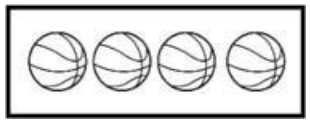
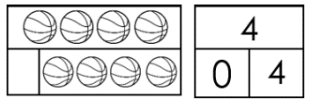
MATATAG **K to 10 Curriculum** **Weekly Lesson Log**		**School:**	Visit DepEdResources.com for More	**Grade Level:**	**1**
		Name of Teacher		**Learning Area:**	**Mathematics**
		Teaching Dates and Time:	**SEPTEMBER 2 - 6, 2024 (WEEK 6)**	**Quarter:**	**First**

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners 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, recognize, and represent whole numbers up to 100.			
C. Learning Competencies	The learners compose and decompose numbers up to 10 using concrete materials (e.g. 5 is 5 and 0; 4 and 1; 3 and 2; 2 and 3; 1 and 4; 0 and 5)			
D. Learning Objectives	At the end of the lesson, the learners shall be able to compose and decompose the numbers 4 and 5.	At the end of the lesson, the learners shall be able to compose and decompose the numbers 6 and 7.	At the end of the lesson, the learners shall be able to compose and decompose the numbers 8 and 9.	At the end of the lesson, the learners shall be able to compose and decompose the number 10.
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	Show a picture of a set with 1, 2, 3, 4, or 5 objects. Let the learners tell the number of objects in the set. Post the picture on the board and ask a learner to write the numeral under it. Example: 3 Show two more sets of objects and do the same process.	Have a review of composing and decomposing 4 or 5. Provide cutouts of objects in a set. Example:  *Possible answer:*  *4 is 0 and 4.* *0 and 4 makes 4.* Do the same with the number 5.	Post the following cards randomly on the board. 0 1 2 3 4 5 6 7 Let learners get a pair of cards that makes 6. Have them find all the pairs. Next, randomly place again the cards on the board. Let them get a pair of cards into which 7 may be broken down. Have them find all the pairs.	Tell the learners that you will show a card with a number on it one at a time. 0 1 2 3 4 5 6 7 8 They have to write on their show me board the missing number to make 8. Show only a few cards. Next, they have to write the missing number to make 9. Show only a few cards.
Lesson Purpose/Intention	Tell the learners that the lesson is composing and decomposing the numbers 4 and 5.	Tell the learners that the lesson is composing and decomposing the numbers 6 and 7.	Tell the learners that the lesson is composing and decomposing the numbers 8 and 9.	Tell learners that the lesson is composing and decomposing the number 10.
Lesson Language Practice	one (1), two (2), three (3), four (4), five (5), zero (0), set, composing, making a set, putting together, decomposing, breaking up a set	one (1), two (2), three (3), four (4), five (5), six (6), seven (7), zero (0), set, composing, making a set, putting together, breaking up a set, decomposing	one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), zero (0), set, composing, making a set, putting together, breaking up a set, decomposing	one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10), zero (0), set, composing, making a set, putting together, breaking up a set, decomposing

<table>
<tr><th colspan="5">During Lesson Proper</th></tr>
<tr><td>Reading the Key Idea/Stem</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Developing Understanding of the Key Idea/Stem</td><td>Show a set with four objects, say four balls.

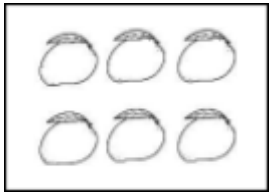
What objects are these? Those are balls.

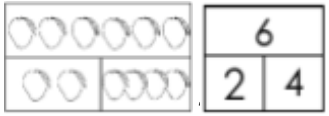
How many balls are there? There are four balls.

How do you know there are four balls? We counted the balls.

Call on two learners. Give an unequal number of balls to each of them, say 1 ball and 3 balls. Ask the other learners the number of balls each one got. Check the answers by letting the two learners

count the balls given to them.

Use circle cutouts to illustrate the situation on the board. Ask how 4 was broken down. The number 4 was broken down into 1 and 3.</td><td>Show a picture of six mangoes. Give the situation below.
 
I picked six mangoes from our tree. I want to give them to my friends, Carla and Aldrin. How can I distribute the mangoes to them?

Discuss one example. I will give 2 mangoes to Carla and 4 mangoes to Aldrin.
 

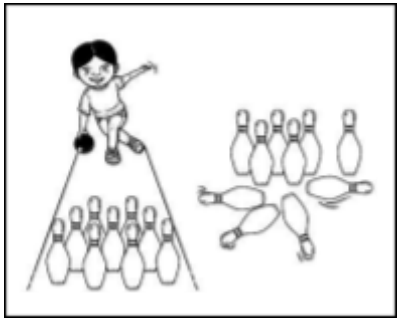
2 and 4 makes 6.

Challenge the learners to come up with the other pairs. Prepare a table. Write the pairs of numbers systematically.</td><td>Divide the class into small groups. Give them a ball, a container, and LAS 5.

Tell them that they will play basketball. The members of each group will take turns to shoot the ball eight times. Each member should write his name and record the results in the table. Once done, each group shall report the result of the activity.

Prepare the same table where you will write the pairs of numbers that make 8 from the data gathered by the groups.

Write the unique pairs systematically in the table.
It is possible that not all possible pairs were obtained. Challenge learners to name the other pairs. Below are the possible answers.</td><td>Divide the class into small groups. Give them a set of bowling pins and LAS 7. If possible, give a copy of the table on a Manila paper.

Demonstrate how the game is played. Tell learners that members should take turns in playing the game.
 
<table><tr><th>Knocked Down</th><th>Remains Standing</th><th>Pins in All</th></tr><tr><td>4</td><td>6</td><td>10</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
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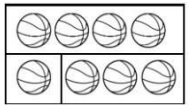
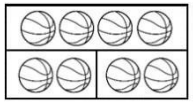


4 is 1 and 3.

What if I gave 2 balls to each of them? How can we illustrate this? Ask a learner to illustrate the situation on the board.

Expected Answer:



4 is 2 and 2.

Challenge learners to come up with the other pairs. Let them answer **LAS 1.**

Expected answers (in any order):
Post them systematically on the board together with the previous illustrations.

1.

4 is 3 and 1.

Below are the possible answers.

Given	Carla	Aldrin
6	0	6
6	1	5
6	2	4
6	3	3
6	4	2
6	5	1
6	6	0

Let the learners make observations about the data presented in the table.

Some possible answers:
1. *As the number in the 2nd column increases by 1, the numbers in the 3rd column. decreases by 1.*
2. *We get 6 if we put together each pair of numbers.*
3. *There are 7 pairs of numbers into which 6 was decomposed; There are 7 pairs of numbers that make 6.*

In	Out	Result
0	8	8
1	7	8
2	6	8
3	5	8
4	4	8
5	3	8
6	2	8
7	1	8
8	0	8

Let the learners make observations about the data presented in the table.

Some possible answers:
1. *As the number in the 1st column increases by 1, the numbers in the 2nd column decreases by 1.*
2. *We get 8 if we put together each pair of numbers.*
3. *There are 9 pairs of numbers into which 8 was decomposed; There are 9 pairs of numbers that make 8.*
4. *The numbers in some pairs are the same but in different order. For*

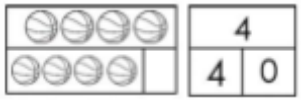
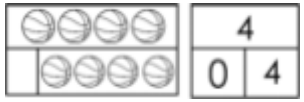
Have them post their work on the board after doing the activity.

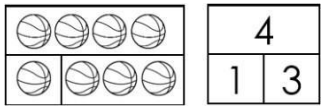
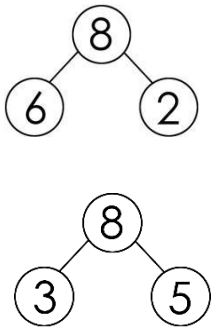
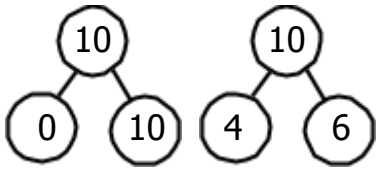
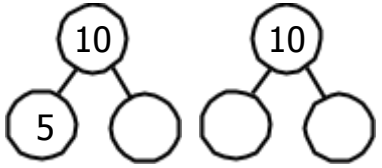
Prepare the same table where you will write the pairs of numbers that make 10 from the data gathered by the groups.

Write the unique pairs systematically in the table. It is possible that not all possible pairs were obtained. Challenge the learners to name the other pairs.

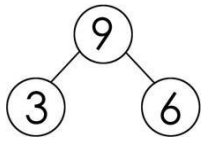
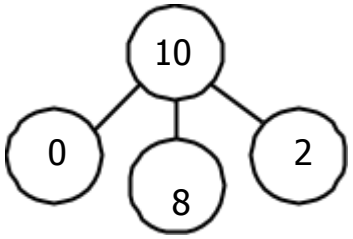
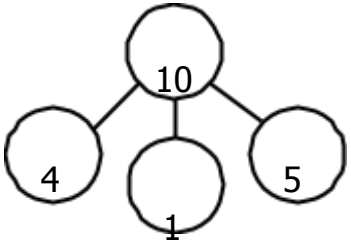
Here are the possible answers:

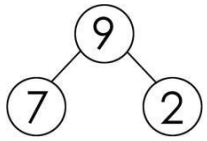
Knocked Down	Remains Standing	Pins in All
0	10	10
1	9	10
2	8	10
3	7	10
4	6	10
5	5	10
6	4	10
7	3	10
8	2	10
9	1	10
10	0	10

	2.  *4 is 4 and 0.* 3.  *4 is 0 and 4.* Summarize the answers in a table. **Given** / **Learner A** / **Learner B** 4 / 0 / 4 4 / 1 / 3 4 / 2 / 2 4 / 3 / 1 4 / 4 / 0 Let the learners make observations about the data presented in the table. *Some possible answers:* 1. *As the number in the 2nd column increases by 1, the numbers in the 3rd column. decreases by 1.* 2. *The numbers in some pairs are the same but in different order. For*	*4. The numbers in some pairs are the same but in different order. For example, 1 and 5, and 5 and 1.* Let them read the pairs of numbers: e.g., 6 is 0 and 6. 0 and 6 makes 6. Do the same for the other pairs of numbers. What do we call the process of breaking down 6 into pairs of numbers? *It is called **decomposing** a number.* What do we call the process of putting together numbers to make 6? *It is called **composing** a number.* Let's play a game. Divide the class into groups. Distribute a die and **LAS 3** to each group. Tell them that the members of the	*example, 3 and 5, and 5 and 3.* Let them read the pairs of numbers. e.g., 8 is 0 and 8. 0 and 8 makes 8. Do the same for the other pairs of numbers. What do we call the process of breaking down 8 into pairs of numbers? *It is called **decomposing** a number.* What do we call the process of putting together numbers to make 8? *It is called **composing** a number.* Tell the learners that number bonds can also be used to show composition and decomposition of the number 8. Give examples.	Let the learners make observations about the data presented in the table. *Some possible answers:* 1. *The numbers in the 1st column are increasing by 1 while those in the 2nd column are decreasing by 1.* 2. *We get 10 if we put together each pair of numbers.* 3. *There are 11 pairs of numbers into which 10 was decomposed; There are 11 pairs of numbers that make 10.* 4. *The numbers in some pairs are the same but in different order. For example, 4 and 6, and 6 and 4.* Let them read the pairs of numbers. e.g., 10 is 0 and 10 0 and 10 makes 10. Do the same with the other pairs obtained. Tell the learners that number

	example, 0 and 4, and 4 and 0. Let them read the pairs of numbers. 4 is 0 and 4. 4 is 1 and 3. 4 is 2 and 2. 4 is 3 and 1. 4 is 4 and 0. How many pairs did we get? *We got 5 pairs.* The number 4 was broken down into pairs of numbers. This process is called **decomposing** a number. Now, let's look again at this diagram.  If we put together 1 ball and 3 balls, what do we get? *We get 4 balls.* Write "**1 and 3 makes 4**" beside the corresponding row in the table.	group should take turns in rolling the die so that everyone participates. There are only four different answers from the given example (1 and 5): 2 and 4, 3 and 3, 4 and 2, and 5 and 1. The learners will not get 0 and 6 or 6 and 0 since there is no "0" on the die. Challenge them to name the missing pair/s without using a die during the discussion. *Expected answers:* **Given** | **No. on the die** | **Missing Number** 6 | 1 | 5 6 | 2 | 4 6 | 3 | 3 6 | 4 | 2 6 | 5 | 1 6* | 6 | 0 6* | 0 | 6 *Note: *0 will not appear when a die is rolled.*	 Challenge learners to show the other composition and decomposition of the number 8 using the number bonds.	bonds can also be used to show composition and decomposition of numbers. Give examples.  Challenge learners to show the other composition and decomposition of the number 10 using the number bonds. Post the following on the board. Challenge them to find the missing numbers.  What do we call the process of breaking down10 into pairs of numbers? *It is called **decomposing** a number.* What do we call the process of putting together numbers to make 10? *It is called **composing** a number.*

	How about 2 balls and 2 balls? *We also get 4 balls.* Write "**2 and 2 makes 4**" beside the corresponding row in the table. Do the same with the other rows. 0 and 4 makes 4. 3 and 1 makes 4. 4 and 0 makes 4. We make 4 by putting together two numbers. This process is called **composing** a number. What do you observe about the pair of numbers into which 4 was broken down and the pair of numbers used to make 4? *The pairs of numbers are the same.* Check if this is also true for the other pairs of numbers. Emphasize this relationship.	Emphasize the relationship of the numbers. *Example:* *6 is 5 and 1; 5 and 1 makes 6.* *The pair of numbers into which 6 was broken down and the pair of numbers used to make 6 are the same.*		
Deepening Understanding of the Key Idea/Stem	Pose the following "what if" situation. What if we had five balls instead of four?	Pose the following "what if" situations:	Pose the following "what if" situation. What if the number was 9? How do we decompose the number 9?	Tell the learners that a number may be decomposed into more than 2 numbers or be composed of more than 2 numbers. Show examples.

	How do we decompose the number 5? How do we compose the number 5? Have the class discover the answers to these questions. Divide the class into small groups. Give each group **LAS 2** and counters or circle cutouts. Have a class discussion afterward. *Expected answers (in any order):* *1. 5 is 0 and 5.* *0 and 5 makes 5.* *2. 5 is 1 and 4.* *1 and 4 makes 5.* *3. 5 is 2 and 3.* *2 and 3 makes 5.* *4. 5 is 3 and 2.* *3 and 2 makes 5.* *5. 5 is 4 and 1.* *4 and 1 makes 5.* *6. 5 is 5 and 0.* *5 and 0 makes 5.*	What if there were seven mangoes instead of six? How do we decompose the number 7? How do we compose the number 7? Have the class discover the answers to these questions. Divide the class into small groups. Give each group **LAS 4** and counters or circle cutouts. Have a class discussion afterward. *Expected answers (in any order):* *1. 7 is 0 and 7* *0 and 7 makes 7.* *2. 7 is 1 and 6.* *1 and 6 makes 7.* *3. 7 is 2 and 5.* *2 and 5 makes 7.* *4. 7 is 3 and 4.* *3 and 4 make 7.* *5. 7 is 4 and 3.* *4 and 3 makes 7.* *6. 7 is 5 and 2.* *5 and 2 makes 7.* *7. 7 is 6 and 1.*	Have the class discover the answers to the question. Divide the class into small groups. Give each group **LAS 6** and counters or circle cutouts. Have a class discussion afterward. *Expected answers (in any order):* *1. 9 is 0 and 9.* *2. 9 is 1 and 8.* *3. 9 is 2 and 7.* *4. 9 is 3 and 6.* *5. 9 is 4 and 5* *6. 9 is 5 and 4.* *7. 9 is 6 and 3.* *8. 9 is 7 and 2.* *9. 9 is 8 and 1.* *10. 9 is 9 and 0.* Tell the learners that number bonds can also be used to show composition and decomposition of the number 9. Give examples.  	  Let the learners do **LAS 8.** Have a class discussion afterward. *Expected answers:* *1. 10* *2. 2* *3. 2* *4. Any pair of numbers that makes 8: 0 and 8, 1 and 7, 2 and 6, 3 and 5, 4 and 4, 5 and 3, 6 and 2, 7 and 1, 8 and 0*

		6 and 1 makes 7. *8. 7 is 7 and 0.* *7 and 0 makes 7.*	 Challenge learners to show the other composition and decomposition of the number 9 using the number bonds. Let the learners play “Making 9.” Divide the class into small groups, which should be even. Two groups play against each other. A set of number cards (see below) is placed face down. 0 1 2 3 4 5 6 7 8 9 The groups take turns in flipping a pair of cards. If they make 9, they keep the cards. They write the pair of numbers that makes 9 in a table, which should be prepared beforehand. Discuss the possible pairs of numbers that make 9.	

After/Post-Lesson Proper				
Making Generalizations and Abstractions	What is the process of breaking down a given number into pairs of numbers? *It is called **decomposing** a number.* What is the process of putting together two numbers to make a bigger number? *It is called **composing** a number.* The number 5 was broken down into 1 and 4; 1 and 4 makes 5. What do you observe about the pair of numbers into which 5 was broken down and the pair of numbers that are used to make 5? *The pairs of numbers are the same.* Is this also true for the number 4? *Yes.* How many pairs of numbers can we get if we compose and decompose a number? *The number of pairs is one more than the given number. If the number is 4, we get 5*	What is the process of breaking down a given number into pairs of numbers? *It is called **decomposing** a number.* What is the process of putting together two numbers to make a bigger number? *It is called **composing** a number.* The number 6 was broken down into 2 and 4; 2 and 4 makes 6. What do you observe about the pair of numbers into which 6 was broken down and the pair of numbers that are used to make 6? *The pairs of numbers are the same.* Is this also true for the number 7? *Yes.* How many pairs of numbers can we get if we compose and decompose a number? *The number of pairs is*	What is the process of breaking down a given number into pairs of numbers? *It is called **decomposing** a number.* What is the process of putting together two numbers to make a bigger number? *It is called **composing** a number.* The number 8 was broken down into 6 and 2; 6 and 2 makes 8. What do you observe about the pair of numbers into which 8 was broken down and the pair of numbers used to make 8? *The pairs of numbers are the same.* Is this also true for the number 9? *Yes.* How many pairs of numbers can we get if we compose and decompose a number? *The number of pairs is one more than the given number. If the number is 8, we get 9*	What is the process of breaking down a given number into pairs of numbers? *It is called **decomposing** a number.* What is the process of putting together two numbers to make a bigger number? *It is called **composing** a number.* How many numbers may a given number be decomposed into or be composed of? *A number may be decomposed into two or more numbers or be composed of two or more numbers.*

	pairs. If the number is 5, we get 6 pairs.	*one more than the given number. If the number is 6, we get 7 pairs. If the number is 7, we get 8 pairs.*	*pairs. If the number is 9, we get 10 pairs.*	
Evaluating Learning	Let the learners answer **Assessment 1.** *Expected answers:* *1. 1 and 3, 0 and 4* *2. 1 and 4, 2 and 3, 0 and 5* *3. a. 3* *b. 5* *c. (any pair):2 and 2; 1 and 3; 3 and 1; 0 and 4; 4 and 0*	Let the learners answer **Assessment 2.** *Expected answers:* *I. 1. C 3. D* *2. A 4. B* *II. 1. 0* *2. 6* *3. (any pair): 0 and 6; 1 and 5; 2 and 4; 3 and 3; 4 and 2; 5 and 1; 6 and 0*	Let the learners answer **Assessment 3**. *Expected answers:* *1. 2,6; 1,7; 8,0; 3,5; 4,4* *2. a. 5* *b. 9* *c. (any pair): 0 and 8; 1 and 7; 2 and 6; 3 and 5; 4 and 4; 5 and 3; 6 and 2; 7 and 1; 8 and 0*	*Let the learners answer* ***Assessment 4.*** *Expected answers: I.(any order): 0 and 10; 1 and 9; 2 and 8; 3 and 7; 4 and 6; 5 and 5* *II. 1. 10* *2. 6* *3. 5* *4. 7* *5.(any pair): 0 and 4; 1 and 3; 2 and 2; 4 and 0; 3 and 1*
Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				

Prepared by:

_____

Subject Teacher

Reviewed by:

_____

Master Teacher/Head Teacher

Approved by:

_____

School Head