GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	I
	Teacher:	File Created by Ma'am SANDRA A. DARIO	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	**The learner...** demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	**The learner...** demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	**The learner...** demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	**The learner...** demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.	**The learner...** demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, money up to PhP100 and fractions ½ and 1/4.
B. Pamantayan sa Pagganap	**The learner...** is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	**The learner...** is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	**The learner...** is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	**The learner...** is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.	**The learner...** is able to recognize, represent, and order whole numbers up to 100 and money up to PhP100 in various forms and contexts.
C. Mga Kasanayan sa Pagkakatuto *Isulat ang code ng bawat kasanayan*	**M1NS-Ib-3** identifies the number that is one more or one less from a given number.	**M1NS-Ib-3** identifies the number that is one more or one less from a given number.	**M1NS-Ib-3** identifies the number that is one more or one less from a given number.	**M1NS-Ib-3** identifies the number that is one more or one less from a given number.	**M1NS-Ib-3** identifies the number that is one more or one less from a given number.
II. NILALAMAN					
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	TG p. 52-54	TG p. 52-54	TG p. 55-56	TG p.57-58	TG p.59-60
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	LM p. 62-63	LM p. 62-63	**LM p. 63-64**	LM p.65-66	LM p.67-68
3. Mga Pahina sa Teksbuk					

4. Karagdagang Kagamitan mula sa portal ng *Learning Resource*					
B. Iba Pang Kagamitang Panturo					
IV. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Have the pupils count 1-100.	Have the pupils count 1-100.	Recall the gifts Paolo received in the problem stated yesterday. 1. How many sets of gifts did he get? 2. What are the sets of gifts that he got?	Tell the correct answer. 1. 1 more than 17 is _____ 2. 1 more than 24 is _____ 3. 1 more than 6 is _____ 4. 1 morer than 71 is _____ 5. 1 more than 97 is _____.	Recall the problem yesterday by asking the ff. questions: -Who has two sets of clothes? -What are the sets of clothes that she has. -What did Luchie say about her clothes?
B. Paghahabi sa layunin ng aralin	Show the drawing of a boy with two sets of gifts. Se p. 62 of LM). Tell the pupils: This is Paolo. On his birthday, he got two sets of gifts. He said that he got more toy cars than balls. Ask: Is Paolo right? How do you know?	Show the drawing of a boy with two sets of gifts. Se p. 62 of LM). Tell the pupils: This is Paolo. On his birthday, he got two sets of gifts. He said that he got more toy cars than balls. Ask: Is Paolo right? How do you know?	How did you solve the problem?	Show a drawing of a girl with two sets of clothes. (See page 65 of Learner's Material). Tell the pupils: This is Luchie. She has two sets of clothes. She said that she has less skirts than blouses. Ask: Is Luchie right? How do you know?	How did you solve the problem?
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ask the pupils the following questions: -Who got gifts on his birthday? -How many sets of gifts did he get? -What are the sets of gifts that he got? -What did Paolo say about his gifts?	Ask the pupils the following questions: -Who got gifts on his birthday? -How many sets of gifts did he get? -What are the sets of gifts that he got? -What did Paolo say about his gifts?	Ask the pupils to do Worksheet 1 on page 63 of Learner's Material. Then discuss the answers. What is one more than the given number. 1. 6 (7 8 9) 2. 27 (26 28 29) 3. 42 (45 44 43) 4. 51 (52 53 55) 5. 74 (71 73 75)	Ask the pupils the following questions: -Who has two sets of clothes? -What are the sets of clothes that she has? -What did Luchie say about her clothes? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ask the pupils to do Worksheet 1 on page 67 of Learner's Material. Then discuss the answers. What is one less than the given number? 1. 24 (22 23 24) 2. 35 (36 34 33) 3. 63 (61 62 64) 4. 73 (71 72 74) 5. 98 (99 97 96)
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Post the problem below on the board. Read the problem aloud while the pupils read with you softly. On his birthday, Paolo got two sets of gifts. He said that he	Post the problem below on the board. Read the problem aloud while the pupils read with you softly. On his birthday, Paolo got two sets of gifts. He said that he got	Make the children write the number that is one more than the given number on their show me board. 1. The given umber is 9. (The children should be able to write 10).	Post the problem on the board. Read the problem aloud while the pupils read with you softly. This is Luchie. She has two sets of clothes. She said that she has less skirts than blouses. Is Luchie right? How do you know?	Fill in the missing number. 1. 1 less than 26 is _____ 2. 1 less than 31 is _____ 3. 1 less htan 47 is _____ 4. One less than 76 is _____

	got more toy cars than balls. Is Paolo right? How do you know?	more toy cars than balls. Is Paolo right? How do you know?	2. The given number is 11. 3. The given number is 34. 4. The given number is 60. 5. The given number is 89.		5. One less than 100 is _____
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Solving the problem in different ways. Possible answers: 1. There are 4 balls and 5 toy cars. When counting, 5 comes after 4. This means that 5 is more than 4. So Paolo is right. 2. Pair the toy cars and the balls. There is one extra toy car. This means that there are more toy cars than balls. So Paolo is right. 3. Use the counters to show the number of balls and the number of toy cars. (To get 5 sticks we need to add one more stick to 4 sticks. So there are more toy cars than balls, so Paolo is right.	Solving the problem in different ways. Possible answers: 4. There are 4 balls and 5 toy cars. When counting, 5 comes after 4. This means that 5 is more than 4. So Paolo is right. 5. Pair the toy cars and the balls. There is one extra toy car. This means that there are more toy cars than balls. So Paolo is right. 6. Use the counters to show the number of balls and the number of toy cars. (To get 5 sticks we need to add one more stick to 4 sticks. So there are more toy cars than balls, so Paolo is right.	Ask the pupils to do Worksheet 2 on page 63-64 of Learner's Material. Then discuss the answers.	Solving the problem in different ways. 1. There are 3 skirts and 4 blouses. When counting, 3 comes before 4. This means that 3 is less than 4. So Luchie is right. 2. Pair the skirts and the blouses.There is 1 blouse with no skirt as a pair. This means that there are less skirts than blouses. So Luchie is right. 3. Use counters to show the number of skirts and blouses.	Ask the pupils to do Worksheet 2 on page 67 of Learner's Material. Then discuss the answers.
F. Paglinang sa kabihasnan *(Tungo sa Formative Assessment)*	Processing the solutions and answers. When solution 2 comes up, focus the pupils' attention to it. You may ask:How many toy cars do not have a pair ball? What does this mean?Tell the pupils to say: 5 is one more than 4. Similarly, when solution 3 comes up, focus the pupils' attention to it. You may ask:How many sticks have to be added to four sticks to get five sticks. What does this mean? Tell the pupils to say : 5 is one more than 4.	Processing the solutions and answers. When solution 2 comes up, focus the pupils' attention to it. You may ask:How many toy cars do not have a pair ball? What does this mean?Tell the pupils to say: 5 is one more than 4. Similarly, when solution 3 comes up, focus the pupils' attention to it. You may ask:How many sticks have to be added to four sticks to get five sticks. What does this mean? Tell the pupils to say : 5 is one more than 4.		Processing the solutions and answer. When solution comes up, focus the pupil's attention to it. You may ask:how many blouses do not have a pair skirt. What does this mean? Tell the pupils to say 3 is one less than 4. Similarly, when solution 3 comes up, focus the pupils' attention to it. You may ask :How many sticks have to be taken away from 4 sticks to get three sticks? What	Make the children write the number that is one less than the given number. 1. The given number is 7. (The children should be adle to write 6). 2. The given number is 23. 3. The given number is 44. 4. The given number is 50. 5. The given number is 82.

				does this mean? Tell the pupils to say 3 is less than 4.	
G. Pag-uugnay sa pang araw-araw na buhay	What helped you makes counting easier?	What helped you makes counting easier?		What helped you makes counting easier?	
H. Paglalahat ng Aralin	The use of counters makes counting easier.	The use of counters makes counting easier.		The use of counters makes counting easier.	Write the correct answer.
I. Pagtataya ng Aralin			Write the correct answer on the blank. 1. What number is one more than 18? 2. What number is one more than 45? 3. What number is one more than 79? 4. 84 is one more than what number> 5. 92 is one more than what number?		Write the correct answer. 1. What number is one less than 15? 2. What number is one less than 33? 3. What number is one less than 54? 4. What number is one less than 99? 5. What number is one less than 86?
J. Karagdagang gawain para sa takdang aralin at *remediation*			Write the correct answer. 1. 7 is one more than _____. 2. 15 is one more than _____ 3. _____ is one more than 99. 4. _____ is one more than 53. 5. _____ is one more than 81.		Encircle the letter of the correct answer. 3 is one less than 6 5 4 16 is one less than 15 17 18 29 is one less than 27 28 30 35 is one less than 38 36 34 50 is one less than 53 51 49
V. MGA TALA					
VI. PAGNINILAY					
A. Bilang ng Mag-aaral na nakakuha ng 80% sa pagtataya					
B. Bilang ng Mag-aaral na nangangailangan ng iba pang gawain para sa remediation					
C. Nakatulong ba ang *remedial*? Bilang ng mga					

mag-aaral na nakaunawa sa aralin					
D. Bilang ng mga mag-aaral na magpapatuloy sa *remediation*					
E. Alin sa mga istratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. Anong suliranin ang aking nararanasan na nasulusyunan sa tulong ng punong guro at superbisor?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition

G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks