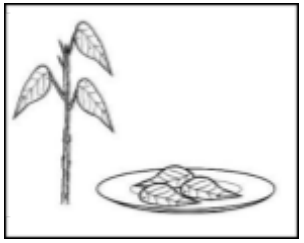
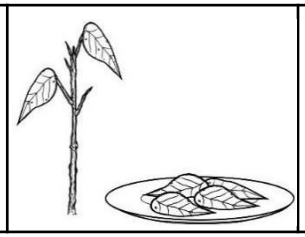
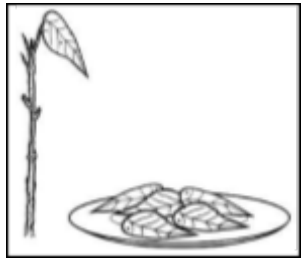
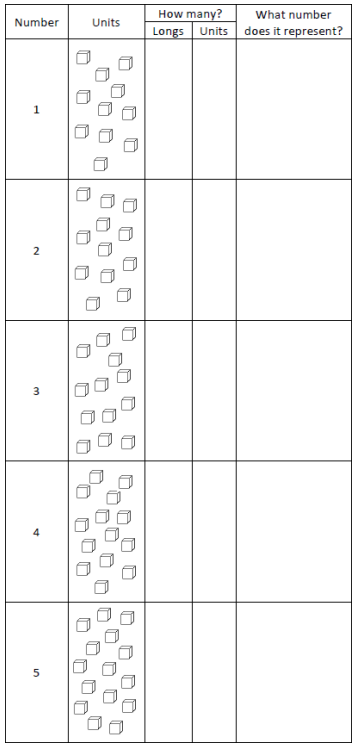
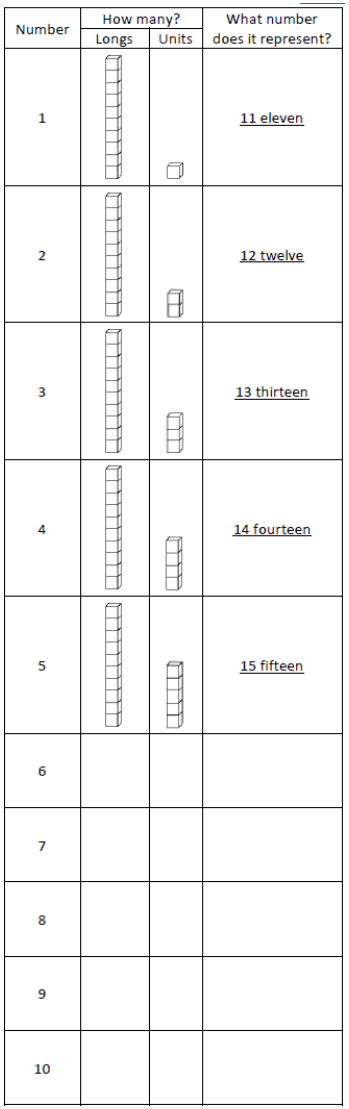
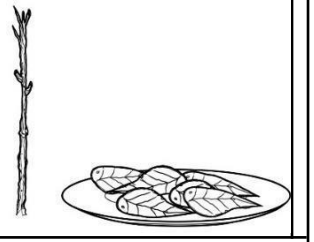
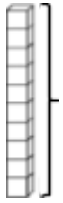
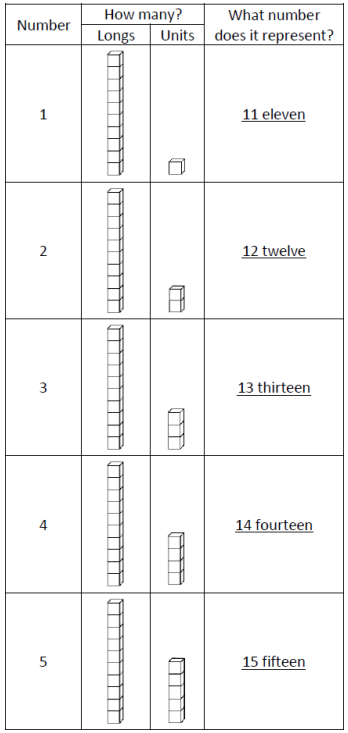
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	1
	Name of Teacher		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	AUGUST 12 - 16, 2024 (WEEK 3)	Quarter:	First

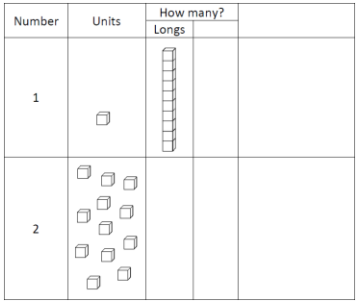
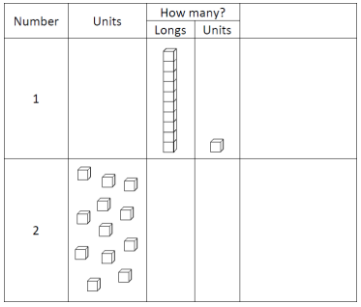
	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learner should have knowledge and understanding of whole numbers up to 100.			
B. Performance Standards	By the end of the quarter, the learners are able to count, read, write, recognize, and represent whole numbers up to 100.			
C. Learning Competencies	The learners ● count up to 100 (includes counting up or down from a given number and identifying a number that is one more or one less than a given number); ● read and write numerals up to 100; and ● recognize and represent numbers up to 100 using a variety of concrete and pictorial models (e.g., number line, block or bar, models, and numerals).			
D. Learning Objectives	At the end of the lesson, the learner should be able to: ● count up to 10; ● recognize and represent numerals 1-10; ● count up or down from a given number (up to 10 and down to 1); and ● identify a number that is one more than or less than a given number (up to 10).	At the end of the lesson, the learner should be able to: ● recognize and represent zero; and ● read and write numerals 0 to 10 in symbols.	At the end of the lesson, the learner should be able to: ● count up to 15; ● recognize and represent numerals 11-15; ● read and write numerals 11-15; and ● count up and down from a given number (up to 15).	At the end of the lesson, the learner should be able to: ● count up to 20; ● recognize and represent numerals 16-20; ● read and write numerals 16- 20; ● count up and down from a given number (up to 20); and ● identify number that is one more than or less than a given number (up to 20).
II. CONTENT	**Number and Algebra**			
III. LEARNING RESOURCES				

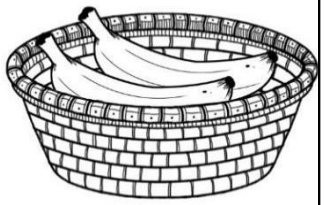
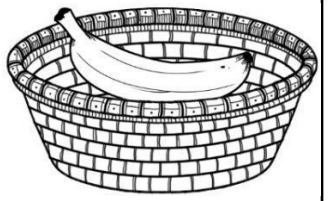
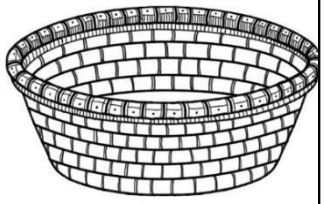
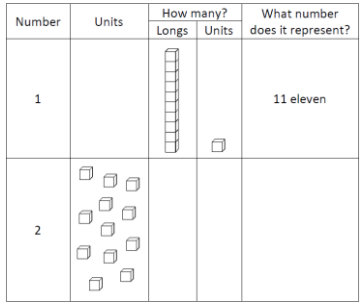
A. References				
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Use nursery rhymes and songs that involve numbers up to 10 to motivate the learners.	Get learners' intuitive idea of "nothing" to help in the discussion.	Get learners' intuitive idea of the numbers 11 to 15 to help in the discussion.	Get learners' intuitive idea of the numbers 16 to 20 to help in the discussion.
Lesson Purpose/Intention	Tell the learners that the lesson is a review of numbers 1 up to 10.	Tell the learners that the lesson is about the number 0.	Tell the learners that the lesson is about the numbers 11 up to 15.	Tell the learners that the lesson is about the numbers 16 up to 20.
Lesson Language Practice	one, two, three, four, five, six, seven, eight, nine, ten, one more than, one less than, count up, count down	nothing, zero, one, two, three, four, five, six, seven, eight, nine, ten, straight line, curve line, circle, to the right, slant, going down	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, unit, long	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, zero, one more than, and one less than
During/Lesson Proper				
Reading the Key Idea/Stem				
Developing Understanding of the Key Idea/Stem	Using big flash cards, randomly show to the learners the numbers 1 to 10 and have them read each aloud. Call 10 learners to the front and give them one card each face down. Ask the learners to arrange themselves according to the number they are	Show the learners a picture of a kangkong stalk with three leaves remaining in the stalk and the rest are on a plate.	Present the chart below. Make sure that the height of each row is enough for one long (10 units placed one on top of the other). Show only the heading for the first and second columns. Cover the heading of the other columns. The cubes in the second column should be	Prepare the following materials beforehand:  (6 pieces) (1 piece each)

	holding from 1-10. Once you have checked the arrangement of the numbers, have all the other learners read the numbers. Then post the cards in order from 1 to 10 on the board. Say: In counting, we use the numbers 1 to 10. We count following the order 1, 2, 3, 4, … 9, 10. Have the learners count aloud as you point at the numbers on the board from left to right. Knowing the order of numbers from 1 to 10, we can use this to count down from 10 to 1. Have the learners count aloud as you point at the numbers on the board from right to left	 Ask: How many leaves are left in the stalk? *There are three leaves left.* How do you know it is three? *We counted the leaves in the stalk.* Let one learner count the remaining leaves in the stalk. Write the number 3 beside the picture. Say: Suppose we pick one leaf from the stalk. 	removable or detachable: number 1 with 11 cubes, number 2 with 12 cubes, number 3 with 13 cubes, number 4 with 14 cubes, and number 5 with 15 cubes. Say: Look at the chart. There are counters, in this case cubes, drawn in the second column. (Point ~~at~~ to the cubes in the second column.) One cube represents one **unit**. (Point at one cube.) ❒ one unit Thus, the label of the second column is “units” instead of “cubes.”	

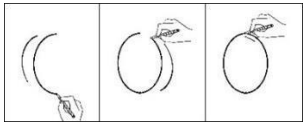
		Ask: How many leaves are left in the stalk now? *There are two leaves left.* How do you know it is two? *We counted the leaves in the stalk.* Let one learner count the remaining leaves in the stalk. Write the number 2 beside the picture. Say: Suppose we pick another leaf from the stalk.  Ask: How many leaves are left in the stalk now? *There is one leaf left.*	 Direct learners' attention to the units in number 1. Ask the learners to count the number of units. Point at the cubes one at a time as the learners count them aloud. Listen to the last number that they will mention. Accept it when learners say, 10 and another one.	

		How do you know it is one? *We counted the leaves in the stalk.* Let one learner count the remaining leaves in the stalk. Write the number 1 beside the picture. Say: Suppose we pick another leaf from the stalk.  Ask: How many leaves are left in the stalk now? Listen to the learners' answers. It is possible that they may give nothing, none, or zero as answers. Take this chance to introduce the word zero to mean none or nothing. Write	Ask the following questions: How did we count the units? *We counted them one by one.* Are the number of units more or less than 10? By how many? *The number of units is more than 10. It is one more than 10.* Next, put 10 units one on top of the other in the third column. Let the learners count the units as you do this. Say that the group of 10 units is called a **long**. Write this on the board:  **1 long is 10 units** Show the heading of the third column, which is **Longs**. Uncover also the heading "How many?"	 Review how the numbers 11 to 15 were represented by the longs and units. How is the number 11 represented? *It is represented by one long and one unit.* How about the number 12? *It is represented by one long and two units.*

		the symbol 0 beside the picture to show that no leaf is left. Let everybody read the numeral “0” as “zero.”. Show a picture of two bananas on the tray. Do the same process as in the previous situation - leaves in the kangkong stalk. Again, emphasize the concept of zero (0), which means nothing.	 Place the one long under the column Longs. How many longs are there? *There is one long.* How many units are left? *There is one unit left.* Uncover the heading of the fourth column, which is **Units**. Place the remaining unit in the fourth column. 	Ask the same questions for numbers 13 to 15. Next, ask the learners to make observations about the table. *All the numbers 11 to 15 are represented by one long but with different number of units. The number of units are from one to five, consecutively.* Now open the next row, which is number 6. How many longs should be placed under the column Longs? *There should be one long.* How do you know? *We observed that the numbers previous to it has one long.* Place one long in row number 6 under the column Longs. Call one learner to get one long from the materials posted on the board and place it in its proper place on the chart. How many units should be placed under the column Units? How do you know? *We see from the column of units that the succeeding number of units is always one more than*

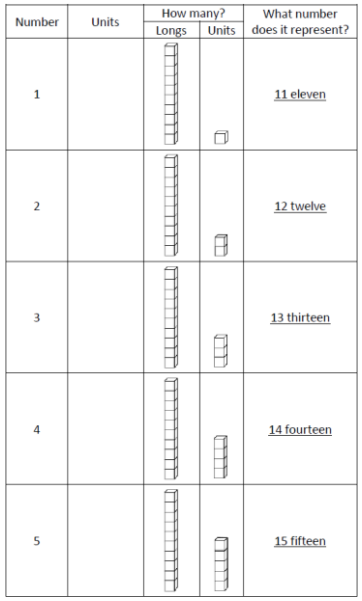
		   Tell the learners they will practice writing zero in the air using finger or hand. Demonstrate the stroke of hand in the air while saying, “curve down, curve up and close.” Have the learners follow how you do it. Practice several times. Ask the learners to get their show me	Can you tell the number represented by one long and 1 unit? *The number is 11.* If the learners said 11, confirm that it is correct. Otherwise, say that the number represented by one long and one unit is 11. Uncover the heading of the fifth column and then write 11. Beside it, write the word **eleven.** Point at the number 11 and ask the learners to read it aloud.  Do the same process with numbers 2 to 5, one at a time. Write also the word beside each number. 2) 12 twelve 3) 13 thirteen	*the previous. The previous number has five units. The number which is one more than five is six. So, there should be six units.* Call one learner to get the cutout with six units from the materials posted on the board and place it in its proper place on the chart. What number does one long and six units represent? *It is 16.* Confirm that the answer is sixteen. Write the number 16 in the last column with its corresponding word. Let the learners read the numeral 16. Follow the same process for the numbers 17 to 20 Direct learners’ attention to the number 20, which is represented by one long and 10 units. Say: Look at the number 20. How many longs and units represent the number 20? *The*

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<td></td>
<td></td>
<td>board and practice writing zero (0).



On the board, show the learners how to write zero (0) using the blue-red-blue lines. Let the learners do the same on their pad paper. Move around to monitor how the learners write the number 0.</td>
<td>4) 14 fourteen
5) 15 fifteen

After the numbers 11 to 15 have been introduced, the chart should be as shown below.



Let the learners read again the numbers 11 to 15 written on the chart.</td>
<td>number 20 is represented by one long and 10 units.

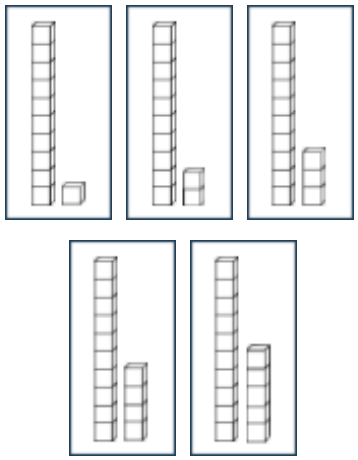
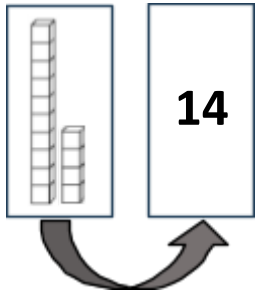
What is another name for 10 units? It is the same as one long.

If the learners cannot say “one long”, you may ask how many units are there in a long.

Say: Since 10 units is the same as one long, we can place this one long in the column for longs. Thus, the number 20 is represented by two longs.

Transfer the group of 10 units to the column for longs.

Have the learners read the numbers 11 to 20, followed by reading the numbers from 20 down to 11.</td>
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<tr>
<td>Deepening Understanding of the Key Idea/Stem</td>
<td>Let the learners bring out their show me boards. Tell them that they have to write their</td>
<td>Show numbers 0 to 10 written on the board. Have the learners read each number.</td>
<td>Prepare 5 cards with numbers 11-15 represented by longs and units.</td>
<td>Let the learners bring out their show me boards. Tell them that they have to write their answer to each of the question</td>
</tr>
</table>

	answer to each of the question you will ask. Confirm the correct answer by referring to the arrangement of the numbers 1 to 10 on the board. You may use other numbers as the given number. *1.* What number is one more than 1? *It is 2.* 2. What number is 1 more than 3? *It is 4.* 3. What number is 1 less than 6? *It is 5.* 4. What number is 1 less than 8? *It is 7.* 5. What number is 1 more than 5? *It is 6.* 6. What number is 1 less than 10? *It is 9.* Ask additional questions. What is the position of the number that is one more than a given number? *It is to the right of the given number.* What is the position of the number that is one less than a given	Demonstrate how to write each number in the air. Let the learners practice several times. Let the learners do **LAS 1**. Guide the learners in doing the activity. Let them write the numbers five times.	 Randomly show one card at a time. Let the learners write the number represented by the longs and ones on their show me board. Affirm learners' correct answer by showing the back part of the card where the correct number is written. 	you will ask. Say the correct answer after the learner have answered. What number is one less than 20? *It is 19.* What number is one more than 15? *It is 16*. What number is one less than 18? *It is 17.* What number is one more than 12? *It is 13*. You may use other numbers as the given number. You may also add more questions. Have the learners write the numbers in the air and then on a pad paper.

	number? *It is to the left*			

<table>
<tr><td></td><td>of the given number.</td><td></td><td>Then, let them say the number aloud. Post the card on the board. Position it such that there is enough space for posting numbers 11 to 15 in order.

After all the cards have been shown, the order of numbers 11-15 can be seen on the board.
<table><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr></table>
Next, ask the learners to count from 11 to 15 and then count down from 15 to 11.</td><td></td></tr>
<tr><td colspan="5">After/Post-Lesson Proper</td></tr>
<tr><td>Making Generalizations and Abstractions</td><td>To summarize the lesson, ask the learners about the numbers discussed in the lesson. Refer to the order of numbers 1-10 on the board.

What is the order of numbers when we count from 1 to 10?</td><td>To summarize the lesson, ask the learners what zero means. Have them give situations where zero can be applied (e.g. the number of tricycles inside the classroom).</td><td>To summarize the lesson, ask the learners how the numbers 11-15 are represented using longs and units.

Expected answers:
11 - one long and one unit
12 - one long and two units
13 - one long and three units</td><td>To summarize the lesson, ask the learners how the numbers 16-20 are represented using longs and units.

Expected answers:
16 - one long and six units
17 - one long and seven units
18 - one long and eight units
19 - one long and nine units
20 - two longs</td></tr>
</table>

	It is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Reiterate by pointing to the numbers from left to right, i.e., from 1 to 10. What is the order of numbers when we count down from 1 to 10? *It is 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.* Reiterate by pointing to the numbers from right to left, i.e., from 10 to 1.	Ask the learners to write the numbers 0 to 10 in the air.	14 - one long and four units 15 - one long and five units Next, ask the learners to read aloud the numbers from 11 to 15 on the board. Then, ask them to read aloud the numbers 15 to 11.	Next, ask the learners to read aloud the numbers from 16 to 20. Then from 20 down to 16.
Evaluating Learning	Ask the learners to answer **Assessment 1.** *Expected answer:* *1. B* *2. A* *3. C* *4. D* 5. *C*	Ask the learners to answer **Assessment 2.** *Expected answers:* *4 guavas* *2 bananas* *2 guavas and 1 banana* *0 guavas and 0 bananas (if the learner answered no or none, accept them)*	Ask the learners to answer **Assessment 3**. *Expected answers:* *1. 15, 12, 14* *2. A. 13 B. 15* *3.* 	Ask the learners to answer **Assessment 4**. *Expected answers:* *1. A. 17 B. 19* 2.  *3. A. 13 B. 18*
Additional Activities for Application or Remediation				

(if applicable)				
Remarks				
Reflection				

Prepared by:

_____
Subject Teacher

Reviewed by:

_____
Master Teacher/Head Teacher

Approved by:

_____
School Head