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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics

Quarter 1
Week
7

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BAGONG PILIPINAS
ONE NCR STRONGER TOGETHER

Lesson Exemplar for Mathematics Grade 1
Quarter 1: Week 7

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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 the addition of numbers with sums up to 20.			
B. *Performance Standards*	The learners should be able to compare and order numbers up to 20 and perform the addition of numbers with sums up to 20.			
C. *Learning Competencies*	Illustrate the addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as "counting up" and "putting together".	Illustrate the addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as "counting up" and "putting together".	Illustrate the addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as "counting up" and "putting together".	Illustrate the addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as "counting up" and "putting together".
D. *Learning Objectives*	At the end of the lesson, the learners should be able to represent the addition of numbers with sums up to 10 using concrete objects and pictorial models.	At the end of the lesson, the learners should be able to perform the addition of numbers with sums up to 10 as putting objects together and describe the addition of whole numbers up to 10 as counting up.	At the end of the lesson, the learners should be able to represent the addition of numbers with sums up to 10 in symbols.	At the end of the lesson, the learners should be able to add numbers with sums of up to 20.
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*	Visual, Reflective Thinking, and Interactive Literacy	Visual, Reflective Thinking, and Interactive Literacy	Visual, Reflective Thinking, and Interactive Literacy	Visual, Reflective Thinking, and Interactive Literacy
II. CONTENT				
III. LEARNING RESOURCES				

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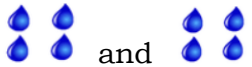
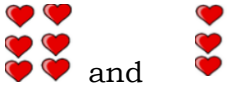
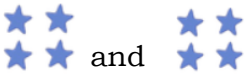
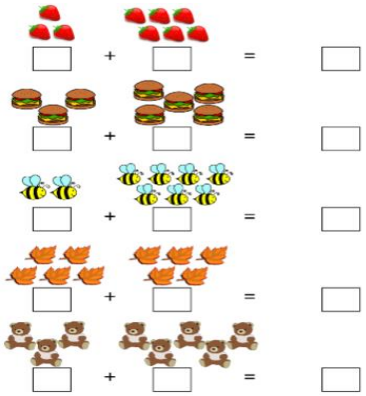
A. References				
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Have the learners bring out one, two, three, four, or five Popsicle Sticks or any counter. Let them put the Popsicle Sticks on their desk. Let them combine their Popsicle Sticks with that of their seatmate. Have them tell the class the number of combined Popsicle Sticks, like, 5 and 4 is 9. (Do this activity snappily.)	Using counters, represent the following addition sentence. 1. 3 + 4 2. 2 + 7 3. 6 + 2 4. 5 + 3 5. 5 + 5	Perform addition by drawing the objects to show the sum of each addition sentence. 1.  2 .  3.  4.  5. 	Represent addition by writing the number inside the box to complete the addition sentence. 
Lesson Purpose/ Intention	To represent the addition of numbers with sums up to 10 using concrete objects and pictorial models.	To perform the addition of numbers with sums up to 10 as putting objects together and describe the addition of whole numbers up to 10 as counting up.	To represent the addition of numbers with sums up to 10 in symbols.	To add numbers with sums up to 20.
Lesson Language Practice	Put together, combine objects, group of objects, sum, addends, add, plus, equals	sum, addends, add, plus, equals, putting objects together, counting up	sum, addends, add, plus, equals	sum, addends, add, plus, equals

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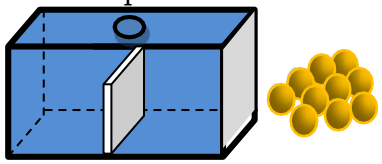
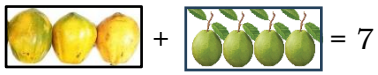
During/Lesson Proper				
Reading the Key Idea/ Stem	Drop five balls without telling the number of balls dropped. After dropping the balls, ask, how many balls are dropped in the box? (You may allow the learners to use counters on their seats or their fingers to represent the balls.)	Mary went to the backyard to pick some fruits. She was able to pick 3 papayas and 4 guavas. How many fruits did she pick in all?	A sale offers buy 4 take 2. James took the offer and paid for it. How many items did James get?	Every morning, Mang Nestor buys bread for his family. He often buys 10 pieces of pandesal and 5 pieces of pan de coco. How many pieces of bread does he buy every morning?
Developing Understanding of the Key Idea/ Stem	Show the learners the A-S Box. Tell them that the box has a hole on top where balls are dropped. It has a plastic front for them to see the inside of the box, and a divider that divides it into two parts or compartments. Use the box and some balls for a guessing game. Drop a certain number (up to 10) of balls inside the box. The learners need to tell the number of balls dropped by combining the balls in the two compartments.  The learners should be able to give five but they also have to explain how they arrived at the answer.	(Note: You can change the fruits based on their availability in your locality.) Show real papayas and guavas to help learners understand the problem better. (HEALTH INTEGRATION) Assist those who have difficulty understanding the problem. Have learners answer the problem. Allow them to use concrete objects to solve it. Possible solutions to the problem:  - Combining the fruits (learners count the real	**(GAME: MATCH ME)** Prepare different sets of addition sentences with pictures. Distribute the set of pictures to the class. Ex.  Show sets of flashcards with addition sentence. Ex. 4 + 2 The learners with the correct picture will raise his/her picture and say **“THAT’S MY MATCH”** then paste it on the board. After several examples, let the learners come up with adding numbers in symbols.	(Note: You can change the kind of bread based on its availability in your locality.) Show real pandesal and pan de coco to help learners understand the problem better. Assist those who have difficulty understanding the problem. Have learners answer the problem. Allow them to use concrete objects in solving it. -Combining all bread (let them count the bread). -Write the addition sentence on the board. 10 + 5 = 15 Show another way of

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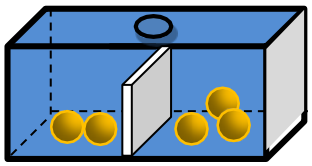
	To check their answers, open the sides of the box to get the balls.  Count the balls on each side of the box and put them together physically. Write on the board, *2 balls and 3 balls make 5 balls.* Give several examples and do the following each time. After dropping the balls, make the learners give their guesses first, then count the number of balls in each compartment separately. Write the numbers on the board, then put together the balls. Count the combined balls and write the number on the board as indicated above. Have the learners read what has been written on the board.	fruits: whole class, group, individual). Mary picked 7 fruits in all. -Writing a number sentence, accompanied by real objects. 3 + 4 = 7 Mary picked 7 fruits. Let the learners explain to the class how they arrived at their answers.		writing: 10 +5 15 (For additional examples, let the pupils use counters to add up to 20 accompanied by its symbol.) Examples: 12 + 4 = 16 7 + 7 = 14 8 + 9 = 17

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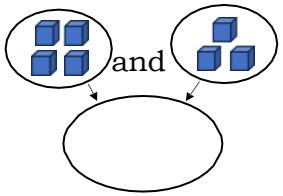
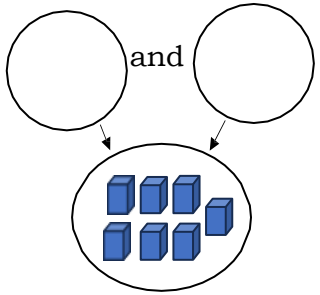
Deepening Understanding of the Key Idea/ Stem	Show the learners Worksheet 1: Making a Bigger Group and tell them that they will do the activity in pairs. Tell them also that they will use counters for the activity. Do the first item, item A, of Worksheet 1 on the board to guide them. For example, *4 counters and 3 counters make ___ counters*   *4 counters and 3 counters make 7 counters*	Let the learners perform the addition of numbers with sums up to 10 as putting objects together by pair. One learner will count the first addend then the second learner count the second addend. After they count each addend, let them put together their counters and tell the sum to the class or write their answer on the show me board. Example: 4 + 2 7 + 1 6 + 4 1 + 7 3 + 6 As the learners give their answers, emphasize that addition is putting objects together and as they combine, they are counting up.	Choose the correct addition sentence that represents the sets of shapes below: 1.  A. 3 + 3 = 6 B. 3 + 2 = 5 C. 2 + 2 = 4 2.  A. 4 + 5 = 9 B. 5 + 2 = 7 C. 5 + 1 = 6 3.  A. 4 + 5 = 9 B. 4 + 4 = 8 C. 5 + 2 = 7 4.  A. 4 + 6 = 10 B. 6 + 3 = 9 C. 3 + 6 = 9 5.  A. 2 + 6 =8 B. 2 + 5 = 7 C. 2 + 3 = 5	After thorough discussions, let the pupils: A. Find the sum of the following numbers. 1. 11 + 4 2. 8 + 12 3. 6 + 9 4. 13 + 6 5. 17 + 2 B. Have students create their own addition problem with the sum up to 20 and solve them using manipulatives.

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	Have the learners bring out their counters (Popsicle Sticks or any counter available). Distribute **LAS 1** (G1L5): Making a Bigger Group Discuss answers afterwards. Focus the discussion on, when groups of objects are put together, a bigger group is formed. The number of objects in the bigger group can be obtained by counting the objects in the group.			
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Lead the discussion to the idea that when groups of objects are put together, a bigger group is formed. The number of objects in this group can be counted to know how many objects there are.	Ask: How do you perform addition of numbers with sums up to 10 as putting objects together? What happens if you combine the numbers? Possible answers: 1. Using counters or real objects 2. Putting the objects together, counting the objects, and counting up. 3. Combining numbers is also counting up	Ask: How do you represent the addition of numbers with sums up to 10 in symbols? Possible answers: 1. counting pictures 2. write the symbol that it represents. 3. write the sum in symbol	Ask: How do you add numbers with sums of 20? Possible answers: 1. by using and counting manipulatives then writing its symbol
Evaluating Learning	Let the learners do Learning Activity Sheet 2: Addition as Putting Objects Together	Have the learners answer Learning Activity 3: Addition up to 10	Have the learners answer Learning Activity Sheet 4: Sums up to 10	Add the following:

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				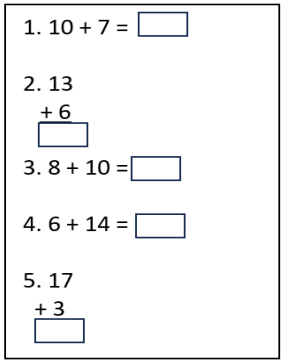
Additional Activities for Application or Remediation (if applicable)	Let the learners do Learning Activity Sheet 5: Addition as Counting Up	Let the learners do Learning Activity Sheet 6: Making Up 10 in Addition	Let the learners do Learning Activity Sheet 8: Missing Addend in Sums of 10	Have the learners answer Learning Activity Sheet 9: Missing Addend in Sums of 20
Remarks				
Reflection				

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