1



# NATIONAL MATHEMATICS PROGRAM

# Lesson Script in Mathematics

Quarter 1

Week 2

SONO REPLY OF SAIL

National Mathematics Program Lesson Script in Mathematics Quarter 1: Week 2 SY 2024-2025

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies.

The Intellectual Property Code of the Philippines states that "No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties."

Borrowed materials (e.g., texts, illustrations, musical notations, photos, and other copyrightable, patentable contents) included in this learning resource are owned by their respective copyright and intellectual property right holders. Where applicable, DepEd has sought permission from these owners specifically for the development and printing of this learning resource. As such, using these materials in any form other than agreed framework requires another permission and/or licensing.

No part of this material, including its original and borrowed contents, may be reproduced in any form without written permission from the Department of Education.

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Office of the Director of the Bureau of Learning Delivery via telephone numbers (02) 8636-6540 and (02) 6540 or send an email to bld.od@deped.gov.ph.

Published by the Department of Education

# **Development Team**

Writer: CORAZON GENOVEVA M. NINALGA

Content Evaluators: Raquel V. Abenes, Oscar O. Ancheta Jr., Gerry D. Andrada, Leilani B. Apolinar, Mariville R. Camarillo, Loreta I. Cepriaso,

Ace T. Ceremonia, Annabelle N. Doctolero, Victoria T. Dulay, Perpetua M. Eslava, Ramoel S. Espinueva,

Danilo M. Laroya Jr., Roberto C. Lelina, Beverly J. Mendoza, Cedric Anthony E. Ochoco, Lorena C. Salvador, William A. Tubera

Language Evaluators: Raquel V. Abenes, Oscar O. Ancheta Jr., Gerry D. Andrada, Leilani B. Apolinar, Mariville R. Camarillo, Loreta I. Cepriaso,

Ace T. Ceremonia, Annabelle N. Doctolero, Victoria T. Dulay, Perpetua M. Eslava, Ramoel S. Espinueva,

Danilo M. Laroya Jr., Roberto C. Lelina, Beverly J. Mendoza, Cedric Anthony E. Ochoco, Lorena C. Salvador, William A. Tubera

Layout Artist: CORAZON GENOVEVA M. NINALGA

# Management Team

Tolentino G. Aquino, Rhoda T. Razon, Diosdado I. Cayabyab, Jorge M. Reinante, Nestor C. Heraña, Emelyn C. Hobayan, Arlene A. Niro, Edgardo P. Cosares,

German E. Flora, Rica A. Perez, Perpetua M. Eslava, Lorena C. Salvador, Gina A. Amoyen, Virgilio C. Boado, Genevieve B. Ugay

Week DAY 1						
I. CURRICULUM CONT	I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES					
A. Content Standard	The learners demonstrate knowledge and understanding of comparing numbers up to 100 using relational symbol					
B. Performance Standard	By the end of the quarter, the learners are able to compare numbers up to 100 using relational symbols and order numbers in increasing or decreasing order					
C. Learning Competency	The learners will be able to compare numbers using up to 100 using relational symbol "less than", more than, as any as and order sets from least to greatest and vise versa  MINS					
D. Learning Objective	At the end of the lesson, the learners are able to compare numbers up to 50 using relational symbols (greater than, less than and equal)					
II. CONTENT: Compari	ing Numbers up to 50					
III. LEARNING RESOU	RCE					
A. References	MELC/CG National Learning Camp, Mathematics Intervention Camp, Learners' workbook for Grade I Lesson Guide in Elementary Mathematics Grade I					
B. Other Learning Resources	Images: https://www.istockphoto.com/search/2/image-film?phrase=mango+fruit https://stock.adobe.com/search?k=picture+of+dragon+fruit https://www.dreamstime.com/illustration/atis-fruit.html https://in.pinterest.com/pin/611222980657957297/ https://www.smithsonianmag.com/science-nature/building-a-better-banana-70543194/					
IV. TEACHING AND LE	IV. TEACHING AND LEARNING PROCEDURES					
Before/Pre-Lesson Pro	per					
Activating Prior Knowledge	Good morning/afternoon, class! Who among you love our National Mathematics Program class? Come on! Let's sing about it, (Sing to the tune of "Where Thumb Man"					
(3 minutes)	I love Mathematics(2X), Math is fun(2X) Let us sing the numbers 2X					

1,2,3/4,5,6/7,8,9 & 10 I have here trays with fruit. Count the fruits and write the number on the line **NOTES TO THE TEACHER:** This activity will serve as a review for the Grade 1 competency on comparing numbers up to 50 through manipulative activities. The teacher must prepare the boxes containing real objects before the class with the board work. Use the most convenient number of groups for this. Objects may vary according to availability. The teacher may have more than 1 group per learner classification 3-4 learners per group is recommended. Lesson This time we will compare numbers up to 50 using the relation symbols (greater than, less than and equal) *Purpose/Intention* (1 minute) Let us do it class

	Let us help Cora, a Grade 1 learner like you in comparing numbers.			
	<b>NOTES TO THE TEACHER:</b> This lesson part introduces the competency to be mastered which is comparing numbers using relation symbols 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.			
	Remember the following symbols and	words before we go further to our disc	cussion.	
Lesson Language	> is greater than, when the first num	ber is greater than the other number		
Practice	< is less than, when the first number	is lesser than the other		
(1 minute)	= is equal to, means when two number	ers are exactly the same		
	NOTES TO THE TEACHER: This part introdu	ces the key terms to be used in the lesson or t	erms that are new in the lesson.	
	Cora is making a bracelet as her gift for her mother's birthday. She counted 37 red beads and 28 blue beads. Which color bead is less than the other?  Before we could answer the question on Cora's situation, we need to know how to compare numbers.  This time, let us study Cora's situation.			
	Intervention	Consolidation	Enhancement	
Reading the Key Idea/Stem (5 minutes)	<ol> <li>How many red beads does</li> <li>Cora have?</li> <li>How many blue beads does</li> <li>Cora have?</li> </ol>	1. How can we compare the red beads and the blue beads of Cora?	What symbol are we going to use to compare the red beads and the blue beads of Cora?	
	Expected answers: 1. Cora has 37 red beads. 2. Cora have 28 blue beads 3. We can compare the beads by using the different symbols 37 > 28  Great job class! Now you are ready to compare more numbers.  NOTES TO THE TEACHER: The activity helps the learners visualize the comparison of numbers through the situation/problem presented			
	based on their context.			

	In comparing the number, look at the first number, if greater/more than the second number, then			
Developing Understanding of the Key Idea/Stem (10 minutes)	Use the symbol > (more than)  107 3728 4840 3020 5045  Use < (if the first number is less than the other number)  1318 2542 3437 3850 4048  Use = (if two numbers are the same)  1818 2828 3737 4444 5050  NOTES TO THE TEACHER: These items were given to provide more examples to the learners. The numbers may be adjusted for lower			
	Intervention Group	Consolidation Group	Enhancement Group	
Deepening Understanding of the Key Idea/Stem (5 minutes)	Let's Practice Count and write the corresponding number. Compare using the symbols =, >, <. Write on the blank between the numbers.	Let's Practice Circle the possible number needed based to the symbol used  1. 47 < (25, 37, 48,)	Let's Practice Write one possible number to compare to the given number based on the symbol used  1. 15 >	
		2. 20 > (14, 25, 35) 3. 50 = (30, 40, 50) 4. 28 < (10, 18, 38)	2. 43 < 3. 19 = 4. 25 <	

	5. 39 > (29, 39, 49)	5. 37 >
2.		
3.		
4.		
5.		
CISCO		

Making Generalizations and Abstractions (2 minutes)	You did a great job! You've demonstrated a very good understanding of using the relational symbols in comparing numbers up to 50.  1. What are the relational symbols used in comparing two numbers?  2. When is the symbol < used? Kindly give me an example.  2. When is the symbol > used? Give one example please.  3. When is the symbol = used? one example is  4. How do you compare the numbers?  Expected answers:  1. The relational symbols are = (equal), > (greater than), and < (less than).  2. The symbol is < is used when the first number is less than the other number. (Examples may vary).  3. The symbol is > is used when the first number is greater than the other number. (Examples may vary).  4. The symbol = is used when the first number is equal to the other number. (Examples may vary).  5. In comparing numbers, we start to see the first number to the other number.			
Evaluating Learning (4 minutes)	Now, we will test our understanding following tasks. Write your answers or some standing following tasks. Write your answers or some standard following tasks. Write your answers or some standard following tasks. Which of the following is greater than 31? Encircle your answer.  21 31 41  2. What symbol should be written in the box? 36 46  =	Consolidation Group  Direction: Write the correct answer.  1. Write a number less than 45?  2. Write the correct symbol in the box.  50 30  3. Write one number greater than	written in the box to compare?  38 50 3. Write three number greater than 48, 4. Write the correct symbol on the	

#### **LESSON SCRIPT IN MATHEMATICS 1**

	5. What numbers are more than 46? Encircle them. 18 26 38 42 50  Expected answers: 1. 41 2. < 3. 45 4. C 5. 50	C. < 5.Write two numbers greater than 43,  Expected answers: 1. The answer may vary 2. > 3.The answer may vary 4.A 5.The answers may vary	Expected answers: 1. 45, 50 2. < 3. The answer may vary 4. > 5. The answer may vary
Additional Activities for Application or Remediation (if applicable) Remarks Reflection			

DAY 2
ANDARDS, AND LESSON COMPETENCIES
The learners demonstrate knowledge and understanding of comparing numbers up to 100 using relational symbol and ordering them in increasing and decreasing order
By the end of the lesson, the learners are able to compare numbers up to 100 using relational symbols and order numbers in increasing or decreasing order
The learners are be able to compare numbers up to 100 using relational symbols and order them in increasing or decreasing order.
At the end of the lesson, the learners are able to compare numbers using relational symbols from 51-100
per Using Relational Symbols From 51- 100 (>, <, = )
MELC, CG National Learning Camp- Mathematics Intervention Camp, Learner's workbook for Grade I Lesson Guide in Elementary Mathematics Grade I
Images:https://www.istockphoto.com/illustrations/cute-caterpillar-clipart https://www.dreamstime.com/photos-images/caterpillars.html https://in.pinterest.com/pin/9359111713279623/?amp_client_id=CLIENT_ID%28_%29&_url= https://www.shutterstock.com/search/caterpillar-group?image_type=illustration  https://www.istockphoto.com/photo/monarch-caterpillar-shedding-until-it-becomes-a-chrysalis-gm91049800-2778741 https://stock.adobe.com/ph/search?k=dragonfly+drawing https://www.thoughtco.com/grasshoppers-family-acrididae-1968342 https://www.adamspetcare.com/expert-care-tips/insect-facts/cockroaches https://www.assuredenvironments.com/pest-services/ants https://www.istockphoto.com/search/2/image-film?phrase=grasshopper https://www.rottler.com/pests/spiders/wolf-spider/

# Before/Pre-Lesson Proper

Good morning/afternoon class?

Everybody stands and lets us sing and dance to the tune "May Isa, May Dalawa, May Tatlong mga Bata".

There was one, there were two, there were three caterpillars

There were four, there were five, there were six caterpillars

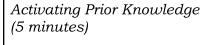
There were seven, there were eight, there were nine

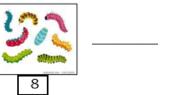
Let us continue counting class starting 51 until we reach 100, but you will take turns counting. When I point at your group that's the time for you to count together.

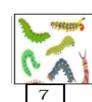
Ten caterpillars them all Come on! Let's dance class! Tararan tararan tararantan(3X) Tarararararantararan

- 1. How many caterpillars were there in our song class?
- 2. Have you seen a caterpillar?
- 3.Do you know what these caterpillars will become?

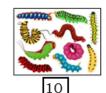
Now, let us compare the insects inside the box below and write the correct symbol on the line between the two boxes.



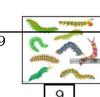










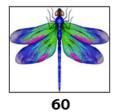


	Expected answers:  1. There were ten caterpillars in all.  2. Yes teacher, we already have seen a caterpillar.  3. The caterpillar will become a butterfly.  (After answering the questions, process the learner's output and give appropriate feedback.) Say, let us count and see if you still remember our lesson yesterday."
	<b>NOTES TO THE TEACHER:</b> This activity will serve as a review for the Grade 1 competency on comparing numbers up to 51-100 through manipulative activities. The teacher must prepare the boxes containing real objects before the class with the board work. Use the most convenient number of groups for this. Objects may vary according to availability. The teacher may have more than 1 group per learner classification 3-4 learners per group is recommended.
Lesson Purpose/Intention (1 minute)	We will compare numbers using relational symbols from numbers 51-100.  NOTES TO THE TEACHER: This lesson part introduces the competency to be mastered which is comparing numbers using relation symbols up to 51-100. 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.
Lesson Language Practice (1 minute)	Remember the following symbols and words before we go further to our discussion.  > is greater than, when the first number is greater than the other number  < is less than, when the first number is lesser than the other  = is equal to, means when two numbers are exactly the same  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)	Let us continue counting class until we reach 100, but you will take turns in counting, when I point at your group that's the time for you to count altogether.

Our base number is represented by the number of the insects up to 100



50



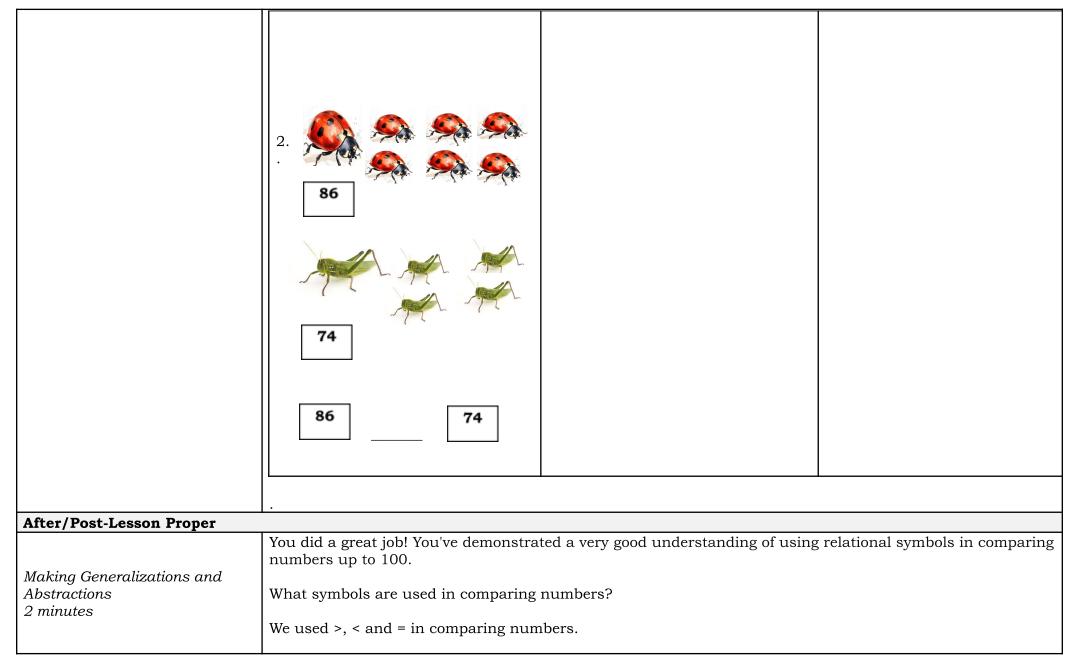
80

Ready get set count!

	Intervention	Consolidation	Enhancement
51		Count 61, 62, 63, 64, 65, 66. 67, 68, 69, 70 71, 72, 73, 74, 75, 76, 77, 78, 79,	Count 81, 82, 83, 84,85,86,87,88,89,90 91,92,93,94,95,96,97,98,99,100
52		80	
53			
54			
55			

	Continue the process through 60		
	Excellent job class! Now, you are ready  NOTES TO THE TEACHER: The activity helphased on their context.		
Developing Understanding of the Key Idea/Stem (10 minutes)	In comparing the number.  Look at first the number on the left.  Use the symbol > if the first number is 5950 6854 8977 9485 10091  Use the symbol < if the first number 6088 5572 7487 8890 90100  Use the symbol = if two numbers are t 8888 7878 7767 6464 64 8080  NOTES TO THE TEACHER: These items were lower numbers in the intervention or consolidate.	is less than the other number  the same  given to provide more examples to the learner	

	Intervention Group	Consolidation Group	Enhancement Group
	Let's Practice	Let's Practice	Let's Practice
	Directions:  A. Compare the butterfly and the dragonfly. The big insects represent a certain number. The	<b>Directions:</b> Compare the following numbers. Write the correct symbol.  1. 58 85	<b>Directions:</b> Encircle the correct number needed for the given symbol.
	small insect counts as 1. Write total number of insects. Compare the	2. 73 73	1. 47 < (25,37, 48,)
	numbers using the symbols >, <, =. Write on the blank between the numbers.	3. 6894	2. 20 > (14,25, 35)
	numbers.	4. 5757	3.50 = (30, 40, 50)
		5. 9585	4.28 < (10, 18, 38)
Deepening Understanding of the Key Idea/Stem (5 minutes)	1. 63		5. 39 > (29, 39, 49)
	57		
	63 57		



	Now, we will test your understanding of comparing numbers using the relational symbols by answering the following tasks. Write your answers on the activity sheet.			
	Intervention Group	Consolidation Group	Enhancement Group	
	<b>Directions:</b> Encircle the correct answer from the given illustration.	<b>Directions:</b> Encircle the correct answer		
		1. Write a number less than 95?	1. Write a number that is greater than 90?	
		5. Write the correct symbol in the box. 50 50	4. Write the correct symbol in the box to compare?	
	1. Which of the following is greater than the number of the ant? Encircle your answer.	than	98 58 5. Write a number great	
Evaluating Learning (4 minutes)	57 87	88 >  7. What symbol used to	than 48	
	88	compare 7999 A. = B. > C. <	6. What are the symbols used to compare numbers?  ———————————————————————————————————	
	2.What should be written on the line if we compare cricket's number to 65?	B.	7. Write three pairs of equal numbers.	
	88 65		= = =	
	= > <	Expected answers:  1. answers may vary  2.=  3. answers may vary	Expected answers:  1. answers may vary  2. 98  3. answers may vary	

### **LESSON SCRIPT IN MATHEMATICS 1**

		4. > 5. answers may vary	4. answers may vary 5. answers may vary
	3. What number is less than the number of butterflies? Encircle the number.  56 86 96  Expected answers: 1.87	o. answers may vary	c. anowers may surg
	2.> 3. 56		
Additional Activities for Application or Remediation (if applicable)			
Remarks			
Reflection			

Week 2	DAY 3	
I. CURRICULUM CONT	ENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners should have demonstrate knowledge and understanding of comparing numbers up to 100 using relational symbol and ordering them in increasing and decreasing order.	
B. Performance Standards	By the end of the lesson, the learners are able to compare numbers up to 100 using relational symbols and order numbers in increasing or decreasing order. (NA)	
C. Learning Competencies	The learners are able to compare numbers up to 100 using relational symbols and order them in increasing or decreasing order	
D. Learning Objectives	At the end of the lesson, the learners are able to order numbers in increasing order.	
II. CONTENT: Ordering	Numbers in Increasing Order	
III. LEARNING RESOU	RCES	
A. References	MELC/CG National Learning Camp- Mathematics Intervention Camp, Learner's workbook for Grade I Lesson Guide in Elementary Mathematics Grade I	
B. Other Learning Resources		
IV. TEACHING AND LE	ARNING PROCEDURES	
Before/Pre-Lesson Pro		
	Are you excited about our lesson for today? Altogether let us sing the song to the tune of "Ten Little Indians"	
Activating Prior Knowledge (3 minutes)	One small, two small, three red apples Four small, five small six red apples Seven small, eight small nine red apples Ten small red apples.	
	<ol> <li>What number did we start in our song?</li> <li>Followed by what numbers?</li> </ol>	

3. How many red apples are next to three?
Expected answers:  1. We started our song in number one.  2. Number 1 was followed by number two.  3. There are four apples next to the three.  Continue counting until the 10 small red apples.
(After answering the questions, process the learner's output and give appropriate feedback.) Say, "let us arrange the numbers in increasing order. Look at the pictures.
NOTES TO THE TEACHER: The rhyme/song may vary This activity will serve as diagnostic assessment for the Grade 1 competency on ordering numbers in increasing order.
Today, we will order numbers in increasing order.  Let us do it, class.  NOTES TO THE TEACHER: This lesson part introduces the competency to be mastered which is ordering numbers in increasing order.
Remember the following words before we go further to our discussion.  Order- means the sequence of numbers or objects.  Increasing -means becoming more/greater

	NOTES TO THE TEACHER: This part introdu	ces the key terms to be used in the lesson or t	erms that are new in the lesson.
During/Lesson Prop	er		
	Let us read a story.  A group of children went to the farm to pick fruits from Lolo Romer 's orchard. Danny picked 1 was Lito picked 2 pineapples, Josue picked 3 avocados, Jerome picked 4 mangoes and 5 guavas were picked. They are planning to come back and pick more for them to sell so that they can help Lolo Romer earn must be used to be a story.		goes and 5 guavas were picked by Jay.
	Intervention	Consolidation	Enhancement
Reading the Key Idea/Stem (3 minutes)	1. Who went to the farm? 2. What did they pick in the farm? 3. What kind of fruits did they pick?  Expected answers: 1. A group of children went to the farm. 2. They picked fruits in the farm. 3. The fruits they picked were watermelon, pineapples, avocados, mangoes, and guavas.  Excellent job class!!!!	<ol> <li>How many watermelons did they pick?</li> <li>How many pineapples did they pick?</li> <li>How many avocados did they harvest?</li> </ol> Expected answers: <ol> <li>They picked 1 watermelon.</li> </ol>	

	The number of fruits picked by the children were arranged starting from 1, 2, 3, 4, and ends in 5.  This arrangement of the numbers is in increasing order.  Look at the following numbers arranged in increasing order.			
	These are examples of arranging numbers in increasing order. In arranging numbers in increasing order, start from the least/lowest number to the greatest/highest number.			
	9, 12, 23, 36, 45	52, 63, 74, 85, 95	13, 67, 79, 85, 100	
Developing Understanding of the	Now, let us try working on this set of numbers.			
Key Idea/Stem 10 minutes	45, 65, 28, 74, 52, 33			
	1. How are the numbers arranged? 2. How are we going to arrange these numbers in increasing order? 3. Who will come here in front and arrange the numbers in increasing order?			
	Expected answers: 1. The numbers are not arranged p. 2. We are going to arrange these n. 3. 28, 33, 45, 52, 65, 74	properly. umbers from the least/lowest to greate	est/highest.	
	<b>NOTES TO THE TEACHER:</b> These items were given to provide more examples to the learners. The numbers may be adjusted for lower numbers in the intervention or consolidation group and higher numbers for enhancement group.			
	You are now ready for a group activity!			
	Intervention Group	Consolidation Group	Enhancement Group	
Deepening Understanding of the Key Idea/Stem	<b>Directions:</b> Arrange the numbers in increasing order. Choose the letter of the correct answer.	<b>Directions:</b> Arrange the numbers in increasing order. Write your answer in the box.	<b>Directions</b> . Answer the following questions. Write your answers on the blank provided.	
(5 minutes)	1. 37, 26, 43, 15, 52	1. 58, 38, 48, 78, 68	1. Study the numbers below. 66, 76, 86, 96	
	A. 52, 43, 37, 26, 15 B. 15, 26, 37, 43, 52			

C. 26, 15, 37, 52, 43	2. 85, 76, 67, 90, 100	How are they arranged?
2. <b>55, 82, 66, 74, 93</b> A. 93, 82, 74, 66, 55 B. 66, 74, 93, 55, 82 C. 55, 66, 74, 82, 93	3. 99, 91, 95, 94, 98	2. What should be the first number if you arrange the following in increasing order? 62, 75, 83, 90
Expected answers: 1. B. 15, 26, 37, 43, 52 2. C. 55, 66, 74, 82, 93	Expected answers: 1. 38, 48, 58, 68, 78 2. 67, 76, 85, 90, 100 3. 91, 94, 95, 98, 99	3. Arrange the following numbers in increasing order. 90, 86, 72, 63, 54  Expected answers: 1. They are arranged in an increasing order. 2. 62 3. 54, 63, 72, 86, 90

Making Generalizations and	How did we arrange the numbers in o	ur lesson today?	
Abstractions (2 minutes)	We arranged the numbers in increasing order.		
	Now, we will test your understanding of ordering numbers in an increasing order. Write your answers on the activity sheet.  Intervention Group Consolidation Group Enhancement Group		
Evaluating Learning	Directions:	Directions:	Directions:

	1. Which of the following	1. Which of the following	A. 45, 55, 65, 75
	numbers are arranged in increasing	numbers are arranged in increasing	B. 65, 75, 55, 45
	order?	order?	C. 75, 65, 55, 45
	A. 45, 55, 65, 75	A. 45, 55, 65, 75	
	B. 65, 75, 55, 45	B. 65, 75, 55, 45	2.If you arrange these numbers in
	C. 75, 65, 55, 45	C. 75, 65, 55, 45	increasing order, 96, 91, 98, 92.
			What number should be written
	2. If you arrange these	2. If you arrange these	first?
	numbers in increasing order, 96,	numbers in increasing order, 96,	A. 98
	91, 98, 92.	91, 98, 92.	B. 96
	What number should be written	What number should be written	C. 91
	first?	first?	
	A. 98	A. 98	<b>4.</b> Write 5 numbers in an
	B. 96	B. 96	increasing order.
	C. 91	C. 91	
	B. Arrange the following	B. Arrange the following	Expected answers:
	numbers in increasing order. Write	numbers in increasing order. Write	A.
	your answer on the line below the	your answer on the line.	1.A
	box.	3. 97, 100, 99, 98, 96	2.C
	<b>3</b> 59, 67, 48, 77, 36	·	B
	3. 59, 67, 48, 77, 36		3.(Answer may vary)
		Expected answers:	
		A.	
		1. A	
	Expected answers:	2. C	
	A.	B.	
	1. C	<b>3.</b> 96, 97, 98, 99, 100	
	2. A		
	B.		
	3. 95, 86, 82,78		
Additional Activities for			
Additional Activities for			
Application or			
Remediation (if applicable)			
аррисавіе)			

Remarks	
Reflection	

Week 2	DAY 4		
I. CURRICULUM CONT	I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES		
A. Content Standards	The learners should have demonstrate knowledge and understanding of comparing numbers up to 100 using relational symbol and ordering them in increasing and decreasing order.		
B. Performance Standards	By the end of the lesson, the learners are able to compare numbers up to 100 using relational symbols and order numbers in increasing or decreasing order. (NA)		
C. Learning Competencies	The learners will be able to compare numbers up to 100 using relational symbols and order them in increasing or decreasing order.		
D. Learning Objectives	At the end of the lesson, the learners are able to order numbers in decreasing order.		
II. CONTENT: Ordering	Numbers in Decreasing Order		
III. LEARNING RESOU	RCES		
A. References	MELC/CG National Learning Camp- Mathematics Intervention Camp, Learner's workbook for Grade I Lesson Guide in Elementary Mathematics Grade I		
B. Other Learning Resources	Image: https://www.istockphoto.com/search/2/image-film?phrase=red+apple		

## IV. TEACHING AND LEARNING PROCEDURES

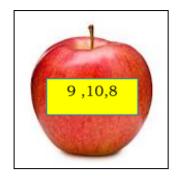
## **Before/Pre-Lesson Proper**

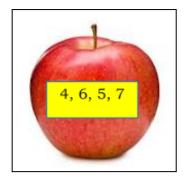
Are you excited about our lesson for today? Altogether let us sing the song to the tune of "Ten Little Indians"

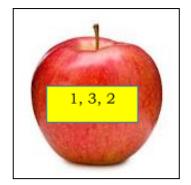
Ten small, nine small, eight red apples Seven small, six, five red apples Four small, three small two red apples One small red apple.

What number did we start in our song? Followed by what numbers? How many red apples next to three? Continue counting until the 1 small red apple.

Activating Prior Knowledge (3 minutes) (After answering the questions, process the learner's output and give appropriate feedback.) Say, "let us arrange the numbers in a decreasing order.







**NOTES TO THE TEACHER:** The rhyme/song may vary .This activity will serve as diagnostic assessment for the Grade 1 competency on ordering numbers in an decreasing order through manipulative activities. Objects may vary according to availability.

Lesson
Purpose/Intention

Today, we will order numbers in a decreasing order.

Let us do it, class.

(1 minute)	NOTES TO THE TEACHER: This lesson part i	introduces the competency to be mastered wh	ich is ordering numbers in decreasing order.
Lesson Language Practice (1 minute)	Remember the following words before we go further to our discussion.  Order- means the sequence of numbers or objects.  decreasing -means becoming lesser/smaller  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			
	vegetables. Mother harvested 10 strip	ng beans, 9 eggplants, 8 okras, 7 <i>po</i> fruits, 2 onions and 1 squash. Moth	and Kyle went to the farm to harvest atolas. Kyle harvested 6 ampalayas, 5 er was very happy that she could cook
	Intervention	Consolidation	Enhancement
Reading the Key Idea/Stem (3 minutes)	1. Who went to the farm? 2. What did they harvest in the farm? 3. What kind of vegetables did they harvest?  Expected answer: 1. Mother and Kyle went to the farm. 2. They harvested vegetables in the farm. 3. The vegetables they harvested were string beans,	<ol> <li>How many string beans did they harvest?</li> <li>How many eggplants did they harvest?</li> <li>How many okras did they harvest?</li> </ol> Expected answer: <ol> <li>They harvested 10 string beans.</li> <li>They harvested 9 eggplants.</li> </ol>	What do you notice on the number of vegetables they harvested?  Expected answer: The number of vegetables they harvested is decreasing.

	malunggay fruits, onions and squash.		
	Excellent job class!		
	<b>NOTES TO THE TEACHER:</b> The activity helps the learners visualize the ordering of numbers in a decreasing order through the presented pictures based on their context.		
	The number of vegetables harvested by mother and Kyle were arranged from 10 to 9, 8, 7, 6, 5, 4, 3, 2, 1. This arrangement of the numbers is in decreasing order.		
	Look at the following numbers arranged in decreasing order.  These are examples of arranging numbers in a decreasing order.  We will start from the greatest/ highest number to the least / lowest number.		
	32, 27, 15, 13, 9 50, 48, 45, 41, 38 90, 87,82,78,75,60  Now, let us try working on this set of numbers.		
Developing Understanding of the Key Idea/Stem	51, 26, 43, 34, 19		
10 minutes	<ul><li>1.How are the numbers arranged?</li><li>2.How are we going to arrange these numbers in a decreasing order?</li><li>3. Who will come here in front and arrange the numbers in decreasing order?</li></ul>		
	Expected answers: 4. The numbers are not arranged properly. 5. We are going to arrange these numbers from the greatest/highest to least/lowest. 6. 51, 43, 34, 26, 19		
	<b>NOTES TO THE TEACHER:</b> These items were given to provide more examples to the learners. The numbers may be adjusted for lower numbers in the intervention or consolidation group and higher numbers for enhancement group.		

	You are now ready for a group activity!			
	Intervention Group	Consolidation Group	Enhancement Group	
Deepening Understanding of the Key Idea/Stem (5 minutes)	Directions: Arrange the numbers in a decreasing order. Choose the letter of the correct answer.  28, 20, 26, 29, 21  D. 20, 21, 26, 28, 29 E. 29, 28, 26, 21, 20 F. 26, 20, 29, 21, 20  30, 27, 21, 29, 24  D. 30, 29, 27, 24, 21 E. 21, 24, 27, 29, 30 F. 29, 21, 30, 29, 24  Expected answers: 1. 29,28,26,21,20 2. 30,29,27,24,21	<b>Directions:</b> Arrange the numbers	<b>Directions</b> . Answer the following	

After/Post-Lesson Proper				
Making	How did we arrange the numbers in our lesson today?			
Generalizations and				
Abstractions	We arrange the numbers in decreasing order.			
(2 minutes)				

	Now, we will test our understanding of ordering numbers in an increasing order. Write your answers on the activity sheet.			
	Intervention Group	Consolidation Group	Enhancement Group	
	Directions:	Directions:	Directions:	
	C. Answer the following	B. Answer the following	B. Answer the following	
	questions.	questions.	questions.	
	Encircle the letter of your answer.	Encircle the letter of your answer.	Encircle the letter of your answer.	
	5. Which of the following numbers are arranged in a decreasing order?	1. Which of the following numbers are arranged in decreasing order? A.79,74,68,90	1.Which of the following numbers are arranged in decreasing order? A. 79,74,68,90	
	D. 79,74,68,90	C. 81,50,67,20	B. 81,50,67,20	
	E. 81,50,67,20 F. 82,85,94,100	D. 82,85,94,100	C. 82,85,94,100	
	6. If you arrange these	1. If you arrange these numbers in increasing order,	1. If you arrange these numbers in increasing order,	
Evaluating Learning	, , , , , , , , , , , , , , , , , , ,	78,44,90. What number should be		
(5 minutes)	78,44,90. What number should be		written First?	
	written First?	A .44	A. 44	
	D. 44	E. 78	B. 78	
	E. 78	F. 90	C. 90	
	F. 90		<b>7.</b> Write 5 numbers in an	
		D. Arrange the following	increasing number	
	D. Arrange the following	numbers in a decreasing order.		
	numbers in decreasing order. Write	Write your answer on the line		
	your answer on the line below the	3. 81,85,89,90,87	Expected answers:	
	box.		A.	
	4 79 90 96 05	Expected answers:	1.C	
	4. 78, 82, 86, 95	A.	2.A	
		4. C	B.	
	<u> </u>	5. A	3.(Answer may vary)	
	Expand answers	B. 6. 90, 89,87, 85,81		
	Expected answers:   C.	0. 90, 09,07, 00,01		
	C. 4. C			

#### **LESSON SCRIPT IN MATHEMATICS 1**

	5. A B. 6. 95, 86, 82,78	
Additional Activities for Application or Remediation (if applicable)		
Remarks		
Reflection		