

Grade Grade 1 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Mastering Addition Within 20 and Measuring with Non-Standa rd Units
L e a r n i n g A r e a / s	Mathematic s
D e	Deped libre

s i g n e d b y T e a c h e r / s	
D e s i g n e d f o r w h i c h G r a	Grade 1

d e L e v e l a n d S e c t i o n						
	N o . o f S e s s i o n s	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5
	R e f e r	Dep Ed Lea rner 's				

e n c e s (books, websites, pictures of fruits, toys, , and animals. • Teacher- made Oral Problem Cards; Counters (sto	Mat eria l for Mat h Gra de 1, Qua rter 1/2; Pict ures of fruit s, toys , and ani mal s. • Tea cher -ma de Ora l Pro ble m Car ds; Cou nter s (sto
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D	Artificial
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c	(AI) tools
l	were used
a	to assist in
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a	preparation
t	of this
i	lesson plan,
o	particularly
n	in
o	generating
f	ideas,
A	improving
I	clarity of
u	instructions,
s	and
e	organizing
C	learning
i	activities
t	aligned with
e	the MELCs.
h	All
o	AI-assisted
w	outputs
A	were
I	carefully
w	reviewed,
a	validated,
s	and
u	contextualiz
s	ed by the
e	teacher to
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l a t i o n o f t h e l e s s o n p l a n . S e e D O 3 , 2 0 2 6 A n n e x A .	alignment with DepEd standards.
I n t e n t i	Meaningful learning experiences are anchored in how we frame them.

o n s .	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.
L e a r n i n g C o m	Solve problems (given orally or in pictures) involving addition with sums up to 20. Measure the length of an

p object and
e the distance
t between
e two objects
n using
c non-standar
y d units.

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h a t w e a r e t a r g e t i n g , a n d t h e c o n t e n t o r p e r f o r m a n c e s t a n d a r	
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d s a p p l i c a b l e t o t h e s e s s i o n .					
L e a r n i n g O b j e c t i v e	S o l v e a d d i t i o n w o r d p	S o l v e a d d i t i o n w o r d p	M e a s u r e a n d r e c o r d t h	M e a s u r e a n d r e c o r d t h	A p p l y a d d i t i o n s k i l

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r	l	l	n	d	c
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t	m	m	t	s	l
e	s	s	h	t	c
s	w	w	o	a	u
m	i	i	f	n	l
a	t	t	v	c	a
l	h	h	a	e	t
e	s	s	r	b	e
r	u	u	i	e	t
k	m	m	o	t	h
n	s	s	u	w	e
o	u	u	s	e	t
w	p	p	c	e	o
l	t	t	l	n	t
e	o	o	a	t	a
d	2	2	s	w	l
g	0	0	s	o	l
e	b	p	r	o	b
,	y	r	o	j	n
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a	z	e	e	u	d
s	i	d	c	s	i
k	n	o	t	i	s
s	f	r	s	n	t
f	g	r	u	g	a
r	p	a	s	n	o
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m p e t e n c y t h a t t h e l e a r n e r s w i l l w o r k o n a n d b e a b l e t o s h o w b y t	r e m o d e l s .	y t h e t e a c h e r .	n o n - s t a n d a r d u n i t s l i k e p a p e r c l i p s a n d h a n	s t a n d a r d u n i t s l i k e p e p s a n d f l o u r t i l	f t w o i t e m e a s u r e d i n o n - s t a n d a r d u n i t s .
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h e e n d o f t h e s e s s i o n s .			d s p a n s .	e s .	
L e a r n e r C o n t e x t : W r i t e y o u r o	Grade 1 learners in their first term are developing foundational numeracy and spatial awareness. They transition from concrete to pictorial representations. Most students can count up to 20 fluently and are beginning to understand				

b s e r v a t i o n s o f y o u r l e a r n e r s , a n d h o w t h e y h a v e b e e n p e r f o r m	the concept of 'putting together' and comparing physical lengths.
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i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i e n c e s r e c e n t l y · I n c l u d	
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e s t r e n g t h s , i n t e r e s t s , a n d p o s s i b l e b a r r i e r s t o l e a r n i n g .	
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P r e - L e s s s	L A learning experience is like a thoughtfully 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.				
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	a	u	l	d	e
	r	n	a	T	p

o n : D e s c r i b e h o w y o u w i l l h e l p t h e l e a r n e r s g e t r e a d y f o r t h e	d D r i l : S h o w p i c t u r e s o f s e n t i n g r o m b i r d s	t i n g : L e d t h e p e c t a t h e i m a g e s o f r o m b i r d s	r y C h e c k : R e v i e w t h e n t a g o f w o r d s '	e l : A s k t h e n t a g o f w o r d s	' G a m e : H a v e t h e n t a k e 5 b i g s t e p s a n d 5 m
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l e s s o n .	a n d 4 b i r d s) a n d a s k s t u r d e n t s t o s h o u t t h e t o t	h i l e c l a p i n g o r e v e r n u m b e r t o b u i l d	u m ' , ' t o t a l ' , ' a l t o g e t h e r ' , ' l i s t o h ' , a n d	w h o i s ' t a l l e r ' o r w h e t h e r c i f e r e n c e i n g e n i t s	a l l s t e p s t o r e a l i z e t h e d i f f e r e n c e i n g e n i t s
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	a l s u m q u i c k l y .	r h y t h m i c n u b e r s e n s e .	' d i s t i n c e ' m u s i c r e s s e t u r e s .	o a c t i v a t e r p e r f o r m a n c e s w e l a s d u g e o f c o m p a r i s o n .	i z e s b e f o r e m a l m e s u r e m e n t .
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b	c	a	n	a	t
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e	r	d	h	r	r
a	e	i	w	i	a
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i	e	n	o	s	d
e	d	P	n	t	d
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r m o r e s e s s i o n s t o m e e t t h e l e a r n i n g o b j e c t i v e s . A p p l y t h e L e	) . 1 . I n t r o d u c t i o n (5 m i n s) : D i s p l a y a l a r g e	. 1 . W i n c e - u l p . I n t r o d u c t i o n (5 m i n s) : L i n e s t e n d i o n s : S h o w a p e	4 0 m i n c e p t . I n t r o d u c t i o n (5 m i n s) : D e c l i n e d (5 m i n s) : R e v i e w a d	C o n t (4 0 m i n s) : R e c a l (5 m i n s) : R e v i e w a d
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a r n i n g D e s i g n P r i n c i p l e s · · ·	p o s t e r s h i o t w i n g 8 r e d a p p l e s a n d 5 g r e e n a p p l e	a b o u t ' L i o t w i n g 8 r e d a p p l e s ' · 2 · I n n y c l i p s i o	n c i l a n d a p a p e r t h c l i n g s · A s k , ' H o w m a t r i c l e s (1 0	d i t i o n s u p p o r t i n g a n d e s e m u r e m e n t r u l e s · 2
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ity (15 m in s): 'D is t a n c e H u n t e r s'. I n p a i r s i p s l o n g a r e t h e y t o g e t h e r? (4 + 6 = 10). G r l . C o u n t t h e m c a r e f u l l y . 3 . G u i d e d P a r a c t i c e s . H e r b r o t h e r g i v e s h e r 6 m o r e . H o w m a n y d o e s , t h e n t h e s e c o n d , a n d c o u n t a l l t o g e t h e r . W r

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	h	a	r	w	u
	e	c	e	h	n
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	w	A	i	p	q
	h	s	n	s	u
	e	k	d	.	i
	r	s	i	5	z
	e	t	n	.	o
	t	u	g	W	n
	h	d	s	r	t
	e	e	i	a	h
	y	n	n	p	e
	m	t	a	-	w
	u	s	t	u	e
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	t	o	b	(	k
	d	c	l	5	'
	r	r	e	m	s
	a	e	.	i	c
	w	a	5	n	o
	t	t	.	s	m
	h	e	C	)	b
	e	t	o	:	i
	m	h	n	I	n
	i	e	c	d	e
	s	i	l	e	d
	s	r	u	n	s
	i	o	s	t	k
	n	w	i	i	i
	g	n	o	f	l
	i	o	n	y	l
	t	r	(	w	s
	e	a	5	h	.
	m	l	m	i	

	s t o r e a c h a s u m s h o w n i n a p i c t u r e .5 .G e n e r a l	s t o r y a c r o b l e m f o r w a p a t n i e r t o s l v e . .	i n s) : R e i n f o r m a t i o n s t h e r o o m w a s t h e l o n g e s t . a m e s	c h i s t a n c e i n t h e r o o m w a s t h e l o n g e s t . a m e s	
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	i z a t i o n (5 m i n s) : S u m m a r i z e t h a t p i c t u r e s h		i z e f o r a f a i r m e a s u r e m e n t .		
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	e l p u s s e e t h e , p a r t s , t h a t m a k e a , w h o l e , .				
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Work sheets with information generated automatically by the program are available for download from the Learning Resources page of the course website.

e s t h a t w i l l h e l p y o u r e a c h y o u r o b j e c t i v e s . E n s u r e t h a t t h e y	u a r t e r 1 / 2 ; P i c t u r e s o f f r u i t s , t o y s , a n d a n	(s t o n e s , b u t t o n s , o r p o p s i c l e s t i c k s) .	d e n t h a n d s p a n s .	l o o r t h i l e s , a n d s t u d e n t f o o t s t e p s .	d a d d i t i o n s c e n a r i o s ; R i b b o n s o f v a r y i n g l e
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a r e a v a i l a b l e a n d i n c l u s i v e .	i m a l s .				n g t h s .
O p p o r t u n i t i e s f o r i n	D i f f e r e n t i a t e d i n t	K i n f e s t i g h t i n g	P e r t u l o n g P a r t n	V i s u a l C o u n t e r p a r t n	L a n g u a g e I n t e r n a t i o

t e g r a t i o n : W r i t e d o w n a n y p o s s i b i l i t i e s t o m e a n i n g f u l	r u c t i o n : P r o v i d e c o u n t e r s o f r s t u d e n t s h i l e	g : A l l o w a c c e d i c o u s m e n t e r s w i t h s o s e d n o n e w h e n s e e d h e l	e r a d v a n c e d c o u s (r e d f o r f i r s t o n j e n t s e d h e l	r - c o r d e d b i c e u s i n g ' l o n g e r t h a n ' a n d ' s h o r t e	n : P r a c t i c e u s i n g ' l o n g e r t h a n ' a n d ' s h o r t e
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l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c , o r t e c h n o l o g y . W r i	u g g l i n g w i t h m e n t a l a d d i t i o n d u r i n g o r a l p r	m e a s u r i n g d i s t a n c e s a c c e n t r o s t h e c l a s s r o o m f	p r e c o r d i n g m e a s u r e m e n t a d a t a .	o r r e c o n d i n g m e a s u r e m e n t a d i t i o n g o f l e n g t h	r t h a n ' s e n t e n c e s w h i c h r e c o r d i n g o n g o s u m s .
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t e N / A i f f n o n e .	o b l e m s .	l o r .		s .	
A s s e s s m e n t .	Assessment s 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.				
F o r m a t i v e A	S e s s i o n 1 Q u	S e s s i o n 2 Q u	S e s s i o n 3 Q u	S e s s i o n 4 Q u	S e s s i o n 5 Q u

i	z	:	l	.	A	p	e	n	c	i	l	i	s	5	c	l	i	p	s	.	A	p	e	n	i	s	6	c	l	i	p	s	.	T	o	g										
i	z	:	l	.	D	i	s	t	a	n	c	e	i	s	t	h	e	s	p	a	c	e	b	e	t	w	e	d	e	n	:	(	A	)	T	w	o									
i	z	:	l	.	W	h	i	c	h	u	n	i	t	i	s	n	o	n	-	s	t	a	n	d	a	r	d	?	(	A	)	R	u	l	e	r										
i	z	:	l	.	T	e	a	c	h	e	r	s	a	y	s	:	'	A	n	a	h	a	s	s	l	2	e	g	g	s	.	S	h	e	b	u	y									
i	z	:	l	.	A	p	i	c	t	u	r	e	s	h	o	w	s	7	b	a	l	l	s	a	n	d	5	b	a	l	l	s	.	W	h	a										
s	s	e	s	s	m	e	n	t	:	C	r	e	a	t	e	a	t	a	s	k	,	a	c	t	i	v	i	t	y	,	o	r	q	u	e	s	t	i	o	n	s	t	o	e	v	a

l	t	s	(	t	e
u	i	4	B	h	h
a	s	m	)	i	n
t	t	o	P	n	e
e	h	r	a	g	r
a	e	e	p	e	t
r	s	'	r	(	h
n	u	H	c	B	e
i	m	o	w	i	y
n	?	w	i	n	r
g	(	A	m	p	e
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n	1	n	)	C	(
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f	1	4	(	(	B
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s s i o n) .	a t 1 0 c a t s a n d 6 c a p t s .H o w m a n y i n a l l ? (A) 1 5 (B	) 1 7 .2 .W h ' I h a v e 8 p r i n t s .Y o n g t h v e m e 7 ' T o t a l ? (	r .2 .W h e n m e a s u r e d m o y o u n g t e a v e g a p	.2 .W h i c h m e s s a g e s a n d i f f e r e n c e s A l l t h o u g h t h e s e s t e p s .	2 c l i p s (D) 1 3 c l i p s .2 .D i s t a n c e A l l t h o u g h t h e s e s t e p s .
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	)	A	s	e	D
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	7	1	s	a	e
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	D	(	B	e	i
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	1	)	N	c	9
	8	1	o	l	s
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			a n d s p a n (C) P a c e (D) C u b i t .	t e p s f o r t h e s a m e p a t h , w h o h a s b i g g e r f e e t ? (	
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				A) S a m (B) B e n (C) B o t h s a m e (D) N e i t h e r .	
W a y	Meaningful learning can also happen				

s F o r w a r d .	beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.					
	E x t e n d e d l e a r n i n g o p p o r t u n i t	H o m e M i s s i o n s A n d t h e	P r e s e n t a n t s a n d f u t u r e	M e m o r y r e c o r d s a n d e x p e r i e n c e	F a m i l y S u r v i v o r s a n d w i t n e s s e s	M e m o r y S u r v i v o r s a n d w i t n e s s e s

[illegible]

r o o m / c l a s s h o u r s t h a t l e a r n e r s m a y w a n t t o a c c e s s t o r e i n f o r	i o n s (e . g . , 3 s p o o n s + 2 s p o o n s = 5 s p o o n s) .	d h a v e t h e c h i l d s o o n l y .	i n s o r b e a n s a t h o m e .	h e c h i l d ' s f o t s e p s a n d t h e p a r e n t ' s f o r o t s	l a i n w h i c h o n e w o u l d n e e d m o r e p a r t s o f o r o s
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cew h a t t h e y h a v e l e a r n e d .				t e p s ; c o m p a r e t h e n u m b e r s .	a r o o m .
R e f l e c t i o n s :	(T o b e f i l l e d o u t a f	(T o b e f i l l e d o u t a f	(T o b e f i l l e d o u t a f	(T o b e f i l l e d o u t a f	(T o b e f i l l e d o u t a f

T h i n k a b o u t w h a t y o u n e e d t o c h a n g e f o r t h e n e x t s e s s i o n b a s e d	t e r t h e l e s s o n) R e f f e c t i o n P r o m p t : D i d t h e l e a r n e r s	t e r t h e l e s s o n) R e f f e c t i o n P r o m p t : D i d t h e l e g u i d e d p r	t e r t h e l e s s o n) R e f f e c t i o n P r o m p t : W h i c h p a r t o f t h e	t e r t h e l e s s o n) R e f f e c t i o n P r o m p t : H o w w e l d i d t h e	t e r t h e l e s s o n) R e f f e c t i o n P r o m p t : W h a t p e r c e n t a g e
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o n w h a t h a p p e n e d t o d a y .	e a s i l y g r a s p t h e c o r e c o n c e p t i n t r o d u c e d t o d a y ?	a c t i c e e f f e c t i v e l o y t r a n s l a t e i n t h e s t u d e n t s u c c	c o l l a b o r a t i v e t e a s k c h a l l e n g e d t h e s t u d e n t s h e m o s	o r m a t i v e a s s e s m e n t r e f l e c t h e a r n i n g o b j e c t i v e	o f t h e c l a s s r e a c h e d p r o f i c i e n c y b y t h e e n d o f t h e w e
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		e s s ?	t ?	s ?	k ?
Prepared by:		Checked by:			
Dependable Teacher		Juan Delacruz Principal / Head			