1

NATIONAL LEARNING CAMP

DepED DEPARTMENT OF EDUCATION

Mathematics

Enhancement Camp

Lesson Plans

Enhancement Learning Camp

Lesson Plans

Mathematics Grade 1

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Mathematics Grade 1 Lesson Plan 1

Reading and Writing Numbers up to 100 in Symbols and in Words

Key Idea

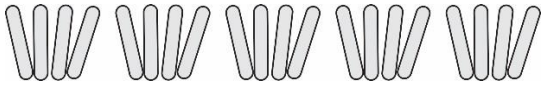
Reading and Writing Numbers up to 100 in Symbols and in Words

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

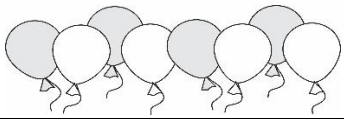
Directions: Count the objects and write the number in symbols.

1)  _____

2)  _____

3)  _____

4)  _____

5)  _____

Answers

1) 10 2) 20 3) 15 4) 12 5) 8

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

We can use what we have learned on counting/reading and writing. Today we will learn to read and write numbers in symbols and in words using chart, sticks and flash cards.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

Read and write

Symbol

Word

Numbers

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2

1. Show a picture of a girl.
   Ask the children what they see.
   How many girls are there in the picture?
   Write the symbol 1 and the word "one". Read and let the children read.
   Show a picture of another girl with the previous girl.

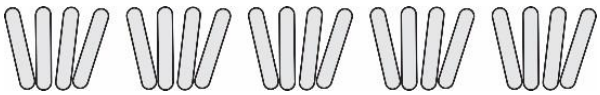
Ask the children. How many girls do you see in the picture now?
Write the symbol 2 and the word two on the whiteboard.
Let the children read them after you.
Add one to ten and follow the procedure in the previous two numbers.
Emphasize the relationship between the picture, symbol and the word name.

2. Put the flashcards numbered 1-100 and the number word flashcards on the pocket chart and let the children match the correct symbol and number word.

Part 4B

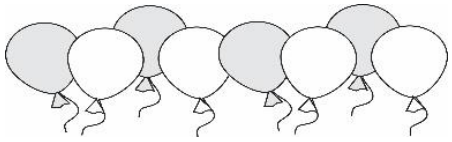
Item 1: Count the objects and write the number.

1.  _____

2.  _____

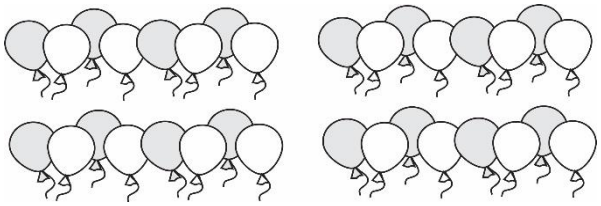
3.  _____

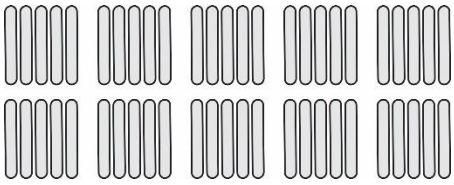
4.  _____

5.  _____

Item 2: Write the number in symbols of the numbers given below.

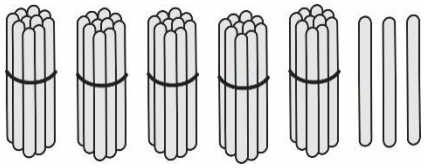
.

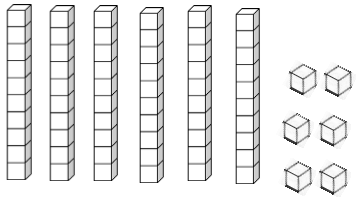
1)  _____

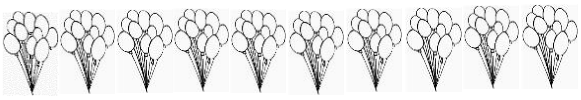
2)  _____

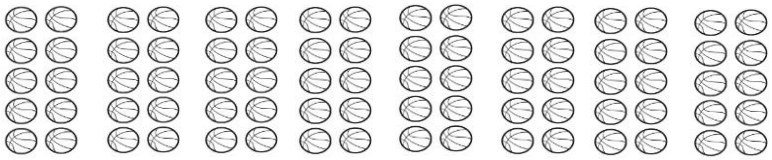
3)  _____

Item 3: Write the number in words of the numbers given below.

a)  53 _____

b)  66 = _____

c)  100 = _____

d) 

100 = _____

e) 

91 = _____

Part 4B

Item 1

Answer to Item 1

1. 10
2. 20
3. 15
4. 12
5. 8

Answers to Item 2

a. 32

b. 50

c. 24

4. 12

5. 18

Answers to Item 3

1. 53 = limampu't tatlo
2. 66 = animnapu't anim

3.100 = isang daan

4. 80 = walumpu

5. 91 = siyamnapu't isa

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 2

Compares Numbers up to 100 Using Relational Symbol and Orders them in Increasing or Decreasing

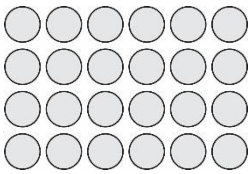
Key Idea

Compares Numbers

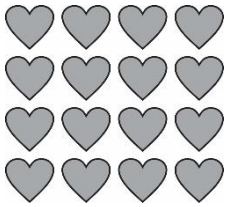
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

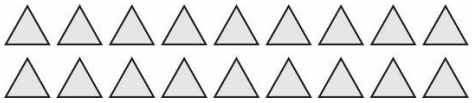
Directions: Count the objects. Write the number of objects in symbols and in words.

1. 

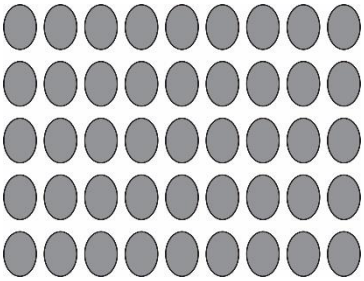
_____ _____

2. 

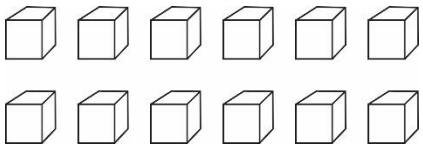
_____ _____

3. 

_____ _____

4. 

_____ _____

5. 

_____ _____

Answers

1) 24 twenty-four
2) 16 sixteen
3) 18 eighteen
4) 45 forty-five
5) 12 twelve

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In comparing numbers, we use greater than ">", less than "<", or equal to "=".

Today we will learn how to compare numbers up to 100 using relational symbol and orders them in increasing or decreasing.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

more than, less than, increasing, decreasing

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2

1. Show a chart containing 3 set of objects.

A B C

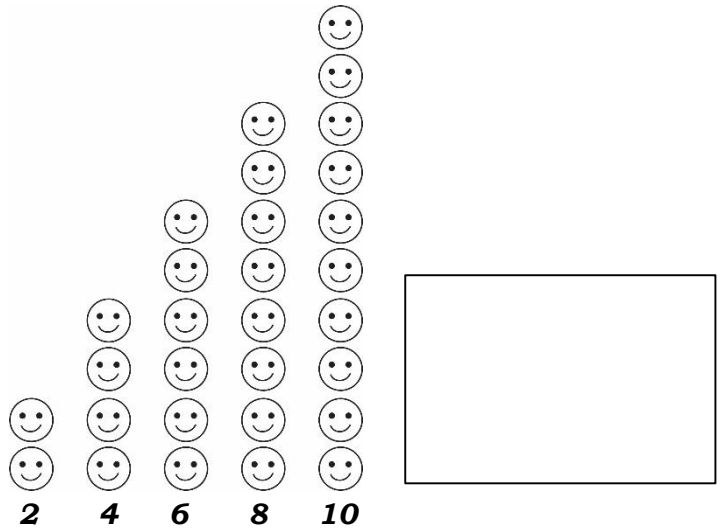
Questions:

a. How many sets are there?
b. What is contained in each set?
c. How many stars are there in each set?
d. How many stars are there in set A compared to the number of stars in set B?
e. How many stars are there in set A compared to the number of stars in set C?
f. How many stars are there in set B compared to the number of stars in set A?
g. How many stars are there in set C compared to the number of stars in set A?
h. How many stars are there in set B compared to the number of stars in set C?

*When they have given their answers, focus one at a time on the relationships and write them on the board.
* Write also how they are written in symbols.
* 4 is less than 6 or 4<6

i. Provide other examples.

2. Show.



Questions:

a. How many sets are there?
b. How many smiley faces are there in set 1, set 2, set 3, set 4, set 5?
   *Write their answers on the board.
c. In what order are the numbers arranged?

10	9	6	5	3

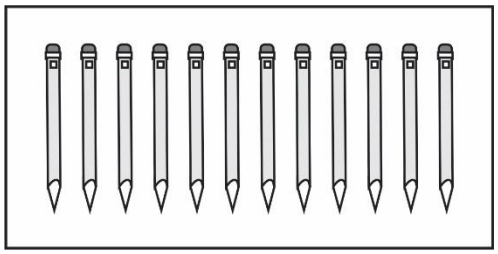
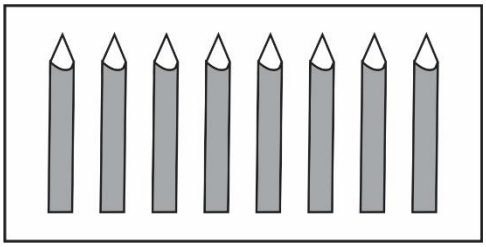
d. Read the numbers.
e. In what order are the numbers arranged?
f. Provide other examples.

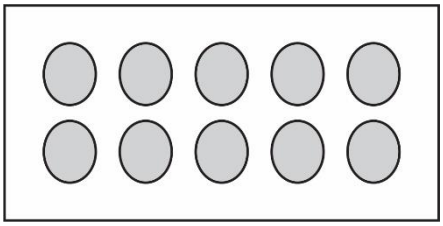
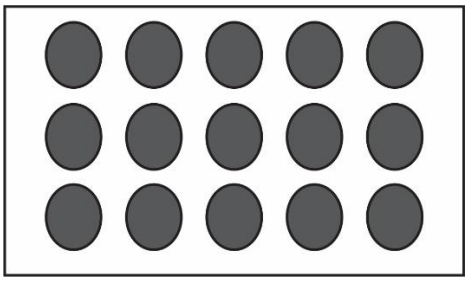
Part 4B

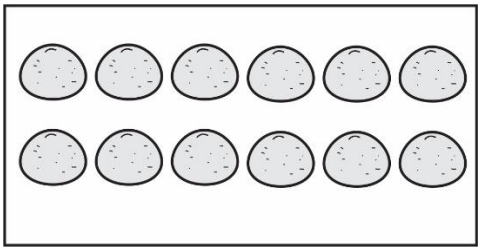
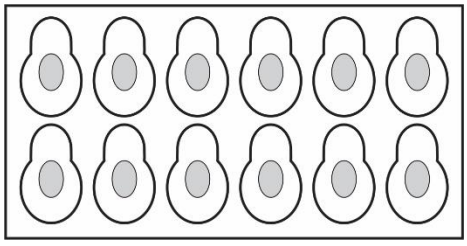
Item 1

Questions

Count the objects in each set. Compare using >, <, or =.

1.  _____ 

2.  _____ 

3.  _____ 

Answers to Item 1

1. >
2. <
3. =
4. >
5. <

Part 4C

Item 2

Questions

Arrange the numbers in increasing order.

1. 2, 20, 97, 60, 42 _____
2. 100, 36, 70, 15, 81 _____
3. 5, 20, 40, 35, 10 _____

Arrange the numbers in decreasing order.

4. 21, 45, 86, 11, 53 _____
5. 88, 63, 16, 94, 55 _____

Answers to Item 2

1. 2, 20, 42, 60, 97
2. 15, 36, 70, 81 100
3. 86, 53, 45, 21, 11

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 3

Identifies the Number that is One More or One Less from a Given Number

Key Idea

Number that is One More or One Less

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: Choose the correct answer.

1. 20 is less than (5, 25)
2. 85 is more than (90, 60)
3. 54 is equal to (54, 64)
4. 36 is less than (46, 26)
5. 48 is greater than (63, 35)

Answers

1) 25 2) 60 3) 54 4) 26 5) 35

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In this lesson, you will learn to identify numbers, that is one more or one less using counters or concrete objects.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

One more, one less

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2

1. Let the pupils count from 1 to 10 using their sticks.
   Ask each pupil to show a set of 5 sticks.

   Then ask them to add 1 more counter and identify the total number of sticks. (6)

   Have pupils add 1 more stick to their set of 6 sticks.

   How many sticks are now? (There are now 7 sticks.)

   How many sticks do you think there will be if we add one more stick to the set of 7 sticks? (There will be eight sticks)

   Let the pupils observe sets of counters on the board (6 and 7)

   Which number is greater: 7 or 6? (7 is more than 6)

   How would you describe the relationship between 7 and 6? (7 is more than 6)

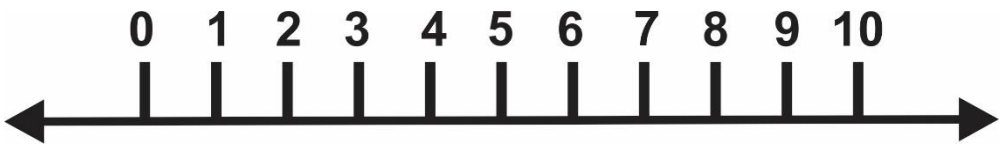
   How many more is 7 compared to 6? (7 is one more than 6)

Which number is smaller: 6 or 7? (6)

How would you describe the relationship between 6 and 7? (6 is less than 7)

How many less is 6 compared to 7? (6 is one less than 7)

Show the number line.



Questions:

a. What number is one more than 6?
b. What number is one less than 6?
c. What number is one more than 4?
d. What number is one less than 4?
e. What number is one more than 8?
f. What number is one less than 8?

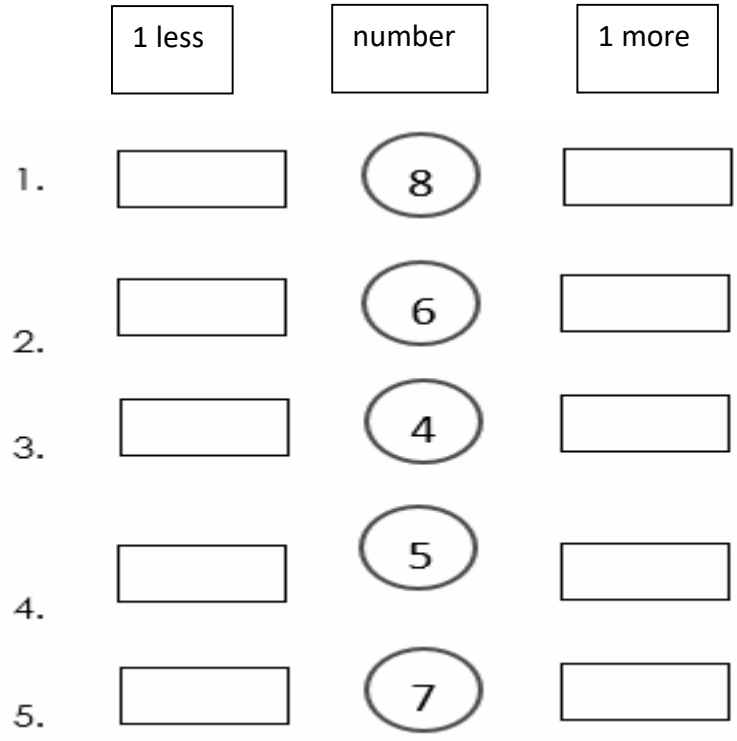
Part 4B

Item 1

Questions

One More and One Less

Find 1 more or 1 less and write in the box.



Answers to Item 1

1. 7, 9
2. 5, 7
3. 3, 4
4. 4, 6
5. 6, 8

Part 4C

Item 2

Questions

Write the correct number in the blank.

1. Five is one less than _____.
2. Ten is one more than _____.
3. 7 is one less than _____.
4. 15 is one more than _____.
5. Twenty-eight is one less than_____.
6. 39 is one less than _____.
7. 23 is one more than _____.
8. 66 is one less than _____.
9. 20 is one more than _____.
10. 8 is one less than _____.

Answers to Item 2

1. 6	6. 40
2. 9	7. 22
3. 8	8. 67
4. 14	9. 19
5. 29	10. 9

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)
Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 4

Identifies, Reads and Writes Ordinal Numbers: 1st, 2nd, 3rd , up to 10th Object in Each Set from a Given Point of Reference

Key Idea

Identifies, reads, and writes ordinal numbers: 1st, 2nd, 3rd , up to 10th object.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: In the left column, right the number that is one less. On the right, write the number that is one more.

	16	
	19	
	8	
	3	
	13	

Answers

15	16	17
18	19	20
7	8	9
2	3	4
12	13	14

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Today, we will discuss ordinal numbers from 1st to 10th. In this lesson you will be able to identify, read and write the ordinal position of a person or thing.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

Ordinal numbers- 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2

What should you do before leaving the classroom after class?

Why do you need to wait and line up?

Ask 10 pupils to stand in front of the class and let them form a line.

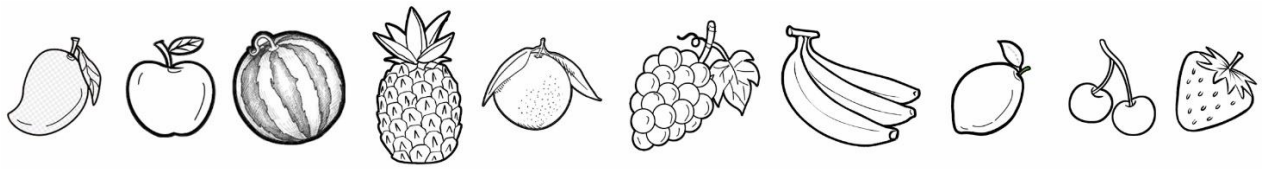
Who is number 1 in line?

Who is number 2 in line?

Ask similar questions until all pupils are identified.

Introduce the ordinal numbers and symbols.

Show 10 kinds of fruits. (Use concrete objects/pictures)



1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth	tenth

Questions:

What is the position of each fruit?
Have the pupils identify the fruits from left to the right.
Say: The first fruit is an orange.
Then post the picture of orange and under it write 1st.
Say: "first" and let the pupils say it as you point to 1st.

Repeat process for the second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth fruit.

What do you observe about the words below the name of the fruits?
Point to the numbers 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th , 10th .
Say: These are also numbers. It tells the number of an objects or persons that are arranged. The numbers that tell the order/position of the fruits (objects/persons) are called ordinal numbers.

How do we read and write the symbol for ordinal numbers?
What letter do we affix in writing ordinal numbers?

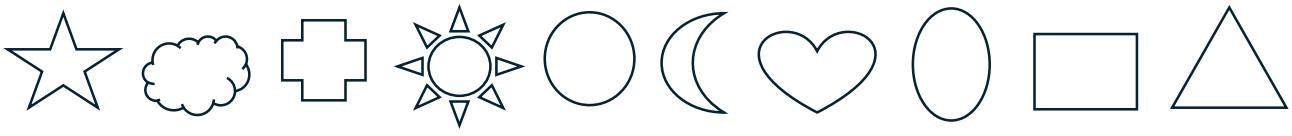
Read each ordinal symbols and in words.
Then ask the pupils to repeat it.

Part 4B

Item 1

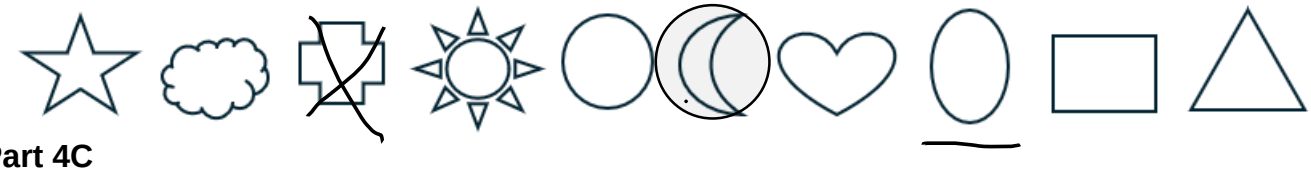
Questions

Study the pictures. Start on the left.



1. Draw a circle around the 6th object.
2. Cross out the 3rd object.
3. Underline the 8th object.

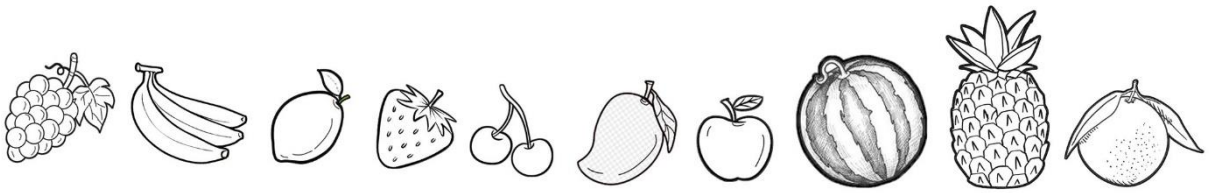
Answers to Item 1



Part 4C

Item 2

Questions



Which fruit is the:

1. Fourth
2. Seventh
3. Ninth

Answers to Item 2

1. strawberry
2. apple
3. pineapple

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 5

Visualizes, Represents, Divides a Whole Number into Halves and Fourths and Identifies ½ and ¼ of a Whole Object

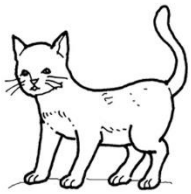
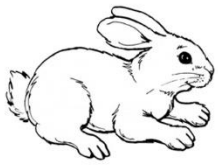
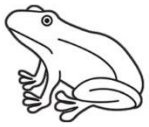
Key Idea

Visualizes, represents, divides a whole number into halves and fourths and identifies ½ and ¼ of a whole object.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: Answer the questions correctly.

					
fish	cat	rabbit	snail	frog	dog

If the fish is the first animal,

1. which animal is in the last place?
2. which animal is in fifth place?
3. what place is the dog in?
4. which animal is in third place?
5. what place is the frog in?

Answers

1. dog
2. frog
3. 6th
4. Rabbit
5. 5th

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In the previous lesson, you learned how to identify, read, and write ordinal numbers. Today, we will visualize, represent, divide a whole number into halves and fourths and identify ½ and ¼ of a whole object.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

visualizes, represents, divides, whole number, halves, fourths, ½ and ¼, whole object.

Lesson Component 4 (Lesson Activity)

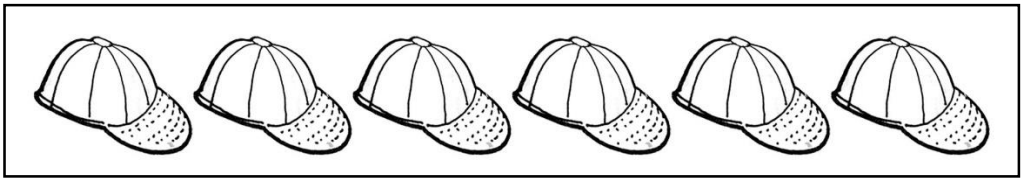
Time: 25 minutes

Part 4A

Stem for Items 1 and 2

1. Read the problem.

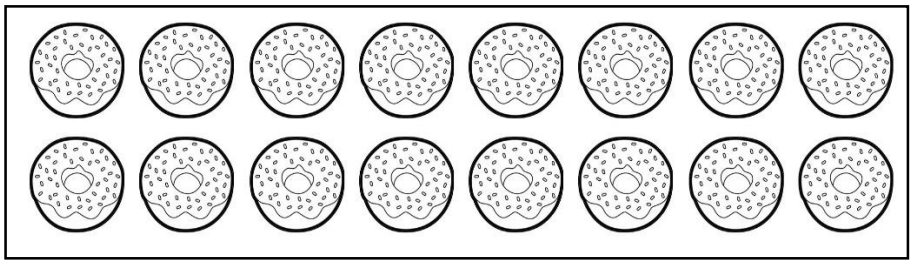
   Yandell has six caps. He wants to give half of them to his brother. How many caps should he give to his brother?



Questions:

a. Who has caps?
b. How many caps does Yandell have?
c. What does he want to do with his caps?
d. How many caps should he give to his brother?
e. How will Yandell and his brother divide the caps?
f. Guide the pupils in solving the problem in different ways by acting out or by using counters.
g. Emphasize that in getting ½ of a set of objects, form 2 groups having equal number of objects.
h. Let the pupils perform more activities, then discuss the answers.

2. Father brought home a box of doughnuts. The box contains 12 pieces, and he wants to divide them equally among his four children. How many pieces of doughnuts will each child get?



Questions:

a. Who brought home doughnuts?
b. How many pieces of doughnut are there in the box?
c. How many children will be given doughnuts?
d. How many pieces of doughnut do you think will each child get?
e. Guide the pupils in solving the problem in different ways by acting out or by using counters.
f. Emphasize that to identify ¼ of a set of objects, divide the objects into 4 groups having the same number of objects. The objects in each group represent ¼ of the set.
g. Let the pupils perform more activities, then discuss the answers.

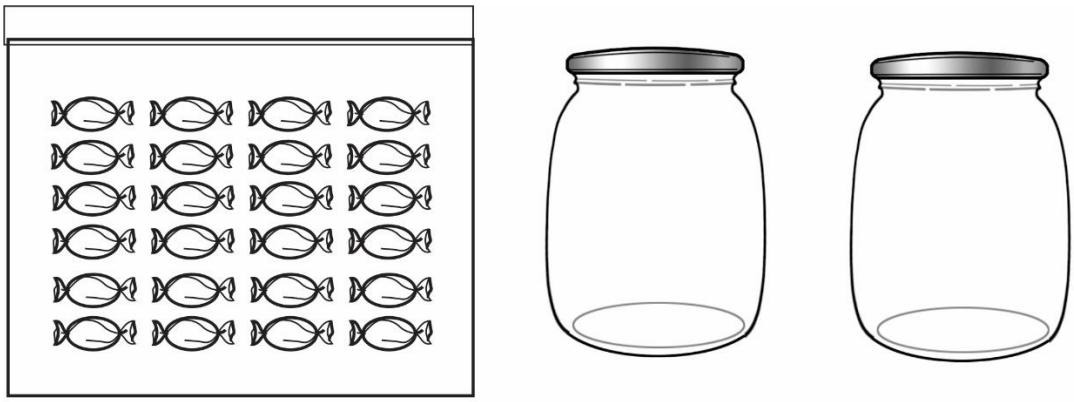
Part 4B

Item 1

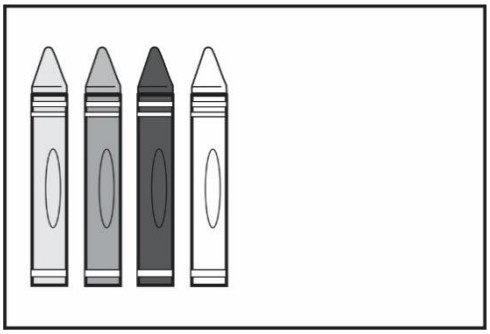
Questions

1. Write the number that represents one-half of the total of the objects.

2. Sophia has a bag of candies. She wants to divide and put the candies into two jars. Write the correct number of candies inside each jar.

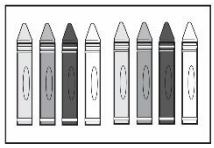


3. The 4 crayons represent the ½ of the total crayons. Complete the set of crayons by drawing the missing crayons.



Answers to Item 1

1. 5
2. 

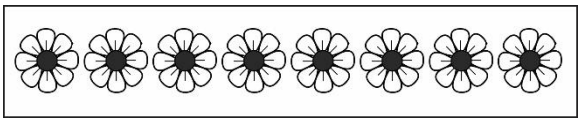
3. 

Part 4C

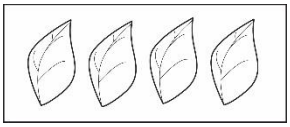
Item 2

Questions

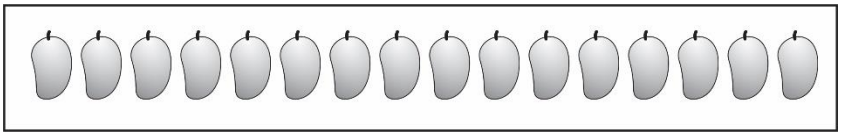
Divide the objects in the given set into four groups by drawing a line. Write the number of objects contained in each group.

1. 

_____

2. 

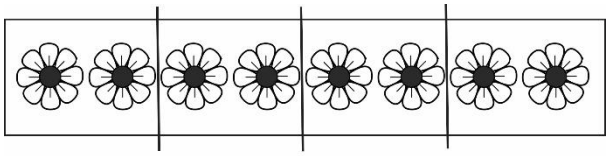
_____

3. 

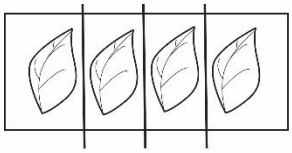
_____

Answers to Item 2

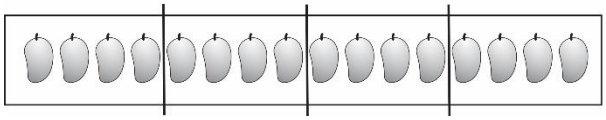
1. 2

2. 

3. 1



4



Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Did the lesson help you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What are the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 6

Visualizes, and Draws the Whole Region or Set Given its ½ and 1/4

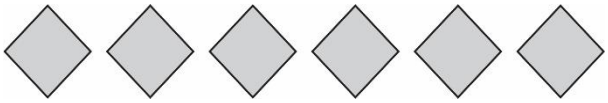
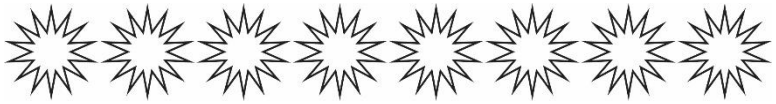
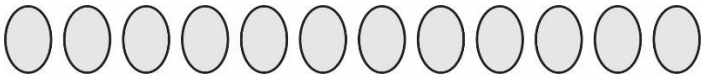
Key Idea

Visualizes, and Draws the Whole Region or Set Given its ½ and 1/4

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: Answer the following.

1.  ½ of 4 _____
2.  ½ of 8 _____
3.  ½ of 6 _____
4.  ¼ of 8 _____
5.  ¼ of 12 _____

Answers

1. 2
2. 4
3. 3
4. 2
5. 4

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In the previous lesson, you learned that in getting ½ of a set of objects, form 2 groups having equal number of objects. To *identify ¼ of a set of objects, divide the objects into 4 groups having the same number of objects. The objects in each group represent ¼ of the set. Today, we will learn how to visualize and draw the whole region or set given its ½ and ¼.*

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

visualizes, represents, divides, whole number, halves, fourths, ½ and ¼, whole object

Visualizes, Draws, Whole Region, Set, ½ and 1/4

Lesson Component 4 (Lesson Activity)

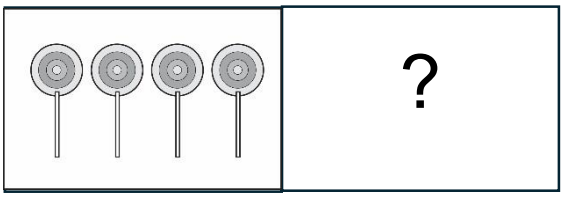
Time: 25 minutes

Part 4A

Stem for Items 1 and 2

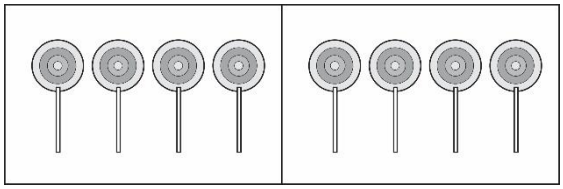
Listen to the story.

Carla has four lollipops. This is half of the total number of lollipops she bought. How many lollipops did she buy?



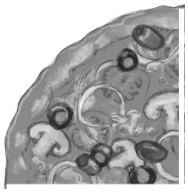
Questions:

a. Who bought lollipops?
b. How many lollipops does Carla have?
c. What part of the total number of lollipops is presented above?
d. How many lollipops are needed to complete the whole?
e. How would you represent the whole set of loliipops?
f.



Provide other examples.

g. When do we call a part of a whole “one half”?
Emphasize that a part of a whole is called one half if the whole is divided into two equal parts.
h. Show a slice of a whole piece of pizza. (use cutout)



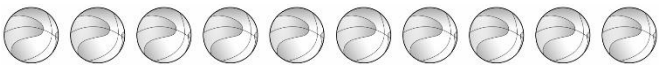
i. Tell the pupils that the slice of pizza is ¼ of the whole piece of pizza.
j. How would the whole piece of pizza look like?
k. Let them draw on their show me board how the whole piece of pizza.
l. Provide other examples.
m. When do we call a part of a whole “one fourth”?
Emphasize that a part of a whole is called one fourth if the whole is divided into four equal parts.

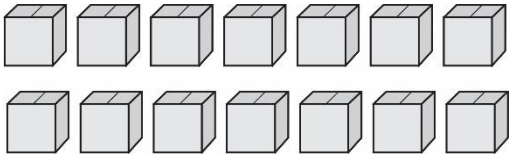
Part 4B

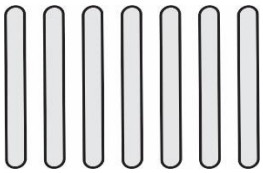
Item 1

Questions

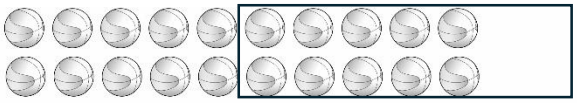
Draw the other half of the given group of objects.

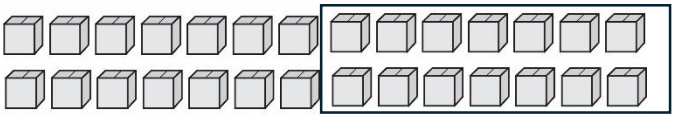
1. 

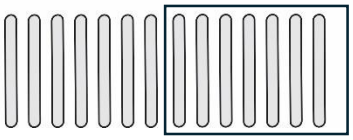
2. 

3. 

Answers to Item 1

1. 

2. 

3. 

Part 4C

Item 2

Questions

Choose the missing part of the figure in column A from column B.

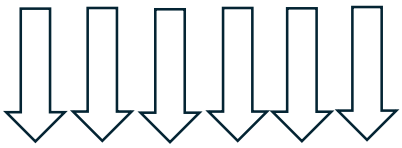
A

Part of the whole

B

¼ of the whole

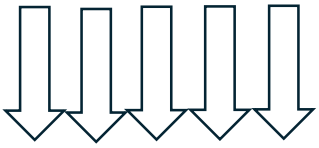
1. 

2. 

3. 

Answers to Item 2

1. 

2. 

3. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Did the lesson help you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What are the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 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)

Lesson Component 1 (Lesson Short Review)

Component 1 offers teachers the chance to:

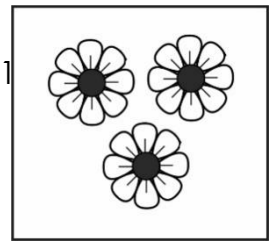
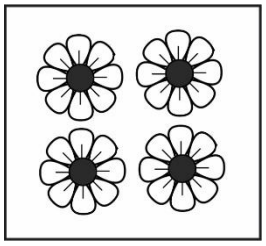
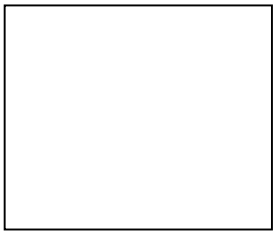
- settle the class quickly;
- review or preview previously encountered information;
- address previous content in the form of a few targeted questions that are relevant to the current lesson;
- note what students already know;
- elicit answers from the class to reinforce the important content needed for the lesson; and
- address briefly issues that may arise.

Lesson Component 1 (Lesson Short Review)

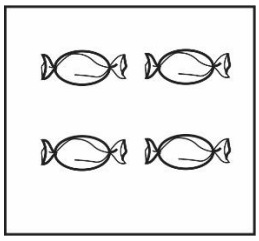
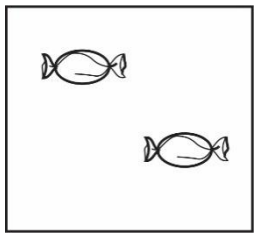
Time: 7 minutes

Allow the learners to answer the following.

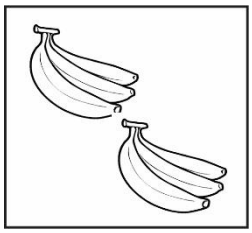
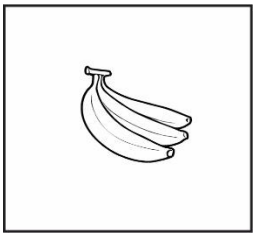
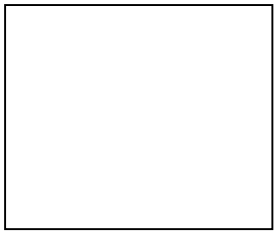
Give the total and write the number sentence for the following.

1.  and  is 

_____ + _____ _____

2.  and  is 

_____ + _____ _____

3.  and  is 

_____ + _____ _____

Answers

1. 3 + 4 = 7
2. 4 + 2 = 6
3. 6 + 3 = 9

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In adding numbers, we can use counters or concrete objects in addition or "putting together". Addition is the process of putting objects and it is also a process of joining two sets together. We will be adding or putting a certain set together. Addends are the numbers being added, and the result or the final answer we get after the process is called the sum. The + sign is what we call a "plus".

Today we will learn how to add numbers.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

addends, sum, addition, putting together

I have 5 flowers. Yana gave me 3 more flowers. How many flowers do I have in all**?**

How many flowers do I have at first**?** (**5**)

How many flowers did Yana give me**?** (**3**)

How would we call 5 and 3 now**?** *__Addends__

So now let's put together and count how many flowers do I have in all**?** *__8__

How do we call 8 now**? Sum**

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

1. Read the short story.
   Romel and his brother played in their yard. Romel had 10 marbles. His brother gave him 5 more marbles.

Questions:

a. How many marbles did Romel originally have**?**
b. How many marbles did his brother give to Romel**?**
c. How many marbles does Romel have in all**?**

d. What operation did we use to know the total number of marbles of Romel?
e. What are given**?**
f. What do we call 10**?** 5**?** 15**?**

2. Show.

Number Sentence	Addends	Addends	Sum
a. 10 + 8 = 18			
b. 8 + 7 = 15			
c. 9 + 3 = 12			

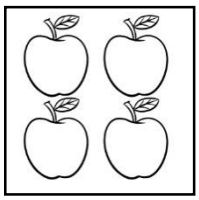
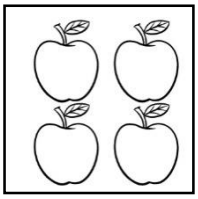
Complete the table.

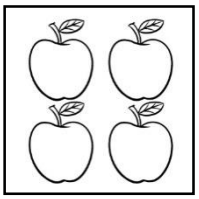
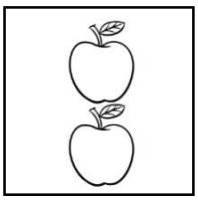
a. What are the addends in number sentence a**?**
b. Why did we say that 10 and 8 are the addends**?**
c. What is the sum in number sentence a**?**
*Ask the same question in b and c.

Part 4B

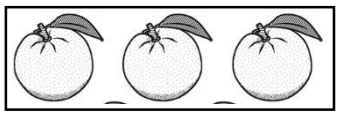
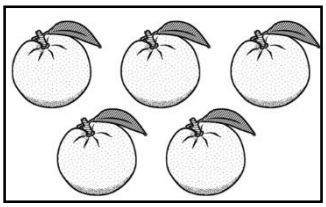
Encircle the correct illustration that shows the following addition sentence.

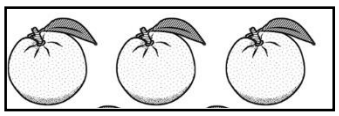
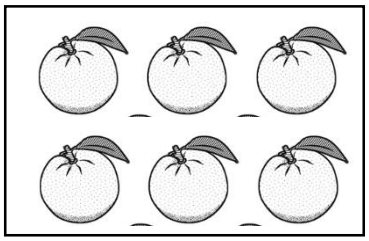
1. 4 + 4 = _____

A.  and 

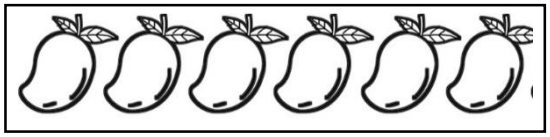
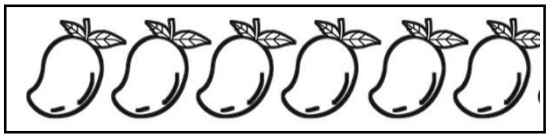
B.  and 

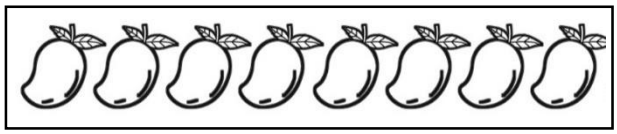
2. 3 + 6 = _____

A.  and 

B.  and 

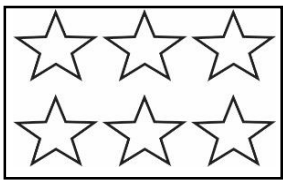
3. 6 + 8 = _____

A.  **and** 

B.  **and** 

Part 4C

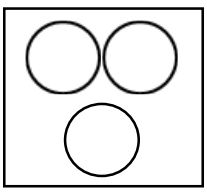
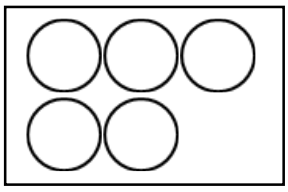
Select the letter of the correct addition sentence.

1.  and 

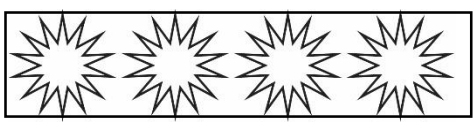
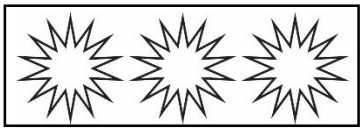
a. 4 + 4 = 8

b. 5 + 4 = 9

c. 6 + 4 = 10

2.  and 

a. 3 + 5 = 8
b. 3 + 6 = 9
c. 3 + 7 = 10

3  and 

a. 4 + 2 = 6
b. 4 + 3 = 7
c. 4 + 4 = 8

Answers to Item 2

1. c
2. a
3. b

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson**?**
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low**?**
- Has the lesson helped you gain further insight into aspects of the material that represent strengths or weaknesses**?**
- What would you describe as the main barriers, if any, to your ongoing progress and achievement with the topic area addressed in this lesson**?**
- What do you think would best assist your ongoing progress and achievement in relation to the topic area**?**

Mathematics Grade 1 Lesson Plan 8

Visualizes and Adds the Following Numbers Using Appropriate Techniques:

a. Two 1-digit Numbers with Sums Up to 18

b. Three 1-Digit Numbers

c. Numbers with Sums through 99 Without and With Regrouping.

Key Idea

Visualizes and adds the following numbers using appropriate techniques.:

a. Two 1-digit Numbers with Sums Up to 18

b. Three 1-Digit Numbers

c. Numbers with Sums through 99 Without and With Regrouping.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: Comple the table below.

1.

Number Sentence	Addends	Addends	Sum
1. 9 + 9 = 18			
2. 8 + 7 = 15			
3. 3 + 9 = 12			
4. 8 + 6 = 14			
5. 4 + 5 = 9			

Answers

Number Sentence	Addends	Addends	Sum
1. 9 + 9 = 18	9	9	18
2. 8 + 7 = 15	8	7	15
3. 3 + 9 = 12	3	9	12
4. 8 + 6 = 14	8	6	14
5. 4 + 5 = 9	4	5	9

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

*In the previous lesson, you learned how to illustrate addition. Today, we will learn to add numbers using appropriate techniques.: a. two 1-digit Numbers with Sums Up to 18, b. three 1-digit numbers, c. n*umbers *with Sums through 99 without and with regrouping.*

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

Visualize, add, sum, with regrouping, without regrouping.

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

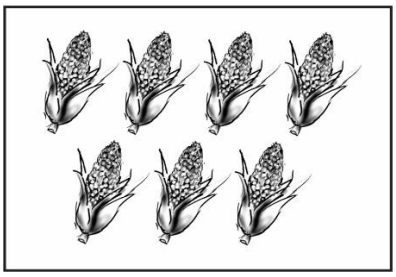
Stem for Items 1 and 2

1. Yanelle and her brother Yandelle helped pick corn. Yanelle picked 7 corns, while Yandelle picked 9. They combined all the corns into a sack.

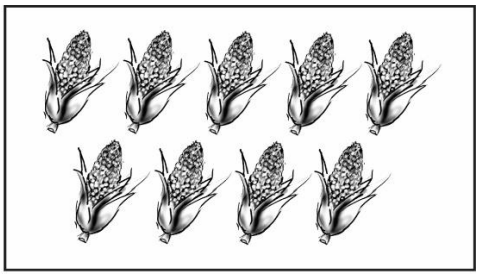
   a. What is Yanelle's brother's name?
   b. What did Yanelle and her brother do together?
   c. What crop did Yanelle and Yandell pick?
   d. How many corns did Yanelle pick?
   e. How many corns did Yandell pick?
   f. How many corns are there in the sack?

   *Let's count. (use counters or any visual aid)

   Yanelle has 7 corns.



   Yandell has 9 corns.



   *To find out the total number of corns in the sack, we add the number of corns Yanelle has to the number of corns Yandell has:

   7 (Yanelle's corn) + 9 (Yandell's corn) = 16 corns

   So, there are 16 corns.

   7+9=16

2. In the above story, Yanelle picked 7 corns while Yandel picked 9. If their eldest brother, Yael, picked 8 corns and put them in the sack, let's find out how many corns are there now.

   Initially:

   Yanelle has 7 corns.

   Yandell has 9 corns.

   Then, their elder brother, Yael, added 8 corns.

   * To find out the total number of corns, we add the number of corns picked by each of them:

Write the addition sentence.

7+9+8 = 24

So, the answer is 24

3. Yanelle, Yandell and Yael have picked 24 corns altogether. Their father, who picked early this morning, has already gathered 45 corns. If they put all the corns altogether into one sack, how many corns are there in all?

*To calculate the total of corn in the sack, we add the corns picked by the children to the corns harvested by their father.

Let's try to add without regrouping.

First, add the ones place.

```
  24
+ 45
----
   9
```

Then, add the tens place.

```
  24
+ 45
----
  69
```

So, the answer is 69.

Part 4B

Item 1

Questions:

Directions: Add the following.

1. 3+7=
2. 8+7=
3. 9+4=
4. 6+4+4=
5. 5+3+2=

Answers to Item 1

1. 3+7=
2. 8+7=
3. 9+4=
4. 6+4+4=
5. 5+3+2=

Part 4C

Item 2

Questions

Directions: Find the sum.

1. 22
   +23

2. 75
   +24

3. 35
   +34

4. 26
   +32

5. 13
   +74

Answers to Item 2

1. 45
2. 99
3. 69
4. 58
5. 87

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 9

Illustrates subtraction as "taking away" or "comparing" elements of sets

Key Idea

Taking Away

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Learners will be given counters.

Directions: Add the given numbers using concrete objects.

1. 9 + 6 = _____
2. 11 + 7= _____
3. 15 + 9 = _____
4. 20 + 8 = _____
5. 17 + 9 = _____

Answers

1) 15 2) 18 3) 24 4) 28 5) 26

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Say:

Like adding numbers, we can also use counters or concrete objects in subtraction or "taking away". Subtraction is the opposite of addition. Subtraction is the act of taking one quantity away from the other. We will be subtracting or taking a certain part of sets. There are three parts to a subtraction problem, the ***minuend*** *is the part that you start with, the* ***subtrahend*** *or the part that is being taken away; and the* ***difference*** *or the part left over. The – sign is what we call a "minus".*

Today we will learn how to subtract numbers.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

Minuend, subtrahend, difference, subtraction, taking away.

(Use a real-life scenario)

I have here 10 candies, I will give 3 to Veronica. How many candies are left with me?

How many candies do I have at first? *10,

How would we call 10 now? When we start at 10? The original number is 10. *minuend

How about the 3 candies that I gave to Veronica? *subtrahend

Why subtrahend? * 3 was taken away on the number 10.

So now let's count how many candies were left with me. *7

How do we call 7 now? *difference

Look at the number of candies I have and Veronica. Who has more candies? Who has less?

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2

1. Read the short story
   Jimboy has 15 marbles, he gave Noli 6 and they play under the mango tree.

Ask:

a. How many marbles did Jimboy originally have?
b. How many marbles did Jimboy give to Noli?
c. How many marbles are left to Jimboy?
d. Who has more marbles now?
e. Who has less marbles?
f. What operation did we use to know the number of marbles left to Jimboy?
g. What are given?
h. What do we call 15? 6? 9?

2. Show.

Number Sentence	Minuend	Subtrahend	Difference
a. 25 - 9 = 16			
b. 105 – 28 = 77			
c. 1000 – 900 = 100			

Complete the table.

a. What is the minuend in number sentence a?
b. Why did we say that 15 is the minuend?
c. What is the subtrahend in number sentence a? Why?
d. What is the difference in number sentence b? Why?
   *ask the same question in b and c.

Part 4B

Item 1

Write the number sentence for the following.

1. Emman harvested 24 eggs this morning. He sold 14 eggs to Tata Kulas, and Emman gave the 10 the remaining eggs to his grandmother.
2. Trina has 10 notebooks; Mica has 6 notebooks. Trina has 4 more notebooks than Mica.
3. Maria picked 17 eggplants and her mother cooked 11. They put the 6 eggplants in the vegetable storage.

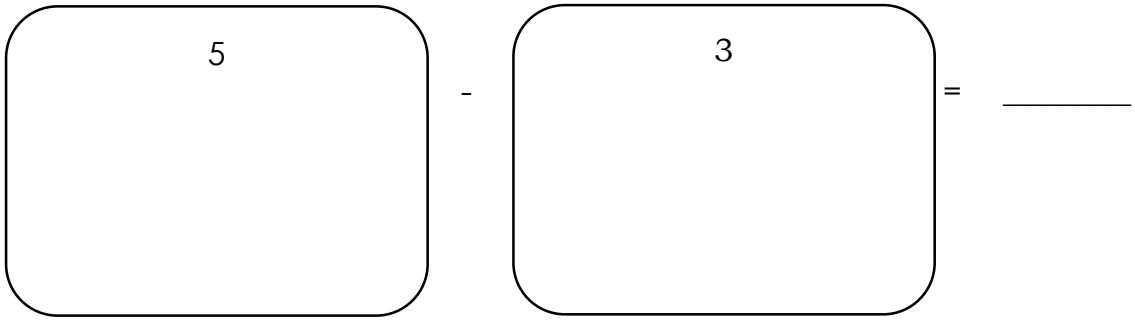
Answers to Item 1

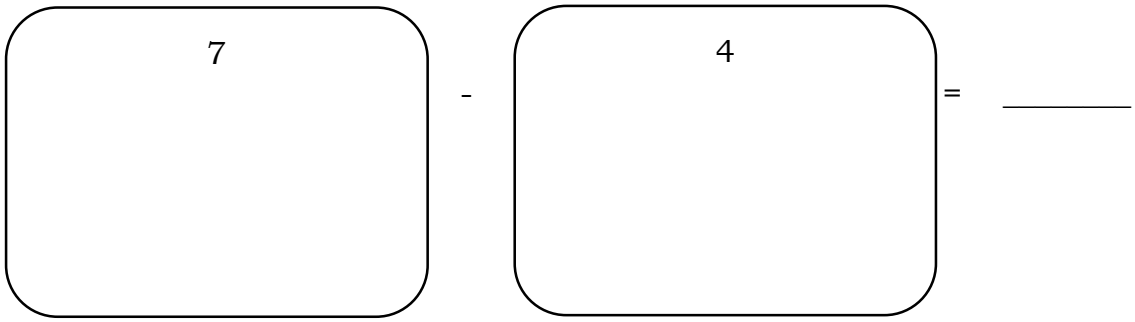
1. 24 – 14 = 10
2. 10 – 6 = 4
3. 17 – 11 = 6

Part 4C

Item 2

Draw the correct number of shapes in the box. Compare the two sets to get the difference. Write it on the blank.

1. 

2. 

Answers to Item 2

1. 5 – 3 = 2 (Learners may draw any shape they want.) 2. 7 – 4 = 23 (Learners may draw any shape they want.)

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

Facilitate learner reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 10

Visualize, represent, and subtract the following numbers:

a. one-digit numbers with minuends through 18 (basic facts)

b. one- to two-digit numbers with minuends up to 99 without regrouping

c. one- to two-digit numbers with minuends up to 99 with regrouping

Key Idea

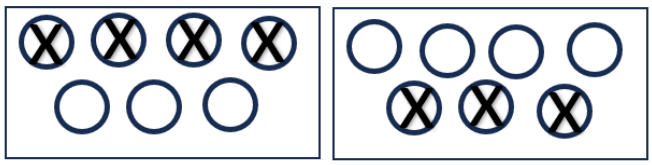
Visualizes, represents, and subtracts numbers with minuends up to 99 with and without regrouping

Lesson Component 1 (Lesson Short Review)

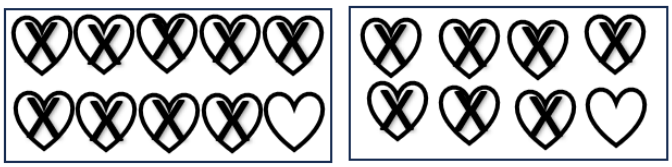
Time: 7 minutes

Directions: Color the correct illustrations with the given number sentence.

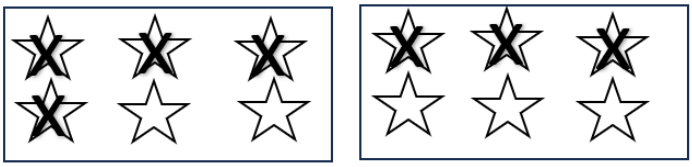
1. **7 – 3 = 4**



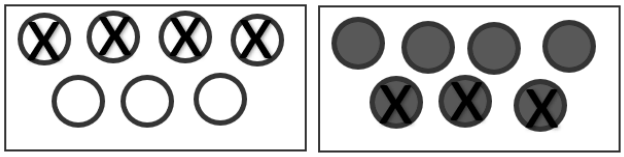
2. **10 – 9 = 1**

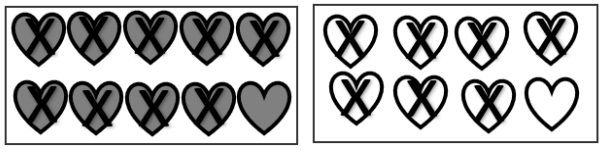


3. **6 – 3 = 3**



Answers

1. 

2. 

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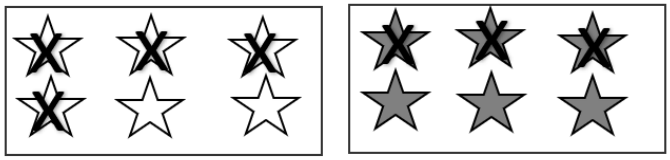


Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Show a sample of number lines, counters, pictures, etc. that show subtraction.

Say:

We can use number lines, counters, or other visual aids to visualize, represent, and subtract one- to two-digit numbers with minuends up to 99 with or without regrouping Today we will learn how to subtract correctly.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

Visualize, represent, subtract, minuend, with regrouping, without regrouping.

Lesson Component 4 (Lesson Activity)

Time: 20 minutes

Part 4A

Stem for Items 1 and 2:

1. Mother bought 18 yards of red cloth for curtains. She used 14 yards for their windows. She will use the remaining cloth for their doors.

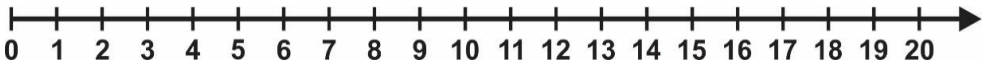
a. How many yards of red cloth did Mother buy for curtains?

b. How many yards did Mother use for the window curtains?

c. What did Mother do with the remaining cloth?

d. How many yards did Mother use for the door curtains?

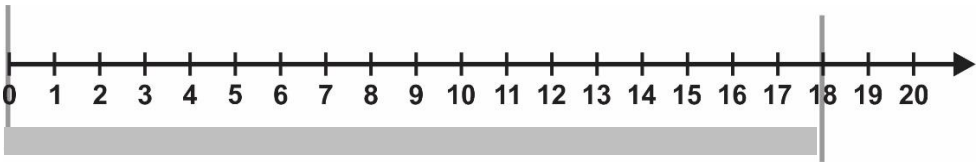
2. 1. Show the number line.



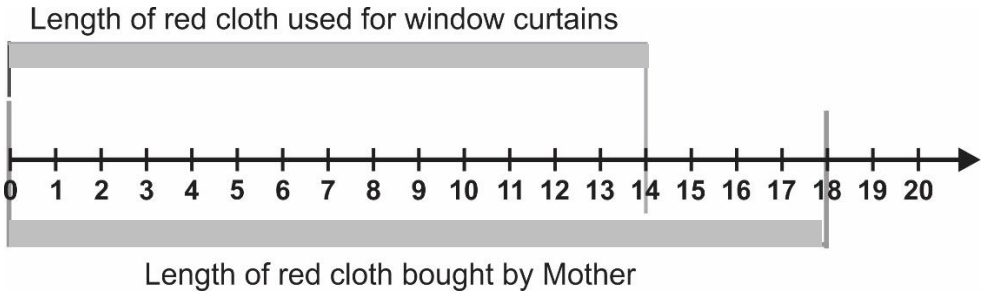
a. What do you see?

b. How many numbers are there in the number line?

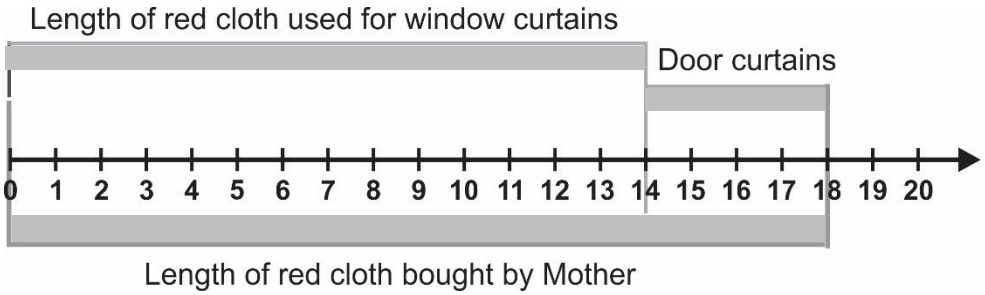
c. The number line represents a cloth in yard. One unit on the number line means 1 yard. Now, show how many yards of red cloth Mother buys.



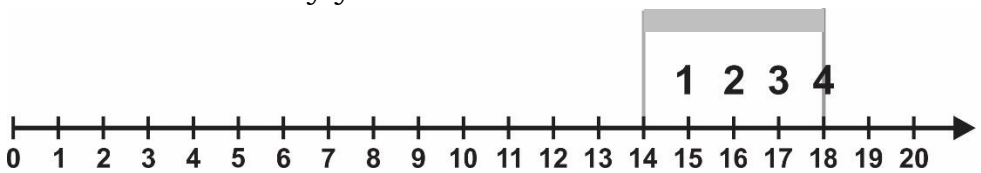
d. Show how many yards Mother uses in the window curtains.



e. Show many yards were used for the door curtains.



f. Let us count how many yards were used for door curtains.



g. How many yards were used for the door curtains?

2.2. Let us explore to subtract it without regrouping.

We know that Mother bought 18 yards of red cloth.

Mother used 14 yards of it for window curtains.

Write the subtraction expression: **18 - 14**

Subtract the ones place: **8 – 4 = 4**

Subtract the tens place: **1 – 1 = 0**

So, Mother used 4 yards for door curtains.

Part 4B

Item 1

Read the problem and solve it for the correct answer.

Mr. Abes harvested 96 crates of unripe mangoes on his farm. He will share 25 crates with his relatives, and he plans to sell the remaining crates. How many crates of mangoes will Mr. Abes sell?

1. How many crates of mangoes did Mr. Abes harvest from his yard?
2. How many crates did he plan to share with his relatives?
3. What does Mr. Abes plan to do with the remaining crates of mangoes?
4. What are the given facts?
5. Write the number sentence.
6. How many crates of mangoes will Mr. Abes sell?

Answers to Item 1

1. 96 crates
2. 25 crates
3. He plans to sell the remaining number of crates
4. 96 crates total harvested mangoes, 25 crates to be shared to his relatives
5. 96 – 25 = _____
6. 96 – 25 = 71

Part 4C

Item 2

Question:

Mother gave Elena Php. 85.00 and asked her to buy 1 kilo of rice in the store. One kilo of rice costs Php. 35.00. How much money will Elena return to her mother?

1. How much money did mother give to Elena?
2. What did mother ask Elena to buy?
3. How much does a kilo of rice cost?
4. Write the number sentence.
5. How much money will Elena return to her mother?

Answers to Item 2

1. Php. 85.00
2. 1 kilo of rice
3. Php. 35.00
4. Php 85.00 – Php 35. 00 = N
5. Php 85.00 – Php 35. 00 = Php 50.00

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

Facilitate student reflection and discussion.

Ask:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 11

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

Key Idea

Identifies, names, and describes shapes in 2 and 3 dimensional.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: I will be giving you boards. Find the difference between the numbers that I will tell you then write your answer on the boards. Wait for my signal before raising your answer.

1. 25 – 15 = _____
2. 18 – 12 = _____
3. 33 – 22 = _____
4. 67 – 25 = _____
5. 99 – 88 = _____

Answers

1. 10 2. 6 3. 11 4. 42 5.11

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Show shapes and objects.

Say:

Shapes can be seen around us. Some are two-dimensional shapes or objects has only 2 dimensions such as length and width. There are also three-dimensional shapes or objects which have 3 dimensions such as length, width, and height. Today we will be learning about them.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

Length, width, height

2-dimensional shapes: squares, circles, triangles, and rectangles

3-dimensional shapes: cube, prism, sphere, and cones

Lesson Component 4 (Lesson Activity)

Time: 20 minutes

Part 4A

Stem for Items 1 and 2:

1. Read the short story.

Emman and his cousins Maria and Olly are playing under the mango tree. They are so happy with their bubble wands that were made by their grandfather. Emman's wand is a triangle, Maria has a circle and Olly has a square. They soak all their wand in a

sphere-like container full of water with soap and they blow it together. They were so amazed at the bubbles they created, they all looked like spheres.

Ask:

a. What are Emman and his cousins doing?

b. What is the shape of Emman's wand?

c. What about the wand of Maria?

d. what is the shape of Olly's wand?

c. What does the container where they soaked their wands look like?

d. Have you seen bubbles? What do they look like?

2. Show a box of objects with 2 or 3-dimensional shapes (square, rectangle, triangle, circle, cube, prism, sphere, and cone). Let the learners take one at a time from the box.

Ask:

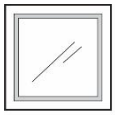
a. What is the shape of the one you took out from the box?

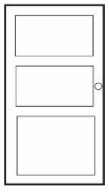
b. Describe the shape that you had taken.

Part 4B

Item 1

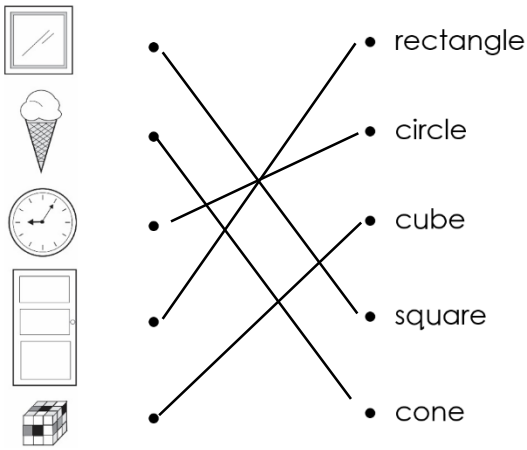
Connect the object to the name of its shape.





- rectangle
- circle
- cube
- square
- cone

Answers to Item 1

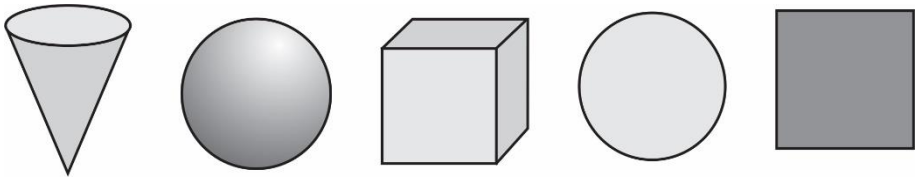


Part 4C

Item 2

Question:

Write the letter of the figure that was described.



A **B** **C** **D** **E**

1. It is a flat or plane figure that has 4 equal sides.
2. This is a 3-dimensional shape that has the faces of a square.
3. I am a 3-dimensional shape that if I am facing you, I look like a triangle but if you look at me from above you can see a circle.
4. I am flat round shape.
5. I am the shape of a ball, and if I am facing you, I am a circle.

Answers to Item 2

1. **e** 2. **c** 3. **a** 4. **d** 5. **b**

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

Facilitate student reflection and discussion.

Ask:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?

Mathematics Grade 1 Lesson Plan 12

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

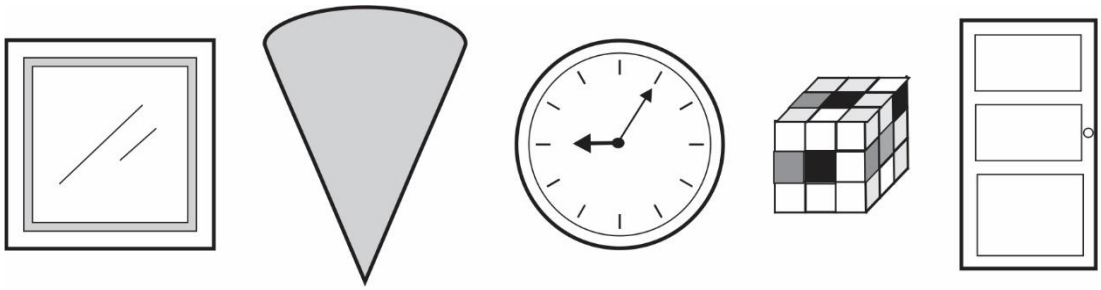
Key Idea

Compares and Classifies two-Dimensional and three-Dimensional figures

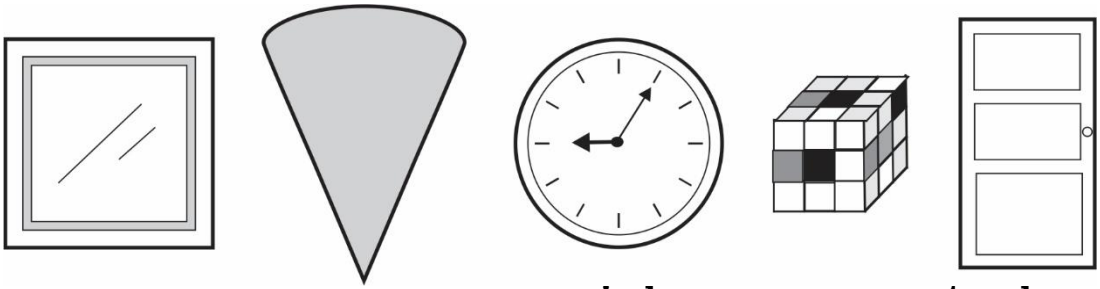
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: I have mystery cards here (pictures arranged upside down on the table, pictures of 2 and 3-dimensional figures) I will call 1 learner at a time to come and pick a card and he/she will tell the shape of the object that was shown.



Answers



square **cone** **circle** **rectangle**

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Show different shapes in 2D and 3D.

Say:

We can compare and classify 2-dimensional (flat/plane) and 3-dimensional (solid) figures. Today we will be learning how to do it.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

Compare, classify, common attributes, two-dimensional, three-dimensional

Lesson Component 4 (Lesson Activity)

Time: 20 minutes

Part 4A

Stem for Items 1 and 2:

1. Listen to the short story and answer the questions: (Digital story will be provided)

Ms. Trina announced a fun project for the class. Each learner had to find and bring an example of 2-dimensional and 3-dimensional shapes from their everyday lives.

During the show and tell time, Cubey proudly shows his shape and says, "This is a gift, and it is a cube shape with 6 faces, all square and equal." Everybody clapped. Coney stood next and proudly said, "This is a cone from the ice cream vendor outside our school, if you see it in front, it is a triangle, but you can see a circle when seen on top.

Ms. Trina was delighted with what the learners had shared. She explained that the gift is a cube face, and it is a three-dimensional shape because it has length, width, and height, as well as a cone. She showed the square one face of the cube, a triangle, and a circle the faces of the cone, and explained that when the three-dimensional shape was detached, we would have a two-dimensional shape that would already only have the length and width.

a. What is the class project?

b. What was the first shape being presented

c. Who brought the cube?

d. How would we classify the cube?

e. How many faces does the cube have?

f. What shape was the face of the cube?

g. How would we classify a square?

h. What did Coney bring to the class?

i. How many faces does a cone have?

j. What are these faces?

k. How would we classify the triangle and the circle?

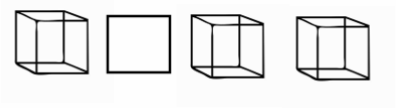
2. Show different things to the class, and two boxes.

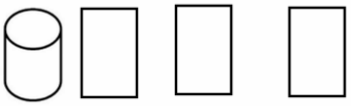
Let the class classify the things. (provide real objects). All two-dimensional shapes go together, and three-dimensional shapes go together. Let the children compare.

Part 4B

Item 1

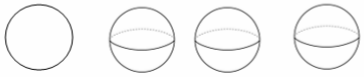
Put an X mark to the shape that is different to the group.

1. 

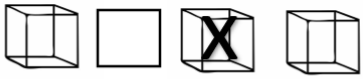
2. 

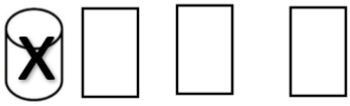
3. 

4. 

5. 

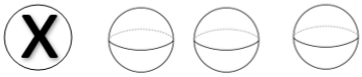
Answers to Item 1

1. 

2. 

3. 

4. 

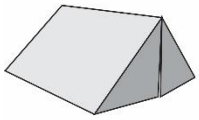
5. 

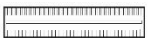
Part 4C

Item 2

Write 2D if the picture is a 2-dimensional shape and write 3D if the picture is a 3-dimensional shape.

1. 

2. 

3. 

4. 

5. 

Answers to Item 2

1. 3D 2. 3D 3. 2D 4. 2D 5. 3D

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

Facilitate student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 13

Determine the missing terms using one attribute in a given continuous pattern and in a given repeating pattern

Key Idea

Patterns

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions:

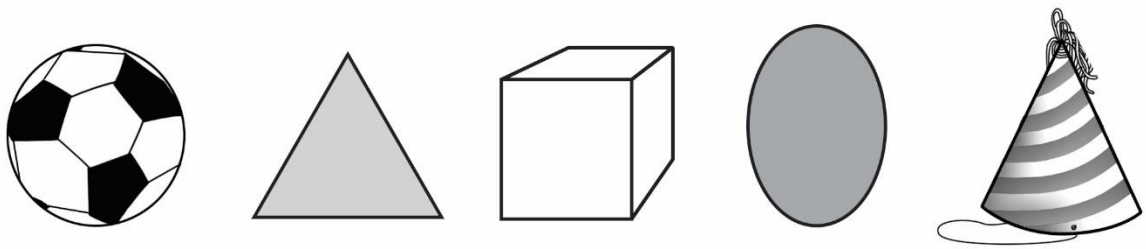
1. Begin by showing picture cards containing various shapes to the participant.

2. Ask the learners to respond with "2D" if the shape depicted is a 2-dimensional figure (e.g., circle, square, triangle) or "3D" if the shape is a 3-dimensional figure (e.g., cube, sphere, pyramid).

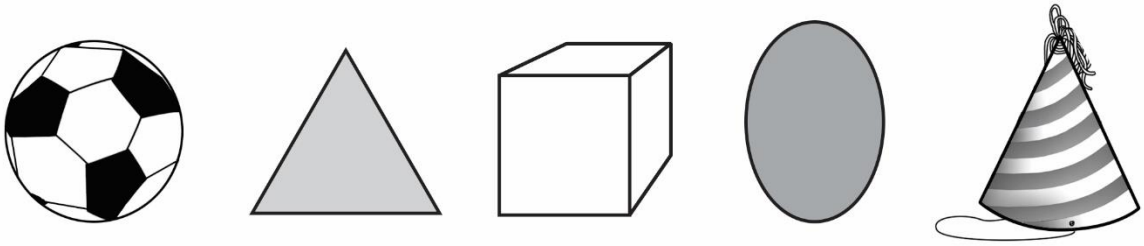
3. Encourage the learners to provide their responses promptly, aiming for accuracy.

4. Repeat the process with each picture card, allowing the participant to practice identifying the dimensionality of each shape.

Provide feedback and reinforcement as needed to support learning and retention.



Answers



3D **2D** **3D** **2D** **3D**

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Call six learners to the front: 3 boys and 3 girls.

Arrange them alternately by gender: boy, girl, boy, girl, boy, girl.

Say:

We can determine a missing term in a given repeating pattern using one attribute.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

Determine, missing term, repeating pattern, one attribute.

Pattern refers to a group of objects that follows an order or sequence.

Term is the individual object in each pattern.

Continuous pattern refers to a group of objects in which order continues. In a continuous pattern, we determine the missing terms using one attribute such as letters, numbers, or events. For example, if we have a sequence of numbers like 2, 4, 6, __, 10, we can identify the missing term by recognizing that each term increases by 2. Therefore, the missing term is 8.

In a repeating pattern, we also use one attribute, but the pattern repeats itself. For instance, consider the sequence of colors: red, blue, green, __, blue, green. The missing term in this repeating pattern would be red.

Remember, whether continuous or repeating, identifying the missing terms involves recognizing the underlying attribute and applying it consistently to find the next term.

Lesson Component 4 (Lesson Activity)

Time: 20 minutes

Part 4A

Stem for Items 1 and 2:

Read the short story.

Ms. Madamba bought 8 cups in 2 colors. He bought 4 for each of the color. When she gets home 

she arranges the cups alternately like this .. She counts the cups, it's only 7. She wonders what color of cup was missing.

a. What did Ms. Madamba buy?
b. How many colors did she buy?
c. How many cups did she buy?
d. How many cups should be blue in color? Red color?
e. So, by looking at the picture, let us count how many red cups are there? How many blue cups are there?
f. What is the missing color?
g. How can you say that blue  is the missing color?
h. How do you call the pattern that was being shown?

2. Listen to the story and answer the questions that follow.

Noli saw an egg of a chicken and showed it to his grandfather Lolo Kaloy. Lolo Kaloy made Noli sit on his lap and shared a story. "This is an egg, Noli" Lolo Kaloy started. "After many days that the hen will sit on it, the egg will change inside, the yolk will become an embryo and will turn into a small chick

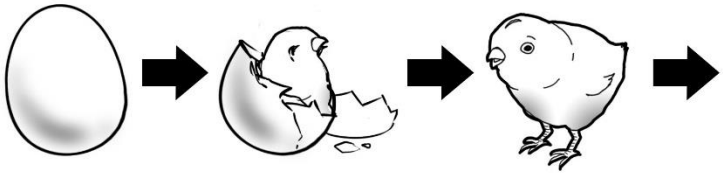
inside the egg. Then after days, the egg will break, it will hatch, and it will be a chicken.

a. What did Noli see?

b. What did Lolo tell Noli that would happen to the egg?

c. What will come out of the egg?

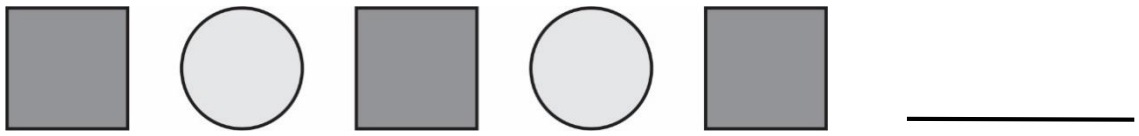
d. Look at the picture. What should be in the next picture?

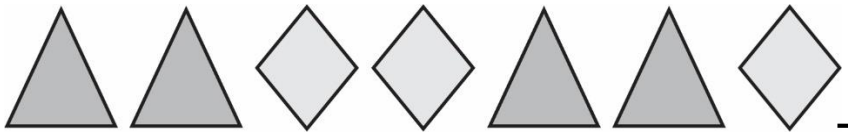


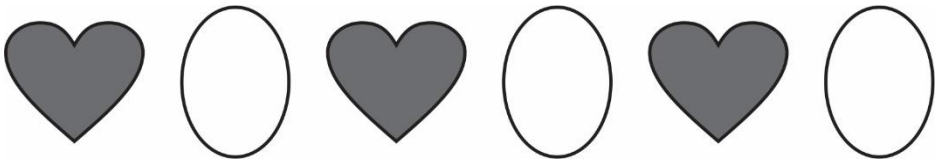
Part 4B

Item 1

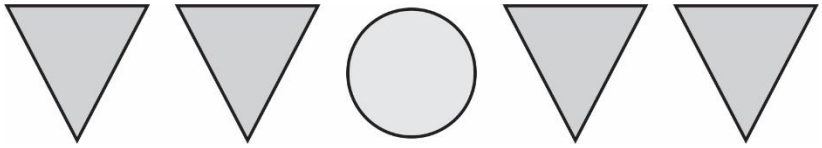
Draw and color the shape that completes the missing piece of the pattern.

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

Answers to Item 1

1. 
2. 
3. 
4. 
5. 

Part 4C

Item 2

Write the missing term in each pattern.

1. A B C D_____
2. 1 2 3 4 5 _____
3. Monday Tuesday _____
4. a b c d e f _____
5. 1 2 3 4 5 6 7 _____

Answers to Item 2

1. E 2. 6 3. Wednesday 4. g 5. 8

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

Facilitate students' reflection and discussion.

Ask:

1. Which mathematical concepts do you believe were central to today's lesson?
2. On a scale of high, moderate, or low, how would you assess your comprehension of the material covered today?
3. Did this lesson shed light on any particular strengths or weaknesses in your understanding of the topic?
4. Are there any barriers hindering your ongoing progress and success in this subject area?
5. What strategies or resources do you think would be most beneficial for your continued learning and achievement in this topic?

Mathematics Grade 1 Lesson Plan 14

Tells the Days in a Week, Months in a year in the right order.

Key Idea

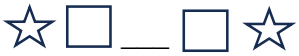
Tell the days in a week, months in a year in the right order.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Directions: Complete each pattern.

1) 

2) 

3) 

4) 

5) 

Answers

1)  2)  3)  4)  5) 

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher shows a sample calendar and states:

We can use the calendar to know the days of the week. Today we will know about the names of the days in a week and months in a year in the right order.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday

Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.

Lesson Component 4 (Lesson Activity)

Time: 20 minutes

Part 4A

Stem for Items 1 and 2:

1. Read the short story and answer the questions:

Every Sunday, Tina's family goes to church. On Monday, she goes to school. On Tuesday, her mother washes their clothes. Her older brother goes with their father to the farm on Wednesday. Her sister helps her mother clean the house on Thursday. Her younger brother bathes his dog every Friday. They all work together every Saturday.

a. When does Tina's family go to church?

b. When does he go to school?

c. When does mother wash their clothes?

d. When does his older brother go to the farm with his father?

e. When does her sister help mother clean the house?

f. When does his younger brother bathe his dog?

g. When do they all work together?

2. Show flashcards with the names of the months of the year in random order. Ask the pupils to arrange the flashcards in the correct order on the large calendar.

a. In what position does July appear in the calendar for the whole year?

b. Which month follows January?

c. How many months are there in a year?

Part 4B

Item 1

Question:

What day comes after? Encircle your answer.

1. Sunday	Friday	Tuesday	Monday
2. Wednesday	Saturday	Thursday	Sunday
3. Monday	Wednesday	Tuesday	Friday
4. Tuesday	Sunday	Wednesday	Saturday
5. Friday	Saturday	Friday	Thursday

Answers to Item 1

1. Sunday	Friday	Tuesday	(Monday)
2. Wednesday	Saturday	(Thursday)	Sunday
3. Monday	(Tuesday)	Wednesday	Friday
4. Tuesday	Sunday	(Wednesday)	Saturday
5. Friday	(Saturday)	Friday	Thursday

Part 4C

Item 2

Question:

Write the missing names of months in the blanks to show the correct order of months in a year.

January, February, March, _____, May, _____, July, _____,

September, _____, November, _____

Answers to Item 2

January, February, March, **April**, May, **June**, July, **August**

September, **October**, November, **December**

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses the following questions:

- What do you think were the topic discussed in our lesson for today?
- How would you rate your level of excitement on the topic discussed today? Is it high, moderate, or low?
- What is your take-aways or one word that you learned on our topic today?
- What part in our lesson was difficult for you to understand? Why?
- How can we help you to understand that difficult part?

Mathematics Grade 1 Lesson Plan 15

Determines the day of the month using a calendar.

Key Idea

Determine the day of the month using a calendar.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Write the missing names of days or months in the blanks.

1. Sunday, _____, Tuesday
2. Wednesday, _____, Friday
3. Friday, _____
4. January, February, _____
5. April, _____, June

Answers

1. Monday 2. Thursday 3. Saturday 4. March 5. May

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Using the calendar, we were able to identify the names of the days of the week and the months. Today, we will use the calendar to determine the specific day of the month.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

day, calendar, month, dates, months of the year:(January, February, March, April, May, June, July, August, September, October, November, December

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2:

1. Read the short story. Use the calendar to answer the questions.

July 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			

Jared is excited for his birthday! He will turn eight on July 12th. He plans to have his party at school with his friends and classmates. It's his favorite day of the month.

Questions:

a. What day is Jared's birthday?

b. How many Sundays are there in July 2024?

c. What day of the week is July 24th?

d. What day comes after July 26?

2. Give the pupils a calendar for the whole year 2024. Locate the day of the following dates:

a. January 9

b. February 14

c. March 17

d. June 12

e. November 1

f. December 25

Questions:

a. If January 9 is Tuesday, what day is January 15?

b. If February 14 is Wednesday, what day is February 28?

3. If June 7 is Friday, what day is June 12?

4. If November 4 is Monday, what day is November 30?

5. If December 15 is Sunday, what day is December 25?

Part 4B

Item 1

Question:

Use the calendar for January 2024 to answer the following questions:

August 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

1. What day is August 15?

2. What day is August 30?

3. If August 20 is a Monday, what day is August 25?

4. If August 16 is a Thursday, what day is August 19?

5. What day falls on the 21st day of August?

Answers to Item 1

1. Thursday
2. Friday
3. Sunday
4. Monday
5. Wednesday

Part 4C

Item 2

Question:

1. Look at the calendar for March 2024. Which day falls on the 23rd?
2. What day comes after March 17, 2024?
3. In the April 2024 calendar, which day is the 14th?
4. What day comes after May 13, 2024?
5. On what day does Independence Day fall on June 12?

Answers to Item 2

1. Saturday
2. Monday
3. Sunday
4. Tuesday
5. Wednesday

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 16

Tells and Writes time by Hour, Half-hour and Quarter hour using Analog clock.

Key Idea

Tell and write time by hour, half-hour and quarter hour using Analog clock.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Use the calendar to answer the questions.

December 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				

1. How many days are there in the calendar?
2. What day is December 22?
3. What day is December 25?
4. In the calendar, December 10 is Tuesday, what day comes after two days?
5. In the calendar, December 2 is Monday, what day comes after three days?

Answers

1. 31 2. Sunday 3. Wednesday 4. Thursday 5. Friday

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

Using the calendar, you were able to determine the specific day of the month. Today, we are going to read and write time using an analog clock.

Lesson Component 3 (Lesson Language Practice)

Time: 15 minutes

Key words/terms are:

Analog clock, time, hour, half-hour, quarter-hour, long hand or minute hand, shorthand or hour hand.

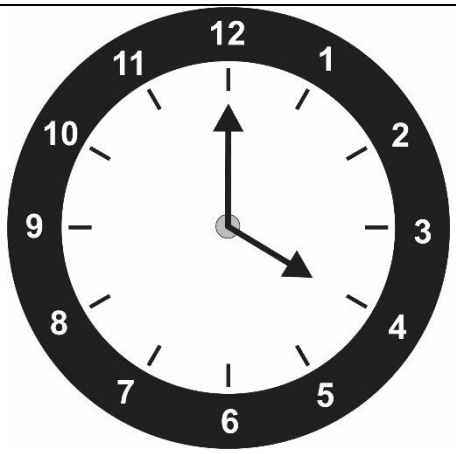
Lesson Component 4 (Lesson Activity)

Time: **25** minutes

Part 4A

Stem for Items 1 and 2:

1. Show an analog clock to the pupils. Use a real clock.



Questions:

a. What do we use in telling time?

b. How many numbers do you see on the clock?

c. How many hands are on its face?

d. What do we call the hands of the clock?

-Introduce the two hands, the hour hand and minute hand.

e. To what number does the shorthand point to?

f. To what number does the long hand point to?

g. How do we tell time?

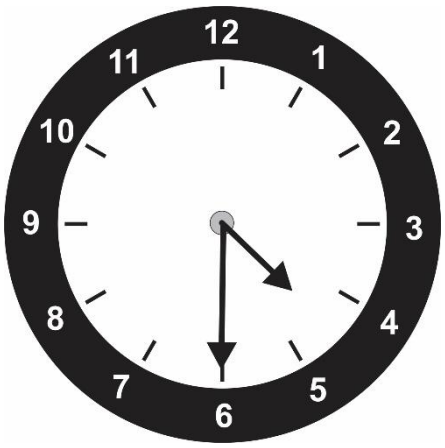
h. How do we write time?

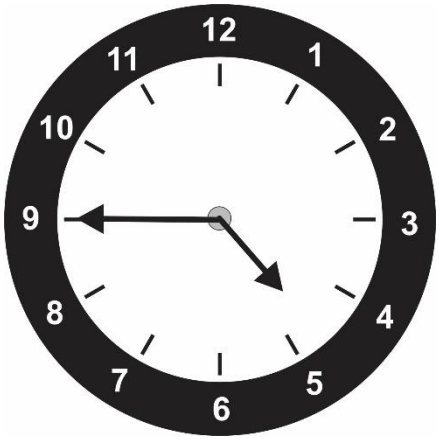
i. What is the time shown on the clock?

j. How do we write the time?

2. Say: An hour has 30 minutes. We can tell the time to half hour. It is also called half past the hour. Show the analog clock. Do you know how the clock works so that from 4 o'clock the time becomes 4:30? Or from 3 o'clock the time becomes 4:45?

-Demonstrate how the clock works.





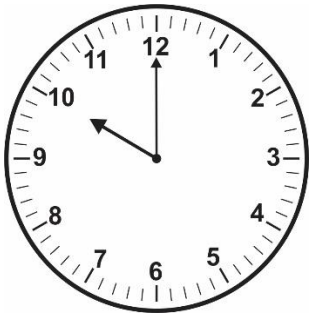
Provide a toy clock to the pupils and let them move the hands of the clock. They will say the time shown and write it on the board.

Part 4B

Item 1

Question:

What time is it? Look at the clock and choose the correct time shown.

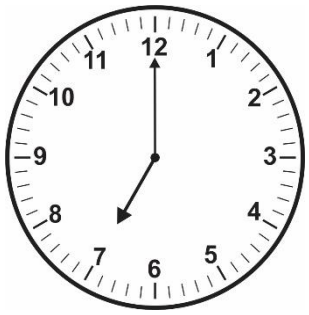
1. 

a. 9:00 or 9 o'clock

b. 10:00 or 10 o'clock

c. 11:00 or 11 o'clock

d. 12:00 or 12 o'clock

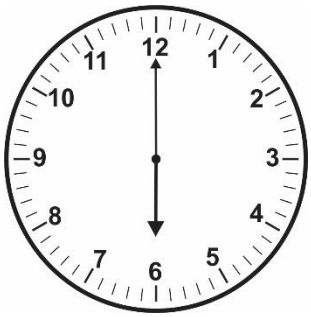
2. 

a. 5:00 or 5 o'clock

b. 6:00 or 6 o'clock

c. 7:00 or 7 o'clock

d. 8:00 or 8 o'clock

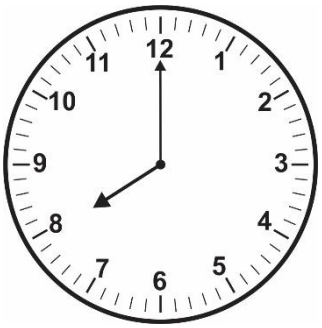
3. 

a. 6:00 or 6 o'clock

b. 7:00 or 7 o'clock

c. 8:00 or 8 o'clock

d. 9:00 or 9 o'clock

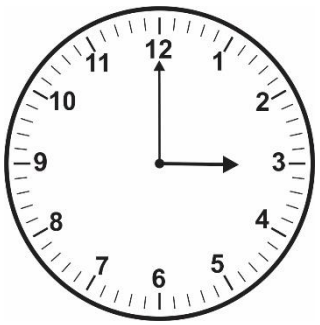
4. 

a. 5:00 or 5 o'clock

b. 6:00 or 6 o'clock

c. 7:00 or 7 o'clock

d. 8:00 or 8 o'clock

5. 

a. 1:00 or 1 o'clock

b. 2:00 or 2 o'clock

c. 3:00 or 3 o'clock

d. 4:00 or 4 o'clock

Answers to Item 1

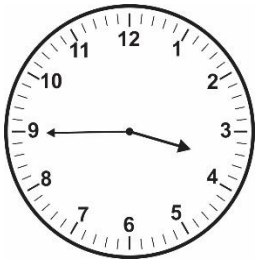
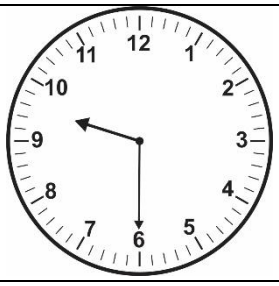
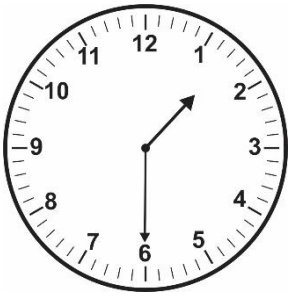
1. b 2. c 3. a 4. d 5. C

Part 4C

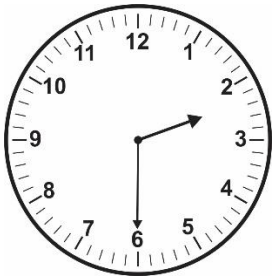
Item 2

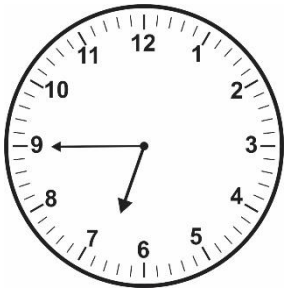
Question:

A. Match the correct time in column A to the picture of the clock in column B.

Column A	Column B
1. 1:30	a. 
2. 3:45	b. 
3. 9:30	c. 

B. Write down the correct time shown in the pictures on the clock.

4.  _____

5.  _____

Answers to Item 2

1. c
2. a
3. b
4. 2:30
5. 6:45

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses the following questions:

- What do you think were the topic discussed in our lesson for today?
- How would you rate your level of excitement on the topic discussed today? Is it high, moderate, or low?
- What is your take-aways or one word that you learned on our topic today?
- What part in our lesson was difficult for you to understand? Why?
- How can we help you to understand that difficult part?

Mathematics Grade 1 Lesson Plan 17

Compare objects using comparative words: short, shorter, shortest; long, longer, longest.

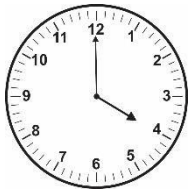
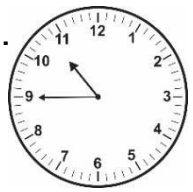
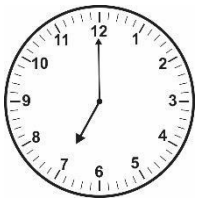
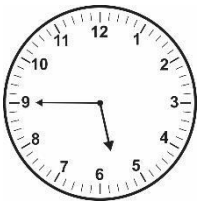
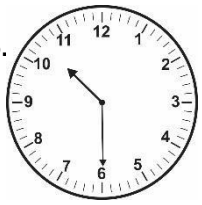
Key Idea

Compare objects using comparative words: short, shorter, shortest; long, longer, and longest.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

Write the time below each clock.

1.  2.  3.  4.  5. 

Answers

1. 4:00 2. 10:45 3. 7:00 4. 5:45 5. 10:30

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In this lesson, you will learn how to compare things using comparative words like short, shorter, and shortest; long, longer, and longest.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

comparative words: short, shorter, and shortest; long, longer, and longest.

Lesson Component 4 (Lesson Activity)

Time: 25 minutes

Part 4A

Stem for Items 1 and 2:

1. Do modelling activity. Ask for volunteers to come in front.
Say: Today, we will do some modeling. I need three volunteers from the girls and three from the boys. May we start with the girls who would like to volunteer? (The three volunteers stand in front.)

Questions:

a. What can you say about the lengths of hair for girls?

b. Who among them has long hair?

c. Who has longer hair? (Maria or Faith)

d. Who has the longest hair among the three girls?

e. If we are going to arrange them according to the length of their hair, who will be the 1st, 2nd, and 3rd, where 1st is the girl with the longest hair?

Say: How about the volunteers from the boys? (The three volunteers stand in front.)

a. What can you say about the boys' pants?

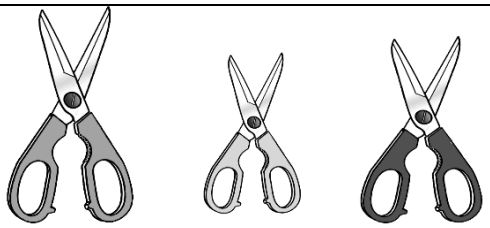
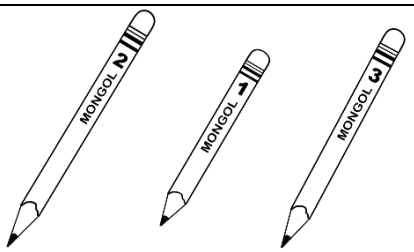
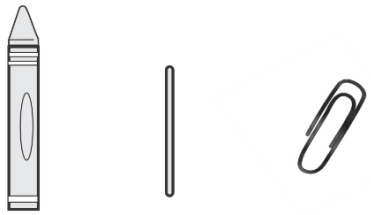
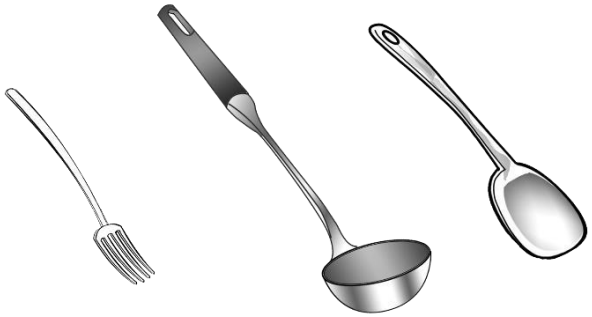
b. Who among them has short pants?

c. Who has shorter pants? (Jared or Saud)

d. Who has the shortest pants among the three boys?

e. If we are going to arrange them according to the length of their pants, who will be the 1st, 2nd, and 3rd, where 1st is the boy with the shortest pants?

2. Provide real objects to the pupils and let them compare using comparative words:

	
Questions: a. What color is the shortest pair of scissors? b. Which is shorter, the red pair of scissors or the blue scissors?	**Questions:** a. Which is longer, the Mongols 2 or 3 pencil? b. Which pencil is the longest?
	
Sort the objects from short to shortest.	Sort the objects from long to longest.

short, shorter, and shortest; long, longer, and longest.

Part 4B

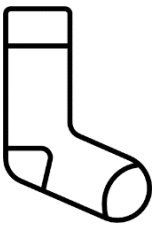
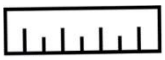
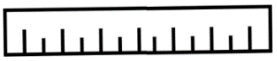
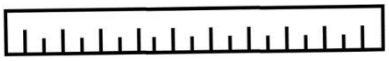
Item 1

A. Arrange the objects from short to shortest. Write the numbers as 1-3, with 3 being the shortest object.

1.  _____	 _____	 _____

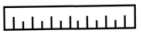
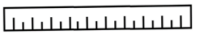
2. 		
3. 		

B. Arrange the objects from long to longest. Write the numbers as 1-3, with 3 being the longest object.

4. 		
5. 		

Answers to Item 1

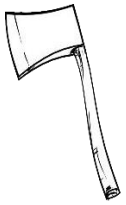
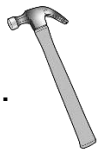
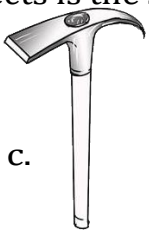
1.  3	 1	 2
2.  1	 3	 2
3.  2	 1	 3

4.  1	 3	 2
5.  1	 2	 3

Part 4C

Item 2

1. Which of the following objects is the shortest?

a.  b.  c. 

2. Which of the following objects is the longest?

a.  b.  c. 

3. Which is shorter than the given object?

a. 

b. 

c. 

Answers to Item 2

1. b 2. c 3. C

Lesson Component 5 (Lesson Conclusion - Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 18

Estimates and measures length using non-standard unit of measure.

Key Idea

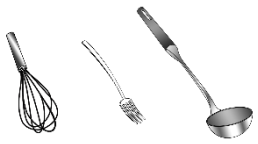
Estimate and measure length using non-standard unit of measure.

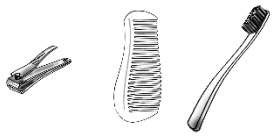
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

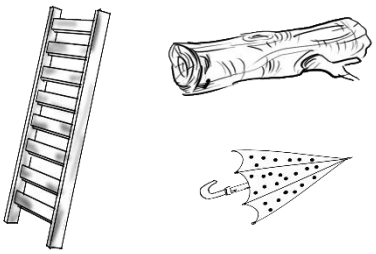
A. Choose and encircle the shortest object.

1. 

2. 

3. 

B. Choose and put a check (✓) on the longest object.

4. 

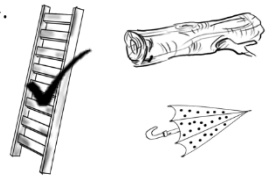
5. 

Answers

1. 

2. 

3. 

4. 

5. 

Lesson Component 2 (Lesson Purpose/Intention)

Time: 2 minutes

Teacher states:

In this lesson, you will learn how to estimate and measure length using non-standard unit of measure.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

E*stimate, measure, non-standard units, compare, length, exact, accurate*

Lesson Component 4 (Lesson Activity)

Time: **30** minutes

Part 4A

Stem for Items 1 and 2:

1. Show a table to the pupils. (Use the teachers table or any table available in front.)
Questions:
a. Do you know how long the table is?
b. Can you use a book to measure the length of the table? Use other objects such as a pencil, crayon, and notebook to measure the length of the table.
c. How many books long is the table? How many pencils long? How many crayons long?
d. Do they have the same number of units?

Let the pupils bring any object inside their bag that is long enough to measure and tell them to measure it using their erasers or crayons.

2. Present the following story problem:

Ashley wants to measure the length of her pants, but she can't find any suitable object for measurement. So, she used ballpens, pencils, and notebooks to measure her pants.

Questions:

a. Estimate, how many ballpens long are her pants?

b. Estimate, how many pencils long are her pants?

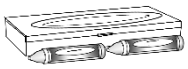
c. Estimate, how many big notebooks long are her pants?

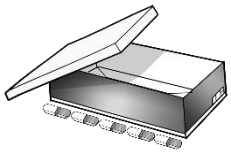
Part 4B

Item 1

How long are the following?

1.  The broom is _____ pencils long.

2.  The pencil case is _____ crayons long.

3.  The shoe box is _____ erasers long.

4. 

The notebook is _____ toothpicks long.

5.  The television is _____ books long.

Answers to Item 1

1. 4 or four
2. 2 or two
3. 5 or five
4. 5 or five
5. 4 or four

Part 4C

Item 2

Use the non-standard units in measuring the length of the following and record it on your paper.

a. pad paper-using eraser

b. notebook-sharpener

c. table or desk – pencil

Answers to Item 2

*Answers may vary.

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 19

Compares objects using comparative words: light, lighter, lightest; heavy, heavier, heaviest.

Key Idea

Compare objects using comparative words: light, lighter, lightest; heavy, heavier, heaviest.

Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

1. Which of the following is the shortest object?

a. book b. pencil c. eraser d. notebook

2. Which of the following is the longest object?

a. ballpen b. ruler c. shoes d. rope

3. How many pencils long is the pair of short pants?

a. 4 c. 6

b. 5 d. 7

4. How many paper clips long is the book?

a. 5 c. 7

b. 6 d. 8

5. How many nails long is the hammer?

a. 3 c. 5

b. 4 d. 6

Answers

1. c 2. d 3. b 4. c 5. D

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In the previous lessons, you learned that different objects have varying measurements in length using non-standard units. These objects also vary in weight, with some being light, lighter, or having the lightest weight, while others are heavy, heavier, or the heaviest. Today, you will learn these comparative words to compare different objects.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

objects, measurements, estimate, weight

comparative words: heavy, heavier, heaviest, light, lighter, lightest

Lesson Component 4 (Lesson Activity)

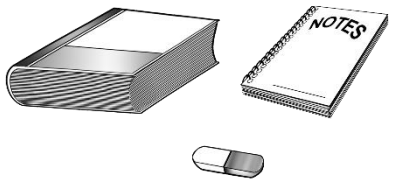
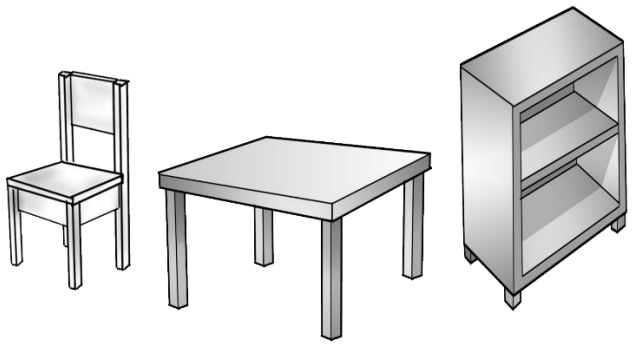
Time: 35 minutes

Part 4A

Stem for Items 1 and 2:

1. Say: We can determine the weight of an object by lifting and pushing. We can describe the weight of an object using the comparative words light, lighter, and lightest; heavy, heavier, heaviest. Show objects found inside the classroom. Let them identify.

*Possible objects inside the classroom:

Group A	Group B
	

Questions:

a. What are the objects in Group A? in Group B? Let them weigh or lift the objects. Assist them in doing the activity.

b. In group A, what object is the lightest?

c. Which is lighter, the book or the notebook?

d. Let them arrange the objects according to light, lighter, and lightest.

e. How about in group B, which object is heavier than the table?

f. What object is easy to lift?

g. What object is difficult to lift?

h. Let them arrange the objects according to heavy, heavier, and heaviest.

2. Let the pupils work in pairs. Let them weigh the different objects (you may use an improvised weighing scale). Instruct them to find out what happens if the object on the scale is heavy or light. Provide them with the objects to weigh: a paper clip and popsicle stick; a marble and small stone; an eraser and one crayon; two notebooks and two books.

Questions:

Which objects are lighter? paper clip or popsicle stick? marble or small stone? eraser or one crayon? 2 notebooks or 2 books?

Which objects are heavier?

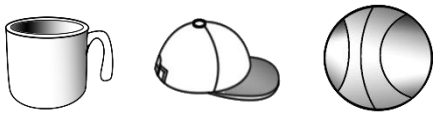
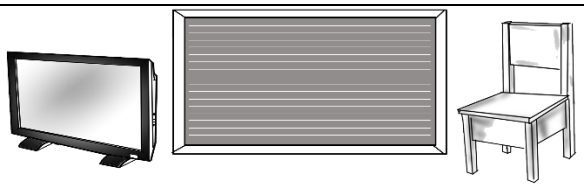
Part 4B

Item 1

Arrange the objects from light to lightest. Write 1–3 under the objects. Write 1 for the light object, 2 for the lighter object, and 3 for the lightest object.

1.  ____ ____ ____	2.  ____ ____ ____

Arrange the objects from heavy to heaviest. Write 1–3 under the objects. Write 1 for the heavy object, 2 for the heavier object, and 3 for the heaviest object.

3.  ____ ____ ____	4.  ____ ____ ____

Answers to Item 1

1.  2 3 1

2.  2 3 1

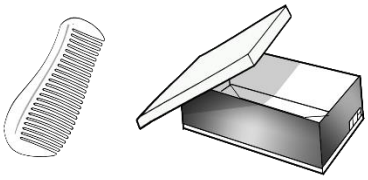
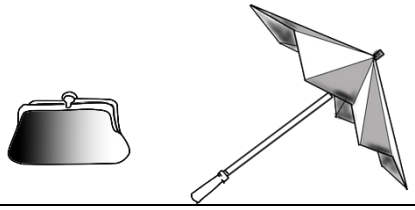
3.  2 1 3

4.  1 3 2

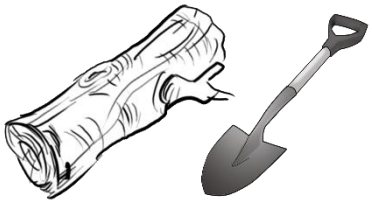
Part 4C

Item 2

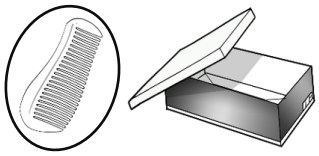
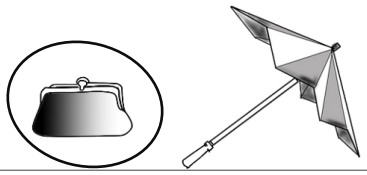
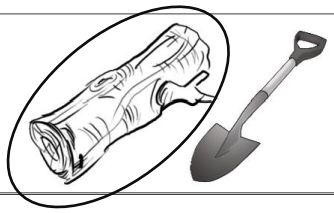
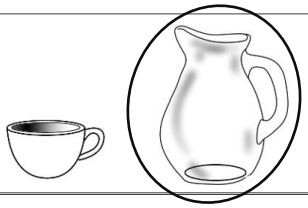
Encircle which object is lighter.

1. 	2. 

Encircle which object is heavier.

3. 	4. 

Answers to Item 2

1. 	2. 
3. 	4. 

Lesson Component 5 (Lesson Conclusion – Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses such questions as:

- What do you think were the key mathematical concepts addressed in this lesson?
- Would you rate your level of understanding of the material covered in this lesson as high, moderate, or low?
- Has the lesson helped you to gain further insight into aspects of the material covered that represent strengths or represent weaknesses?
- What would you describe as the main barriers, if any, to your ongoing progress and achievement in relation to the topic area addressed in this lesson?
- What do you think would best assist your ongoing progress and achievement in relation to the topic area?

Mathematics Grade 1 Lesson Plan 20

Estimates and measures mass and capacity using non-standard unit of measure.

Key Idea

Estimate and measure mass and capacity using non-standard unit of measure.

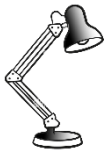
Lesson Component 1 (Lesson Short Review)

Time: 7 minutes

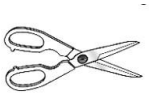
Check the object that is light.

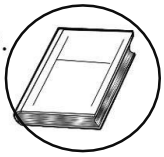
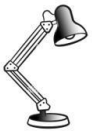
1.   2.  

Encircle the object that is heavy?

3.   4.  

Answers

1.   2.  

3.   4.  

Lesson Component 2 (Lesson Purpose/Intention)

Time: 3 minutes

Teacher states:

In previous lessons, you learned that different objects have varying measurements in weight, with some as light, lighter, or having the lightest weight, while others are heavy, heavier, or the heaviest. Today, you will learn to estimate and measure the weight of objects using non-standard units.

Lesson Component 3 (Lesson Language Practice)

Time: 5 minutes

Key words/terms are:

non-standard units, objects, measurements, estimate, weight

mass, capacity, measure

Lesson Component 4 (Lesson Activity)

Time: **35** minutes

Part 4A

Stem for Items 1 and 2:

1. Show the following objects to the pupils:

Book and notebook pad paper and a crayon

Let the pupils weigh the objects using their hands.

Let them give their estimated mass with reference to the lighter objects.

Questions:

a. How many notebooks do you think are equivalent to the weight of the book?

b. How many pieces of crayon are equivalent to the weight of a pad of paper?

*Group the pupils: Using a weighing scale or improvised scale balance (hanger or plastic or a string). Let the pupils estimate the mass of the following using the non-standard unit like bottle caps or pebbles.

-pair of scissors

- 3 pieces crayons

Questions

a. What is the estimated number of bottle caps that can measure the mass of the pair of scissors?

b. What is the estimated number of bottle caps that can measure the mass of the three pieces of crayons?

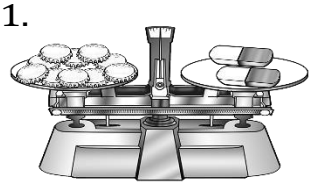
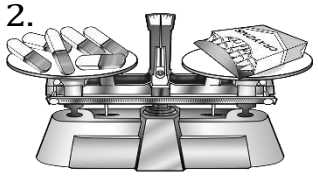
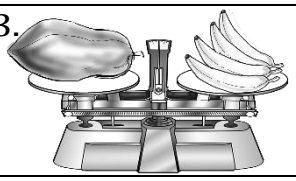
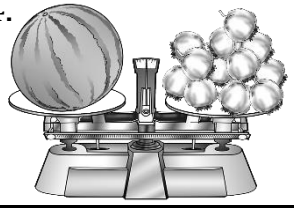
2. Get a pitcher, a glass, and a container of water. Ask: How many glasses of water do you think will fill the pitcher? (The pupils will give their guesses.)

Fill the glass with water and pour it into the pitcher. Let the pupils count the number of glasses full of water to fill the pitcher. Do it until the pitcher is filled with water. Ask: How many glasses of water filled up the pitcher?

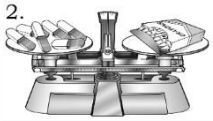
Part 4B

Item 1

Write the number of objects shown in the picture to show their mass using the given using non-standard unit of measures.

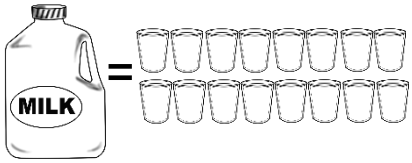
1. 	_____bottle caps have the same weight as _____small erasers
2. 	_____erasers have the same weight as _____box of _____pieces crayons.
3. 	_____papaya has the same weight as _____big bananas.
4. 	_____watermelon has the same weight as _____guavas

Answers to Item 1

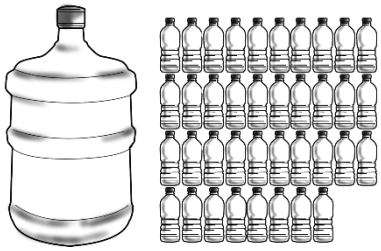
1. 	**10** tansans/bottle caps have the same weight as **2** small erasers
2. 	**6** erasers have the same weight as **1** box of **8** pieces crayons
3. 	**1** papaya has the same weight as **4** big bananas.
4. 	**1** watermelon has the same weight as **12** guavas

Part 4C

Item 2

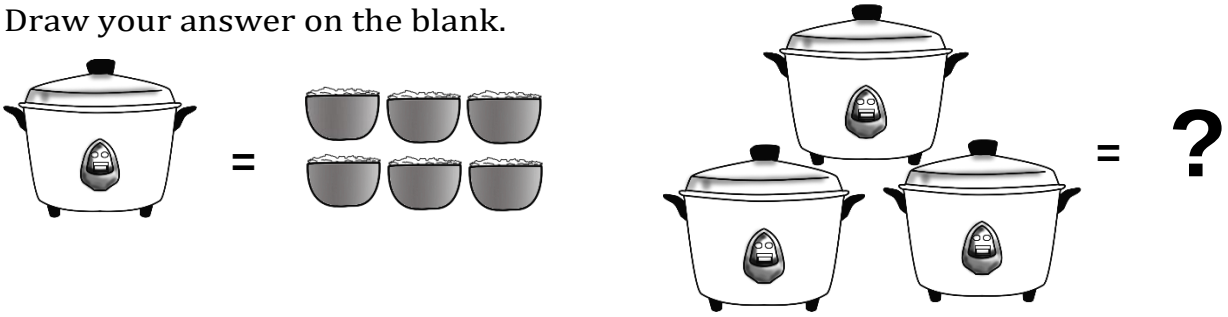
1. 

One gallon of milk is equivalent to _____glasses of milk.

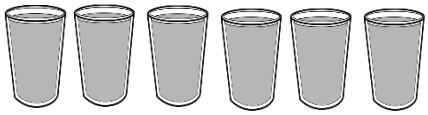
2. 
A five-gallon water container is equivalent to _____water bottles.

3. If one pack of juice contains three glasses of juice, how many glasses of juice are in two juice packs? Draw your answer on the blank.

4. If a rice cooker contains 6 cups of rice, how many cups of rice are in 3 rice cookers? Draw your answer on the blank.



Answers to Item 2

1. 16
2. 38
3. 
4. 

Lesson Component 5 (Lesson Conclusion - Reflection/Metacognition on Student Goals)

Time: 5 minutes

The teacher facilitates student reflection and discussion, that addresses the following questions:

- What do you think were the topic discussed in our lesson for today?
- How would you rate your level of excitement on the topic discussed today? Is it high, moderate, or low?
- What is your take-aways or one word that you learned on our topic today?
- What part in our lesson was difficult for you to understand? Why?
- How can we help you to understand that difficult part?

For inquiries or feedback, please write or call:

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