

MATHEMATICS

Quarter 1 - Module 4

Count, Recognize, Represent, Read, and Write Numerals up to 1000



MATHEMATICS - Grade 2

Quarter 1 - Module 4 Count, Recognize, Represent, Read, and Write Numerals up to 1000

Self-Learning Module (SLM)

MATAG Curriculum

First Edition, 2025

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are clearly stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

A Pre-test is provided to measure your prior knowledge on lessons in each SLM. This will tell if you need to proceed on completing this module, or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teachers are also provided to the facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read carefully the instructions before performing each task.

If you have any questions in using this SLM or any difficulty in doing the tasks in this module, do not hesitate to consult your teachers or facilitator.

Thank you.

For the learner

Welcome to the Math - Grade 2 Self-Learning Module (SLM) on **Count, Recognize, Represent, Read, and Write Numerals up to 1000!**

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.

**What I Can Do**

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.

**Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in doing the tasks in this module, consult your teacher or facilitator. Always bear in mind that you are not alone. We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies.

For the facilitator

Welcome to the (Math Grade 2) Self-Learning Module on **Count, Recognize, Represent, Read, and Write Numerals up to 1000!**

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

MATHEMATICS

Quarter 1 - Module 4

Count, Recognize, Represent, Read,
and Write Numerals up to 1000



What I Need to Know

This module was created and written for your benefit. It is designed to help you understand the lessons discussed in Mathematics Grade 2.

At the end of the lesson, the learner should be able to:

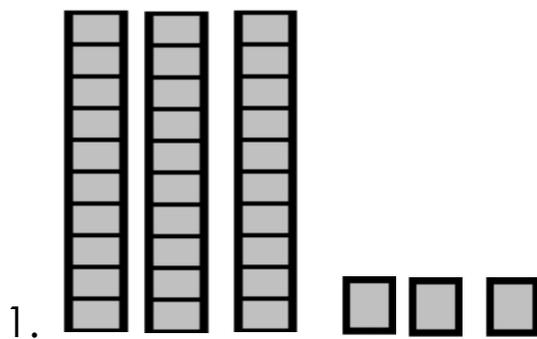
1. count to 1000;
2. read and write numerals up to 1000; and
3. recognize and represent numbers up to 1000 using concrete and pictorial models and numerals.

To count, recognize, represent, read, and write numerals from up to 1000

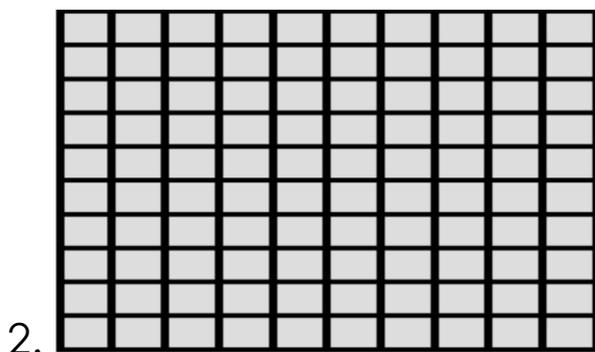


What I Know

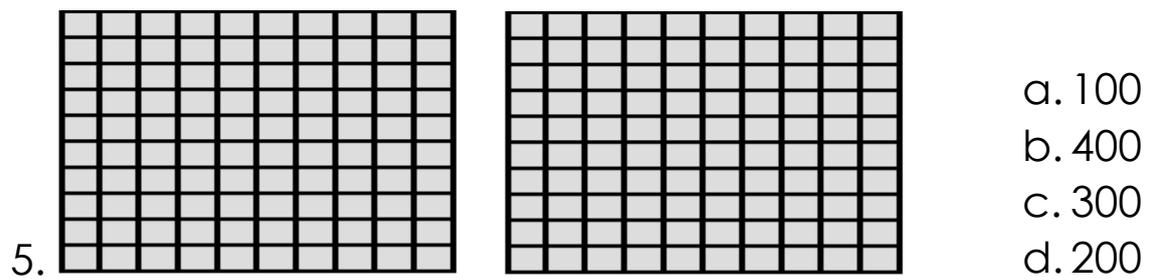
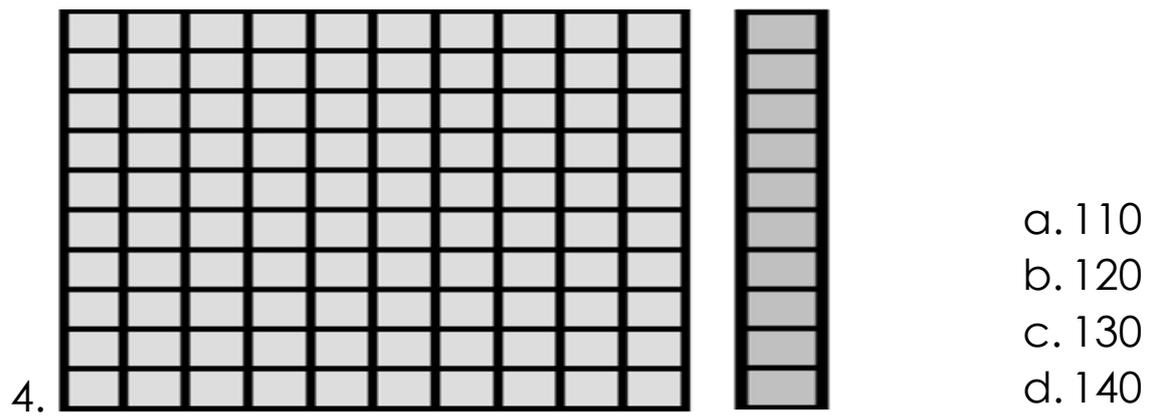
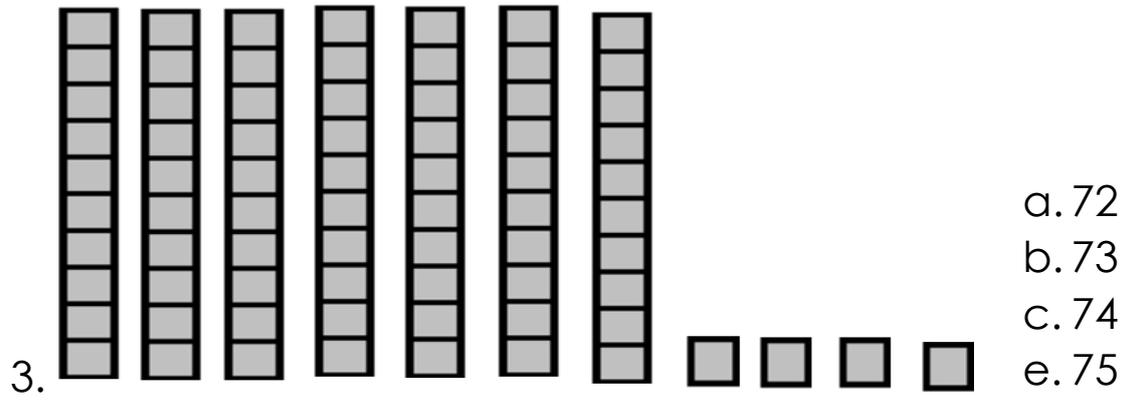
Analyze each drawing carefully. Write the letter of the correct answer.



- a. 30
- b. 33
- c. 35
- d. 43



- a. 100
- b. 200
- c. 300
- d. 400





What's In

Let us count!

Use the charts. Read aloud the numbers.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135
136	137	138	139	140	141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160	161	162	163	164	165
166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195
196	197	198	199	200	201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220	221	222	223	224	225
226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255
256	257	258	259	260	261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280	281	282	283	284	285
286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312	313	314	315
316	317	318	319	320	321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340	341	342	343	344	345
346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372	373	374	375
376	377	378	379	380	381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400	401	402	403	404	405
406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432	433	434	435
436	437	438	439	440	441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460	461	462	463	464	465
466	467	468	469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492	493	494	495
496	497	498	499	500	501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520	521	522	523	524	525
526	527	528	529	530	531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550	551	552	553	554	555
556	557	558	559	560	561	562	563	564	565	566	567	568	569	570

571	572	573	574	575	576	577	578	579	580	581	582	583	584	585
586	587	588	589	590	591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610	611	612	613	614	615
616	617	618	619	620	621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640	641	642	643	644	645
646	647	648	649	650	651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670	671	672	673	674	675
676	677	678	679	680	681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700	701	702	703	704	705
706	707	708	709	710	711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730	731	732	733	734	735
736	737	738	739	740	741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760	761	762	763	764	765
766	767	768	769	770	771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790	791	792	793	794	795
796	797	798	799	800	801	802	803	804	805	806	807	808	809	810
811	812	813	814	815	816	817	818	819	820	821	822	823	824	825
826	827	828	829	830	831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850	851	852	853	854	855
856	857	858	859	860	861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880	881	882	883	884	885
886	887	888	889	890	891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910	911	912	913	914	915
916	917	918	919	920	921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940	941	942	943	944	945
946	947	948	949	950	951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970	971	972	973	974	975
976	977	978	979	980	981	982	983	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1000					



What's New

Study the picture.



1 square = 1 unit



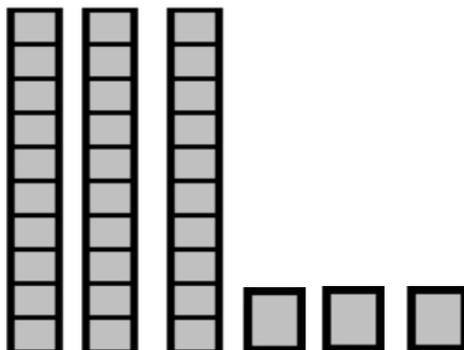
10 units = 1 long.

1. What is the equivalent of long?
2. What is the equivalent of a unit?

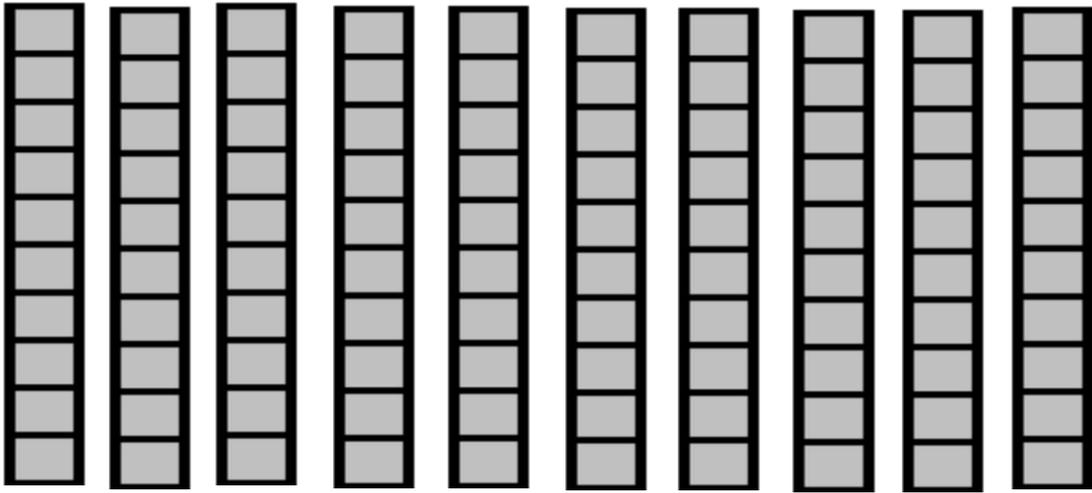


What is It

Study the picture.



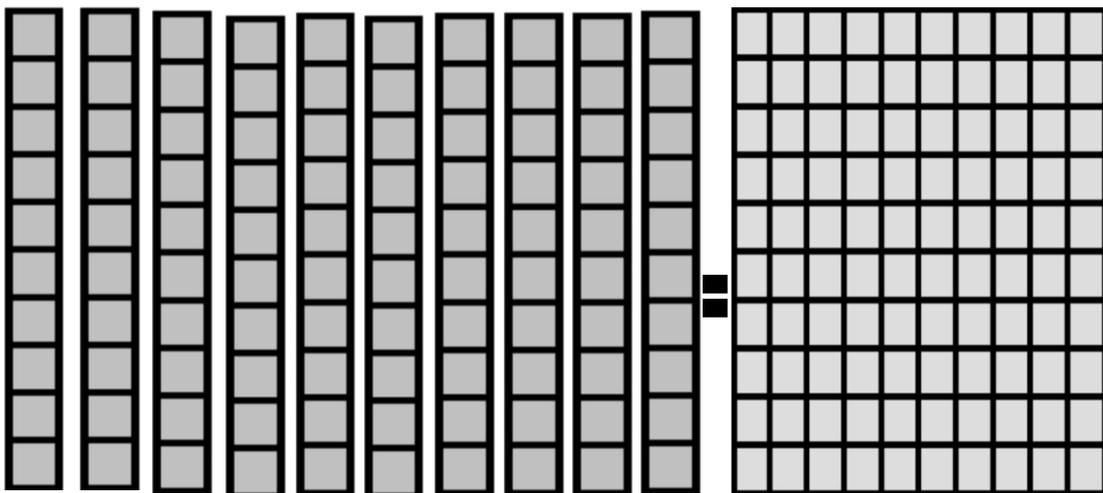
1. How many longs?
2. How many units?
3. How many longs and units all together?



1. How many longs?

Let us learn more!

If one long is made up of 10 units, 10 longs or 100 units make one flat



10 longs or 100 units is 1 flat.

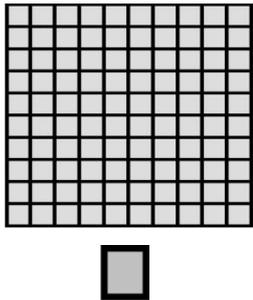
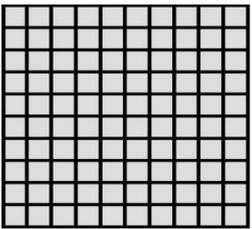
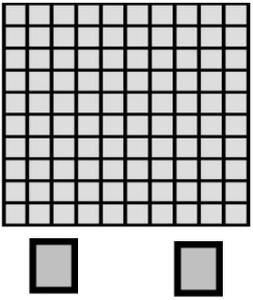


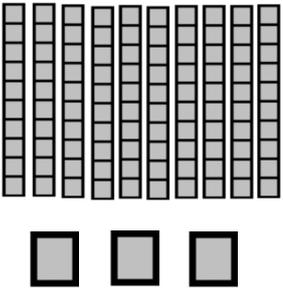
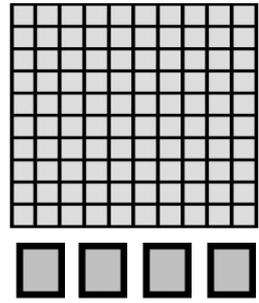
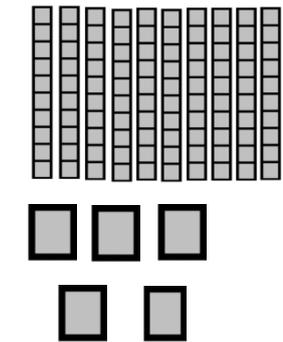
What's More

Activity 1. Let us try!

Use the flats, longs, and units to represent more numbers.
The chart has units, long, and flats in its row.

Place each one under its corresponding column and determine the number they represent. Number 1 is already done for you.

Row	Counters	Flats	Long	Units	What number does it represent?
1.					101 - One hundred one
2.					

Row	Counters	Flats	Long	Units	What number does it represent?
3.					
4.					
5.					

Answer the following questions:

1. How many units do you see in row 1?
2. In what column should we place this number of units?
3. How many longs do you see?
4. How many flats do you see?
5. In what column should we place the number of flat?

Activity 2. Keep going!

Directions: Match the numerals in Group A to the number names in Group B. Write the letters of the correct answer on your paper.

Group A

_____ 1.263

_____ 2.810

_____ 3. 547

_____ 4. 989

_____ 5. 600

Group B

A. Six hundred

B. Nine hundred eighty-nine

C. Two hundred sixty-three

D. Eight hundred ten

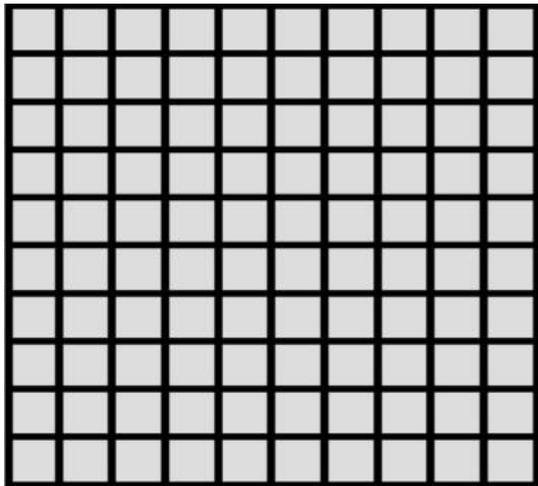
E. Five hundred forty-seven



What I have learned

Remember this!

In recognizing numbers from 1- 1000 we can use the following representation.



1 flat (hundreds)

1 long (tens)

1 unit (ones)

Complete the sentences below. Choose your answer from the word bank and write it on your paper.

pattern

units

long

flats

numbers

1. In counting numbers follow the _____.
2. Use _____, 3. _____, 4. _____, to represent the numbers.
5. You learned to read and write _____

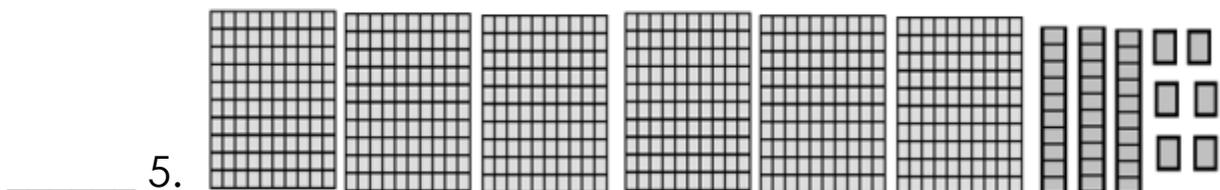
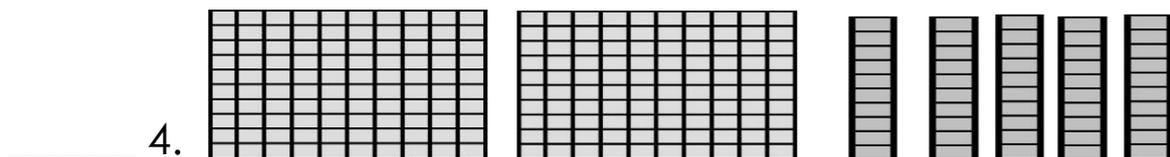
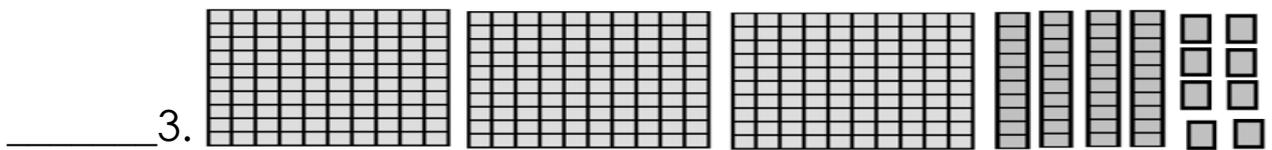
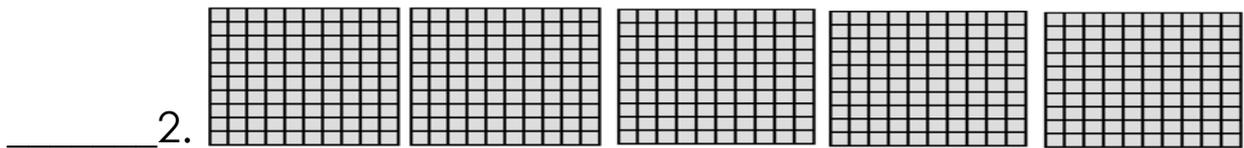
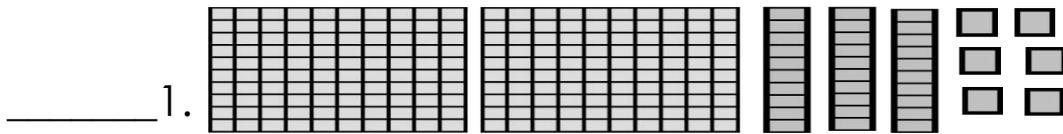


What I can do

Activity 1

Directions: Choose the letter with the correct answer inside the box. Write your answer on your paper.

- | | | | | |
|--------|--------|--------|--------|--------|
| a. 636 | b. 236 | c. 250 | d. 500 | e. 348 |
|--------|--------|--------|--------|--------|



Activity 2

Write the letter that corresponds to its number name.

1. Three hundred one

- a. 301 b. 304 c. 302 d. 305

2. Nine hundred

- a. 901 b. 900 c. 920 d. 1000

3. Seven hundred eighty-nine

- a. 786 b. 789 c. 787 d. 788

4. Five hundred forty

- a. 240 b. 340 c. 504 d. 540

5. Two hundred twenty-seven

- a. 325 b. 224 c. 227 d. 827



Assessment

You are almost there!

In your notebook, write the letter that corresponds to its number name.

1. Three hundred twenty-one

a. 325

b. 324

c. 322

d. 321

2. One Thousand

a. 1001

b. 990

c. 1000

d. 100

3. Eight hundred eighty-nine

a. 886

b. 889

c. 887

d. 888

4. Six hundred

a. 600

b. 500

c. 200

d. 700

5. Two hundred twenty-seven

a. 225

b. 224

c. 226

d. 227



Additional Activities

A. Write numerals into their number name.

1. 901 _____

2. 123 _____

3. 735 _____

4. 348 _____

5. 552 _____

B. Write the number name into its numerals.

1. Eight hundred sixty-four. _____

2. Six hundred seventy-nine. _____

3. Four hundred eighty. _____

4. Two hundred ninety-nine. _____

5. One Thousand _____

Congratulations!

Answer Key

Row	Counters	Flats	Longs	Units	What number does it represent?
1.				1 hundred	101 - One
2.				2 hundred	102 - One
3.				3 hundred	103 - One
4.				4 hundred	104 - One
5.				5 hundred	105 - One

What's More
Activity 1

What I Know
1. b
2. a
3. c
4. a
5. d

Activity 1
Questions
1. 101 units
2. 5th
3. 10 longs
4. 1 flat
5. 3rd

What's More
Activity 2
1. c
2. d
3. e
4. b
5. a

What I Have Learned
1. Pattern
2. units
3. longs
4. flats
5. numbers

What I Can Do
Activity 1
1. b
2. d
3. e
4. c
5. a

Activity 2
1. a
2. b
3. b
4. d
5. c

Assessment
1. d
2. c
3. b
4. a
5. d

Additional Activities A
1. Nine hundred one
2. One hundred
2. One hundred
twenty-three
3. Seven hundred
thirty-five
4. Three hundred
forty-eight
5. Five hundred fifty-
two

Additional Activities B
1. 864
2. 679
3. 480
4. 299
5. 1000

References

ng, D. M. (2024). *Lesson Exemplar for Mathematics 2*. Department of Education.

Yap, A. I. (2024). *Lesson Exemplar for Mathematics 2*.

DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 1 Module 4** titled **"Count, Recognize, Represent, Read, and Write Numerals up to 1000"** was developed by SDO Tacurong with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

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