1

NATIONAL LEARNING CAMP

DepED DEPARTMENT OF EDUCATION

Mathematics

Consolidation Camp

Lesson Plans

Consolidation Camp

Lesson Plans

Mathematics Grade 1

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MATHEMATICS Grade 1 Lesson Plan 1

Key Ideas

- Reads and writes numbers up to 100 in symbols.
- Reads and writes numbers up to 100 in words.

Most Essential Learning Competencies

- Reads and writes numbers up to 100 in symbols and in words. **M1NS-If-9.1**

Component 1: *Lesson Short Review*

Time: 5 mins.

Do you know the song Little Indian Boys?

Let us sing the song I have prepared for you using the tune of that song.
(Teacher shows the number symbols as they sing the song)

Sampung Mga Bata

Isa, dalawa tatlong mga bata

Apat, lima anim na mga bata

Pito, walo, siyam na mga bata,

Sampung mababait na bata

Magbilang tayo 1-20

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

16,17,18,19,20

Halina't tayo ay magbilang

Mula 1 hanggang 20

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

16,17,18,19,20

Halina, tayo ay magbilang

Sige na ulit-ulitin pa

(YouTube link: https://www.youtube.com/watch?v=9pq7q3RLvTA)

- Ask: What are the numbers mentioned in the song? Just give 5 numbers.
- Ask: How do we count numbers?

Sample Answers

Q1: Answers may vary.

Q2: We count numbers by 1.

Component 2: ***Lesson Purpose/Intention***

Time: 2 mins.

Today, we will have a wonderful learning about reading and writing numbers through games and puzzles. It will be more fun learning and playing with your peers. Get ready and let us explore more on numbers. Are you ready?

Component 3: ***Lesson Language Practice***

Time: 3 mins.

- Route counting numbers 1-100 from Hundred Chart
- Reading of word numbers through flashcards

Component 4*: Lesson Activity*

Time: 10 mins.

Component 4A

Title of the Game: Group Yourselves Game

Indoor/Outdoor game

Materials: flashcards of number symbol

Players: 20 - above

Procedure:

1.Let the pupils scatter along the ground.

2. The teacher will say, “The Boat is Sinking, group yourselves into 12(The number will be flashed).” The pupils will group themselves according to the number what they have seen.

3. Pupils who has no group will be eliminated.

4. Continue flashing numbers until there is a few pupils left.

5. The teacher will stop the game depending on the number of winners that she wants.

Time: 10 mins

Component 4B

Title of the Game: Human Bingo

Indoor/ Outdoor game

Materials:

Tarpaulin of numbers (Customize your own Number (Names) Mat- square size 16x16in)

Flashcards of number name (font size- 168(WordArt), font style- Century Gothic)

Number of Players: 8 players per number mat

Procedures:

1. You can have it by batches of players. You can have 2 batch of players each mat with 8 players.

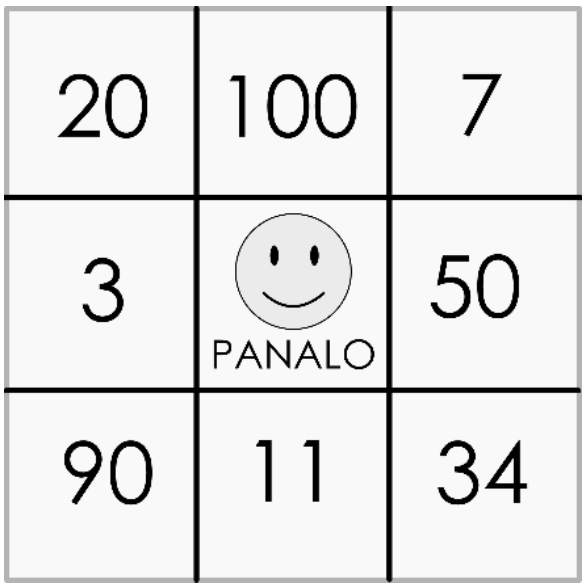
2.The teacher flashes the flashcards of number names.

3.Pupils read the flashed cards and step on the number symbol in the number mat.

4.The group whoever fill out all the numbers first in the number mat wins the game then they will shout out WINNER!

Example of Number Mat (Bingo Game)

(You can customize your number mat and you can also laminate the flashcards for lifetime use.)



Component 4C

10 minutes

Title of the Game: Slides and Ladders (Board Game)

Indoor game

Materials: Board Game (Customized) can be printed on vellum board and laminated in a letter paper size, a die and each player are represented by a distinct game piece poker chip/marker.

Number of Players: 5 or 6 players

Procedures:

1.The players will decide who will roll a die first.

2.After rolling, the player will count the number of squares from the board that appeared on the die and put the chip/marker following the path of the arrow.

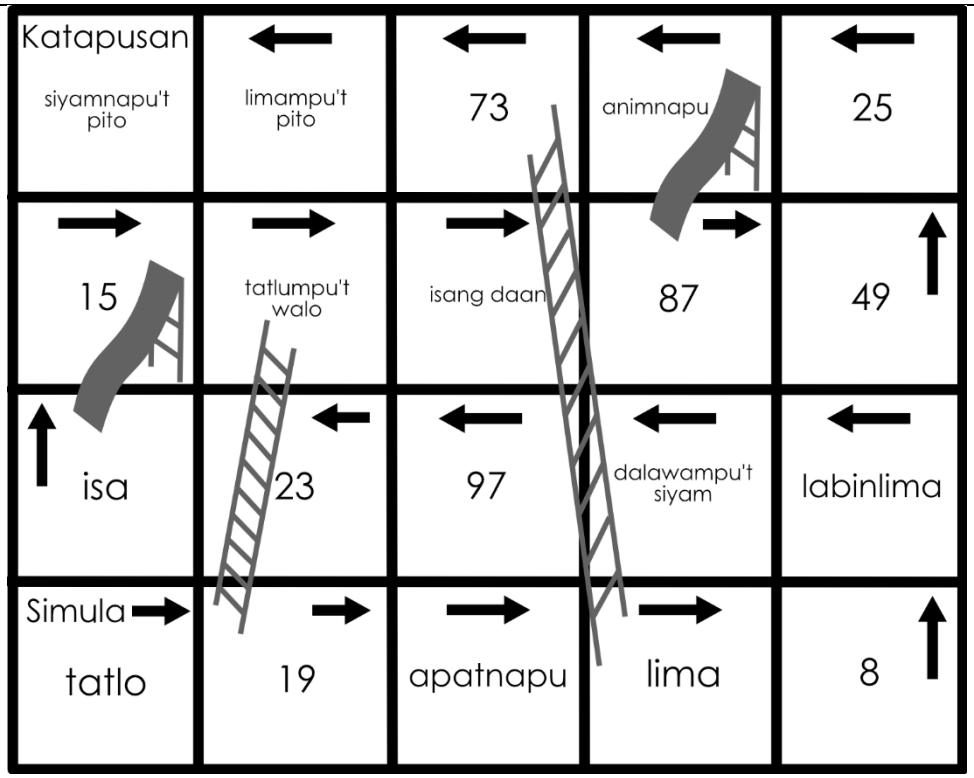
3.The player will read the number on the board(symbol/word). If the player read it wrong, he will lose a turn.

4.The next player will roll a die and do the same.

5.If a player stops on a slide, they will go down at the end of it. If a player stops on the ladder, he will go up the ladder and put the chip/marker to mark his position.

6. If a player needs 3 steps to the finish the game and then roll a die having 5 after rolling it, he will step 2 backward. He will only win if he has the exact number of steps to the finish line after rolling a die.

Example of SLIDES and LADDERS



Component 5: Lesson Conclusion

Time: 5 mins.

- The focus of the games is to enjoy themselves while learning the number symbols and their names.
- The games designed were interesting and interactive.
- Let learners reflect/assess themselves on the games they had. Call them to tell them about their experiences.

REMINDER: Always give reminders on their safety while playing physical games.

Let the class always remember the attitude of being sportsmanship.

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MATHEMATICS Grade 1 Lesson Plan 2

Key Idea

- Compare two-digit numbers using greater than, less than and equal to symbols.
- Recognize numbers that is greater than, less than or equal to the other.
- Arrange the number correctly in increasing or decreasing order.

Most Essential Learning Competencies

Compares numbers up to 100 using relational symbol and orders them in increasing or decreasing order • M1NS – no code

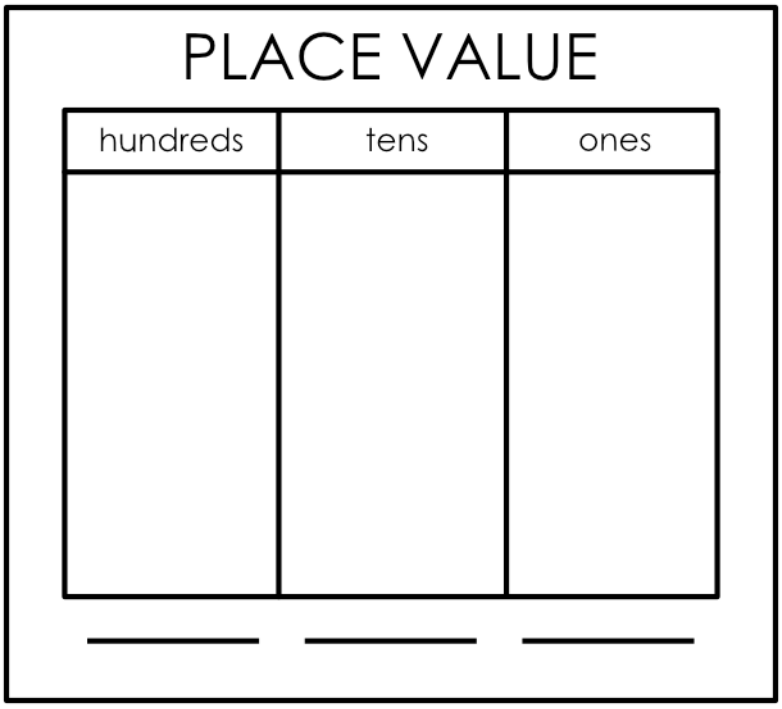
Component 1: *Lesson Short Review*

Time: 5 mins.

Do you know what is a place value? Have you seen a place value chart?

Can you identify the place value of each digit in number 67? Use the place value chart.

What is the value of 6 tens? What is the value of 7 ones?



https://www.thesimplehomeschooler.com/printable-place-value-charts/

- Let the learners write each digit in their correct place value.
- Ask the learners the following questions.

-What is the number? Read the number.

-What is the place value of 6?

-What is the place value of 7?

-What digit is in the ones place?

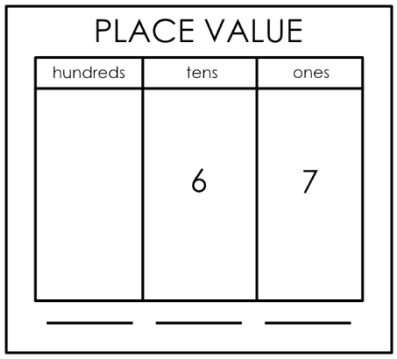
-What digit is in the tens place?

(Try another number like 30 and as the same quest

(Briefly discuss the concept of value and place value?

Sample Answers

Q1:



Q2: 67 (Say : Sixty-seven)

Q3: tens

Q4: ones

Q5: 7

Q6: 6

Q7: 6

Q8: 7

Component 2: ***Lesson Purpose/Intention***

Time: 2 mins.

Today, you will be practicing how to compare numbers. Do you still remember what we mean by comparing? It means you will be able to identify if a number is ***greater than, less than*** or ***equal to*** the other using the correct relational symbols. By learning this comparison, you will be able to arrange numbers correctly in increasing or decreasing order. So let's start exploring and learning while having fun.!

Component 3: *Lesson Language Practice*

Time: 3 mins.

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

Place Value – the position of a digit in a number determines its value.

Greater Than – means bigger number. Use the symbol >
(https://www.toppr.com/guides/maths/greater-than-and-less-than-symbols/)

Less Than- means smaller number. Use the symbol <
https://www.toppr.com/guides/maths/greater-than-and-less-than-symbols/)

Equal to– means the numbers are the same. Use the symbol. =
https://www.pngegg.com/en/png-yqxjz

Increasing Order – means that numbers are arrange starting from smallest to biggest.

Decreasing Order- means that numbers are arrange starting from biggest to smallest.

- Read aloud the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

▪ Present a real-life situation/s wherein learners can relate. Ask the pupils to act the situation by giving them the real objects.

Noel has 25 red popsicle sticks. Charles has 15 yellow popsicle sticks. Who has more popsicle sticks?

▪ Ask the following questions:

- Who are the two children in the story?

- How many popsicles sticks Noel has?

- How many popsicles sticks Charles has?

- Do they have the same number of popsicles sticks? Why yes? Why no?

- Let's compare the number of their popsicle sticks using the place value chart.

Sample Answers:

Q1: Noel and Charles

Q2: 25

Q3: 15

Q4: No, because Noel has 25 while Charles has 15, 25 and 15 are different numbers.

Try these! *(Teacher can do this together with pupils who act out the story together with the class.)*

Directions: Place the digit of the numbers in the correct place value. Compare the numbers.

	tens	ones
Noel	2	5
Charles	1	5

Teacher will ask the following questions;

- How many ones are there in 25?
- How many tens are there in 25?
- How many ones are there in 15?
- How many tens are there in 15?
- Are the digits in the ones place the same?
- Are the digits in the tens place the same**?** Why not?Which digit is bigger?
- Which is greater 25 or 15?
- Who has more popsicle sticks?

Sample answers:

Q1: 5

Q2: 2

Q3; 5

Q4: 1

Q5: YES

Q6: No, because 2 and 1 are different numbers. 2 is bigger than 1

Q7: 25

Q8: Noel

Teacher will write the numbers again on the board and use the symbols greater than >

To compare 25 and 15

Sample answer: 25 is greater than 15

25 > 15

Component 4B

SPIN AND COMPARE

This game will allow the pupils to visually compare the numbers that will come out from the spinner.

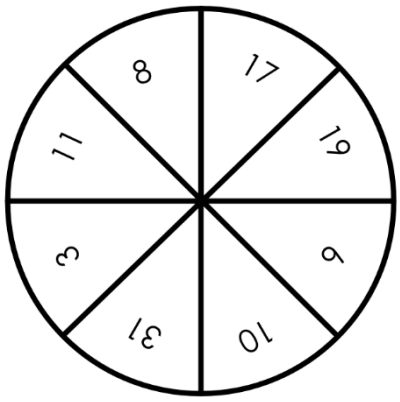
Directions:

-There will be 2 pupils who will spin the wheel one at a time.

- After they reveal the numbers one of their classmates will use their arms to show if its greater than, less than or equal to by using the following > or <

, and =

(Teacher may varies the number in the wheel.)



Teacher may also use the numbers in the wheel and help the pupils to arrange them in ***increasing order or decreasing order.***

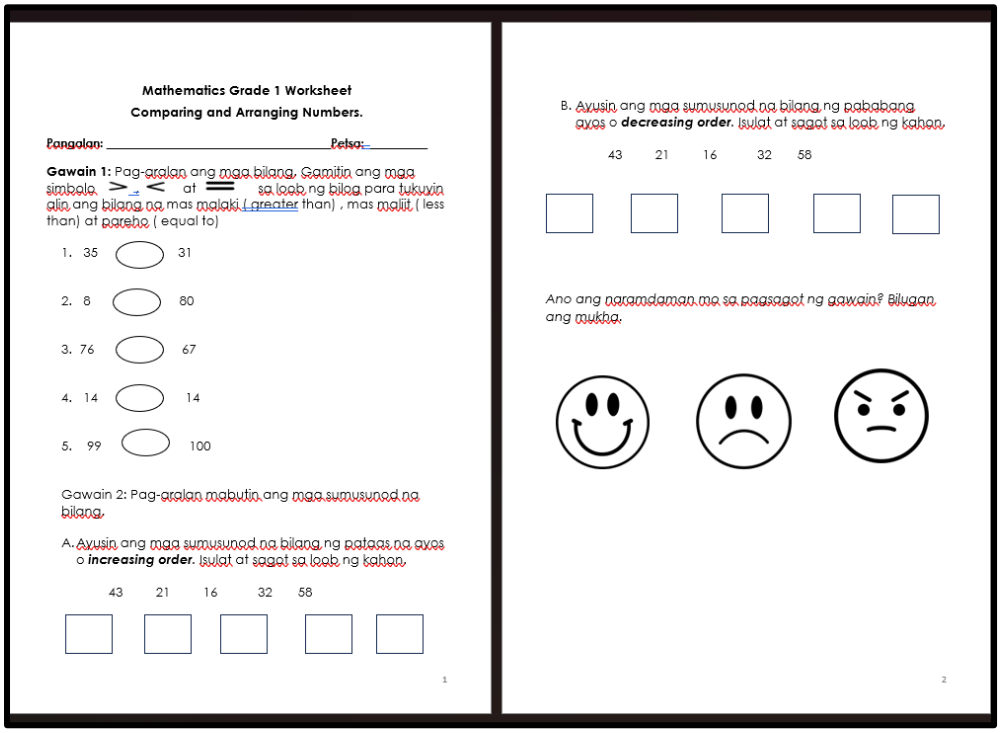
Component 4C

Individual worksheets

Directions: There are two tasks that you need to do in your worksheets.

1. Compare the numbers using the symbols $>$ $<$, and $=$
2. Arrange the number in a) decreasing order , b) increasing order

SAMPLE WORKSHEET:



Mathematics Grade 1 Worksheet
Comparing and Arranging Numbers.

Pangalan: _____ Petsa: _____

Gawain 1: Pag-aralan ang mga bilang. Gamitin ang mga simbolo $>$, $<$ at $=$ sa loob ng bilog para tukuyin alin ang bilang na mas malaki (greater than) , mas maliit (less than) at pareho (equal to)

1. 35 ◯ 31
2. 8 ◯ 80
3. 76 ◯ 67
4. 14 ◯ 14
5. 99 ◯ 100

Gawain 2: Pag-aralan mabutin ang mga sumusunod na bilang.

A. Ayusin ang mga sumusunod na bilang ng pataas na ayos o ***increasing order***. Isulat at sagot sa loob ng kahon.

43 21 16 32 58

☐ ☐ ☐ ☐ ☐

1

B. Ayusin ang mga sumusunod na bilang ng pabababng ayos o ***decreasing order***. Isulat at sagot sa loob ng kahon.

43 21 16 32 58

☐ ☐ ☐ ☐ ☐

Ano ang naramdaman mo sa pagsagot ng gawain? Bilugan ang mukha.

2

Component 5: Lesson Conclusion

Time: 5 mins.

- The lesson focuses on comparing numbers which most of the pupils have misconceptions especially when they use relational symbols. It is important to emphasize the direction of the number being compared to for them to master the skills. Moreover, if the pupils visualize the numbers using concrete materials it will be easy for them to identify which is greater, lesser, and equal that will also lead them to arrange the numbers in increasing and decreasing order.

- Ask learners to answer the following questions by class discussion.
  (Teacher Say: What have you learned for today? Can you share your thoughts? Would you like me to help you share your thoughts?)

Q1. How do we compare numbers?

Q2. Can you show the symbol for greater than using your fingers?

Q3. Can you show the symbol for less than using your fingers?

Q4. If we arrange the numbers from smallest to biggest, what order is that?

Q5. If we arrange the numbers from biggest to smallest, what order is that?

- Let learners use a journal and write one thing they remember in the lesson presented to them
  In the class today. Don't forget the date and the day.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson Plan 3

Key Idea

- Understand that the number after is one more than and the number before is one less than the given number.
- Recognize that the number after is one more than and the number before is one less can be compared.
- Practice identifying the number that is one more or one less from a given number through various activities.

Most Essential Learning Competencies

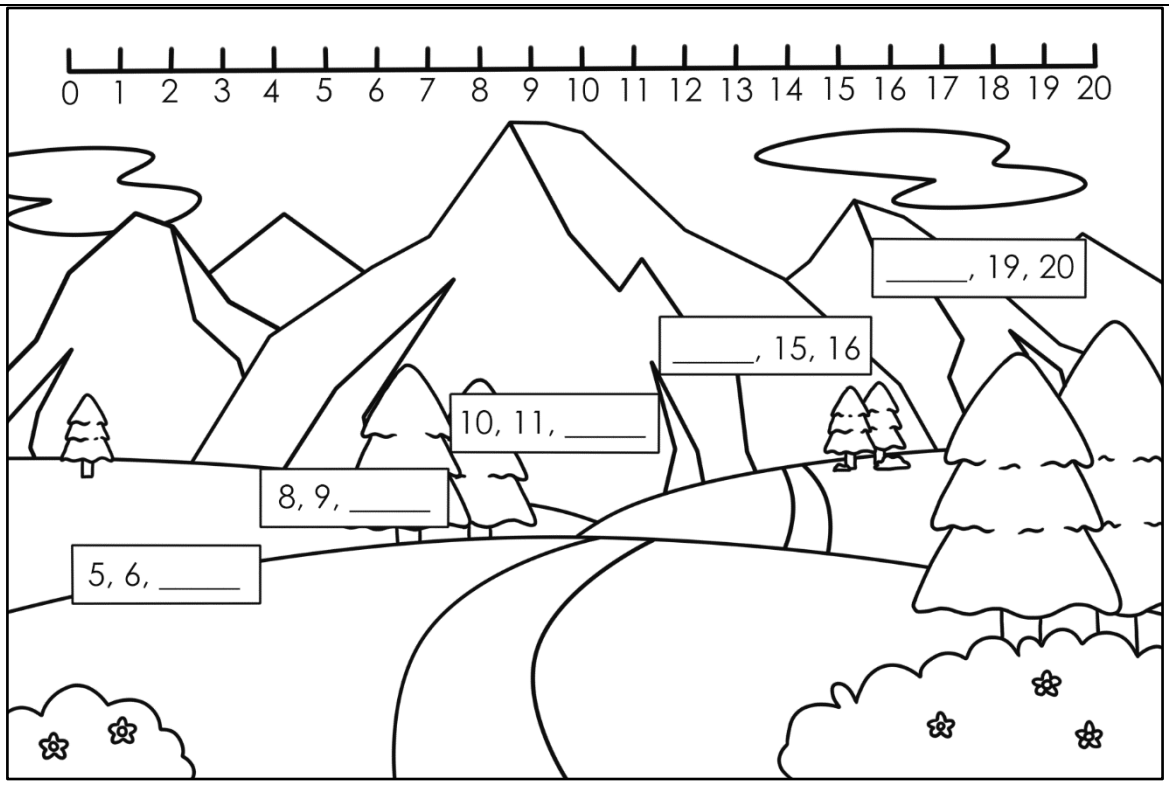
- Identifies the number that is one more or one less from a given number. **M1NS-Ia-3.0**

Component 1: *Lesson Short Review*

Time: 5 mins.

Trail Games using Number lines
This activity will engage students and activate their prior knowledge on numbers.

-The learners will be divided into four groups.
-They will be given 4 charts of number lines.
-Teacher will asked what the missing number is.
(This is a math tool called number line. It helps to see numbers in the order count them in. Let's used this number line to count from 0 all the way up to 20. We can also use the number lines to count backward. Ready to trail?)
-They will be asked to jump going to their left or to their right and write the correct missing number on the blank.



Let the learners count from 1-20 and vice versa using the number lines.
Ask the following questions:

- What number comes after the number 6? 9? 11?
- How much number 7 is more than 6?
- How much number 10 is more than 9?
- How much number 12 is more than 11?
- What number comes before number 15? And 19?
- How much 14 is less than 15?
- How much 18 is less than 19?

Sample Answers:

Q1: The number comes after the number 6 is 7, 9 is 10, 11 is 12.

Q2: 7 is one more than 5,

Q3: 10 is one more than 9,

Q4: 12 is one more than 11.

Q5: The number comes before the number 15 is 14.

Q6: 14 is one less than 15

Q7: 18 is one less than 19

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Identifying the numbers before and after helps us understand the concept of "one more "(labis ng isa) and "one less" (kulang ng isa). It allows us to see the sequential relationship between numbers and helps in developing number sense and basic arithmetic skills.

Component 3: *Lesson Language Practice*

Time: 5 mins.

Let the learners read the unfamiliar words or phrases by group and by individual.

- **"Before" (*bago*)** or **"After" *(pagkatapos)*** refers to the number that comes immediately prior to a given sequence or order number.
- **"One more"** (***labis ng isa***) refers to the concept of adding or counting by one from a given number.
- **"One less" *(kulang ng isa)*** refers to the concept of subtracting or counting down by one from a given number.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Present a real-life situation/s wherein learners can relate.

On Lourd's birthday her mother baked cookies and cupcakes. He said the cookies are one more than the cupcakes.

Is Lourd right? How do you know?

▪ Ask the following questions:

-How many cookies did Lourd's mother baked?

-How many cupcakes?

-How many more cookies than cupcakes?

-Is Lourd, right?

Sample Answers:

Q1: 6

Q1: 5

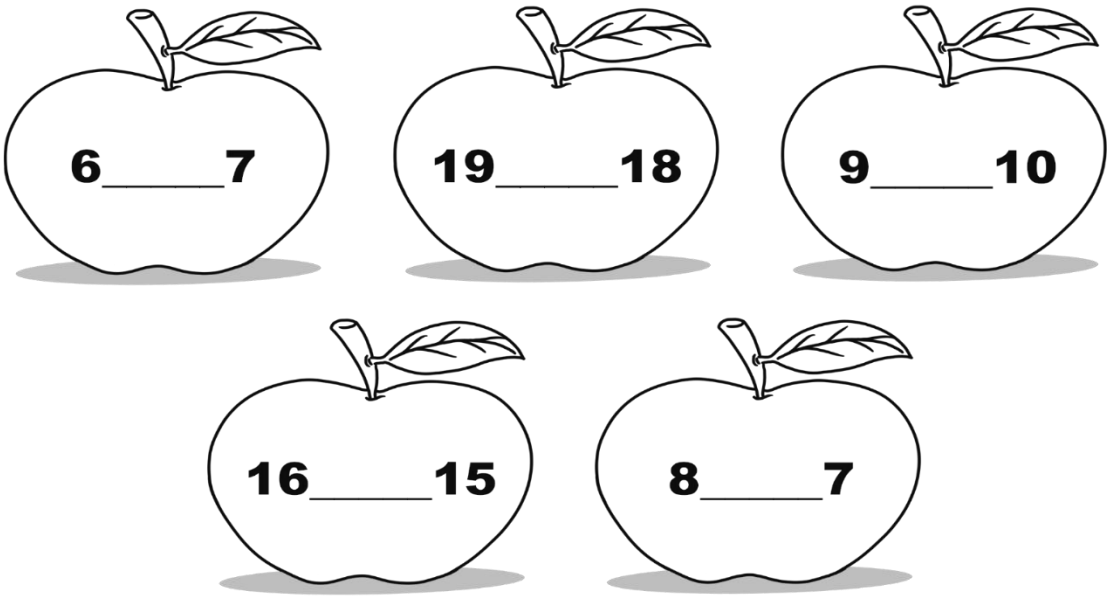
Q2: 6 is one more than 5

Q3: Yes,

Try these out!

The teacher will show a card of exercises for one more or one less in a given number.

Learners will participate in a quick game where they must stand up if it shows one more than and stay seated if it is one less than.



Activity 4B

Directions: Encircle the correct answer.

One more		Less than
6 , 9 , 7	8	6 , 9 , 7
12, 15, 13	14	12, 15, 13
19, 18, 21	20	19, 18, 21
11, 10 , 7	9	11, 10, 8 7
16 , 15 , 18	1	16 , 15, 18

Sample Answers:

1. 9, 7
2. 15, 13
3. 21, 19
4. 10, 8
5. 18, 16

Activity 4C

Count me in!

Panuto: Isulat sa patlang ang ***labis ng isa*** o ***kulang ng isa*** ang tamang sagot.

1. ***8 na buko _____ sa 9 na buko.***
2. ***14 na manga _____ 13 na manga.***
3. ***11 na saging _____ 12 na saging.***
4. ***18 na pakwan _____ 19 na pakwan.***
5. ***20 na melon _____ 19 na melon.***

Component 5: Lesson Conclusion

Time: 5 mins.

- *Recognizing the number before and after helps us identify the number one more or one less number than the given number. We count in order or sequentially to tell the number one more or one less than the given number.*
- *Ask the learner to answer the following questions.*

Q1. What is "one more"?

Q2. How many numbers do we add to make it one more than the given?

Q3. What is "one less"?

Q4. What do we do to make it one less than the given number?

Reflection:

Q5. We do this kind of math all the time in the real world, so it's an important skill to practice.

- Let learners know that good learners reflect on their learning.
- Segue to next lesson: In the next lesson, we will discuss and enjoy lessons about ordinal numbers.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson Plan 4

Key Idea

- What are Ordinal Numbers?
  Ordinal numbers are used to represent the rank or position of an object or a person.
- How to Write Ordinal Numbers?
  Ordinal numbers or ordinals are written using numerals as prefixes and adjectives as suffixes. For example, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and so on. We can easily identify an ordinal number: it talks about positioning.

Most Essential Learning Competencies

- Identify, read and write ordinal numbers: 1^{st}, 2^{nd}, 3^{rd}, up to 10^{th} object in each set from a given point of reference.

Component 1: *Lesson Short Review*

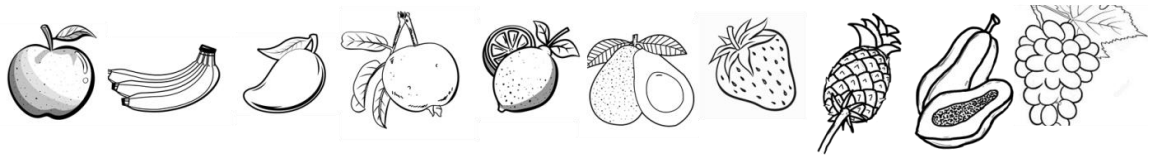
Time: 5 mins.

The teacher will call 10 pupils to stand in front of the class, give them each a picture of a fruit. How many children do we have in front? How many pictures of fruit do you see?

The pupils will count start from pupil A.

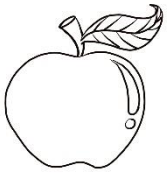
Who is number 1 in the line? And what picture of a fruit does he/she hold?

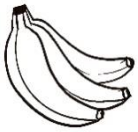
What about number 2, 3, 4, 5, 6, 7, 8, 9, 10 in line? And what picture of a fruit does he/she hold?

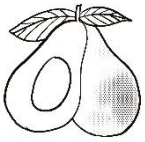


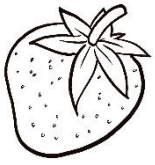
Sample Answers

Q1:

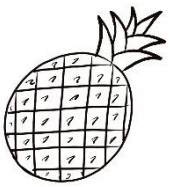
Pupil A –apple 

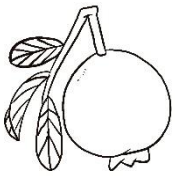
Pupil B –banana 

Pupil F –avocado 

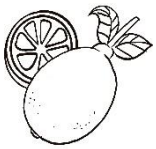
Pupil G –strawberry 

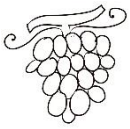
Pupil C–mango 

Pupil H –pineapple 

Pupil D–guava 

Pupil I –papaya 

Pupil E –lemon 

Pupil J–grapes 

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Match the Cards.
This activity will engage students and activate their prior knowledge on ordinal numbers.

-The learners will be divided into three groups.
-They will be given a set of ordinal numbers.
-Pupils will match the ordinal numbers with the letters of the word **"PLAYGROUND"**.
- The first group to match it gets a point. The group with the greatest number of points win.

P L A Y G R O U N D

What is the 1st letter?	What is the 2nd letter?
What is the 3rd letter?	What is the 4th letter?
What is the 5th letter?	What is the 8th letter?
What is the 6th letter?	What is the 9th letter?
What is the 10th letter?	What is the 7th letter?

-Let the learners present their work.
-Say:
- What have you noticed about the ordinal numbers that you matched in the letters pasted in the board?
- Where does the 1st number start?

Sample Answers

Q1: The numbers are arranged from 1^{st} – 10^{th}.
Q2: The 1^{st} number starts from the left.

Component 3: *Lesson Language Practice*

Time: 5 minutes

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

  - **Ordinal numbers** are used to represent the rank or position of an object or a person in each set from a given point of reference.
  - We write ordinal numbers such as:

    First (1st)
    Second (2nd)
    Third (3rd)
    Fourth (4th)
    Fifth (5th)
    Sixth (6th)
    Seventh (7th)
    Eighth (8th)
    Ninth (9th)
    Tenth (10th)

- Read out the terms and ask learners to read them to themselves and then out loud as a class.

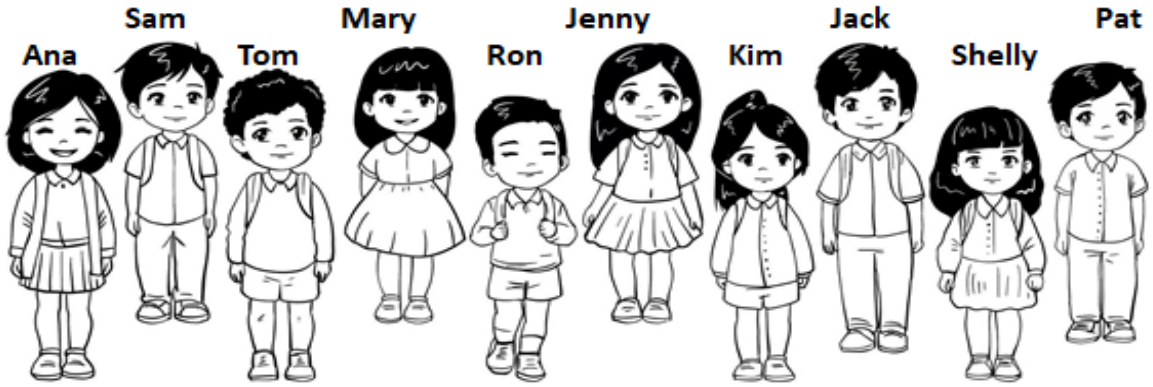
Component 4*: Lesson Activity*

Time: 25 minutes

Activity 4A

Present a picture of 10 pupils.

Say: These are the pupils in Grade-Apple, they will be joining the dance contest, the teacher asks them to fall in line.



▪ Ask the following questions:

-How many pupils will be joining the dance contest?

-Do you think, they will win the contest?

-What should they do to win the dance contest?

- Write the ordinal number of the following names of the pupils according to the picture. (starts from the left)

Una	1st	Pang-anim	6th
Pangalawa	2nd	Pampito	7th
Pangatlo	3rd	Pangwalo	8th
Pang-apat	4th	Pansiyam	9th
Panglima	5th	Pansampu	10th

1. Tom is in the _____ place.
2. Ron is in the _____ place.
3. Ana is in the _____ place.
4. Mary is in the _____ place.
5. Sam is in the _____ place.
6. Kim is in the _____ place.
7. Jack is in the _____ place.
8. Jenny is in the _____ place.
9. Pat is in the_____ place.
10. Shelly is in the _____ place.

Sample Answers:

Q1: 10

Q2: Yes.

Q3: They should memorize the steps and practice it gracefully.

Q4:

1. 3rd

2. 5th

3. 1st

4. 4th

5. 2nd

6. 7th

7. 8th

8. 6th

9. 10th

10. 9th

Activity 4B

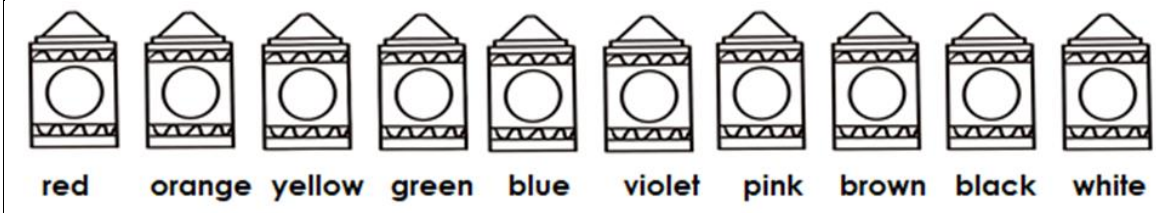
Group the pupils into 3.

Group 1 will be given 1 jumbled word that is composed of 10 letters.
"FRUITCAKES"

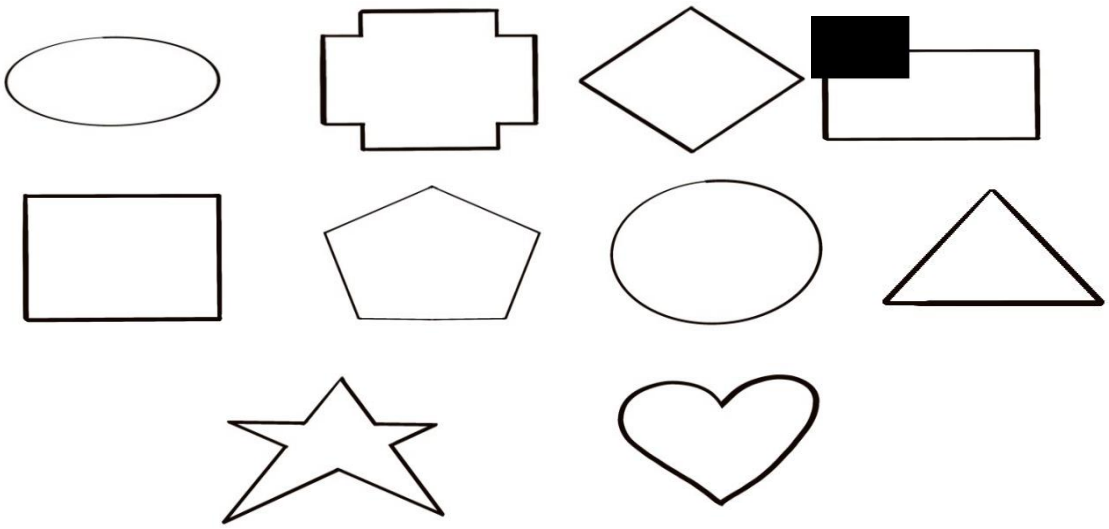
Write the ordinal number for each letter, starting from the left.

R	F	I	A	U	K	C	E	S	T

Group 2- Colour the crayons according to the position or ordinal number in the picture in the picture.



Group 3- Draw the shape of the following:



_____1. Anong hugis ang 2nd sa set?

_____2. Anong hugis ang 4th sa set?

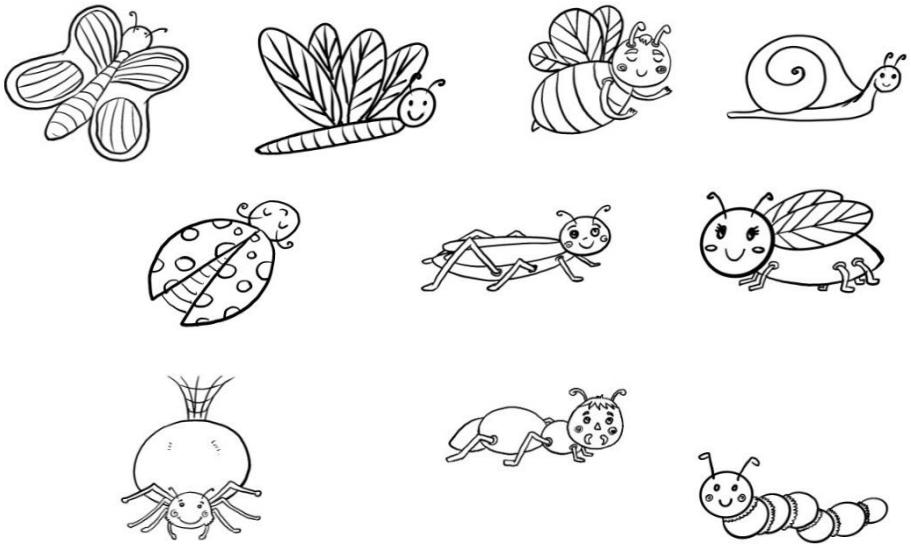
_____3. Anong hugis ang 6th sa set?

_____4. Anong hugis ang 8th sa set?

_____5. Anong hugis ang 10th sa set?

Group 4- Look at the pictures below, write the position or ordinal number of the following.

1st	2nd	3rd	4th	5th
6th	7th	8th	9th	10th



Activity 4C

Directions: Read and write the correct symbol of ordinal numbers.

1. Pangalawa- _____
2. Panlima- _____
3. Una- _____
4. Pansampu- _____
5. Pang-anim- _____
6. Pampito- _____
7. Pansiyam- _____
8. Pangatlo- _____
9. Pang-apat- _____
10. Pangwalo- _____

Component 5: Lesson Conclusion

Time: 5 mins.

- Identifying, reading and writing ordinal numbers: 1st, 2nd, 3rd, up to 10th object in each set from a given point of reference tells us what order things come in. Knowing the order of things can be very important, whether we're talking about who won the race, or who got to class first.
- Ask learners to answer the following questions either by class discussion or writing the answers in their worksheet.

Q1. What are ordinal numbers?

Q2. What words did we use to tell the position of the object in a group?

Q3. Did collaborating with your classmates help you understand the lesson? How?

Reflection:

Q5. What is the importance of ordinal numbers in real life?

Let learners know that good learners reflect on their learning.

- Segue to next lesson: In the next lesson, we will discuss and enjoy the lessons..

REMINDER: Collect learners' worksheets to review and analyze their learning.

Prepared by: **Margareth R. Lipnica**

Eulogio Rodriguez Sr. Elementary School

SDO-Quezon City

MATHEMATICS Grade 1 Lesson Plan 5

Key Idea

- Understand that a whole can be equally divided into ½ and ¼.
- Recognize that a whole is made up of fourths and halves.

Most Essential Learning Competencies

- Visualizes, represents, divides a whole into halves and fourths and identifies ½ and ¼ of a whole object. M1NS- no code

Component 1: *Lesson Short Review*

Time: 5 mins.

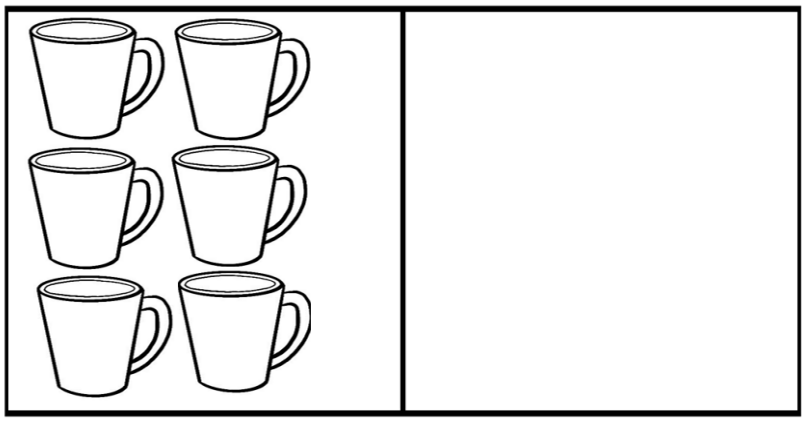
Mixed and Match!

This activity will engage students and recall prior knowledge on ½ and/or ¼ of the whole region or given set.

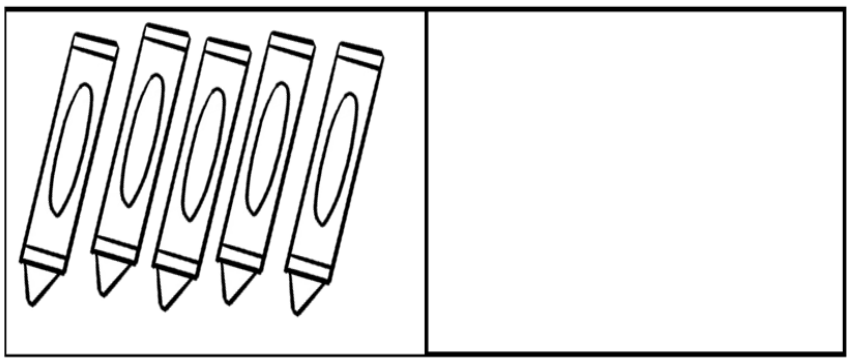
-Learners will be grouped into 4.
-Each group will be given set of mixed pictures and instructional cards.
-Match the pictures with its corresponding fractional parts instructed in the instructional cards.

Draw an equivalent number of objects in Column A to the boxes in Column B.

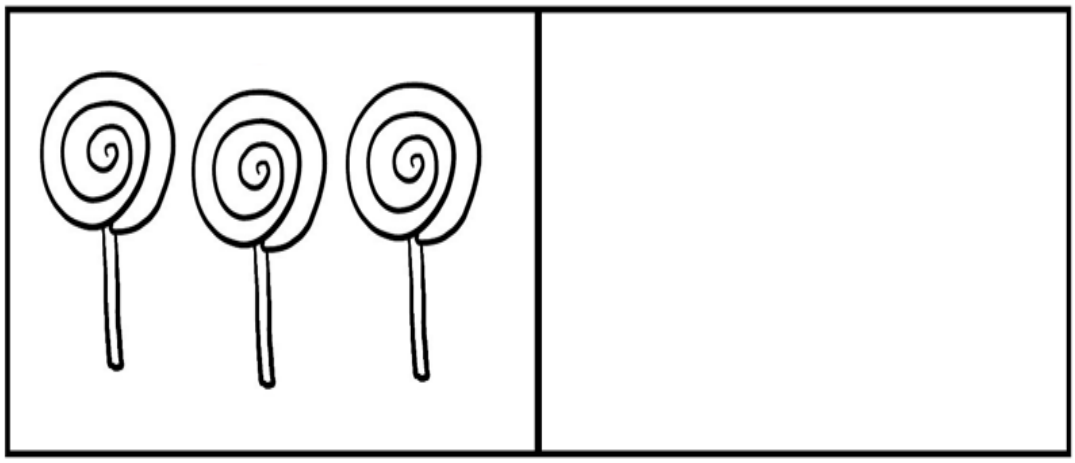
1.



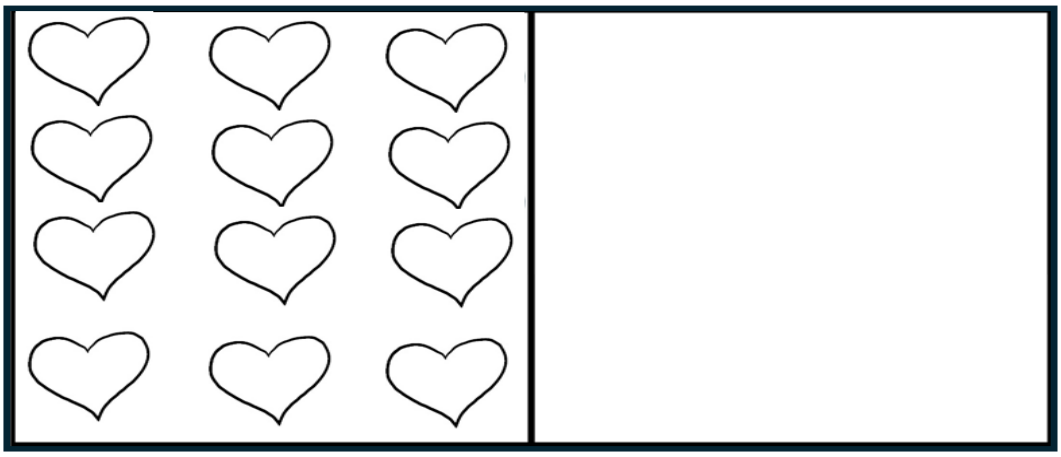
2.



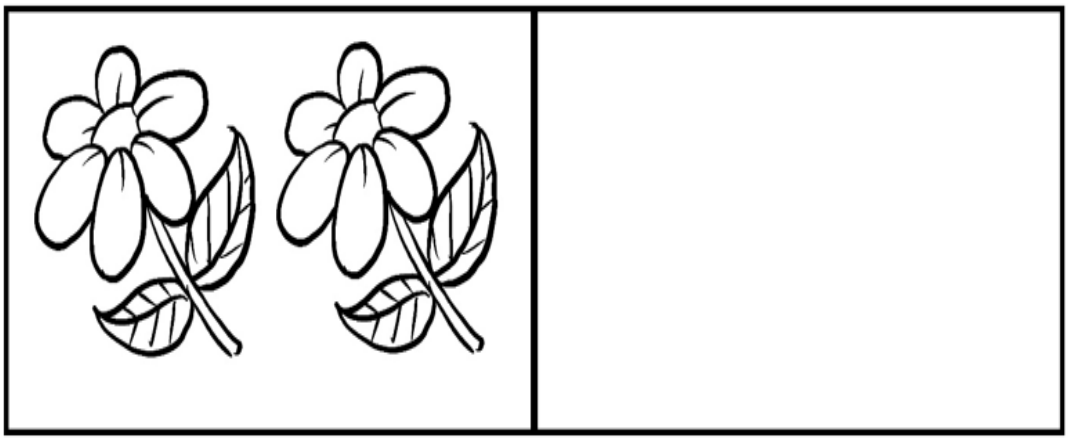
3.



4.



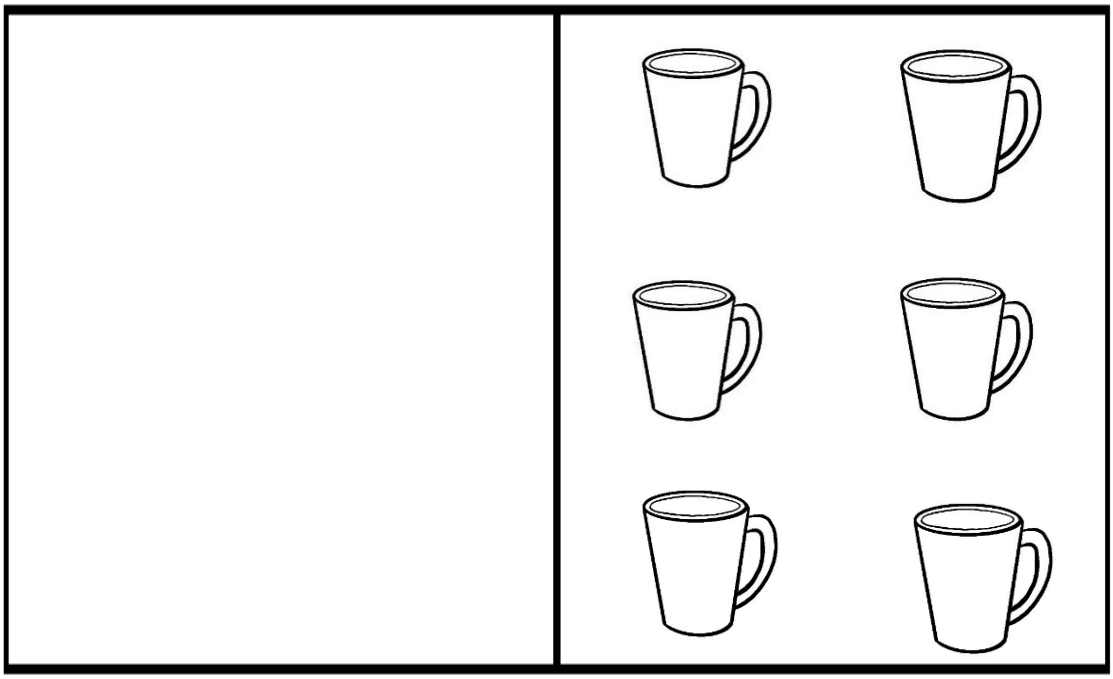
5.



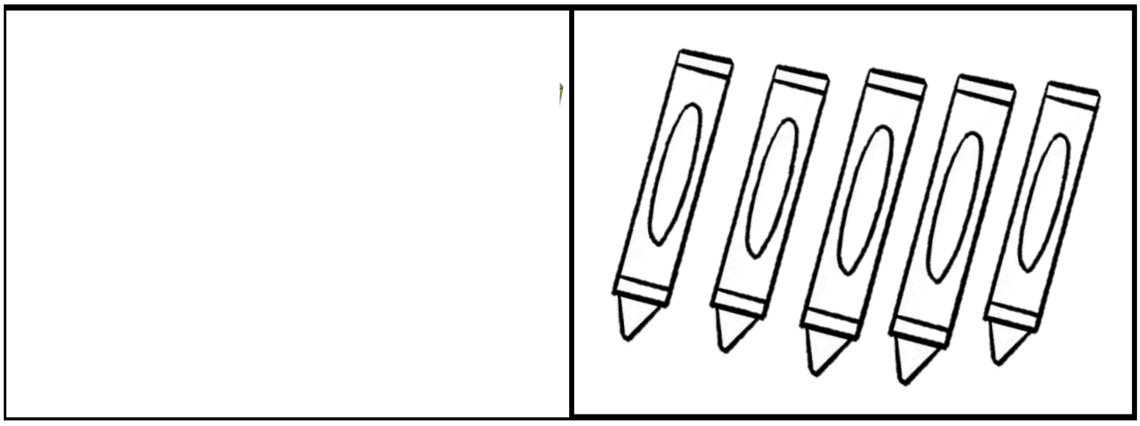
What can you about the number of objects in both columns**?**

Sample Answers

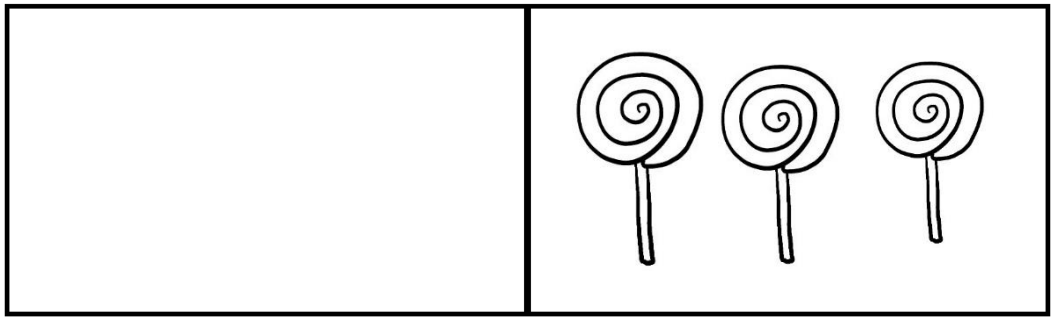
1.



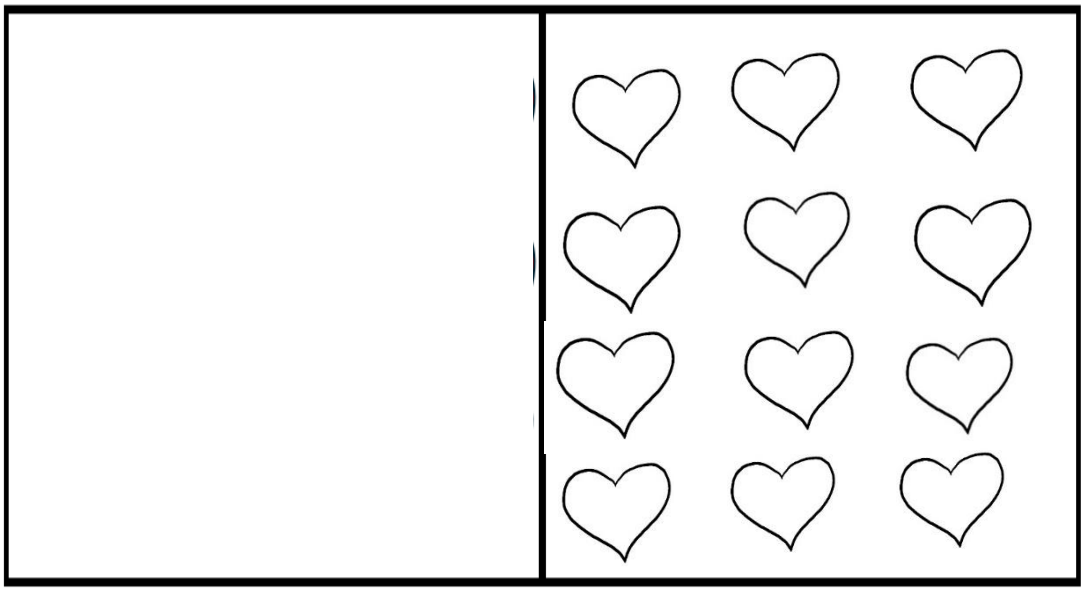
2.



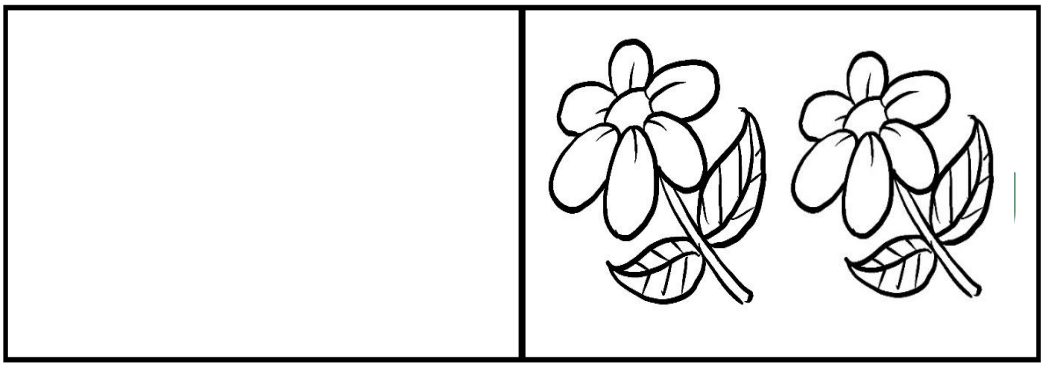
3.



4.



5.



Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Visualizing, representing, and dividing a whole into halves and fourths gives learners the idea that a whole is made up of halves and fourths. This also develops the concept that a whole is greater or bigger than its fractional parts.

Component 3: *Lesson Language Practice*

Time: 5 mins.

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

- **Halves** represent equal parts of a whole or set when equally divided into two parts.
- **Fourths** represent equal parts of a whole or set when equally divided into four parts.

- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

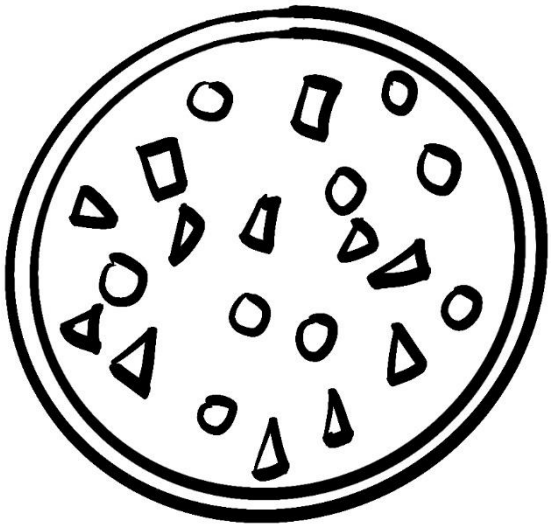
Time: 25 mins.

Activity 4A

▪ Present a real-life situation/s wherein learners can relate.

- Bring a box of pizza before the class for concrete representation.

Mr. De Vera bought a box of pizza for his four children. When he opened the box, he noticed that the is not yet sliced. If Mr. Mr. De Vera will slice the pizza into four equal parts, how will the pizza look like**?**



▪ Ask the following questions:

-How many children does Mr. De Vera has**?**

-Into how many equal parts will he divide the pizza**?**

-What would the pizza look like after slicing it into four equal parts**?**

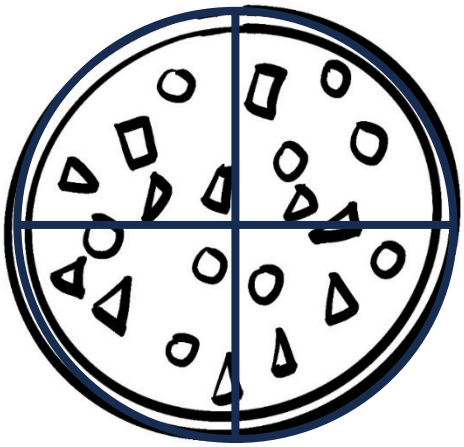
Sample Answers:

Q1: Mr. De Vera has four children.

Q2: The pizza will be divided into four equal parts.

Q3

:



Try these out!

Fair Share!

The pupils will be grouped into 6. Each group will have 4 members.

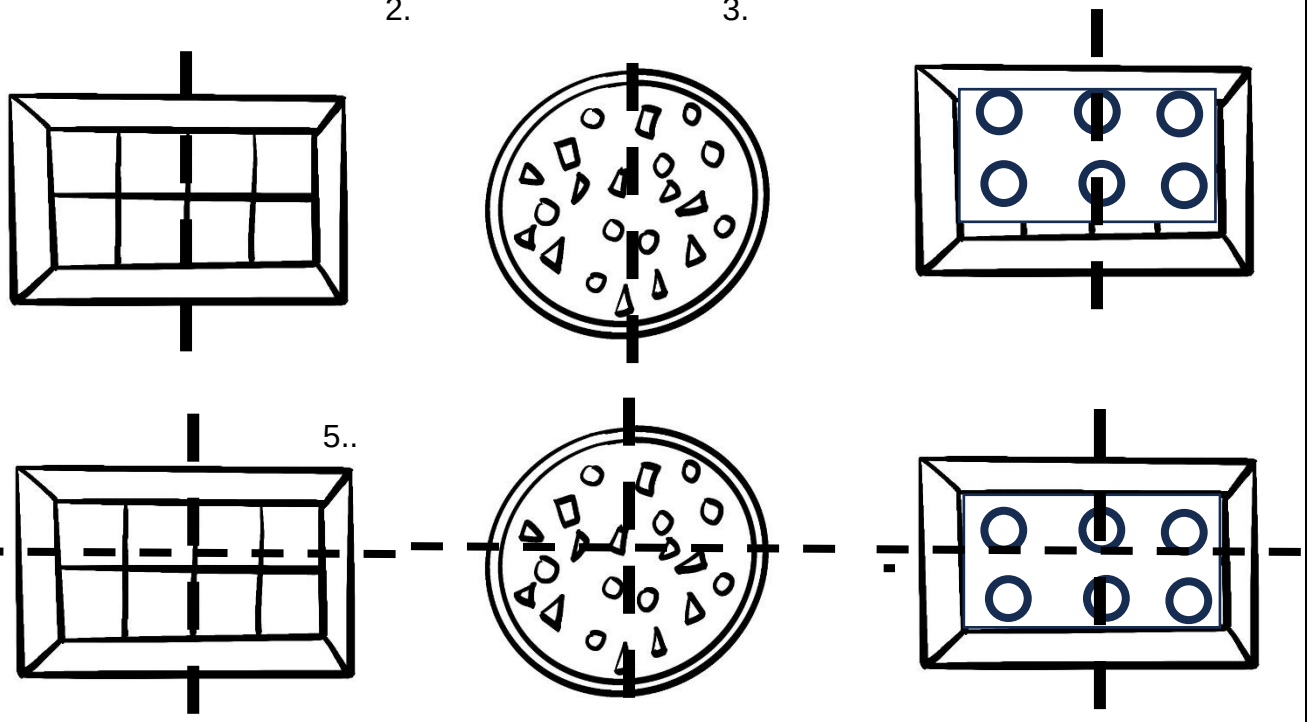
Each group will be given models of bars of chocolate, pizza, and or rectangular cakes.

Groups 1-3 will divide the model into 2 equal parts or halves.

Groups 4-6 will divide the model into 4 equal parts. Learners will present their work in class.

Sample Answers.

1. 2. 3.



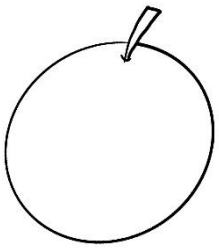
4. 5..

Activity 4B

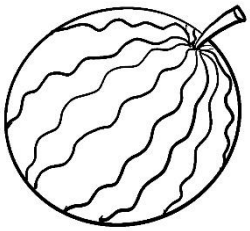
Fruit Ninja!

Directions: Give each learner a worksheet of fruits. Let the learners divide the fruits into halves and fourths.

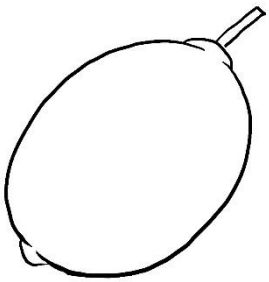
1. ½



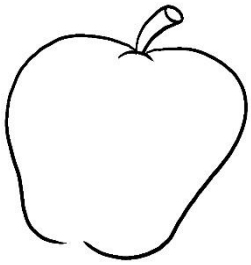
2. ½



3.



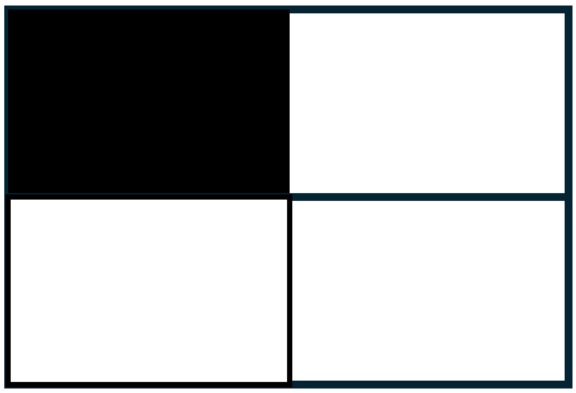
4. ¼



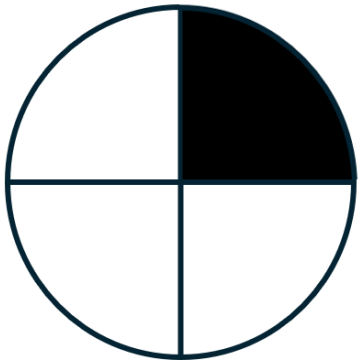
Activity 4C

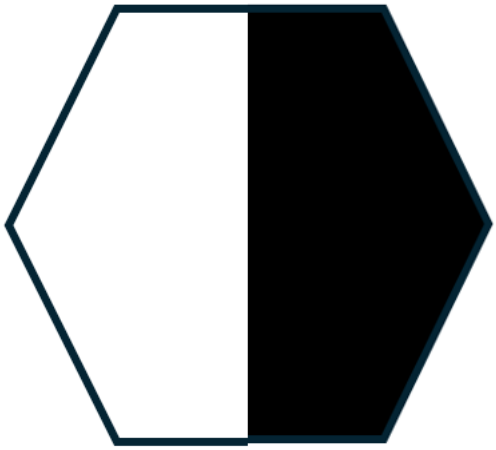
Directions:

Write ½ if the object below represents a half and ¼ if it represents fourth.

1. 

3. 

4. 

5. 

REMINDER: Collect learners' worksheets to review and analyze their learning.

MATHEMATICS Grade 1 Lesson Plan 6

Key Idea

- Understand that ¼ and ½ are part of a whole region or set.
- Recognize that a whole is made up of ¼ and 1/2.
- Complete the whole region or set given its ¼ and/or ½.

Most Essential Learning Competencies

- Visualizes and draws the whole region or set given its ½ and/or ¼. M1NS-IIId-75

Component 1: *Lesson Short Review*

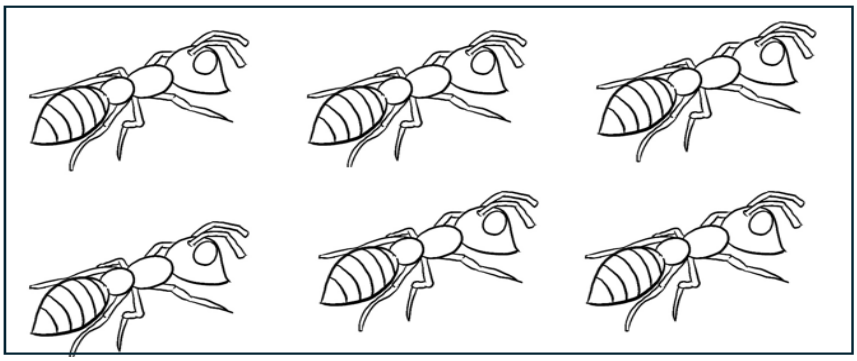
Time: 5 mins.

Post it!
This activity will engage students and recall prior knowledge on ½ and/or ¼ of the whole region or given set.

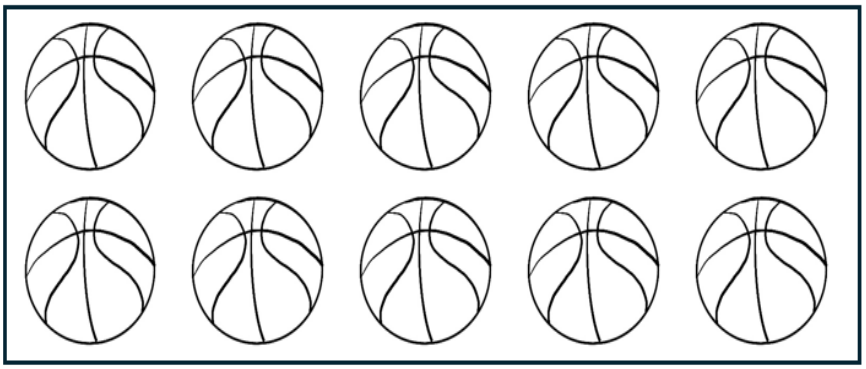
-Learners will be grouped into 4.
-Each member of the group will be assigned with a particular item number to answer.
-Assigned members will post on the board the ½ and/or ¼ of the given set.

Post on the board 1/ 2 of the given set.

1.

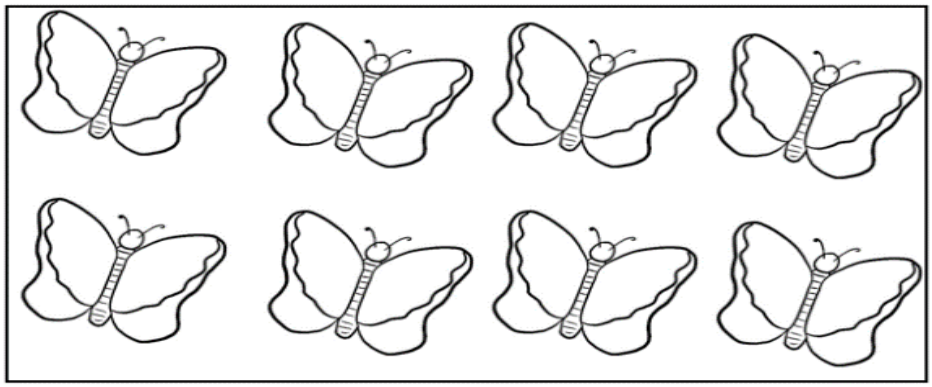


2.

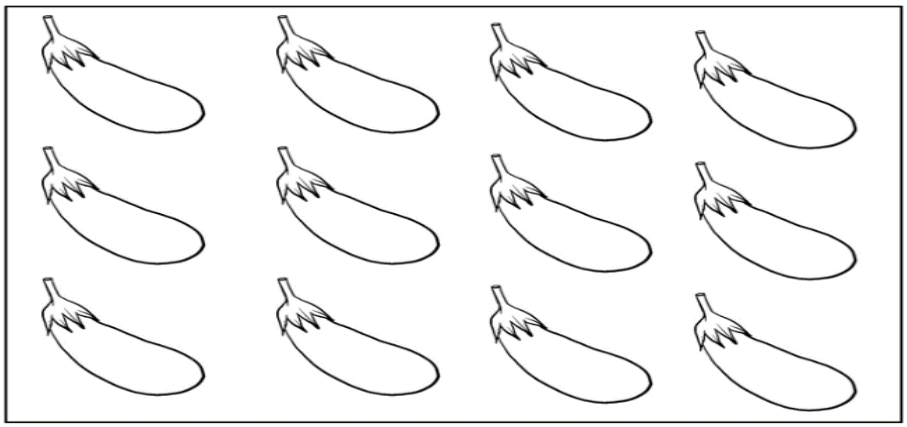


Post on the board 1/ 4 of the given set.

3.



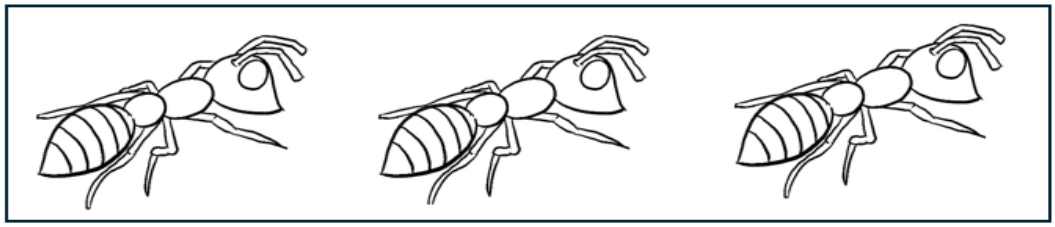
4.



What part of the given set were presented in numbers1 and 2**?**
What part of the given set were presented in numbers 3 and 4**?**

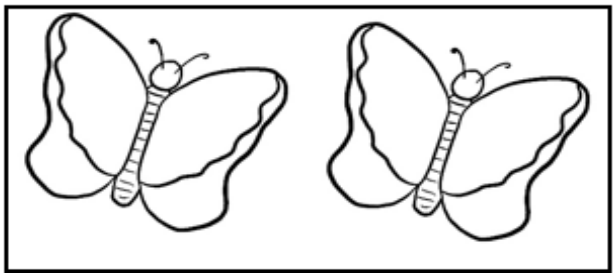
Sample Answers

1.

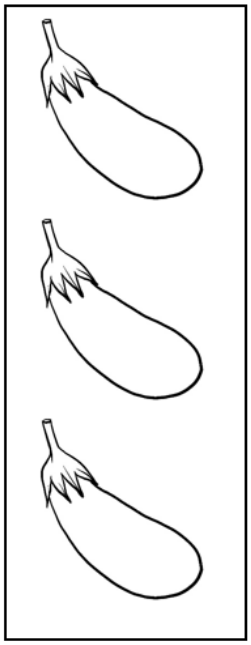


2.

3.



4.



Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Visualizing and drawing the whole region or set given its ½ and/or ¼ gives learners the idea that fractional parts came from a whole or in a set. This also develops the concept that a whole is greater or bigger than its fractional part.

Component 3: *Lesson Language Practice*

Time: 5 mins.

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

- **Fraction** represents equal parts of a whole or set.
- A **set** is a collection of objects forming a group.

- Read out the terms and ask learners to read them to themselves and then out loud as a class.

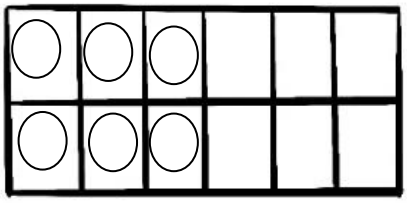
Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Present a real-life situation/s wherein learners can relate.

> Mother cooks leche flan for her son's birthday. She uses ½ of the eggs in her tray to make a large pan of flan.



▪ Ask the following questions:

-How many eggs were there before mother cooks leche flan**?**

-What part of the eggs were used by mother**?**

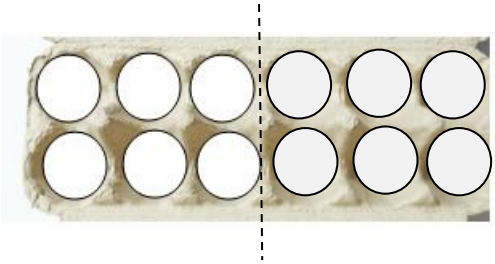
-If we draw the used half of the set of eggs, how does our drawing look like**?**

Sample Answers:

Q1: There were 12 eggs.

Q2: ½ of the eggs.

Q3:



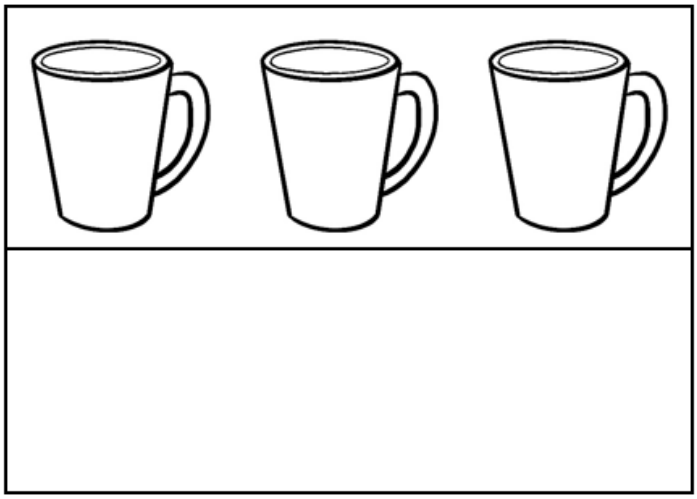
Try these out!

It's mARTh Time!

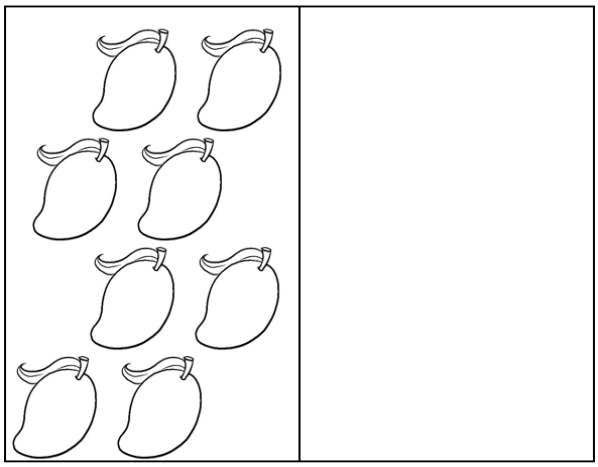
The pupils will bring out their pencil and crayons. Coloring sheets will be provided for them.

Draw the missing part of the region or object in each set. Color your work!

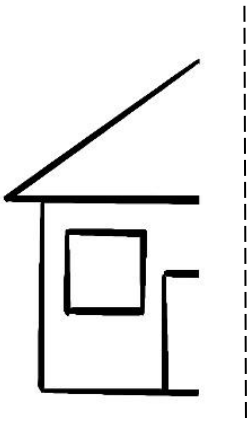
1.



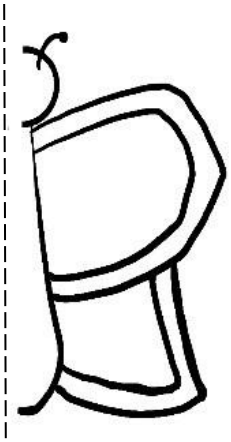
2.



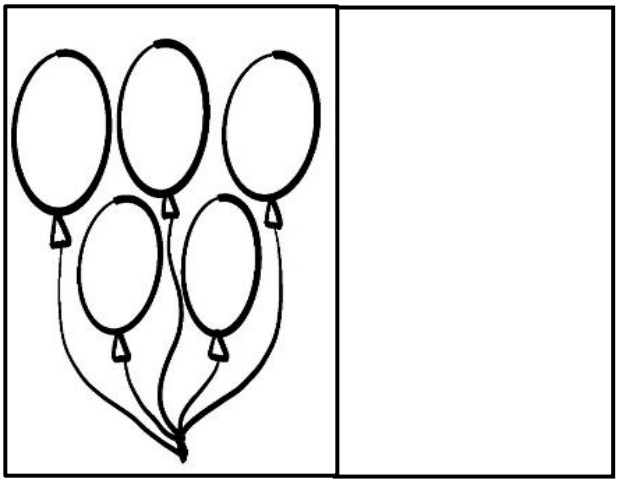
3.



4.



5.



Activity 4B

My Half Heart Belongs to You!

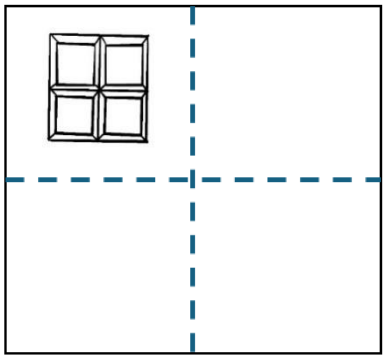
Directions: Give each learner a heart shape card cut into half. The learner will form a circle and will go around to find the half pair of their heart.

Activity 4C

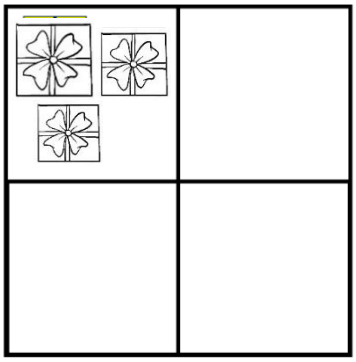
Directions:

Draw the missing half or fourth of the given objects.

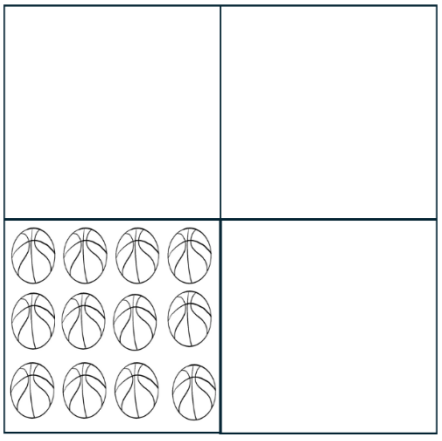
1.



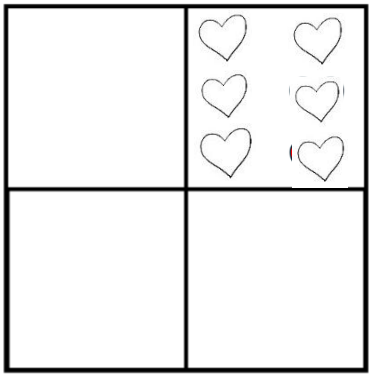
2.



3.



4.



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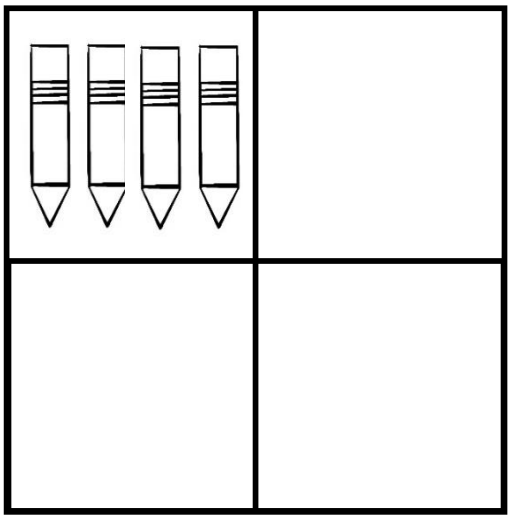


Component 5: Lesson Conclusion

Time: 5 mins.

*Q1. If the missing region or set is completed, what is being formed**?***

*Q2. If half of the set or region is given, what part is needed to complete the set or region**?***

*Q3. If half of the set or region is given, what part is needed to complete the set or region**?***

REMINDER: Collect learners' worksheets to review and analyze their learning.

MATHEMATICS Grade 1 LC Lesson Plan 7

Key Idea

- Combining objects or sets of objects to form addition.
- Using the plus sign to make an addition sentence.
- Creating sets of objects to show addition.

Most Essential Learning Competencies

Illustrates addition as “putting together or combining or joining sets” (M1NS-IIa-23)

Component 1: *Lesson Short Review*

Time: 5 mins.

Itayo ang Tore ng Hari (Laro)

This activity will engage students and activate their prior knowledge of numbers.

Mga kagamitan:

1. Game cards.
2. Connecting cubes or bottle caps

- Ang mga bata ay bibigyan ng takip ng bote na gagamitin nila sa pagbuo ng tore
- Magpapakita ang guro ng card na may nakasulat na panuto.
- Sa hudyat ng guro, bubuin nila ang tore at sasabihin kung ilan lahat ang nagamit na takip sa pagbuo.
- Isulat ang sagot sa drill board

Magtayo ng tore gamit ang 3 takip ng bote. Dagdagan pa ng 4. Ilan lahat ang nagamit na takip ng bote?	Magtayo ng tore gamit ang 5 takip ng bote. Dagdagan pa ng 1. Ilan lahat ang nagamit na takip ng bote?	Magtayo ng tore gamit ang 6 takip ng bote. Dagdagan pa ng 2. Ilan lahat ang nagamit na takip ng bote?	Magtayo ng tore gamit ang 3 takip ng bote. Dagdagan pa ng 3. Ilan lahat ang nagamit na takip ng bote?
Magtayo ng tore gamit ang 4 takip ng bote. Dagdagan pa ng 5. Ilan lahat ang nagamit na takip ng bote?	Magtayo ng tore gamit ang 3 takip ng bote. Dagdagan pa ng 5. Ilan lahat ang nagamit na takip ng bote?	Magtayo ng tore gamit ang 6 takip ng bote. Dagdagan pa ng 2. Ilan lahat ang nagamit na takip ng bote?	Magtayo ng tore gamit ang 4 takip ng bote. Dagdagan pa ng 6. Ilan lahat ang nagamit na takip ng bote?

Ask: How did you find your activity?

Did you have fun?

How did you get your answer to the activity?

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

You were taught how to put things together during your Math class in grade one. You were taught how to add small numbers. So today we will learn about addition the fun way!
Let's begin!

Component 3: ***Lesson Language Practice***

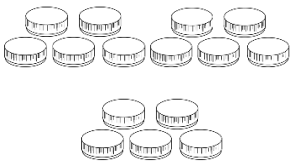
Time: 5 mins.

- Present the situation.

Si Agnes ay inutusan ng kanyang nanay na bumili ng 10 pandesal at 5 ensyamada. Ilang tinapay ang pinabili ng nanya ni Agnes?

Ang biniling tinapay ni Agnes ay 10 pandesal  at 5 ensaymada  .

- Use any available counters to represent the given.

10  and 5  is equal to 

- Show the addition sentence using the place value chart. (Remind them of the proper way of adding numbers by using the place value chart and use of plus sign.

sampuan	isahan
1 +	0 5
1	5

- Ask: How many breads did her mother ask her to buy?
- Give another example using counters.

Pagsamahin natin ang sumusunod na mga bagay:

12 popsicle sticks at 7 popsicle sticks, ilan lahat?

$$\begin{array}{r} 12 \\ +\ 7 \\ \hline 19 \end{array}$$

9 na takip ng bote at 9 na takip ng bote, Ilan lahat?

9 + 9= 18

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Present a real-life situation/s which learners can relate.

Naglalaro kayo ng kaibigan mo ng pogs. Ikaw ay mayroong 15 na pogs. Siya naman ay may 12 pogs. Naisipan ninyong pagsamahin ito sa isang lalagyan.

Ipakita ang kabuuang bilang ng pogs gamit ang inyong counters.

▪ Ask: 1. How many do you have?

2. How many pogs does your friend have?

3. How many pogs do you have in all?

Sample Answers:

Q1: 15 pogs

Q2: 12 pogs

Q3: 27 pogs

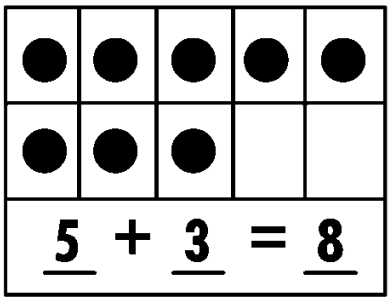
Try these out!

Gamit ang inyong counters ipakita ang sumusunod na addition sentence at isulat ang sagot

1. 5 + 5 = _____
2. 4 + 2= _____
3. 1 + 7 = _____
4. 2 + 9 = _____
5. 7+ 5 = _____

Activity 4B

Draw the Dot!



Materials: 2 cards (pink and green)
2 pens (blue and red)

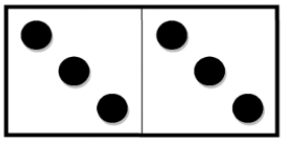
What to do:

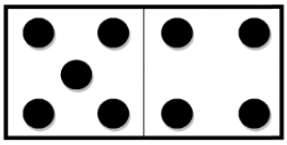
- On the pink, put dots. It depends on the addends you want to give.
- On the green card, let the pupils write the number of dots on the pink card.
- Let them answer the equation.

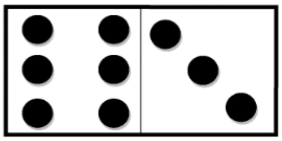
(Answers vary depending on the equation given by the teacher)

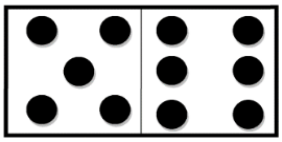
Activity 4C

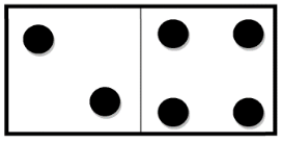
Pagtapatin ang larawan at ang kaugnay na pamilang na pangungusap

1. 

2. 

3. 

4. 

5. 

A. 5 + 4

B. 5 + 6

C. 3 + 3

D. 2 + 4

E. 6 + 3

Sample answers:

1. C 2. A 3. E 4. B 5. D

Component 5: Lesson Conclusion

Time: 5 mins.

Lagi nating isaisip na kapag pinasasama natin ang dalawa o higit pang pangkat ng mga bagay tayo ay nagdaragdag o nag-aadd. Malalaman natin ang kabuuang bilang o dami ng mga bagay kapag tayo any nagdaragdag.

- Ano ang ibig sabihin ng pagdaragdag?
- Ano ang simbolong ginagamit natin sa pagdaragdag?
  (Call individual pupils to ensure the mastery of the lesson)

Reflection:

Let learners know that good learners reflect on their learning.

Ang natutunan ko ngayong araw ay _____.
Gagamitin ko ang aking natutunan sa _____.

REMINDER: Collect learners' worksheets to review and analyze their learning.

MATHEMATICS Grade 1 Lesson Plan 8

Key Idea

- Use ones and longs in finding the sum of a given set of numbers.
- Use place value chart in adding 2 – digit numbers
- Realizing that changing the order of the addends does not affect the sum.

Most Essential Learning Competencies

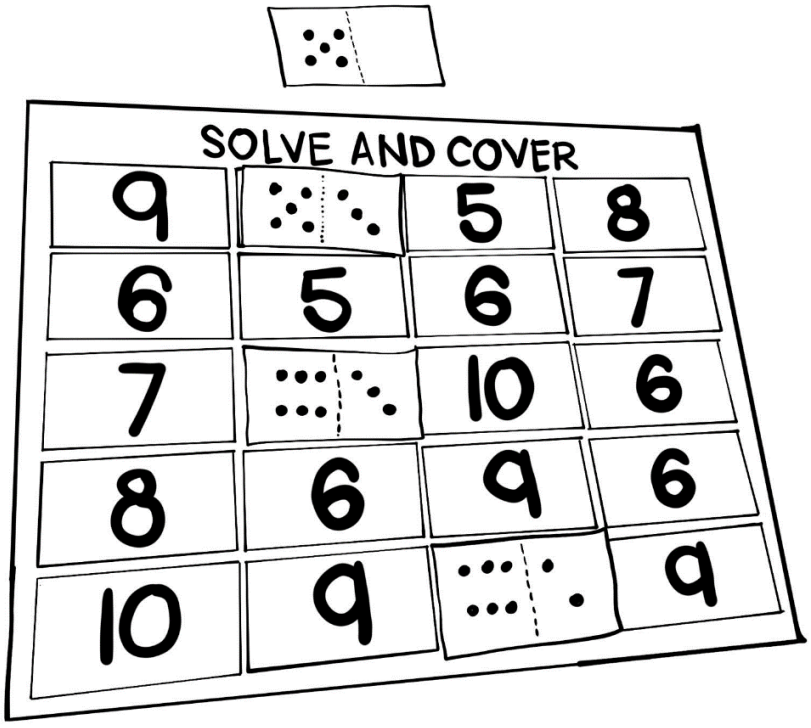
- Visualizes and adds the following numbers using appropriate techniques
  - two 1-digit numbers with sums up to 18
  - three 1-digit numbers
  - numbers with sums through 99 without and with regrouping

Component 1: *Lesson Short Review*

Time: 7 mins.

Solve and cover.
This activity will engage students and activate their prior knowledge on addition of numbers.

Post the game board in front. Let the pupils pick a domino and count the total value of dots in it. Let them cover the answer in the gameboard.



Teachers Note:
- Teacher may opt to present lesser numbers to be covered depending on the speed level of the pupils in solving.

Component 2: ***Lesson Purpose/Intention***

Time: 3 mins.

Addition is one of the four fundamental operations in Mathematics. It is essential for us to learn how to add numbers as we use it daily in our lives. For example, finding the total number of money you need to pay for what you bought in the store, or figuring out how many blessings have you received at the end of the day.

In the previous lesson you have learned how to add small numbers. Today we will learn about addition of more bigger numbers.

Let's begin!

Component 3: *Lesson Language Practice*

Time: 3 mins.

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

- **Addends** are the numbers being added .
- **Sum** is the answer in an addition sentence.
- **Addition** is a way of combining things and counting them together as one large group.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Present a real-life situation wherein learners can relate.

Mang David has 6 cows, 4 goats and 8 chickens in his farm. How many animals does have in his farm?

▪ Ask the following questions:

- Who is the character in the story?

- What are the animals in Mang David's farm?

- What do we need to solve for in this problem?

Sample Answers:

Q1: The character in the story is Mang David.

Q2: He has 6 cows, 4 goats and 8 chickens.

Q3: The number of animals Mang David has in his farm.

Activity 4B

Ones and Longs

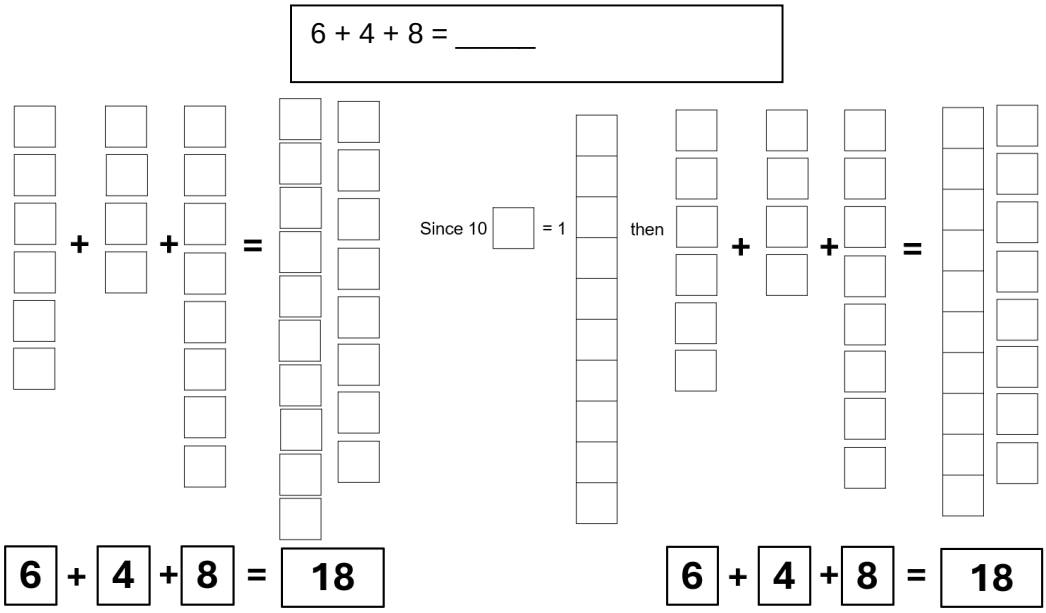
Introduce to the pupils the ones and longs. Tell that these can also represent numbers and help them in adding bigger numbers.

Show that 10 ones are equivalent to one long.

Use ones and longs to show addition of 2 – digit numbers.

You can watch this video for reference
https://www.youtube.com/watch?v=Ll14bQFGYkk

Let the pupils represent the number of animals in the farm using the ones and longs.



Let the pupils answer the word problem.

Give pupils more examples to work on then let them answer Activity 4B in the worksheet.

Ones and Longs can be made out of used folder or cardboards.

Base 10 blocks may also be borrowed from the Math laboratory or property room of your school if available.

Activity 4C

Place Value Chart

Review the pupils about the place value chart up to tens place.

Using the word problem above, write the given numbers in the place value chart.

Guide the pupils in answering the problem. Reiterate that when the sum is 10 or more in a given place value, they have to regroup the 10 ones to 1 tens.

	Tens	Ones
		6
		4
+		8
Total	1	4

Give another set of example.

	Tens	Ones
	1	6
	2	5
+	5	1
Total	**9**	**2**

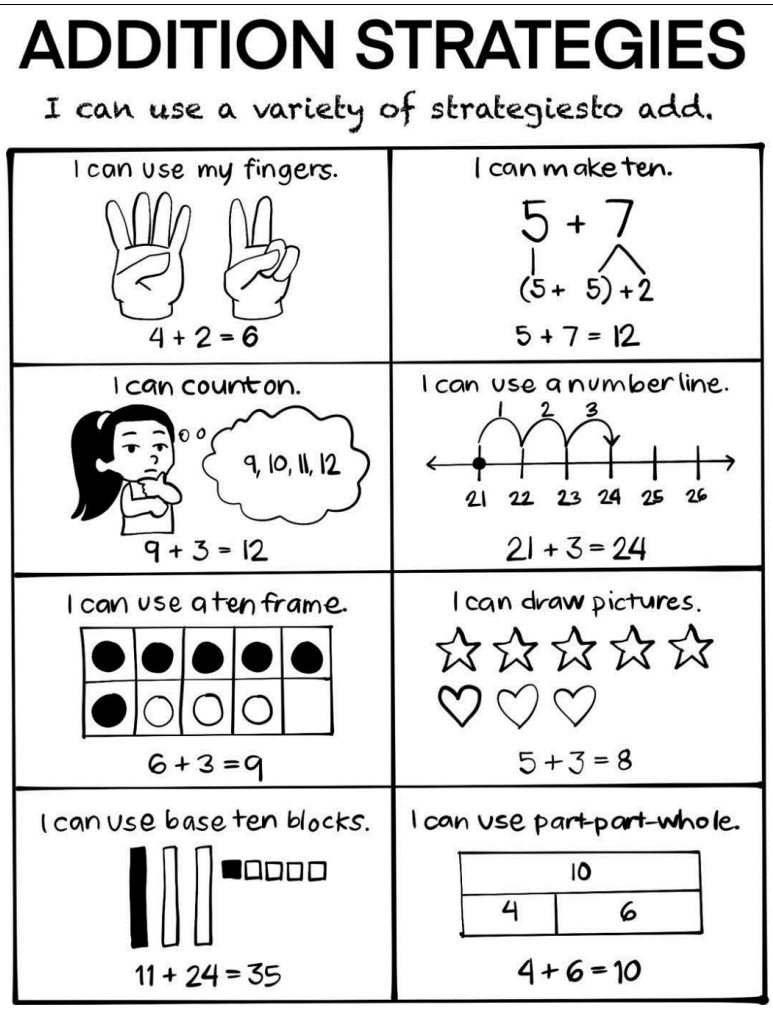
Answer the activity Place Value chart in the worksheet.

Teachers Note:
Teacher's can study more examples at home if needed.

Component 5: Lesson Conclusion

Time: 5 mins.

- We can use different strategies in adding numbers. Ask the learners to name some strategies that they can use to add numbers.



- Ask learners to answer the following questions either by class discussion or writing the answers in their worksheet.

  Q1. What do we do when adding numbers?

  Q2. If we change the order of the addends will the sum change? Why or why not?

  Q3. What new concepts or skills did you learn about during this lesson?

  Q4. Did collaborating with your classmates help you understand the lesson? How?

- Let learners know that good learners reflect on their learning.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson Plan 9

Key Ideas

- Illustrate subtraction as the process of removing elements from a set, highlighting the concept of "taking away" to find the difference.
- Emphasize subtraction as a means of comparing two sets, understanding the difference between them, and recognizing how many more or fewer elements are in one set compared to the other.
- Incorporate play-based activities to make subtraction enjoyable, fostering a positive attitude towards mathematical concepts.

Most Essential Learning Competencies

• Illustrates subtraction as “taking away” or “comparing” elements of sets

Component 1: *Lesson Short Review*

Time: 5 mins.

Gaya ng Kangaroo Activity
This activity will remind learners about the concept of subtraction as “taking away.”

-Draw a number line from 0 to 10 on the floor. Make it big enough to accommodate jumping learners. Replicate it on the board.

0	1	2	3	4	5	6	7	8	9	10

-Ask for a “volunteer kangaroo.” Tell the volunteer to start at a starting point and jump to a specific number of steps to the left. Say: “Magsimula sa 8 at bawasan ng 3.”

-Ask other learners to count as the “volunteer kangaroo” jumps along the number line one box at a time. As the learner jumps, draw skipping arrows on the board too.

-Ask: “Ano ang sagot pag ang 8 ay binawasan ng 3?” Let the volunteer shout the number where he/she is standing saying, “5 po.”

-Call on a few more volunteer “kangaroos” to do the jumping and keep replicating it on the board.

-Let all learners sit down and focus on what you are doing on the board. Have a few more examples. Ask, “Natatandaan ba ninyo ang pinag-aralan natin dati tungkol sa pagbabawas?”

-Learners may or may not remember it. Proceed to Component 2.

Teacher’s Notes:

1. You may opt to do this activity in a more spacious place.

2. The board work is as important as the jumping activity. Make sure that it is used to give a hint that they are dealing with subtraction in this activity.

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

- Introduce the day's focus: making subtraction fun through creative activities.
- Emphasize the importance of understanding subtraction both as "taking away" and "comparing" for real-life problem-solving. *(Pagbabawas Bilang Pag-aalis o Pagtatanggal and Pagbabawas Bilang Paghahambing)*

Component 3: *Lesson Language Practice*

Time: 5 mins.

What's that Word?

-Let learners answer Gawain Bilang 1 of the worksheet.
-After 2 minutes, discuss the answers with the class. Allow them to express the meaning of each item in their own words.

Answers:
1. PAGBABAWAS
2. MINUS
3. DIFFERENCE
4. PAGTATANGGAL
5. PAGHAHAMBING

Teacher's Notes:
1. If the activity is too difficult for the learners, provide more letters to make it easier for them.
2. You may also let the learners answer the worksheet and then have the discussion one item at a time. This might save time.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Let learners read the Online Usapan in Gawain Bilang 2 of the worksheet.

Ask:

Q1: Who are having a conversation online?

Q2: Do you also connect with other people online?

Q3: Who are you talking to via online platforms?

Q4: Do you also talk to strangers online?

Sample Answers

Q1: Aling Maria, Ana and Andres are having a conversation online.

Q2: Yes, we do.

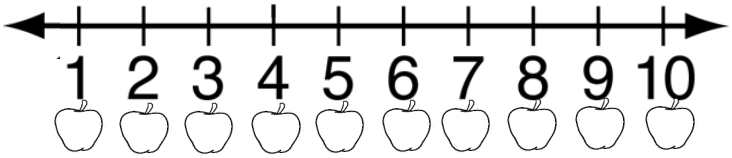
Q3: (Answers may vary.)

Q4: No, we don't. (Remind learners to avoid getting scammed or tricked by dangerous people online.)

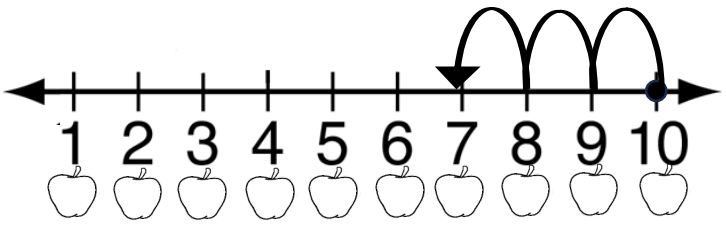
Activity 4B

Number Line Hopping
This activity will clarify the concept of subtraction as "taking away."

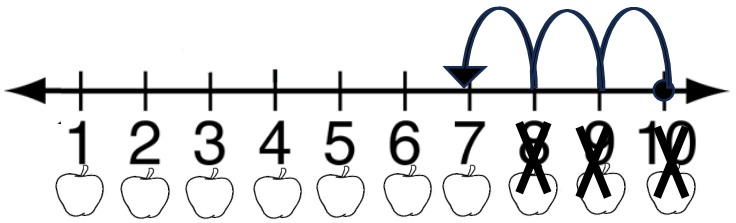
▪ Go back to the Online Usapan between Aling Maria and the customers.
▪ Ask:
Q1: How many apples does Aling Maria sell? (Draw a number line from 0 to 10 on the board.)



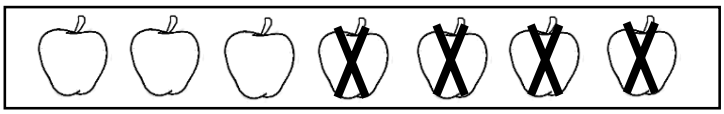
Q2: How many apples does Ana want to buy?
- If Ana will buy 3 apples, how many apples will be left with Aling Maria? Let us try to find the answer using a number line. Use your worksheet to visualize it.



Q3: How many apples are left with Aling Maria?
- Put a cross on the three apples that Ana bought to visualize the concept of taking away. Say that the number line should be 10 – 3 = 7.



Q4: Aling Maria has 7 apples. Andres wants to buy 4 more. How many will be left?
- Do the same and cross 4 apples out.



▪ Answer Gawain Bilang 4 of the worksheet.

Sample Answers:
Q1: Aling Maria sells 10 apples.
Q2: Ana wanted to buy 3 apples.
Q3: 7 apples were left.
Q4: 3 apples were left.

Teacher's Note:
If running out of time, you may proceed to Activity 4C before answering Gawain Bilang 4 of the worksheet. If time permits, allowing them to answer the worksheet first would be better.

Activity 4C

Ilan ang Lamang?
This activity will clarify the concept of subtraction as "comparing."

▪ Group the learners into 5. Give each group a set of counters. Vary the number of counters per group. Give the counters to each group and let them count what is given to them. Ask how much and write the values per group on the board. Say that Teacher also has 3 counters.

Group 1: 10 counters	Group 3: 5 counters	Group 5: 8 counters
Group 2: 7 counters	Group 4: 9 counters	Teacher: 3 counters

▪ Direct learners' attention to Gawain Bilang 5 of the worksheet. Ask them to draw the number of counters that their group has.

Ask:

Q1: How many counters does your group have? Draw it on your worksheet.

Q2: How many counters does Teacher have?

Q3: How many more counters does your group have than what Teacher has?

Q4: What is the correct number sentence for it?

Sample Answers:

Q1: (Answers will vary.)

Q2: Teacher has three counters.

Q3: (Answers will vary.)

Q4. Group 1: 10 – 3 = 7

▪ Provide another example that can be found in the worksheet.

▪ Let learners answer Gawain Bilang 6 of the worksheet. Check their work.

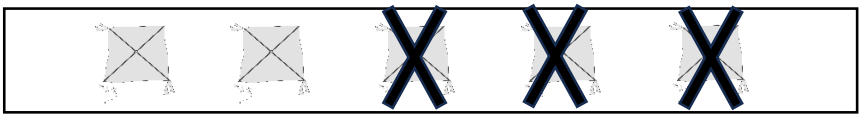
Component 5: Lesson Conclusion

Time: 5 mins.

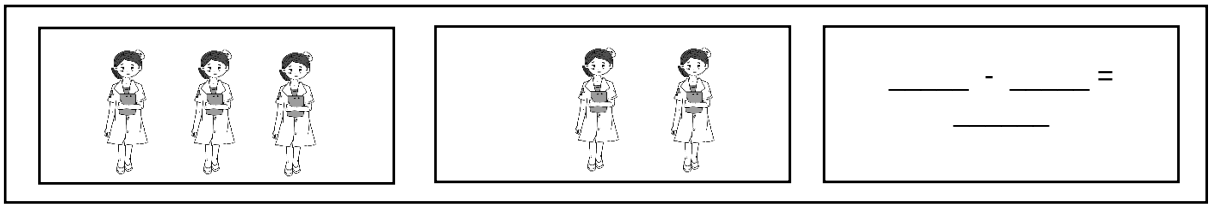
- Wrap up with a group discussion on the fun aspects of subtraction learned during the camp.
- Reinforce the key ideas of "taking away" and "comparing" as valuable tools for solving problems.
- Ask:

Q1. What is the most enjoyable part ofour lesson for today?

Q2. What is the corect number sentence for this?



Q3. How about for this one?



Q4. What new concepts or skills did you learn about during this lesson?

Reflection:

Q5: In our lesson, we compared what we have with what others have. Does comparing yourself with other people make you happy?Why or why not?

- Let learners know that good learners reflect on their learning.

Segue to next lesson: Because you did well today, we will subtract larger numbers in the next lesson.

REMINDER: Collect learners' worksheets to review and analyze their learning.

MATHEMATICS Grade 1 Lesson Plan 10

Key Idea

- Subtract one- to two-digit numbers with minuends up to 99 with regrouping
- Appreciate answering activities in subtracting one-to two-digit numbers with minuends up to 99 with regrouping
- Write numbers legibly and neatly

Most Essential Learning Competencies

- One- to two-digit numbers with minuends up to 99 (no code)

Component 1: *Lesson Short Review*

Time: 5 mins.

Directions: Identify the place value and value of the underlined digit in the given number.

	Place Value	Value
1. 2̲3 =	_____	_____
2. 5̲7 =	_____	_____
3. 1̲4 =	_____	_____
4. 7̲0 =	_____	_____
5. 8̲9 =	_____	_____

Answer:

1. tens, 20
2. ones, 7
3. tens, 10
4. ones, 0
5. tens, 8

-Let the learners present their work.

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Identifying the value and place value of a two-digit numbers helps us understand the concept of subtraction with regrouping.

Component 3: *Lesson Language Practice*

Time: 5 mins.

Let the learners read the difficult or unfamiliar words or phrases by group and by individual.

Subtrahend is the number to be subtracted from another

Minuend is the number from which another number is being subtracted or deducted.

Difference is the answer in subtraction

- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Present a real-life situation/s wherein learners can relate.

There were 33 flowers in the vase but Maine picked 15. How many are left?

Ask:

-How many flowers were there in the vase?

-How many flowers did Maine pick?

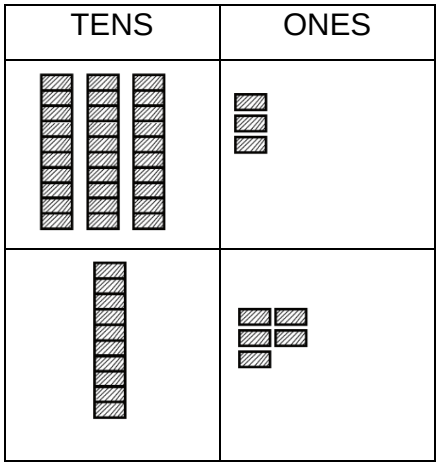
-What is asked in the problem?

-Show how to subtract 15

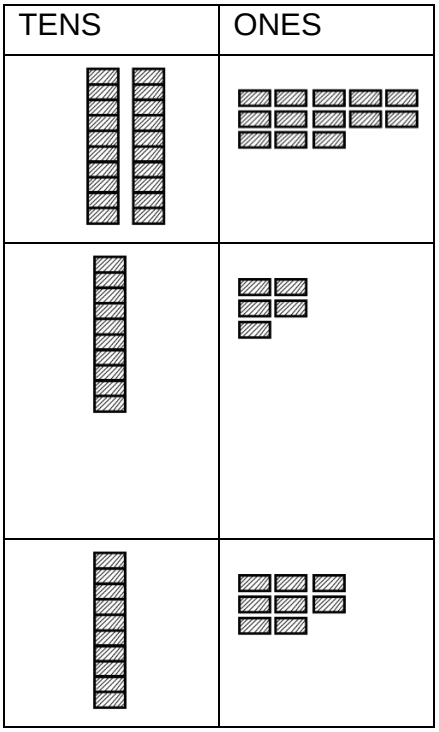
from 23 using longs and squares.

33

- 15



Regroup



- Subtract the ones place. Three is less than 5, so, we cannot subtract 5 from 3. Regroup 1 ten in ones.
- 3 becomes 13.
- We can now subtract 5 from 13.
- The answer is 18.

Abstract:

TENS 2	ONES 13
3	**3**
1	**5**
1	**8**

33

- 18

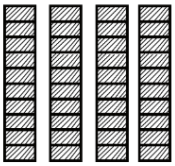
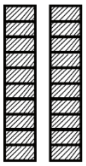
1. Start subtracting from the ones place.
2. 3 is less than 5. So, take 1 ten and put it in the ones place to make 13.
And 3 tens will be 2 tens.
3. Subtract 13 and 5 (13 - 5= 8)
4. Subtract the tens place (2-1=1)

Activity 4B

Try this out

Regroup 1 ten into ones. Show by drawing longs and squares.

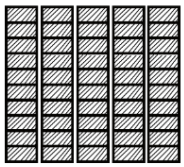
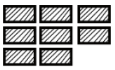
1)

	TENS	ONES
45		
- 27		

REGROUP

TENS	ONES

2)

	SAMPUAN	ISAHAN
54		
- 18		

REGROUP

SAMPUAN	ISAHAN

Activity 4C

Directions:

Subtract.

1.	2.	3.	4.	5.
45	57	92	60	84
- 18	- 39	- 26	- 24	- 45

Component 5: Lesson Conclusion

Time: 5 mins.

- We use regrouping in subtraction when one or more digits in the subtrahend are larger than the corresponding digits in the minuend. Let's see how to do subtraction with regrouping.

- To do this, we borrow 1 from the immediate next column on the left and regroup the numbers. It increases the value of the minuend. This enables us to carry out the subtraction.

- Ask the learners to answer the following questions orally.

Q1: What is the number from which we subtract another number?
Q2: What is the number which we subtract from the minuend?
Q3: What is the result we get when we subtract the subtrahend from the minuend?

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson 11

Key Idea

-Identify the four basic shapes (square, rectangle, triangle, and circle) in 2-dimensional and 3-dimensional settings.

-Name each shape accurately in both 2-dimensional and 3-dimensional contexts.

-Describe the distinguishing characteristics of each shape, including the number of sides, angles, and any unique properties.

Most Essential Learning Competencies

- Identifies, names, and describes the four basic shapes (square, rectangle, triangle, and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid objects) **M1GE-IIIe-1**

Component 1: *Lesson Short Review*

Time: 5 mins.

Do you know the song **''Fruit Salad?**

Let's sing the action song I have prepared for you using the tune of that song.

Four basic shapes

(square, rectangle, triangle, and circle)

Square and Circle,
Square and Circle,
Triangle…Triangle…

Rectangle and Circle,
Rectangle and Circle,
Shapes Everywhere!
So, Learning is Fun!
(Repeat)

- Let the learners sing the action song twice.
- Ask the learners the following questions.
  1. What are those shapes mentioned in the action song?
  2. Given the shapes mentioned, can we see it all here?
  3. Look around you. Can you give me an example of Square, Circle, Triangle and Rectangle?
  4. Is it important to learn more about shapes? Why?

Sample Answers

Q1: Square, Rectangle, Triangle, and Circle

Q2: Yes.

Q3: Answers may vary.

Q4: Yes. (Answers may vary) It's important to learn more about shapes because it is present in various fields like geometry, design arts, problem-solving and we apply it in everyday life.

Component 2: ***Lesson Purpose/Intention***

Time: 2 mins.

Today, you are lucky to explore learning about the four basic shapes (circle, square, triangle and rectangle)! The focus of our study is on recognizing, naming and understanding the properties of these basic shapes.
Learning about shapes helps develop your fundamental awareness, aids in recognizing patterns, problem-solving and is essential for various disciplines such as mathematics, art, and design.

So, are you all excited? What are we waiting for? Let's go and explore the world of learning about basic shapes!

Component 3: *Lesson Language Practice*

Time: 3 mins.

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

❖ **Shape** is a form characterized by its number of sides, the sides of its angles and its dimensions.
❖ **Dimensional**- refers to the number of measurements needed to describe the shape fully. Shapes can exist in different dimensions, typically categorized as 2-dimensional (2D) or 3-dimensional (3D)
❖ **Flat or Plane**- refers to a two-dimensional surface that extends infinitely in all directions. (length and width)

- Read aloud the terms and ask learners to read them to themselves and then out loud as a class.

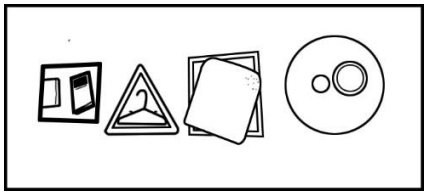
Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

▪ Present a real-life situation/s wherein learners can relate.

Sort items by shape
Collect items from around the classroom, and then sort them by their shapes. (This is a fun way for kids to realize that the world around them is full of circles, squares, triangles, and more).
(Discuss only the 4 basic shapes)



(After doing the tasks)

▪ Ask the following questions:

- Can you name the basic shapes you found in the classroom?

-What shapes did you find most commonly in the classroom?

- Did you notice any similarities or differences between items within each shape category?

- Did you learn anything new about the properties or characteristics of the four basic shapes through this sorting activity?

Sample Answers:

Q1: Yes. (Answers may vary)

Q2: (Answers may vary)

Q3: Yes. There are shapes that have sides, others do not.

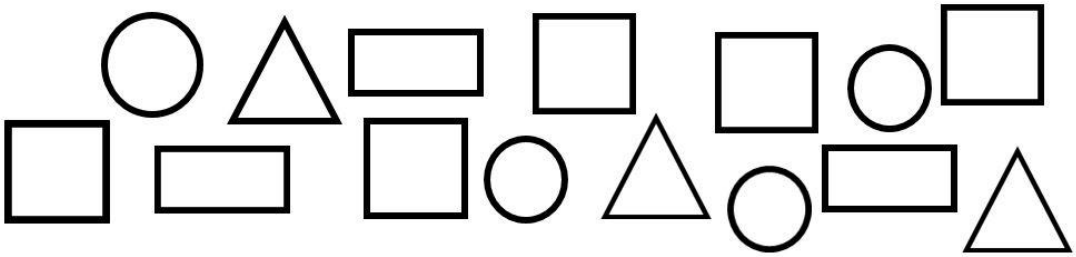
Q4: Yes. I did.

Component 4B

Hop along a Shape Maze Game

This game is not only to reinforce the concept but also adds an element of excitement and challenge to learning.

Use chalk to lay out a shape maze on the playground or driveway. The teacher will be the one to call out a different shape for very jump. If the player jumps to the wrong shape, he/she will be out of the game. Player, who jumps to all correct shape, will be the winner.



Directions:

-It can be played individually or by groups.

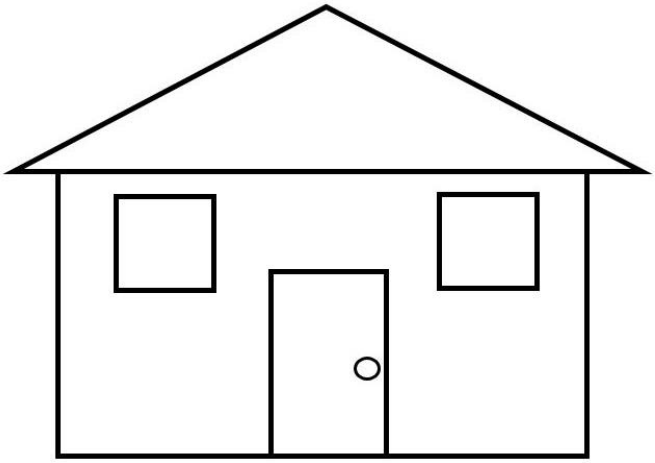
- The player who jumps to all correct shapes will be the winner.

Component 4C

Drawing & Coloring!

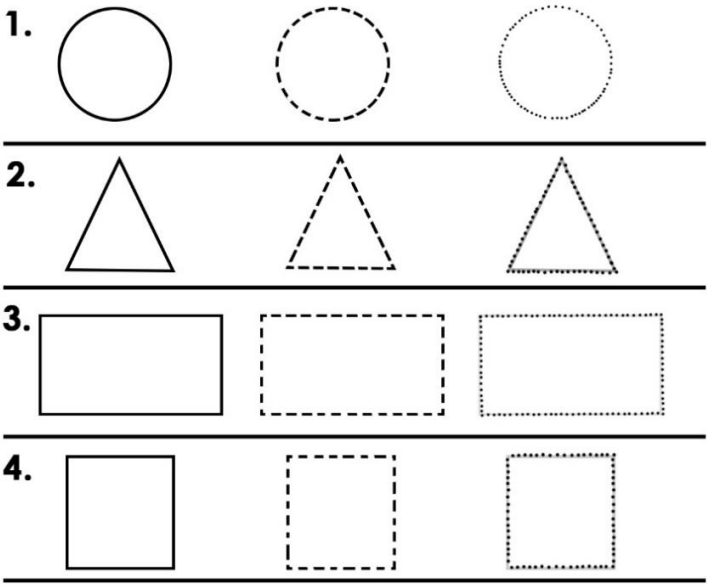
Directions:

Draw a house using the four basic shapes. Then colour all the square-red, circle-green, rectangle-blue and triangle-yellow.



Let's Try This!

Trace the broken lines to form the shapes.



Component 5: Lesson Conclusion

Time: 5 mins.

- The context of the four basic shapes (square, rectangle, triangle, and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid objects) is fundamental to understanding across various fields such as mathematics, architecture, engineering, and art.
- In 2D, these shapes serve as the building blocks for creating patterns, designs, and visual compositions.
- In 3D, these shapes take on a more tangible form, forming the basis for solid objects and structures in the physical world.

Q1. What are the four basic shapes that we discussed?

Q2. Can these shapes present in our day to day living?

Q3. What new concepts or skills do you learn about during this lesson?

Q4. Did collaborating with your classmates help you understand the lesson? How?

Let learners know that good learners reflect on their learning.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson Plan 12

Key Idea

- Identifies, describes, and draws 2-dimensional (flat/plane) and 3-dimensional (solid) objects.
- Compares and classifies 2-dimensional and 3-dimensional objects according to common attributes.
- Practice drawing 2-imensional and 3-dimensional objects through various activities.

Most Essential Learning Competencies

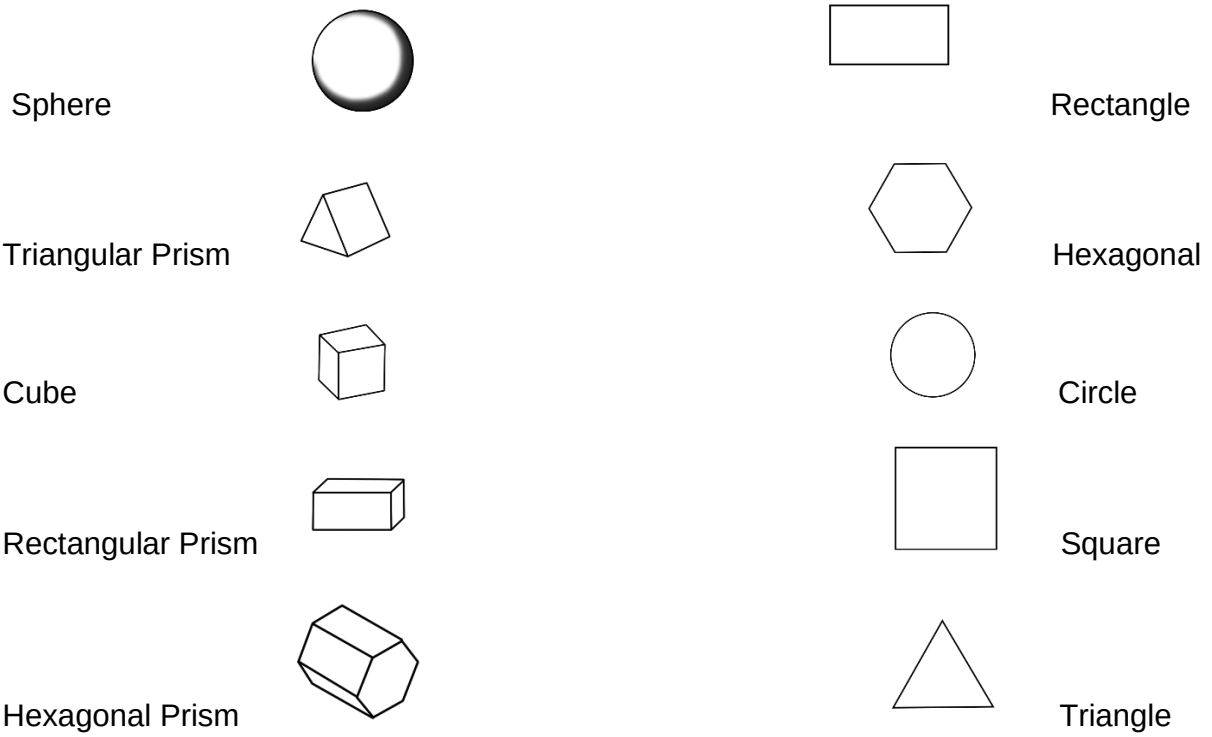
- Compares and classifies 2-dimensional (flat/plane) and 3-dimensional (solid) figures according to common attributes. M1GE-IIIe-2

Component 1: *Lesson Short Review*

Time: 5 mins.

Shape Bundles! Match 3D and 2D.
This activity will engage students and activate their prior knowledge on numbers.

Draw a line to match the 3D objects to their 2D look alike.



-Say:

- What have you noticed about the shapes on 2-D?
- How would you describe 2-dimensional objects?
- What have you noticed about the shapes you on 3-D?
- How would you describe 3-dimensional objects?

Sample Answers

- A 2-dimensional shape is a flat shape that has only two dimensions (length and width)
- 2-dimensional shape do not have thickness
- A 3-dimensional object is a solid that occupies space in our physical environment.
- 3-dimensional object have three dimensions (length, width, and height)
-

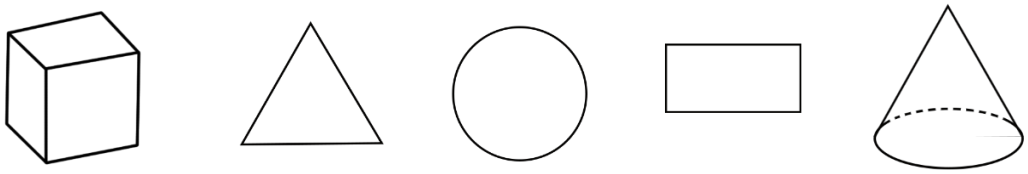
Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Throughout this lesson, we will be identifying and describing 2-dimensional and 3-dimensional objects. We will be analyzing, compare, creating and composing shapes. Why is learning about 2-imensional and 3-dimensional objects important.

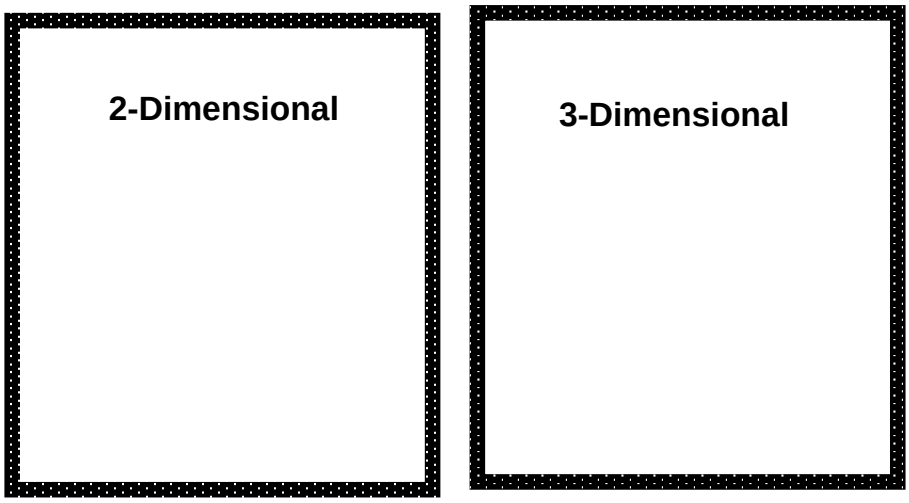
Activity: Shape Seekers!

Direction: Write the name of the following objects in their proper column.



Cube Triangle Circle Rectangle Cone

Cylinder Diamond Pyramid Sphere Square



Component 3: ***Lesson Language Practice***

Time: 5 mins.

- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.

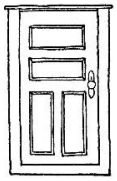
- A **2-dimensional (2D)** object is an object that has two dimensions, such as a length and a width, an no thickness or height.
- A **3-dimensional (3D)** object is an object with three dimensions: a length, a width, and a height.
- **Length** is the measurement of the longest dimension of an object.
- **Width** is the shorted side of a two-dimensional shape.
- **Height** is the perpendicular dimension in a three-dimensional object.

- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Try This!

Write whether the object is 2-dimensional or 3-dimensional.

_____



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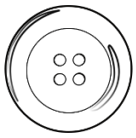

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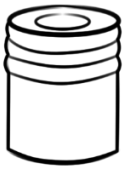

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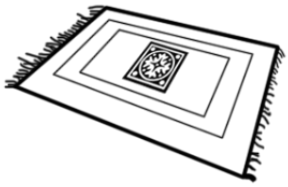

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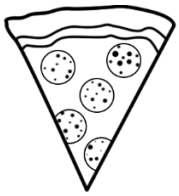

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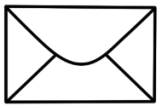

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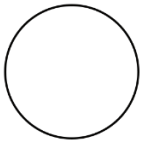
Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ Present an object/s wherein learners can relate.



▪ Ask the following questions:

-Can you put anything in this shape?

-No! You cannot put anything in this shape. This shape has only 2 dimensions (length and width)

-Can you put anything in this shape?

-Yes! You can put anything in this shape. This shape has 3 dimensions (length, width, and height)

Try these out! Head Off on a Shape Hunt

Learners will participate in a quick game. Explore and identify shapes in your classroom. Take a checklist or record your findings on the objects with 2-dimension and 3-dimension.

2-Dimensional Objects	3-Dimensional Objects

Activity 4B

A. Shape Collages

Create picture with shapes under a 2-dimensional category. Use cut-outs of different shapes.

B. Playdough Fun

Form different 3-dimensional objects using clay.

Sample Answers:

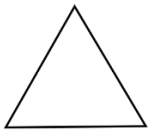
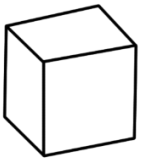
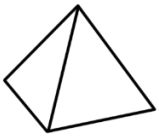
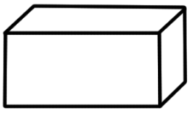
A.

B.

Activity 4C

Choose the One!

A. Choose the correct solid shape that resembles the given 2D shape. Circle the letter of the correct answer.

1. 
a) 
b) 
c) 

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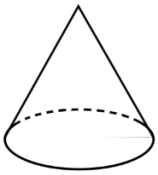
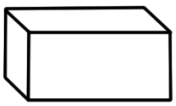
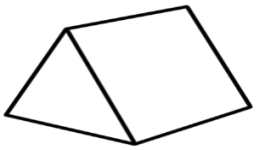
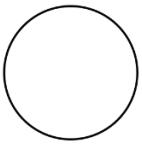
a) 
b) 
c) 

- 
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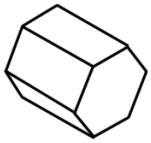
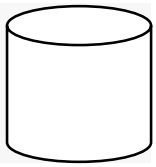
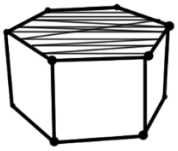
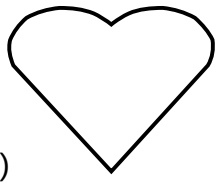
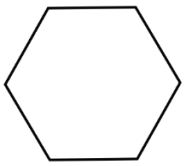
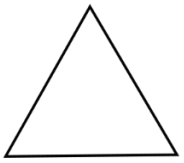
b) 
c) 

B. Choose the appropriate 2D look-a-like of the real-life object. Circle the letter of the correct answer.

1. 
a) 
b) 
c) 

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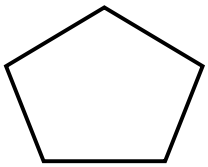
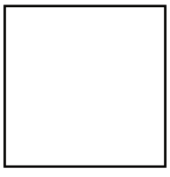
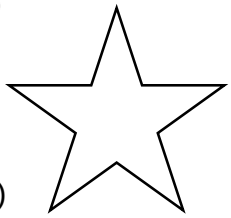
a) 
b) 
c) 

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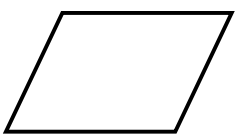
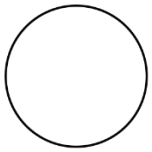
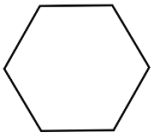
a) 
b) 
c) 

Component 5: Lesson Conclusion

Time: 5 mins.

- Learning shapes not only helps children identify and organize visual information, it helps them learn skills in other curriculum areas including reading, math, and science. 3D shapes, unlike 2d shapes, do not have a flat surface. Means they have depth. Two-dimensional shapes have two dimensions, while three-dimensional shapes have three dimensions. The most important thing for you to understand is that the primary difference between 2D and 3D shapes is their dimensions.
- Ask learners to answer the following questions either by class discussion or writing the answers in their worksheet.

Q1. What is 2-dimensional shapes? 3-dimensional shapes?

Q2. Can you explain when do we say that an object is 2-dimensional and 3-dimensional?

Q3. What new concepts or skills do you learn about during this lesson?

Q4. Did collaborating with your classmates help you understand the lesson? How?

Reflection:

Q5. How are 2-dimensional and 3-dimensional objects used in everyday life?

- Let learners know that good learners reflect on their learning.
- Segue to next lesson: In the next lesson, we will discuss and enjoy lessons about missing shapes in the pattern.

REMINDER: Collect learners' worksheets to review and analyze their learning.

MATHEMATICS Grade 1 Lesson Plan 13

Determining the missing shapes in pattern using one attribute

in a given continuous pattern and in a given repeating pattern

Key Idea

- Identify the missing shape/s in each continuous pattern and in each repeating pattern
- Draw the missing shape/s in each continuous pattern and in each repeating pattern

Most Essential Learning Competencies

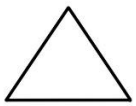
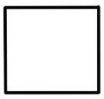
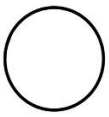
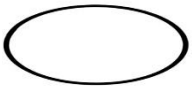
- Determines the missing term/s using one attribute in a given continuous pattern (shapes) and in a given repeating pattern (shapes)

Component 1: *Lesson Short Review*

Time: 5 mins.

.

- Ask the class to do the review exercise in worksheet.
- Let the learners match the shape to its name.

A	B
	• circle
	• oval
	• rectangle
	• square
	• triangle

- After answering the activity sheet, call volunteers to show their answer on the board.

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

Look at the figures below.

Figure A

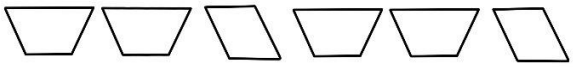


Figure B

Ask: What have you noticed in figure A?

How about in figure B?

Answers; In figure A, the shapes are repeated.

In figure B, the shapes are increasing in number.

Component 3: *Lesson Language Practice*

Time: 5 mins.

- Show different objects that have patterns.
- Discuss what is pattern.

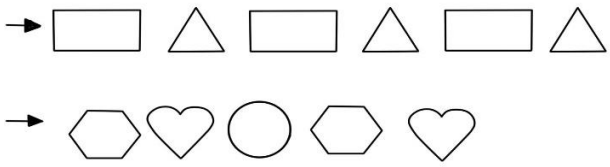
Patterns are everywhere. We can see it on clothing, gift wrappers, ribbons, and blankets. (show clothing, ribbons or gift wrappers)
A pattern can be repeated or continuous. Patterns that repeat themselves as a set of items or pieces are called **repeating patterns.** Patterns in which the number of items or pieces in a sequence or arrangement increases are called **continuous patterns.**

Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

▪ Look at the set of figures.



Ask: What have you noticed about the pattern?

What will be the next shape after the triangle?

What will be the next shape after the heart?

Answer: The pattern is repeated.

The next shape after the triangle is a rectangle.

The next shape after the heart is a circle.

Say to the class that the pattern is called **repeating pattern**.

Show another set of figures.

Ask: What have you noticed with the number of hearts?

What will be the next pattern?

Answer: The number of hearts increases.

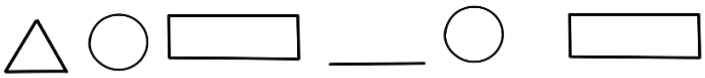
The next pattern will be 5 hearts.

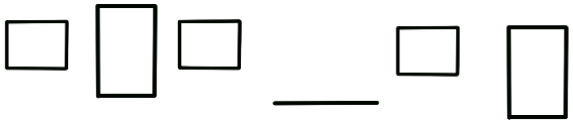
Say to the class, that the pattern is called **continuous pattern.**

Component 4B

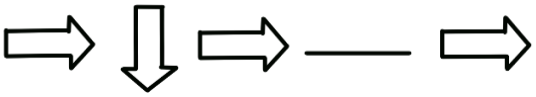
Activity Game "Shape race"

- Let the class group into 2 teams.
- Each team will be given cut outs of shapes.
- Each member will get a piece of shape and name it. Then, let them paste it on the missing pattern posted on the board.
- The first team to complete the task will be the winner.

1. 

2. 

3. 

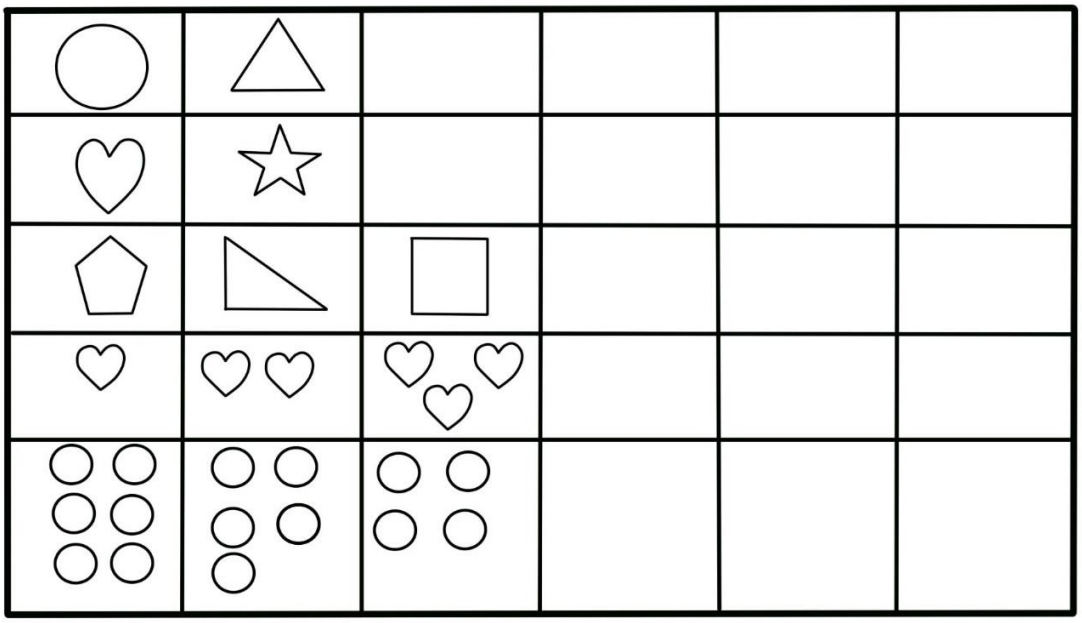
4 

5. 

Component 4C

Activity: “Complete Me”

Directions: Continue the patterns below.



Component 5: Lesson Conclusion

Time: 5 mins.

- What have you learned today?
- How do you determine or identify the missing shape in a pattern?
  (Look and study how the shapes are arranged, if it is repeating or continuous)

- End the class by saying, “You all are good in our activity today. I hope to see everybody again in our next meeting”.

REMINDER: Collect learners’ worksheets to review and analyze their learning.

Prepared by:

Vivian B. Balanay

D. Tuazon Elementary School

SDO- Quezon City

MATHEMATICS Grade 1 Lesson Plan 14

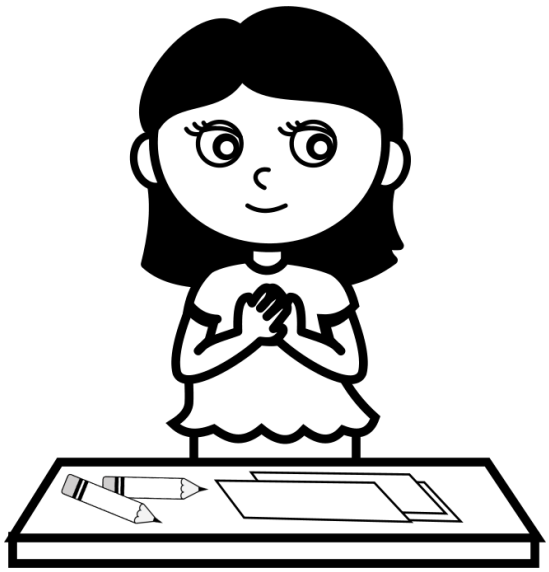
Key Idea:

- Learn the correct order of the days of the week and months of the year.
- Memorize and recite the seven days of the week and the twelve months of the year in the correct order.
- Apply knowledge of days and months to everyday activities.

Most Essential Learning Competency:
Tells the days in a week, months in a year in the right order. (M1ME-Iva-1)

Component 1: Lesson Short Review
Time: 5 mins.

Read the story below and answer the questions that follow.



Si Ana ay sasali bukas sa paligsahan sa pagguhit. Inihanda niya kahapon ang kanyang gagamitin sa paligsahan.

Kung ngayon ay Martes,
· anong araw niya inihanda ang kaniyang gagamitin sa paligsahan? _____ (Lunes, Linggo)
· anong araw ang paligsahan nila? _____ (Martes, Miyerkoles)

Component 2: Lesson Purpose/Intention

Time: 2 mins.
The teacher will present the lesson and will ask questions through a game. The game will involve a Q and A format using a ball-throwing activity. The pupil who catches the ball will be the one to answer.

May Pitong araw sa isang Linggo
Seven Days in a Week

1. Linggo/ Sunday
2. Lunes/ Monday
3. Martes/ Tuesday
4. Miyerkoles/ Wednesday
5. Huwebes/ Thursday
6. Biyernes/ Friday
7. Sabado/ Saturday

1. Ano ang unang araw sa isang Linggo?
   _____ (Lunes, Linggo)
2. Ano ang kasunod ng Linggo?
   _____ (Lunes, Linggo)
3. Kung ngayon ay Lunes, anong araw bukas?
   _____ (Miyerkoles, Martes)
4. Kung ngayon ay Martes, anong araw pagkalipas ng dalawang araw?
   _____ (Biyernes, Sabado)
5. Kung kahapon ay Biyernes, anong araw ngayon?
   _____ (Sabado, Linggo)
6. Pang ilang araw ang Miyerkoles?
   _____ (Pang-apat, Panglima)
7. Ilang araw mayroon sa isang Linggo?
   _____ (Anim, Pito)

The teacher will present the lesson about the 12 months in a year by teaching the pupils to sing "Lubi-Lubi," which contains the lyrics representing the months. Following this, questions will be posed through a game. The game will incorporate a Q and A format using a ball-throwing activity, with the pupil who catches the ball being responsible for providing the answer.

May 12 buwan sa loob ng isang taon.

Ito ay ang sumusunod:

1. Enero/ January	2. Pebrero/ February	3. Marso/ March	4. Abril/ April	5. Mayo/ May	6. Hunyo/ June

7. Hulyo July	8. Agosto August	9. Setyembre/ September	10. Oktubre/ October	11. Nobyembre/ November

12. Disyembre/ December

Pag-awit ng Lubi-lubi.
Enero, Pebrero, Marso Abril, Mayo, Hunyo, Hulyo, Agosto, Setyembre, Oktubre, Nobyembre. Disyembre, lubi-lubi

1. Ano ang unang buwan ng taon?
   _____
2. Ano naman ang huling buwan ng taon?
   _____
3. Anong buwan ang susunod sa Agosto?
   _____
4. Kung ngayon ay buwan ng Abril, anong buwan ang kasunod nito?
   _____
5. Kung ang nakaraang buwan ay Agosto, anong buwan ngayon?
   _____
6. Anong buwan pagkatapos ng Marso?
   _____
7. Ilang buwan mayroon sa isang taon?
   _____

Component 3: Lesson Language Practice

Time: 3 mins.

A. Do you remember the months in a year? Write the missing letters to complete each. Your clue is from the box.

January	February	March	April	May	June
July	August	September	October	November	December

1. F__bru___ry
2. Apr__l
3. Jan__ary
4. Jul__
5. Oct__b__r
6. Nov__mb__r
7. Ma__ch
8. Ma__
9. J__n__
10. Septe___b__r

B. Unscramble the letters to spell out the different days of the week. Your clue is from the box.

1. doSaba - _____
2. Lingog - _____
3. yeBirnes - _____
4. nesLu - _____
5. Mtesar - _____
6. lesMiyerko - _____
7. besHuwe - _____

Component 4: Lesson Activity

Time: 25 mins.

Component 4A: Present a real-life situation/s wherein learners can relate.

A. Read the following and answer the questions through Show Me Board Activity.

1. Marso	_____	Mayo
2. _____	Pebrero	Marso
3. Hulyo	Agosto	_____
4. _____	Setyembre	Oktubre
5. Abril	Mayo	_____

B. Complete the months of the year through Show Me Board activity. Get your clue from the box.

Kung ngayon ay Biyernes. 1. Anong araw bukas?_____
Kung kahapon ay Lunes. 2. Anong araw ngayon? _____
Kung ngayon ay Huwebes. 3. Anong araw kahapon? _____
Kung ngayon ay Miyerkoles. 4. Anong araw kahapon? _____
Kung kahapon ay Linggo. 5. Anong araw bukas? _____

Component 4B:

A. Write the day that comes before and after each given day. Get your clue from the clouds.

Araw Bago sa Binigay na Araw	Binigay na Araw	Sumusunod Pagkatapos sa Binigay na Araw
	Sabado	
	Linggo	
	Miyerkoles	
	Byernes	
	Martes	

B. Write the month that comes before and after each given month.

Araw bago sa Binigay na Buwan	Binigay na Buwan	Sumusunod Pagkatapos sa Binigay na Buwan
	Mayo	
	Oktubre	
	Enero	
	Agosto	
	Nobyembre	

Component 4C:

Circle the letter of the correct answer.

Bilugan ang tamang sagot.

1. Anong araw nagsisimba ang karamihang tao?	Lunes	Linggo	Sabado
2. Ano ang araw sa pagitan ng Sabado at Lunes?	Huwebes	Linggo	Biyernes
3. Kung Miyerkoles ngayon, anong araw paglipas ng dalawang araw?	Huwebes	Biyernes	Sabado

4. Sa anong buwan ipinagdiriwang ang Pasko?	Mayo	Enero	Disyembre
5. Ano ang ikasampung buwan ng taon?	Setyembre	Oktubre	Nobyembre

Component 5: Lesson Conclusion

Time: 5 mins.

There are seven (7) days in a week. These are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. There are twelve (12) months in a year. These are January, February, March, April, May, June, July, August, September, October, November, and December.

As we wrap up this lesson, it is crucial for the pupils to reflect on the practical applications of this knowledge in various contexts. Understanding the sequence of days and months not only aids in effective communication but also serves as a cornerstone for future lessons that will delve into more advanced concepts.

Ibigay ang ngalan ng buwan kung kailan ipinagdiriwang ang sumusunod na okasyon.

1. Araw ng mga Puso
   A. Enero B. Pebrero C. Abril D. Agosto

2. Pasko
   A. Marso B. Mayo C. Oktubre D. Disyembre

3. Araw ng mga Manggagawa
   A. Pebrero B. Marso C. Mayo D. Hulyo

4. Araw ng Kalayaan
   A. Marso B. Abril C. Mayo D. Hunyo

5. Araw ni Rizal
   A. Mayo B. Hulyo C. Oktubre D. Disyembre

Prepared by: Rossell O. Dioneda
15th Avenue Elementary School

Principal: Michael A. Aba

MATHEMATICS Grade 1 Lesson Plan 15

Key Idea

- Understand that days of the month can be determined using calendar.
- Recognize that there are seven days of the week.
- Practice determining the day of the month using calendar through various activities.

Most Essential Learning Competencies

- Determine the day of the month using the calendar. M1ME-Iva-2

Component 1: *Lesson Short Review*

Time: 5 mins.

Let's start our lesson by singing the song
"The 7 Days of the Week Song" through video presentation.
https://www.youtube.com/watch?v=LIQsyHoLudQ

The 7 Days of the Week

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like to sing them quiet.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like to sing them loud.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like to clap them out.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like to stomp them out.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like to sing them proud.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like to sing again.

Sunday Monday Tuesday Wednesday Thursday Friday Saturday
7 days are in a week.
I like it one more time.

- Let the learners sing the song twice.

  - How many days are there in a week?
  - What are the days in the week?
  -Which of these is the first day of the week? second day of the week? 4th day?
  (Continue asking same question for the other days of the week)
  - What helps us to know the different days of the week?
  (Briefly discuss the days of the week and the use of calendar.

Sample Answers

Q1: 7 days

Q2: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Q3: Sunday, Monday, Wednesday ……

Q4: Calendar

Component 2: ***Lesson Purpose/Intention***

Time: 2 mins.

Show a big calendar.

Look at the calendar.

What is this?

Do you also have a calendar at home?

What does a calendar tell us?

Sample Answers

Q1: Calendar

Q2: Yes ma'am/sir

Q3: It tells us the months, days, number of weeks, days in a year.

Component 3: *Lesson Language Practice*

Time: 3 mins.

Read aloud the terms and ask learners to read them to themselves and then out loud as a class.

Calendar – is a printed material that shows days, weeks, and months. It helps us to determine dates.

Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

▪ Present a real-life situation/s wherein learners can relate.

Cindy's birthday is on March 16. Her parents planned to celebrate it on a beach resort together with the whole family. If March 12 falls on a Tuesday, what is her birthday?

Answer the following questions:

-When is Cindy's birthday?

- Where will they go on her birthday?

- What printed material could help the family know what day is March 16?

MARCH **2024**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					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						

- Based on the calendar, what day is Cindy's birthday?

Sample Answers:

Q1: March 16

Q2: Beach resort

Q3: Calendar

Q4: Saturday

Try these!

Directions: Group the class into three and distribute calendars to each group. Ask them to answer the questions written on a sheet of paper.

Questions	**Answers**
1. What month and year is it?	
2. What day is April 18, 2023?	
3. How many Sundays are there in April 2023?	
4. What is the first day of April?	
5. What is the last day of April 2023?	

Component 4B

Directions: Use the calendar to answer the following questions.

SEPTEMBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					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

What day will be on the. . .

2nd of September

_____

9th of September

_____

21st of September

_____

5th of September

_____

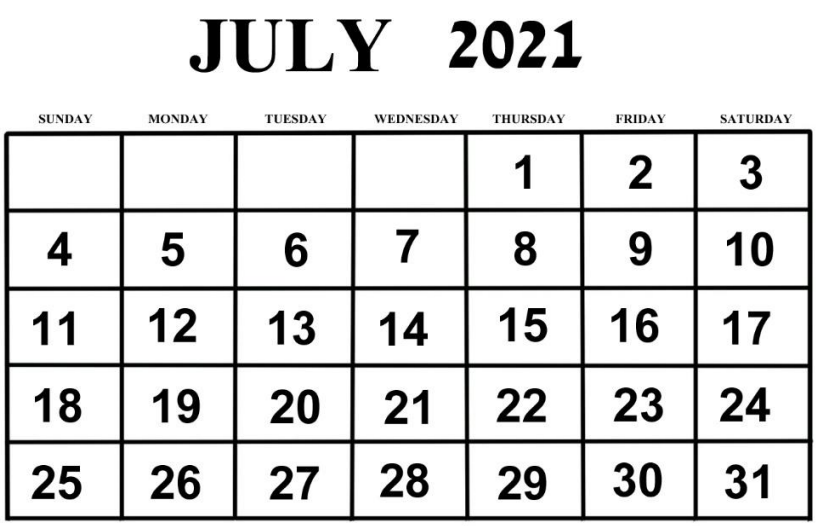
Last day of September

_____

Component 4C

Directions:

Look at the calendar then answer the questions. Write your answer on the space provided for.



JULY 2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				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

1. How many days are there in July?_____

2. What day of the week is July 18?

_____

3. How many Sundays are shown in July?

_____

4. Rene's birthday is July 27. What day of the week is it?

_____

5. The camp starts on July 5 and ends on July 9. How many camp days are there?

_____

Component 5: Lesson Conclusion

Time: 5 mins.

There are seven days a week. These are Sunday, Monday, Tuesday. Wednesday, Thursday, Friday, and Saturday.

We use a calendar in determining days, weeks, months, and year.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson Plan 16

Key Idea

- Tell the time by hour, half-hour, and quarter-hour using analog clock;
- Write the time by hour, half-hour, and quarter-hour using analog clock; and
- Appreciate the importance of time

Most essential Learning Competency

Tells and writes time by hour, half-hour, and quarter-hour using analog clock. (M1ME-IVb-3)

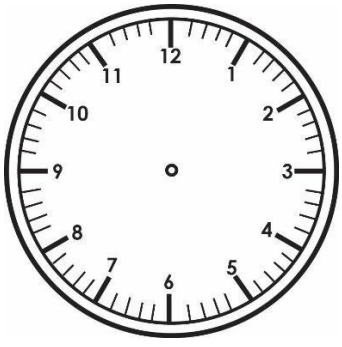
Component 1: Lesson Short Review

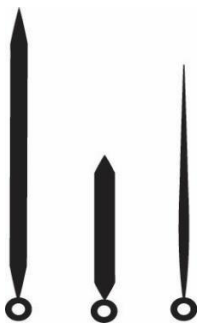
Time: 7 mins.

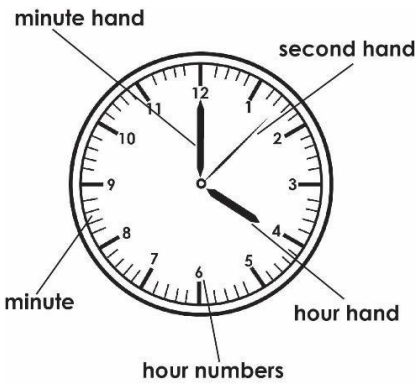
- The teacher will present a song, titled: Hickory Dickory Dock
https://youtu.be/ygcN65SlLFg?si=w6MMecxivMR4Q2GJ

- The teacher will present a real analog clock.
- S/He will ask learner-volunteers to identify the hour hand, minute hand, and second hand.

- She will then introduce parts of analog clock.







- The teacher will ask the learners, “Again, what are the different parts of an analog clock?”

Component 2: Lesson Purpose/ Intention

Time: 3 mins.

This lesson will introduce an analog clock to the learners. They will be able to familiarize themselves with parts of analog clock, the numbers used, the correct placement and arrangement of those numbers, including their identity/value depending on the hands of clock pointing at them.

Component 3: Lesson Language Practice

Time: 5 mins.

SHOW ME A PICTURE

- The teacher will present a picture of an analog clock. Make sure that such picture, especially its second hand is visible up to the last row of learners at the back seats.

An analog clock may either uses counting numbers or Roman Numeral numbers from one to twelve. The number twelve is situated at the topmost. Its opposite, or lowermost, is the number 6. While 9 is situated at the leftmost, its opposite side, or the rightmost is 3.

- Where is 1 situated at?
- How about 4; 7; and 10?

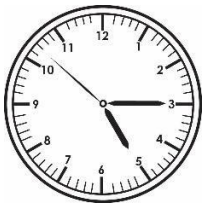
In one day, we have twenty-four hours. The analog clock represents the first twelve hours, and the second twelve hour.

Using the short hand, each number represents an hour, or also called hour hand. When the hour hand points to the twelve, it is read as zero minutes past the hour, or also known as o'clock.

The first twelve hours start from twelve midnight to twelve noon. While the second twelve hours start from twelve noon to twelve midnight. It only shows that in one day, or 24 hours, the hour hand goes twice around the clock.

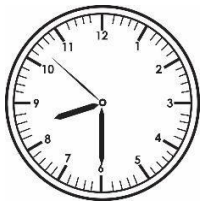
Using the long hand, twelve numbers also show time in minutes, or the long hand is termed as minute hand. The movement from one number to the next number has a value of five minutes.

Using the picture of analog clock below, when the minute hand is at 3, the time can be read, through the picture below, as:



5:15
five hour and fifteen minutes five fifteen
quarter hour past five

When the minute hand is at 6, the time can be read, through the picture below, as:



8:30
Eight hour and thirty minutes Eight thirty
Half hour past eight

When the minute hand is at 9, the time can be read, through the picture below, as:

6:45
Six hour and forty-five minutes Six forty-five
Quarter before seven

In everything we do, do you think time is important? Why?

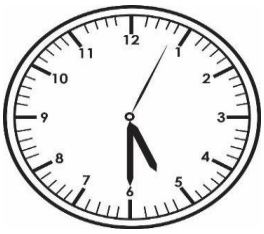
Component 4: Lesson Activity

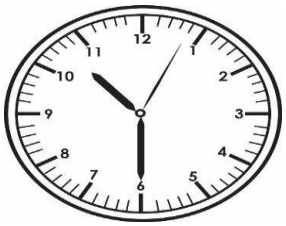
Time: 25 mins.

Activity 4A

WHAT TIME IS IT?

- Ask the learners to tell the time shown.





ANSWERS:

5:30

4:00

10:30

12:30

6:00

TRY THIS OUT!

Write the following time into words.

1. 5:30
2. 4:00
3. 10:30
4. 12:30
5. 6:00

ANSWERS:

Five thirty

Four o'clock

Ten thirty

Twelve thirty

Six o'clock

Activity 4B

Have the class form five groups.

Each group shall write in word the following given time for each item.

The last group to finish the activity will be called to present their work in front of the class.

1. 9:00
2. 7:30
3. 11:15
4. 2:45
5. 12:00

ANSWERS:

The group presenter may say as…

Nine o'clock

Seven thirty, or seven hour/o'clock and thirty minutes, or half hour past seven

One fifteen, or one hour/o'clock and fifteen minutes, or quarter past one

Two forty-five, or two hour/o'clock and forty-five minutes, or quarter before three

Twelve o'clock

Activity 4C

LET'S DO THIS TOGETHER

Have a learner choose his/her partner in answering the following:

1. 2:15
2. 5:45
3. 1:30
4. 4:00
5. 10:15

ANSWERS:

The possible answers should be…

2:15 = Two fifteen, or two hour/o'clock and fifteen minutes, or quarter past two

5:45 = Five forty-five, or five hour/o'clock and forty-five minutes, or quarter before six

1:30 = One thirty, or one hour/o'clock and thirty minutes, or half hour past one

4:00 = Four o'clock

10:15 = Ten fifteen, or ten hour/o'clock and fifteen minutes, or quarter past ten

Component 5: Lesson Conclusion

Time: 5 mins.

Aside from the body of the analog clock, it has different parts: hour hand, minute hand, and second hand.

Twelve numbers used in analog clock can be called as hour numbers, or minute numbers, or second numbers depending on the hand pointing.

Reflection:

Time is important and we must use it wisely as a learner, and responsibly as a child of the family.

Once it is gone for nothing or for misdeed, it will never get back.

Spend time for something worth to be proud of

Segue to the next lesson:

In the next lesson, we will discuss and enjoy learning lessons about

_____.

Reminder: Collect learners' worksheet to review and analyze their performance.

Mathematics Grade 1 Lesson Plan 17

Compare objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.

M1ME-IVc-19

Key Idea

- Compare objects through their lengths from short to shortest; and long to longest and their weights from heavy to heaviest; light to lightest.
- Apply knowledge of non-standard measures of mass in real-life situations.

Most Essential Learning Competencies

- Compare objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest. M1ME-IVc-19

Component 1: *Lesson Short Review*

Time: 5 mins.

Do you know the song “Finger family”? Let's sing the song

Daddy finger, daddy finger, where are you?
Here I am, here I am.
How do you do?
Mommy finger, mommy finger, where are you?
Here I am, here I am.
How do you do?
Brother finger, brother finger, where are you?
Here I am, here I am.
How do you do?
Sister finger, sister finger, where are you?
Here I am, here I am.
How do you do?
Baby finger, baby finger, where are you?
Here I am, here I am.
How do you do?

- Let the learners sing the song twice.
  Class look at your hand, look at the fingers.
- Ask the learners the following questions.
  1. What’s the difference between middle finger and point finger?
     Describe it, compare the two.
- Now look at your ring finger compare the height to the point finger.
  2. What do you see?
  3. What can you say about the thumb compared to all the fingers?

Sample Answers

Q1: the middle finger is long while the point finger is short.

Q2: ring finger is shorter than the point finger.

Q3: the thumb is the shortest.

Component 2: ***Lesson Purpose/Intention***

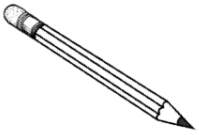
Time: 2 mins.

Today, let us study about short, shorter, shortest and long, longer, and longest. We are going to compare things based on its height. Class are you ready to learn our new lesson this day? Then fasten your seatbelt, Coz we are going to study about short, shorter, shortest and long, longer, longest.

Component 3: *Lesson Language Practice*

A. Look at the objects. Answer the following questions. Write the letter on the space provided.

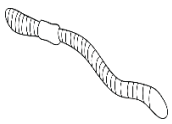
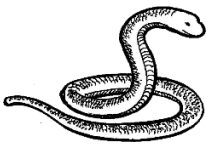
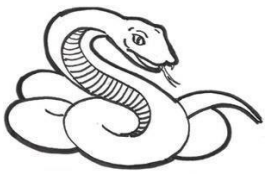
_____1. Which is short?

a.  b.  c. 

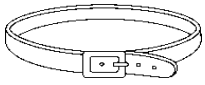
____2. Which is shorter?

a.  b.  c. 

_____3. Which is shortest?

a.  b.  c. 

B. Compare the objects. Use the words long, longer, longest.

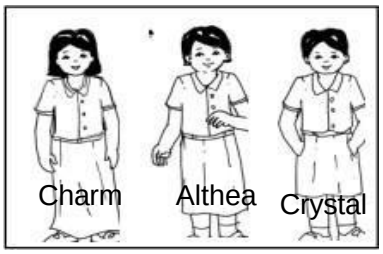
a. The belt is _____than the pencil and ruler.
b. The ruler is _____than the pencil but the belt is _____than the ruler
c. The belt is the _____of the three objects.

Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

Ask the pupils to read the problem aloud.



Charm, Althea, and Crystal had their hair cut. If you are going to arrange the hair lengths according to the picture, which come first, second, and third?

Answer the following questions:

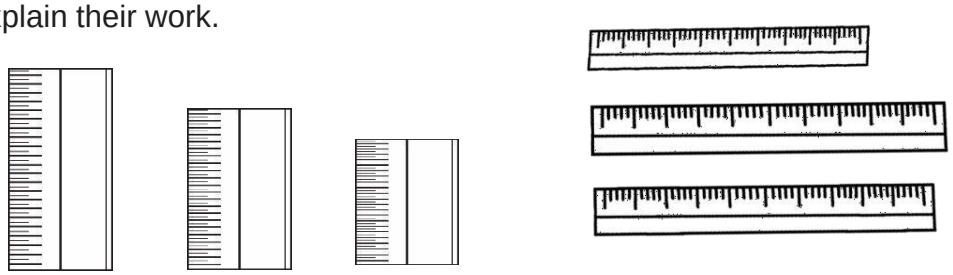
1. Who are the girls in the picture?
2. What did they just have?
3. What can you say about the length of their hair?
4. Arrange the girls according to the length of their hair.
5. What can you say about the length of their skirts?

Sample Answers

Q1: The girls in the picture are Charm, Althea, and Crystal.
Q2: They just had their hair cut.
Q3: All of them have short hair
Q4: 1 st – Crystal, 2nd – Althea, 3rd – Charm
Q5: 1 st – Charm, 2nd – Althea, 3rd – Crystal

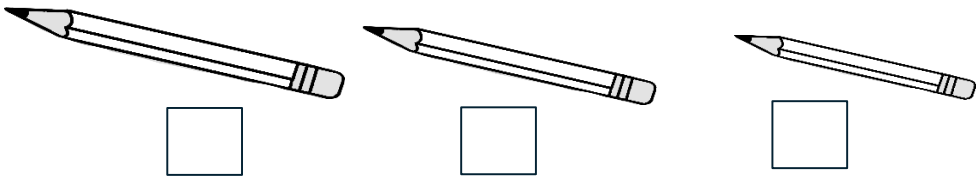
Try these!

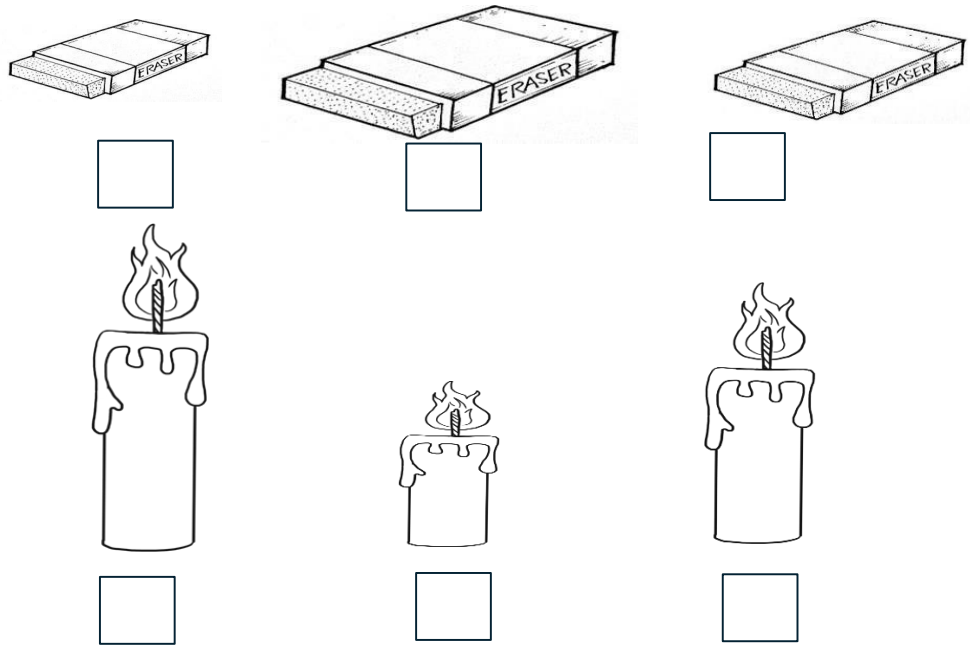
Group the class into two and distribute pictures to each group. Ask them to arrange the pictures into short, shorter, shortest and long, longer, longest. Let the learners present and explain their work.



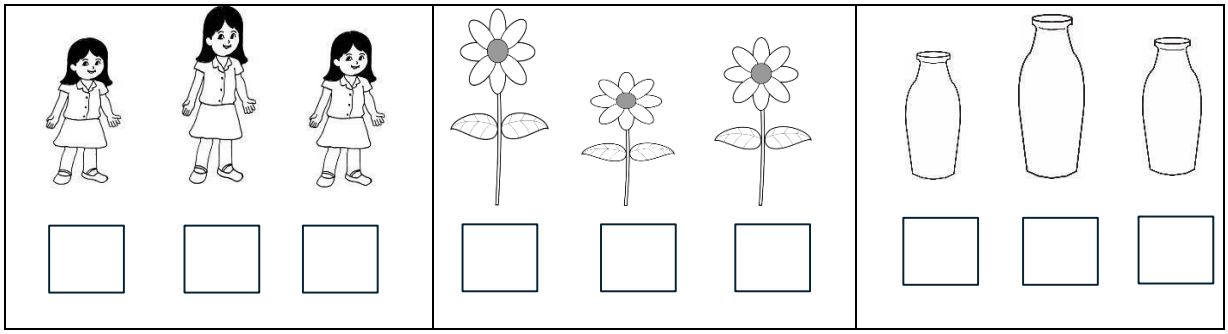
Component 4B

A. Color the box **YELLOW** if the object is short, **BLUE** if it is shorter, and **RED** if it is the shortest.





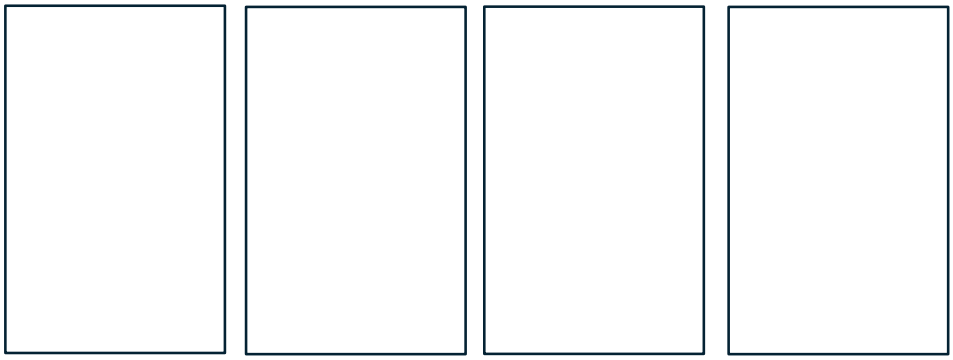
B. Which one is it? Number the following groups with 1, 2, 3 to show which one is long, longer, and longest.

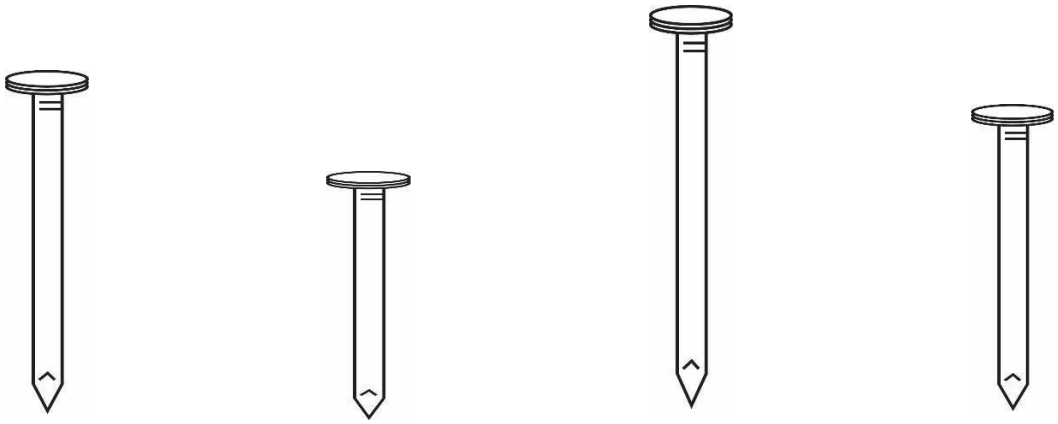


Component 4C

Comparing by Length

Cut out the pictures and paste them in order from longest to shortest





Component 5: Lesson Conclusion

Time: 5 mins.

How can we compare length?

The length of an object is its measure from one end to the other end. We can compare the length of objects by telling, which is short, shorter, and shortest. We can also compare their lengths by telling, which is long, longer, and longest.

We can use shorter/taller if we compare two (2) objects/things, persons or animals. We use shortest/tallest if we compare three (3) or more than the objects/things, persons or animals.

- Let learners reflect on their experience and learning.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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Mathematics Grade 1 Lesson Plan 18

Estimates and measures length, mass, and capacity using non-standard units of measure.
(Linear Measurement)
M1ME-No Code

Key Idea

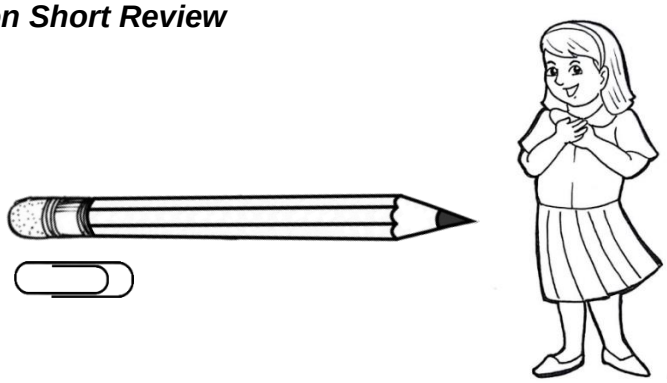
- Estimating and measuring length using non-standard unit of measures
- Apply knowledge in using non-standard unit of measures in real life experiences.

Most Essential Learning Competencies

Estimates and measures length, mass, and capacity using non-standard unit of measure.
M1ME- No Code

Component 1: *Lesson Short Review*

Time: 5 mins.



Jaina has a pencil and paper clips. She wants to measure the length of her pencil by using paper clips.

How many paper clips are equal to the length of a pencil?

Component 2: ***Lesson Purpose/Intention***

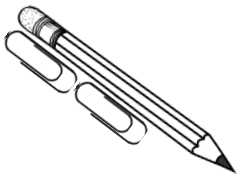
Time: 2 mins.

Did you know that we can measure length using non-standard unit of measures? What is a non-standard unit of measure? What are the examples of this? In this lesson you are going learn that we can use some objects to estimate and measure length using non-standard unit of measure.

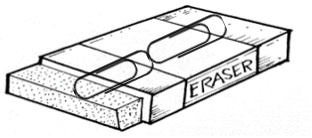
Are you ready to learn new things today? Then, let's start by answering this activity prepared for you.

Component 3: *Lesson Language Practice*

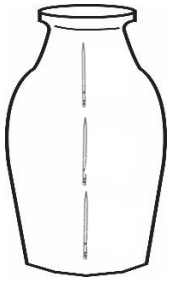
A. True or False. Write True if the measurement of the object is correct. False if not on the space provided.

_____1. 

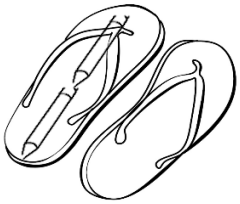
1 pencil = 2 paper clips

_____2. 

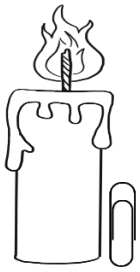
1 pencil = 2 paper clips

_____3. 

1 bottle = 3 toothpicks

_____4. 

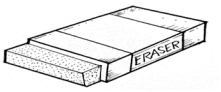
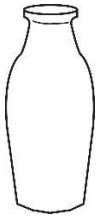
1 pair of slippers = 2 crayons

_____5. 

1 candle = 1 paper clip

B. Match column A with column B. Match the correct spelling of the picture shown in each number.

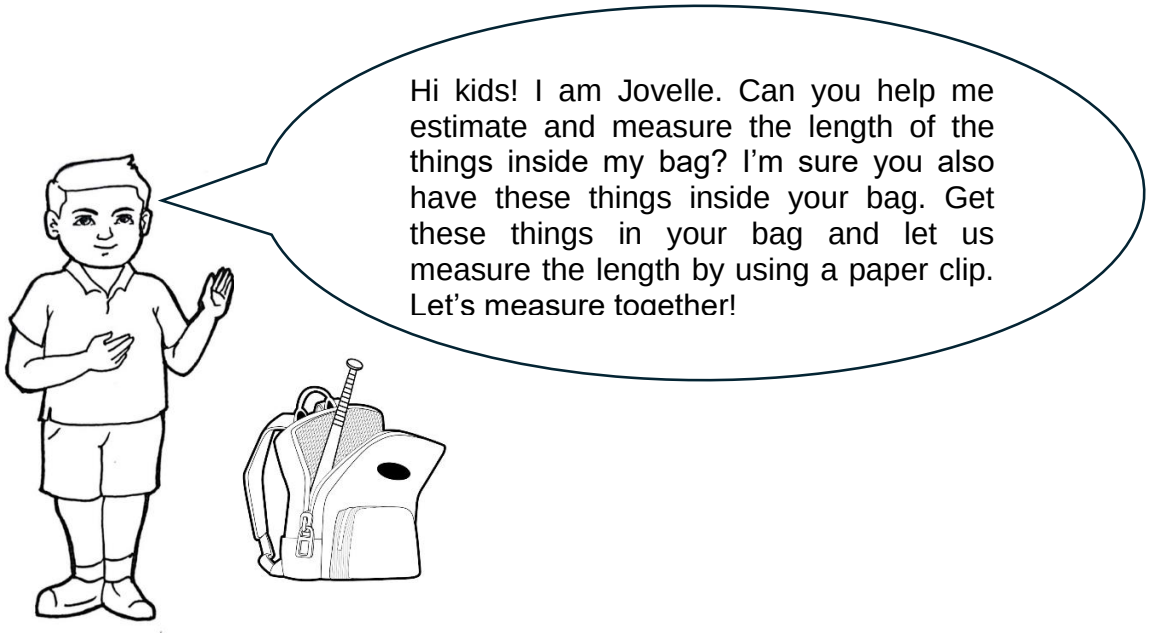
A	B
1. 	A. Girl
2. 	B. Eraser

3.  4.  5. 	C. Candle D. Bottle E. Slippers

Component 4*: Lesson Activity*

Time: 25 mins.

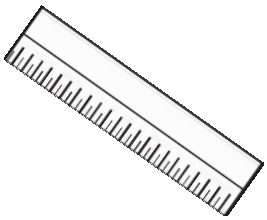
Component 4A: Present a real-life situation/s wherein learners can relate.

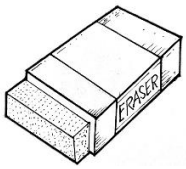


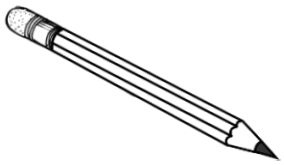
1. Notebook _____
2. Glue _____
3. Eraser _____
4. Pencil case _____
5. Pad paper _____

Component 4B:

A. Look at the pictures in each number. Select and circle the equal length of 2 sticks of toothpicks.



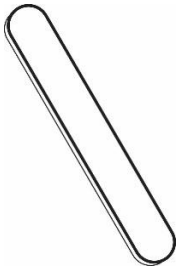




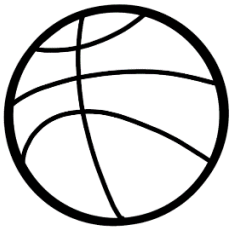
Component 4C

Colour the pictures that can be used for linear measurements.

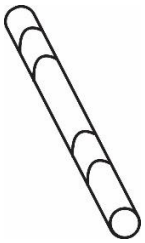
1.



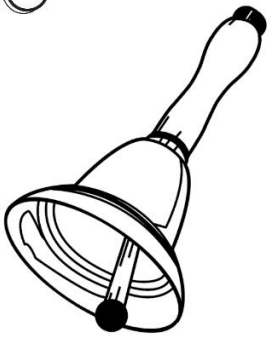
2.



3.



4.



5.

Component 5: Lesson Conclusion

Time: 5 mins.

Can we estimate or measure Length of an objects without using ruler? How?

Yes, we can. Estimating or measuring length of an object can be done by using non-standard units of measure such as paper clip, popsicle stick, matchstick, toothpick, and many more.

- Ask pupils to trace and measure the size of their feet using paper clips. How many paper clips were used in their shoes.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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Mathematics Grade 1 Lesson Plan 19

Compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.

M1ME-IVc-19

Most Essential Learning Competencies

- Compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest. M1ME-IVc-19

Component 1: Lesson Short Review
Time: 5 mins.

Let us sing the song.

"The Six measurement"

1, 2, & 3 measurements (2x)
Measure, measure, ment, ment, ment (2x) 1, 2, & 3 measurements
The first measurement is heavy.
The second measurement is heavier (2x) Heavy, heavy, vier, vier, vier (2x)
The second measurement is heavier the third measurement is heaviest
(2x) Heavy, heavy, viest, viest, viest (2x) The third measurement is
heaviest.

4, 5, & 6 measurements (2x)
Measure, measure, ment, ment, ment (2x) 4, 5, & 6 measurements
The fourth measurement is light, (2x) Light, light, light, light, light (2x)
The fourth measurement is light
The fifth measurement is lighter(2x) Light, light, er, er, er (2x)
The fifth measurement is lighter the six measurement is lightest(2x)
Light, light, est, est, est (2x)
The six measurements are the lightest.

- Let the learners sing the song twice.
- Ask the learners the following questions.
  1. What is the title of the song?
  2. What are the first three measurements mentioned in the song?
  3. What are the next three measurements mentioned in the song?

Component 2: ***Lesson Purpose/Intention***

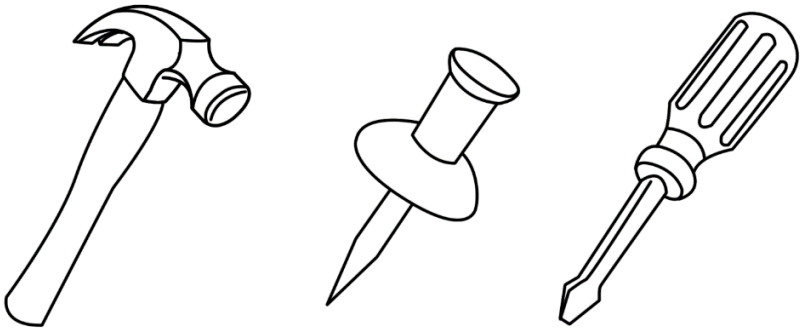
Time: 2 mins.

Today, let us study about light, lighter and lightest and heavy, heavier and heaviest. We are going to compare things based on its weight. Class are you ready to learn our new lesson this day? Just listen and enjoy, because we are going to study about the mass measurement.

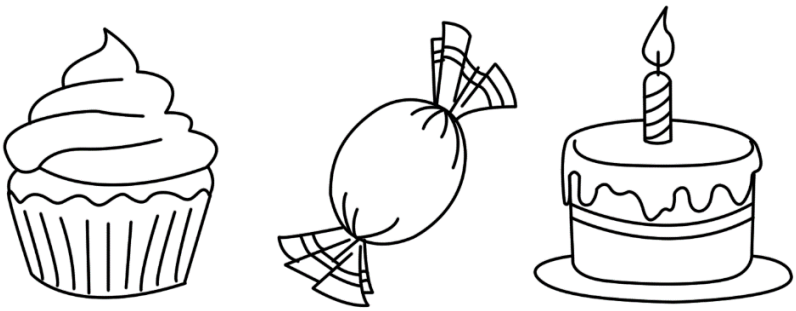
Component 3: *Lesson Language Practice*

A. Look at the objects. Answer the following questions. Color the heaviest or lightest

1. Colour the heaviest object.

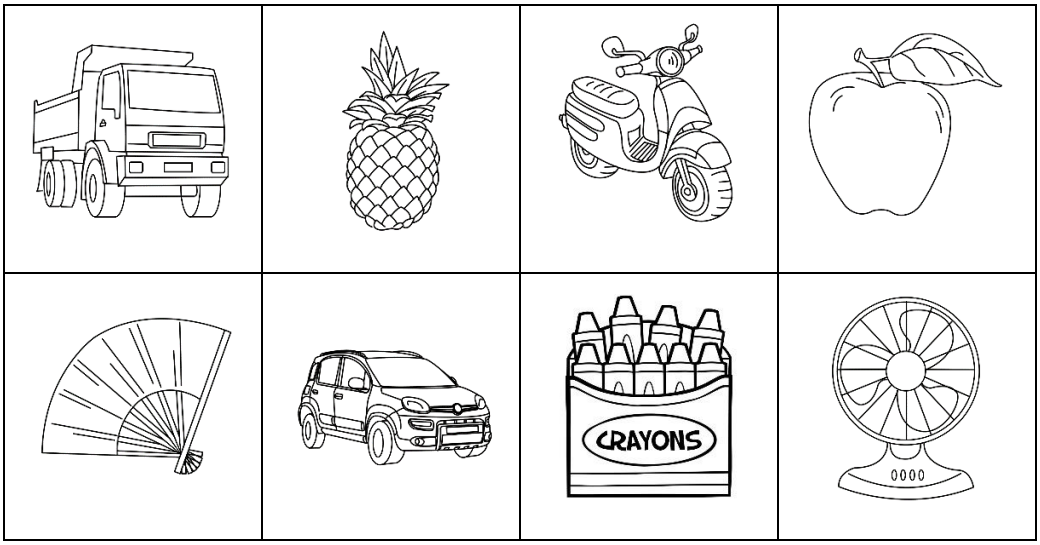


2. Colour the heavier object.



3. Colour the heavy object.

B. Circle the object that is heavy.



Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A: Present a real-life situation/s wherein learners can relate

Answer the following questions. Have a weighing scale for their body mass. And let them get their weight and compare it with others.

1. What is your body mass? _____
2. List down three (3) body mass of your classmates.

Name	Weight

3. Arrange the weight of your classmates from heavy to heaviest.
   a. _____
   b. _____
   c. _____
4. What can you say about the mass of your weight and the weight of your classmates?
5. Who has the heaviest weight among the three?

Component 4B

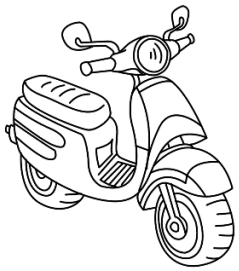
A. underline your answer.

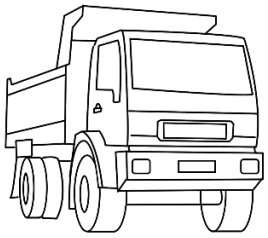
1. The bag is (heavy, heavier, heaviest) than a chair.
2. The watermelon is (heavy, heavier, heaviest) than apple and orange.
3. The table is (heavy, heavier, heaviest) than cabinet and shoes.
4. The can is (heavy, heavier, heaviest) than a pencil case.
5. A coconut is (heavy, heavier, heaviest) than a tumbler and a plate.

Component 4C

Comparing by Mass

Cut out the pictures and paste them in order from Heavy to Heaviest





Component 5: Lesson Conclusion

Time: 5 mins.

How can we compare mass?

Mass is used to measure the weight of an object.
We can compare the mass of objects by telling, which is light, lighter and lightest.
We can also compare their mass by telling, which is heavy, heavier and heaviest.

- Let learners know that good learners reflect on their learning.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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MATHEMATICS Grade 1 Lesson Plan 20

Key Idea

- Understand that non-standard units of measure do not give exact or accurate measures.

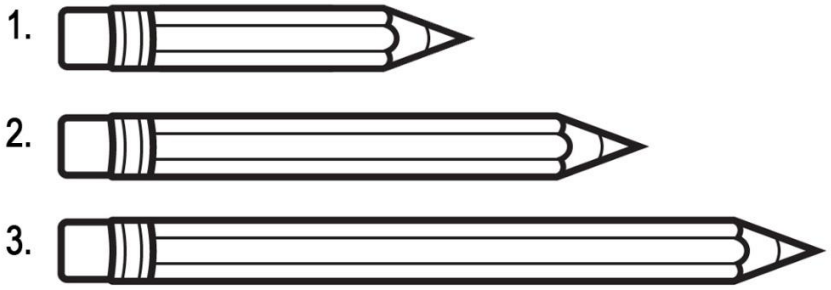
Most Essential Learning Competencies

- Estimates and measures length, mass, and capacity using non-standard units of measure. ***M1ME-no code***

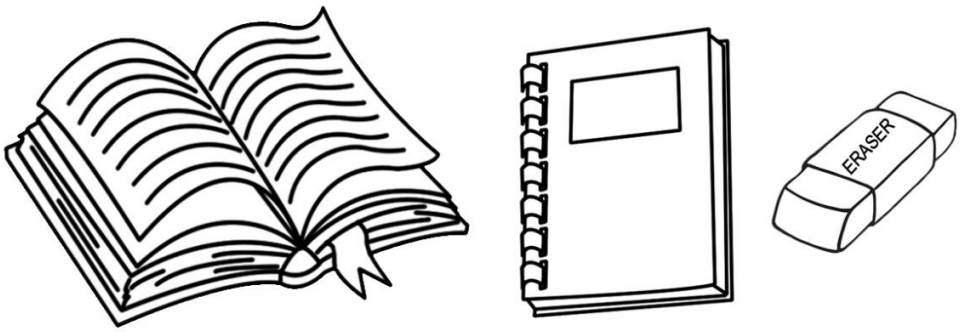
Component 1: *Lesson Short Review*

Time: 5 mins.

Compare the objects.
A. Choose the correct comparing words.
(Long, longer, longest)



B.



- The book is (light, lighter, lightest)
- The eraser is (light, lighter, lightest) among all the three objects
- The notebook is (light, lighter, lightest) than the eraser.

-Say:
Q1. How do you compare the objects?

Sample Answers

A. 1. Long
2. Longer
3. longest

B. 1. light
2. Lightest
3. Lighter

Q1. We compare objects using right comparing words such as long, longer, longest and light, lighter, lightest.

Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

A. Present real objects (belt, paper clips, hair pins and pins)
Say: This is Kelly's belt. She wants to measure the length of her belt, but she can't find any object that she can use to measure. So, she used paper clips, hair pins and pins.

Question: Using paper clips, hair pins, and pins, how long does the belt measure?
1. The belt is _____ paper clips long.
   The belt is _____ hair pins long.
   The belt is _____ pins long.

B. Provide an improvised weighing scale balance and two kinds of objects.
   Example: 1 notebook and 10 pencils
   Let them weigh the notebook and 1 pencils
   Q1. Ask: "Which is heavier and why?
   Add the 9 pencils one at a time to the pebbles until the scale is balanced. How heavy the notebook?
   Q2. Ask: What unit is used in measuring the weight of a notebook?
   Q3. Ask: What is the weight of a notebook?

C. Present an empty pitcher and 10 cups . Fill the 10 cups with water.
   Q1. Ask: If we will pour the pitcher with water how many cups of water will be needed to fill it up?

Sample Anwer:

A. 1. 17 paper clips long
   2.11 hairpins long

   3. 10 pins long

B. Q1. The notebook, because the notebook is bigger than the pencil and when we put the notebook and the pencil on the improvised weighing scale it dropped on the side of the notebook .
   The notebook is equivalent to 10 pencils
   Q2. Pencils is the unit used in measuring the weight of a notebook.
   Q3. The weight of a notebook is equivalent to 10 pencils.

Component 3: *Lesson Language Practice*

Time: 5 mins.

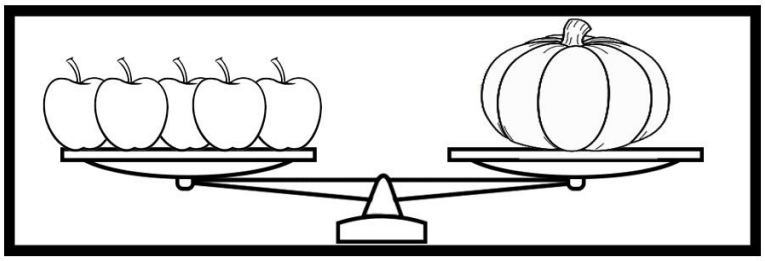
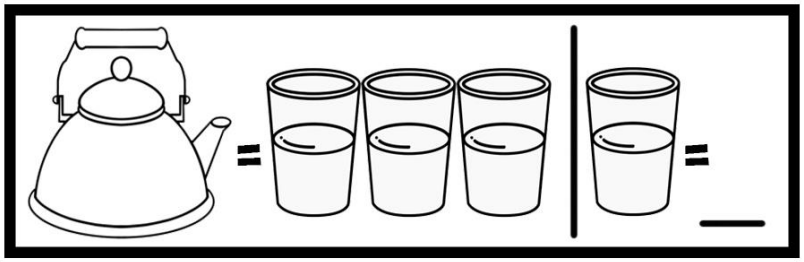
- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.
- Objects can be compared in terms of **length.** Paper clips, pencils, hairpins, nails, thumbtacks, pins, hand spans, footsteps, etc. are **non-standard units of linear measure** that do not give the exact or accurate measures.
- **Mass** can be measured using non-standard units of measurements such as our hands, improvised scale balance and/or with the use of pebbles, marbles, paper clips, blocks, bottle caps, one-peso coins, pencils, crayons, etc.
- Capacity is the amount of liquid that a container can hold. Non-standard units can be used to measure the capacity in containers. Some non-standard units that can be used are cups, bowls, scoops, glass, buckets, and mugs.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

▪ . Direction: Measure the following objects. Using non-standards measurements units.

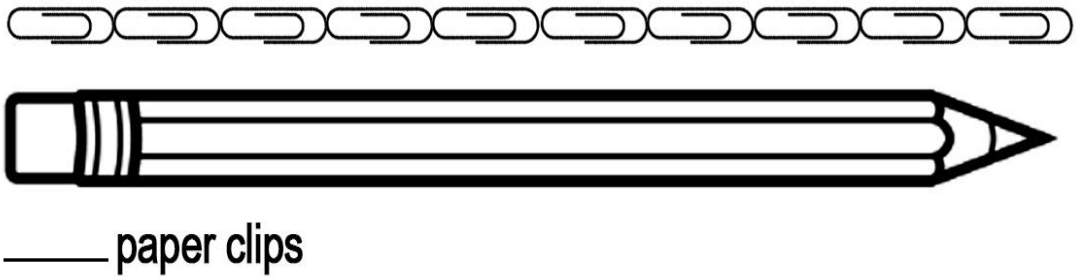
1. Blackboard- _____ palm
2. Distance between blackboard and teachers table- _____footsteps
3. 1 notebook = _____ crayons (improvised weighing scale)
4. 
5. 

Sample Ans

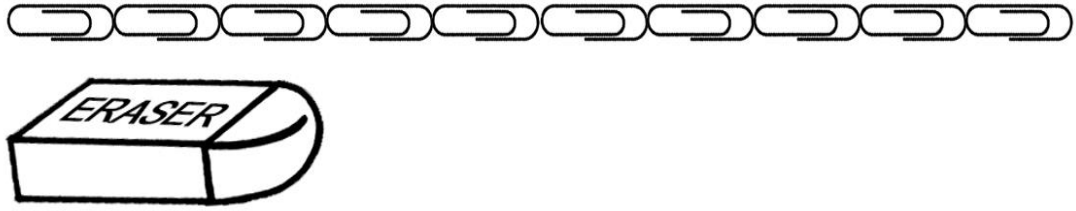
Activity 4B

Group 1 Me

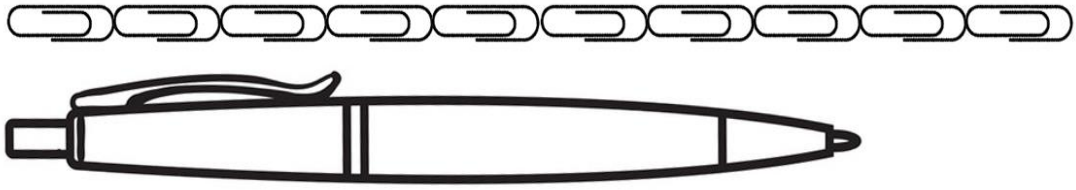
Directions: Measure each object using paper clips.



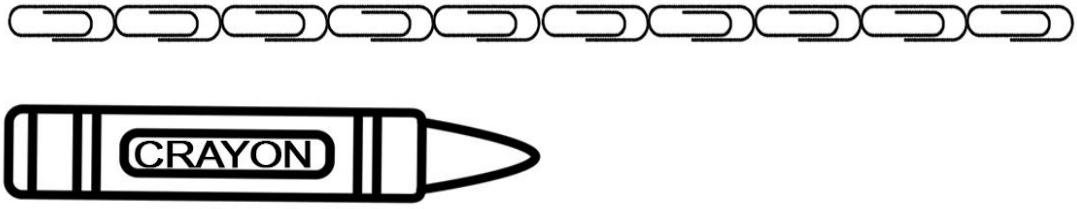
_____ paper clips



_____ paper clips

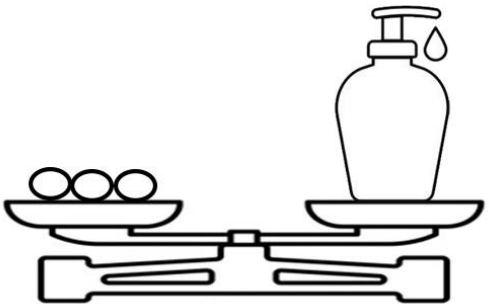


_____ paper clips

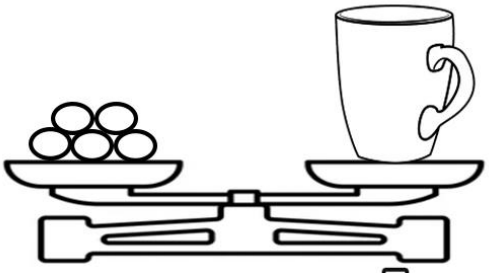


_____ paper clips

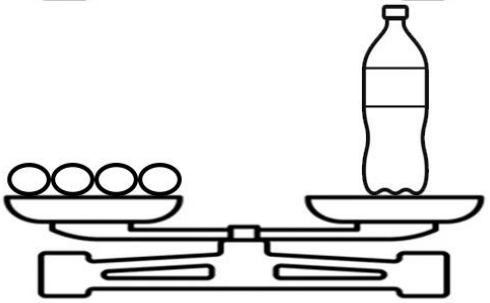
Group 2 – Use ⬭ as unit to measure the weight of these objects.



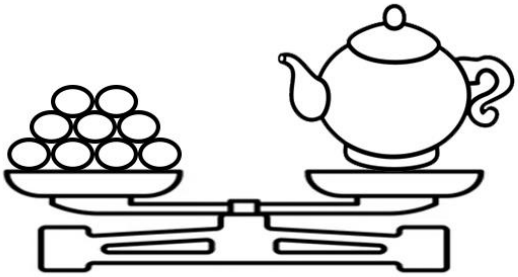
about ____ heavy



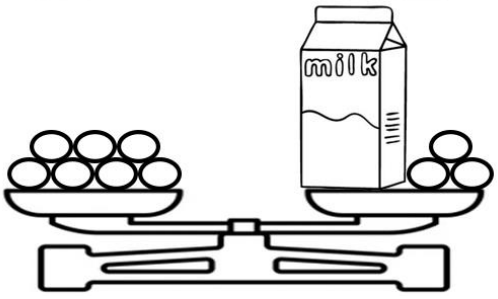
about ____ heavy



about ____ heavy



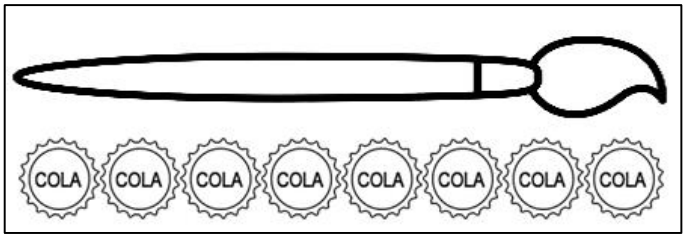
about ____ heavy



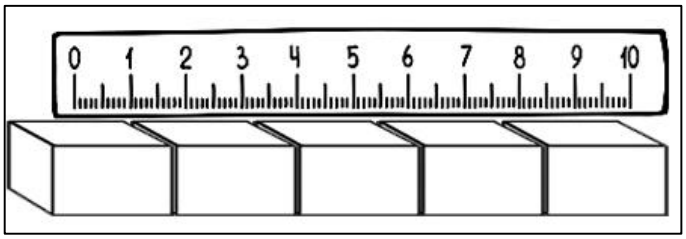
about ____ heavy

Activity 4C

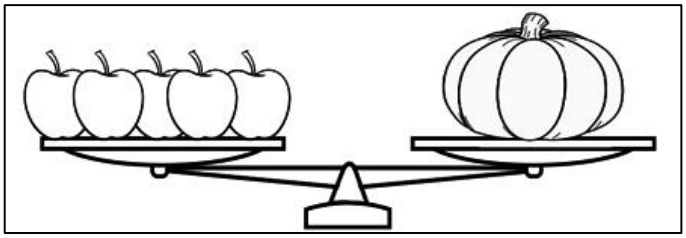
Isulat ang sukat ng mga bagay gamit ang non-standard unit.



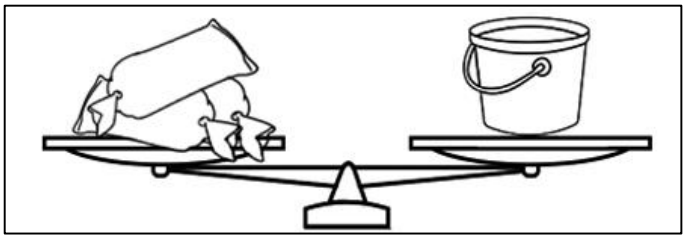
1. Ang brush ay katumbas ng _____ takip ng bote.



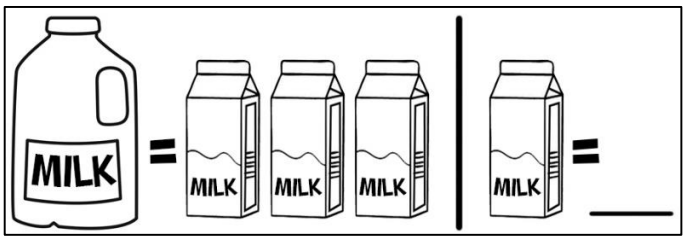
2. Ang ruler ay katumbas ng _____ cubes.



3. Ang kalabasa ay katumbas ng ____ mansanas.



4. Ang maliit na timba ay katumbas ng _____ supot ng yelo.



5. Ang galon ng gatas ay katumbas ng _____ sachet n agatas.

Component 3: *Lesson Language Practice*

Time: 5 mins.

- Objects can be compared in terms of **length.** Paper clips, pencils, hairpins, nails, thumbtacks, pins, hand spans, footsteps, etc. are **non-standard units of linear measure** that do not give the exact or accurate measures.

- **Mass** can be measured using non-standard units of measurements such as our hands, improvised scale balance and/or with the use of pebbles, marbles, paper clips, blocks, bottle caps, one-peso coins, pencils, crayons, etc.
- Capacity is the amount of liquid that a container can hold. Non-standard units can be used to measure the capacity in containers. Some non-standard units that can be used are cups, bowls, scoops, glass, buckets, and mugs.

Q1. How will you measure objects without using standard measurements like rulers, weighing scales and tape measures?
Q2. What are the sample objects that we used in non-standard units of measurements?
Q3. Did collaborating with your classmates help you understand the lesson? How?

Reflection:

Q4. What of the importance of using non-standard units of measurements in our daily lives?

Sample Anwers:

Q1. We use the non-standard units of measurements.

Q2. In measuring objects, we used non-standard units of measurements like paper clips, pencils, nails, palm, footsteps, etc....

Q3. Yes. By actively participating in the activity.

Q4. Non-standard units are always available as improvised resources.

- Let learners know that good learners reflect on their learning.

Segue to next lesson: In the next lesson, we will discuss and enjoy the lesson.

REMINDER: Collect learners' worksheets to review and analyze their learning.

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