

IDEA-Based LESSON EXEMPLAR	School	Teacherscraft Elementary School	Grade Level	Four
	Teacher	Vivian C. Cabungcal	Learning Area	Mathematics
	Teaching Date	March 6, 2023	Quarter	Third Quarter
	Teaching Time	50 mins.	No. of Days	1

I. OBJECTIVES	
A. Content Standard	The learner demonstrates understanding of concepts of continuous and repeating patterns and number sentences.
B. Performance Standard	The learner is able to identify the missing element in a pattern and number sentence
C. Most Essential Learning Competencies (MELC)	determines the missing term/s in a sequence of numbers (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) e.g. 3,6,9,__ 4,8,12,16,__ (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) 1 2 3 4 5 6 7 _
II. CONTENT	Determining Missing Term/s in a Sequence of Numbers
III. LEARNING RESOURCES	
References	
a. Teacher's Guide Pages	MELC p.284
b. Learners Materials Pages	Mathematics LM pp168-170
c. Textbook Pages	
d. Additional Materials from Learning Resources	Power point presentation, flashcards, show me boards, answer sheets, reflection papers, tarpapel

IV. PROCEDURE

A. Introduction

Drill:

Have a drill on skip counting by 2s, 3, etc.

Review:

Review odd and even numbers.

B. Development

Establishing a purpose of the new lesson

-Fill in the missing shapes or numbers.



7, 9, 11 ____, 15

1K, 2J, 3L, ____, ____, 6F

Look at the sequence of numbers.

7, 10, ?, 16, ?

What are the missing terms?

C. Engagement

Power Teaching: A number sequence is a list of numbers arranged in a row. Each number in the sequence is called a term. To find the missing term/s, we must first look for its pattern.

Differentiated Activities

Learning Task 1: Using the cursor, highlight the missing term from the sequence of numbers.

1. 23, 25, 27, ____, 31

2. 32, 37, ____, 47, 52

3. 85, ____, 75, 70, 65

4. 64, 57, ____, 43, 36

D. Assimilation	5. 1,2,4,__, 11 Learning Task 2: Quiz Game Each group will have 1 representative for the game. They will compete against each other and answer the questions about sequence of numbers. Winner will receive a special prize. Learning Task 3: Group activity. Each group will receive three number sequence problems. They will cooperate with the group to answer the questions. Processing What have you realized during the group activity? Is team work important? Generalization: -What do you call each number in the sequence? (Terms) -What is a list of numbers arranged in a row called? (Number Sequence) Valuing: Importance of following schedules, patterns, and routines.. Evaluation: Write the missing term/s: 1. 10, 20, 30, 40, ____ 2. 5, 7, 11, 17, 25, ____ 3. 7, 14, 21, 28, 35, ____ 4. 2,3,4,5,6,____ 5. 1,2,4,7,____ Enrichment/ Remediation: Read about time measurement, perimeter, and square unit of measures.
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V.REFLECTION	Complete the following sentences: Today, I learned that _____ I realized that _____ I want to know more about _____
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Prepared by:

Noted by:

Observer: