MATHEMATICS

Grade 2

Three-Term Budget Of Work (BOW)
for Learning Competencies

GENERAL MATHEMATICS
Grade 2

Three-Term Budget Of Work
For Learning Competencies

First Term	
Content Standard	The learners should have knowledge and understanding of… • circles, half circles, quarter circles and composite figures made up of squares, rectangles, triangles, circles, half circles, and quarter circles. • one step slides and flips of basic shapes and figures • whole numbers up to 1000 • ordinal numbers up to 20th • addition of numbers with sums up to 1000 • the denominations and values of Philippine coins and bills up to ₱1000, and the addition of amounts of money with sums up to ₱1000
Performance Standard	By the end of the term, the learners are able to… • represent and describe circles, half circles and quarter circles. • compose and decompose composite figures made up of squares, rectangles, triangles, circles, half circles, and quarter circles. • describe and draw the effect of one-step slides or flips in basic shapes and figures. • count, recognize, and represent, whole numbers up to 1000. • use ordinal numbers up to 20th to describe position. • perform addition of numbers with sums up to 1000. • determine, and compare the value of, combinations of Philippine coins and bills up to ₱1000. • perform addition of amounts of money with sums up to ₱1000.
Week	**Learning Competency**

1	**Measurement and Geometry** • Represent and describe circles, half circles and quarter circles. • Compose and decompose composite figures made up of squares, rectangles, triangles, circles, half circles, and quarter circles, using cut-outs and square grids.
2	**Measurement and Geometry** • Describe and draw the effect of a one-direction multi-step slide (or translation) in basic shapes and figures.
3	**Number and Algebra** • Count up to 1000.
4	**Number and Algebra** • Read and write numerals up to 1000.
5	**Number and Algebra** • Recognize and represent numbers up to 1000 using a variety of concrete and pictorial models, and numerals.
6	**Number and Algebra** • Count by 2s, 5s, 10s, 20s, 50s, and 100s (not beyond 1000). • Order numbers up to 1000 from smallest to largest, and vice versa.
7	**Number and Algebra** • Describe the position of objects using ordinal numbers up to 20th. • Determine: a. the place value of a digit in a 3-digit number b. the value of a digit c. the digit of a number, given its place value
8	**Number and Algebra**

	• Illustrate addition of 2-digit and by 1-digit numbers as "counting up" on the number line. • Add numbers with sums up to 1000 in expanded form.
8 to 9	**Number and Algebra** • Add numbers with sums up to 1000, with or without regrouping.
9	**Number and Algebra** • Illustrate and apply the following properties of addition using sums up to 1000: a. the sum of zero and any number is equal to the number b. changing the order of the addends does not change the sum c. changing the grouping of the addends does not change the sum. • Determine and write the value of a number of bills, or a number of coins, or a combination of bills and coins up to ₱1000 (centavo coins only, peso coins only, peso bills only, combined peso coins and peso bills).
10	**Number and Algebra** • Compare the values of different denominations of peso coins and bills up to ₱1000. • Solve problems involving addition with sums up to 1000, including problems involving money, with and without regrouping.

Second Term	
Content Standard	The learners should have knowledge and understanding of… • measurement, comparison, and estimation of length and distance using appropriate tools and units • subtraction of numbers where both numbers are less than 1000 • increasing patterns and decreasing patterns • a pictograph with a scale for the representation of data
Performance Standard	By the end of the term, the learners are able to… • measure, compare, and estimate, length and distance using appropriate units. • perform subtraction of numbers where both numbers are less than 1000. • extend existing increasing patterns and decreasing patterns and create new increasing patterns and decreasing patterns. • represent and interpret data in a pictograph with a scale.

Week	Learning Competency
1	**Measurement and Geometry** • Measure and compare lengths of objects, in meters (m) or centimeters (cm), and distance in meters, using appropriate measuring tools. • Identify and use the appropriate unit (m or cm) to measure the length of an object and the distance between two locations.
2	**Measurement and Geometry** • Estimate length using meters or centimeters, and distance using meters. • Solve problems involving length and distance.
3 to 7	**Number and Algebra**

	• Illustrate subtraction of 2-digit by 1-digit on the number line and as an inverse of addition. • Subtract numbers where both numbers are less than 100 with regrouping: a. 2-digit minus 1-digit numbers b. 2-digit minus 2-digit numbers • Solve problems (given orally or in pictures) involving subtraction where both numbers are less than 100, with and without regrouping. • Subtract numbers, where both numbers are less than 1000, with and without regrouping. • Solve 1- and 2-step problems involving subtraction where both numbers are less than 1000 (including problems involving money), with and without regrouping. • Determine the next term/s in increasing or decreasing patterns, e.g., numbers, letters and rhythmic properties, visual elements in arts, and repetitions. • Create increasing or decreasing patterns.
8 to 9	**Data and Probability** • Present raw data, or data in tabular form, in a pictograph with a scale, or vice versa. • Interpret data in tabular form and in a pictograph with or without a scale.
9	**Number and Algebra** • Count the number of concrete objects in a group by repeated addition and create equal groups, using language such as "5 groups of 3" and "5 threes".
10	**Number and Algebra** • Illustrate and write multiplication as repeated addition, using a variety of concrete and pictorial models and numerals, and using: a. groups of equal quantities b. Arrays c. counting by multiples d. equal jumps on a number line

Third Term	
Content Standard	The learners should have knowledge and understanding of… • multiplication and division of whole numbers using the 2, 3, 4, 5, and 10 multiplication tables • odd and even numbers • unit fractions and similar fractions with denominators 2, 3, 4, 5, 6, and 8 • duration of time, elapsed time, and telling and writing time in hours and minutes (using a.m. and p.m.) • straight and curved lines, and flat and curved surfaces • the perimeter of triangles, squares, and rectangles
Performance Standard	By the end of the term, the learners are able to… • perform multiplication and division of whole numbers using the 2, 3, 4, 5, and 10 multiplication tables. • distinguish even and odd numbers. • represent, identify, and order unit fractions and similar fractions with denominators 2, 3, 4, 5, 6, and 8. • identify and work with time measured in hours, half-hours, quarter hours, days, weeks, months, years. • describe duration of time and elapsed time, and tell and write time in hours and minutes. • distinguish between straight and curved lines, and between flat and curved surfaces. • find the perimeter of triangles, squares, and rectangles.

Week	Learning Competency
1	**Number and Algebra** • Multiply numbers using the 2, 3, 4, 5, and 10 multiplication tables.

2	**Number and Algebra** • Solve multiplication problems using the 2, 3, 4, 5, and 10 multiplication tables, including problems involving money. • Illustrate division through equal distribution of a number of objects into several groups.
3	**Number and Algebra** • Illustrate and write division expressions using a variety of concrete and pictorial models and numerals, in modelling division as: a. equal sharing or formation of equal groups of objects b. repeated subtraction. • Divide numbers using the 2, 3, 4, 5, and 10 multiplication tables.
4	**Number and Algebra** • Find the missing number in a number sentence involving multiplication or division by 2, 3, 4, 5, and 10. • Distinguish even and odd numbers using division by 2. • Solve division problems using the 2, 3, 4, 5, and 10 multiplication tables, including problems involving money.
5	**Number and Algebra** • Represent and identify unit fractions with denominators 2, 3, 4, 5, 6, and 8. • Read and write unit fractions in fraction notation.
6	**Number and Algebra** • Order unit fractions from smallest to largest, and vice versa. • Represent and identify similar fractions with denominators 2, 3, 4, 5, 6, and 8 using groups of objects, fraction charts, fraction tiles, and the number line.
7	**Number and Algebra** • Read and write similar fractions in fraction notation.

	• Order similar fractions from smallest to largest, and vice versa.
	Measurement and Geometry • Describe the duration of an event in terms of number of days and/or weeks using a calendar.
8	**Measurement and Geometry** • Read and write time in hours and minutes, with a.m. and p.m., using an analog clock.
9	**Measurement and Geometry** • Solve problems involving elapsed time (minutes in an hour, hours in a day, days in a week), including timetables. • Identify and explain the difference between straight and curved lines, and flat and curved surfaces of 3-dimensional objects. • Identify and measure the perimeter of a plane figure using appropriate tools.
10	**Measurement and Geometry** • Find the perimeter of triangles, squares, and rectangles. • Solve problems involving the perimeter of triangles, squares, and rectangles.