1

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DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics

Quarter 1
Week
6

DepED MATATAG
BAGONG PILIPINAS
ONE NCR STRONGER TOGETHER

Lesson Exemplar for Mathematics Grade 1
Quarter 1: Week 6

Published by the Department of Education
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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				
A. Content Standards	The learners should have knowledge and understanding of ... 1. whole numbers up to 100. 3. ordinal numbers up to 10th. 4. addition of numbers with sums up to 20.			
B. Performance Standards	By the end of the quarter, the learners should 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)			
C. Learning Competencies	The learners shall be able to compose and decompose numbers up to 10 using concrete materials (e.g. 5 is 5 and 0; 4 and 1; 3 and 2; 2 and 3; 1 and 4; 0 and 5)	The learners shall be able to compose and decompose numbers up to 10 using concrete materials (e.g. 5 is 5 and 0; 4 and 1; 3 and 2; 2 and 3; 1 and 4; 0 and 5)	The learners shall be able to compose and decompose numbers up to 10 using concrete materials (e.g. 5 is 5 and 0; 4 and 1; 3 and 2; 2 and 3; 1 and 4; 0 and 5)	The learners shall be able to compose and decompose numbers up to 10 using concrete materials (e.g. 5 is 5 and 0; 4 and 1; 3 and 2; 2 and 3; 1 and 4; 0 and 5)
D. Learning Objectives	At the end of the lesson, the learners shall be able to compose and decompose numbers 4 and 5.	At the end of the lesson, the learners shall be able to compose and decompose numbers 6 and 7.	At the end of the lesson, the learners shall be able to compose and decompose numbers 8 and 9.	At the end of the lesson, the learners shall be able to compose and decompose the number 10.
E. Instructional Design framework feature (s)	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity

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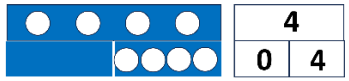
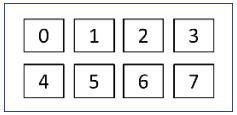
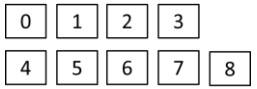
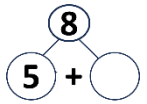
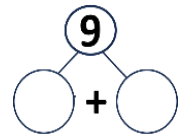
F. *21st Century Skills*	Reflective Thinking, Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy	Reflective Thinking, Visual, Digital, and Interactive Literacy
II. CONTENT				
III. LEARNING RESOURCES				
A. References				
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Here's a picture/ illustration of a set. Tell the number of objects in each set. • Post the picture on the board and ask a learner to write the numeral under it. Example:  **3** • Show two more sets of objects and do the same process.  **1**	Have a review of composing and decomposing 4 or 5. Provide cutouts of objects in a set. Example: *Expected answers:*  4 is 0 and 4. 0 and 4 make 4.	I have here a set of numbers. You will get two cards that make **6**. • Post the following cards randomly on the board.  • Have them find all the pairs Number Pairs to 6 0 and 6 1 and 5 2 and 4 3 and 3 4 and 2 5 and 1 • Next, randomly place again the cards on the board. Let them get two cards into which 7 may be	I will show a card with a number on it one at a time.  Write on your show-me-board the missing number to make 8. • Show only 3 cards. Example:  Next, write the missing number to make 9. • Show only 3 cards. 

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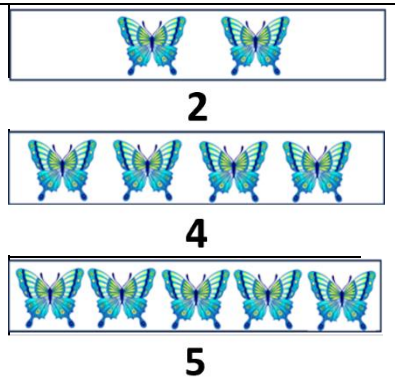
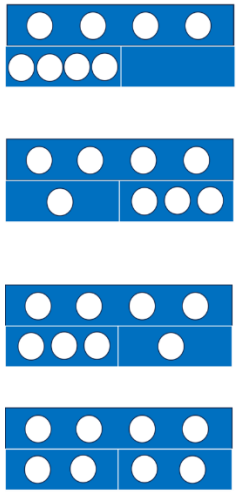
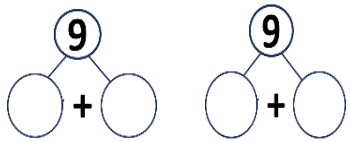
		Do the same with the other pairs. 	broken down. Have them find all the pairs. Number Pairs to 7 0 and 7 1 and 6 2 and 5 3 and 4 4 and 3 5 and 2 6 and 1	
Lesson Purpose/Intention	The lesson is about composing and decomposing the numbers 4 and 5.	The lesson that we are about to discuss today is composing and decomposing the numbers 6 and 7.	Our lesson is about composing and decomposing the numbers 8 and 9.	The lesson is about composing and decomposing the number 10.
Lesson Language Practice	The teacher will say a word and show the corresponding number. • one (1) • two (2), • three (3) • four (4), • five (5), • zero (0), Unlocking of words: • set, • compose, • composing,	The teacher will say a word and show the corresponding number. • one (1) • two (2), • three (3) • four (4), • five (5), • six (6), • seven (7), • zero (0),	The teacher will say a word and show the corresponding number. • one (1) • two (2), • three (3) • four (4), • five (5), • six (6), • seven (7), • eight (8), • nine (9), • zero (0),	The teacher will say a word and show the corresponding number. • one (1) • two (2), • three (3) • four (4), • five (5), • six (6), • seven (7), • eight (8), • nine (9), • ten (10), • zero (0)

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	• making a set, • making a set, -putting together, • decomposing, -breaking up a set	Unlocking of words: • set, • composing, • making a set, -putting together, • decomposing, -breaking up a set	Unlocking of words: • set, • composing, • making a set, -putting together, • decomposing, -breaking up a set	Unlocking of words: • set, • composing, • making a set, -putting together, • decomposing, -breaking up a set
During/Lesson Proper				
Reading the Key Idea/ Stem	Read and understand the story carefully. One morning, Steve went to school with his older sister. After class, he went home and noticed the box under the table. His eyes twinkled, seeing four balls of different kinds. He immediately plays with it. After 5 minutes, he returned them to their proper places.  https://www.ebay.ph/itm/292187646178 https://www.istockphoto.com/search/2/image?mediatype=illustration&phrase=open+box+top+view Questions: • Who went to school with his older sister? • Describe Steve's	Read and understand the story carefully. It was Joanna's 6th birthday. Mother went to the market and bought 6 mangoes for her special mango pie. She also prepares the other ingredients and now, she is ready to cook the mango pie.  httpsmyjam.co.ukproductsdominx Questions: • Who will celebrate her 6th birthday? • What special "*meriend*a" did Mother prepare for her birthday? • How do you	Read and understand the story carefully.  https://www.firstcry.com/intelli/articles/essay-on-basketball-10-lines-short-and-long-[illegible] Ken and Jun are brothers. They were busy playing basketball at home and agreed to count the number of shots they made during the game. In a few minutes, Ken made 5 shots, while Jun made 4 shots. They really enjoyed the company and ended the game with a smile on their faces. Questions: • Who was busy playing basketball at home? • Who made more shots? • What character traits did the two brothers	Read and understand the story carefully. Lilia and Riza went to SM Bowling Center and spent quality time with each other as best friends. During their friendly game, Lilia hit 6 bowling pins and Riza hit 4. For the second game, they both hit all ten-bowling pins. Amazing!  **Questions:** • Who went to SM Bowling Center? • Who hit more bowling pins in the first game? • What about in the second game, who hit more?

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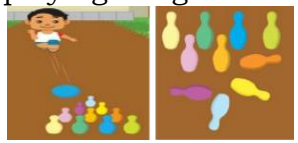
	eyes after seeing the balls inside the box. If you were Steve, would you also return the balls to their proper places? Why?	feel if you are the one celebrating the birthday? (Explain why you're feeling that way.)	possess? If you were Jun, would you feel sad or happy that you lost the game? Why?	• What do you usually feel when you are playing with your best friend? Why?
Developing Understanding of the Key Idea/ Stem	• Show a set with four objects, say four balls. 1.) What objects are they? *(Those are balls.)* 2.) How many balls are there? *(There are four balls.)* 3.) How do you know there are four balls? (*We counted the balls.)* • The teacher calls on two learners. Give an unequal number of balls to each one, say 1 ball and 3 balls. How many balls does each learner get? (Check learners' answers by letting the two learners count the	• Show a picture of six mangoes. Give the situation below. I picked six mangoes from our tree. I want to give them to my friends, Carla and Aldrin. How many mangoes can each of them get?  Discuss one example. I will give 2 mangoes to Carla and 4 mangoes to Aldrin.	• Divide the class into small groups. Give them a ball, a container, manila paper, and **LAS 5.** Let's play "***Shoot the ball activity***" • The members of each group will take turns shooting the ball 10 times so that all of them can play. Learners must record the results in the worksheet. If possible, give a copy of the table on a manila paper to save time. Have them post their work on the board. • Prepare a table where you will write the pairs of numbers that make 8 from the data gathered by the groups. Write the unique pairs systematically on the table. It is	• Divide the class into small groups. Give them a set of bowling pins (toy) and **Las 7**. If possible, give a copy of the table on a manila paper to save time. • Show how the game should be played. Tell learners that members should take turns playing the game.  • Have them post their work on the board after doing the activity. • Prepare a table where you will write the pairs of numbers that make 10 from the data gathered by the groups. • Write the unique pairs systematically on the table. It is possible that not all possible pairs

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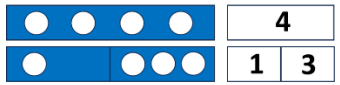
balls given to them.

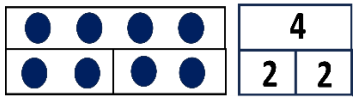
- Use circle cutouts to illustrate the situation on the board.

How did 4 broken down into 1 and 3?



4 is 1 and 3

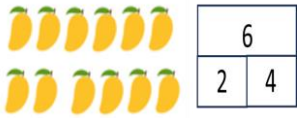
What if I gave 2 balls to each of them? How can we illustrate this? Ask a learner to illustrate the situation on the board.
Expected Answer:



4 is 2 and 2

Challenge learners to come up with the other pairs. Let them answer **Worksheet 1.**
Answers to Worksheet 1. (in any order). Post them systematically on the board together with the other previous illustrations.
1)

4 is 3 and 1



6 is 2 and 4.

2 and 4 make 6.

- Challenge learners to come up with the other pairs. (*Prepare a table.*)
- Write the pairs of numbers systematically.

Carla	Aldrin	Given
0	6	6
1	5	6
2	4	6
3	3	6
4	2	6
5	1	6
6	0	6

- Let them read the pairs of numbers:

e.g., 6 is 0 and 6.
0 and 6 make 6.

6 is 1 and 5
1 and 5 make 6

possible that not all possible pairs were obtained.

Worksheet 5
Composing and Decomposing 8

Direction: Shoot the ball ten times into the box. Record the results in the table.

Attempt	In	Out
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- Challenge learners to name the other pairs.

Below are all the answers.

Read the pairs of numbers.

e.g., 8 is 0 and 8.
0 and 8 make 8.

8 is 1 and 7.
1 and 7 make 8.

8 is 2 and 6.
2 and 6 make 8.

- Do the same for the other pairs of numbers.

What do we call the process of breaking down 8 into pairs of numbers?
(*It is called* ***decomposing*** *a number.)*

were obtained.
Challenge learners to name the other pairs.

Worksheet 7
Composing and Decomposing 10

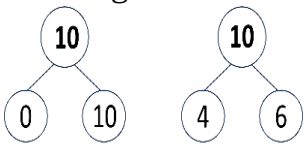
Direction: Roll the ball ten times to hit the pins. For each roll, record in the table the number of pins that were knocked down and the number of pins that remain standing.

Roll	Knocked Down	Remain Standing	Pins in all
1	4	6	10
2			
3			
4			
5			
6			
7			
8			
9			
10			

Read the pairs of numbers.
e.g.,. 10 is 0 and 10
0 and 10 make 10.

- Do the same with the other pairs obtained. Tell the learners that number bonds can also be used to show the composition and decomposition of numbers. Give examples.

- Post the following on the board. Challenge them to find the missing numbers.



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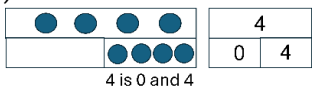
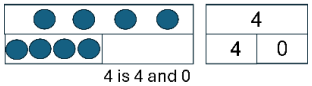
2)



3)



Summarize the answers in a table.

Learner A	Learner B	Given
0	4	4
1	3	4
2	2	4
3	1	4
4	0	4

Let them read the pairs of numbers.

4 is 0 and 4.
4 is 1 and 3.
4 is 2 and 2.
4 is 3 and 1.
4 is 4 and 0.

How many pairs did we get?

(We got 5 pairs.)

What do you observe about the pairs of numbers?
Possible answers:
(a)The numbers in some pairs are

- Do the same for the other pairs of numbers.

Look at the given:

6 is 1 and 5, what did we do with the numbers?

(*We broke down the numbers.*)

What do we call the process of breaking down 6 into pairs of numbers? (*It is called decomposing a number.)*

Illustrate:

1 and 5 make 6

What will you do to numbers 1 and 5? (*I will put numbers 1 and 5 together.*)

What do we call the process of putting together numbers to make 6? (*It is called composing a number.)*

Let's play a game

- Divide the class into groups. Distribute a die and ***Worksheet 3*** to each group. Tell them that the members of

When did it happen?
(It happens when bigger number is breaking down into little numbers.)

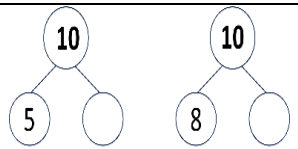
What do we call the process of putting together numbers to make 8? (*It is called* ***composing*** *a number.)*

When did it happen?
(It happens when little numbers come together to make a bigger number.)

- Let the learners make observations about the data presented in the table.

Possible answers:
As the number in the 1st column increases by 1, the numbers in the 2nd column

1. *decreases by 1.*
2. *We get 8 if we put together each pair of numbers.*
3. *There are 9 pairs of numbers into which 8 was decomposed or that makes 8*



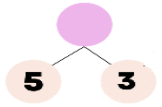
What do we call the process of breaking down 10 into pairs of numbers? (*It is called* ***decomposing*** *a number.)*

What do we call the process of putting together numbers to make 10? (*It is called* ***composing*** *a number.)*

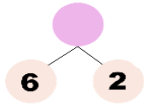
- Let learners make observations about the data presented in the table.

Possible observations:

1. There are 11 number pairs when breaking number 10.
2. As the number in the 1st column increase by 1, the number in the 2nd column decrease by 1.
3. All the number pairs in the table makes 10.



5 and 3 make __



6 and 2 make __

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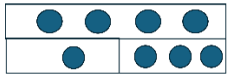
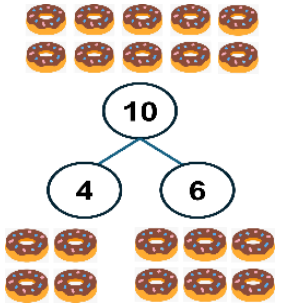
	the same but in a different order. *For example, 0 and 4 and 4 and 0.* *(b) The numbers in the 1st column are increasing by 1 while those in the 2nd column are decreasing by 1.* *The number 4 was broken down into pairs of numbers. This process is called* ***decomposing*** *a number.* *Now, let's look again at the diagram.*  4 1 3 If we put together 1 ball and 3 balls, what do we get? *(We get 4 balls.)* Write "**1 and 3 make 4**" beside the corresponding row in the table. How about 2 balls and 2 balls? *(We also get 4 balls.)* Write "**2 and 2 make 4**" beside the corresponding row in the table.	the group should take turns throwing the die so that everyone participates. (The learners will not get 0 or some numbers when they roll the die. Challenge them to name the missing pair/s without using a die during the discussion.) *Expected Answers: Number appeared in the die and the missing number makes 6.* | Number in the Die	Missing Number	Given | |---|---|---| | 1 | 5 | 6 | | 2 | 4 | 6 | | 3 | 3 | 6 | | 4 | 2 | 6 | | 5 | 1 | 6 | | 6 | 0 | 6 | | 0 | 6 | 6* | Note: *0 will not appear when a die is thrown • Emphasize the relationship of the numbers. For example, 6 is 5 and 1; 5 and 1 make 6.	Dyad.  • Using colored popsicle sticks, let the learners perform the following: 5 and 3 What will happen if you take 5 apart from 3? (*We still have 8 Popsicle Sticks.*)  Write 8 beside Popsicle Sticks. 5 and 3 make **8** What will happen if one Popsicle Stick moves? (*We still have 8 Popsicle Sticks.*) What about 4 and 4? What will happen if you take 4 apart from the other 4 Popsicle Sticks? (*We still have 8 Popsicle Sticks.*) • Do the same with the following numbers. 1 and 7 2 and 6 3 and 5 4 and 4 5 and 3 What can you say about the	What number can we make if we put together 5 and 3? (**8**) How about putting together 6 and 2? (**8**) What will happen if we put together two numbers? (*We can make a bigger number.*) Illustrate the problem. Glen has 4 doughnuts to share to his siblings while Nonoy has 6. How many doughnuts will they give in all?  As you can see, when we broke down 10 into parts, we have 4 as part and 6 as part. Marie has 2 red ball pens and 8 blue ball pens. How many ballpens does she have in all?

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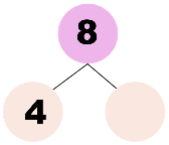
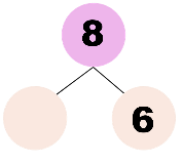
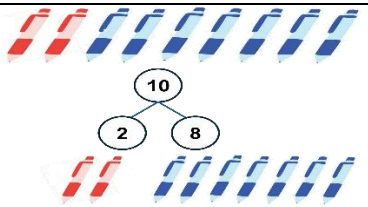
	Do the same with the other rows. *0 and 4 make 4.* *3 and 1 make 4.* *4 and 0 make 4.* We make 4 by putting together two numbers. This process is called **composing** a number. The number 4 was broken down into 1 and 3. The numbers 1 and 3 make 4. What do you observe about the numbers into which 4 was broken down and the numbers used to make 4? (The numbers are the same.) Check if this is also true for the other pairs of numbers. Emphasize this relationship.	The numbers to which 6 was broken down and the numbers used to make 6 are the same. Dyad: Use of concrete materials. • Let learners group the objects in different ways.  Possible ways: 0 and 6 1 and 5 2 and 4 3 and 3 4 and 2 5 and 1 6 and 0 Show me your 2 tiles and 4 tiles. If we put together 2 tiles and 4 tiles, what do make? (*We make 6 tiles)* Write “2 and 4 make 6”. How about 3 tiles and 3 tiles, what do we have? (*We have 6 tiles*.) Write “3 and 3 make 6”. • Do the same with	pair of numbers? (*All the number pairs make 8.)* *What do we call the process of breaking down numbers into smaller numbers? (It is called a **decomposing** number.)* • Ask the learners to write their answers in their show-me-board. **Decompose 8** Break the number into parts.  8 is 4 and __ What is the missing number that will complete the expression? (**4**)  8 is __ and 6 What is the number that can complete the expression? (**2**)	 What can you say about the illustrations above? (*It is the breaking down of 10 into 2 parts and 8 parts*.) Play-based Activity.  • The teacher will scatter the numbers on the floor. • Learners from each group will find the number pairs of 10. • The first group with the highest number of pairs will be the winner.

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		the other equations. *0 and 6 make 6* *1 and 5 make 6.* *4 and 2 make 6.* *5 and 1 make 6.* *6 and 0 make 6.* We make 6 by putting together two numbers like 0 and 6, 1 and 5, 2 and 4, 3 and 3, etc. What do we call this process of putting two numbers? (*This process is called composing a number*) What do you observe about the number into which 6 is broken down into 2, and it makes 6, what do you observe? (*The numbers are the same.*)		
Deepening Understanding of the Key Idea/ Stem	• Pose the following "what if" situation. What if we had five balls instead of four balls? How do we decompose the number 5? How do we compose the number 5?	• Pose the following "what if" situation. What if we had seven mangoes instead of six mangoes? How do we decompose the number 7? How do	• Pose the following "what if" situation. What if the number was 9? How do we decompose the number 9? • Have the class discover the answers to the question. Divide the	• Tell the learners that a number may be decomposed into more than 2 numbers or be composed of more than 2 numbers. Show examples using the number bond.

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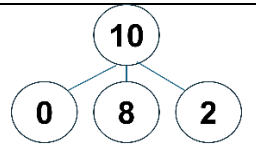
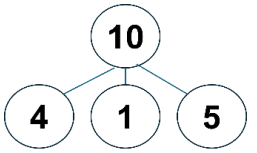
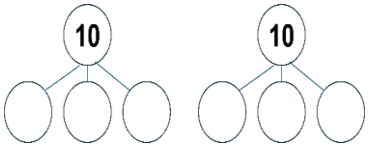
	• Have the class discover the answers to these questions. Divide the class into small groups. Give each group **Last 2** and counters or circle cutouts. Have a class discussion afterward. *Answers to Worksheet 2 (in any order):* 1. *5 is 0 and 5. 0 and 5 make 5.* 2. *5 is 1 and 4. 1 and 4 make 5.* 3. *5 is 2 and 3. 2 and 3 make 5.* 4. *5 is 3 and 2. 3 and 2 make 5.* 5. *5 is 4 and 1. 4 and 1 make 5.* 6. *5 is 5 and 0. 5 and 0 make 5.*	we compose the number 7? • Have the class discover the answers to these questions. Divide the class into small groups. Give each group **Las 4** and counters or circle cutouts. Have a class discussion afterward. *Answers to Worksheet 4 (in any order):* 1. *7 is 0 and 7 0 and 7 make 7.* 2. *7 is 1 and 6. 1 and 6 make 7.* 3. *7 is 2 and 5. 2 and 5 make 7.* 4. *7 is 3 and 4. 3 and 4 make 7.* 5. *7 is 4 and 3. 4 and 3 make 7.* 6. *7 is 5 and 2. 5 and 2 make 7.* 7. *7 is 6 and 1. 6 and 1 makes 7.* 8. *7 is 7 and 0. 7 and 0 make 7.*	class into small groups. Give each group **Last 6** and counters or circle cutouts. Have a class discussion afterward. *Answer to Worksheet 6 (in any order)* 1. *9 is 0 and 9.* 2. *9 is 1 and 8.* 3. *9 is 2 and 7.* 4. *9 is 3 and 6.* 5. *9 is 4 and 5* 6. *9 is 5 and 4.* 7. *9 is 6 and 3.* 8. *9 is 7 and 2.* 9. *9 is 8 and 1.* 10. *9 is 9 and 0.* • Let the learners make observations about the data presented in the table. Let the learners play "Making 9." Divide the class into small groups, which should be even. Two groups play against each other. A set of number cards (see below) is placed face down.	  Let's try! Can you give a pair of numbers to make it 10?  Let the learners do **LAS 8.** Have a class discussion afterward. *Answers* 1. *10* 2. *2* 3. *2* 4. *Any two numbers that make 8. (e.g. 0 and 8, 4 and 4)*

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			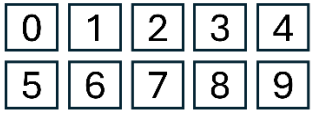 • The groups take turns flipping two cards. If they make 9, they keep the cards. They write the pair of numbers that make 9 in a table. • Discuss the possible pairs of numbers that make 9.	
After/Post-Lesson Proper				
Making Generalizations and Abstractions	What is the process of breaking down or breaking apart a given number into pairs of numbers? (*It is called* ***decomposing*** *a number.*) What is the process of putting together two numbers to make a bigger number? (*It is called* ***composing*** *a number.*) The number 5 was broken down into 1 and 4. The numbers 1 and 4 make 5. What do you observe	What is the process of breaking down or breaking apart a given number into pairs of numbers? (*It is called* ***decomposing*** *a number.*) What is the process of putting together two numbers to make a bigger number? (*It is called* ***composing*** *a number.*) Number 6 was broken down into 2 and 4. The numbers 2 and 4 make 6. What do you observe	What is the process of breaking down or breaking apart a given number into pairs of numbers? (*It is called* ***decomposing*** *a number.*) What is the process of putting together two numbers to make a bigger number? (*It is called* ***composing*** *a number.*) The number 8 was broken down into 6 and 2. The numbers 6 and 2 make 8. What do you observe about the numbers into which 8 was broken down and the numbers used to make 8?	What is the process of breaking down or breaking apart a given number into pairs of numbers? (*It is called* ***decomposing*** *a number.*) What is the process of putting together two numbers to make a bigger number? (*It is called* ***composing*** *a number.*) How many numbers may a given number be decomposed into or be composed of? *(A number may be decomposed into two or more numbers or be composed of two or more numbers.)*

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	about the numbers into which 5 was broken down and the numbers used to make 5? *(The numbers are the same.)* Is this also true for the number 4? *(Yes.)* How many pairs of numbers can we get if we compose and decompose a number? *(The number of pairs is one more than the given number. If the number is 4, we get 5 pairs. If the number is 5, we get 6 pairs.)*	about the numbers into which 6 was broken down and the numbers used to make 6? *(The numbers are the same.)* Is this also true for the number 7? *(Yes.)* How many pairs of numbers can we get if we compose and decompose a number? *(The number of pairs is one more than the given number. If the number is 6, we get 7 pairs. If the number is 7, we get 8 pairs.)*	*(The numbers are the same.)* Is this also true for the number 9? *(Yes.)* How many pairs of numbers can we get if we compose and decompose a number? *(The number of pairs is one more than the given number. If the number is 8, we get 9 pairs. If the number is 9, we get 10 pairs.)*	
Evaluating Learning	Let the learners answer the **LAS 10 – Composing and Decomposing Numbers 6 and 7**	Let the learners answer the **LAS 11 – Composing and Decomposing Numbers 6 and 7**	Let the learners answer the **LAS 12 – Composing and Decomposing 10**	Let the learners answer the **LAS 13 – Composing and Decomposing Numbers**
Additional Activities for Application or Remediation (if applicable)	Let the learners answer the **LAS 1– Composing and Decomposing Number 4**	Let the learners answer the **LAS 3 – Composing and Decomposing Number 6**	Let the learners answer the **LAS 5 – Composing and Decomposing Number 8**	Let the learners answer the **LAS 7**
Remarks				
Reflection				

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