

MATHEMATICS - Grade 2
Quarter 3 - Module 1 A Pictograph with a Scale for the Representation of Data
Self-Learning Module (SLM)
MATATAG 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 Mathematics - Grade 2 Self-Learning Module (SLM) on A Pictograph with a Scale for the Representation of Data!

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 A Pictograph with a Scale for the Representation of Data.

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 3 - Module 1

A Pictograph with a Scale for the Representation of Data



What I Need to Know

1. Present a data or data in a tabular form, in a pictograph with a scale or vice versa.
2. Interpret data in tabular form and in a pictograph with or without scale.

Lesson 1 - Present a data or a data in a tabular form, in a pictograph with a scale or vice versa



What I Know

Hello, how are you? Today, you are going to learn about pictographs. Are you ready?





Pre-assessment

Activity 1



A. Preparatory Activities

Given the illustrations above, count the number of pictures and write the data in the boxes provided in the next page.

1. How many are the umbrellas?
2. How about the balls?
3. Count the number of airplanes. How many are there?
4. Which are more?
5. Which are least?

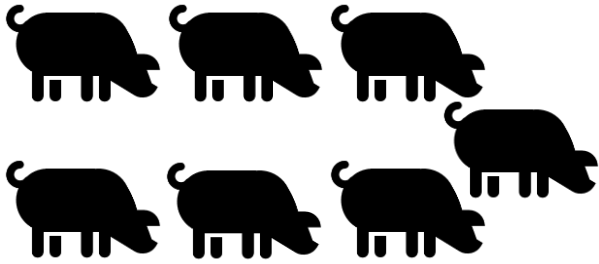

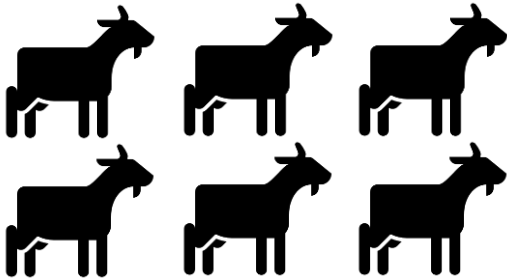
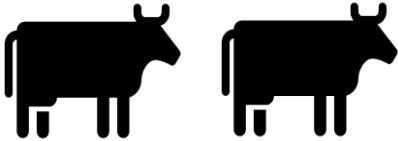
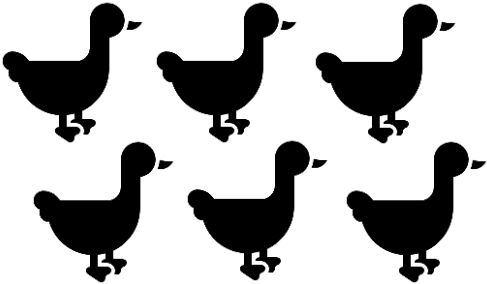
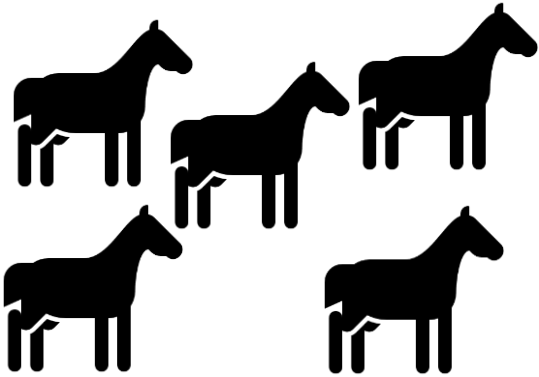


What's In

Hello Kid, let us read and have more fun.

Read the paragraph below and understand the pictograph.

Pepe visited lolo's farm. He saw group of animals in the farm. He counted the animals he saw in the farm.

Directions: Now, let us check the box that pertains to the number of animals presented above.

	3 roosters		7 pigs
	5 horses		6 goats
	9 ducks		2 cows



What's New

Developmental Activities

Great job! Let us explore and learn more.

II. Motivation

Sing the song "Happy Birthday to You".

1. When is your birthday?
2. What do you want for your birthday?
3. Did you experience to celebrate your birthday without a party?
4. How many of your friends attended your birthday party?
5. Do you have plenty of foods and drinks? What did you feel celebrating your birthday?



What is It

This time, you will have another activity. Are you excited?

Presentation:

1. Nestor collected stones according to different categories such as big, small, rough, light, and heavy. He counted the number of stones and recorded the data gathered in the worksheet. Refer to the sample worksheet:

Sample worksheet

Big	III -II
Small	III - III -III
Rough	III -IIII
Light	IIII
Heavy	III -IIII-I








1. How many stones did Nestor collect?
2. Among the categories, what is the least?
3. How about the most?



What's More

Want another one? Try this.

1. John Mark and Alvin are in the same group of 44 members. They had a survey to help them select food for their Christmas party. The result of the survey is shown in the table below:

Choices	Tally	Votes
	III	
	III -I	
	II	
	III -III	
	IIII	
	III - III -III	
	III -II	

Processing:





1. What are the food choices of the class?
2. Which among the foods got the highest votes?
3. Which among the foods got the lowest votes?
4. What is the total number of votes?
5. Based on the result, what are the two foods preferred by the group members to have in the Christmas party?



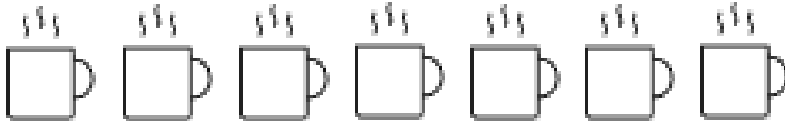



What I have learned

Now, let us see what you can do more.

Practice:

Legend:  10 pcs  4 pcs.
 8 pcs.  5 pcs.


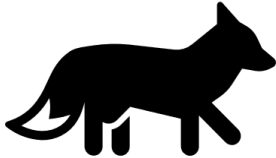
1. How many black cups are there?
2. How about white cups?
3. Which among them have the most?
4. Among the kitchen utensils, which is the least?



What I can do

There are more fun activities below. Goodluck kid!

Make a tally chart showing the number of neighbors who have cats and dogs.

			Total
Neighbor 1			
Neighbor 2			
Neighbor 3			



Assessment

Now, let's see if you can do it by yourself.

The pupils and parents of New Isabela Central Elementary School are voting for the booth they wanted to have on Family Day. They wanted to know the booth preferred by the pupils and by the parents. The results of the voting survey are found below.

No. of pupils					
Booth					





Processing

1. How many pupils voted for food?
2. What is the least one?
3. How many voted for gifts?
4. How about the flowers?
5. Which among them got the highest votes?



Additional Activities

Family members favorite Ice cream flavors.

Ice cream flavors	Total
	
	
	
	

Legend:



5 pcs ube flavors



15 pcs Cheese flavors



10 pcs Mango flavors







20 pcs Durian flavors

1. How many flavors were chosen only once?
2. Which flavor was selected the most?
3. Which flavors were selected the same number of times?
4. How many choose Durian?

Post Activities:

Given the illustrations below. Count the number of pictures and write the data in the boxes provided.

Legend:



Answer the following questions:

1. How many are the umbrellas?
2. How about the balls?
3. Count the number of airplanes. How many are there?
4. Which are more?
5. Which are least?

Answers Key

What's In		<input checked="" type="checkbox"/>	3 roosters
<input checked="" type="checkbox"/>	5 horses	<input checked="" type="checkbox"/>	6 goats
<input checked="" type="checkbox"/>	9 ducks	<input checked="" type="checkbox"/>	2 cows

1. 4	4. Balls
2. 5	5. Bags
3. 3	

What I Know.

What's New: Possible answers may vary

What I have learned.	
1. 40 pcs.	3. 28 Black cups
2. 48 pcs.	4. 40 White pitcher

What's More	
1. 3	3. 2
2. 6	4. 9
	5. 4
	6. 13
	7. 7

Votes

Processing

1. Chicken, siopao
2. chicken
3. pineapple, corn
4. 44, chicken and siopao

Assessments

1. 30
2. Food
3. 16
4. 12
5. Foods

Post activities

1. 4
2. 5
3. 3
4. Balls
5. Bags

DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 3 Module 1** titled “**A pictograph with a scale for the representation of data**” 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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