

MATHEMATICS - Grade 2

Quarter 2 - Module 1 Determine and write the value of a number of bills or a number of a coins, or a combination of bills and coins up to ₱1,000

Self-Learning Module (SLM)

MATATAG Curriculum

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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 Mathematics - Grade 2 Self-Learning Module (SLM) on Determine and write the value of a number of bills or a number of a coins, or a combination of bills and coins up to ₱1,000!

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 Determine and write the value of a number of bills or a number of coins, or a combination of bills and coins up to ₱1,000!

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 2 - Module 1

Determine and write the value of a number of bills or a number of coins, or a combination of bills and coins up to ₱1,000



What I Need to Know

This module was designed and written with you in mind. It is made to help you determine/write the value of a number of bills, or a number of coins, Compare the values of different denominations of peso coins and bills up to ₱1,000, and solve problems involving addition with sums up to ₱1,000. The scope of this module permits it to be used in many different learning situations. The language used recognizes your diverse vocabulary backgrounds. 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 Mathematics Grade 2 learning materials you are using.

After going through this module, you are expected to:

1. Determine and write the value of a number of bills or a number of coins, or a combination of bills and coins up to ₱1,000 (centavo coins only, peso coins only, peso bills only, combined peso coins and peso bills).
2. Compare the values of different denominations of peso coins and bills up to ₱1,000
3. Solve problems involving addition with sums up to ₱1,000, including problems involving money, with and without regrouping.



What I Know

Let's try this activity!

Directions: Read and choose the letter of the correct answer.



1.

- a. ₱20.00
- b. ₱50.00
- c. ₱100.00
- d. ₱500.00



2.

- a. ₱50.00
- b. ₱100.00
- c. ₱200.00
- d. ₱500.00

3. Which of the following set of bills has the least value?

- a. 
- b. 
- c. 
- d. 

4. Which of the following set of bills has the greatest value?

- a.   
- b.   
- c.   
- d.   

5. Aurea bought a handkerchief for ₱65.00 and a pair of earrings for ₱125.00. How much money will she pay?

- a. ₱150.00
- b. ₱165.00
- c. ₱175.00
- d. ₱190.00

Lesson 1 - Determine and write the value of a number of bills, or a number of a coins, or a combination of bills and coins up to ₱1,000 (centavo coins only, peso coins only, peso bills only, combined peso coins and peso bills)



What's In

Let's review!

Directions: Write the missing numbers.

$$\begin{aligned} 1. \quad (8+2)+5 &= 8+(2+5) \\ \quad \quad _+5 &= 8+_ \\ \quad \quad _ &= _ \end{aligned}$$

$$\begin{aligned} 2. \quad (3+6)+4 &= 3+(6+4) \\ \quad \quad _+4 &= 3+_ \\ \quad \quad _ &= _ \end{aligned}$$

$$\begin{aligned} 3. \quad 7+(9+1) &= (7+9)+1 \\ \quad \quad 7+_ &= _+1 \\ \quad \quad _ &= _ \end{aligned}$$

$$\begin{aligned} 4. \quad (6+2)+8 &= 6+(2+8) \\ \quad \quad _+8 &= 6+_ \\ \quad \quad _ &= _ \end{aligned}$$

$$\begin{aligned} 5. \quad (4+5)+6 &= 4+(5+6) \\ \quad \quad \quad _+6 &= 4+_ \\ \quad \quad \quad _ &= _ \end{aligned}$$



What's New

Nowadays, money is essential in our daily lives. "People work to earn money to buy necessities such as food."

Money is already a part of your daily activities, even at a young age. Do you recognize the value of the bills or coins your parents give you for school?

"It's important to know the value of the money in bills and coins so you can count them and calculate the total. This will help you identify which bills or coins to use and determine the correct change that you need to get back.

For example, if you received the following Philippine bills and coins: **two 200-peso bills, one 50-peso bill, three 20-peso bills and two 10-peso coins.**

Can you picture out in your mind how these coins and bills look like?

As you progress through this module, you will learn to determine Philippine bills and coins.



What is It

Let's explore the different markings and colors of paper bills and coins in the Philippines

A. One-Thousand-peso bill

Value: 1,000 pesos

Markings: 1000

Color: Blue



B. Five-Hundred-peso bill

Value: 500 pesos

Markings: 500

Color: Yellow



C. Two-Hundred-peso bill

Value: 200 pesos

Markings: 200

Color: Green



D. One-Hundred-peso bill

Value: 100 pesos

Markings: 100

Color: Violet



E. Fifty-peso bill

Value: 50 pesos

Markings: 50

Color: Red



F. Twenty-peso bill
Value: 20 pesos
Markings: 20
Color: Orange



G. Ten-peso coin
Value: 10 pesos
Markings: 10
Color: Silver



H. Five-peso coin
Value: 5 pesos
Markings: 5
Color: Silver



I. One-peso coin
Value: 1 peso
Markings: 1
Color: Silver



J. We also have centavo coins

Twenty-five centavo coin



Five-centavo coin



One centavo coin





What's More

Directions: Determine the paper bills and coins represented by the following characteristics.

1. Shape: circle, Value: 10, Marking: 10 Color: Silver
 - a. Ten-peso coin
 - b. One-peso coin
 - c. Five-peso coin
 - d. Twenty-peso bill

2. Material: paper, Value: 20 Marking: 20, Color: orange
 - a. Five-hundred-peso bill
 - b. Two-hundred-peso bill
 - c. Twenty-peso bill
 - d. Fifty-peso bill

3. Shape: circle, Value: 5, Marking: 5 Color: Silver
 - a. One-peso coin
 - b. Ten-peso coin
 - c. Five-peso coin
 - d. Twenty-peso bill

4. Material: paper, Value: 1000 Marking: 1000, Color: blue
 - a. Twenty-peso bill
 - b. One-thousand-peso bill
 - c. Two-hundred-peso bill
 - d. Five-hundred-peso bill

5. Material: paper, Value: 100 Marking: 100, Color: Violet
 - a. Two-hundred-peso bill
 - b. One-hundred-peso bill
 - c. Five-hundred-peso bill
 - d. One-thousand-peso bill



What I have learned

Alright! Did you learn something about the lesson?

Directions: Select the correct word inside the box to complete the statement.

six	number	Philippine
pesos	bills	coins

There are _____ paper bills that the Philippines is currently using: 1 000 _____, 500 pesos, 200 pesos, 100 pesos, 50 pesos and 20 pesos.

The paper _____ has certain features that help us easily determine its value, such as _____ markings, a person's face, and color.

There are currently six _____ coins in circulation, with the 10-peso, 5-peso, and 1-peso coins being the most used. Additionally, there are also the 25-centavo, 5-centavo, and 1-centavo coins, although they are less frequently seen coins.



What I can do

Let's check what you have learned.

Directions: Count and write the value of the following bills and coins in the blanks provided.

_____ 1.  

_____ 2.   

_____ 3.  

_____ 4.   

_____ 5.  



Assessment

You are doing great! Now, it is time for another fun challenge.

Directions: Connect the bills or coins from column A corresponding to the amount or value with Column B.

Column A

1. Ten-peso coin

2. One-hundred pesos

3. One-peso coin

4. ₱50

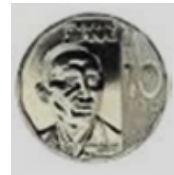
5. ₱20

Column B

A.



B.



C.



D.



E.



F.



Lesson 2 - Compare the values of different denominations of peso coins and bills up to ₱1,000



What's In

In this section, you will review and recall what you have learned.

Directions: Write the amount of the money below in symbols and words.

Money	Symbol	Word
		
		
		
		
		
		

Money	Symbol	Word
		
		
		
		
		
		



What's New

Mrs. Reyes is asking her Grade 2 learners to give financial donations to the earthquake victims in Tacurong City. At the end of the week, she listed all the collected donations from the different sections.

Sections	Amount of Donations Collected
Narra	₱500.00
Ipil	₱200.00
Apitong	₱300.00
Banaba	₱200.00
Mahogany	₱100.00

Answer the following questions:

1. Which section has the lowest donation?
2. Which section has the highest donation?
3. What is the total amount of donations collected?
4. Arrange the order of the sections with the highest and the lowest amount of donations collected.



What is It

In this module, we will learn about comparing the value of coins and bills and how to determine if one amount is greater than, less than, or equal to another. When comparing amounts of money, we use relation symbols such as $<$ (less than), $>$ (greater than), or $=$ (equal). It's important to remember that comparing money is similar to comparing numbers, which you've learned in previous lessons. Below is the arrangement of money from the highest to the lowest amount.

Money	Value	Money	Value
	₱1,000.00		₱10.00
	₱500.00		₱5.00
	₱200.00		₱1.00
	₱100.00		25¢
	₱50.00		5¢
	₱20.00		1¢

From the chart previously shown, above, it is now easy to compare the value of money bills and coins as to the combination of other money

Example:

1. There are four 25 centavos to make 1 peso.



2. There are five 1-peso coins needed to make 5 pesos.



3. There are two 5-peso coins needed to make 10 pesos.



4. There are two 10-peso coins needed to make ₱20.00.



5. There are two 20-peso bills and one 10-peso coin needed to make ₱50.00.



You may continue the combination up to ₱1,000.00. There are many ways to combine money bills and coins to equate to the amount of a certain money value.

It is important to master this skill to make it easier to compare the combined total amount of money.

Example: If Pablo has five 100-peso bills and Maria has two 500-peso bills, we might want to know who has more money.

Pablo		= ₱500.00
Maria		= ₱1,000.00

The picture shows that Maria has more money since 1,000 is greater than ($>$) 500.

When comparing different denominations of bills and coins, start by determining the total amount.

In comparing the digits, start from the greatest place value to the least place value. The value of each kind of bill and coin should be written and then added. In showing the relation of the value of money, the symbols $>$, $<$, and $=$ are used.

Example: Which is greater, ₱458.00 or ₱283.00?

In the given example, the total amount of money is ₱458.00 and ₱283.00. Since 458 is greater than 283, we can say that

$$\text{₱}458.00 > \text{₱}283.00$$



What's More

Let's try!

Directions: Compare the given amount. Write the symbol $<$, $>$, or $=$ in each blank.

- | | | |
|------------|-------|-----------|
| 1. ₱880.00 | _____ | ₱750.00 |
| 2. ₱435.00 | _____ | ₱435.00 |
| 3. ₱912.00 | _____ | ₱1,000.00 |
| 4. ₱234.00 | _____ | ₱125.00 |
| 5. ₱653.00 | _____ | ₱758.00 |



What I have learned

Let's see, how far you've learned.

Directions: Select the correct word inside the box to complete the statement.

comparing greatest coin value

The total amount should be determined first before
 1. _____ the value. In comparing the digits, start from the 2. _____ place value to the least place value. The value of each kind of bill and 3. _____ should be written and then added afterward. In showing the relation of the 4. _____ of money, the symbols $>$, $<$, and $=$ are used.



What I can do

Great job! Now, let's try this activity.






















Directions: Compare each pair of numbers using $<$, $>$, or $=$

- | | | |
|------------|-------|-----------|
| 1. ₱230.00 | _____ | ₱150.00 |
| 2. ₱535.00 | _____ | ₱635.00 |
| 3. ₱312.00 | _____ | ₱1,000.00 |
| 4. ₱225.00 | _____ | ₱225.00 |
| 5. ₱753.00 | _____ | ₱658.00 |



Assessment

Directions: Compare the values of the different denominations of coins and bills using relation symbols: $<$, $>$, and $=$.

1.			_____		
2.			_____		
3.			_____		
4.			_____		
5.			_____		 

Lesson 3 - Solve problems involving addition with sums up to 1 000 including money problems involving money, with and without regrouping



What's In

You have learned how to solve routine problems related to the addition of money, which is followed by just these steps:

1. Understand the problem by listening or reading it, and find out what is being asked and the given data.
2. Make a plan and write the number sentence.
3. Execute the plan

Marie bought 1 dozen red roses for ₱120.00 and a dozen white roses worth ₱150.00 for her mother's birthday. How much did she spend on two dozen roses?

4. Look at what has been done and present the complete answer. Let's try to solve this common problem.

Let's answer the following questions.

- What is asked in the problem? _____
- What are given? _____
- What operation will be used? _____
- What is your answer? _____



What's New

Directions: Analyze the situation and answer the question below.

Bryan was given an allowance of ₱50.00 by his mother. Using the menu below, what foods can he buy? Find out the food pairings worth ₱50.00.

Bread ₱15.00	Banana cue ₱20.00	Bottled Water ₱20.00	Lumpia ₱10.00
-----------------	----------------------	-------------------------	------------------

- What is asked in the problem? _____
- What are given? _____
- What operation will be used? _____
- What is your answer? _____



What is It

A word problem is a simple problem that it takes a couple of minutes to answer. It is easy to find the answer to those questions to be answered.

Now, look at this problem

Dante saved ₱150.00 last Monday. He saved ₱95.00 more on Tuesday. How much did he save in all?

a. What is asked in the problem?

Answer: Dante saved in all.

b. What are given?

Answer: ₱150.00 last Monday,
₱95.00 more on Tuesday

c. What operation will be used?

Answer: Addition

d. What is your answer?

Answer: He saved ₱245.00 in all.



What's More

Now, let's try a word problem.

Directions: Read and analyze the problem and answer the following questions.

Mrs. Bustamante bought a red blouse for ₱265.00 and a pair of earrings for ₱225.00. How much money will she pay?

- What is asked in the problem? _____
- What are given? _____
- What operation will be used? _____
- What is your answer? _____



What I have learned

Directions: Fill in the blanks with the correct word from the box.

Plan

Understand

Solve

Check and Look back

To answer the word problem, first _____. Know what is asked and what data is given to them. Second, make _____, and write the number sentence. Next, _____ the problem. Finally, _____.



What I can do

Let's tackle some more challenging word problem.

Directions: Here is the task where you will use the word problems with the addition of money.

Maria Clara bought a pair of bags for ₱650. 00 and wallet for ₱250.00. How much will she pay to the cashier?

- a. What is asked in the problem? _____
- b. What are given? _____
- c. What operation will be used? _____
- d. What is your answer? _____



Assessment

Directions: Read and solve each word problem. Choose the letter of the correct answer.

1. Mrs. Dela Cruz bought the necessary supplies for her shop. She paid the amount of ₱550.00 for milk, ₱235.00 for biscuits, and ₱125.00 for soap. How much will she pay in all?
 - a. ₱750.00
 - b. ₱900.00
 - c. ₱910.00
 - d. ₱950.00

2. Peter, Jose, and Ben sell banana cue last summer vacation. Peter earned ₱305.00, Jose earned ₱285.00 and Ben earned ₱280.00. How much money did they earn from selling banana cue?
- a. ₱860.00
 - b. ₱865.00
 - c. ₱870.00
 - d. ₱880.00
3. Alexander was given one piece ₱200.00 bill, two pieces ₱100.00 bills, three pieces ₱50.00 bills, and five pieces ₱10.00 coins by his father. How much money does he have in total?
- a. ₱550.00
 - b. ₱600.00
 - c. ₱650.00
 - d. ₱700.00
4. Mr. Lictawa goes to the grocery store to buy 2 kilos of rice costs ₱120.00, and 1 kilo of coconut oil costs ₱95.00. How much did he pay?
- a. ₱190.00
 - b. ₱200.00
 - c. ₱210.00
 - d. ₱215.00
5. Dennis has ₱200.00 in his pocket. He bought 3 sticks of cost banana cue cost ₱45.00 and two packs of chips cost ₱125.00. How much did he pay for it?
- a. ₱170.00
 - b. ₱165.00
 - c. ₱160.00
 - d. ₱155.00



Additional Activities

Directions: Read and analyze the word problem and answer the following questions.

Mrs. Roxas was paid ₱150.00 for durian seedlings and ₱250.00 for other fruit seedlings. How much will she spend in all?

- a. What is asked for the problem? _____
- b. What are given? _____
- c. What operation is to be used? _____
- d. What is your answer? _____

Answer Key

<p>Lesson 1</p> <p>What I know</p> <p>1. b 1. 10=7 15=15</p> <p>What's In</p> <p>1. a 1. six</p> <p>What's More</p> <p>What I have learned</p> <p>1. ₱520.00</p> <p>What I can do</p> <p>Assessment</p> <p>1. B</p> <p>2. C 2. ₱261.00</p> <p>3. ₱120.00</p> <p>3. E</p> <p>4. d 4. 8=10 16=16</p> <p>4. b 4. Number</p> <p>4. ₱521.00</p> <p>4. A</p> <p>5. d 5. 9=11 15=15</p> <p>5. b 5. Philippine</p> <p>5. ₱150.00</p> <p>5. D</p>	<p>Lesson 2</p> <p>Symbol</p> <p>₱1000.00</p> <p>1. One thousand pesos</p> <p>₱500.00</p> <p>2. Five hundred pesos</p> <p>₱200.00</p> <p>3. Two hundred pesos</p> <p>₱100.00</p> <p>4. One hundred pesos</p> <p>₱50.00</p> <p>5. Fifty pesos</p> <p>₱20.00</p> <p>6. Twenty pesos</p> <p>₱10.00</p> <p>7. Ten pesos</p> <p>₱5.00</p> <p>8. Five pesos</p> <p>₱1.00</p> <p>9. One peso</p> <p>5¢</p> <p>10. Five centavo coins</p> <p>25¢</p> <p>11. Twenty-five-centavo coins</p> <p>1¢</p> <p>12. One-centavo coin</p> <p>Word</p> <p>1. One thousand pesos</p> <p>2. Five hundred pesos</p> <p>3. Two hundred pesos</p> <p>4. One hundred pesos</p> <p>5. Fifty pesos</p> <p>6. Twenty pesos</p> <p>7. Ten pesos</p> <p>8. Five pesos</p> <p>9. One peso</p> <p>10. Five centavo coins</p> <p>11. Twenty-five-centavo coins</p> <p>12. One-centavo coin</p> <p>Lesson 2</p> <p>What's More</p> <p>></p> <p>=</p> <p><</p> <p><</p> <p><</p> <p>></p> <p>></p> <p>></p> <p>></p> <p>></p> <p>=</p> <p>Lesson 2</p> <p>Assessment</p> <p>></p> <p>></p> <p>></p> <p>></p> <p>></p> <p>=</p> <p>Lesson 2</p> <p>What I have learned</p> <p>comparing</p> <p>greatest</p> <p>coin</p> <p>value</p>	<p>Lesson 3</p> <p>What's In</p> <p>Marie spent for two dozen of roses.</p> <p>₱120.00 red roses, ₱150.00 white roses</p> <p>Addition</p> <p>Marie spent ₱270.00 for two dozen of roses.</p> <p>Lesson 3</p> <p>What's new</p> <p>The food pairing worth ₱50.00</p> <p>Bread ₱15.00, Banana cue ₱20.00, Bottled water ₱20.00,</p> <p>lumpia ₱10.00</p> <p>Addition</p> <p>Banana cue, bottled water and lumpia.</p> <p>Lesson 3</p> <p>What's more</p> <p>Mrs. Bustamante will pay.</p> <p>Red blouse ₱265.00</p> <p>Pair of earrings ₱225.00</p> <p>Addition</p> <p>Mrs. Bustamante will pay ₱490.00</p>	<p>Lesson 3</p> <p>What I have learned</p> <p>Understand</p> <p>Plan</p> <p>Solve</p> <p>Check and look back</p> <p>Lesson 3</p> <p>Assessment</p> <p>C</p> <p>C</p> <p>B</p> <p>D</p> <p>C</p> <p>Lesson 3</p> <p>What I can do</p> <p>Maria will pay to the cashier</p> <p>Pair of bags ₱650.00,</p> <p>wallet ₱250.00</p> <p>Addition</p> <p>Maria will pay ₱900.00</p> <p>Lesson 3</p> <p>Additional activities</p> <p>Mrs. Roxas will pay in all.</p> <p>Durian seedlings ₱150.00</p> <p>Other fruit seedlings ₱250.00</p> <p>Addition</p> <p>Mrs. Roxas will pay ₱400.00 in all.</p>
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References

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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 2 Module 1** titled **“Determine and write the value of a number of bills or a number of a coins, or a combination of bills and coins up to ₱1,000”** 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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