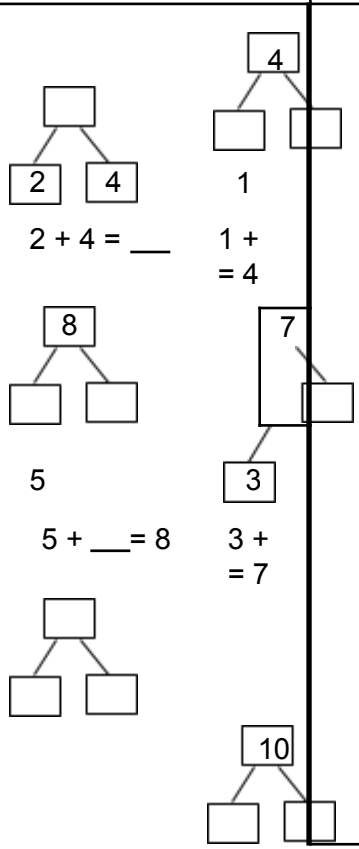
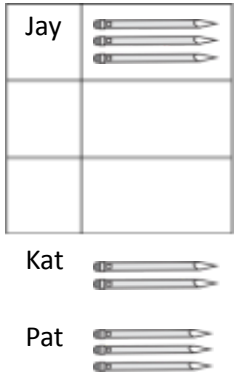
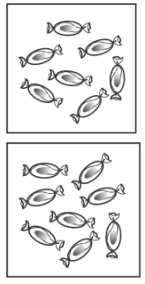
MATATAG K to 10 Curriculum Weekly Lesson Log	School: Visit DepEdResources.com for More	Grade Level: 1
	Name of Teacher	Learning Area: Mathematics
	Teaching Dates and Time: SEPTEMBER 16 - 20, 2024 (WEEK 8)	Quarter: First

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners should have knowledge and understanding of addition of numbers with sums up to 20.			
B. Performance Standards	By the end of the quarter, the learners are able to compare and order numbers up to 20 and perform addition of numbers with sums up to 20.			
C. Learning Competencies	The learners ● illustrate addition of numbers with sums up to 20 using a variety of concrete and pictorial models and describes addition as “counting up” and “putting together”; ● illustrate by applying the following properties of addition, using sums up to 20: a. the sum of zero and any number is equal to the number; b. changing the order of the addends does not change the sum; and ● solve problems (given orally or in pictures) involving addition with sums up to 20.			
D. Learning Objectives	At the end of the lesson, the learners should be able to: ● add 3 numbers with sums up to 20; and ● compare the sum of numbers with addends in different order.	At the end of the lesson, the learners should be able to add numbers with sums up to 20.	At the end of the lesson, the learners should be able to: ● look for patterns in the addition table; and ● apply order and zero properties in memorizing addition facts.	At the end of the lesson, the learners should be able to solve problems involving the addition of numbers up to 20.
II. CONTENT	**Number and Algebra**			
III. LEARNING RESOURCES				
A. References				

B. Other Learning Resources	

<table>
<tr><th colspan="5">IV. TEACHING AND LEARNING PROCEDURES</th></tr>
<tr><th colspan="5">Before the Lesson/Pre-lesson Proper</th></tr>
<tr><td>Activating Prior Knowledge</td><td>Using flashcards, have a drill on adding numbers with sums up to 10. Include cards that can make learners use their knowledge of order and zero properties of addition.</td><td>Review composing and decomposing numbers. Relate this with the addition of numbers with sums up to 10.</td><td>Give a drill on basic addition facts. The drill may be done through a game, but it should not take so much time.</td><td>Give a drill on basic addition facts. The drill may be done through a game, but it should not take so much time.</td></tr>
<tr><td></td><td>For example:
2 + 6 | 6 + 2
These two cards may be flashed one after the other for learners to recognize that both have the same sum. The addends are the same but placed in a different order.
5 + 1 | 1 + 5
3 + 4 | 4 + 3
The drill must be done snappily.</td><td colspan="2">
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</table>

		3 7 9 3 + 7 = __ __+ 9 = 10		
Lesson Purpose/ Intention	To add 3 numbers with sums up to 20	To add numbers with sums up to 20	To help learners facilitate memorization of addition facts by applying patterns in the addition table and properties of	To expose children to solving problems involving addition

			addition	
Lesson Language Practice	Sum, addends, add, plus, equals	Sum, addends, add, plus, equals	Sum, add, plus, equals, order property, zero property, doubles	Sum, add, plus, equals
During the Lesson/Lesson Proper				
Reading the Key Idea/Stem				
Developing Understanding of Key Idea/ Stem	Post the problem on the board. Read it to the learners. Jay has 3 pencils. Kat has 2 pencils. Pat has 3 pencils. How many pencils would there be if they put their pencils together? Show the illustration to help learners understand the problem better.  	Post the problem on the board. Read it to the learners. May had 7 candies. Dan gave her 8 candies. How many candies does May have now? (Candies are used as counters only. You may use other objects as counters.) Show the illustration to help learners understand the problem better.  	Show the learners a blank addition table with only the addends in the first row and column filled out. Inform the learners that the numbers shown are the addends. Together with the learners, fill some cells with sums. This is to demonstrate how they will fill and use the addition table. Distribute **LAS 3**. Some of the cells (sums) in the addition table had already been filled (done during the discussion earlier). Learners will just fill in the remaining blank cells/squares indicated. After the learners have filled out the table, show a completely filled-out addition table. Let them check their work. Tell them that the addition table contains the basic addition facts for	Decide if you will let the learners solve each problem and discuss the answer right away or let them finish answering all the problems first and then discuss the answers afterward. Post the problems in **LAS 4** on the board. Read the problems with the learners. Should you decide to let them answer one problem at a time, after reading a problem, let them solve it and conduct a discussion after. Otherwise, read all the problems together, let the learners solve all the problems, and conduct a discussion.

	Assist those who have difficulty understanding the problem.	Assist those who have difficulty understanding the problem.		

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<td>Have learners answer the problem. Allow them to use manipulatives or drawings to solve it. You may also let them work in pairs.

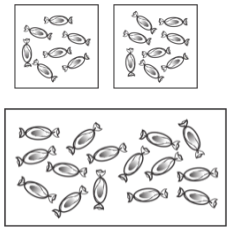
Possible solutions:
1. Combining all the pencils and counting them all together.</td>
<td>Have learners answer the problem. Allow them to use manipulatives or drawings to solve it. You may also let them work in pairs.

Possible solutions:
1. Combining the candies (learners may draw or use counters) and counting them.</td>
<td>addition.

(A copy of the addition table with colored cells/squares which is to be used for this activity is attached at the end of this exemplar, for your guidance.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Counting on, starting from one group of pencils (the one with the greater number of pencils is encouraged) until all the pencils are counted.

3. Writing the number sentence, accompanied by counters/drawings.
3 + 2 + 3 = 8

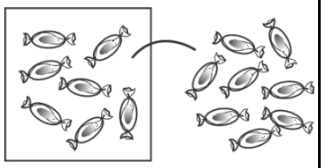
Have the learners give their answers and explain their strategies for solving.

Tell the learners that given three addends, 3 + 2 + 3,</td>
<td>
May has 15 candies now.

2. Counting up
May has 7 candies, adding the candies from Dan, 8, 9, 10, 11, 12, 13, 14, 15.</td>
<td>Expected answers to LAS 3:
<table>
<tr><th>+</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th></tr>
<tr><th>0</th><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr>
<tr><th>1</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
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<tr><th>4</th><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr>
<tr><th>5</th><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr>
<tr><th>6</th><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr>
<tr><th>7</th><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr>
<tr><th>8</th><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr>
<tr><th>9</th><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr>
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</td>
<td>But either way, make sure that the learners understand the problem.

Distribute LAS 4. Let the learners work in pairs.</td>
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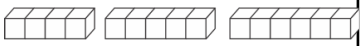
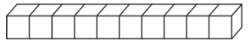
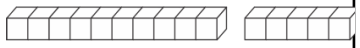
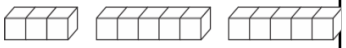
	only two addends may be			

	added at a time. 3 + 2 + 3 5 + 3 = 8 or 3 + 3 + 2 6 + 2 = 8 Accompany the explanation with counters or illustrations.	*May has 15 candies now.*  *3. Writing a number sentence, accompanied by illustration/counters 7 + 8 = 15* *May has 15 candies now.* Let the learners explain how they arrived at their answers.		
Deepening Understanding of Key Idea/Stem	Extend the problem. Suppose Jay has 4 pencils, Kat has 5 pencils, and Pat has 6 pencils. How many pencils do they have in all?	Post the illustration. Tell the learners that a Grade 1 pupil named Ana answered the problem as illustrated below. Let them study the illustration and explain how they think Ana solved the problem.  7 + 8	For the next activity, it is suggested to use plastic (as an overlay) with designated colors to highlight cells/squares. This will help learners focus on the sums referred to in the discussion. It may be necessary to ask probing questions to clarify learners' responses and to assist them in verbalizing their ideas. Learners' responses may be expressed differently	After solving the problems, have a discussion. Let the learners share their strategies for solving the problems. Present only the unique solutions to the class. *Expected answers to LAS 4:* *1. 6 + 8 = 14* *Ben has 14 balls in all.*

	 Learners may use counters or illustrations to solve the problem. 4 + 5 + 6 9 + 6 = 15 Learners can add 4 and 5 first, that gives 9. But 9 + 6 may be difficult for them because, in their previous lessons, they added numbers with sums up to 10 only. Ask the learners how else they can add the numbers.	 7 + 3 + 5  10 + 5 Assist learners in articulating their ideas. Discuss the learners' ideas. They should be able to say that Ana split 8 into 3 and 5. Then, 7 was added to 3 to make 10. Then, 10 was added to 5 which gives 15. So, 7 + 8 equals 15.	from the expected responses indicated in this exemplar, but the main idea must be the same. Show the complete addition table without any color (only the addends in the first row and column are colored gray). Ask the learners to read the numbers in a row or column of the sums (not colored cells). Ask, what do you observe about the sums in this row/column? *The sums are increasing by 1.*	*2. 7 + 3 = 10* *Ten children are playing.* *3. 3 + 4 + 7 = 14* *Learners may add:* *3 and 4 first, then add 7.* *4 and 7 first, then add 3.* *3 and 7 first, then add 4* *4. 8 + ___= 12* *By counting up, 4 mangoes were added by Ned.*

	4 + 5 + 6 4 + 11 = 15 4 + 5 + 6 10 + 5 = 15 Relate the given situation to the order property of addition, which states that the order of the addends does not affect the sum. Regardless of which are added first, the answer remains the same. Addends may be rewritten as: 4 + 5 + 6 = 4 + 6 + 5 The addends 5 and 6 are interchanged but the sum should remain the same. 5 + 6 + 4 = 4 + 6 + 5 5 + 10 = 10 + 5 15 = 15 Support the discussion with the use of real pencils or other	Ask the learners, why they think Ana did that way of solving the problem. Make the learners realize that making 10 first, if possible, is easier. Represent the given idea in a number sentence. 7 + 8 7+ 3 + 5 10 + 5 15 7+ 8 = 15 Have the learners answer **LAS 2** in pairs. You may allow learners to use counters to help them visualize each item. Discuss the answers to LAS 2. *Expected answers:* *1. (done)* *4. 12* *2. 15* *5. 12* *3. 13* *6. 18*	Ask for other observations about the sums like: ● *The sums along a diagonal from the upper right corner to the lower left are the same.* ● *The sums along a diagonal from the upper left corner to the lower right corner are increasing by 2.* You may refer to the filled-out addition table at the end of the exemplar to help you visualize these ideas. Place the plastic overlay (green) for the second row and second column (first row and first column of the sums) of the addition table. Direct learners' attention to these sums. Ask, what do you observe about these numbers? Why do you think they are the same as the numbers above them or the addends? *The numbers are from 0 to 9. They are the same as the numbers above them (addends) because one of the addends is zero. It shows zero property of addition.*	

	counters as shown.			

	Adding 4, 5, and 6,  add 4 and 6 first to get 10.   and gives  Adding the 10 and the remaining 5 gives 15.  Give another example. Suppose Jay has 3 pens, Kat has 5 pens, and Pat has 5 pens. How many pens do they have in all? Ask the learners to solve the problem. Allow them to use counters.  3 + 5 + 5 3 + 10 = 13 or 	Answers to the questions are not limited to composing or making 10. This strategy is highlighted to prepare the learners for future works in addition specifically, addition with regrouping.	Direct learners' attention to the sum's cells/squares colored red. Let them observe the addends of these sums. They should be able to see that the addends of these sums are the same. Tell them that these are called "doubles". You may look for a nursery song wherein the idea of adding doubles is illustrated like the song "One and one, two; Two and two, four" Tell the learners to remember the song to help them memorize these basic addition facts. Direct learners' attention to the remaining uncolored cells/squares. Let them observe the numbers. It may be necessary to name some sums on both sides of the red-marked cells/squares and the addends for each. Help learners relate their observations with the order property of addition.	

	3 + 5 + 5 8 + 5 = 13 Making 10 is encouraged to prepare learners for future tasks, e.g. addition with regrouping. Let the learners answer **LAS 1**. *Expected answers:* *1. 6 4. 10* *2. 13 5. 18* *3. 9 6. 17*			
After/Post-lesson Proper				
Making Generalizations and Abstractions	How do you find the sum of three addends? *First, add two addends. If possible, choose a pair of addends that makes 10 (or with a sum of 10). Then, add this sum to the third addend to get the final sum.*	How do you add two numbers with sums that are more than 10? (*Expect answers like using counters, putting the objects together and counting the objects, counting up, and making 10 with the given addends. Focus on the strategy wherein learners use counters to make 10 and write the process in a number sentence.)*	What properties of addition are shown in the addition table? *Zero and order properties of addition are shown in the addition table.* How do these properties of addition help in memorizing the basic addition facts? *Knowing these properties of addition helps to lessen the number of basic addition facts to memorize.*	How did you solve the problems? *(Focus on the strategies used by the learners.)*

Evaluating Learning	Have learners answer **Assessment 1**. *Expected answers:* *1. 8 6. 17* *2. 9 7. 9* *3. 10 8. 15* *4. 7 9. 7* *5. 16 10. 18*	Have the learners answer **Assessment 2**. *Expected answers:* *1. 7 6. 13* *2. 11 7. 12* *3. 15 8. 15* *4. 12 9. 14* *5. 8 10. 17*	Have the learners answer **Assessment 3**. *Expected answers:* *1. 9 6. 15* *2. 12 7. 12* *3. 16 8. 13* *4. 12 9. 17* *5. 12 10. 13*	Have the learners answer **Assessment 4**. *Possible answers:* *1.5 + 7 = 12 or 7 + 5 = 12* *There are 12 roses in all.* *2. From 6 count on until 12.* *Six (6) eggs were added by Karen.* *3. 4 + 8 + 6 = 18* *There are 18 cubes in all.* *4. 8 + 6 = 14* *Len has 14 balls.* *Han has 6 balls. Count up from 6 until 14 so that Han will have the same number of balls as Len. Han needs 8 balls. Thus, Mat should give Han 8 balls.*
Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				

Prepared by:

_____
Subject Teacher

Reviewed by:

_____
Master Teacher/Head Teacher

Approved by:

_____
School Head

Addition Table for Day 3 Activity

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

GRAY

GREEN

RED

GRAY

GREEN