SUPPLEMENTAL LESSONS

Math Grade 2
2nd Quarter

2nd Quarter Grade 2
Supplemental Lesson Plan

Subtraction of Whole Numbers Including Money

Introduction

1. Assess the pupils' knowledge on subtraction of whole numbers including money.

Knowledge Rating Chart Subtraction of Whole Numbers Including Money
Direction: Circle the number that represents your learning experience on subtraction of whole numbers including money.
1. I've never heard of this before.
2. I've heard of this, but am not sure how it works.
3. I know about this and how to use it.

2. Ask the pupils who gave a rating of 3 to share their experiences on the topic.

Body

1. Post the given challenge problem on the board:

   Mico went to the department store and bought a pair of shoes on sale worth ₱687.00. If he gave a 1000-peso bill, how much is his change?

2. Call on some volunteers to answer the following questions:

   a. How can we get the answer to the given problem?

   b. What operation did you use?

   c. What are the context clues in a word problem that indicates subtraction?

3. Call on the pupils to act out on the situation that will be narrated. The narration includes problems involving subtraction of money. This may be prepared beforehand so that the pupils will know what to do.

Knowledge
Subtraction of Whole Numbers Including Money

Learning Competency

M2NS-IId-35.2
• Creates problems involving subtraction of whole numbers including money.

KU
How are context clues help in solving problems?

KQ
The context of a problem situation and its interpretation can lead to different representations.

4. Then, ask the pupils to form groups with four members and create a situation or problem that involves subtraction of numbers including money. Choose from the following setting:

   a. school canteen

   b. house

   c. department store

Conclusion

Conduct a spin-off *3-2-1* (Rutherford, 2008) activity.

Ask the pupils to write on a piece of paper their thinking on:

- 3 important facts they learned
- 2 questions about the lesson
- 1 realization about the lesson

Word Problems Involving Addition and Subtraction of Whole Numbers Including Money

Introduction

1. Post the following problems on the board:

   a. $(100 – 45) + 78$

   b. $(234 + 145) – 196$

   c. $234 – 38 – 12$

   d. $(956 – 234) + 179$

   e. $(430 + 568) – 234$

2. Give the pupils time to think of the answers.

3. Call on volunteers to give their answers.

Knowledge
Word Problems Involving Addition and Subtraction of Whole Numbers

Learning Competency

M2NS-IIe-35.3
- Creates word problems involving addition and subtraction of whole numbers including money

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Body

1. Post the given problem on the board:

   Anne's weekly allowance is ₱250. Her grandmother gave her ₱50 additional allowance for the week. Her expenses on the first day is worth ₱60 for her food and transportation. How much is her remaining allowance for the week?

2. Ask a volunteer to read aloud the given problem.

3. Ask the pupils what are the clue words that they noticed from the given problem that will help them solve the problem.

4. At this point, introduce to the class Polya's 4-step strategy used to solve word problems.

   Read the question.

   Plan.

   Do the calculations.

   Check your answer.

5. Post another problem. Then, let the pupils form pairs and answer the problem together.

6. Call on volunteers to share how they arrived with their answer.

7. Give the pupils problem sets on word problems involving addition and subtraction of whole numbers including money, and then conduct a spin-off *Think-Pair-Share* activity (Lyman, 1981).

   a. The pupils will work on the problems individually.

   b. Then they will form pairs to discuss their thoughts and compare their answers.

   c. The pairs will share their answers to the whole class.

8. Check the pupils' answers.

9. Give the pupils practice exercises.

KU
Addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has a related addition fact.

KQ
What are some ways to think about addition and subtraction?

Conclusion

To assess the pupils' understanding on the lesson, let the pupils answer this **Thumb It!** activity.

means "I understand it."

means "I understand some of it."

means "I do not understand it."

1. I can solve problems involving addition of whole numbers.
2. I can solve problems involving subtraction of whole numbers.
3. I can identify clue words to help me determine the operation/s to use in a given problem.
4. I can correctly write the number sentence of a given problem.
5. I can solve problems involving addition and subtraction of whole numbers.

Solving Problems Involving Multiplication and Addition or Subtraction of Whole Numbers Including Money

Introduction:

1. To assess the pupils' prior knowledge on solving two-step word problems involving multiplication and addition or subtraction, let the pupils try to answer the given problem below:

   On Wednesday, Mang Kiko sold 8 kg of ground beef. On Thursday, he sold twice that amount. On Friday, he only sold 5 kg. How much more meat did he sell on Thursday than Friday?

2. Ask some volunteers to share their answers, and how they came up with their answers.

Knowledge

Solving Two-Step Word Problems Involving Multiplication and Addition or Subtraction

Learning Competency

M2NS-IIi-45.1

• Solves routine and non-routine problems involving multiplication of whole numbers

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Body

1. Show to the class the given problem below to discuss how to solve two-step word problems:

   a. 4 rows of cars are for sale. There are 7 cars in each row. How many cars are for sale in total? (4 x 7 = 28)
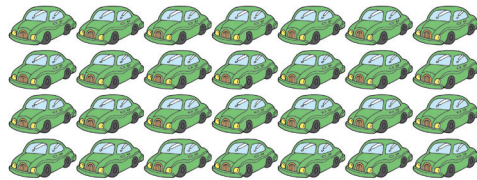
   b. How did you get the answer 28? What clue words are present in the problem that indicates multiplication?

   c. Then, ask: "If 8 cars were sold, how many cars were left for sale?" (28 – 8 = 20).
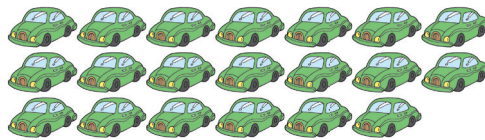
   d. How did you get 20? What clue words are present in the problem that indicates subtraction?

2. Show to the class another problem with illustration.

   a. There are 4 flowers and each flower has 6 petals. How many petals are there in total? (4 x 6 = 24)

   b. If another flower will be added with 4 petals, how many petals are there in all? (24 + 4 = 28)

including money using appropriate problem solving strategies and tools

KU
Multiplication is repeated addition which helps compute numbers faster.

KQ
How does knowledge about multiplication facts help to solve problems?

c. What clue word is present in the problem that indicates addition?

3. Conduct a whole-class discussion on how to solve two-step word problems involving multiplication and addition/subtraction. Give some guidelines or a step-by-step problem solving.

    a. What are the given facts?

    b. What is required?

    c. What is/are the operation/s to be used?

    d. What is the number sentence?

    e. Show your solution.

    f. Check your answer.

4. Give the pupils some clue words to identify the operation to be used in a given problem.

5. Give the pupils problem sets to answer with a spin-off *Pairs Compare* (Kagan, 1998).

    a. The pupils will form pairs and answer the first question together in a specific time.

    b. When it is time, the pairs will pair up with another pair to answer the next question.

    c. The process will continue until all questions are answered.

6. Go back on the problem in the preliminary activity and check the pupils' answers.

Conclusion

Ask the pupils to answer the question: "When you get home, what will you tell your parents you learned today?"
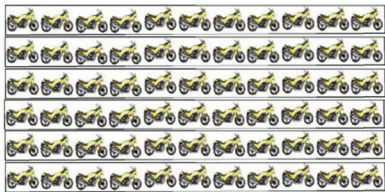
Problem Solving Involving Multiplication only and Multiplication with Addition or Subtraction of Whole Numbers Including Money with Reasonable Answers

Introduction

Conduct a review on solving word problems involving multiplication with illustration using an interactive online practice. (Sample Site: https://braingenie.ck12.org/skills/103031)

6 rows of motorbikes are on sale. There are 11 motorbikes in each row. How many motorbikes are there on sale?

☐ × ☐ = ☐

☐ motorbikes are for sale

🚀 Try

Body

1. Let the pupils be familiarized with word problems involving multiplication only using the preliminary activity.

2. At this point, let the pupils form pairs. Let the pair create their own word problems individually. Then, let them exchange their work and answer each other's problems. They can comment or correct words or phrase from the problem for easy understanding.

   Example:

   Each of the 5 boys had 4 books in his arms. How many books did the boys have in total?

3. Let the pupils pair up with another classmate and let the other classmates answer their problems.

4. After a few rotations, call on volunteers to read their problems. Instruct the pupils who paired up with volunteers to not answer the problem anymore.

5. Let the pupils go back to their first pair. Instruct them to include addition or subtraction on their problem.

   Example:

   Each of the 5 boys had 4 books in his arms. If a boy puts down all the books that he has in his arms, how many books do the boys have left?

6. For enrichment, let the pupils choose from the given tasks below:

   a. Create two problems that involve multiplication only including money.

   b. Create a problem that involves multiplication and subtraction.

   c. Create a problem that involves multiplication and addition.

Differentiated Activities

Conclusion

Ask the pupils to accomplish the *Exit Sheet* (Lujan, 2011) below:

I Understand	I Need Help
I learned...	I need help with...
The lesson helped me...	I have a question: _____
I Need Practice	**I Want More**
I am still confused about...	I could use this information...
I need to practice...	I wish I could...

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