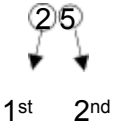
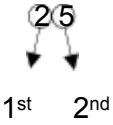
| MATATAG K to 10 Curriculum Weekly Lesson Log | School: | Visit DepEdResources.com for More | Grade Level: | 1 |
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| | Name of Teacher | | Learning Area: | MATHEMATICS |
| | Teaching Dates and Time: | OCTOBER 14 - 18, 2024 (WEEK 3) | Quarter: | Second |

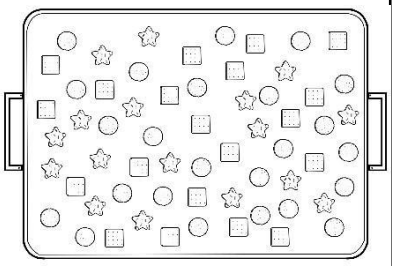
| | DAY 1 | DAY 2 | DAY 3 | DAY 4 |
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| A. Content Standards | The learners should have knowledge and understanding of place value in any 2-digit number. | | | |
| B. Performance Standards | By the end of the quarter, the learner is able to order and decompose (into tens and ones) numbers up to 100. | | | |
| C. Learning Competencies | The learners<br>● order numbers up to 100 from smallest to largest, and vice versa; and<br>● count by 2s, 5s, and 10s up to 100. | | | |
| D. Learning Objectives | At the end of the lesson, the learners should be able to order numbers up to 100 from smallest (least) to largest (greatest). | At the end of the lesson, the learners should be able to order numbers up to 100 from largest (greatest) to smallest (least). | At the end of the lesson, the learners should be able to count by 2s up to 100. | At the end of the lesson, the learners should be able to:<br>● count by 5s up to 100; and<br>● count by 10s up to 100. |
| Activating Prior Knowledge | Ask the learners to read numbers flashed before them (up to 100).<br><br>Next, consider any set of three numbers from 1 to 20 and have the learners order them from smallest (least) to largest (greatest). Ask the learners to explain their answers. | Discuss the answers to Assessment 1. Refer to the answers provided in Day 1. | Discuss the answers to Assessment 2. Refer to the answers provided in Day 2.<br><br>Using the Hundred Chart, ask the learners to read the | Discuss the answers to Assessment 3. Refer to the answers provided in Day 3.<br><br>Ask the learners to count by 2s from 2 to 50. |

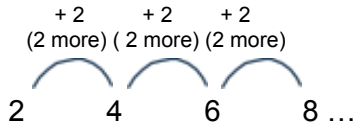
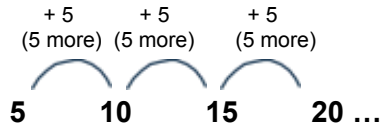
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| | | | | numbers you pointed to randomly. | |
| Lesson Purpose/ Intention | | To order numbers (up to 100) from smallest (least) to largest (greatest) | To order numbers (up to 100) from largest (greatest) to smallest (least) | To count by 2s up to 100 | To count by 5s and 10s up to 100 |
| Lesson Language Practice | | greater than, less than, smallest, largest, increasing, least, greatest | greater than, less than, smallest, largest, decreasing, least, greatest | count by 2s | count by 5s and 10s |
| Reading the Key Idea/Stem | | | | | |

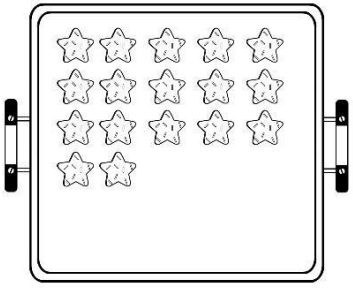
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| Developing Understanding of Key Idea/ Stem | To aid the discussion, have the following prepared beforehand:<br>1. a copy of the problem written on Manila paper<br>2. a big illustration of a tray big enough to place the cutouts of biscuits<br>3. cutouts of biscuits as shown in the problem; These cutouts should be placed on the big tray using masking tape to hold them in place. This will make it easier to transfer them from the big tray to the smaller trays during the discussion. Prepare additional cutouts of each shape of biscuit.<br>4. illustrations of three identical small trays, each is big enough to fit the cutouts of the shaped biscuits that will be placed in them.<br><br>Post the following problem on the board and read it aloud.<br><br>Mother baked three different shapes of biscuits. She asked her children, Nena and Lito, to place each shape of biscuit into its own tray. | Tell the learners that they will be performing an activity. Divide the learners into four groups. Give each group a cube with faces numbered differently:<br><br>Group 1 – 50 to 55<br>Group 2 – 65 to 70<br>Group 3 – 83 to 88<br>Group 4 – 91 to 96<br><br>Give them also a chart as shown and a marker pen. Make sure that the rows in the chart are enough for all the members of the group.<br><br>Give the following instructions to the learners:<br>1. Write your names in the chart.<br>2. Take turns in rolling the numbered cube once.<br>3. Write the number that appears on top of the cube on the second column beside your name. | Provide each learner with a smaller version of the Hundred Chart, which is available on the last page of this exemplar. Ensure that it is photocopied according to the number of learners. Tell the learners that they will use the Hundred Chart in doing a task.<br><br>Write a number on the board and explain how we will refer to its parts: the left part as the “1st number” and the right part as the “2nd number.”<br><br><br><br><br>**Note:** At this point, the concept of digit has not yet been introduced, so we cannot use it to refer to the parts of the given number.<br><br>Give them the following instructions:<br>1. Cross out number 1.<br>2. Cross out the numbers that have 1 as its 2nd number.<br>3. Cross out the numbers that have 3 as its 2nd number.<br>4. Cross out the numbers that have 5 as its 2nd number. | Provide each learner with a smaller version of the Hundred Chart, which is available on the last page of this exemplar. Ensure that it is photocopied according to the number of learners. Tell the learners that they will use the Hundred Chart in doing a task.<br><br>Write a number on the board and explain once again how we will refer to its parts: the left part as the “1st number” and the right part as the “2nd number.”<br><br><br><br><br>Give them the following instructions:<br>1. Encircle number 5.<br>2. Encircle all the numbers that have 5 as its 2nd number.<br>3. Box all the numbers that have 0 as its 2nd number.<br>4. Cross out all the other numbers that are not encircled and boxed.<br><br>Move around to check on the learners’ progress. |

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| | | | 5. Cross out the numbers that have 7 as its 2nd number. | |

| Name | Number |
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| | How many biscuits of each shape are there?<br><br>Assess learners' understanding of the problem.<br><br>Ask the following questions: What did Mother bake? *Mother baked biscuits.*<br><br>How many different shapes of biscuits are there? What are the shapes? *There are three different shapes of biscuits: star, square, and circle.*<br><br>What did Mother ask Nena and Lito to do with the biscuits? *Mother asked Nena and Lito to place each shape of biscuit into its own tray.*<br><br>How many trays should Nena and Lito use? *They need to use three trays.* | Ask the learners if they have questions or need clarifications. If there is none, let them do the activity. Move around to check on each group's progress. Give them about 10 minutes to complete the activity. After finishing the activity, have each group post their chart on the board.<br><br>Have the learners observe the charts posted on the board. Ask the following questions:<br><br>**Note:** The answers to the questions will depend on the actual results of rolling the cube.<br><br>Did each member of your group get the same number? *Not all of us got the same number.*<br><br>Did your group get the same numbers as the other groups? *No, each group got different numbers.*<br><br>I will get three different numbers from group 1's chart.<br><br>Write the numbers on the board with some space in between them.<br>**55, 53, 50** | 6. Cross out the numbers that have 9 as its 2nd number.<br><br>Move around to check on the learners' progress.<br><br>Once everyone has finished, ask the learners, "What numbers were left uncrossed?"<br><br>Listen to their answers and affirm each correct answer. For any incorrect answers, help the learners realize why their answer is incorrect by asking guide questions.<br><br>Post a bigger version of the Hundred Chart on the board, with the numbers in the 1st, 3rd, 5th, 7th, and 9th columns crossed out. Have this chart prepared beforehand. Ask the learners to compare their work with the one posted on the board.<br><br>Hundred Chart<br>~~1~~ 2 ~~3~~ 4 ~~5~~ 6 ~~7~~ 8 ~~9~~ 10<br>~~11~~ 12 ~~13~~ 14 ~~15~~ 16 ~~17~~ 18 ~~19~~ 20<br>~~21~~ 22 ~~23~~ 24 ~~25~~ 26 ~~27~~ 28 ~~29~~ 30<br>~~31~~ 32 ~~33~~ 34 ~~35~~ 36 ~~37~~ 38 ~~39~~ 40<br>~~41~~ 42 ~~43~~ 44 ~~45~~ 46 ~~47~~ 48 ~~49~~ 50<br>~~51~~ 52 ~~53~~ 54 ~~55~~ 56 ~~57~~ 58 ~~59~~ 60<br>~~61~~ 62 ~~63~~ 64 ~~65~~ 66 ~~67~~ 68 ~~69~~ 70<br>~~71~~ 72 ~~73~~ 74 ~~75~~ 76 ~~77~~ 78 ~~79~~ 80<br>~~81~~ 82 ~~83~~ 84 ~~85~~ 86 ~~87~~ 88 ~~89~~ 90<br>~~91~~ 92 ~~93~~ 94 ~~95~~ 96 ~~97~~ 98 ~~99~~ 100 | Once everyone has finished, ask the learners, "What numbers were left uncrossed?"<br><br>Write the numbers on the board with spaces between each number. Make sure that the numbers are in increasing order.<br><br>**5, 10, 15, 20**<br>**25, 30, 35, 40**<br>**45, 50, 55, 60**<br>**65, 70, 75, 80**<br>**85, 90, 95, 100**<br><br>Once all the numbers are written on the board, ask the learners to read them aloud from the top to the bottom.<br><br>Mention that in their previous lesson, we discussed counting by 2s. This time, we are focusing on counting by 5s. When counting by 2s, we found the next number by adding 2 to the previous number. When counting by 5s, can we say that to determine the next number, we should add 5 to the previous number? Let us find out. |

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| | What does the problem want us to find out? *We need to determine the number of biscuits of each shape.*<br><br>How will you find the answer to the problem? *First, place biscuits of the same shape into their own tray. Then, count the biscuits in each tray.*<br><br>Direct learners' attention to the big tray of biscuits. Place the three small trays in a line on the board, labeling each one as follows: Star Biscuits, Square Biscuits, and Circle Biscuits.<br><br>Call on two learners to get the star-shaped biscuits from the big tray and put them in the "Star Biscuits" tray. Help them arrange the biscuits in an orderly way to make counting easier. You may ask the whole class to count the biscuits aloud. After counting, write the number beside the label. | Ask the learners to read the numbers on the board.<br><br>Ask the following questions: How are the numbers arranged? *The numbers are arranged from the largest (greatest) to the smallest (least).*<br><br>**Note:** The learners might give this answer, as they have learned how to order numbers from smallest to largest in their previous lesson.<br><br>How do you know that the numbers are arranged from the largest (greatest) to the smallest (least)? *The numbers are arranged in decreasing order. The first number is 55 followed by 53. Fifty-three is two less than 55 (or 55 is two more than 53), so these two numbers are in the correct order. Next is 50, which is three less than 53 (or 53 is three more than 50), meaning these numbers are also in the correct order. Since these numbers are arranged in decreasing order, they are arranged from largest (greatest) to smallest (least).* | Point at the numbers that were left uncrossed. Have the learners read the numbers aloud as you point to them individually, starting from 2 and moving from left to right.<br><br>Inform the learners that this is another way of counting. It is counting by 2s. In this chart, we started from 2 and counted by 2s: 2, 4, 6, 8, 10, and so on.<br><br>Emphasize that "**Counting by 2s means adding two to the previous number to get the next number**."<br><br>Present the following illustrations to the learners as you explain.<br><br><br><br>To "add 2" or "plus 2" means that: (1) the next number is two more than the preceding number; or (2) the next number increases by two.<br><br>Challenge the learners to give the number that comes after 14 when counting by 2s, without looking at the chart. Ask them to explain how they got their answers. | Present the following illustrations to the learners as you explain.<br><br><br><br>Counting by 5s is another way of counting. As seen on the board, we started from 5 and counted by 5s: 5, 10, 15, 20, 25, and so on. Notice that the number after 5 is 10. Ten is 5 more than 5, which means we add 5 to 5 to get 10. The number after 10 is 15. Fifteen is 5 more than 10, which means<br>we add 5 to 10 to get 15. The number after 15 is 20. Twenty is 5 more than 15, which means<br>we add 5 to 15 to get 20. Therefore, to determine the next number, where we count by 5s, we should add 5 to the previous number.<br><br>Following the pattern, what number is next to 20 when counting by 5s? How do you know? *To find out, add 5 to 20. The next number to 20 is 25 because 25 is 5 more than 20.* |

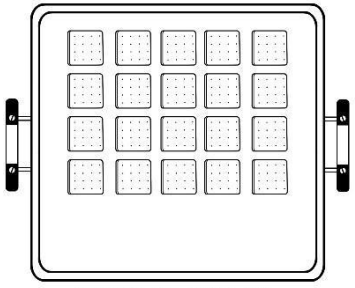


Star Biscuits: 17

Leave enough space at the bottom to make it easier to combine the additional biscuits with the existing ones later on.

Repeat the process with the other shapes of biscuits.

*Expected answers:*



Square Biscuits: 20

**55,** **53,** **50**
largest (greatest) smallest (least)

Emphasize that since each number is less than the one before it, we can say that the numbers are arranged in decreasing order. If the numbers are in decreasing order, then they are arranged from largest (greatest) to smallest (least).

Consider any three numbers from group 2's chart, for example: 70, 66, and 67. Write these numbers on the board. Ask the learners to arrange the numbers from largest (greatest) to smallest (least) and write their answers in their show-me boards. Have the learners explain their answers. Process all unique answers given by the learners, addressing any incorrect answers as needed.

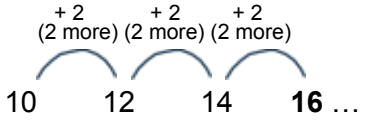
Provide the correct answer and label the largest (greatest) and the smallest (least) numbers.

*Expected answer:*
*70* *67* *66*
*largest (greatest)* *smallest (least)*

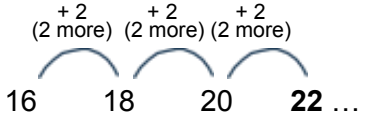
*Expected answer: 16*

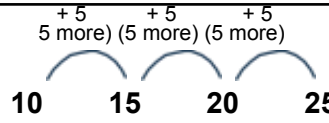
Listen to the learners' answers and explanations.

*Possible explanation:*
*Following the pattern of counting by 2s, we add 2 to 14 to find the next number. So, after 14, the next number is 16. This is because 16 is two more than 14.*

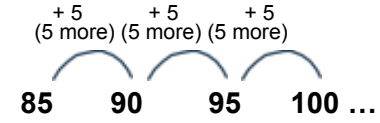



How about the number next to 20 when you count by 2s? Explain your answer. *Next to 20 is 22. Two more than 20 is 22.*




How about the number that is next to 95 when you count by 5s? How do you know? *To find out, add 5 to 95. The next number to 95 is 100 because 100 is 5 more than 95.*



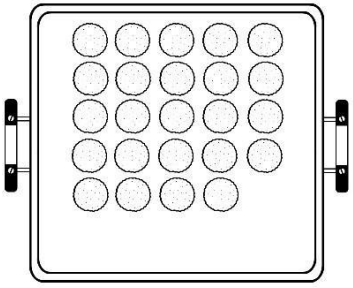
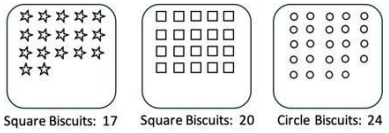
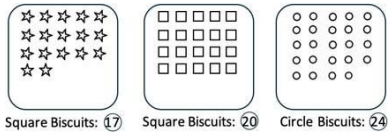
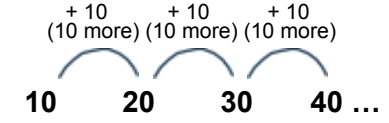

Reiterate that "**Counting by 5s means adding five to the previous number to get the next number**."

Ask the learners to count by 5s starting from 5 to 100 once more.

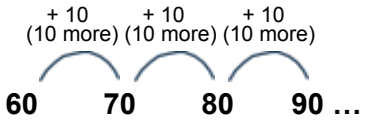
Now, direct learners' attention to the numbers you boxed. What numbers were boxed?

Write the numbers on the board with spaces between each number. Make sure that the numbers are in increasing order.

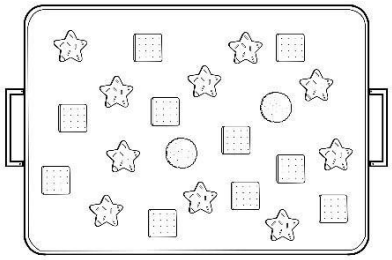
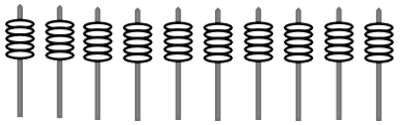
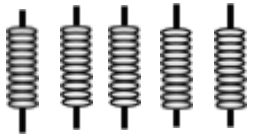
**10, 20, 30, 40, 50, 60, 70, 80, 90, 100**

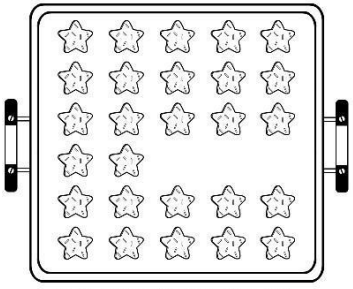
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| | <br>Circle Biscuits: 24<br>Once done, the small trays will look like this on the board.<br><br>Square Biscuits: 17 Square Biscuits: 20 Circle Biscuits: 24<br>Direct learners' attention to the number of each type of biscuit. Encircle the numbers 17, 20, and 24 and then write these numbers on the board.<br><br>Square Biscuits: 17 Square Biscuits: 20 Circle Biscuits: 24<br>17 20 24<br>Note: The learners learned comparing numbers up to 20 in a previous lesson.<br>How are the numbers | Reiterate that numbers that are in decreasing order are arranged from largest (greatest) to smallest (least). | | Once all the numbers are written on the board, ask the learners to read them aloud.<br>We have already counted by 2s and by 5s. Now, let us learn another way of counting: counting by 10s. Can you tell what counting by 10s means? *When we count by 10s, we add 10 to the previous number to get the next number.*<br>**Note:** The learners might be able to provide this answer by recognizing the pattern from counting by 2s and 5s.<br>Present the following illustrations to support learners' answer.<br><br><br>Emphasize that **"Counting by 10s means adding 10 to the previous number to get the next number**."<br>Following the pattern of counting by 10s, what number is next to 80 when you count by 10s? How do you know? *To find out, add 10 to 80. The* |

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| | arranged? | | | *next* |

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| | *Possible answers:*<br>● *They are arranged in increasing order.*<br>● *They are arranged from smallest (least) to largest (greatest).*<br><br>How do you know that the numbers are arranged in increasing order? *We need to compare the three numbers. First, we compared 17 and 20. Since 20 is three more than 17 (or 17 is three less than 20), 20 is greater than 17. Next, we compared 20 and 24. Since 24 is four more than 20 (or 20 is four less than 24), 24 is greater than 20. Since each number is greater than the one before it, we can say that the numbers are arranged in increasing order.*<br><br>How do you know that the numbers are arranged from smallest (least) to largest (greatest)? *Since the numbers are arranged in increasing order, it follows that they are arranged from smallest (least) to largest (greatest). This means the leftmost number in the arrangement is the smallest (least) and the rightmost number is the largest* | | | *number to 80 is 90 because 90 is 10 more than 80.*<br><br><br><br>Ask the learners to count by 10s starting from 10 to 100 once more. |

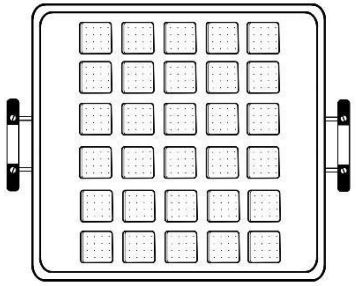
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| | *(greatest).*<br><br>*Which number is the smallest (least)? It is 17.*<br><br>*Which number is the largest (greatest)? It is 24.*<br><br>Write smallest (least) below 17 and largest (greatest) below 24.<br><br>17 20 24<br>Smallest (Least) Largest (Greatest) | | | |

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| Deepening Understanding of Key Idea/Stem | Suppose Mother baked additional biscuits as shown below.<br><br>These biscuits will be added to those in the trays. How do we arrange the total number of each type of biscuit from smallest (least) to largest (greatest)?<br><br>Prepare an illustration of a big tray and cutouts of the | Consider group 3's and group 4's charts. Choose any two numbers from group 3's chart, say 85 and 88, and write them on the board. Next, choose any two numbers from group 4's chart, say 91 and 95, and write them on the board beside the first two numbers.<br><br>Ask the learners to read the numbers written on the board.<br><br>85, 88, 91, 95<br><br>Ask the following questions: Are the numbers arranged from largest (greatest) to smallest (least)? *No, they are not.* | Ask the learners to bring out their show-me boards. Tell them that you will post some sets of numbers on the board and their task is to write the missing numbers in each set on their show-me boards.<br><br>Prepare the following sets of numbers on strips of paper, which will be posted on the board one by one.<br><br>*Examples:*<br>*a)* 32, 34, 36, 38, _____ (*40*)<br>*b)* 50, 52, 54, _____, 58 (*56*)<br>*c)* 62, 64, 66, _____, 70 (*68*)<br>*d)* 76, 78, 80, _____, 84 (*82*)<br>*e)* 88, 90, 92, _____, 96 (*94*)<br><br>Have a discussion afterward to reinforce the concept. To aid in the discussion, use the Hundred | Prepare the necessary illustrations for the problem beforehand.<br><br>Present the following situation:<br>One afternoon, Lito and Tesa helped their mother sell fish balls. Tesa was able to sell 10 sticks, with five fish balls on each stick.<br><br>Lito sold five sticks, with 10 fish balls in each stick.<br> |

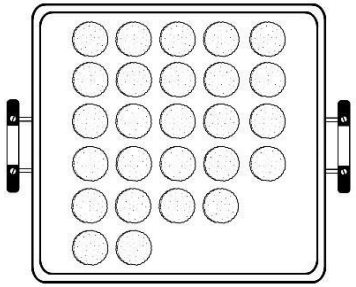
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| | additional biscuits. As before, place the additional cutouts on the tray using masking tape to hold them in place.<br>This will make it easier to combine them with the existing biscuits for each type.<br><br>Call on two learners to get the star-shaped biscuits from the big tray and add them to the existing biscuits in the "Star Biscuits" tray. Help them arrange the biscuits in an orderly way to make counting easier. You may ask the whole class to count the biscuits aloud. After counting, write the number beside the label.<br><br>Star Biscuits: 17+10=27<br><br>You may ask the learners to count on to get the total number of biscuits. | How are the numbers arranged? *They are arranged from smallest (least) to largest (greatest).*<br><br>Why do you say so? *Each number is greater than the one before it. Also, the numbers are arranged in increasing order.*<br><br>How will you arrange the numbers from largest (greatest) to smallest (least)? *The numbers should be arranged as 95, 91, 88, 85.*<br><br>Ask one learner to write on the board the numbers with some spaces between them.<br><br>**95, 91, 88, 85**<br><br>How do you know that the numbers are arranged from largest (greatest) to smallest (least)? *The numbers are arranged in decreasing order.*<br><br>Comparing the first two numbers, 95 and 91, we say that 91 is four less than 95 (or 95 is four more than 91) so these two numbers are in correct order. Next is 88. We say that 88 is three less than 91 (or 91 is three more than 88), | Chart. Reiterate that counting by 2s means adding 2 to the previous number to get the next one.<br><br>Ask the learners to count by 2s from 2 to 100 once more. | Who sold more fish balls, Lito or Tesa? Explain your answer.<br><br>To find the answer to the problem, ask the following questions:<br><br>What did Lito and Tesa sell? *They sold fish balls on sticks.*<br><br>How many sticks of fish balls did Tesa sell? *Tesa sold 10 sticks, with five fish balls on each stick.*<br><br>How many sticks of fish balls did Lito sell? *Lito sold five sticks, with 10 fish balls on each stick.*<br><br>What does the problem want us to find? *The problem wants us to find out who sold more fish balls, Lito or Tesa.*<br><br>How will you determine the answer to the problem? *We can get the total number of fish balls sold by each child and then compare the results.*<br><br>Using the illustrations provided in the problem, let the learners count the total number of fish balls sold by each child. |

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| | Repeat the process with the other shapes of biscuits. | so these two numbers are also | | |

*Expected answers:*

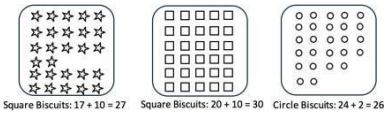


Square Biscuits: 20+10=30



Circle Biscuits: 24+2=26

Once done, the small trays will look like this on the board.



Square Biscuits: 17 + 10 = 27 Square Biscuits: 20 + 10 = 30 Circle Biscuits: 24 + 2 = 26

in correct order. Next is 85. We say that 85 is three less than 88 (or 88 is three more than 85), so these two numbers are also in correct order.

The numbers 95, 91, 88, 85 are arranged in decreasing order. This means these numbers are arranged from the largest (greatest) to the smallest least), with 95 as the largest (greatest) number and 85 as the smallest (least) number. Label these numbers on the board.

**95, 91, 88, 85**
largest (greatest) smallest (least)

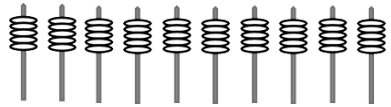
Emphasize that numbers arranged in decreasing order are also arranged from the largest (greatest) to the smallest (least).

Write the following numbers on the board: 90, 94, 83, 87. Then ask the learners to arrange them from largest (greatest) to smallest (smallest).

Have the learners explain their answers. Help those who did not get the correct

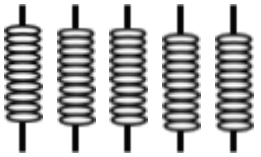
Since each stick of fish balls that Tesa sold has five fish balls, we can count by 5s to determine the total number of fish balls she sold.

5 10 15 20 25 30 35 40 45 50



Since each stick of fish balls that Lito sold has ten fish balls, we can count by 10s to determine the total number of fish balls he sold.

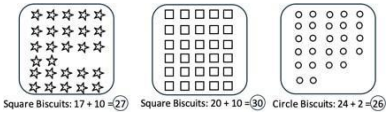
10 20 30 40 50



To answer the problem, we need to compare the number of fish balls sold by Tesa and Lito. Each of them sold 50 fish balls. This means they sold the same number of fish balls.

Suppose each of them sold another stick of fish balls. Will we still get the same answer, meaning both sold the same number of fish balls? Explain

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| | | answer realize their mistakes. Then, write the correct answer on the | | your answer. |

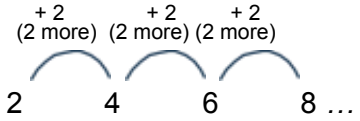
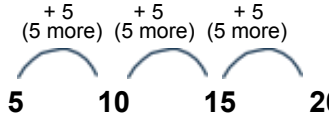
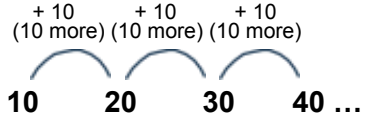
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| | Direct learners' attention to the number of each type of biscuit. Encircle the numbers 27, 30, and 26 and then write these numbers on the board.<br><br><br>27 30 26<br><br>Are the numbers arranged in increasing order? Why? *No. If we compare 27 and 30, 30 is greater than 27 (or 27 is less than 30), so those two numbers are in the correct order. However, if we compare 30 and 26, 26 is less than 30 (or 30 is greater than 26). For the numbers to be in increasing order, each number must be greater than the one before it.*<br><br>Have the learners bring out their show-me boards and let them arrange the numbers in increasing order. Provide the correct answer.<br><br>*Expected answer:*<br>26 27 30<br><br>Have the learners explain why the numbers are | board.<br><br>*Expected answer:*<br><br>**94, 90, 87, 83**<br>largest (greatest) smallest (least) | | *No, we will not get the same answer. If Tesa sold another stick, her total number of fish balls would be 55, because when counting by 5s, 55 follows 50. On the other hand, if Lito sold another stick, his total number of fish balls would be 60, because when counting by 10s, 60 follows 50. Tesa sold 55 fish balls and Lito sold 60 fish balls. Lito sold more fish balls than Tesa.*<br><br>Reiterate that when counting by 5s, we add 5 to the previous number to get the next number. When counting by 10s, we add 10 to the previous number to get the next number. |

| | | | | |
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| | arranged or ordered in increasing order? *First, we compared 26 and 27. Since 27 is one more than 26 (or 26 is one less than 27), 27 is greater than 26. Next, we compared 27 and 30. Since 30 is three more than 27 (or 27 is three less than 30), 30 is greater than 27. Since each number is greater than the one before it, we can say that the numbers are arranged in increasing order.*<br><br>How do you know that the numbers are arranged from smallest (least) to largest (greatest)? *Since the numbers are arranged in increasing order, it follows that they are arranged from smallest (least) to largest (greatest). This means the leftmost number in the arrangement is the smallest (least) and the rightmost number is the largest (greatest).*<br><br>*What is the smallest (least) number? It is 26.*<br>*What is the largest (greatest) number? It is 30.*<br><br>Write smallest (least) below 26 and largest (greatest) | | | |

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| | below 30. | | | |

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| | **26** Smallest (Least) **27** **30** Largest (Greatest)<br><br>What if five more star-shaped biscuits are added to the previously counted cookies? Will the arrangement remain the same? Explain your answer.<br><br>If five more star-shaped biscuits are added to the previously counted biscuits, we have 32 star-shaped biscuits since 27 + 5 = 32. So, we now have the following numbers:<br><br>26 **32** 30<br><br>To arrange the numbers in increasing order, we have to place 32 after 30, resulting to<br><br>26 30 32<br><br>Have the learners explain why the numbers are arranged in increasing order. *Since 26 is less than 30 (or 30 is greater than 26) and 30 is less than 32 (or 32 is greater than 30), then the numbers are arranged in increasing order.* | | | |

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| | Which number is smallest (least)? *It is 26.*<br><br>Which number is greatest? *It is 32.*<br><br>Write smallest (least) below 26 and largest (greatest) below 32.<br><br>**26** **30** **32**<br>Smallest (Least) Largest (Greatest) | | | |

| | | | | |
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| Making Generalizations | How do we arrange or order numbers from smallest (least) to largest (greatest)?<br>*We have to arrange the numbers in increasing order. If the numbers are arranged in increasing order, they are also arranged from smallest (least) to largest (greatest).* | How do we arrange or order numbers from largest (greatest) to smallest (least)?<br>*We have to arrange the numbers in decreasing order. If the numbers are arranged in decreasing order, they are also arranged from largest (greatest) to smallest (least).* | How do we count by 2s?<br>*We count by 2s by adding 2 to the previous number to get the next one.*<br> | How do we count by 5s?<br>*We count by 5s by adding 5 to the previous number to get the next one.*<br><br>How do we count by 10s?<br>*We count by 10s by adding 10 to the previous number to get the next one.*<br> |
| Evaluating | Ask the learners to do | Ask the learners to do | Ask the learners to do | Ask the learners to do |

<table>
<tr><td>Learning</td><td>Assessment 1.<br><br>Expected answers:<br>1) 39, 42, 44<br>2) 57, 60, 63<br>3) 76, 79, 83<br>4) 85, 88, 90<br>5) 90, 94, 98</td><td>Assessment 2.<br><br>Expected answers:<br>1) 44, 41, 38<br>2) 59, 56, 53<br>3) 77, 75, 72<br>4) 90, 87, 83<br>5) 100, 96, 95</td><td>Assessment 3.<br><br>Expected answers:<br><table><tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr><tr><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td></tr><tr><td>22</td><td>24</td><td>26</td><td>28</td><td>30</td></tr><tr><td>32</td><td>34</td><td>36</td><td>38</td><td>40</td></tr><tr><td>42</td><td>44</td><td>46</td><td>48</td><td>50</td></tr><tr><td>52</td><td>54</td><td>56</td><td>58</td><td>60</td></tr><tr><td>62</td><td>64</td><td>66</td><td>68</td><td>70</td></tr><tr><td>72</td><td>74</td><td>76</td><td>78</td><td>80</td></tr><tr><td>82</td><td>84</td><td>86</td><td>88</td><td>90</td></tr><tr><td>92</td><td>94</td><td>96</td><td>98</td><td>100</td></tr></table></td><td>Assessment 4.<br><br>Expected answers:<br><table><tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr><tr><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td></tr><tr><td>55</td><td>60</td><td>65</td><td>70</td><td>75</td></tr><tr><td>80</td><td>85</td><td>90</td><td>95</td><td>100</td></tr></table><br><table><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td></tr><tr><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td></tr></table></td></tr>
<tr><td>Additional Activities for Application or Remediation (if applicable)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>A. References</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Teacher’s Guide</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Learner’s Materials</td><td></td><td></td><td></td><td></td></tr>
<tr><td>3. Textbook</td><td></td><td></td><td></td><td></td></tr>
<tr><td>4. Additional Materials from Learning</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Resource (LR) Portal</td><td></td><td></td><td></td><td></td></tr>
<tr><td>B. Other Learning Resources</td><td></td><td></td><td></td><td></td></tr>
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</table>

**Hundred Chart**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |