



Republic of the Philippines  
Department of Education  
Negros Island Region  
**DIVISION OF SILAY CITY**  
City of Silay



**Special Science  
Elementary School  
(SSES)**

**ACTIVITY SHEETS  
IN MATH 2**

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Republic of the Philippines  
Department of Education  
Negros Island Region  
Division of Silay City



LEARNING RESOURCES MANAGEMENT AND DEVELOPMENT SYSTEM  
City of Silay

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# Activity 1

## Identifying Numbers from 101 through 500

- Objectives: 1. Associate numbers with sets having 101 through 500  
2. Identify numbers with sets having 101 up to 500 objects
- Skills: Identifying numbers
- Materials: Plastic straws, popsicle sticks
- Pre-Activity:

### Activity 1

Directions:

1. Form the class into 4 groups.
2. Bundle the popsicle sticks into 100s, 10s and 1s based on your assigned group to show the following numbers. (Teacher's Note: There will be 500 popsicle sticks for all groups.)

Group 1	-	101 -- 200
Group 2	-	201 -- 300
Group 3	-	301 -- 400
Group 4	-	401 -- 500

3. Each group will show the number of bundled sticks into 100s, 10s, and 1s.

- Post-Activity:

### Activity 1

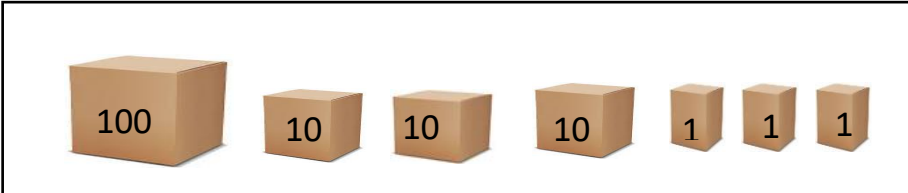
Directions: Count the numbers on the boxes and write your answers on the cart.

1. 



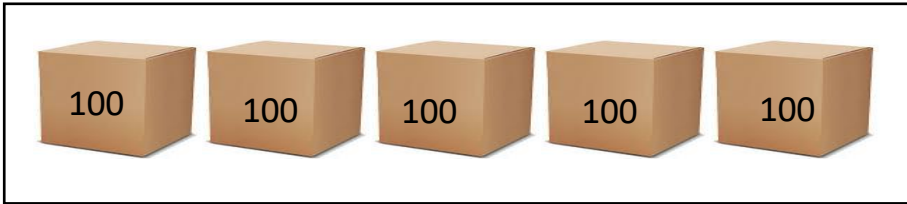
2. 



3. 



4.



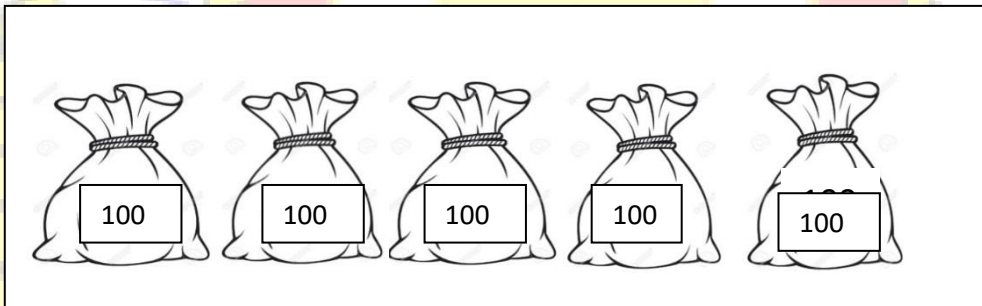
5.



### Activity 2

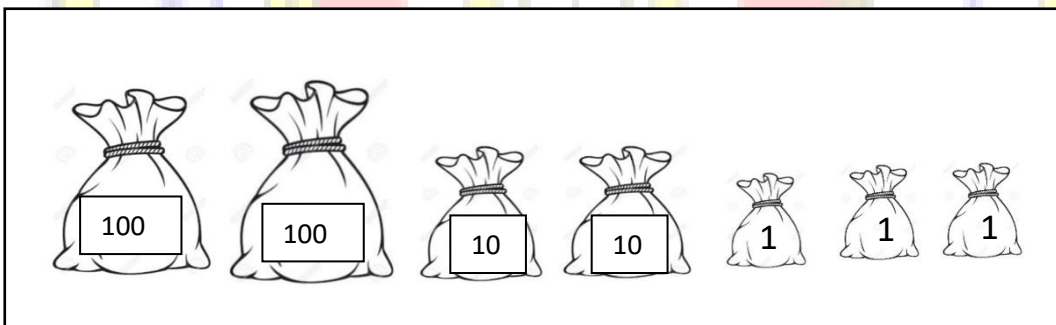
Directions: Each sack has a corresponding number. Identify the number represented by each group of sacks.

1.



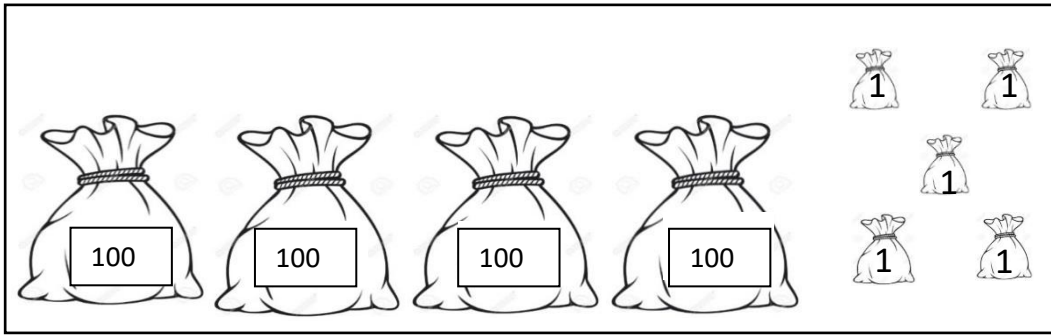
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2.

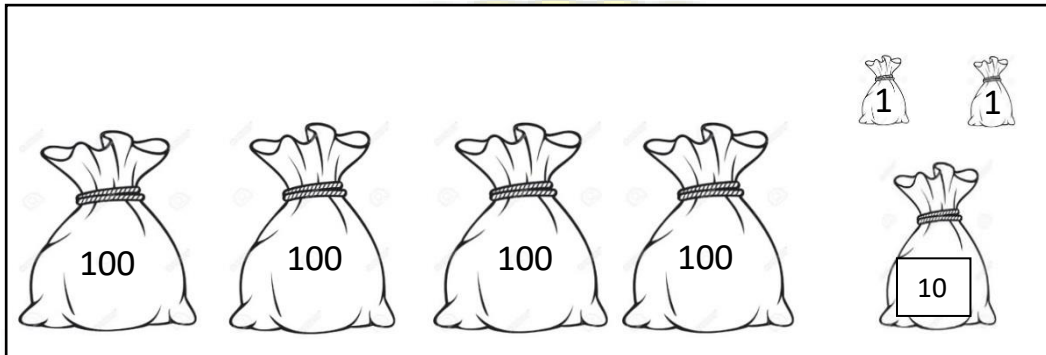


\_\_\_\_\_

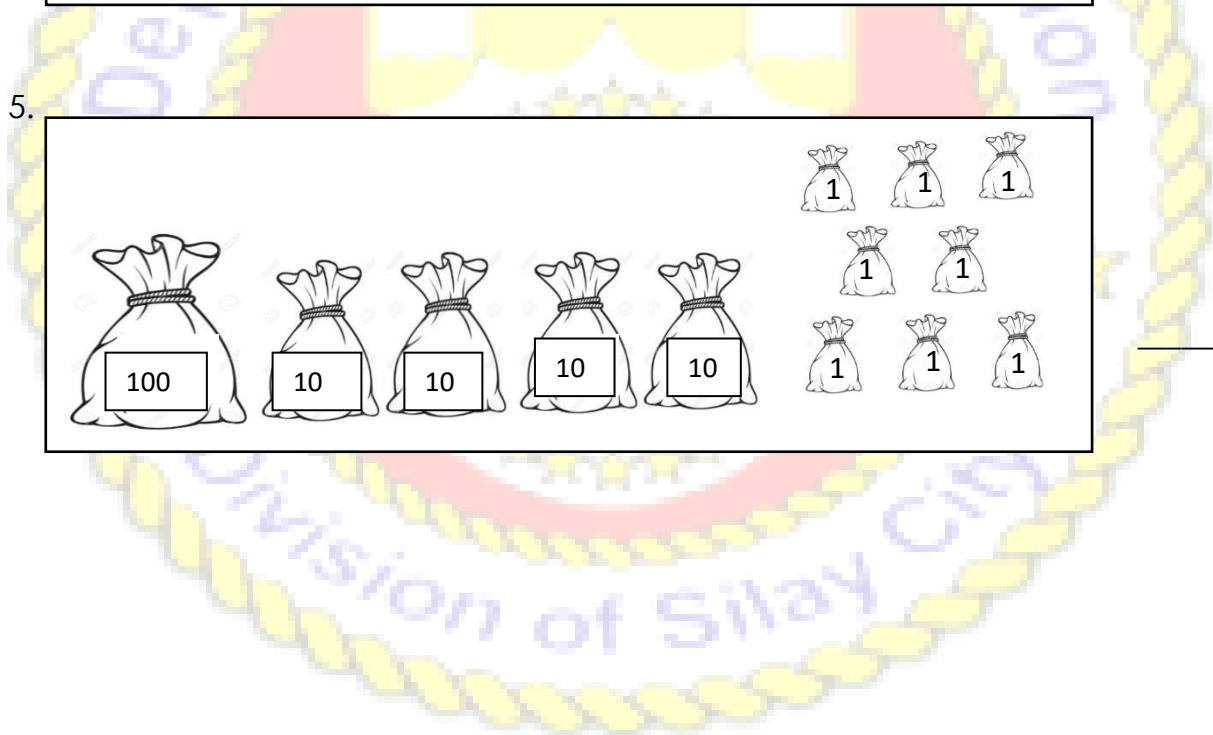
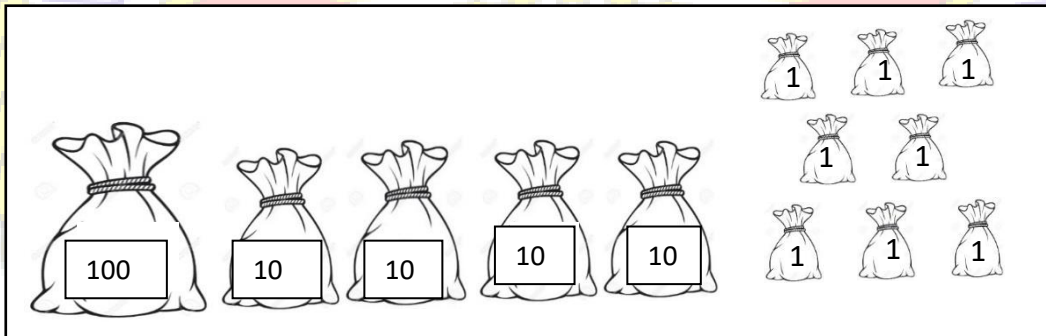
3.



4.



5.



## Activity 2

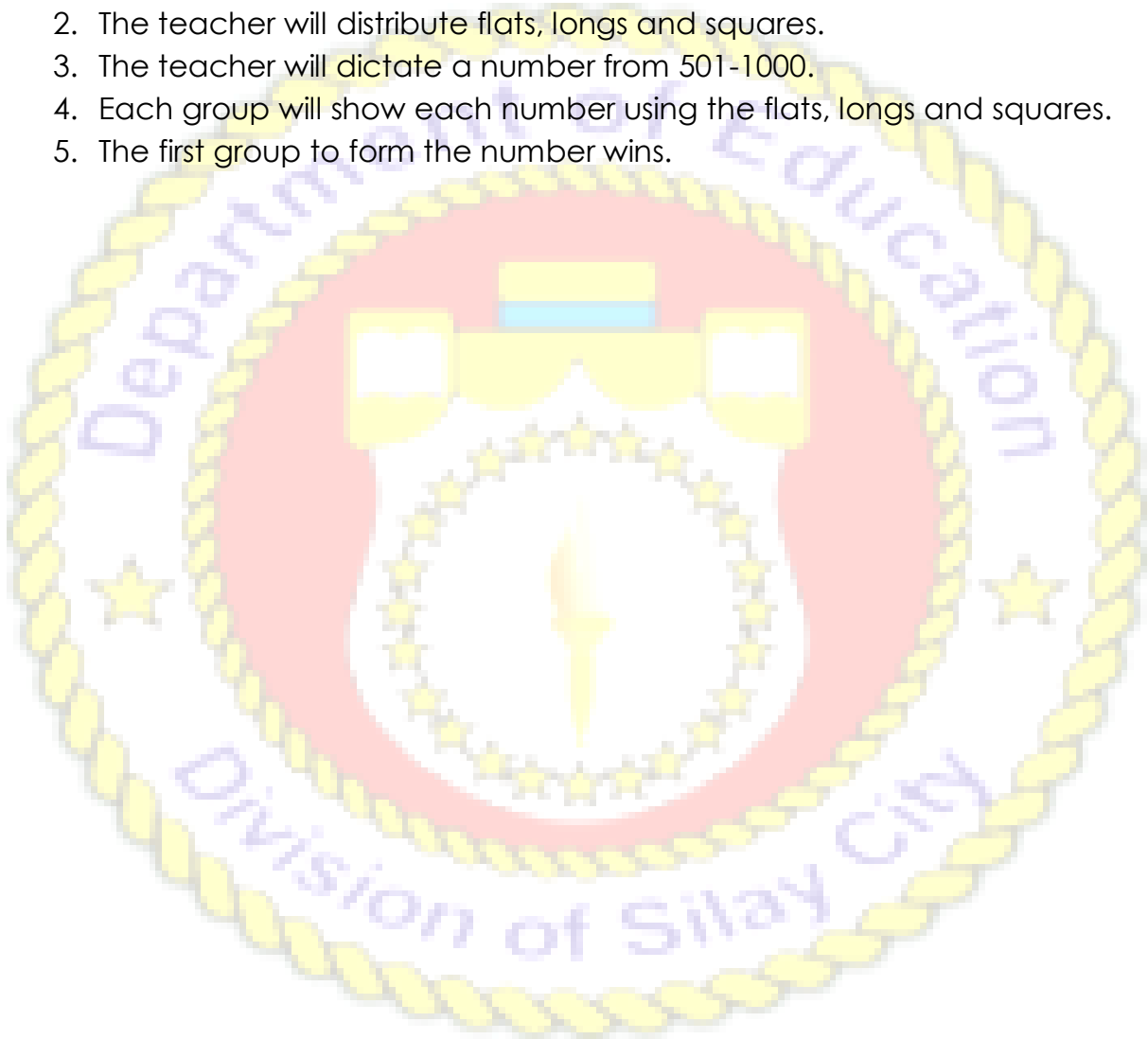
### Identifying Numbers from 501 through 1 000

- Objectives: 1. Associate numbers with sets having 501 through 1 000  
2. Identify numbers with sets having 501 up to 1 000 objects
- Skills: Identifying numbers
- Material: Flats, longs, squares
- Pre-Activity:

Activity 1

Directions:

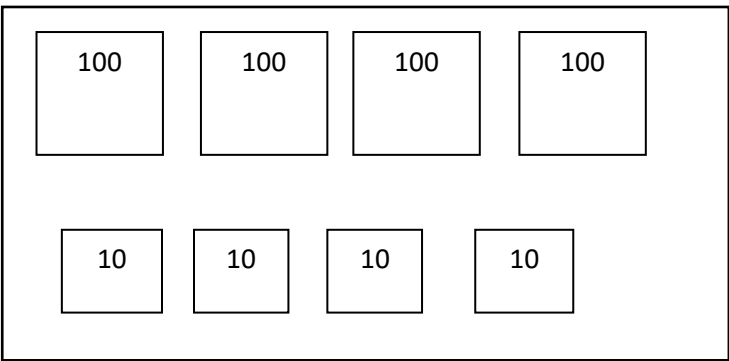
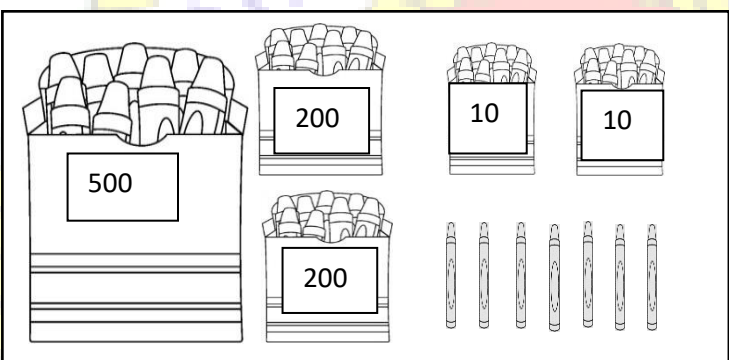
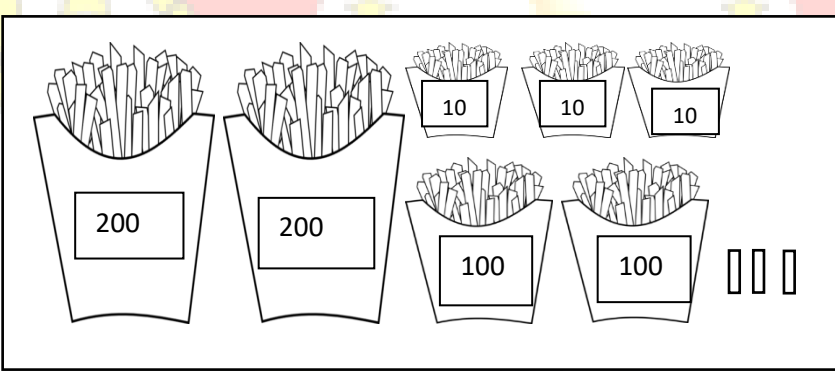
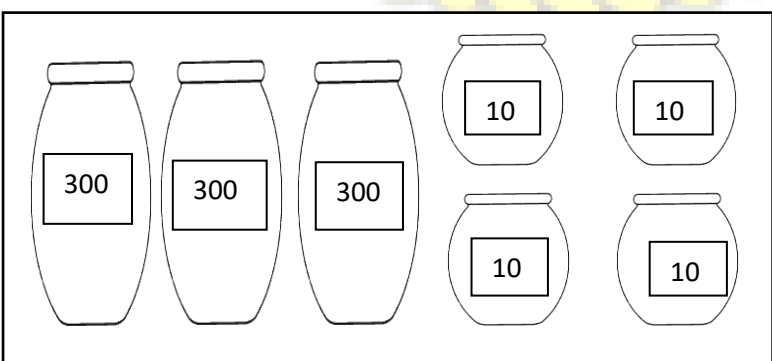
1. Form the class into 4 groups.
2. The teacher will distribute flats, longs and squares.
3. The teacher will dictate a number from 501-1000.
4. Each group will show each number using the flats, longs and squares.
5. The first group to form the number wins.



• Post-Activity:

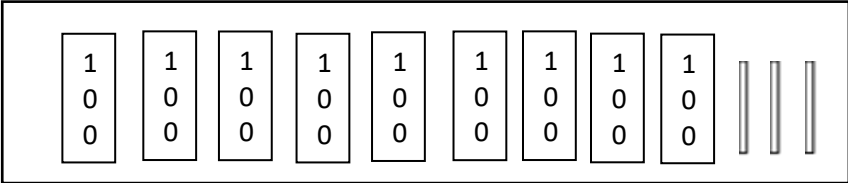
Activity 1:

Directions: Match the set of objects in Column A with the numbers appearing in Column B.

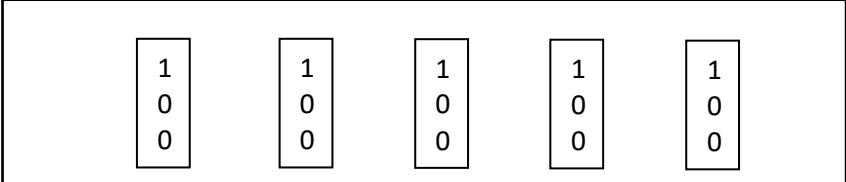
	A	B
1.		$927$ <div style="border: 1px solid black; display: inline-block; padding: 5px;">927</div>
2.		<div style="border: 1px solid black; display: inline-block; padding: 5px;">440</div>
3.		$940$ <div style="border: 1px solid black; display: inline-block; padding: 5px;">940</div>
4.		$33$ <div style="border: 1px solid black; display: inline-block; padding: 5px;">633</div>

## Activity 2

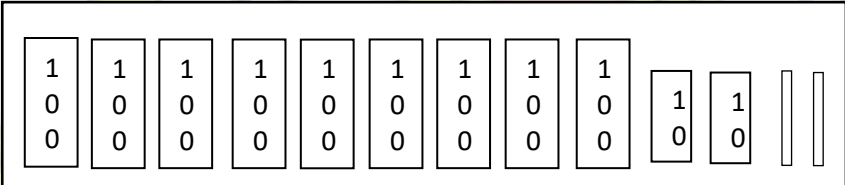
A. Directions: Encircle the correct number for each set.

1.  903 930 390

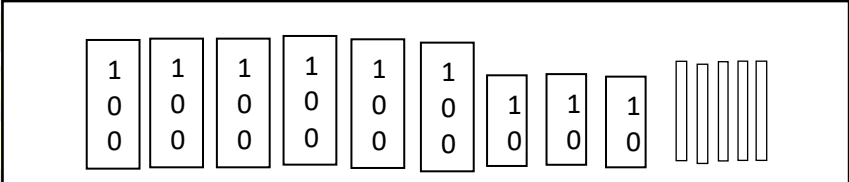
The number line consists of 9 boxes, each containing a '1' in the top position and a '0' in the bottom position. To the right of these boxes are three empty boxes.

2.  500 501 550

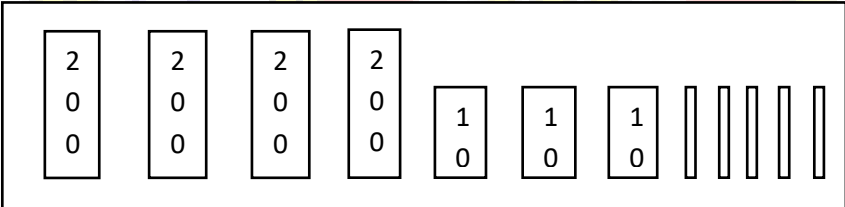
The number line consists of 5 boxes, each containing a '1' in the top position and a '0' in the bottom position.

3.  902 920 922

The number line consists of 11 boxes. The first 9 boxes contain a '1' in the top position and a '0' in the bottom position. The next two boxes contain a '1' in the top position and a '0' in the bottom position. To the right of these boxes are two empty boxes.

4.  365 653 635

The number line consists of 10 boxes. The first 6 boxes contain a '1' in the top position and a '0' in the bottom position. The next three boxes contain a '1' in the top position and a '0' in the bottom position. To the right of these boxes are four empty boxes.

5.  583 345 835

The number line consists of 7 boxes. The first 4 boxes contain a '2' in the top position and a '0' in the bottom position. The next three boxes contain a '1' in the top position and a '0' in the bottom position. To the right of these boxes are three empty boxes.



### Activity 3

## Place Value of Digits in a 4-digit Number

- Objective: Give the place value of each digit in a 4-digit number
- Skills: Identifying numbers
- Materials: Number cards, place value chart
- Pre-Activity:

#### Activity 1

1. Form the class into 4 groups.
2. Give each group number cards numbered 0 to 9 and a place value chart.
3. The teacher will announce a number and each group will place the digit in its correct place value.
4. The first group to show the correct number in the place value chart gets a point.

- Post-Activity:

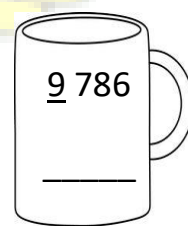
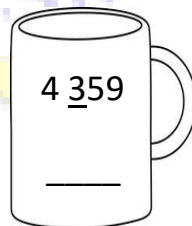
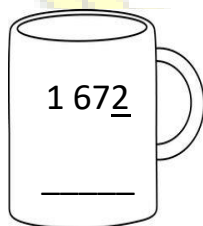
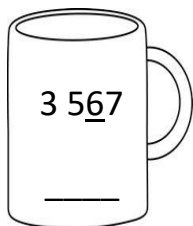
#### Activity 1

Directions: Put each digit of the number in the place value where it belongs.

	Thousands	Hundreds	Tens	Ones
1 456				
2 345				
5 897				
6 540				
8 324				

#### Activity 2

Directions: Write the place value of the underlined digit on the blank.



## Activity 4

### Reading and Writing Numbers through 1 000

- Objective: Read numbers through 1 000 in symbols and in words.
- Skills: Reading numbers
- Materials: Show-me-board, chalk
- Pre-Activity:

#### Activity 1

Directions:

1. Form the class into groups with five members. Select a representative to write the answer on the show-me-board.
2. Distribute a show-me-board and chalk to each group.
3. The teacher will flash a card with number words.
4. Write the number words in standard form on the show-me-board.

- Post-Activity

#### Activity 1 (Individual Activity)

Directions: Using your show-me-board, write each number in words.

1	1 000	
2	726	
3	448	
4	903	
5	658	

#### Activity 2

Directions: Write the following in symbols.

1. Six hundred seventy-five \_\_\_\_\_
2. Nine hundred fifty-four \_\_\_\_\_
3. Four hundred ninety-five \_\_\_\_\_
4. Seven hundred forty-seven \_\_\_\_\_
5. Five hundred thirty-seven \_\_\_\_\_

## Activity 5 Comparing Numbers

- Objective: Compare numbers using the following relation symbols  $>$ ,  $<$  or  $=$
- Skills : comparing numbers
- Materials: Show-me-board
- Pre-Activity: Activity 1

Directions: Write the corresponding number for each set and compare using the relation symbols  $>$ ,  $<$  or  $=$ . Write the answer in the box.

1.

\_\_\_\_\_  \_\_\_\_\_

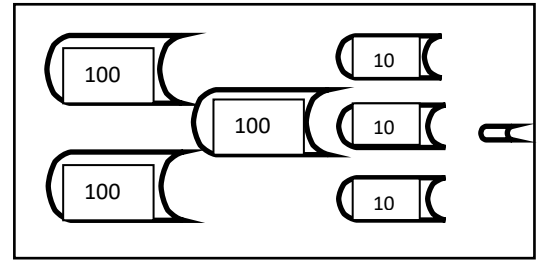
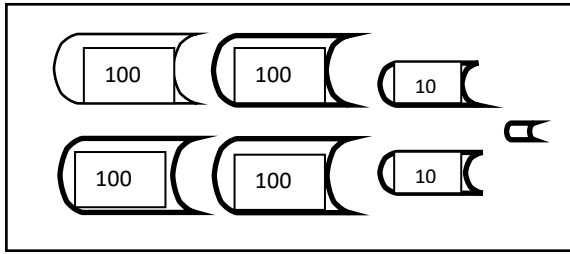
2.

\_\_\_\_\_  \_\_\_\_\_

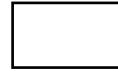
3.

\_\_\_\_\_  \_\_\_\_\_

4.



\_\_\_\_\_



\_\_\_\_\_

- Post-Activity

Activity 1

Directions: Compare the following numbers using the relation symbols  $>$ ,  $<$  or  $=$ . Write your answer in the blank.

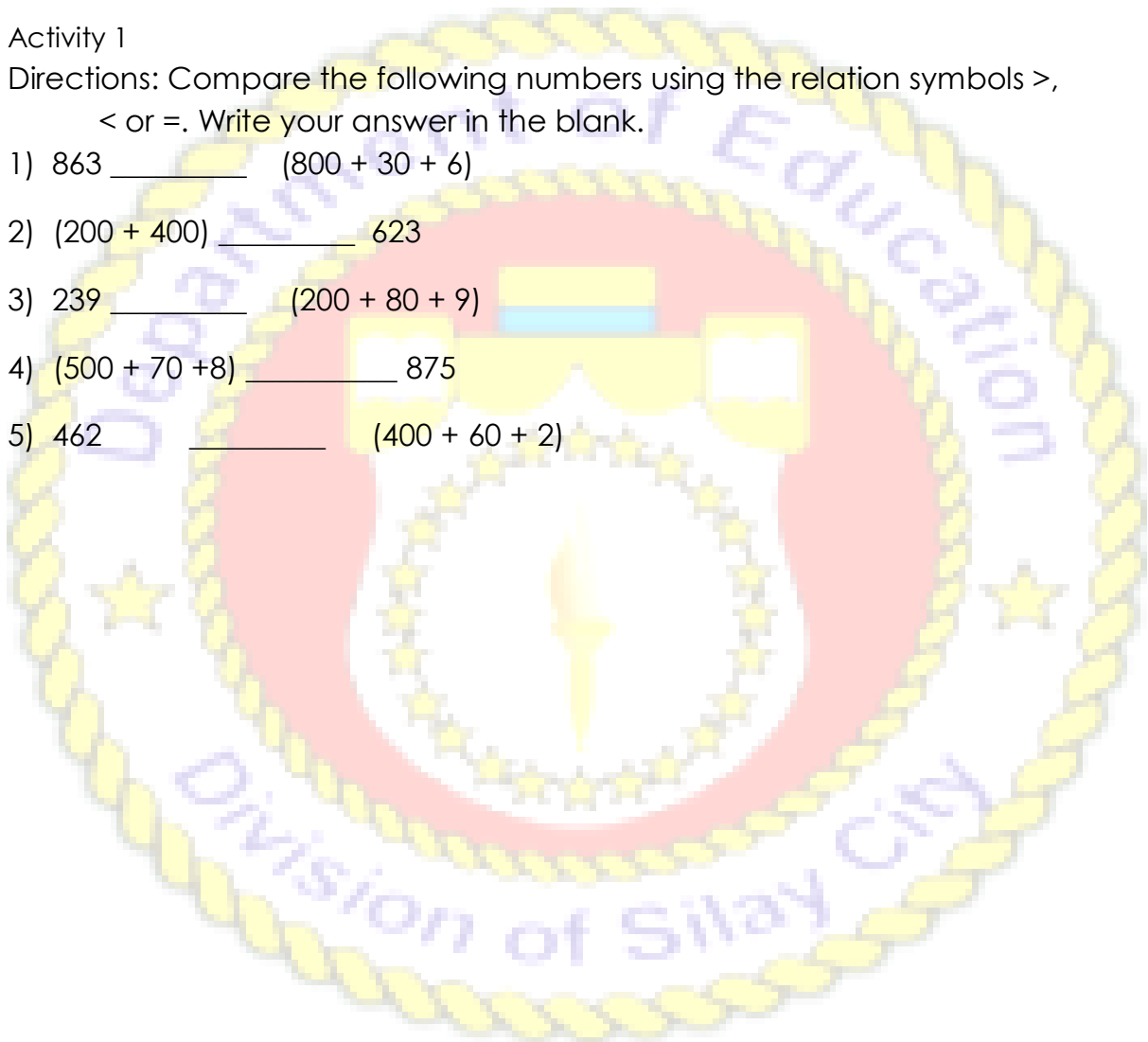
1)  $863$  \_\_\_\_\_  $(800 + 30 + 6)$

2)  $(200 + 400)$  \_\_\_\_\_  $623$

3)  $239$  \_\_\_\_\_  $(200 + 80 + 9)$

4)  $(500 + 70 + 8)$  \_\_\_\_\_  $875$

5)  $462$  \_\_\_\_\_  $(400 + 60 + 2)$



## Activity 6

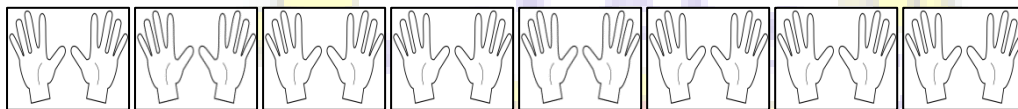
### Skip Counting Numbers by 10s, 50s and 100s

- Objective: Skip count numbers by 10s, 50s and 100s
- Skills: Counting numbers by 10s, 50s and 100s
- Materials: Activity Sheets, pencil
- Pre-Activity:

#### Activity 1

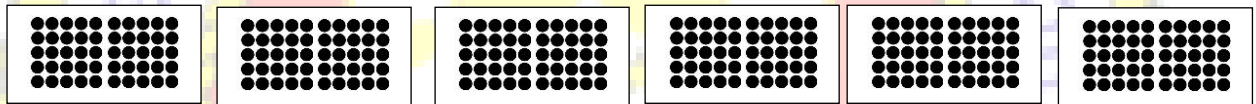
Directions: Work with a partner. Count the objects and write the numbers on the blanks. Take note of the skip counting used in each item.

#### 1. Skip counting by 10s



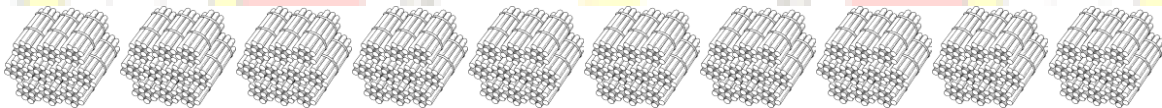
\_\_\_\_\_

#### 2. Skip counting by 50s



\_\_\_\_\_

#### 3. Skip counting by 100s



\_\_\_\_\_

#### Activity 2

Directions: Fill in the boxes with the missing numbers.

1.

10			40		60			90	
----	--	--	----	--	----	--	--	----	--

2.

150		250	300		400			550	
-----	--	-----	-----	--	-----	--	--	-----	--

3.

100		300		500		700			1000
-----	--	-----	--	-----	--	-----	--	--	------

4.

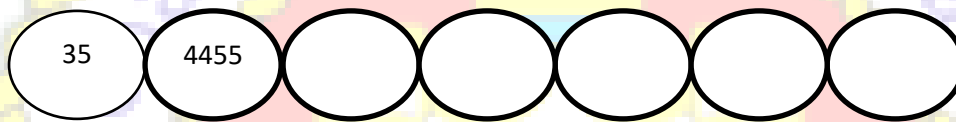
85	95		115		135		155		
----	----	--	-----	--	-----	--	-----	--	--

5.

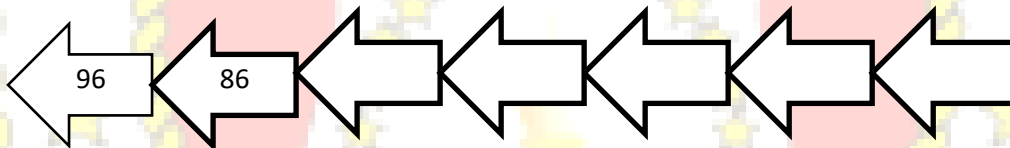
95	195		395		595			895	
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### Activity 3

1. Count forward by 10s



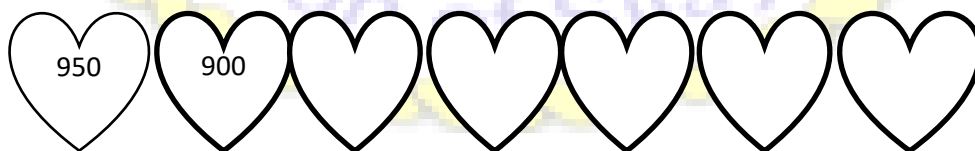
2. Count backward by 10s



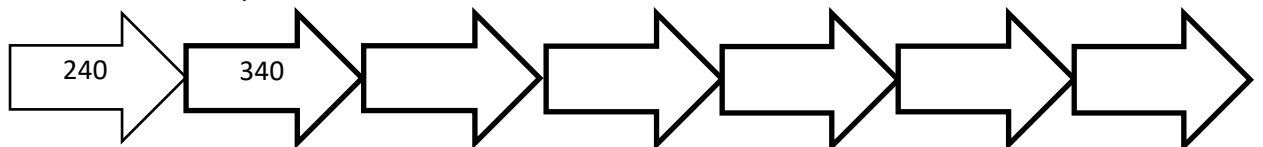
3. Count forward by 50s



4. Count backward by 50s



5. Count forward by 100s



- Post-Activity  
Activity 1

Directions: Study the skip counting pattern for each number and write the missing numbers.

1) 

50		150	200	
----	--	-----	-----	--

2) 

1 000	950		850	
-------	-----	--	-----	--

3) 

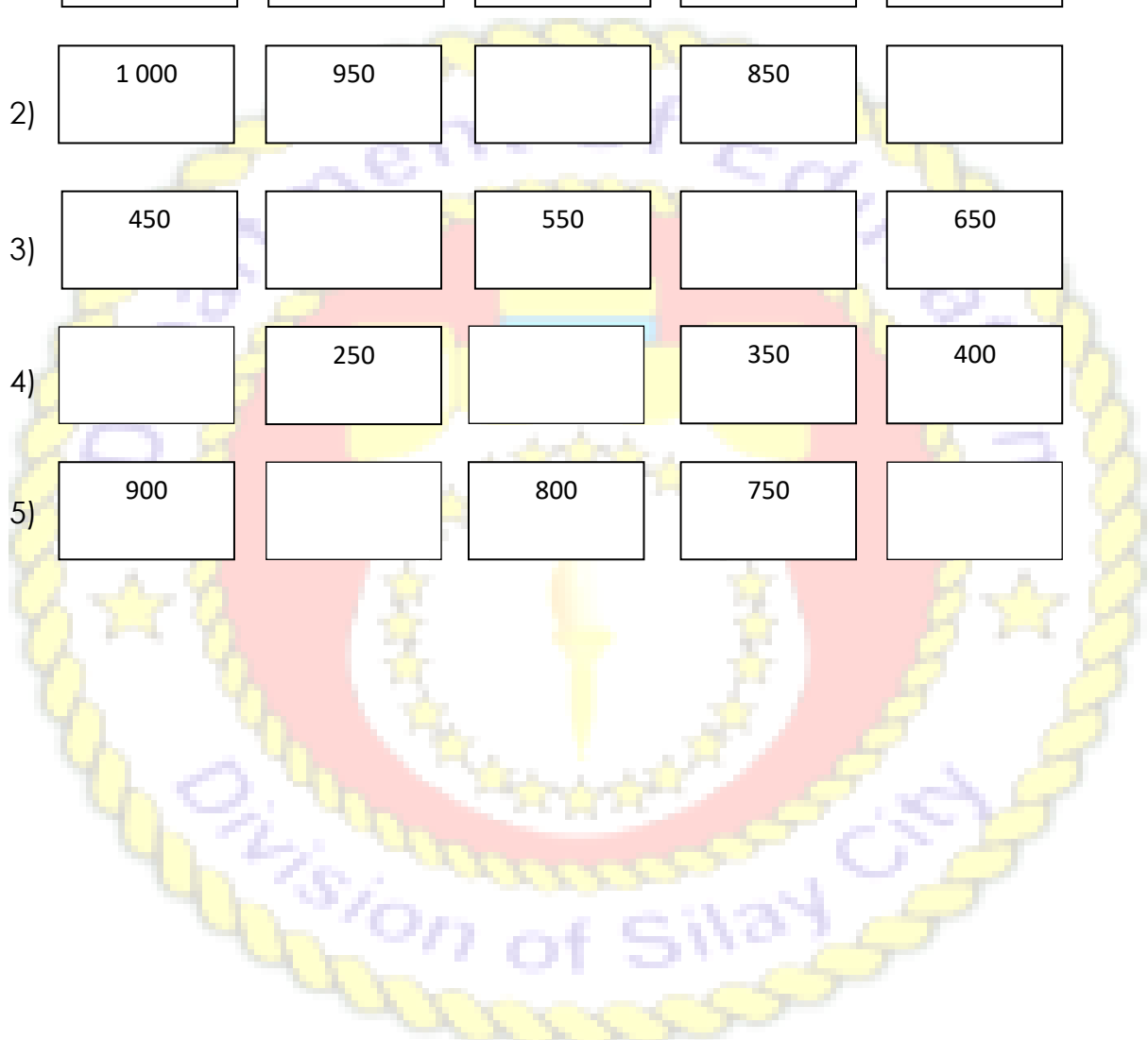
450		550		650
-----	--	-----	--	-----

4) 

	250		350	400
--	-----	--	-----	-----

5) 

900		800	750	
-----	--	-----	-----	--



## Activity 7

### Skip Counting Numbers by 10s, 50s and 100s

- Objective: Round off numbers to the nearest tens and hundreds
- Skill: Rounding off numbers to the nearest tens and hundreds
- Materials: Activity sheets, pencil, show-me-board
- Pre-Activity  
Activity 1

A. Directions: Round off to the nearest tens.

1) 45 = \_\_\_\_\_

2) 23 = \_\_\_\_\_

3) 57 = \_\_\_\_\_

4) 39 = \_\_\_\_\_

5) 62 = \_\_\_\_\_

B. Directions: Round off to the nearest hundreds.

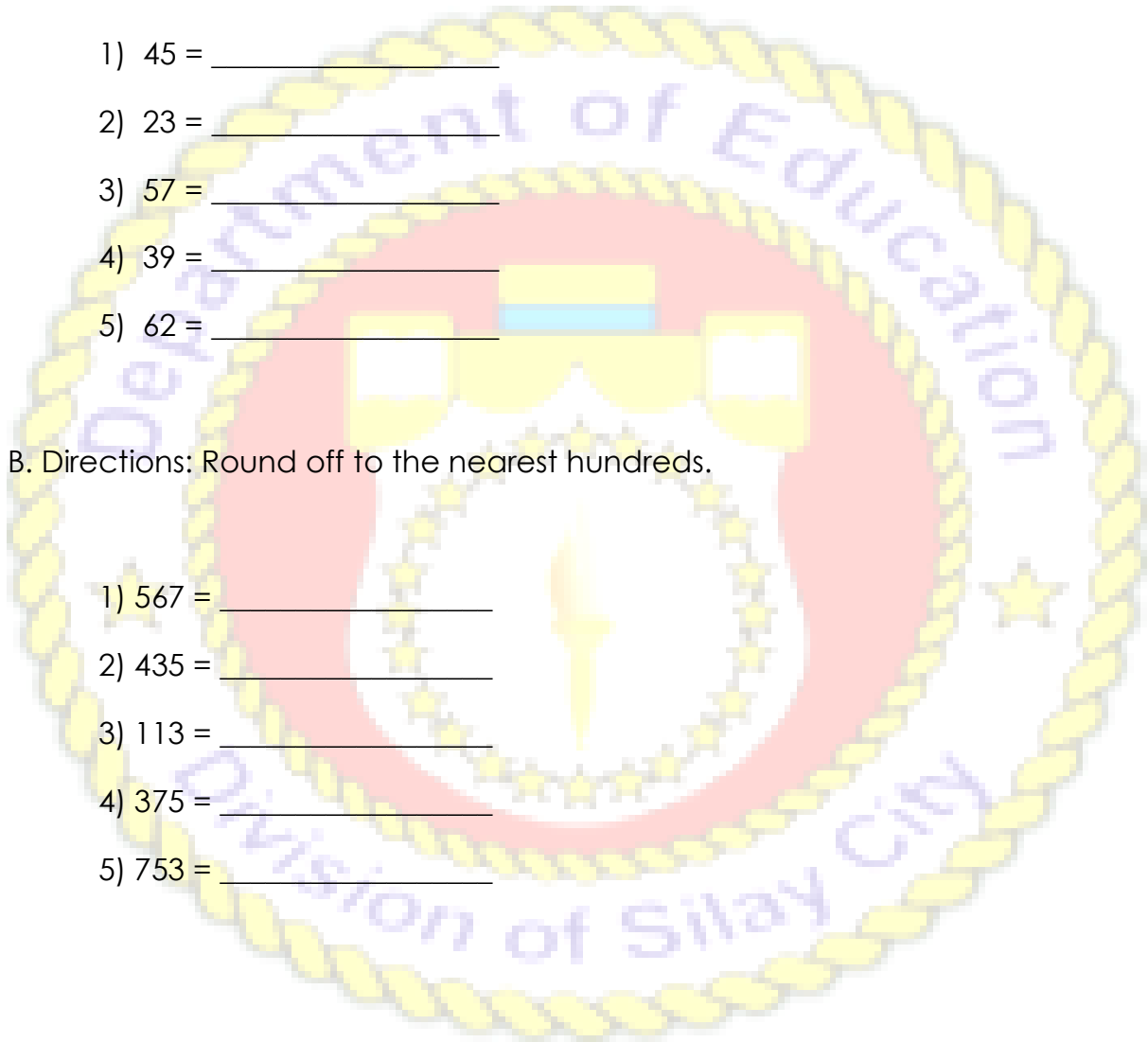
1) 567 = \_\_\_\_\_

2) 435 = \_\_\_\_\_

3) 113 = \_\_\_\_\_

4) 375 = \_\_\_\_\_

5) 753 = \_\_\_\_\_





## Activity 2

Directions: Match the numbers with their rounded off form. Write the letter on the blank.

### Column A

\_\_\_\_\_ 1. 316

\_\_\_\_\_ 2. 894

\_\_\_\_\_ 3. 638

\_\_\_\_\_ 4. 89

\_\_\_\_\_ 5. 42

\_\_\_\_\_ 6. 812

\_\_\_\_\_ 7. 745

\_\_\_\_\_ 8. 539

\_\_\_\_\_ 9. 355

\_\_\_\_\_ 10. 52

### Column B

a. 400

b. 200

c. 700

d. 50

e. 90

f. 800

g. 300

h. 500

i. 40

j. 600

k. 900

- Post-Activity  
Activity 1

Directions: Round off the numbers to the nearest tens and hundreds.

Number	Tens	Hundreds
578		
634		
152		
379		
883		

## Activity 8

### Identifying the 11th through 20th Objects of Given Sets

- Objective: Identify the 11<sup>th</sup> through 20<sup>th</sup> objects of given sets from a given point of reference
- Skill: Identifying ordinal numbers
- Materials: Pictures
- Pre-Activity  
Activity 1

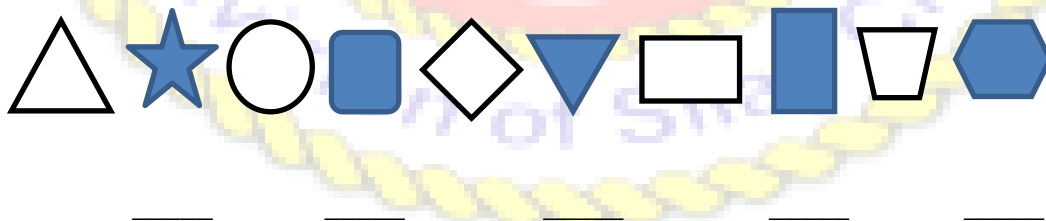


Directions: Do the following:

1. Encircle the 11<sup>th</sup> star.
2. Mark the 14<sup>th</sup> star with X.
3. Color the 16<sup>th</sup> star red.
4. Box the 18<sup>th</sup> star.
5. Write the first letter of your name on the 19<sup>th</sup> star.

#### Activity 2

Directions: Write the ordinal number of the shaded shape from 11<sup>th</sup> – 20<sup>th</sup> starting from the left.



- Post-Activity

Activity 1

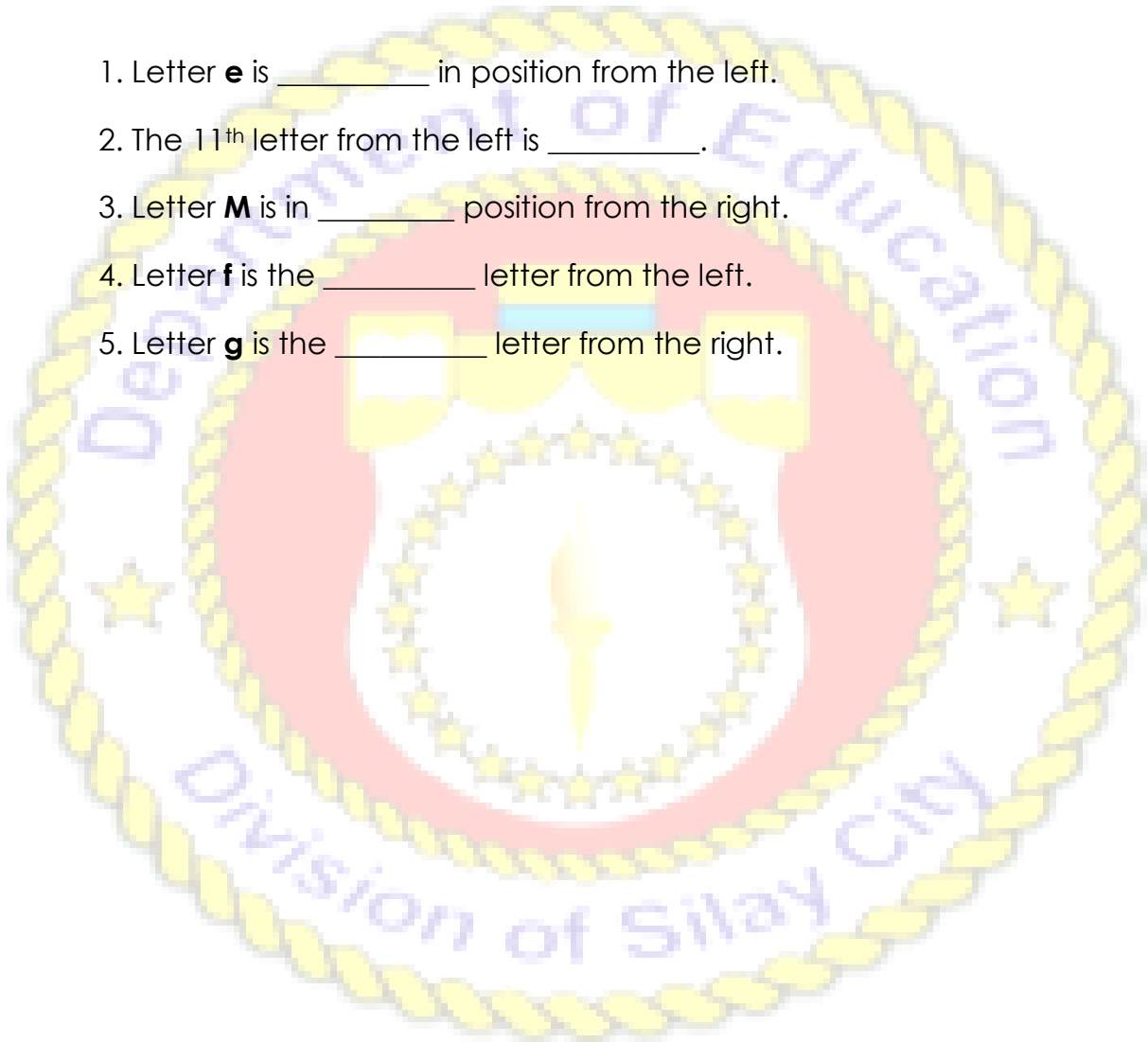
Directions: Fill in the blanks with the correct answer.

## Learning Math is fun

Left

Right

1. Letter **e** is \_\_\_\_\_ in position from the left.
2. The 11<sup>th</sup> letter from the left is \_\_\_\_\_.
3. Letter **M** is in \_\_\_\_\_ position from the right.
4. Letter **f** is the \_\_\_\_\_ letter from the left.
5. Letter **g** is the \_\_\_\_\_ letter from the right.



## Activity 9

### Using Patterns of Naming Ordinal Numbers Beyond 20

- Objective: Use the pattern of naming ordinal numbers beyond 20
- Skill: Using the pattern of naming ordinal numbers beyond 20
- Materials: Activity sheets, pencil, cut outs
- Pre-Activity:

#### Activity 1

Directions:

1. Divide the class into 4 groups.
2. Give each group cut outs of objects with ordinal numbers.
3. Arrange the ordinal numbers in order. The first group to finish will win.

Group 1 - 21<sup>st</sup> – 30<sup>th</sup>

Group 2 – 31<sup>st</sup> – 40<sup>th</sup>

Group 3 – 41<sup>st</sup> – 50<sup>th</sup>

Group 4 – 51<sup>st</sup> – 60<sup>th</sup>

#### Activity 2

Directions: Fill in the boxes with the missing ordinal numbers.

41 <sup>st</sup>		43 <sup>rd</sup>		45 <sup>th</sup>		47 <sup>th</sup>		50 <sup>th</sup>
------------------	--	------------------	--	------------------	--	------------------	--	------------------

51 <sup>st</sup>		53 <sup>rd</sup>		55 <sup>th</sup>		57 <sup>th</sup>		60 <sup>th</sup>
------------------	--	------------------	--	------------------	--	------------------	--	------------------

61 <sup>st</sup>	62 <sup>nd</sup>			65 <sup>th</sup>		67 <sup>th</sup>		70 <sup>th</sup>
------------------	------------------	--	--	------------------	--	------------------	--	------------------

81 <sup>st</sup>		83 <sup>rd</sup>		85 <sup>th</sup>		87 <sup>th</sup>		89 <sup>th</sup>	
------------------	--	------------------	--	------------------	--	------------------	--	------------------	--

21 <sup>st</sup>	22 <sup>nd</sup>		24 <sup>th</sup>		26 <sup>th</sup>		27 <sup>th</sup>		
------------------	------------------	--	------------------	--	------------------	--	------------------	--	--

- Post-Activity

Activity 1

Directions: Using the ordinal numbers starting from 31<sup>st</sup> and mango as the point of reference, answer the following questions.

mango	calamansi	lemon	banana	guyabano	guavas	makopa	avocado	papaya	atis
-------	-----------	-------	--------	----------	--------	--------	---------	--------	------

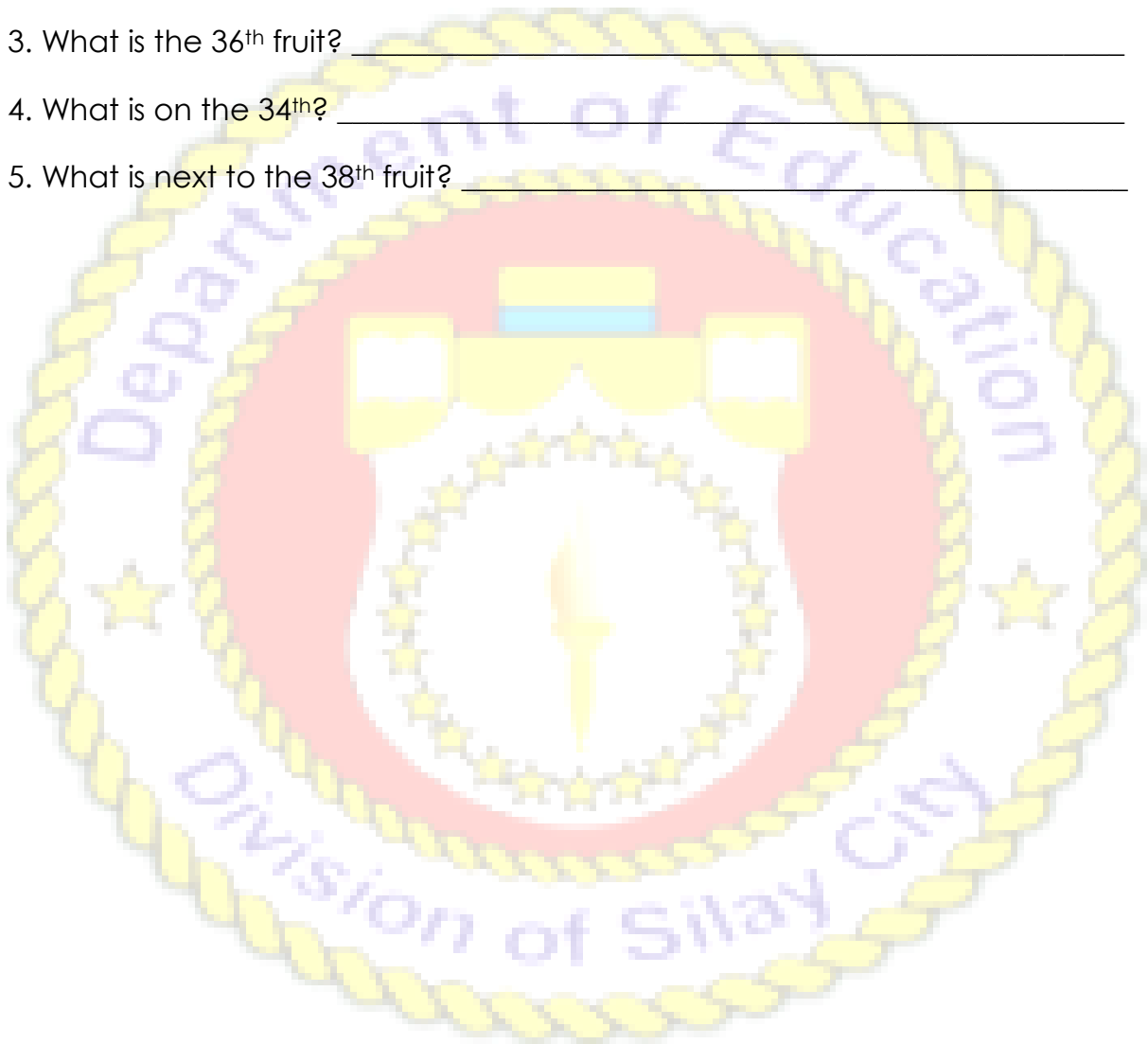
1. What is the 31<sup>st</sup> fruit? \_\_\_\_\_

2. What is the position of the guyabano? \_\_\_\_\_

3. What is the 36<sup>th</sup> fruit? \_\_\_\_\_

4. What is on the 34<sup>th</sup>? \_\_\_\_\_

5. What is next to the 38<sup>th</sup> fruit? \_\_\_\_\_



## Activity 10

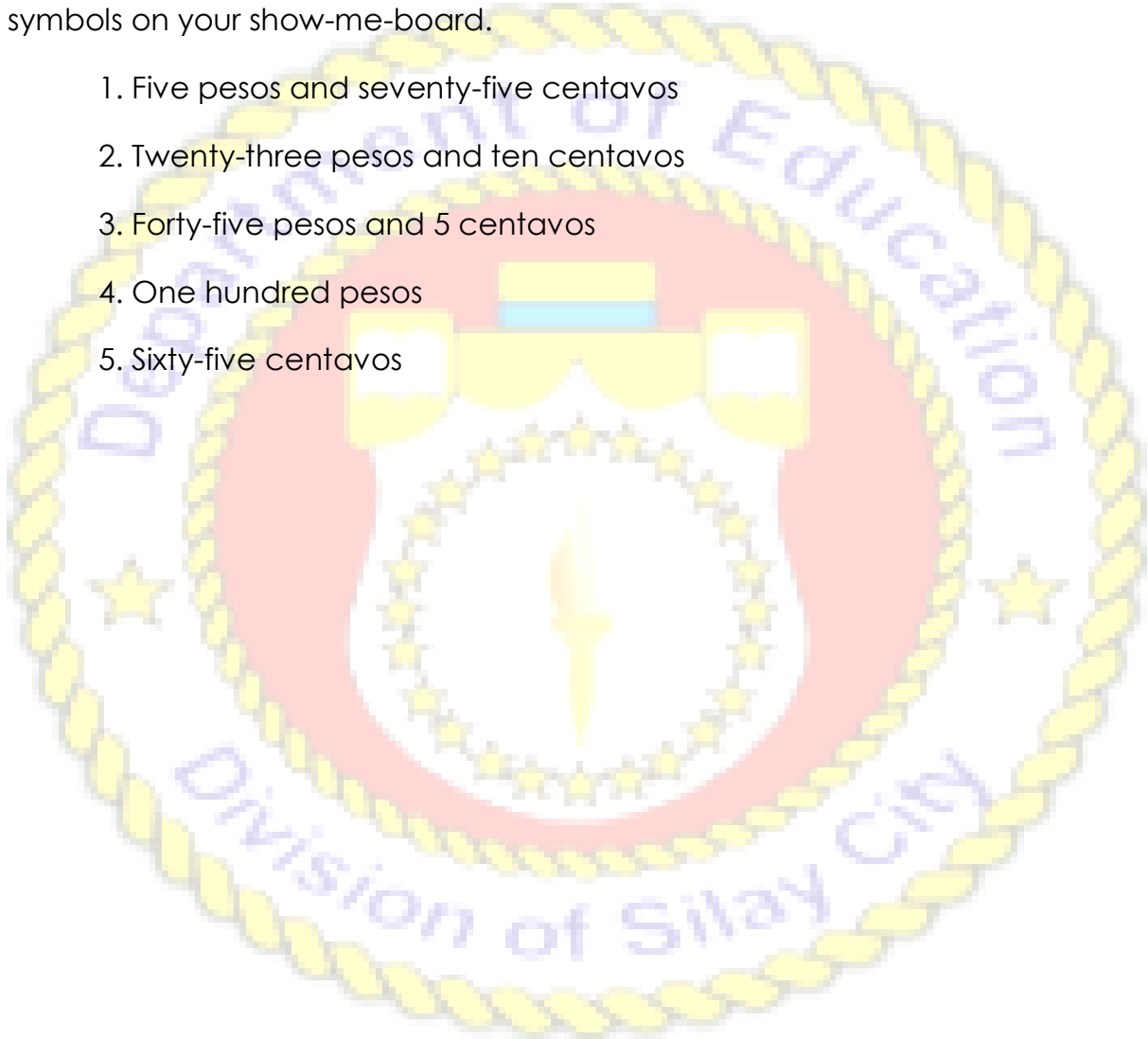
### Reading and Writing Money through 1000

- Objective: Read and write money through 1000
- Skill: Reading and writing money through 1000
- Materials: Show-me-board, chalk, flashcards, activity sheets
- Pre-Activity

#### Activity 1

Directions: Read each amount of money on the flash card and write it in symbols on your show-me-board.

1. Five pesos and seventy-five centavos
2. Twenty-three pesos and ten centavos
3. Forty-five pesos and 5 centavos
4. One hundred pesos
5. Sixty-five centavos

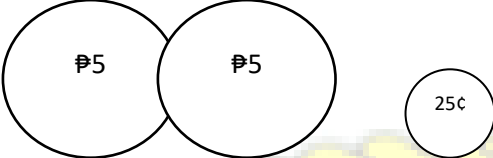


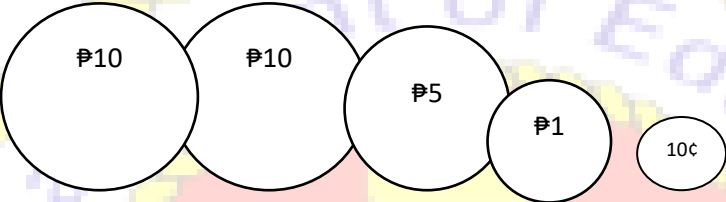
## Activity 2

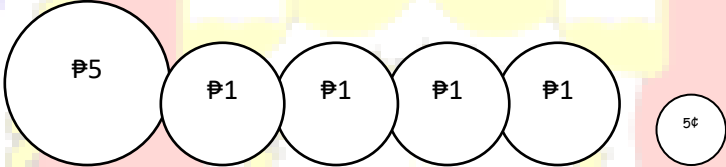
Directions: Match each set of coins with the correct amount. Write the letter of the correct answer on the blank.

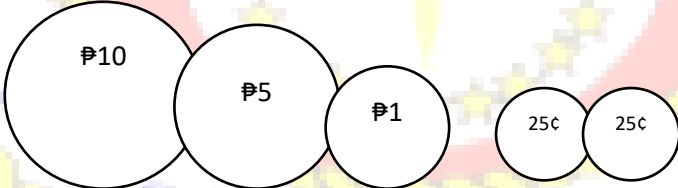
### Column A

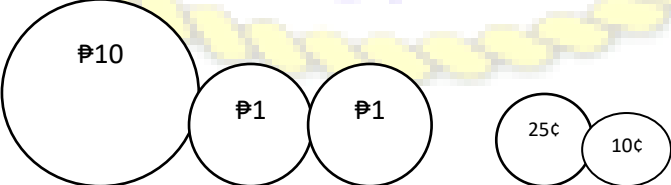
### Column B

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

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

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

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

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

A. ₱16.50

B. ₱ 8.05

C. ₱12.35

D. ₱10.25

E. ₱ 9.05

F. ₱26.10

- Post-Activity


Activity 1

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

1. 

In symbols: \_\_\_\_\_

In words: \_\_\_\_\_

2. 

In symbols: \_\_\_\_\_

In words: \_\_\_\_\_

3. 

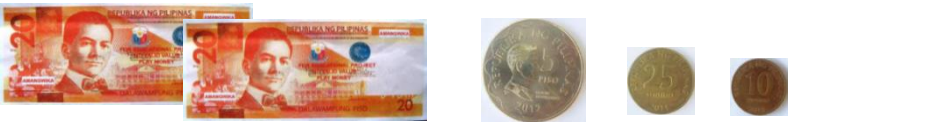
In symbols: \_\_\_\_\_

In words: \_\_\_\_\_

4. 

In symbols: \_\_\_\_\_

In words: \_\_\_\_\_

5. 

In symbols: \_\_\_\_\_

In words: \_\_\_\_\_



## Activity 11

### Reading and writing money value through 1000

- Objective: Express money as pesos and centavos through 1000
- Skill: Expressing money as pesos and centavos through 1000
- Materials: Play money, show-me-board, chalk
- Pre-Activity:

Activity 1 "Game: Bring Me"

Directions: Divide the class into 4 groups. Using the play money, a representative from the group will give the bills and coins asked for by the teacher. The first group that can give the correct set of bills and coins will get the point for his/her group.

1. ₱ 15.25

2. ₱236.50

3. ₱345.25

4. ₱510.45

5. ₱625.10

Activity 2

Directions: Write the value of the money in pesos and centavos.

1. ₱50 ₱50 ₱20 ₱10 = \_\_\_\_\_

2. ₱100 ₱100 ₱100 ₱50 ₱10 25¢ = \_\_\_\_\_

3. ₱500 ₱200 ₱200 ₱100 = \_\_\_\_\_

4. ₱500 ₱100 ₱50 25¢ 25¢ = \_\_\_\_\_

5. ₱50 ₱50 ₱10 ₱10 ₱1 ₱1 10¢ = \_\_\_\_\_

Activity 3

Directions: Count the sets of bills and coins. Write the amount in pesos and centavos.



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



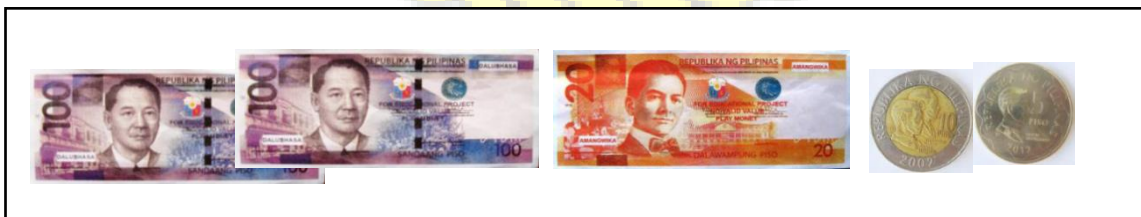
2. \_\_\_\_\_



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



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



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

- Post-Activity  
Activity 1

Directions: Using your play money, show the sets of bills and coins for the following amounts.

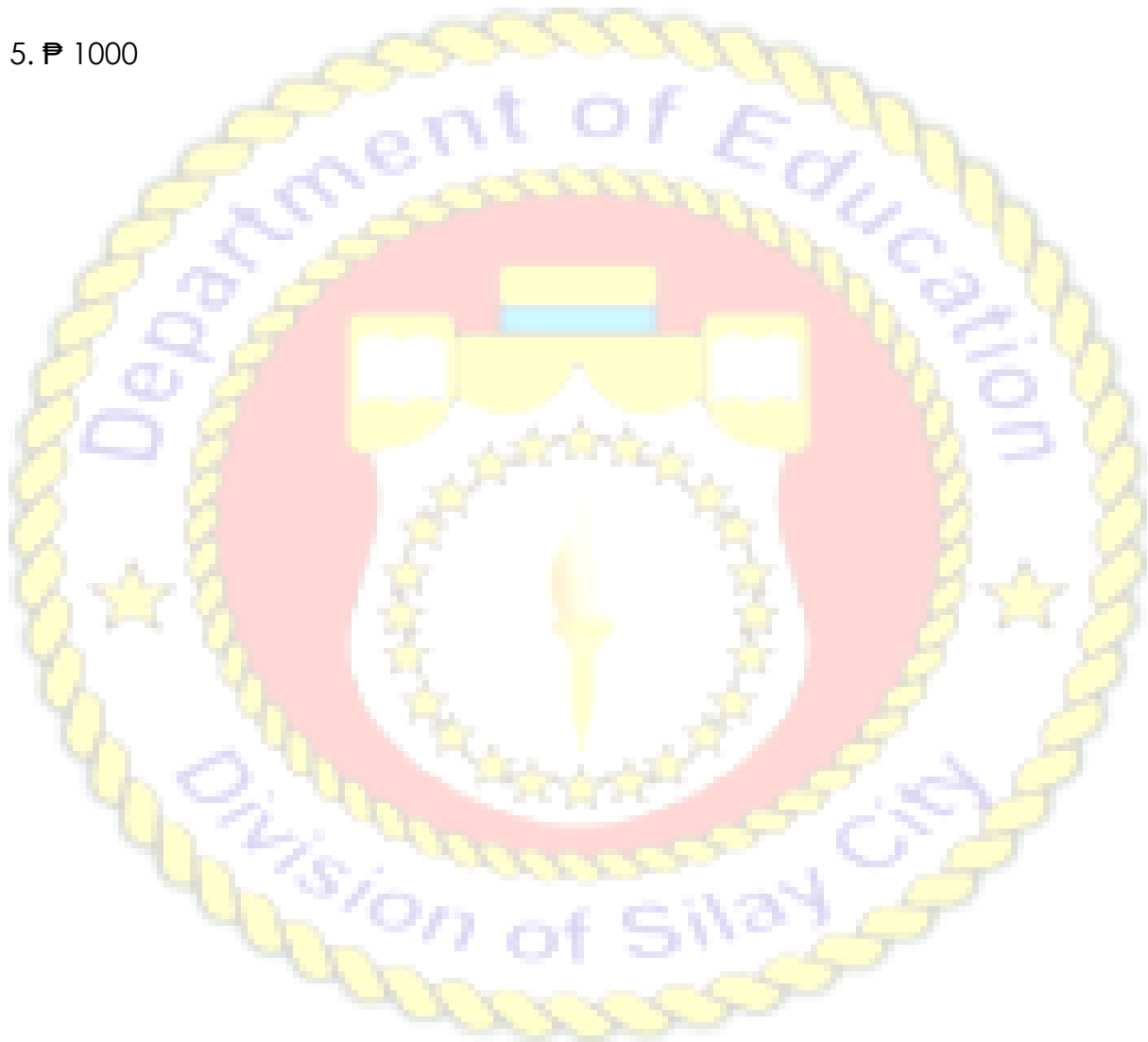
1. ₱58.25

2. ₱145.50

3. ₱565.75

4. ₱358.10

5. ₱ 1000



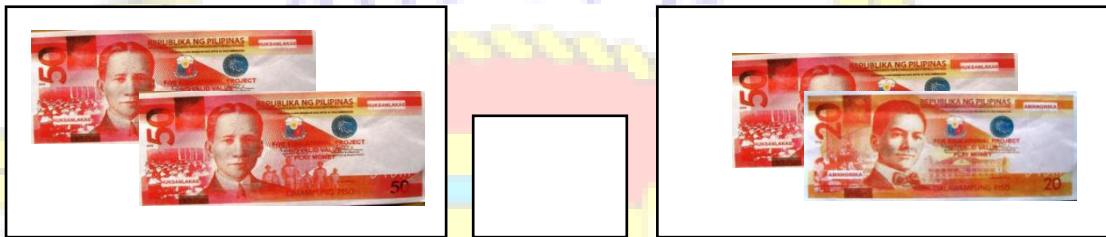
## Activity 12

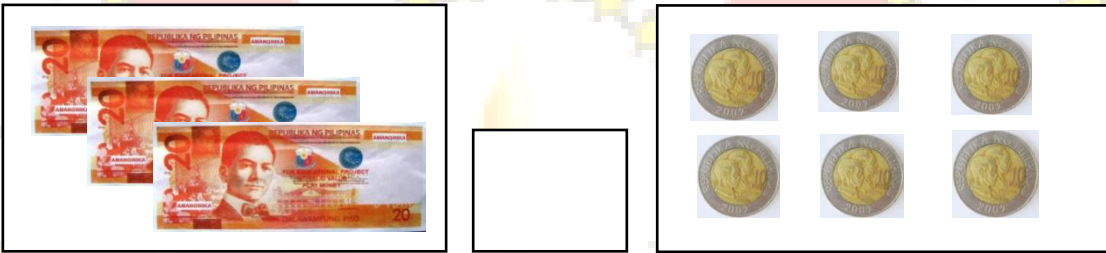
### Comparing Values of Money Using Relation Symbols


- Objective: Compare values of different denominations of coins and paper bills through ₱100 using the relation symbols ( $>$ ,  $<$  or  $=$ )
- Skill: Comparing values of money using relation symbols
- Materials: Show-me-board, paper strips
- Pre-Activity:

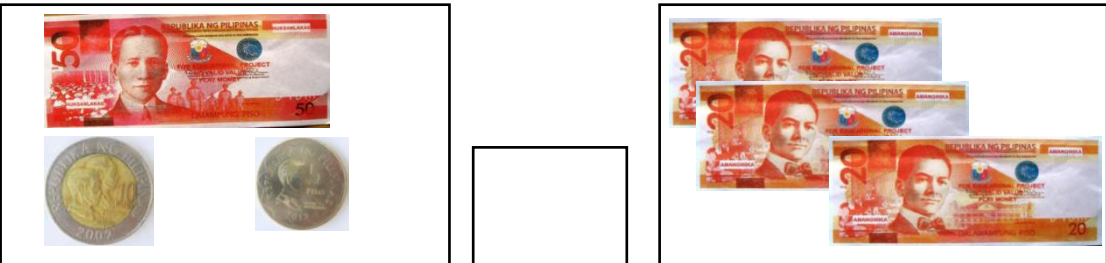
#### Activity 1

Directions: Look at the two sets of paper bills and coins shown by the teacher. Compare the amounts of money. Write the correct relation symbol ( $>$ ,  $<$ ,  $=$ ) on your show-me-board.

1. 

2. 

3. 

4. 

5.



• Post-Activity  
Activity 1

Directions: Write the amounts of money on the blanks. Compare the amounts using the relation symbols (>, <, =).

1. Sheila has ₱95 while Nita has ₱100.

\_\_\_\_\_  \_\_\_\_\_

2. Maria has ₱48 while Lorna has ₱18.

\_\_\_\_\_  \_\_\_\_\_

3. Mang Lino saved ₱90 while Mang Jose saved ₱ 65.

\_\_\_\_\_  \_\_\_\_\_

4. Alice spends two ₱20 while Ella spends two ₱10.

\_\_\_\_\_  \_\_\_\_\_

5. Renee has three ₱10-coins while Nelly has six ₱5-coins.

\_\_\_\_\_  \_\_\_\_\_

## Activity 13

### Reading and Writing Roman Numbers through C, Changing Roman Numbers to Hindu-Arabic Numerals and Vice Versa

- Objectives: 1. Read and write Roman Numbers through C  
2. Change Roman Numbers to Hindu-Arabic Numerals and Vice Versa
- Skill: Reading and Writing Roman Numbers through C  
Changing Roman Numbers to Hindu-Arabic Numerals and Vice Versa
- Materials: Show-me-board, chalk, pencil, flash cards
- Pre-Activity

#### Activity 1

Directions: Read the Hindu-Arabic Numerals on the flash cards. Change each number into Roman Numerals. Write your answer on your show-me-board.

- |       |         |
|-------|---------|
| 1) 6  | 6) 29   |
| 2) 38 | 7) 85   |
| 3) 78 | 8) 63   |
| 4) 23 | 9) 92   |
| 5) 14 | 10) 100 |

#### Activity 2

Directions: Complete the numbers in the series.

- 1) XXI, \_\_\_\_\_, XXIII, \_\_\_\_\_, XXV, \_\_\_\_\_, XXVII, \_\_\_\_\_, XXIX
- 2) XXXI, \_\_\_\_\_, \_\_\_\_\_, XXXIV, \_\_\_\_\_, \_\_\_\_\_, XXXVII, XXVIII
- 3) XI, XII, \_\_\_\_\_, \_\_\_\_\_, XV, \_\_\_\_\_, XVII, XVIII, \_\_\_\_\_, XX
- 4) XL, \_\_\_\_\_, XLII, \_\_\_\_\_, XLIV, \_\_\_\_\_, XLV, \_\_\_\_\_, XLVII
- 5) XC, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, XCIV, \_\_\_\_\_, XCVI, \_\_\_\_\_, XCVIII

• Post-Activity:

Activity 1

Directions: Change the following into Hindu-Arabic numerals

1) XXXIX = \_\_\_\_\_

2) XLIV = \_\_\_\_\_

3) XCVII = \_\_\_\_\_

4) LXXIX = \_\_\_\_\_

5) LVI = \_\_\_\_\_

Activity 2

Directions: Write the answer of the following in Roman Numerals.

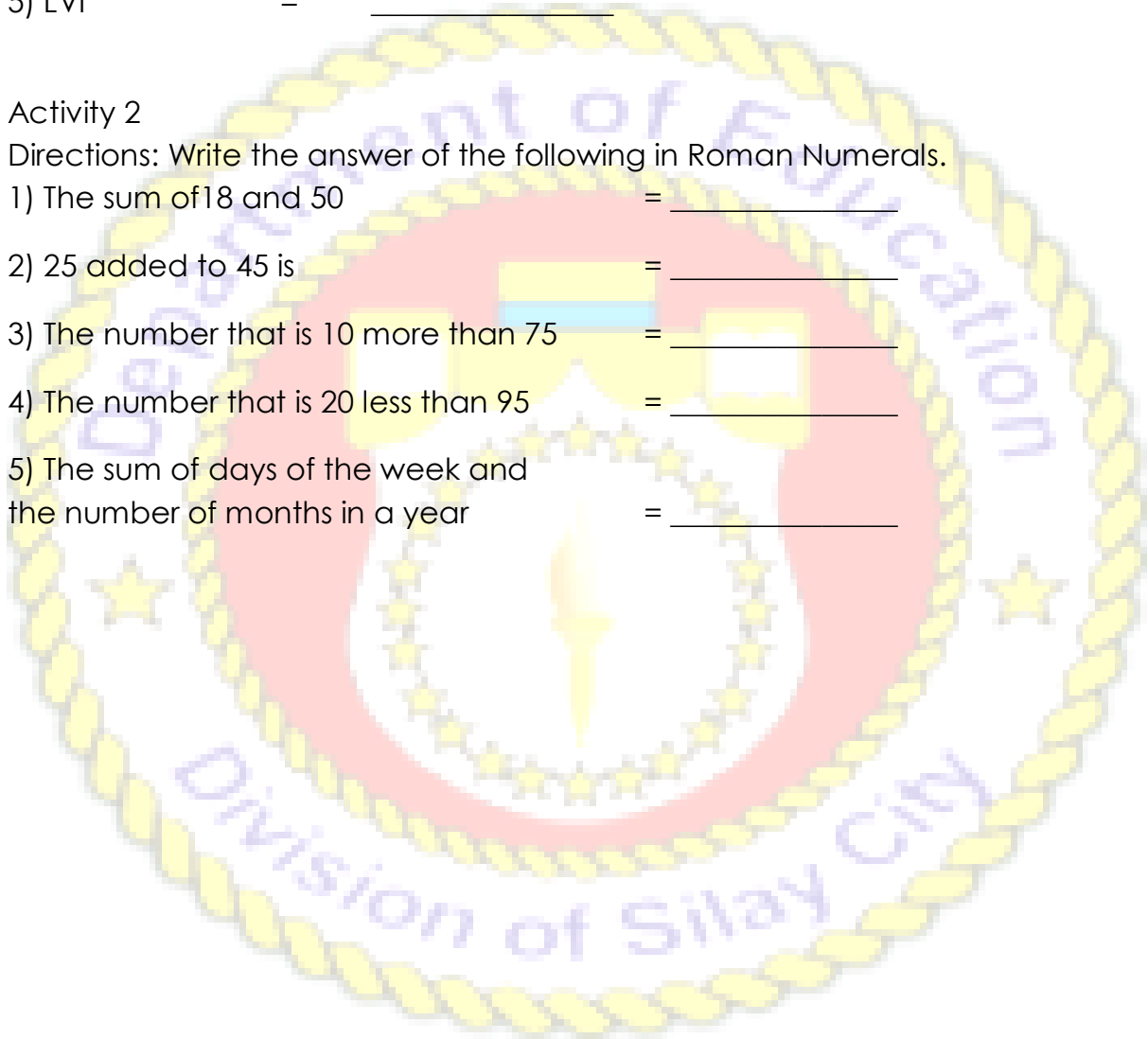
1) The sum of 18 and 50 = \_\_\_\_\_

2) 25 added to 45 is = \_\_\_\_\_

3) The number that is 10 more than 75 = \_\_\_\_\_

4) The number that is 20 less than 95 = \_\_\_\_\_

5) The sum of days of the week and the number of months in a year = \_\_\_\_\_



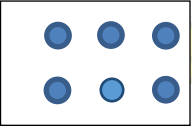
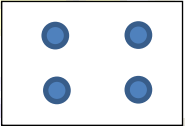
# Activity 14

## Illustrating the Properties of Addition

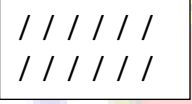
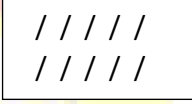
- Objective: Illustrate the properties of addition (Commutative Property)
- Skill: Illustrating the Properties of Addition
- Materials: Activity sheets, pencil
- Pre-Activity

### Activity 1

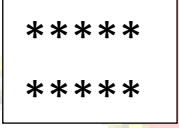
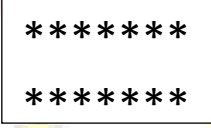
Directions: Write the addition sentence for each illustration. Then change the order of the addends and find the sum.

1.  

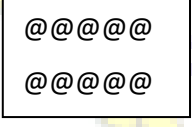
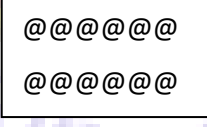
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2.  


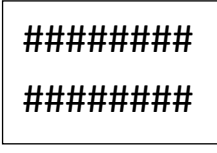
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3.  

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4.  

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5.  

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



## Activity 2

Directions: Change the order of the addends and find the sum.

$$1) 105 + 24 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$2) 32 + 45 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$3) 234 + 33 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$4) 623 + 342 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$5) 354 + 435 = \underline{\quad} + \underline{\quad} = \underline{\quad}$$

- Post-Activity:

### Activity 1

Directions: Write the missing number to show the commutative property of addition and find the sum.

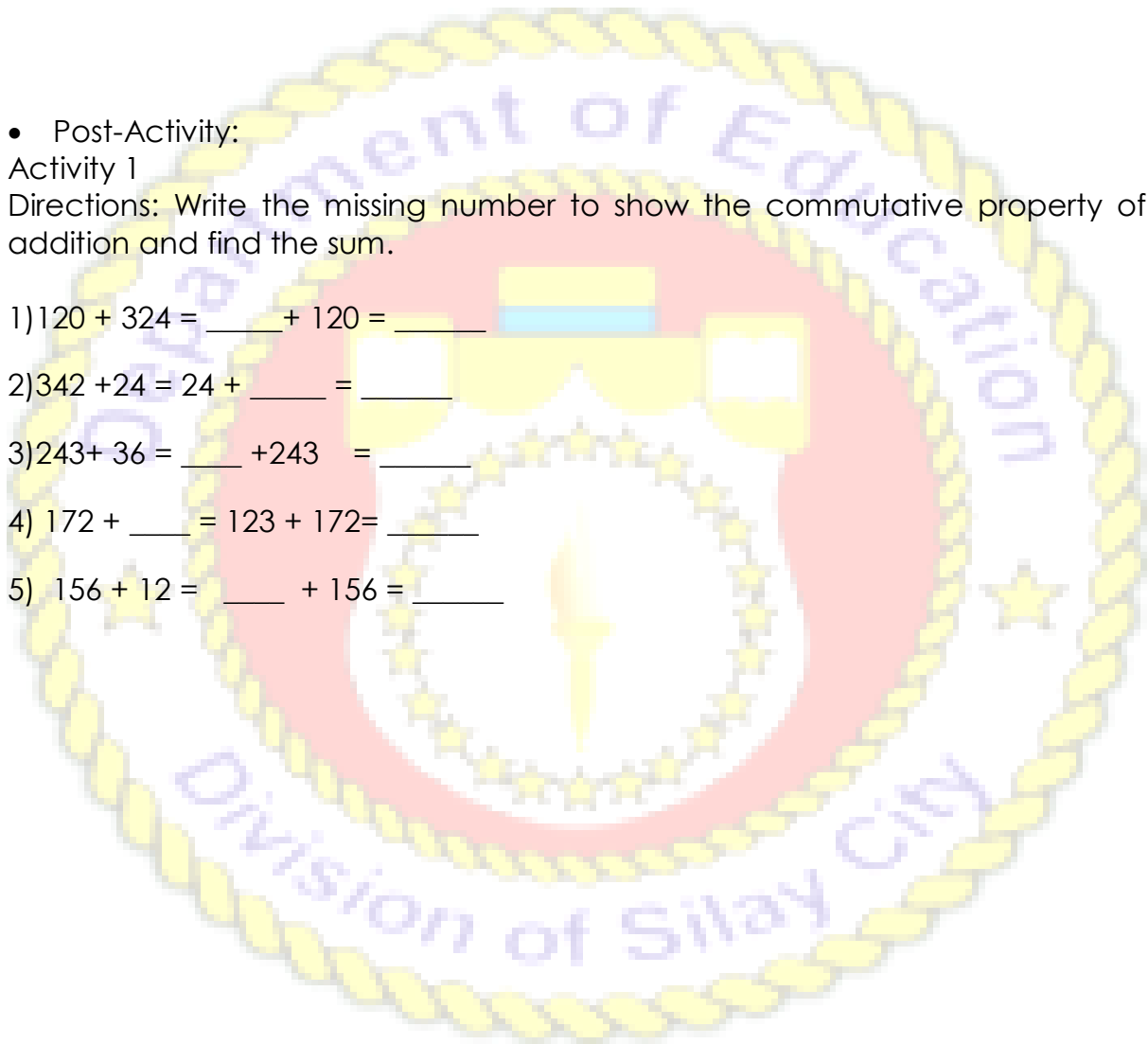
$$1) 120 + 324 = \underline{\quad} + 120 = \underline{\quad}$$

$$2) 342 + 24 = 24 + \underline{\quad} = \underline{\quad}$$

$$3) 243 + 36 = \underline{\quad} + 243 = \underline{\quad}$$

$$4) 172 + \underline{\quad} = 123 + 172 = \underline{\quad}$$

$$5) 156 + 12 = \underline{\quad} + 156 = \underline{\quad}$$



## Activity 15

### Illustrating the Properties of Addition

- Objective: Show the properties of addition (Associative Property)
- Skill: Showing the properties of addition (Associative Property)
- Materials: Pencil, activity sheets
- Pre-Activity:

#### Activity 1

Directions: Fill in the blanks with the missing number.

1. 

####
####

###
###

##
##

  
 $(\underline{\quad 8 \quad} + \underline{\quad 6 \quad}) + \underline{\quad 4 \quad} = \underline{\quad \quad} + (\underline{\quad \quad} + \underline{\quad \quad})$   
 $\underline{\quad \quad} + \underline{\quad \quad} = \underline{\quad \quad} + \underline{\quad \quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

2. 

\$\$\$
\$\$\$

\$\$\$\$
\$\$\$\$

\$\$\$\$
\$\$\$\$

  
 $(\underline{\quad 6 \quad} + \underline{\quad 10 \quad}) + \underline{\quad 8 \quad} = \underline{\quad \quad} + (\underline{\quad \quad} + \underline{\quad \quad})$   
 $\underline{\quad \quad} + \underline{\quad \quad} = \underline{\quad \quad} + \underline{\quad \quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

3. 

&&&&
&&&&

&&&
&&&

&&
&&

  
 $\underline{\quad 10 \quad} + (\underline{\quad 6 \quad} + \underline{\quad 4 \quad}) = (\underline{\quad \quad} + \underline{\quad \quad}) + \underline{\quad \quad}$   
 $\underline{\quad \quad} + \underline{\quad \quad} = \underline{\quad \quad} + \underline{\quad \quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

4. 

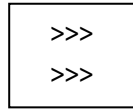
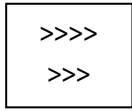
ooooo
ooooo

oooooo
oooooo

oooo
oooo

  
 $\underline{\quad 10 \quad} + (\underline{\quad 12 \quad} + \underline{\quad 8 \quad}) = (\underline{\quad \quad} + \underline{\quad \quad}) + \underline{\quad \quad}$   
 $\underline{\quad \quad} + \underline{\quad \quad} = \underline{\quad \quad} + \underline{\quad \quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

5.



$$\underline{\quad 7 \quad} + (\underline{\quad 6 \quad} + \underline{\quad 5 \quad}) = (\underline{\quad \quad} + \underline{\quad \quad}) + \underline{\quad \quad}$$

$$\underline{\quad \quad} + \underline{\quad \quad} = \underline{\quad \quad} + \underline{\quad \quad}$$

$$\underline{\quad \quad} = \underline{\quad \quad}$$

Activity 2

Directions: Group the addends into two ways and find the sum.

a.  $5 + 6 + 2 = 5 + 6 + 2$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

b.  $12 + 3 + 8 = 12 + 3 + 8$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

c.  $9 + 14 + 6 = 9 + 14 + 6$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

d.  $12 + 10 + 8 = 12 + 10 + 8$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

e.  $20 + 30 + 10 = 20 + 30 + 10$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$   
 $\underline{\quad \quad} = \underline{\quad \quad}$

