1

NATIONAL LEARNING CAMP

DepED DEPARTMENT OF EDUCATION

Mathematics

Intervention Camp

Lesson Plans

Government Property
NOT FOR SALE

Intervention Learning Camp

Lesson Plans

Mathematics Grade 1

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MATHEMATICS Grade 1 Lesson Plan 1

Key Idea

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

Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

Time: 5 mins.

Do you know the song Little Indian Boys?

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

Sampung Mga Bata

Isa, dalawa tatlong mga bata

Apat, lima anim na mga bata

Pito, walo, siyam na mga bata,

Sampung mababait na bata

Magbilang tayo 1-20

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

16,17,18,19,20

Halina't tayo ay magbilang

Mula 1 hanggang 20

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

16,17,18,19,20

Halina, tayo ay magbilang

Sige na ulit-ulitin pa

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

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

Sample Answers

Q1: Answers may vary.

Q2: We count numbers by 1.

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

Time: 2 mins.

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

Component 3: *Lesson Language Practice*

Time: 3 mins.

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

Component 4*: Lesson Activity*

Time: 10 mins.

Component 4A

Title of the Game: Group Yourselves Game

Indoor/Outdoor game

Materials: flashcards of number symbol

Players: 20 - above

Procedure:

1. Let the pupils scatter along the ground.
2. The teacher will say, "The Boat is Sinking, group yourselves into 12(The number will be flashed)." The pupils will group themselves according to the number what they have seen.
3. Pupils who has no group will be eliminated.
4. Continue flashing numbers until there is a few pupils left.
5. The teacher will stop the game depending on the number of winners that she wants.

Time: 10 mins

Component 4B

Title of the Game: Match Me Puzzle

Indoor game

Materials:

Cut-out symbols and word number names with design.

(The teacher may vary the design of the puzzle.)

Number of Players:

It can be played by 5 in a group.

Procedures:

1. Prepare the cut-out puzzles of name and number symbols.

2. Each player will find a design that matches the other. The player will read it.

3. Every correct answer will have 1 point.

4. Then a player will write the number and the name in his notebook. A player who has listed and matched 5 puzzles first, wins the game.

(You can customize your design puzzles and you can also laminate them for lifetime use.)

Component 4C

10 minutes

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

Indoor game

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

Number of Players: 3 or 4 players

Procedures:

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

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

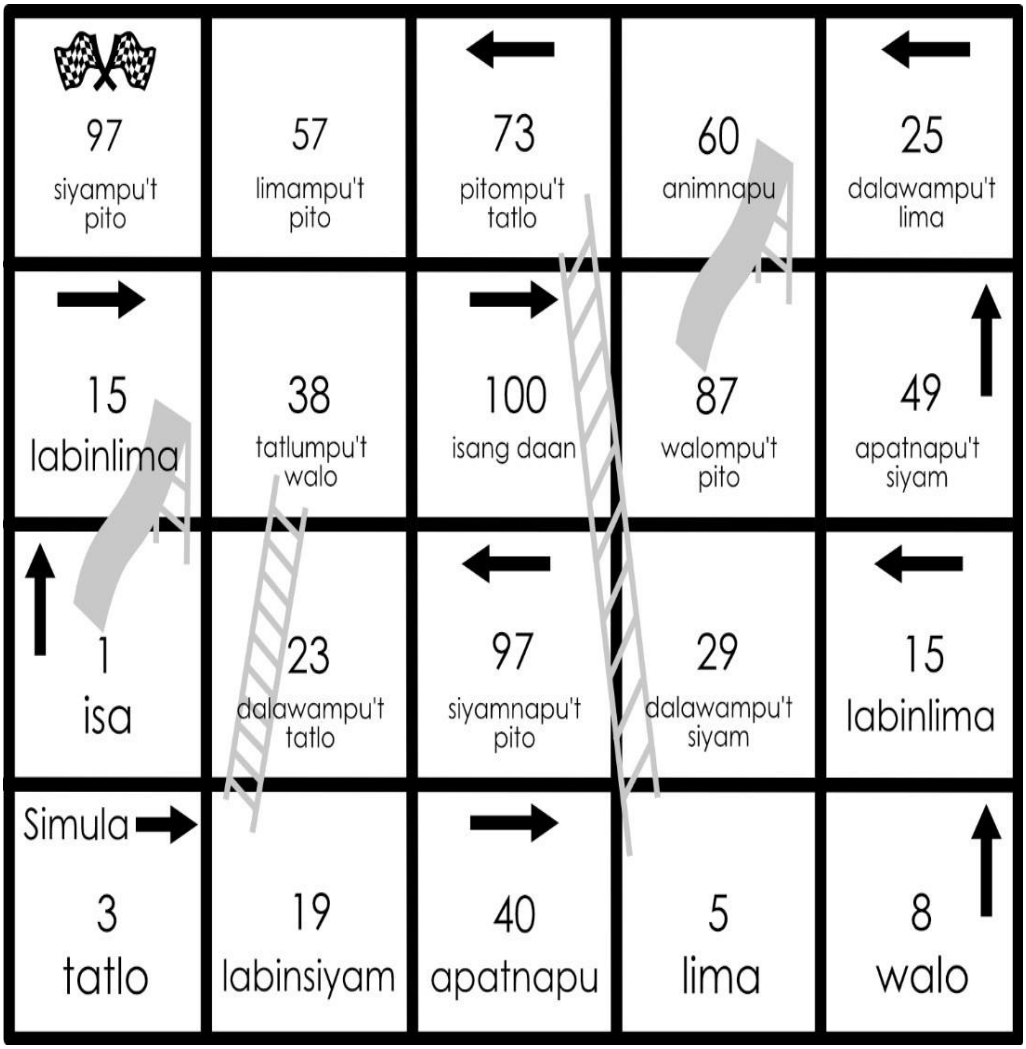
3. The player will read the number on the board(symbol/word). If the player read it wrong, he will lose a turn.

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

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

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

Example of SLIDES and LADDERS



Component 5: Lesson Conclusion

Time: 5 mins.

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

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

Let the class always remember the attitude of being sportsmanship.

MATHEMATICS Grade 1 Lesson Plan 2

Key Idea

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

Most Essential Learning Competencies

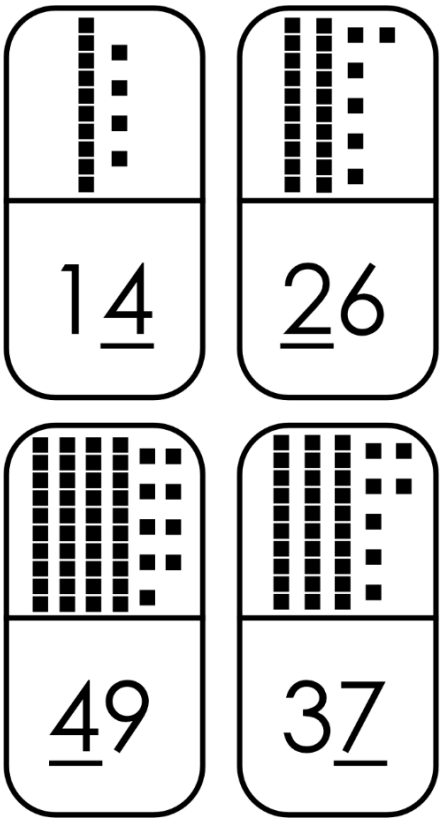
Compares numbers up to 100 using relational symbol and orders them in increasing or decreasing order • M1NS – no code

Component 1: *Lesson Short Review*

Time: 5 mins.

Reading numbers and identify place values.
This activity will engage students and activate their prior knowledge on numbers.

-The learners will be divided into two groups.
-They need to read the numbers and identify the place value of the underline digit.
-First to get 3 correct answers wins.



-Let the learners correctly read the numbers and if they have difficulty let them count the longs and ones in the shown on the card.

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

Time: 5 mins.

Today, we will learn more about how to compare numbers. Do you have experience comparing numbers? What do you do? Yes, it means you will identify if a number is ***greater than, less than*** or ***equal to*** the other using the correct relational symbols like > < =
By learning this comparison, you will be able to arrange numbers correctly in increasing or decreasing order. So, let's start exploring and learning while having fun.!

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

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

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

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

Equal to– means the numbers are the same. Use the symbol =

Increasing Order – means that numbers are arrange starting from smallest to biggest.
(Teacher may request 3 or 4 pupils with different heights and line up from the smallest to tallest)

Decreasing Order- means that numbers are arrange starting from biggest to smallest.
(Teacher may request 3 or 4 pupils with different heights and line up from the tallest to smallest)

Teacher may use context clues, picture clues, or act it out for the pupils to understand each word.

Component 4*: ***Lesson Activity***

Time: 25 mins.

Activity 4A

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

- Ask the following questions:

- What animals can you see on the board?

- How many birds can you see?

-How many worms?

-Are there more birds than worms?

-Are there less birds than worms?

-Is the number of worms the same as the number of birds?

-What do you think will the birds do with worms?

Sample Answers:

Q1: birds and worms Q2:

There are 7 birds. Q3:

There are 5 worms.

Q4: Yes, the number of is greater than the number of worms. Q5:

No. the number of worms is less than the number of birds. Q6:

No the number of birds is not equal to the number of worms. Q7:

The birds will eat the worms.

Try these out!

Think Pair Share

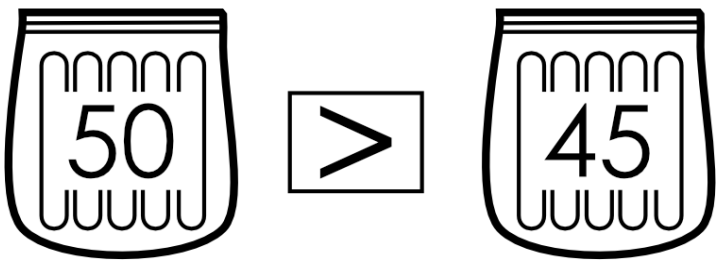
Each partner will draw a number card. They will be using the base ten blocks to show their numbers and compare after counting. Use the correct symbols > < = to compare the numbers.

Activity 4B

Group Activity: Count and compare:

Directions: Each group will be 2 bags of popsicle sticks that they need to count. After counting they will write in the show me board their answer like this.

Sample answer:



Teacher will guide each group by asking the ff. questions:

-How many popsicle sticks are there in SET A?

-How many popsicle sticks are there in SET B?

-What can you say about the number of popsicle sticks in SET A to the number popsicle sticks in SET B?

Sample answer:

Q1: There are 50 popsicle sticks in SET A

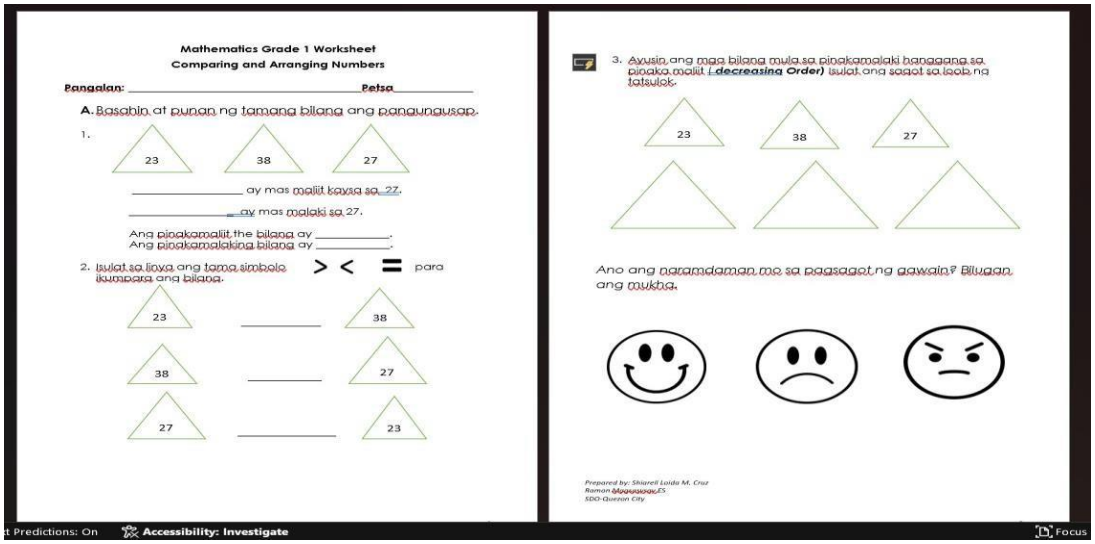
Q2: There are 45 popsicle sticks in SET B

Q3: 50 popsicle sticks is greater than 45 popsicle sticks. / Set A is greater than Set B./

The teacher will place on the board the number cards that correspond to the number of popsicle sticks use by the group and help the pupils arrange them gradually in increasing order and decreasing order.

Activity 4C I can do it!
Individual Worksheet:

Directions: Teacher will give each pupil the worksheet to answer the activity.



Component 5: Lesson Conclusion

Time: 5 mins.

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

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

  Q1. How do we compare numbers?

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

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

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

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

Reflection:

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

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

MATHEMATICS Grade 1 Lesson Plan 3

Key Idea

- Understanding that the number before is always one less than the given number.
- Recognize that the number after is one more than the given number.
- Practice identifying the number that is one more or one less from a given number through various activities.

Most Essential Learning Competencies

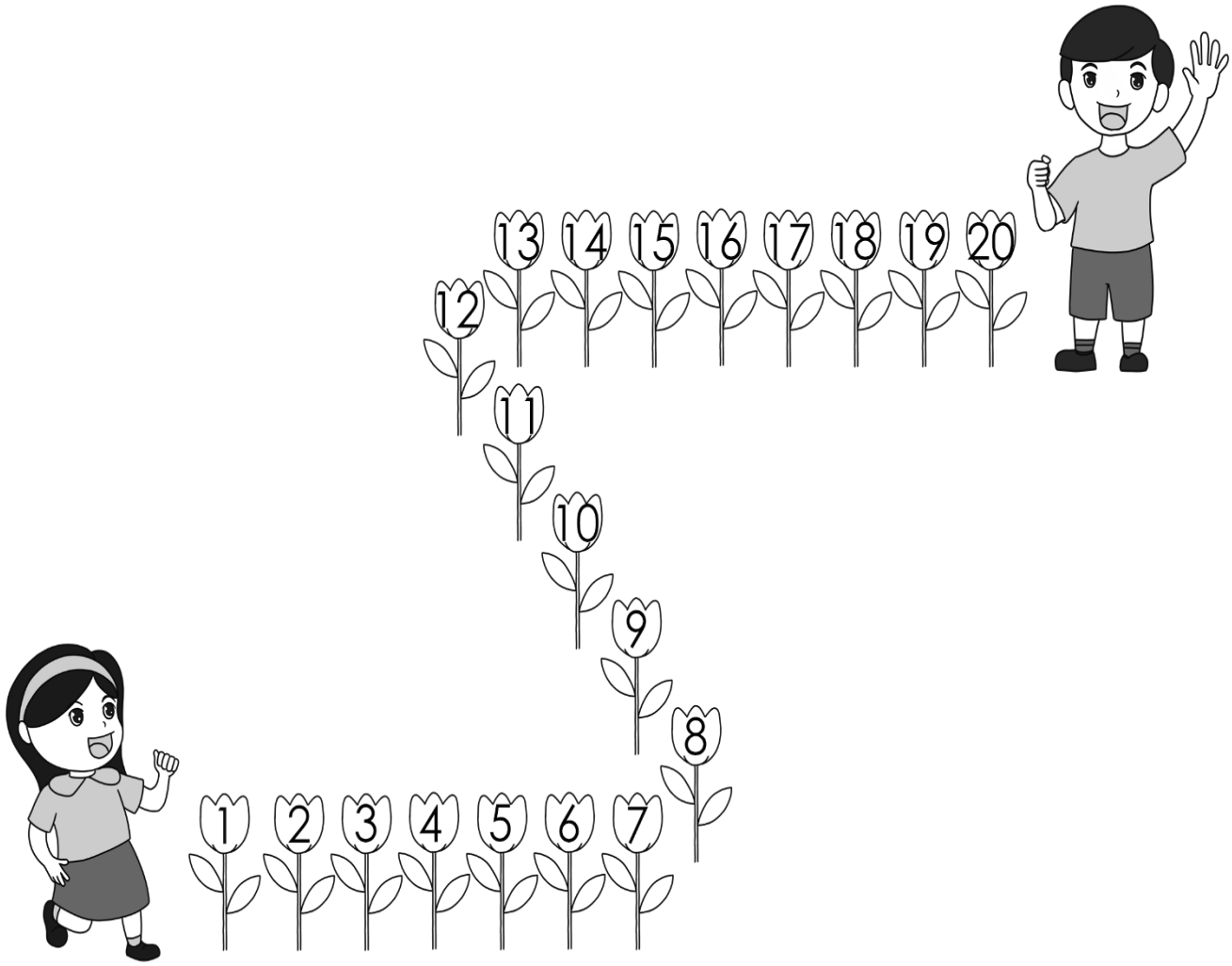
Identifies the number that is one more or one less from a given number **(M1NS-Ib-3)**

Component 1: *Lesson Short Review*

Time: 7 mins.

Read the numbers where the children will pass through.

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



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

- What number comes after the number 5**?**
- How much 6 is more than 5**?**
- What number comes before number 15**?**
- How much 14 is less than 15**?**

Sample Answers

Q1: The number that comes after the number 5 is 6.
Q2: 6 is 1 more than 5.
Q3: The number that comes before the number 15 is 14.
Q4: 14 is 1 less than 15.

Component 2: *Lesson Purpose/Intention*

Time: 3 mins.

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

Component 3: *Lesson Language Practice*

Time: 3 mins.

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

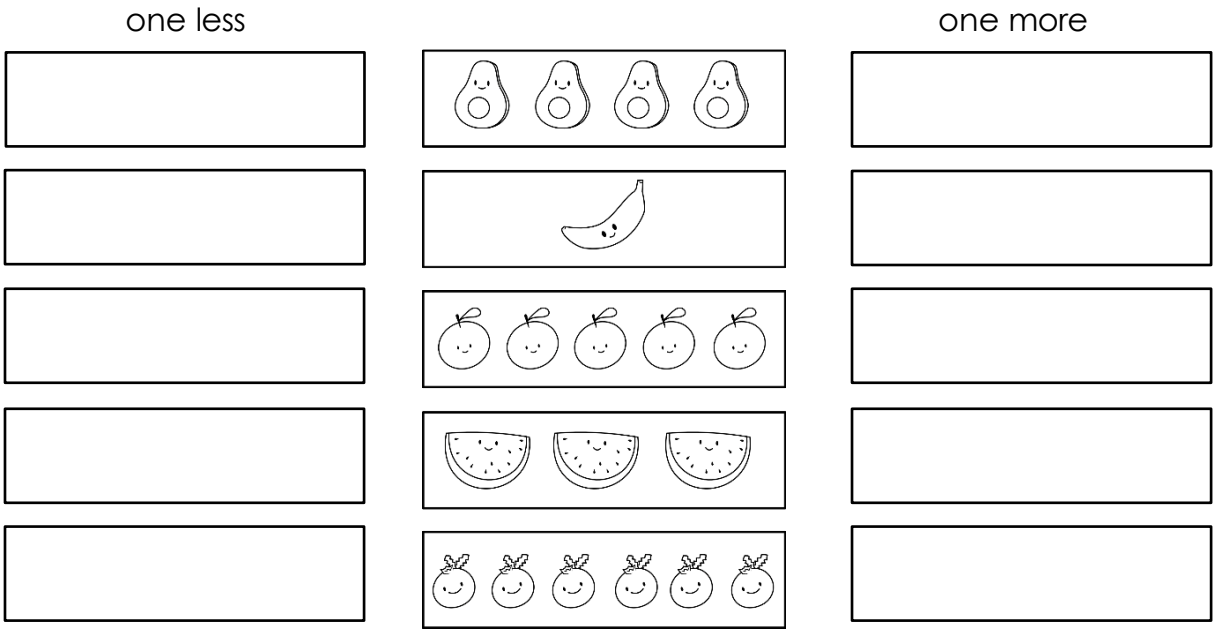
- "**Before**" or "**After**" refers to the number that comes immediately prior to a given sequence or order number.
- "**One more**" refers to the concept of adding or counting up by one from a given number.
- "**One less**" refers to the concept of subtracting or counting down by one from a given number.

Component 4: *Lesson Activity*

Time: 25 mins

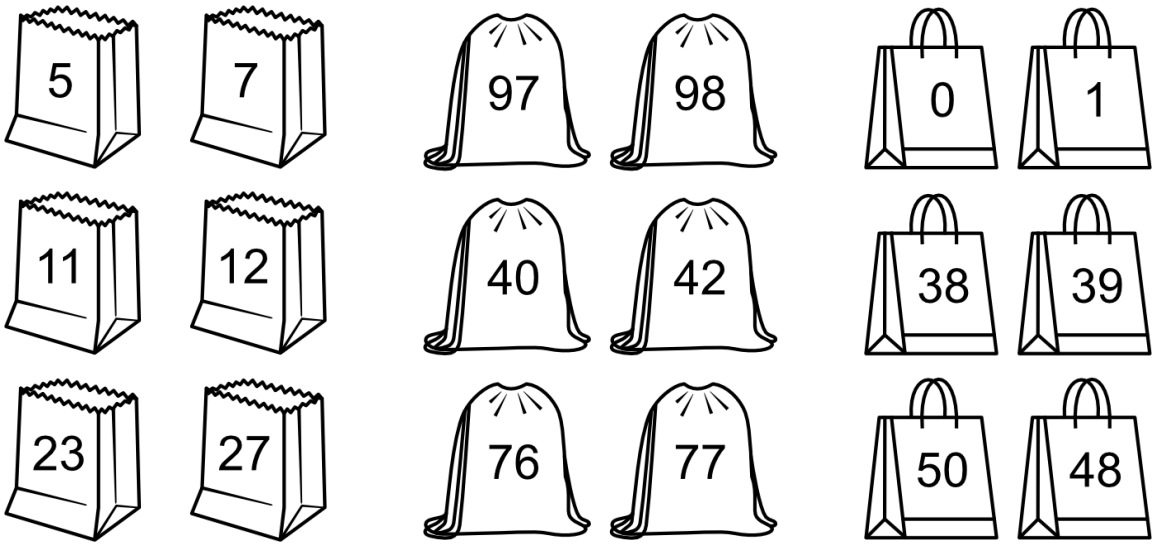
Activity 4A

Let learners count the number of objects in a set then ask them to draw another set with one more or one less than the given set.



Activity 4B

Learners will participate in a quick game where they must clap once if the number shown is one more or one less the given number and refrain from clapping if it is not.



Activity 4C

Number Shuffle Game!

Directions: Learners stand in a circle. The teacher will say a starting number (e.g. 50) and tell one more or one less than the number. Each learner counts one less or one more than the given number aloud. Learners who will miss or say incorrect number will be out. The last learner standing will win.

Starting Numbers

15 (one more)	35 (one less)	45 (one more)
100 (one less)	75 (one more)	53 (one less)

Sample Answers:

16, 17, 18, 19, 20…
34, 33, 32, 31, 30…
45, 46, 47, 48, 49…
99, 98,97,96, 95…
76,77,78, 79, 80…
52, 51, 50, 49, 48…

Component *5*: *Lesson Conclusion*

Time: 5 mins.

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

  Q1: What do we mean by "one more"?
  Q2: How many numbers do we add to make it one more than the given number?
  Q3: What do we mean by "one less"?
  Q4: What do we do to make it one less than the given number?
  Q5: How do we count to identify the number that is one more or one less than the given number?

REMINDER: Collect learners' activity sheets to review and evaluate their learning.

MATHEMATICS Grade 1 Lesson Plan 4

Key Idea

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

Most Essential Learning Competencies

- Identify, read and write ordinal numbers: 1^{st}, 2^{nd}, 3^{rd}, up to 10^{th} object in each set from a given point of reference. -M1NS- no code.

Component 1: *Lesson Short Review*

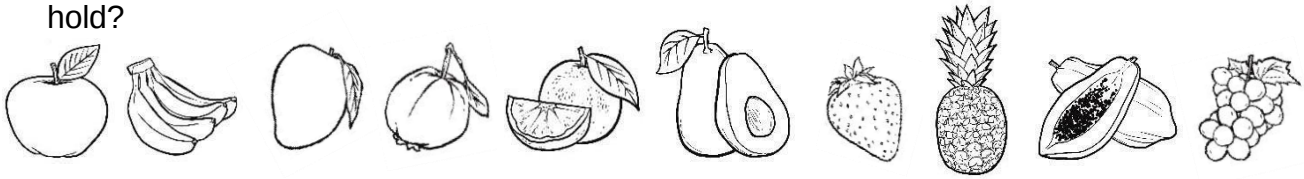
Time: 5 mins.

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

The pupils will count start from pupil A.

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

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



Sample Answers

Q1:

Pupil A –apple	**Pupil F –avocado**
Pupil B –banana	**Pupil G –strawberry**
Pupil C–mango	**Pupil H –pineapple**
Pupil D–guava	**Pupil I –papaya**
Pupil E –lemon	**Pupil J–grapes**

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

Time: 5 mins.

Match the Cards.

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

-The learners will be divided into three groups.
-They will be given a set of ordinal numbers.
-Pupils will match the ordinal numbers with the letters of the word **"MATEMATIKA".**

- The first group to match it gets a point. The group with the greatest number of points win.

M A T E M A T I K A

What is the 1st letter? What is the 2nd letter?

What is the 3rd letter? What is the 4th letter?

What is the 5th letter? What is the 8th letter?

What is the 6th letter? What is the 9th letter?

What is the 10th letter? What is the 7th letter?

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

Sample Answers

Q1: The numbers are arranged from 1st – 10th.

Q2: The 1st number starts from the left.

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

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

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

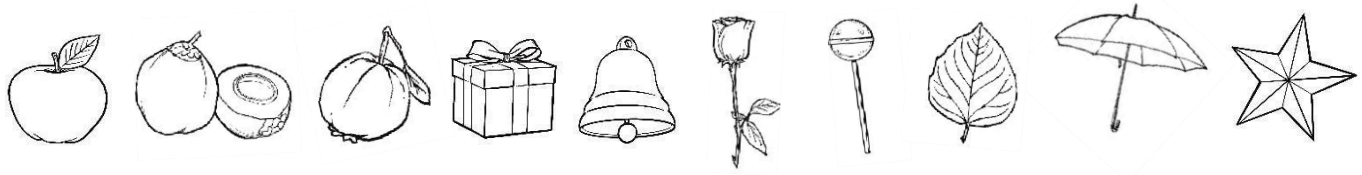
- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

Color the following pictures.

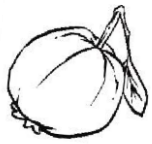


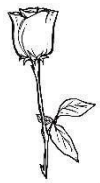
- **Color the 4th object blue.**
- **Color the 9th object yellow.**
- **Color the 3rd object green.**
- **Color the 6th object red.**
- **Color the 7th object orange.**

Sample Answers:

Q1:

Q2:

Q3: 

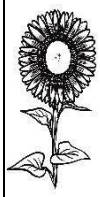
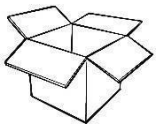
Q4: 

Q5:

Activity 4B

Number Cards Game!

Directions: Group the learner into four. Provide each group with a chart. Complete the chart by placing the cards of ordinal numbers to the given set of objects. The group will complete first wins the game.

									
?	?	?	?	?	?	?	?	?	?

Sample Answers:

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

Activity 4C

Match it!

Directions:

- Read and match the ordinal numbers into each correct symbol.

1. Second	a. 4th
2. Fifth	b. 8th
3. First	c. 10th
4. Tenth	d. 1st
5. Sixth	e. 3rd
6. Nineth	f. 6th
7. Third	g. 5th
8. Fourth	h. 2nd
9. Eight	i. 7th
10. Seventh	j. 9th

Component 5: Lesson Conclusion

Time: 5 mins.

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

Q1. What are ordinal numbers?

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

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

Reflection:

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

Let learners know that good learners reflect on their learning.

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

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

MATHEMATICS Grade 1 Lesson Plan 5

Key Idea

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

Most Essential Learning Competencies

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

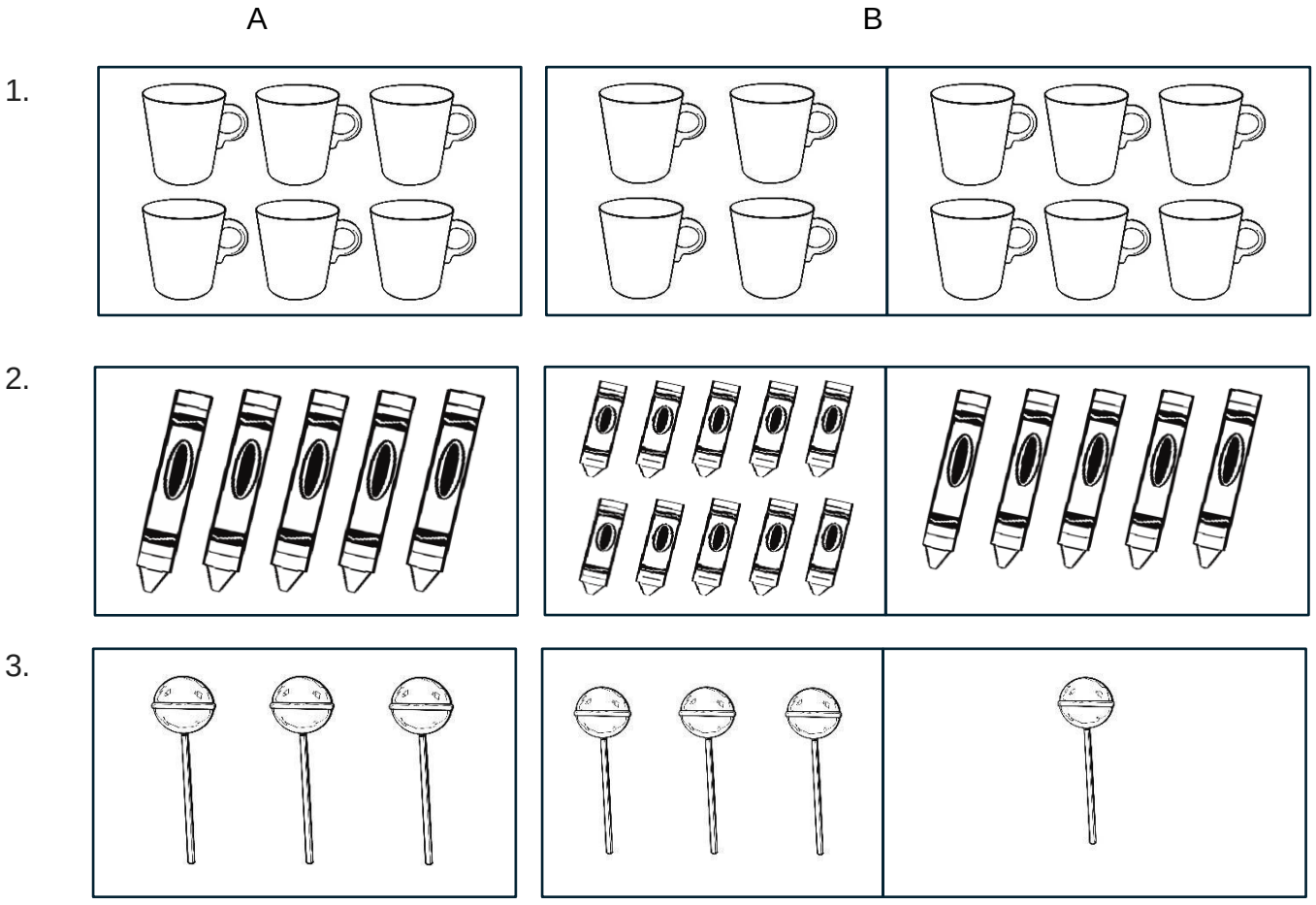
Component 1: *Lesson Short Review*

Time: 5 mins.

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

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

Using crayon, mark X the object that has equal number from the given set.



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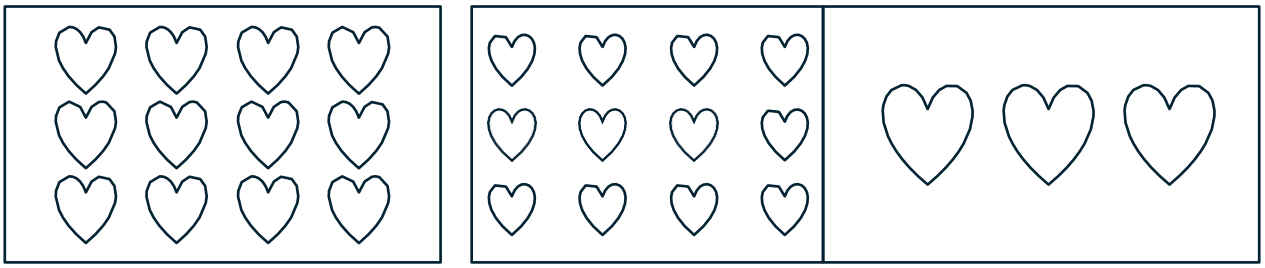

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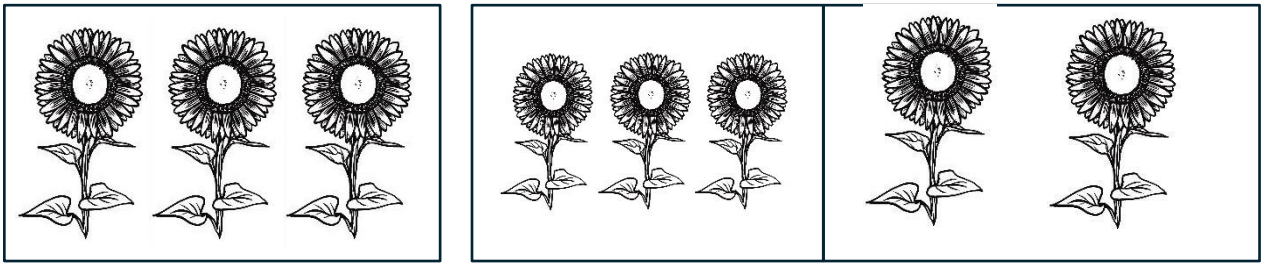
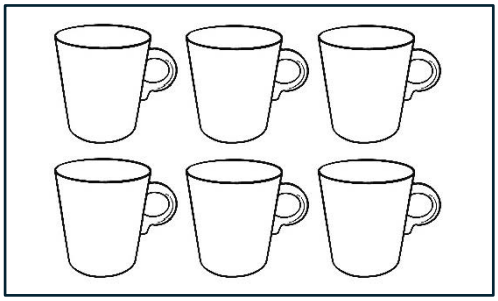


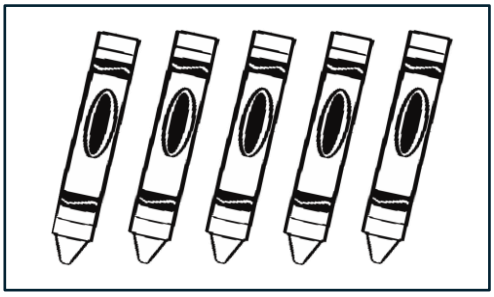
What can you about the number of objects in both columns**?**

Sample Answers

1.



2.



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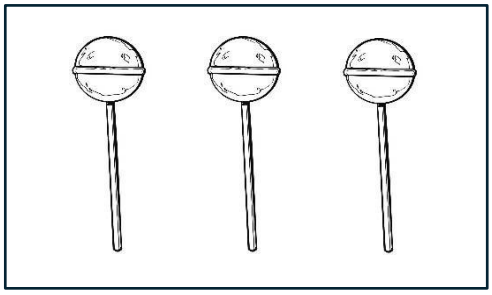

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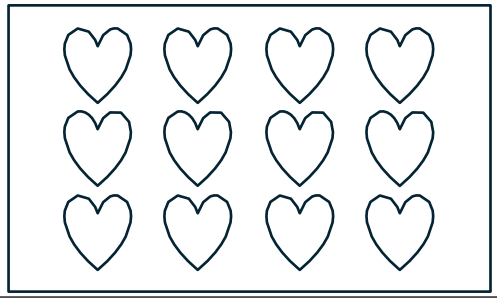

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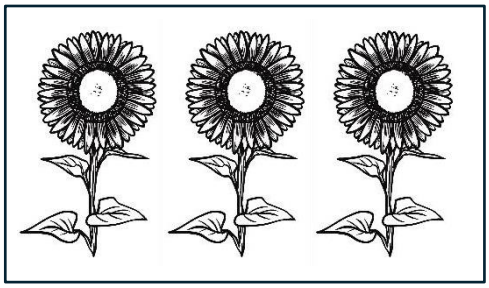


Component 2: ***Lesson Purpose/Intention***

Time: 5 mins.

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

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

- **Halves** represent equal parts of a whole or set when equally divided into two parts.
- **Fourths** represent equal parts of a whole or set when equally divided into four parts.
- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

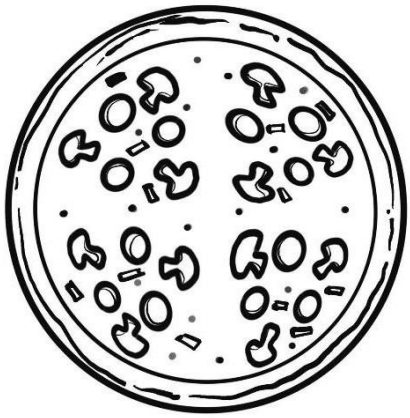
Time: 25 mins.

Activity 4A

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

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

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



▪ Ask the following questions:

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

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

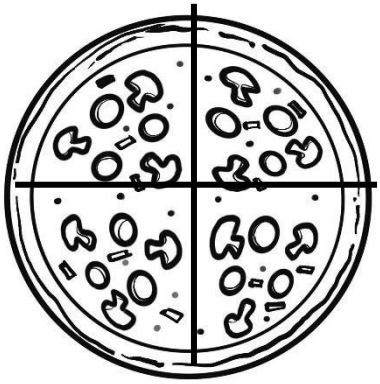
-What would the pizza look like after slicing it into four equal parts**?**

Sample Answers:

Q1: Mr. De Vera has four children.

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

Q3:



Try these out!

Fair Share!

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

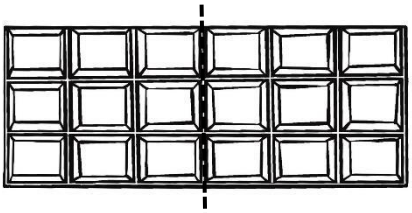
Each group will be given models of bars of chocolate, pizza, and or rectangular cakes.

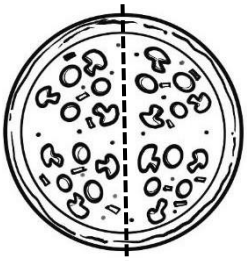
Groups 1-3 will divide the model into 2 equal parts or halves.

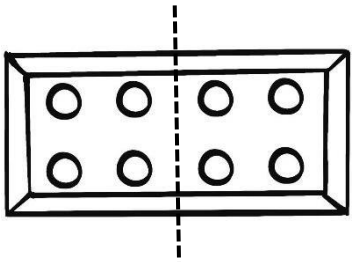
Groups 4-6 will divide the model into 4 equal parts. Learners will present their work in class.

Sample Answers.

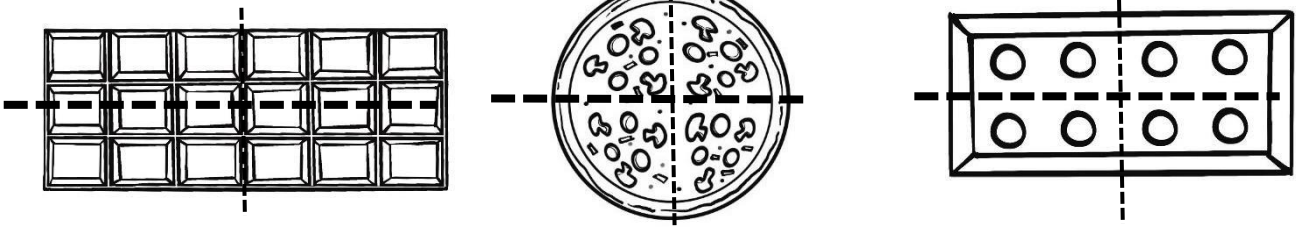
1. 2. 3.







4. 5. 6.

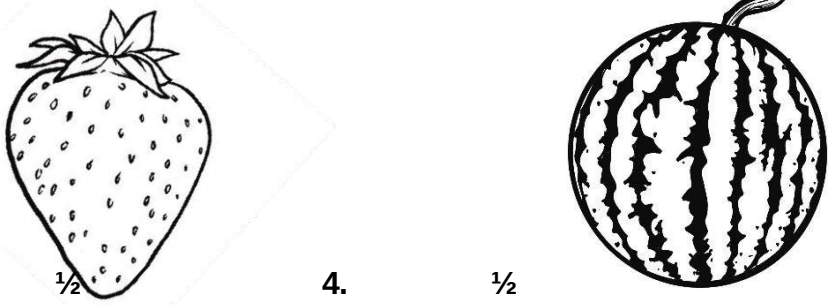


Activity 4B

Fruit Ninja!

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

1. ½ 2. ½



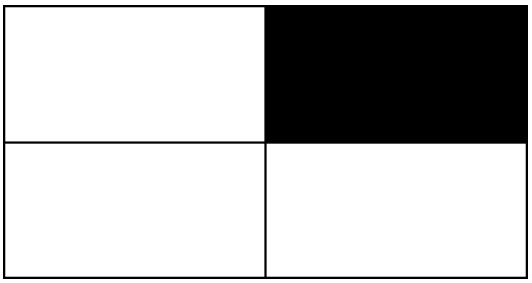
3. **½** **4.** **½**

Activity 4C

Directions:

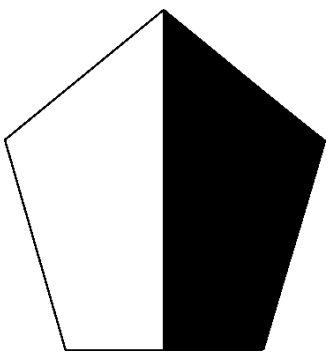
Choose from the box the corresponding part represented by the object in each number. Colour your answer.

1.



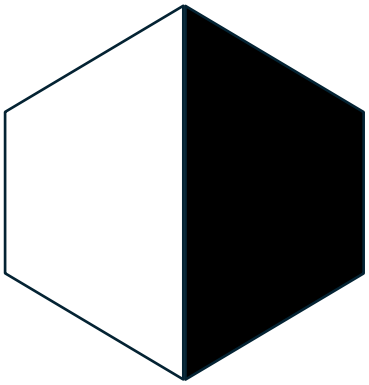
$\frac{1}{2}$	$\frac{1}{4}$

2.



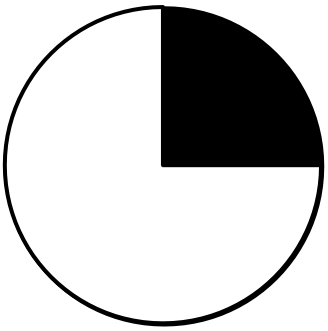
$\frac{1}{2}$	$\frac{1}{4}$

3.



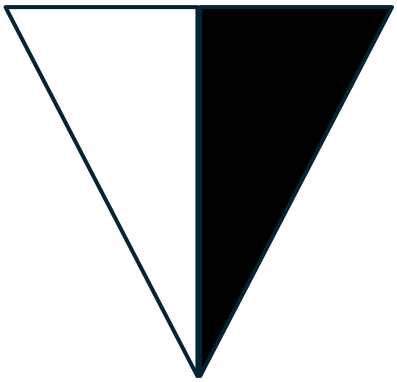
$\frac{1}{2}$	$\frac{1}{4}$

4.



$\frac{1}{2}$	$\frac{1}{4}$

5.



$\frac{1}{2}$	$\frac{1}{4}$

Component 5: Lesson Conclusion

Time: 5 mins.

*Q1. How many halves are there in a whole**?***

*Q2. How many fourths are there in a whole**?***

*Q3. How do you represent ½ in a whole**?***

*Q4. How do you represent ½ in a whole**?***

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

MATHEMATICS Grade 1 Lesson Plan 6

Key Idea

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

Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

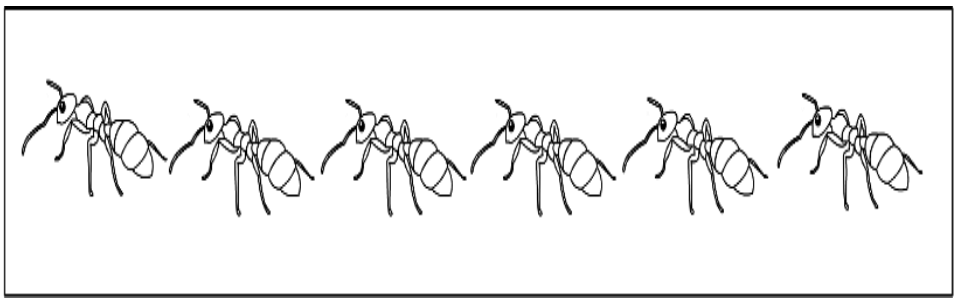
Time: 5 mins.

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

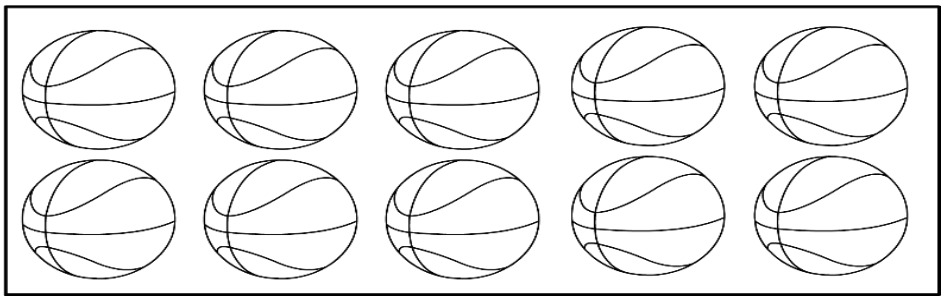
-Learners will be grouped into 4.
-Each member of the group will be assigned with a particular item number to answer.
-Assigned members will post on the board the ½ and/or ¼ of the given set.

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

1.

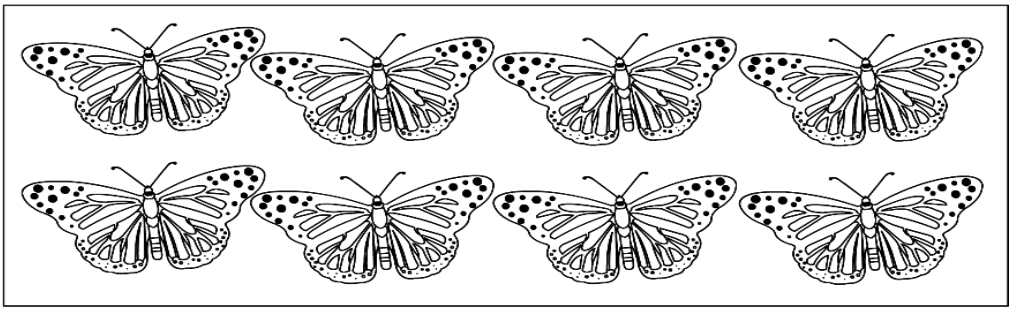


2.

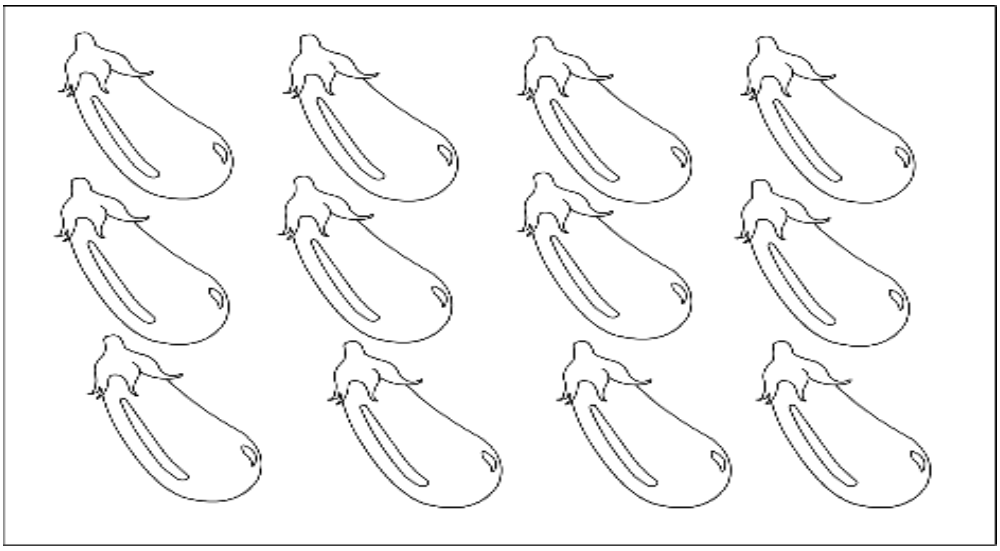


Post on the board 1/ 4 of the given set.

3.



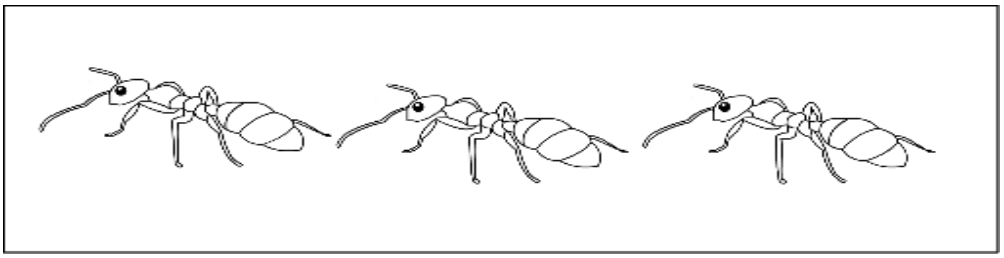
4.



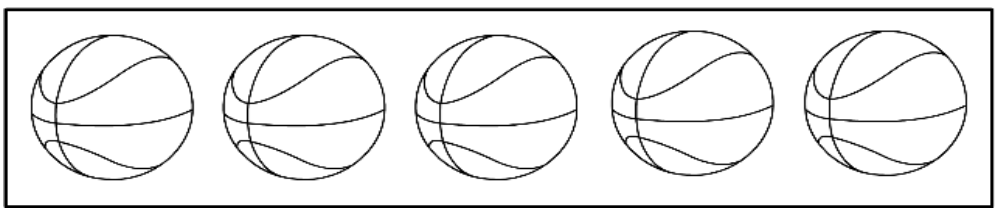
What part of the given set were presented in numbers1 and 2**?**
What part of the given set were presented in numbers 3 and 4**?**

Sample Answers

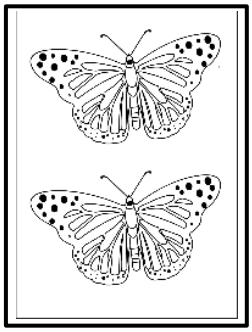
1.



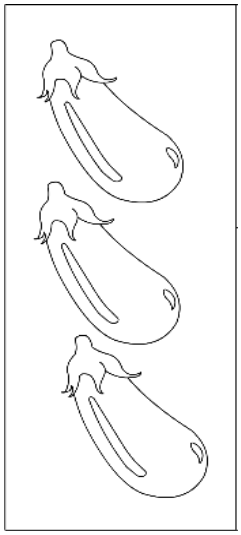
2.



3.



4.



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

Time: 5 mins.

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

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

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

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

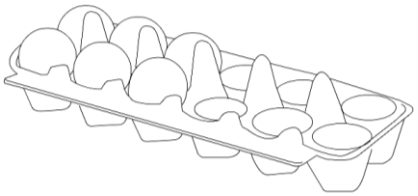
Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

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

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



▪ Ask the following questions:

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

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

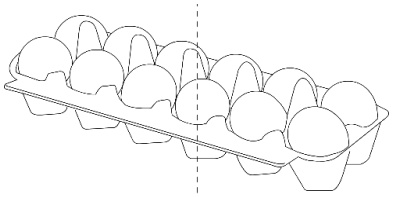
-If we draw the used half of the set of eggs, how does our drawing look like**?**

Sample Answers:

Q1: There were 12 eggs.

Q2: ½ of the eggs.

Q3:



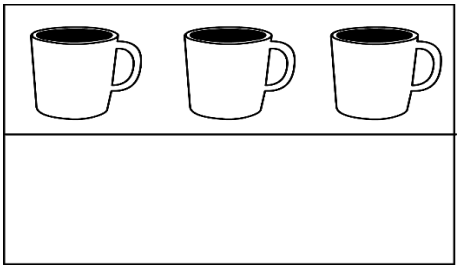
Try these out!

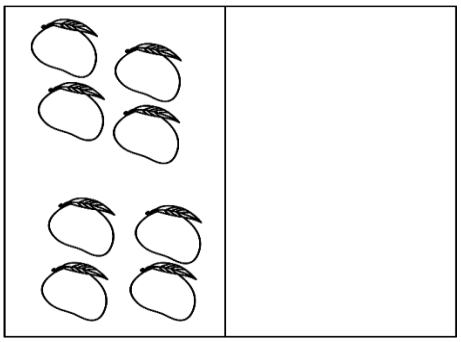
It's mARTh Time!

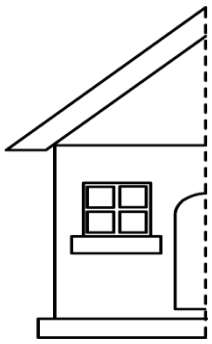
The pupils will bring out their pencil and crayons. Coloring sheets will be provided for them.

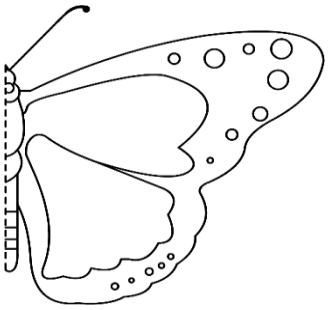
Draw the missing part of the region or object in each set. Color your work!

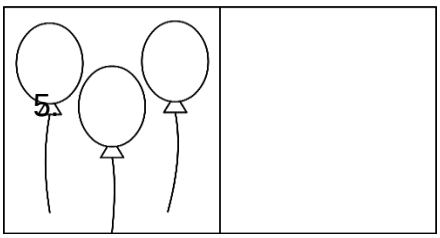
1.



2. 

3. 

4. 

5. 

Activity 4B

My Half Heart Belongs to You!

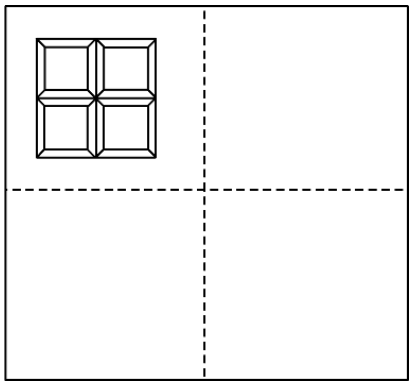
Directions: Give each learner a heart shape card cut into half. The learner will form a circle and will go around to find the half pair of their heart.

Activity 4C

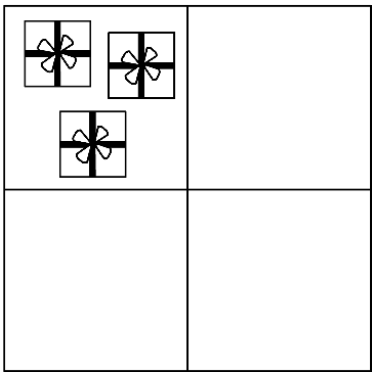
Directions:

Draw the missing half or fourth of the given objects.

1.



2.



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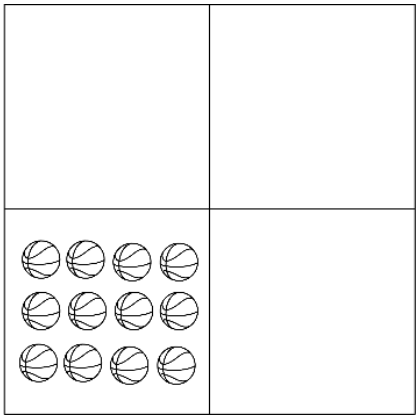

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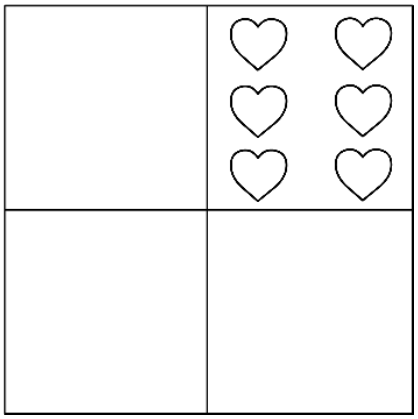

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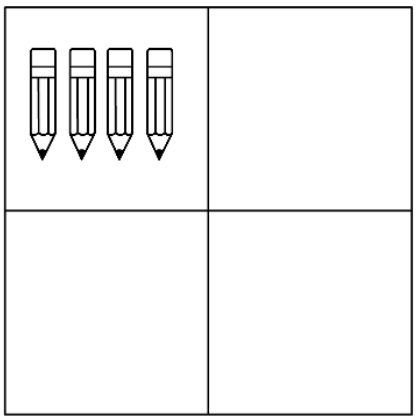


Component 5: Lesson Conclusion

Time: 5 mins.

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

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

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

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

Mathematics Grade 1 Lesson Plan 7

Key Idea

- Develop an understanding of the concepts in addition.
- Engage in collaborative learning experiences in adding sets.
- Demonstrate addition by joining sets of objects together.

Most Essential Learning Competencies

Illustrates addition as "putting together or combining or joining sets". M1NS-IIa-23

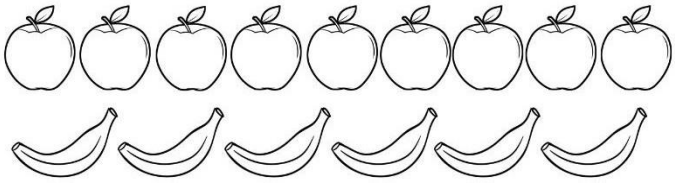
Component 1: Lesson Short Review

Time: 5 minutes

When you were in Grade one, you learned about addition. Let us see if you can still remember what you have learned.

Count and Combine: Apples and Bananas

-Each learner will get a piece of either a picture of a banana or an apple under their respective chairs.
-They will paste the pictures on the board and count the number of bananas and the number of apples.
-They will combine the number of bananas and apples to know the number of fruits in all.



- Let the learners present their work and say:

(Sample Presentation: The total number of apples and bananas may vary depending on the number of learners in the camp.)
-There are 9 apples on the board.
-There are 6 bananas posted on the board.
-There are 15 fruits in all.

- Give more examples using the pictures.

Ang 4 at 3 ay _____lahat.

Ang 5 at 2 ay _____lahat.

Ang 2 at 6 ay lahat.

Component 3: Lesson Language Practice

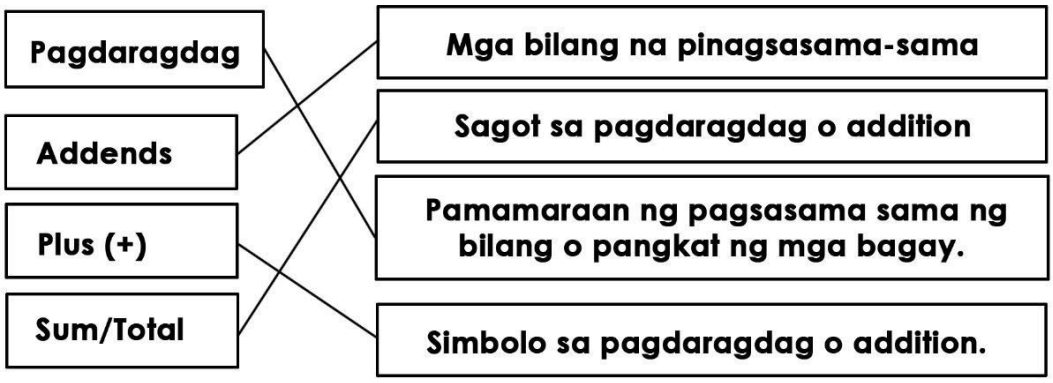
Time: 3 minutes

Before proceeding to the main topic, familiarize the learners with the following terms.

Activity: "MATHch my WORD!"

Show flashcards with the following words on them and guide the learners to read them. The teacher guides the learner to know the meaning of the words.

Let the whole class read the terms and its meaning after the three learner representatives are done with the activity.



Component 4: Lesson Activity

Time: 25 minutes

Activity 4A: Present the story problem in the class.

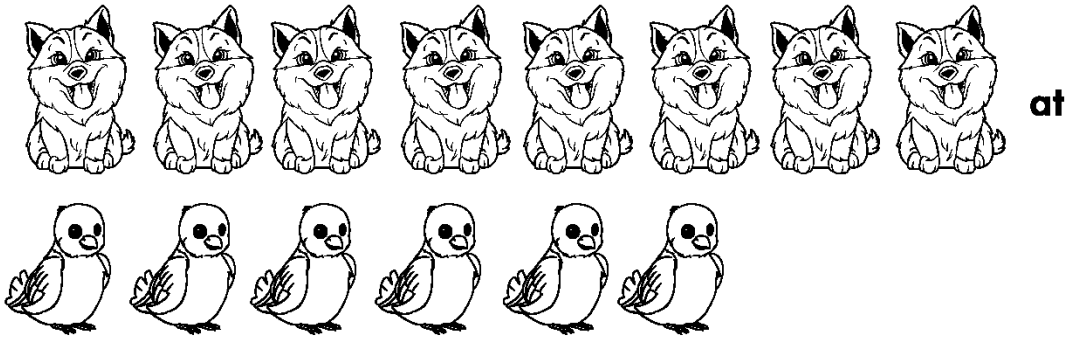
Si Mang Ernesto ay mahilig mag-alaga ng hayop. May alaga siyang 7 aso at 6 na ibon. Ilan lahat ang alaga niyang hayop?

- **Ask the following questions:**

1. Ilan ang alagang aso ni Mang Ernesto**?**
   Sagot: Si Mang Ernesto ay may 7 alagang aso.

2. Ilan ang alaga niyang love birds**?**
   Sagot: Siya ay may alagang 6 na love birds.

- Show the illustration of the given.
  Sample:



3. Ilan lahat ang alagang hayop ni Mang Ernesto**?**

   Sagot: Si Mang Ernesto ay may 13 alagang hayop.

- Show the mathematical sentence: **7 + 6 = 13**

Example number 2

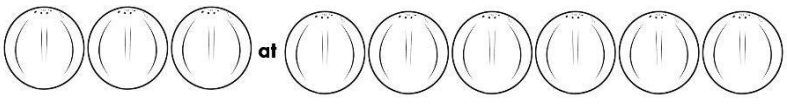
Si Nanay ay magluluto ng kakanin para ibenta. bumili siya ng 3 niyog para sa biko at 5 niyog para sa sapin-sapin. Ilan lahat ang biniling niyog ni Nanay?

- Ask the following questions:

1. Ilang niyog ang binili ni Nanay para sa biko**?**
   Sagot: Si Nanay ay bumili ng 3 niyog para sa biko.

2. Ilang niyog ang binili ni nanay para sa sapin-sapin**?**
   Sagot: Bumili siya ng 6 na niyog para sa sapin-sapin.

- Show the illustration of the given.

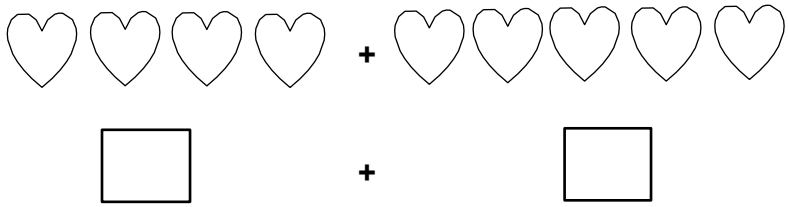


3. Ilan lahat ang biniling niyog ni nanay**?**
   Sagot: Si nanay ay bumili ng 9 na niyog.

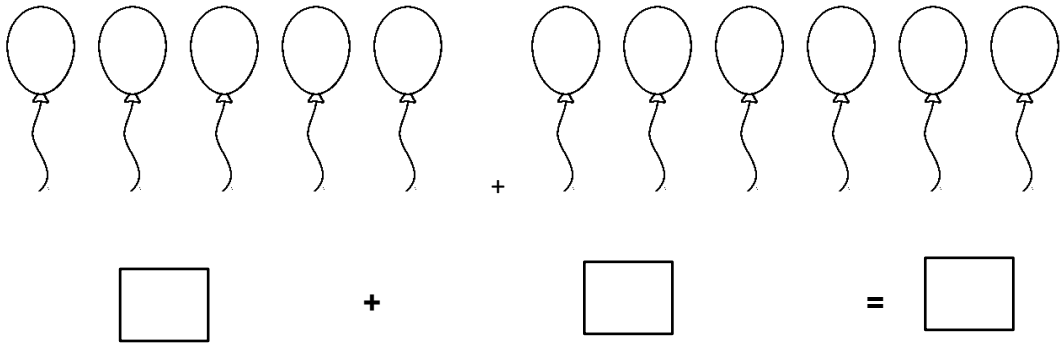
- Explain to them that, joining sets or putting together is what we call ***addition***. That the number of coconuts (3 and 5) are called ***addends***, and the answer in addition is ***Sum or Total.***

Activity 4B: Present other sets of objects to combine. Let them count each set, write the number on the box and find the total number.

Sample 1



Sample 2



You can give at least 5 examples in this activity.

Activity 4C:

Pair – share activity.

- Give an addition sentence for each pair and let them illustrate the number sentence using any object or shape of their choice and let them present it in front of the class.

- Sample number sentences to be illustrated. The number sentences depends on how many pairs a class can create.

Pair No. 1: 2 + 3 = _____
Pair No. 2: 4 + 4 = _____
Pair No. 3: 5 + 7 = _____
Pair No. 4: 3 + 8 = _____
Pair No. 5: 6 + 9 = _____

5: Lesson Conclusion

Time: 10 minutes

- Ask learners to answer the following questions:

*Q1. Ano ang pagdaragdag**?***

*Q2. Ano ang addends**?***

*Q3. Ano ang tawag sa sagot sa pagdaragdag**?***

*Q4. Kumusta ang iyong pag-aaral ng pagdaragdag**?***

Reflection:

- Bakit mahalagang matutunan mo ang pagdaragdag**?**
- Paano mo ito magagamit sa pang-araw-araw mong buhay**?**

MATHEMATICS Grade 1 Lesson Plan 8

Key Idea

- Use ten-frames in addition of numbers.
- Use ones and longs in finding the sum of a given set of numbers.
- Realizing that changing the order of the addends does not affect the sum.

Most Essential Learning Competencies

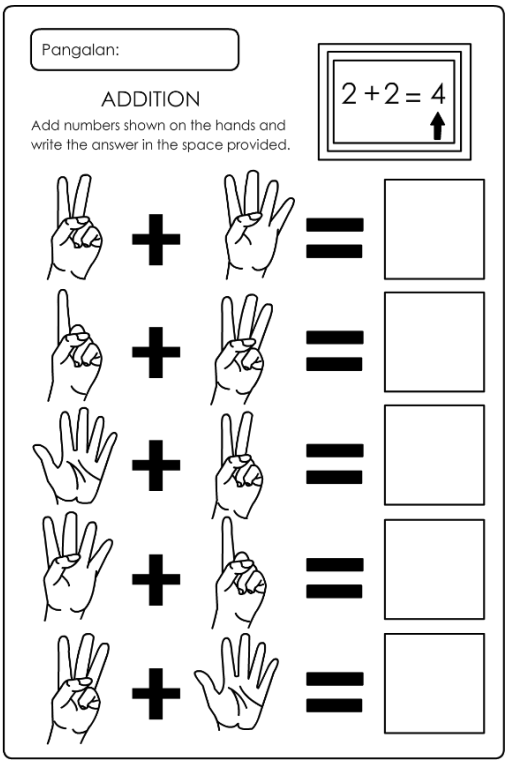
- Visualizes and adds the following numbers using appropriate techniques
    a. two 1-digit numbers with sums up to 18
    b. three 1-digit numbers
    c. numbers with sums through 99 without and with regrouping

Component 1: *Lesson Short Review*

Time: 7 mins.

Counting Fingers
This activity will engage students and activate their prior knowledge on addition of numbers.

Let the pupils answer the activity.



Call on pupils to answer on the board.

Teachers Note:
- Teacher may opt to present each item one by one and the pupils would answer on their show – me boards.

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

Time: 3 mins.

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

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

Let's begin!

Component 3: *Lesson Language Practice*

Time: 3 mins.

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

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

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

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

> Aling Maria went to the market and bought some fruits. She purchased 6 dalandans, 4 chicos, and 3 mangoes. How many fruits did Aling Maria purchase altogether?

▪ Ask the following questions:

- Where did Aling Maria went?

- What did she do in the market?

- What are the fruits that she bought?

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

Sample Answers:

Q1: She went to the market.

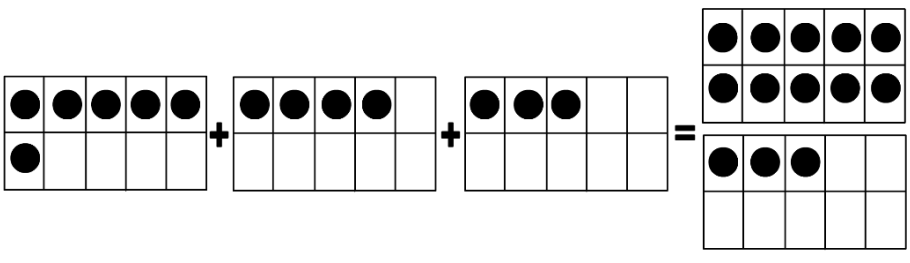
Q2: She bought some fruits.

Q3: She bought 6 dalandans, 4 chicos and 3 mangoes.

Q4: We need to find out how many fruits did Aling Maria bought altogether.

Activity 4B

Guide the pupils in answering the problem above using ten – frames.



Let the pupils answer the word problem above.

Give more practice exercises by answering the activity Double Ten- Frames! in the worksheet.

Sample Answers:

1) 7 + 5 + 4 = **16**
2) 4 + 3 + 4 = **11**
3) 5 + 5 + 5 = 1**5**
4) 8 + 6 + 4 = **18**
5) 3 + 5 + 6 = **14**

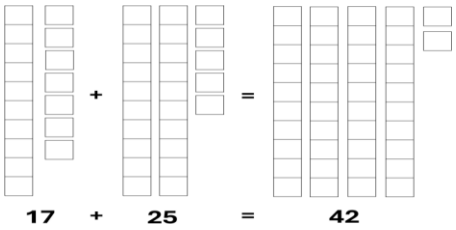
Activity 4C Ones and Longs

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

Show that 10 ones are equivalent to one long.

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

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



Give pupils set of ones and longs and work on more examples. Let them practice by pair by manipulating the ones and longs. Answer the activity Ones and Longs in the worksheet.

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

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

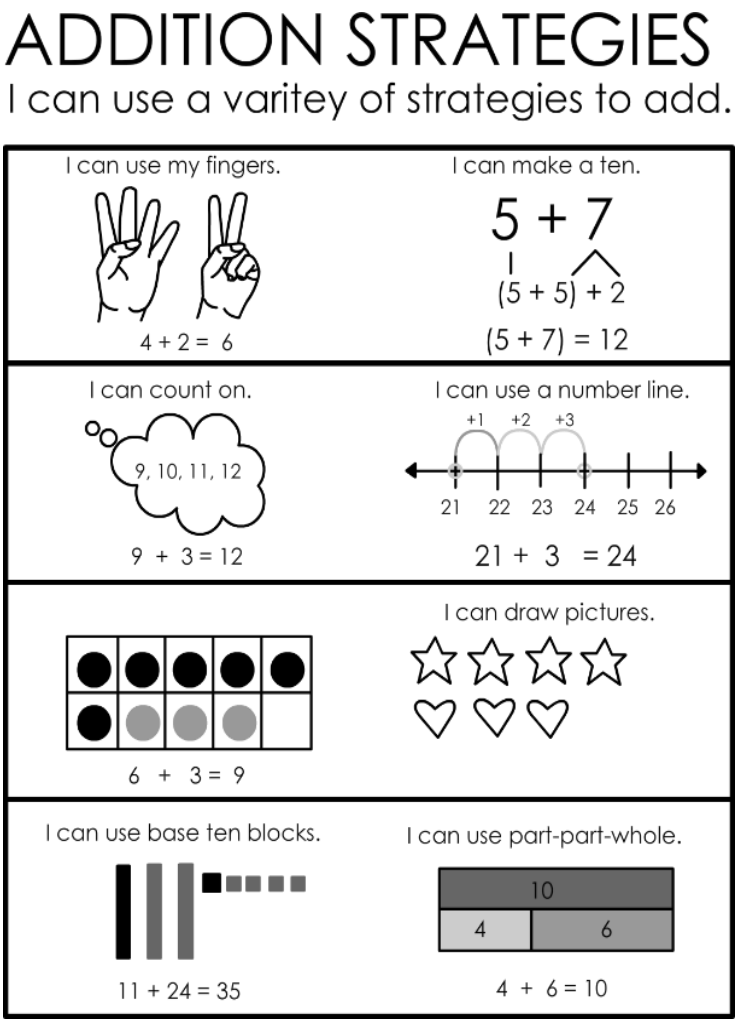
Sample Answers:

1) 14 + 23 = 37
2) 23 + 32 = 55
3) 38 + 41 = 79
4) 15 + 26 = 41
5) 56 + 38 = 94

Component 5: Lesson Conclusion

Time: 5 mins.

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



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

Q1. What do we do when adding numbers?

Q2. If we change the order of the addends will the sum change? Why or why not? Q3. What new concepts or skills did you learn about during this lesson?

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

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

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

MATHEMATICS Grade 1 Lesson Plan 9

Key Ideas

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

Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

Time: 5 mins.

Hello, Roll, Goodbye!
This activity will remind learners about the concept of subtraction as “taking away.”

-Let learners form a big circle and say “Hello, 35!”
-Write “35” on the board.
-Let learners say “Roll the dice!”
-If the die shows 6, say “we take away 6 learners from the group.”
-Let learners say “Goodbye, 6.” Send 6 learners back to their seats.
-Write “- 6” on the board to show 35 – 6.
-Ask how many are still in the circle. Write 29.
-Let learners say “Hello, 29!”
-Roll the dice and “take away” learners from the group. Keep doing this until all learners return to their seats.
-Lead the class to look at the board. Ask: “What lesson do you remember when you see number sentences like these?”

Sample Answers

-“Pagbabawas” or subtraction

Teacher’s Notes:

1. Prepare a big dice for the activity to be more engaging. You can check for printable cube patterns online. http://printables.atozteacherstuff.com/4288/printable-dice-pattern/

2. Emphasize that the learners that they are saying good-bye to are being **taken away** from the group. This will be a good starting point in understanding the concept of subtraction.

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

Time: 5 mins.

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

Component 3: *Lesson Language Practice*

Time: 5 mins.

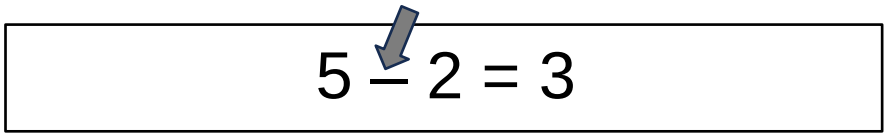
Subtraction Pictionary

-Let learners understand difficult words through pictures.

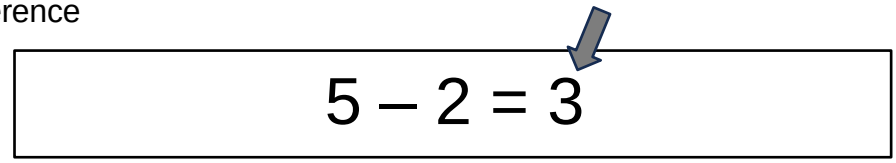
- **Pagbabawas** o **subtraction**

$$5 - 2 = 3$$

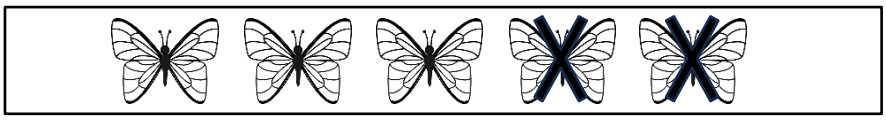
- Minus



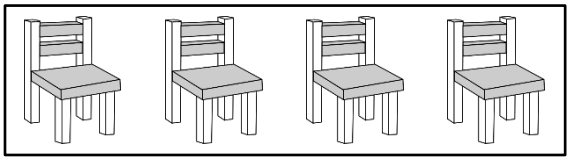
- Difference

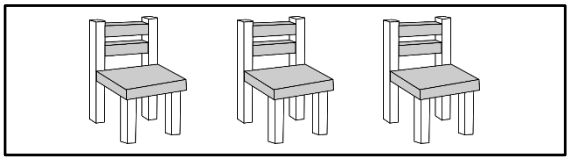


- Pag-aalis o pagtatanggal



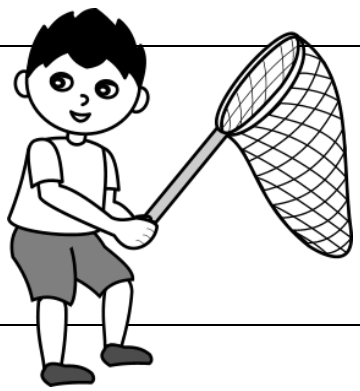
- Paghahambing





Teacher's Notes:
You may show the pictures and let learners express the meaning in their own words. Correct as needed.

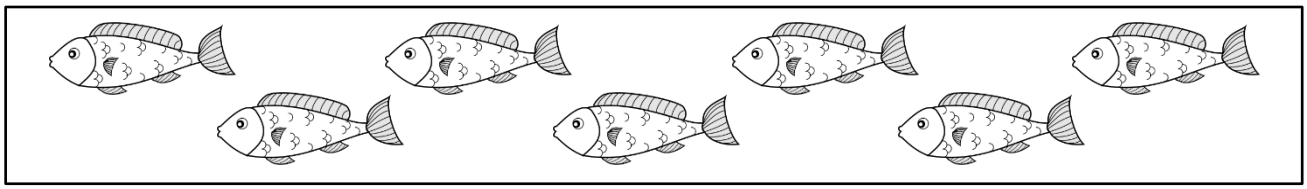
Component 4*: Lesson Activity*
Time: 25 mins.



Activity 4A
- Show this picture to the learners:
Ask:
Q1: What do you see in the picture?

Q2: This boy is Roy. What is he holding and what do you think is he going to do?
Q3: Do you also have a net at home?

Sample Answers
Q1: A boy
Q2: He is holding a net and he is going to catch butterflies or fish.
Q3: Yes/No.
▪ Show what the boy caught with his net.



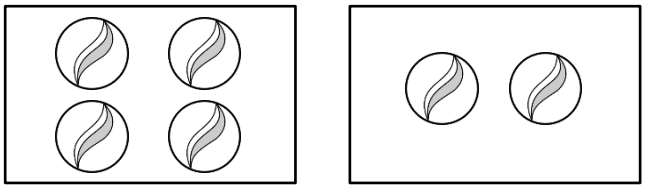
▪ Let them count the fish that the boy caught. Write 7 on the board. Say, "If Roy gave 3 to his mother, how many fish will be left?"
▪ Call on a learner to cross out 3 fish. Write "-3=____" beside 7.
▪ Let learners count the number of fish left, and then write the answer on the blank.
▪ Let them read 7-3=4.
▪ Emphasize the concept of Pagbabawas Bilang Pag-aalis o Pagtatanggal.
▪ Provide another example that is in the worksheet.
▪ Let learners answer Gawain Bilang 1 of the worksheet. Check and discuss their work.

Activity 4B
My Marvelous Marbles
This activity will clarify the concept of subtraction as "comparing sets."

▪ Call on 2 learners in front of the class.
▪ Draw 2 boxes on the board. Write "Mas mataas" on the first box and "Mas mababa" on the second box.
▪ Hand them their marble bags with 10 pieces of marbles inside.
▪ Let each of the learner draw some marbles from the bag and hold it in their fist.
▪ Ask the class who they think has the higher number of marbles.
▪ Check the number of marbles.
▪ Draw circles in the first box to represent the higher number of marbles. Do the same in the second box for the lower number of marbles. (Example: 4 marbles and 2 marbles) Emphasize that higher numbers should be written first.

Let the class compare the sets. Ask, “Gaano karami ang holen ni (Bata 1) sa holen ni (Bata B)?

Mas mataas Mas Mababa



___ - ____ = _____

▪ Let the learner with the higher number say “Lamang po ako ng (dalawang) holen!”

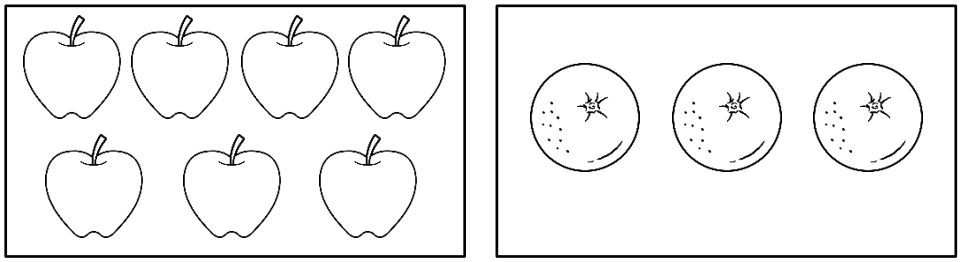
▪ Do a few more rounds of this activity. Learners may also be asked to bring their own marbles so they can do the activity by pairs.

Activity 4C

Say: “Now I would like you to meet Anna.

She helps her mother pack and sell fruits.

Here are some of the sets that Anna prepared for their customer:



_____ - _____ = _____

Ask:

Q1: Compare the sets of fruits. How many are apples?

Q2: How many are oranges?

Q3: How many more apples are there than oranges?

Q4: What is the correct number sentence?

Q5: Do you also help at home?

Q6: What do you do to help?

Q7: Why is it important for children to help at home?

Sample Answers:

Q1: There are 7 apples.

Q2: There are 3 oranges.

Q3: There are 4 more apples than oranges.

Q4. 7 – 3 = 4

Q5: Yes.

Q6. (Answers may vary.)

Q7. (Answers may vary.) Emphasize the importance of helping parents at home.

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

▪ Let learners answer Gawain Bilang 2 of the worksheet. Check and discuss their work.

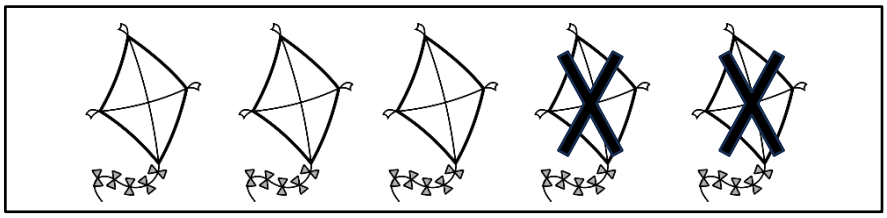
Component 5: Lesson Conclusion

Time: 5 mins.

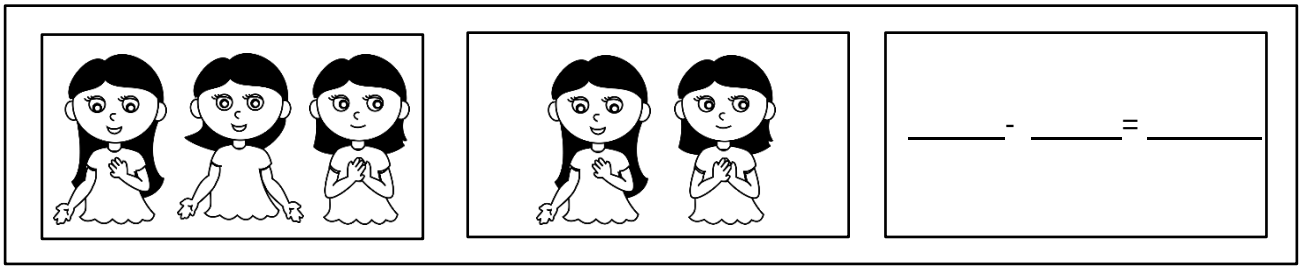
- Wrap up with a group discussion on the fun aspects of subtraction learned during the camp.
- Reinforce the key ideas of "taking away" and "comparing" as valuable tools for solving problems.
- Ask:

Q1. What did you enjoy most among all the activities that we had today?

Q2. What is the correct number sentence for this one?



Q3. Which is the correct number sentence for this?



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

Reflection:

Q5: In our lesson, we compared sets. In real life, is it good for us to compare ourselves with other people?

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

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

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

MATHEMATICS Grade 1 Lesson Plan 10

Key Idea

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

Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

Time: 5 mins.

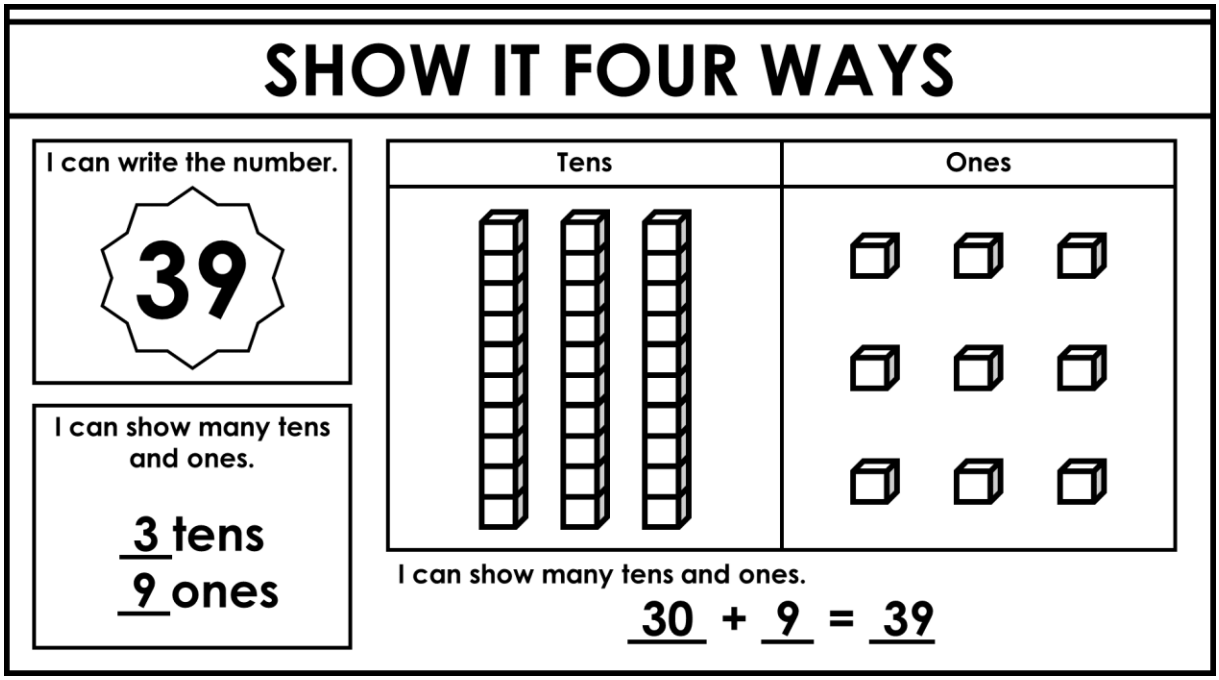
Show it four ways

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

How to Play

1. Prepare 4 groups and each group pick a number card.
2. They write the number in the star.
3. Using drawings or base ten blocks, they build the number, write how many tens and ones, write the number in expanded form. turn and talk with a partner and share how they built the number.

(Prepare blank show it four ways card with different 2-digit number)



-Let the learners present their work.

-Let the students read the numbers

Ask the following questions.

What is the place value of 3 in 39?

What is the value of 3 in 39?

(Do the same in other numbers from the card.

Sample Answers

Q1. The place value of 3 is tens

Q2. The value of 3 is 30.

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

Time: 5 mins.

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

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

Subtrahend is the number to be subtracted from another

Minuend is the highest number, or the sum, from which a component would be subtracted or deducted.

Difference is the answer in subtraction

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

Component 4*: Lesson Activity*

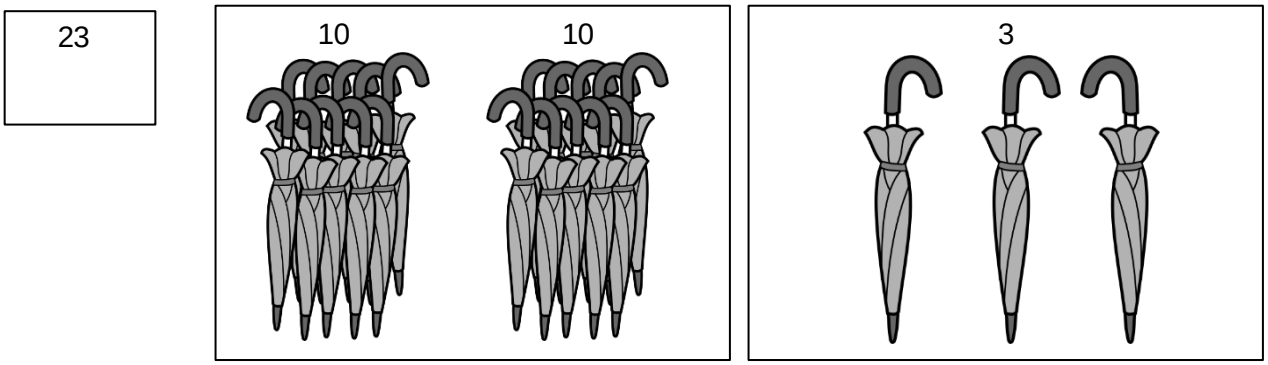
Time: 25 mins.

Activity 4A

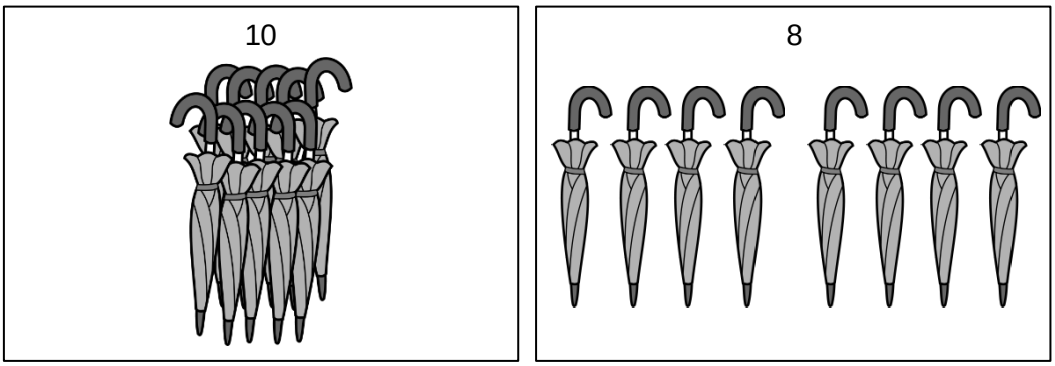
▪ Present a real-life situation/s wherein learners can relate.

> Peter went to the market to buy umbrella. He saw 23 pieces in Mr. Perez store. He bought 18 pieces to Mr. Perez.. How many umbrellas are left with Mr. Perez?

-Let's group the umbrella into tens and ones

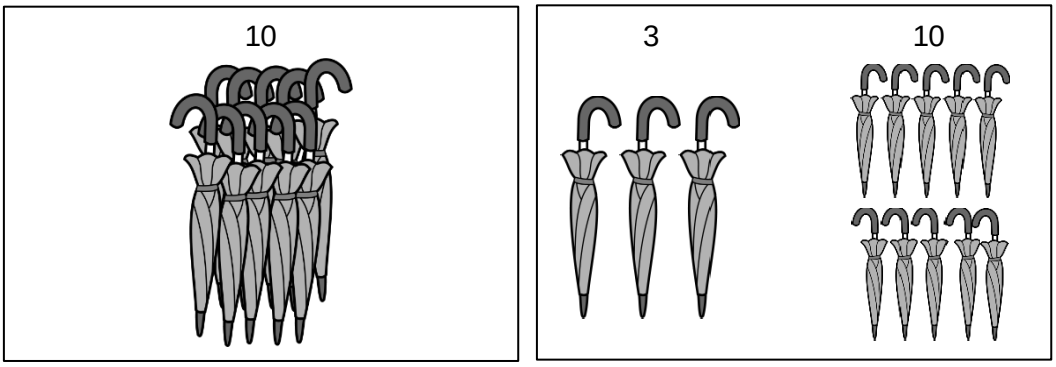


18



- Let us subtract the ones and the tens
- Can we subtract 3 to 8?
- Now let us regroup 1 ten into ones.
- Can we now subtract 13 to 8?

23



2 tens = 1 ten + 10 ones

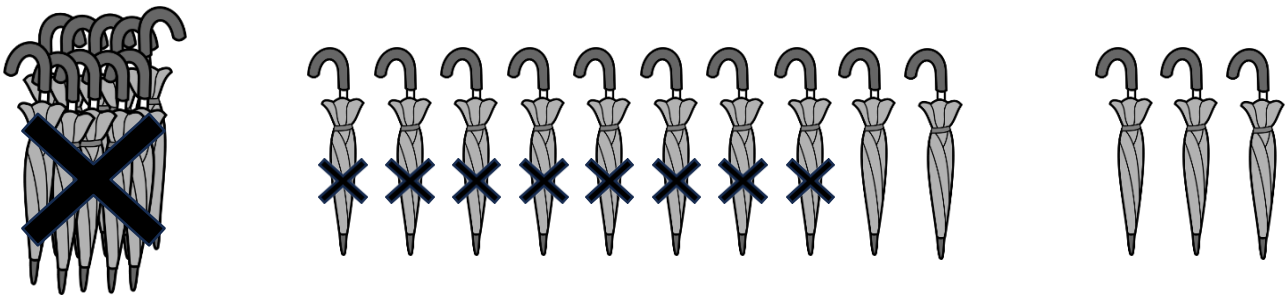
(note: it should be represented by drawings of umbrella)

-Now we add the 10 ones to the 3 ones we had to get 13 ones

10 ones + 3 ones = 13 ones

(note: it should be represented by drawings of umbrella)

-We now have 1 ten and 13 ones



We now take away 8 ones from 13 ones

- Then take away 1 ten
- How many umbrellas were left with Mr. Perez?

Sample Answers:

- So there are 5 umbrellas left with Mr. Perez

Activity 4B

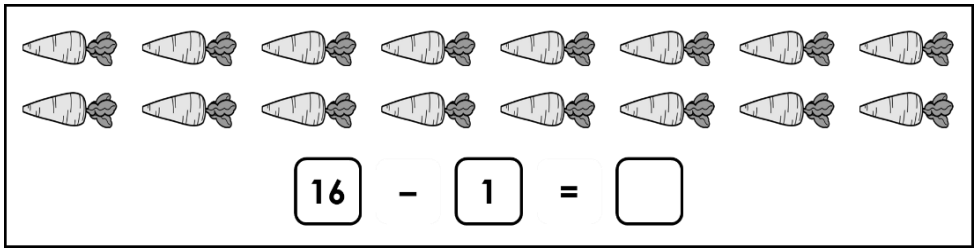
Try this out

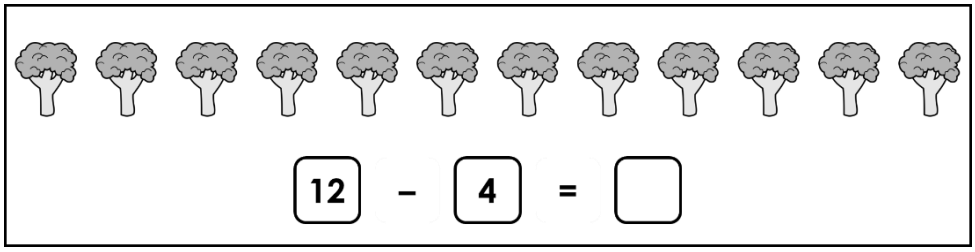
1.	2.	3.
61 -14	70 -47	64 -34

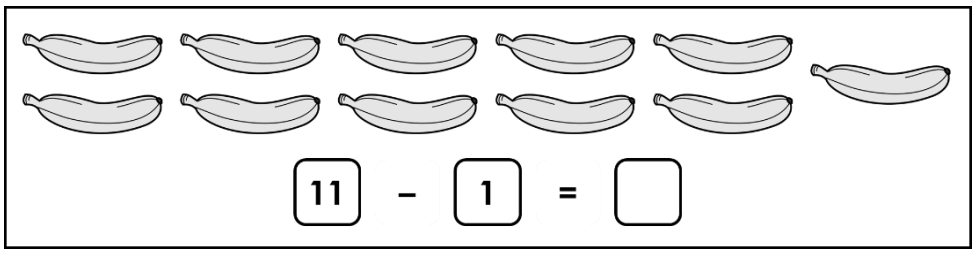
Activity 4C

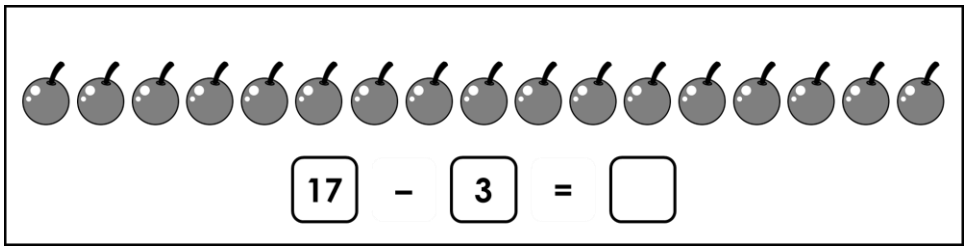
Directions:

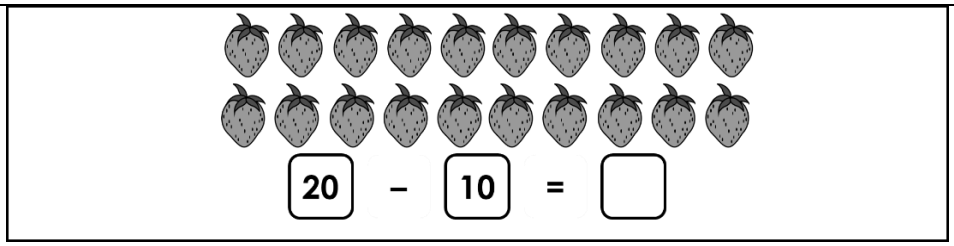
Use the pictures to help you solve each problem. Cross out the amount to take away, then count how many are left.

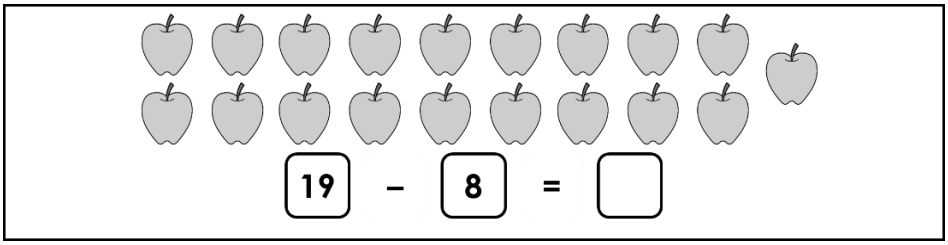


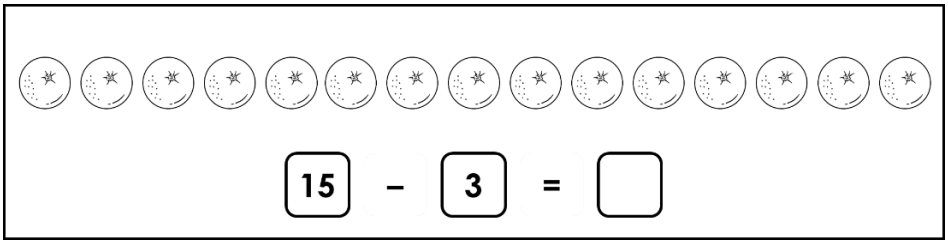


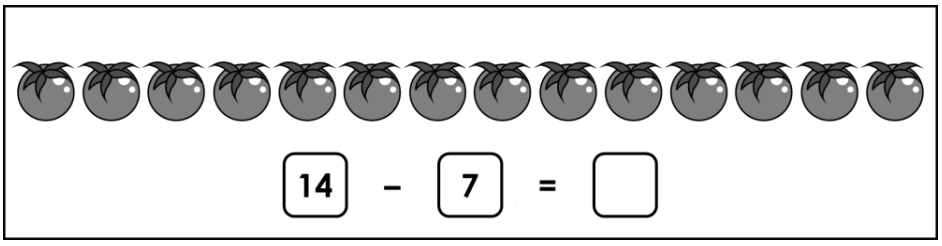












Component 5: Lesson Conclusion

Time: 5 mins.

- We use regrouping in subtraction when one or more digits in the subtrahend are larger than the corresponding digits in the minuend. Let's see how to do subtraction with regrouping.
- To do this, we borrow 1 from the immediate next column on the left and regroup the numbers. It increases the value of the minuend. This enables us to carry out the subtraction.
- Ask the learners to answer the following questions orally.
  Q1: What is the number from which we subtract another number?
  Q2: What is the number which we subtract from the minuend?
  Q3: What is the result we get when we subtract the subtrahend from the minuend?

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

MATHEMATICS Grade 3 Lesson Plan 11

Key Idea

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

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

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

Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

Time: 7 minutes

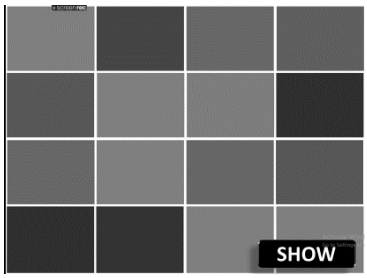
Shapes Hidden Picture Game

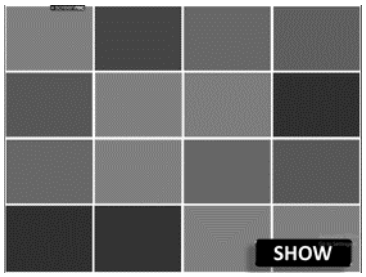
This activity will engage students and activate their prior knowledge on shapes.

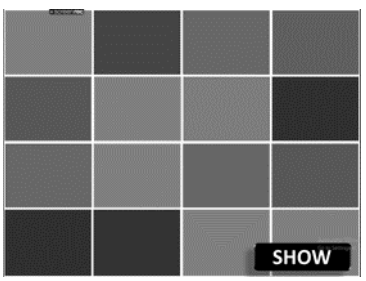
-The learners will be divided into four groups.

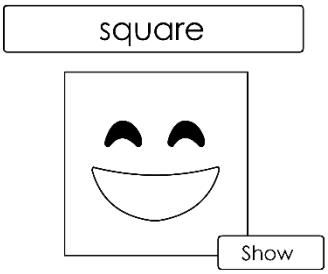
-They will be given different cut out or it can be played thru ppt.

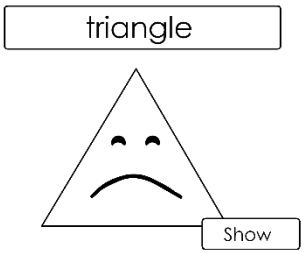
-They will be asked to reveal the hidden picture by lifting the pieces of coloured shapes.

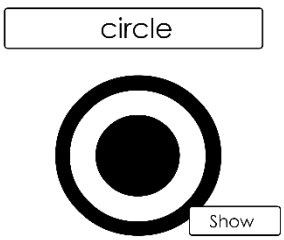


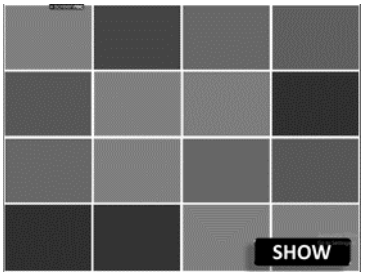


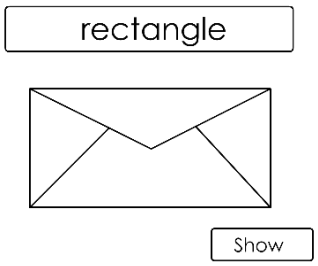












-Let the learners present their work.
-Ask the following questions:
- What are the shapes that you guess?
- Where do these shapes resemble?
- Do they have similarities and differences?
- What is the shape that has no sides?

Sample Answers

Q1: The shapes that we guess are circle, triangle, rectangle and square.

Q2: These shapes resemble to the surroundings (cite instances)

Q3: Yes, they have similarities and differences.

Q4: The shape that has no side is a circle.

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

Time: 3 minutes

It is important to identify, name, and describe the four basic shapes (square, rectangle, triangle, and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid objects) because it is the foundation of geometry. Understanding these basic shapes serve as building blocks for more complex geometric concepts.

It is essential for fostering mathematical understanding, spatial reasoning, problem-solving skills, and interdisciplinary connections across various fields of study and everyday life.

Component 3: *Lesson Language Practice*

Time: 3 minutes

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

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

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

Component 4*: Lesson Activity*

Time: 25 minutes

Activity 4A (Reading the text)

▪ Present a guessing game wherein learners can relate.

Guessing Game:

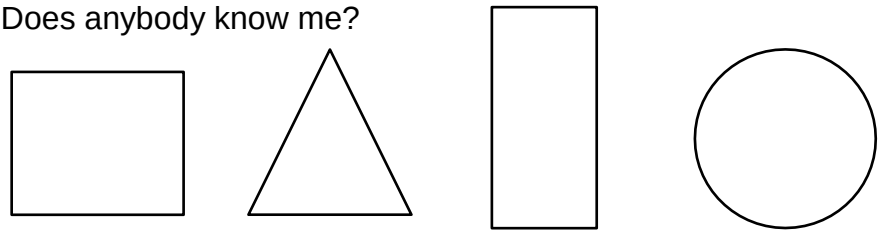
Instruction: Guess the correct answer of the riddles by clicking the shapes below.

1. I have four equal sides and four corners. Can you guess what they call me?

2. Unlike my friend square, I only have 3 sides which may and may not the same length. Who am I?

3. Look at me! I may look like my friend square. I got four corners and four sides but not in equal length. Who do you think I am?

4. I am also a shape like my three friends, but I don't have corners and I am round. Does anybody know me?



▪ Ask the following questions:

-What are those basic shapes mentioned in the riddle?

-How did you guess it?

-Do you think it is important to identify the four basic shapes?

Sample Answers:

Q1: Square, Triangle, Rectangle and Circle.

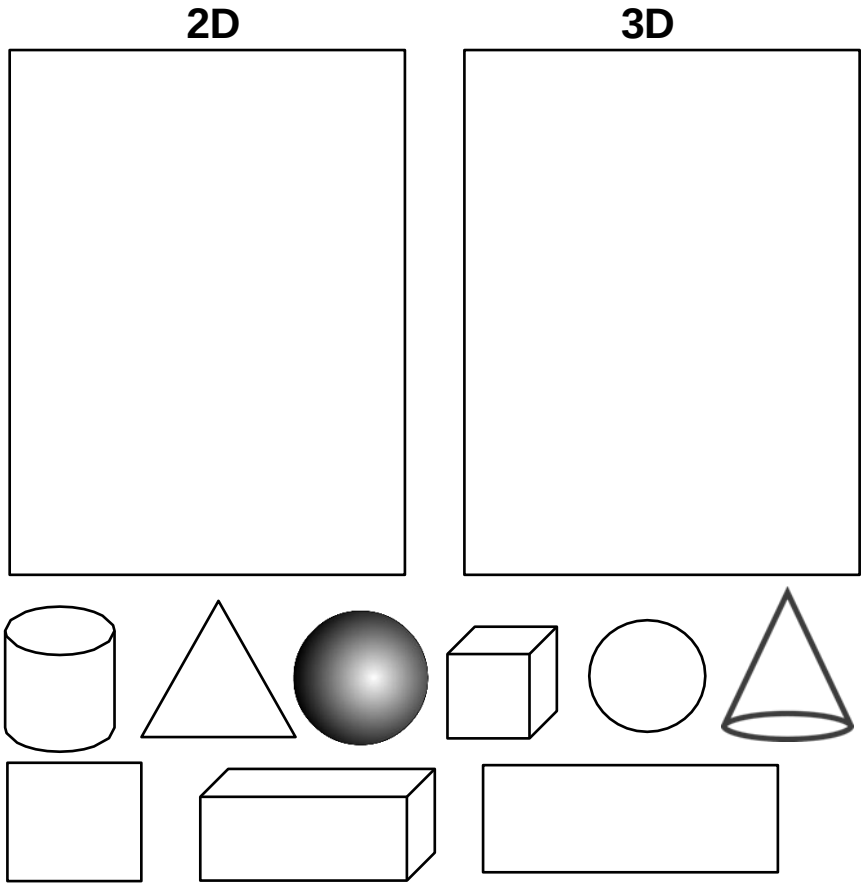
Q2: I was able to guess it because of the description on the riddle.

Q3: Yes, it is important to know how to identify the shapes because we are encountering it in everyday living.

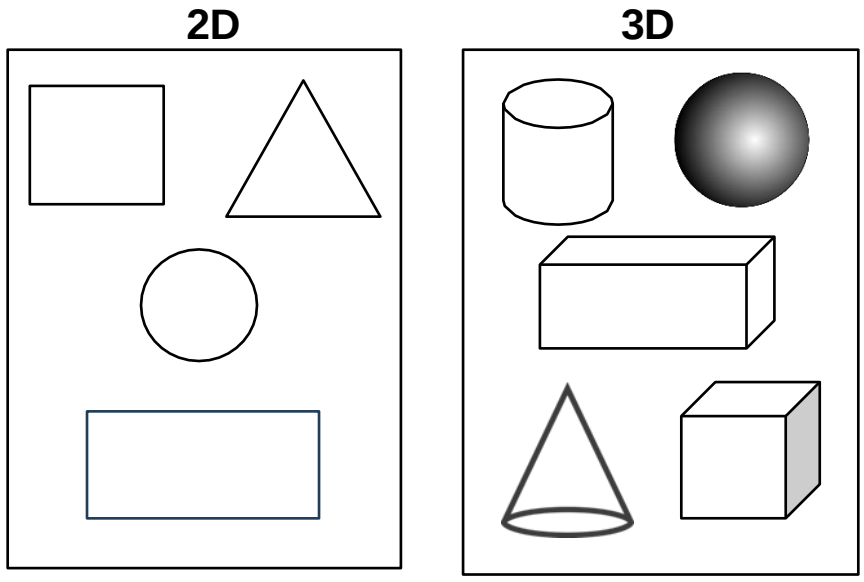
Activity 4B (Questions) (Text-Dependent/Literal Level)

Sort Flat and Solid Shapes Game!

Directions: Group learners by 2. They will sort the four basic shapes in 2-dimensional and 3-dimensional. The fastest group that can sort all the shapes will be the winner.



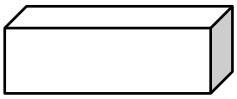
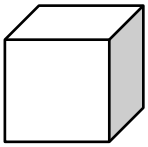
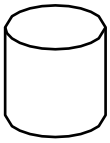
Sample Answers:



Activity 4C (Questions) (Beyond Literal Level)

Draw me!
Directions: Look at the shapes on the left side. Draw objects or things that have the same shape as the ones shown.

Be creative! You can draw real-life objects, symbols, or anything that matches the shape.
Use the space provided below each shape to draw your matching object.

1.	
2. 	
3. 	
4. 	

Component 5: Lesson Conclusion

Time: 5 minutes

- ❖ Four basic shapes (square, rectangle, triangle, and circle) in 2-dimensional and 3-dimensional settings.
- ❖ Distinguishing characteristics of each shape, including the number of sides, angles, and any unique properties.

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

Q1. What are the four basic shapes discussed in our lesson?
Q2. Can you recognize the shape whether it is 2-dimensional or 3-dimensional?
Q3. How can you identify or name the shapes?
Q4 What new concepts or skills do you learn about during this lesson?
Q5. Did collaborating with your classmates help you understand the lesson? How?

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

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

MATHEMATICS Grade I Lesson Plan 12

Key Idea

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

Most Essential Learning Competencies

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

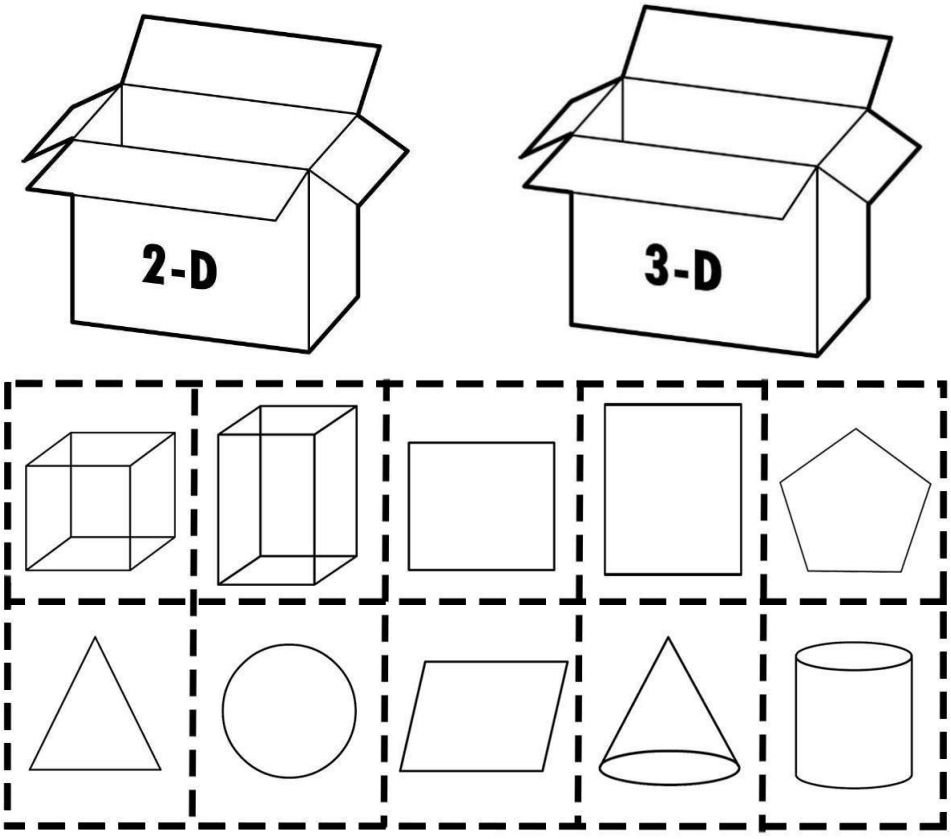
Component 1: *Lesson Short Review*

Time: 5 mins.

Inside the Box: Shapes Game

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

-The learners will be divided into three groups.
-They will be given different shapes.
-They will be asked to sort the shapes and put it in the appropriate box.



-Let the learners present their work.
-Say:
- What have you noticed about the shapes you piled up on 2-D?
- How would you describe 2-dimensional objects?
- What have you noticed about the shapes you piled up on 3-D?
- How would you describe 3-dimensional objects?

Sample Answers

2-D is a plane figure.

2-dimensional objects are a plane figure that can be drawn in s flat surface. It has length and width, with no thickness.

3-D are shapes that have 3 dimensions.

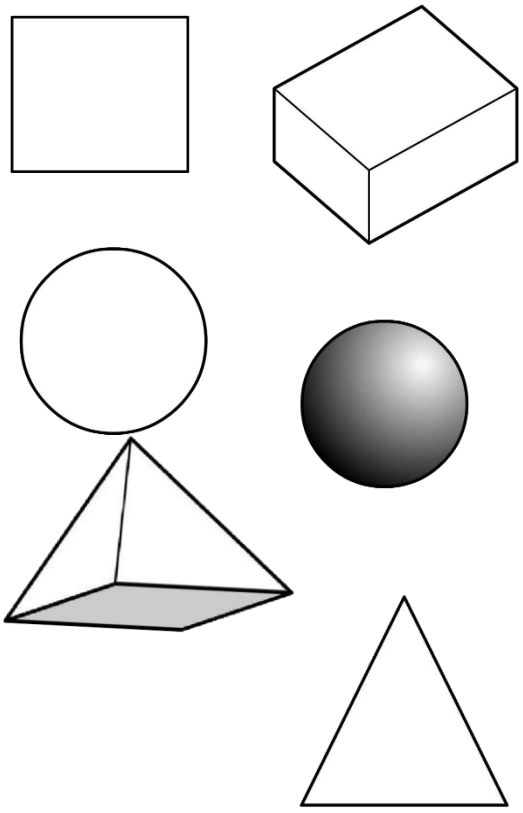
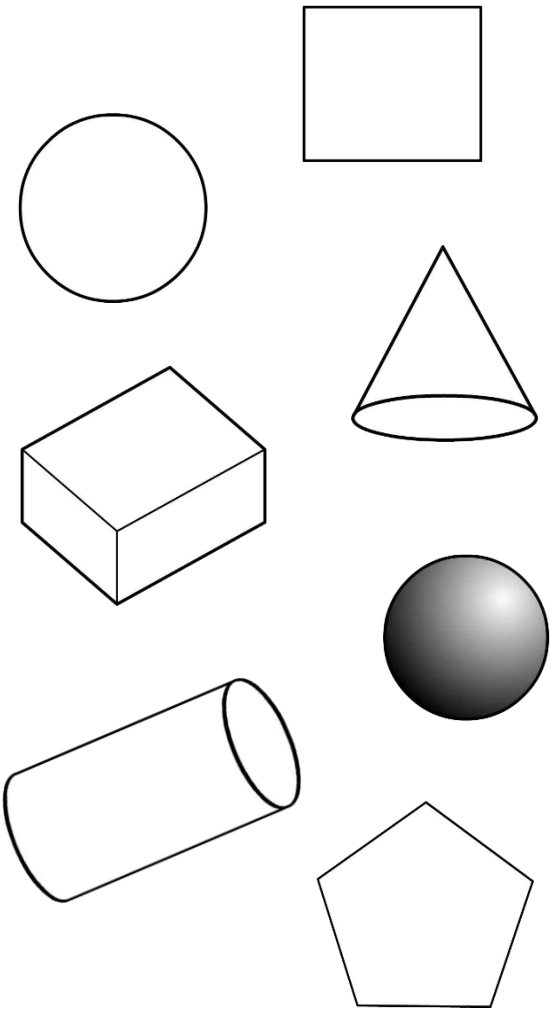
3 dimensional objects have three dimensions, length, width, and height.

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

Time: 5 mins.

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

Activity: Shape Seekers!

2-Dimensional	**3-Dimensional**
Box all the 2-dimensional or flat shapes from the shapes below.	Circle all the 3-dimensional or solid shapes from the shapes below.
	

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

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

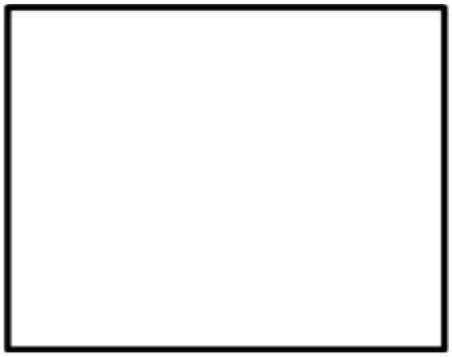
- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

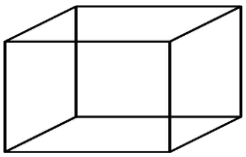
- Present an object/s wherein learners can relate.



▪ Ask the following questions:

-Can you put anything in this shape?

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

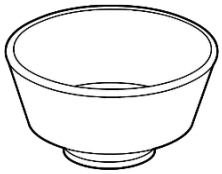
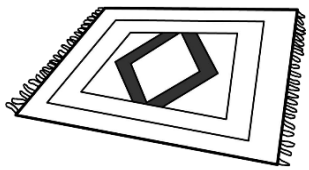
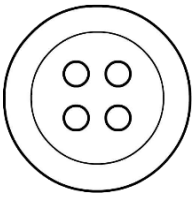
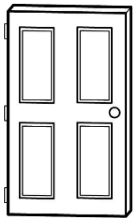
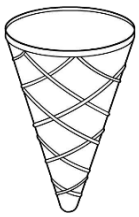


-Can you put anything in this shape?

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

Try these out!

Learners will participate in a quick game where they must stand up if the object is 2-dimensional and stay seated if it is 3-dimensional.

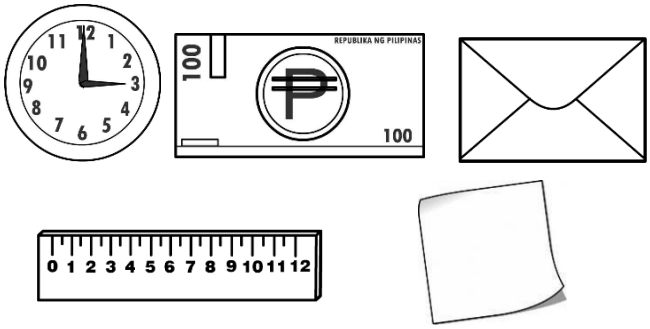
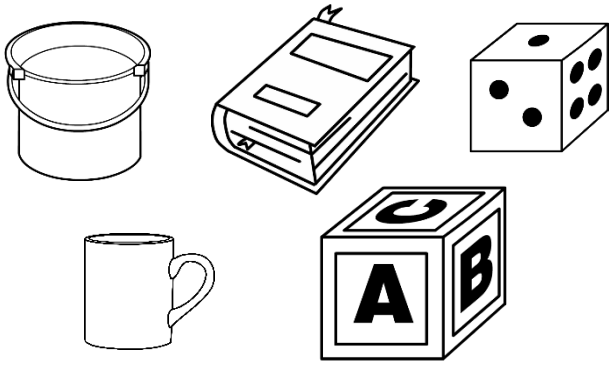
Activity 4B

Going On an Object Hunt!

Directions: Look around your classroom for objects that have a 2-dimensional and 3-dimensional shape. Draw them below.

2-Dimensional Objects	3-Dimensional Objects

Sample Answers:

2-Dimensional Objects	3-Dimensional Objects
	

Activity 4C

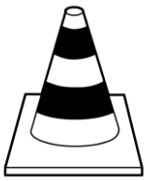
Shade Me!

Directions:

- Fill in the correct bubble to choose 2-Dimensional or 3-Dimensional for each object.

○ **2-dimensional**

○ **3-dimensional**

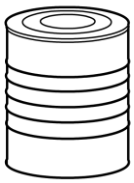


○ **2-dimensional**

○ **3-dimensional**

○ **2-dimensional**

○ **3-dimensional**



○ **2-dimensional**

○ **3-dimensional**

○ **2-dimensional**

○ **3-dimensional**

○ **2-dimensional**

○ **3-dimensional**

Component 5: Lesson Conclusion

Time: 5 mins.

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

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

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

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

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

Reflection:

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

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

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

MATHEMATICS Grade 1 Lesson Plan 13

Determining the missing shapes in pattern using one attribute in a given continuous pattern and in a given repeating pattern

Key Idea

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

Most Essential Learning Competencies

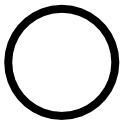
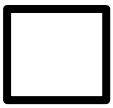
- Determines the missing term/s using one attribute in a given continuous pattern (shapes) and in a given repeating pattern (shapes)

Component 1: *Lesson Short Review*

Time: 5 mins.

. ACTIVITY

- Give set of shapes to the learners.
- Ask them to show the shape that you will say.

- circle 
- oval
- rectangle
- square 
- triangle

Note: The teacher may add more shapes.

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

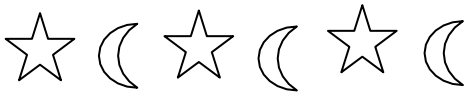
Time: 5 mins.

- Show umbrella to the class.

Ask: What have you noticed with the color of the umbrella?

(Answer: The color repeats itself.)

- Show another pattern.



Ask: What do you think is next to the pattern? (star)

Component 3: *Lesson Language Practice*

Time: 5 mins.

- Discuss what is pattern.

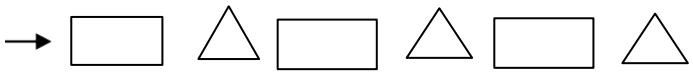
Patterns are everywhere. We can see it on clothing, gift wrappers, ribbons, and blankets. (show clothing, ribbons or gift wrappers)
A pattern can be repeated or continuous. Patterns that repeat themselves as a set of items or pieces are called **repeating patterns.** Patterns in which the number of items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

Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

▪ Look at the set of figures.



Ask: What have you noticed about the pattern?

Answer: The pattern is repeated.

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

Show another set of figures.

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

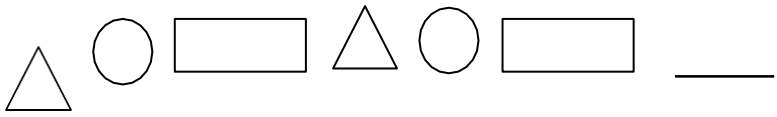
The number of hearts increases.

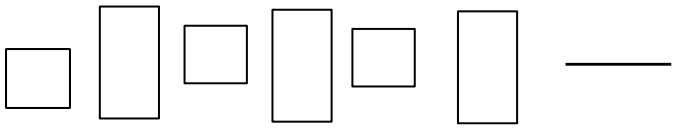
Say to the class that the pattern is called **continuous pattern.**

Component 4B Activity:

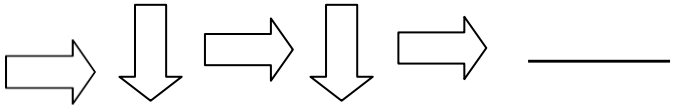
"Draw Me"

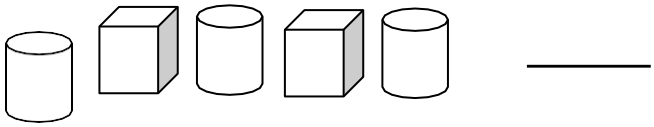
Let the learners draw the next pattern to the given pattern below.

1. 

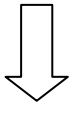
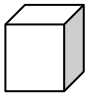
2. 

3.

4. 

5. 

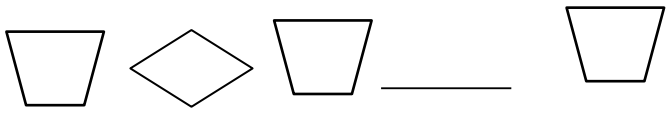
Answers:

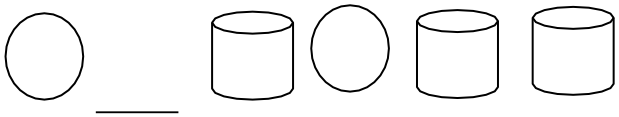
1. **2.** **3.** **4.**  **5.** 

Component 4C

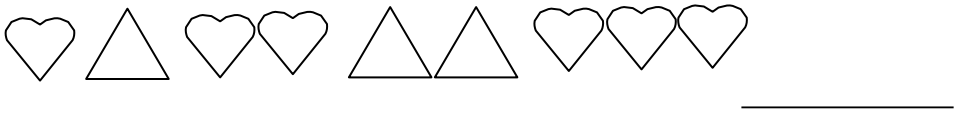
Activity: "Draw Me"

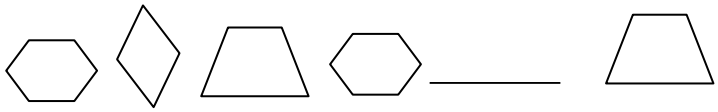
Directions: Draw the missing pattern.

1. 

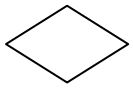
2. 

3.

4. 

5. 

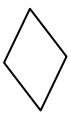
Answers:

1. 

2.

3.

4.

5. 

Component 5: Lesson Conclusion

Time: 5 mins.

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

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

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

MATHEMATICS Grade 1 Lesson Plan 14

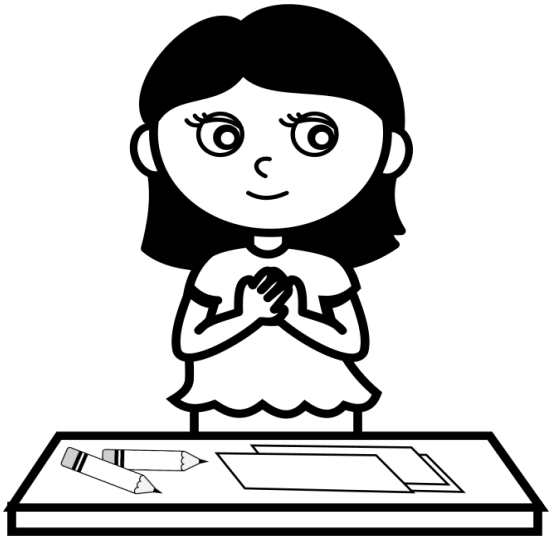
Key Idea:

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

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

Component 1: Lesson Short Review
Time: 5 mins.

Read the story below and answer the questions that follow.



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

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

Component 2: Lesson Purpose/Intention

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

May Pitong araw sa isang Linggo
Seven Days in a Week

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

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

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

May 12 buwan sa loob ng isang taon.

Ito ay ang sumusunod:

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

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

12. Disyembre/ December

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

1. Ano ang unang buwan ng taon?
   _____(Disyembre, Enero)
2. Ano naman ang huling buwan ng taon?
   _____(Disyembre, Enero)
3. Anong buwan ang susunod sa Agosto?
   _____(Setyembre, Oktubre)
4. Kung ngayon ay buwan ng Abril, anong buwan ang kasunod nito?
   _____(Hunyo, Mayo)
5. Kung ang nakaraang buwan ay Agosto, anong buwan ngayon?
   _____(Setyembre, Oktubre)
6. Anong buwan pagkatapos ng Marso?
   _____(Mayo, Abril)
7. Ilang buwan mayroon sa isang taon?
   _____(10, 12)

Component 3: Lesson Language Practice

Time: 3 mins.

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

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

1. F__bru___ry
2. Apr__l
3. Jan__ary
4. Jul___
5. Oct__b__r
6. Nov__mb__r
7. Ma__ch
8. Ma___
9. J__n___
10. Septe___b__r

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

Linggo
Lunes
Martes
Miyerkoles
Huwebes
Biyernes
Sabado

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

Component 4: Lesson Activity

Time: 25 mins.

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

A. Read the following and answer the questions through Show Me Board Activity. Choose your answer from the box.

1. Kung ngayon ay Biyernes, anong araw bukas?	Sabado, Sebedo, Sabadu
2. Kung kahapon ay Lunes, anong araw ngayon?	Martis, Martes, Martez
3. Kung ngayon ay Huwebes, anong araw kahapon?	Miyerkoles, Miyirkules, Meyerkoles
4. Kung ngayon ay Miyerkoles, anong araw bukas?	Huwebes, Howibis, Huwebiz
5. Kung kahapon ay Linggo, anong araw bukas?	Martis, Martes, Martez

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

Enero	Pebrero	Marso	Abril
Mayo	Hunyo	Hulyo	Agosto
Setyembre	Oktubre	Nobyembre	Disyembre

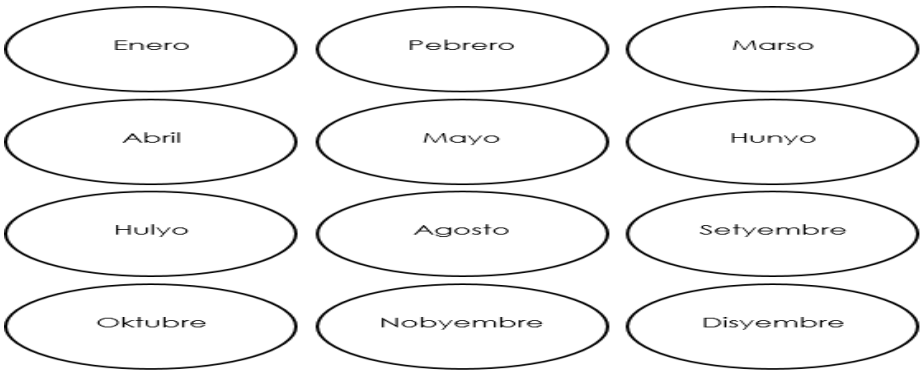
1.	Marso	_____	Mayo
2.	_____	Pebrero	Marso
3.	Hulyo	Agosto	_____
4.	_____	Setyembre	Oktubre
5.	Abril	Mayo	_____

Component 4B:

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

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

B. Write the month that comes before and after each given month. Get your clue from the eggs.



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

Component 4C:

Circle the letter of the correct answer.

Bilugan ang tamang sagot.

1. Anong araw nagsisimba ang karamihang tao?	Lunes	Linggo	Sabado
2. Ano ang araw sa pagitan ng Sabado at Lunes?	Huwebes	Linggo	Biyernes
3. Kung Miyerkoles ngayon , anong araw paglipas ng dalawang araw?	Huwebes	Biyernes	Sabado
4. Sa anong buwan ipinagdiriwang ang Pasko?	Mayo	Enero	Disyembre
5. Ano ang ikasampung buwan ng taon?	Setyembre	Oktubre	Nobyembre

Component 5: Lesson Conclusion

Time: 5 mins.

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

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

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

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

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

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

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

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

MATHEMATICS Grade 1 Lesson Plan 15

Key Idea

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

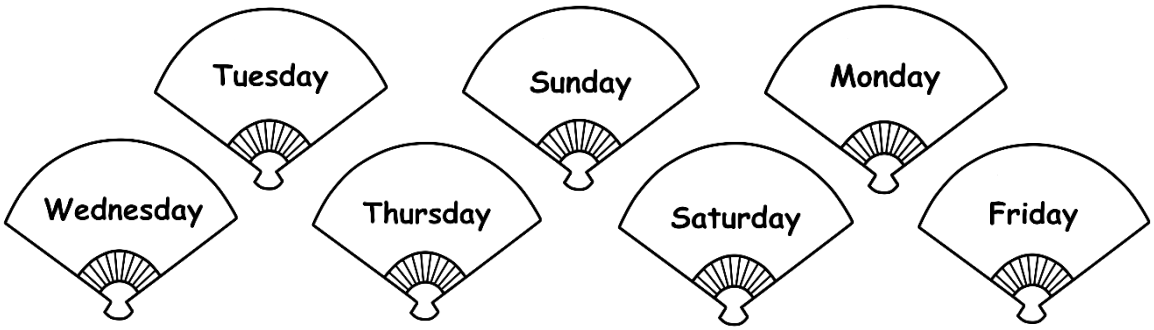
Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

Time: 5 mins.

Direction: Group the class in 3 groups. Ask them to arrange the days of the week written on a fan.



-Each member of the group will be given fan with the name of the day written on it.
-They will arrange the number of days as fast as they can.

Questions:

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

Sample Answers

Q1: 7 days

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

Q3: Sunday, Monday, Wednesday ……

Q4: Calendar

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

Time: 5 mins.

Show a big calendar.

Look at the calendar.

What is this?

Do you also have a calendar at home?

What does a calendar tell us?

Sample Answers

Q1: Calendar

Q2: Yes ma'am/sir

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

Component 3: *Lesson Language Practice*

Time: 5 mins.

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

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

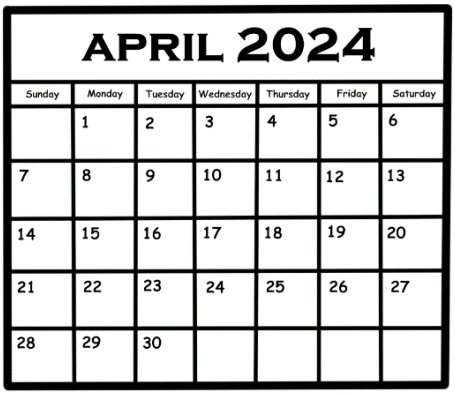
Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

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

Carla's family is planning to have a picnic at the park on April 6. Carla wants to know if what day is that, can you help her?



APRIL 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				

▪ Ask the following questions:

-Who planned to have a picnic?

-Where did they want to go?

-What does Carla want to know?

-How can you help Carla?

-By using the calendar, what day is Aspril 6?

Sample Answers:

*Q1: C*arla's family

Q2: At the park

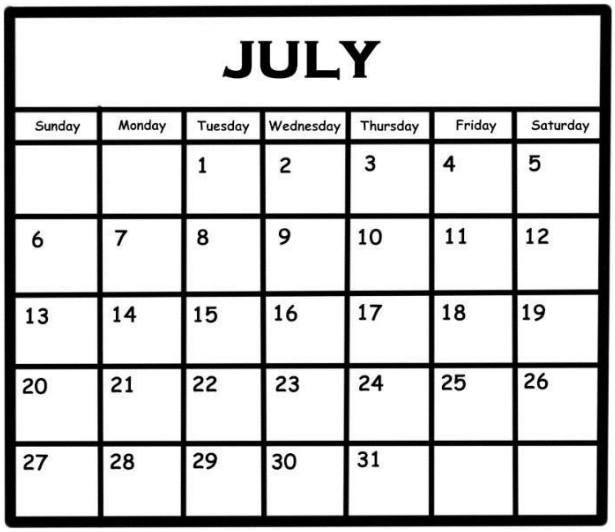
Q3: She wanted to know what day April 6 is.

Q4: Tell her to use calendar.

Q5: Saturday

Try these out!

Learners will participate in a quick game where they catch and pass the ball made of paper where they can read the question about the calendar below.



JULY						
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		

Sample Questions:

-What is the first day of the week?

- How many Saturdays are there in the month?

-What day is the last day of the month?

-How many days are there in the month of July?

Sample Answers:

Q1: Tuesday

Q2: 4

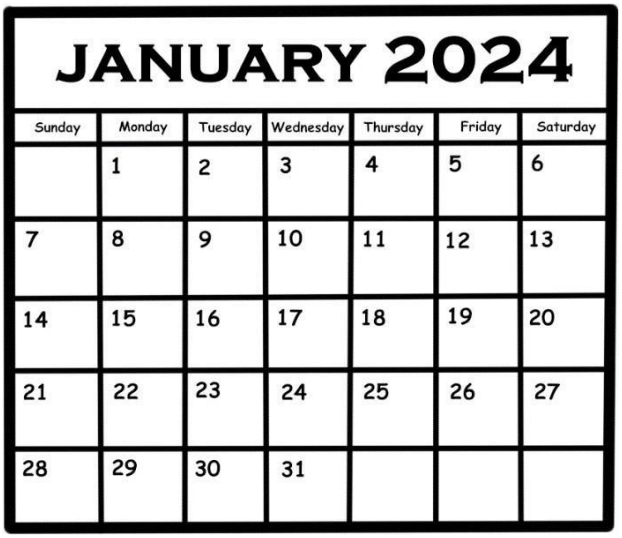
Q3: Thursday

Q4: 31

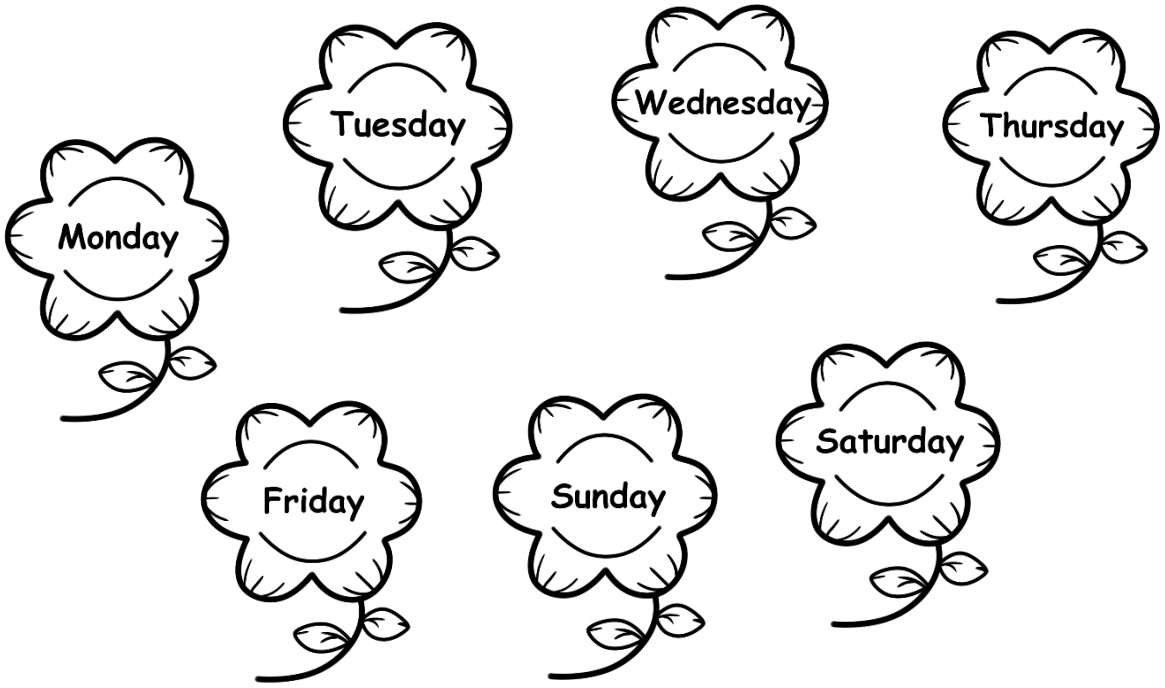
Activity 4Bflowers

Choose and Paste.

The class will be grouped into three**.** Each group will be given cut-outs of flowers with the name of days of the week written on it that they will paste to the box after each question.



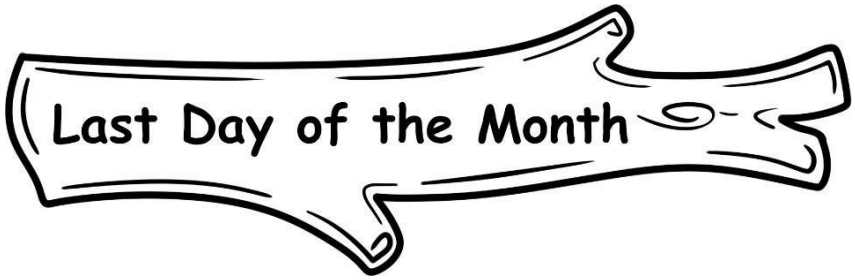
JANUARY 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

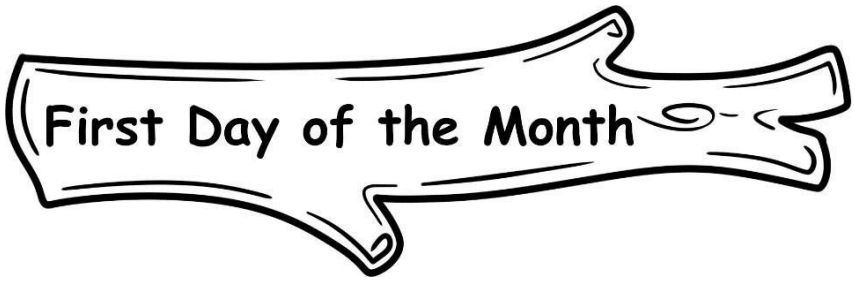


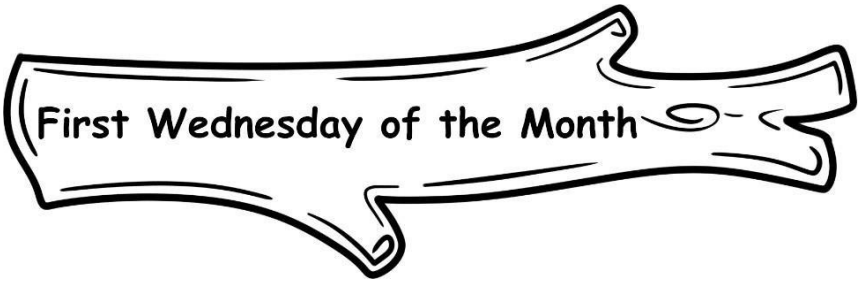
Questions:

New Year's Eve

Martin Luther King's Day


Last Day of the Month


First Day of the Month


First Wednesday of the Month

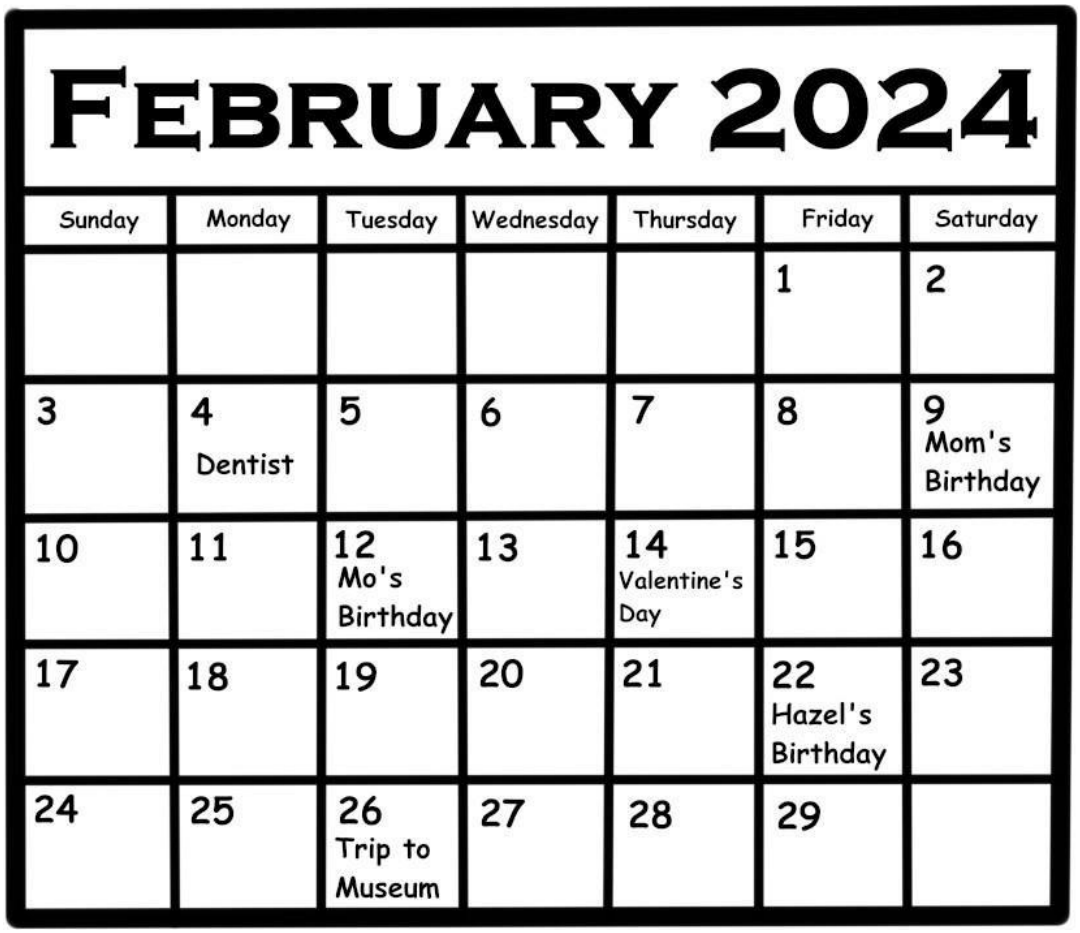
Activity 4C

Directions:

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

.

Irene's Special Day for the Month



FEBRUARY 2024						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Dentist	5	6	7	8	9 Mom's Birthday
10	11	12 Mo's Birthday	13	14 Valentine's Day	15	16
17	18	19	20	21	22 Hazel's Birthday	23
24	25	26 Trip to Museum	27	28	29	

Questions:

1. On what day did Irene visit the calendar?
2. On what day of the week was Mo's birthday?
3. What happened on February 9?
4. The last day of January was on what day of the week?
5. February 14 was Valentines Day. What day of the month was that?

Sample Answers:

Q1: Monday

Q2: Tuesday

Q3: Mom's birthday

Q4: Friday

Q5: Thursday

Component 5: Lesson Conclusion

Time: 5 mins.

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

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

reflect on their learning.

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

MATHEMATICS Grade 1 Lesson Plan 16

Key Idea

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

Most essential Learning Competency

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

Component 1: Lesson Short Review

Time: 7 mins.

- The teacher will present a real analog clock.
- S/He will ask the class of the following:
    1. What object s/he is handling of?
    2. What numbers are in the analog clock?
    3. How many numbers are in the analog clock?
    4. How many hands are in the analog clock?
    5. What are those hands?

ANSWERS:

1. Analog clock (not just Clock)
2. 1 to 12 numbers
3. There are 12 numbers
4. There are 3 hands
5. Hour hand, minute hand, and second hand

Component 2: Lesson Purpose/ Intention

Time: 3 mins.

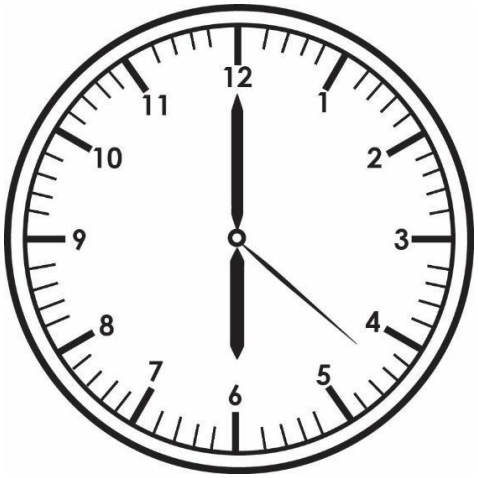
This lesson will focus on learning about an analog clock. The learners will get themselves familiarize with different parts of analog clock, the numbers used, may it be counting numbers or Roman Numerals, the proper placement and arrangement of those numbers, and their corresponding identity or value based on the hand directly pointing at it.

Component 3: Lesson Language Practice

Time: 5 mins.

SHOW ME A PICTURE

- A picture of analog clock will be shown to the class.
- The picture should be visible up to the last row of learners at the back.



While other analog clocks use Roman Numerals, there are analog clocks that use counting numbers.

An analog clock uses numbers 1to 12 or I to XII. Remember that in one day, we have twenty-four hours. The analog clock represents the first twelve hours, and the second twelve hours.

The number 12 or XII is at the top-most, with 6 or VI as its opposite at the bottom-most.

On the left side is 9 or IX, while on the right-most side is 3 or III.

12 or XII at the top-most when used as hour through short/hour hand, can be read as twelve, while 6 or VI as six. 9 or IX as nine, while 3 or III as three.

When they are used as minutes through long/minute hand, 12 or XII at the top-most can be read as o'clock only, while 6 or VI as half hour or 30 minutes past N (N, as number of hour).

9 or IX will be read as quarter before M (M, as number of succeeding hour).

3 or III will be read as quarter after P (P, as number of that hour)

Since the one day is composed of 24 hours, the first twelve hours starts from twelve midnight to twelve noon. Twelve noon to twelve midnight, however, is called the second twelve hours. The hour hand goes twice around the clock.

Do you think, time is important? Tell us why it is important.

Component 4: Lesson Activity

Time: 25 mins.

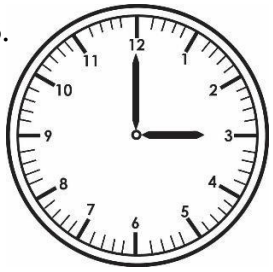
Activity 4A

TELL ME, WHAT TIME IS IT?

- Ask the learners to tell the time shown.

1.

2.

3. 

4.

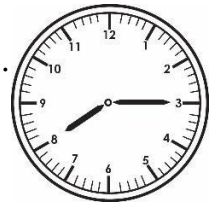
5.

ANSWERS:

1. 10:30
2. 12:45
3. 3:00
4. 9:45
5. 6:30

TRY THIS OUT!

Ask the class to write the time as stated in the analog clock.

1. 

2.

3.

4.

5.

ANSWERS
1. 8:15
2. 2:30
3. 9:00
4. 9:15
5. 12:45

Activity 4B.
Show ME TIME
- Have the class form four groups.
- Each group will be provided 5 handless analog clocks.
- Each group shall show the time given by the teacher.
- The last group to finish the activity will be called to present their work in front of the class.

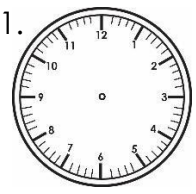
1. 7:45

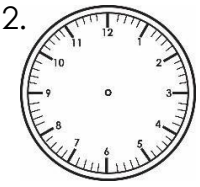
2. 12:00

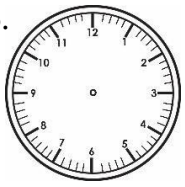
3. 10:30

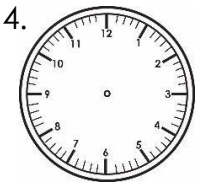
4. 1:15

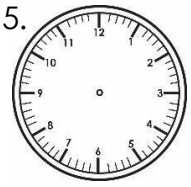
5. 4:00

1. 

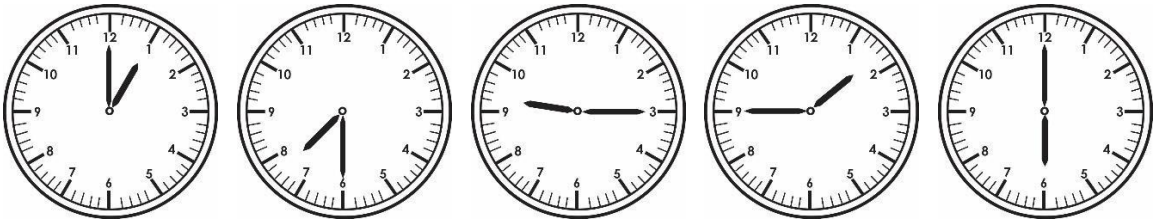
2. 

3. 

4. 

5. 

Activity 4C
LET'S DO THIS TOGETHER
- Look for a partner.
- Together, read and write the time



ANSWERS:
1. 1:00 2. 7:30 3. 9:15 4. 1:45 5. 6:30

Component 5: Lesson Conclusion

Time: 5 mins.

- ✓ Analog clock has hour, minute, and second hand. When the minute hand points at 3, or 9, it is termed as quarter hour; when it points at 6, it is called as half-hour.

Reflection:

- ✓ Is time important to have with our studies?
- ✓ How about spending time with family and friends?
- ✓ Did you use your time wisely?

Segue to the next lesson:

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

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

Mathematics Grade 1 Lesson Plan 17

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

Key Idea

- Comparing objects through their lengths from short to shortest; and long to longest

Most Essential Learning Competencies

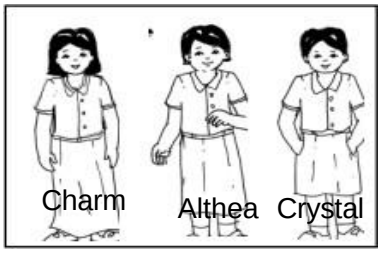
- Compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest. M1ME-IVc-19

Component 1: *Lesson Short Review*

Time: 5 mins.

Ask the pupils to read the problem aloud.

Charm, Althea, and Crystal had their hair cut. If you will arrange them according to the length of their hair, who will come first, second, and third?



Answer the following questions:

1. Who are the girls in the picture?
2. What can you say about the length of their hair?
3. Arrange the girls according to the length of their hair.
4. Arrange the girls according to the length of their skirt.

Sample Answers:

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

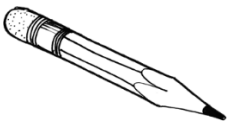
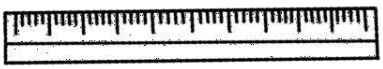
Component 2: ***Lesson Purpose/Intention***

Time: 2 mins.

Comparing objects using comparative words is a way of understanding concepts of measurements and dimensions of the things being compared . It helps with a clearer and more specific description of the length.

Component 3: *Lesson Language Practice*

Choose the best word that describes the following object

1.  i s _____than 

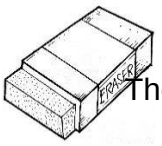
A. short B. shorter C. shortest

2. is _____than

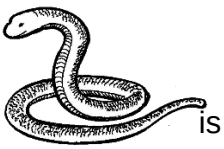
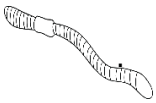
A. tall B. taller C. tallest

3. The nail is the _____of the three objects.

A. tall B. taller C. tallest

4.  The push pin is the _____of the three objects.

A. short B shorter C. shortest

5.  is the _____ 

A. shorter B. shorter C. shortest

Answers:
1. shorter
2. taller
3. tallest
4. shortest
5. shorter

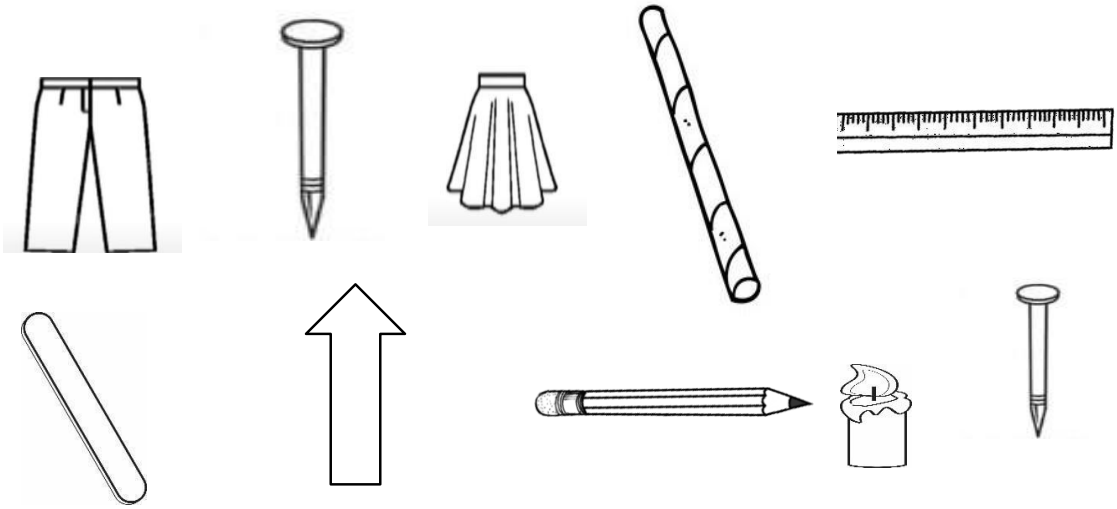
Component 4*: Lesson Activity*

Time: 25 mins.

Component 4A

"*Where do I belong?*"

-The pupils will be divided into three groups.
-They will be given different picture of objects.
-They will be asked to paste the objects in proper column

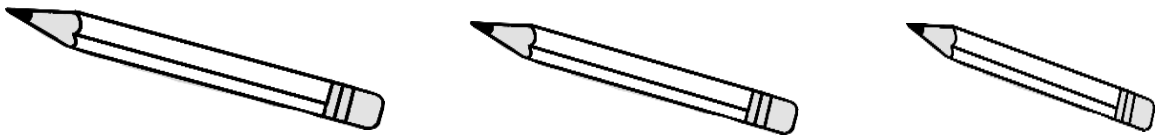


short	shorter	shortest	long	longer	longest

Component 4B

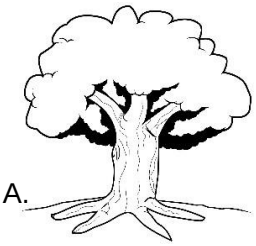
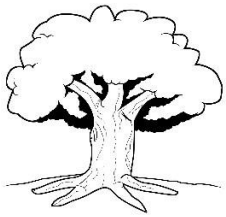
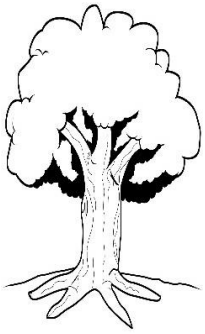
"Color Me"

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



B. Choose the correct answer. Write the letter only on your paper.

_____1. Which is the tallest?

A.  B.  C 

_____2. What is taller?

.

A. B.

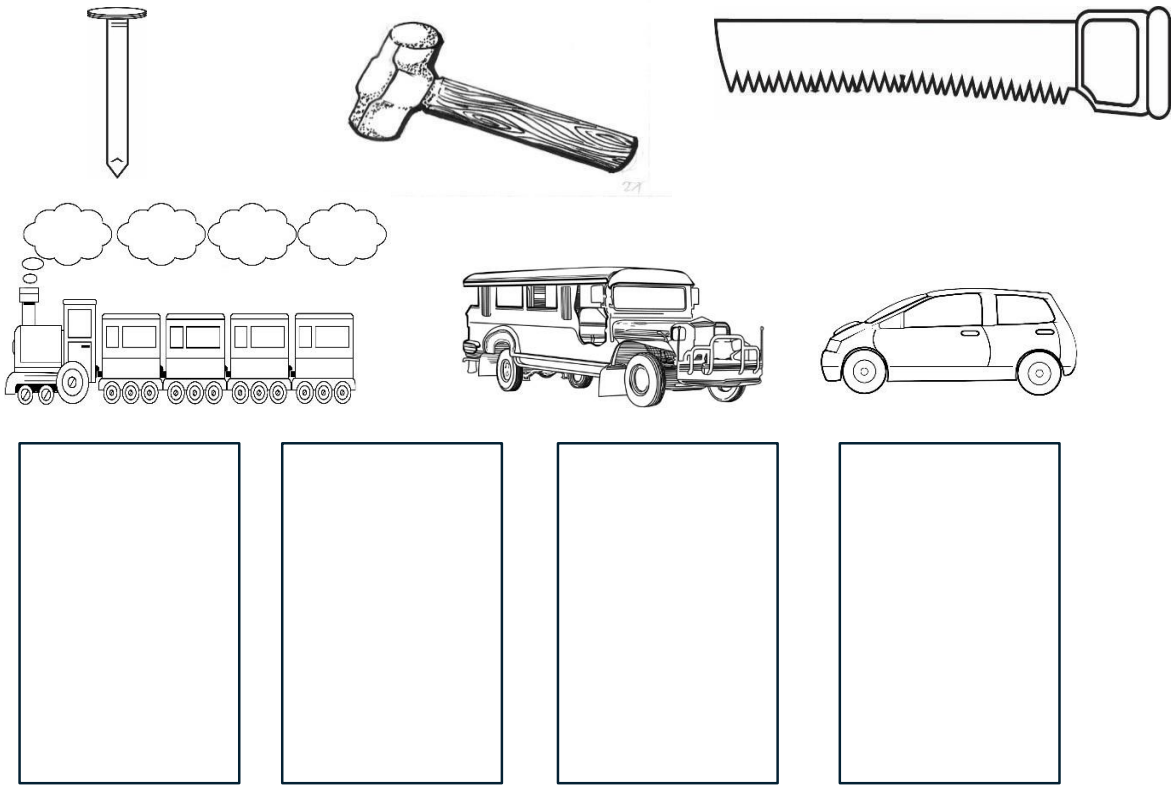
_____3. Who is tall?

A. Tall B. Tallest C. Taller

Component 4C

Comparing by Length

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



Component 5: Lesson Conclusion

Time: 5 mins.

How can we compare length?

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

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

- Instruct the learners to pair with their classmates and ask them to give examples of objects using short, shorter, shortest; long, longer, and longest.
- After the activity, ask for volunteers to show their outputs. Provide feedback on their work.
- End the class by saying, “You all did wonderfully today. I hope to see everybody again in our next meeting”

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

Mathematics Grade 1 Lesson Plan 18

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

Key Idea

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

Most Essential Learning Competencies

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

Component 1: *Lesson Short Review*

Time: 5 mins.

Let us estimate the length of Jandee's skirt by using this paper clip.
Can you help me measure her skirt?
Use this paper clip as your measuring tool.

How many paper clips did you use to measure the length of Jandee's skirt?

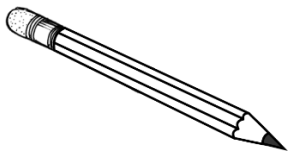
Component 2: ***Lesson Purpose/Intention***

Time: 2 mins.

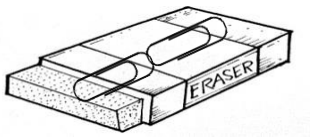
Did you know that we can measure length using non-standard unit of measures? What is a non-standard unit of measure? These objects below are an example of non-standard unit of measures. By using these objects, we can estimate and measure different objects. Let's color these objects below.

Component 3: *Lesson Language Practice*

A. Look at the objects in each item. Complete the word by writing the missing vowels (a,e,i,o,u) on the spaces provided.

_____1. 

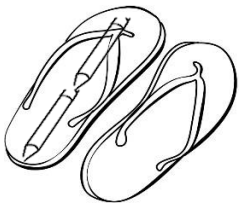
p__ncil

_____2. 

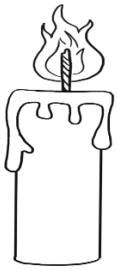
er__ser

_____3.

b__ttle

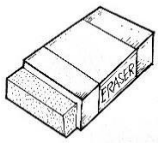
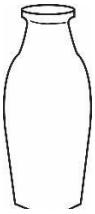
_____4. 

slipp_rs

_____5. 

candl___

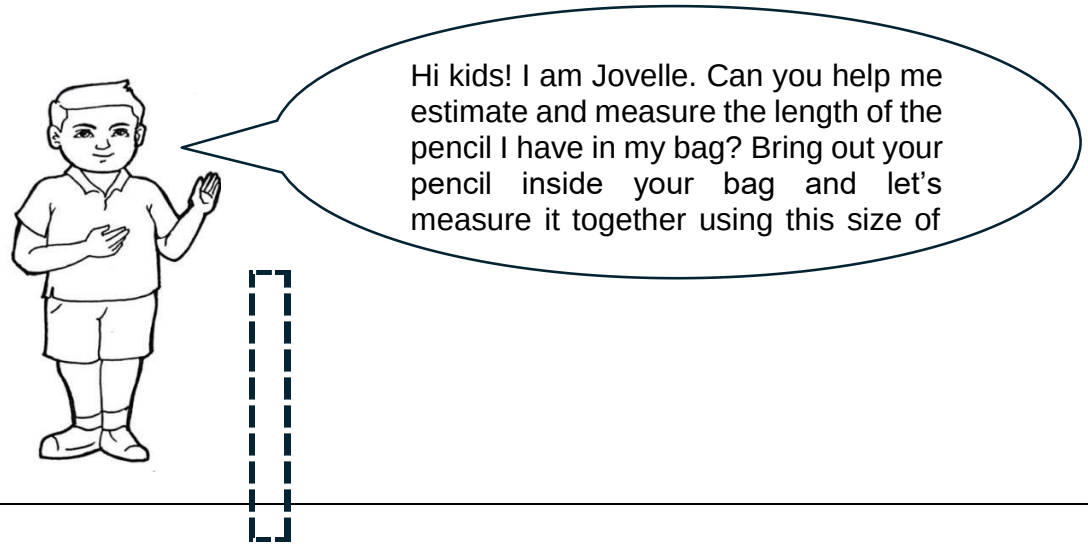
B. Match column A with column B. Match the correct beginning letter of the object shown in each number.

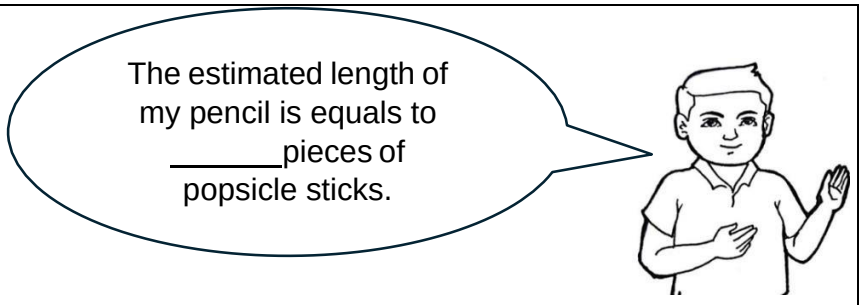
A		B
1.	mirror	
2.	candle	A. S
3. 	eraser	B. E
4. 	bottle	C. B
5.	slippers	D. C E. M

Component 4*: **Lesson Activity***

Time: 25 mins.

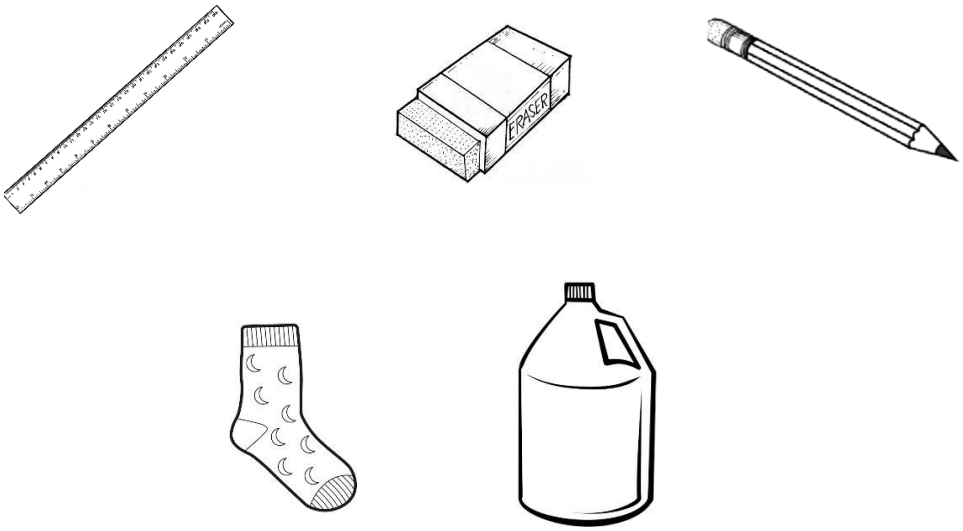
Component 4A: Present a real-life situation/s wherein learners can relate.





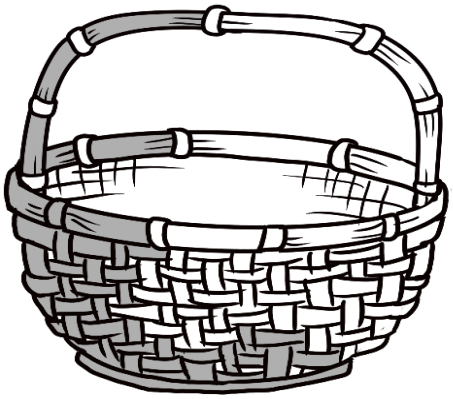
Component 4B

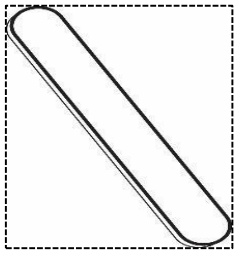
A. Look at the pictures. Use a YELLOW colour if the object is equal the length of 2 toothpicks. BLUE colour if it is not equal the length of 2 toothpicks. This toothpick is your reference for measuring the objects.

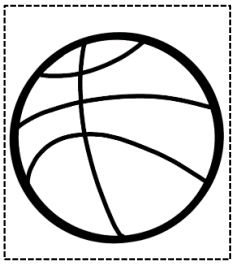


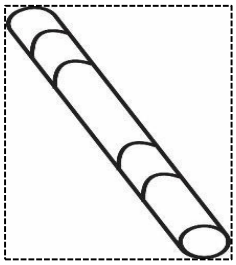
Component 4C

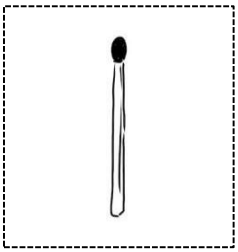
Cut out the pictures that can be used for measuring objects or can be used as non-standard unit of measurement and paste it in the basket.

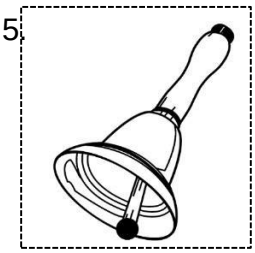


1. 

2. 

3. 

4. 

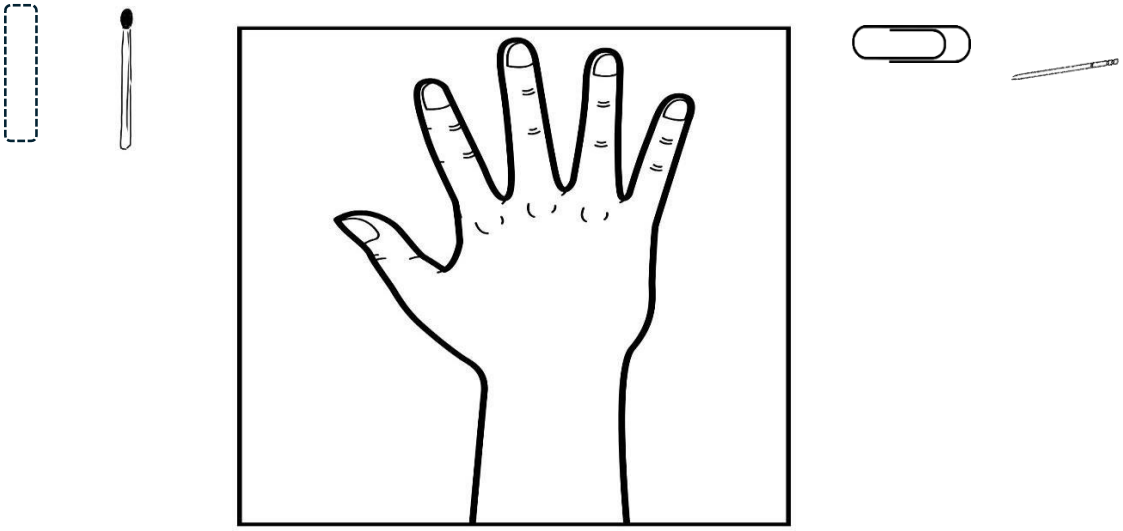
5. 

Component 5: Lesson Conclusion

Time: 5 mins.

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

Yes, we can. Look at the hand below. Let us measure the length of the middle finger by using any of these objects below.



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

MATHEMATICS Grade 1 Lesson Plan 19

Key Idea

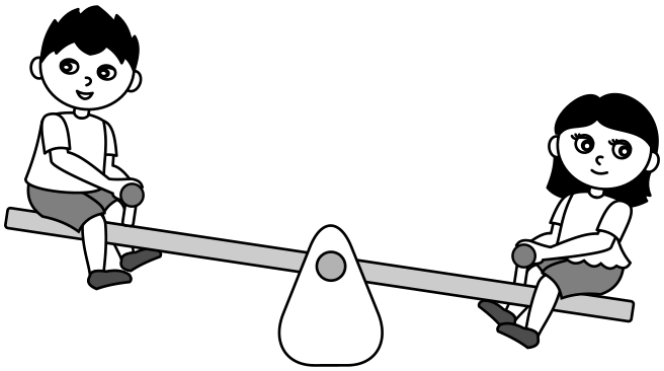
1. Compares object using comparative words: heavy, heavier and heaviest; light, lighter and lightest objects.
2. Know the appropriateness of different objects which vary in mass.
3. Apply knowledge of non-standard in real life.

Most essential Learning Competency

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

Component 1: Lesson Short Review

Time: 7 mins.



- Let the learners sing the song twice.
- Ask the learners the following questions.
    1. What have you seen in the photo?
    2. Where do you usually find a seesaw? Do you have any ideas?
    3. who among you had experience riding at a seesaw.
    4. Can you please share something about your seesaw experience?

Component 2: Lesson Purpose/ Intention

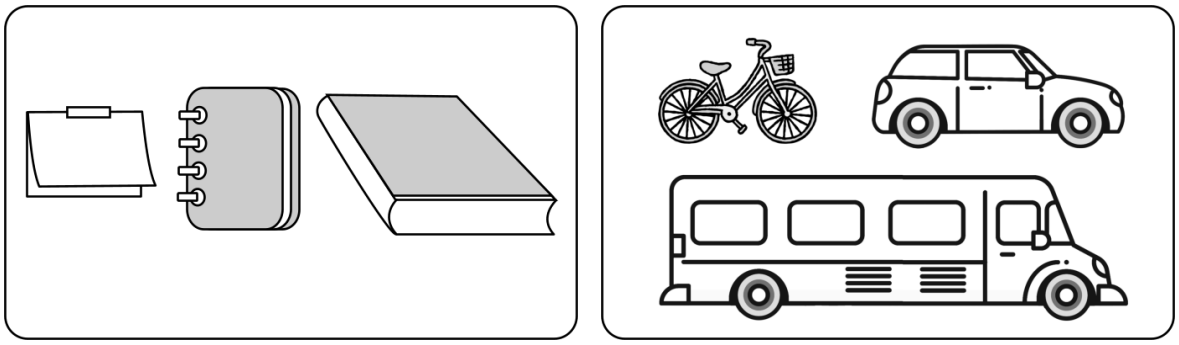
Time: 3 mins.

This lesson will focus on learning about mass measurement: heavy, heavier and heaviest; light, lighter and lightest. The learners will compare themselves with different mass measurements based on the weight of an object.

Component 3: Lesson Language Practice

Time: 5 mins.

LIFT ME UP!



So, in the first photo the sticky note is the lightest, the notebook is the lighter and the book is the lighter one. This is because of the distribution of weight of the following objects.

And, in terms of capacity, the book will surely have a higher capacity to write for because of a lot of pages to use for.

In the 2nd photo, in terms of capacity, the bike can only be occupied by one person, the car may be occupied by 4 persons, while the bus can be occupied by many people. So, the bike is heavy, the car is heavier, and the bus is the heaviest among the three.

Again, when we say heavy you need to exert too much force for you to be able to lift it while those light materials can easily be lifted.

Component 4: Lesson Activity

Time: 25 mins.

Activity 4A

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

1.

paper	pencil	ruler
☐	☐	☐

2.

pin	Pencil case	notebook
☐	☐	☐

3. cotton ☐ chalk ☐ Board eraser ☐

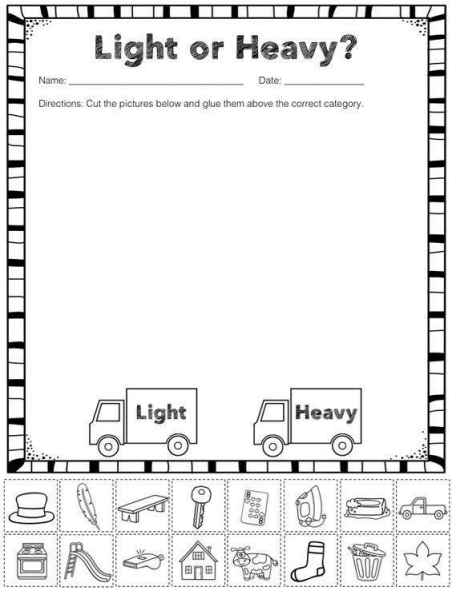
B. Arrange the object from heaviest to heaviest. Write 1 for heavy, 2 for heavier and 3 for heaviest.

1. chair ☐ cabinet ☐ cellphone ☐

2. Table ☐ watermelon ☐ refrigerator ☐

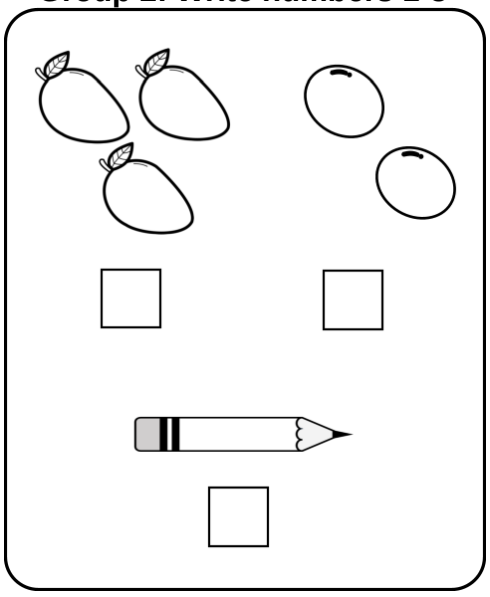
Activity 4B.
Show ME YOUR WORK
- Have the class form four groups.
- Each group will answer the following activity.
- The last group to finish the activity will be called to present their work in front of the class.

Group 1: CUT ME OUT!



from light to lightest

Group 2: Write numbers 1-3



Group 3: Arrange the objects from heavy heaviest. Write 1 for heavy 2 for heavier and 3 for heaviest

Tv	speaker	sofa

1. _____
2. _____
3. _____

Group 4: Put an amount of mongo seeds in a jar. according to their label.

Activity 4C
LET'S DO THIS!
Look at the objects. Answer the following questions. Color the heaviest or lightest

1. Color the heaviest object.

Hammer	pin	Screwdriver

2. Color the heavier object.

Cupcake	candy	cake

3. Color the heavy object.

laptop	book	notebook

Component 5: Lesson Conclusion

Time: 5 mins.

- ✓ Comparing objects using comparative words like light, lighter and lightest, heavy, heavier and heaviest depends on the capacity of an object.

Segue to the next lesson:

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

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

MATHEMATICS Grade 1 Lesson Plan 20

Key Idea

- Estimates and measures length, mass, and capacity using non-standard measure.
- Practice measuring length, mass, and capacity using non-standard measure.

Most Essential Learning Competencies

- Estimates and measures length, mass and capacity using non-standard measure.

Component 1: *Lesson Short Review*

Time: 5 mins.

Measuring objects in the classroom

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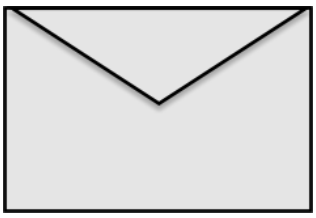
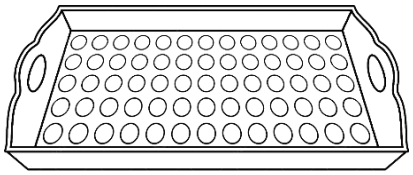
-The learners will be divided into three groups.
-They will be given same object per station to measure but different non-standard measuring tools.
-They will be asked to measure the object one at a time in every station.

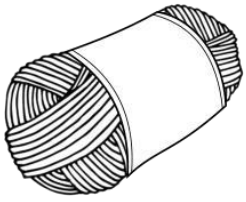
Group 1



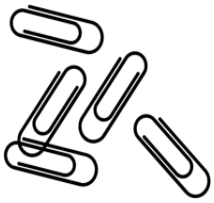
Group 2



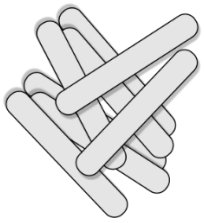
Group 3



yarn



Paper clips



Popsicle sticks

- Let the learners present their measurement.

Say:

- What non-standard measuring tool did you use in the following object?
- What is the measurement of the object on each station?
- What have you noticed about the measurement of every group?
- Is all measurement the same? How is it different from one another?

Sample Answers

1. We used yarn, paper clips, and popsicle sticks in measuring the book, envelope and the tray.
2. Showing the length of book, envelope, and tray using the yarn, paper clips, and popsicle sticks.
3. We have different length of measurement.
4. No, it is only an estimation of their length they have different measurement because the tool used in measuring is a non-standard measuring tool.

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

Time: 5 mins.

The practice of measuring length and making estimations using non-standard measurements is used to help learners grasp the concept of measurements. This gives learners a foundation that will be beneficial when they start learning about standard units of measurement.

Component 3: *Lesson Language Practice*

Time: 5 mins.

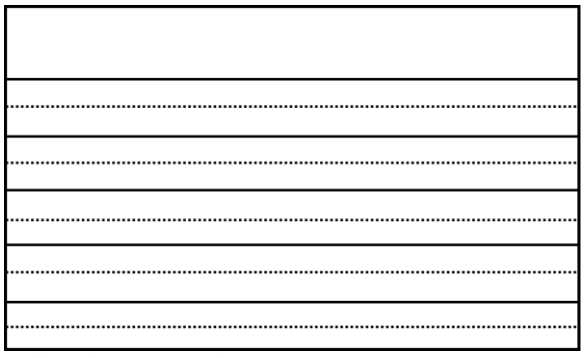
- Read out difficult or unfamiliar words or phrases and ask the students to read them to themselves and then out loud as a class.
- **Non-standard units** of measurements are those units, which are used by a group of people in their respective areas only.
- **Non-standard measurement**s are informal measurements.
- **Estimation** is a near value close enough to the correct value.
- **Measurement** is a system to measure the height, weight, capacity or even amount of certain objects
- Read out the terms and ask learners to read them to themselves and then out loud as a class.

Component 4*: Lesson Activity*

Time: 25 mins.

Activity 4A

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



▪ Ask the following questions:

- Which do you think is heavier a pencil or a pad paper?

- Do you think they weigh the same? Why or why not?

- What should we do to check if the object is heavier than the other?

Sample Answers:

Q1: pad paper

Q2: No, because when holding them, pad paper is heavier than the pencil.

Q3: We can compare and check by carrying the objects.

Try these out!

Learners will participate in a quick game “Measuring Me”

To play "Measuring Me," you'll need red tape and access to items around the classroom that are (mostly) uniform in length. Some ideas are **pencils, blocks, markers, crayons, envelopes,** etc.

1. Have the children lie down and mark their height with a length of blue tape.
2. Ask them to pick out one type of object of uniform size to use as their non-standard unit of measurement: their pencils, markers, envelopes, crayons, etc.
3. Have them line up the items one by one along their length of red tape. It's important that they practice placing objects end to end without gaps to get an accurate measurement.
4. As they reach the end of lining up the objects, have them count the total number. They are that many crayons or pencils!
5. Try again with different objects and make predictions on whether or not it'll take more or less of that new unit of measurement to span the red tape.

Activity 4B

Crooked Path Measurement

Directions: The teacher will draw one straight line on a piece of paper and one crooked, anyway you choose. Have the children guess which is longer and then use paper clips to measure which one is longer.

Sample Answers:

The straight line is longer than the crooked line.

Activity 4C Measure

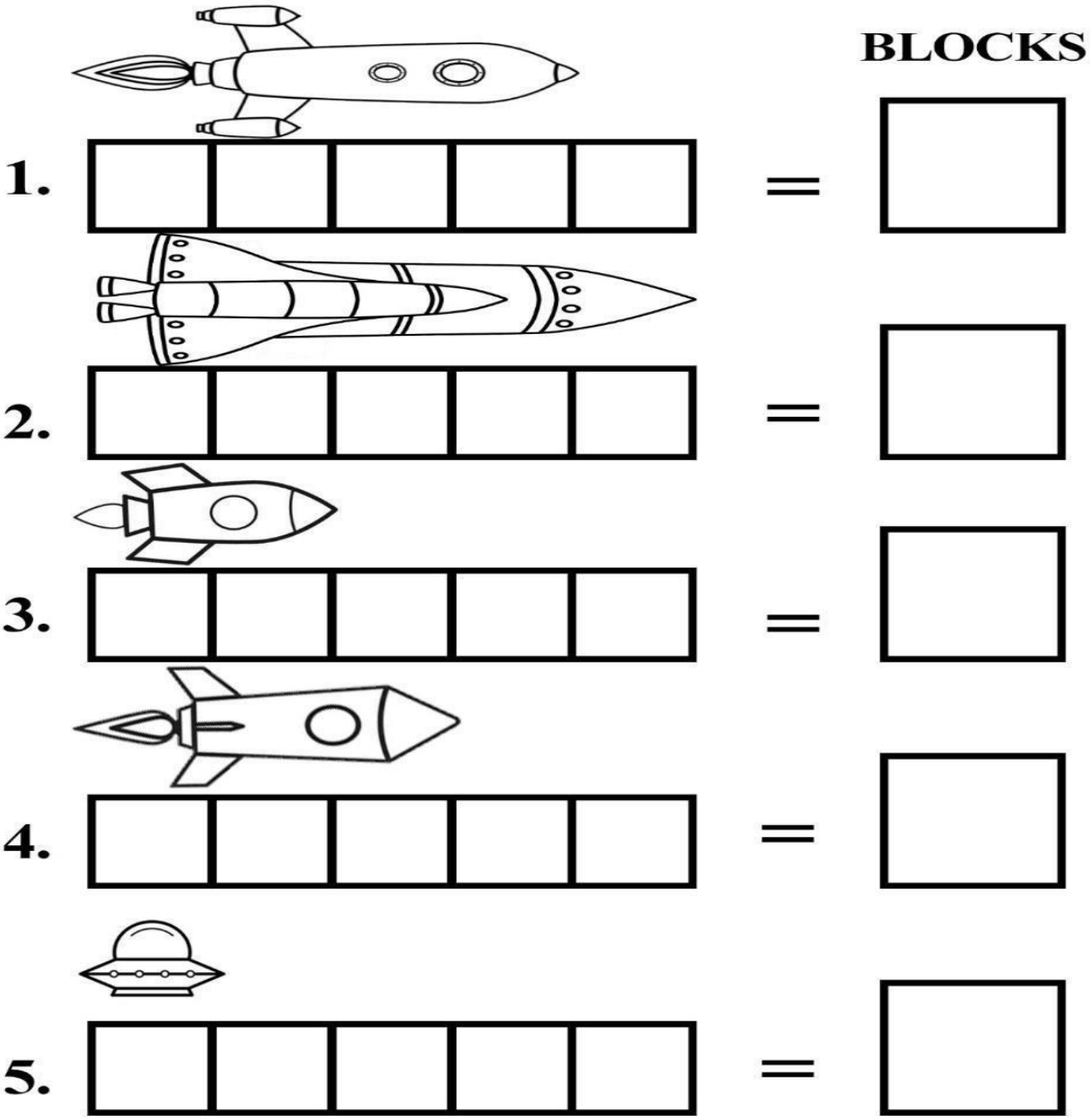
lengths!

Directions:

- Count the blocks in each spaceship. Colour those blocks and write how many blocks are there.

Measure lengths in non-standard units

How many blocks long is each spaceship? Color those blocks and write how many blocks are there.



Component 5: Lesson Conclusion

Time: 5 mins.

- Estimating and measuring length, mass, and capacity using the non-standard measurements gives the children the concept of measurement. Practicing measuring the length, mass, and capacity using non-standard measures gives them the baseline on how to measure objects.

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

Q1. What is a non-standard measurement?

Q2. Can you tell how objects can be measured?

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

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

Reflection:

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

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

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Delivery (DepEd-BLD)
Contact Numbers: 8637-4366; 8637-4347; 8633-9347

Department of Education - Bureau of Learning Resources (DepEd-BLR)
Contact Numbers: 8634-1072; 8631-6922

Email Address: blr.od@deped.gov.ph

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