1

Lesson Exemplar for Mathematics

Quarter 1

Week

3

Lesson Exemplar for Mathematics Grade 1
Quarter 1: Week 3

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Department of Education - Regional Office via telephone number (02) 85229412 or send an email to ncr@deped.gov.ph.

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

		DAY 1	**DAY 2**	**DAY 3**	**DAY 4**
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES					
A.	*Content Standards*	*Mathematics 1 First Quarter: Number and Algebra* The learners should have knowledge and understanding of whole numbers up to 100.			
B.	*Performance Standards*	By the end of the quarter, the learners should be able to count, read, write, recognize, and represent whole numbers up to 100.			
C.	*Learning Competencies*	The learners should be able to count from 1 up to 100 (including counting up or down from a given number and identifying a number that is one more or one less than a given number.	The learners should be able to count from 1 up to 100 (including counting up or down from a given number and identifying a number that is one more or one less than a given number.	The learners should be able to count from 1 up to 100 (including counting up or down from a given number and identifying a number that is one more or one less than a given number.	The learners should be able to count from 1 up to 100 (including counting up or down from a given number and identifying a number that is one more or one less than a given number.
D.	*Learning Objectives*	At the end of the lesson, the learners should be able to count up to 50	At the end of the lesson, the learners should be able to count 51 up to 100	At the end of the lesson, the learners should be able to count up or down from a given number (up to 100 and down to 1)	At the end of the lesson, the learners should be able to: identify a number that is one more than or one less than a given number (up to 100)
E.	*Instructional Design framework feature (s)*	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity
F.	*21st Century Skills*	Information, Digital, and Interactive Literacy	Visual Literacy, Interactive Literacy	Reflective Thinking, Digital, Interactive Literacy	Reflective Thinking, Interactive Literacy
II. CONTENT					

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III. LEARNING RESOURCES

A. *References*				
B. *Other Learning Resources*				

IV. TEACHING AND LEARNING PROCEDURES

Before/Pre-Lesson Proper

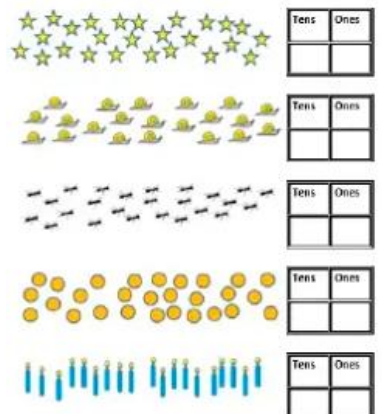|				
Activating Prior Knowledge	**Sorting Activity:** ● Group the learners (at most 5 in a group) ● Provide cut-outs of shapes (rectangle, square, and triangle) ● Each group will sort and count the number of shapes. A representative from each group will present his or her output.	**Match It!** ● Show different sets of objects. ● Ask the learners to count and identify the number of objects. ● The learners will get the corresponding number written on the flashcard. ***Note:*** *refer to the sample below.* 	**Arrange Me.** ● Group the learners (at most 5) Each group should complete the puzzle by arranging the cut-outs in order, based on the indicated number in each piece of the puzzle.	**Group Activity** Group the learners into 2 groups. Each group is given a set of numbers. Then, the teacher will instruct the group members to arrange themselves from highest to lowest or vice versa based on the number each member is holding.
Lesson Purpose/Intention	Tell the learners that the lesson is a review of numbers 1 up to 10.	Tell the learners that the lesson is a review of numbers 1 up to 50.	Tell the learners that the lesson is a review of numbers 1 up to 100.	Tell the learners that the lesson is a review about counting up or counting down a given number.
Lesson Language Practice	The learners will be asked to read numbers from 1 to 10 using flashcards.	The learners will be asked to read numbers from 1 to 50 using flashcards.	The learners will be asked to read numbers from 1 to 100 using flashcards.	The learners will be asked to read the given situations below. 1. Starting Number: 10 　● **One less than** 10 is 9.

				• **One more than** 10 is 11.
				2. Starting Number: 25
				• **One less than** 25 is 24.
				• **One more than** 25 is 26.
				3. Starting Number: 50
				• **One less than** 50 is 49.
				• **One more than** 50 is 51.
				4. Starting Number: 7
				• **One less than** 7 is 6.
				• **One more than** 7 is 8.
				5. Starting Number: 100
				• **One less than** 100 is 99.
				• **One more than** 100 is 101.

During/Lesson Proper

Reading the Key Idea/Stem	● Learners will watch a number and count songs from 1 to 50. https://www.youtube.com/watch?v=hQSBGyWOjNs	Situation: If learner A has 50 straws and learner B will give 1 straw, how many straws does learner A have? *(51)*	● Learners will watch a short video clip about counting up or down. https://www.youtube.com/watch?v=B80QQsmIUQ0 https://www.youtube.com/watch?v=fS60rraBhz4	Problem: **Samantha has 5 apples. She gives 1 apple to her friend. How many apples does Samantha have now?** Solution: Samantha has 5 apples.

			1 less than 5 is 4. So, after giving 1 apple to her friend, she has 4 apples left. Alternatively, *1 more than 4 is 5.* So, after giving 1 apple to her friend, she has 4 apples left. **Answer: Samantha has 4 apples left**
Developing an Understanding of the Key Idea/Stem	● After watching the video, the teacher will show a bundle of straws and will ask the learners to count. After which, the teacher provides the following guide questions that will lead to counting from 1 to 50. ● If learner A has 10 straws and learner B will give another 1, how many straws does learner A have? *(11)* **Note: The teacher will do this strategy until all numbers from 11 to 50 are introduced.** ● The teacher will present a table of numbers from 1-50 and will ask the	● Use real objects or pictures. ● The teacher will show five bundles of straws and will ask the learners to count each bundle. After which, the teacher provides the following guide questions that will lead to counting from 51 to 100. Guide Questions: 1. How many _____(objects) to you have? Count them. 2. How many do you have now if you put or join Learner A and Learner B counters? Count them all.	● Learners will identify whether each set of numbers indicates counting up or counting down. 1. {18, 19, 20, 21} 2. {73, 74, 75, 76} 3. {91, 90, 89, 88} 4. {91, 90, 89, 88} How about this? 5. {20, 10, 30, 40}	● The teacher will present a sample calendar. **December 2024** Sun Mon Tue Wed Thu Fri Sat 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 a. How many days do we have in December? *(31)* b. When do we celebrate Christmas? *(25)* c. What are the dates before and after Christmas? **24** 25 **26**

	learners to read. 	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		- *(51)* *Note: The teacher will do this strategy until all numbers from 51 to 100 are introduced.*		

Deepening Understanding of the Key Idea/Stem	Ask the following questions:
	● What does 11 mean? 24? 35? etc.
	
	Note:
	Eleven is composed of one tens (10) and one ones (1).
	  tens ones
	   10 + 1 = 11
	
	Twenty-four is composed of two tens and four ones.
	  tens ones
	   20 + 4 = 24
	
	If there are thirty bars of chocolate in your hand and I give another eight bars of chocolate, how many bars of chocolate are there in your hand now?
		Using a place value chart, the learners will identify the tens and ones digit in each item.
		
		If there are 56 beads in your hand and I give you 20 more, how many beads will you have?
			Group Activity
			Go Down, Go Up!
			The learners will be instructed to do the tasks below.
			
			1. Start at 30, countdown until 22.
			2. Start at 11, count up until 17.
			3. Start at 68, countdown until 65.
			4. Start at 57, count up to 62.
				Using the calendar of activities, the teacher will emphasize that the word "before 25" also means "one day less than 25" while the word "after 25" means "one day more than 25"

After/Post-Lesson Proper				
Making Generalizations and Abstractions	To summarize the lesson, the teacher shows flashcards containing	Using an illustration board, students will write	Given the following sets of numbers, ask the	The learners will answer the following:

5

	numbers 1 to 50. Volunteer learners will pick a flashcard and read the number.	the number that the teacher will mention.	students to identify which shows counting up or counting down. 1. {24, 25, 26, 27} 2. {53, 54, 55, 56} 3. {91, 90, 89, 88}	1. What is the number next to 17? 40? 86? 94? 2. What is the number before 13? 29? 73? 64?
Evaluating Learning	Ask the learners to answer **LAS 1 and LAS 2.**	Ask the learners to answer **LAS 4**	Ask the learners to answer **LAS 5 letters A and B.**	Ask the learners to answer **LAS 6 letters A and B**.
Additional Activities for Application or Remediation (if applicable)	1. Draw your favorite toys that represent the given numbers below. 1. 23 2. 36 3. 49 2. Ask the learners to answer **LAS 3.**	Draw any object that represents the given numbers below. 1. 64 2. 87 3. 98	1. Identify the missing number. 1. 13, 14, 15, ___, 17 2. 77, ___, 75, 74, 73 3. 59, 60, ___, 62, 63, 64 98, 97, 96, 95, ___ 2. Ask the learners to answer **LAS 5 letter C.**	1. Complete the table. | One less	GIVEN	One more
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	8	
	53	
	76		 2. Ask the learners to answer **LAS 6 letters C and D.**
Remarks				
Reflection				