8

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics

Quarter 1
Lesson
2

Lesson Exemplar for Mathematics Grade 8
Quarter 1: Lesson 2 (Week 2)
SY 2025-2026

Development Team

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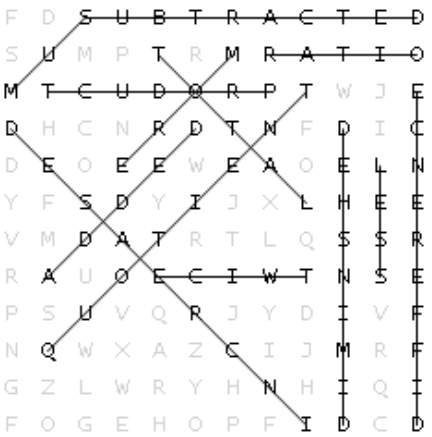
MATHEMATICS / QUARTER 1 / GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate knowledge and understanding of algebraic expressions and operations with monomials, binomials, and multinomials.
B. Performance Standards	By the end of the quarter, the learners are able to add and subtract monomials, and multiply combinations of monomials, binomials, and multinomials. (NA)
C. Learning Competencies and Objectives	***Learning Competency*** At the end of the lesson, the learners are able to **1. model real-life situations using algebraic expressions.** *Lesson Objective: Use real-life situations to illustrate algebraic expressions.* **2. add and subtract simple monomials.** *Lesson Objective: Add and subtract monomials and multinomials.*
D. Content	3. Translate real-life situations into algebraic expressions 4. Addition and Subtraction of Monomials, Binomials and Multinomials 4.1 Addition and Subtraction of Monomials 4.2 Addition and Subtraction of Binomials 4.3 Addition and Subtraction of Multinomials
E. Integration	

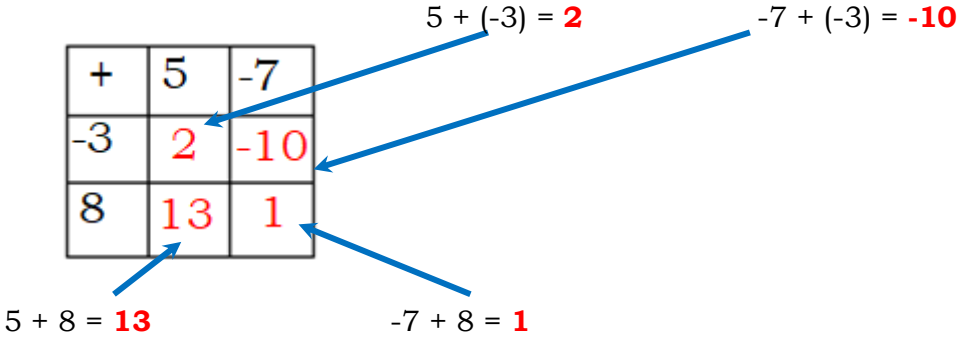
II. LEARNING RESOURCES
A quote by Mark Twain. (2024). *Goodreads*. https://www.goodreads.com/quotes/2528-keep-away-from-people-who-try-to-belittle-your-ambitions Alferez, M. S. (2007). *MSA Elementary Algebra* (2007 ed.). MSA Publishing House. Dela Torre, S.T. (2021, April 5). Mathematics Quarter 3 – Module 4: Representing Quantities in Real-life Situations Using Algebraic Expressions and Equations. *DepEd Tambayan*. https://depedtambayan.net/wp-content/uploads/2022/02/MATH6-Q1-MODULE4.pdf Gloag, A. and Kramer, M. (2023). Addition and Subtraction of Polynomials. CK-12 Flexbooks. https://flexbooks.ck12.org/cbook/ck-12-conceptos-de-%C3%A1lgebra-nivel-b%C3%A1sico-en-espa%C3%B1ol/section/9.2/related/lesson/addition-and-subtraction-of-polynomials-bsc-alg/ Level Their Learning. (2024). Translating real world problems into algebraic expressions. *Teachers Pay Teachers*. https://www.teacherspayteachers.com/Product/Translating-Real-World-Problems-into-Algebraic-Expressions-6575982

Oronce, O. A. (2007). *E-math I' 2007 Ed. (elementary algebra)* (1st ed.). Rex Bookstore.
Puzzle Maker. (2024). Word search puzzle. *Discovery Education.* https://puzzlemaker.discoveryeducation.com/word-search
S., A. M., & Duro, M. C. (2007). *MSA elementary algebra* (2007 ed.).

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** **Activity 1: Word Hunt** Directions: Draw a line or shade the words that illustrate addition, subtraction, multiplication, or division. F D S U B T R A C T E D S U M P T R M R A T I O M T C U D O R P T W J E D H C N R D T N F D I C D E O E E W E A O E L N Y F S D Y I J X L H E E V M D A T R T L Q S S R R A U O E C I W T N S E P S U V Q R J Y D I V F N Q W X A Z C I J M R F G Z L W R Y H N H I Q I F O G E H O P F I D C D **Questions:** 1. Which of the words represent addition? 2. Which of the words represent subtraction? 3. Which of the words represent multiplication? 4. Which of the words represent division? 5. Can you think of other words that represent addition, subtraction, multiplication, or division?	**Activity 1 Answer Key:** 

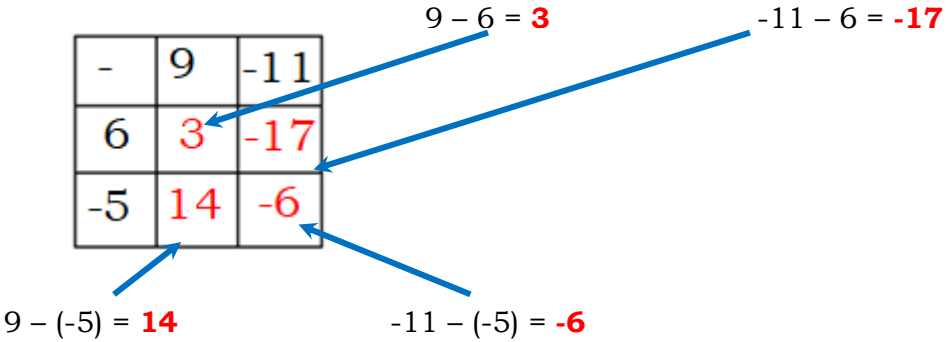
Activity 2: Addition and Subtraction Squares
Directions: Complete the squares by adding or subtracting the integers. Examples are given as your guide to fill in the missing boxes.

Example 1:



+	5	-7
-3	2	-10
8	13	1

Example 2:



-	9	-11
6	3	-17
-5	14	-6

Activity 2 is intended before adding and subtracting monomials.

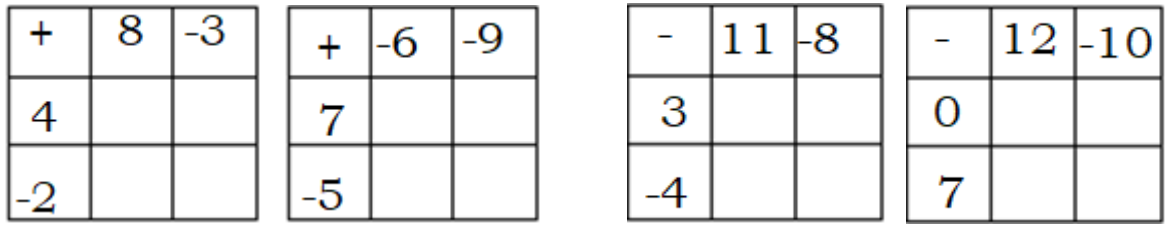
-	11	-8
3	-8	11
-4	-15	4

-	12	-10
0	-12	-10
7	-5	17

+	8	-3
4	12	7
-2	6	-5

+	-6	-9
7	1	-2
-5	-11	-14

.

	 **2. Feedback (Optional)**	
B. Establishing Lesson Purpose	**1. Lesson Purpose** **Jeepney Fare 2024** The minimum jeepney fare is Php 13 for the first 4 kilometers and Php 3 increase for each subsequent kilometer. **Questions:** 1. How much will you pay if you travel for a seven-kilometer trip? 2. If you let x be the number of kilometers traveled beyond the first four-kilometer trip, what mathematical expression can you create to represent the jeepney fare? 3. Considering your answer in #2, what do you call an expression which consists of numbers, variables and operations? **2. Unlocking Content Vocabulary** • **ALGEBRAIC EXPRESSION** – an expression consisting of variables and constants along with algebraic operations (addition, subtraction, multiplication or division). • **ALGEBRAIC TERM** – either a single number or letter, or the product of several numbers or letters. Terms are separated by the operations addition and subtraction. • **VARIABLE** - any letter or symbol that represents a number • **CONSTANT** – a number that has a fixed value that does not change • **SIMILAR TERMS** – terms that have the same variable raised to the same power. • **MONOMIAL** – an algebraic expression having one term • **BINOMIAL** - an algebraic expression having two terms • **MULTINOMIAL** - an algebraic expression that contains at least two terms	**Lesson Purpose Answer:** 1. Php13 + Php3(3) = Php 22 2. 3(x)+13 or 3x +13 3. algebraic expression

C. Developing and Deepening Understanding

SUB-TOPIC 1: Translate Real-life Situations into Algebraic Expressions

1. Explicitation

In the activity about "Jeepney Fare 2024", since x represents the number of kilometers traveled beyond the first four-kilometer trip, then the fare for every passenger if they exceed the first four-kilometer trip is represented by 3x + 13 with Php 3 increase for each subsequent kilometer.

To easily translate real-life situations into algebraic expressions, here is the list of the keywords for each operation.

Addition	Subtraction	Multiplication	Division
sum	subtract	times	quotient
more than	take away	multiply	divided by
plus	diminish by/from	product	divided into
increased by/from	less/less than	twice	ratio
added by/to	difference	thrice	
total	decreased by/from		

The teacher must emphasize that when "to" or "from" is added to the keyword, the order of the terms is interchanged.

Example:
x diminished by 2 is "x – 2".

x diminished from 2 is "2 – x".

2. Worked Example

Translate the following statements into algebraic expressions.

1. two more than y ballpens.
2. thirteen pesos added to x pesos.
3. eight subtracted from b marbles.
4. v increased by five candies.
5. twice a number m bacteria.
6. six less than m passengers.
7. z chocolates divided by seven persons.
8. half of n kilograms of meat.
9. twelve chocolates decreased by w chocolates.
10. twice a number c books.

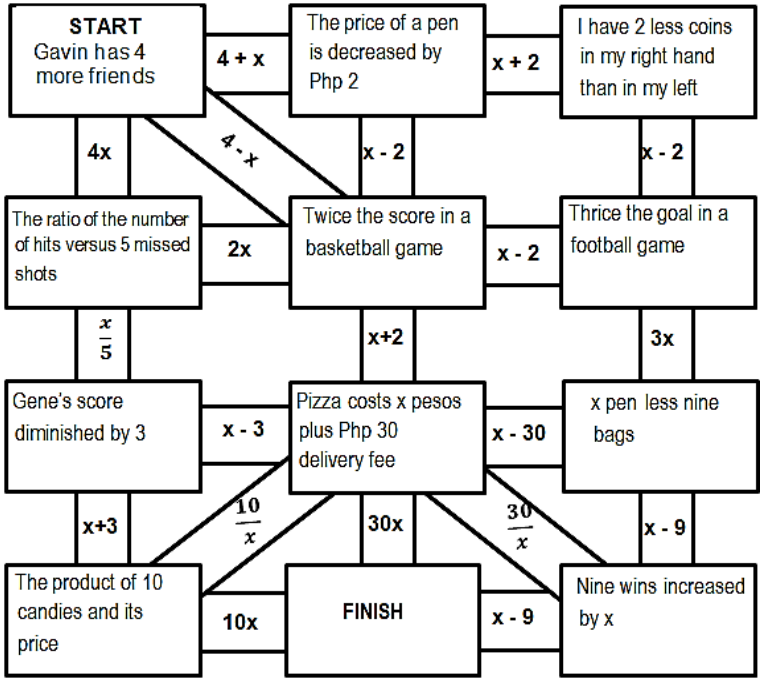
Worked Example Answers:

1. y + 2
2. x + 13
3. b – 8
4. v + 5
5. 2m
6. m – 6
7. $\frac{z}{7}$
8. $\frac{n}{2}$ or $\frac{1}{2}n$
9. 12 – w
10. 2c

3. Lesson Activity

Activity 3: Maze to Amaze

Directions: Translate each statement into algebraic expression. Begin at the "start" and continue to follow the path until you hit the finish line.



DAY 2

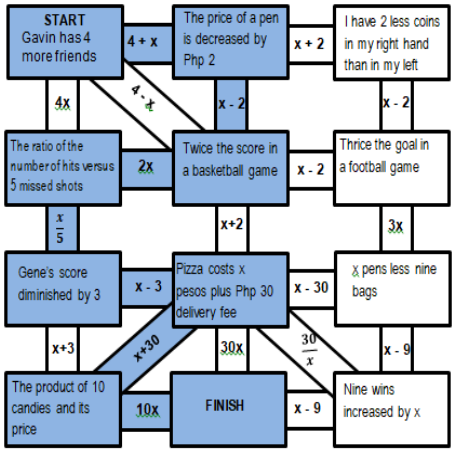
SUB-TOPIC 2: Addition and Subtraction of Monomials

1. Explicitation

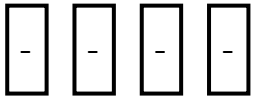
Tiles can be used to model algebraic expression.

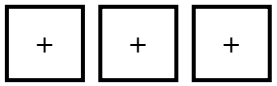
1 – tile	+	-1 – tile	-
x – tile	+	-x – tile	-
x^2 – tile	+	$-x^2$ – tile	-

Activity 3 Answer Key:

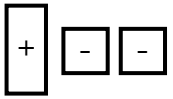


a) Using the tiles, make a model for 3. Answer: 

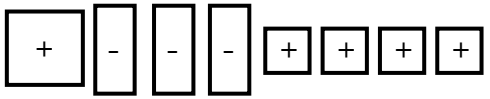
b) Using the tiles, make a model for -4x. Answer: 

c) Using the tiles, make a model for $2x^2$ Answer: 

3, -4x, and $2x^2$ are algebraic expressions consisting of 1 term. These are examples of monomials.

What about if you use the tiles to model x-2, how will it look like? 

Observe that there are two kinds of tiles used. x – 2 is an example of binomial. It consists of two terms. *Note: Terms are separated by a plus sign or a minus sign.*

This time make a model for x^2 -3x + 4. 

Questions:

1. How many kinds of tiles are used? Answer: 3
2. What kind of algebraic expression is x^2 -3x + 4? Answer: trinomial

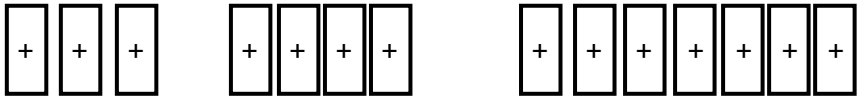
Note: Monomial, binomial, and trinomial are kinds of polynomials. Polynomials are algebraic expressions that consist of non-negative exponents.

Addition of Monomials

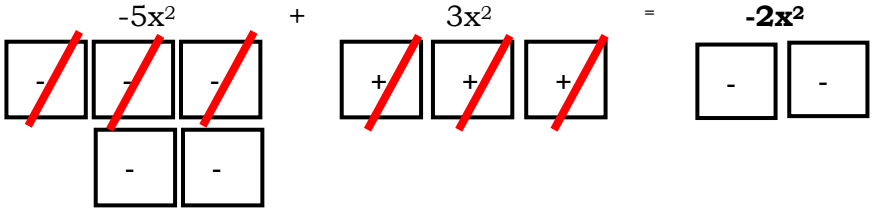
1. Use algebra tiles to model 3x + 4x, then find its sum.

Solution:

3x + 4x = **7x**



2. Use algebra tiles to model $-5x^2 + 3x^2$ and then find its sum.



Questions:

1. What can you say about the monomials 3x and 4x? $5x^2$ and $3x^2$?
2. What have you noticed about the sum of the monomials?

1. They have the same literal coefficients.
2. Only the numerical coefficients are added.

Subtraction of Monomials

Since in addition of monomials, only the numerical coefficients of similar terms are added, the same rule applies in subtraction of monomials that only the numerical coefficients are to be subtracted.

Find the difference of the given monomials. Observe the rules in subtracting integers.

1. $4x^2 - 6x^2$ Solution: $4x^2 + (-6x^2) = \mathbf{-2x^2}$
2. $-7x - (10x)$ Solution: $-7x + (-10x) = \mathbf{-17x}$

2. Worked Example

A. Find the sum of the following monomials.

1. 4a + 6a + (-8a)

   Solution: 4a
   6a
   (+) -8a
   2a

2. -11xy + 7xy + (-15xy)

   Solution: -11xy
   7xy
   (+) -15xy
   -19xy

The teacher can give an example of monomials to be added or subtracted that are dissimilar. Give emphasis that only similar terms can be added or subtracted.

1) 3x -2 = 3x -2
2) $-x^2 + 2x = -x^2 + 2x$

3. $-10b^3c + (-9\ b^3c) + b^3c$

Solution: $-10b^3c$

$-9\ b^3c$

(+) $\underline{\quad b^3c}$

$-18b^3c$

B. Find the difference of the following monomials.

1. $9x^2 - 4x^2$ Solution: $9x^2 - 4x^2 =$ **$5x^2$**
2. $-10ab - 15ab$ Solution: $-10ab + (-15ab) =$ **$-25ab$**
3. $-12c^2d^2 - (-8\ c^2d^2)$ Solution: $-12c^2d^2 + 8c^2d^2 =$ **$20c^2d^2$**

3. Lesson Activity

Activity 4: Find the sum or difference of the following monomials.

1. $2x + (-5x)$
2. $-2a^2 - (-6a^2)$
3. $y + (-y)$
4. $-9x^2y^3 - (-9x^2y^3)$
5. $12ab^2 - ab^2$
6. $-16mn^3 + (-12mn^3)$
7. $10a^2b^3 - (-8\ a^2b^3) + a^2b^3$
8. $7xy + 4xy - (-21xy)$
9. $-8m^2n^2 + 7\ m^2n^2 - 15m^2n^2$
10. $-b^2c^3 + (-b^2c^3) - (-b^2c^3)$
11. $15m^2n^3 - 12m^2n + 8m^2n$
12. $a^2b^4 + 2a^2b^4 - 9a^2b^4$
13. $-18xyz + (-5xyz) - (-12xyz)$
14. $11ab - 6ab - 15ab$
15. $-21x^4 + 17x^4 - 12x^4$

DAY 3

SUB-TOPIC 3: Addition and Subtraction of Binomials

1. Explicitation

Tiles can be used to model algebraic expression.

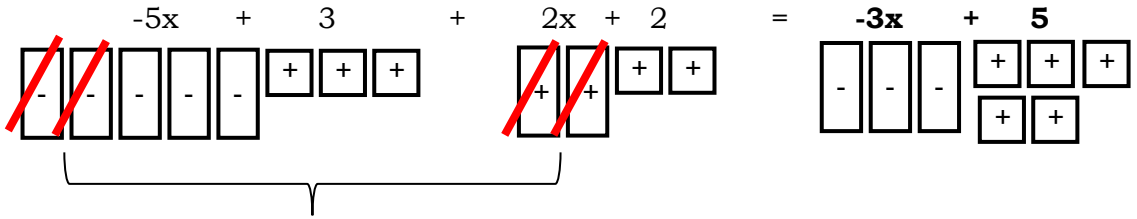
1 – tile	+	-1 – tile	-
x – tile	+	-x – tile	-
x^2 – tile	+	$-x^2$ – tile	-

Teacher can tell the learners that they can also add/subtract polynomials horizontally. Make sure that only similar terms are added/subtracted.

Activity 4 Answers:

1. $-3x$
2. $46a^2$
3. 0
4. 0
5. $11ab^2$
6. $-28mn^3$
7. $19\ a^2b^3$
8. $32xy$
9. $-16m^2n^2$
10. $-b^2c^3$
11. $11m^2n$
12. $-6a^2b^4$
13. $-xyz$
14. $-10ab$
15. $-16x^4$

Using the tiles, make a model for -5x + 3 and 2x + 2 then find its sum.
Solution:



What can you say about these tiles? Why is their sum equal to zero?

The tiles represent similar terms -2x and 2x. Then, –2x+2x = 0

In adding binomials, similar terms are added. Same rule applies in the subtraction of binomials.

Always remind students the rules in subtracting integers are applied in subtracting monomials and polynomials.

Find the difference of $12x^2 + 4x$ and $4x^2 – 7x$.
Solution 1: $(12x^2 + 4x) – (4x^2 – 7x) = (12x^2 + 4x) + (–4x^2 + 7x)$
$= \mathbf{8x^2 + 11x}$

Solution 2:
$12x^2 + 4x$
$– \quad 4x^2 – 7x$
$\mathbf{8x^2 + 11x}$

2. Worked Example

A. Find the sum of the following binomials.

1. $(7b – 3) + (-19b + 8)$
   Solution: $7b – 3$
   $(+) \ -19b + 8$
   $\mathbf{-12b + 5}$

2. $(-21x^2y^3z + 12) + (-6x^2y^3z - 6)$
   Solution: $-21x^2y^3z + 12$
   $(+) \ -6x^2y^3z – 6$
   $\mathbf{-27x^2y^3z + 6}$

3. (18 + 6mn) + (-8 – 19mn) + (12 – mn)
   Solution: 18 + 6mn
   -8 – 19mn
   (+) 12 – mn
   22 – 14mn

B. Find the difference of the following binomials.

1. $(7x^2+3x) – (x^2 – 2x)$
   Solution: $7x^2 + 3x$
   (-) $x^2 – 2x$
   $6x^2 + x$

2. $(-a^2b^3c – 17) – (8a^2b^3c – 7)$
   Solution: $-a^2b^3c – 17$
   (-) $8a^2b^3c – 7$
   $-9a^2b^3c –10$

3. $(m^2 – 8n) – (3m^2 +5n)$
   Solution: $m^2 – 8n$
   (-) $3m^2 + 5n$
   $2m^2 – 3n$

3. Lesson Activity

Activity 5. Perfect Match

Find the sum or difference of the given binomials in Column A and it with its corresponding answer in Column B. Write the letter before each number.

Column A	**Column B**
_____ 1. (5a – 7b) – (2a – 5b)	A. 2a + 11b
_____ 2. (5a – 7b) + (2a – 5b)	B. a – 12b
_____ 3. (–9a + 3b) – (–11a – 8b)	C. 7a – 4b
_____ 4. (–9a + 3b) + (–11a – 8b)	D. 7a – 12b

Activity 5 Answer:
1. F
2. D
3. A
4. H
5. C
6. B
7. E
8. I
9. K
10. J

_____ 5. (–3a – 8b) – (4a – 4b)

_____ 6. (–3a – 8b) + (4a – 4b)

_____ 7. (a – 5b) – (6a – 2b) + (2a – 3b)

_____ 8. (a + 5b) + (–6a+2b) – (–2a – 3b)

_____ 9. (a – 5b) + (–6a–2b) – (–2a – 3b)

_____ 10. (a – 5b) + (6a – 2b) – (2a – 3b)

E. –3a – 6b

F. 3a – 2b

G. 3a + 6b

H. –20a – 5b

I. –3a + 4b

J. 5a – 4b

K. –3a – 4b

SUB-TOPIC 4: Addition and Subtraction of Multinomials

1. Explicitation

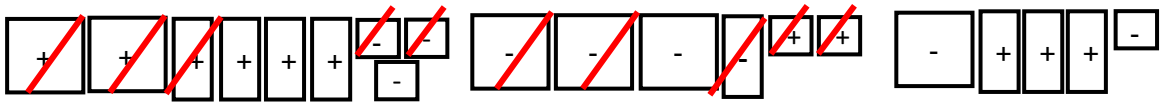
Tiles can be used to model algebraic expression.

1 – tile	+	-1 – tile	-
x – tile	+	-x – tile	-
x^2 – tile	+	$-x^2$ – tile	-

Using the tiles, make a model for $2x^2 + 4x – 3$ and $–3x^2 – x + 2$ then find its sum.

Solution:

$2x^2 + 4x – 3 + (–3x^2 – x + 2) =$ **$–x^2 + 3x – 1$**



Questions:

1. Which tiles are eliminated?
2. What can you say about the tiles that were eliminated?

1. two x^2-tiles and two $-x^2$-tiles; one x-tile and one –x-tile; two 1-tiles and two 1-tiles
2. These are similar terms and similar terms with unlike signs have a sum of zero.

2. Worked Example

Binomials and trinomials are multinomials. Since binomials are already discussed in the previous lesson, this time you will add and subtract trinomials.

A. Find the sum of the following trinomials.

1. $(5a- 2b + 4c) + (-a – 3b + 8c)$

   Solution: $5a – 2b + 4c$

   $(+)\ \underline{-a – 3b + 8c}$

   $4a – 5b +12c$

2. $(8x^2 + 2x – 9) + (-14x^2 - 2x – 11)$

   Solution: $8x^2 + 2x – 9$

   $(+)\ \underline{-14x^2 – 2x – 11}$

   $-6x^2 – 20$

3. $(-m – 9n + 16) + (-5m – 18n + 11) + (-3m + 13n - 21)$

   Solution: $-m – 9n + 16$

   $(+)\ -5m – 18n + 11$

   $(+)\ \underline{-3m + 13n – 21}$

   $-9m - 14n - 6$

B. Find the difference of the following trinomials.

1. $(21w – 8x +13) – (-11w – 12x +17)$

   Solution: $21w – 8x +13$

   $(-)\ \underline{-11w – 12x +17}$

   $10w + 4x – 4$

2. $(2a^2 + 14a – 4) – (a^2 – a – 4)$

   Solution: $2a^2 + 14a – 4$

   $(–)\ \underline{a^2 – a – 4}$

   $a^2 + 13a$

3. $(5y^2 – 6y +12) – (-11y^2 – 7y +19)$

   Solution: $5y^2 – 6y +12$

   $(-)\ \underline{-11y^2 – 7y +19}$

   $16\ y^2 + y – 7$

3. Lesson Activity

Activity 6: Passage to Encourage

Directions: Find the sum or the difference of the multinomials in Box 1. Then write the letter on the blank for the multinomial that corresponds to your answer in Box 2 to decode the famous person who said the mentioned inspiring quote.

"Keep away from people who try to belittle your ambitions. Small people always do that, but real great people make you feel that you too can become great."

Box 1

R $(-5y^2 + 11y) + (8y^2 - 13y)$	I $(10 + 11y) - (9 - 8y)$	A $(-3a^3b^2c - 3ab - 5) + (4a^3b^2c - 7ab - 18)$
W $(-3a^3b^2c - 3ab - 5) - (4a^3b^2c - 7ab - 18)$	N $(10 + 11y) + (9 - 8y)$	M $(-5y^2 + 11y) - (8y^2 - 13y)$
K $(4a - 16) + (-9a - 4)$	A $(4a - 16) - (-9a - 4)$	T $(-6b^2c + 12bc + 5) + (-3b^2c + 7bc -$

Box 2

____ $-13y^2 + 24y$	____ $13a - 12$	____ $3y^2 - 2y$	____ $-5a - 20$	
____ $-9b^2c + 19bc + 1$	____ $-7a^3b^2c + 4ab + 13$	____ $a^3b^2c - 10ab - 23$	____ $1 + 18y$	____ $19 + 3y$

Activity 6 Answer Key:

M	A	R	K
$-13y^2 + 24y$	$13a - 12$	$3y^2 - 2y$	$-5a - 20$

T	W	A	I	N
$-9b^2c + 19bc + 1$	$-7a^3b^2c + 4ab + 13$	$a^3b^2c - 10ab - 23$	$1 + 18y$	$19 + 3y$

D. Making Generalizations

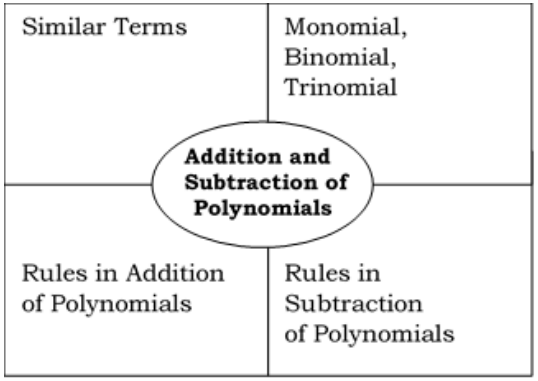
DAY 4

1. Learners' Takeaways

Use the Frayer Diagram to show what you learned.

2. Reflection on Learning

Are there any challenges or misconceptions you encountered while studying the lesson? If there are, what are those?



The teacher will ask the learners of the important lessons they've learned.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**1. Formative Assessment** A. Translate the following into mathematical expressions. 1. five times the price of x ballpens. 2. the amount to be paid for x kilos of meat if each kilo costs y pesos. 3. the sum of the points gained by Axl and Gelo in a basketball game if Axl got nine more than the score of Gelo. 4. each student's share of marbles if there are x marbles and y students. 5. John's score in a game is 4 increased by b points. 6. the average of Ben's grade in the first and second quarter if he got m and n in the two quarters respectively. 7. twelve pesos less a discount of d. 8. Tim's tokens in an arcade game is x less than twenty. 9. the perimeter of a triangle if the sides of a triangle are three consecutive numbers. 10. 3 hours less than the time traveled t. B. Find the sum or difference of the following polynomials. 1. $(–x^4y^2 – 3) + (–14x^4y^2 + 9)$ 2. $(9 – 5ab + 6a) – (-12 – 3ab – 3a)$ 3. $(-10a^2b^2 + 1) + (14a^2b^2 + 8)$ 4. $(b^2c^3 - 17) - (-4b^2c^3 - 6)$ 5. $(-17x^2y + 11xy – 2) + (-7x^2y – 11xy – 8)$ 6. $(-abc + 2b + 6c) – (7abc – 9b – 13c)$ 7. $(m^2 – 3m - 5) + (m^2 + 10m - 8)$ 8. $(11mn + 11) – (12mn – 8)$ 9. $(18p^2q – pq^2) + (-8p^2q + 2pq^2)$ 10. $(5x^3y^2 – 7) - (–4x^3y^2+11)$ C. Solve the problems. 1. A garment factory produces two sizes of shirts, large and small. If x represents the number of large shirts and y represents the number of small shirts, then the polynomial 230x + 170y + 100 describes the revenue from the sale of the shirts. The polynomial 170x + 140y + 55 describes the cost of producing the shirts. Write an expression in simplest form for net profit from the sale of the shirts of the garments factory.	**Formative Assessment Answer Key:** A. 1.5x 2. xy pesos or Php xy 3. (x)+(x+9) or 2x + 9 4. $\frac{x}{y}$ 5. 4+b 6. $\frac{m}{n}$ 7. 12 –d 8. 20 – x 9. (x)+(x+1) + (x+2) or 3x +3 10. t – 3 B. 1. $-14x^4y^2 + 6$ 2. $21 -2ab + 8$ 3. $4a^2b^2 + 9$ 4. $4\ b^2c^3 – 11$ 5. $-24x^2y – 10$ 6. $-8abc + 11b + 19c$ 7. $2m^2 + 7m – 13$ 8. $mn + 19$ 9. $10p^2q + pq^2$ 10. $9x^3y^2 – 18$ C. 1. 60x + 30y + 45 2. 3x + 3 units

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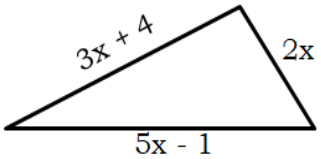
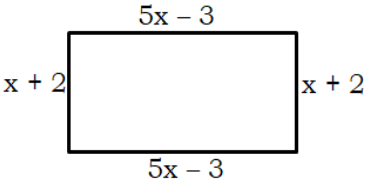
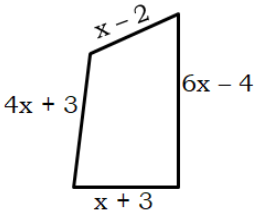
2. Find the perimeter of a triangle whose lengths of the sides are x – 3, x + 6 and x.

2. Homework (Optional)
Write an expression for the perimeter of the following figures.
1. 

2. 

3. 

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<td>Homework Answer Key:
1. 10x + 3
2. 12x –2
3. 12x</td>
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<td>B. Teacher's Remarks</td>
<td>Note observations on any of the following areas:</td>
<td>Effective Practices</td>
<td>Problems Encountered</td>
<td rowspan="5">The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff.

Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</td>
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<tr>
<td></td>
<td>strategies explored</td>
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<td>learner engagement/ interaction</td>
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<td>others</td>
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<td>C. Teacher's Reflection</td>
<td colspan="3">Reflection guide or prompt can be on:
• <u>principles behind the teaching</u>
What principles and beliefs informed my lesson?
Why did I teach the lesson the way I did?

• <u>students</u>
What roles did my students play in my lesson?
What did my students learn? How did they learn?

• <u>ways forward</u>
What could I have done differently?
What can I explore in the next lesson?</td>
<td>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</td>
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