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MATHEMATICS
TERM 2

Structured Pedagogy Lesson Guides



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Mathematics – Grade 1
Structured Pedagogy
Term 2
First Edition, 2026

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Mathematics

Term 2

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Term 2

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Term 2 **Number and Algebra**
Lesson 1: Order numbers up to 100 from smallest to largest, and vice versa.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. order a set of numbers from smallest to largest (least to greatest) between 1 and 100; and
2. order a set of numbers from largest to smallest (greatest to least) between 1 and 100.

II. Development of the Lesson

A. Motivation

Play "Number Parade" by asking the learners to arrange themselves in order from the smallest to the largest number assigned to them.

- Prepare small sticky notes or pieces of paper for each learner, with a random number between 21 and 100 (the learners previously learned about ordering numbers between 1 and 20).
- Stick the pieces of paper underneath the learners' chairs or desks.
- Ask the learners to find their assigned numbers underneath their chairs and desks.
- Give the learners at least 10 minutes to arrange themselves. The smallest number should be at the front, and the largest number should be at the back.
- Once all the learners have arranged themselves, ask them to shout their numbers one by one.
- Ask the learners the following questions:
  - *Anong numero ang pinakamababa o pinakamaliit?*
  - *Anong numero ang pinakamalaki o pinakamataas?*
  - *Alin ang mas malaki ang halaga? (Provide an example between the numbers you have provided).*
  - *Alin ang mas mababang halaga? (Provide another example between the numbers you have provided).*
  - *Tumataas o bumababa ba ang halaga ng mga numero mula sa harap papunta sa likod?*
  - *Paano niyo nakapagkasunod-sunod ang inyong mga sarili?*

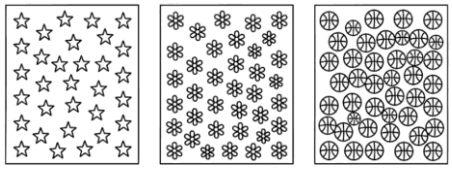
B. Discussion

1. Ask the learners to read the 100-chart as you point to each number. The example which was previously used in lesson 4 is shown below.

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

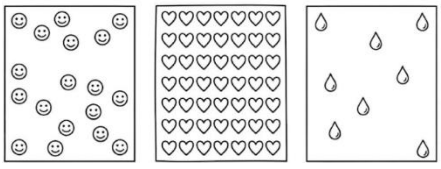
- Ask the learners to read the chart from smallest to largest (least to greatest).
- Ask the learners to read the chart again, but from largest to smallest (greatest to least).

2. Show the learners the photos below.



- Ask the learners to count the number of objects inside each box. Write the values below the box.
- Ask the learners what they have observed.
- Ask the learners the following questions:
- *Anong kahon ang may pinakamaraming laman?*
- *Anong kahon ang may pinakakaunting laman?*
- *Pataas ba o pababa ang bilang ng mga kagamitan sa loob ng kahon? Paano niyo ito nasabi?*

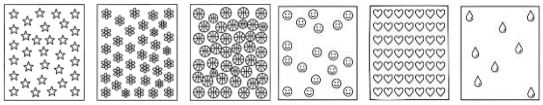
3. Show the learners the next set of photos provided below.



- Ask the learners to count the number of objects inside each

box. Write the values below the box.
- Ask the learners what they have observed.
- Ask the learners the following questions:
- *Anong kahon ang may pinakamaraming laman?*
- *Anong kahon ang may pinakakaunting laman?*
- *Pataas ba o pababa ang bilang ng mga kagamitan sa loob ng kahon? Paano niyo ito nasabi?*

4. Align the boxes in one horizontal line as shown below.



- Ask the learners to arrange the boxes from smallest to largest (least to greatest).
- Write the number of objects below each box.
- Have the learners say each number out loud as you point to the box.
- Ask the learners to arrange all the boxes from largest to smallest (greatest to least).
- Write the number of objects below each box.
- Have the learners say each number out loud as you point to the box.

C. Practice

1. Play "Number Scramble" by having the learners arrange numbers between 20 and 100.
   - Divide the class into 4 or 5 groups, depending on the class size.
   - Provide each group with 5 to 10 pieces of paper with numbers between 1 and 100.
   - Give the learners 5 minutes to arrange the numbers from smallest to largest.
   - Have each group say the order of their numbers out loud.
   - Give the learners another 5 minutes to rearrange the numbers from largest to smallest.
   - Have each group say the order of their numbers out loud.
   - The first one to arrange their numbers correctly for each round receives a point.

2. Prepare a drawing of a caterpillar on the board. An example is shown below.



- Prepare a number bank with numbers between 1 and 100. An example is provided below:

82,	39,	78,
2,	6,	12,
64,	27	44
90		

- Instruct the learners to arrange the numbers from least to greatest (smallest to largest) from left to right.

D. Reflection

Ask the learners the following questions:
- What did we learn today?
- How do we arrange numbers from smallest to largest (least to greatest)?
- How do we arrange numbers from largest to smallest (greatest to least)?

III. Homework

Ask the learners to copy the items below in their notebooks.

Ayusin ang mga bilang mula sa pinakamaliit hanggang sa pinakamalaki o mula sa pinakamalaki hanggang sa pinakamaliit, ayon sa ipinag-uutos

INCREASING ORDER:

1) 21, 28, 24, 26, 20 - _____
2) 49, 48, 47, 46, 45 - _____
3) 68, 67, 66, 63, 70 - _____
4) 98, 100, 2, 16, 34 - _____
5) 72, 45, 38, 1, 9 - _____

DECREASING ORDER:

6) 34, 35, 36, 37, 40 - _____
7) 51, 59, 54, 48, 52 - _____
8) 76, 77, 74, 78, 90 - _____
9) 76, 45, 30, 99, 10 - _____
10) 12, 32, 52, 73, 92 - _____

Term 2 **Number and Algebra**
Lesson 2: Counts by 2s, 5s and 10s up to 100.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. demonstrate skip counting by 2s, 5s, and 10s up to 100; and
2. complete number patterns by identifying the missing skip-counted value.

II. Development of the Lesson

A. Motivation

1. Have the learners watch the video "Count by 2s" **(Count by 2s | Number Songs | PINKFONG Songs for Children).**

   https://www.youtube.com/watch?v=HtxNe5yAF_E&list=RDHtxNe5yAF_E&start_radio=1

   After watching the video, have the learners sing along to the song. Repeat the video as necessary.

2. Ask the learners to repeat skip-counting by 2s.
   - Ask a few learners to try skip-counting by 2s.
   - Show a table to show skip-counting by 2s. An example is provided below.

2's				
2	4	6	8	10
12	14	16	18	20
22	24	26	28	30
32	34	36	38	40
42	44	46	48	50
52	54	56	58	60
62	64	66	68	70
72	74	76	78	80
82	84	86	88	90
92	94	96	98	100

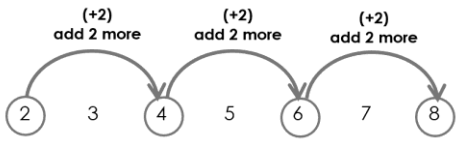
   - With your guide, ask all the learners to say the numbers from the 2's table while you point to the numbers.

B. Discussion

1. Show the 2's table from the motivation activity.

2's				
2	4	6	8	10
12	14	16	18	20
22	24	26	28	30
32	34	36	38	40
42	44	46	48	50
52	54	56	58	60
62	64	66	68	70
72	74	76	78	80
82	84	86	88	90
92	94	96	98	100

   - Ask the learners what they can observe from the table.
   - Process and discuss their answers.
   - Explain that the table shows another way of counting. Say *"Ang pagbibilang ng dalawahan ay pagdadagdag ng dalawa sa sinundang numero upang makuha ang susunod na numero."*
   - Explain that adding 2 means each new number is 2 higher than the one before it, or that the value grows by 2 each step. Say *"Ang pagdaragdag ng 2 ay nangangahulugan na ang kasunod na numero ay mas malaki ng dalawa, o ang bilang ay tumataas ng dalawa sa bawat hakbang."*
   - Draw the illustration below as you explain.



2. Show the 5's table and discuss it with the class. An example is provided below.

5's				
5	10	15	20	25
30	35	40	45	50
55	60	65	70	75
80	85	90	95	100

   - Ask the learners what they can observe from the table.

- Process and discuss their answers.
- Explain that the table shows another way of counting. Say *"Ang pagbibilang ng limahan ay pagdadagdag ng lima sa sinundang numero upang makuha ang susunod na numero."*
- Explain that adding 5 means each new number is 5 higher than the one before it, or that the value grows by 5 each step. Say *"Ang pagdagdag ng 5 ay nangangahulugan na ang kasunod na numero ay mas malaki ng lima, o ang bilang ay tumataas ng lima bawat hakbang."*
- Provide illustration for skip counting by 5 and 10 to make it consistent like that of skip counting by 2.

3. Show the 10's table and discuss it with the class. An example is provided below.

10's				
10	20	30	40	50
60	70	80	90	100

- Ask the learners what they can observe from the table.
- Process and discuss their answers.
- Explain that the table shows another way of counting. Say *"Ang pagbibilang ng sampuan ay pagdadagdag ng sampu sa sinundang numero upang makuha ang susunod na numero."*
- Explain that adding 10 means each new number is 10 higher than the one before it, or that the value grows by 10 each step. Say *"Ang pagdagdag ng 10 ay nangangahulugan na ang kasunod na numero ay mas malaki ng sampu, o ang bilang ay tumataas ng sampu bawat hakbang."*
- Draw another illustration to explain.

C. Practice
Ask the learners to complete the tables below.

2's				
2		6	8	10
12	14	16		20
22	24	26	28	30
	34	36	38	40
42	44	46	48	
52	54		58	60
62		66	68	
72	74		78	80
	84	86		90
92	94	96		

5's				
5		15	20	
30	35		45	50
	60	65	70	
80	85			100

10's				
10		30		50
	70			100

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- When do we use skip-counting in our everyday lives?
- What did you notice about counting by 10s? What is always the last digit?

III. Homework

Isulat ang tamang sagot sa bawat patlang.

1) 2, 4, ___, 8, ___, 12, 14
2) 20, ___, 24, ___, ___, 30
3) 5, ___, 15, ___, 25, ___, 35
4) 70, 75, 80 85, ___, ___, 100
5) 10, 20, ___, 40, ___, 50
6) 60, ___, ___, 90, 100

Term 2 **Number and Algebra**

Lesson 3: Determine: (a) The place value of a digit in a 2-digit number, (b) The value of a digit, and (c) The digit of a number, given its place value.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

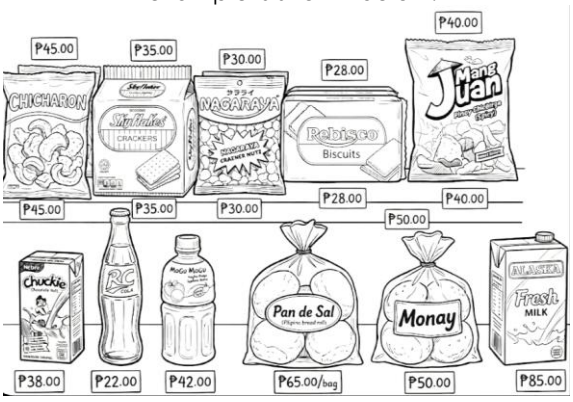
1. identify the place value of a digit in any given 2-digit number up to 100;
2. determine the value of a digit; and
3. determine the specific digit of a number when given its place value.

II. Development of the Lesson

A. Motivation

Play "Sari-Sari Store" where the learners can "buy" items using popsicle sticks.

- Prepare popsicle sticks and put them in a tray or box.
- Show the learners that you are making a "bundle" of popsicle sticks using 10 pieces.
- Explain that a bundle contains 10 popsicle sticks and that they will be called "tens."
- Show that there are also single popsicle sticks and that they will be called "ones".
- Prepare pictures of food or items that learners can buy from a sari-sari store and put a price on them. Attach these pictures to the board. An example is shown below:



- Explain to the learners that they can buy anything from the sari-sari store using the "tens" and "ones" popsicle sticks.
- When a learner buys an item from the sari-sari store, check whether their "payment" is correct and have them explain their answer.

B. Discussion

1. Show the 100-chart to the learners.

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

- Explain that 1-digit numbers only have 1 digit or number, such as 1,2,3,4,5,6,7,8, and 9.
- Have the learners repeat the 1-digit numbers out loud as you point to them on the table.
- Explain that 2-digit numbers have 2 digits or numbers. Point to the 2-digit numbers on the 100-chart.
- Ask the learners to give examples of 2-digit numbers.
- Explain that 3-digit numbers have 3 digits or numbers; point to the 100 on the chart.
- Ask the learners to give examples of 3-digit numbers.
- Explain that in this lesson, you will be discussing 2-digit numbers.

2. Explain that in 2-digit numbers, the first digit on the left is in the tens place and the digit on the right is in the ones place.
   - Using the examples from the table, guide the learners in categorizing the given numbers into their respective tens and ones. An example is provided below:

Given Number	Tens	Ones
12	1	2
28	2	8
34	3	4
55	5	5
79	7	9

   - Provide more example numbers and have the learners categorize them into tens and ones. You may ask for volunteers or choose a few learners to answer.

- List all the examples down.
- Ask the learners to state all of the tens from the example. Then ask them to state all of the ones in the example.
- Guide the learners in answering the following:
  - What is the place value of 1 in 41?
  - What digit is in the tens place of 58?
  - What is the place value of 9 in 93?
  - What digit is in the ones place of 72?

C. Practice
Instruct the learners to copy the table below in their notebooks. Answer the items based on the underlined number.

Number	Underlined Number	Place Value
Sample: 2̲6	2	tens
1̲2		
1̲9		
2̲4		
3̲6		
4̲2		
5̲8		
6̲7		
7̲8		
8̲9		
9̲0		

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- What is the difference between place value and value?
- In the number 55, we see two 5s. But are they the same value? Why or why not?

III. Homework
Ask the learners to copy and answer the following items in their notebooks.

Sagutan ang mga tanong.

1) I am a 2-digit number. My tens digit has a value of 60. My ones digit is 0. What number am I? Answer: _____
2) I am a 2-digit number. My ones digit is 4. My tens digit is the same as my ones digit. What number am I? Answer: _____
3) I am a 2-digit number. My tens digit is 7. My ones digit is 2 more than my tens digit. What number am I? Answer: _____
4) I am a 2-digit number. My tens digit is 5. My ones digit is the result when you add 2 + 1. What number am I? Answer: _____
5) I am a 2-digit number. If you add my tens digit and my ones digit together, the sum is 5. My tens digit is 2. What number am I? Answer: _____

Term 2 **Number and Algebra**
Lesson 4: Decompose any 2-digit number into tens and ones.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. decompose any 2-digit number into tens and ones.

II. Development of the Lesson

A. Motivation
Play a game where the learners represent tens and ones using their bodies to form a given number.
- Divide the class into 2 or 3 groups, depending on the class size.
- For each group, assign members who will represent tens and ones.
- The "tens" members should have the number 10 attached to their uniform, while the "ones" members should have the number 1 attached to theirs.
- When the learners are ready, shout a 2-digit number.
- Each group should have a few learners showcasing the given number (i.e., 24 – 2 members representing tens and 4 members representing ones).
- Instruct the group to shout their group name once they are done.
- The first group to showcase the given number earns a point.
- Repeat as many rounds as needed.

B. Discussion
1. Ask the learners to give examples of 2-digit numbers and write them on the board.
   - When there are a sufficient number of examples, ask the learners what numbers were combined to form the given number. An example is provided below:

Given Number	What numbers were combined to form the given number?
12	10 and 2
28	20 and 8
34	30 and 4
55	50 and 5
79	70 and 9

- When the learners have understood this, provide more examples and have the learners state which numbers were combined in order to form the number you have given.

2. Explain that the digits in the tens place value also have a value of 10. While the digits in the ones place value maintain their value.
   - Using the previous example, discuss the value of tens and ones using the tables shown below:

Given Number	Tens	Value of Tens
12	1	10
28	2	20
34	3	30
55	5	50
79	7	70

Given Number	Ones	Value of Ones
1**2**	2	2
2**8**	8	8
3**4**	4	4
5**5**	5	5
7**9**	9	9

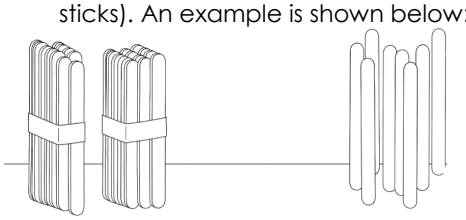
   - Explain that adding the value of the tens and ones gives us the total amount of the digit.
   - Using the previous example, discuss the table shown below:

Tens		Ones		Total
10	+	2	=	12
20	+	8	=	28
30	+	4	=	34
50	+	5	=	55
70	+	9	=	79

   - Provide a few examples and have the learners answer them. A sample table is provided below for discussion:

Tens		Ones		Total
20	+	4	=	
40	+	1	=	
60	+	7	=	
	+		=	82
	+		=	96

3. Using popsicle sticks, explain the value of tens to the learners (i.e., 28 – 2 bundles and 8 single popsicle sticks). An example is shown below:



   - Provide example numbers and have the learners perform them using the popsicle sticks.
   - Choose a few learners or call a volunteer and guide them in answering.
   - Ask the learners to explain their answer.

C. Practice

Ask the learners to copy and answer the following items in their notebooks.

I-decompose ang mga sumusunod na numero:

1) 84 = _____ + _____
2) 12 = _____ + _____
3) 39 = _____ + _____
4) 52 = _____ + _____
5) 68 = _____ + _____
6) 21 = _____ + _____
7) 43 = _____ + _____
8) 70 = _____ + _____
9) 99 = _____ + _____
10) 1 = _____ + _____

D. Reflection

Ask the learners the following questions:
- What did we learn today?
- What is "decomposing" numbers?
- Why is it important to learn the value of tens and ones?

III. Homework

Sagutin ang mga sumusunod na bilang sa iyong kuwaderno.

	Tens		Ones		Total
1)	10	+	1	=	_____
2)	20	+	2	=	_____
3)	30	+	2	=	_____
4)	_____	+	6	=	46
5)	50	+	_____	=	59
6)	_____	+	2	=	62
7)	70	+	_____	=	74
8)	80	+	_____	=	87
9)	_____	+	0	=	90
10)	_____	+		=	9

Term 2 **Number and Algebra**
Lesson 5: Add numbers by expressing addends as tens and ones (expanded form).

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. add numbers by expressing addends as tens and ones (expanded form).

II. Development of the Lesson

A. Motivation

Play "Scavenger Points" with the learners, where each pair finds two cards and adds them to get their total scavenger points.

- Hide papers or cards around the classroom with 2-digit numbers written on them. Make sure that the digits in both place values are between 1 and 4 to avoid regrouping.
- Divide the class into pairs. If one learner does not have a pair, the instructor may pair with them.
- Give the learners 5 to 10 minutes to look for the papers. Each learner must have one; thus, every pair has two cards.
- Instruct the learners to write their numbers in their notebooks or on a piece of paper. A guide format is provided below:

Given numbers: 13 and 21				
10	+	3	=	13
20	+	1	=	21
30	+	4	=	**34**

- Choose a few groups or ask for volunteers to explain their answers.
- Facilitate the activity and guide the pairs that are having difficulty in accomplishing the task.
- Process and discuss the learners' answers.

B. Discussion

1. Show the learners how to write addends vertically in expanded form. An example is shown below:

34	→	30	+	4
41	→	40	+	1

2. Explain that numbers are added vertically: the ones are added together (digits on the right) and the tens are added together (digits on the left).

30	+	4
40	+	1
70	+	5

3. Explain that the sum of the tens and the sum of the ones will then be re-added together in order to get the total value.

70	+	5	=	**75**

4. Explain that the total value of (30+4) + (40+1) and 34 + 41 are both 75.
5. Provide more examples and guide the learners in answering them.

C. Practice

1. Conduct a "Drill" activity, where four learners line up at the board to answer number sentences in expanded form.
   - Have the first 4 learners stand up in front of the chalkboard.
   - Provide the learners with a number sentence.
   - Instruct the learners to write the expanded form of the number sentence on the board and solve it in order to get the total value or sum.
   - Tell the learners that they will all start at the same time.
   - The first learner to finish solving must explain their answer in order to gain a point.
   - Repeat the process until all the learners have taken their turn.
   - Learners who are seated should also solve the number sentence in their notebooks. This will be checked later.
   - The learners who received a point for answering on the board and explaining their answers can add their points to the total score for the activity.

2. Ask the learners to copy and answer the following items in their notebooks.

Isulat ang mga sumusunod sa expanded form at sagutan ang mga ito upang makuha ang kabuuang halaga.

1) 10 + 11
2) 37 + 20
3) 21 + 48
4) 60 + 44
5) 42 + 6

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- What is "expanded form"?
- How does adding in expanded form help when adding 2-digit numbers? Does it make addition easier? How?

III. Homework

Ask the learners to copy and answer the following items in their notebooks.

> Isulat ang mga sumusunod sa expanded form at sagutan ang mga ito upang makuha ang kabuuang halaga.
>
> 1) 14 + 15
> 2) 23 + 36
> 3) 17 + 52
> 4) 57 + 12
> 5) 2 + 65

Term 2 **Number and Algebra**

Lesson 6: Add numbers with sums up to 100 without regrouping, using a variety of concrete and pictorial models for: (a) 2-digit and 1-digit numbers, and (b) 2-digit and 2-digit numbers.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. add numbers with sums up to 100 without regrouping, using a variety of concrete and pictorial models for:
   a. 2-digit and 1-digit numbers, and
   b. 2-digit and 2-digit numbers.

II. Development of the Lesson

A. Motivation

Play a game where the learners represent tens and ones using their bodies to form a given number and "add" the numbers they represent.

- Divide the class into 2 groups.
- For each group, assign members who will represent tens and ones.
- The "tens" members should have the number 10 attached to their uniform, while the "ones" members should have the number 1 attached to theirs.
- Draw or prepare 6 boxes on the floor using chalk, manila paper, or tape. This is where the learners will stand. An example is shown below.

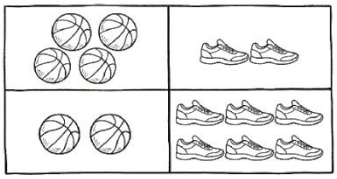
	Tens	Ones
Group 1		
Group 2		
Total		

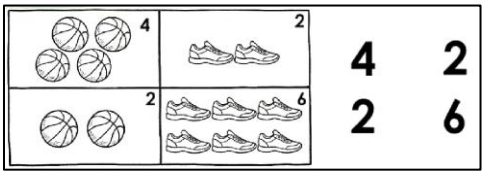
- When the learners are ready, give one number for each group: 2-digit + 2-digit and 2-digit + 1-digit. Ensure that there will be no regrouping when the numbers are added (i.e., Group 1: 24 and Group 2: 32).
- Each group should have a few learners representing the given number (i.e., 24–2 learners representing tens and 4 learners representing ones).
- Ask the learners to stand inside their respective boxes.
- Tell the learners that when they hear you shout "Add!", all the learners representing tens must move to the last box on the left, while all the learners representing ones must move to the last box on the right.
- Have the learners count themselves. Start with the ones and then the tens.
- Say "*Ang mga nakuhang numero ay ____ (tens) at ___ (ones) at ang nabuong numero nito ay ___. Kung gayon, ang ___ + ___ ay may kabuuang halaga na ___.*"
- Learners who have already participated may take their seats. The rest of the learners who are still waiting for their turn can participate.
- Repeat the game as many rounds as needed. Ensure that all learners will have a chance to participate.

B. Discussion

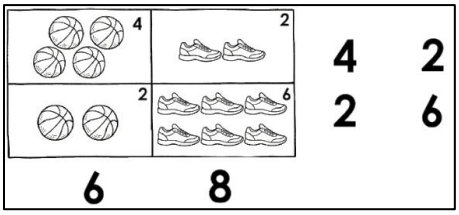
1. Teach the learners about adding 2-digit numbers with 1-digit numbers using popsicle sticks, bottle caps, or other small materials.
   - Ask the learners to draw 6 boxes similar to the motivation activity in their notebooks or on a piece of paper.
   - Give one 2-digit number and one 1-digit number. Ask the learners to put the correct amount of materials in each box.
   - Instruct the learners to add the materials by adding the ones and copying the tens.

- Ask the learners what the answer is.
- Choose a few learners or ask for a volunteer to explain their answer while showing how they added the materials.
- Repeat the process as necessary.
- For a different round, give one 2-digit number and the total. Ask the learners to put the correct number of materials in each box.
- Instruct the learners to find the 1-digit number based on the total number.
- Have a few learners show and explain their answer.

2. Teach the learners about adding 2-digit numbers to another 2-digit number.
   - Show the learners a 2x2 table with pictures of objects inside. Explain that the objects on the left side represent the tens, while the objects on the right side represent the ones. An example is shown below:
   - 
   - Have the learners count each object in each section and write them down on the board.

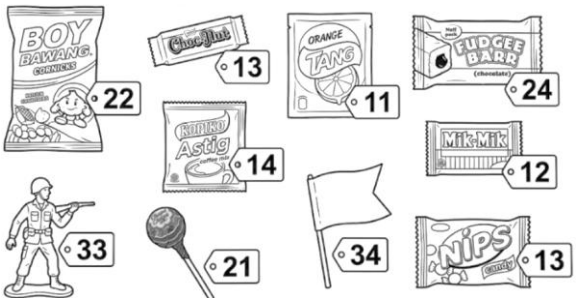


   - Ask the learners to count all the ones and then all the tens. Write the total number for the tens and ones below their respective areas.



   - *Say "Ang mga nakuhang numero ay ____ (6) at ___ (8) at ang nabuong numero nito ay ___ (68). Kung gayon, ang ___ (6) + ___ (8) ay may kabuuang halaga na ___ (68)."*
   - Provide more examples and repeat the process as necessary.

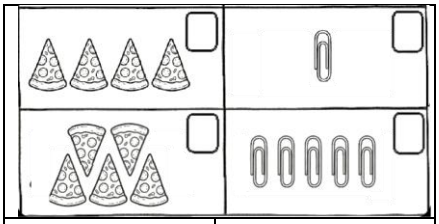
C. Practice
   1. Play another version of the "Sari-Sari store" where the learners have to "buy" two items from the shop and pay the total value.
      - Prepare pictures of food or items that learners can buy from a sari-sari store and put a price on them. Attach these pictures to the board. An example is shown below:



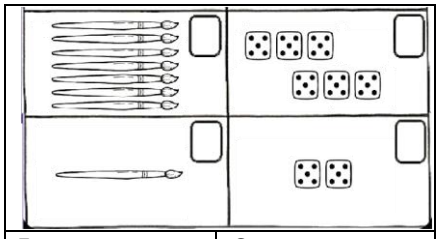
      - Prepare a "currency" using popsicle sticks and bottle caps. The bottle caps shall represent tens, while the popsicle sticks shall represent ones.
      - The learners must choose two items from the shop and add the total amount.
      - They should then pay the correct total amount using both items of "currency."
      - Have the learners explain their answers and show how they solved it.
      - The learners who are able to perform and explain the correct answer earn a point.
      - Repeat as many rounds as necessary.

   2. Ask the learners to answer the items below in their notebooks.

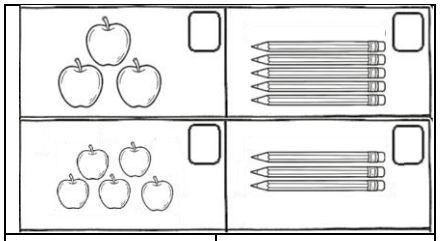
      Instruct them to write the number of objects in the upper right corner of each box. They must then add the tens and ones and write the total number below.



Tens:	Ones:



Tens:	Ones:



Tens:	Ones:

D. Reflection

Ask the learners the following questions:

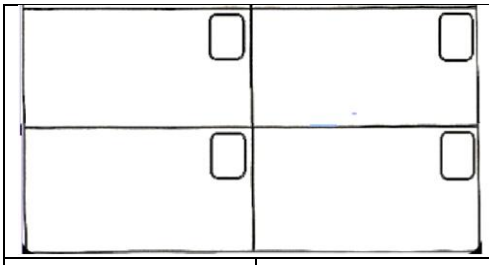
- What did we learn today?
- How does drawing a picture or using objects help add numbers better than just looking at the digits?
- In what everyday situations do we need to add two or more groups of things together quickly without using a calculator or paper?

III. Homework

Ask the learners to solve the following items and draw them in their notebooks using the format provided.

Sagutan ang mga sumusunod na bilang. Isulat o iguhit ang iyong mga sagot sa kuwaderno, ayon sa ibinigay na format.

1) 34 + 12 = ____
2) 56 + 23 = ____
3) 91 + 7 = ____



Tens:	Ones:
Total Value =	

Term 2 **Number and Algebra**

Lesson 7: Solve problems (given orally or in pictures) involving addition with sums up to 100 without regrouping.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. solve problems (given orally or in pictures) involving addition with sums up to 100 without regrouping.

II. Development of the Lesson

A. Motivation

Play "Role-Play" with the learners, where they will solve problems by acting out given scenarios.

- Divide the class into 3 to 4 groups, depending on the class size.
- Assign a scenario (word problem) for each group. Examples are provided below:

Group 1: Sa oras ng Art, si Marcus ay may 34 na pirasong krayola sa kanyang mesa. Lumapit ang kanyang kaibigan at nagpahiram pa ng 12 na krayola para sa kanilang proyekto. Ilan na lahat ang krayola ni Marcus?
Group 2: Magkakaroon ng bake sale sa paaralan ni Tin-Tin. Naglagay si Tin-Tin ng 51 na pirasong biskwit sa kanyang lunchbox. Bago siya umalis, dinagdagan ito ng kaniyang nanay ng 23 piraso ng biskwit. Ilan ang kabuuang bilang ng biskwit na dadalhin ni Tin-Tin?
Group 3: Mayroong 43 na holen na itinitinda si Aling Helena. May dumating na bata at gustong ibenta ang kaniyang 16 na holen kay Aling Helena. Kapag pinagsama, ilan ang magiging kabuuang bilang ng holen na itinitinda ni Aling Helena?
Group 4: Si Bunso ay may naipon na 44 na piso sa kaniyang alikansya. Dahil naging matulungin si Bunso sa mga gawaing bahay, binigyan siya ng kaniyang kuya ng 34 na piso. Ilan na ang kabuuang halaga ng naipon ni Bunso?

- Give the learners 5 to 10 minutes to prepare.
- Instruct the learners to role-play the given scenario with their group and demonstrate how they solved the problem.
- The members of each group who are unable to participate in the role-play

shall listen to the explanation and answer the questions related to their assigned scenario or problem.

B. Discussion

Provide another word problem to the learners, and write it or post it on the board. An example is shown below:

Sa loob ng library, si Teacher Ana ay may 62 na aklat na nakalagay na sa shelf. Dumating si Teacher Raquel na may dalang 35 pang aklat upang idagdag sa shelf. Ilang lahat ng aklat ang kailangang ayusin ni Teacher Ana?

- Read the word problem on your own.
- Have the learners read the problem by repeating after you.
- Ask the learners the following questions:
  - *Anong mga numero ang binanggit sa word problem?*
  - *Anong kagamitan ang binibilang ng mga numero na ito?*
  - *Ilan ang aklat ni Teacher Ana bago ito nadagdagan ni Teacher Raquel?*
  - *Ilan ang idinagdag na aklat ni Teacher Raquel?*
  - *Ano ang hinihinging sagot sa word problem?*

- Process and discuss the learners' answers.
- Guide the learners in answering the word problem. Do the following steps:
  - Read the word problem again.
  - Write the given numbers on the board as you read the word problem. Write the given numbers on the board as shown below:

62
35

  - Have the learners repeat the given numbers.
  - Ask the learners again: "*Ano ang hinihinging sagot sa word problem?*"
  - Have the learners read the last sentence of the word problem.
  - Explain that the question means that they must add the given numbers.
  - Guide the learners in adding the numbers, starting from ones and then tens.
  - Explain the word problem again and discuss how it was solved.

C. Practice

Ask the learners to answer the following word problems in their notebooks.

1: Si Samuel ay nagtanim ng 22 na buto ng pechay sa kanilang bakuran. Kinabukasan, nagtanim ulit siya ng 37 na buto ng talong. Ilan ang kabuuang bilang ng mga buto na naitanim ni Samuel?
2: Namulot si Sarah ng mga *shell* sa dalampasigan. Nakakuha siya ng 61 na puting shell at 28 na brown na shell. Ilan ang lahat ng shell na nakolekta ni Sarah?
3: Si Corinne ay mayroong 42 na pirasong papel sa kaniyang bag. Dahil mayroon silang pagsusulit, binigyan siya ng kaniyang guro ng 5 pang piraso ng papel. Ilan ang kabuuang bilang ng papel ni Corinne?

- Give the learners at least 15 to 25 minutes to answer the given items.
- Ask them to write the given numbers, what is being asked, and the solution in their notebooks.
- When the learners have completed the task, choose a few learners or call for volunteers who can discuss and explain their answers.
- Process the learners' answers. Discuss each item by drawing pictures or shapes to represent the given numbers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- In word problems, what specific words or clues tell us that we need to use addition in order to find the answer?
- If you changed the order of the numbers in a word problem, would the total change? Why or why not?

III. Homework

Ask the learners to create and solve their own word problem based on a scenario at home. Have them use shapes to represent the given numbers.

Term 2 **Data and Probability**
Lesson 8: Collect data in one variable through a simple interview.

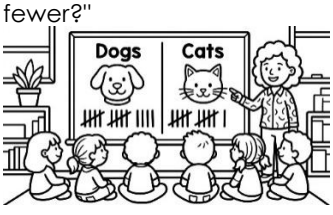
I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. collect data through an interview; and
2. record collected data using tally marks or simple pictures.

II. Development of the Lesson

A. Motivation
Conduct the "This or That" activity with the learners.
- Prepare 3 simple preference questions with 2 choices each (2 choices work better than 3 for Grade 1—easier to see and count). Example: "Do you like dogs or cats?"
- Ask the learners to stand up.
- Divide the room into three areas, with each area corresponding to one of the choices.
- Ask the learners to go to the area that corresponds to their answer.
- After everyone has chosen, count and record how many learners picked each choice.
- Discuss the results and responses with the learners.
- Repeat the steps for each question prepared.

B. Discussion
1. Elaborate on the definition of an interview.
   - An interview is a conversation where an interviewer asks questions to gather and collect information or data.
2. Model a complete mini-interview step by step, using the results from the Motivation activity:
   - Step 1: Choose one question already asked (e.g., "Dogs or Cats?").
   - Step 2: Show the two answer choices on the board, each with a simple picture (a dog and a cat).
   - Step 3: For every learner who answered "dogs," draw one tally mark or sticker under the dog picture. Do the same for "cats."
   - Step 4: Count the tally marks together. Ask: "Which one has more tally marks? Which has fewer?"



3. Point out that this is exactly what an interview is for: asking a question, then recording and counting the answers.

C. Practice
Conduct the "Speed Interview" activity with the learners.
- Ask each learner to prepare one question with 2-3 choices. Assign a theme for them to prepare the questions, such as food, color, hobbies, etc.
- Arrange the chairs in a straight line facing each other.
- Have each learner occupy a seat.
- The learners take turns asking their questions to the learner in front of them. Ask the learners to take note of the answers.
- After all the learners have taken turns, have them move one seat to the right or left (pick only one direction for the activity) so that the learners have new partners.
- Repeat until all the learners have interviewed each other.
- Then ask for a few volunteer learners to share the results and data from their interview.

D. Reflection
Ask the learners the following questions:
- What question did you ask your friends today?
- Which answer did most of your friends choose?
- How did we keep track of everyone's answers?

III. Homework
Give each learner a simple half-sheet with one question and 2 picture-choices already printed (e.g., "Ice cream or cake?" with pictures of each).

Tanong at Tally
1. Tanungin ang 3 miyembro ng pamilya: "Ice Cream o Cake?"
2. Maglagay ng tally o sticker sa tamang larawan para sa bawat sagot.
3. Dalhin ang papel bukas sa paaralan.



Term 2 **Data and Probability**
Lesson 9: Present data in a pictograph without a scale.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. present data in a pictograph without a scale.

II. Development of the Lesson

A. Motivation
Play "Tally and Match" with the learners.

- Post several images or icons on the board in mixed, scattered order (e.g., pictures of a ball, a book, and a crayon, repeated in different amounts).
- Ask the learners to identify each icon, then count how many times each one appears, recording the count using tally marks on the board.
- Draw an empty pictograph frame beside the tally chart — one row per category, with a title on top.
- Call learners one at a time to take an icon from the scattered pile and place it in the correct row of the pictograph frame, matching the category.
- Once all icons are placed, count the icons in each row together and check that this count matches the tally marks from Step 2.
- Point to the finished pictograph and name its parts: the title, the categories (rows), and the icons (each icon stands for 1).
- Repeat with a new set of icons if time allows.

B. Discussion

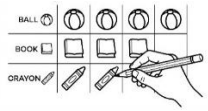
1. Explain the purpose of a pictograph: "A pictograph uses pictures or icons to show how many there are of something. It helps us see and compare information quickly, just by counting pictures."
2. Present the step-by-step procedure for making a pictograph, using the Motivation results as the example:
   - Step 1: Count the total for each category. Tallying helps with this (e.g., Ball = 4, Book = 3, Crayon = 2).



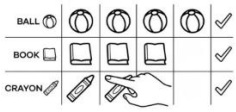
   - Step 2: Draw the pictograph frame with a title at the top and one row for each category.



   - Step 3: For each category, draw that same number of icons in its row (4 balls, 3 books, 2 crayons).



   - Step 4: Check that the number of icons drawn matches the tally count for that category.



   - Show the completed example on the board:



C. Practice
Conduct the "Pictograph Creator" activity with the learners.

- Prepare a list of simple preference questions for the learners to vote on. (For example: What is your favorite sport? What is your favorite food? What Is your favorite subject?)
- Pick one question and ask it to the learners. Take note of their answers and write them on the board.
- Create a pictograph using the learners' responses. The pictograph should have no more than three choices.
- Repeat the activity using a different question. You may let the learners lead and facilitate the activity.

D. Reflection
Ask the learners the following questions:

- What did we learn today?
- Can you present data in a pictograph?

III. Homework
Ask the learners to use the data that they have collected from the previous homework. Have the learners create a pictograph to represent the responses from their interview.

Gamitin ang datos na nakalap mo mula sa panayam noong nakaraang takdang-aralin. Gumawa ng pictograph upang ipakita ang mga sagot.

Term 2 **Data and Probability**
Lesson 10: Interpret a pictograph without a scale.

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. interpret a pictograph without a scale.

II. Development of the Lesson

A. Motivation
Conduct the "Single Pictograph Draw" activity with the learners.

- Prepare pairs of items and numbers (for example Basketball = 6, Cookie = 5, Pizza = 7).



- Pick one pair and write it on the board. Ask the learners to draw the item as if it were in a pictograph (for example: if the pair is Basketball = 6, the learners will draw 6 basketballs on the board).
- Alternatively, you may start by drawing the item, and the learners will identify its value.
- Repeat the activity using different pairs of items and numbers.

B. Discussion

1. Introduce the key terms
    - Pictograph - a chart that uses pictures to show information or data. This helps us see and compare quantities quickly instead of reading long lists of numbers.
    - Title - to interpret a pictograph, start by reading the title. The title explains the topic of the pictograph.
    - Category / label - these are the items being measured.
    - Icons / symbols - the more symbols there are, the greater the amount. This shows the total count for each category.
2. Draw or present the following pictograph and discuss it with the learners.

OUR FAVORITE FRUITS

	1	2	3	4	5	6	7
Apples	🍎	🍎	🍎	🍎	🍎	🍎	
Bananas	🍌	🍌	🍌	🍌			
Oranges	🍊	🍊	🍊	🍊	🍊		

🍎 = 1 Person

3. Discuss how to read and interpret data
    - When there is no scale, one picture represents one item.
    - Count the pictures in a single row to find the total for that specific category.
    - The longest row of pictures represents the category with the greatest amount (highest votes or quantity).
    - The shortest row of pictures represents the category with the least amount (fewest/lowest quantity or votes).
    - Count all the pictures across all categories combined to find the total number of responses or items collected.

C. Practice
Conduct the "Pictograph Reading" activity with the learners.

- Prepare a pictograph for the learners to analyze and interpret, and draw it on the board (sample topics: Favorite hobby? Favorite dessert? Favorite game? Dream job?).

My Favorite Dessert	
Cookies	🍪 🍪 🍪
Ice Cream	🍦 🍦 🍦 🍦 🍦 🍦
Leche Flan	

- Ask the learners to analyze and interpret the pictograph. Ask the learners a few questions about the pictograph.

Sample questions:

Which one has the most answers?
Which one has the least answers?
How many responses were recorded for each category?
How many responses were recorded in total?
How much is the difference between the most and least answered category?

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you understand what the pictograph means?

III. Homework
Ask the learners to find a pictograph in their textbooks or online and interpret it. Ask the learners to answer the questions below:

Maghanap ng pictograph sa libro o online. Tukuyin kung ano ang ipinapakita o kinakatawan nito, at pagkatapos ay sagutin ang mga sumusunod na tanong.

What is the title of the pictograph?
What are the categories, choices, or items being scored?
What did each category, choice, or item get?
Which one has a higher total?
Which one has the least amount?
How many answers are there in total?
How much is the difference between the most and least answered category?

Term 2 **Data and Probability**
Lesson 11: Organize data in a pictograph without a scale into a table.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. organize data in a pictograph without a scale into a table.

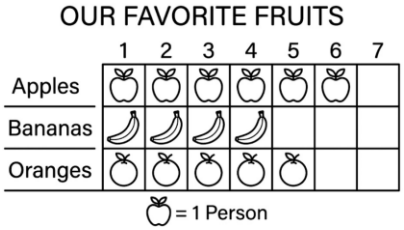
II. Development of the Lesson
A. Motivation
Conduct the "Tally" activity with the learners.
- Prepare a pictograph and show it on the board.
- Ask the learners to tally and count how many answers per category.
- Compile the tally into the table below.

Pictograph title		
Category	**Tally**	**Total**
Category 1		
Category 2		
Category 3		

- Explain the table to the learners.
- Repeat the activity using different pictographs.

B. Discussion
1. Explain that a pictograph uses pictures to count, but a table uses written numbers. Tables help us see the totals quickly without having to re-count pictures every time.
   - A pictograph is a way of showing data using pictures or symbols.
   - A table organizes information into rows and columns.

2. Explain how to change a pictograph into a table
   - Draw or present the pictograph below:



   - Take note of the categories:
     - Apples
     - Bananas
     - Oranges
   - Count the pictures:
     - Apples → 6
     - Bananas → 4
     - Oranges → 5
   - Write the information in a table:

Our favorite fruits	Number
Apples	6
Bananas	4
Oranges	5

3. Explain to the learners that they should start by looking at the pictograph, its title, categories, and items. Then, list and organize it into a table. Count the icons in each category using the tally or icons. Then, they can write the total count on the last column.

C. Practice
Conduct the "Missing Pictograph" activity with the learners.
- Prepare different pictographs and write one on the board. Leave out some of the items, categories, or titles.
- Write the table below on the board. Add the missing items categories or title on the table.
- Ask the learners to fill in the missing details in the pictograph and the table.
- Repeat the activity with different pictographs and different missing parts. Make sure that the learners can still solve the activity.

Sample activity:

_____	
_____	
Football	
Volleyball	

My Favorite Sport		
Category	**Tally**	**Total**
Basketball	_____	_____
_____	||||	4
_____	_____	_____

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you organize the data in a pictograph into a table?

III. Homework
Ask the learners to find a pictograph in their textbooks or online. Ask the learners to fill up the table below. They may add more rows if needed.

Humanap ng isang pictograph mula sa iyong aklat o sa internet. Punan ang talahanayan sa ibaba gamit ang impormasyon mula sa iyong nahanap na pictograph. Maaari kang magdagdag ng karagdagang hilera kung kinakailangan.

Pictograph title			
Category	**Pictures**	**Tally**	**Total**
Category 1			
Category 2			
Category 3			

Term 2 **Number and Algebra**
Lesson 12: Illustrate subtraction involving numbers up to 20 using a variety of concrete and pictorial models, and describes subtraction as "taking away."

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. illustrate subtraction involving numbers up to 20 using a variety of concrete and pictorial models; and
2. describe subtraction as "taking away."

II. Development of the Lesson
A. Motivation
Conduct the "Subtraction Bowling" activity with the learners.
- Prepare bowling pins using empty water bottles. Prepare a maximum of 20 bowling pins. Prepare the bowling ball using a small to medium sized ball.
- Move the tables and chairs to the sides of the room, creating an open area for bowling.
- Set up the bowling pins by arranging it into a triangle formation.
- Take a few steps back from the bowling pins and draw a starting line.
- Ask the learners to take turns bowling. After every turn, count the remaining bowling pins and subtract that number from the total number of bowling pins at the start.
- Explain to the learners the subtraction problem and its solution
- Repeat the activity using different amounts of bowling pins. Give all learners a chance to play.

B. Discussion
1. Discuss and define subtraction
   - Subtraction means taking away from a group.
   - When objects are taken away, the number of objects becomes smaller.
   - Subtraction can be used to find how many are left.

2. Explain the parts of a subtraction sentence
    - Further explain that subtraction is taking away a number from another number.
    - The minuend is the starting number that you take away from.
    - The subtrahend is how many you take away from the minuend.
    - The answer is called the difference.

    Minuend – Subtrahend = Difference

3. A few ways to solve the problem are the following:
    - You can illustrate the problem by drawing the items and crossing out or taking away the subtrahend.
    - Another way to solve is to subtract it vertically. Subtract the ones digit first, and then the tens digit.
    - Lastly, you can subtract horizontally.

4. Present and discuss the following illustration:

There are 8 apples.



Take away 3 apples



There will be 5 apples left.



8 – 3 =5

Meaning:
- 8 = starting number
- 3 = number taken away
- 5 = number left

C. Practice
Conduct the "Number Line" activity with the learners.
- Draw a number line on the floor from 0 to 20. You may use sticky notes or print it on paper.
- Prepare cards or pieces of paper with subtraction equations. Fold it and put it all in a box.
- Ask the learners to stand up and form a line.
- The first learner in the line picks an equation to solve from the box.
- The learner starts on the minuend on the number line. The learner then hops or walks toward 0, moving to the left. The number of hops or steps is equal to the subtrahend. The number where the learner stops is the difference, which is the answer to the equation.
- Ask the learner to read the equation out loud and say its answer.
- Repeat the activity until all learners get to try it.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you subtract numbers up to 20?

III. Homework

Sagutin ang mga sumusunod.

1. 20 – 20 =	2. 11 – 10 =	3. 17 – 11 =
4. 19 – 6 =	5. 14 – 7 =	6. 8 – 5 =
7. 13 – 5 =	8. 15 – 8 =	9. 7 – 7 =

Term 2 **Number and Algebra**
Lesson 13: Find the missing number in addition or subtraction sentences involving numbers up to 20.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. find the missing number in addition or subtraction sentences involving numbers up to 20.

II. Development of the Lesson
A. Motivation
Conduct the "Number Line" activity with the learners.
- Draw a number line on the floor from 0 to 20. You may use sticky notes or print it on paper.
- Prepare cards or pieces of paper with an addition and subtraction

equation with missing numbers. Fold it and put it all in a box.
- Ask the learners to stand up and form a line.
- The first learner in the line picks an equation to solve from the box.
- The learner uses the number line to solve the missing number. The learner hops or walks up or down the number line, starting from one of the given numbers. The number where the learner stops is the missing number.
- Ask the learner to read the equation out loud and say its answer.
- Repeat the activity until all learners have had a chance to participate.

B. Discussion

1. Define and discuss missing numbers
   - A missing number is a number that is not shown in a number sentence.
   - A box, blank, or question mark can be used to represent the missing number.

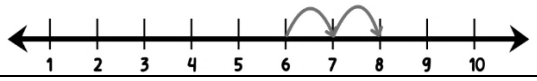
2. Discuss missing numbers after the minus sign by using the following example:
   - 11 − ____ = 7
   - Start with 11.
   - Take away objects until 7 are left.
   - 11 → 10 → 9 → 8 → 7
   - Four were taken away.
   - Thus, 11 minus 4 is 7 or 11 − 4 = 7
   - Therefore, the missing number is 4.

3. Discuss missing numbers at the beginning of a number sentence by using the following example:
   - ____ − 5 = 8
   - Ask the learners: "What number can I take 5 away from to get 8?"
   - Start with 8 and count forward 5:

     8 → 9 → 10 → 11 → 12 → 13
   - Thus, 13 minus 5 is 8 or 13 – 5 =8.
   - Therefore, the missing number is 13.

4. Guide the learners in finding the missing number using the following steps.
   - Look at the addition or subtraction sentence.
   - Use a picture or drawing to help you.
   - Count forward for addition or count backward for subtraction.
   - Check the answer.

Sample problem:

Cole is baking cookies for his 8 friends. He already baked 6 cookies. How many more cookies does Cole need to bake?
Addition sentence: 6 + ____ = 8
Illustration: 
Counting up: 
Counting down: 

C. Practice

Conduct the "Number Race" activity with the learners.
- Prepare at least 20 flashcards with an addition or subtraction sentence with missing numbers.

Sample addition and subtraction sentences:

14 + 3 = ____	11 + ____ = 16	____ + 15 = 19
9 + 10 = ____	10 + ____ = 20	____ + 6 = 13
17 – 3 = ____	19 - ____ = 9	____ - 9 = 1
10 – 6 = ____	13 - ____ = 5	____ - 11 = 9

- Get 2 volunteer learners at a time.
- Ask the learners to randomly pick 10 flashcards each.
- On the starting signal, both learners solve their flashcards. The first learner to solve all their flashcards correctly wins.
- Repeat the activity until all the learners get to try the activity.

D. Reflection

Ask the learners the following questions:
- What did we learn today?
- Can you find the missing numbers in addition and subtraction sentences?

III. Homework

Sagutin ang mga sumusunod.

1. 18 + 1 = ___	2. 6 + ___ = 19	3. ___ + 14 = 19
4. 8 + 5 = ___	5. 8 + ___ = 8	6. ___ + 7 = 16
7. 18 – 9 = ___	8. 19 - ___ = 6	9. ___ - 3 = 16
10. 12 – 8 = ___	11. 9 - ___ = 9	12. ___ - 8 = 11

Term 2 **Number and Algebra**
Lesson 14: Write an equivalent expression to a given addition or subtraction expression (e.g., 2+3 = 1+4; 10-5 = 6-1).

I. Learning Objectives
At the end of the lesson, the learners must be able to:

1. write an equivalent expression to a given addition or subtraction expression.

II. Development of the Lesson

A. Motivation
Conduct the "Find Your Match" activity with the learners.

- Prepare flashcards with addition or subtraction expressions. Make sure that each flashcard has an equivalent expression pair.

Sample flashcards:

7 + 8 = 15	20 – 5 = 15
8 + 5 = 13	10 + 3 = 13
9 – 6 = 3	19 – 16 = 3
18 – 6 = 12	8 + 4 = 12

- Shuffle the cards and give each learner one.
- Ask the learners to stand up and find another learner that has an equivalent expression to theirs.
- The activity ends when each learner has a pair or group.
- Repeat the activity using reshuffled cards.

B. Discussion

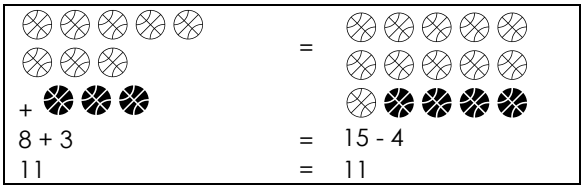
1. Discuss and define equivalent expressions
   - An equivalent expression is an expression that has the same value as another expression.
   - The numbers may be different, but the total or difference must be the same.
   - The expressions do not have to look the same.
   - They only need to have the same value.

2. Discuss equivalent addition expression
   - Find the value of the original expression.
   - Create another addition expression.
   - Make sure the new expression has the same value.
   - Discus the example given below:
     - 3 + 4 = 7
     - Find another addition expression that equals 7.
     - Possible answers:
       i. 2 + 5
       ii. 1 + 6
       iii. 5 + 2
       iv. 6 + 1
     - Therefore:
       3 + 4 = 2 + 5
     - Both sides equal 7.

3. Dicus equivalent subtraction expressions
   - Equivalent subtraction expressions have the same difference.
   - Find the difference of the given expression.
   - Think of another subtraction problem with the same difference.
   - Check that both expressions have the same value.
   - Discuss and present the following example:
     - 9 − 4 = 5
     - Possible equivalent expressions:
       i. 8 − 3
       ii. 7 − 2
       iii. 6 − 1
       iv. 10 − 5
     - Example:
       9 − 4 = 8 − 3
     - Both equal 5.

4. Illustrate the equivalent expressions to help learners visualize the equations.

Sample illustrations:



C. Practice
Conduct the "Addition and Subtraction Expressions" activity with the learners.

- Write or display the table below on the board.

Number:	
Addition Expressions	Subtraction Expressions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Write a number from 0 to 20 on the "Number" mark.
- Ask the learners to think of as many addition expressions and subtraction expressions equal to the number. Write these expressions on its proper column.
- Repeat the activity using different numbers.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you create equivalent addition and subtraction equations?

III. Homework

Pumili ng anumang numero mula 0 hanggang 20. Sumulat ng 5 addition expression at 5 subtraction expression na katumbas ng numerong iyong pinili.

Term 2 **Number and Algebra**

Lesson 15: Solve subtraction problems (given orally or in pictures) where both numbers are less than 20.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. solve subtraction problems (given orally or in pictures) where both numbers are less than 20.

II. Development of the Lesson

A. Motivation

Conduct the "Drawing Problem" activity with the learners.

- Prepare word problems for the learners to solve. Write one of the problems on the board.

Sample problems:

During a party, there are a total of 20 pizza slices. The 13 friends get 1 slice of pizza each. How many slices of pizza are left?
The baker needs to bake 17 breads. She already made 8 breads. How many more does she need to bake?
There are 11 dogs playing at the park. 4 dogs left and went home. How many dogs are left in the park?

- Ask the learners the following:
  - What is the given in the problem?
  - What is being asked?
  - How will you solve the problem?
  - What is the answer to the problem?
- You can illustrate the problem to make it easier for the learners to understand.
- Repeat the activity using different problems.

B. Discussion

1. Discuss important part of a subtraction problem
   - Find the starting amount: How many objects are there at the beginning? Example: 12
   - Find the amount taken away: How many objects are removed? Example: 5
   - Find the amount left: How many objects remain? Example: 7
   - Thus, the number sentence is 12-5=7
2. Discuss solving problem given orally
   - When a subtraction problem is read aloud, learners need to listen for the important information.
   - Discus the following example:
     - There are 14 birds on a tree. 6 birds fly away. How many birds are left?
     - The learners must identify:
       i. Starting amount : 14
       ii. Taken away: 6
       iii. What is being

asked: How many are left?

iv. 14-6=8

v. 8 birds are left.

3. Remind the learners of the following steps:
   - Start by reading or listening to the problem and understanding its details.
   - Take note of the given numbers and what is being asked by the problem.
   - Then, think of a way to solve the problem and write the number sentence.
   - Lastly, go over the problem to check if the answer is correct.

C. Practice

Solve problems with the learners. Prepare a list of problems to solve.

Sample problems:

Ron read 13 books. Jon read 4 books less than Ron. How many books did Jon read?
Marie harvested 15 oranges from her garden. She gave 6 oranges to her friend Jane. How many oranges does Marie have left?
Gio has already ordered 12 pieces of chicken for his 18 friends. How many more does he need to order so that all his friends get a piece of chicken?

D. Reflection

Ask the learners the following questions:
- What did we learn today?
- Can you solve subtraction problems?

III. Homework

Ask the learners to write a subtraction number sentence. Using the number sentence, create a story about it.

Sumulat ng number subtraction number sentence. Gamit ang iyong number sentence, bumuo ng isang maikling kuwento na nagpapakita ng sitwasyon sa pagbabawas.

Sample homework:

Number Sentence: 18 – 6 = 12 **Story:** Jim is 6 years old. He has a brother that is 18 years old. How much older is Jim's brother?

Term 2 **Number and Algebra**

Lesson 16: Subtract numbers where both numbers are less than 100 using concrete and pictorial models, without regrouping: (a) 2-digit minus 1-digit numbers, and (b) 2-digit minus 2-digit numbers.

I. Learning Objectives

At the end of the lesson, the learners must be able to:

1. subtract numbers where both are less than 100 using concrete and pictorial models, without regrouping.

II. Development of the Lesson

A. Motivation

Conduct the "Illustrate and Solve" activity with the learners.
- Prepare equations for the learners to solve. Write one of the problems on the board.

Sample problems:

97 – 45 =	27 – 15 =	64 – 34 =
82 – 31 =	77 – 50 =	39 – 26 =
50 – 20 =	48 – 17 =	81 – 61 =

- Ask the learners to illustrate the problem to make it easier to understand and visualize.
- Repeat the activity using different problems.

B. Discussion

1. Define subtraction and provide examples.
   - Subtraction is taking away or comparing a smaller set with a bigger set.
   - Illustrating the problem by drawing can help visualize the sets. You may also use skip counting backwards.

2. Discuss 2-digit minus 1-digit numbers by giving the following example:
    - Use place-value blocks:
        - ▨ = 10
        - ◯ = 1
    - Examples: 45-3=____



    - Take away 3 ones.



    - So, 45 − 3 = 42.

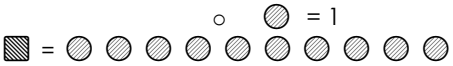
3. Discuss 2-digit minus 2-digit numbers by giving the following example:
    - Use place-value blocks:
        - ▨ = 10
        - ◯ = 1
    - Examples: 45-22=____



    - Take away 2 tens and 2 ones.

    - So, 67 − 25 = 42.

4. Remind the learners that when subtracting without regrouping:
    - Subtract the ones from the ones.
    - Subtract the tens from the tens.
    - The number of ones being subtracted must not be greater than the number of ones you have.
    - If the one being subtracted are more than the ones that you have, you may change the tens icon to ones icons
        - ▨ = 10
        - ◯ = 1



    - The number of tens being subtracted must not be greater than the number of tens you have.

C. Practice
Conduct the "Subtraction War" activity with the learners.
- Prepare flashcards with a subtraction equation each. Shuffle all the cards.

Sample problems:

74 – 33 =	100 – 90 =	21 – 21 =
95 – 64 =	53 – 42 =	46 – 15 =
42 – 31 =	32 – 11 =	89 – 67 =

- Have 2 learners do the activity at a time.
- Give each learner a card. When you say **"Start,"** both learners flip their cards and solve the equations.
- The first learner to solve their equation correctly gets to keep the card. The other card is shuffled back into the deck.
- The first learner to get 5 cards wins.
- Repeat the activity. Let the other learners have a chance to participate.

D. Reflection
Ask the learners the following questions:
- What did we learn today?
- Can you subtract 2 numbers that are less than 100?

III. Homework
Sagutin ang mga sumusunod.

99 – 74 =	45 – 33 =	55 – 12 =
87 – 56 =	62 – 40 =	78 – 47 =
59 – 21 =	34 – 24 =	29 – 29 =

Term 2 **Number and Algebra**
Lesson 17: Subtract numbers by expressing minuends and subtrahends as tens and ones (expanded form), without regrouping.

I. Learning Objectives
At the end of the lesson, the learners must be able to:
1. subtract numbers by expressing minuends and subtrahends as tens and one, without regrouping.

II. Development of the Lesson
A. Motivation
Conduct the "Roll and Race" activity with the learners.
- Prepare the game board and a 6-sided die. The game board consists of 2 columns and at least 2 rows, with a

start and finish area. Each cell has an instruction or number.

Sample game board:

FINISH	
68 – 20 =	37 – 24 =
89 – 72 =	98 – 56 =
55 – 23 =	63 – 31 =
90 – 60 =	70 – 30 =
76 – 45 =	84 – 51 =
START	

- Have two learners play at a time. Place their character pieces in the starting area.
- Each learner takes turns rolling the dice. The learner who rolled the dice moves their piece a number of spaces equal to the number rolled.
- The learner then solves the equation in the cell where their piece lands.
- If the learner answers incorrectly, they go back to their previous position. The other learner has a chance to answer. If the other learner answers correctly, they move forward the same number of spaces rolled by the first learner.
- The first learner to reach the finish area wins.
- Repeat the activity with other learners as partners.

B. Discussion

1. Explain that expressing numbers in expanded form helps in seeing the place value of each digit, which makes subtraction easier to understand.

2. Discuss the important step to take when subtracting in expanded form:
   - Start by arranging the numbers in expanded form.
   - Next, subtract the ones digits first, then, subtract the tens digit.
   - Lastly, add the ones and tens to get the final difference.

3. Discuss the following example:
   - Example: 56 − 23 = ____
   - Step 1: Write the minuend in expanded form.
     56 = 50 + 6
   - Step 2: Write the subtrahend in expanded form.
     23 = 20 + 3
   - Step 3: Subtract the tens and ones.
     - 56 − 23
     - = (50 + 6) − (20 + 3)
     - = (50 − 20) + (6 − 3)
     - = 30 + 3
     - = 33
   - Therefore, 56 − 23 = 33.

C. Practice

Conduct the "Subtraction War" activity with the learners.

- Prepare flashcards with a subtraction equation each. Shuffle all the cards.

Sample problems:

78 – 18 =	56 – 44 =	62 – 42 =
39 – 25 =	30 – 10 =	88 – 57 =
91 – 51 =	49 – 24 =	97 – 65 =

- Have 2 learners do the activity at a time.
- Give both learners a card, each face down. When you say start, both learners flip the cards up and solve the equation.
- The first learner to solve their card gets to keep it. The other card gets shuffled back into the deck.
- The first learner to get 5 cards wins.
- Repeat the activity. Let the other learners play the activity.

D. Reflection

Ask the learners the following questions:

- What did we learn today?
- Can you subtract numbers?

III. Homework

Sagutin ang mga sumusunod.

41 – 20 =	67 – 62 =	79 – 63 =
60 – 30 =	86 – 35 =	98 – 88 =
55 – 14 =	41 – 31 =	23 – 12 =


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