

**Ikatlong Markahang Pagsusulit  
Mathematics II**

Table of Specification

| Objectives                                                                              | <i>Blg .<br/>Ng Ar<br/>an</i> | <i>%<br/>ng Ar<br/>an</i> | <i>B<br/>l<br/>g<br/>.<br/>N<br/>g<br/>A<br/>y<br/>t<br/>e<br/>m</i> | <i>Kn<br/>owl<br/>edg<br/>e<br/>60<br/>%</i> | <i>Pr<br/>oce<br/>ss<br/>30<br/>%</i> | <i>U<br/>nde<br/>rst<br/>an<br/>din<br/>g<br/>10<br/>%</i> | <i>Kinalal<br/>agyan</i> |
|-----------------------------------------------------------------------------------------|-------------------------------|---------------------------|----------------------------------------------------------------------|----------------------------------------------|---------------------------------------|------------------------------------------------------------|--------------------------|
| 1. Model and describe division situations in which sets are separated into equal parts. | 1                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 1                        |
| 1. Represent division as equal sharing.                                                 | 1                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 2                        |
| 3. Represent division as repeated subtraction.                                          | 3                             | 8%                        | 2                                                                    | 2                                            |                                       |                                                            | 3-4                      |
| 4. Represent division as equal jumps on a number line.                                  | 2                             | 4%                        | 1                                                                    | 1                                            |                                       |                                                            | 5                        |
| 5. Write related equal sharing.                                                         | 2                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 6                        |
| 6. Write related equation in repeated subtraction.                                      | 2                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 7                        |
| 7. Write related equation for equal jumps on a number line.                             | 1                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 8                        |
| 8. Write related equation as formation of equal objects.                                | 1                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 9                        |
| 9. Divide numbers found in the multiplication tables of 2,3,4,5 and 10.                 | 1                             | 3%                        | 1                                                                    | 1                                            |                                       |                                                            | 10                       |
|                                                                                         |                               |                           |                                                                      |                                              |                                       |                                                            |                          |

|                                                                                                                   |    |       |    |    |   |   |       |
|-------------------------------------------------------------------------------------------------------------------|----|-------|----|----|---|---|-------|
| 10. Analyze one-step word problems involving division of numbers found in the multiplication of 2,3,4,5 and 10.   | 4  | 10%   | 3  | 3  |   |   | 11-13 |
| 11. Solve one-step Word Problems involving division of numbers found in the multiplication tables of 2,3,4,5 &10. | 3  | 8%    | 2  | 2  |   |   | 14-15 |
| 12. Visualize and identify unit fractions with denominators 10 and below.                                         | 2  | 4%    | 1  | 1  |   |   | 16    |
| 13 Read and write unit fraction.                                                                                  | 1  | 3%    | 1  | 1  |   |   | 17    |
| 14. Compare unit fraction using relation symbols.                                                                 | 2  | 4%    | 1  | 1  |   |   | 18    |
| 15. Order Unit Fractions                                                                                          | 2  | 5%    | 1  |    | 1 |   | 19    |
| 16. Visualize and identify other fractions less than one with denominators 10 and below.                          | 1  | 3%    | 1  |    | 1 |   | 20    |
| 17. Visualize and identify similar fractions.                                                                     | 2  | 5%    | 2  |    | 2 |   | 21-22 |
| 18. Read and write similar fraction.                                                                              | 1  | 3%    | 1  |    | 1 |   | 23    |
| 19. Compare similar fractions using relation symbols.                                                             | 1  | 3%    | 1  |    | 1 |   | 24    |
| 20. Ordering Similar fraction.                                                                                    | 1  | 3%    | 1  |    | 1 |   | 25    |
| 21. Read and write money with value through 100.                                                                  | 1  | 3%    | 1  |    | 1 |   | 26    |
| 22. Count and tell the value of a set of coins through 100 in peso.                                               | 1  | 3%    | 1  |    | 1 |   | 27    |
| 23. Count and tell the value of a set of bills through 100 in peso.                                               | 2  | 5%    | 1  |    |   | 1 | 28    |
| 24. Count and tell the value of a set of coins through 100 in centavo.                                            | 2  | 5%    | 2  |    |   | 2 | 29-30 |
| Total                                                                                                             | 30 | 100 % | 30 | 18 | 9 | 3 | 1-30  |

# IKATLONG MARKAHANG PAGSUSULIT

## Mathematics II

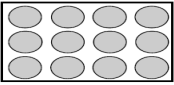
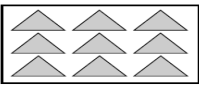
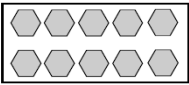
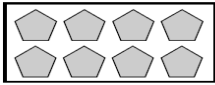
Pangalan: \_\_\_\_\_

Iskor: \_\_\_\_\_

Baitang : \_\_\_\_\_

Petsa: \_\_\_\_\_

Panuto : Aling pangkat ang may apat na bahagi.

- \_\_\_\_\_ 1.    
- A. B. C. D.

- \_\_\_\_\_ 2. Kung ipamamahagi mo ang mga mangga sa loob ng kahon ayon sa paglalarawan ,ilan kaya ang matatanggap ng limang tao.



- A. 3 B. 5 C. 2 D. 9

- \_\_\_\_\_ 3. Gamitin ang repeated subtraction upang maipakita ang division situation.

$$15 \div 3 = 5$$

- A.  $15-3=12$   
 $12-3=9$   
 $9-3=6$   
 $6-3=3$   
 $3-3=0$

- B.  $10-2=6$   
 $6-2=4$   
 $4-2=2$   
 $2-2=0$

- C.  $12-4=7$   
 $7-4=3$   
 $3-3=0$

- D.  $18-6=6$   
 $6-6=0$

- \_\_\_\_\_ 4.  $10 \div 5 = 2$

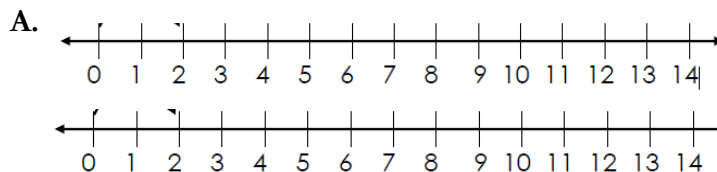
- A.  $18-6=12$   
 $12-6=6$   
 $6-6=0$

- B.  $10-5=5$   
 $5-5=0$

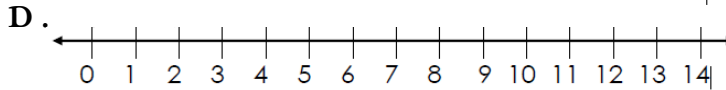
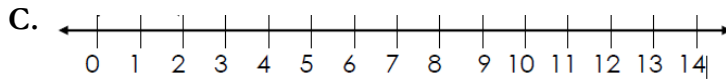
- C.  $8-4=4$   
 $4-4=0$

- D.  $15-5=10$   
 $10-5=5$   
 $5-5=0$

- \_\_\_\_\_ 5. Piliin sa number line na nagpapakita ng division situation.  
Hinati ang 14 sa 7.



B.



\_\_\_\_\_ 6. Isulat ang kaugnay na division equation ng sumusunod na paghahati.

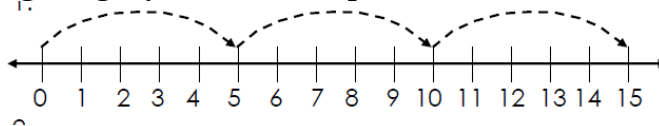


- A.  $12 \div 6 = 2$       B.  $12 \div 2 = 6$       C.  $12 \div 3 = 4$       D.  $12 \div 5 = 7$

\_\_\_\_\_ 7. Piliin ang tamang repeated subtraction sa sumusunod na division equation. May 9 na laruan, tatlong laruan ang natanggap ng bawat bata.

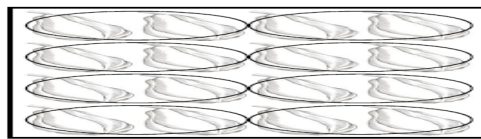
- |                |                |                 |                |
|----------------|----------------|-----------------|----------------|
| A. $9 - 4 = 5$ | B. $9 - 3 = 6$ | C. $9 - 3 = 10$ | D. $9 - 3 = 6$ |
| $5 - 4 = 1$    | $6 - 3 = 4$    | $10 - 3 = 7$    | $6 - 3 = 3$    |
| $5 - 4 = 0$    | $4 - 3 = 2$    | $7 - 3 = 0$     | $3 - 3 = 0$    |

\_\_\_\_\_ 8. Piliin ang kaugnay na division equation nito.



- A.  $15 \div 2 = 12$       B.  $15 \div 6 = 7$       C.  $15 \div 1 = 4$       D.  $15 \div 5 = 3$

\_\_\_\_\_ 9. Pag-aralan ang sumusunod na mga division situation. Isulat ang kaugnay na equation nito.



- A.  $8 \div 4 = 4$       B.  $8 \div 2 = 4$       C.  $8 \div 5 = 1$       D.  $8 \div 2 = 3$

\_\_\_\_\_ 10. Piliin ang tamang sagot.

- A.  $90 \div 10 = 9$       B.  $27 \div 3 = 8$       C.  $49 \div 5 = 6$       D.  $100 \div 7 = 6$

Panuto :Basahin ang sitwasyon. Ibigay ang hinihinging kasagutan sa bawat katanungan.

Mayroong 8 upuan sa bawat hanay ng mga upuan sa audio-visual room. Ilang hanay ng upuan ang magagamit ng mga nasa ikalawang baitang kung silang lahat ay 32.?

\_\_\_\_\_ 11. Ano ang datos sa nabasang sitwasyon?

- A. 6 na upuan at 30 lahat  
B. 5 na upuan at 20 lahat

- C. 8 upuan at 32 lahat  
D. 9 na upuan at 40 lahat

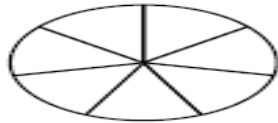
- \_\_\_\_\_ 12. Sa suliranin bilang 11, ano ang itinatanong sa suliranin?  
A. Ilang tao mayroon sa audio visual room?  
B. Ilang hanay ng upuan ang magagamit ng mga nasa ikalawang baitang kung sila lahat ay 32?  
C. Ilang tao ang makakaupo dito?  
D. Ilang upuan ang nagamit ng mga bata

- \_\_\_\_\_ 13. Piliin ang tamang sagot sa suliranin bilang 11.  
A.  $32 \div 8 = 4$       B.  $32 \div 5 = 7$       C.  $32 \div 9 = 6$       D.  $32 \div 3 = 9$

- \_\_\_\_\_ 14. Piliin ang tamang sagot sa sumusunod na sitwasyon.  
Magkano ang araw-araw na baon ni Alija kung ang baon niya sa loob ng limang araw ay Php.50?  
A. Php. 6.00      B. Php. 3.00      C. Php. 10.00      D. Php. 12.00

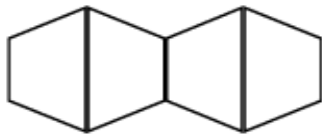
- \_\_\_\_\_ 15. Nakasanayan na ni Ben na kumain ng limang pandesal tuwing umaga.  
Kung mayroon siyang 30 pandesal, ilang araw bago niya ito maubos?  
A.  $30 \div 4 = 5$       B.  $30 \div 5 = 6$       C.  $30 \div 3 = 10$       D.  $30 \div 4 = 7$

- \_\_\_\_\_ 16. Piliin ang tamang unit fraction.



- A.  $1/7$       B.  $1/5$       C.  $1/3$       D.  $1/8$

- \_\_\_\_\_ 17. Isulat sa puwang ang unit fraction.



- A.  $1/3$       B.  $1/4$       C.  $1/7$       D.  $1/2$

- \_\_\_\_\_ 18. Piliin ang tamang unit fraction gamit ang =, <, > at  $\neq$ .

- A.  $>$       B.  $<$       C.  $=$       D.  $\neq$

- \_\_\_\_\_ 19. Piliin sa pangkat ng unit fraction ang inayos mula sa pinakamaliit hanggang sa pinakamalaki.

- A.  $1/3, 1/4, 1/5, 1/6$       B.  $1/5, 1/4, 1/3, 1/2$   
C.  $1/3, 1/9, 1/6, 1/7$       D.  $1/3, 1/5, 1/6, 1/8$

- \_\_\_\_\_ 20. Piliin ang hindi unit fraction.

A.  $\frac{2}{3}$

B.  $\frac{1}{4}$

C.  $\frac{1}{7}$

D.  $\frac{1}{5}$

Panuto: Iguhit ang tsek ( / ) sa puwang kung nagpapakita ng similar fraction at ekis ( X ) kung hindi.

\_\_\_\_\_ 21.  $\frac{3}{6}$ ,  $\frac{5}{6}$ ,  $\frac{4}{6}$ ,  $\frac{7}{6}$

\_\_\_\_\_ 22.  $\frac{3}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$ ,  $\frac{5}{6}$

Panuto: Tingnan ang larawan piliin ang kaugnay na fraction nito.

\_\_\_\_\_ 23.



C.  $\frac{1}{6}$ ,  $\frac{2}{6}$ ,  $\frac{5}{6}$



D.  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{3}{3}$



\_\_\_\_\_ 24. Paghambingin ang sumusunod na pares ng similar fraction. Isulat sa loob ng bilog ang =, >, < at  $\neq$

$\frac{2}{3}$



$\frac{1}{4}$

A. >

B. =

C. <

D.  $\neq$

\_\_\_\_\_ 25. Ayusin ang fraction mula sa pinakamaliit hanggang sa pinakamalaki.

A.  $\frac{2}{8}$ ,  $\frac{5}{8}$ ,  $\frac{7}{8}$ ,  $\frac{8}{8}$

B.  $\frac{7}{8}$ ,  $\frac{8}{8}$ ,  $\frac{5}{8}$ ,  $\frac{2}{8}$

C.  $\frac{8}{8}$ ,  $\frac{5}{8}$ ,  $\frac{2}{8}$ ,  $\frac{7}{8}$

D.  $\frac{5}{8}$ ,  $\frac{7}{8}$ ,  $\frac{8}{8}$ ,  $\frac{2}{8}$

\_\_\_\_\_ 26. Isulat ang tamang halaga.



A. Php 80.00

B. Php 70.53

C. Php 70.35

D. Php 70.45

\_\_\_\_\_ 27. Basahin ang sitwasyon.

Nakita ni Dexter ang mga baryang ito sa loob ng kanilang silid-aralan.



Ibinigay niya ang mga ito sa kanilang guro.

Magkano ang halaga ng baryang nakita ni Dexter?

A. Php 20.00

B. Php 9.00

C. Php 8.75

D. Php 8.50

\_\_\_\_\_ 28. Kung ikaw ay may ganitong bilang ng perang papel. Magkano kaya ang pera mo?

5 =



A. Php 80.00

B. Php 70.00

C. Php 90.0

D. Php 100.00

\_\_\_\_\_ 29. Bilangin at isulat ang halaga ng pinagsamang barya at perang papel.

1 =



10 =



20 =



A. Php 50.00  
C. Php 31.00

B. Php 32.00  
D. Php 22.00

\_\_\_\_\_ 30.

1 =



3 =



20 =



A. Php 61.00  
C. Php 81.00

B. Php 82.00  
D. Php 80.05

**Mathematics II**  
**Susi sa Pagwawasto**

- |       |       |
|-------|-------|
| 1. A  | 16. A |
| 2. C  | 17. B |
| 3. A  | 18. B |
| 4. B  | 19. A |
| 5. B  | 20. A |
| 6. C  | 21. / |
| 7. D  | 22. X |
| 8. D  | 23. A |
| 9. B  | 24. C |
| 10. A | 25. A |
| 11. C | 26. C |
| 12. B | 27. D |
| 13. A | 28. D |
| 14. C | 29. D |
| 15. B | 30. C |

