

1

NATIONAL MATHEMATICS PROGRAM

Lesson Script in Mathematics

Quarter 1

Week 2

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

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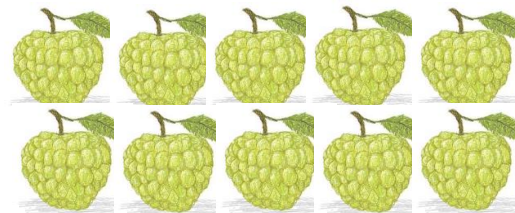
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Week	DAY 1
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. <i>Content Standard</i>	The learners demonstrate knowledge and understanding of comparing numbers up to 100 using relational symbol
B. <i>Performance Standard</i>	By the end of the quarter, the learners are able to compare numbers up to 100 using relational symbols and order numbers in increasing or decreasing order
C. <i>Learning Competency</i>	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. <i>Learning Objective</i>	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: Comparing Numbers up to 50	
III. LEARNING RESOURCE	
A. <i>References</i>	MELC/CG National Learning Camp, Mathematics Intervention Camp, Learners’ workbook for Grade I Lesson Guide in Elementary Mathematics Grade I
B. <i>Other Learning Resources</i>	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 LEARNING PROCEDURES	
Before/Pre-Lesson Proper	
<i>Activating Prior Knowledge</i> (3 minutes)	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” I love Mathematics(2X), Math is fun(2X) Let us sing the numbers 2X

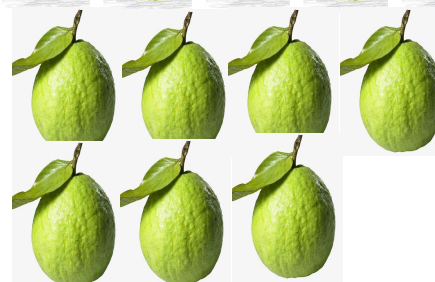
1,2,3/4,5,6/7,8,9 & 10

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
Purpose/Intention
(1 minute)*

This time we will compare numbers up to 50 using the relation symbols (greater than, less than and equal)

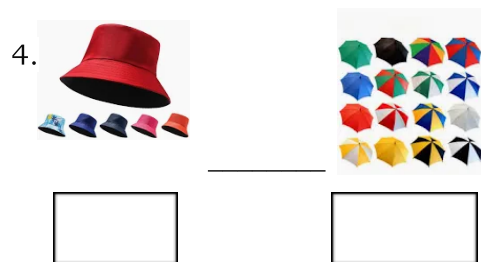
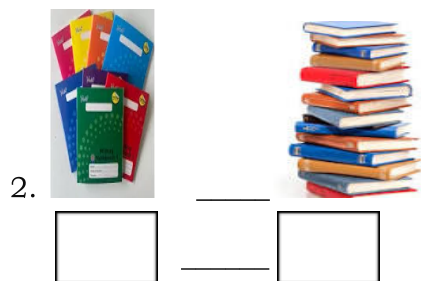
Let us do it class

	Let us help Cora, a Grade 1 learner like you in comparing numbers. NOTES TO THE TEACHER: 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.						
<i>Lesson Language Practice (1 minute)</i>	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.						
<i>Reading the Key Idea/ Stem (5 minutes)</i>	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. <table><tr><th>Intervention</th><th>Consolidation</th><th>Enhancement</th></tr><tr><td>1. How many red beads does Cora have? 2. How many blue beads does Cora have?</td><td>1.How can we compare the red beads and the blue beads of Cora?</td><td>What symbol are we going to use to compare the red beads and the blue beads of Cora?</td></tr></table> <i>Expected answers:</i> 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.	Intervention	Consolidation	Enhancement	1. How many red beads does Cora have? 2. How many blue beads does Cora have?	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?
Intervention	Consolidation	Enhancement					
1. How many red beads does Cora have? 2. How many blue beads does Cora have?	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?					

Developing Understanding of the Key Idea/Stem (10 minutes)	In comparing the number, look at the first number, if greater/more than the second number, then Use the symbol > (more than) 10___7 37___28 48___40 30___20 50___45 Use < (if the first number is less than the other number) 13___18 25___42 34___37 38___50 40___48 Use = (if two numbers are the same) 18___18 28___28 37___37 44___44 50___50 NOTES TO THE TEACHER: 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 up to 50.						
Deepening Understanding of the Key Idea/Stem (5 minutes)	<table><tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr><tr><td> Let's Practice... Count and write the corresponding number. Compare using the symbols =, >, <. Write on the blank between the numbers. 1. </td><td> Let's Practice... Circle the possible number needed based to the symbol used 1. 47 < (25 , 37, 48,) 2. 20 > (14, 25, 35) 3. 50 =(30, 40, 50) 4. 28 < (10, 18, 38) </td><td> Let's Practice... Write one possible number to compare to the given number based on the symbol used 1. 15 > _____ 2. 43 < _____ 3. 19 = _____ 4. 25 < _____ </td></tr></table>	Intervention Group	Consolidation Group	Enhancement Group	Let's Practice... Count and write the corresponding number. Compare using the symbols =, >, <. Write on the blank between the numbers. 1.	Let's Practice... Circle the possible number needed based to the symbol used 1. 47 < (25 , 37, 48,) 2. 20 > (14, 25, 35) 3. 50 =(30, 40, 50) 4. 28 < (10, 18, 38)	Let's Practice... Write one possible number to compare to the given number based on the symbol used 1. 15 > _____ 2. 43 < _____ 3. 19 = _____ 4. 25 < _____
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5. $39 > (29, 39, 49)$

5. $37 > \underline{\hspace{2cm}}$



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 on comparing numbers using the relational symbols by answering the following tasks. Write your answers on the activity sheet. <table><tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr><tr><td> Directions: Answer the following 1. 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 = > < 3. What number is 48 < _____ 50 49 45 4. What symbol should be used to compare 27 _____ 27? A. > B.< C. = </td><td> 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 38 > _____ 4. Write the symbol used to compare 49 _____ 49 A. = B. > </td><td> Direction 1. Encircle two numbers that are greater than 43. 35 45 50 2. What symbol should be written in the box to compare? 38 50 3. Write three number greater than 48 _____, _____, _____ 4. Write the correct symbol on the blank 32 _____ 27. 5. Write three pairs of equal numbers. _____ = _____ _____ = _____ </td></tr></table>			Intervention Group	Consolidation Group	Enhancement Group	Directions: Answer the following 1. 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 = > < 3. What number is 48 < _____ 50 49 45 4. What symbol should be used to compare 27 _____ 27? A. > B.< C. =	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 38 > _____ 4. Write the symbol used to compare 49 _____ 49 A. = B. >	Direction 1. Encircle two numbers that are greater than 43. 35 45 50 2. What symbol should be written in the box to compare? 38 50 3. Write three number greater than 48 _____, _____, _____ 4. Write the correct symbol on the blank 32 _____ 27. 5. Write three pairs of equal numbers. _____ = _____ _____ = _____
Intervention Group	Consolidation Group	Enhancement Group							
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	5. What numbers are more than 46? Encircle them. 18 26 38 42 50 <i>Expected answers:</i> 41 < 45 - C 50	C. < 5. Write two numbers greater than 43 _____, _____ <i>Expected answers:</i> - The answer may vary > - The answer may vary - A - The answers may vary	_____ = _____ <i>Expected answers:</i> 45, 50 < - The answer may vary > - The answer may vary
<i>Additional Activities for Application or Remediation (if applicable)</i>			
<i>Remarks</i>			
<i>Reflection</i>			

Week 2	DAY 2
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<i>A. Content Standard</i>	The learners demonstrate knowledge and understanding of comparing numbers up to 100 using relational symbol and ordering them in increasing and decreasing order
<i>B. Performance Standard</i>	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
<i>C. Learning Competency</i>	The learners are be able to compare numbers up to 100 using relational symbols and order them in increasing or decreasing order.
<i>D. Learning Objective</i>	At the end of the lesson, the learners are able to compare numbers using relational symbols from 51-100
II. CONTENT: Comparing Number Using Relational Symbols From 51- 100 ($>$, $<$, $=$)	
III. LEARNING RESOURCES	
<i>A. References</i>	MELC, CG National Learning Camp- Mathematics Intervention Camp, Learner's workbook for Grade I Lesson Guide in Elementary Mathematics Grade I
<i>B. Other Learning Resources</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&amp_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.rottiler.com/pests/spiders/wolf-spider/
IV. TEACHING AND LEARNING PROCEDURES	

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)

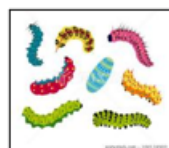
Tarararararantararan

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?

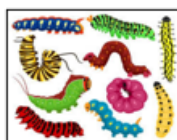
Now, let us compare the insects inside the box below and write the correct symbol on the line between the two boxes.



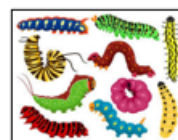
8



7



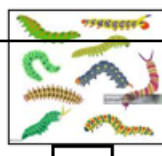
10



10



7



9

9

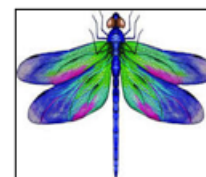
*Activating Prior Knowledge
(5 minutes)*

	_____ <i>Expected answers:</i> 1. <i>There were ten caterpillars in all.</i> 2. <i>Yes teacher, we already have seen a caterpillar.</i> 3. <i>The caterpillar will become a butterfly.</i> (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." NOTES TO THE TEACHER: 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.
<i>Lesson Purpose/Intention</i> (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.
<i>Lesson Language Practice</i> (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	
<i>Reading the Key Idea/Stem</i> (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

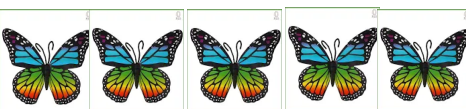


60



80

Ready get set count!

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

	Continue the process through 60		
<i>Developing Understanding of the Key Idea/ Stem (10 minutes)</i>	Excellent job class! Now, you are ready to compare more numbers by using the symbols ($>$, $<$, $=$) NOTES TO THE TEACHER: The activity helps the learners visualize the comparison of numbers through the presented pictures based on their context. In comparing the number. Look at first the number on the left. Use the symbol $>$ if the first number is greater than the other number 59___50 68___54 89___77 94___85 100___91 Use the symbol $<$ if the first number is less than the other number 60___88 55___72 74___87 88___90 90___100 Use the symbol $=$ if two numbers are the same 88___88 78___78 77___67 64___64 80___80 NOTES TO THE TEACHER: 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 up to 51-100.		

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

Intervention Group

Let's Practice...

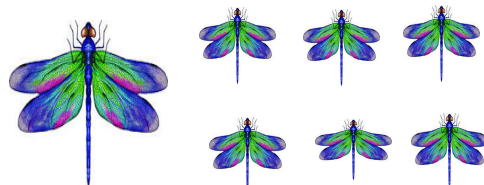
Directions:

A. Compare the butterfly and the dragonfly. The big insects represent a certain number. The small insect counts as 1. Write total number of insects. Compare the numbers using the symbols $>$, $<$, $=$. Write on the blank between the numbers.



1.

63



57

63

57

Consolidation Group

Let's Practice...

Directions: Compare the following numbers. Write the correct symbol.

1. 58 _____ 85

2. 73 _____ 73

3. 68 _____ 94

4. 57 _____ 57

5. 95 _____ 85

Enhancement Group

Let's Practice...

Directions: Encircle the correct number needed for the given symbol.

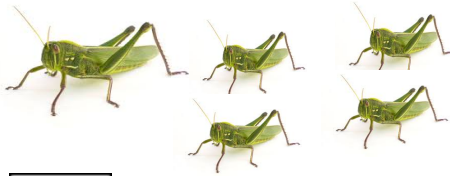
1. $47 < (25, 37, 48,)$

2. $20 > (14, 25, 35)$

3. $50 = (30, 40, 50)$

4. $28 < (10, 18, 38)$

5. $39 > (29, 39, 49)$

	2.  86  74 86 <u> </u> 74		
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After/Post-Lesson Proper

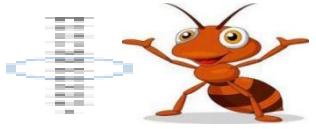
Making Generalizations and Abstractions
2 minutes

You did a great job! You've demonstrated a very good understanding of using relational symbols in comparing numbers up to 100.

What symbols are used in comparing numbers?

We used >, < and = in comparing numbers.

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
Directions: Encircle the correct answer from the given illustration.  1. Which of the following is greater than the number of the ant? Encircle your answer. 57 87  2. What should be written on the line if we compare cricket's number to 65? 88 65 = > <	Directions: Encircle the correct answer 1. Write a number less than 95? _____ 5. Write the correct symbol in the box. 50 50 6. Write one number greater than 88 > _____ 7. What symbol used to compare 79 _____ 99 A. = B. > C. < B. Write a number greater than 87 <i>Expected answers:</i> 1. answers may vary 2. = 3. answers may vary	Directions: Read and answer the following. 1. Write a number that is greater than 90? _____ 4. Write the correct symbol in the box to compare? 98 58 5. Write a number greater than 48 _____ 6. What are the symbols used to compare numbers? _____ _____ _____ 7. Write three pairs of equal numbers. _____=_____ _____=_____ _____=_____ <i>Expected answers:</i> 1. answers may vary 2. 98 3. answers may vary

Evaluating Learning
(4 minutes)



3. What number is less than the number of butterflies? Encircle the number.

56 86 96

Expected answers:

1. 87

2. >

3. 56

4. >

5. *answers may vary*

4. *answers may vary*

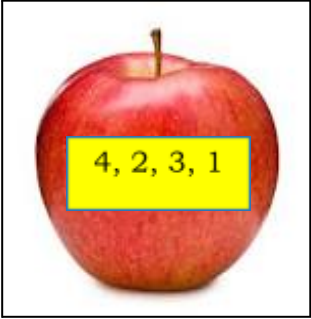
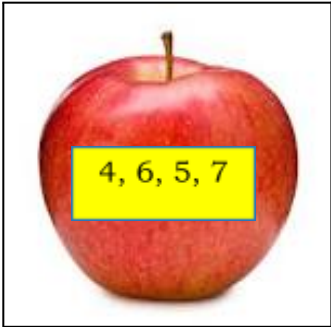
5. *answers may vary*

*Additional Activities for
Application or Remediation (if
applicable)*

Remarks

Reflection

Week 2	DAY 3
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<i>A. Content Standards</i>	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.
<i>B. Performance Standards</i>	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)
<i>C. Learning Competencies</i>	The learners are able to compare numbers up to 100 using relational symbols and order them in increasing or decreasing order
<i>D. Learning Objectives</i>	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 RESOURCES	
<i>A. References</i>	MELC/CG National Learning Camp- Mathematics Intervention Camp, Learner's workbook for Grade I Lesson Guide in Elementary Mathematics Grade I
<i>B. Other Learning Resources</i>	
IV. TEACHING AND LEARNING PROCEDURES	
Before/Pre-Lesson Proper	
<i>Activating Prior Knowledge (3 minutes)</i>	Are you excited about our lesson for today? Altogether let us sing the song to the tune of "Ten Little Indians" 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. 1. What number did we start in our song? 2. Followed by what numbers?

	3. How many red apples are next to three? <i>Expected answers:</i> 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.  4, 2, 3, 1  4, 6, 5, 7  9, 10, 8, 7 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 .
<i>Lesson Purpose/Intention</i> (1 minute)	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.
<i>Lesson Language Practice</i> (1 minute)	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 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 read a story.								
	A group of children went to the farm to pick fruits from Lolo Romer ’s orchard. Danny picked 1 watermelon. Lito picked 2 pineapples, Josue picked 3 avocados, Jerome picked 4 mangoes and 5 guavas were picked by Jay. They are planning to come back and pick more for them to sell so that they can help Lolo Romer earn money.								
	Let us answer the questions about the story.								
	<table><tr><th>Intervention</th><th>Consolidation</th><th>Enhancement</th></tr><tr><td>1. Who went to the farm? 2. What did they pick in the farm? 3. What kind of fruits did they pick? <i>Expected answers:</i> 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.</td><td>1. How many watermelons did they pick? 2. How many pineapples did they pick? 3. How many avocados did they harvest? <i>Expected answers:</i> 1. They picked 1 watermelon. 2. They picked 2 pineapples. 3. They picked 3 avocados.</td><td>1. What do you notice on the number of fruits they picked? <i>Expected answer:</i> The number of fruits they picked is increasing.</td></tr></table>	Intervention	Consolidation	Enhancement	1. Who went to the farm? 2. What did they pick in the farm? 3. What kind of fruits did they pick? <i>Expected answers:</i> 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.	1. How many watermelons did they pick? 2. How many pineapples did they pick? 3. How many avocados did they harvest? <i>Expected answers:</i> 1. They picked 1 watermelon. 2. They picked 2 pineapples. 3. They picked 3 avocados.	1. What do you notice on the number of fruits they picked? <i>Expected answer:</i> The number of fruits they picked is increasing.		
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Excellent job class!!!!									
NOTES TO THE TEACHER: The activity helps the learners visualize the ordering of numbers in increasing order.									

Developing Understanding of the Key Idea/ Stem 10 minutes	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 43, 67, 79, 85, 100 Now, let us try working on this set of numbers. 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 properly. 2. We are going to arrange these numbers from the least/lowest to greatest/highest. 3. 28, 33, 45, 52, 65, 74 NOTES TO THE TEACHER: 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.						
Deepening Understanding of the Key Idea/ Stem (5 minutes)	You are now ready for a group activity! <table><tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr><tr><td> Directions: Arrange the numbers in increasing order. Choose the letter of the correct answer. 1. 37, 26, 43, 15, 52 A. 52, 43, 37, 26, 15 B. 15, 26, 37, 43, 52 </td><td> Directions: Arrange the numbers in increasing order. Write your answer in the box. 1. 58, 38, 48, 78, 68 </td><td> Directions. Answer the following questions. Write your answers on the blank provided. 1. Study the numbers below. 66, 76, 86, 96 </td></tr></table>	Intervention Group	Consolidation Group	Enhancement Group	Directions: Arrange the numbers in increasing order. Choose the letter of the correct answer. 1. 37, 26, 43, 15, 52 A. 52, 43, 37, 26, 15 B. 15, 26, 37, 43, 52	Directions: Arrange the numbers in increasing order. Write your answer in the box. 1. 58, 38, 48, 78, 68	Directions. Answer the following questions. Write your answers on the blank provided. 1. Study the numbers below. 66, 76, 86, 96
Intervention Group	Consolidation Group	Enhancement Group					
Directions: Arrange the numbers in increasing order. Choose the letter of the correct answer. 1. 37, 26, 43, 15, 52 A. 52, 43, 37, 26, 15 B. 15, 26, 37, 43, 52	Directions: Arrange the numbers in increasing order. Write your answer in the box. 1. 58, 38, 48, 78, 68	Directions. Answer the following questions. Write your answers on the blank provided. 1. Study the numbers below. 66, 76, 86, 96					

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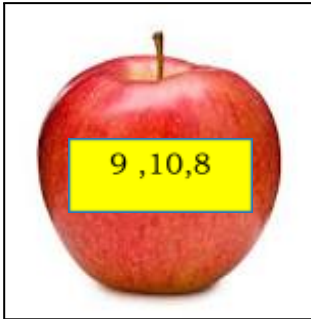
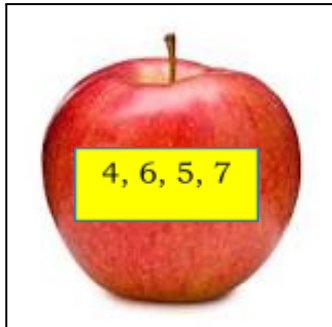
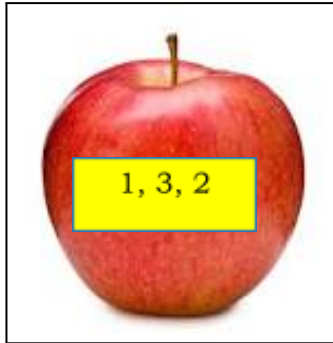
After/Post-Lesson Proper

Making Generalizations and Abstractions (2 minutes)	How did we arrange the numbers in our lesson today? We arranged the numbers in increasing order.		
Evaluating Learning (5 minutes)	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
	Directions: A. Answer the following questions. Encircle the letter of your answer.	Directions: A. Answer the following questions. Encircle the letter of your answer.	Directions: A. Answer the following questions. Encircle the letter of your answer. 1.Which of the following numbers are arranged in increasing order?

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

<i>Remarks</i>	
<i>Reflection</i>	

Week 2	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<i>A. Content Standards</i>	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.
<i>B. Performance Standards</i>	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)
<i>C. Learning Competencies</i>	The learners will be able to compare numbers up to 100 using relational symbols and order them in increasing or decreasing order.
<i>D. Learning Objectives</i>	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 RESOURCES	
<i>A. References</i>	MELC/CG National Learning Camp- Mathematics Intervention Camp, Learner's workbook for Grade I Lesson Guide in Elementary Mathematics Grade I
<i>B. Other Learning Resources</i>	Image: https://www.istockphoto.com/search/2/image-film?phrase=red+apple

IV. TEACHING AND LEARNING PROCEDURES	
Before/Pre-Lesson Proper	
<i>Activating Prior Knowledge (3 minutes)</i>	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. (After answering the questions, process the learner’s output and give appropriate feedback.) Say, “let us arrange the numbers in a decreasing order.  9 ,10,8  4, 6, 5, 7  1, 3, 2 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.
<i>Lesson Purpose/Intention</i>	Today, we will order numbers in a decreasing order. Let us do it, class.

(1 minute)	NOTES TO THE TEACHER: This lesson part introduces the competency to be mastered which 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								
Reading the Key Idea/ Stem (3 minutes)	Let us read a story. It's Saturday, mother wanted to cook <i>pinakbet</i> for their lunch. Mother and Kyle went to the farm to harvest vegetables. Mother harvested 10 string beans, 9 eggplants, 8 okras, 7 <i>patolas</i> . Kyle harvested 6 <i>ampalayas</i> , 5 tomatoes, 4 green chili, 3 <i>malunggay</i> fruits, 2 onions and 1 squash. Mother was very happy that she could cook nutritious food for her family. Let us answer the questions about the story.							
	<table><tr><th>Intervention</th><th>Consolidation</th><th>Enhancement</th></tr><tr><td>1. Who went to the farm? 2. What did they harvest in the farm? 3. What kind of vegetables did they harvest? <i>Expected answer:</i> 1. Mother and Kyle went to the farm. 2. They harvested vegetables in the farm. 3. The vegetables they harvested were string beans, eggplants, okras, patolas, ampalayas, tomatoes, green chili,</td><td>1. How many string beans did they harvest? 2. How many eggplants did they harvest? 3. How many okras did they harvest? <i>Expected answer:</i> 1. They harvested 10 string beans. 2. They harvested 9 eggplants. 3. They harvested 8 okras.</td><td>What do you notice on the number of vegetables they harvested? <i>Expected answer:</i> <i>The number of vegetables they harvested is decreasing.</i></td></tr></table>	Intervention	Consolidation	Enhancement	1. Who went to the farm? 2. What did they harvest in the farm? 3. What kind of vegetables did they harvest? <i>Expected answer:</i> 1. Mother and Kyle went to the farm. 2. They harvested vegetables in the farm. 3. The vegetables they harvested were string beans, eggplants, okras, patolas, ampalayas, tomatoes, green chili,	1. How many string beans did they harvest? 2. How many eggplants did they harvest? 3. How many okras did they harvest? <i>Expected answer:</i> 1. They harvested 10 string beans. 2. They harvested 9 eggplants. 3. They harvested 8 okras.	What do you notice on the number of vegetables they harvested? <i>Expected answer:</i> <i>The number of vegetables they harvested is decreasing.</i>	
Intervention	Consolidation	Enhancement						
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	<i>malunggay fruits, onions and squash.</i> Excellent job class! NOTES TO THE TEACHER: The activity helps the learners visualize the ordering of numbers in a decreasing order through the presented pictures based on their context.
<i>Developing Understanding of the Key Idea/ Stem 10 minutes</i>	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. 51, 26, 43, 34, 19 1. How are the numbers arranged? 2. How are we going to arrange these numbers in a decreasing order? 3. Who will come here in front and arrange the numbers in decreasing order? <i>Expected answers:</i> 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 NOTES TO THE TEACHER: 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.

Deepening Understanding of the Key Idea/Stem (5 minutes)	You are now ready for a group activity!					
	<table><tr><th>Intervention Group</th><th>Consolidation Group</th><th>Enhancement Group</th></tr><tr><td> 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 <i>Expected answers:</i> 1. 29,28,26,21,20 2. 30,29,27,24,21 </td><td> Directions: Arrange the numbers in a decreasing order. Write your answer in the box. 4. 73, 71, 75, 78, 74 5. 79, 81, 89, 83, 85 6. 99, 91, 95, 94, 98 <i>Expected answers:</i> 4. 78, 75, 74, 73, 71 5. 89, 85, 83, 81, 79 6. 99, 98, 95, 94, 91 </td><td> Directions. Answer the following questions. Write your answers 4. Study the numbers below. 100, 91, 84, 80 How are they arranged? _____ 5. What should be the first number if you arrange the following in a decreasing order? 62, 75, 83, 90 _____ 6. Arrange the following numbers in decreasing order. 54, 63, 72, 86, 90 _____ <i>Expected answers:</i> 4. They are arranged in a decreasing order. 5. 90 6. 90, 86, 72, 63, 54 </td></tr></table>	Intervention Group	Consolidation Group	Enhancement Group	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 <i>Expected answers:</i> 1. 29,28,26,21,20 2. 30,29,27,24,21	Directions: Arrange the numbers in a decreasing order. Write your answer in the box. 4. 73, 71, 75, 78, 74 5. 79, 81, 89, 83, 85 6. 99, 91, 95, 94, 98 <i>Expected answers:</i> 4. 78, 75, 74, 73, 71 5. 89, 85, 83, 81, 79 6. 99, 98, 95, 94, 91
Intervention Group	Consolidation Group	Enhancement Group				
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 <i>Expected answers:</i> 1. 29,28,26,21,20 2. 30,29,27,24,21	Directions: Arrange the numbers in a decreasing order. Write your answer in the box. 4. 73, 71, 75, 78, 74 5. 79, 81, 89, 83, 85 6. 99, 91, 95, 94, 98 <i>Expected answers:</i> 4. 78, 75, 74, 73, 71 5. 89, 85, 83, 81, 79 6. 99, 98, 95, 94, 91	Directions. Answer the following questions. Write your answers 4. Study the numbers below. 100, 91, 84, 80 How are they arranged? _____ 5. What should be the first number if you arrange the following in a decreasing order? 62, 75, 83, 90 _____ 6. Arrange the following numbers in decreasing order. 54, 63, 72, 86, 90 _____ <i>Expected answers:</i> 4. They are arranged in a decreasing order. 5. 90 6. 90, 86, 72, 63, 54				

After/Post-Lesson Proper

<i>Making Generalizations and Abstractions (2 minutes)</i>	How did we arrange the numbers in our lesson today? <i>We arrange the numbers in decreasing order.</i>
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Now, we will test our understanding of ordering numbers in an increasing order. Write your answers on the activity sheet.

*Evaluating Learning
(5 minutes)*

Intervention Group	Consolidation Group	Enhancement Group
Directions: C. Answer the following questions. Encircle the letter of your answer. 5. Which of the following numbers are arranged in a decreasing order? D. 79,74,68,90 E. 81,50,67,20 F. 82,85,94,100 6. If you arrange these numbers in an increasing order, 78,44,90. What number should be written First? D. 44 E. 78 F. 90 D. Arrange the following numbers in decreasing order. Write your answer on the line below the box. 4. 78, 82, 86, 95 _____ <i>Expected answers:</i> C. 4. C	Directions: B. Answer the following questions. Encircle the letter of your answer. 1. Which of the following numbers are arranged in decreasing order? A. 79,74,68,90 C. 81,50,67,20 D. 82,85,94,100 1. If you arrange these numbers in increasing order, 78,44,90. What number should be written First? A. 44 E. 78 F. 90 D. Arrange the following numbers in a decreasing order. Write your answer on the line 3. 81,85,89,90,87 _____ <i>Expected answers:</i> A. 4. C 5. A B. 6. 90, 89,87, 85,81	Directions: B. Answer the following questions. Encircle the letter of your answer. 1. Which of the following numbers are arranged in decreasing order? A. 79,74,68,90 B. 81,50,67,20 C. 82,85,94,100 1. If you arrange these numbers in increasing order, 78,44,90. What number should be written First? A. 44 B. 78 C. 90 7. Write 5 numbers in an increasing number _____,_____,_____,_____,_____ <i>Expected answers:</i> A. 1.C 2.A B. 3.(Answer may vary)

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