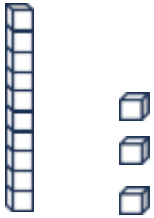
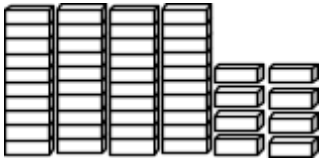
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	1
	Name of Teacher		Learning Area:	Mathematics
	Teaching Dates and Time:	OCTOBER 28 - 31, 2024 (WEEK 5)	Quarter:	Second

	DAY 1	DAY 2	DAY 3	DAY 4
A. Content Standards	The learners should have knowledge and understanding of addition of numbers, with sums up to 100.			
B. Performance Standards	By the end of the quarter, the learners are able to perform addition of numbers with sums up to 100.			
C. Learning Competencies	The learners ● add numbers by expressing addends as tens and ones (expanded form); ● add numbers with sums up to 100 without regrouping, using a variety of concrete and pictorial models for: ○ 2-digit and 1-digit numbers ○ 2-digit and 2-digit numbers; and ● solve problems (given orally or in pictures) involving addition with sums up to 100 without regrouping.			
D. Learning Objectives	At the end of the lesson, the learners should be able to represent a 2-digit number as a sum of tens and ones.	At the end of the lesson, the learners should be able to add 1-digit and 2-digit numbers (multiples of 10) with sums up to 100 in horizontal form without regrouping.	At the end of the lesson, the learners should be able to add 1-digit and 2 digit numbers with sums up to 100 in horizontal form without regrouping.	At the end of the lesson, the learners should be able to add 2-digit and 2-digit numbers (both are multiples of 10) with sums up to 100 in horizontal form without regrouping.
Activating Prior Knowledge	Conduct a drill on basic addition facts. Instruct the learners to bring out their show-me boards and their counters.	Conduct a drill on basic addition facts. Present number 87. Ask the learners to write this number as a sum of tens and ones on their show me board. *87 = 80 + 7*	Conduct a drill on basic addition facts. Let the learners bring out their show me board and answer the following, one at a time. Discuss the answer after each number.	Conduct a drill on basic addition facts. Let the learners count by 10s up to 100. If there is a nursery rhyme or song about counting by 10s let them sing it. If none, you can refer to the YouTube link below for the

	Let them count 13 counters and split the 13 counters into two groups. Let them write on their show-me boards the number of counters in each group that they have formed for 13. You may write on the board, ___ and ___ , to guide them in writing their answers. When they have finished, ask for their answers. List the unique ones on the board. The complete list is shown below. 1 and 12 2 and 11 3 and 10 4 and 9 5 and 8 6 and 7 7 and 6 8 and 5 9 and 4 10 and 3 11 and 2 12 and 1	Ask the learners what they call 87 = 80 + 7? *It is called a number sentence.* In the number sentence 87 = 80 + 7, what is 87 called? *87 is the sum.* What are 80 and 7 called? *80 and 7 are the addends.* Tell the learners that 87 = 80 + 7 can also be written as 80 + 7 = 87. Which is the sum in 80 + 7 = 87? *The sum is 87.* Which are the addends in 80 + 7 = 87? *80 and 7 are the addends.* Tell the learners that for this lesson, they will be given numbers in tens and ones. They will find the sum of these numbers.	1) 60 + 7 = ____ 2) 70 + 2 = ____ 3) 5 + 30 = ____ 4) 6 + 80 = ____ 5) 40 + 7 = ____ *Expected answers:* *1) 67* *2) 72* *3) 35* *4) 86* *5) 47*	song Count by Tens (Pinkfong Songs for Children). https://www.youtube.com/watch?v=PYNqWmkkxaY
Lesson Purpose/ Intention	To represent 2-digit numbers as sums of tens and ones	To add 1-digit and 2-digit numbers with sums up to 100 in horizontal form without regrouping	To add 1-digit and 2-digit numbers with sums up to 100 in horizontal form without regrouping	To add 1-digit and 2-digit numbers with sums up to 100 in horizontal form without regrouping
Lesson Language Practice	Tens, ones, sum, number sentence, add, plus, equals, ones digits, tens digit, place value, value	Tens, ones, sum, number sentence, add, plus, equals, digits, place value, value, addends, solve	Tens, ones, sum, number sentence, add, plus, equals, digits, place value, value, addends, solve	Tens, sum, number sentence, add, plus, equals, digits, place value, value, addends, solve

Reading the Key Idea/Stem				

Developing Understanding of Key Idea/ Stem	Focus the learners' attention on the answers written on the board. Ask the learners to write each answer to a number sentence. 1 and 12 1 + 12 = 13 2 and 11 2 + 11 = 13 3 and 10 3 + 10 = 13 4 and 9 4 + 9 = 13 5 and 8 5 + 8 = 13 6 and 7 6 + 7 = 13 7 and 6 7 + 6 = 13 8 and 5 8 + 5 = 13 9 and 4 9 + 4= 13 10 and 3 10 + 3 = 13 11 and 2 11 + 2 = 13 12 and 1 12 + 1 = 13 Let them name which of these number sentences expresses 13 as a sum of tens and ones? Expected answers: *10 + 3 = 13 and 3 + 10 = 13* Say, in 10 + 3 or 3 +10, 13 is written as a sum of tens and ones.	Post the problem on the board. Read it aloud to the learners. Mother sells soaps in the market. The soaps are sold in packs of tens and packs of ones. How many soaps does she still need to sell if there are 4 packs of tens and 8 packs of ones left? Ask: How many packs of 10 soaps are there? *There are 4 packs of 10 soaps.* How many packs of one soap are there? *There are 8 packs of one soap.* What does the problem ask? *The problem wants us to know the number of soaps Mother has still to sell.* Tell the learners that will find out the number of soaps Mother has to sell. Let them do it in pairs. Ask them to bring out their counters and use them to represent and solve the problem. Go around the class to check on learners' work. When they are done, ask,	Post the problem on the board. Kara collected 24 bottles. Her father gave her 5 more. How many bottles did she have in all? Read the problem to the learners. Ask: How many bottles were collected by Kara? *Twenty-four bottles were collected by Kara.* How many more bottles were given to her by her father? *Five bottles more were given to her by her father.* Think of ways to solve the problem. Let the learners solve the problem. Let them show their answers on their show me board. You may also allow them to use counters/illustrations and explain to the class how they did it. Possible solutions: ● Using concrete objects/illustrations 	Post the following number sentences on the board. Let the learners get their counters and find the sum of each pair of numbers. 1) 20 + 20 = ___ 2) 10 + 70 = ___ 3) 30 + 40 = ___ 4) 60 + 30 = ___ When learners are done with the activity, discuss the answers and write them on the board. 1) 20 + 20 = 40 2) 10 + 70 = 80 3) 30 + 40 = 70 4) 60 + 30 = 90 Have the learners observe the number sentences. Then, ask for their observations. Possible observations: 1. *The ones digit in the addends and in the sums are zeros.* 2. *The numbers are those in skip counting by 10's.* 3. *The numbers are less than 100.* 4. *The ones digit in the sum is zero and the tens digit is the*

	Use counters to represent the number.  1 ten 3 ones How many tens are there in 13? *1 ten* How many ones are there in 13? *3 ones* Write on the board, 1 ten and 3 ones is the same as 10 + 3 or 3 + 10. Give another example, say 24. Let the learners write 24 as a sum of tens and ones in their show-me boards. They should be able to tell that for 24, there are 2 tens and 4 ones. Write on the board, 2 tens and 4 ones is the same as 20 + 4 or 4 + 20.	How many groups of 10 did you make with your counters? *We made 4 groups of 10 counters.* How many ones did you make? *We made 8 ones.* At this point, the focus is only on representation. Show the representation below. Tell the learners that the counters also show the number of soaps Mother sells, in packs of tens and ones.  Ask: How many groups of 10 are there in the drawing? *There are 4 groups of 10.* How many ones are there in the drawing? *There are 8 ones.* Do you also have 4 groups of 10 counters and 8 ones? Let the learners compare their work with what was presented in the drawing. Allow them to compare their work with what was presented and to check on their work.	 ● Counting on, 24, 25, 26, 27, 28, 29 ● Writing a number sentence 24 + 5 = 29 Discuss the answers and solutions. In solving the problem, encourage the learners to apply knowledge and skills learned from previous lessons on basic addition facts, decomposing and composing numbers, place value and expressing a number as a sum of tens and ones. Consider all solutions to be given by the learners but focus on writing a number sentence. If the solution below is not given, explain that they can split or decompose 24 into 20 and 4 and can be written as 20 + 4 as shown. They can put together or add the ones first, 4 + 5 = 9. Then, adding 9 to 20, gives 29.	*sum of the tens digits in the addends, like 2+2=4.* Help the learners express their observations and their reasoning.

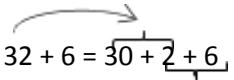
			24 + 5 = 29 24 + 5 = 20 + 4 + 5 = 20 + 9 = 29 24 + 5 = 29 Twenty-nine bottles were collected altogether. The table below can be used to explain this idea concretely.  20 + 4 5 24 + 5 = 20 + 4 + 5 = 20 + 9 = 29	

Tens	Ones
	

			Twenty-four is represented by 2 tens and 4 ones or 20 and 4, which can be written as 20 + 4. Adding the ones (4 and 5), gives 9. Combining the 9 ones with the 2 tens gives 29. Twenty-nine bottles were collected in all. 	

Deepening Understanding of Key Idea/Stem	Tell the learners that they will do an activity in pairs. Explain the activity. Then, distribute **LAS 1.** When they are done, discuss their answers. The discussion should focus on the number of tens and ones in each number and how it can be written as a sum of tens and ones. Example, 37 has 3 tens and 7 ones. As a sum of tens and ones, it can be written as, 37 = 30 + 7. How many tens and ones are in 37? *There are 3 tens and 7 ones in 37.* What is 3 tens equal to? *Three tens is equal to 30.* What is 7 ones equal to? *Seven ones is equal to 7.* Copy the table in LAS 1 on the board. Fill it out during the discussion.	How many soaps does Mother still need to sell if there are 4 packs of tens and 8 packs of ones left? Let the learners find the answer in pairs. Then, let them share their answers. Some possible solutions: ● Counting by 10's and then counting by 1's (10, 20, 30, 40, 41, 42, 43, 44, 45, 46, 47, 48) ● Counting on starting at 40 (40, 41, 42, 43, 44, 45, 46, 47, 48) using the counters ● By writing the number sentence, 40 + 8 = 48, and counting on 40, 41, 42, 43, 44, 45, 46, 47, 48 to find the sum. ● By relating it to the previous day's lesson on writing a number as a sum of tens and ones. Forty-eight soaps are still to be sold by Mother.	Post and read the problem. What if Nilo collected 32 bottles and his friend gave him 6 bottles more. How many bottles did Nilo have in all? How many bottles were collected by Nilo? *Thirty-two bottles were collected by Nilo.* How many bottles were given to him by his friend? *Six bottles were given to him by his friend.* What do we need to find out? *We need to find out the number of bottles Nilo has in all.* Ask the learners how they can tell the total number of bottles collected by Nilo. Have them share their ideas and let them find the answer. Lead the discussion by adding 32 and 6. It can be represented as	Consider the observations given by the learners. 1. *The ones digit in the addends and in the sums are zeros.* 2. *The numbers are those in skip counting by 10's.* 3. *The numbers are less than 100.* 4. *The ones digit in the sum is zero and the tens digit is the sum of the tens digits in the addends, like 2+2=4.* Questions may be asked for learners to elaborate on their answer. Sample questions are as follows. Why is the ones digit of the sum 0? *Because the ones digits in the addends are zero.* What would happen if 0 is added to a number, say 4 + 0? *The number remains the same.*

		Extend the problem to: What if the following day, Mother had 5 packs of tens and 9 packs of ones. How many soaps does she need to sell for that day?	32 + 6 = Discuss the solution shown below wherein 32 was split or decomposed into 30 and 2 first	What are the numbers when skip counting by 10 up to 100? *10, 20, 30, 40, 50, 60, 70, 80, 90, 100.* Is it true that the numbers in the number sentences are those in

	Write also the responses of the learners to Part B of the worksheet on the board. Answers to Part B. 37 = 30 + 7 19 = 10 + 9 42 = 40 + 2 25 = 20 + 5 51 = 50 + 1 Let the learners observe the table and how the numbers are expressed as sums of tens and ones. They should be able to say that: *The tens digit of the number tells the number of tens and the ones digit tells the number of ones in the number. In writing a number as a sum of tens and ones, the values of the digits in the number are added.* Guide learners to express these ideas.	Have learners solve the problem. Allow them to use the solution/strategy they prefer. Conduct a discussion after the learners have solved the problem. Ask the learners to share how they found the number of soaps that Mother must sell. They should be able to realize that expressing the given situation in addition sentence and counting on are the most efficient. Ask the learners to give the number sentence for the given situation. The number sentence should be 50 + 9 = 59. Ask the learners how they got the answer. *The learners should be able to describe how they arrived at 59. They could have used*	before 2 was added to 6. Then, 30 was added 8 to get the total number of bottles collected.  32 + 6 = 30 + 2 + 6 = 30 + 8 = 38 32 + 6 = 38 Thirty-eight bottles were collected by Nilo. Ask: How did we find the total number of bottles collected by Nilo? *We added the number of bottles he collected and those given by his friend.* How did we add the numbers? *We split or decomposed 32 into 30 and 2, and then we added 2 and 6 which gave us 8. Then, we added 30 and 8. So, 32 + 6 = 38.* Have the learners answer **LAS 3**.	skip counting by 10's? *Yes* Are the numbers in the number sentences less than 100? Give a number that is greater than 100. *Yes, 101.* What would happen if 0 is added to 0, say 0 + 0? *The sum is 0.* Is it true, for all number sentences, that the tens digit in the sum is obtained by adding the tens digit of the addends? *Yes, example, 2 + 2 = 4.* How is the sum of 20 + 20 obtained? *0 + 0 = 0, 2 + 2 = 4.* Explain that the value of 2 in each addends is tens or 20. So, the value of 4 in 40 is also tens or 40. How do you add numbers which are in skip counting by 10's? *Write 0 for the ones digit of the sum, 0 + 0 = 0, Then, add the tens digits of the addends. Write the*

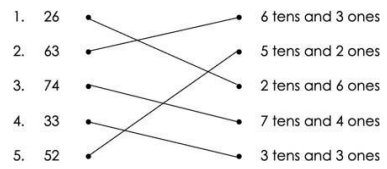
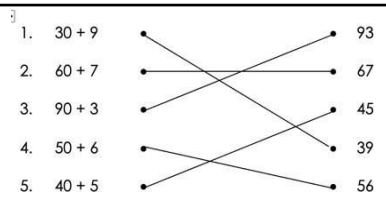
Tens	Ones

3	7
1	9
4	2
2	5
5	1

		counting on or relate the present	Discuss the answer to the LAS 3	*answer at the tens digit of the*
	Have the learners write the following numbers as sums of tens and ones on their show me board. 1. 93 2. 64 3. 27 4. 52 5. 88 Give one number at a time and discuss the answer after each item. A place value chart may also be posted to emphasize place value and the value of the digit. *Expected answers:* *1) 93 = 90 + 3* *2) 64 = 60 + 4* *3) 27 = 20 + 7* *4) 52 = 50 + 2* *5) 88 = 80 + 8*	*lesson with the previous one.* Say that, in yesterday's lesson, we expressed a number such as 54 as a sum of tens and ones. We have 54 = 50 + 4. Ask, how is this different from today's lesson? *Today, we are given a number expressed in tens and ones and we need to find the number.* Let the learners answer **LAS 2** in pairs Discuss the answers. *Expected answers:* *1) 29* *2) 53* *3) 18* *4) 31* *5) 47* Ask the learners what they solved for the given number sentences. They should be able to say that they solved for the sum in the given number sentences. Let them describe how they solved for the	once learners are done. *Expected answers:* *A.* *1) 39* *2) 48* *B.* *1) 59* *2) 49* *3) 38* *4) 12* *5) 36* *6) 27* *7) 79* *8) 67* *9) 48* *10) 77*	*sum.* Let the learners write their answers on the show-me boards. Post the items one at a time. Each time, check the learners' answers. 1) 70 + 10 = ____ 2) 50 + 50 = ____ 3) 60 + 20 = ____ 4) 30 + 40 = ____ 5) 10 + 20 = ____ Assist those who have difficulty answering the items. *Expected answers:* *1) 80* *2) 100* *3) 80* *4) 70* 5) *30*

		sum. Some learners may still need concrete materials, others may count on or relate the lesson to the previous one on expressing a number as a sum of tens and ones.		

Making Generalizations	Ask: How do you write 54 as a sum of tens and ones? Write on the board. *54 = 50 + 4* How do you know that it should be written as 54 = 50 + 4? *The value of digit 5 in the number is 5 tens or 50 and the value of digit 4 in the number is 4 ones or 4. Adding them gives 54 = 50 + 4.* Help the learners express this idea.	Ask: How do you get the sum of say, 80 + 2? Write on the board, 80 + 2. *We can count on, like 80, 81, 82. We can also do what we did yesterday. We determined the value of each digit in the number and expressed the number as a sum of tens and ones. This time we did the opposite. In 80 + 2 = ___, eighty is the same as eight tens while two is two ones. Eight tens and 2 ones is 82. So, 80 + 2 = 82.* Help the learners express this idea.	Ask: How do you find the sum of 54 and 3? Write on the board, 54 + 3. *We can split or decompose 54 into 50 and 4. Then, add 4 and 3. This gives you 7. Then, add 50 + 7. This gives you 57. Fifty-four plus three equals 57.* Help the learners express this idea.	How do you add numbers which are in skip counting by 10's? *Write 0 for the ones digit of the sum, 0 + 0 =0. Then, add the tens digits of the addends.*
Evaluating Learning	Let the learners answer **Assessment 1.** Allow them to use counters for visualization. *Expected answers:* *A.*	Let the learners answer **Assessment 2.** You may allow learners to use counters. *Expected answers:* *A.*	Let the learners answer **Assessment 3** individually. You may allow them to use counters. *Expected answers:* *1) 68*	Let the learners answer **Assessment 4** individually. You may allow them to use counters, if needed. *Expected answers:*

	 *B.* *1) 32 = 30 + 2* *2) 41 = 40 + 1* *3) 73 = 70 + 3* *4) 16 = 10 + 6*	 *B.* *1) 80 + 8 = 88* *2) 70 + 1 = 71* *3) 50 + 5 = 55*	*2) 74* *3) 49* *4) 39* 5) *95*	*A* *1) 50* *2) 70* *B.* *1) 90* *2) 60* *3) 80* *4) 100* *5) 70*

	5) 86 = 80 + 4	*4) 20 + 9 = 29* *5) 5 + 30 = 35*		
Additional Activities for Application or Remediation (if applicable)				
A. References				
1. Teacher's Guide				
2. Learner's Materials				
3. Textbook				
4. Additional Materials from Learning Resource (LR) Portal				

B. Other Learning Resources				Count by Tens (Pinkfong Songs for Children) at https://www.youtube.com/watch?v=PYNqWmkkxaY