

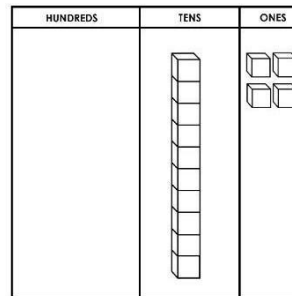
 MATATAG Batang Makabata Batang Makabansa MATATAG Kto10 Kurikulum Lingguhang Aralin	School:		Grade/Section:	2
	Teacher:		Subject:	MATH
	Date:		Quarter/Week:	Q1-WEEK 8

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
I. CURRICULUM, STANDARD AND LESSON COMPETENCIES					
A. Content Standard	The learners should have knowledge and understanding of addition of numbers with sums up to 1 000.				
B. Performance Standard	By the end of the quarter, the learners are able to perform addition of numbers with sums up to 1 000.				
C. Learning Competencies	The learners • add numbers with sums up to 1 000 in expanded form; • add numbers with sums up to 1 000, with or without regrouping; and • illustrate and apply the following properties of addition using sums up to 1 000: 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, and c. changing the grouping of the addends does not change the sum.				
D. Learning Objectives	At the end of the lesson, the learners should be able to add 2-digit and 2-digit numbers with sums up to 1 000 in expanded and vertical form with regrouping.	At the end of the lesson, the learners should be able to add 2-digit and 2-to 3-digit numbers with sums up to 1 000 with regrouping.	At the end of the lesson, the learners should be able to add 2- to 3-digit and 2-to 3-digit numbers with sums up to 1 000 with regrouping.	At the end of the lesson, the learners should be able to illustrate and apply the zero, order, and grouping properties of addition.	
II. CONTENT					
III. LEARNING RESOURCES					
A. References					

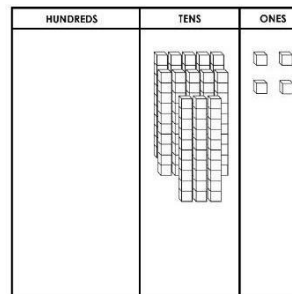
B. Other Learning Resources											
IV. TEACHING AND LEARNING PROCEDURES											
Before/ Pre- Lesson Proper											
Activating Prior Knowledge	Conduct a drill on basic addition facts.	Conduct a drill on basic addition facts.	Conduct a drill on basic addition facts.	Conduct a drill on basic addition facts.							
	Let the learners find the sum of $68 + 7$. Write their answer on their show-me boards. Discuss the answer, especially the process of obtaining the sum	Present a place value chart to the learners. Put some counters in the ones column. In the example below, 14 counters are placed in this column. Ask: How many counters are in the ones column? <i>There are 14 counters in the ones column.</i> How can the 14 counters be regrouped? <i>The 14 counters can be regrouped into 1 ten and 4 ones or 10 and 4.</i>	Discuss the answers to Assessment 2. Call on some learners to copy the number sentences on the board. Let them explain how the sums were obtained. Show the learners the place value chart. Put counters, one at a time, in the ones. Let the learners count as you add the counters. When the number of counters reaches 10, ask the learners if there is a need for regrouping. They should be able to say that the 10 ones must be renamed as 1 ten, as such, it should be carried over to the tens.	Highlight those addition facts involving 0 such as $0 + 9$, $0 + 7$, $5 + 0$, $3 + 0$. Post the flashcards involving these addition facts on the board. Let the learners observe the addends and the sum. They should be able to say that one of the addends in each addition fact is 0 and the sum is the other addend. Let the learners recall the property of addition illustrated by the addends. They should be able to recall the zero property of addition which states that the sum of zero and any number is equal to the number.							
		<table><tr><td>HUNDREDS</td><td>TENS</td><td>ONES</td></tr><tr><td></td><td></td><td> </td></tr></table>	HUNDREDS	TENS	ONES					Take pairs of	
HUNDREDS	TENS	ONES									

Where should we put the 1 ten in the place value chart? *The 1 ten should be transferred to the tens column because it has a value of 1 ten or 10.*

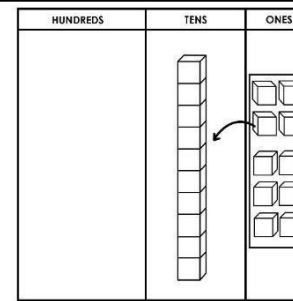
Transfer the 1 ten to the tens column.



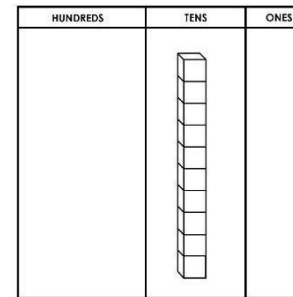
Continue adding groups of 10 counters to the tens column. Let the learners count as you add groups of 1 ten until there are 13 groups of 1 ten in this column.



Explain that if there are 10 or more counters in the ones column, we



Ask the learners the number represented by the counters in the place value chart.



They should be able to say 10.

Continue adding counters (in tens) to the tens. Let the learners count as you add the counters. This time the learners count by 10's. When you have placed 10 tens, ask the learners if there is a need to regroup. They should be able to say that the 10 tens must be renamed as 1 hundred, as such, it should be carried over to the hundreds.

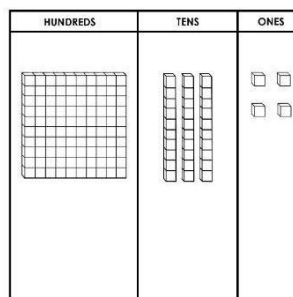
flashcards with the same addends, say $4 + 5$ and $5 + 4$; $2 + 7$ and $7 + 2$; $3 + 4$ and $4 + 3$.

Let the learners compare the addends and the sum in each pair of flashcards. They should be able to say that the addends are the same but the order in which they are written differs. They should also be able to say that the sum of each pair of addends is the same.

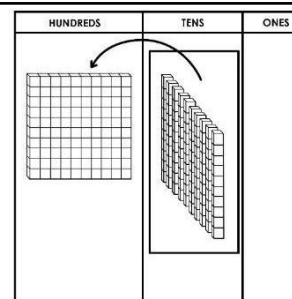
Let the learners recall the property of addition illustrated by each pair. They should be able to recall the order property of addition which states that changing the order of the addends does not change the sum.

regroup. In the same way, if there are 10 or more tens in the tens column, we regroup. We carry over the 10 tens or 1 hundred in the hundreds column.

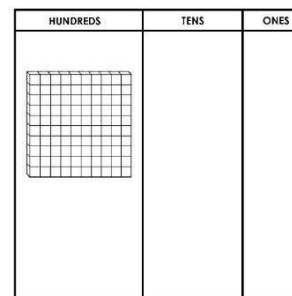
Transfer the 10 tens to the hundred column as shown in the place value chart below.



Explain that this process will be used in the next activity.



Ask the learners the number represented by the counters in the place value chart.



They should be able to say 100. Ask the learners, when is regrouping done. They should be able to say that regrouping is done when there are 10 ones in the ones column and when there are 10 tens in the tens column.

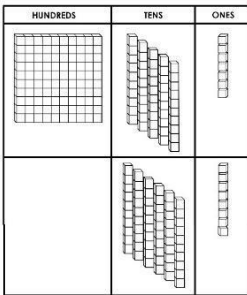
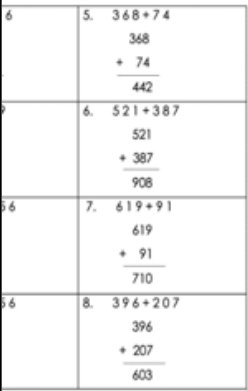
Lesson Purpose/ Intention

Hundreds, tens, ones, sum, number sentence, add, plus, equals, digits, place value, value, addends

Hundreds, tens, ones, sum, number sentence, add, plus, equals, digits, place value, value, addends

Hundreds, tens, ones, sum, number sentence, add, plus, equals, digits, place value, value, addends

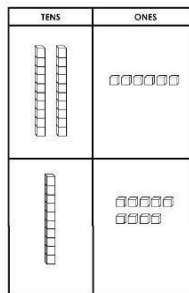
Addends, sum, zero property, order property, grouping property

Lesson Language Practice	To add 2-digit and 2-digit numbers with sums up to 100 in vertical form with regrouping	To add 2-digit and 2- to 3-digit numbers with sums up to 1 000 with regrouping	To add 3-digit and 3-digit numbers with sums up to 1 000 with regrouping	To illustrate and apply the zero, order, and grouping properties of addition	
During/Lesson Proper					
Reading the Key Idea/ Stem					
Developing Understanding of the Key Idea/ Stem	Post the problem on the board. Read it with the learners. The learners of Maligaya Elementary School had a fundraising activity. On the first day (Day 1), the Grade 2 learners sold 26 raffle tickets in the morning and 19 raffle tickets in the afternoon. How many raffle tickets did they sell for Day 1? Ask questions that will help the learners understand the problem situation. Focus on what they need to know and the information given to answer the problem. Then, let the learners solve it. <i>Possible solutions:</i> 1. Counting on Starting at 26,	Continue extending the given problem in Day 1. Post it on the board. For three days, the Grade 2 learners sold 157 raffle tickets. Then, 68 raffle tickets more were sold on the fourth day. How many raffle tickets did they sell in all? Let the learners answer the problem. Have them present their solutions. Then, explain how the answer may be obtained using the place value chart and the counters.  Explain that the sold tickets are represented by the counters in the	Let the learners answer the following exercises on their show-me boards. Give one item at a time and check their answers after each item. 1) $535 + 65$ 2) $269 + 67$ 3) $676 + 188$ <i>Expected answers:</i> 1) 600 2) 336 3) 864 Let the learners answer LAS 3 individually. <i>Expected answers:</i>  When learners are done	Ask the learners to bring out their show-me boards. Let them write on their show me board the sum of the following: 1) $25 + 0 =$ 2) $0 + 234 =$ 3) $0 + 40 =$ 4) $0 + 676 =$ 5) $352 + 0 =$ Check learners' answers. 1) $25 + 0 = 25$ 2) $0 + 234 = 234$ 3) $0 + 40 = 40$ 4) $0 + 676 = 676$ 5) $352 + 0 = 352$ Ask: What property of addition is illustrated by the given number sentences? <i>The number sentences illustrate the zero property of addition.</i> What does the zero property of addition tell us?	

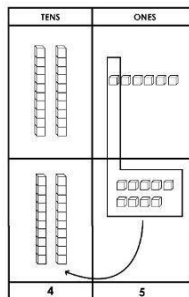
26, 27, 28, 29, 30, 31,
32, 33,
34, 35, 36, 37, 38, 39,
40, 41,
42, 43, 44, 45

Starting at 26, count on
by 10, then by ones
26, 36, 37, 38, 39, 40,
41, 42,
43, 44, 45

2. By using the
counters and the place
value chart

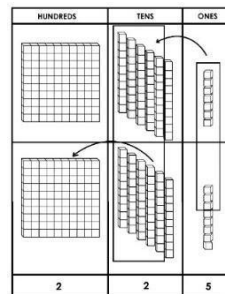


Representing the
addends in the place
value chart.



Regrouping the 15 ones
into 1 ten and 5 ones.

place value chart.
Adding the digits in the
ones column gives 15
ones. Fifteen ones are 1
ten and 5 ones. One ten
can be carried over to
the tens column. This
will result in having 12
tens. Twelve tens is 1
hundred and 2 tens.
One hundred can be
carried over to the
hundreds column.
While explaining this
refer to the place value
chart shown. A
hundreds column is
added to the place value
chart.



Write on the board,

$$\begin{array}{r} 157 \\ + 68 \\ \hline 225 \end{array}$$

Explain the procedure
as
shown below.

with the LAS, discuss
their answers.

Ask:

What should be
remembered when
writing the addends in a
column? *The digits of the
addends must be
aligned according to
their place values in
each column.*

How do you add them?
*Add the digits in the
same place value
starting from ones
column.*

*Regroup when there are 10
ones or more in the ones
column or when there are
10 tens or more in the tens
column.*

*It tells that when
zero is added to a
number, the sum
is the number.*

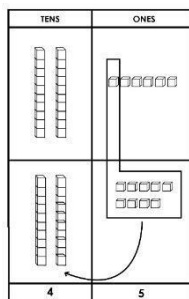
Let the learners
explain why this is
true. Allow them to use
counters. For example,
for the sum of 25
+ 0. The learner may
show 25 counters.
Adding zero means
adding nothing. So, the
25 counters will
remain 25.

Ask if it is true to 0 and
564; 0 and 376; 0 and
999;
0 and 1; 0 and 10. The
learners should be
able to say yes, that no
matter how big or
small the number is,
the sum is that
number.

Let the learners look
back at the addition
facts 4 + 5 and 5 + 4.
Both of them give a
sum of 9.

Ask: Why do the two
number facts have
the same sum? *The
two number facts
have the same sum
because they have
the same addends
but the addends are*

	Then, carrying over the 1 ten to the tens place. When learners have finished the task, let them present the unique solutions. After all unique solutions have been presented, discuss their answers. Start by counting a set of 26 and 19 counters. In the absence of counters, cutouts of tens and ones may be used as shown in the place value chart below. Place the cutouts of tens and ones in the appropriate column of the place value chart as shown. Show how regrouping is done. The 6 ones and 9 ones are added first. The sum is regrouped into 1 ten and 5 ones. Then, the 1 ten is carried over to the tens place. The result is 4 tens and 5 ones which is equal to 45.	$\begin{array}{r} 157 = 100 + 50 + 7 \\ + 68 = + 60 + 8 \\ \hline 120 + 5 \end{array}$ $\begin{array}{r} 157 = 100 + 50 + 7 \\ + 68 = + 60 + 8 \\ \hline 225 = 200 + 20 + 5 \end{array}$ Explain that addends are written in expanded form. The ones, 7 and 8, are added first, $7 + 8 = 15$. The ones in 15, which is 5, is written in the ones column while the ten, 10, is carried over to the tens column. Then, the tens are added, $10 + 50 + 60 = 120$. One hundred twenty can be written as $100 + 20$. The hundred, 100, is carried over to the hundreds column and is added to 100 which gives 200. So, $200 + 20 + 5$ gives 225. Give another example. Write on the board, $\begin{array}{r} 384 \\ + 59 \\ \hline \end{array}$ Let the learners answer it first on their show-me boards. They may use counters,		<i>in different order.</i> Does the order of the addends affects the sum? <i>No, the order of the addends does not affect the sum.</i> Tell the learners that in the next exercise they will find the missing addend in a number sentence. They will write their answers on their show-me boards. 1) $8 + 6 = 6 + \underline{\quad}$ $8 + 6 = 6 + 8$ $14 = 14$ 2) $25 + 5 = 5 + \underline{\quad}$ $25 + 5 = 5 + 25$ $30 = 30$ 3) $37 + 54 = 54 + \underline{\quad}$ $37 + 54 = 54 + 37$ $91 = 91$ 4) $\underline{\quad} + 673 = 673 + 127$ $127 + 673 = 673 + 127$ $800 = 800$ 5) $453 + 256 = \underline{\quad} + 453$ $453 + 256 = 256 + 453$ $709 = 709$	
--	---	--	--	--	--



Then, present the addition sentence written in vertical form as shown.

$$\begin{array}{r} 26 \\ + 19 \\ \hline 45 \end{array}$$

Ask the learners how the answer, 45, was obtained. Let them infer and share their ideas.

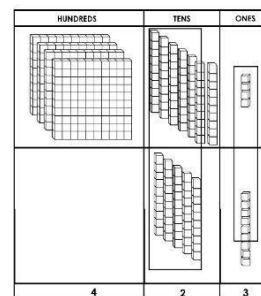
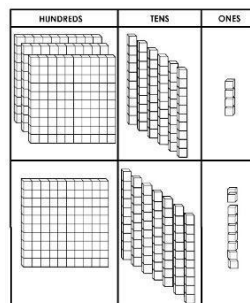
After the learners have shared their ideas, discuss the procedure below.

$$\begin{array}{r} 26 = 20 + 6 \\ + 19 = 10 + 9 \\ \hline 45 = 40 + 5 \end{array} \quad \begin{array}{l} \leftarrow 10 \\ 6 + 9 = 15 \\ \leftarrow 10 \end{array}$$

Explain that addends are written as sums of tens and ones. The ones, 6 and 9, are added first: $6 + 9 = 15$. The ones in 15, which is 5, is written under the ones place while

illustrations, expanded form, or short method in answering.

Expected answers:
Using counters or illustrations



The 13 ones are regrouped as one ten and three ones or $10 + 3$. One ten is carried over to tens column to have 12 tens. The 12 tens are regrouped as one hundred and two tens. The one hundred is carried over to hundreds column to have 4 hundreds. The sum is 423.

Ask:

How did you know the missing addend in each number sentence?
We observed that both sides of the number sentence have a common addend. The missing addend on one side of the number sentence must be the other addend on the other side of the number sentence.

What property of addition is illustrated in the number sentences? *It is the order property of addition.*

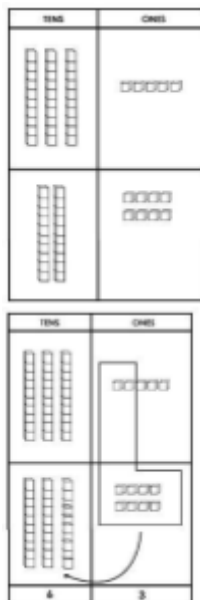
What does the order property of addition tell us? *Changing the order of the addends does not change the sum.*

Flash the following one at a time. Let the learners give the sum. Check their answers after.

- 1) $6 + 4 + 8$
- 2) $7 + 5 + 5$
- 3) $10 + 7 + 4$
- 4) $9 + 8 + 2$
- 5) $6 + 5 + 7$

the ten, 10, was carried over to the tens place. Then, the tens were added, $10 + 20 + 10 = 40$. Lastly, the sum of the tens and ones was combined, $40 + 5 = 45$. So, the sum of 26 and 19 is 45.

Present the next situation. On the second day, the learners sold 35 tickets in the morning and 28 tickets in the afternoon. How many tickets were sold on the second day? Use the place value chart and the counters to explain the problem situation.



Using expanded form

$$\begin{array}{r} 364 = 300 + 60 + 4 \\ + 59 = 50 + 9 \\ \hline 423 = 400 + 20 + 3 \end{array}$$

Diagram showing the regrouping process: 4 + 9 = 13, which is regrouped as 10 + 3. The 10 is added to 60 to make 70, and the 3 is added to 4 to make 7. The final sum is 423.

Explain that the addends are written in expanded form. Four and nine are added first, $4 + 9 =$

13. Thirteen is regrouped into 10 + 3 or 1 ten and 3 ones. Three is written in the ones column while the 1 ten, 10, are carried over to the tens column. Then, the tens were added, $10 + 50 + 60 = 120$. One hundred twenty is written as $100 + 20$. The hundred, 100, is carried over to the hundreds column and is added to 300 which gives 400. So, $400 + 20 + 3$ gives 423.

Using the short method

$$\begin{array}{r} 11 \\ 364 \\ + 59 \\ \hline 423 \end{array}$$

The addends are written in vertical form. Four and nine are added first, $4 + 9 = 13$. Three is written in the ones column while 1

$$6) 8 + 11 + 9$$

Expected answers:

- 1) 18
- 2) 17
- 3) 21
- 4) 19
- 5) 18
- 6) 28

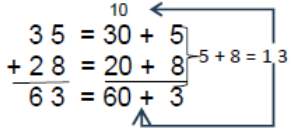
Discuss the answer of the learners.

Possible questions to ask are as follows:
How did you add the numbers? *We added two numbers first. Then, we added this sum and the third number.*

Which numbers did you add first?

Learners may have added the numbers as they appear. Others may have chosen other two numbers to add first to facilitate addition. For example, for item 1, learners may have added 6 and 4, the first two numbers, which gives 10. Then, they added 10 and 8, resulting in 18.

Tell the learners that you will use a pair of

	Explain that 35 is represented by 3 tens and 5 ones in the place value chart. Twenty-eight is represented by 2 tens and 8 ones. The 13 ones are regrouped into 1 ten and 3 ones. The 1 ten is carried over to the tens place, giving 6 tens and 3 ones or 63. Then, present the addition sentence written in vertical form as shown. $\begin{array}{r} 35 \\ + 28 \\ \hline 63 \end{array}$ Ask the learners how the answer 63 was obtained. Discuss the procedure below.  Explain that addends are written as sums of tens and ones. The ones, 5 and 8, were added first: $5 + 8 = 13$. The ones in 13, which is 3, is written under the ones place while the ten, 10, was	ten is carried over to the tens column. The tens are added next, $10 + 60 + 50 = 120$. Two (2 tens) is written in the tens column while 1 hundred is carried over to the hundreds. The 1 hundred is added to 300, $100 + 300 = 400$. Four is written in the hundreds column. Let the learners get their show me board and answer the following one at a time. Encourage the learners to use the short method in answering. After each item discuss the answer. 1) $\begin{array}{r} 234 \\ + 47 \\ \hline \end{array}$ 2) $\begin{array}{r} 495 \\ + 68 \\ \hline \end{array}$ 3) $\begin{array}{r} 87 \\ + 93 \\ \hline \end{array}$ <i>Expected answers:</i>		parentheses to group the numbers. The pair of parentheses serves as a grouping symbol, indicating which numbers should be added first in the number sentence. $(6 + 4) + 8 = 18$ For item 2, some may have added 7 and 5 first. Then added 5 to 12, the sum of 5 and 7, which give 17. However, some learners may find adding 5 and 5 first easier because of their knowledge of composing 10. Then, adding 7 to 10 next. This also gives 17. If adding 5 and 5 first did not come from the learners, lead them to this solution. Put the numbers in parentheses. $(7 + 5) + 5 = 17$ $7 + (5 + 5) = 17$ Explain that since both are equal to 17, we can write the following. $(7 + 5) + 5 = 7 + (5 + 5)$ For items 3 to 6,	
--	---	--	--	--	--

	carried over to the tens place. Then, the tens are added, $10 + 30 + 20 = 60$. Lastly, adding 60 and 3 gives 63. The sum of 35 and 28 is 63. Let the learners get their show-me boards and answer the following one at a time. After each item discuss the answer. 1) $\begin{array}{r} 49 \\ + 27 \\ \hline \end{array}$ 2) $\begin{array}{r} 24 \\ + 38 \\ \hline \end{array}$ 3) $\begin{array}{r} 46 \\ + 47 \\ \hline \end{array}$	1) $\begin{array}{r} 1 \\ 234 \\ + 47 \\ \hline 281 \end{array}$ 2) $\begin{array}{r} 11 \\ 495 \\ + 68 \\ \hline 563 \end{array}$ 3) $\begin{array}{r} 1 \\ 87 \\ + 93 \\ \hline 180 \end{array}$		discuss how the learners find the sum of the numbers. Highlight the grouping of the numbers made. The discussion should lead to the following: $(10 + 7) + 4 = 21$ $10 + (7 + 4) = 21$ $(10 + 7) + 4 = 10 + (7 + 4)$ $9 + (8 + 2) = 19$ $(9 + 8) + 2 = 19$ $9 + (8 + 2) = (9 + 8) + 2$ $(6 + 5) + 7 = 18$ $6 + (5 + 7) = 18$ $(6 + 5) + 7 = 6 + (5 + 7)$ $(8 + 11) + 9 = 28$ $8 + (11 + 9) = 28$ $(8 + 11) + 9 = 8 + (11 + 9)$ What does it mean when two numbers to be added are inside a parentheses? <i>It means that the numbers are grouped and that they should be added first.</i> Does changing the grouping of the addends affect the sum? <i>No, the sum remains the same.</i>	
--	---	--	--	---	--

$$\begin{array}{r} 10 \\ 49 = 40 + 9 \\ 27 = 20 + 7 \\ 76 = 70 + 6 \end{array}$$

$$\begin{array}{r} 10 \\ 24 = 20 + 4 \\ 38 = 30 + 8 \\ 52 = 60 + 2 \end{array}$$

$$\begin{array}{r} 10 \\ 46 = 40 + 6 \\ 47 = 40 + 7 \\ 93 = 90 + 3 \end{array}$$

Expected answers:

Explain that this illustrates the grouping property of addition. **Grouping property of addition states that changing the grouping of the addends does not affect the sum.**

Tell the learners to try if the property holds true with bigger numbers. Let them put the numbers in grouping symbols and find the sum.

- 1) $5 + 30 + 20$
- 2) $65 + 10 + 24$
- 3) $56 + 44 + 21$
- 4) $230 + 24 + 100$
- 5) $45 + 234 + 321$

Expected answers:

$$\begin{array}{l} 1) 5 + 30 + 20 \\ (5 + 30) + 20 = 55 \\ 5 + (30 + 20) = 55 \\ (5 + 30) + 20 = 5 + \\ (30 + 20) \end{array}$$

$$\begin{array}{l} 2) 65 + 10 + 24 \\ (65 + 10) + 24 = 99 \\ 65 + (10 + 24) = 99 \\ (65 + 10) + 24 = 65 \\ + \\ (10 + 24) \end{array}$$

$$\begin{array}{l} 3) 56 + 44 + 21 \\ (56 + 44) + 21 = \\ 121 \end{array}$$

				$56 + (44 + 21) =$ 121 $(56 + 44) + 21 = 56$ $+$ $(44 + 21)$ 4) $230 + 24 + 100$ $(230 + 24) + 100 =$ 354 $230 + (24 + 100) =$ 354 $(230 + 24) + 100 =$ $230 + (24 + 100)$ 5) $45 + 234 + 321$ $(45 + 234) + 321 =$ 600 $45 + (234 + 321) =$ 600 $(45 + 234) + 321 =$ 45 $+ (234 + 321)$ Ask: Did the sum change when you changed the grouping of the addends? <i>No, the sum remained the same even after the grouping was changed.</i> Does the grouping property hold true even when the numbers being added are big? <i>Yes, it holds true.</i>	
--	--	--	--	---	--

				How will this help us in adding three or more numbers? <i>We can choose any two numbers to add first, preferably those that are easy to add.</i>	
Deepening Understanding of the Key Idea/ Stem	Tell the $\begin{array}{r} 10 \\ 49 = 40 + 9 \\ 27 = 20 + 7 \\ 76 = 70 + 6 \end{array}$ $\begin{array}{r} 1 \\ 49 \\ + 27 \\ \hline 76 \end{array}$ learners that the sum can be obtained in a shorter way. $\begin{array}{r} 10 \\ 46 = 40 + 6 \\ 47 = 40 + 7 \\ 93 = 90 + 3 \end{array}$ $\begin{array}{r} 1 \\ 46 \\ + 47 \\ \hline 93 \end{array}$ Explain that in adding numbers using the shorter way, the addends should be written in vertical form. Writing the digits with the same place value in columns facilitates addition and lessens confusion. First, add the ones digits. When the sum of the ones	Ask: How do you find the sum of the given numbers? <i>The numbers to be added are written in vertical form, aligning the digits according to their place values in each column. Then, the digits starting from the ones column are added. If there are 10 ones in the ones place or 10 tens in the tens place, we regroup.</i> Why do you write the addends in vertical form or in column? <i>Writing the addends in vertical form or in column facilitates addition.</i> When do you regroup in the ones and tens places? <i>Regrouping in the ones place is done when there are 10 ones or more in the ones place. Regrouping in the tens place is done when there are 10 tens or more in the tens place.</i>	Let the learners write the missing digits. $\begin{array}{r} 476 \\ 15\Box \\ \hline 629 \end{array}$ <i>Expected answer: 3</i> <i>Adding 3 to 6 gives 9.</i> <i>Adding 7 and 5 gives 12 tens. Twelve is regrouped into 1 hundred and 2 tens. Two is written in the tens column and 1 hundred is carried over to the hundreds column.</i> <i>Adding the digits in the hundred column, 1 + 4 + 1 gives 6.</i> $\begin{array}{r} 358 \\ 26\Box \\ \hline 625 \end{array}$ <i>Expected answer: 7</i> <i>Adding 7 to 8 gives 15. Fifteen is regrouped into 1 ten and 5 ones. Five is written in the ones column and the 1 ten is carried</i>	Give the following numbers. Let the learners check if the number sentences are true. Remind them that the addends inside the parentheses or the grouping symbols must be added first. 1) $(65 + 42) + 657 = 65 + (42 + 657)$ 2) $253 + (147 + 421) = (253 + 147) + 421$ 3) $365 + (56 + 432) = (365 + 56) + 432$ <i>Expected answers:</i> 1) $107 + 657 = 65 + 699$ $764 = 764$ 2) $253 + 568 = 400 + 421$ $821 = 821$ 3) $365 + 488 = 421 + 432$ $853 = 853$	

	digits is 10 or more, regroup. Carry over the 1 ten to the tens column but instead of writing ten, one (1) may be written. Writing it aligned with the digits in the tens column gives it a value of 1 ten or 10. Then, add the tens digits. Write the sum in the column of the digits being added. Let the learners answer the following, one at a time, using the shorter way on their show-me boards. This activity may be done by the learners in pairs. 1) $15 + 39$ 2) $28 + 53$ 3) $49 + 17$ Show the solutions on the board. Let learners check their answers. <i>Expected answers:</i> $\begin{array}{r} & 1 & \\ 1) & 15 & \\ & + 39 & \\ \hline & 54 & \end{array}$ $\begin{array}{r} & 1 & \\ 2) & 28 & \\ & + 53 & \\ \hline & 81 & \end{array}$	Let the learners answer LAS 2 individually. <i>Expected answers:</i> 1) 529 2) 742 3) 403 4) 274 5) 600 6) 111 7) 110 8) 140 9) 133 10) 106	over to the tens column. Adding the digits in the tens column, $1 + 5 + 6$, gives 12 tens. Regrouping 12 tens is 1 hundred and 2 tens. Two is written in the tens column and 1 hundred is carried over to the hundreds column. Adding the digits in the hundreds column, $1 + 3 + 2$ gives 6. $\begin{array}{r} 1 \square 5 \\ 2 \square 4 \\ \hline 389 \end{array}$ <i>Expected answer: 5</i> Adding 5 and 4 gives 9. Adding 5 and 3 gives 8. Adding 1 and 2 gives 3. $\begin{array}{r} 365 \\ 3 \square 2 \\ \hline 747 \end{array}$ <i>Expected answer: 8</i> Adding 5 and 2 gives 7. Adding 6 and 8 in the tens column gives 14 tens. Fourteen tens are regrouped into 1 hundred and 4 ones. Four is written in the tens column and 1 hundred is carried over to the hundreds column. Adding the digits in the hundreds column, $1 + 3 + 3$, gives 7.	What is used to show that the two addends are grouped and that they must be added first? We use parentheses. What property of addition tells that changing the grouping of the addends does not affect the sum? It is the grouping property of addition. Let the learners answer the LAS 4 individually. Discuss learners' answers when they are done. <i>Expected answers:</i> 1) 672 2) 4 3) 75 4) 12 5) 216 6) 72 7) 0 8) 57 9) 73 10) 100	
--	---	--	--	--	--

	$\begin{array}{r} 81 \\ 3) \quad 49 \\ + 17 \\ \hline 66 \end{array}$ Distribute LAS 1 to the learners. Let them answer the LAS individually. <i>Expected answers:</i> 1) 71 2) 85 3) 91 4) 63 5) 84 6) 90 7) 82 8) 97 9) 90 10) 93		$\begin{array}{r} 245 \\ 3 \overline{) 712} \\ 12 \end{array}$ <i>Expected answer: 245 + 367 = 612</i> <i>Adding 5 and 7 gives 12. Twelve is regrouped into 1 ten and 2 ones. Two is written in the ones column and 1 ten is carried over to the tens column. Adding the digits in the tens column, 1 + 4 + 6 = 11 tens. Eleven tens are regrouped into 1 hundred and 1 ten. One ten is written in the tens column and the 1 hundred is carried over to the hundreds column. Adding 1 + 2 + 3 gives 6.</i>		
After/ Post Lesson Proper					
Making Generalizations and Abstractions	How do you add 2-digit and 2-digit numbers with regrouping? <i>Write the numbers to be added in vertical form, aligning the digits according to their place values in each column. Add the digits in the same place value, starting from the ones column. When the sum of the digits in the ones</i>	How do you add 2-digit and 2- to 3-digit numbers with regrouping? <i>Write the numbers to be added in vertical form, aligning the digits according to their place values in each column. Add the digits starting from the ones column. Regroup when there are 10 ones or more in the</i>	How do you add 2- to 3-digit and 2- to 3-digit numbers with regrouping? <i>Write the numbers to be added in vertical form, aligning the digits according to their place values in each column. Add the digits with the same place value starting from the ones column. Regroup when there are 10 ones or more in the</i>	What are the three properties of addition that we have studied? <i>The three properties of addition that we have studied are zero, order, and grouping properties of addition.</i> What does the zero property of addition tell us? <i>The zero property of addition</i>	

	column is 10 or more, regroup and carry over 1 ten to the tens column. Then, add the digits in the tens column.	ones place or when there are 10 tens or more in the tens place.	ones column or when there are 10 tens or more in the tens column.	tells us that when 0 is added to any number, the sum is the number itself. What does the order property of addition tell us? <i>The order property of addition tells us that even when the order of the addends is changed, the sum remains the same.</i> What does the grouping property of addition tell us? <i>The grouping property of addition tells us that in a number sentence with 3 or more addends, the way the addends are grouped does not change the sum.</i> Ask the learners to give examples to illustrate each property.	
Evaluating Learning	Let the learners answer Assessment 1 individually. <i>Expected answers:</i> 1) 62 2) 70 3) 97 4) 85 5) 123	Let the learners answer Assessment 2 individually. <i>Expected answers:</i> 1) 504 2) 143 3) 513 4) 600 5) 151	Let the learners answer Assessment 3 individually. <i>Expected answers:</i>	Let the learners write a number sentence that illustrates: a. the zero property of addition e.g. $23 + 0 = 23$ b. the order property of addition e.g. $23 + 12 = 12 + 23$ c. the grouping	

			A. Write in columns and add. 1. $\begin{array}{r} 345 + 357 \\ 345 \\ + 357 \\ \hline 702 \end{array}$ 4. $\begin{array}{r} 258 + 258 \\ 258 \\ + 258 \\ \hline 516 \end{array}$ 2. $\begin{array}{r} 204 + 608 \\ 204 \\ + 608 \\ \hline 812 \end{array}$ 5. $\begin{array}{r} 573 + 19 \\ 573 \\ + 19 \\ \hline 592 \end{array}$ 3. $\begin{array}{r} 45 + 568 \\ 45 \\ + 568 \\ \hline 613 \end{array}$ B. Find the missing digits. $\begin{array}{r} 4 \boxed{5} 7 \\ + 3 \boxed{4} \boxed{8} \\ \hline \boxed{8} \boxed{0} \boxed{5} \end{array}$	property of addition e.g. $(12 + 5) + 24 = 12 + (5 + 24)$	
Additional Activities for Application or Remediation					
Remarks					
Reflection					

Prepared By:

Teacher

Reviewed by:

Master Teacher / Head Teacher

Approved By:

School Head