

CURRICULUM MAP

Real-Life Mathematics 2 (Second Edition)

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series title comes with functional teachers guide that provides you with a detailed curriculum map per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following curriculum map most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for Mathematics
Grade Level Standards	Taken from the DepEd Curriculum Guide for Mathematics
Content Standards	Taken from the DepEd Curriculum Guide for Mathematics
Performance Standards	Taken from the DepEd Curriculum Guide for Mathematics
Content	Taken from the worktext: <i>Real-Life Mathematics 2 (Second Edition)</i>
K to 12 Learning Competencies	Taken from the DepEd Curriculum Guide for Mathematics. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

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Key Stage Standard (K–3)	At the end of grade 3, the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10,000 and the four fundamental operations including money, ordinal numbers up to 100th, basic concepts of fractions); measurement (time, length, mass, capacity, area of square and rectangle); geometry (2- and 3-dimensional objects, lines, symmetry, and tessellation); patterns and algebra (continuous and repeating patterns and number sentences); statistics and probability (data collection and representation in tables, pictographs and bar graphs and outcomes) as applied---using appropriate technology---in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
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Grade Level Standard	The learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 1000, ordinal numbers up to 20th, money up to PhP100, the four fundamental operations of whole numbers, and unit fractions); geometry (basic shapes, symmetry, and tessellations); patterns and algebra (continuous and repeating patterns and number sentences); measurement (time, length, mass, and capacity); and statistics and probability (tables, pictographs, and outcomes) as applied---using appropriate technology---in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
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1st Quarter

Chapter 1: Whole Numbers		Time Frame: 22 days	
Content Standard	The learner demonstrates understanding of whole numbers up to 1000, ordinal numbers up to 20th, and money up to PhP100.	Performance Standards	<p>The learner is able to . . .</p> <ul style="list-style-type: none"> recognize, represent, compare, and order whole numbers up to 1000 and money up to PhP100 in various forms and contexts. recognize and represent ordinal numbers up to 20th in various forms and contexts.

**Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book.*

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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Whole Numbers Up to 1000	M2NS-Ia-1.2 MELC Visualize and represent numbers from 0 to 1000 with emphasis on numbers 101 to 1000 using a variety of materials M2NS-Ib-2.2 MELC Group objects in ones, tens, and hundreds	Literacy and Numeracy Recognizing whole numbers up to 1000 Collaboration Working harmoniously with peers	Game Playing Big Sit Down to review pupils on reading numbers from 101 to 500 Use of Manipulatives <ul style="list-style-type: none"> Guiding the pupils in analyzing the base ten sets Illustrating how to form three-digit numbers using manipulative materials Pointing out how many hundred sheets make 1000 	Formative Written exercise Summative <ul style="list-style-type: none"> Homework Written exercise 	<ul style="list-style-type: none"> Awareness of whole numbers up to 1000 and their representation Teamwork Being a helpful member of the family 	<ul style="list-style-type: none"> flash cards with numbers 101 to 500 hundreds sheets tens strips square units magnetic board
LESSON 2 Place Value of Numbers	M2NS-Ib-10.2 MELC Give the place value and find the value of a digit in three-digit numbers	Literacy and Numeracy <ul style="list-style-type: none"> Recognizing the relationship between digits and place values Determining the place value and value of a digit in a number Communication Expressing own ideas clearly	Review Writing two-digit numbers Discussion <ul style="list-style-type: none"> Introducing the term <i>place value</i> and explaining what it means Having the pupils use manipulative materials and place value charts to illustrate numbers 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Homework 	<ul style="list-style-type: none"> Precision in identifying place value Diligence 	<ul style="list-style-type: none"> place value charts hundred sheets tens strips square units digit cards

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LESSON 3 Skip Counting by 50s and by 100s	M2NS-Ib-8.2 MELC Visualize and count numbers by 10s, 50s, and 100s	Literacy and Numeracy Counting numbers by 10s, 50s, and 100s Communication Expressing own ideas clearly	Drill and Practice Skip counting by 10s and 100s using number line and play money Guided Learning <ul style="list-style-type: none"> Presenting illustrations of shapes arranged in groups and having the pupils count the number of shapes in each group Leading the class to the notion of how skip counting makes counting objects faster Having the pupils skip count by 5s, 50s, and 100s using bundles of sticks and number lines 	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Perseverance 	<ul style="list-style-type: none"> number line play money
LESSON 4 Reading and Writing Numbers	M2NS-Ic-9.2 MELC Read and write numbers up to 1000 in symbols and in words	Literacy and Numeracy Translating numbers from symbols to words and vice versa	Drill and Practice <ul style="list-style-type: none"> Reading two-digit numbers using flash cards Naming numbers given tens and ones Review Writing two-digit numbers in words Discussion <ul style="list-style-type: none"> Guiding the pupils in naming numbers 	Formative Oral and written exercises Summative Oral and written exercises	<ul style="list-style-type: none"> Appreciating the importance of knowing how to write numbers Accuracy in reading and writing numbers 	<ul style="list-style-type: none"> flash cards number cards cutouts flannel board place value chart


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			<p>represented by cutouts of bags labeled 100, 10, and 1</p> <ul style="list-style-type: none"> • Having the pupils read and write the numbers in symbols and in words • Providing several examples 			
LESSON 5 Numbers in Expanded Form	M2NS-Ic-14 MELC Visualize and write three-digit numbers in expanded form	Literacy and Numeracy <ul style="list-style-type: none"> • Recognizing a three-digit number in expanded form • Expressing a three-digit number in expanded form Communication Expressing own ideas clearly	Drill and Practice Identifying place value of each digit in two-digit numbers Guided Learning <ul style="list-style-type: none"> • Recalling the meaning of <i>value of digits</i> and asking pupils to give the value of each digit in given numbers • Pointing out that a number may be written in different ways • Leading the pupils to writing numbers in expanded form • Explaining how the expanded form of a number is related to the value of its digits 	Formative Written exercise Summative Seatwork/Homework	<ul style="list-style-type: none"> • Accuracy in expressing numbers in expanded form • Diligence 	<ul style="list-style-type: none"> • number cards • place value chart
LESSON 6 Comparing Numbers	M2NS-Id-12.2 MELC Compare numbers using relation symbols* and order	Literacy and Numeracy Comparing numbers up to 1000 using relation symbols	Oral Drill Comparing two sets of objects using <i>more than</i> , <i>fewer than</i> , and <i>as many as</i>	Formative Written exercise Summative Seatwork/Homework	Accuracy in using relation symbols in comparing numbers	<ul style="list-style-type: none"> • cutouts of relation symbols • place value chart with pockets

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	numbers up to 1000 in increasing or decreasing order	Communication Expressing own ideas clearly	Discussion <ul style="list-style-type: none"> Presenting the concepts of more than and less than to the pupils while asking comprehension questions Explaining the relation symbols used in comparing numbers Showing other examples of comparing numbers using <i>before</i>, <i>after</i>, and <i>between</i> 			<ul style="list-style-type: none"> number chart
LESSON 7 Ordering Numbers from 101 to 1000	M2NS-Id-13.2  Compare numbers using relation symbols and order numbers up to 1000 in increasing or decreasing order*	Literacy and Numeracy Arranging numbers in ascending or descending order Communication Expressing own ideas clearly	Drill and Practice <ul style="list-style-type: none"> Telling the number that comes before and after a set of numbers Identifying a number that is more than the given number Guided Learning <ul style="list-style-type: none"> Leading the class to compare three-digit numbers using the place value chart Explaining how to compare and order numbers up to thousands using relation symbols 	Formative Written exercise Summative Seatwork/Homework	<ul style="list-style-type: none"> Appreciating the importance of having order Accuracy in arranging a given set of numbers in increasing or decreasing order 	<ul style="list-style-type: none"> place value chart digit cards

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			<ul style="list-style-type: none"> Showing other examples of comparing and ordering numbers using the terms <i>least to most</i>, <i>most to least</i>, <i>more than</i>, and <i>less than</i> 			
LESSON 8 Ordinal Numbers	M2NS-Ie-16.2 MELC Identify the 1st through the 20th with the emphasis on 11th to 20th object in a given set from a given point of reference M2NS-Ie-17.2 MELC Read and write ordinal numbers from 1st through the 20 th	Literacy and Numeracy <ul style="list-style-type: none"> Identifying the ordinal position in a group Naming ordinal numbers Communication Expressing own ideas clearly	Drill and Practice <ul style="list-style-type: none"> Identifying the position of ten objects in a set Determining the missing numbers from 1 to 20 Discussion <ul style="list-style-type: none"> Explaining what an <i>ordinal number</i> is and having the pupils recall the first ten ordinal numbers Introducing the ordinal numbers from 11th to 20th 	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Diligence 	<ul style="list-style-type: none"> flannel/magnetic board cutouts of ten objects
LESSON 9 Philippine Money	M2NS-Ie-20.1 MELC Read and write money in symbols and in words through Php100	Literacy and Numeracy <ul style="list-style-type: none"> Recognizing peso coins and notes Distinguishing peso and centavo Financial Literacy Having discipline in spending money	Discussion <ul style="list-style-type: none"> Having the pupils recall how to write money values through ₱20 and pointing out the symbols used when writing Showing coins and notes through ₱1000 and having the pupils identify differences in details 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative Written exercise	<ul style="list-style-type: none"> Recognizing the importance of saving money Accuracy in reading and writing money values both in words and symbols 	<ul style="list-style-type: none"> different kinds of actual coins and paper bills place value chart

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		Collaboration Working in pairs in activities	<ul style="list-style-type: none"> Reviewing how to read and write money values in symbols and in words using the place value chart 			
LESSON 10 Counting Money	M2NS-If-21 MELC Count the value of a set of bills or a set of coins through Php100 (peso-coins only, centavo-coins only, peso-bills only, and combined peso-coins and peso-bills)	Literacy and Numeracy <ul style="list-style-type: none"> Counting a set of denominations Writing the total value of a set of denominations Financial Literacy Having discipline in spending money Collaboration Working in pairs in activities	Review Identifying values of different peso coins and bills Guided Learning <ul style="list-style-type: none"> Presenting a problem that requires finding the total amount of money Leading the pupils to do skip counting to count the value of a set of coins and bills Pointing out that skip counting is used for a set of coins or bills of the same kind 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Appreciating the importance of knowing how to count money Discipline in spending money 	play money in different denominations
LESSON 11 Comparing Money Values	M2NS-If-22.1 MELC Compare values of different denominations of coins and paper bills through Php100 using relation symbols	Literacy and Numeracy Identifying and comparing values of different denominations of coins and bills Collaboration Working in pairs in activities	Review <ul style="list-style-type: none"> Counting money values by skip counting Comparing whole numbers Discussion <ul style="list-style-type: none"> Presenting a problem that involves comparing 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy in comparing money values Helpfulness Responsibility 	play money in different denominations

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		Critical Thinking Applying previously learned knowledge to learn new skill	money values and asking comprehension questions <ul style="list-style-type: none"> • Having the pupils use previously learned knowledge to solve a problem • Pointing out that money values can be compared in the same ways as whole numbers • Providing several examples 			
Chapter 2: Addition			Time Frame: 15 days			
Content Standard	The learner demonstrates understanding of addition of whole numbers up to 1000 including money.		Performance Standard	The learner is able to apply addition of whole numbers up to 1000 including money in mathematical problems and in real-life situations.		

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Properties of Addition	M2NS-Ig-26.3 MELC Illustrate the properties of addition (commutative, associative, identity) and apply each in appropriate and relevant situations	Literacy and Numeracy <ul style="list-style-type: none"> • Knowing the properties of addition • Applying the basic facts of addition in various situations Critical Thinking Distinguishing and comparing the properties of addition	Drill or Game Practicing basic addition facts Inductive Method <ul style="list-style-type: none"> • Presenting sets of objects and letting volunteer pupils write addition sentences for these sets 	Formative Written exercise Summative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy in identifying the properties of addition • Perseverance 	<ul style="list-style-type: none"> • cutouts of numbers • cutouts of shapes • flannel board

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		Communication Expressing own ideas clearly	<ul style="list-style-type: none"> Modifying order and grouping of sets and having the pupils observe changes in corresponding addition sentences Asking leading questions and defining the properties of addition 			
LESSON 2 Adding Without Regrouping	<p>M2NS-Ig-27.4 MELC Visualize, represent, and add 2-digit by 3-digit numbers with sums up to 1000 without regrouping</p> <p>M2NS-Ih-27.5 MELC Visualize, represent, and add 3-digit by 3-digit numbers with sums up to 1000 without regrouping</p>	Literacy and Numeracy <ul style="list-style-type: none"> Adding 2- to 3-digit numbers without regrouping Visualizing addition 	<p>Oral Drill Practicing basic addition facts using flash cards</p> <p>Review Adding 1- to 2-digit numbers</p> <p>Discussion <ul style="list-style-type: none"> Illustrating addition as putting together sets or groups Introducing what <i>mathematical sentence</i> is and describing its two kinds </p> <p>Demonstration <ul style="list-style-type: none"> Showing how to add 2- to 3-digit numbers without regrouping using place value chart Providing examples for pupils to answer </p>	<p>Formative Written exercise</p> <p>Summative <ul style="list-style-type: none"> Written exercise Problem solving </p>	<ul style="list-style-type: none"> Self-reliance Accuracy 	<ul style="list-style-type: none"> place value chart flash cards

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<p>LESSON 3 Adding with Regrouping</p>	<p>M2NS-Ig-27.4 MELC Visualize, represent, and add 2-digit by 3-digit numbers with sums up to 1000 with regrouping</p> <p>M2NS-Ih-27.5 MELC Visualize, represent, and add 3-digit by 3-digit numbers with sums up to 1000 with regrouping</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Adding 2- to 3-digit numbers with regrouping • Visualizing addition <p>Critical Thinking Learning when and how to regroup in addition</p>	<p>Oral Drill Practicing basic addition facts using flash cards</p> <p>Review</p> <ul style="list-style-type: none"> • Adding 2- to 3-digit numbers without regrouping • Renaming 2-digit numbers as tens and ones <p>Use of Manipulatives</p> <ul style="list-style-type: none"> • Guiding the pupils in adding 2-digit numbers with regrouping using pieces of plastic straw • Having the pupils observe how to regroup when the number of ones is more than 10 <p>Demonstration Showing how to add 2- to 3-digit numbers with regrouping using place value chart</p> <p>Individual Learning</p> <ul style="list-style-type: none"> • Having the pupils practice using the short form for addition 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Diligence • Patience 	<ul style="list-style-type: none"> • pieces of plastic straw • place value chart • digit cards • flash cards
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* *Italicized text under DepEd K to 12 Learning Competencies column are add-on competencies.*

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			<ul style="list-style-type: none"> • Providing several examples 			
LESSON 4 Mental Addition	<p>M2NS-Ih-28.3 MELC Add mentally 1- to 2-digit numbers with sums up to 50 using appropriate strategies</p> <p>M2NS-li-28.4 MELC Add mentally 3- and 1-digit numbers using appropriate strategies</p> <p>M2NS-li-28.5 MELC Add mentally three-digit numbers and tens (multiples of 10 up to 90) using appropriate strategies</p> <p>M2NS-li-28.6 MELC Add mentally 3-digit numbers and hundreds (multiples of 100 up to 900) using appropriate strategies</p>	<p>Literacy and Numeracy Identifying appropriate strategies for mental addition</p> <p>Critical Thinking Discovering and applying patterns to add mentally</p>	<p>Drill and Practice</p> <ul style="list-style-type: none"> • Practicing basic addition facts using flash cards • Adding multiples of tens <p>Demonstration</p> <ul style="list-style-type: none"> • Illustrating how to use different mental addition strategies • Guiding pupils to discover and apply patterns • Providing several examples 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Perseverance 	flash cards
LESSON 5 One-Step Word Problems on Addition	<p>M2NS-Ij-29.2 MELC Solve routine and nonroutine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem-solving strategies and tools</p>	<p>Literacy and Numeracy Applying the basic addition facts in solving one-step word problems on addition</p> <p>Financial Literacy</p>	<p>Drill and Practice</p> <ul style="list-style-type: none"> • Practicing basic addition facts using flash cards • Adding 1- or 2-digit numbers <p>Review Adding money values</p> <p>Guided Learning</p>	<p>Formative Problem solving</p> <p>Summative Problem solving</p>	<ul style="list-style-type: none"> • Accuracy • Creativity • Diligence 	flash cards

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	M2NS-Ij-30.2 MELC Create problems involving addition of whole numbers including money	Solving word problems on addition involving money Communication Expressing own ideas clearly	<ul style="list-style-type: none"> Working out the solution to one-step word problems with the class while asking comprehension questions Emphasizing the importance of checking if obtained answer is correct Leading the pupils to create word problems based on their own experiences 			
LESSON 6 Adding Money Values	M2NS-Ij-30.2 MELC Create problems involving addition of whole numbers including money <i>Add money values in pesos and centavos*</i>	Financial Literacy Solving addition problems involving money Communication Expressing own ideas clearly	Review <ul style="list-style-type: none"> Naming values of different peso coins and bills Matching equivalent values of sets of coins and bills Guided Learning <ul style="list-style-type: none"> Recalling how to write money values in symbols Pointing out how decimal point separates pesos from centavos Solving word problems involving adding money values cooperatively with the pupils 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Creativity Discipline 	play money in different denominations

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			<ul style="list-style-type: none"> Leading the pupils in adding money values in various ways 			
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2nd Quarter

Chapter 3: <i>Subtraction</i>		Time Frame: 21 days	
Content Standard	The learner demonstrates understanding of subtraction of whole numbers up to 1000 including money.	Performance Standard	The learner is able to apply subtraction of whole numbers up to 1000 including money in mathematical problems and in real-life situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Meaning of Subtraction	<i>Define subtraction as (a) taking away from a given set, (b) comparing two sets, and (c) finding the missing addend**</i>	Literacy and Numeracy <ul style="list-style-type: none"> Knowing the basic subtraction facts Applying the basic subtraction facts in solving problems Critical Thinking Showing that subtraction is the opposite of addition	Drill and Practice Practicing basic subtraction facts using flash cards Use of Manipulatives <ul style="list-style-type: none"> Leading the pupils to the three meanings of subtraction using various objects Explaining what the minus and equal signs mean in a mathematical sentence Emphasizing the words that serve as clues for subtraction 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Obedience 	<ul style="list-style-type: none"> flash cards picture charts popsicle sticks

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			Discussion <ul style="list-style-type: none"> Recalling the parts of a subtraction sentence Describing subtraction as the opposite of addition 			
LESSON 2 Subtracting Without Regrouping	M2NS-IIa-32.5 MELC Visualize, represent, and subtract 2- to 3-digit numbers with minuends up to 999 without* and with regrouping	Literacy and Numeracy <ul style="list-style-type: none"> Subtracting 2- to 3-digit numbers without regrouping Visualizing subtraction Communication Expressing own ideas clearly	Drill and Practice Practicing basic subtraction facts Demonstration <ul style="list-style-type: none"> Showing how to subtract 2- to 3-digit numbers without regrouping using place value chart and number discs Leading the pupils to discover the short form of subtraction Having the pupils study how to check answers using addition 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Diligence Self-reliance 	<ul style="list-style-type: none"> place value chart number discs of 1, 10, and 100
LESSON 3 Subtracting With Regrouping in the Tens	M2NS-IIa-32.5 MELC Visualize, represent, and subtract 2- to 3-digit numbers with minuends up to 999 without and with regrouping*	Literacy and Numeracy <ul style="list-style-type: none"> Subtracting 2- to 3-digit numbers with regrouping Visualizing subtraction Critical Thinking Learning when and how to regroup in subtraction	Drill and Practice <ul style="list-style-type: none"> Subtracting 1-digit numbers from 10 Renaming 2-digit numbers as sums of multiples of 10 Demonstration <ul style="list-style-type: none"> Illustrating how to subtract 2- to 3-digit numbers with regrouping using 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Discipline Perseverance 	<ul style="list-style-type: none"> flash cards of one-digit numbers place value chart number discs of 1, 10, and 100

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			place value chart and number discs <ul style="list-style-type: none"> Encouraging pupils to check their answer using addition Showing how to perform subtraction in short form Explaining how the expanded forms of numbers demonstrate subtraction with regrouping 			
LESSON 4 Subtracting with Regrouping in the Hundreds	M2NS-IIa-32.5 MELC Visualize, represent, and subtract 2- to 3-digit numbers with minuends up to 999 without and with regrouping*	Literacy and Numeracy <ul style="list-style-type: none"> Subtracting 2- to 3-digit numbers with regrouping Visualizing subtraction Critical Thinking Learning when and how to regroup in subtraction	Drill and Practice Practicing basic subtraction facts Review Subtracting 2-digit numbers with regrouping Discussion <ul style="list-style-type: none"> Recalling how to use place value chart and number discs in subtracting numbers with regrouping Having the pupils study the steps in using the short form of subtraction 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Patience 	<ul style="list-style-type: none"> place value chart number discs of 1, 10, and 100
LESSON 5 Mental Subtraction	M2NS-IIb-33.2 MELC	Literacy and Numeracy	Drill and Practice Practicing basic subtraction facts	Formative Written exercise	<ul style="list-style-type: none"> Accuracy Creativity 	(none)

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	<p>Subtract mentally 1-digit numbers from 1- to 3-digit numbers without regrouping using appropriate strategies</p> <p>M2NS-IIb-33.3 MELC Subtract mentally 3-digit numbers by tens and by hundreds without regrouping using appropriate strategies</p>	<p>Identifying appropriate strategies for mental subtraction</p> <p>Critical Thinking Discovering and applying patterns to subtract mentally</p>	<p>Review</p> <ul style="list-style-type: none"> • Renaming 2-digit numbers • Subtracting 1- from 2-digit numbers with regrouping <p>Deductive Method</p> <ul style="list-style-type: none"> • Presenting different methods of subtracting mentally • Pointing out how renaming numbers and recognizing patterns help in mental subtraction • Providing several examples 	<p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 		
<p>LESSON 6 Solving One-Step Word Problems on Subtraction</p>	<p>M2NS-IIc-34.2 MELC Solve routine and nonroutine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem-solving strategies and tools</p> <p>M2NS-IId-35.2 MELC Create problems involving subtraction of whole numbers including money</p>	<p>Literacy and Numeracy Applying the basic subtraction facts in solving one-step word problems on subtraction</p> <p>Financial Literacy Solving word problems on subtraction involving money</p>	<p>Review Subtracting whole numbers up to 999 including money values</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Presenting one-step word problems and asking comprehension questions to have the pupils solve the problems • Encouraging the pupils to state a complete answer for each problem 	<p>Formative Problem solving</p> <p>Summative Problem solving</p>	<ul style="list-style-type: none"> • Accuracy • Perseverance 	(none)

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			<ul style="list-style-type: none"> Leading the pupils to create word problems based on given facts 			
LESSON 7 Order of Operations	M2NS-IId-34.3 MELC Perform orders of operations involving addition and subtractions of small numbers	Literacy and Numeracy Identifying and applying the rule in performing a series of addition and subtraction Collaboration Working in pairs in activities	Drill and Practice Adding and subtracting numbers without or with regrouping Deductive Method <ul style="list-style-type: none"> Explaining what <i>number phrase</i> is and giving examples that contain both addition and subtraction Describing the rule that is used to simplify such number phrases Providing several examples 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Following instructions properly 	(none)
LESSON 8 Solving Two-Step Word Problems on Subtraction	M2NS-IIe-34.4 MELC Solves multistep routine and nonroutine problems involving addition and subtraction of 2- to 3-digit numbers including money using appropriate problem-solving strategies and tools M2NS-IIe-35.3 MELC Create word problems involving addition and subtraction of whole	Literacy and Numeracy Applying the basic addition and subtraction facts in solving two-step word problems Financial Literacy Solving word problems involving money Critical Thinking Analyzing the given facts to create two-step word problems	Review Subtracting 2- or 3-digit numbers Guided Learning <ul style="list-style-type: none"> Recalling the steps in solving word problems Working out the solution to a two-step word problem with the class while asking comprehension questions 	Formative <ul style="list-style-type: none"> Problem solving Homework Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Creativity Diligence 	(none)

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	numbers including money		<ul style="list-style-type: none"> Defining <i>hidden question</i> and leading pupils to write the number sentence for the hidden question and the problem Reminding the pupils to check if the obtained answer makes sense Providing more examples Guiding the pupils through the process of creating word problems 			
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* *Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book.*

** *Italicized text under DepEd K to 12 Learning Competencies column are add-on competencies.*

Chapter 4: Multiplication		Time Frame: 20 days	
Content Standard	The learner demonstrates understanding of multiplication of whole numbers up to 1000 including money.	Performance Standard	The learner is able to apply multiplication of whole numbers up to 1000 including money in mathematical problems and real-life situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Meaning of Multiplication	M2NS-II-f-38 MELC Illustrate multiplication as repeated addition using 1. groups of equal	Literacy and Numeracy Illustrating and writing multiplication sentences Critical Thinking Showing that multiplication is repeated	Oral Drill <ul style="list-style-type: none"> Practicing basic addition facts Emphasizing on addition that 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise 	<ul style="list-style-type: none"> Accuracy Teamwork Tolerance 	<ul style="list-style-type: none"> flash cards Popsicle sticks

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	<p>quantities, 2. arrays, 3. counting by multiples*, and 4. equal jumps on the number line</p> <p>M2NS-II-f-39 MELC Write a related equation for each type of multiplication: repeated addition, array, counting by multiples*, and equal jumps on the number line</p>	<p>addition</p> <p>Collaboration Working harmoniously with peers</p>	<p>involves adding a number to itself</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Having the pupils form groups of three and giving each group 20 Popsicle sticks • Letting the pupils form groups using the sticks and identify the number of sticks in each group, the number of groups formed, and the total number of sticks <p>Discussion</p> <ul style="list-style-type: none"> • Explaining how multiplication is related to addition • Pointing out that multiplication can be used to find the total number of objects in groups having the same quantities • Having the pupils study diagrams showing addition and multiplication in arrays • Describing parts of a multiplication sentence 	<ul style="list-style-type: none"> • Problem solving 		
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			<ul style="list-style-type: none"> Illustrating different ways of finding products 			
LESSON 2 Multiplication on a Number Line	M2NS-II-f-38 MELC Illustrate multiplication as repeated addition using <ol style="list-style-type: none"> groups of equal quantities, arrays, counting by multiples, and equal jumps on the number line* M2NS-II-f-39 MELC Write a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line*	Literacy and Numeracy Visualizing multiplication as skip counting on the number line Critical Thinking Showing that multiplication is repeated addition	Review Writing multiplication sentence for a given picture or number card Demonstration <ul style="list-style-type: none"> Explaining that multiplication can be shown on a number line Having the pupils name a multiplication sentence and illustrating how to represent it on a number line Guiding the pupils to write the corresponding addition sentence Leading the pupils to the notion that making equal jumps on a number line is similar to skip counting 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Perseverance 	<ul style="list-style-type: none"> picture/number cards number line
LESSON 3 One and Zero as Factors	M2NS-II-g-40.1 MELC Illustrate the following properties of multiplication and apply each in relevant situations: a. identity* ,	Literacy and Numeracy Identifying the product when multiplying by 1 and 0 Critical Thinking Distinguishing the identity property and the	Drill and Practice <ul style="list-style-type: none"> Counting from 1 to 50 Simplifying number phrases Review	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Diligence 	(none)

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	b.zero, and c. commutative M2NS-IIg-40.2 MELC Illustrate the following properties of multiplication and apply each in relevant situations: a. identity, b. zero* , and c. commutative	zero property of multiplication	Translating addition sentences into multiplication sentences Inductive Method <ul style="list-style-type: none"> Presenting problems and/or multiplication sentences Leading the pupils to conclude the properties based on the given situations 			
LESSON 4 Order Property of Multiplication	M2NS-IIg-40.3 MELC Illustrate the following properties of multiplication and apply each in relevant situations: a. identity, b. zero, and c. commutative*	Literacy and Numeracy Visualizing the commutative property of multiplication Critical Thinking Applying the commutative property in solving word problems Collaboration Working in pairs in activities	Inductive Method <ul style="list-style-type: none"> Showing illustrations and drawing pupils' attention to the way the objects are arranged in rows or grouped Asking leading questions to introduce the order property of multiplication 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Teamwork Tolerance 	(none)
LESSON 5 Multiplying by 2s	M2NS-IIh-41.1 MELC Visualize multiplication of numbers 1 to 10 by 2* , 3, 4, 5, and 10	Literacy and Numeracy <ul style="list-style-type: none"> Visualizing multiplication by 2s Memorizing the multiplication table of 2 	Drill and Practice <ul style="list-style-type: none"> Skip counting by 2s Supplying missing numbers in a list Review Adding number to itself several times Discussion <ul style="list-style-type: none"> Having the pupils do certain actions with 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Discipline 	(none)

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			<p>their body parts that come in pairs</p> <ul style="list-style-type: none"> Guiding the pupils to write addition and multiplication sentences for each body part Introducing the chart of multiplication facts and having the pupils compare the chart to skip counting 			
LESSON 6 Multiplying by 3s, 4s, 5s, and 10s	M2NS-IIh-41.1 MELC Visualize multiplication of numbers 1 to 10 by 2, 3, 4, 5, and 10*	Literacy and Numeracy <ul style="list-style-type: none"> Visualizing multiplication by 3s, 4s, 5s, and 10s Memorizing the multiplication table of 3, 4, 5, and 10 Collaboration Working in pairs in activities	Drill and Practice <ul style="list-style-type: none"> Skip counting by 3s orally Supplying missing numbers in a list Adding number to itself several times Discussion <ul style="list-style-type: none"> Presenting the chart of multiplication facts Having the pupils notice the numbers in the chart and those mentioned when they skip count Leading the pupils to show multiplication as repeated addition using counters Recalling how to apply the order 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Cooperation 	counters

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			property of multiplication			
LESSON 7 Mental Multiplication	M2NS-Ili-42.1 MELC Multiply mentally 2, 3, 4, 5, and 10 using appropriate strategies	Literacy and Numeracy Identifying appropriate strategies for mental multiplication Critical Thinking Discovering and applying patterns to multiply mentally Collaboration Working harmoniously with peers	Drill or Game Practicing basic multiplication facts using flash cards Review Recalling the properties of multiplication Deductive Method <ul style="list-style-type: none"> Explaining the importance of mental mathematics Having the pupils study different ways of performing mental multiplication Providing several examples 	Formative Oral and written exercises Summative Written exercise	<ul style="list-style-type: none"> Accuracy Teamwork Sportsmanship 	flash cards
LESSON 8 Solving One-Step Word Problems on Multiplication	M2NS-Ili-45.1 MELC Solve routine and nonroutine problems using appropriate problem-solving strategies and tools: a. multiplication of whole numbers including money* b. multiplication and addition or subtraction of whole numbers including money	Literacy and Numeracy Applying the basic multiplication facts in solving one-step word problems Financial Literacy Solving word problems on multiplication involving money Critical Thinking Applying previous knowledge in creating own word problems	Review <ul style="list-style-type: none"> Practicing basic multiplication facts Recalling the four-step plan in solving word problems Guided Learning <ul style="list-style-type: none"> Presenting word problems on multiplication Walking the pupils through the solution by asking 	Formative Problem solving Summative Problem solving	<ul style="list-style-type: none"> Accuracy Following instructions properly Creativity 	chart containing the four steps in problem solving

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	M2NS-IIj-46.1 MELC Create problems involving multiplication only* and multiplication with addition or subtraction of whole numbers including money with reasonable answers	Communication Expressing own ideas clearly	comprehension questions <ul style="list-style-type: none"> Leading the pupils to use what they know about multiplication to create their own word problems 			
LESSON 9 Solving Two-Step Word Problems on Multiplication	M2NS-IIj-45.2 MELC Solve routine and nonroutine problems using appropriate problem-solving strategies and tools: a. multiplication of whole numbers including money b. multiplication and addition or subtraction of whole numbers including money* M2NS-IIj-46.1 MELC Create problems involving multiplication only and multiplication with addition or subtraction* of whole numbers including money with reasonable answers	Literacy and Numeracy Applying the basic multiplication facts in solving two-step word problems Financial Literacy Solving word problems on multiplication involving money Critical Thinking Applying previous knowledge in creating own word problems Communication Expressing own ideas clearly	Review <ul style="list-style-type: none"> Recalling the four-step plan in solving word problems Emphasizing the importance of answering the hidden question in two-step word problems Guided Learning <ul style="list-style-type: none"> Leading the pupils to solve a two-step word problem involving multiplication Asking comprehension questions to have the pupils perform the four-step plan Providing more examples for pupils to answer Guiding the pupils to create two-step word problems 	Formative Problem solving Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Diligence Creativity 	chart containing the four steps in problem solving

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3rd Quarter

Chapter 5: <i>Division</i>			Time Frame: 20 days	
Content Standard	The learner demonstrates understanding of division of whole numbers up to 1000 including money.	Performance Standard	The learner is able to apply division of whole numbers up to 1000 including money in mathematical problems and in real-life situations.	

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Division as Distribution	<p>M2NS-IIIa-49 MELC Visualize and represent division as equal sharing*, repeated subtraction, equal jumps on the number line, and using formation of equal groups of objects</p> <p>M2NS-IIIa-50 MELC Create and write a related equation for each type of situation: equal sharing*, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects</p>	Literacy and Numeracy Visualizing division as distribution	<p>Drill and Practice Skip counting forward and backward by 4s and 5s</p> <p>Review Recalling the concept of division as partition</p> <p>Discussion</p> <ul style="list-style-type: none"> • Having the pupils study word problems that involve division • Leading the pupils to the concept of distribution as division • Writing division sentence for each problem and describing its parts 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Perseverance 	(none)

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			<ul style="list-style-type: none"> Giving other examples 			
LESSON 2 Division as Repeated Subtraction	M2NS-IIIa-49 MELC Visualize and represent division as equal sharing, repeated subtraction* , equal jumps on the number line, and using formation of equal groups of objects M2NS-IIIa-50 MELC Create and write a related equation for each type of situation: equal sharing, repeated subtraction* , equal jumps on the number line, and formation of equal groups of objects	Literacy and Numeracy Visualizing division as repeated subtraction Critical Thinking Illustrating how division and subtraction are related	Drill and Practice Skip counting forward and backward by 2s, 4s, and 5s Use of Manipulatives <ul style="list-style-type: none"> Illustrating division as repeated subtraction using different objects Having the pupils take away the same number of objects repeatedly from a set to get 0 Guiding the pupils to write corresponding division sentence for each set Discussion <ul style="list-style-type: none"> Having the pupils study how to use number line and repeated subtraction to show division Letting the pupils identify the parts of the corresponding division sentence Showing how to write the short form of division 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Patience 	<ul style="list-style-type: none"> plastic mangoes picture of books
LESSON 3	M2NS-IIIa-49 MELC Visualize and represent division as	Literacy and Numeracy Visualizing division as equal jumps on a	Guided Learning <ul style="list-style-type: none"> Recalling what a number line is 	Formative <ul style="list-style-type: none"> Written exercise 	<ul style="list-style-type: none"> Accuracy Cooperation 	number line

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Division as Equal Jumps on a Number Line	<p>equal sharing, repeated subtraction, equal jumps on the number line*, and using formation of equal groups of objects</p> <p>M2NS-IIIa-50 MELC Create and write a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line*, and formation of equal groups of objects</p>	<p>number line</p> <p>Critical Thinking Illustrating how division and skip counting are related</p> <p>Collaboration Working in pairs in activities</p>	<ul style="list-style-type: none"> Leading the pupils to find the answer to a word problem on division by skip counting on a number line Providing more examples Guiding the pupils to observe that there is more than one way of making equal jumps from a number to 0 on a number line 	<ul style="list-style-type: none"> Think-pair-share <p>Summative Written exercise</p>	<ul style="list-style-type: none"> Value of sharing 	
LESSON 4 Division as Partition	<p>M2NS-IIIa-49 MELC Visualize and represent division as equal sharing, repeated subtraction, equal jumps on the number line, and using formation of equal groups of objects*</p> <p>M2NS-IIIa-50 MELC Create and write a related equation for each type of situation: equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects*</p>	<p>Literacy and Numeracy Visualizing division as partition</p>	<p>Drill and Practice Skip counting forward and backward by 2s, 3s, and 5s</p> <p>Use of Manipulatives</p> <ul style="list-style-type: none"> Illustrating division as partition using different objects Having the pupils group objects into sets and find the number of sets they can make Guiding the pupils to write corresponding division sentences 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Following instructions properly 	<ul style="list-style-type: none"> 12 plastic eggs counters
LESSON 5 Basic Division Facts	<p>M2NS-IIIb-51.1 MELC</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Knowing and applying 	Review	<p>Formative</p> <ul style="list-style-type: none"> Written exercise 	<ul style="list-style-type: none"> Accuracy Teamwork 	(none)

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	Visualize division of numbers up to 100 by 2, 3, 4, 5, and 10 (multiplication table of 2, 3, 4, 5, and 10)	<p>the basic division facts</p> <ul style="list-style-type: none"> • Memorizing the multiplication table <p>Critical Thinking</p> <ul style="list-style-type: none"> • Applying previously learned knowledge to learn new skill • Illustrating how division and multiplication are related <p>Collaboration Working in pairs in activities</p>	<p>Recalling the different meanings of division</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Presenting a word problem on division • Leading the pupils to use drawings to represent and find the answer to the problem • Asking volunteer pupils to write corresponding division sentences • Providing more examples that let the pupils illustrate division of numbers <p>Demonstration</p> <ul style="list-style-type: none"> • Having the pupils recall the basic multiplication facts they have learned • Showing how to use the multiplication table to find answer in division 	<ul style="list-style-type: none"> • Think-pair-share <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Diligence 	
LESSON 6 Mental Division	M2NS-IIIb-52.1 MELC Divide mentally numbers by 2, 3, 4, 5, and 10 using appropriate strategies (multiplication table of 2, 3, 4, 5, and 10)	<p>Literacy and Numeracy Identifying appropriate strategies for mental division</p> <p>Critical Thinking Showing that division is the opposite of multiplication</p>	<p>Review Translating multiplication sentence into division sentence</p> <p>Discussion</p> <ul style="list-style-type: none"> • Explaining how knowing the related multiplication 	<p>Formative Written exercise</p> <p>Summative Written exercise</p>	<ul style="list-style-type: none"> • Accuracy • Creativity 	(none)

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			<p>sentence and skip counting help in finding the answer in division mentally</p> <ul style="list-style-type: none"> Letting the pupils memorize the multiplication table by heart to have them divide numbers mentally 			
LESSON 7 Division and Multiplication	M2NS-IIIc-53 MELC Illustrate that multiplication and division are inverse operations	Literacy and Numeracy Familiarizing oneself with basic multiplication and division facts Critical Thinking Illustrating division and multiplication as inverses	Drill and Practice Practicing basic multiplication and division facts Review Writing subtraction sentence for given addition sentence Discussion <ul style="list-style-type: none"> Recalling the concept of division as repeated subtraction using a picture Having volunteer pupils write the division sentence for the given situation Leading the pupils to use multiplication to check if the answer in division is correct Guided Learning <ul style="list-style-type: none"> Having the pupils study objects arranged in arrays 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Value of sharing 	picture of 10 cupcakes

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			<ul style="list-style-type: none"> Leading the pupils to write division and multiplication sentences for each array Explaining how division and multiplication facts form a fact family Pointing out that division is the inverse of multiplication 			
LESSON 8 Solving One- or Two-Step Word Problems on Division	M2NS-IIIc-56.1 MELC Solve routine and nonroutine problems involving division of numbers by 2, 3, 4, 5, and 10 and with any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools M2NS-IIIc-57.1 MELC Create word problems involving division of whole numbers including money	Literacy and Numeracy Applying the basic division facts in solving one- or two-step word problems on division Financial Literacy Solving word problems on division involving money Critical Thinking Applying previous knowledge in creating own word problems Communication Expressing own ideas clearly	Review Recalling the four steps in problem solving Guided Learning <ul style="list-style-type: none"> Leading the pupils to use the four-step plan to solve a word problem involving division Emphasizing that multiplication can be used to check if the obtained answer is correct Providing more examples for pupils to answer Having the pupils recall that two-step problems require answering a hidden question 	Formative Problem solving Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Diligence Creativity 	chart of the four steps in problem solving

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			<ul style="list-style-type: none"> Guiding the pupils to use what they have learned to create word problems 			
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Chapter 6: Fractions			Time Frame: 15 days			
Content Standard	The learner demonstrates understanding of unit fractions.		Performance Standard	The learner is able to recognize and represent unit fractions in various forms and contexts.		

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Unit Fractions	<p>M2NS-IIIId-72.2 MELC Visualize, represent, and identify unit fractions with denominators of 10 and below</p> <p>M2NS-IIIId-76.1 MELC Read and write unit fractions</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Visualizing unit fractions with denominators of 10 and below Reading and writing unit fractions 	<p>Review</p> <ul style="list-style-type: none"> Recalling the concept of fractions using pictures of wholes and corresponding parts Recalling the fractions $\frac{1}{2}$ and $\frac{1}{4}$ <p>Guided Learning</p> <ul style="list-style-type: none"> Having the pupils study illustrations showing one part of a whole Asking comprehension questions to let the pupils write the fraction for each drawing Defining what <i>fraction</i> is and describing its parts 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Value of sharing 	<ul style="list-style-type: none"> pictures of different fruits (wholes and slices) sheets of paper

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			<ul style="list-style-type: none"> Leading the pupils to observe the number of parts being referred to in each fraction Using the observation to define <i>unit fractions</i> 			
LESSON 2 Comparing Unit Fractions	M2NS-IIIe-77.1 MELC Compare using relation symbols* and arrange in increasing or decreasing order the unit fractions	Literacy and Numeracy Identifying and comparing unit fractions using relation symbols Collaboration Working in pairs in activities	Review <ul style="list-style-type: none"> Identifying unit fractions using diagrams Recalling the relation symbols used in comparing whole numbers Guided Learning <ul style="list-style-type: none"> Leading the pupils to use illustrations to compare unit fractions Letting the pupils use relation symbols to compare the values of the given fractions 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Cooperation 	diagrams that show unit fractions
LESSON 3 Arranging Unit Fractions	M2NS-IIIe-78.1 MELC Compare using relation symbols and arrange in increasing or decreasing order* the unit fractions	Literacy and Numeracy Arranging unit fractions in ascending or descending order Critical Thinking Relating the value of the unit fraction to its denominator	Review Comparing unit fractions Discussion <ul style="list-style-type: none"> Having the pupils study a diagram showing a set of unit fractions Leading the pupils to compare in pairs 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Teamwork 	(none)

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		Collaboration Working in pairs in activities	and arrange the fractions in decreasing and increasing order <ul style="list-style-type: none"> Guiding the pupils to relate the value of the unit fraction to its denominator 			
LESSON 4 Fractions Less Than 1	M2NS-IIIe-79.1 MELC Identify other fractions less than one with denominators 10 and below	Literacy and Numeracy Identifying and visualizing fractions less than 1 Critical Thinking Observing the similarities among fractions less than 1	Review Recalling what unit fractions are Use of Manipulatives <ul style="list-style-type: none"> Showing different fractions less than 1 by folding into equal parts and shading regions of pieces of paper Recalling parts of a fraction to lead the pupils in identifying the fraction represented by each folded paper Writing the fractions in symbols Leading the pupils to observe the similarities among fractions less than 1 	Formative Written exercises Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Creativity 	pieces of paper foldable into equal parts
LESSON 5 Similar Fractions	M2NS-III f-72.3 MELC Visualize (using group of objects and number line), read, and write similar fractions	Literacy and Numeracy Identifying and visualizing similar fractions	Review <ul style="list-style-type: none"> Having the pupils name different fractions less than 1 Writing fractions with the same 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Creativity 	number lines

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	M2NS-III-f-76.2 MELC Read and write similar fractions		denominator in one group Discussion <ul style="list-style-type: none"> Leading the pupils to note how the fractions are grouped Explaining that the fractions in each group are similar fractions Showing a set of similar fractions on a number line Pointing out how to use number line to compare similar fractions Letting the pupils compare in pairs and arrange in order similar fractions 			
LESSON 6 Comparing Similar Fractions	M2NS-III-f-77.2 MELC Compare similar fractions using relation symbols	Literacy and Numeracy Identifying and comparing similar fractions using relation symbols Collaboration Working in pairs in activities	Review Recalling what similar fractions are Guided Learning <ul style="list-style-type: none"> Presenting a problem that involves comparing fractions Asking comprehension questions and leading the pupils to draw representation 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Cooperation Tolerance 	(none)

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			to find the answer to the problem <ul style="list-style-type: none"> • Providing other examples of comparing similar fractions • Leading the pupils to realize that they only need to look at the numerators to compare similar fractions 			
LESSON 7 Ordering Similar Fractions	M2NS-III-f-78.2 MELC Arrange similar fractions in increasing or decreasing order	Literacy and Numeracy Arranging similar fractions in ascending or descending order Collaboration Working in pairs in activities	Review Ordering unit fractions Discussion <ul style="list-style-type: none"> • Letting the pupils study a problem involving ordering fractions • Leading the pupils to make representations to solve the problem • Giving other examples of ordering similar fractions 	Formative <ul style="list-style-type: none"> • Written exercise • Think-pair-share Summative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Teamwork • Creativity 	(none)

Chapter 7: Shapes and Patterns		Time Frame: 14 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> • straight and curved lines, flat and curved surfaces, basic shapes, symmetry in a line, and tessellations using triangles and squares; and 	Performance Standards	The learner is able to . . . <ul style="list-style-type: none"> • recognize and construct straight and curved lines, flat and curved surfaces, and basic shapes and create simple designs that show symmetry in a line and tessellation using triangles and squares; and

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	<ul style="list-style-type: none"> continuous patterns using two attributes and mathematical sentences involving multiplication and division of whole numbers using 2, 3, 4, 5, and 10 only. 		<ul style="list-style-type: none"> apply knowledge of continuous patterns using two attributes and number sentences involving multiplication and division using 2, 3, 4, 5, and 10 only in various situations.
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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Common Plane Shapes	M2GE-IIIg-5 MELC Visualize, identify, classify, and describe half circles and quarter circles M2GE-IIIg-6 MELC Construct squares, rectangles, triangles, circles, half circles, and quarter circles using cutouts and square grids	Creativity Constructing common plane shapes Literacy and Numeracy Identifying, classifying, and describing common plane shapes	Drill and Practice <ul style="list-style-type: none"> Identifying basic shapes orally Naming objects shaped like the basic shapes Discussion <ul style="list-style-type: none"> Letting the pupils study illustrations of the four basic shapes Describing the characteristics of each and pointing out what makes a circle unique Introducing the terms <i>semicircle</i> and <i>quarter circle</i> Having the pupils name objects shaped like semicircles and quarter circles 	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Following instructions properly 	cutouts of shapes

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LESSON 2 Symmetrical Shapes	<p>M2GE-IIIh-7.1 MELC Identify shapes/figures that show symmetry in a line</p> <p>M2GE-IIIh-7.4a MELC Identify and draw the line of symmetry in a given symmetrical figure</p> <p>M2GE-IIIh-7.2 MELC Create figures that show symmetry in a line</p>	<p>Creativity Constructing symmetrical figures</p> <p>Literacy and Numeracy Identifying, classifying, and describing symmetrical shapes</p>	<p>Review Naming and identifying the attributes of the four basic shapes</p> <p>Use of Manipulatives</p> <ul style="list-style-type: none"> • Having the pupils create a symmetrical figure using a piece of paper and scissors • Letting the pupils study the figure formed and introducing <i>line of symmetry</i> • Asking pupils to fold cutouts of squares in different ways • Leading the pupils to note that a square has more than one line of symmetry • Explaining that there are figures with no line of symmetry and giving examples 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Hands-on activity 	<ul style="list-style-type: none"> • Accuracy • Following instructions properly 	<ul style="list-style-type: none"> • pairs of scissors and pieces of paper • cutouts of squares
LESSON 3 Tessellations	<p>M2GE-IIIh-8.1 MELC Recognize shapes that can tessellate</p> <p>M2GE-IIIi-8.2 MELC Tessellate a surface using triangles and squares</p>	<p>Creativity Constructing tessellations</p> <p>Literacy and Numeracy Identifying, classifying, and describing shapes that can tessellate</p>	<p>Drill and Practice</p> <ul style="list-style-type: none"> • Naming and describing common plane shapes based on number of sides and corners • Describing <i>semicircle</i> and <i>quarter circle</i> 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Hands-on activity 	<ul style="list-style-type: none"> • Accuracy • Diligence 	tessellations on pieces of cartolina or manila paper

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			Discussion <ul style="list-style-type: none"> Letting the pupils examine illustrations showing surface covered with shapes Leading the pupils to note the movement of the shapes to make design or pattern Introducing the term <i>tessellation</i> and giving examples Having the pupils identify the shapes and their movements in the examples 			
LESSON 4 Solid Shapes	M2GE-IIIi-9 MELC Identify straight lines and curves, flat and curved surfaces in a 3-dimensional object M2GE-IIIi-10 MELC Explain the differences between straight lines and curved lines, flat surfaces, and curved surfaces	Literacy and Numeracy Identifying, classifying, and describing solid shapes Communication Expressing own ideas clearly	Discussion <ul style="list-style-type: none"> Showing objects shaped like common solid shapes and having the pupils describe each in terms of plane shapes they see Letting the pupils give their own examples Explaining what a <i>solid shape</i> is and leading the pupils to note why it is called as such Describing each common solid shape in terms of the 	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Patience 	objects shaped like common solid shapes

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			<p>numbers of lines or corners</p> <ul style="list-style-type: none"> Explaining the difference between flat and curved surfaces 			
LESSON 5 Patterns	M2AL-IIIj-3 MELC Determine the missing term/s in a given continuous pattern using two attributes (any two of the following: figures, numbers, colors, sizes, and orientations, etc.)	Literacy and Numeracy Identifying and describing patterns Communication Expressing own ideas clearly	Discussion <ul style="list-style-type: none"> Displaying cutouts of shapes of different colors Asking the pupils to name the shapes and identify their similarities and differences Introducing the term <i>pattern</i> and explaining how to form patterns Letting the pupils relate the concept of pattern to tessellations Giving examples and having the pupils identify the next term in a pattern Explaining that patterns can be formed based on an attribute or a combination 	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Perseverance 	cutouts of common shapes
LESSON 6 Solving Number Sentences	M2AL-IIIj-11 MELC Visualize and find the missing value in a number sentence	Literacy and Numeracy Solving number sentences	Review <ul style="list-style-type: none"> Recalling what a number sentence is 	Formative Written exercise Summative	<ul style="list-style-type: none"> Accuracy Creativity Diligence 	perception cards showing number sentences

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	involving multiplication or division of whole numbers using 2, 3, 4, 5, and 10 only	Critical Thinking Applying previously learned knowledge to solve number sentences	<ul style="list-style-type: none"> • Having the pupils give examples of true number sentences Discussion <ul style="list-style-type: none"> • Presenting a number sentence and explaining that a letter represents the unknown value • Guiding the pupils to name the correct value for the letter • Introducing the term <i>variable</i> • Providing more examples of number sentences and having the pupils find the missing value 	<ul style="list-style-type: none"> • Written exercise • Problem solving • Hands-on activity 		
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4th Quarter

Chapter 8: <i>Measurement of Time and Length</i>		Time Frame: 17 days	
Content Standard	The learner demonstrates understanding of time and standard measures of length.	Performance Standard	The learner is able to apply knowledge of time and standard measures of length in mathematical problems and in real-life situations.

**Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book.*

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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Telling Time in Minutes	M2ME-IVa-5 MELC Tell and write time in minutes including a.m. and p.m. using analog and digital clocks	Literacy and Numeracy Telling time accurately Critical Thinking Applying previously learned knowledge to learn new skill	Review <ul style="list-style-type: none"> Showing a standard clock and having the pupils identify the hour and minute hands Recalling how to write time by the hour, half hour, and quarter hour Discussion <ul style="list-style-type: none"> Having the pupils study an analog clock and leading them to recognize the number of minutes that each number in the clock represents Letting the pupils skip count by 5s to state how many minutes a number stands for Guiding the pupils to name time in different ways Elaborating how to tell time in digital clocks 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Hands-on activity 	<ul style="list-style-type: none"> Accuracy Observing punctuality Being responsible 	<ul style="list-style-type: none"> standard and digital clocks small and large cardboard clocks

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LESSON 2 The a.m. and p.m. Times	M2ME-IVa-5 MELC Tell and write time in minutes including a.m. and p.m. using analog and digital clocks	Literacy and Numeracy Distinguishing and differentiating a.m. and p.m. times Communication Expressing own ideas clearly	Review <ul style="list-style-type: none"> Discussing with the pupils the activities they do at different times of the day Reading and writing time by 5 minutes Discussion <ul style="list-style-type: none"> Showing 12:00 on a clock and explaining how such time is shown on a clock twice throughout a day Introducing the time 12:00 as noon and midnight and identifying other terms related to telling time Noting that 24 hours is equal to a day and pointing out how to count time from midnight to noon to midnight of the next day Introducing the a.m. and p.m. notations and describing what <i>elapsed time</i> means Providing examples 	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Respecting other's time 	big cardboard clock
LESSON 3 Elapsed Time in Days	M2ME-IVa-6 MELC Visualize and find the elapsed time in days	Literacy and Numeracy Finding the elapsed time in days accurately	Review Finding elapsed time between time in minutes and hours	Formative Written exercise Summative Written exercise	<ul style="list-style-type: none"> Accuracy Appreciating the importance of time 	calendar

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			Guided Learning <ul style="list-style-type: none"> • Showing a calendar and asking pupils to describe what they see in a calendar • Presenting a problem involving finding the elapsed time in days • Leading the pupils to use the calendar as a tool for solving the problem • Providing other examples • Emphasizing what the pupils should do when the elapsed time goes beyond 7 days 			
LESSON 4 Solving Problems About Time	M2ME-IVa-7 MELC Visualize, represent, and solve problems involving time (minutes including a.m. and p.m. and elapsed time in days)	Problem Solving Analyzing the given facts carefully to arrive at a correct solution	Review <ul style="list-style-type: none"> • Recalling the steps in problem solving • Telling time in different ways Guided Learning <ul style="list-style-type: none"> • Leading the pupils to follow the four-step plan in solving a problem on elapsed time • Emphasizing that 60 minutes is equal to 1 hour 	Formative Problem solving Summative Problem solving	<ul style="list-style-type: none"> • Accuracy • Following instructions properly 	(none)
Chapter 9: Mass, Capacity, and Area			Time Frame: 22 days			

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			<ul style="list-style-type: none"> • Demonstrating how to rename hours into minutes • Pointing out the importance of checking the correctness of the obtained answer 			
LESSON 5 The Centimeter and the Meter	<p>M2ME-IVb-23 MELC Show and use the appropriate unit of length and their abbreviation cm and m to measure a particular object</p> <p>M2ME-IVb-25 MELC Measure objects using appropriate measuring tools and unit of length in m or cm</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Using correct measuring tools • Making accurate measurements <p>Critical Thinking Identifying and using appropriate unit of length</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Having the pupils measure objects with fingers and hand spans • Leading the pupils to the concept of nonstandard measures <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the phrase <i>standard unit of measure</i> • Showing tools used for measuring length of objects • Letting the pupils note the unit of measure indicated in each tool • Having the pupils name objects that can be measured by each tool • Guiding the pupils to measure and read measurement of different objects 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Hands-on activity <p>Summative</p> <ul style="list-style-type: none"> • Hands-on activity • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Diligence • Patience 	<ul style="list-style-type: none"> • ruler • meterstick

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			<ul style="list-style-type: none"> Demonstrating how to convert measures of length 			
LESSON 6 Comparing Lengths	M2ME-IVb-24 MELC Compare the following unit of measures: a. length in meters or centimeters* b. mass in grams or kilograms c. capacity in mL or L	Literacy and Numeracy <ul style="list-style-type: none"> Comparing lengths of the same and different units of measure Converting units of lengths 	Review <ul style="list-style-type: none"> Identifying objects that can be measured in meters and centimeters Emphasizing 1 meter is equal to 100 centimeters Discussion <ul style="list-style-type: none"> Guiding the pupils to measure length or height Having the pupils compare obtained measures using the terms <i>longer/taller</i> or <i>shorter</i> Recalling the relation symbols previously discussed and asking pupils to use the symbols to compare length or height Having the pupils study more examples 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Perseverance 	<ul style="list-style-type: none"> objects whose lengths can be measured (e.g., ribbon, string) ruler meterstick
LESSON 7 Estimating Lengths	M2ME-IVc-26 MELC Estimate and measure length using meter or centimeter	Literacy and Numeracy Estimating and measuring lengths Critical Thinking Checking the reasonableness of	Discussion <ul style="list-style-type: none"> Having volunteer pupils measure objects found in the classroom 	Formative <ul style="list-style-type: none"> Written exercise Hands-on activity Summative <ul style="list-style-type: none"> Written exercise 	<ul style="list-style-type: none"> Appreciating the importance of estimates Accuracy Diligence 	<ul style="list-style-type: none"> objects whose lengths can be measured (e.g., ribbon, string); ruler meterstick

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		estimates	<ul style="list-style-type: none"> • Leading the pupils to note that getting an exact measurement is not always possible • Recalling what an estimate is and explaining how it is used when measuring length • Letting the pupils estimate and measure lengths of objects 	<ul style="list-style-type: none"> • Hands-on activity 		
LESSON 8 Problem Solving About Linear Measure	M2ME-IVc-27 MELC Solve routine and nonroutine problems involving length	Problem Solving Applying the appropriate strategies to solve problems involving lengths Critical Thinking Checking the correctness of the answer	Review <ul style="list-style-type: none"> • Recalling the steps in problem solving • Recalling the standard units of measure of length and their abbreviations Guided Learning <ul style="list-style-type: none"> • Asking comprehension questions to lead the pupils in finding the solution to a word problem • Pointing out the need to check if the obtained answer is correct • Giving more examples of problems involving linear measurement 	Formative Problem solving Summative <ul style="list-style-type: none"> • Written exercise • Problem solving • Hands-on activity 	<ul style="list-style-type: none"> • Accuracy • Following instructions properly 	simple problems on linear measurement written on a piece of manila paper

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Content Standard	The learner demonstrates understanding of standard measures of mass and capacity, and area using square-tile units.	Performance Standard	The learner is able to apply knowledge of standard measures of weight and capacity, and area using square-tile units in mathematical problems and real-life situations.
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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 The Kilogram and the Gram	<p>M2ME-IVd-28 MELC Show and use the appropriate unit of weight and their abbreviations g and kg to measure a particular object</p> <p>M2ME-IVd-30 MELC Measure objects using appropriate measuring tools and measuring units in g or kg</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Measuring objects using appropriate measuring units in grams or kilograms Recognizing the units of weight, kg and g <p>Critical Thinking Identifying and using appropriate unit of weight</p> <p>Communication Expressing own ideas clearly</p>	<p>Drill and Practice Comparing weights of animals using the words <i>heavier</i> and <i>lighter</i></p> <p>Review Measuring weight using nonstandard units of measure</p> <p>Discussion</p> <ul style="list-style-type: none"> Recalling the concept of standard unit of measure previously discussed Introducing <i>kilogram</i> as the standard unit for weight Asking the pupils to name things that are bought in kilogram Demonstrating how to use and read measurement on a weighing scale 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Being a keen observer 	<ul style="list-style-type: none"> pictures of animals balance 1-kilogram weights or objects that weigh 1 kilogram weighing scale objects that can be measured in kilogram

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			<ul style="list-style-type: none"> • Having the pupils observe that a weighing scale may not be able to measure weight of lighter objects • Introducing <i>gram</i> and letting the pupils name objects that can be measured in grams 			
LESSON 2 Comparing Mass	M2ME-IVd-29 MELC Compare the following unit of measures a. length in meters or centimeters b.mass in grams or kilograms* c. capacity in mL or L	Literacy and Numeracy Comparing mass of the same and different units of measure	Review <ul style="list-style-type: none"> • Recalling standard units of weight • Naming objects that can be measured in kilograms and grams Discussion <ul style="list-style-type: none"> • Leading the pupils to answer a problem involving comparing mass • Letting the pupils recall the relation symbols used in comparing numbers • Providing other examples for pupils to answer • Emphasizing that the greater the mass, the heavier an object is 	Formative Written exercise Summative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Perseverance 	(none)

* *Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book.*

** *Italicized text under DepEd K to 12 Learning Competencies column are add-on competencies.*

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LESSON 3 Estimating Mass	M2ME-IVe-31 MELC Estimate and measure mass using gram or kilogram	Literacy and Numeracy Estimating mass Critical Thinking Checking the reasonableness of estimates	Review <ul style="list-style-type: none"> Naming objects that can be measured in grams and kilograms Recalling how many grams there are in a kilogram Discussion <ul style="list-style-type: none"> Having the pupils observe how objects are weighed on a weighing scale Leading the pupils to note that the pointer of the scale may not always point exactly to a number Recalling what the pupils have learned about estimating lengths and explaining how the same rule applies for estimating mass Emphasizing how to use <i>about</i> when expressing estimates 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Appreciating the importance of estimates Diligence 	<ul style="list-style-type: none"> weighing scale objects that are nearly a kilogram in weight (e.g., rocks, stones, and a bag of sand)
LESSON 4 Problems Involving Mass	M2ME-IVe-32 MELC Solves routine and nonroutine problems involving mass	Problem Solving Applying appropriate strategies to solve problems involving mass Critical Thinking Checking the correctness of the obtained answer	Review <ul style="list-style-type: none"> Recalling different units of measure previously discussed Having the pupils explain when each unit is used 	Formative Problem solving Summative Problem solving	<ul style="list-style-type: none"> Accuracy Following instructions properly 	manila paper containing word problems on mass

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			Discussion <ul style="list-style-type: none"> • Having the pupils study a problem involving mass • Letting volunteer pupils answer comprehension questions in the four-step plan • Reminding the pupils to check the answers • Providing more examples 			
LESSON 5 The Liter and the Milliliter	<i>Identify the common standard units of capacity**</i> <i>Estimate the capacity of an object as more than or less than 1 liter**</i> <i>Estimate the capacity of an object in liters and milliliters**</i>	Literacy and Numeracy Recognizing the units of capacity, L and mL Critical Thinking Identifying and using appropriate unit of capacity	Motivation <ul style="list-style-type: none"> • Showing containers of various shapes and sizes • Having the pupils compare capacities using different phrases Discussion <ul style="list-style-type: none"> • Leading the pupils to note that the materials shown can be used as nonstandard units of measure • Introducing <i>liter</i> (L) as the standard unit of measure for capacity • Letting the pupils name liquids or materials that can be measured in liter 	Formative <ul style="list-style-type: none"> • Written exercise • Homework Summative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Patience 	<ul style="list-style-type: none"> • jug • bottle • set of plastic containers of various shapes and sizes • paper cups • 1-liter bottle or container

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			<ul style="list-style-type: none"> Explaining that some materials come in smaller quantities then introducing <i>milliliter</i> (mL) Pointing out that a milliliter is part of a liter and 1000 mL is equal to 1 L 			
LESSON 6 Creating Problems on Length, Mass, and Capacity	M2ME-IVf-34 MELC Create problems involving length, mass, and capacity	Problem Solving Applying appropriate strategies to solve problems Critical Thinking Analyzing the given facts to create own word problems on length, mass, and capacity Communication Expressing own ideas clearly Collaboration Working harmoniously with peers	Review Recalling how to solve a word problem Guided Learning <ul style="list-style-type: none"> Having the pupils talk about experiences involving different units of measures Letting the pupils read a situation related to what they have shared Explaining how to create a word problem from the given facts in the situation Reminding the pupils to think of good questions to ask Providing more examples and having the pupils work cooperatively 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Self-reliance Accuracy Creativity Teamwork 	(none)

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			in formulating word problems			
LESSON 7 Area in Square Units	M2ME-IVg-35 MELC Illustrate area as a measure of how much surface is covered or occupied by a plane figure M2ME-IVg-36 MELC Find the area of a given figure using square-tile units (i.e., number of square-tiles needed)	Literacy and Numeracy <ul style="list-style-type: none"> Calculating area using appropriate measuring units Recognizing the units of area 	Review Recalling the properties of squares and rectangles Guided Discovery <ul style="list-style-type: none"> Showing cutouts of figures Leading the pupils to observe how each cutout is covered with square units to introduce <i>area</i> Having the pupils find the area of a figure by counting the number of square units then by multiplying Providing more examples that include irregular figures 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Creativity 	<ul style="list-style-type: none"> cutouts covered with square units pocket chart
LESSON 8 Estimating Area	M2ME-IVh-37 MELC Estimate the area of a given figure using any shape	Literacy and Numeracy Estimating area of figures Critical Thinking Checking the reasonableness of estimates	Motivation <ul style="list-style-type: none"> Recalling the different properties of the common shapes the pupils have learned Giving the pupils cutouts of the shapes and asking them to cover each with square units 	Formative Written exercise Summative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Appreciating the importance of estimates Diligence 	<ul style="list-style-type: none"> cutouts of objects shaped like common shapes square cutouts

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			<ul style="list-style-type: none"> • Having the pupils note if they can cover each with an exact number of square units <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the pupils to estimate the areas of regular and irregular figures • Recalling the use of the term <i>about</i> when estimating values • Pointing out how to express areas using nearest whole number of square units 			
LESSON 9 Problems Involving Area	M2ME-IVh-38 MELC Solve routine and nonroutine problems involving any figure using square tiles	<p>Problem Solving Applying appropriate strategies to solve problems involving area</p> <p>Critical Thinking Checking the correctness of the obtained answer</p>	<p>Review Recalling how to find the area of a figure</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the pupils through the process of finding the solution to a word problem • Having the pupils study the diagram representing the problem • Providing more examples 	<p>Formative Written exercise</p> <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Self-reliance • Perseverance 	(none)

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			<ul style="list-style-type: none"> Pointing out how half squares can form whole square units when finding the area of figures 			
Chapter 10: Pictographs and Predictions			Time Frame: 8 days			
Content Standard	The learner deepens understanding of pictographs without and with scales and outcomes of an event using the terms <i>likely</i> , <i>equally likely</i> , and <i>unlikely to happen</i> .		Performance Standard	The learner is able to create and interpret simple representations of data (tables and pictographs without and with scales) and describe outcomes of familiar events using the terms <i>likely</i> , <i>equally likely</i> , and <i>unlikely to happen</i> .		

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Collecting and Organizing Data	M2SP-IVh-1.2 MELC Collect data on one variable using a questionnaire	Literacy and Numeracy Using appropriate strategies in collecting and organizing data Critical Thinking Presenting gathered data effectively Collaboration Working harmoniously with peers	Motivation <ul style="list-style-type: none"> Showing pictures of different snack foods Taking note of the pupils' most favorite snacks Guided Learning <ul style="list-style-type: none"> Having the pupils study a situation where one needs to gather information about something Walking the pupils through the whole process of data gathering Emphasizing the importance of organizing data to 	Formative <ul style="list-style-type: none"> Written exercise Group hands-on activity Summative Written exercise	<ul style="list-style-type: none"> Accuracy Teamwork Tolerance Creativity 	pictures of common snacks

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			<p>be easily understood by others</p> <ul style="list-style-type: none"> • Providing other examples 			
LESSON 2 Presenting and Interpreting Data in a Pictograph	<p>M2SP-IVi-2.2 MELC Sort, classify, and organize data in tabular form and present this into a pictograph without and with scales</p> <p>M2SP-IVi-3.2 MELC Infer and interpret data presented in a pictograph without and with scales</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Recognizing the different parts of a pictograph • Using pictograph to represent data <p>Critical Thinking Making inferences based on data presented in a pictograph</p>	<p>Review Having the pupils recall what they have learned about gathering and organizing data</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Letting the pupils recall what a pictograph is and showing samples • Leading the pupils to answer questions about the pictographs shown • Guiding the pupils to create pictographs without and with scales • Explaining when to use a scale • Giving more examples 	<p>Formative Written exercise</p> <p>Summative Written exercise</p>	<ul style="list-style-type: none"> • Accuracy • Creativity 	<ul style="list-style-type: none"> • samples of pictographs taken from various sources • a pictograph using a scale
LESSON 3 Problem Solving Involving Pictographs	<p>M2SP-IVi-4.2 MELC Solve routine and nonroutine problems using data presented in a pictograph without and with scales</p>	<p>Problem Solving Applying appropriate strategies to solve problems involving pictographs</p> <p>Critical Thinking Making inferences based on data presented in a</p>	<p>Review Recalling what pictographs are and pointing out the importance of using scales</p> <p>Guided Learning</p>	<p>Formative Problem solving</p> <p>Summative Individual activity solving</p>	<ul style="list-style-type: none"> • Accuracy • Appreciating the usefulness of graphs • Creativity • Self-reliance 	(none)

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		pictograph	<ul style="list-style-type: none"> Leading the pupils in applying the four-step plan in solving a word problem Eliciting from the pupils the details they can find on the given pictograph Emphasizing the need to check the answer after solving the problem 			
LESSON 4 Making a Prediction	M2SP-IVj-7.2 MELC Tell whether an event is likely, equally likely, unlikely to happen. M2SP-IVj-8.2 MELC Describe events in real-life situations using the phrases “likely to happen” or “unlikely to happen” or “equally likely to happen”	Literacy and Numeracy Identifying the likelihood of the occurrence of an event Critical Thinking Making inferences based on the likelihood of the occurrence of an event Collaboration Working in pairs in activities	Motivation <ul style="list-style-type: none"> Having the pupils share experiences about the common things that happen to them every day Presenting a situation where the pupils need to guess or predict about something Discussion <ul style="list-style-type: none"> Explaining how some events can be predicted Leading the pupils to use the phrases <i>most likely</i>, <i>least likely</i>, and <i>not likely</i> in predicting the experiences they have shared Discussing how the phrase <i>equally likely</i> can be used to 	Formative <ul style="list-style-type: none"> Written exercise Think-pair-share Summative <ul style="list-style-type: none"> Hands-on activity Written exercise Problem solving 	<ul style="list-style-type: none"> Appreciating the importance of making predictions Cooperation Diligence 	(none)



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			describe the chance of an event happening			
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