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DEPARTMENT OF EDUCATION

NATIONAL MATHEMATICS PROGRAM

# Lesson Script in Mathematics

Quarter 1 | Week 3

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**National Mathematics Program**
**Lesson Script in Mathematics**
**Quarter 1: Week 3**
**SY 2024-2025**

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Published by the Department of Education

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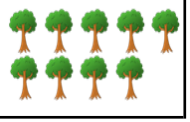
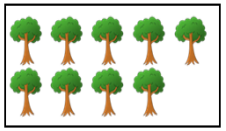
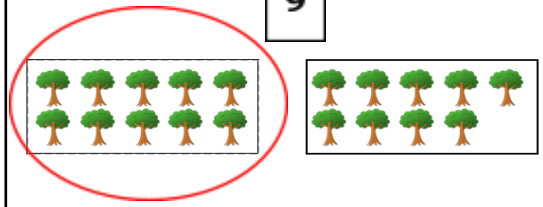
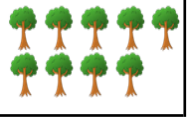
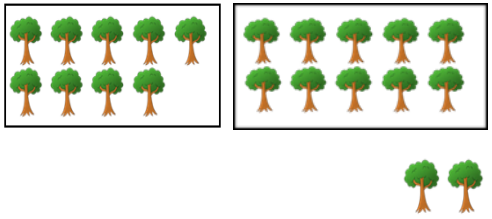
| **Week** | **DAY 1** |
|---|---|
| **I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES** | |
| A. *Content Standard* | The learners should have knowledge and understanding of whole numbers up to 100. |
| B. *Performance Standard* | By the end of the quarter, the learners are able to recognize, represent, and order whole numbers up to 100. (NA) |
| C. *Learning Competency* | The learners are able to identify the number that is one more or one less from a given number. **M1NS-1b-3** |
| D. *Learning Objective* | At the end of the lesson, the learners are able to identify the number that is one more than a given number from 1 up to 50. |
| **II. CONTENT: Identifying Number That is One More Than a Given Number (1-50)** | |
| **III. LEARNING RESOURCES** | |
| A. *Reference* | National Learning Camp- Mathematics, Learners Workbook for Grade 1 |
| B. *Other Learning Resources* | Definition of "*one more*".<br>https://doodlelearning.com/maths/skills/numbers/find-one-more-or-less-than-a-given-number<br>Images: https://in.pinterest.com/pin/mango-clip-art-get-the-best-mango-clip-art-images—634303928790080684<br>https://pngtree.com/so/trees-clipart |
| **IV. TEACHING AND LEARNING PROCEDURES** | |
| **Before/Pre-Lesson Proper** | |
| *Activating Prior Knowledge*<br>*(3 minutes)* | Good morning/afternoon, class! Are you excited for our National Mathematics Program class today?<br><br>I have prepared an activity for you to work on. I will call one learner in each group to answer the following activity.<br>*(The teacher will paste the activity on the board and call a learner to answer the given task.)* |

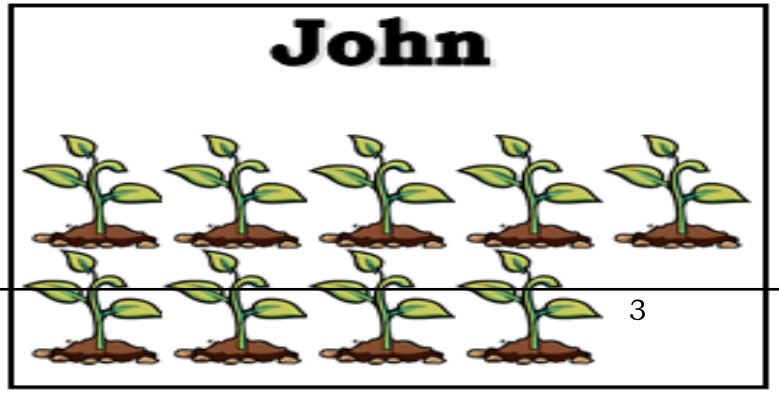
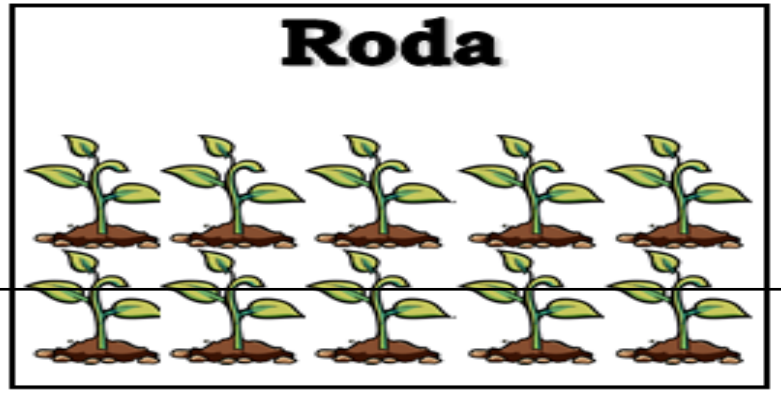
| Intervention Group | Consolidation Group | Enhancement Group |
|---|---|---|
| **Directions:** Put a check (√) on the set of objects that is one more than the given number.<br>9<br> | **Directions:** Put a check (√) if the given set of objects illustrate one more than the given number and mark (**X**) if not.<br>____  | **Directions:** Paste objects that is one more than the given set.<br>  |

*Expected answers:*

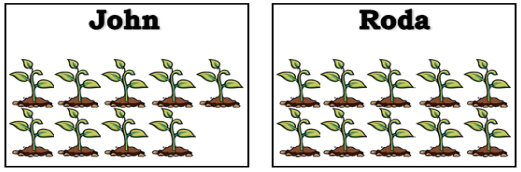
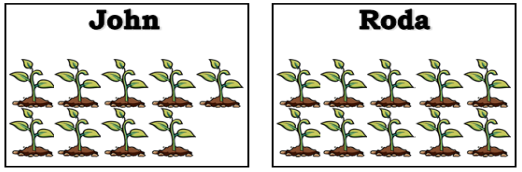
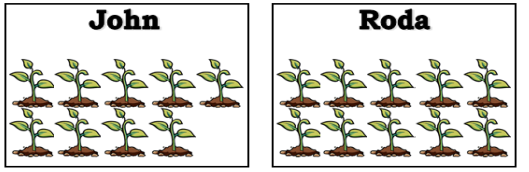
| Intervention Group | Consolidation Group | Enhancement Group |
|---|---|---|
| **Directions:** Encircle the set of objects that is one more than the given number.<br>9<br>  | **Directions:** Put a check (√) if the given set of objects illustrate one more than the given number and mark (**X**) if not.<br>**X**  | **Directions:** Paste objects that is one more than the given set.<br>  |

(After the activity, process the learners' output and give appropriate feedback.)

You did a great job! You got the right answer.
**10** is one more than **9**.

| | |
|---|---|
| | **NOTES TO THE TEACHER:** This activity will serve as a review for the competency on comparing numbers from 1 up to 50 and determining numbers greater than a given a number. The teacher must prepare the materials (charts, cut-outs, etc.) before the class with the board work. |
| *Lesson Purpose/Intention (1 minute)* | Last week, you compared numbers up to 100 using relational symbols (>, <, =) and ordered them in increasing number. This time we will identify the number that is one more than a given number from 1 up to 50.<br>Let us do it!<br><br>Question:<br>Who among you here have experienced tree planting? How does it feel?<br><br>*Expected answer:*<br>*I joined tree planting when I was in Kindergarten. It feels great!*<br><br>**NOTES TO THE TEACHER:** This lesson part introduces the competency to be mastered which is identifying numbers that is one more than a given number from 1 up to 50. A teaser on a situation that the learners can relate to is presented for learners to be interested in the next part of the lesson. |
| *Lesson Language Practice (1 minute)* | To remind everyone, let us recall the meaning of the following terms before we go further to our discussion.<br><br>***One more*** means the number that comes next when you are counting.<br><br>**NOTES TO THE TEACHER:** This part introduces the key terms to be used in the lesson or terms that are new in the lesson. |
| **During/Lesson Proper** | |
| *Reading the Key Idea/Stem (3 minutes)* | John and Roda have joined the tree planting activity in their school. John has planted 9 Mahogany trees while Roda has planted 10 Mahogany trees. How many Mahogany trees did they plant in all?<br><br>Now, look at the illustration below.<br><br>   |

For better understanding of the situation, I have prepared an activity for each group.

| Intervention Group | Consolidation Group | Enhancement Group |
|---|---|---|
| **Directions:** Count the number of trees planted by John and Roda. Write your answer on the space provided.<br>  <br>_____1. How many mahogany trees did John plant?<br><br>_____2. How many Mahogany trees did Roda plant?<br><br>*Expected answers:*<br>*1. John has planted 9 Mahogany trees.*<br>*2. Roda has planted 10 Mahogany* | **Directions:** Count the total number of trees planted by John and Roda. Complete the sentence below.<br>  <br>1. How many Mahogany trees did they plant in all?<br>John and Roda has planted _____ Mahogany trees in all.<br><br>2. Who planted more Mahogany trees?<br>_____ has planted more Mahogany trees than _____.<br><br>*Expected answers:*<br>*1. John and Roda has planted 19 Mahogany trees in all.* | **Directions:**<br>A. Complete the sentence below.<br>  <br>· John has planted _____ Mahogany trees.<br><br>· Roda has planted _____ Mahogany trees.<br><br>**Directions:**<br>B. Underline the correct word to complete the sentence.<br>· Roda has planted (one more, one less) Mahogany tree than John.<br><br>*Expected answers:*<br>*1. John has planted 9 Mahogany trees.*<br>*2. Roda has planted 10 Mahogany* |

| | |
|---|---|
| | *trees.* \| *2. <u>Roda</u> has planted more Mahogany trees than <u>John</u>.* \| *trees.*<br>*3. Roda has planted <u>one more</u> Mahogany tree than John.*<br><br>John has planted 9 Mahogany trees while Roda has planted 10 Mahogany trees. Thus, Roda has planted one more Mahogany tree than John.<br><br>**NOTES TO THE TEACHER:** The activity helps the learners visualize the comparison of numbers through the situation/problem presented based on their context. |
| *Developing Understanding of the Key Idea/ Stem (10 minutes)* | To identify the number that is one more than a given number, we simply add 1 to the given number or think of the number next to it. |

| ***Given Number*** | ***One More (Next Number)*** |
|---|---|
| 9 | |
| 12 | |
| 25 | |
| 30 | |
| 42 | |

Study the given numbers listed on the table.

| ***Given Number*** | ***One More (Add 1)*** |
|---|---|
| 9 | |
| 12 | |
| 25 | |
| 30 | |
| 42 | |

It was said a while ago that in identifying the number that is one more than a given number, we can just simply add 1 (+1) to the given number or think of the number next to it.

Let us complete the table by answering the questions. Choose mango that tells your answer and paste it on the table.

Questions:
1. What number is one more than 9?
2. What number is next to 12?
3. What number is one more than 25?
4. What number is next to 30?
5. What number is one more than 42?

*Expected answers:*
*1. The number that is one more than 9 is 10.*
*2. The number next to 12 is 13.*
*3. The number that is one more than 25 is 26.*
*4. The number next to 30 is 31.*
*5. The number that is one more than 42 is 43.*

| ***Given Number*** | ***Next Number*** |
|---|---|
| 9 | 10 |
| 12 | 13 |
| 25 | 26 |
| 30 | 31 |

| | |
|---|---|
| 42 | 43 |

*Expected Output:*

| ***Given Number*** | ***Add 1*** |
|---|---|
| 9 | 10 |
| 12 | 13 |
| 25 | 26 |
| 30 | 31 |
| 42 | 43 |

**NOTES TO THE TEACHER:** These items were given to provide more examples to the learners.

*Deepening Understanding of the Key Idea/Stem (5 minutes)*

To deepen your understanding of identifying number that is one more than the given number, let us answer the following activity.

### Intervention Group

Let's Practice…

**Directions:** Encircle the number that is one more than the given number.

| Given Number | One More | | |
|---|---|---|---|
| 1. **3** | 4 | 2 | 1 |
| 2. **17** | 14 | 15 | 18 |
| 3. **21** | 22 | 24 | 26 |
| 4. **36** | 38 | 37 | 35 |
| 5. **49** | 50 | 54 | 51 |

*Answers:*
*1. 4*
*2. 18*
*3. 22*
*4. 37*
*5. 50*

### Consolidation Group

Let's Practice…

**Directions:** Match Column A to Column B. Identify the number that is one more than the given number in Column A to Column B. Write the letter of your answer on the space provided before the number.

| **Column A** | **Column B** |
|---|---|
| _____1. 3 | A. 50 |
| _____2. 17 | B. 4 |
| _____3. 21 | C. 37 |
| _____4. 36 | D. 18 |
| _____5. 49 | E. 22 |

*Answers:*
*1. B*
*2. D*
*3. E*
*4. C*

### Enhancement Group

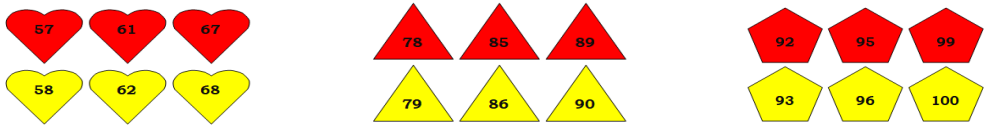
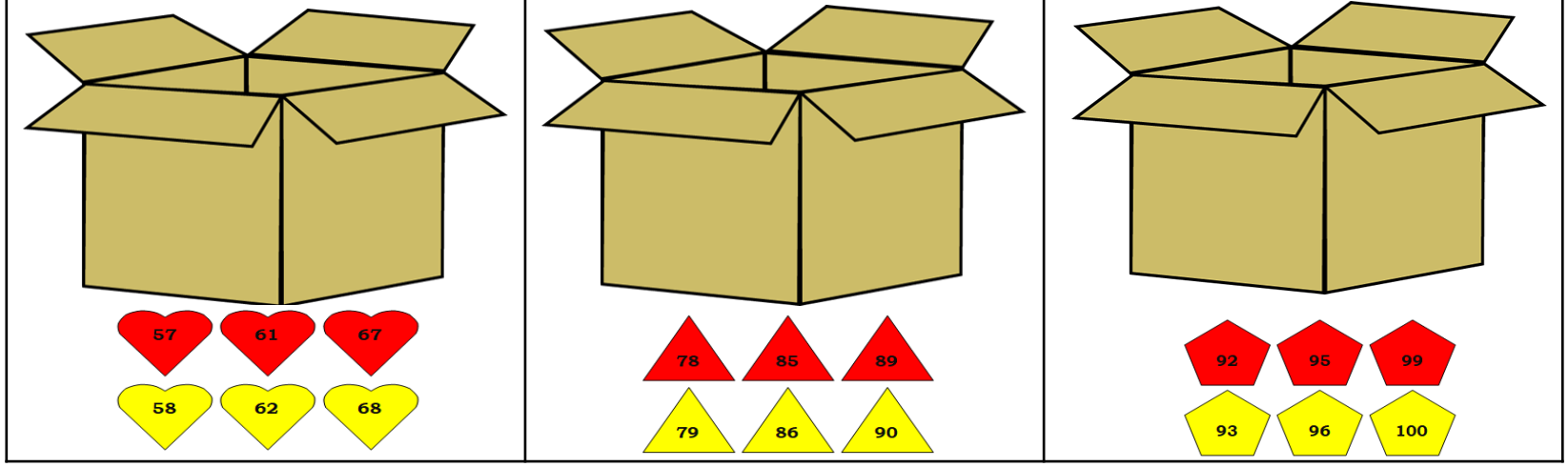
Let's Practice…

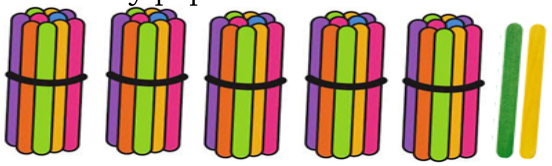
**Directions:** Identify the missing number that will complete the table.

| Given Number | One More |
|---|---|
| 1. **3** | _____ |
| 2. **17** | _____ |
| 3. **21** | _____ |
| 4. **36** | _____ |
| 5. **49** | _____ |

*Answers:*
*1. 4*
*2. 18*
*3. 22*
*4. 37*

| **Week** | **DAY 2** |
|---|---|
| **I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES** | |
| *A. Content Standard* | The learners should have knowledge and understanding of whole numbers up to 100. |
| *B. Performance Standard* | By the end of the quarter, the learners are able to recognize, represent, and order whole numbers up to 100. (NA) |
| *C. Learning Competency* | The learners are able to identify the number that is one more or one less from a given number. **M1NS-1b-3** |
| *D. Learning Objective* | At the end of the lesson, the learners are able to identify the number that is one more than a given number from 51 up to 100. |
| **II. CONTENT: Identifying Number That is One More Than a Given Number (51-100)** | |
| **III. LEARNING RESOURCES** | |
| *C. Reference* | National Learning Camp- Mathematics, Learners Workbook for Grade 1 |
| *D. Other Learning Resources* | Definition of "*one more*".<br>https://doodlelearning.com/maths/skills/numbers/find-one-more-or-less-than-a-given-number<br>Images: https://www.mycutegraphics.com/graphics/storage/box.html<br>https://www.mathsadventures.co.nz/wp-content/uploads/2020/07/Progressions_Add_Sub.pdf<br>https://www.clipartmax.com/middle/m2i8G6b1H7d3A0i8_toy-box-team-toy-box-illustration/ |
| **IV. TEACHING AND LEARNING PROCEDURES** | |
| **Before/Pre-Lesson Proper** | |
| *Activating Prior Knowledge (3 minutes)* | Good morning/afternoon, class!<br><br>I have prepared a game for the class. It is called "***One More Than***". Listen to the instruction. |

| | |
|---|---|
| | In this game, each group will be given a box. In the box, there were red and yellow cards with different numbers. Red cards are the given numbers and yellow cards are the numbers more than the given number. Pick a card and find your partner. The pairs of number should be next to each other indicating one more than the given number.<br><br>*Number cards:*  <br><br>**Intervention Group** / **Consolidation Group** / **Enhancement Group**<br>  <br><br>(After the game, process the learners' output and give appropriate feedback.)<br><br>You did a great job! You have found your right partner.<br>**58** is one more than **57**, **79** is one more than **78** and **93** is one more than **92**.<br><br>**NOTES TO THE TEACHER:** This activity will serve as a review for the competency on identifying numbers that is one more than the given number from 51 up to 100. The teacher must prepare the materials (box, cut-outs of numbers with color labels, etc.) before the class. The teacher will have 3 pairs of learners per group to perform the activity. |
| *Lesson Purpose/Intention (1 minute)* | Yesterday, you have identified the number that is one more than a given number from 1 up to 50. Now, let us continue from 51 up to 100. |

<table>
<tr><td></td><td>What can you say about the popsicle sticks?<br>How many popsicle sticks are there? Let us count by 10s.<br>  <br>There are 52 popsicles sticks in all.<br>NOTES TO THE TEACHER: This lesson part introduces the competency to be mastered which is identifying numbers that is one more than a given number from 51 up to 100. A teaser on a situation that the learners can relate to is presented for learners to be interested in the next part of the lesson. The teacher must bring real objects (popsicle sticks and jars) that can be used during the discussion. The teacher will call 1 learner from each group to count the popsicle sticks by 10s.</td></tr>
<tr><td>Lesson Language Practice<br>(1 minute)</td><td>To remind everyone, let us recall the meaning of the following terms before we go further to our discussion.<br><br>One more means the number that comes next when you are counting.<br><br>NOTES TO THE TEACHER: This part introduces the key terms to be used in the lesson or terms that are new in the lesson.</td></tr>
<tr><td colspan="2">During/Lesson Proper</td></tr>
<tr><td>Reading the Key Idea/ Stem<br>(3 minutes)</td><td>There are 3 jars of popsicle sticks here. Study the numbers pasted on each jar.<br>(The teacher will present the jar with popsicle sticks)<br>

<table>
<tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr>
</table></td></tr>
</table>

| | | | |
|---|---|---|---|
| | **Directions:**<br>A. Look at the number of popsicle sticks pasted on each jar. Answer the following questions. Write your answer on the blank.<br> <br><br>_____1. How many popsicle sticks are there in Jar A?<br>_____2. How many popsicle sticks are there in Jar B?<br>_____3. How many popsicle sticks are there in Jar C?<br><br>**Directions:**<br>B. Encircle the answer.<br><br>4. Jar B has one more popsicle stick than Jar _____.<br>A C<br><br>*Expected answers:*<br>*1. There are 51 popsicle sticks in* | **Directions:** Look at the number of popsicle sticks pasted on each jar. Answer the following questions. Write your answer on the blank.<br> <br><br>_____1. How many popsicle sticks are there in Jar A?<br>_____2. How many popsicle sticks are there in Jar B?<br>_____3. How many popsicle sticks are there in Jar C?<br>4. Which among the 3 jars has the greatest number of popsicle sticks?<br>Jar _____ has the greatest number of popsicle sticks.<br><br>5. Compare Jar A to Jar B. _____<br><br>*Expected answers:*<br>*1. There are 51 popsicle sticks in Jar A.*<br>*2. There are 52 popsicle sticks in Jar B.*<br>*3. There are 53 popsicle sticks in* | **Directions:** Look at the number of popsicle sticks pasted on each jar. Answer the following questions. Write your answer on the blank.<br> <br><br>1. Jar A has _____ popsicle sticks.<br><br>2. Jar B has _____ popsicle sticks.<br><br>3. Jar C has _____ popsicle sticks.<br><br>4. Compare Jar A to Jar B.<br><br>5. Compare Jar B to Jar C.<br><br>*Expected answers:*<br>*1. There are 51 popsicle sticks in Jar A.*<br>*2. There are 52 popsicle sticks in Jar B.* |

| | | | |
|---|---|---|---|
| | *Jar A.*<br>*2. There are 52 popsicle sticks in Jar B.*<br>*3. There are 53 popsicle sticks in Jar C.* | *Jar C.*<br>*4. Jar C has the greatest number of popsicle sticks.*<br>*5. Jar B has one more popsicle stick than Jar A.* | *3. There are 53 popsicle sticks in Jar C.*<br>*4. Jar B has one more popsicle sticks than Jar A.*<br>*5. Jar C has one more popsicle sticks than Jar B.* |

Jar A has 51 popsicle sticks, Jar B has 52 popsicle sticks and Jar C has 53 popsicle sticks. Jar C has the greatest number of popsicle sticks.
If we compare Jar A to Jar B, Jar B has one more popsicle sticks than Jar A.
If we compare Jar B to Jar C, Jar C has one more popsicle sticks than Jar B.

**NOTES TO THE TEACHER:** The activity helps the learners visualize the comparison of numbers through the situation/problem presented based on their context. The teacher shall prepare 3 jars for each group. Jars should have 51, 52, and 53 sticks (bundle by 10s).

*Developing Understanding of the Key Idea/Stem (10 minutes)*

To identify the number that is one more than a given number, we simply add 1 to the given number or think of the number next to it.

| ***Given Number*** | ***One More (Next Number)*** |
|---|---|
| 51 | |
| 63 | |
| 70 | |
| 81 | |
| 99 | |

Study the given numbers listed on the table.

| ***Given Number*** | ***One More (Add 1)*** |
|---|---|
| 51 | |
| 63 | |

| | |
|---|---|
| 70 | |
| 81 | |
| 99 | |

It was said a while ago that in identifying the number that is one more than a given number, we can just simply add 1 (+1) to the given number or think of the number next to it.

Let us complete the table by answering the questions. Choose the box that tells your answer and paste it on the table.

Questions:
1. What number is one more than 51?
2. What number is next to 63?
3. What number is one more than 70?
4. What number is next to 81?
5. What number is one more than 99?

*Expected answers:*
*1. The number that is one more than 51 is 52.*
*2. The number next to 63 is 64.*
*3. The number that is one more than 70 is 71.*

*4. The number next to 81 is 82.*
*5. The number that is one more than 99 is 100.*

| ***Given Number*** | ***Next Number*** |
|---|---|
| 51 | 52 |
| 63 | 64 |
| 70 | 71 |
| 81 | 82 |
| 99 | 100 |

*Expected Output:*

| ***Given Number*** | ***Add 1*** |
|---|---|
| 51 | 52 |
| 63 | 64 |
| 70 | 71 |
| 81 | 82 |
| 99 | 100 |

**NOTES TO THE TEACHER:** These items were given to provide more examples to the learners. The teacher shall prepare cut-outs to be pasted on the chart/table.

*Deepening Understanding of the Key Idea/Stem (5 minutes)*

To deepen your understanding of identifying number that is one more than the given number, let us answer the following activity.

| **Intervention** | **Consolidation** | **Enhancement** |
|---|---|---|

Let's Practice…

**Directions:** Encircle the number that is one more than the given number.

| Given Number | | One More | | |
|---|---|---|---|---|
| 1. | **58** | 57 | 59 | 60 |
| 2. | **62** | 60 | 61 | 63 |
| 3. | **77** | 78 | 76 | 74 |
| 4. | **84** | 89 | 85 | 82 |
| 5. | **90** | 91 | 92 | 93 |

*Answers:*
*1. 60*
*2. 63*
*3. 78*
*4. 85*
*5. 91*

Let's Practice…

**Directions:** Match Column A to Column B. Identify the number that is one more than the given number in Column A to Column B. Write the letter of your answer on the space provided before the number.

| **Column A** | **Column B** |
|---|---|
| _____1. 58 | A. 91 |
| _____2. 62 | B. 59 |
| _____3. 77 | C. 63 |
| _____4. 84 | D. 78 |
| _____5. 90 | E. 85 |

*Answers:*
*1. B*
*2. C*
*3. D*
*4. E*
*5. A*

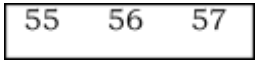
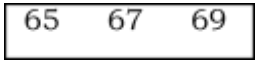
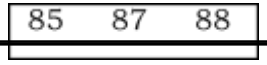
Let's Practice…

**Directions:** Identify the missing number that will complete the table.

| Given Number | | One More |
|---|---|---|
| 1. | **58** | _____ |
| 2. | **62** | _____ |
| 3. | **77** | _____ |
| 4. | **84** | _____ |
| 5. | **90** | _____ |

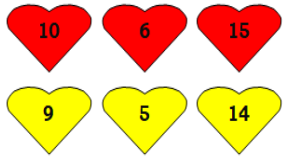
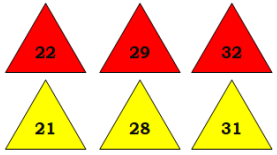
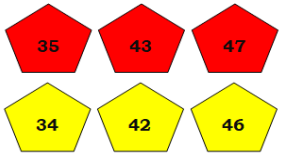
*Answers:*
*1. 60*
*2. 63*
*3. 78*
*4. 85*
*5. 91*

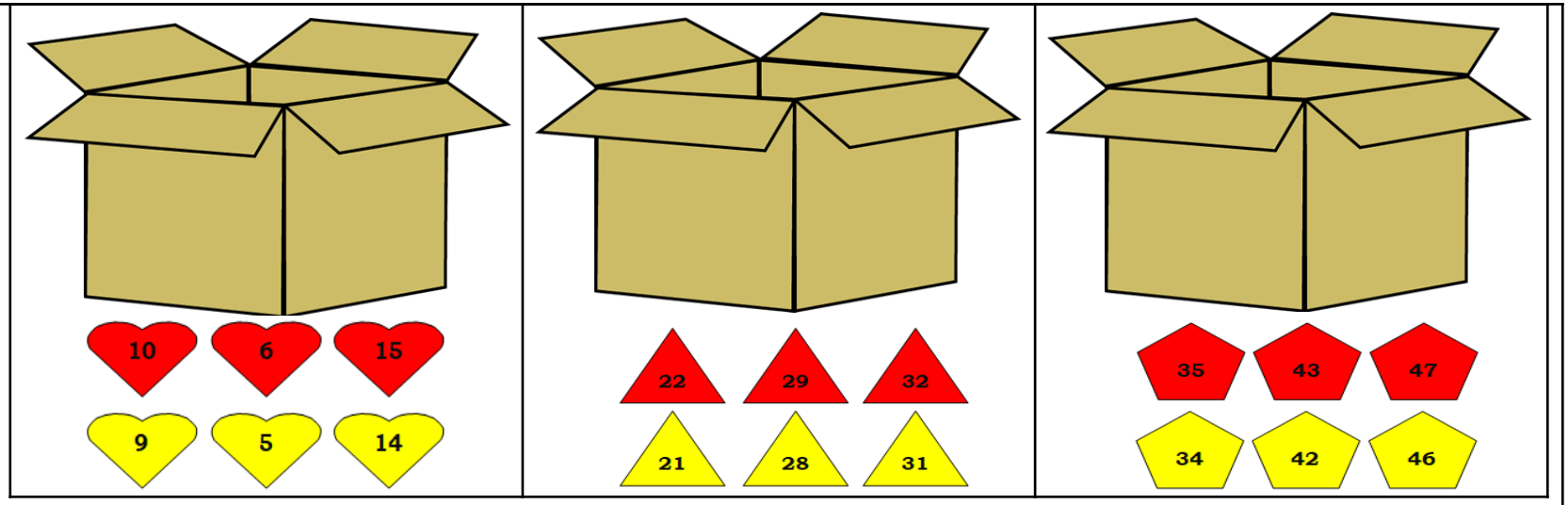
**After/Post-Lesson Proper**

<table>
<tr>
<td>Making Generalizations and Abstractions<br>(2 minutes)</td>
<td>You did a great job! You've demonstrated a solid understanding in identifying the number that is one more than the given number.<br><br>Questions:<br>1. What does the word one more means?<br>2. What number do we add to a given number to indicate that it is one more?<br>3. How do you identify the number that is one more than the given number?<br><br>Expected answers:<br>1. One more means the number that comes next when you are counting.<br>2. We add 1 to a given number to indicate that is one more.<br>3. To identify the number that is one more than the given, just simply add 1 (+1) to the given number and/or just think of the number next to it.</td>
</tr>
<tr>
<td>Evaluating Learning<br>(5 minutes)</td>
<td>Now, we will test your understanding of identifying the number that is one more than the given number by answering the following tasks. Write your answers on the activity sheet.<br><br>
<table>
<tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr>
<tr>
<td>Directions: Identify the number that is one more than the given number. Encircle your answer inside the box.<br><br>1. 54  <br><br>2. 66  <br><br>  </td>
<td>Directions:<br>A. Encircle the letter of the correct answer.<br><br>1. The number next to 54 is _____.<br>A. 53 B. 55 C. 57<br><br>2. The number that is one more than 66 is _____.</td>
<td>Directions:<br>A. Encircle the letter of the correct answer.<br><br>1. The number next to 54 is _____.<br>A. 53 B. 55 C. 57<br><br>2. The number that is one more than 66 is _____.</td>
</tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>
<table>
<tr>
<td>3. 86<br><br>4. 59 | 60 | 61 | 62 |<br><br>5. 78 | 80 | 79 | 77 |<br><br><br>

| **Week** | **DAY 3** |
|---|---|
| **I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES** | |
| *A. Content Standard* | The learners should have knowledge and understanding of whole numbers up to 100. |
| *B. Performance Standard* | By the end of the quarter, the learners are able to recognize, represent, and order whole numbers up to 100. (NA) |
| *C. Learning Competency* | The learners are able to identify the number that is one more or one less from a given number. **M1NS-1b-3** |
| *D. Learning Objective* | At the end of the lesson, the learners are able to identify the number that is one less than a given number from 1 up to 50. |
| **II. CONTENT: Identifying Number That is One Less Than a Given Number (1-50)** | |
| **III. LEARNING RESOURCES** | |

| | |
|---|---|
| *E. Reference* | National Learning Camp- Mathematics, Learners Workbook for Grade 1 |
| *F. Other Learning Resources* | Definition of "one less".<br>https://doodlelearning.com/maths/skills/numbers/find-one-more-or-less-than-a-given-number<br>Images: https://www.mycutegraphics.com/graphics/storage/box.html<br>https://www.mathsadventures.co.nz/wp-content/uploads/2020/07/Progressions_Add_Sub.pdf<br>https://www.clipartmax.com/middle/m2i8G6b1H7d3A0i8_toy-box-team-toy-box-illustration/<br>Video. https://www.youtube.com/watch?v=R3qD9wnfMbw |
| **IV. TEACHING AND LEARNING PROCEDURES** | |
| **Before/Pre-Lesson Proper** | |
| *Activating Prior Knowledge (3 minutes)* | Good morning/afternoon, class!<br><br>Let us play the game, "***One Less Than***". Listen to my instruction.<br><br>In this game, each group will be given a box. In the box, there were red and yellow cards with different numbers. Red cards are the given numbers and yellow cards are the numbers less than the given number. Pick a card and find your partner. The pairs of number should be next to each other indicating one less than the given number.<br><br>*Number cards:*      <br>**Intervention Group** \| **Consolidation Group** \| **Enhancement Group** |

| | |
|---|---|
| |  <br>(After the game, process the learners' output and give appropriate feedback.)<br><br>You did a great job! You have found your right partner.<br>**9** is one less than **10**, **21** is one less than **22** and **34** is one less than **35**.<br><br>**NOTES TO THE TEACHER:** This activity will serve as a review for the competency on identifying numbers that is one less than the given number from 1 up to 50. The teacher must prepare the materials (box, cut-outs of numbers with color labels, etc.) before the class. The teacher will have 3 pairs of learners per group to perform the activity. |
| *Lesson Purpose/Intention (1 minute)* | Yesterday, you have identified the number that is one more than a given number from 51 up to 100. This time, you will identify the number that is one less than a given number from 1 up to 50.<br><br>Do you know how to count backwards from 10 to 1?<br>As I play the song, you have to sing with it. |

https://www.youtube.com/watch?v=R3qD9wnfMbw

We count from 10, 9, 8, 7, 6, 5, 4, 3, 2 to 1.

**NOTES TO THE TEACHER:** This lesson part introduces the competency to be mastered which is identifying numbers that is one less than a given number from 1 up to 50. A video is presented for learners to be interested in the next part of the lesson. The teacher must download the song on the internet.

*Lesson Language Practice*
*(1 minute)*

To remind everyone, let us recall the meaning of the following terms before we go further to our discussion.

***One less*** means the number that comes before a given number.

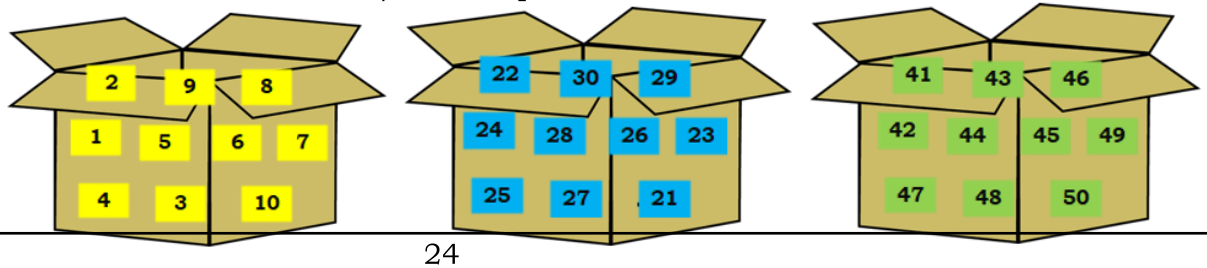
**NOTES TO THE TEACHER:** This part introduces the key terms to be used in the lesson or terms that are new in the lesson.

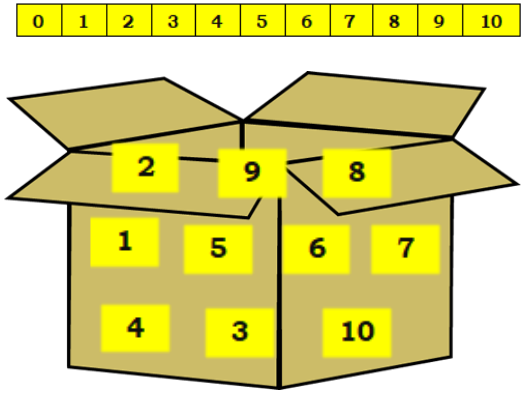
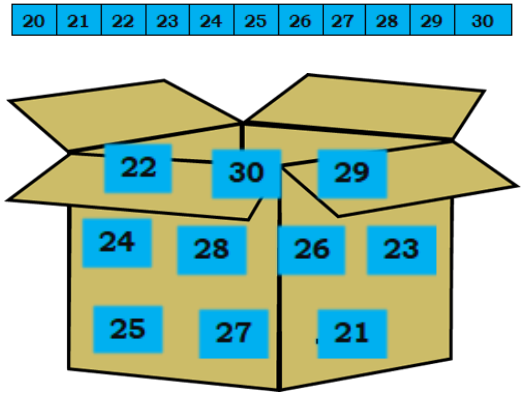
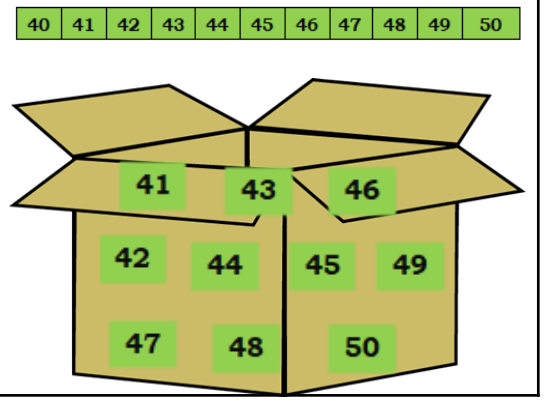
**During/Lesson Proper**

*Reading the Key Idea/Stem*
*(3 minutes)*

Introduce the game, **"Jumping One Less".**

*Instruction:* In this game, each group will have a set of numbers in a box. The player will pick a number in the box and stand on the number he/she has picked. If the teacher says "Jump One Less", the players will jump to the number one less than the number he/she has picked.



| | |
|---|---|
| | <table><tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr><tr><td>Directions: Pick a number from 1-10. Stand on your number. Jump to the number one less than your number.<br>  </td><td>Directions: Pick a number from 21-30. Stand on your number. Jump to the number one less than your number.<br>  </td><td>Directions: Pick a number from 41-50. Stand on your number. Jump to the number one less than your number.<br>  </td></tr></table><br>*Expected answers:*<br>*(Answers may vary based from the numbers picked by the learners. If the learner has picked number 4, he/she will stand on number 4 and jump to number 3 to show one less than his/her number. If the learner has picked number 25, he/she will stand on number 25 and jump to number 24. And if the learner has picked number 47, he/she will stand on number 47 and jump to number 46.)*<br><br>**NOTES TO THE TEACHER:** The activity helps the learners visualize the numbers through the activity presented. The teacher shall prepare the materials before the class. During the game, the teacher will call learners from each group to play the game simultaneously. The teacher shall model the game for better instruction. |
| *Developing Understanding of the Key Idea/ Stem (10 minutes)* | To identify the number that is one less than a given number, we simply count backwards by one or think of the number before the given number. |

| ***One Less (Count Backwards)*** | ***Given Number*** | ***One More*** |
|---|---|---|
| | **12** | 13 |
| | **28** | 29 |
| | **31** | 32 |
| | **43** | 44 |
| | **49** | 50 |

Study the given numbers listed on the table.

| ***One Less (Before the Number)*** | ***Given Number*** | ***One More*** |
|---|---|---|
| | **12** | 13 |
| | **28** | 29 |
| | **31** | 32 |
| | **43** | 44 |
| | **49** | 50 |

It was said a while ago that in identifying the number that is one less than a given number, we simply count backwards by one or think of the number before the given number.

Let us complete the table by answering the questions. Choose the fish that tells your answer and paste it on the table.

Questions:

1. What number is one less than 12?
2. What number comes before 28?
3. What number is one less than 31?
4. What number comes before 43?
5. What number is one less than 49?

*Expected answers:*

*1. The number that is one less than 12 is 11.*
*2. The number that comes before 28 is 27.*
*3. The number that is one less than 31 is 30.*
*4. The number that comes before 43 is 42.*
*5. The number that is one less than 49 is 48.*

| ***One Less (Count Backwards)*** | ***Given Number*** | ***One More*** |
|---|---|---|
| 11 | **12** | 13 |
| 27 | **28** | 29 |
| 30 | **31** | 32 |
| 42 | **43** | 44 |
| 48 | **49** | 50 |

*Expected Output:*

| ***One Less (Before the Number)*** | ***Given Number*** | ***One More*** |
|---|---|---|

| | | | |
|---|---|---|---|
| 11 | **12** | 13 |
| 27 | **28** | 29 |
| 30 | **31** | 32 |
| 42 | **43** | 44 |
| 48 | **49** | 50 |

**NOTES TO THE TEACHER:** These items were given to provide more examples to the learners. The teacher shall prepare cut-outs to be pasted on the chart/table. One less and one more are illustrated on the table to provide clearer understanding of the terms.

To deepen your understanding of identifying number that is one more than the given number, let us answer the following activity.

*Deepening Understanding of the Key Idea/Stem (5 minutes)*

**Intervention Group**

Let's Practice…

**Directions:** Encircle the number that is one less than the given number.

| One Less | | | Given Number |
|---|---|---|---|
| A. 1 | 3 | 5 | **4** |
| B. 14 | 16 | 18 | **15** |
| C. 24 | 23 | 20 | **21** |

**Consolidation Group**

Let's Practice…

**Directions:** Match Column A to Column B. Identify the number that is one less than the given number in Column A to Column B. Write the letter of your answer on the space provided before the number.

**Column A** **Column B**

**Enhancement Group**

Let's Practice…

**Directions:** Identify the missing number that will complete the table.

| One Less | Given Number |
|---|---|
| A. _____ | **4** |
| B. _____ | **15** |

| | | | | |
|---|---|---|---|---|
| D. | 35 | 36 | 38 | **37** |
| E. | 48 | 49 | 51 | **50** |

*Answers:*
*1. 3*
*2. 14*
*3. 20*
*4. 36*
*5. 49*

_____1. 4
_____2. 15
_____3. 21
_____4. 37
_____5. 50

A. 49
B. 3
C. 36
D. 14
E. 20

*Answers:*
*1. B*
*2. D*
*3. E*
*4. C*
*5. A*

| | | |
|---|---|---|
| C. | _____ | **21** |
| D. | _____ | **37** |
| E. | _____ | **50** |

*Answers:*
*1. 3*
*2. 14*
*3. 20*
*4. 36*
*5. 49*

**After/Post-Lesson Proper**

*Making Generalizations and Abstractions (2 minutes)*

You did a great job! You've demonstrated a solid understanding in identifying the number that is one less than the given number.

Questions:
1. What does the word *one less* means?
2. How do you identify the number that is *one less* than the given number?

*Expected answers:*
*1. One less means the number that comes before the given number.*
*2. To identify the number that is one less than the given number we, just simply count backwards by one or think of the number before the given number.*

*Evaluating Learning (5 minutes)*

Now, we will test your understanding of identifying the number that is one less than the given number by answering the following tasks. Write your answers on the activity sheet.

| Intervention Group | Consolidation Group | Enhancement Group |
|---|---|---|
| **Directions:**<br>Encircle the letter of the correct answer.<br><br>1. The number that comes before 10<br>is _____.<br>A. 9 B. 11 C. 13<br><br>2. To identify the number that is one<br>less than the given number, we<br>just count backwards by _____.<br>A. 1 B. 2 C. 3<br>3. The number that is one less<br>than 24 is _____.<br>A. 21 B. 23 C. 25<br><br>4. The number that is one less<br>than 39 is _____.<br>A. 36 B. 37 C. 38<br><br>5. The number that comes before 46 | **Directions:**<br>A. Encircle the letter of the correct answer.<br><br>1. The number that comes before 10<br>is _____.<br>A. 9 B. 11 C. 13<br><br>2. To identify the number that is one<br>less than the given number, we<br>just count backwards by _____.<br>A. 1 B. 2 C. 3<br>3. The number that is one less<br>than 24 is _____.<br>A. 21 B. 23 C. 25<br><br>**Directions:**<br>B. Write the number that is one less than the given number.<br><br>4. _____ 39<br><br>46 | **Directions:**<br>A. Encircle the letter of the correct answer.<br><br>1. The number that comes before 10<br>is _____.<br>A. 9 B. 11 C. 13<br><br>2. To identify the number that is one<br>less than the given number, we<br>just count backwards by _____.<br>A. 1 B. 2 C. 3<br>3. The number that is one less<br>than 24 is _____.<br>A. 21 B. 23 C. 25<br><br>**Directions:**<br>B. Put a check (√) if the statement is correct and an (**X**) if not.<br><br>_____4. The number that is one less than 39 is 38. |

| | | | |
|---|---|---|---|
| | is _____.<br>A. 43 B. 44 C. 45<br><br>*Answers:*<br>*1. A*<br>*2. A*<br>*3. B*<br>*4. C*<br>*5. C* | 5. _____<br><br>Answers:<br>*1. A*<br>*2. A*<br>*3. B*<br>*4. 38*<br>*5. 45* | _____5. The number that comes before 46 is 44.<br><br>Answers:<br>*1. A*<br>*2. A*<br>*3. B*<br>*4. √*<br>*5.* X |
| *Additional Activities for Application or Remediation (if applicable)* | | | |
| *Remarks* | | | |
| *Reflection* | | | |

| Week | DAY 4 |
|---|---|
| **I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES** | |
| *A. Content Standard* | The learners should have knowledge and understanding of whole numbers up to 100. |
| *B. Performance Standard* | By the end of the quarter, the learners are able to recognize, represent, and order whole numbers up to 100. (NA) |
| *C. Learning Competency* | The learners are able to identify the number that is one more or one less from a given number. **M1NS-1b-3** |
| *D. Learning Objective* | At the end of the lesson, the learners are able to identify the number that is one less than a given number from 51 up to 100. |
| **II. CONTENT: Identifying Number That is One Less Than a Given Number (51-100)** | |
| **III. LEARNING RESOURCES** | |
| *G. Reference* | National Learning Camp- Mathematics, Learners Workbook for Grade 1 |
| *H. Other Learning Resources* | Definition of "one less".<br>Images: https://doodlelearning.com/maths/skills/numbers/find-one-more-or-less-than-a-given-number<br>https://www.mycutegraphics.com/graphics/storage/box.html<br>https://www.clker.com/clipart-yellow-star-11.html<br>https://www.pikpng.com/pngvi/ixmxRRo_3-floating-balloon-gif-transparent-clipart/<br>https://www.shutterstock.com/search/caterpillar-images |

## IV. TEACHING AND LEARNING PROCEDURES

### Before/Pre-Lesson Proper

*Activating Prior Knowledge*
*(3 minutes)*

Good morning/afternoon, class!

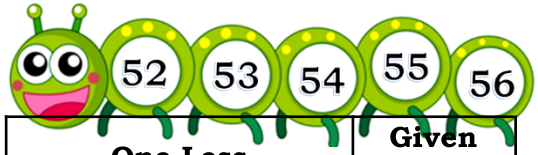
I know that you are all excited for our Math activity for today! Are you ready?

I have prepared an activity for you to work on. I will call one learner in each group to answer the following activity.

*(The teacher will paste the activity on the board and call a learner to answer the given task.)*

#### Intervention Group

**Directions:** Encircle the number that is one less than the given number.




| One Less | | Given Number |
|---|---|---|
| A. 52 | 54 | **53** |
| B. 54 | 55 | **56** |

Questions:
A. What Number is one less than 53?

#### Consolidation Group

**Directions:** Complete the table. Identify the number that is one less than the given number.

| One Less | Given Number |
|---|---|
| A. _____ | **76** |
| B. _____ | **78** |

Questions:
A. What Number is one less than 76?

#### Enhancement Group

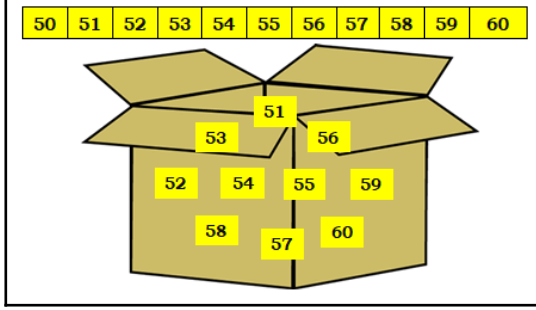
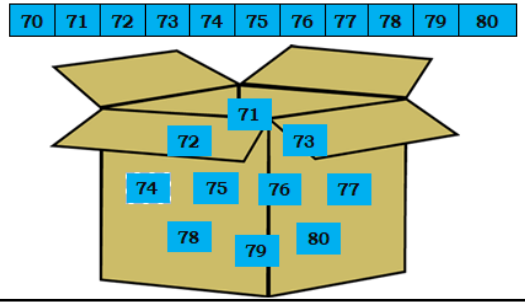
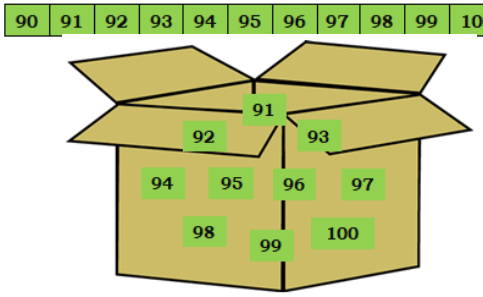
**Directions:** Give two numbers from 96 up to 100 that will complete the table indicating one less than the given number.

| One Less | Given Number |
|---|---|
| A. _____ | _____ |
| B. _____ | _____ |

<table>
<tr><td></td><td>
<table>
<tr><td>B. What number is one less than 56?<br><br>Expected answers:<br>A. The number that is one less than 53 is 52.<br>B. The number that is one less than 56 is 55.</td><td>B. What number is one less than 78?<br><br>Expected answers:<br>A. The number that is one less than 76 is 75.<br>B. The number that is one less than 78 is 77.</td><td>Give a number from 96-100 and identify the number that is one less than your given number.<br><br>Expected answers:<br>A. answers may vary<br>B. answers may vary</td></tr>
</table>
<br>(After the activity, process the learners' output and give appropriate feedback.)<br><br>You did a great job! You got the right answer.<br><u>52</u> is one less than <u>53</u>, <u>75</u> is one less than <u>76</u> and <u>97</u> is one less than <u>98.</u><br>NOTES TO THE TEACHER: This activity will serve as a review for the competency on identifying numbers that is one less than the given number from 51 up to 100. The teacher must prepare the materials (chart) before the class. The teacher will call a learner from each group to work on the activity.</td></tr>
<tr><td>Lesson Purpose/Intention (1 minute)</td><td>Yesterday, you have identified the number that is one less than a given number from 1 up to 50. Now, let us continue from 51 up to 100.<br><br>Pick a star and pop the balloon that is one less than the number that you have picked.<br>

<br>NOTES TO THE TEACHER: This lesson part introduces the competency to be mastered which is identifying numbers that is one less than a given number from 51 up to 100. The teacher shall prepare 10 balloons with numbers 51 up to 60 and 3 pcs of stars (cut-outs) with numbers, 52, 60 and 56.</td></tr>
<tr><td>Lesson Language Practice (1 minute)</td><td>To remind everyone, let us recall the meaning of the following terms before we go further to our discussion.<br><br>One less means the number that comes before a given number.<br><br>NOTES TO THE TEACHER: This part introduces the key terms to be used in the lesson or terms that are new in the lesson.</td></tr>
<tr><td colspan="2">During/Lesson Proper</td></tr>
</table>

| | |
|---|---|
| *Reading the Key Idea/Stem (3 minutes)* | Let us play the game, "**Jumping One Less**".<br><br>In this game, each group will have a set of numbers in a box. The player will pick a number in the box and stand on the number he/she has picked. If the teacher says "Jump One Less", the players will jump to the number one less than the number he/she has picked. |

| **Intervention Group** | **Consolidation Group** | **Enhancement Group** |
|---|---|---|
| **Directions:** Pick a number from 51-60. Stand on your number. Jump to the number one less than your number. | **Directions:** Pick a number from 71-80. Stand on your number. Jump to the number one less than your number. | **Directions:** Pick a number from 91-100. Stand on your number. Jump to the number one less than your number. |
|  |  |  |

*Expected answers:*
*(Answers may vary based from the numbers picked by the learners. If the learner has picked number 53, he/she will stand on number 53 and jump to number 52 to show one less than his/her number. If the learner has picked*

<table>
<tr><td></td><td>number 74, he/she will stand on number 74 and jump to number 73. And if the learner has picked number 97, he/she will stand on number 97 and jump to number 96.<br>NOTES TO THE TEACHER: The activity helps the learners visualize the numbers through the activity presented. The teacher shall prepare the materials before the class. During the game, the teacher will call learners from each group to play the game simultaneously. The teacher shall model the game for better instruction.</td></tr>
<tr><td>Developing Understanding of the Key Idea/Stem (10 minutes)</td><td>To identify the number that is one less than a given number, we simply count backwards by one or think of the number before the given number.<br><br>
<table>
<tr><th>One Less (Before the Number)</th><th>Given Number</th><th>One More</th></tr>
<tr><td></td><td>53</td><td>54</td></tr>
<tr><td></td><td>64</td><td>65</td></tr>
<tr><td></td><td>72</td><td>73</td></tr>
<tr><td></td><td>80</td><td>81</td></tr>
<tr><td></td><td>97</td><td>98</td></tr>
</table>
Study the given numbers listed on the table.
<table>
<tr><th>One Less (Count Backwards)</th><th>Given Number</th><th>One More</th></tr>
<tr><td></td><td>53</td><td>54</td></tr>
<tr><td></td><td>64</td><td>65</td></tr>
<tr><td></td><td>72</td><td>73</td></tr>
<tr><td></td><td>80</td><td>81</td></tr>
<tr><td></td><td>97</td><td>98</td></tr>
</table></td></tr>
</table>

It was said a while ago that in identifying the number that is one less than a given number, we simply count backwards by one or think of the number before the given number.

Let us complete the table by answering the questions. Choose the star that tells your answer and paste it on the table.

Question:
1. What number is one less than 53?
2. What number comes before 64?
3. What number is one less than 72?
4. What number comes before 80?
5. What number is one less than 97?

*Expected answer:*
*1. The number that is one less than 53 is 52.*
*2. The number that comes before 64 is 63.*
*3. The number that is one less than 72 is 71.*
*4. The number that comes before 80 is 79.*
*5. The number that is one less than 97 is 96.*

| ***One Less*** | ***Given Number*** | ***One More*** |
|---|---|---|

| | |
|---|---|
| | |

| ***(Before the Number)*** | | |
|---|---|---|
| 52 | **53** | 54 |
| 63 | **64** | 65 |
| 71 | **72** | 73 |
| 79 | **80** | 81 |
| 96 | **97** | 98 |

*Expected Output*

| ***One Less (Count Backwards)*** | ***Given Number*** | ***One More*** |
|---|---|---|
| 52 | **53** | 54 |
| 63 | **64** | 65 |
| 71 | **72** | 73 |
| 79 | **80** | 81 |
| 96 | **97** | 98 |

**NOTES TO THE TEACHER:** These items were given to provide more examples to the learners. The teacher shall prepare cut-outs to be pasted on the chart/table. One less and one more are illustrated on the table to provide clearer understanding of the terms

*Deepening Understanding of the Key Idea/Stem*

To deepen your understanding of identifying number that is one more than the given number, let us answer the following activity.

| **Intervention Group** | **Consolidation Group** | **Enhancement Group** |
|---|---|---|

*(5 minutes)*

Let's Practice…

**Directions:** Encircle the number that is one less than the given number.

| One Less | Given Number |
|---|---|
| 1. | **58** |
| 2. | **62** |
| 3. | **74** |
| 4. | **88** |
| 5. | **100** |

*Answers:*
*1. 57*
*2. 61*
*3.73*
*4. 87*
*5. 99*

Let's Practice…

**Directions:** Match Column A to Column B. Identify the number that is one less than the given number in Column A to Column B. Write the letter of your answer on the space provided before the number.

| Column A | Column B |
|---|---|
| _____1. 58 | A. 99 |
| _____2. 62 | B. 73 |
| _____3. 74 | C. 87 |
| _____4. 88 | D. 57 |
| _____5. 100 | E. 61 |

*Answers:*
*1. D*
*2. E*
*3. B*
*4. C*
*5. A*

Let's Practice…

**Directions:** Identify the missing number that will complete the table.

| One Less | Given Number |
|---|---|
| A. _____ | **58** |
| B. 61 | _____ |
| C. _____ | **74** |
| D. 87 | _____ |
| E. _____ | **100** |

*Answers:*
*A. 57*
*B. 62*
*C. 73*
*D. 88*
*E. 99*

| | |
|---|---|
| | |
| **After/Post-Lesson Proper** | |
| *Making Generalizations and Abstractions (2 minutes)* | You did a great job! You've demonstrated a solid understanding of identifying the number that is one less than the given number.<br><br>Questions:<br>1. What does the word *one less* means?<br>2. How do you identify the number that is *one less* than the given number?<br><br>*Expected answers:*<br>*1. One less means the number that comes before the given number.*<br>*2. To identify the number that is one less than the given number, we just simply count backwards by one or think of the number before the given number.* |
| *Evaluating Learning (5 minutes)* | Now, we will test our understanding of identifying the number that is one less than the given number by answering the following tasks. Write your answers on the activity sheet. |

**Intervention Group**

**Directions:** Identify the number that is one less than the given number. Encircle your answer inside the box.

| | One Less | | | Given Number |
|---|---|---|---|---|
| A. | 59 | 58 | 57 | **60** |
| B. | 64 | 66 | 68 | **67** |
| C. | 77 | 75 | 73 | **76** |
| D. | 91 | 89 | 88 | **90** |

**Consolidation Group**

**Directions:**
A. Encircle the letter of the correct answer.

1. The number that comes before 60 is _____.
   A. 59 B. 58 C. 57

2. The number that is one less than 67 is _____.
   A. 64 B. 66 C. 68

**Enhancement Group**

**Directions:**
A. Encircle the letter of the correct answer.

1. The number that comes before 60 is _____.
   A. 59 B. 58 C. 57

2. The number that is one less than 67 is _____.
   A. 64 B. 66 C. 68

3. The number that is one less than 76 is _____.

| | | | |
|---|---|---|---|
| E. 93 95 96 | **94** | | |

*Answers:*
*A. 59*
*B. 66*
*C. 75*
*D. 89*
*E. 93*

3. The number that is one less than
76 is _____.
A. 77 B. 75 C. 73

**Directions:**
B. Write the number that is one less than the given number.

4. _____ 90

5. _____ 94

*Answers:*
*1. A*
*2. B*
*3. B*
*4. 89*
*5. 93*

A. 77 B. 75 C. 73

**Directions:**
B. Give a number from 51 up to 100 and identify the number that is one less than your given number.

| One Less | Given Number |
|---|---|
| 4. _____ | _____ |
| 5. _____ | _____ |

*Answers:*
*1. A*
*2. B*
*3. B*
*4. answers may vary*
*5. answers may vary*

| | |
|---|---|
| *Additional Activities for Application or Remediation (if applicable)* | |
| *Remarks* | |

| | |
|---|---|
| *Reflection* | |