REPUBLIKA NG PILIPINAS
KAGAWARAN NG EDUKASYON

MATATAG ILAW LESSON PLAN (MATHEMATICS 1)
QUARTER 1, WEEK 4

Lesson Title:	Whole Numbers up to 100 (Counting, Representing, Reading, and Writing)
Learning Area:	Mathematics 1
Name of Teacher/s:	[Full Name of Teacher]
Grade Level and Section:	Baitang 1
No. of Sessions:	4 Sessions
References:	MATATAG K to 10 Curriculum Guide for Mathematics Grade 1, Lesson Exemplar for Mathematics Grade 1 (Quarter 1, Week 4)
Declaration of AI Use:	Consistent with the policy guidelines on the use of AI in basic education, I, [full name of teacher], hereby declare that I have used AI tools to assist in the preparation and delivery of teaching and learning materials. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and judgment to ensure accuracy and developmental suitability.

Section & Guidelines	**Day 1 (Numbers 21 to 30)**	**Day 2 (Numbers 31 to 40)**	**Day 3 (Numbers 41 to 50)**	**Day 4 (Numbers 51 to 100)**
INTENTIONS. Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson.				

Learning Competency and Curriculum Standards:	Content Standard: The learner should have knowledge and understanding of whole numbers up to 100. Performance Standard: By the end of the quarter, the learners are able to count, read, write, recognize, and represent whole numbers up to 100. Learning Competency: The learners: • count up to 100 (includes counting up or down from a given number and identifying a number that is one more or one less than a given number); • read and write numerals up to 100; and • recognize and represent numbers up to 100 using a variety of	Content Standard: The learner should have knowledge and understanding of whole numbers up to 100. Performance Standard: By the end of the quarter, the learners are able to count, read, write, recognize, and represent whole numbers up to 100. Learning Competency: The learners: • count up to 100 (includes counting up or down from a given number and identifying a number that is one more or one less than a given number); • read and write numerals up to 100; and • recognize and represent numbers up to 100 using a variety of	Content Standard: The learner should have knowledge and understanding of whole numbers up to 100. Performance Standard: By the end of the quarter, the learners are able to count, read, write, recognize, and represent whole numbers up to 100. Learning Competency: The learners: • count up to 100 (includes counting up or down from a given number and identifying a number that is one more or one less than a given number); • read and write numerals up to 100; and • recognize and represent numbers up to 100 using a variety of	Content Standard: The learner should have knowledge and understanding of whole numbers up to 100. Performance Standard: By the end of the quarter, the learners are able to count, read, write, recognize, and represent whole numbers up to 100. Learning Competency: The learners: • count up to 100 (includes counting up or down from a given number and identifying a number that is one more or one less than a given number); • read and write numerals up to 100; and • recognize and represent numbers up to 100 using a variety of

	concrete and pictorial models.	concrete and pictorial models.	concrete and pictorial models.	concrete and pictorial models.
Learning Objectives:	At the end of the lesson, the learner should be able to: • count from 21 to 30; • recognize and represent numerals 21 to 30; • read and write numerals 21 to 30; • count up or down from a given number (up to 30); and • identify the number that is one more than or one less than a given number (up to 30).	At the end of the lesson, the learner should be able to: • count from 31 to 40; • recognize and represent numerals 31 to 40; • read and write numerals 31 to 40; • count up or down from a given number (up to 40); and • identify the number that is one more than or one less than a given number (up to 40).	At the end of the lesson, the learner should be able to: • count from 41 to 50; • recognize and represent numerals 41 to 50; • read and write numerals 41 to 50; • count up or down from a given number (up to 50); and • identify the number that is one more than or one less than a given number (up to 50).	At the end of the lesson, the learner should be able to: • count up to 100; • recognize and represent numerals 51 to 100; • read and write numerals 51 to 100; • count up and down from a given number (up to 100); and • identify the number that is one more than or one less than a given number (up to 100).
Learner Context:	Grade 1 learners building foundational number sense. They can comfortably recognize numbers up to 20 from previous weeks. They require highly tactile/concrete materials (like	Grade 1 learners building foundational number sense. They can comfortably recognize numbers up to 20 from previous weeks. They require highly tactile/concrete materials (like	Grade 1 learners building foundational number sense. They can comfortably recognize numbers up to 20 from previous weeks. They require highly tactile/concrete materials (like	Grade 1 learners building foundational number sense. They can comfortably recognize numbers up to 20 from previous weeks. They require highly tactile/concrete materials (like

	'longs' and 'units' blocks) and visual structural grids to transition into higher place values and notice number sequence trends.	'longs' and 'units' blocks) and visual structural grids to transition into higher place values and notice number sequence trends.	'longs' and 'units' blocks) and visual structural grids to transition into higher place values and notice number sequence trends.	'longs' and 'units' blocks) and visual structural grids to transition into higher place values and notice number sequence trends.
LEARNING EXPERIENCE. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	Activating Prior Knowledge: Present the chart used during Day 4 of the previous week showing the numbers 11 to 20. Randomly point at a number and have the learners read it aloud. Purpose: To count, recognize, represent, read, and write numbers from 21 to 30.	Activating Prior Knowledge: Using flashcards with numbers up to 30, have the learners read the number flashed before them. Purpose: To count, recognize, represent, read, and write numbers from 31 to 40.	Activating Prior Knowledge: Using flashcards with numbers up to 40, have the learners read the number flashed before them. Purpose: To count, recognize, represent, read, and write numbers from 41 to 50.	Activating Prior Knowledge: Present the chart used in the previous lesson with numbers from 1 to 50. Point to numbers on the chart randomly and have the learners read them aloud. Purpose: To count, recognize, represent, read, and write numbers up to 100.
Flow:	INTRODUCE: • Vocabulary practice: twenty-one,	INTRODUCE: • Vocabulary practice: thirty-one,	INTRODUCE: • Vocabulary practice: forty-one, forty-two, ..., fifty,	INTRODUCE: • Vocabulary practice: fifty-one up to one hundred,

	twenty-two, ..., thirty, one more than, one less than. • Prepare a place-value chart showing rows for Longs and Units. Show the first three items (21, 22, 23) using concrete blocks. LINK: • Teacher: 'What do you observe about the number of longs? Each row has two longs. What do you observe about the number of units? It increases from one to three.' • Teacher script: 'How many units are in one long? There are 10. If there are two longs, there are 20 units. Plus one unit, we get 21.' Write 21 in digits and words. ACT: • Form small groups. Distribute cutouts of 15 longs and individual units (4 to 9 blocks) with masking tape and markers. Have the groups construct representations for 24 up to 30. Allow 10 minutes, then post works on the board.	thirty-two, ..., forty, one more than, one less than. LINK: • Re-establish chart mechanics. Direct attention to numbers 1-3. Teacher: 'What do you observe about the number of longs? Each row has three longs. What do you observe about units? It increases from one to three.' • Teacher script: 'Three longs equal 30 units. Adding one unit gives 31.' Write 31 and demonstrate 32 and 33. ACT: • Conduct group workspace interaction. Distribute charts and block cutouts (22 longs, 4 to 9 units) to complete numbers 34 to 40. Groups post completed layouts on the whiteboard after 10 minutes. WRAP-UP: • Drill numbers 31 to 40 forward and backward. Have students practice finding numbers that are 1 more or 1 less than a given	one more than, one less than, row, column. • Prepare and present a 10x10 grid containing numbers 1 to 40 only. Fold or cover the lower unpopulated grid section. LINK: • Ask for structural observations. Expected responses: Chart goes from 1 to 40, has 4 rows, 10 columns, numbers increase by 1. • Deep dive into structural patterns: Row 2 numbers start with 1 (except last), Row 3 starts with 2, Row 4 starts with 3. Units increase 1 to 9. The last number's tens digit is 1 more and ends in 0. ACT: • Teacher script: 'Knowing these observations, what numbers should be written in the next row? Show the 5th row. What number should be placed in the 1st column? Why?' Expected answer: 41, because 31 increased by 10 is 41, and column 1	one more than, one less than. • Display the Day 3 master chart. Recall how row 5 (41-50) was established. LINK: • Reiterate cell constraints and structural logic across columns. Column 1 ends in 1, Column 2 ends in 2... Column 10 ends in 0. Downward columns increase by 10. • Unfold the entire lower section of the 10x10 matrix (rows 6 to 10 with no numbers). ACT: • Pair-share execution: Pairs receive Learning Activity Sheets to calculate and complete row 6 (51-60). • Call selected learners to write 51-60 on the board and justify their answer based on rules. Follow up by assigning successive rows (61-70, 71-80, 81-90, 91-100) to distinct student groups. WRAP-UP: • Once fully

	WRAP-UP: • Read numbers 21 to 30 sequentially up and down. Review 'one more than' and 'one less than' relationships dynamically.	number in the 30s range.	ends in 1. • Distribute blank rows to pairs. Complete numbers 41 to 50. WRAP-UP: • Synthesize row 5. Verify the expected rule: To determine 41-50, we use a grid structure following row/column increments.	assembled, proclaim it the 'Hundred Chart'. Summarize the rule: To determine numbers 51 to 100, follow row and column structural properties of the base table.
Learning Resources:	Place-value chart, concrete base-10 longs and units, cutouts of 15 longs, individual units (4-9 blocks), masking tape, markers.	Place-value chart, cutouts of 22 longs, unit block pieces (4-9 blocks), flashcards up to 30, tape.	10x10 foundational chart template (1 to 40 revealed), blank 5th row strips, pair worksheets (LAS 1).	Master 10x10 number matrix grid, row strips for 51-100, Learning Activity Sheets, markers.
Opportunities for Integration:	Language Arts (reading/writing number words), Fine Motor Coordination (manipulating block cutouts).	Collaborative Peer Dynamics (group assembly work), Language Arts (structural prefix rules for thirty).	Visual-Spatial Reasoning (pattern recognition inside tables), Analytical Logic (inductive reasoning).	Structural Matrix Mapping (Data Organization), Personal Financial Literacy (counting scale milestones up to 100).
ASSESSMENT. Assessments reveal what learners have gained and what they still need help with.				
Formative Assessment:	Assessment 1 & 2 Integration	Assessment 2 Structural Mappings	Assessment Row-Mapping Logic:	Mastery Assessment 100-Chart Analysis:

Preserve exact evaluation parameters verbatim.	(Verbatim Expected Items): 1. Complete missing sequences: Fill in: 22, [23, 24], 25, [26, 27, 28, 29], 30 2. Solve the following relational queries: a. What number is 1 less than 22? [21] b. What numbers are between 24 and 27? [25, 26] c. What number is 1 more than 25? [26] d. What numbers are 1 more and 1 less than 21? [22 and 20]	(Verbatim Expected Items): 1. Supply missing integers: Fill in: 32, [33, 34], 35, [36, 37, 38, 39] 2. Solve the following items: a. What number is 1 less than 38? [37] b. What numbers are between 34 and 37? [35, 36] c. What number is 1 more than 35? [36] d. What numbers are 1 more and 1 less than 31? [32 and 30]	1. Supply the full sequence of numbers for row 5 of the number chart from left to right. Expected output: 41, 42, 43, 44, 45, 46, 47, 48, 49, 50 2. Identify relationships: • What is 1 more than 44? [45] • What is 1 less than 49? [48] • What number is between 46 and 48? [47]	1. Fill in missing cells in mixed multi-row segments: • 54, [55], 56, [57], 58 • 62, 63, [64], 65, [66] • 88, [89], 90, 91, [92] 2. Solve: • What number is 1 less than 100? [99] • What number is 1 more than 75? [76] • Count down from 65 to 60. [65, 64, 63, 62, 61, 60]
WAYS FORWARD. Meaningful learning can also happen beyond the classroom - for both the learners and the teacher.				
Extended Learning opportunities:	Find items at home that are grouped in sets of 10. Represent numbers from 21 to 30 using sticks or beans.	Practice counting up and down within the 31-40 range with family members using real centavo coins or small stones.	Look at a calendar page at home. Find the row showing numbers in the 40s (if applicable, or scan tracking indices) and notice the pattern.	Create a personal number scroll tracking counting points from 1 to 100 using old notebook covers or wrappers.
Reflections:	• Did concrete longs and units help eliminate confusion between tens	• Did concrete longs and units help eliminate confusion between tens	• Did concrete longs and units help eliminate confusion between tens	• Did concrete longs and units help eliminate confusion between tens

	and ones digits? • Which columns or transitions (e.g., 29 to 30, 39 to 40) presented structural obstacles? • How can I better support learners who struggle to identify 'one less than' numbers?	and ones digits? • Which columns or transitions (e.g., 29 to 30, 39 to 40) presented structural obstacles? • How can I better support learners who struggle to identify 'one less than' numbers?	and ones digits? • Which columns or transitions (e.g., 29 to 30, 39 to 40) presented structural obstacles? • How can I better support learners who struggle to identify 'one less than' numbers?	and ones digits? • Which columns or transitions (e.g., 29 to 30, 39 to 40) presented structural obstacles? • How can I better support learners who struggle to identify 'one less than' numbers?

Prepared by:	**Checked and Reviewed by:**	**Approved by:**
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