

1

# Lesson Exemplar for Mathematics

Quarter 1

Week

4

## Lesson Exemplar for Mathematics Grade 1 Quarter 1: Week 4

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<b>MATATAG K to 10 Curriculum Weekly Lesson Log</b>	School	Grade Level	One
	Name of Teacher	Learning Area	Mathematics
	Teaching Dates and Time	Quarter	1

	DAY 1	DAY 2	DAY 3	DAY 4
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>				
<i>A. Content Standards</i>	<i>Mathematics 1 First Quarter: Number and Algebra</i> The learners should have knowledge and understanding of simple two-dimensional shapes and their features.			
<i>B. Performance Standards</i>	The learner should have knowledge and understanding of whole numbers up to 100.			
<i>C. Learning Competencies</i>	The learners should be able to; 1. read and write numbers from 1 up to 100. 2. recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g. number line, block or bar models, and numerals). 3. compare two numbers up to 20.	The learners should be able to; 1. read and write numbers from 1 up to 100. 2. recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g. number line, block or bar models, and numerals). 3. compare two numbers up to 20.	The learners should be able to; 1. read and write numbers from 1 up to 100. 2. recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g. number line, block or bar models, and numerals). 3. compare two numbers up to 20.	The learners should be able to; 1. read and write numbers from 1 up to 100. 2. recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g. number line, block or bar models, and numerals). 3. compare two numbers up to 20.
<i>D. Learning Objectives</i>	At the end of the lesson, the learners should be able to read and write numbers 1 up to 50.	At the end of the lesson, the learners should be able to read and write numbers 51 up to 100.	At the end of the lesson, the learners should be able to recognize and represent numbers 1 to 100 using a variety of concrete and pictorial models (e.g., number line, block or bar, model, and numerals).	At the end of the lesson, the learners should be able to use the phrases “less than”, “more than”, and “as many as” in comparing two numbers up to 20.
<i>E. Instructional Design framework feature (s)</i>	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity

F. <i>21<sup>st</sup> Century Skills</i>	Reflective Thinking, Visual, Digital, and Interactive Literacy,	Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy,	Reflective Thinking, Digital, and Interactive Literacy
<b>II. CONTENT</b>				
<b>III. LEARNING RESOURCES</b>				
A. <i>References</i>	<a href="https://www.youtube.com/watch?v=7l2lcYEEfm8">https://www.youtube.com/watch?v=7l2lcYEEfm8</a> <a href="https://www.youtube.com/watch?v=Fwts6Y22tTE">https://www.youtube.com/watch?v=Fwts6Y22tTE</a> <a href="https://www.lessonplanet.com/teachers/patterns-of-2s-5s-and-10s">https://www.lessonplanet.com/teachers/patterns-of-2s-5s-and-10s</a>  <a href="https://www.twinkl.com.ph/resource/winter-themed-greater-than-or-less-than-up-to-20-activity-sheet-t-n-7282">https://www.twinkl.com.ph/resource/winter-themed-greater-than-or-less-than-up-to-20-activity-sheet-t-n-7282</a>			
B. <i>Other Learning Resources</i>	<a href="https://www.mathsdiary.com/count-the-objects-and-write-the-number-and-number-name/">https://www.mathsdiary.com/count-the-objects-and-write-the-number-and-number-name/</a>	Butaran, Rosario, et. al. RBS Mathematics Series Number Smart 1. Rex Bookstore Inc. 2015		
<b>IV. TEACHING AND LEARNING PROCEDURES</b>				
<b>Before/Pre-Lesson Proper</b>				
<i>Activating Prior Knowledge</i>	<p>Call Out Loud! The learners will be asked to form a circle and do any of these activities for recall:</p> <p>a. Count 1 to 20, two or more times. For fun, count faster each time.</p> <p>b. Counting Forward: Stand and call out a number in turn. Do this with a group. Example: You say</p>	<p>Simple recall: Watch the video “Guess the numbers from 40 to 50”</p> <p><a href="https://www.youtube.com/watch?v=H-kJnZy-7xo">https://www.youtube.com/watch?v=H-kJnZy-7xo</a></p> <p>Let the students guess the number. The teacher may opt to pause the video so the students may answer the questions.</p>	Use Rote Counting for the recall of the previous lesson. The teacher randomly calls the learners to recite the next 5 numbers of the given number.	Let the learners identify which set of materials is greater. Use two tables with different toys or school supplies that will make the students count. Use manipulative devices that show greater than (like alligator's teeth or Pacman) so that students

	10, your classmate says 11... c. Counting Backward: Count in reverse as you sit down one at a time. Example: You say 14, your seatmate says 13...			can decide on the position of the symbols. 																																																																																																				
<i>Lesson Purpose/Intention</i>	To read, and write numbers from 1 to 50	To read, and write numbers from 51 to 100	To recognize and represent numbers 1 to 100 using a variety of concrete and pictorial models	To use the phrases “less than”, “more than”, and “as many as” in comparing two numbers from 1 up to 20.																																																																																																				
<i>Lesson Language Practice</i>	number names from one to fifty	number names from fifty-one to one hundred	number names from one to one hundred	“less than”, “more than”, and “as many as”																																																																																																				
<b>During/Lesson Proper</b>																																																																																																								
<i>Reading the Key Idea/ Stem</i>	The teacher will present a table of numbers from 1-100 and will ask the learners to read and analyze. <table border="1" data-bbox="448 850 826 1315"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td></tr> <tr><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td></tr> <tr><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Present the table of numbers from 51 - 100. <table border="1" data-bbox="882 818 1249 1289"> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td></tr> <tr><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td></tr> <tr><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td></tr> <tr><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td></tr> <tr><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td></tr> <tr><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	Present a story for counting 1-100. <a href="https://www.youtube.com/watch?v=MumTZ3IK2Rs">https://www.youtube.com/watch?v=MumTZ3IK2Rs</a>  Counting to 100 using your imagination 🌟 - Read aloud the story "When I am Bigger"	Watch a video on arranging numbers. <i>Compare and arrange the number of stickers.</i>  <a href="https://www.youtube.com/watch?v=Y3OZZ_V6XME">https://www.youtube.com/watch?v=Y3OZZ_V6XME</a>
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<i>Developing Understanding of the Key Idea/ Stem</i>	Questions/Activities: 1. Let the learners read the number.	Questions/Activities: 1. Guest the Secret Number	Questions/Activities:	Questions/Activities:																																																																																																				

- Can you write these numbers in words?
- By pair, ask them to select 2 numbers from 1 to 10. Let them write on the board their selected numbers in symbols and in words.

4. Read the following number words

<b>11</b> eleven	<b>16</b> sixteen
<b>12</b> twelve	<b>17</b> seventeen
<b>13</b> thirteen	<b>18</b> eighteen
<b>14</b> fourteen	<b>19</b> nineteen
<b>15</b> fifteen	<b>20</b> twenty

Notice that some words here start with the other number words. Can you identify them?

- Can you also read the following?

<b>20</b> twenty	<b>25</b> twenty-five
<b>21</b> twenty-one	<b>26</b> twenty-six
<b>22</b> twenty-two	<b>27</b> twenty-seven
<b>23</b> twenty-three	<b>28</b> twenty-eight
<b>24</b> twenty-four	<b>29</b> twenty-nine

How are the number words written?

- Look closely at numbers 51 to 100 and find the secret number.

Instructions:

- Cross out the numbers from 78 to 83.
- Cross out the numbers from 97 to 99.
- Cross out the numbers ending in 2 and 6
- Cross out the numbers ending in 6
- Cross out 88 and the eight numbers around it.
- Cross out the rows containing the numbers 55
- What is the secret number?

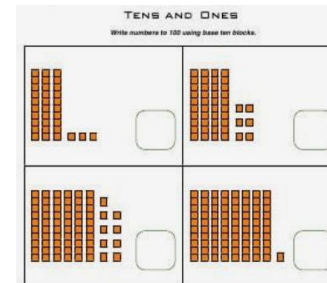
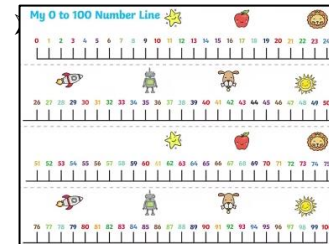
- Ask students to sing the song of counting 1- 100.

<https://www.youtube.com/watch?v=Fwts6Y22tTE>

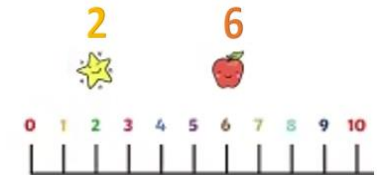
- Present to learners the number names of each number from fifty-one to one hundred. Let them read one-by-one.
- Using the chart below, let the learners match

- Present different samples of concrete and pictorial models to be answered by students orally.

Examples:



- What have you learned about arranging the numbers?
- Given the sample number line below, how would you compare the numbers identified above it?



Ask the learners what symbol is appropriate between 2 and 6.

Give more examples of comparing numbers from 1 to 20 through number line, manipulatives and numerals.



6. Read the words below:

<b>30</b> thirty	<b>35</b> thirty-five
<b>31</b> thirty-one	<b>36</b> thirty-six
<b>32</b> thirty-two	<b>37</b> thirty-seven
<b>33</b> thirty-three	<b>38</b> thirty-eight
<b>34</b> thirty-four	<b>39</b> thirty-nine

Are you ready to write the numbers in words from 40 to 50? Ask the students to write their chosen numbers on the board.

numbers (symbols and words) Example:

Seventy-four	63
Sixty-four	77
Seventy-three	66
Sixty-one	72
Seventy-two	76
Eighty	61
Sixty-seven	80
Sixty-nine	65
Seventy-eight	71
Seventy-nine	75
Sixty-two	62
Seventy	70
Seventy-five	78
Sixty-five	68
Seventy-one	73
Sixty-eight	67
Seventy-six	79
Sixty-six	74
Seventy-seven	69
Sixty-three	64

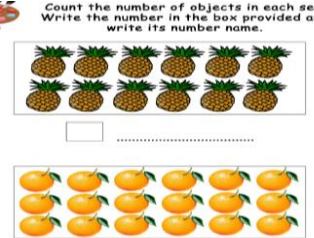
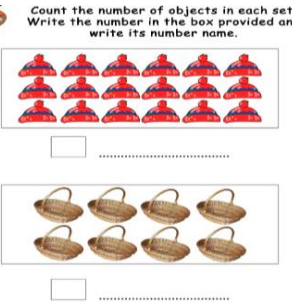
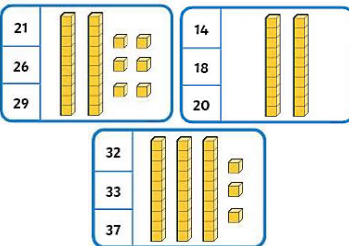

6. The teacher divides the class into small groups. Each group should have a jumping rope. Each group member will take turns in the jumping rope until each has completed 100 jumps. If a member fails to complete 100, he/she will repeat and will start from 1.



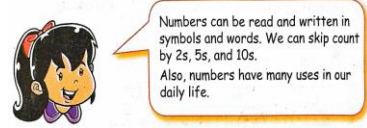

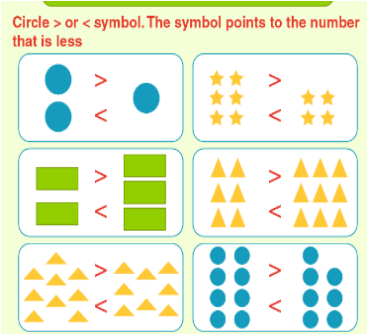
However, he/she may ask another member to do it for him/her if he/she has

Count the number of objects in each row. Circle (O) the number in the box.

	<input type="text" value="12"/>	<input type="text" value="19"/>
	<input type="text" value="11"/>	<input type="text" value="17"/>
	<input type="text" value="10"/>	<input type="text" value="16"/>
	<input type="text" value="11"/>	<input type="text" value="18"/>
	<input type="text" value="15"/>	<input type="text" value="14"/>
	<input type="text" value="18"/>	<input type="text" value="13"/>
	<input type="text" value="15"/>	<input type="text" value="14"/>
	<input type="text" value="13"/>	<input type="text" value="11"/>
	<input type="text" value="19"/>	<input type="text" value="10"/>
	<input type="text" value="12"/>	<input type="text" value="11"/>

		<p>difficulty completing the task. The group wins if all members complete 100 jumps.</p>		
<p><i>Deepening Understanding of the Key Idea/ Stem</i></p>	<p>Ask the learners to answer the following:</p>  <p>1. <input type="text"/> .....</p> 	<p>Ask the learners to write the next numbers:</p> <ol style="list-style-type: none"> <li>11, 12, __, __, __, 16, __, __, __, 19, __.</li> <li>41, __, 43, __, __, __, 47, __, __, 50</li> <li>__, __, 83, 84, __, __, 87, 88 __, __</li> <li>__, __, __, 94, __, __, 97, __, __, 100</li> <li>fifty-one, _____, fifty-three, _____, _____.</li> <li>eighty-three, _____, _____, eighty-six, _____.</li> <li>eleven, _____, thirteen, _____, _____, _____.</li> </ol>	<p>Present the following to the learners.</p>  <ul style="list-style-type: none"> <li>How do you write the numbers represented by the base 10 blocks?</li> <li>Which among the given numbers is the correct representation of the blocks on the right?</li> <li>Can you also write the corresponding words of the correct answer in each illustration?</li> </ul>	<p>Ask the learners to answer the following:</p> <p><b>Greater Than or Less Than</b></p> <p>Count the winter-themed objects in each box. Then, draw the correct symbol in the middle box to show which is greater. Remember - the crocodile always wants to eat the bigger number. The first one has been done for you.</p> 
<p><b>After/Post-Lesson Proper</b></p>				
<p><i>Making Generalizations and Abstractions</i></p>	<p>To summarize the lesson, the teacher will randomly show flashcards containing numbers 1 to 50 mixed with number names. The teacher may choose which row will answer first. As much as</p>	<p>To summarize the lesson, the teacher will randomly show flashcards containing numbers 51 to 100 mixed with number names. The teacher may choose which row will answer first. As much</p>	<p>Ask learners to read the following:</p>	<p>Ask the learners to answer the following:</p>



	possible, all students will have a chance to read the number flashed to them.	as possible, all students will have a chance to read the number flashed to them.	 <p>Let us read:</p> <div style="border: 1px dashed red; padding: 5px; text-align: center;">       Counting numbers is fun.        Counting objects is easy.        Counting blessings is a grace.        Thank God for these blessings.     </div>	<p style="text-align: center;"><b>Greater than, Less than or Equal to</b> WORKSHEET #2 (0 - 20)</p> <p style="text-align: center;">Solve the equations by writing greater than (&gt;), less than (&lt;) or equal to (=)</p> <p style="text-align: center;"><b>5 &gt; 3, 5 &lt; 9, 6 = 6</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>6 <input type="checkbox"/> 9</td> <td>4 <input type="checkbox"/> 3</td> <td>5 <input type="checkbox"/> 8</td> </tr> <tr> <td>2 <input type="checkbox"/> 2</td> <td>6 <input type="checkbox"/> 1</td> <td>7 <input type="checkbox"/> 11</td> </tr> <tr> <td>9 <input type="checkbox"/> 15</td> <td>18 <input type="checkbox"/> 12</td> <td>5 <input type="checkbox"/> 5</td> </tr> <tr> <td>7 <input type="checkbox"/> 17</td> <td>9 <input type="checkbox"/> 9</td> <td>16 <input type="checkbox"/> 21</td> </tr> <tr> <td>11 <input type="checkbox"/> 11</td> <td>15 <input type="checkbox"/> 16</td> <td>11 <input type="checkbox"/> 1</td> </tr> <tr> <td>14 <input type="checkbox"/> 8</td> <td>11 <input type="checkbox"/> 19</td> <td>2 <input type="checkbox"/> 2</td> </tr> <tr> <td>1 <input type="checkbox"/> 14</td> <td>0 <input type="checkbox"/> 9</td> <td>12 <input type="checkbox"/> 6</td> </tr> </table>	6 <input type="checkbox"/> 9	4 <input type="checkbox"/> 3	5 <input type="checkbox"/> 8	2 <input type="checkbox"/> 2	6 <input type="checkbox"/> 1	7 <input type="checkbox"/> 11	9 <input type="checkbox"/> 15	18 <input type="checkbox"/> 12	5 <input type="checkbox"/> 5	7 <input type="checkbox"/> 17	9 <input type="checkbox"/> 9	16 <input type="checkbox"/> 21	11 <input type="checkbox"/> 11	15 <input type="checkbox"/> 16	11 <input type="checkbox"/> 1	14 <input type="checkbox"/> 8	11 <input type="checkbox"/> 19	2 <input type="checkbox"/> 2	1 <input type="checkbox"/> 14	0 <input type="checkbox"/> 9	12 <input type="checkbox"/> 6
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1 <input type="checkbox"/> 14	0 <input type="checkbox"/> 9	12 <input type="checkbox"/> 6																							
<i>Evaluating Learning</i>	Ask the learners to do <b>LAS 1.</b>	Ask the learners to do <b>LAS 2 letter A.</b>	Ask the learners to do <b>LAS 3.</b>	Ask the learners to do <b>LAS 4.</b>																					
<i>Additional Activities for Application or Remediation (if applicable)</i>	<p>Give the learners the following situation:</p>  <p>How do you count using the long hand of the clock by hour? Let us count when the long hand moves: 1, 2, 3, __, __, __, __, __, __, __, __, __.</p>	Ask the learners to do <b>LAS 2 letters B and C.</b>	<p>Ask learners to answer the following:</p> <p style="text-align: center;"><b>Number Names</b></p> <p style="text-align: center;">Write the Number Names for the following:</p> <table style="width: 100%;"> <tr><td>1 34</td><td><input type="text"/></td></tr> <tr><td>2 57</td><td><input type="text"/></td></tr> <tr><td>3 45</td><td><input type="text"/></td></tr> <tr><td>4 80</td><td><input type="text"/></td></tr> <tr><td>5 72</td><td><input type="text"/></td></tr> <tr><td>6 4</td><td><input type="text"/></td></tr> <tr><td>7 24</td><td><input type="text"/></td></tr> <tr><td>8 30</td><td><input type="text"/></td></tr> <tr><td>9 48</td><td><input type="text"/></td></tr> <tr><td>10 81</td><td><input type="text"/></td></tr> </table>	1 34	<input type="text"/>	2 57	<input type="text"/>	3 45	<input type="text"/>	4 80	<input type="text"/>	5 72	<input type="text"/>	6 4	<input type="text"/>	7 24	<input type="text"/>	8 30	<input type="text"/>	9 48	<input type="text"/>	10 81	<input type="text"/>	<p>Let the learners answer this:</p> 	
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