Grade 1 Term 2, Week 9 LESSON PLAN — Explicit Teaching	
Name of Lesson	Mastering Subtraction and Equivalent Expressions up to 20
Learning Area/s	Mathematics

Designed by Teacher/s	Teaching Hub
Designed for which G	1

radeLevelandSection						
No.ofSessions	**Session1**	**Session2**	**Session3**	**Session4**	**Session5**	
Ref	• Dep Ed Mat					

erences (books, websites, toolkits, etc.)	hematics 1 Learner's Material (Quarter 2/3), Teacher's Guide for Subtraction within 20. • Plastic counters, pebbles, or buttons (at

	least 20 per student). • Laminated number lines (1-20) and whiteboard markers. • Flashcards for 'Fact Families' and 'Missing Nu

	mbers'. • YouTube: 'Barnacle Subtraction Song' (Sesame Street) and 'Equivalent Expressions for Kids' videos.
Declara	Artificial Intelligence (AI) tools were used to assist in the preparation

tion of AI use Citehow AI was used in the formulation of th	of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.

lessonplan.SeeDO3,2026AnnexA.	
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of

	the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.
Learning Competenc	MATHEMATICS: Illustrate subtraction involving numbers up to 20 using a variety of concrete and pictorial models, Find the missing number in addition or subtraction sentences involving

y: Write the competency/ies from the curriculum that we are	numbers up to 20 Write an equivalent expression to a given addition or subtraction expression (e.g., 2+3 = 1+4; 10-5 = 6-1)

targeting, and the content or performance standards applic

able to the session.					
Learning Objectives: Writet	Illustrate subtraction inv	Find the missing addend in ad	Solve for the missing minuen	Generate equivalent additi	Create equivalent expressi

hesmallerknowledge,skills,ortasksfromthecompetencyt
olvingnumbersupto20usingconcretеobjec
ditionsentencesswithsumsupto20byusingc
dorsubtrahendinsubtractionsentencesswi
onexpressionsforagivensumupto20byidden
onsinvolvingmixedadditionandsubtracti

hatthelearnerswillworkonandbeabletoshowbytheendofth

ts(counters)andpictorialmodels(drawin

ounting-onorpart-part-wholemodels.

thin20usingthereladationshipbetweenaddi

tifyingdifferentnumberpairsthatresultt

onsentencestodemonstrateequality(e.g.

sessions.

gs) by correctly identifying the 'take away

tion and subtraction.

in the same total.

, 10-2=5+3).

	'process.				
Learner Context: Write your observat	Grade 1 learners in the second term are developing their understanding of number sense and basic operations. They are transitioning from concrete counting to abstract reasoning and need visual aids to grasp the concept of balance and missing parts in equations.				

ionsofyourlearners,andhowtheyhavebeenperformingorre

sponding to learning experiences recently. Includes strong

ths,interests,andpossiblebarrierstolearning.	
Lear	A learning experience is like a thoughtfully

ningExperience.	designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.
Pre-Lesson:	Prepare set so Print large 'm Draw large 'B Prepare works Gather color e

Describehowyouwillhelpthelearnersgetreadyforthelesson
f20counters(pebbles,bottlecaps,orpops
issingnumber'cardswhereaboxrepresentsa
alanceScale'onthechalkboardtoillustra
heetswithpictorialsubtractionproblems
dmarkersand'Show-Me'boardsforinteract

on.

icle sticks) for each student pair.

the empty space in an equation.

the concept of equivalent expressions.

(e.g., birds flying away from a branch).

ive guided practice.

Flow: Describetheactivitiesthatyoucanimplementinlo
Review(5minutes): Recalladditionfactsw
Review(5minutes): Reviewsubtractionres
Review(5minutes): Quickcheckof10+__=20
Review(5minutes): Reviewthat'='means't
Review(5minutes): Quickreviewofequival

rmoresessionstomeetthelearningobjectives.ApplytheLe

ithin20.Teachershowsaflashcard(e.g.,8

ultsfromyesterday.Quickdrill:10-2,10-

.Transition:'Today,themissingnumberis

hesameas.'Practice5=5,10=10.**Motivati**

entaddition.Ask:'Cansubtractionexpres

arningDesignPrinciples...

+2) and learners shout the sum. Explain that

5, 10-8. **Motivation/Engagement (5 minute**

instruction. ' **Motivation/Engagement**

on/Engagement (5 minutes): Show two plates

sions be equivalent too? ' **Motivation/Eng**

	today will look at the opposite: taking away	**s):** Game: 'The Hidden Hand.' Teacher holds	**(5 minutes):** 'The Magic Box.' Put 15 balls in	of cookies. Plate A has 2+4 cookies. Plate B h	**agement (5 minutes):** Balance scale demonst

	ay. **Motivation/Engagement(5minutes):** S	0cubes, hidesomebehindthebback, andshow	.Takesomeoutwhilekidsclosseeyes. Now10a	as3+3cookies. Ask: 'Arethey fair? Dotheyh	ration. Put10weightsononeside. Ontheoth

	tory time: 'The Five Little Monkeys.' Use 5 f	s 6. Ask: 'How many are hiding?' Use this to in	relef t. Ask: 'How many did Itake?' **Lesson P**	ave the same amount?' **Lesson Presentation**	erside, show 12 weights but remove 2. Ask: 'D

	ingerpuppets. Onefallsoff. Ask: 'Howmany	troducemissingaddends. **LessonPresenta**	**resentation(5minutes):** Focuson[]-4=10a	**(5minutes):** IntroductiontoEquivalentEx	oes10=12-2?'Yes! **LessonPresentation(5**

	are left? 'Repeat until 0. Transition to sum	**tion (5 minutes): O**bjective: Find the miss	nd 18 - [ ] = 12. Show that subtraction can have	pressions. Explain that different' math has a	**minutes): T**oday we write equivalent expres

	Lesson Presentation (5 minut	ingnumberinequationslike8+[]=12.Terms	amissingstart(minuend)oramissingpartt	mes'(expressions)canhavethesamevalue.	sionsusingsubtractionandmixedoperatio

	es): Define Subtraction. Key terms: Minuen	: Missing addend, total/sum. **IDO—Teacher**	aken (subtrahend). **IDO—TeacherModeling**	Example: 2+3 is the same as 1+4. **IDO—Teache**	ns (Addition = Subtraction). Example: 10-5

	d(thewhole), Subtrahend(thepartthatiken),	**Modeling(7minutes):** Equation:7+__=15.S	**(7minutes):** Modeling[]-3=7.Think-aloud	**rModeling(7minutes):** Goal:Findanexpres	=6-1. **IDO—TeacherModeling(7minutes):** M

	andDifference(whatremains).Showthemin	trategy:Countingon.'Put7inyourhead.Us	:'IfIendwith7afterlosing3,Imustthaveha	sionequivalenttto6+4.Step1:Findthevalu	odelfindingasubtractionexpressionequi

	ussign(-)andequalsign(=). **IDO—Teacher**	efingerstocountuntil5:8,9,10,11,12,1	dmoreatthestart.7+3=10.Let'scheck:10-	e(10).Step2:Thinkofotherwaystomake10(	valentto8.'8canbe10-2.Itcanalsobe9-1.

	Modeling (7 minutes): Problem: 18-5. Think	3, 14, 15. I have 8 fingers up! So, 7+8=15.' Sh	3=7. Yes!' 'Model 20-__=15 by taking 15 away f	5+5, 8+2, 7+3). Step 3: Write 6+4=7+3. Expla	So, 10-2=9-1.' 'Now model mixed: '4+4=10-2.

	-aloud: 'I have 18 counters. I will cross out	owthepart-part-wholebox with 15 ontopand	rom20toseewhat' sleft(5). **WEDO—GuidedP**	inthatthe equalsignislikeabalance. **WED**	'Bothsidesare8. Step-by-step: Solveleft

5.1, 2, 3, 4, 5. Let's count what's left: 1, 2. 7 in one bottom corner. **WEDO—Guided Practi** **ractice (7 minutes): Solve 16 - __ = 10 and __ - ** **O—Guided Practice (7 minutes): Solve: 9 + 1 =** , solve right, compare. **WEDO—Guided Pract**

	.13.'Showthepictorialmodelbydrawingl	**ce(7minutes):**Solve9+__=16.Ask:'Whatnu	5=5.Ask:'Inthefirstone,arewelookingfo	__+__.Ask:'Whatis9+1?'(10).'Givemeano	**ice(7minutes):**Complete:15-5=7+__.Ask:

	8circlesandcrossing5out.Misconception	mberdowestartwith?'(9).'Wherearewegoi	rthestartorthepartttaken?'(Partttaken).	therwaytomake10.'(Studentssuggest6+4)	'Whatis15-5?'(10).'Whatdoweaddto7toge

	:Remindkidsnottocounttheonesscrossedou	ng?'(16).Classcountstogetherwhileetapp	Usecounterstomodel.**YOUDO—Independent**	.Write9+1=6+4onthebeboard.Repeatfor12+	t10?'(3).Answer:3.Tryanother:20-10=15

tinthefinalanswer.**WEDO—GuidedPractic**

ingtheirdesks.Answer:7.**YOUDO—Indepen**

Practice(6minutes): Solve:1.14-__=8;2.

2.**YOUDO—IndependentPractice(6minutes**

-__.**YOUDO—IndependentPractice(6minut**

	e(7minutes): Together, solve 15-4on the bo	**dentPractice(6minutes)**: Complete the sen	__-6=12. Expected output: Number sentence	**):** Match the pairs: (8+2) and (5+5); (10+3) a	**es):** Write 'True' or 'False': 1.5+5=12-2; 2

	ard.Ask:'Howmanydowedrawfirst?'(15).'	tences:A.12+__=18;B.5+__=20.Output:Fi	swiththecorrectmissingvalues.**Differe**	nd(7+6).Thenwriteonefyourown.Output:	.8-3=4+2.Thencreateoneequivalentexpre

	How many dowe take away? (4). Students draw	lled-in boxes in the equations. **Different**	**ntiated Activity 1 (4 minutes):** 'Block Bala	Pairs of equal expressions. **Differentiat**	sion for the number 6. Output: Truths tatem

	on their boards. Teacher monitors and corre	**iated Activity 1 (4 minutes): '** Missing Link	nce' (Concrete): Setup 12 blocks. Remove so	**ed Activity 1 (4 minutes): '** Cube Balance' (C	ents and one original equation. **Different**

	cts'counting-back'errors.**YOUDO—Indep**	'(Concrete):Uselinkingcubes.Buildatow	metoleave9.Countthheremovedblocks.Targ	oncrete):Buildtwodifferentcolortowers	**iatedActivity1(4minutes):**'EqualEateri

	endentPractice(6minutes): Solve:1.20-7	erof10.Addmoretoreach14.Countthheaddedd	et:Findingthesubtrahend.**Differentiat**	thatarethesameheight(e.g.,3blue+2red=	es'(Concrete):Use20plasticcoins.Creat

	=__(usingdrawings);2.16-3=__(usingcou	cubes.Target:Additionthroughconstruct	**edActivity2(4minutes):**'SecretStart'(P	4green+1yellow).Target:Physicalequali	etwopilesthatshow10-2and4+4.Target:Mi

nters). Output: Written number sentences w

ion. **Differentiated Activity 2 (4 minutes**

ictorial): Draw a bag with '?' and 4 balls fa

ty. **Differentiated Activity 2 (4 minutes)**

xed operation modelling. **Differentiated A**

	ithsupportingdrawings. **Differentiated**	**):** 'DotDetective' (Pictorial): Aboxhas6d	llingout.8ballsareleftoutside.Howmany	**:** 'LadybugSpots' (Pictorial): Drawtwoladd	**ctivity2(4minutes):** 'BalancingAct' (Pic

	Activity 1 (4 minutes): 'Hands-on Helpers'	ots. Draw more dots outside to reach 13. Coun	were in the bag? Target: Finding the minuen	ybugs. Both must have 12 spots but in different	torial): Draw a scale. On one side draw 15 cir

	(Kinesthetic): Use physical bottle caps to	the new dots. Target: Visualizing missing	d. **Differentiated Activity 3 (3 minutes):**	nt combinations on their writings. Target: Vis	cles and cross out 5. On the other draw 5 circl

solve 12-4 and 19-6. Output: Correct pile of parts. **Differentiated Activity 3 (3 minut** 'Fact Family' (Abstract): Write the 3 nu ualizing combinations. **Differentiated A** esand 5 more. Target: Mixed visual repres en

	remaining caps. **Differentiated Activity**	**es): 'Number Line Leap' (Abstract): Use a de**	mbers for the family of 12, 8, and 4. Use the mt	**ctivity 3 (3 minutes): 'Equation Match' (Ab**	tation. **Differentiated Activity 3 (3 minu**

	2(4minutes): 'Picture Pros' (Visual): Wor	sk-tap enumber line. Start at 11, jump to 19.	of ill the blanks. Target: Algebra circle ati	struct): Use card swith 11+2, 10+3, 9+4. Gro	**tes)**: 'Mystery Sign' (Abstract): Fill in th

	ksheet with 14 balloons; cross out 6 to find h	Count the jumps. Target: Numerical distanc	onship. **Generalization (2 minutes):** To fi	upall cards that equal 13. Target: Symbolic	emissing operation: 12 _2 = 5 _5. (Minus and P

	owmanydidn'tpop.Output:Shadedcrossed
	e.**Generalization(2minutes):**Tofindami
	ndthestartingnumberinsubtraction,addt
	recognition.**Generalization(2minutes)**
	lus).Target:Operationallogic.**General**

	-outworksheet. **DifferentiatedActivity**	singaddend, wecancountonfromthesmalle	hetwonumbers wehave. Tofindthepartta	**:** Expressionsareequivalentifthey	**ization(2minutes):** Wecanuseadditionand

	3 (3 minutes): 'Story Solvers' (Linguistic	rnumber to the sum. **Assessment (2 minutes)**	, subtract the result from the start. **Assess**	es same total value, even if the number sare di	subtraction to get the correct equivalent

	): Create 1-sentence story for 17-5. Example	**:** Directions for the 5 MCQ sons missing added end	**sment (2 minutes): ** Directions for the 5 MCQs	fferent. **Assessment (2 minutes): ** Directi	expressions as long as the total on both sides

	le:'Ihad17candiesandgave5toMom.'Outpu	s.	onmissingnumbersinsubtraction.	onsforthe5MCQsonequivalentadditionexp	softhe'='isthesame. **Assessment(2minut**

	t: Verbal or written tenstory. **Generalizatio**			ressions.	**es): D**irectionsfor the final 5 MCQs on mixed

	n (2 minutes): Ask: 'What happens to a number				equivalent expressions.

when we subtract? (It gets smaller; we take

	away from the whole). **Assessment (2 minute**				

	s): Answer the 5 multiple-choice questions				

provided to check understanding of subtrac

	tionillustrations.					
LearningResources:	DepEdMathematicsL	Plasticcounters,pe	Laminatednumberlin	Flashcardsfor'Fact	YouTube:'BarnacleS

Listdownthelearningresourcesthatwillhelpyoureachyou

earner'sMaterial(Quarter2/3),Teacher'

bbles,orbuttons(atleast20perstudent).

es(1-20)andwhiteboardmarkers.

Families'and'MissingNumbers'.

ubtractionSong'(SesameStreet)and'Equi

robjectives.Ensurethattheyareavailableandinclusive.	sGuidefforSubtractionwithin20.				valentExpressionsforKids'videos.

Opportunities for integration: Written down any p	Numeracy: Strengthen mental maths through '	Literacy: Encourage student s to explain th	Home Link: Ask parents to help children find	Social: Peer-to-peer checking during ' Sho	Self-Correction: Allow student s to use cou

ossibilitiestomeaningfullyanchorlearningareas,speci
countingback'and'countingon'strategie
eirmathematicalreasoningusingwordslik
'equivalent'groupsofitemsathome(e.g.,
w-Me'boardactivitiestofostercollabora
nterstoprovetheiranswersifthey makeami

altopic,ortechnology.WriteN/Aifnone.

s.

e'because,'total,'and'difference.'

5spoons+5forksisthesameamountas12napk

tion.

stakeontheworksheet.

			ins-2napkins).		
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
Forma	1. Whi	1. Fin	1. Sol	1. Whi	1. Whi

tiveAssessment: Createatask,activity,orquestio
chpicturesshows15-4?A.15circleswith4cr
dthemissingnumber:8+_=14A.5B.7C.8D.6
veforthemissingnumber:18-_=10A.28B.9
chexpressionisequalto5+5?A.4+4B.7+3C.
chisequivalentto10-2?A.5+3B.4+3C.12-5

nstoevaluatelearningandprovidefeedback.(Strictly5MC
ossedoutB.15circlesand4morecirclesC.4
2.Whatnumberbelongsinthebox?11+[]=19
C.8D.102.Findthemissingstartingnumbe
6+2D.10+12.Whichoftheseisequivalentt
D.6+42.Findthemissingnumber:15-5=6+

Qsperssession).	circleswith11moreaddedD.19circleswith	A.8B.9C.7D.103.If5+__=12,whatisthemi	r:[]-5=11A.6B.16C.15D.143.Whichnumbe	o8+4?A.10+2B.9+5C.7+4D.6+53.Complete	__A.3B.5C.4D.103.WhichequationisTRU

	nonecrossedout2.Ifyouhave18pencilsan	ssingaddend?A.17B.7C.6D.84.Complete	rmakesthisstrue?15-[]=9A.6B.5C.24D.7	theequation:9+2=6+__A.4B.6C.5D.34.Wh	E?A.20-5=10+6B.8-4=2+2C.12-2=5+4D.15-

	dgive6away,howmanyareleft?A.11B.24C.	hesentence:9+4=__A.12B.14C.13D.15 5.W	4.If[]-7=3,themissingnumberis:A.4B.11	ichpairisequivalent?A.12+1=10+2B.5+3=	10=1+3 4.Whatexpressionisequivalentto

	12D.10 3.Whatisthedifferenceinn20-5?A.	hichisthecorrectwaytofindthemissingnu	C.9D.10 5.Whatisthemissingpart?20-12=	4+4C.7+2=8+3D.6+6=10+4 5.Findthemissi	6-1?A.10-4B.2+2C.10-5D.3+3 5.Complete

	15B.25C.10D.54.Whichnumbersentencema	mberin7+__=15?A.Subtract7from15B.Add7	__A.8B.32C.7D.9 Answer Key: 1.C, 2.B, 3.A	ngnumbertomakeitequal:14+1=__+5A.9B.	thebalance:18-8=__-2A.10B.11C.8D.12

	tches' Twelvebirdswereonatree, 3 flewaway	and 15 C. Subtract 15 from 7 D. Countbackward	, 4. D, 5. A	11 C. 12 D. 10 Answer Key: 1. B, 2. A, 3. C, 4. B,	Answer Key: 1. A, 2. C, 3. B, 4. C, 5. D

y'?A.12+3=15B.12-9=3C.15-3=12D.12-3=9

from7

AnswerKey:1.D,2.A,3.B,4.C,5.A

5.D

	5.Lookat17-2.Whatdowecallthenumber1				

7?A.SubtrahendB.MinuendC.DifferenceD.

	Plus Answer Key: 1. A, 2. C, 3. A, 4. D, 5. B				
W a	Meaningful learning can				

ysForward.	also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.

Extendedlearningopportuni	Homework: Create 'Number Bar	Game: Play 'Missing Number Bi	Challenge: Write three different	Online Practice: Use the Dep E	Journaling: Draw a picture of

ties: Suggest to the learning experiences outside the cla
lance' poster. Draw a scale with a subtracti
ngo' with family using addition/subtracti
rent equivalent expressions for the number
d-recommended interactive math apps to sol
areal-life situation where you have to find

ssroom/classhourthatlearnersmaywanttoaccessstoreinf

onproblemononesideandaneequivalentaddi

oncardsupto20.

15(e.g.,20-5,10+5,18-3).

ve'Start-Unknown'wordproblems.

amissingnumber(e.g.,'Ihave10pesos,the

orcewhatthey have learned...

tionproblemonthe other.

toy costs 15 pesos. How much more do I need?'

Reflections: Think about what you need to change for	(To be filled out after the lesson) **Reflection P**	(To be filled out after the lesson) **Reflection P**	(To be filled out after the lesson) **Reflection P**	(To be filled out after the lesson) **Reflection P**	(To be filled out after the lesson) **Reflection P**

orthenextsessionbasedonwhathappenedtoday.
rompt: Didthelearnerseasilygraspthecorreconcept
rompt: Didtheguidedpracticeeffectivelytranslat
rompt: Whichpartofthecollaborativetaskchalleng
rompt: Howwelldidtheformativeassessmentreflect
rompt: Whatpercentageoftheclassreachedproficie

	introduced today?	eintoindependentsuccess?	edthestudentsthemost?	thelearningobjectives?	ncybythendoftheweek?
Prepared by: **Teaching Hub** Teacher			**Checked by:** Principal / Head		