you.

Column A	
<u> A </u>	1. 625
<u> </u>	2. 431
<u> </u>	3. 852
<u> </u>	4. 179
<u> </u>	5. 278
<u> </u>	6. 594

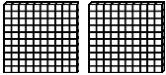
Column B	
A.	$600 + 20 + 5$
B.	$800 + 50 + 2$
C.	$500 + 90 + 4$
D.	$400 + 30 + 1$
E.	$200 + 70 + 8$
F.	$100 + 70 + 9$

Part 4B**Item 1****Directions:**

- Write the expanded form of the given numbers. Use the illustration in the Place Value Chart as your guide.

Standard Form	Hundreds	Tens	Ones
358			

2. Write the standard form of the given numbers. Use the illustration in the Place Value Chart as your guide.

Standard Form	Hundreds	Tens	Ones
			
	200 +	30 +	4

Answers to Item 1:

1. $300 + 50 + 8$
2. 234

Part 4C

Item 2

Directions:

Matching Type: Match the standard form in Column A to the expanded form in Column B. Write the letter on the blank before the number.

Column A
_____ 1. 918
_____ 2. 529
_____ 3. 673
_____ 4. 945
_____ 5. 652

Column B
A. $600 + 50 + 2$
B. $500 + 20 + 9$
C. $600 + 70 + 3$
D. $900 + 10 + 8$
E. $900 + 40 + 5$

Answers to Item 2

1. D
2. B
3. C
4. E
5. A

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 4

Comparing Numbers Using Relation Symbols and Ordering Numbers Up to 1 000 in Increasing or Decreasing Order

Key Idea

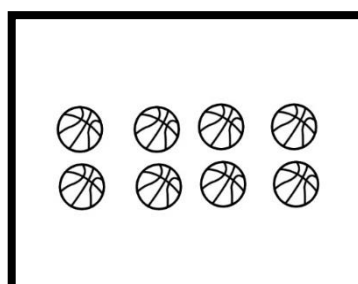
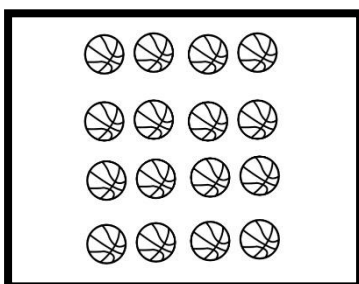
Compare numbers using relation symbols and orders numbers up to 1 000 in increasing or decreasing order.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Questions:

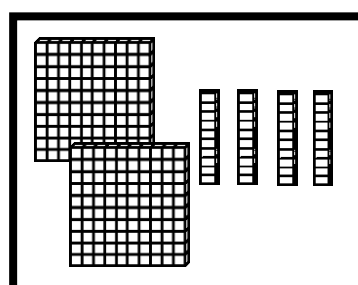
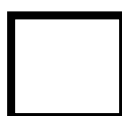
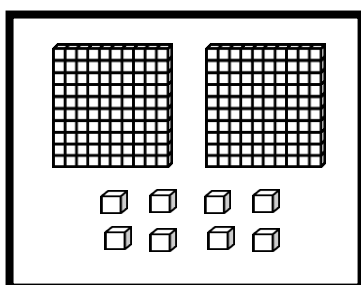
1. Count the balls in each box then compare using $>$, $<$ or $=$ symbols. Which symbol fits in the box?



2. Count the money in each box then compare using $>$, $<$ or $=$ symbols. Which symbol fits in the box?



3. Count the blocks in each box then compare using $>$, $<$ or $=$ symbols. Which symbol fits in the box?



Answers:

1. >
2. <
3. <

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

To represent numbers, we used Base Ten Blocks. Numbers formed were compared using >, <, or = symbols. Today, we will use the Trading Board both to compare and arrange numbers up to 1 000 in increasing and decreasing order.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

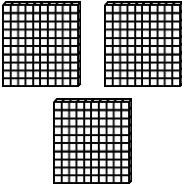
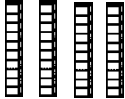
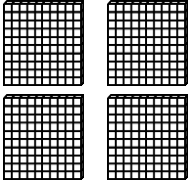
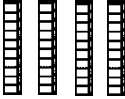
- Decreasing Order
- Increasing Order
- Ordering Numbers
- Relation Symbols

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Use the picture cut-outs of number blocks to represent the given numbers as shown below. Once the blocks are posted, you can compare the numbers. In comparing the number, start from the highest place value to the least.

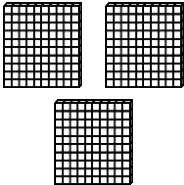
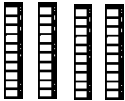
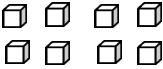
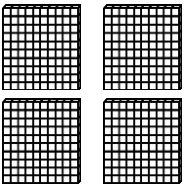
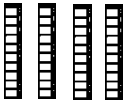
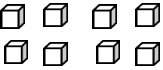
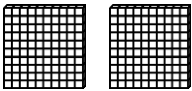
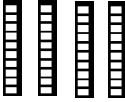
Given Number	Thousands	Hundreds	Tens	Ones
348				
448				

348

<

448

2. Apply what you discovered in comparing numbers, analyze how to arrange the given numbers in increasing order if 248 is added to the list of numbers.

Given Number	Thousands	Hundreds	Tens	Ones
348				
448				
248				

248

348

448

Part 4B

Item 1

Questions:

- Study the given numbers listed on the Place Value Chart. Draw the corresponding Base Ten Blocks. Compare them. Which relation symbol fits in the box below the table?

Given Number	Thousands	Hundreds	Tens	Ones
645				
554				

645

554

2.

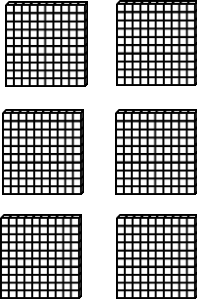
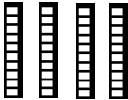
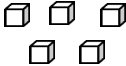
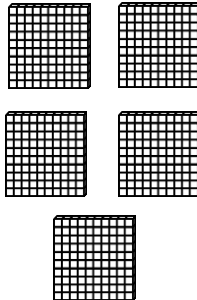
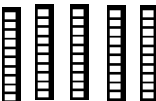
Given Number	Thousands	Hundreds	Tens	Ones
999				
1 000				

999

1 000

Answers to Item 1:

1.

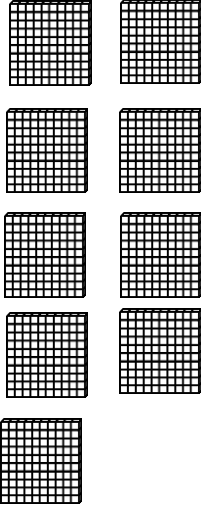
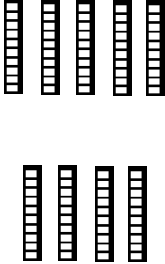
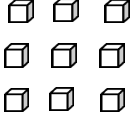
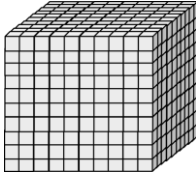
Given Number	Thousands	Hundreds	Tens	Ones
645				
554				

645

>

554

2.

Given Number	Thousands	Hundreds	Tens	Ones
999				
1 000				

999

<

1 000

Part 4C**Item 2****Directions:**

1. Applying what you discovered in comparing numbers, arrange the given numbers in increasing order.

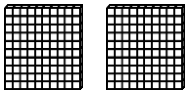
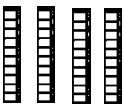
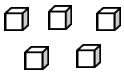
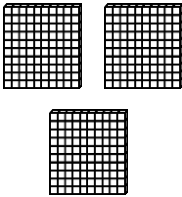
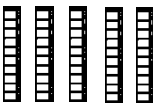
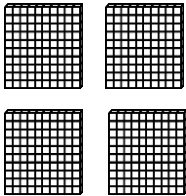
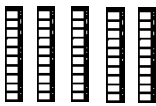
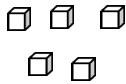
Given Number	Thousands	Hundreds	Tens	Ones
245				
354				
455				

2. Applying what you discovered in comparing numbers, arrange the given numbers in decreasing order.

Given Number	Thousands	Hundreds	Tens	Ones
402				
520				
312				

Answers to Item 2:

1.

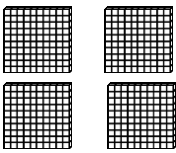
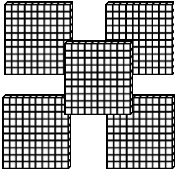
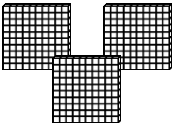
Given Number	Thousands	Hundreds	Tens	Ones
245				
354				
455				

245

354

455

2.

Given Number	Thousands	Hundreds	Tens	Ones
402				
520				
312				

520

402

312

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 5

Determining Missing Term/s in 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: 7 minutes

Questions:

Examine the set of numbers below. What will be the next number to continue the pattern?

1.

1, 2, 3, 4, 5, 6, 7, ____

2.

7, 6, 5, 4, 3, 2, 1, ____

3.

2, 4, 6, 8, 10, 12, ____

4.

16, 14, 12, 10, 8, ____

Answers:

1. 8

2. 0

3. 14

4. 6

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

A number pattern is the repeated arrangement of numbers 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: **5** minutes

Key words/terms are:

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

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Look closely to the numbers in the set.

1, 3, 5, 7, 9, 11, 13, ____

Questions:

- What is the first term in the set of numbers?
- What is the second term?
- How about the third? Fourth? Fifth? Sixth? Seventh?
- Do you see any pattern?
- Are the numbers increasing? By how many?
- What should be the eighth term to continue the pattern?

2. Examine closely the numbers in the set.

20, 18, 16, 14, ____, 10, ____

Questions:

- a. What is the first term in the set of numbers?
- b. What is the second term?
- c. How about the third? Fourth? Fifth? Sixth? Seventh?
- d. Do you see any pattern?
- e. Are the numbers decreasing? By how many?
- f. What should be the fifth term to continue the pattern?
- g. How about the seventh term, what should it be?

Part 4B

Item 1

Directions: Find the pattern and supply the missing term.

1.

3, 6, 9, 12, 15, 18, 21, ____

2.

5, 10, 15, 20, 25, 30, ____

3.

30, 28, 26, 24, 22, 20, ____

4.

90, 80, 70, 60, 50, 40, ____

Answers to Item 1:

1. 24
2. 35
3. 18
4. 30

Part 4C

Item 2

Questions:

Find the pattern then supply the missing terms.

1. 10, 13, 16, 19, ____, 25, ____

2. 20, 25, 30, 35, ____, 45, ____

3. 1, 2, 5, 6, 9, 10, ____, 14, ____

4. 40, 36, 32, 28, ____, 20, ____

Answers to Item 2:

1. 22 and 28
2. 40 and 50
3. 13 and 17
4. 24 and 16

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

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

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Questions:

Examine the set of numbers below. What will be the next number to continue the pattern?

1. 1, 2, 1, 2, 1, 2, 1, 2, 1, ____
2. 3, 3, 6, 6, 9, 9, 12, 12, ____
3. 2, 4, 6, 8, 2, 4, 6, 8, 2, ____
4. 1, 3, 5, 7, 9, 1, 3, 5, 7, ____

Answers:

1. 2
2. 15
3. 4
4. 9

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

A number pattern is the repeated arrangement of numbers in each set. By finding the pattern, we can determine the missing term/ s in a given continuous and repeating pattern using one attribute.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Continuous Pattern
- Number Pattern
- Repeating Pattern
- Sequence
- Term

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Look closely to the numbers in the set.

3, 5, 7, 3, 5, 7, 3, 5, 7, _____

Questions:

- a. What is the first term in the set of numbers?
 - b. What is the second term?
 - c. How about the third?
 - d. What is the fourth term? Fifth? Sixth?
 - e. Do you find any pattern?
 - f. Are the numbers repeating?
 - g. What is the eighth term? Ninth? Tenth?
 - h. What should be the tenth term to follow the pattern?
2. Examine closely the numbers in the set.

20, 18, 20, 16, _____, 14, _____

Questions:

- a. What is the first term in the set of numbers?
- b. What is the second term?
- c. How about the third?
- d. Do you see any pattern?
- e. What do you notice on the 1st and 3rd terms?
- f. What should be the fifth term to follow the pattern?
- g. What should be the seventh term?

Part 4B

Item 1

Questions:

Find the pattern and supply the missing term.

1. 10, 20, 30, 10, 20, 30, _____

2. 2, 5, 8, 11, 14, 17, 20, _____

3. 5, 10, 15, 20, 5, 10, 15, _____

Answers to Item 1:

1. 10
2. 23
3. 20

Part 4C

Item 2

Questions:

Find the pattern then supply the missing terms.

1. 2, 5, 4, 5, 6, 5, 8, 5, _____

2.

4, 8, 12, 16, 4, 8, 12, _____

3.

1, 3, 4, 3, 7, 3, 10, 3, _____

4.

90, 85, 80, 75, 70, 65, _____

Answers to Item 2:

1. 10

2. 16

3. 13

4. 60

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 7

Visualizing and Counting Numbers by 10s, 50s, 100s

Key Idea

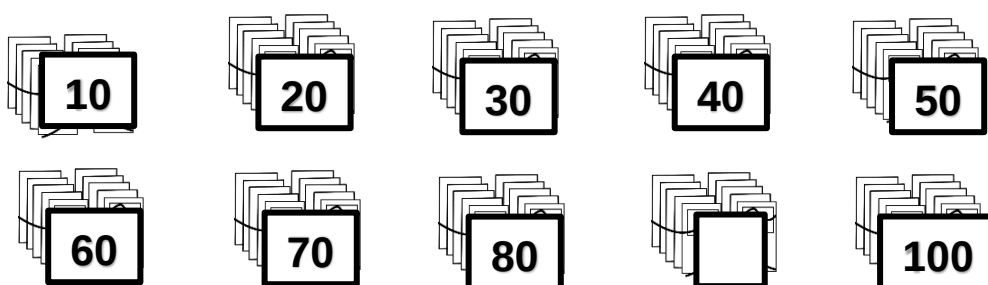
Visualize and count numbers by 10s, 50s, 100s

Lesson Component 1 (Lesson Short Review)

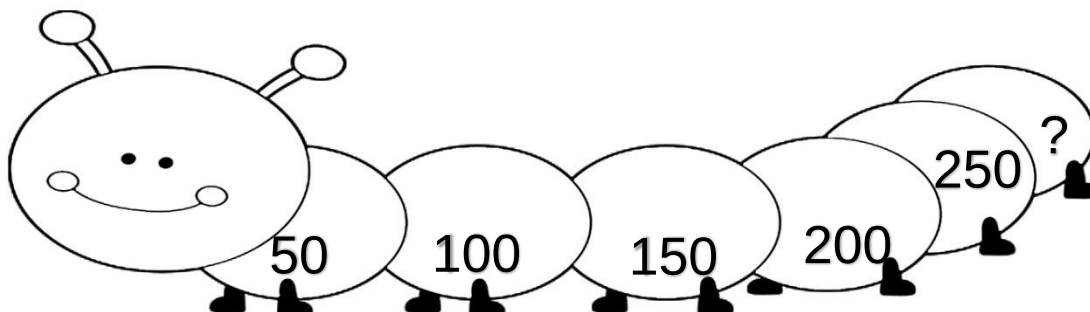
Time: 7 minutes

Directions:

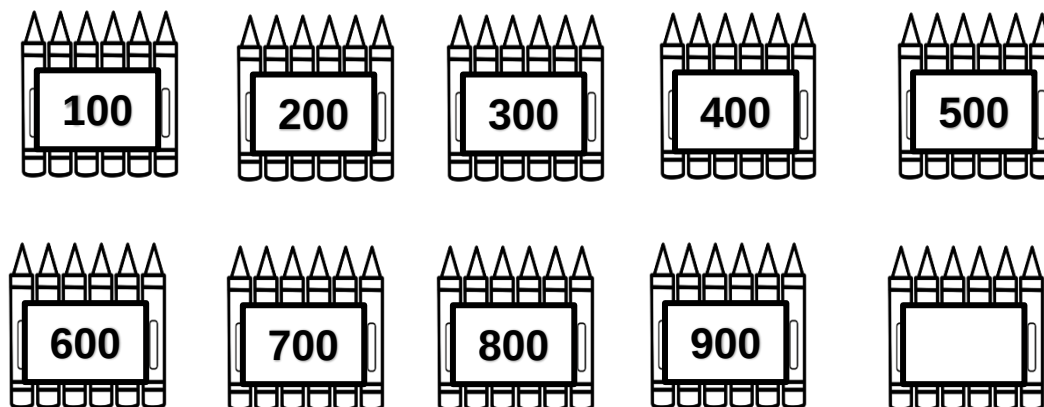
1. Skip count by 10 to fill in the box with the missing number.



2. Skip count by 50 to find out what is the missing number which will complete the pattern.



3. Skip count by 100 to fill in the box with the missing number.



Answers:

1. 90
2. 300
3. 1 000

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

Number pattern is the series of numbers in a set that follow a rule from one number to another. Skip counting using number charts and figures made visualizing and counting by 10s, 50s, and 100s.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Number Pattern/ Sequence
- Skip Counting

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A

Stem for Items 1 and 2:

1. Study the given charts.

SKIP COUNTING BY 10

10 20 30 40 50
60 70 80 90 100

SKIP COUNTING BY 50

50 100 150 200 250
300 350 400 450 500

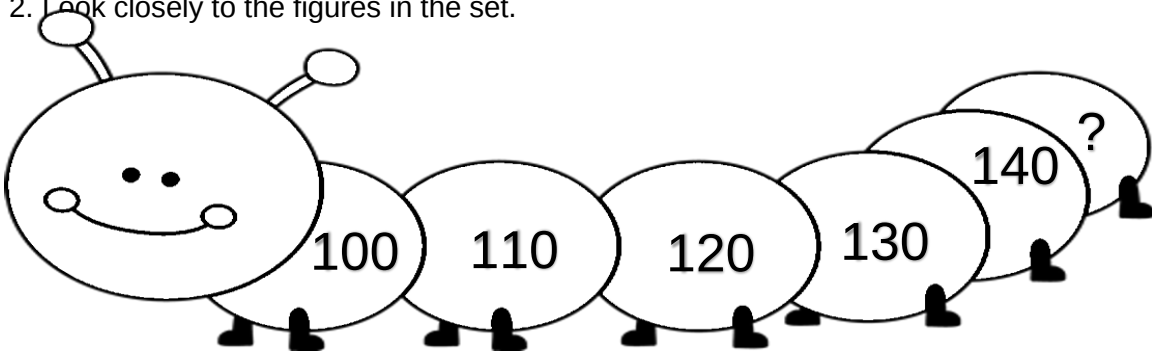
SKIP COUNTING BY 100

100 200 300 400 500
600 700 800 900 1000

Questions:

- What do you notice on the first chart?
- What is the first given number?
- How many are added from the first given number to come up with the second number?
Second to third? Third to fourth?
- Is the same number added from the previous number to the number to the next?
- Ask the same set of questions to the second and third charts.

- Look closely to the figures in the set.



Questions:

- What is the first given number? Second?
- How many are added from the first given number to come up with the second number?
Second to third?
- Is the same number added from the previous number to the number to the next?
- How many should be added to 35 to come up with the missing number?
- Ask the same set of questions to the second and third chart.

Part 4B

Item 1

Questions:

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

140, 150, 160, 170, 180, ____

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

100, 150, 200, 250, 300, ____

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

200, 300, 400, 500, 600, _____

Answers to Item 1:

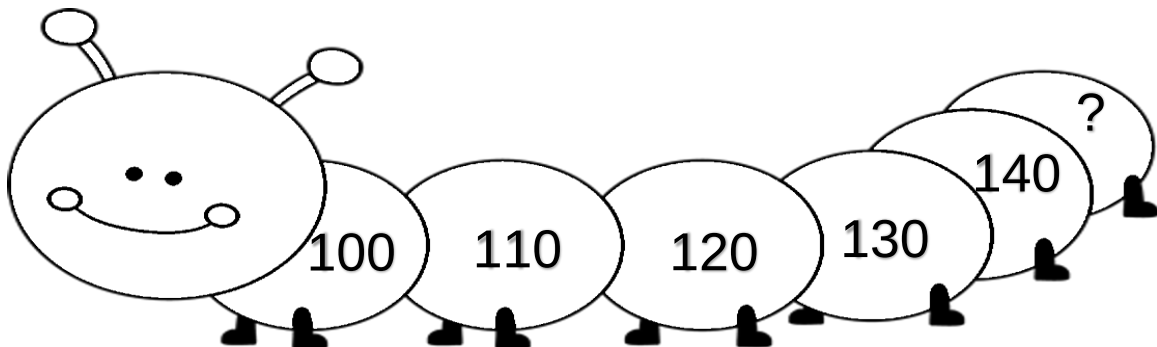
1. 190
2. 350
3. 700

Part 4C

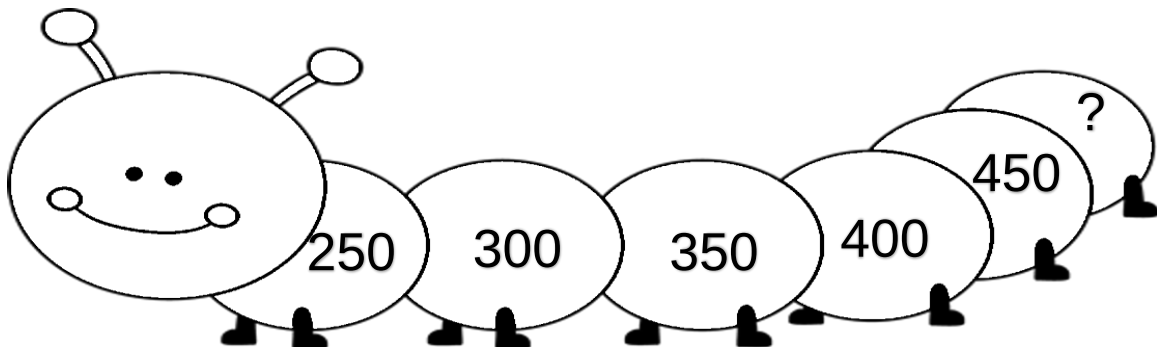
Item 2

Questions:

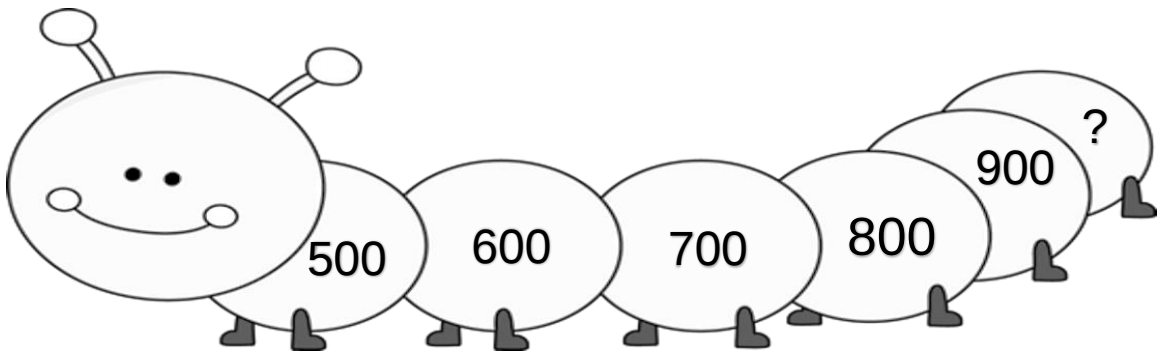
1. Count by 10s to complete the given set of numbers.



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



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



Answers to Item 2:

1. 150
2. 500
3. 1 000

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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 symbol and arrange in increasing or decreasing order the unit fractions

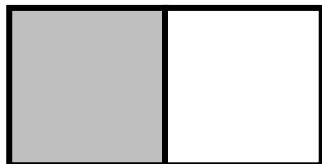
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

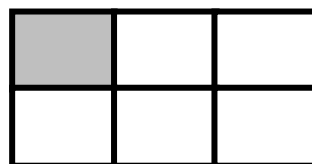
Questions:

Name the part of the whole shaded with gray.

1.



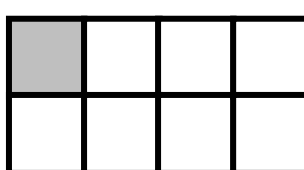
4.



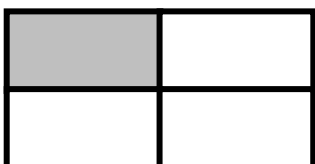
2.



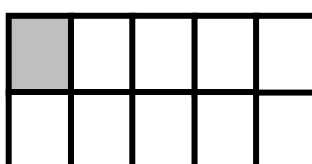
5.



3.



6.



Answers

1.

$$\frac{1}{2}$$

4.

$$\frac{1}{6}$$

2.

$$\frac{1}{3}$$

5.

$$\frac{1}{8}$$

3.

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

6.

$$\frac{1}{10}$$

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

In the previous activity, we recalled the unit fractions. Today, we will learn to compare the unit fractions using relational symbol represented by Alligator Al. We will also arrange them in increasing and decreasing order using cut-outs.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

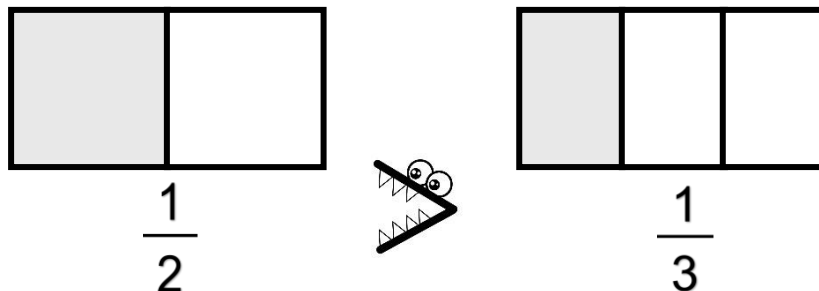
- Alligator Al
- Decreasing Order
- Increasing Order
- Unit Fraction

Lesson Component 4 (Lesson Activity)

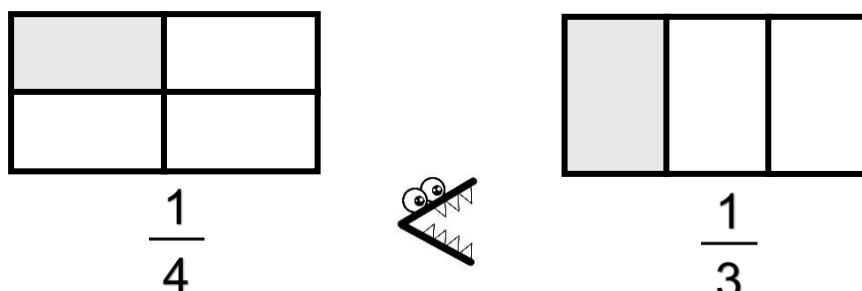
Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

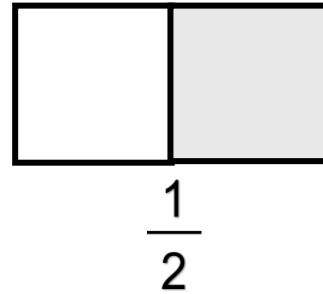
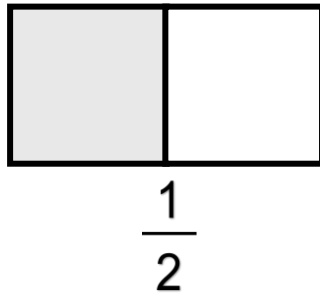
1. Compare the unit fractions below using Alligator Al.

**Questions:**

- In the figure at the left, what part of the whole is shaded green?
- What part of the whole is shaded green in the figure at the right?
- Compare the shaded regions of the figures?
- Which is bigger?
- What relation symbol should be used if the first given fraction is bigger than the other?
- Here is another example. Look closely at the figures below.



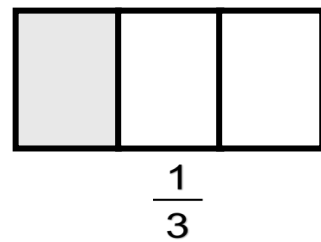
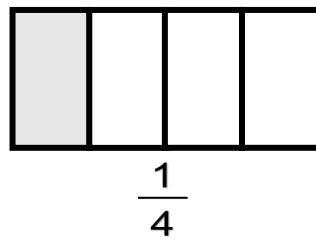
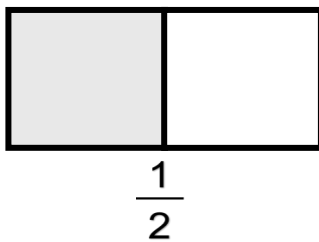
- g. What part of the whole is shaded green in the figure at the left?
- h. What part of the whole is shaded green in the figure at the right?
- i. Compare the shaded regions of the figures?
- j. Which is bigger?
- k. What relation symbol should be used if the first given fraction is smaller than the other?
- l. Look closer at the third set of figures below.



- m. What part of the whole is shaded green in the figure at the left?
- n. What part of the whole is shaded green in the figure at the right?
- o. Compare the shaded regions of the figures?
- p. Which is bigger?
- q. What relation symbol should be used if the fractions are the same?

2. After completing the tasks in comparing two unit fractions, you can level up by adding another fraction.

This time you are to arrange fractions in increasing order.



Questions:

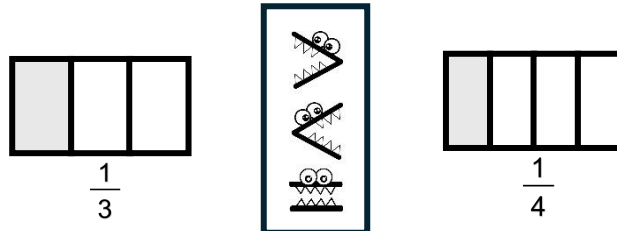
- a. What part of the whole is shaded blue in the leftmost figure?
- b. What part of the whole is shaded blue in the figure at the middle?
- c. What part of the whole is shaded blue in the rightmost figure?
- d. Focusing on the green regions, which is the smallest?
- e. If $\frac{1}{2}$ is the smallest, what is the biggest?
- f. How should the fractions be listed from smallest to biggest?

Part 4B

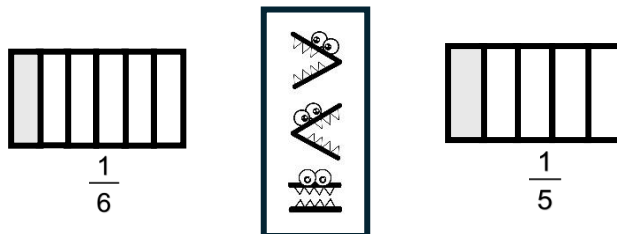
Item 1

Questions:

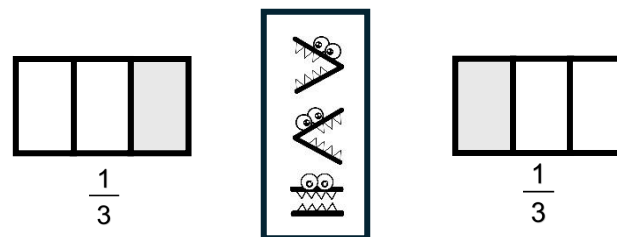
1. Compare the unit fractions below by encircling the correct Alligator AI symbol in the middle box.



2. Encircle the best Alligator AI symbol to be used to compare the given unit fractions.

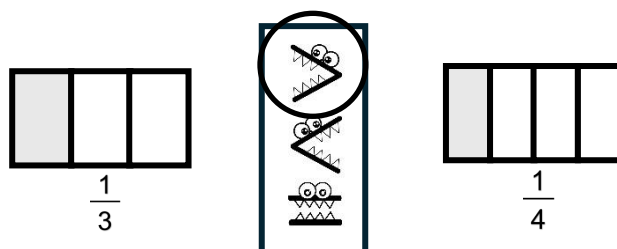


3. Which Alligator AI symbol in the middle box fits in comparing the unit fractions below?

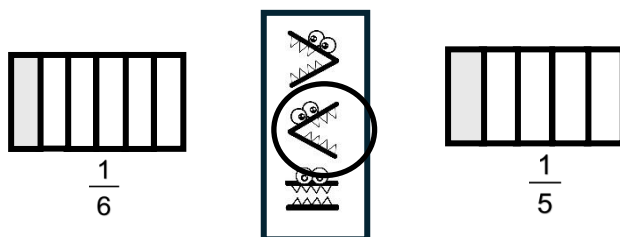


Answers to Item 1:

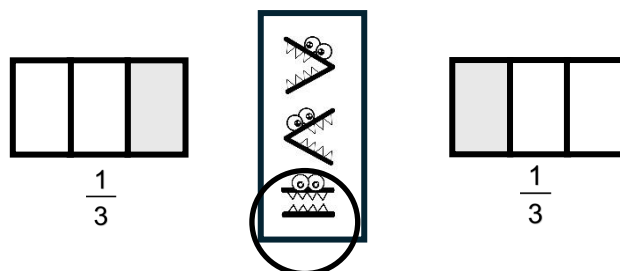
1. Compare the unit fractions below by encircling the correct Alligator AI symbol in the middle box.



2. Encircle the best Alligator AI symbol to be used to compare the given unit fractions.



3. Which Alligator AI symbol in the middle box fits in comparing the unit fractions below?

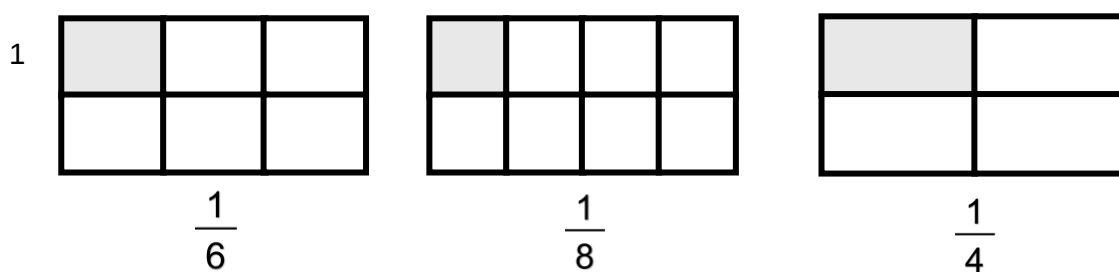


Part 4C

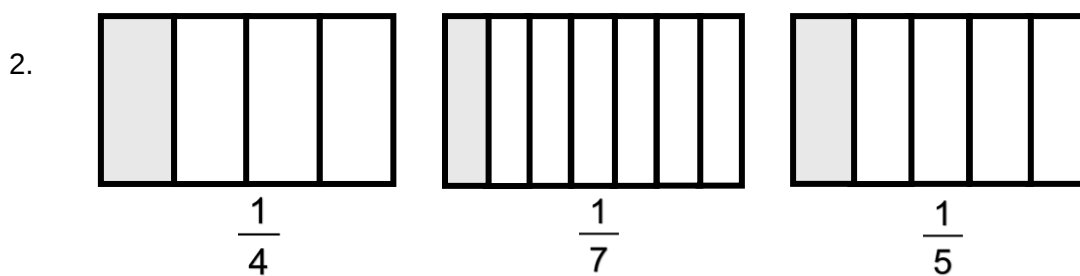
Item 2

Questions:

Arrange the following fractions in increasing order. Rewrite the fraction symbols in the box below the given fractions.

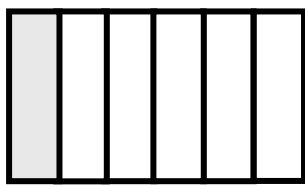


Answer: _____, _____, _____

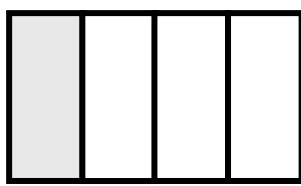


Answer: _____, _____, _____

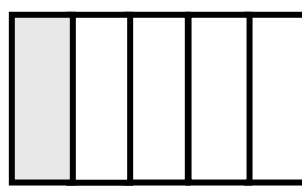
3.



$$\frac{1}{6}$$



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



$$\frac{1}{5}$$

Answer: _____, _____, _____

Answers to Item 2:

1. $\frac{1}{8}$, $\frac{1}{6}$, $\frac{1}{4}$

2. $\frac{1}{7}$, $\frac{1}{5}$, $\frac{1}{4}$

3. $\frac{1}{6}$, $\frac{1}{5}$, $\frac{1}{4}$

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

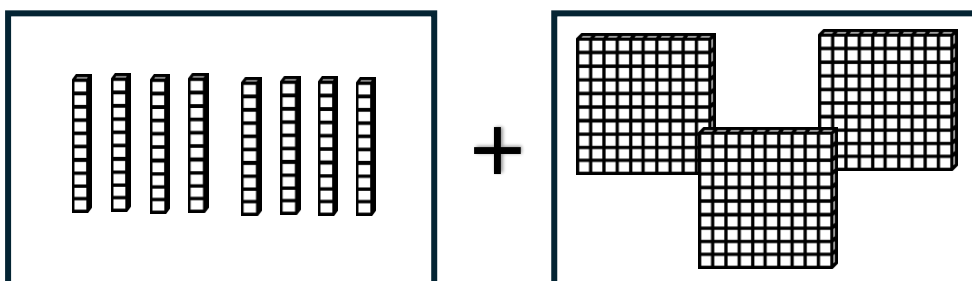
Visualize, represent, and add 2-digit by 3-digit and 3-digit by 3-digit numbers with sums up to 1000 without and with regrouping

Lesson Component 1 (Lesson Short Review)

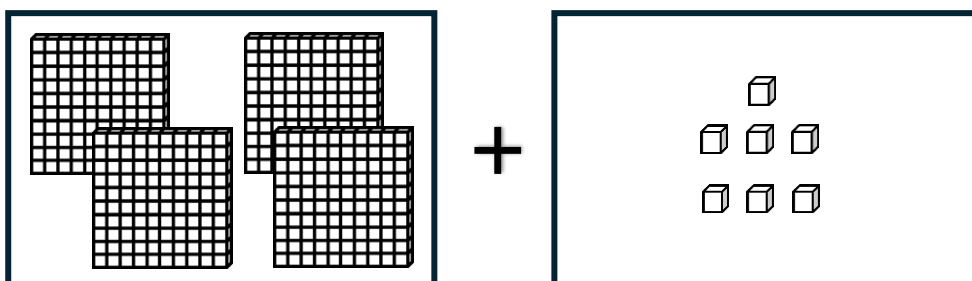
Time: 7 minutes

Questions:

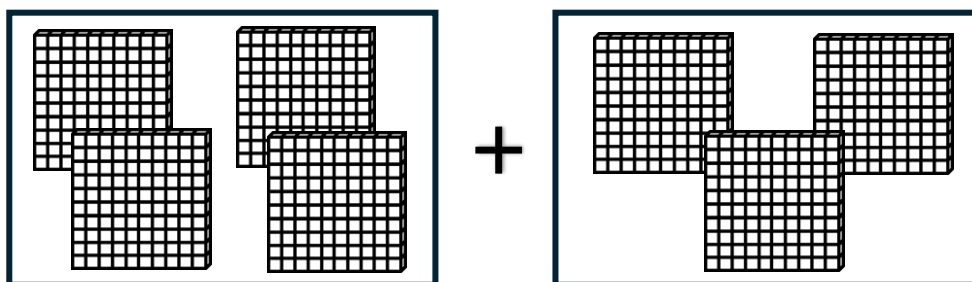
1. What is the sum of the two sets of Base Ten Blocks?



2. Find the sum of the two sets of blocks.



3. Add the two sets of blocks.



Answers:

1. 380
2. 407
3. 700

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

We learned about using Base Ten Blocks, illustrations, and counters to represent numbers. Today, we will use the Trading Board Game to help you visualize addition of numbers with sums up to 1 000 without and with regrouping.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Addends
- Addition
- Addition With Regrouping
- Addition Without Regrouping
- Colored Chips (Yellow, Blue, Red, and White)
- Sum

Lesson Component 4 (Lesson Activity)**Part 4A****Stem for Items 1 and 2:**

1. Bring out your Place Value Chart. Write the highest 3-digit number that can be formed using the digits 1,2, and 3 on the first row. Then, write the least 3-digit that can be formed using the same digits on the second row. Write the sum of the formed numbers on the third row.

Given Number	Thousands	Hundreds	Tens	Ones
321		3	2	1
123		1	2	3
TOTAL		4	4	4

Questions:

- a. In the ones column, there is a digit 1 on the first row and a digit 3 white on the second row. If you will add 1 and 3, what will be its total? Write the answer on the third row.
- b. In the tens column, there is a digit 2 both on the first row and second row. What is its total? Write the answer on the third row.
- c. In the hundreds column, there is a digit 5 on the first row and a digit 1 on the second row. What is its total? Write the answer in the third row.
- d. What is the sum of the given numbers?

2. Read the given numbers and plot the corresponding chips.

Given Number	Thousands	Hundreds	Tens	Ones
135		1	3	5
425		4	2	5
TOTAL		5	6	0

Questions:

- a. In the ones column, there is a digit 5 on the first row and a digit 5 white on the second row. If you will add 5 and 5, what will be its total? Write the answer only the digit 0 in the third row then regroup the digit 1 in the second column.
- b. In the tens column, there is a digit 3 on the first row and digit 2 on the second row. What is its total? Do not forget to add the digit 1 that is regrouped earlier. Write the answer on the third row.
- c. In the hundreds column, there is a digit 1 on the first row and a digit 5 on the second row. What is its total? Write the answer in the third row.
- d. What is the total of 135 and 425?

Part 4B**Item 1****Directions:**

1. Using the Place Value Chart, solve for the sum of 521 and 206.

Given Number	Thousands	Hundreds	Tens	Ones
521				
206				
TOTAL				

2. What is the sum of 323 and 541? Write the addends on the Place Value Chart to get the answer.

Given Number	Thousands	Hundreds	Tens	Ones
323				
541				
TOTAL				

3. In the equation $618 + 71 = N$, find the value of N using the Trading Board.

Given Number	Thousands	Hundreds	Tens	Ones
618				
71				
TOTAL				

Answers:

1. Using the Place Value Chart, solve for the sum of 521 and 206.

Given Number	Thousands	Hundreds	Tens	Ones
521		5	2	1
206		2	0	6
TOTAL		7	2	7

2. What is the sum of 323 and 541? Write the addends on the Place Value Chart to get the answer.

Given Number	Thousands	Hundreds	Tens	Ones
323		3	2	3
541		5	4	1
TOTAL		8	6	4

3. In the equation $618 + 71 = N$, find the value of N using the Place Value Chart.

Given Number	Thousands	Hundreds	Tens	Ones
618		6	1	8
71			7	1
TOTAL		6	8	9

Part 4C**Item 2****Questions:**

1. In the equation $462 + 73 = N$, find the value of N using the Place Value Chart.
2. Using the Place Value Chart, solve for the sum of 325 and 426.
3. What is the sum of 254 and 746? Write the addends on the Place Value Chart to find the answer.

Answers:

1.

Given Number	Thousands	Hundreds	Tens	Ones
462		4	6	2
73			7	3
TOTAL		5	3	5

2.

Given Number	Thousands	Hundreds	Tens	Ones
325		3	2	5
426		4	2	6
TOTAL		7	5	1

3.

Given Number	Thousands	Hundreds	Tens	Ones
254		2	5	4
746		7	4	6
TOTAL	1	0	0	0

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

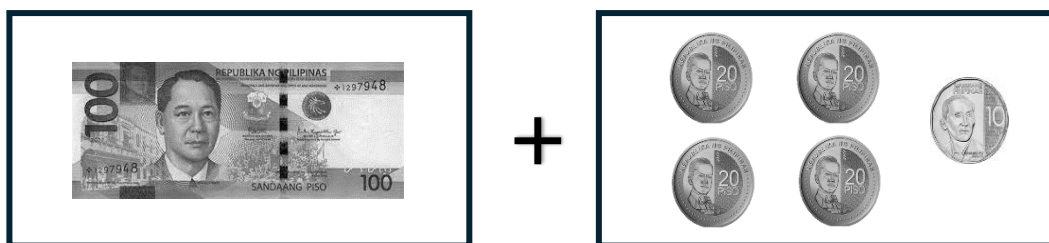
Solve routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem-solving strategies and tools

Lesson Component 1 (Lesson Short Review)

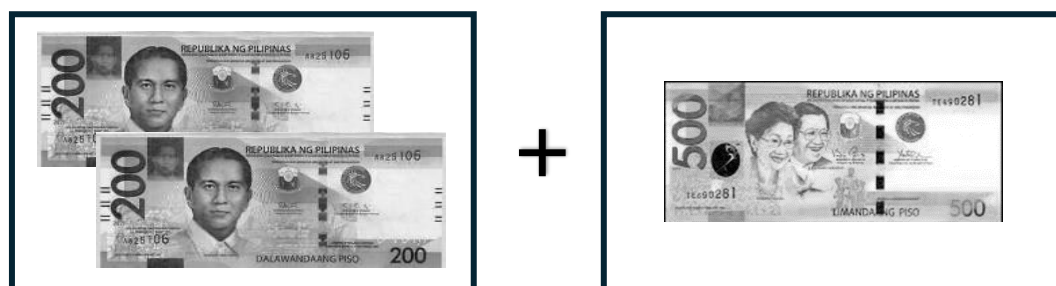
Time: 7 minutes

Questions:

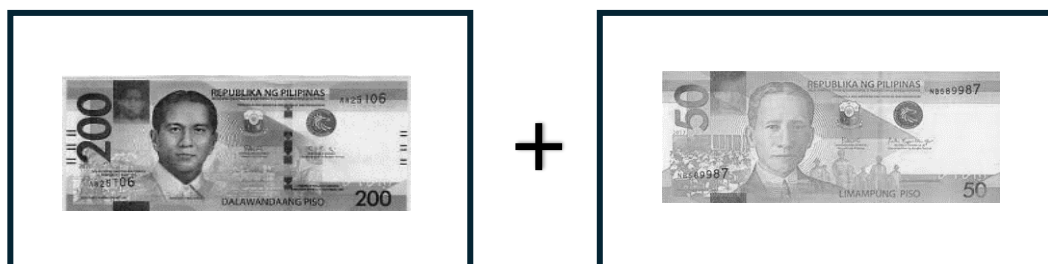
1. Find the total amount of Philippine money in the two boxes.



2. How much money will you get if you combine the Philippine bills and coins in the two boxes below?



3. What is the total amount of money in the boxes?



Answers:

1. ₱190
2. ₱900
3. ₱250

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

We learned about using varied strategies and tools in representing and adding numbers. Today, we will use Polya's Method to solve routine problems, and Philippine money to solve non-routine problems involving addition of whole numbers including money with sums up to 1 000.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Non-routine Problems
- Philippine Money (Bills and Coins)
- Polya's Method
- Routine Problems

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Read the problem carefully.

Jhaydel went to the canteen and bought some school supplies. He bought a pad of paper worth ₱25 and a pencil worth ₱15. How much did he spend for his school supplies?

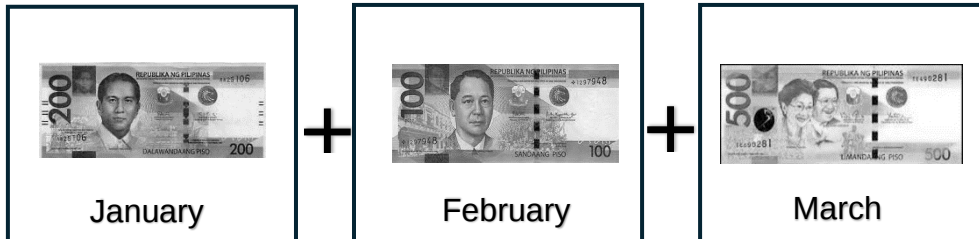
Questions:

- a. Who went to the canteen to buy some school supplies?
- b. What school supplies did he buy?
- c. How much was the pad of paper?
- d. How about the pencil?
- e. This problem can be solved using Polya's Method. Since the first step is to understand it, find out what is asked. Then, tell what the given numbers are.
- f. If the second step is to plan, identify the operation to be used and write a number sentence that can solve the problem.
- g. On the third step, solve.

h. Finally, check and look back. How much did Jhaydel for his school supplies?

2. Read the problem carefully.

Jhayniel saves ₱200 on January, ₱100 on February, and ₱500 on March. How much does he save in three months?



Questions:

- Using the Philippine bills and coins, show the amount Jhayniel saves on January.
- How about the amount or bill he saves in February?
- Which bill represents his savings in March?
- How can you find his total savings in three months?
- Is it easier to solve the problem using real/ play money?

Part 4B

Item 1

Read the problem carefully then answer the questions that follow.

There are 502 learners from Kinder to Grade 3 and 483 learners in Grades 4 to 6 studying in Maayos Elementary School. What is the total number of pupils studying there?

Questions:

- Understand
 - What is asked in the problem? _____
 - What are given? _____
- Plan
 - What operation will be used to solve the problem? _____
 - Write the Number Sentence. _____
- Solve
- Check and Look Back

Answers to Item 1:

1. Understand

- a. The total number of pupils studying there.
- b. The given numbers are 502 and 483 learners.

2. Plan

- c. Addition
- d. $502 + 483 = N$

3. Solve

$$\begin{array}{r} 502 \\ + 483 \\ \hline 985 \end{array}$$

4. Check and Look Back

There is a total of 985 learners in Maayos Elementary School.

Part 4C

Item 2

Questions:

Bring out your play money to answer the following problems.

- 1. Leonie spent ₱90 on Saturday and ₱75 on Sunday. How much did she spend during the weekend?
- 2. Mhae saved money weekly as shown below. How much does she save in three weeks?



- 3. Father Noel gave Jhada ₱250 for her food allowance and another ₱110 for her transportation allowance. How much did Father Noel give Jhada for her food and transportation allowances?

Answers to Item 2:

- 1. ₱165
- 2. ₱185
- 3. ₱360

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 11

Visualizing, Representing, and Subtracting 2 to 3-Digit Numbers with Minuends up to 999 Without and with Regrouping

Key Idea

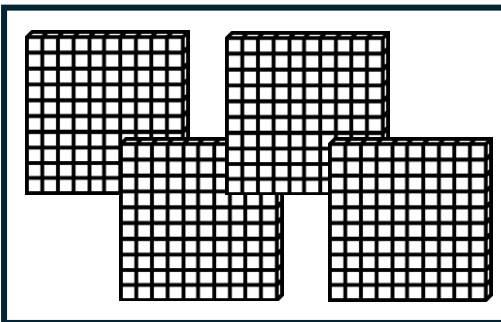
Visualize, represent, and subtract 2- to 3- digit numbers with minuends up to 999 without and with regrouping.

Lesson Component 1 (Lesson Short Review)

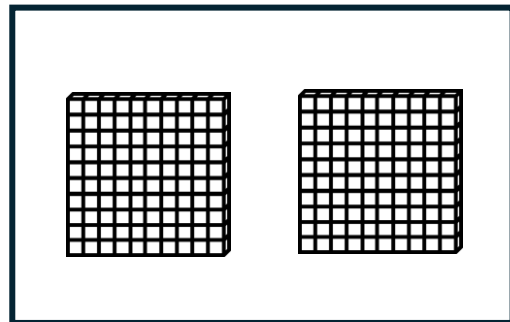
Time: 7 minutes

Questions:

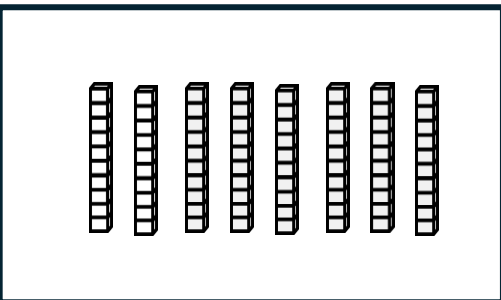
1. What is the difference of the two sets?



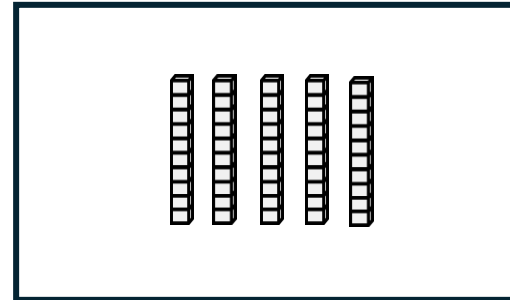
-



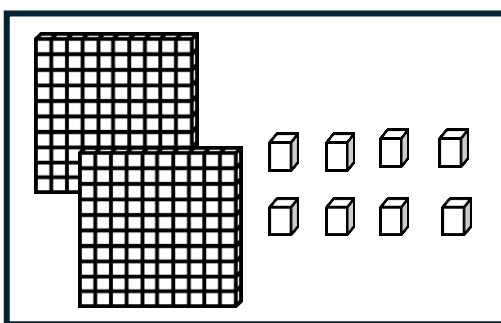
2. Find the difference of the two sets.



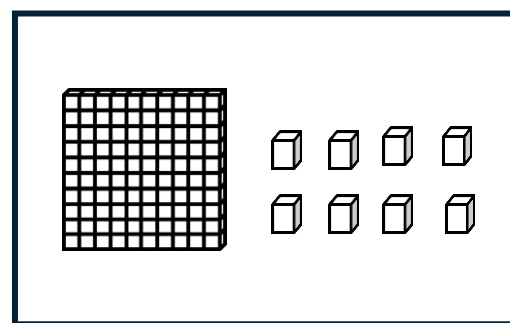
-



3. Subtract the two sets of blocks.



-



Answers:

1. 200
2. 50
3. 100

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

We learned about using Base Ten Blocks, illustrations, and counters to represent numbers. Today, we will use the Place Value Chart to help you visualize subtraction of numbers with minuends up to 999 without and with regrouping.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Colored Chips (Yellow, Blue, Red, and White)
- Minuend
- Subtraction
- Subtraction With Regrouping
- Subtraction Without Regrouping
- Subtrahend

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Get your Place Value Chart. Give the highest 3-digit number that can be formed using the digits

5, 7, and 9. Write it on the first row. Then, give the least 3-digit that can be formed using the digits 2, 4,

and 1. Write it on the second row. Solve for the difference of the formed numbers.

Given Number	Thousands	Hundreds	Tens	Ones
975		9	7	5
124		1	2	4
Difference				

Questions:

- a. In the ones column, there is a digit 5 in the first row while there is a digit 4 on the second row. Subtract 5 and 4. Write the answer in the third row.
- b. In the tens column, there is a digit 7 on the first row and a digit 2 on the second row. Subtract 7 and 2. Write the answer in the third row.
- c. In the hundreds column, there is a digit 9 on the first row and a digit 1 on the second row. Subtract 9 and 1. Write the answer in the third row.
- d. What is the difference between the numbers?

2. Read the given numbers then write them on the Place Value Chart.

Given Number	Thousands	Hundreds	Tens	Ones
782		7	8	2
247		2	4	7
Difference				

Questions:

- a. In the ones column, there is a digit 2 on the first row and a digit 7 on the second row, can you subtract? Since you can't, deduct 1 from the digit 8 in the tens place. Then, regroup it to the ones by adding 10 to the digit 2. The digit 2 now becomes 12. Can you already subtract 12 and 7? Write the answer on the third row.
- b. In the tens column, the digit 8 already becomes 7 on the first row and there is a digit 4 on the second row. What is the difference between 7 and 4? Write the answer on the third row.
- c. In the hundreds column, there is a digit 7 on the first row and a digit 2 on the second row. What is the difference? Write the answer in the third row.
- d. What is the difference between the numbers?

Part 4B**Item 1****Questions:**

1. Using the Place Value Chart, solve for difference of 628 and 235.

Given Number	Thousands	Hundreds	Tens	Ones
628				
225				
Difference				

2. What is the difference of 947 and 405? Write the given numbers in the Place Value Chart to find the answer.

Given Number	Thousands	Hundreds	Tens	Ones
947				
405				
Difference				

3. In the equation $288 - 53 = N$, find the value of N using the Place Value Chart.

Given Number	Thousands	Hundreds	Tens	Ones
288				
53				
Difference				

Answers to Item 1:

1.

Given Number	Thousands	Hundreds	Tens	Ones
628		6	2	8
235		2	2	5
Difference		4	0	3

2.

Given Number	Thousands	Hundreds	Tens	Ones
947		9	4	7
405		4	0	5
Difference		5	4	2

3.

Given Number	Thousands	Hundreds	Tens	Ones
288		2	8	8
53			5	3
Difference		2	3	5

Part 4C**Item 2****Questions:**

1. Using the Place Value Chart, solve the difference of 352 and 125.

Given Number	Thousands			Ones
352				
125				
Difference				

2. What is the difference of 528 and 309? Write the given numbers on the Place Value Chart to find the answer.

Given Number	Thousands	Hundreds	Tens	Ones
528				
309				
Difference				

3. In the equation $550 - 35 = N$, find the value of N using the Place Value Chart.

Given Number	Thousands	Hundreds	Tens	Ones
550				
35				
Difference				

Answers to Item 2:

1. Using the Place Value Chart, solve the difference of 352 and 125.

Given Number	Thousands	Hundreds	Tens	Ones
352		3	5	2
125		1	2	5
Difference		2	2	7

2. What is the difference of 528 and 309? Write the given numbers on the Place Value Chart to find the answer.

Given Number	Thousands	Hundreds	Tens	Ones
528		5	2	8
309		3	0	9
Difference		2	1	9

3. In the equation $550 - 35 = N$, find the value of N using the Place Value Chart.

Given Number	Thousands	Hundreds	Tens	Ones
550		5	5	0
35			3	5
Difference		5	1	5

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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)

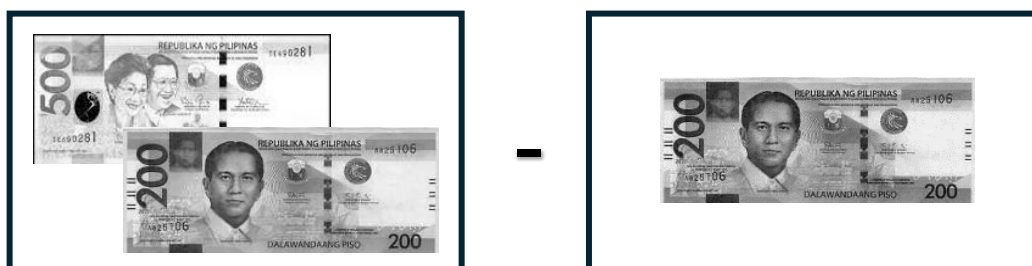
Time: 7 minutes

Questions:

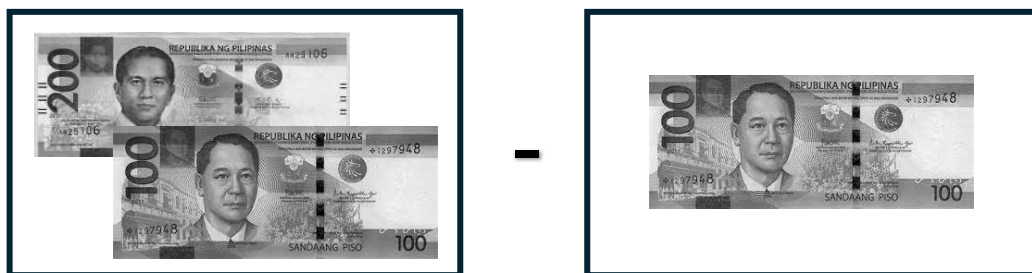
1. Find the difference of the amount of Philippine money in the two boxes.



2. How much money will you get if you deduct the Philippine bills and coins in the second box to that of the bills in the first box?



3. What is the difference of the amount of money in the boxes below?



Answers:

1. ₱50
2. ₱500
3. ₱200

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

We learned about using varied strategies and tools in representing and subtracting numbers. Today, we will use Polya's Method to solve routine problems, and illustration to solve non-routine problems involving subtraction of whole numbers including money with minuends up to 1 000.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Change
- Illustration Method
- Polya's Method
- Savings
- Withdrawal

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Read the problem carefully.

Nheithan went to the canteen and bought a bottle of water worth ₱15. How much will his change be if he gave the seller a fifty-peso bill?

Questions:

- a. Who went to the canteen?
- b. What did he buy there?
- c. How much did the bottled water cost?
- d. How much money did he give the seller to pay for the water?
- e. This problem can be solved using Polya's Method. Since the first step is to understand it, find out what is asked. Then, recall what the given numbers are.

- f. If the second step is to plan, identify the operation to be used and write a number sentence that can solve the problem.
 - g. On the third step, solve.
 - h. Finally, check and look back. How much change will Jhayniel receive?
2. Read the problem carefully.

Nhoeleth had a total savings of ₱100 in her piggy bank. She got ₱25 from her savings to buy a pad of paper. How much will be left in her piggy bank?



Questions:

- a. Using the Philippine bills and coins, can you show me the amount Nhoeleth saved in her piggy bank?
- b. Using play/ real money, can you show how much she spent for her pad of paper?
- c. How will you find the amount left in her piggy bank?
- e. Is it easier to solve the problem using real/ play money?

Part 4B

Item 1

Read the problem carefully then answer the questions that follow.

Teacher Yheng bought 100 boxes of crayons as her Year-end gift to her Grade 3 Learners in their school. If there were 40 pupils in her class, how many boxes of crayons will be left undistributed?

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 number of boxes of crayons left undistributed.
 - b. The given are 100 and 40 boxes of crayons.
2. Plan
 - c. Subtraction
 - d. $100 - 40 = N$
3. Solve
$$\begin{array}{r} 100 \\ - 40 \\ \hline 60 \end{array}$$
4. Check and Look Back

The number of boxes of crayons left undistributed is 60.

Part 4C

Item 2

Questions:

Use play money or illustration to answer the following problems.

1. Nash bought a book worth ₱125. If he paid the cashier ₱200, how much will his change be?
2. Aling Pining harvested 225 pieces of mangoes. If she sold 100 pieces to the market, how many pieces of mangoes would be left unsold?
3. Teacher Linda bought 85 pieces of lollipop. She intended to give it as her prize for her Grade Two learners and the rest to her nieces. If there were only 50 learners in Grade Two, how many lollipops would be given to her nieces?

Answers to Item 2:

1. ₱75
2. 125 mangoes
3. 35 lollipops

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

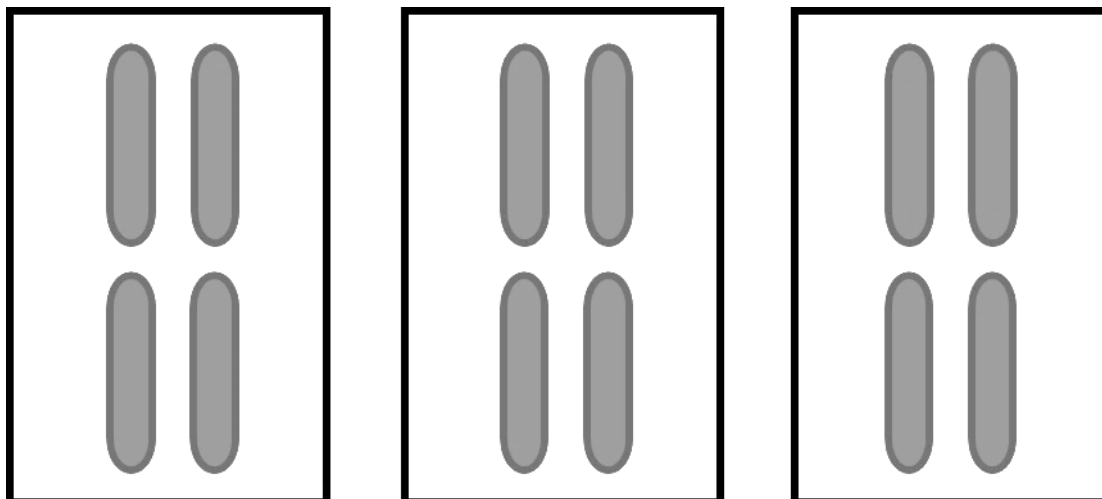
Illustrate and write a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: Draw the number of objects inside the box based on the given multiplication situation. Answer the questions that follow. Study the example below for your reference.

Example: 3 groups with 4 popsicles sticks each



- What is the repeated addition of the illustration? $4 + 4 + 4$
- Write the multiplication sentence for this. $4 \times 3 = 12$

1. 2 groups with 2 balls each



- What is the repeated addition of the illustration? _____
- Write the multiplication sentence for this. _____

2. 4 groups with 3 letter A each



- What is the repeated addition of the illustration? _____
- Write the multiplication sentence for this. _____

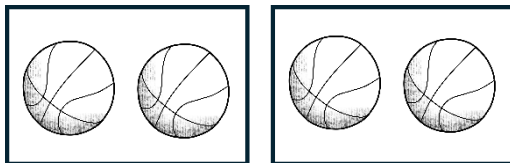
3. 5 groups with 4 apples each



- What is the repeated addition of the illustration? _____
- Write the multiplication equation for this. _____

Answers:

1. 2 groups with 2 balls each



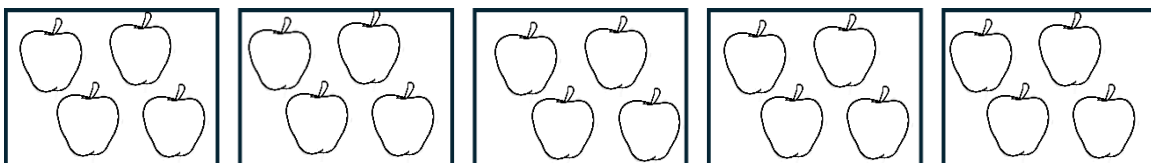
- What is the repeated addition of the illustration? $2 + 2$
- Write the multiplication sentence for this. $2 \times 2 = 4$

2. 4 groups with 3 letter A each



- What is the repeated addition of the illustration? $3 + 3 + 3 + 3$
- Write the multiplication sentence for this. $3 \times 4 = 12$

3. 5 groups with 4 apples each



- What is the repeated addition of the illustration? $4 + 4 + 4 + 4 + 4$
- Write the multiplication equation for this. $4 \times 5 = 20$

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Say:

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: **5** minutes

Key words/terms are:

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

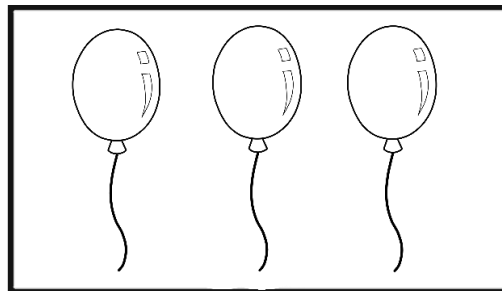
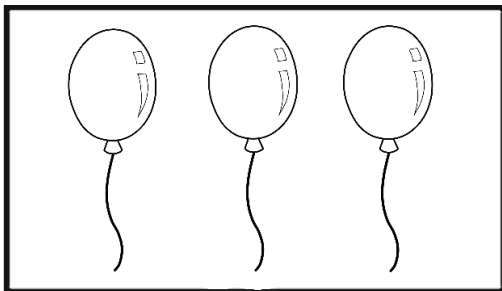
Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1.a. Complete the missing number to show the repeated addition and multiplication equation of the Illustrations. An example is given below.

2 groups with 3 balloons each



Repeated Addition: number of balloons in group 1 + number of balloons in group 2

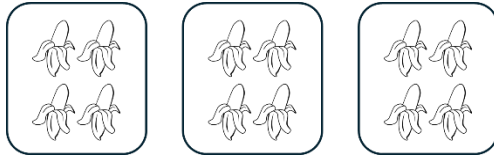
$$\underline{\quad 3 \quad} + \underline{\quad 3 \quad}$$

Multiplication Equation: number of groups X number of balloons of each group = total number of balloons

$$\underline{\quad 3 \quad} \times \underline{\quad 2 \quad} = \underline{\quad 6 \quad}$$

Questions:

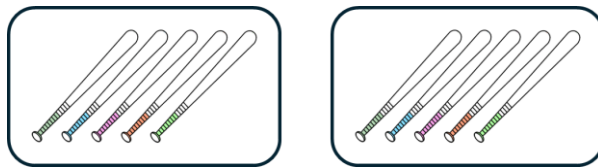
- a. 3 groups with 4 bananas each



Repeated Addition: _____ + _____ + _____

Multiplication Equation: _____ x _____ = 12

- b. 2 groups with 5 baseball bats each



Repeated Addition: _____ + _____

Multiplication Equation: _____ x _____ = 10

- c. 5 groups with 3 bells each

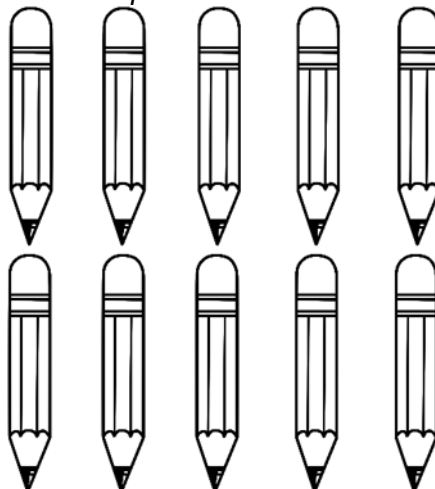


Repeated Addition: _____ + _____ + _____ + _____ + _____

Multiplication Equation: _____ x _____ = 15

- 1.b. Draw an array of objects based on the situations below. Write the multiplication equation for each illustration. An example is done for you.

Example: 2 rows and 5 columns of pencils.



Multiplication Equation: number of rows X number of columns = total number of Objects

$$\underline{\quad 2 \quad} \times \underline{\quad 5 \quad} = \underline{\quad 10 \quad}$$

Questions:

- a. 3 rows and 4 columns of ice cream cones



Multiplication equation: $\underline{\quad\quad\quad} \times \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$

- b. 4 rows and 5 columns of squares



Multiplication equation: $\underline{\quad\quad\quad} \times \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$

- c. 5 rows and 10 columns of stars



Multiplication equation: $\underline{\quad\quad\quad} \times \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$

- 2.a. Using the grid, show multiplication as counting by multiples. Follow the directions and answer the questions below. For your reference refer to the example below.

Multiples of 3

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

2.a.1. Write numbers 1 to 15 inside the square from left to right.

2.a.2. Color the squares green the first 4 multiples of 3 to show 3×4 .

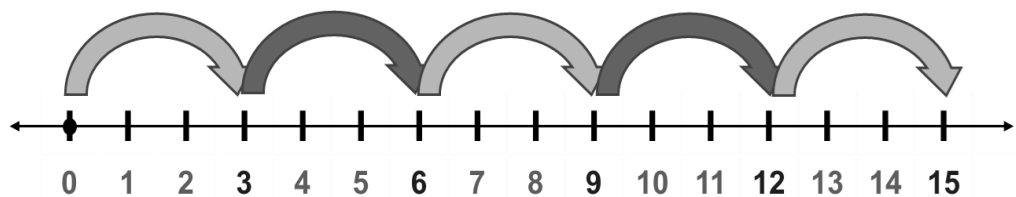
Questions:

a. Show 2×10 by shading the squares red the first 10 multiples of 2 in the number grid below.

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

b. Using the number grid, write numbers 1 to 50 inside the squares from left to right. Mark X the first 5 multiples of 4 to show 4×5 .

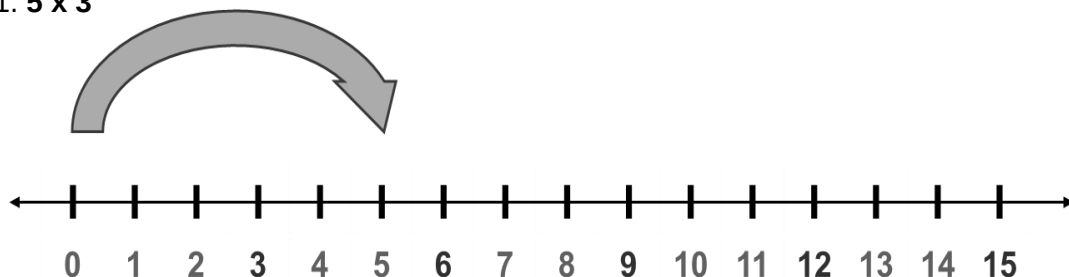
2.b. Show multiplication as equal jumps using a number line. An example below shows multiplication expression 3×5 .



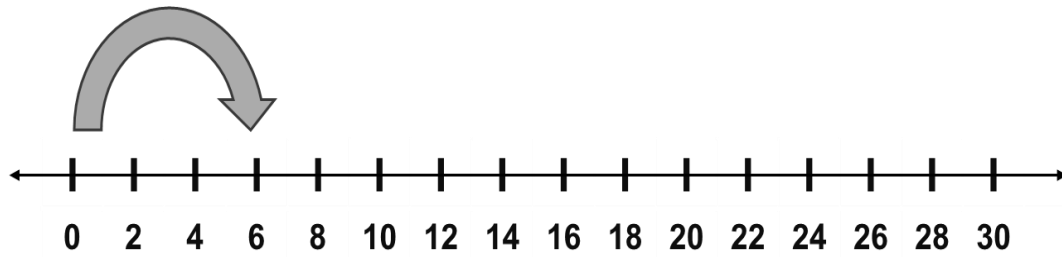
Questions:

a. Continue to draw an arrow to show the multiplication expression.

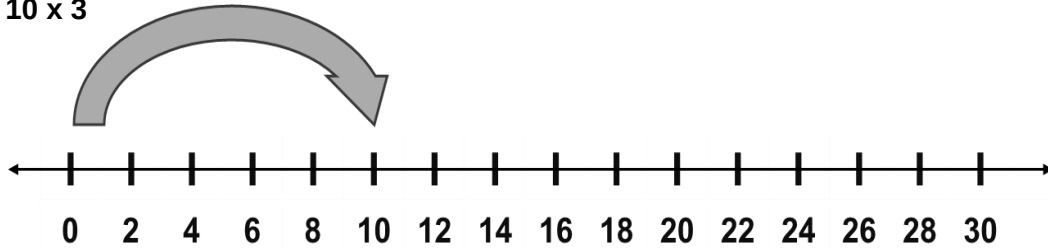
a.1. 5×3



a.2. 6×5

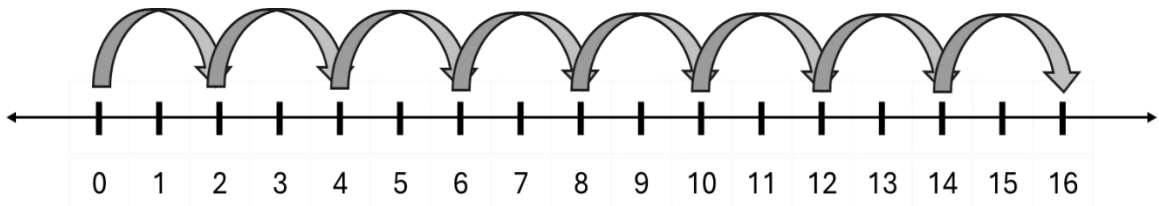


a.3. 10×3

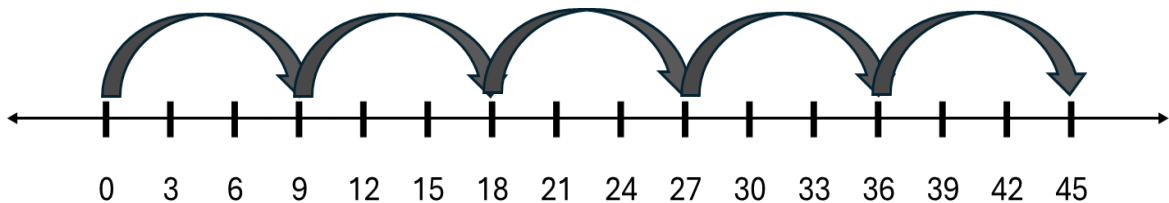


b. Write the multiplication equation of the illustration below.

b.1. _____

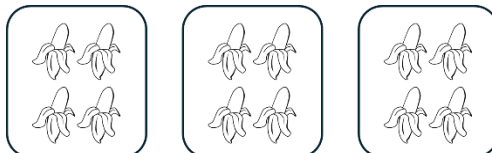


b.2. _____



Answers for items 1 and 2:

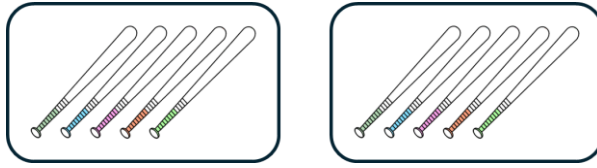
a. 3 groups with 4 bananas each



Repeated Addition: $\underline{4} + \underline{4} + \underline{4}$

Multiplication Equation: $\underline{4} \times \underline{3} = 12$

b. 2 groups with 5 baseball bats each



Repeated Addition: $\underline{5} + \underline{5}$

Multiplication Equation: $\underline{5} \times \underline{2} = 10$

c. 5 groups with 3 bells each

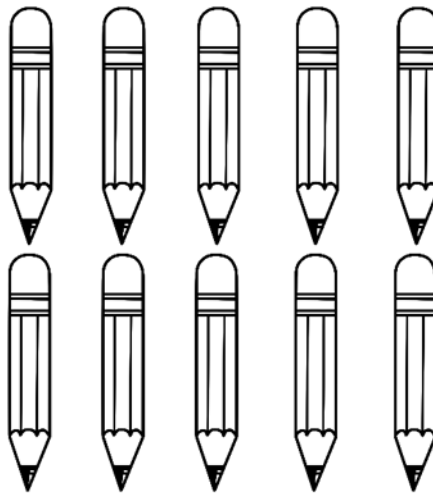


Repeated Addition: $\underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3}$

Multiplication Equation: $\underline{3} \times \underline{5} = 15$

1.b. Draw an array of objects based on the situations below. Write the multiplication equation for each illustration. An example is done for you.

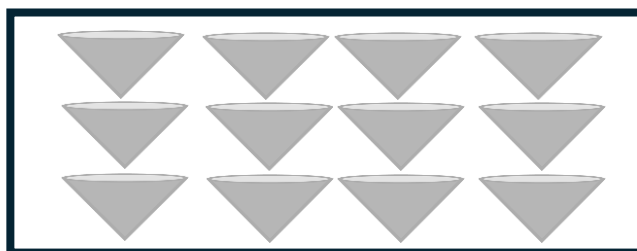
Example: 2 rows and 5 columns of pencils.



Multiplication Equation: number of rows X number of columns = total number of objects

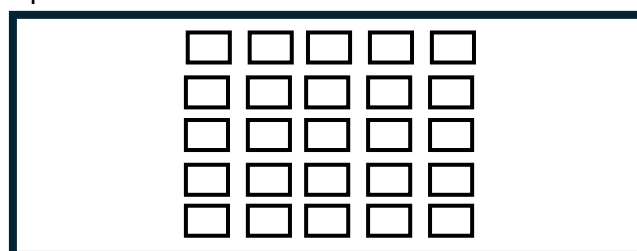
$$\underline{2} \times \underline{5} = \underline{10}$$

a. 3 rows and 4 columns of ice cream cones



Multiplication equation: $\underline{3} \times \underline{4} = \underline{12}$

b. 4 rows and 5 columns of squares



Multiplication equation: $\underline{4} \times \underline{5} = \underline{20}$

c. 5 rows and 10 columns of stars



Multiplication equation: $\underline{5} \times \underline{10} = \underline{50}$

a. Show 2×10 by shading the squares red the first 10 multiples of 2 in the number grid below.

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

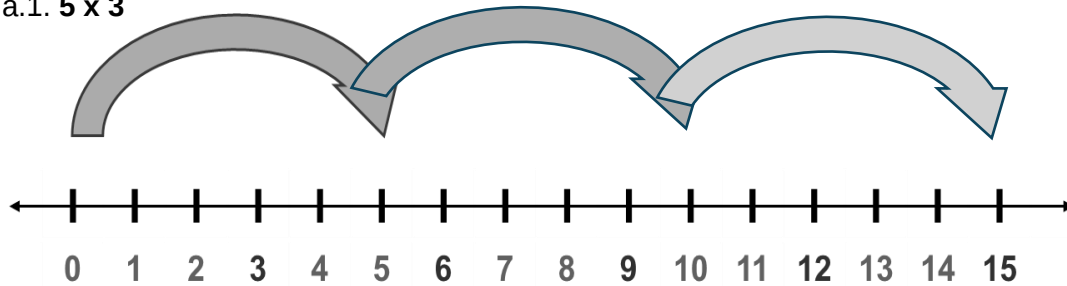
b. Using the number grid, write numbers 1 to 50 inside the squares from left to right. Mark

X the first 5 multiples of 4 to show 4×5 .

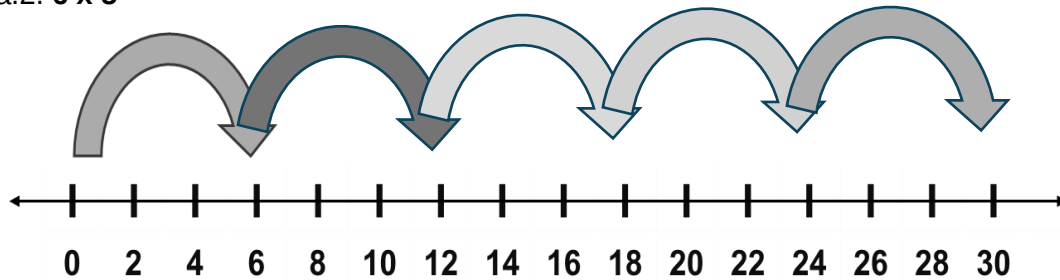
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

a. Continue to draw an arrow to show the multiplication expression.

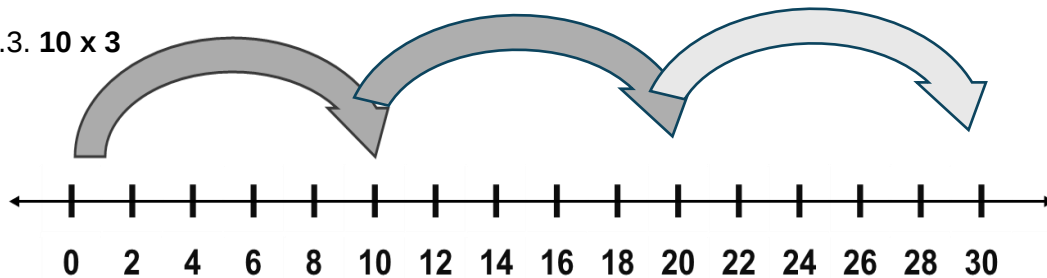
a.1. 5×3



a.2. 6×5

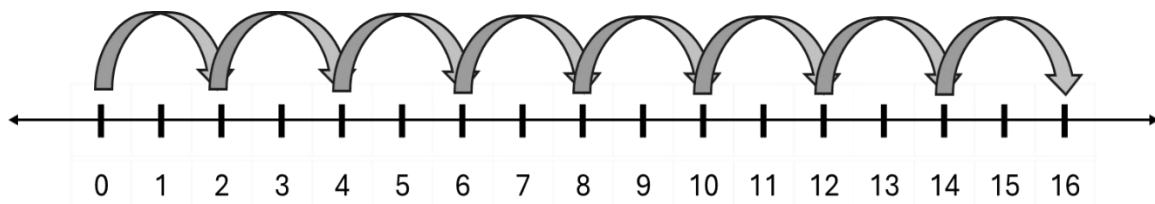


a.3. 10×3

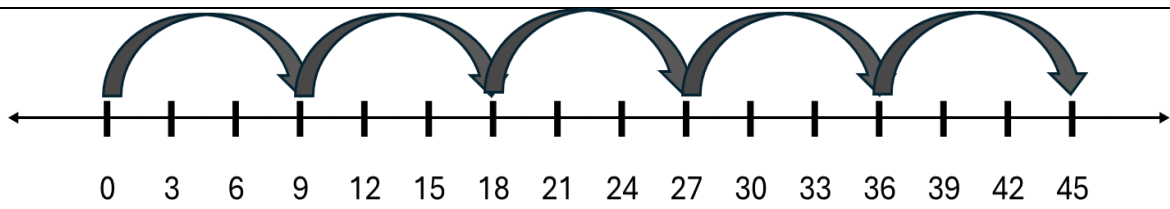


b. Write the multiplication equation of the illustration below.

b.1. $2 \times 8 = 16$



b.2. $9 \times 5 = 45$



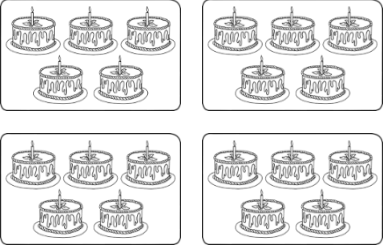
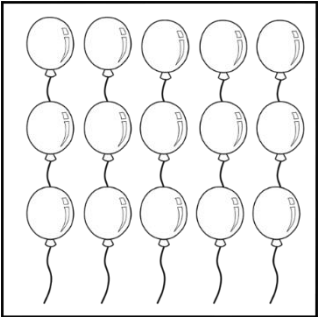
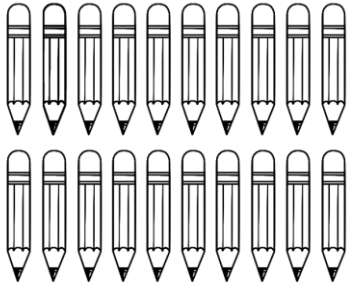
Part 4B

Item 1

Questions:

Directions: Match the illustrations in column A with its corresponding repeated addition or multiplication expression in column B. Write your answer on the space before the number.

COLUMN A

1. 
2. 
3. 

COLUMN B

- A. 3×5
- B. $5 + 5 + 5 + 5$
- C. $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$
- D. $10 + 10 + 10$

Answers to Item 1:

1. B
2. A
3. C

Part 4C**Item 2****Questions:**

1. Using the number grid, color green the first 7 multiples of 3 to show the multiplication expression 3×7 .

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

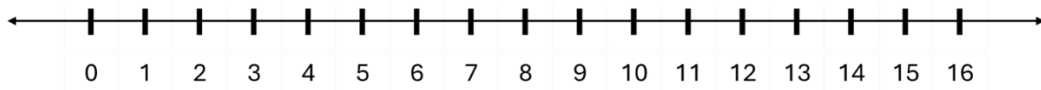
2. Put a check mark the first 5 multiples of 10 to show the multiplication expression 5×10 .

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

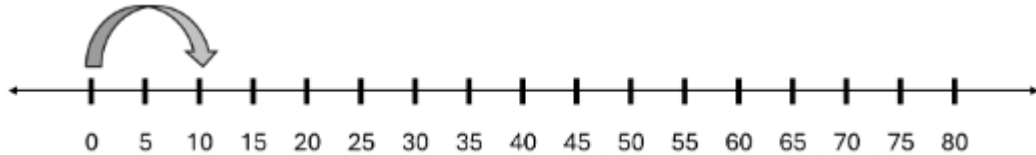
3. Show the multiplication expression 5×8 by encircling the first 8 multiples of 5.

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

4. Draw an arrow showing equal jumps in a number line below to illustrate the mathematical equation $2 \times 8 = 16$.



5. Illustrate the multiplication expression 10×8 by drawing an arrow showing equal jumps of 10 units.



Answers to Item 2:

1.

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

2.

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 ✓

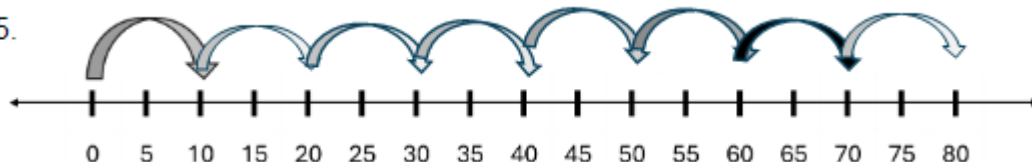
3.

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

4.



5.



Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: 5 minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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.

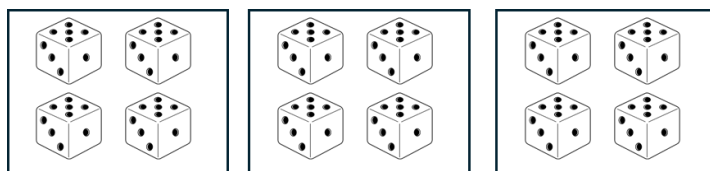
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Questions:

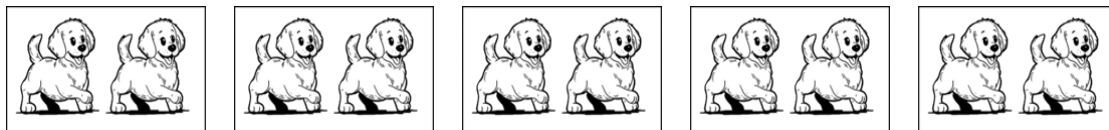
Write the repeated addition and the corresponding multiplication expression of the following illustrations. Refer to the example given below.

Example:



Answer: $4 + 4 + 4 = \underline{3 \times 4}$

1.



Answer: _____

2.



Answer: _____

3.



Answer: _____

Answers:

1. $2 + 2 + 2 + 2 + 2 = 2 \times 5$

2. $3 + 3 + 3 = 3 \times 3$

3. $4 + 4 + 4 + 4 + 4 + 4 + 4 = 4 \times 7$

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Say:

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: **5** minutes

Key words/terms are:

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

Lesson Component 4 (Lesson Activity)

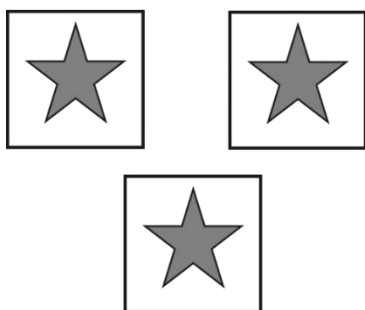
Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Directions: Answer the questions based on the given illustrations. An item is done for you.

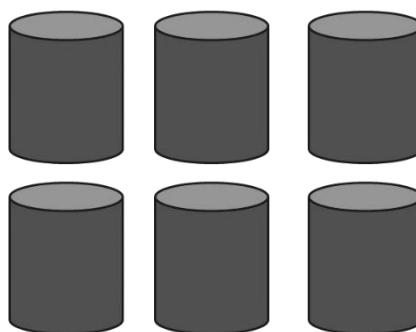
Example: What is the multiplication equation of the illustrations below?

stars in boxes



Answer: $1 \times 4 = 4$

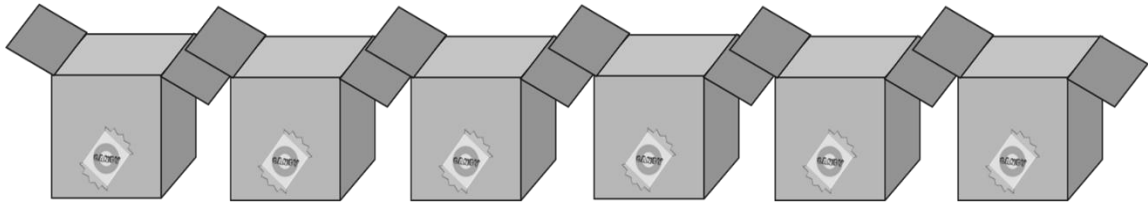
1 peso coin in cans



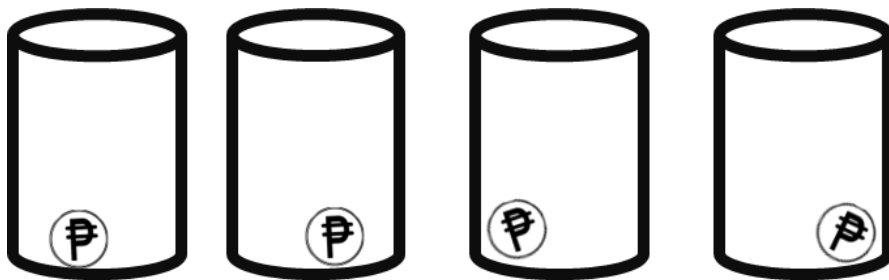
Answer: $6 \times 0 = 0$

Questions:

a. What multiplication equation can be derived in this illustration? _____



b. What will be the multiplication equation if there is only 1peso coin in each of the 4 cans as illustrated below? _____



c. Illustrate 5 circles with 1 letter A inside. What is the multiplication equation for this?

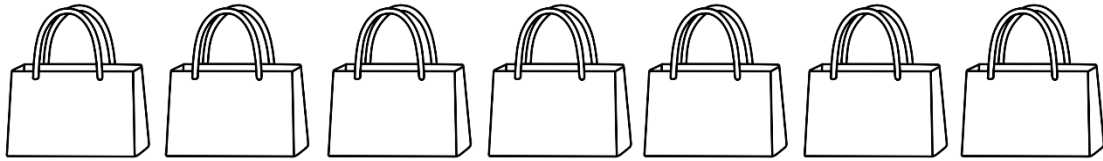
d. What is the multiplication equation of the illustrations below?

8 squares with zero letter B inside



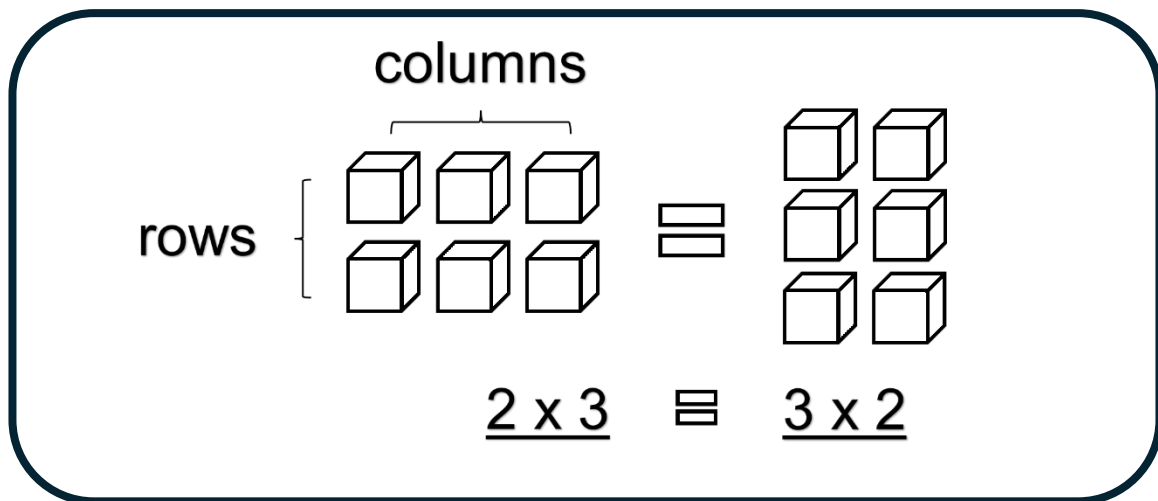
Answer: _____

An empty 7 bags



Answer: _____

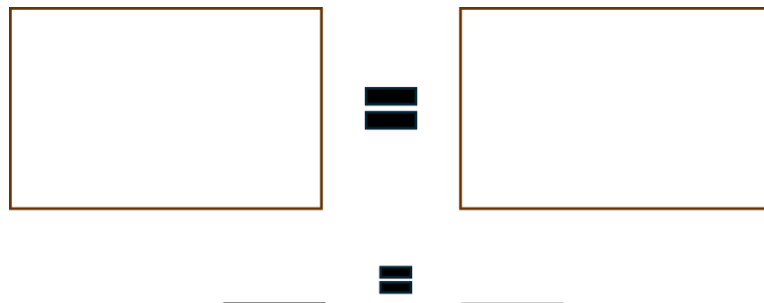
2. Interchange the number of objects in rows and columns to show commutative property of multiplication. Write the multiplication equation for each illustration. Below is an example for your reference.



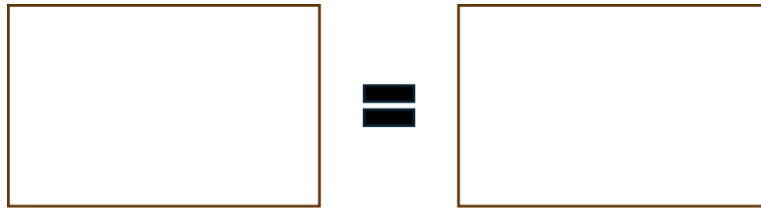
Questions:

What is the multiplication equation of the situations below? Illustrate your answer to show commutative property of multiplication.

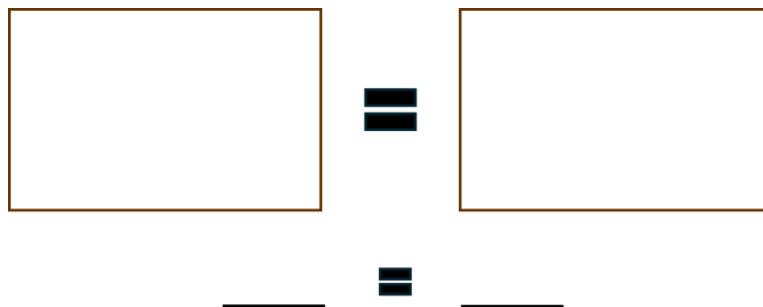
- a. 3 letter A in a row, 2 in a column and vice versa



b. 4 stars in a row, 5 in a column and vice versa



c. 5 circles in a row, 6 in a column and vice versa



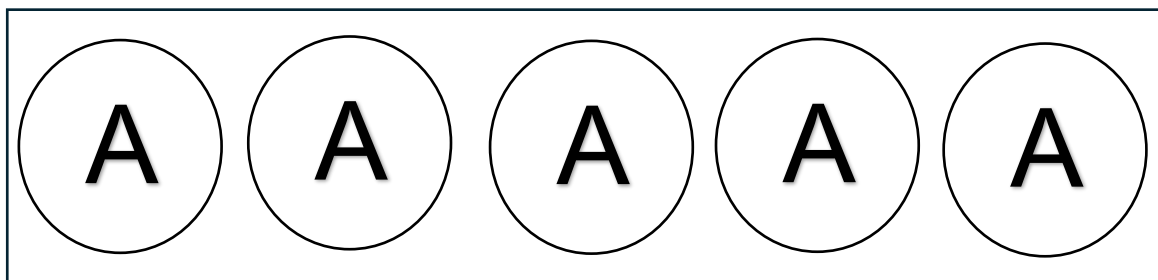
Answer for Items 1 and 2:

1.

a. $1 \times 8 = 8$

b. $1 \times 4 = 4$

c. $1 \times 5 = 5$

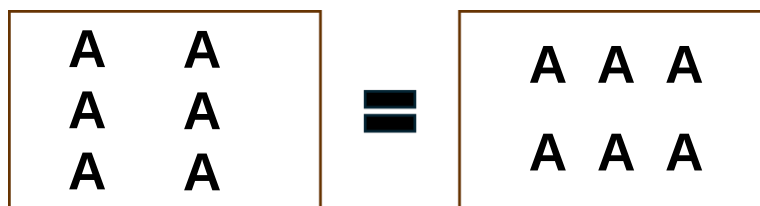


e. $0 \times 8 = 0$

f. $0 \times 7 = 0$

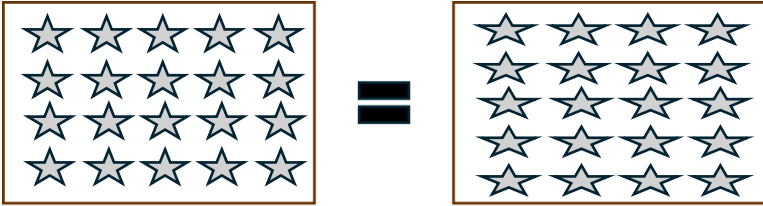
2.

a.



$$3 \times 2 = 2 \times 3$$

b.



$$\underline{4 \times 5} = \underline{5 \times 4}$$

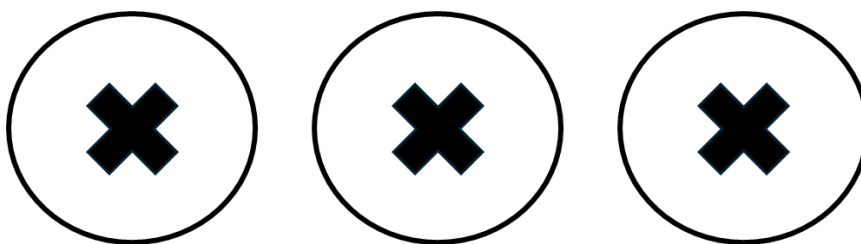
Part 4B

Item 1

Questions:

Directions: Examine the illustration of different situations below. Write the mathematical equation for each.

1. Three circles with letter with one letter X inside it



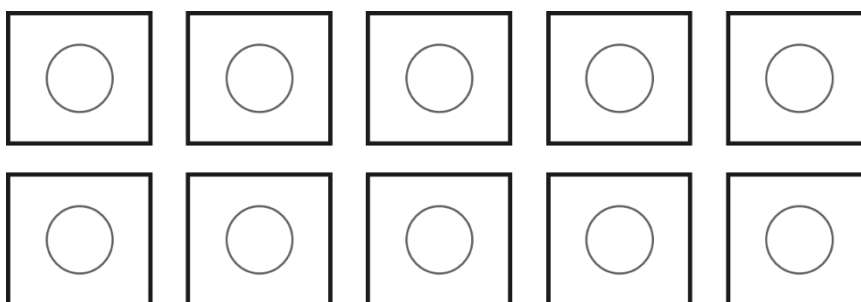
Multiplication Equation: _____

2. one pencil in each of the 5 fish bowls



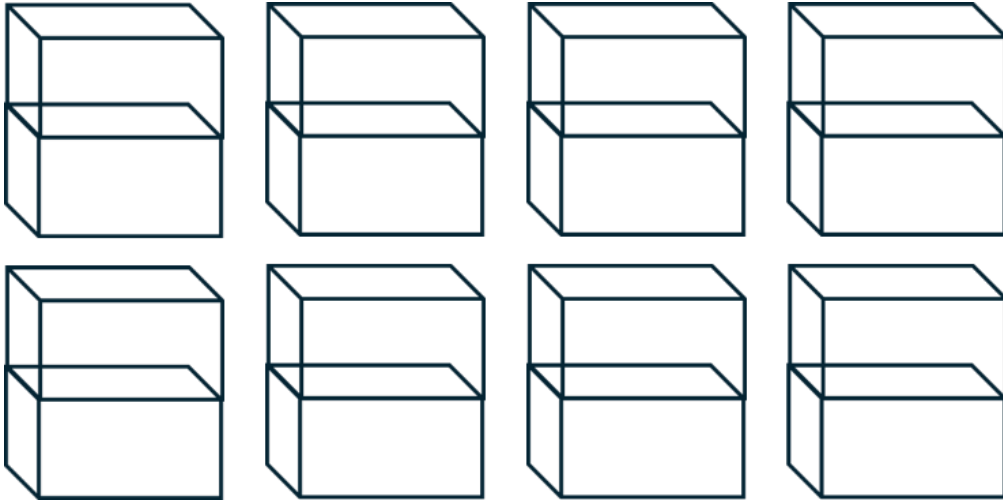
Multiplication Equation: _____

3. Ten squares with one circle each.



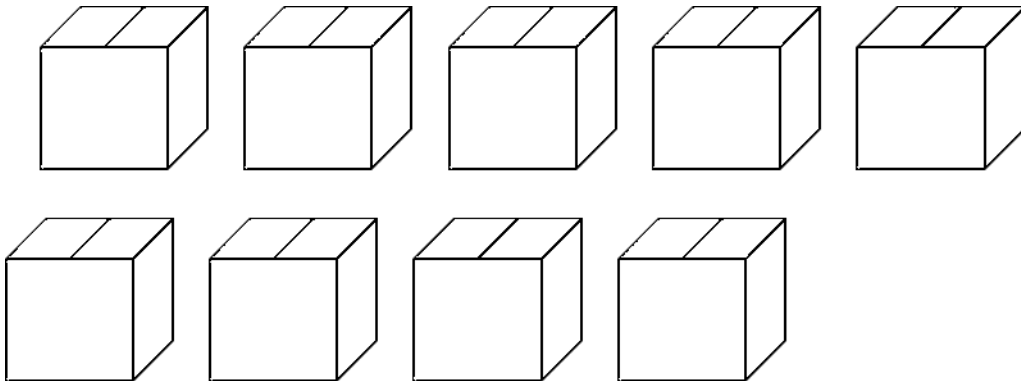
Multiplication Equation: _____

4. An empty eight cabinets



Multiplication Equation: _____

5. Nine boxes with no objects inside it



Multiplication Equation: _____

Answers to Item 1:

1. $1 \times 3 = 3$

2. $1 \times 5 = 5$

3. $1 \times 10 = 10$

4. $0 \times 8 = 0$

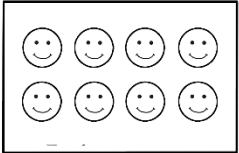
5. $0 \times 9 = 0$

Part 4C

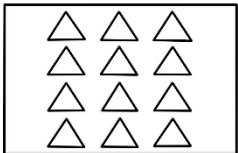
Item 2

Questions:

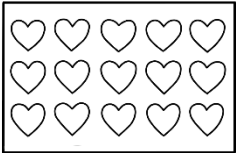
Directions: Interchange the number of objects in rows and columns to show commutative property of Multiplication. Draw your answer in the empty box. Write the multiplication equation for each illustration.

1.  = 

_____ = _____

2.  = 

_____ = _____

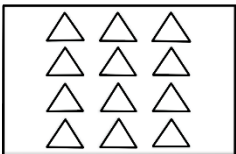
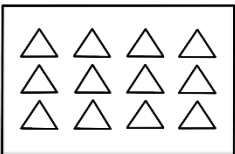
3.  = 

_____ = _____

Answers to Item 2:

1.  = 

2 X 4 = 4 X 2

2.  = 

4 X 3 = 3 X 4

3.

$$\underline{3 \times 5} = \underline{5 \times 3}$$

Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: 5 minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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: 7 minutes

Questions:

Directions: Show the repeated addition of the following multiplication expression. Study the example for your reference.

Example: $5 \times 3 = 5 + 5 + 5$

1. $2 \times 3 =$ _____

2. $3 \times 4 =$ _____

3. $5 \times 2 =$ _____

4. $6 \times 3 =$ _____

5. $9 \times 5 =$ _____

Answers:

1. $2 + 2 + 2$

2. $3 + 3 + 3 + 3$

3. $5 + 5$

4. $6 + 6 + 6$

5. $9 + 9 + 9 + 9 + 9$

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Say:

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: 5 minutes

Key words/terms are:

- Group

- Multiplication of Numbers
- Visualization of Multiplication
- Set

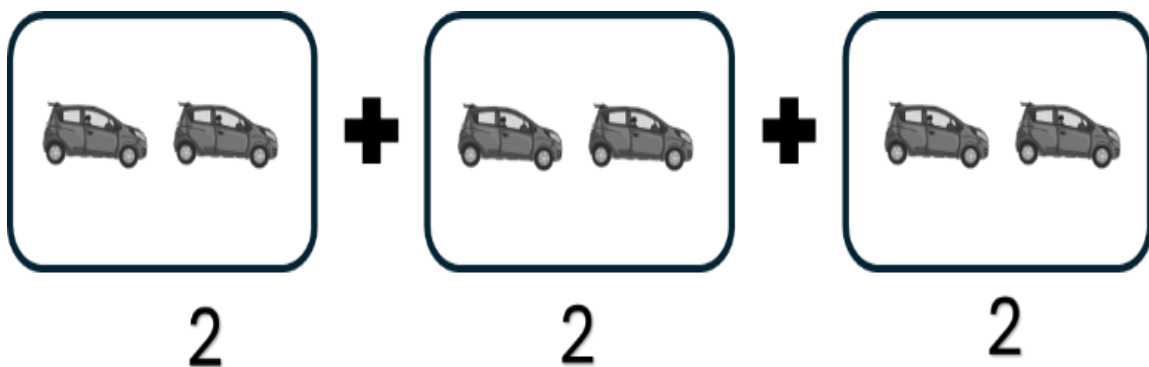
Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

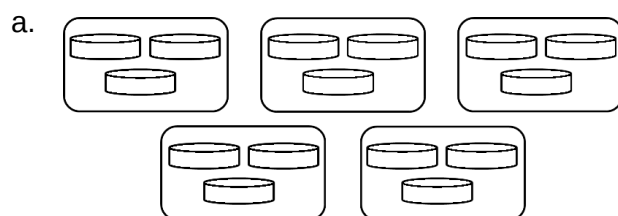
Stem for Items 1 and 2:

1. Directions: Write the repeated addition of the following illustrations and its corresponding multiplication equation. An example is given below.



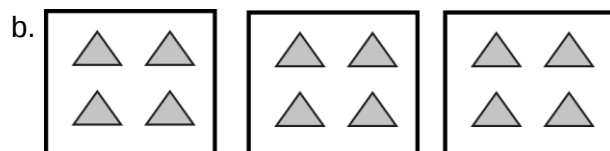
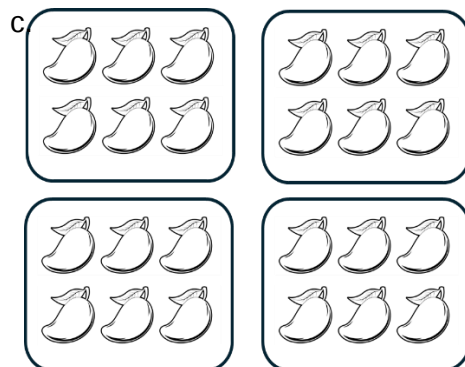
Repeated addition : $2 + 2 + 2 = 6$

Multiplication equation: $2 \times 3 = 6$



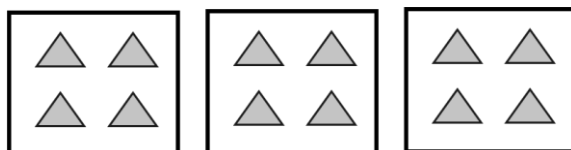
Repeated addition : _____

Multiplication equation : _____



Repeated addition : _____

Multiplication equation : _____

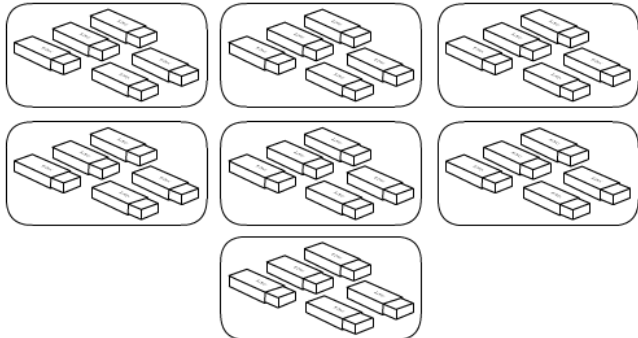


Repeated addition : _____

Multiplication equation : _____

2. Draw the sets of objects of each situation inside the box. Write the multiplication equation of the illustrations. Analyze the example for you to keep going.

Example: 7 sets of 5 erasers

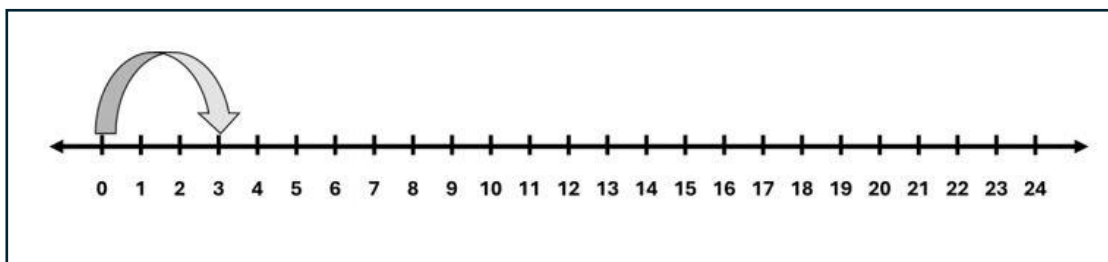


Multiplication equation : $5 \times 7 = 35$

- a. 3 sets of 2 squares

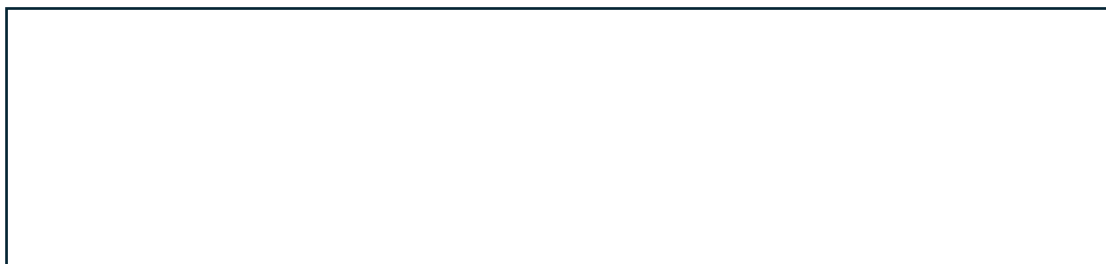
Multiplication equation: _____

- b. 8 equal jumps in a number line with 3 units each



Multiplication equation: _____

c. 5 groups of 8 stars



Multiplication equation: _____

Answer for Items 1 and 2:

1.

a. Repeated addition : $3 + 3 + 3 + 3 + 3$

Multiplication equation : $3 \times 5 = 15$

b. Repeated addition : $6 + 6 + 6 + 6$

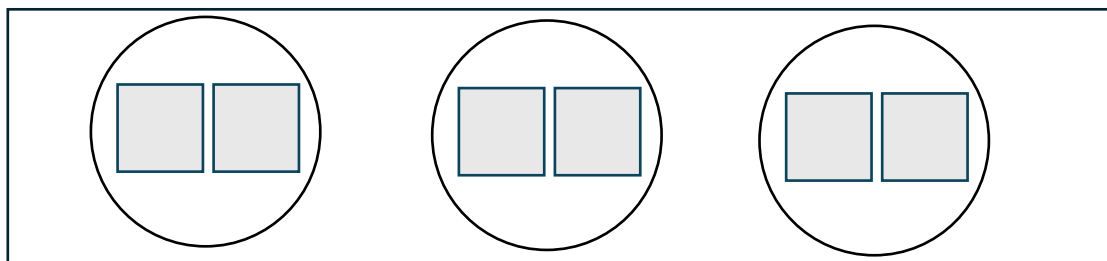
Multiplication equation : $6 \times 4 = 24$

c. Repeated addition : $4 + 4 + 4 + 4 + 4 + 4 + 4$

Multiplication equation : $4 \times 6 = 24$

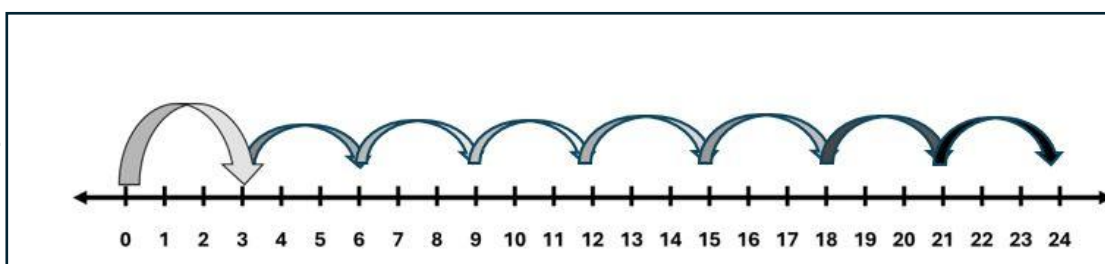
2.

a.

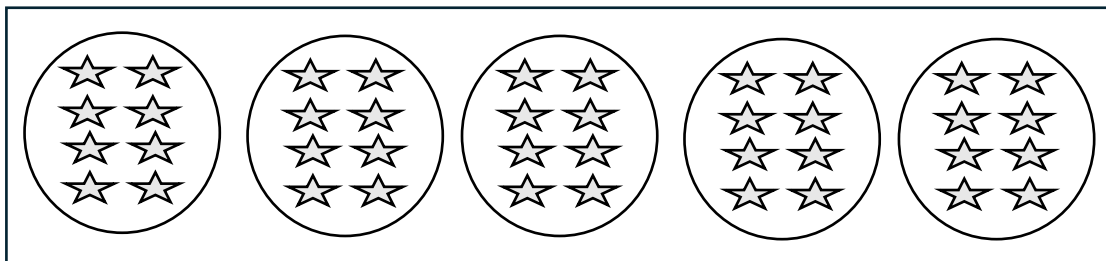


Multiplication equation: $2 \times 3 = 6$

b.



c.



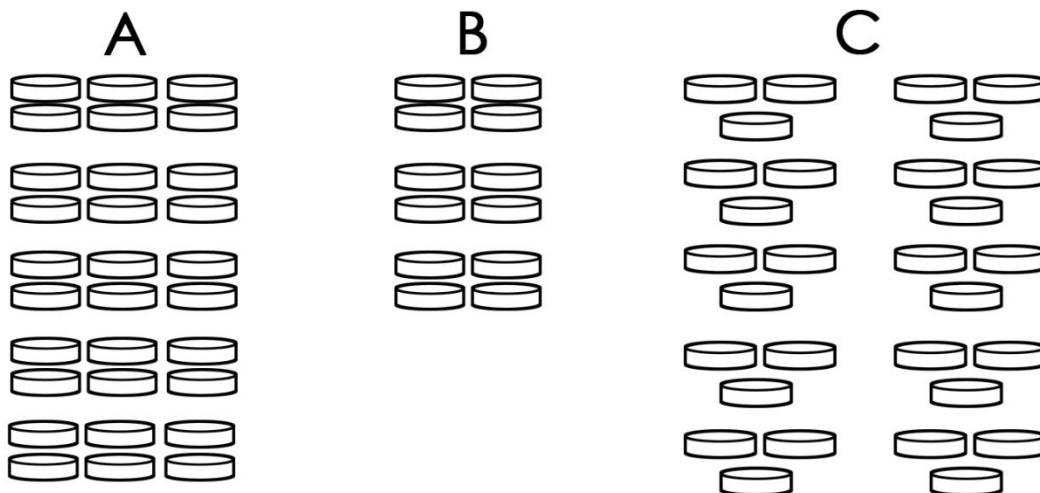
Multiplication equation: $8 \times 5 = 40$

Part 4B

Item 1

Questions:

Study the sets of chips in illustrations A, B and C. Answer the questions that follow. Write your answer on the space before each number.



- _____ 1. Which of the illustrations represents 3 sets of 4s and gives a product of 12?
- _____ 2. Which illustration gives an equation of $6 + 6 + 6 + 6 + 6 = 6 \times 5$?
- _____ 3. What letter illustrates $4 \times 3 = 12$?
- _____ 4. In illustration A, what will be the product to its multiplication equation $6 \times 5 = \underline{\quad}$?
- _____ 5. Which of the illustrations shows $3 \times 10 = 30$?

Answers to Item 1:

1. B
2. A

3. 3

4. 30

5. C

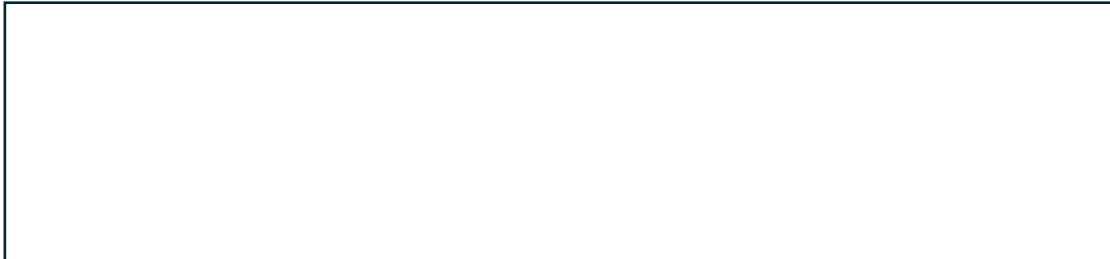
Part 4C

Item 2

Questions:

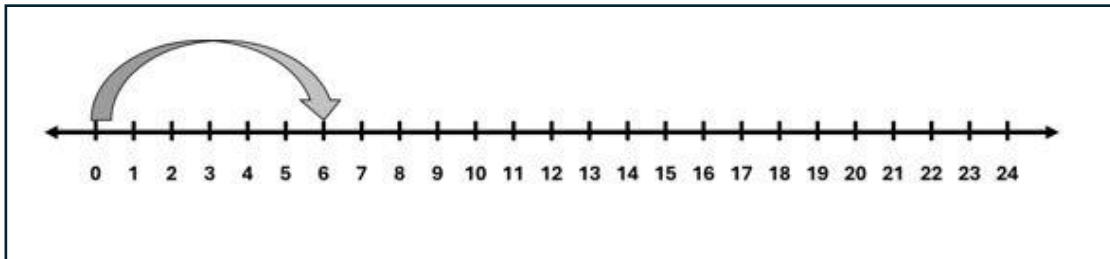
Directions: Illustrate the situations by drawing the set of objects inside the box. Write the multiplication equation of the illustrations.

a. 2 sets of pencils with 4 pieces each



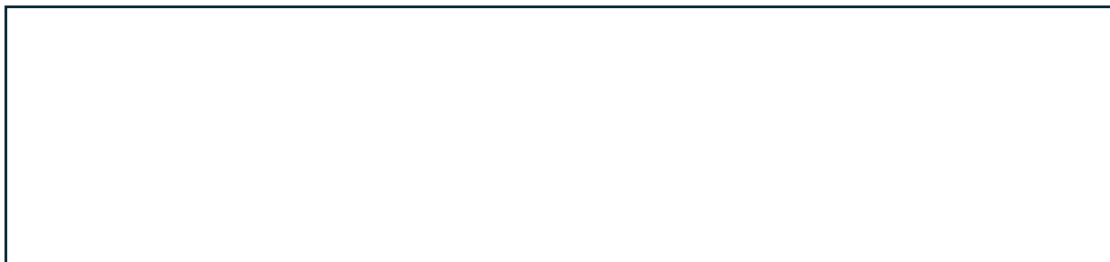
Multiplication equation: _____

b. 4 equal jumps in a number line with 6 unit each



Multiplication equation: _____

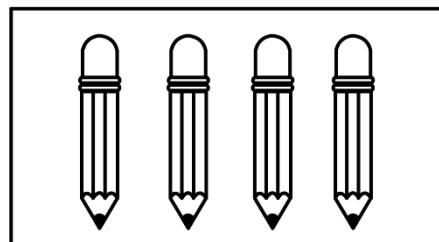
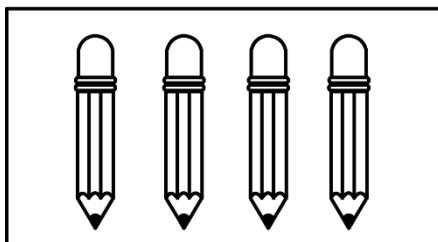
c. 7 groups of eggs with 10 pieces each



Multiplication equation: _____

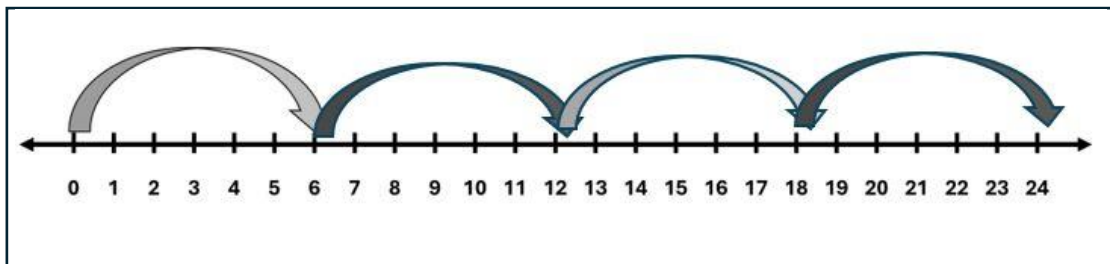
Answers to Item 2

a.



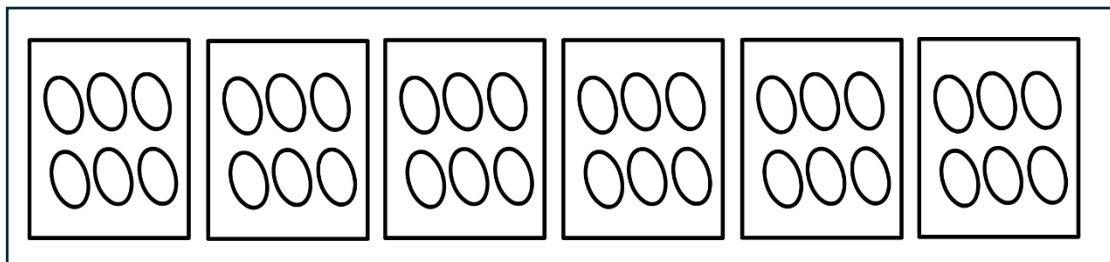
Multiplication equation: $4 \times 2 = 8$

b.



Multiplication equation: $6 \times 4 = 24$

c.



Multiplication equation: $6 \times 7 = 42$

Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: 5 minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

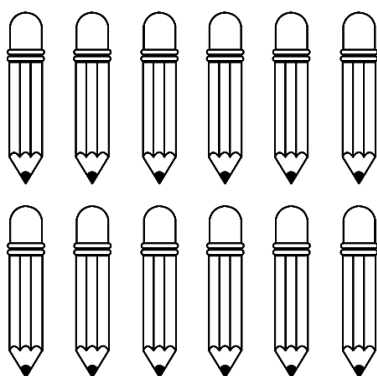
Visualize and represent division and write a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects

Lesson Component 1 (Lesson Short Review)

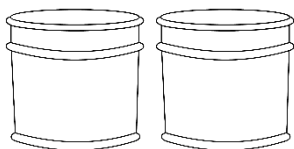
Time: 7 minutes

Questions:

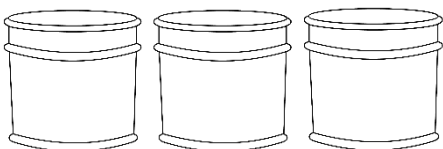
Directions: Count the number of pencils. Divide them equally into different number of containers as shown below. How many pencils will be placed in each of the containers? Draw your answer.



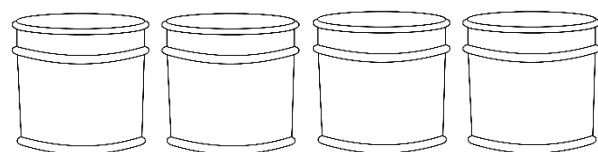
1.



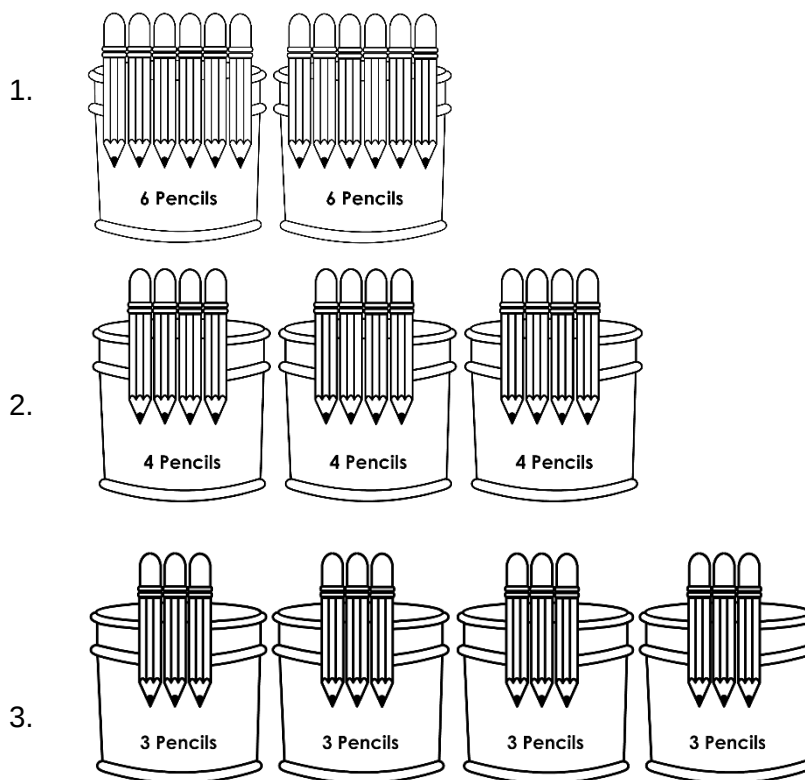
2.



3.



Answers:



Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Say:

In the previous task we learned about separating sets into equal parts. Today, we will visualize and represent division, and write 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.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

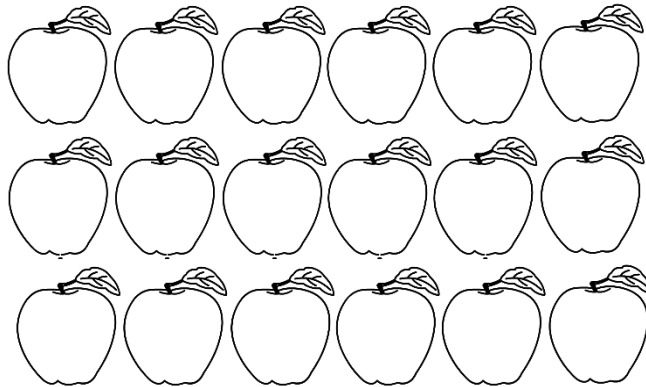
- Equal Groups
- Equal Jumps
- Equal Sharing
- Repeated Subtraction
- Visualization
- Writing Related Equation

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

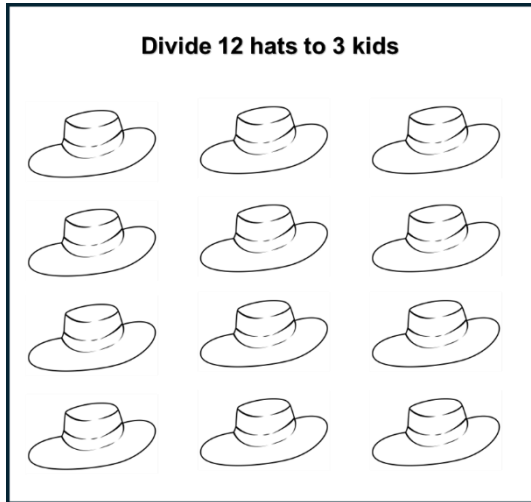
Part 4A**Stem for Items 1 and 2:**

- 1.a. Directions: Complete the table by drawing the division of apples based on the situation and, writing the division equation on the third column. Study item 1 for your reference.



Division Situation	Division as Equal Sharing	Division Equation
1. Petra and Pedro divide the apples equally into 2.	A diagram showing 18 apples arranged in two groups of 9. Each group is enclosed in a rounded rectangle. The apples are arranged in 3 rows of 3 within each group.	$18 \div 9 = 2$
2. Apples were divided into 3 equal parts	Three empty rounded rectangles arranged horizontally, intended for drawing the division of apples into 3 equal parts.	_____
3. 6 children received equal partition of the apple	Six empty vertical rectangles arranged horizontally, intended for drawing the division of apples into 6 equal parts.	_____

1.b. Show division as repeated subtraction and write the division equation of each situation below. Study the example for you to keep going.



Repeated Subtraction

$$12 - 3 = 9$$

$$9 - 3 = 6$$

$$6 - 3 = \textcircled{3}$$

$$3 - 3 = 0$$

Division Equation

$$12 \div 3 = 4$$

Questions:

1. The 8 toy cars were divided into 2 kids.

3. The 32 learners were grouped into 6.

Repeated Subtraction

Division Equation

Repeated Subtraction

Division Equation

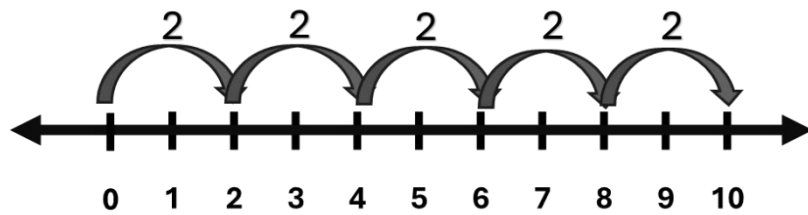
2. The 5 girls equally partitioned the 20 flowers among them.

Repeated Subtraction

Division Equation

2.a. Draw an arrow to show division as equal jumps on a number line. Write the division equation for each illustration. Refer to an example below.

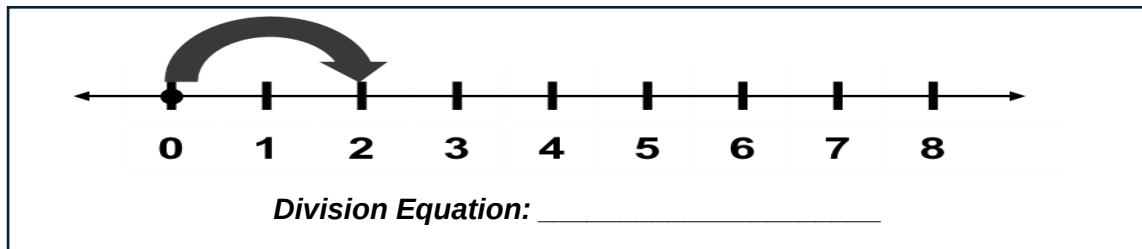
Example: Divide 10 by 2.



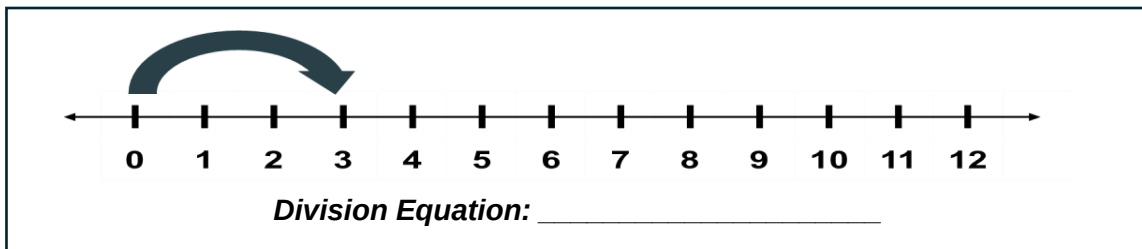
Division Equation: $10 \div 2 = 5$

Questions:

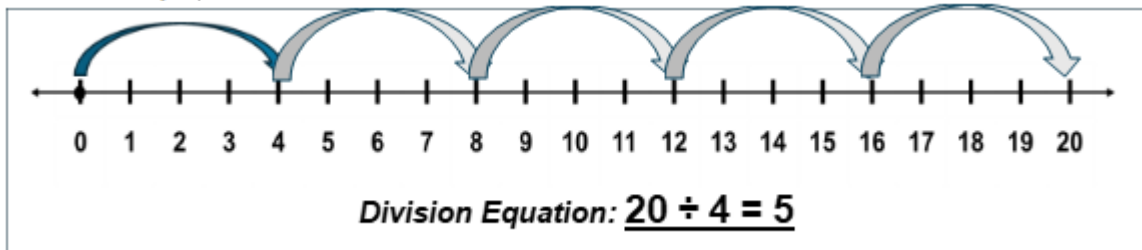
a. Divide 8 by 2



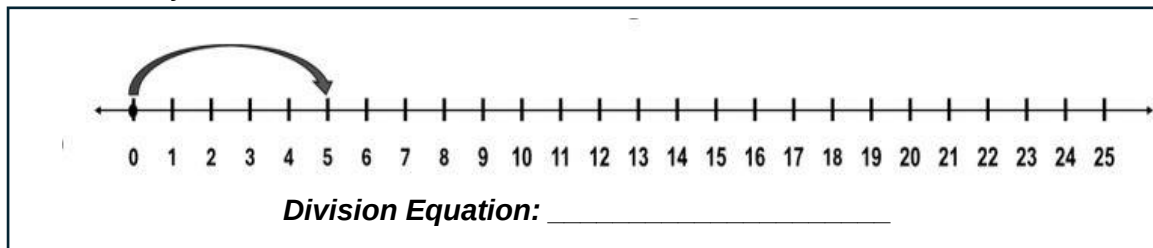
b. Divide 12 by 3



c. Divide 20 by 4



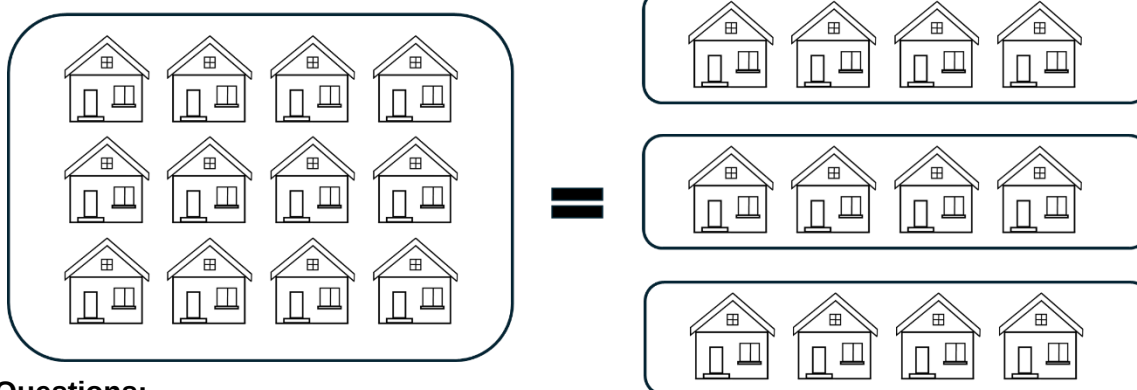
d. Divide 25 by 5



2.b. Answer the questions below to show division as formation of equal groups of objects.
An example below serves as your guide.

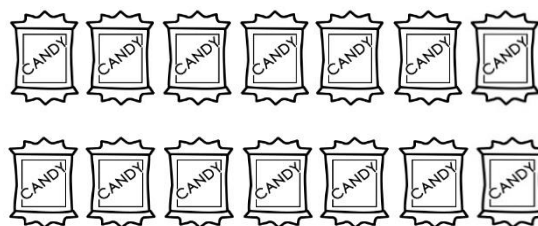
Example: Divide the house into 3 groups. How many groups are there?

3

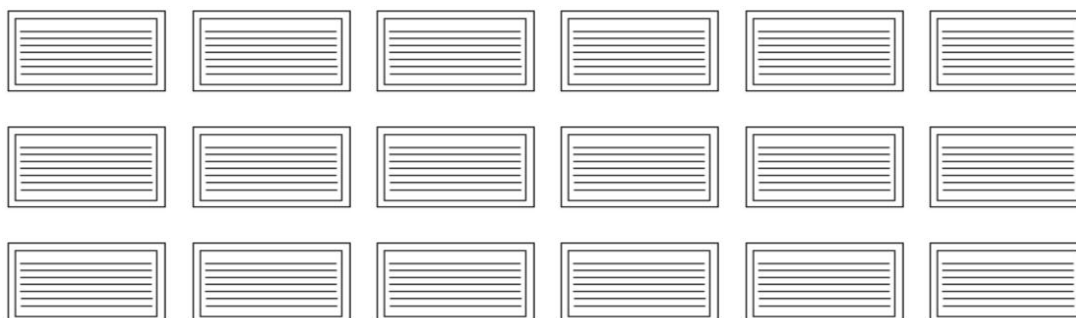


Questions:

1. Box to divide the candies into 2 groups. How many candies are there in each group?



2. Encircle to divide the boards into 3 groups. How many boards are there in each group?



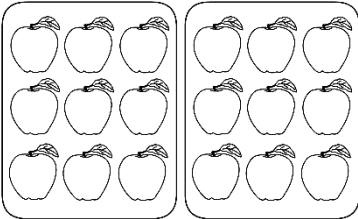
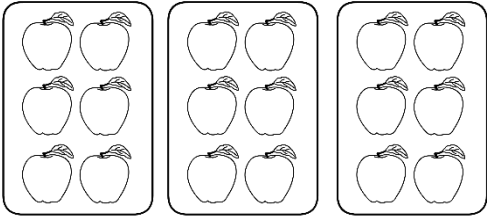
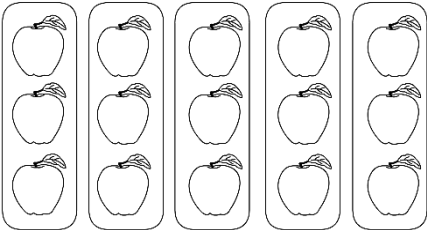
c. Draw a line to group the coins into 5. How many coins are there in each group?



Answer for Items 1 and 2:

1.

a.

Division Situation	Division as Equal Sharing	Division Equation
1. Petra and Pedro divide the apples equally into 2.		$18 \div 9 = 2$
2. Apples were divided into 3 equal parts		<u>$18 \div 6 = 3$</u>
3. 6 children received equal partition of the apple		<u>$18 \div 3 = 6$</u>

1.b. 1

Repeated Subtraction

$$8 - 2 = 6$$

$$6 - 2 = 4$$

$$4 - 2 = 2$$

$$2 - 2 = 0$$

Division Equation
 $8 \div 2 = 4$

2.

Repeated Subtraction

$$20 - 5 = 15$$

$$15 - 5 = 10$$

$$10 - 5 = 5$$

$$5 - 5 = 0$$

Division Equation
 $20 \div 5 = 4$

3.

Repeated Subtraction

$$36 - 6 = 30$$

$$30 - 6 = 24$$

$$24 - 6 = 18$$

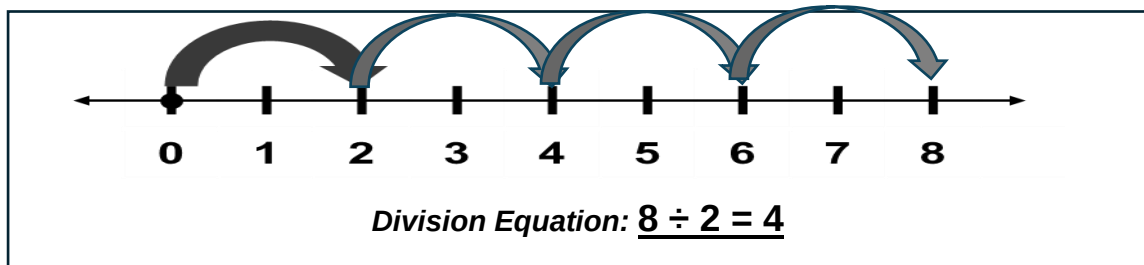
$$18 - 6 = 12$$

$$12 - 6 = 6$$

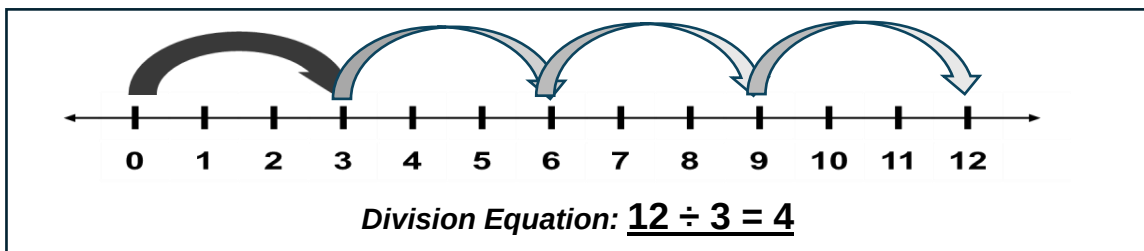
$$6 - 6 = 0$$

Division Equation
 $36 \div 6 = 6$

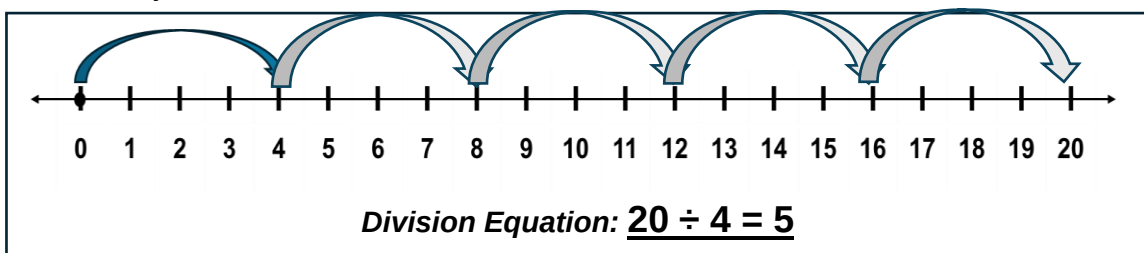
a. Divide 8 by 2



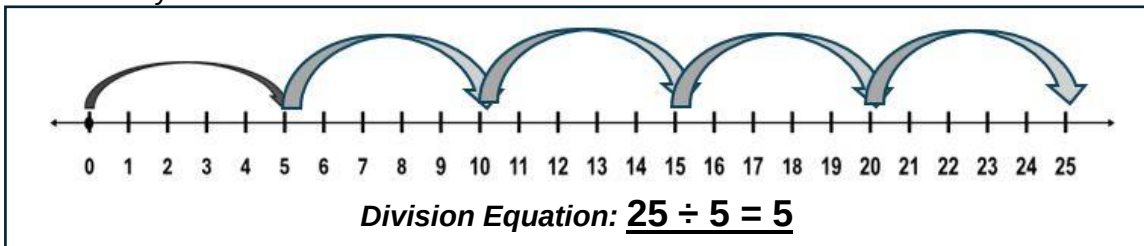
b. Divide 12 by 3



c. Divide 20 by 4

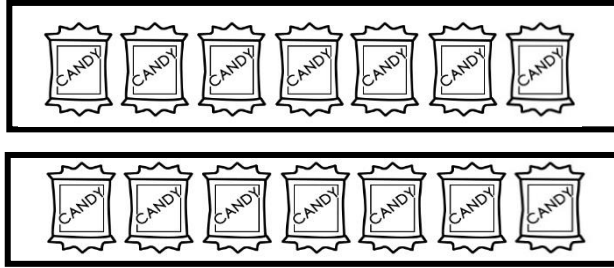


d. Divide 25 by 5



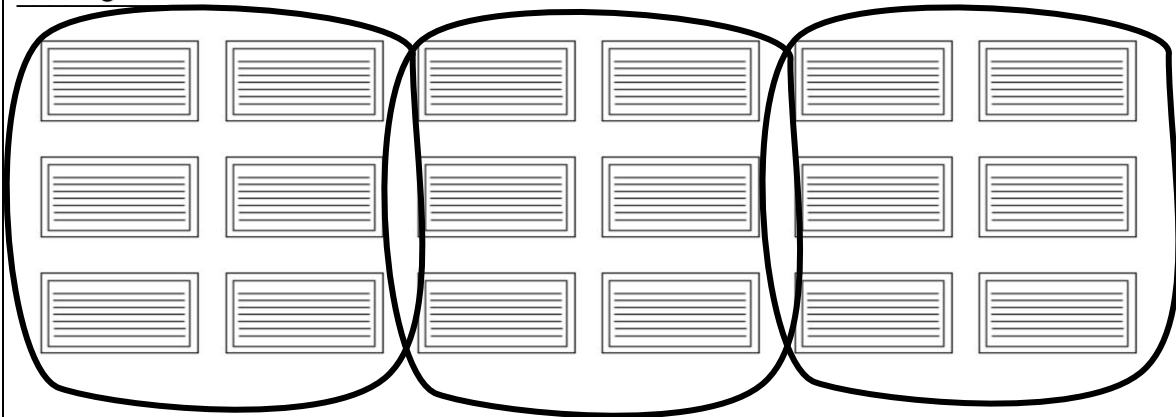
1. Box to divide the candies into 2 groups. How many candies are there in each group?

7



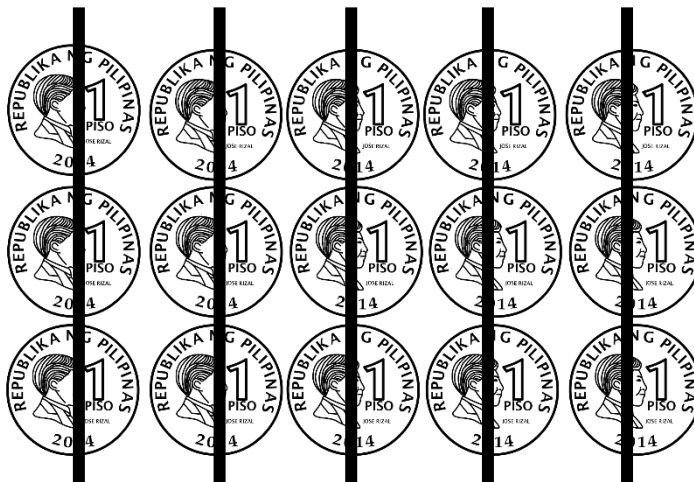
2. Encircle to divide the boards into 3 groups. How many boards are there in each group?

6



c. Draw a line to group the coins into 5. How many coins are there in each group?

3



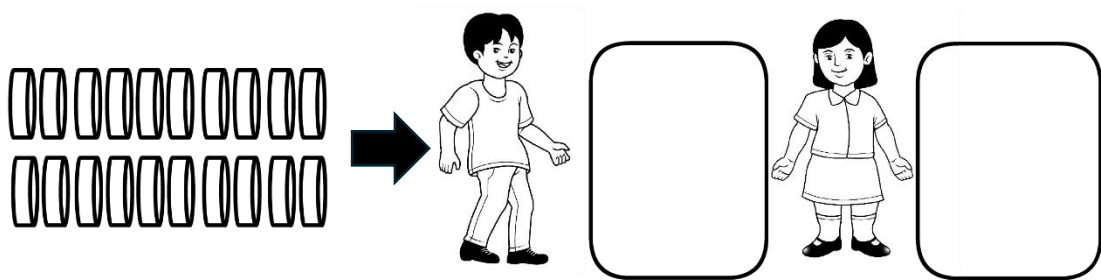
Part 4B

Item 1

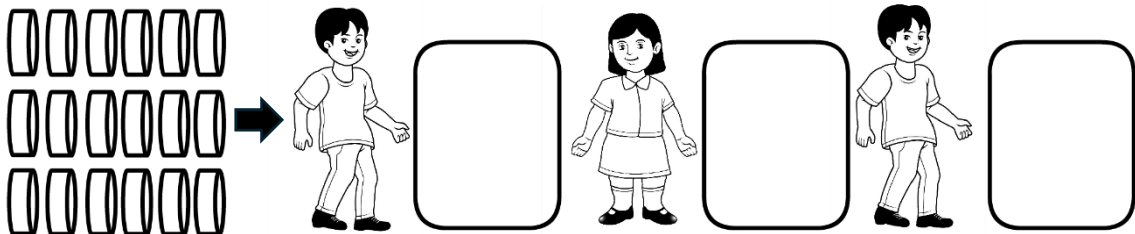
Questions:

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

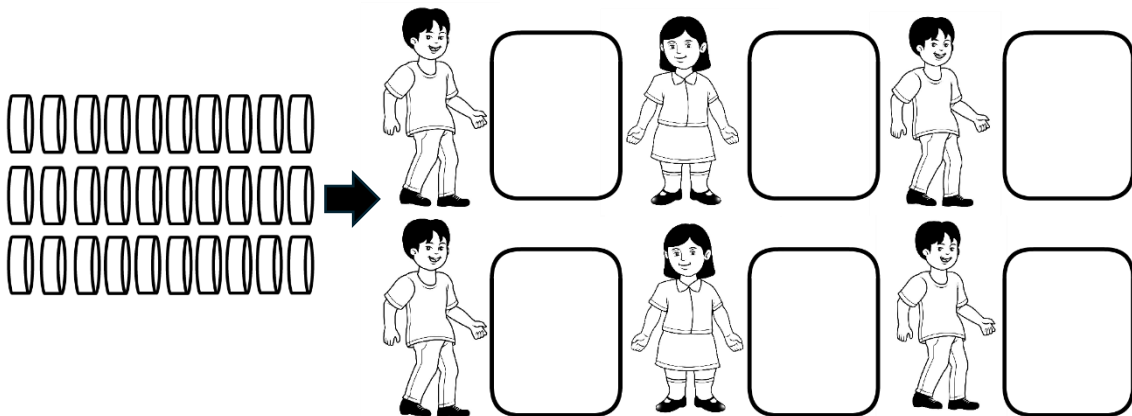
1. The chips were divided equally into Jose and Josefa. How many chips did each one get?



2. Divided the chips below into 3 kids. How many chips will each of them receive?



3. If the chips below will be distributed to 6 children, how many chips will each child receive?



B. Directions: Use repeated subtraction to show division. Then, write the division equation of each situation.

1. The 21 roses were distributed to 7 ladies.

Repeated Subtraction

Division Equation

2. 50 gifts were partitioned by 10 people.

Repeated Subtraction

Division Equation

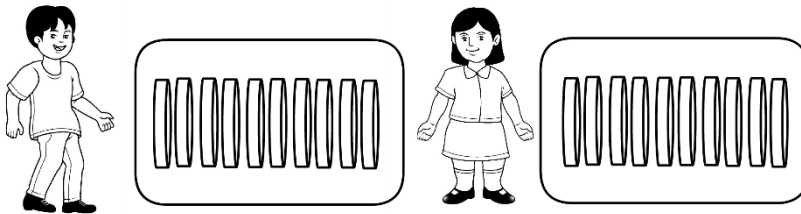
3. The 35 eggs were divided by 5 workers. Each one gets an equal portion.

Repeated Subtraction

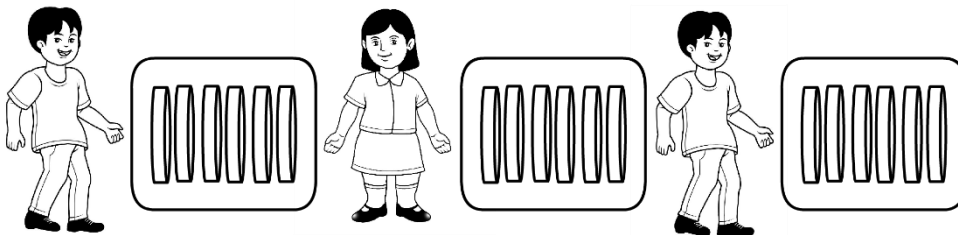
Division Equation

Answers to Item 1:

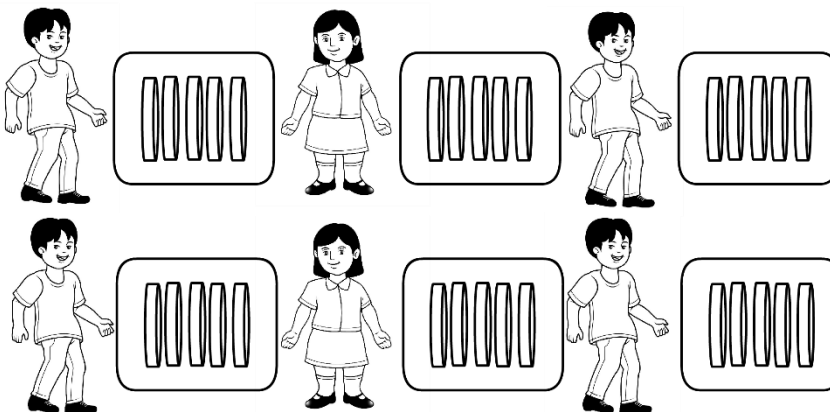
A. 1.



2.



3.



B.

1. The 21 roses were distributed to 7 ladies.

Repeated Subtraction

$$21 - 7 = 14$$

$$14 - 7 = 7$$

$$7 - 7 = 0$$

Division Equation

$$\underline{21 \div 7 = 3}$$

2. 50 gifts were partitioned by 10 people.

Repeated Subtraction

$$50 - 10 = 40$$

$$40 - 10 = 30$$

$$30 - 10 = 20$$

$$20 - 10 = 10$$

$$10 - 10 = 0$$

Division Equation

$$\underline{50 \div 10 = 5}$$

3. The 35 eggs were divided by 5 workers. Each one gets an equal portion.

Repeated Subtraction

$$35 - 5 = 30$$

$$30 - 5 = 25$$

$$25 - 5 = 20$$

$$20 - 5 = 15$$

$$15 - 5 = 10$$

$$10 - 5 = 5$$

$$5 - 5 = 0$$

Division Equation

$$\underline{35 \div 5 = 7}$$

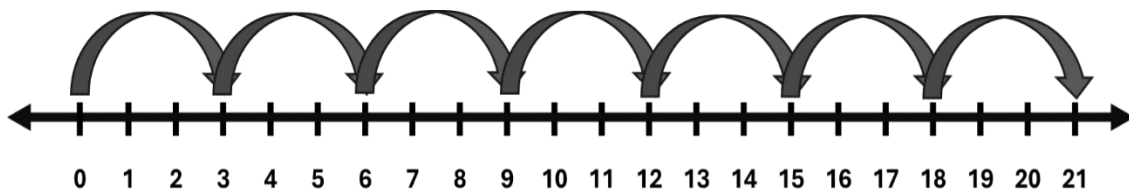
Part 4C

Item 2

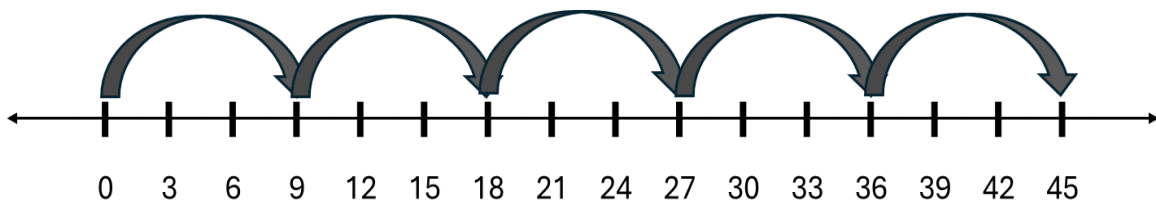
Questions:

A. Directions: The number line below shows equal jumps. Write the division equation of each illustration.

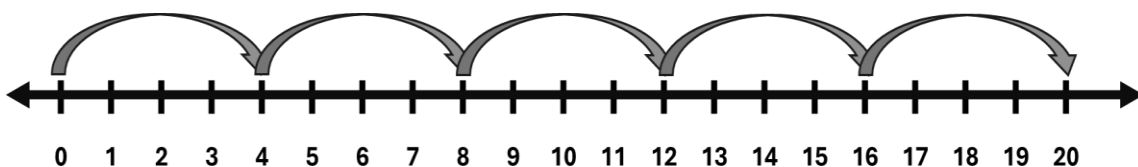
1. _____



2. _____

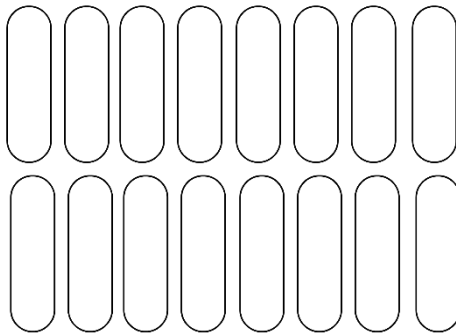


3. _____

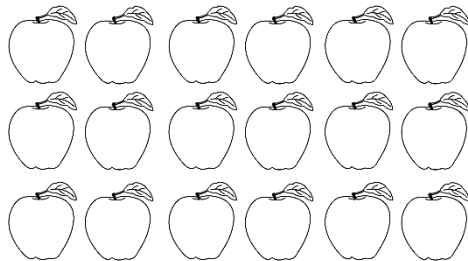


B. Directions: Box to group the objects based on the given situation.

1. The popsicle sticks were group divided into 5 groups. How many popsicle sticks are in each group?



2. Divided the apple into 3 groups. How many apples are there in each group?



Answers to Item 2:

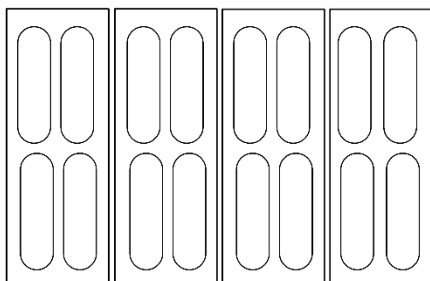
A.

1. $21 \div 3 = 7$

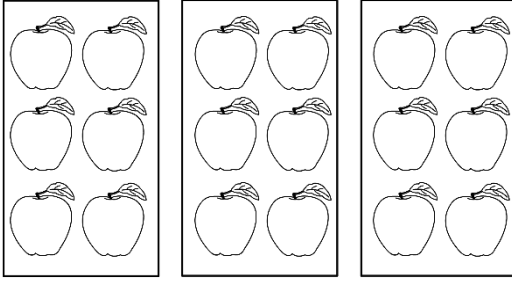
2. $45 \div 9 = 5$

3. $20 \div 4 = 5$

B. 1. 4



2. 6



Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: **5** minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

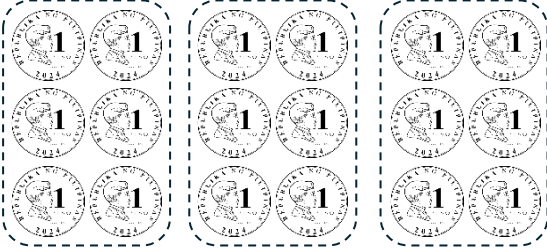
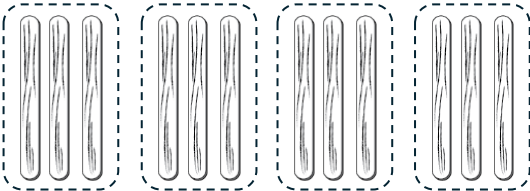
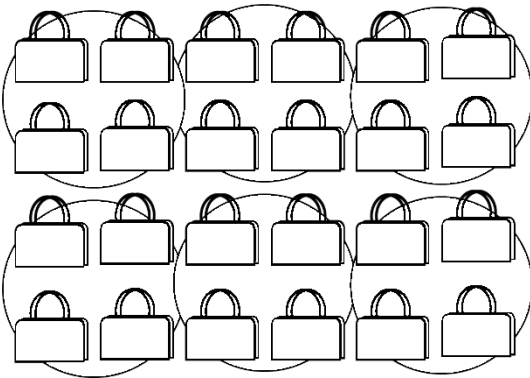
Visualize division of numbers up to 100 by 2,3,4,5, and 10 (multiplication table of 2, 3, 4, 5 and 10)

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions:

Match the illustration in column A with the corresponding division equation in column B.
Write your answer on the space before the number.

COLUMN A	COLUMN B
____ 1. 	$18 \div 6 = 3$ $12 \div 3 = 4$ $24 \div 4 = 6$
____ 2. 	
____ 3. 	

Answers:

1. A
2. B
3. C

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Say:

In the previous task we learned about visualizing and representing division and writing a related equation for each type of situation: equal sharing, equal jumps on the number line, and formation of equal groups of objects. Today we will visualize division of numbers up to 100 by 2,3,4,5, and 10 that can be seen in multiplication table of 2, 3, 4, 5 and 10.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Division of Numbers
- Visualization

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A

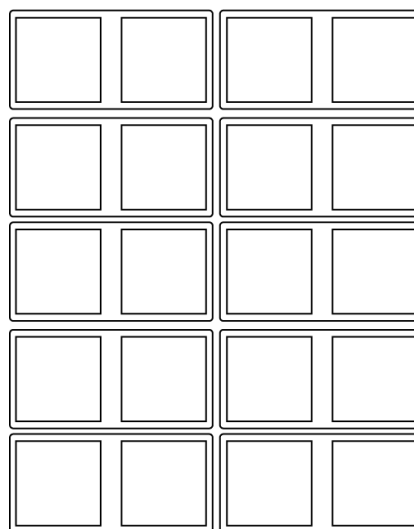
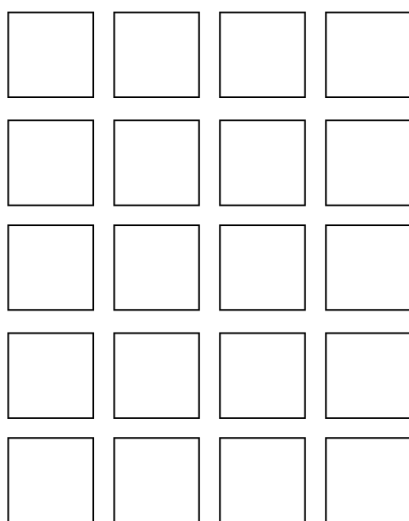
Stem for Items 1 and 2

1. **Directions:** Study the example below. Answer the questions that follow.

Example: Divide the squares by 2s. How many groups of 2s are there?

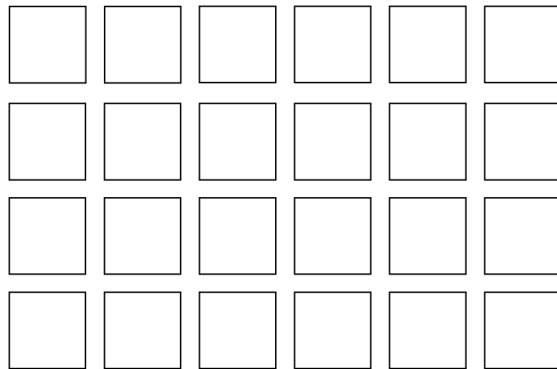
You may use any strategy to emphasize division.

Answer: *There are 10 groups by 2s.*

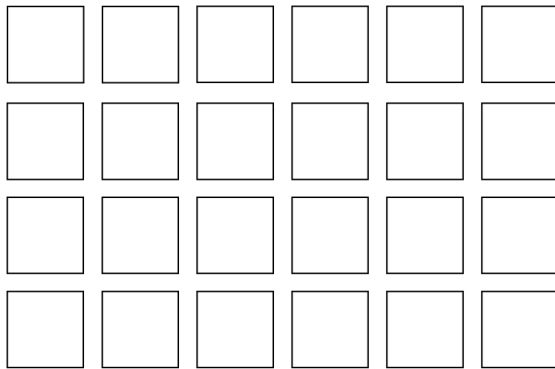


Questions:

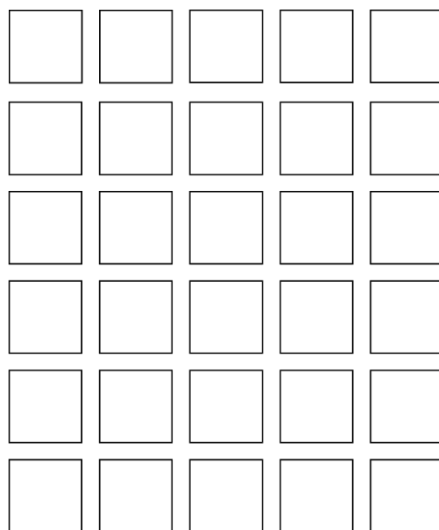
a. Divide the squares by 3s. How many groups of 3s are there? _____



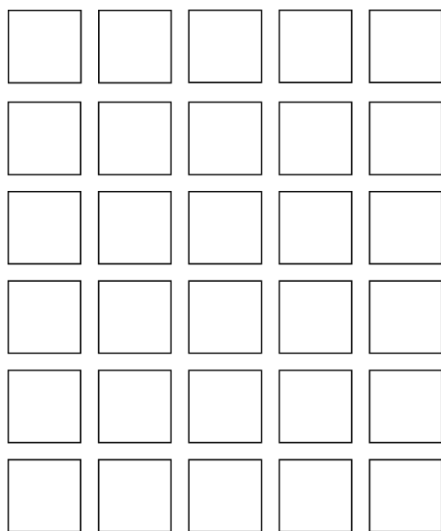
b. Divide the squares by 4s. How many groups of 4s are there? _____



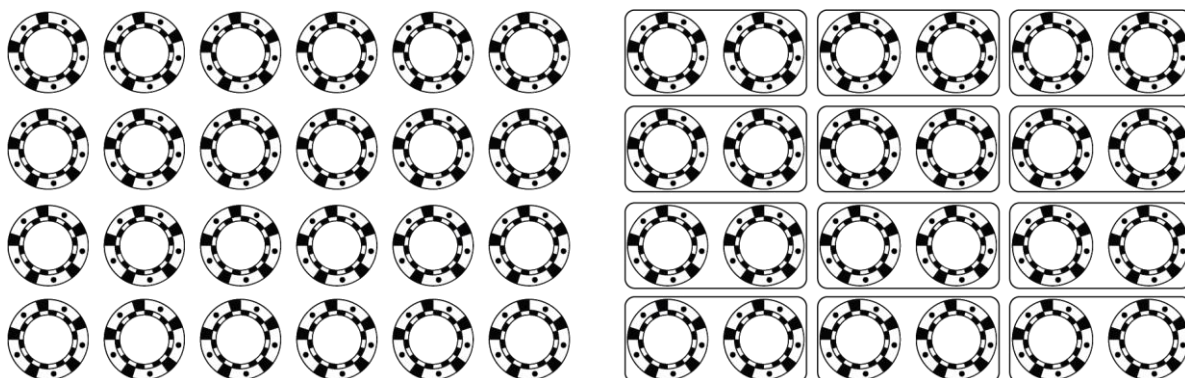
c. Divide the squares by 5s. How many groups of 5s are there? _____



d. Divide the squares by 10s. How many groups of 10s are there? _____



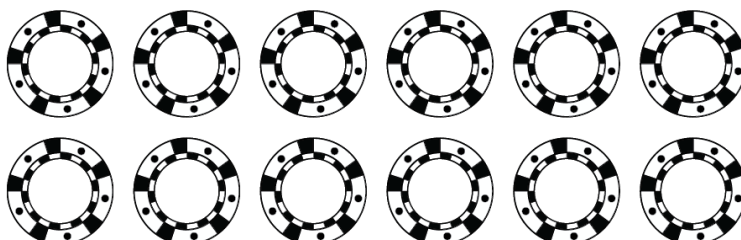
2. Count the chips in the illustration. Box to group them according to the division situation below and answer the questions that follow. Refer to example as your guide.



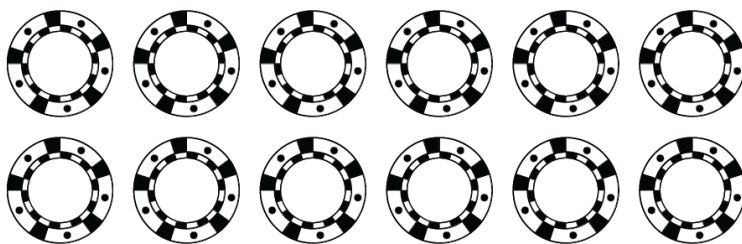
Example: Group the chips by 2s. How many groups of 2s are there? 12

Questions:

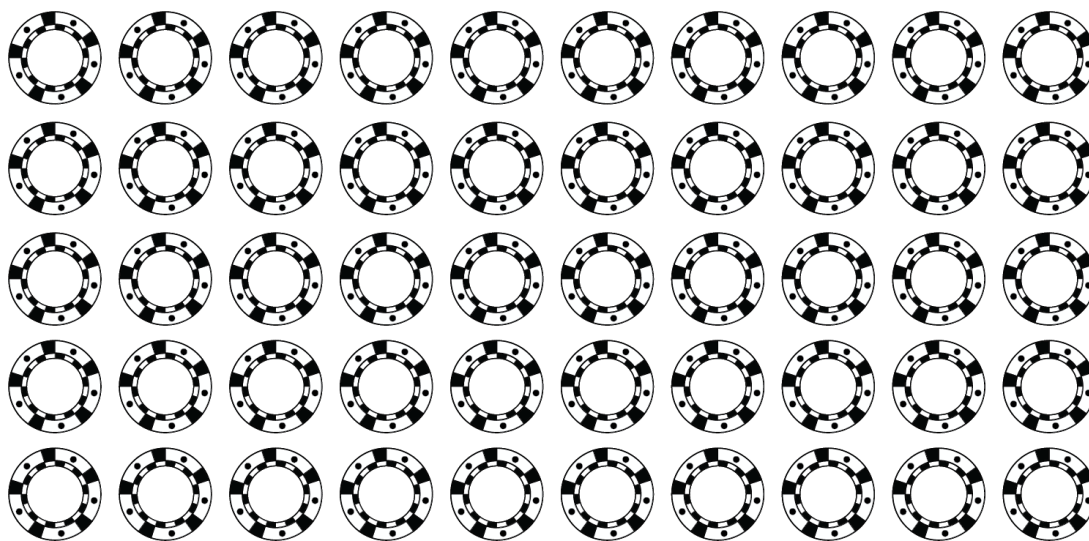
a. Divide the chips by 3s. How many groups of 3s are there? _____



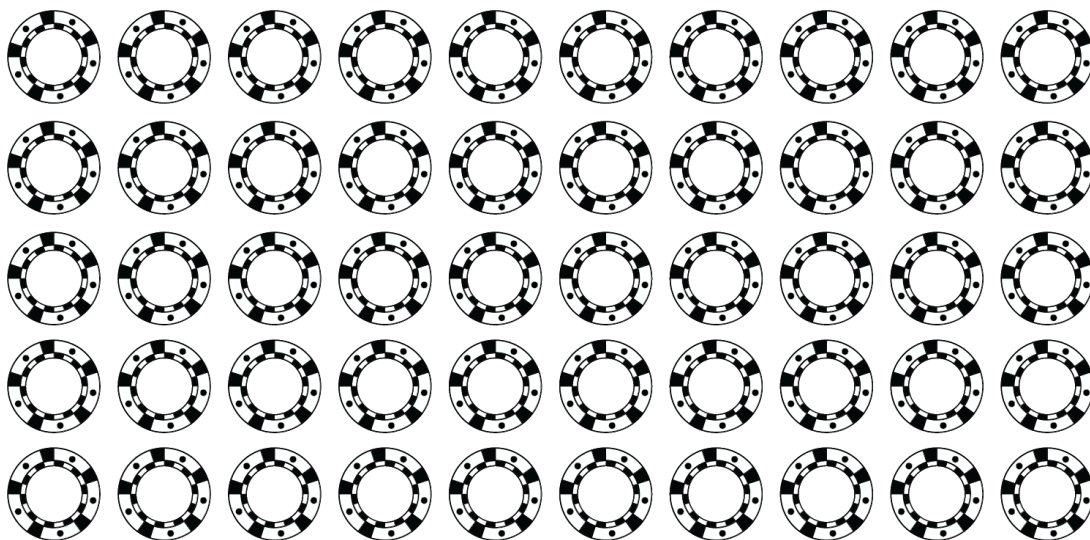
b. Divide the chips by 4s. How many groups of 4s are there? _____



c. Group the chips by 5s. How many groups of 5s are there? _____



d. Group the chips by 10s. How many groups of 10s are there? _____



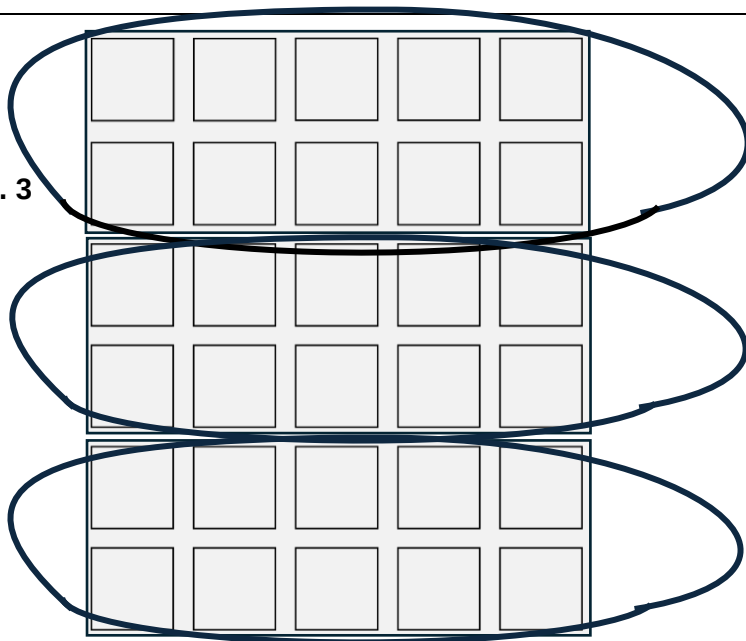
Answer for Items 1 and 2:

1. a. 8

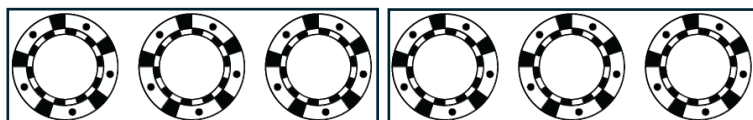
b. 6

c. 6

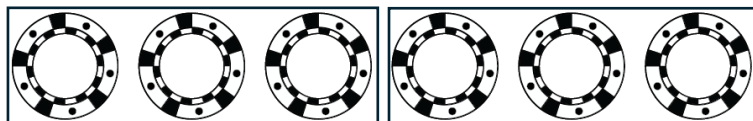
d. 3



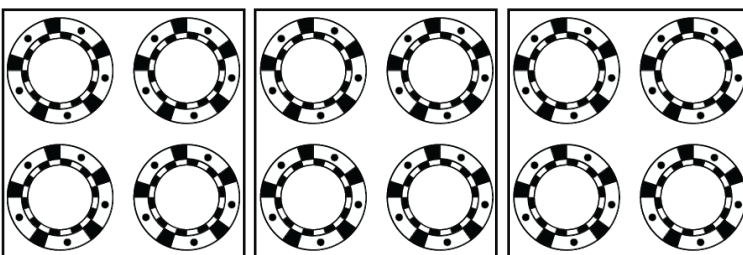
2.



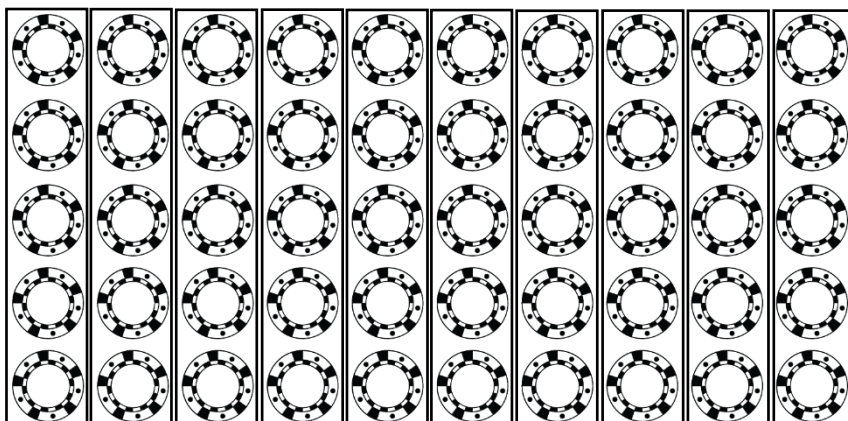
a. 4



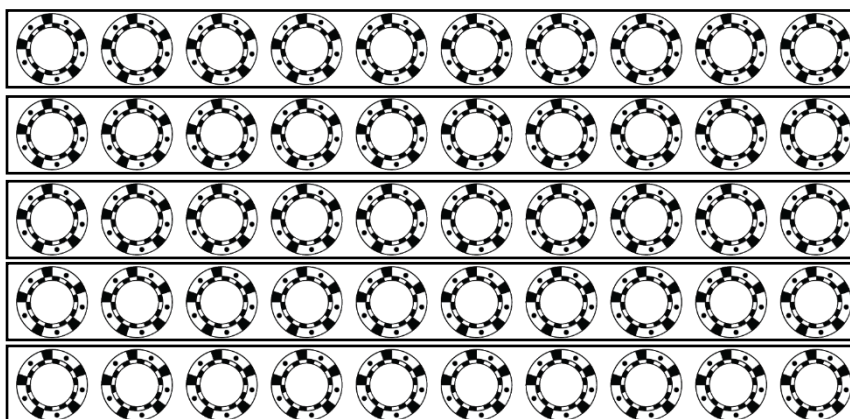
b. 3



c. 10



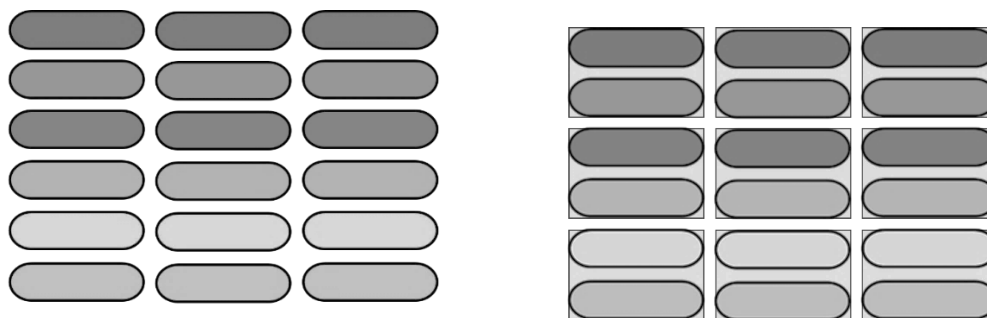
d. 5



Part 4B

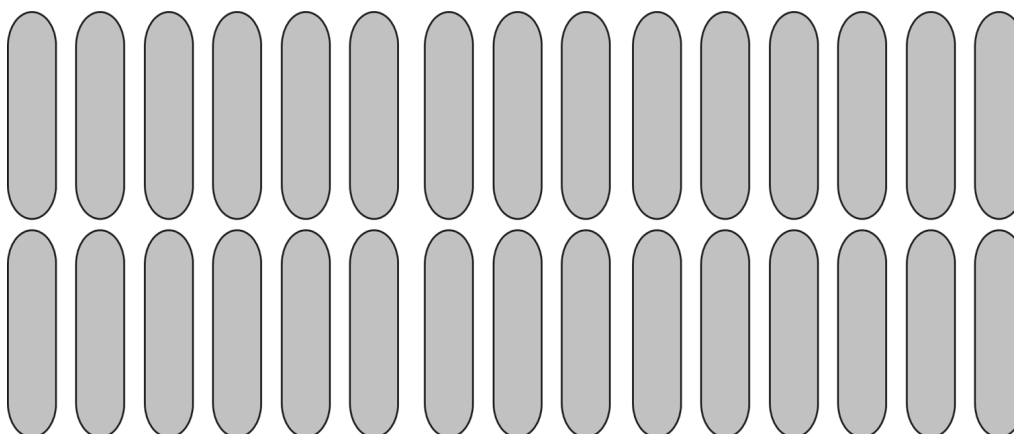
Item 1

Directions: Divide the popsicle sticks based on the given situation. Box the number of sticks to show division. An example is given below.

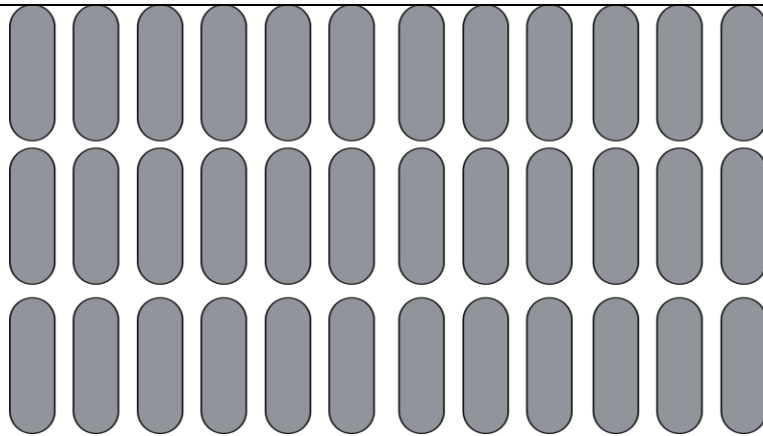


Example: Divide the popsicle sticks by 2s. How many groups were made? 9

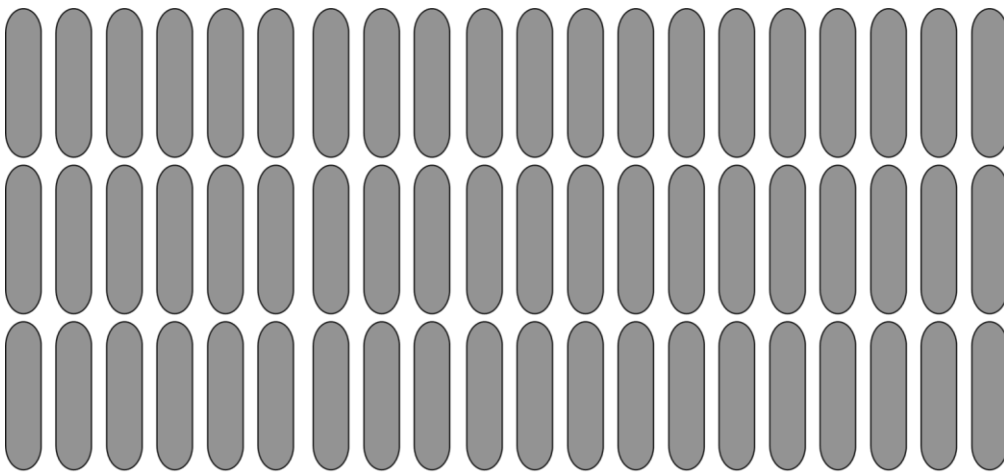
1. Divide the popsicle sticks by 3s? How many groups of 3s were made? _____



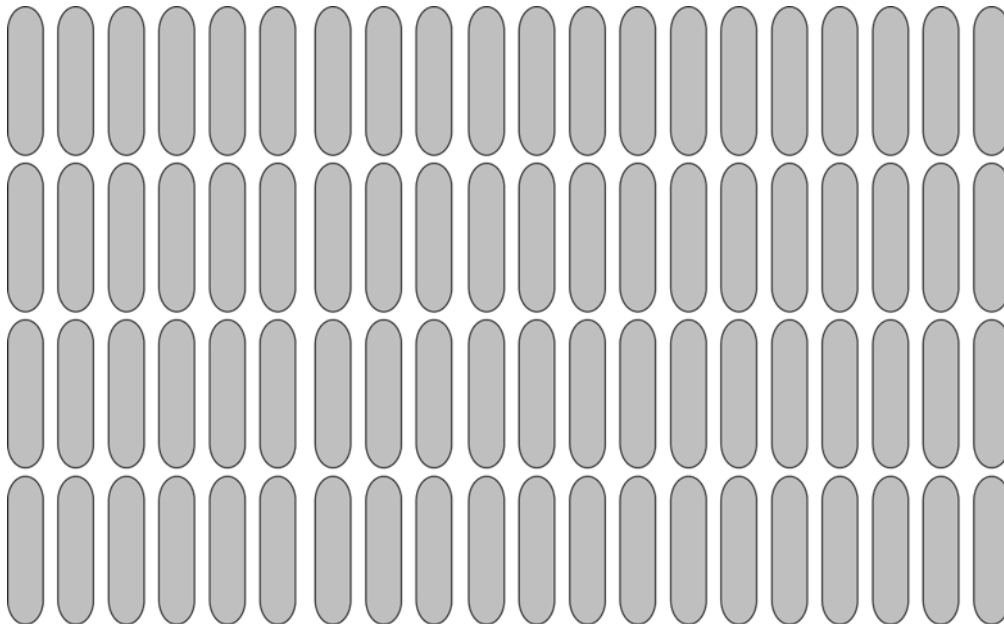
2. Divide the popsicle sticks by 4s? How many groups of 4s were made? _____



3. Divide the popsicle sticks by 5s? How many groups of 5s were made? _____

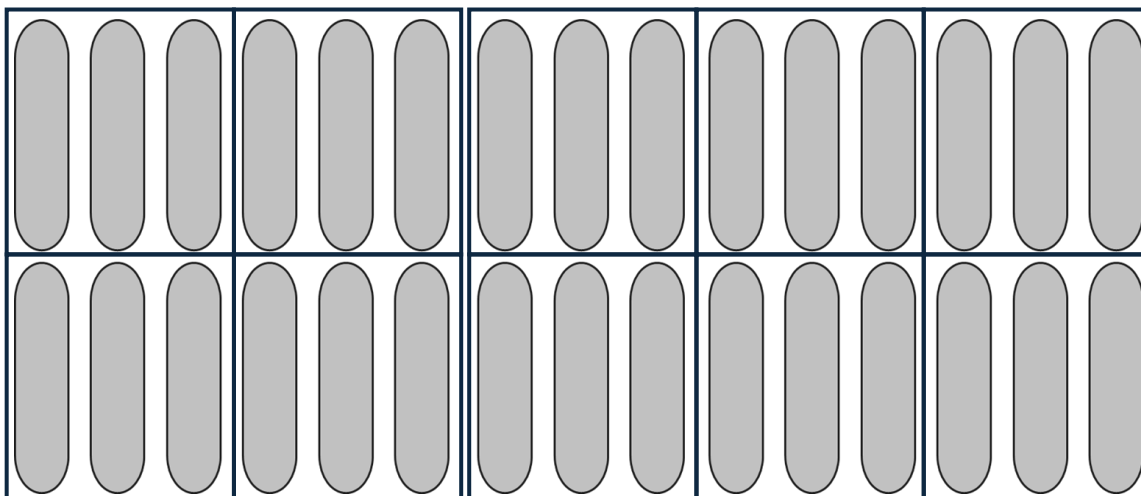


4. Divide the popsicle sticks by 10s? How many groups of 10s were made? _____

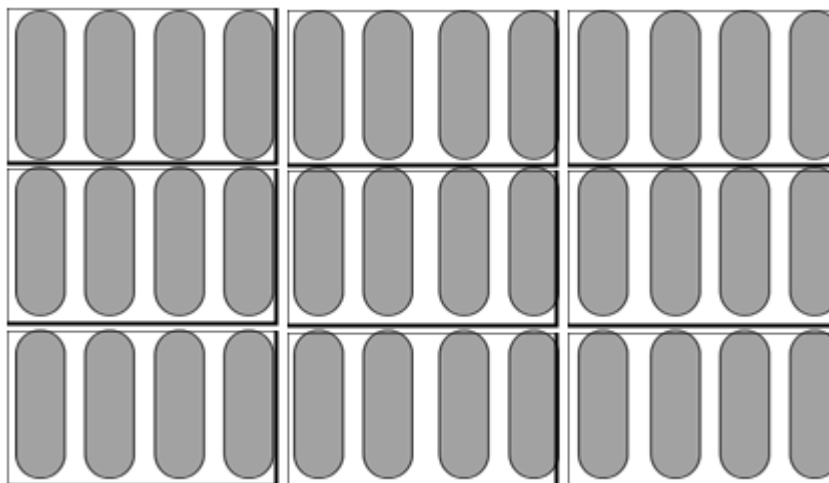


Answers to Item 1:

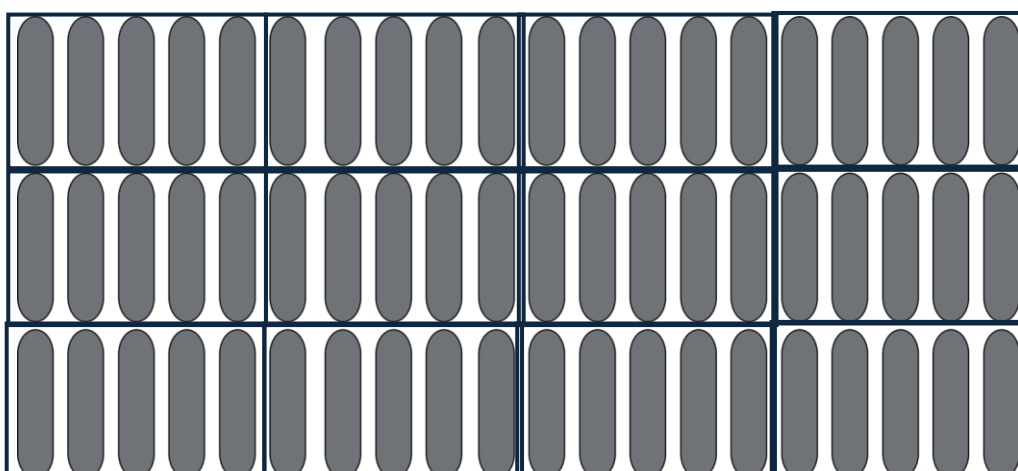
1. 10



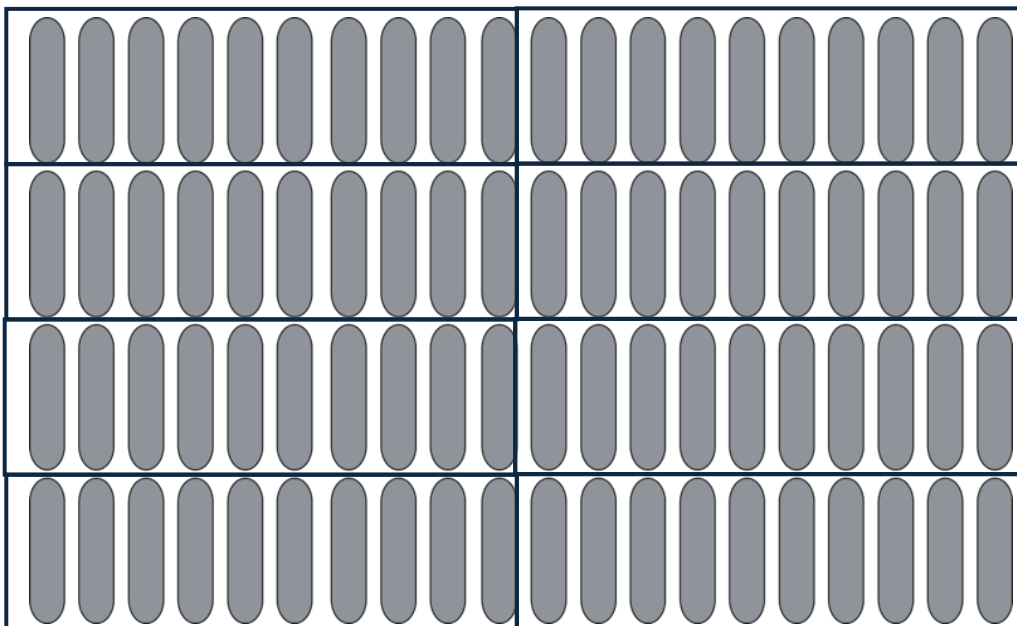
2. 9



3. 10



4. 10

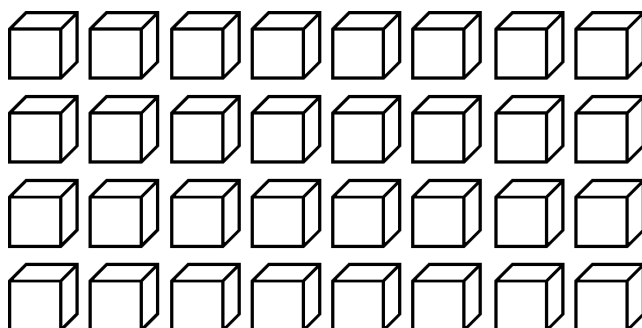


Part 4C

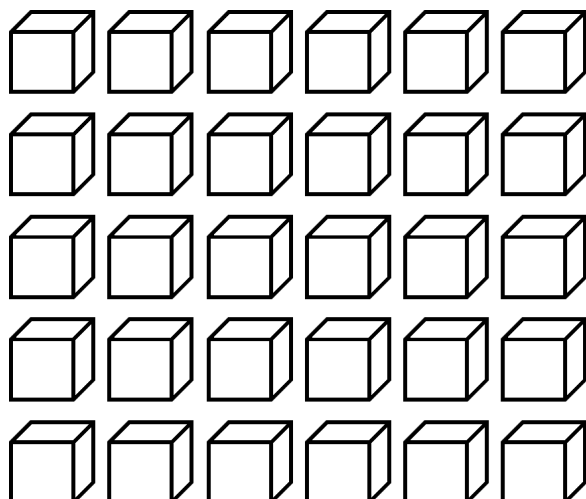
Item 2

Directions: Show division of numbers by encircling a group object based on the given situation. Answer the questions that follow.

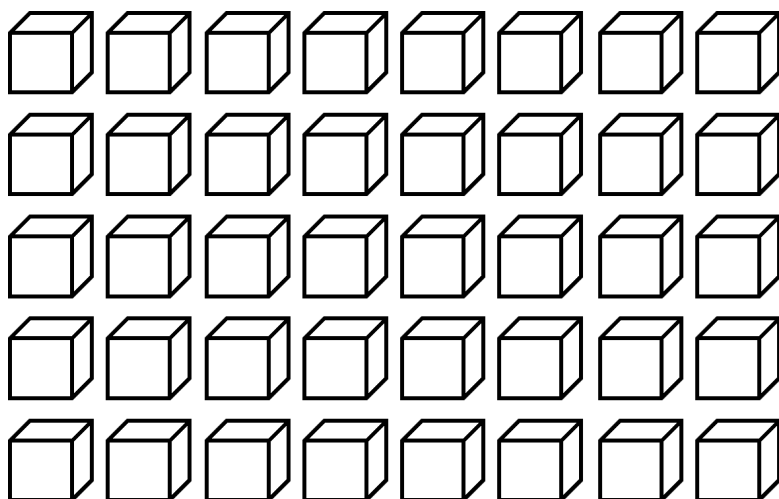
1. Group the cubes by 2s. How many groups of 2s are there? _____



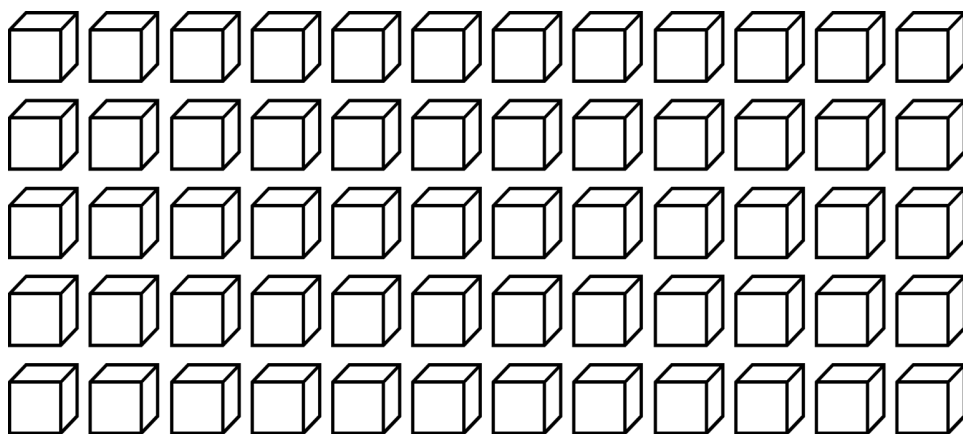
2. Group the cubes by 3s. How many groups of 3s are there? _____



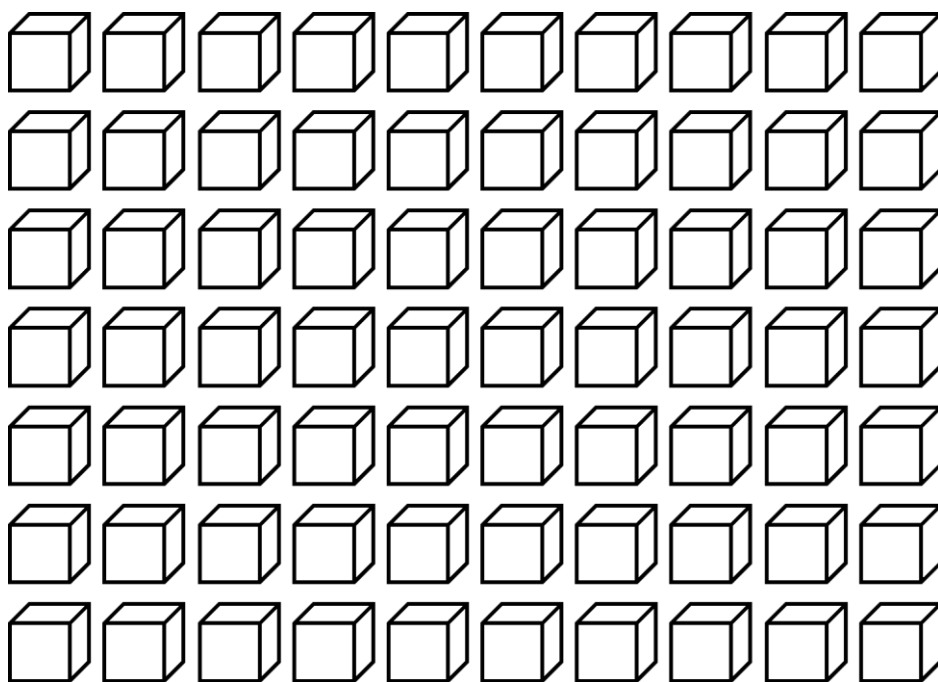
3. Group the cubes by 4s. How many groups of 4s are there? _____



4. Group the cubes by 5s. How many groups of 5s are there? _____

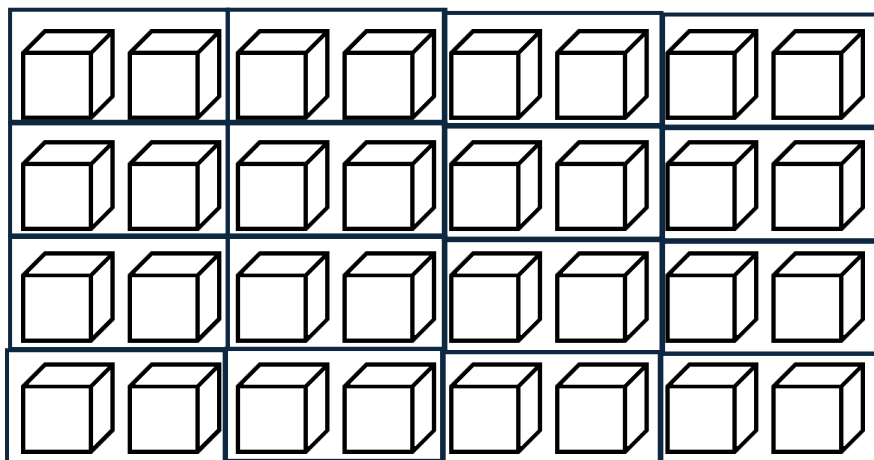


5. Group the cubes by 10s. How many groups of 10s are there? _____

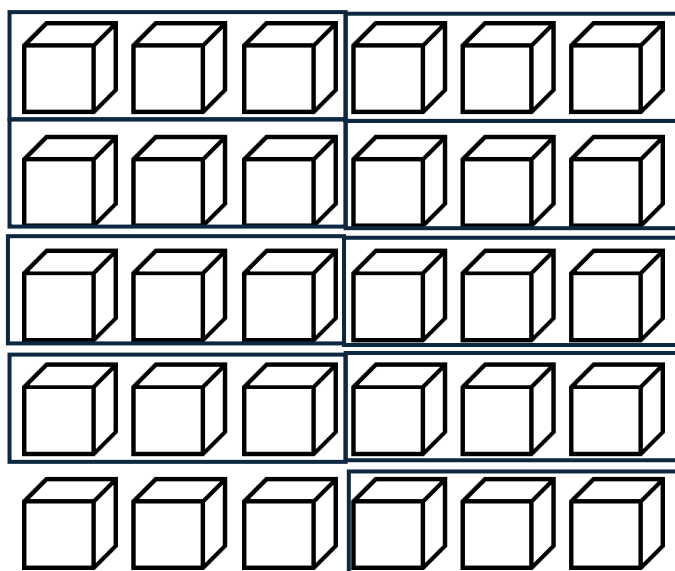


Answers to Item 2:

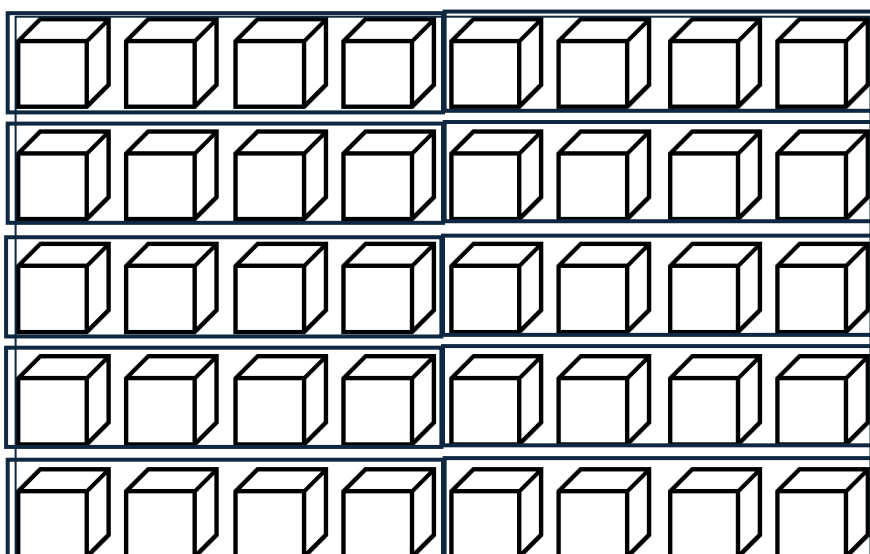
1. 16



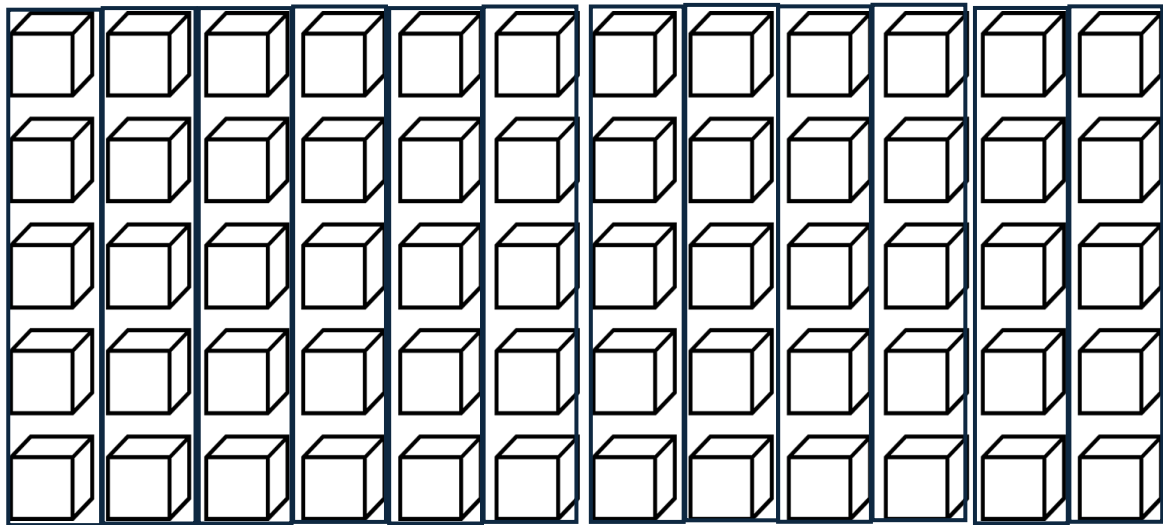
2. 10



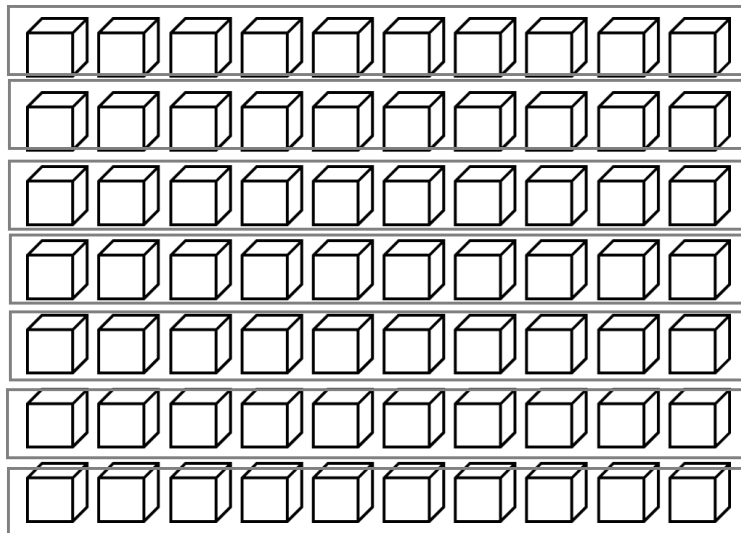
3. 10



4. 12



5. 7



Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: 5 minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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 Tools

Key Idea

Solve 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 tools.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions:

Find the quotient. Write your answer inside the box.

1. $\boxed{14} \div \boxed{2} = \boxed{}$

4. $\boxed{55} \div \boxed{5} = \boxed{}$

2. $\boxed{21} \div \boxed{3} = \boxed{}$

5. $\boxed{90} \div \boxed{10} = \boxed{}$

3. $\boxed{32} \div \boxed{4} = \boxed{}$

Answers

1. 7

2. 7

3. 8

4. 11

5. 9

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Say:

In the previous task, we recalled dividing numbers by 2, 3 4, 5 and, 10. Today, we will solve 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 tools.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

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

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Directions: Read the word problem carefully and answer the questions that follow.

Encircle only the letter of the correct answer.

Problem: Two kids bought three notebooks worth ₱ 10 each. How much does each person contribute to pay the bill?

Questions:

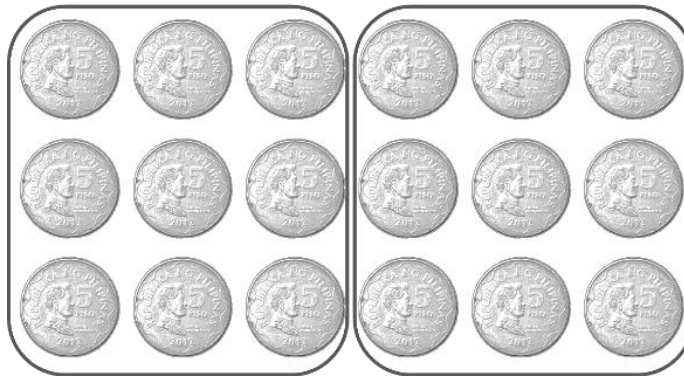
1. What is asked in the problem?
 - A. The amount of money that each one will have to pay.
 - B. The number of books they bought.
 - C. The total amount they must pay.
2. What are the given facts?
 - A. 3 notebooks
 - B. 2 kids and 3 notebooks
 - C. 2 kids, 3 notebooks worth ₱ 10 each.
3. Which of the following is the correct mathematical equation to solve the problem?
 - A. $10 \times 3 = N$
 - B. $10 \div 2 = N$
 - C. $(10 \times 3) \div 2 = N$
4. What is the answer to the problem?
 - A. ₱ 15
 - B. ₱ 20
 - C. ₱ 30

2. Directions: Read the word problems carefully. Answer the questions by encircling the letter of your choice. An example is shown below.

Example: Pedro bought 2 pads of paper for ₱90. How much does each pad of paper cost?

Solution 1: Divide the money as illustrated below.

2 notebooks for ₱90



1 notebook for ₱45

1 notebook for ₱45

Solution 2:

$$\begin{array}{r}
 \textcircled{45} \\
 2 \overline{) 90} \\
 \underline{- 8} \\
 10 \\
 \underline{10} \\
 00
 \end{array}$$

Questions:

1. A box of pizza with 24 slices was given to 3 people. How many slices of pizza each of the person will get?

2. Pedro wants to share his ₱ 50 extra money to his 5 penniless classmates. How much will each of his classmates receive?

3. Ana brought 12 chocolates for his 4 friends. How many chocolates will she give to each one of them?

Answer for Items 1 and 2:

1. 1. A

2. C

3. C

4. A

2. 1.

$$\begin{array}{r} \textcircled{8} \\ 3 \overline{) 24} \\ \underline{-24} \\ X \end{array}$$

2.

$$\begin{array}{r} \textcircled{10} \\ 5 \overline{) 50} \\ \underline{-50} \\ 0 \\ \underline{-0} \\ X \end{array}$$

3.

$$\begin{array}{r} \textcircled{3} \\ 4 \overline{) 12} \\ - 12 \\ \hline X \end{array}$$

Part 4B

Item 1

Directions:

Read the word problem carefully and answer the questions that follow. Encircle only the letter of the correct answer.

Problem: Maria was paid for cleaning the garden for two days. She earned ₱25 on the first day and ₱55 on the second day. If she will spend it equally for 4 days, how much will she spend per day?

Questions:

1. What is asked in the problem?
 - A. The total amount of money she earned.
 - B. The amount of money she will spend per day.
 - C. The amount of money she earned for two days.
2. What are the given facts?
 - A. two days
 - B. ₱25 and ₱55
 - C. ₱25, ₱55 and 4 days of equal spending
3. Which of the following is the correct mathematical equation to solve the problem?
 - A. $25 + 55 = N$
 - B. $(25 + 55) \div 2 = N$
 - C. $(25 + 55) \div 4 = N$
4. What is the answer to the problem?
 - A. ₱ 20
 - B. ₱ 40
 - C. ₱ 40

Answers to Item 1:

1. B
2. C
3. C
4. A

Part 4C

Item 2

Questions:

1. If Juan divides his 8 hours free time on Saturday to reading books, answering tasks, doing household chores and playing. how many hours will he allocate in each event?



2. Solidaridad saved ₱50 from her 10 days allowance. If she saved equal amount, how much did she save each day?



3. Don Pepito has 100 hectares of land. He wants to bequeath it equally to his 5 children. How many hectares of land will each his children receive?



Answers to Item 2:

1.

$$\begin{array}{r} \textcircled{2} \\ 4 \overline{) 8} \\ - 8 \\ \hline X \end{array}$$

He will allocate 2 hours each event.

2.

$$\begin{array}{r} \textcircled{5} \\ 10 \overline{) 50} \\ - 50 \\ \hline X \end{array}$$

She save ₱5 each day.

3.

$$\begin{array}{r} \textcircled{20} \\ 5 \overline{) 100} \\ - 100 \\ \hline 0 \\ - 0 \\ \hline X \end{array}$$

20 hectares will be given to each of his children.

Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: 5 minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 19

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

Key Idea

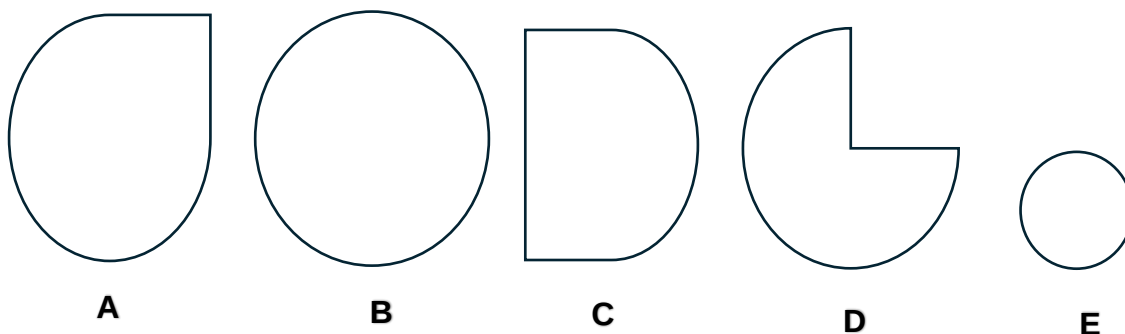
Visualize, identify, classify, and describe half circles and quarter circles

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Questions:

Directions: Find the circles in the set of figures. Write the letter in the correct box.



Circle

Not a Circle

Answers:

Circle
B, E

Not a Circle
A, C, D

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Say:

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

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

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

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2:

1A. A circle is shown in Figure 1. Cut it in half, as shown in Figure 2. One-half of the part of the circle is shown in Figure 3.

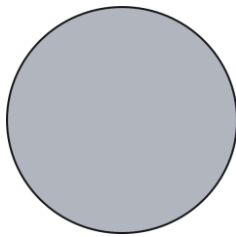


Figure 1

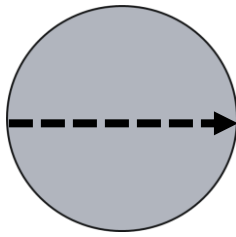


Figure 2

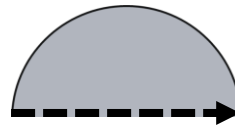


Figure 3

Questions:

- a. What kind of plane figure is shown in Figure 1?
- b. What do you notice in Figure 2?
- c. Describe Figure 3.
- d. What do you call it?
- e. How many half circles are there in one whole circle?
- f. What Mathematics tool can help you draw a semi-circle/ half circle?
- g. Can you name half-circle objects?
- h. What are the characteristics of a half circle?

1B. Look closely to the figures in the set.

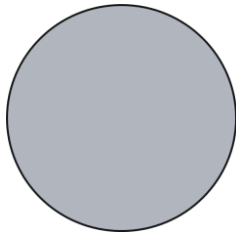


Figure 1

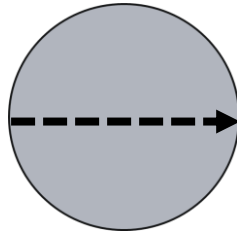


Figure 2

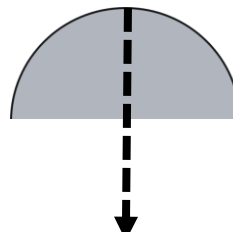


Figure 3

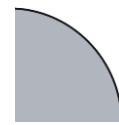


Figure 4

Questions:

- What kind of plane figure is shown in Figure 1?
- What do you notice in Figure 2?
- Do you remember Figure 3?
- What do you call it?
- What happened in Figure 4?
- Do you have any idea how this figure is called?
- How many quarter circles are there in one whole circle?
- Can you name quarter-circle objects?
- What are the characteristics of a quarter circle?

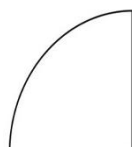
2. Classify the figures as half circle or quarter circle. Write only the letter of the figure in the correct box.



A



B



C



D



E

Half Circle

Quarter Circle

Part 4B

Item 1

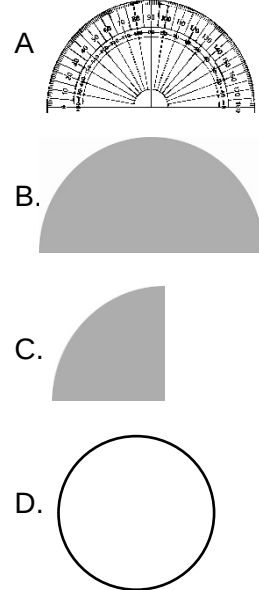
Questions:

Matching Type: Match the question in Column A to the answer figure in Column B. Write the letter on the blank before the number.

Column A

- _____ 1. Which of the following figures is a half-circle?
- _____ 2. Which of the following Mathematical tools best represents a half-circle?
- _____ 3. Which figure will make a quarter circle into a half-circle.
- _____ 4. Which of the following figures is a quarter-circle?

Column B



Answers to Item 1:

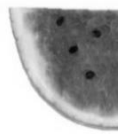
1. B
2. A
3. C
4. C

Part 4C

Item 2

Directions:

Classify the figures as half circle or quarter circle. Write only the letter of the figure in the correct box.



A



B



C

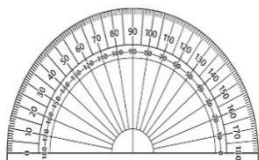


D



E

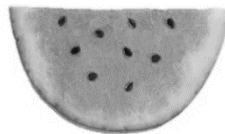
Half Circle



F



G



H

Quarter Circle

Answers to Item 2:

Half Circle

C

D

E

F

H

Quarter Circle

A

B

G

Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: **5** minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

Identify, name and describe the four basic shapes (square, rectangle, triangle, and circle) in 2 dimensional and 3-dimensional objects.

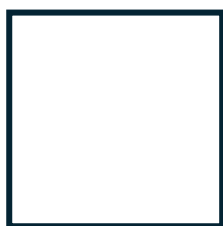
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Questions:

Directions: Read each statement carefully. If the statement is correct, encircle TRUE. If it is incorrect, encircle FALSE.

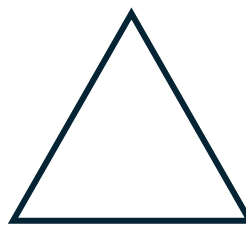
1. This is a square.



TRUE

FALSE

3. This figure is a triangle.



TRUE

FALSE

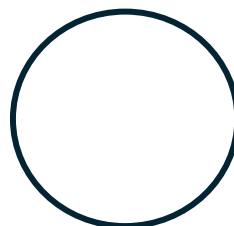
2. The figure below is a rectangle.



TRUE

FALSE

4. This is a circle.



TRUE

FALSE

Answers:

1. TRUE
2. TRUE
3. TRUE
4. TRUE
- 5.

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 use real objects, cut-outs, compass, and ruler identify, name, and describe the four basic shapes on the 2-dimensional and 3-dimensional objects.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- 2-Dimensional Objects
- 3-Dimensional Objects
- Circle
- Rectangle
- Square
- Triangle

Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A**Stem for Items 1 and 2:**

1. Here are figures A, B, C, and D.



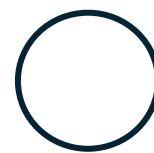
A



B



C

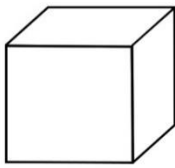


D

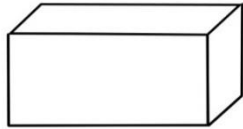
Questions:

- a. What kind of plane figure is shown in Figure A?
- b. How many sides does it have?
- c. What can you say about the measure of its sides?
- d. What kind of figure is shown in Figure B?
- e. How many sides does it have?
- f. Describe the measure of its lengths? Widths?
- g. How do you call Figure C?
- h. How many sides does it have?
- i. Do you know what shape is shown in Figure D?
- j. What are the four basic shapes?

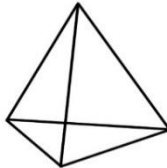
2. Examine the given figures.



E



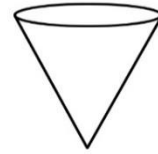
F



G



H



I

Questions:

- What kinds of shapes do you see in Figure E?
- Do you know how this Figure is called?
- Let us look closer at Figure F. What basic shapes make up this figure?
- Describe Figure G.
- What basic shapes can you see in Figure H?
- Can you give any shape that makes up Figure I?
- Give the basic shapes seen in each of the 3-dimensional figures.

Part 4B

Item 1

Matching Type: Match the question in Column A to the answer figure in Column B. Write the letter on the blank before the number.

Column A

- _____ 1. Which of the shapes is an illustration is a circle?
- _____ 2. Which of the four basic shapes has 4 equal sides?
- _____ 3. Which is a closed figure that has three sides?
- _____ 4. Which of the four figures have two pairs of equal sides?

Column B

- A. 
- B. 
- C. 
- D. 

Answers to Item 1

1. D
2. A
3. C
4. B

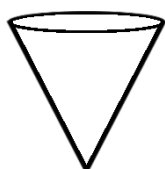
Part 4C

Item 2

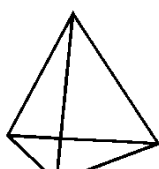
Questions

Directions: Choose the illustration which best answers the questions in each item. Write A or B in the space provided before number.

____ 1. In which 3-dimensional figure do you see a circle?

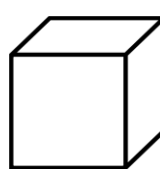


A

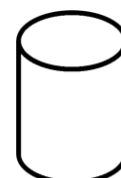


B

____ 3. Which of the figures consists of six squares?

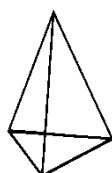


A

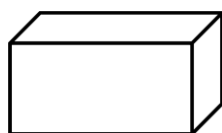


B

____ 2. Which figure has rectangles?

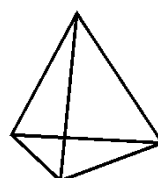


A

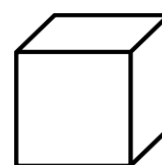


B

____ 4. In which 3-dimensional figure do you find triangles?



A



B

Answers to Item 2

1. A
2. B
3. A
4. A

Lesson Component 5 (Lesson Conclusion – Reflection and Goals)

Time: 5 minutes

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 21

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

Key Idea

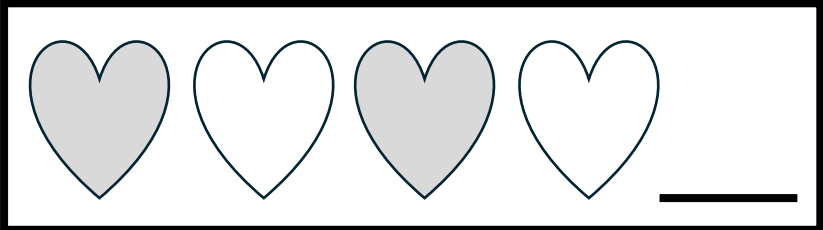
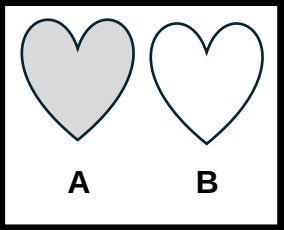
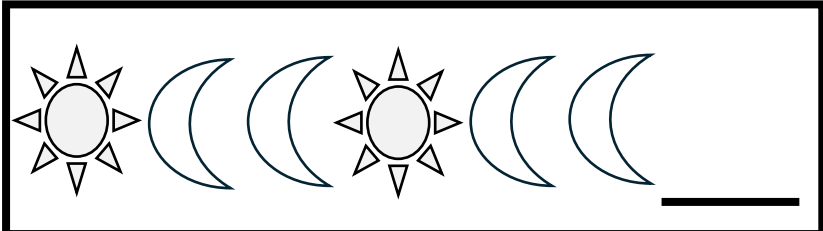
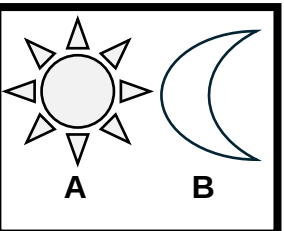
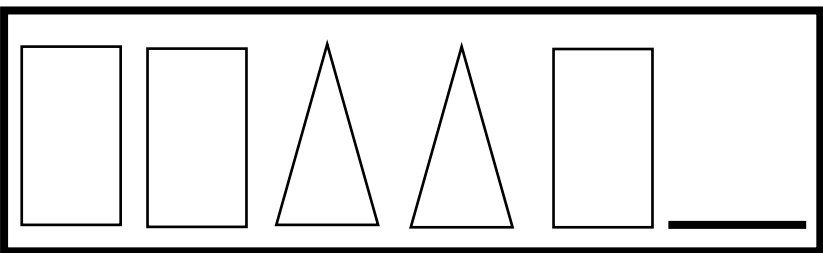
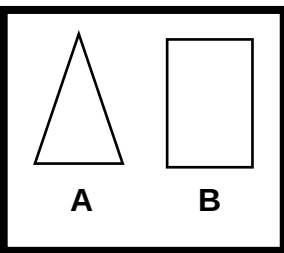
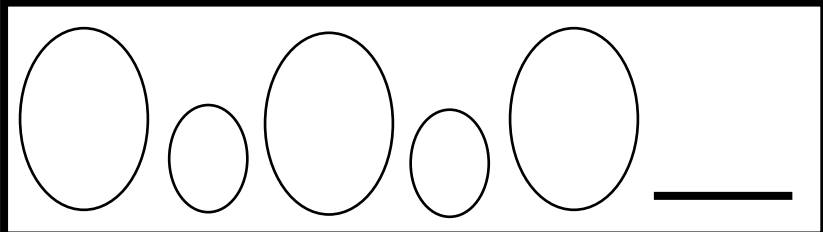
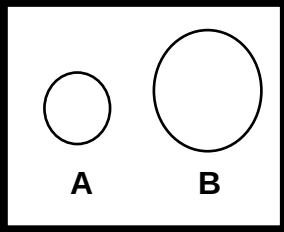
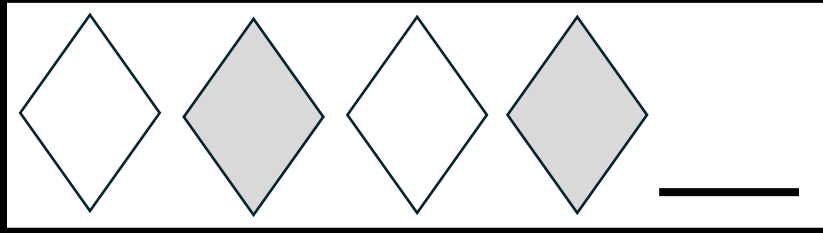
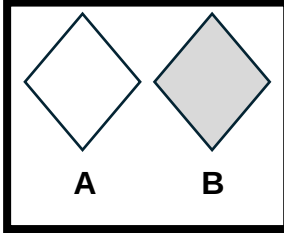
Determine missing term/s in a given continuous pattern using two attributes.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Questions:

What will be the next figure to continue the pattern? Encircle the letter of the figure that shows your answer.

1.		
2.		
3.		
4.		
5.		

Answers:

1. A
2. A
3. B
4. A
5. A

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

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: 5 minutes

Key words/terms are:

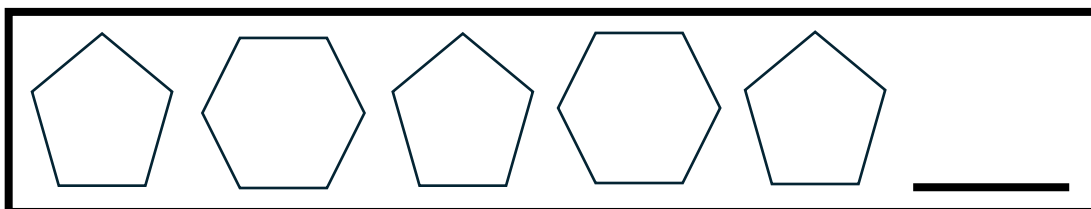
- Attribute
- Pattern
- Term

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

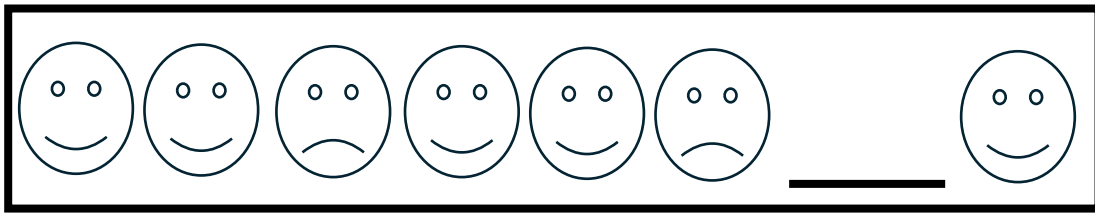
Part 4A**Stem for Items 1 and 2:**

1. Look closely to the figures in the set.

**Questions:**

- a. What is the first figure in the set?
- b. What is the second figure?
- c. How about the third? Fourth?
- d. Do you see any pattern?
- e. What should be the next figure to continue the pattern?

2. Look closely to the figures in the set.



Questions:

- What is the first figure in the set?
- What is the second figure?
- How about the third? Fourth? Fifth? Sixth?
- Do you see any pattern?
- What should be the next figure to continue the pattern?

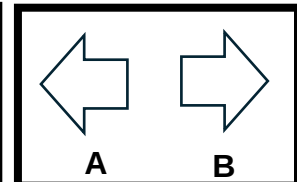
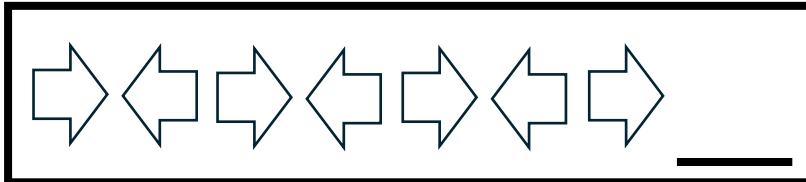
Part 4B

Item 1

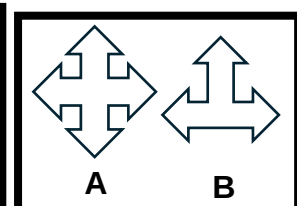
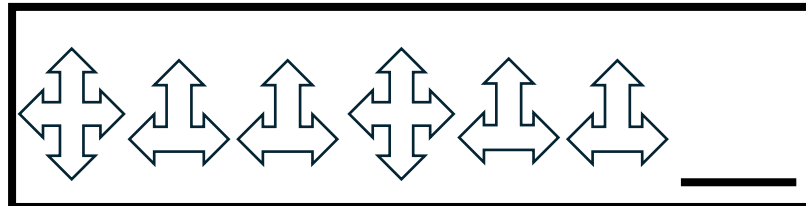
Directions:

Find the pattern and draw the missing term. Encircle the letter of the figure that shows your answer.

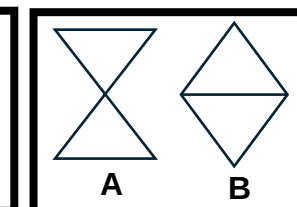
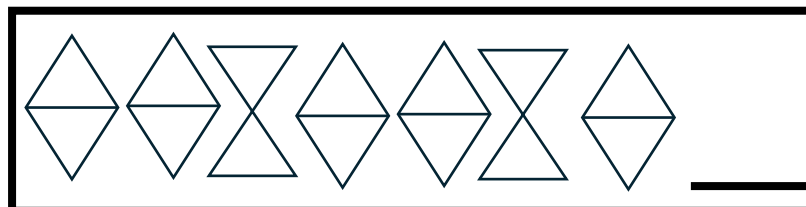
1.



2.



3.



Answers to Item 1:

- A
- A
- B

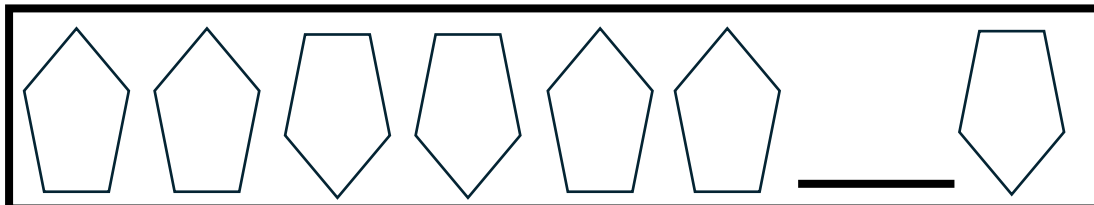
Part 4C

Item 2

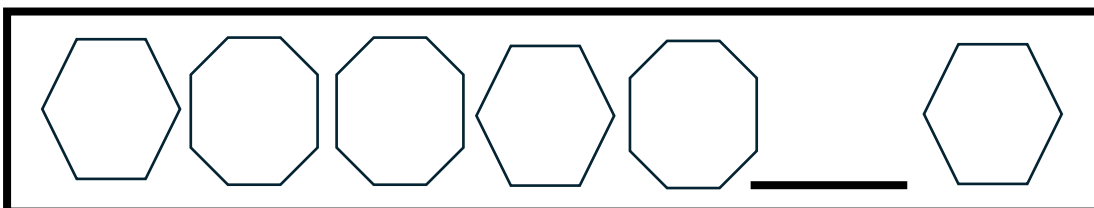
Directions:

Find the pattern then draw the missing figure in the space provided for.

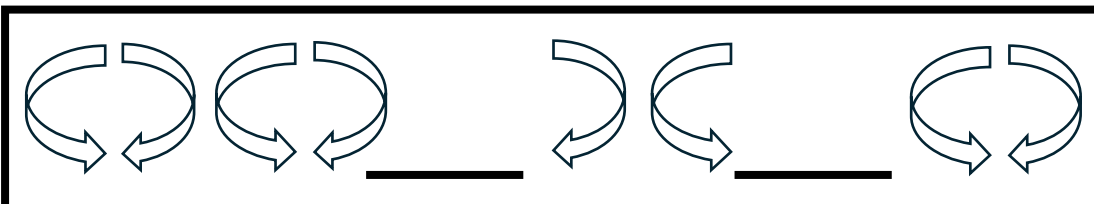
1.



2.



3.

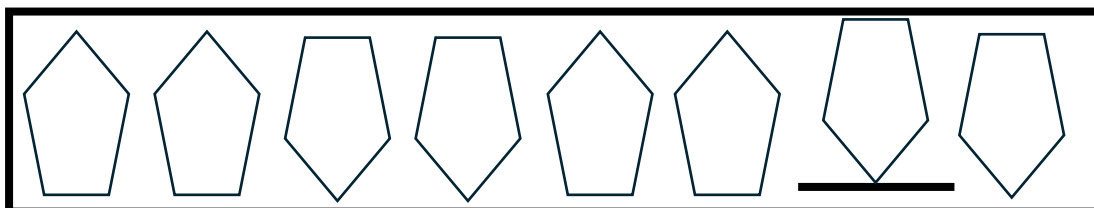


4.

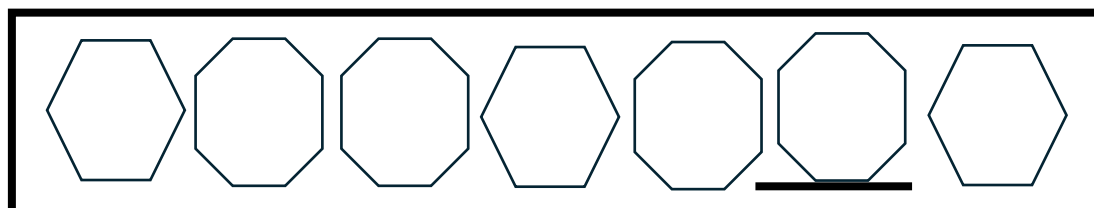


Answers to Item 2:

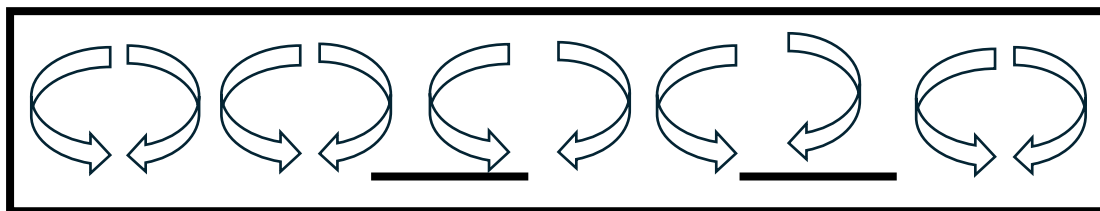
1.



2.



3.



4



Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

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

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

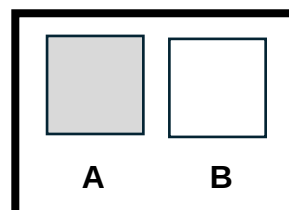
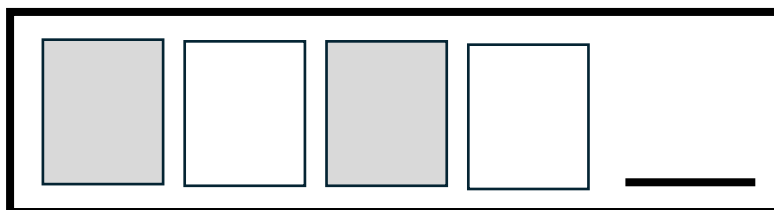
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

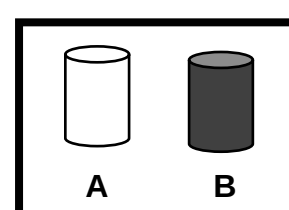
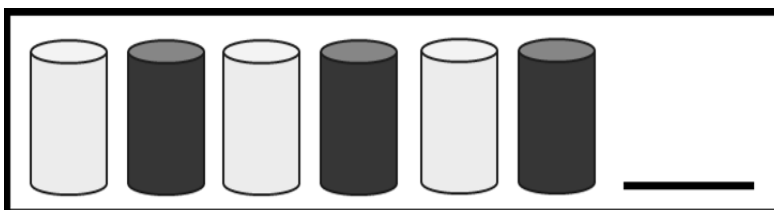
Questions:

What will be the next figure to continue the pattern? Encircle the letter of the figure that shows your answer.

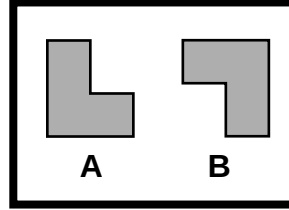
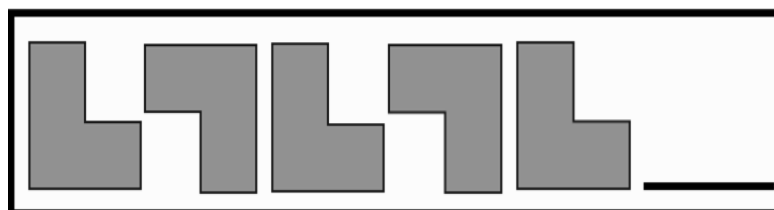
1.



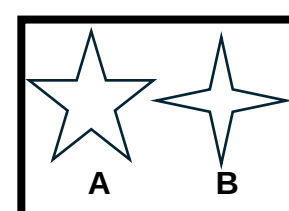
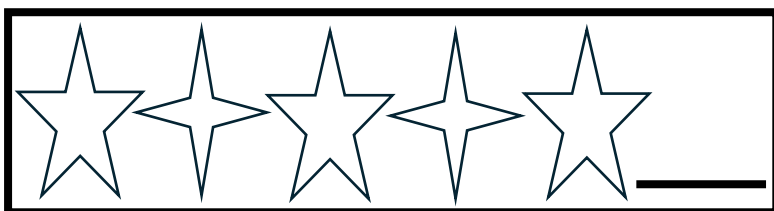
2.



3.



4.



Answers:

1. A
2. A
3. B
4. A

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

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 terms in a given continuous and repeating pattern using one of its attributes.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- Attribute
- Pattern
- Term

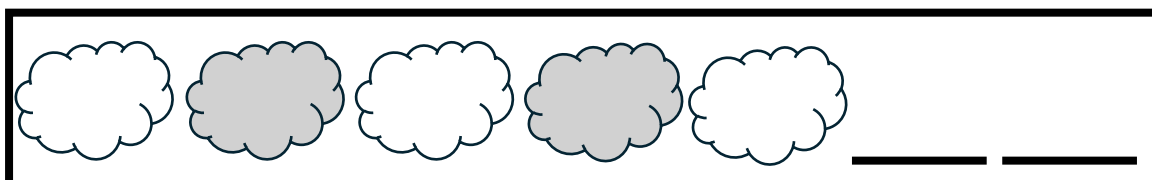
Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A

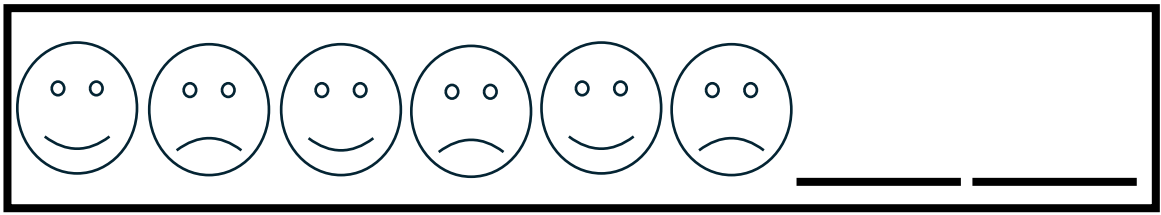
Stem for Items 1 and 2:

1. Look closely to the figures in the set.



Questions:

- a. What is the first figure in the set?
 - b. What is the second figure?
 - c. How about the third? Fourth? Fifth?
 - d. Do you see any pattern?
 - e. What attribute of the figure changes?
 - f. What should be the next term to continue the pattern?
2. Look closely to the figures in the set.



Questions:

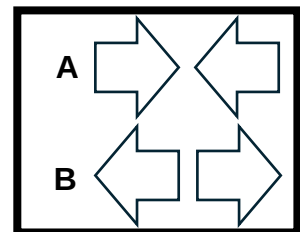
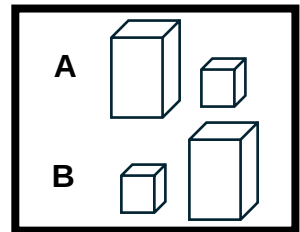
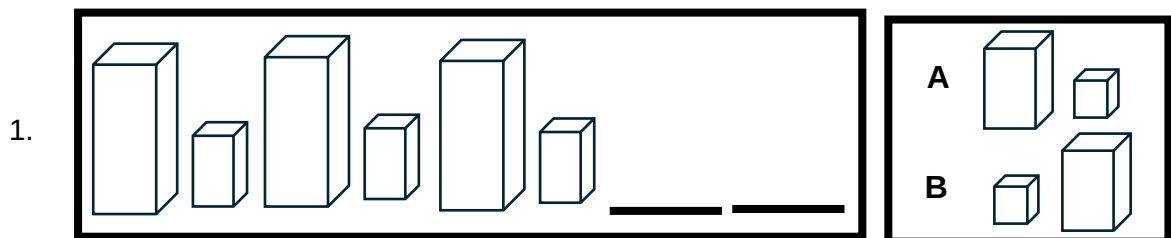
- What is the first figure in the set?
- What is the second figure?
- How about the third? Fourth? Fifth? Sixth?
- Do you see any pattern?
- What attribute of the figure changes?
- What should be the next term to continue the pattern?

Part 4B

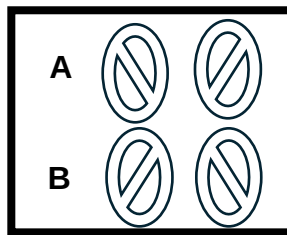
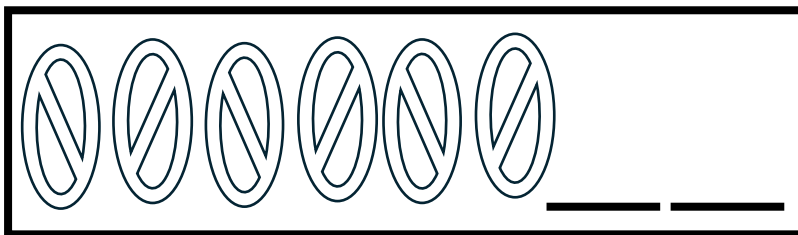
Item 1

Questions:

What will be the next two figures to continue the pattern? Encircle the letter of the figure that shows your answer.



3.



Answers to Item 1:

- 1. A
- 2. A
- 3. A

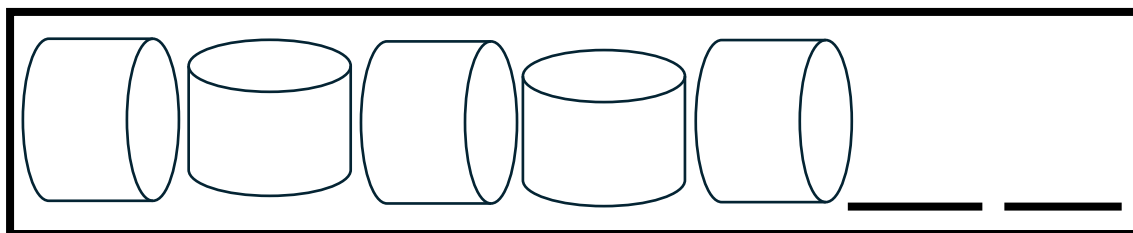
Part 4C

Item 2

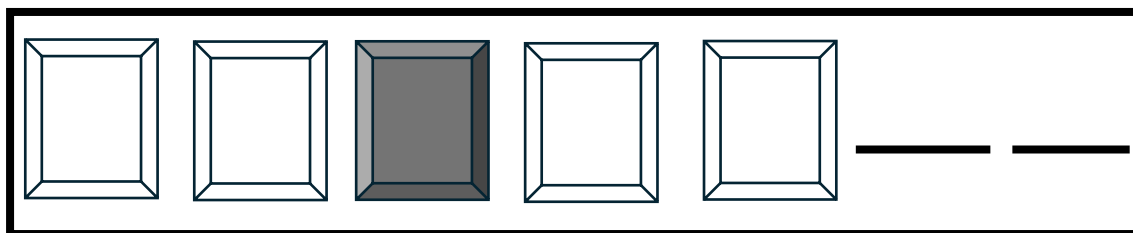
Directions:

Find the pattern and draw the missing figures in the space provided for.

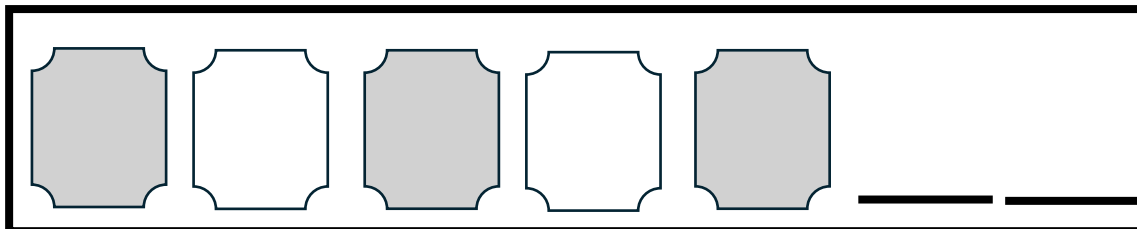
1.



2.



3.

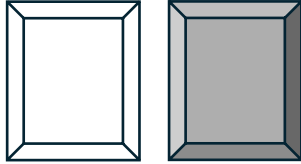


Answers to Item 2:

1.



2.



3.



Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

Mathematics Grade 2 Lesson Plan 23

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

Key Idea

Identify straight lines and curves, flat and curved surfaces in 3-dimensional object.

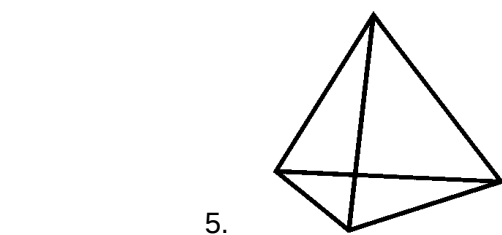
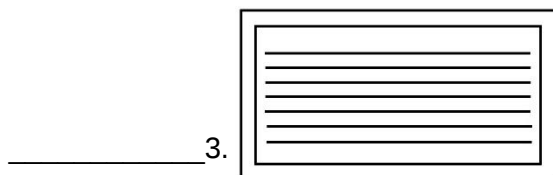
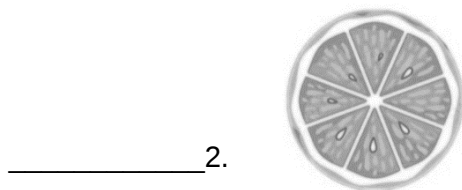
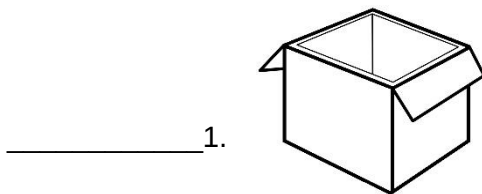
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions:

Can you recall the four basic shapes? Match the 2-dimensional or 3-dimensional figure in Column A to the basic shape that makes up it. Write the letter on the blank provided before the number.

Column A



Column B

A. square

B. circle

C. triangle

D. rectangle

E. star

Answers

1. A
2. B
3. D
4. B
5. C

Lesson Component 2 (Lesson Purpose/Intention)

Time: **3** minutes

Teacher states:

In the previous task, we recalled the name of plane figures/ flat surfaces that make up the two-dimensional and three-dimensional figures. Today, we will Identify straight lines and curves, flat and curved surfaces in 3-dimensional object.

Lesson Component 3 (Lesson Language Practice)

Time: **5** minutes

Key words/terms are:

- 3-Dimensional Object
- Curve Line
- Curved Surface
- Plane Figure/ Flat Surface
- Straight Line

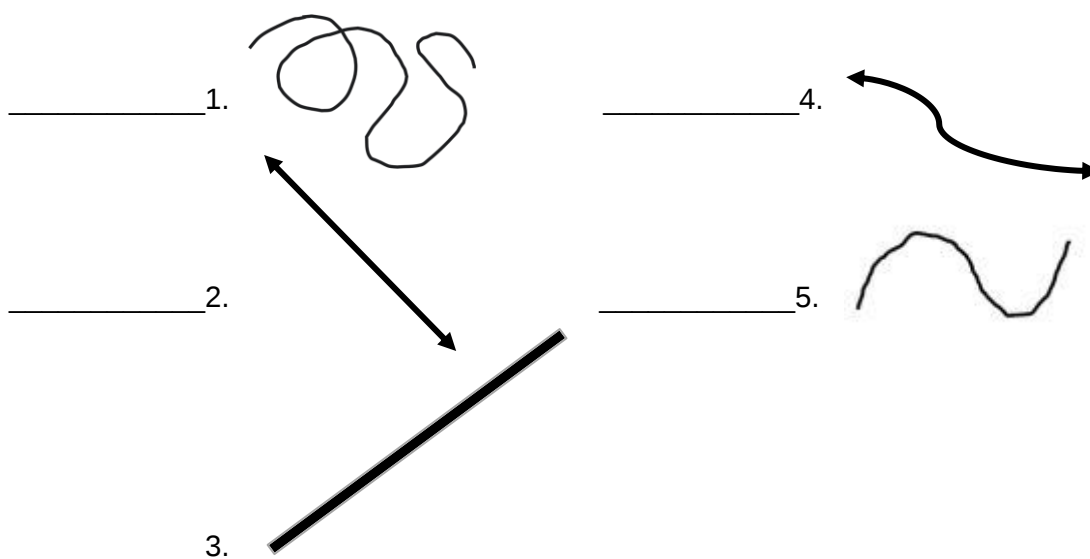
Lesson Component 4 (Lesson Activity)

Time: **25** minutes

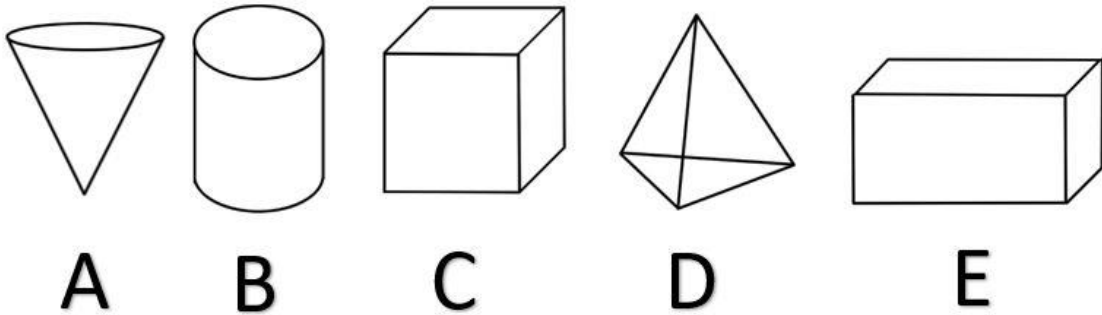
Part 4A

Stem for Items 1 and 2:

Directions: Identify the following one-dimensional shape. Write ***Straight Line*** if it has no width or curves and ***Curve Line*** if it bends smoothly without sharp edges.



2. Examine the solid figures below.



Questions:

- a. Which solid figure has cylindrical curve and two circular flat surfaces?
- b. Which solid figure has six squares?
- c. Which solid figure has 4 rectangles and two squares?
- d. Which solid figure has a circular flat surface and a curved surface?
- e. Which solid figure has all triangular flat surfaces?

Part 4B

Item 1

Directions:

Write **SL** if the figure is a straight line and **CL** if curve line.

- _____ 1. 
- _____ 2. 
- _____ 3. 
- _____ 4. 
- _____ 5. 

Answers to Item 1

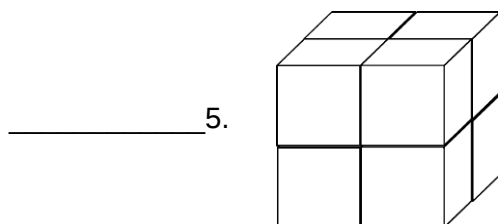
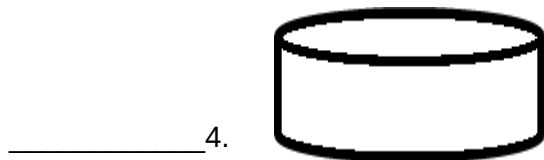
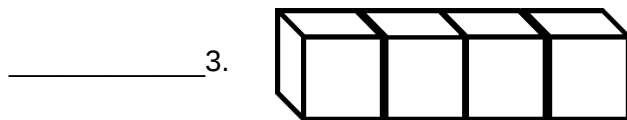
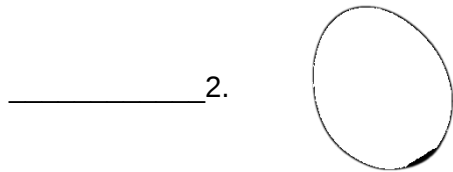
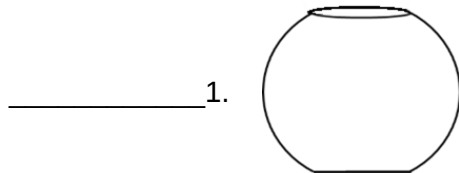
1. CL
2. CL
3. SL
4. SL
5. CL

Part 4C

Item 2

Directions:

Write ***Flat Surface*** if the figure has plane surface without curves and ***Curved Surface*** if it has a round surface.



Answers to Item 2:

1. Curved Surface
2. Curved Surface
3. Flat Surface
4. Curved Surface
5. Flat Surface

Lesson Component 5 (Lesson Conclusion – Reflection)

Answer the questions below:

What task did you perform best today?

How did your knowledge improve today?

How confident do you feel about the focus topic after today's lessons? Circle one below:



I am not
sure/confused about
this topic



I have some idea
but questions about
this topic



I think I can do this
topic



I am sure I can do
this topic

For inquiries or feedback, please write or call:

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