

Detailed Lesson Plan	School		Grade level	One
	Teacher		Learning area	Mathematics
	Date & Time		Quarter	Three – Week 8

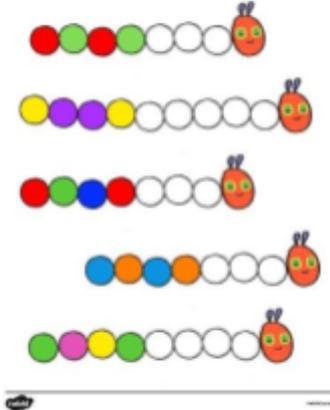
I. OBJECTIVES	<p>At the end of the lesson, the grade 1 pupils will be able to:</p> <ol style="list-style-type: none"> Determine missing term/s of repeating patterns. Complete missing term/s of repeating patterns using one attribute (letters, numbers, colors, figures, sizes, etc.). Value the importance of completing missing terms of repeating patterns.
A. Content Standard	The learner demonstrates understanding of continuous and repeating patterns and mathematical sentences.
B. Performance Standard	The learner is able to apply knowledge of continuous and repeating patterns and number sentences in various situations.
C. Learning Competency	Determining the missing term/s in a given repeating pattern using one attribute (letters, numbers, colors, figures, sizes, etc.). M1AL-IIIg-2
II. CONTENT	PATTERNS AND ALGEBRA
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide	Pages 87-93
2. Learner's Material	Pages 61-66
3. Textbook Pages	
4. Additional Materials from Learning Resource Portal	
B. Other Learning Resources	TV, laptop, PowerPoint, scissor, color, glue, scotch tape, online games
IV. PROCEDURE	
Preliminaries	<ul style="list-style-type: none"> • The teacher will start the following with a prayer. • Greetings • Energizer (<i>Family Song-emphasizing complete pattern of family lineage</i>) • Checking of attendance • After the attendance checking, the teacher will set the mood by greeting again the students and start with affirmation by saying "How are you today?" and let the learners say, "God is good all the time and all the time God is good.". The teacher will also let students tap their shoulders and allow them to say to themselves, "I am Happy today!" and allow them to smile to at least 5 persons to show their happiness. • After setting the mood, the teacher will also set the standard to ensure smooth conduct of the classroom activities. <ul style="list-style-type: none"> ▪ Listen to the teacher. ▪ Raise your hand to talk. ▪ Be kind to your classmates. ▪ Sit nicely in your chair. ▪ Return the things to their proper places. ▪ Be active in the classroom. ▪ Do your best work. • When the class is ready, the teacher starts the lesson.

<p>A. Reviewing previous lesson or presenting new lesson</p>	<ul style="list-style-type: none"> The teacher will present different 2D and 3D shapes using different objects they commonly see around or at their homes. The activity is called "WHO AM I?". The learners will determine the following shapes. <div style="text-align: center;">  <p>CUBE CYLINDER CONE SPHERE</p> </div> <p style="text-align: right;">3D</p> <ul style="list-style-type: none"> ✓ I have 5 angles and 5 sides. Who am I? PENTAGON ✓ I have no sides and no angles. Who am I? CIRCLE ✓ I have 8 side and 8 angles. Who am I? OCTAGON ✓ I have 6 sides and 6 angles. Who am I? HEXAGON <p style="text-align: right;">2D Shapes</p> <ul style="list-style-type: none"> After reviewing 2D and 3D shapes, the learners will be asked with the
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	<p>following LOTS to HOTS questions.</p> <ul style="list-style-type: none"> ✓ What shape has 8 angles and 8 sides? ✓ Can you count the sides of an octagon? How about its angles? ✓ Why is it important to count the sides and angles of a shape? ✓ How will you know if a shape is a hexagon? ✓ Why is it important to follow the correct pattern of counting numbers in identifying shapes? <ul style="list-style-type: none"> The teacher will reprimand the learners that, determining missing patterns in different attributes in life will be fulfilling if someone always seeks to God, look to God and believe that He will fill the emptiness inside each one of us, nothing else but our God (Lamentations 3:2).
<p>B. Establishing a purpose for the lesson</p>	<ul style="list-style-type: none"> The teacher will present the objective by allowing learners to read the objectives. The teacher will then repeat reading the objective and will give a little hint to emphasize the learning goals that students will achieve at the end of the lesson. After reading the objectives, the teacher will once again ask if the learners are ready for the lessons and the activities. The teacher will repeat the standards set to prompt students to be ready with the activity.
<p>C. Presenting examples/instances of the new lesson</p>	<ul style="list-style-type: none"> After the preliminary activity, the teacher will present a short activity (an online game) called SHAPE PATTERNS as to give knowledge for the learners about the topic to be discussed. Learners are given the chance to answer by voluntarily raising their hands. SHAPE PATTERN https://www.abcya.com/games/shape_patterns
<p>D. Discussing new concepts & practicing new skills</p>	<ul style="list-style-type: none"> The teacher will use the fishbowl method in the processing of questions to elicit responses from the students. In case students find it difficult to answer the questions the teacher can use Tagalog language to allow learners to understand better the questions. In case learners' answers are needing more support, other learners will be called through the same method, or the teacher may shift to voluntary modality to allow other learners who are ready to share to answer the questions. The teacher must ensure also those other learners are given a chance to share their answers. <ul style="list-style-type: none"> ▪ Have you ever experienced determining what's missing? For example, at home or in the school? ▪ How do you feel when you missed something? ▪ How important it is in determining missing things? ▪ For instance, a whole weekday you will go to school, what is the correct pattern of wearing complete uniform? And on what specific day you are allowed to have color day? <ul style="list-style-type: none"> After the series of processing questions, the teacher will wrap up these series by asking questions about what they understood the activities. This is to ensure that learners are now ready for the discussion of the lesson. The teacher will make sure that there is smooth transition from process questions so that learners will see the connectivity of the activities and the lessons.

<p>E. Continuation of discussion of new concepts leading to formative assessments</p>	<ul style="list-style-type: none"> • The teacher will have an interactive presentation all about determining missing patterns. • The teacher will provide key inputs and discussions of the lesson proper at the same time let the pupils identify or answer important key points. The key inputs will deepen the knowledge of students through some sort of discussion, simple question and answer portion and some sort of sharing on the lessons. The teacher might as well use translation on terms that are difficult or not common to learners. <i>(please see attached PowerPoint presentation)</i> • After the presentation and brief discussion, the teacher will ask the learners about: <ul style="list-style-type: none"> ▪ Can you give me an example wherein you practice filling in what's missing? ▪ Why do we need to fill in the missing patterns?
<p>F. Developing Mastery (Leads to formative assessment)</p>	<ul style="list-style-type: none"> • The teacher will allow learners also to share some of their experiences about missing patterns and how they cope up with it, may it be at home, in school and everywhere they go and how filling in missing patterns is important in our daily lives.
<p>G. Finding practical applications of concepts and</p>	<ul style="list-style-type: none"> • The learners will be grouped respectively. • They are allowed to decide first who are assigned with the different tasks. Once the groups are done with assigning tasks, the teacher will

<p>skills in daily living</p>	<p>present the rubrics. The teacher will instruct also that this rubric will be used on rating their own output as part of the presentation. (refer to rubric)</p> <ul style="list-style-type: none"> • Now the teacher will give the group tasks. <p style="text-align: center;">“COMPLETE THE PATTERN!”</p> <p>General Direction: Each of the groups will determine the missing object in a given item. Then, they will cut the pictures given below as to fill in the missing part. They will paste each picture inside the box.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>GROUP 1</p> </div> <div style="text-align: center;"> <p>GROUP 2</p> </div> <div style="text-align: center;"> <p>GROUP 3</p> </div> <div style="text-align: center;"> <p>GROUP 4</p> </div> </div> <ul style="list-style-type: none"> • After the activity, the teacher will deepen understanding through correcting some parts of the activity where the learners had the hard time to understand.
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<p>H. Making generalizations and abstractions about the lesson</p>	<p>The teacher will allow the students to share short reflections on the realization of the importance of practicing good health habits.</p> <ul style="list-style-type: none"> • Why is it important to identify missing patterns? • At home, have you experienced missing something and find a way in solving it? • How will you determine missing patterns? And how will you complete the missing patterns? • What benefits can you get in determining missing patterns and being able to solve it?
<p>I. Evaluating learning</p>	<ul style="list-style-type: none"> • The teacher will give a short quiz about the lessons discussed and presented. The examination will use a combination of multiple-choice type of test. <p style="text-align: center;">The Very Hungry Caterpillar Pattern Sheet</p> <p style="text-align: center;">Continue the patterns below:</p> 

<p>J. Additional activities for application or remediation</p>	<p style="text-align: center;">Umbrella Repeating Patterns</p> <p style="text-align: center;">Complete the repeating pattern on the umbrellas.</p> 
<p>V. REMARKS</p>	
<p>VI. REFLECTION</p>	
<p>A. No. of learners who earned 80% in the evaluation</p>	
<p>B. No. of learners who require additional activities for remediation</p>	
<p>C. Did the remedial lessons work? No. of learners who have caught up with the lessons.</p>	
<p>D. No. of learners who continue to require remediation</p>	

E. Which of my teaching strategies worked well? Why did these works?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I used/discover which I wish to share with other teachers?	

Prepared By:

Checked and Reviewed By:

Teacher I

Principal I