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Lesson Exemplar for Mathematics

Quarter 1

Week

5

Lesson Exemplar for Mathematics Grade 1 Quarter 1: Week 5

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

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	The learners should have knowledge and understanding of ... 1. whole numbers up to 100. 2. ordinal numbers up to 10th. 3. addition of numbers with sums up to 20.			
<i>B. Performance Standards</i>	By the end of the quarter, the learners shall be able to ... • count, recognize, and represent whole numbers up to 100. (NA) • use ordinal numbers up to 10th to describe position. (NA) • compare and order numbers up to 20 and perform the addition of numbers with sums up to 20. (NA)			
<i>C. Learning Competencies</i>	The learners • Order numbers up to 20 from smallest to largest, and vice versa. • Describe the position of objects using ordinal numbers: 1st, 2nd, 3rd, up to 10th.	The learners • Order numbers up to 20 from smallest to largest, and vice versa. • Describe the position of objects using ordinal numbers: 1st, 2nd, 3rd, up to 10th.	The learners • Order numbers up to 20 from smallest to largest, and vice versa. • Describe the position of objects using ordinal numbers: 1st, 2nd, 3rd, up to 10th.	The learners • Order numbers up to 20 from smallest to largest, and vice versa. • Describe the position of objects using ordinal numbers: 1st, 2nd, 3rd, up to 10th.
<i>D. Learning Objectives</i>	At the end of the lesson, the learner should be able to order numbers up to 20 from smallest to largest.	At the end of the lesson, the learner should be able to order numbers up to 20 from largest to smallest.	At the end of the lesson, the learner should be able to describe the position of objects using ordinal numbers 1st up to 5th.	At the end of the lesson, the learner should be able to describe the object's position using ordinal numbers 6th up to 10th.
<i>E. Instructional Design framework feature (s)</i>	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity
<i>F. 21st Century Skills</i>	Reflective Thinking, Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy
II. CONTENT				

III. LEARNING RESOURCES				
A. References				
B. Other Learning Resources				

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

<p><i>Activating Prior Knowledge</i></p>	<p>Identify the number of items in the cards shown (with different pictures of objects, shapes, animals, etc.) Learners will show their answers using a</p> <div data-bbox="450 703 770 963"> </div> <div data-bbox="495 979 696 1107"> </div> <p>number fan.</p>	<p>Learners will be asked to find the pair of counting numbers with their pictures/ illustrations through a game. Illustrations will be up to 20.</p> <div data-bbox="860 719 1227 975"> </div> <p>Note: The teacher may use other activities aside from being shown above.</p>	<p>Learners will be asked to count and read numbers up to 20. Let them arrange the given numbers from smallest to greatest and greatest to smallest. Example: 1, 3, 5, 4, 2 20, 10, 5, 15 8, 20, 16, 12, etc.</p> <p>Ask: How do you know that these sets of numbers are arranged from largest to smallest or smallest to largest?</p>	<p>Learners will be asked to count and read numbers up to 100 and use their intuitive knowledge of ordinal numbers in answering questions like:</p> <p>A. What is the first thing that you do when you wake up? B. Who is the second-born child in your family? C. How about the 3rd child? D. How about the 4th child? E. How about the 5th child? F. How about the 1st child?</p> <p>Ask: What are the ordinal numbers that were mentioned?</p> <p>What do you think comes next to the 5th? Why do think it is the answer?</p>
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<i>Lesson Purpose/Intention</i>	To order numbers up to 20 from smallest to largest.	To order numbers up to 20 from largest to smallest.	To describe the position of objects using ordinal numbers 1st up to 5th	To use ordinal numbers from the 6th up to the 10th in describing the position of objects.
<i>Lesson Language Practice</i>	smallest, largest, least, greatest, number before, number after, order of numbers, increasing order	largest, smallest, least, greatest, number before, number after, order of numbers, decreasing order	First (1st), second (2nd), third (3rd), fourth (4th), fifth (5th), smallest, largest, left, right, leftmost, rightmost, order number, point of reference	Sixth (6th), seventh (7th), eighth (8th), ninth (9th), tenth (10th), ordinal numbers, largest, smallest, left, right, leftmost, rightmost, order number, point of reference
During/Lesson Proper				
<i>Reading the Key Idea/Stem</i>	<p>The teacher will read/tell the story problem.</p> <p>Riza has 7 red roses, 5 yellow roses, and 8 pink roses. She will give these roses to her mother as a birthday gift.</p> <p>A. Who has roses?</p> <p>B. Why did Riza give roses to her mother?</p> <p>C. What good trait does Riza have?</p> <p>D. If you were Riza, would you do the same?</p>	<p>The teacher will read/tell the story problem.</p> <p>Mavee has 10 red Popsicle Sticks, 14 green Popsicle Sticks, and 12 blue Popsicle Sticks for her Mathematics lesson. She enjoyed counting the Popsicle Sticks.</p> <p>A. Who has Popsicle Sticks?</p> <p>B. What did she do with the Popsicle Sticks?</p> <p>C. How many colors of Popsicle Sticks?</p> <p>D. What are the colors?</p>	<p>The teacher will read/tell the story problem.</p> <p>Remy is participating in a race with her friends in her Math class. She finishes the race in third place. If there are 5 participants, can you determine the ordinal number that represents Remy's finishing position?</p> <p>Ask the following questions:</p> <p>A. Who participated in the race?</p> <p>B. What was her position after the race?</p> <p>C. What kind of learner was Remy?</p>	<p>The teacher will read/tell the story problem.</p> <p>At the school talent show during the Mathematics Month celebration, ten learners performed magic tricks. Patriz is the seventh learner to perform, in what ordinal position does it stand?</p> <p>A. What activity did Patriz participate in?</p> <p>B. How many learners participated in the activity?</p> <p>C. What place in the talent show was given to Patriz?</p> <p>D. Did you experience participating in the talent show?</p>

Developing Understanding of the Key Idea/ Stem

1. How many red, yellow, and pink roses did Riza have?

2. What is the smallest number of flowers?

3. What is the largest number of flowers?

The teacher will ask 3 learners to come in front of the class to role-play the story problem with flower cutouts showing the number of roses. They will be asked to arrange their standing positions for the number of flowers they have from smallest to largest.

1. Who comes first? How many flowers does she have?

2. Who's next? How many does she have?

3. Who is the last among them? How many flowers does she have?

The teacher will write the order of numbers on the board. (7, 5, 8)

How many Popsicle Sticks did each color have?

The teacher will ask the learners to get their Popsicle Sticks and show their partner (in dyads) showing Mavee's Popsicle Sticks.

Can you arrange the numbers 10, 14, and 12 from largest to smallest? (14, 12, 10)

The teacher will post the numbers 20 – 1

Let us read these numbers:

20	19	18	17	16	15	14
13	12	11	10	9	8	
7	6	5	4	3	2	1

How are these numbers arranged?

Activity:
Ask the learner to use the chart presented in the previous day's lesson. Ask them to arrange the numbers from the top of the chart from largest to smallest number. (Same grouping)

Give all the groups 10

Remy's position during the race in her Mathematics class in the **3rd place**. This represents her finishing position, and it is all about the **ordinal number**.

Let us learn more about this using the word **MATHEMATICS**.

Look at the word. Write the ordinal number of each letter from leftmost to rightmost.

M A T H E M A T I C S

- 1) 3rd _____
- 2) 1st _____
- 3) 4th _____
- 4) 5th _____
- 5) 2nd _____

Let the learners read the ordinal numbers in symbols and words from 1st to 5th

- 1st – first
- 2nd – second
- 3rd – third
- 4th – fourth
- 5th – fifth

Ordinal Numbers are numbers that are used to represent the position or rank of an object or a person.

This time let's think that we are all attending the Math talent show.

Call upfront 10 learners. Ask them to stand side-by-side in front of their classmates. Ask the learners standing in front to do the following:
Starting from the left –
1. Count from 1 to 10.
2. Tell me your name.
3. Tell me your number and your name. (e.g. Risa – 1, Lito – 2, Jun – 3, ...)

Do the following:
Ask: Starting from the left, in what position is (name of the learner in the 1st position)?
Say: Instead of number 1, say (name of the learner) is in the first position. (Make a flashcard with the symbol and word like the one shown and ask the first learner to hold it.)
1st (first)
Say: Everybody read 1st.

Do the same process from the 2nd until the 10th.

Say: From the left to the right, we described the position of your

1. How did we arrange the numbers?

The teacher will post the numbers 1 – 20

1	2	3	4	5	6	7	8
9	10	11	12	13	14		
15	16	17	18	19	20		

1. What is the smallest number?
2. What is the largest number?
3. What number comes next to 13?
4. What number is before 18?
5. If I start from 12, what are the next 5 numbers?
6. If I start from 8, what are the next 5 numbers?

Tell the learners that they will have an activity.

1. Divide the learners into five groups. Assign one learner to lead the group.

minutes to finish the activity. After finishing the activity, ask each group to post their chart on the board.

Name	Counters	Number

Let the learners observe the charts posted on the board.

- Ask the following questions:
1. What can you say about the numbers written on the chart?
 2. What is the arrangement or order of the numbers?
 3. What is the largest number?
 4. What is the smallest number?

Let us count backward from number 6 going down to the next 5 numbers.

The teacher will call on 5 learners to fall in line bearing the cards with labels from 1st to 5th

1st	2nd	3rd	4th	5th
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Who is the 1st in line? 2nd? 3rd? 4th? 5th?

Tell the learners that they will be doing an activity. Divide the learners into four groups. Give each group a cube with faces numbered differently:

- Group 1 – 1 to 6;
- Group 2 – 5 to 10;
- Group 3 – 10 to 15; and
- Group 4 – 15 to 20.

Give them also a chart as shown and a marker pen.

Name	Number

classmates using 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, and 10th.

We call them ordinal numbers. Everybody read: 1st, 2nd, 3rd (Point at the ordinal number to be read one at a time.) This time, the teacher needs to focus on the 6th to 10th positions.

Get all the flashcards from the learners and ask them to take their seats. Ask all the learners to read the ordinal number flashed before them. Make them read the number twice.

Let's have some activities. The teacher will provide the things that are needed in each activity.

Activity 1: Story Sequencing

1. Provide small cards with illustrations related to the story to each learner.
2. As you read the story again, ask learners to hold up the card that represents the event in the order it occurred.
3. Discuss and rearrange the cards as a class to

2. Give each group a numbered cube (improvised 1in x 1in x 1in a cube with numbers on its faces, a marker pen, and a chart as shown:

Name	Counters	Number

Give the following instructions to the learners:

1. Write your names in the chart.
2. Take turns in throwing the numbered cube two times.
3. Post the number of counters that corresponds to the number that appeared on top of the cube beside the member's name (e.g if from the 1st and 2nd time, the number 6

Let us count backward from number 15 going down to the next 5 numbers.

Let us count backward from number 15 going down to the next 5 numbers.

Give the following instructions to the learners:

1. Write your names on the chart.
2. Take turns in throwing the numbered cube two times.
3. Post the number of counters that corresponds to the number that appeared on top of the cube beside the member's name (e.g if from the 1st and 2nd time, the number 6 appeared after throwing the cube, then there should be a total of 12 counters posted in the chart beside the member's name).
4. Arrange the number of counters from largest to smallest.

Ask the learners for questions or clarifications. If there is none, let them do the activity. Roam around to check what each group is doing. Give all the groups 10

Give the following instructions to the learners:

1. Write your names in the chart.
2. Take turns in throwing the numbered cube.
3. Write the number that appears on top of the cube.

Ask the learners for questions or clarifications. If there is none, let them do the activity. Roam around to check what each group is doing. Give all the groups 10 minutes to finish the activity. After finishing the activity, ask each group to post their chart on the board.

Let the learners observe the charts posted on the board. Ask the following questions:

1. What can you say about the numbers written on the chart?
2. Did your group get the same numbers as the other groups?

Consider five different 1-digit numbers from groups' 1 and 2 charts posted on the board, say 5, 2, 6, 4, and 3. Ask the learners to identify

ensure the correct sequence.

Activity 2: Ordering Events

1. Use flashcards with ordinal numbers (1st to 10th) and ask learners to match the correct number with the corresponding event in the story.
2. Discuss the correct matches as a class.

Activity 3: Ordering Objects

1. Distribute small cards with illustrations to each learner.
2. Instruct students to arrange themselves in the order of the ordinal numbers given.
3. Encourage discussions and collaboration among learners to ensure the correct order.
4. Share and discuss their sequences as a class.

Activity 4: Matching Ordinal Numbers

1. Use flashcards with ordinal numbers (1st to 10th) and small cards with illustrations.
2. Ask students to match the correct ordinal

	<p>appeared after throwing the cube, then there should be a total of 12 counters posted in the chart beside the member's name.).</p> <p>4. Arrange the number of counters from smallest to largest.</p> <p>Ask the learners for questions or clarifications. If there is none, let them do the activity. Roam around to check what each group is doing. Give all the groups 10 minutes to finish the activity. After finishing the activity, ask each group to post their chart on the board.</p> <p>Let the learners observe the charts posted on the board. Ask the following questions:</p> <ol style="list-style-type: none"> 1. What can you say about the numbers written on the chart? 2. What is the arrangement or order of the numbers? 	<p>minutes to finish the activity. After finishing the activity, ask each group to post their chart on the board.</p> <p>Let the learners observe the charts posted on the board. Ask the following questions:</p> <ol style="list-style-type: none"> 1. What can you say about the numbers written on the chart? 2. What is the arrangement or order of the numbers? 	<p>the 1st, 2nd, 3rd, 4th, and 5th numbers drawn from the cube.</p> <p>Say: The 1st number drawn is 5, the 2nd is 2, and so on.</p>	<p>number with the corresponding illustration.</p> <p>3. Discuss the correct matches as a class.</p> <p>Note: The teacher may contextualize the activities.</p>
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Deepening
Understanding of the
Key Idea/ Stem

Arrange the order of the numbers from smallest to largest.

A)	11	13	10	14
B)	12	11	15	17
C)	20	12	15	14
D)	21	18	13	11
E)	12	16	15	14

Arrange the order of the numbers from largest to smallest.

A)	11	13	10	14
B)	12	11	15	17
C)	20	12	15	14
D)	21	18	13	11
E)	12	16	15	14



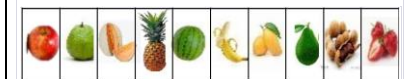
Ask the learners to identify the position of each shape from the leftmost to the rightmost.

- A. sun - _____
- B. heart - _____
- C. star - _____
- D. smiley - _____
- E. moon - _____

A. Call another set of 10 learners upfront. Ask each of them to get any object in the classroom (be sure that the learners are holding different objects). Then ask the following:

1. What is the 9th object?
2. What is the 7th object?
3. What is the 6th object?
4. What is the 4th object?
5. What is the 2nd object?
6. In what position is the (mention the 10th)?
7. In what position is the (mention the 1st)?
8. In what position is the (mention the 3rd)?
9. In what position is the (mention the 8th)?
10. In what position is the (mention the 5th)?

B. Ordinal Number Recognition:



- Show pictures of a set

				<p>of fruits and ask the learners to point to the object that is in a specific position.</p> <ul style="list-style-type: none"> Use flashcards with written ordinal numbers (6th, 7th, to 10th.) and ask the student to match them with corresponding objects or pictures.
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After/Post-Lesson Proper

<p><i>Making Generalizations and Abstractions</i></p>	<p>To summarize the lesson, ask the learners what they have learned today. How did they arrange the numbers up to 20? Arranging numbers from smallest (least) to largest (greatest) up to 20.</p>	<p>To summarize the lesson, ask the learners what they have learned today. How did they arrange the numbers up to 20? Arranging numbers from largest (greatest) to smallest (least) up to 20.</p>	<p>To summarize the lesson, ask the learners how they understand Ordinal Numbers. Ordinal numbers are numbers that show position or order in a sequence. 1st to 5th</p>	<p>To summarize the lesson, ask the learners how they describe the position of objects in each arrangement. Ordinal numbers are numbers that show position or order in a sequence. 6th to 10th</p>																						
<p><i>Evaluating Learning</i></p>	<p>Arrange the order of the numbers from smallest to largest.</p> <p>1) (12) (19) (8) (20) (17) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>2) (11) (7) (18) (2) (10) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Arrange the order of the numbers from largest to smallest.</p> <p>A. 15 3 12 16 20</p> <p>_____</p>	<p>Write the ordinal number of shapes with colors.</p>	<p>Draw what is asked for in the boxes from the right going to the left.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> <td style="width: 20px;"> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>1. Draw an in the 7th box.</p>																						

	<p>Answer the following questions.</p> <p>1. What number comes before 10?</p> <p>2. What number comes after 16?</p> <p>3. If I start counting from 14, what are the next 3 numbers?</p>	<p>B. 10 13 17 18 2 _____</p> <p>C. 14 4 6 13 10 _____</p> <p>D. 8 19 11 12 17 _____</p> <p>E. 19 2 4 16 17 _____</p>	<p>1) </p> <p>2) </p> <p>3) </p> <p></p> <p>4) What is the 2nd object from the rightmost?</p> <p>5) What is the 2nd object from the leftmost?</p>	<p>2. Draw an ○ in the 9th box.</p> <p>3. Draw an ⊙ in the 10th box.</p> <p>5. What is the object in the 6th box from leftmost to right?</p> <p>6. What is the object in the 8th box from rightmost to left?</p>																								
<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p>Ask the learners to do LAS 1 Place the numbers below from smallest to greatest.</p> <p>1. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>2. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>3. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>4. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>5. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Ask the learners to do LAS 2 Stick the number correctly!</p> <table border="1" data-bbox="853 746 1189 810"> <tr><td>1</td><td>3</td><td>4</td><td></td><td>7</td><td></td><td>10</td></tr> </table> <table border="1" data-bbox="853 815 1189 863"> <tr><td>11</td><td></td><td>14</td><td>16</td><td>18</td><td>19</td><td></td></tr> </table> <p>Cut out the numbers below. Stick them in the correct order above.</p> <table border="1" data-bbox="853 879 1189 999"> <tr><td>8</td><td>20</td><td>15</td><td>12</td><td>9</td><td>2</td><td>17</td><td>13</td><td>6</td><td>5</td></tr> </table>	1	3	4		7		10	11		14	16	18	19		8	20	15	12	9	2	17	13	6	5	<p>Ask the learners to do LAS 3 Connect each shape to the ordinal number.</p> <p> Third</p> <p> Fourth</p> <p> First</p> <p> Fifth</p> <p></p>	<p>Ask the learners to do LAS 4 Color the following objects:</p> <p>4th object – red 6th object – blue 8th object – green 9th object – orange 10th object – yellow</p> <p></p>
1	3	4		7		10																						
11		14	16	18	19																							
8	20	15	12	9	2	17	13	6	5																			
<p>Remarks</p>																												
<p>Reflection</p>																												