



**MATHEMATICS - Grade 2**  
**Quarter 1 - Module 5 Whole Numbers Up to 1000**  
**Self-Learning Module (SLM)**  
**MATATAG Curriculum**  
**First Edition, 2025**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

**Development Team of the Module**

**Writer: Lea V. Colacion**  
**Editor: Arlene D. Balino and Adonis S. Gacho**  
**Reviewer: Rona L. Bred**  
**Illustrator: Mary Ann T. Panigua**  
**Layout Artist: Leonora R. Po**  
**Art Designer: Julius Cesar D. Meneses**  
**Management Team:**  
**Gildo G. Mosqueda, CEO VI - Schools Division Superintendent**  
**Gilbert B. Barrera, CESE - Assistant Schools Division Superintendent**  
**Arlene Rosa G. Arquiza - Chief ES, Curriculum Implementation Division**  
**Ivy P. Lamintao - Education Program Supervisor, LRMS**  
**Rona L. Bred - Education Program Supervisor, Mathematics**  
**Joey M. Lozano - Information Technology Officer I**  
**Leonora R. Po - Project Development Officer II, LRMS**  
**Delia P. Eliarda - Librarian II**

**Printed in the Philippines by**  
**Schools Division Office of Tacurong City**

Office Address: Alunan Highway, Poblacion, Tacurong City 9800  
Telephone Numbers: 09190656425/064-562-4880  
E-mail Address: tacurong.city@deped.gov.ph

# 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 Mathematics- Grade 2 Self-Learning Module (SLM) on Whole Numbers 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 Mathematics Grade 2 Self-Learning Module on Whole Numbers 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 21<sup>st</sup> 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 5  
Whole Numbers up to 1000



## What I Need to Know

This module was designed and written with you in mind. It is here to help you master the count by 2s, 5s, 10s, 20s, 50s, and 100s. Then, to order number from smallest to largest, and vice versa up to 1000. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is composed of two lessons:

**Lesson 1:** Count by 2s, 5s, 10s, 20s, 50s, and 100s ( not beyond 1000)

**Lesson 2:** Order Numbers up to 1000 from smallest to largest, and vice versa.

After going through this module, you are expected to:

1. count by 2s, 5s, 10s, 20s, 50s, and 100s (not beyond 1000)
2. determine numerals count by 2s, 5s, 10s, 20s, 50s, and 100s
3. order numbers up to 1000 from smallest to largest, and vice versa

# Lesson 1 - Count by 2s, 5s, 10s, 20s, 50s and 100s (not beyond 1000)



## What I Know

Today, we're going to have some fun with counting numbers.

**Directions:** Count and find the missing number. Encircle the letter of the correct answer.

1. 22, 24, \_\_\_\_\_, 28, 30

- a. 20
- b. 25
- c. 26
- d. 27

2. 55, 60, 65, \_\_\_\_\_, 75

- a. 66
- b. 67
- c. 70
- d. 74

3. 40, 60, \_\_\_\_\_, 100, 120

a. 65

b. 70

c. 80

d. 90

4. 100, \_\_\_\_\_ 200, 250, 300

a. 105

b. 110

c. 120

d. 150

5. 300, 400, 500, 600, \_\_\_\_\_

a. 650

b. 700

c. 750

d. 800



# What's In

Great job! Now, here's another one.

**Directions:** Match the number of objects in each set in Column A to the correct figures in column B. Write the correct answer on your paper

Column A

Column B

1.

a. 371

2.

b. 400

3.

c. 423

4.

d. 463

5.

e. 643



## What's New

Let's read the short story.

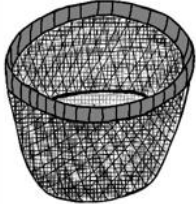

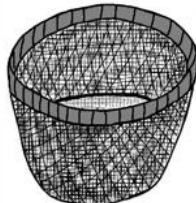
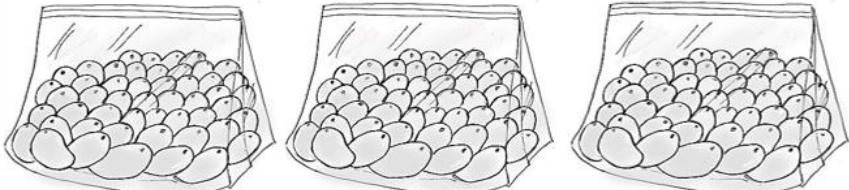
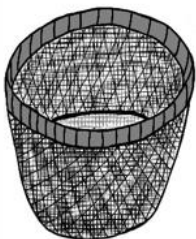
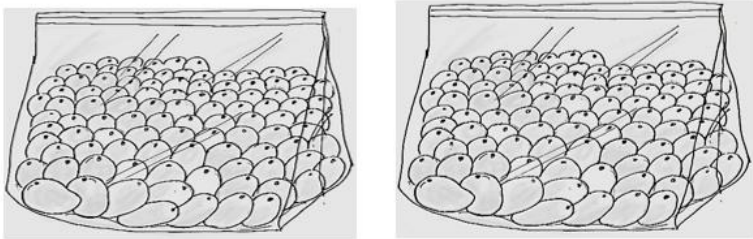


### Harvest Time

One Saturday morning, the Santos siblings went to their farm to help their parents pick mangoes. They brought three big baskets to put the mangoes they picked.

In the first basket, they put 5 packs of mangoes. Each pack had 10 mangoes. In the second basket, they put 3 packs of mangoes, and each pack had 50 mangoes. Finally, in the third basket, they put 2 packs of mangoes, and each pack had 100 mangoes.

These are the mangoes picked by Santos siblings

 <p>First basket</p>	 <p>5 packs of ten mangoes</p>
 <p>Second basket</p>	 <p>3 packs of 50 mangoes</p>
 <p>Third basket</p>	 <p>2 packs of 100 mangoes</p>

Answer the following questions on your paper:

1. How many packs of ten mangoes did they put in the first basket?  
a. 5                      b. 10                      c. 15                      d. 20
2. In the second basket, how many packs of 50 mangoes?  
a. 3                      b. 6                      c. 9                      d. 10
3. In the third basket, how many packs of 100 mangoes they put in it?  
a. 8                      b. 6                      c. 4                      d. 2

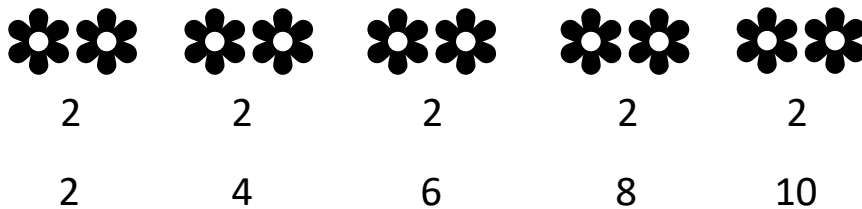
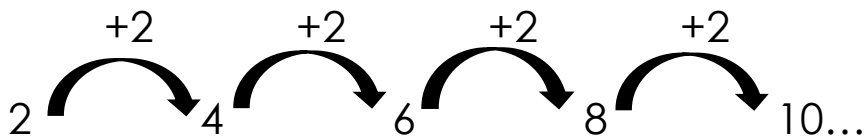


## What is It

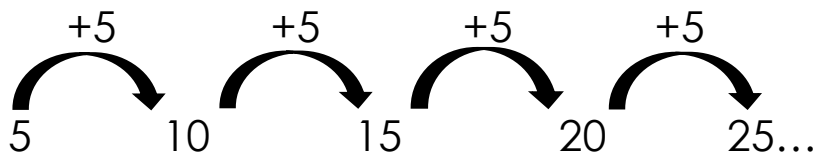
Fantastic! Now let's explore.

A. Counting by 2s means we add two to the previous number to get the next number.

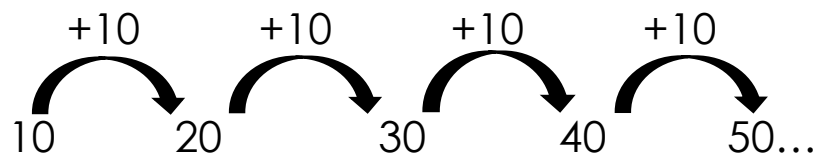
Example:



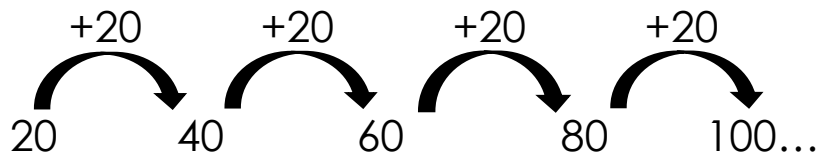
B. Counting by 5s means we add 5 to the previous number to get the next number.



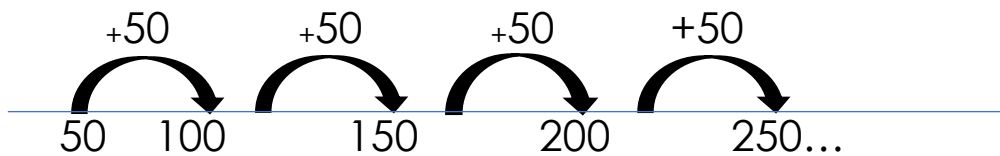
C. Counting by 10s means we add 10 to the previous number to get the next number.



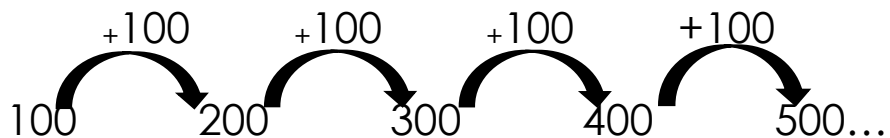
D. Counting by 20's means we add 20 to the previous number to get the next number.



E. Counting by 50s means we add 50 to the previous number to get the next number.



F. Counting by 100s means we add 100 to the previous number to get the next number.



## What's More

Great job! Now, let's have some fun in counting.

**Activity 1 A.** Complete "Me".

Complete the table from left to right counting by 2's.

2	4			
				20

B. Find the missing number

1. 112, 114, \_\_\_\_\_, 118, 120

2. 300, 400, 500, \_\_\_\_\_, 700

3. 530, 535, 540, 545 \_\_\_\_\_

4. 650, \_\_\_\_\_, 750, 800, 850

5. 880, 890, 900, 910, \_\_\_\_\_



## What I have learned

Great job! You're doing so well.

Remember this:

1. In counting by 2s, the next number is more than \_\_\_\_\_ to the previous number.
2. In counting by 5s, the next number is more than \_\_\_\_\_ to the previous number
3. In counting by 10s, the next number is more than \_\_\_\_\_ to the previous number
4. In counting by 50s, the next number is more than \_\_\_\_\_ to the previous number
5. In counting by 100s, the next number is more than \_\_\_\_\_ to the previous number



## What I can do

Wonderful! Keep doing and enjoy learning.

Complete the chart by writing the succeeding numbers starting with the given number

A. Counting by 5s

105				

B. Counting by 2s

68				



## Assessment

Let's apply your skills.

**Directions:** Encircle the letter of the correct answer.

1. In counting by 10's, What is the number after 120?
  - a. 110
  - b. 120
  - c. 130
  - d. 140
2. By counting 100's, What is the number before 400?
  - a. 100
  - b. 200
  - c. 300
  - d. 500
3. In counting by 2's means we add \_\_\_\_ to the previous number?
  - a. 2
  - b. 3
  - c. 5
  - d. 10
4. Which of the following sets of numbers are counting by 5's?
  - a. 100, 110, 115, 120
  - b. 112, 115, 120, 125
  - c. 125, 130, 140, 145
  - d. 350, 355, 360, 365

5. The following sets of numbers are counting by 2's except?

a. 68, 70, 72, 74

b. 82, 84, 86, 88

c. 116, 120, 125, 130

d. 240, 242, 244, 246



## Additional Activities

Perfect! Let's keep practicing with more fun activities!

Give what is asked:

1. Write 5 series of numbers by 2's.
2. Write 5 series of numbers by 5's.
3. Write 5 series of numbers by 10's.
4. Write 5 series of numbers by 20's.
5. Write 5 series of numbers by 50's.



## What I Know

Today, we're going to have some fun with the order of numbers.

**Directions:** Read each statement below. Encircle the letter of the correct answer.

1. Which of the following set of numbers below were arranged from largest to smallest order?
  - a. 235, 376, 124, 657
  - b. 678, 687, 745, 873
  - c. 254, 675, 985, 267
  - d. 789, 675, 523, 235
2. The following set of numbers were arranged from smallest to largest order, except?
  - a. 23, 46, 58, 78
  - b. 49, 73, 25, 26
  - c. 123, 134, 145, 158
  - d. 478, 567, 789, 890
3. In a set of numbers, 234, 367, 213, 567. Which of the following is the correct order from smallest to largest?
  - a. 213, 234, 567, 367
  - b. 213, 234, 367, 567
  - c. 567, 367, 234, 213
  - d. 234, 213, 367, 567
4. Which of the given set of numbers were arranged from largest to smallest.
  - a. 123, 124, 125, 126

- b. 126, 125, 124, 123
- c. 123, 234, 231, 132
- d. 378, 875, 167, 325

5. The number set 345, 234, 228, 147 is arranged in what order?
- a. Ascending order
  - b. Smallest to largest
  - c. largest to smallest
  - d. not in order

# Lesson 2 - Order Numbers up to 1000 from Smallest to Largest, and Vice Versa



## What's In

Want to try your memory? Let's review.

**Directions:** Write the missing number

1. 22, 24, 26, 28, \_\_\_\_\_

2. 175, \_\_\_\_\_, 185, 190, 195

3. 250, 300, \_\_\_\_\_, 400, 450

4. 300, 400, 500, \_\_\_\_\_, 700

5. 450, 460, 470, 480, \_\_\_\_\_






## What's New

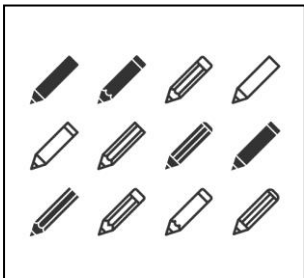
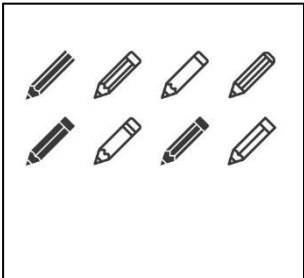
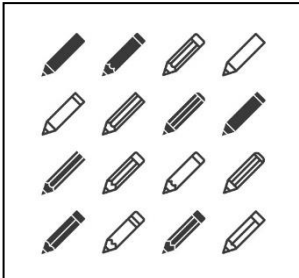
Let's learn new things.

**Directions:** Look at the set of pictures below.

A. Arrange the set of pictures according to the number of stars from smallest to largest . Write the letter of the correct order on the blank.

A	B	C
		
_____	_____	_____

B. Study the picture. Select the correct arrangement from descending order or from largest to smallest .

A	B	C
		

- a. CAB
- b. BAC
- c. ABC
- d. CBA

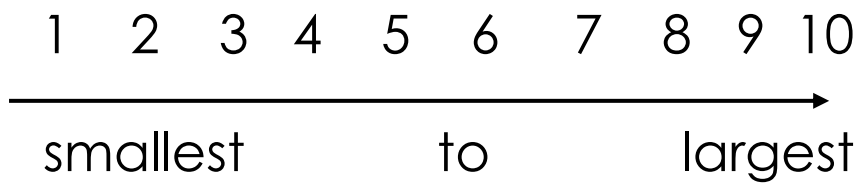


## What is It

Fantastic! Let's explore and remember.

A. The order of numbers from smallest to largest.

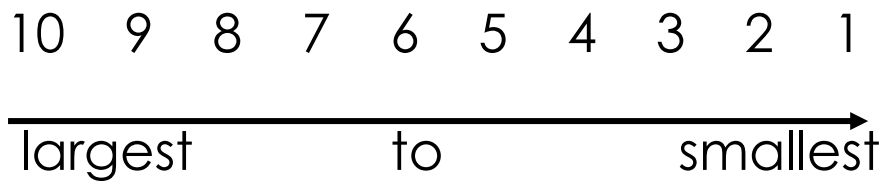
Example:



- Arranging series of numbers in order from smallest to largest.
  1. Identify the smallest number.
  2. Write the smallest number in first sequence.
  3. Find the next smallest number.
  4. Write this number next in the sequence.
  5. Continue writing the numbers in smallest to largest order.
  6. End with the largest number.

B. The order of numbers from largest to smallest.

Example:



➤ Arranging series of numbers in order from largest to smallest.

1. Identify the largest number.

2. Write the largest number in first sequence.

3. Find the next largest number

4. Write this number next in the sequence.

5. Continue writing the numbers from largest to smallest order.



## What's More

Great job! Now, let's have some fun in counting.

A. Draw a star (☆) on the blank if the set of numbers were arranged from smallest to largest and moon (☾) if not.

\_\_\_\_\_ 1. 35, 76, 86, 189, 790

\_\_\_\_\_ 2. 786, 238, 217, 189, 190

\_\_\_\_\_ 3. 576, 687, 897, 912, 996

\_\_\_\_\_ 4. 367, 479, 687, 896, 983

\_\_\_\_\_ 5. 785, 864, 286, 173, 189

B. Arrange the following set of numbers from largest to smallest. Write your answer on the blank

1. 135, 276, 386, 189, 790 \_\_\_\_\_

2. 686, 538, 297, 789, 290 \_\_\_\_\_

3. 657, 687, 997, 918, 998 \_\_\_\_\_

4. 378, 278, 896, 782, 532 \_\_\_\_\_

5. 764, 132, 345, 567, 894 \_\_\_\_\_



## What I have learned

A. How will you arrange the series of numbers in order from smallest to largest?

Remember this:

❖ Arranging series of numbers in order from smallest to largest.

1. Identify the smallest number.
2. Write the smallest number in first sequence.
3. Find the next smallest number.
4. Write this number next in the sequence.
5. Continue writing the numbers in smallest to largest order.
6. End with the largest number.

B. How will you arrange the series of numbers in order from largest to smallest?

❖ Arranging series of numbers in order from largest to smallest.

1. Identify the largest number.
2. Write the largest number in first sequence.
3. Find the next largest number
4. Write this number next in the sequence.
5. Continue writing the numbers from largest to smallest order.
6. End with the smallest number.



## What I can do

Wonderful! You're doing so well.

**Directions:** Match the correct order of the numbers from column A to column B. Write the letter of the correct answer on the blank provided.

### Column A

- \_\_\_\_\_ 1. 234, 567, 142, 278
- \_\_\_\_\_ 2. 678, 682, 256, 781
- \_\_\_\_\_ 3. 356, 876, 923, 145
- \_\_\_\_\_ 4. 693, 267, 271, 421
- \_\_\_\_\_ 5. 378, 175, 874, 532

### Column B

- a. 145, 356, 876, 923
- b. 693, 421, 271, 267
- c. 567, 278, 234, 142
- d. 256, 678, 682, 781
- e. 175, 378, 532, 874



## Assessment

Let's apply your skills.

**A. Directions:** Arrange the given series of numbers from smallest to largest. Write your answer on the blank.

1. 234, 345, 765, 278 \_\_\_\_\_

2. 245, 875, 679, 124 \_\_\_\_\_

3. 367, 132, 458, 876 \_\_\_\_\_

4. 892, 563, 126, 643 \_\_\_\_\_

5. 345, 231, 563, 641 \_\_\_\_\_

**B.** Arrange the given series of numbers from largest to smallest.

1. 785, 234, 175, 789 \_\_\_\_\_

2. 678, 256, 783, 268 \_\_\_\_\_

3. 352, 156, 765, 245 \_\_\_\_\_

4. 378, 214, 325, 654 \_\_\_\_\_

5. 896, 256, 267, 175 \_\_\_\_\_



## Additional Activities

Perfect! Let's keep practicing with more fun activities!

**Directions:** Arrange the given numbers from the box. Write your answer on your paper.

784	267	324	567	853
-----	-----	-----	-----	-----

A. Smallest to largest number

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

B. Largest to smallest

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# Answer key

**Lesson 1**

**What I Know**  
1.c 4.d  
2.c 5.b

**What's In**  
3.c  
1.e 4.d  
2.c 5.b

**What's New**  
3.a  
1.a  
2.a  
3.d

**What's More**  
A.  
2 4 6 8 10  
12 14 16 18 20

**What I Have Learned**  
B.  
1. 116 4. 700  
2. 600 5. 920  
3. 540

**What I Can Do**  
1.2  
2.5  
3.10  
4.50  
5.100

**Assessment**  
A.  
105 110 115 120 125  
130 135 140 145 150






**Additional Activities**  
B.  
68 70 72 74 76  
78 80 82 84 86

Answers may vary

**Lesson 2**

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

**What's In**  
1.30  
2.180  
3.350  
4.600  
5.490

**What's More**  
A.  
1.   
2.   
3.   
4.   
5. 

**What I Can Do**  
1.c  
4.b  
5.e

**Assessment**  
A.  
1. 234, 278, 345, 765  
2. 124, 245, 679, 875  
3. 132, 367, 458, 876  
4. 126, 563, 643, 892  
5. 231, 345, 563, 641.






**Additional activities**  
A.  
1. 267  
2. 324  
3. 567  
4. 784  
5. 853

**What's In**  
1.30  
2.180  
3.350  
4.600  
5.490

**What's More**  
A. BCA  
B. a

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

**What's In**  
1.30  
2.180  
3.350  
4.600  
5.490

**What's More**  
A.  
1.   
2.   
3.   
4.   
5. 

**What I Can Do**  
1.c  
4.b  
5.e

**Assessment**  
A.  
1. 234, 278, 345, 765  
2. 124, 245, 679, 875  
3. 132, 367, 458, 876  
4. 126, 563, 643, 892  
5. 231, 345, 563, 641.

**Additional activities**  
A.  
1. 267  
2. 324  
3. 567  
4. 784  
5. 853

**What's In**  
1.30  
2.180  
3.350  
4.600  
5.490

**What's More**  
A. BCA  
B. a

## References:

Belarmino, M. J. (2020). Mathematics 2 Module 2 Isa, Dalawa, Tatlo-Magbilang Tayo Pwesto Ko, Kilalanin Mo. In *Self Learning Module*. Koronadal City: Department of Education SOCCSKSARGEN Region.

Bertuldo, S. M. (2013). *Mathematics 2 Kagamitan ng Mag-aaral*. Pasig City: Vibal Publishing House, Inc.

D. Daquiado, A. G. (2020). Unang Markahan, Mod 6: Paghahambing at Pagsunod-sunod ng mga Bilang. *Self Learning Module (SLM)*. City Of Koronadal, SOCCSKSARGEN, Philippines, Region XII: Department of Education.

Yapna, D. M. (n.d.). Quarter 1, Week 4: Counting by 2s,5s,10s, 20s, 50s and 100s. *Lesson Exemplar in Mathematics 2*. Philippines: Department of Education.

## DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 1 Module 5** titled "**Whole Numbers 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:

**Schools Division Office of Tacurong City  
Learning Resource Management Section (LRMS)**

Alunan Highway, Poblacion, Tacurong City 9800  
Telephone Numbers: 09190656425/064-562-4880  
Email Address: [tacurong.city@deped.gov.ph](mailto:tacurong.city@deped.gov.ph)