GRADE

2

DepED DEPARTMENT OF EDUCATION

BAGONG PILIPINAS

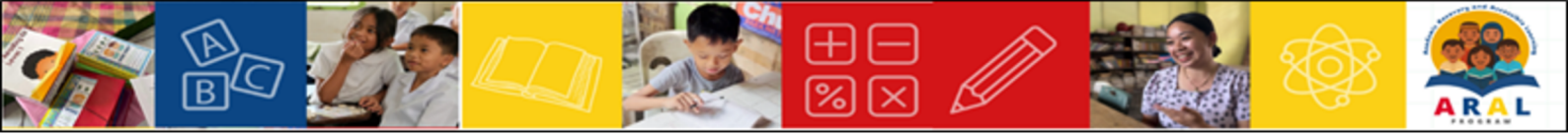
Academic Recovery and Accessible Learning

# ARAL

PROGRAM

## MATHEMATICS

# Home Learning Material



# Home Learning Guide

This is a special time where you and your child can work together to practice important skills in mathematics and reinforce what they learned during the week from the ARAL Summer sessions.

SCHEDULE

| Lunes | Martes | Miyerkoles | Huwebes | Biyernes |
|---|---|---|---|---|
| | | | | |

*You are our **Learning Partner** every Friday in strengthening these skills in mathematics.* 🙂

Designate an area or spot where to do the home learning activities together. It would also be great if you do the activities at a consistent time of the day every Friday to build an “ARAL-Time” at home.

These activities are meant to be fun and flexible, so take your time and do what works best for you and your child. There are different activities, so you can choose what feels right for today. **Start at 10-15 minutes** and take breaks as necessary. Remember, it’s not about rushing, it's about enjoying the learning journey together! You’re doing an amazing job as a partner in your child's learning. Let’s have fun and learn along the way!

## Learning Support Strategies

**Mastering "Math Language"**

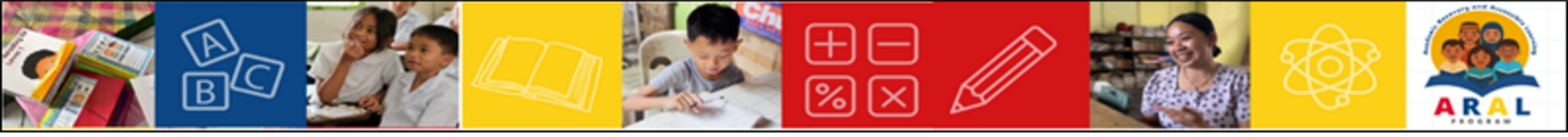
Help your child understand these “math words” to solve the problem.

- **Comparison Words:** Greater than, Less than, Longer, and Shorter.
  - Use objects at home. Ask, *"Which is longer, the spoon or the fork?"* This builds a concrete understanding of the math terms from the activity sheets.
- **Place Value Labels:** When they see Hundreds, Tens, and Ones, have them use a "Base-10" mindset. Ask: *"How many groups of ten are in 427?"*

**Visualizing the Problem**

Before writing numbers, help them "see" the math.

- **2D vs 3D**: Find a real object. A drawing of a circle is 2D (flat), but an orange is 3D (solid).
- **Patterns**: Example: 80, 70, 60... ask: "Is the number getting bigger or smaller? By how much?" This helps them identify the "rule" of the pattern.



**Use common household items in and around the house**

Help your child solve math probelms from abstract to concrete.

- **Measurement and Sizes:** When preparing meals or doing chores, you may ask "Which is longer?" or "Which is heavier?" It connects the words on the paper to the weight and size of real things they can touch.
- **Place Value and Counting:** You can use rubber bands (or anything for tying) and sticks (pencils, straws, popsicle sticks, etc.)
  - 1 stick = One.
  - 10 sticks tied with a rubber band = Ten.
  - 10 bundles of ten = Hundred.
- **Word Problem:** Role play *buying, spending, and saving*. It turns a "reading problem" into a "money problem" which most understand faster than they understand written sentences!
  - Use actual coins or play money. Example: If the problem says "Ana has 50 pesos and spends 25," put 50 pesos on the table. Have your child physically take away 25 pesos.

**Do a quick check-in**

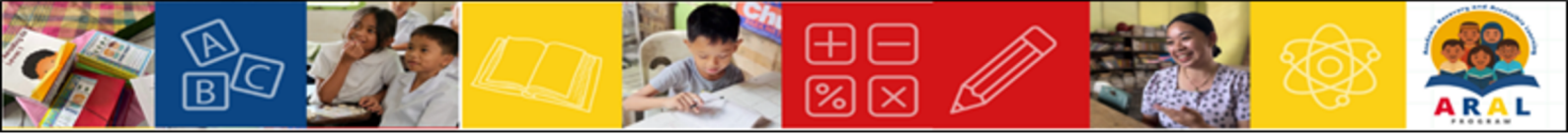
- Don't fight the reading: If your child is struggling to read the word "Encircle" or "Determine," just read it for them. The goal is Math, not reading.
- If they get an answer wrong, avoid saying “Wrong” immediately. Instead, ask them to show how they got their answer using the actual items. Often, they will see their own mistake as they move the objects.

**Supporting confidence and encouraging a growth mindset**

If the student struggles with reading, don’t forget to remind them that there is nothing wrong with making mistakes. What matters most is that they are trying and practicing. They can do it with patience and persistence! Offer praise or even small rewards for the effort they put in that day.

**ARAL Learner Self-Reflection**

| | | | |
|---|---|---|---|
| **Home Learning Activity 1 (May 8)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |
| **Home Learning Activity 2 (May 15)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |
| **Home Learning Activity 3 (May 22)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |
| **Home Learning Activity 1 (May 29)** | I can confidently read on my own! | I still needed some support but I can do most of tha activity with ease. | I still needed a lot of support. |



# Home Learning Accomplishment Checklist

Use this checklist to record Home Learning Time with your child. Record any observations or comments you have about the practice.

| | Set 1 | Set 2 | Set 3 | Observations / Comments |
|---|---|---|---|---|
| **Home Learning Activity 1 (May 8)** | | | | |
| **Home Learning Activity 2 (May 15)** | | | | |
| **Home Learning Activity 3 (May 22)** | | | | |
| **Home Learning Activity 1 (May 29)** | | | | |

You are doing a great job! By spending this time together, you are showing your child that reading is a valuable skill they can master with your support.

# ARAL Summer – Grade 2 Math Home Learning Activity 1

## Set 1

Write the place value of each digit in the following numbers.

_____ 1. In the number 346, what is the place value of 3?

_____ 2. In the number 582, what is the place value of 8?

_____ 3. In the number 719, what is the place value of 9?

_____ 4. In the number 264, what is the place value of 6?

_____ 5. In the number 835, what is the place value of 5?

## Set 2

Read each number and write it in words.

1. 427 = _____
2. 693 = _____
3. 518 = _____
4. 745 = _____
5. 862 = _____

## Set 3

Write the following numbers in expanded form.

1. 394 = _____hundreds + _____tens + _____ones
2. 627 = _____hundreds + _____tens + _____ones
3. 481 = _____hundreds + _____tens + _____ones
4. 735 = _____hundreds + _____tens + _____ones
5. 256 = _____hundreds + _____tens + _____ones

# ARAL Summer – Grade 2 Math Home Learning Activity 2

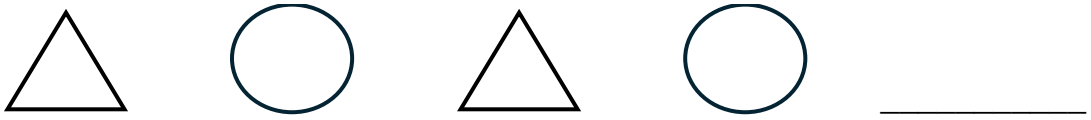
## Set 1

Compare the following numbers using >, <, or =.

1. 342 _____ 356
2. 589 _____ 589
3. 714 _____ 698
4. 425 _____ 452
5. 867 _____ 876

## Set 2

Identify what comes next in each pattern.

1. 2, 4, 2, 4, 2, 4, _____
2. 10, 20, 30, 40, _____
3.  _____
4. 50, 100, 150, 200, _____
5. _____

## Set 3

Fill in the missing numbers by counting.

1. Count by 10s: 10, 20, _____, 40, _____, 60
2. Count by 50s: 50, _____, 150, _____, 250
3. Count by 100s: 100, 200, _____, 400, _____
4. Count by 10s: 110, 120, _____, _____, 150
5. Count by 50s: 300, 350, _____, _____, 500

# ARAL Summer – Grade 2 Math Home Learning Activity 3

## Set 1

Solve the following addition problems.

1. 248 + 36 = _____
2. 357 + 84 = _____
3. 526 + 95 = _____
4. 413 + 78 = _____
5. 672 + 49 = _____

## Set 2

Solve these word problems involving addition.

1. Ana bought a toy for ₱175 and a book for ₱85. How much did she spend in all?

2. There are 246 boys and 187 girls in the school. How many students are there in total?

3. A bakery sold 328 pandesal in the morning and 94 pandesal in the afternoon. How many pandesal were sold?

4. Mark collected 415 bottle caps and his friend gave him 76 more. How many bottle caps does he have now?

5. The store has ₱650 in the cash register. After selling items worth ₱285, how much money is in the register? _____

**Set 3**

Solve the following subtraction problems.

1. 78 - 56 = _____
2. 632 - 248 = _____
3. 517 - 139 = _____
4. 845 - 367 = _____
5. 926 - 458 = _____

# ARAL Summer – Grade 2 Math Home Learning Activity 4

## Set 1

Write the repeated addition and multiplication sentence.

1. 4 + 4 + 4 = _____ or _____ × _____ = _____
2. 5 + 5 = _____ or _____ × _____ = _____
3. 3 + 3 + 3 + 3 = _____ or _____ × _____ = _____
4. 6 + 6 + 6 = _____ or _____ × _____ = _____
5. 2 + 2 + 2 + 2 + 2 = _____ or _____ × _____ = _____

## Set 2

Solve these division problems by equal sharing.

1. Divide 12 candies equally among 3 children. Each child gets _____ candies.
2. Share 20 marbles equally among 4 friends. Each friend gets _____ marbles.
3. Divide 15 apples into 5 baskets. Each basket has _____ apples.
4. Share 18 pencils equally among 6 students. Each student gets _____ pencils.
5. Divide 24 cookies into 8 groups. Each group has _____ cookies.

## Set 3

Identify the shapes and draw them.

1. A shape with 4 equal sides and 4 corners is a _____.

2. A shape with 3 sides and 3 corners is a _____.

3. A round shape with no corners is a _____.

4. A shape with 2 long sides and 2 short sides is a _____.

5. A 3D shape that looks like a ball is a _____.