Grade 1 Term 2, Week 6 LESSON PLAN					
Name of Lesson	Number and Algebra: Addition of Numbers up to 100 Without Regrouping				
Learning Area/s	Mathematics				
Designed by Teacher/s	Depedlibre				
Designed for which Grade Level and Section	Grade 1				
No. of Sessions	Session 1: 2-digit and 1-digit (Concrete)	Session 2: 2-digit and 1-digit (Pictorial)	Session 3: 2-digit and 2-digit (Concrete)	Session 4: 2-digit and 2-digit (Pictorial)	Session 5: Application and Mastery
References	MATATAG Mathematics Curriculum Guide for Grade 1; DepEd Learner's Material for Math Grade 1; 21st Century Math Workbooks.	MATATAG Mathematics Curriculum Guide for Grade 1; DepEd Learner's Material; Visual Aids.	MATATAG Mathematics Curriculum Guide for Grade 1; Base-10 Blocks Teacher Manual.	MATATAG Mathematics Curriculum Guide for Grade 1; Worksheets on Place Value Charts.	MATATAG Mathematics Curriculum Guide for Grade 1; Problem Solving Toolkits.
Declaration of	Artificial Intelligence (AI) tools were used to assist in the preparation of				

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AI use	this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
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 Competency	The learner demonstrates understanding and adds whole numbers with sums up to 100 without regrouping, using a variety of concrete and pictorial models for: (a) 2-digit and 1-digit numbers, and (b) 2-digit and 2-digit numbers.				
Learning Objectives	Represent and solve addition of 2-digit and 1-digit numbers using concrete objects (sticks/blocks).	Illustrate addition of 2-digit and 1-digit numbers using pictorial models and place value charts.	Demonstrate addition of two 2-digit numbers using concrete materials without regrouping.	Use pictorial representations to solve addition of two 2-digit numbers on a place value chart.	Apply addition skills to solve simple real-life word problems involving numbers up to 100.
Learner Context	Learners are generally visual and kinesthetic. Most can count up to 100 and identify tens and ones. Some students struggle with abstract numbers but excel when using physical "bundles" of sticks. Barriers include short attention spans and varying levels of number recognition.				
Learning Experience.	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				

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	knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson	Review Place Value: Asking students to group 10 sticks into "bundles."	Quick drill on "Tens" and "Ones" using flashcards.	"Building Numbers": Students create numbers using popsicle sticks.	Review of drawing "longs" (tens) and "squares" (ones).	"Math Energizer": Simple addition facts drill (1-10).
Flow	**Flow S1** Introduction: Present a scenario: "Lito has 2 bundles of 10 sticks and 3 single sticks. His friend gives him 4 more sticks." Instructional Procedure: Model how to add the single sticks to the existing ones (3+4=7) and keep the tens (2 tens). Activity: Group work using popsicle sticks to solve 32+5, 41+7, etc.	**Flow S2** Introduction: Show pictures of "tens" bars and "ones" cubes on the board. Instructional Procedure: Demonstrate drawing 25 as 2 bars and 5 dots. Add 3 dots. Count the total. Activity: Worksheet: Draw the objects and write the sum for 2-digit + 1-digit numbers.	**Flow S3** Introduction: Scenario: "Sarah has 21 candies, Mark has 15. How many in total?" Instructional Procedure: Use Base-10 blocks. Show 21 (2 tens, 1 one) and 15 (1 ten, 5 ones). Combine tens and combine ones. Activity: "Market Day": Adding sets of items represented by blocks. Synthesis:	**Flow S4** Introduction: Reviewing the Place Value Chart (PVC) on the board. Instructional Procedure: Draw 34 + 23 on a PVC. Show 3 tens + 2 tens = 5 tens; 4 ones + 3 ones = 7 ones. Activity: "Connect the Dots": Draw the addition process in the PVC for given equations. Synthesis: Is the sum of 3	**Flow S5** Introduction: Present a story about a school canteen selling fruits. Instructional Procedure: Walk through the steps: Understand the problem, use a model, and solve. Activity: "Addition Relay": Students solve word problems on cards using their choice of concrete or pictorial methods.

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	Synthesis: How do we add single sticks to bundles? (Add ones to ones).	Synthesis: Why is it easier to draw "bars" for tens instead of many small dots?	When adding two-digit numbers, what do we add first? (Ones then Tens).	tens and 2 tens the same as 50? Yes.	Synthesis: Reflect on which method (sticks or drawing) they liked best and why.
Learning Resources	Popsicle sticks, rubber bands, counters.	Whiteboard, markers, printed illustrations of blocks.	Base-10 blocks (Longs and Units), play money.	Place Value Chart (PVC) posters, activity sheets.	Word problem cards, visual posters.
Opportunities for integration	Values: Sharing items with friends.	Art: Drawing shapes to represent numbers.	Financial Literacy: Using play money (10-peso and 1-peso coins).	Literacy: Reading simple math vocabulary.	Social Studies: Contextualizing problems in the local community.
Formative Assessment	1. What is 12 + 3? A. 13 B. 14 C. 15 D. 16 2. 2 bundles of 10 and 4 sticks + 2 sticks = ? A. 24 B. 26 C. 28 D. 20	1. How is 23 represented in bars (tens) and dots (ones)? A. 3 bars, 2 dots B. 2 bars, 3 dots C. 5 bars D. 23 bars 2. Add 2 bars and 1 dot to 5 dots. Total is: A. 26	1. 20 + 30 equals how many tens? A. 2 tens B. 3 tens C. 5 tens D. 10 tens 2. 25 + 12 = ? A. 37 B. 35 C. 27 D. 40 3. 43 + 24 = ?	1. In a PVC, 3 tens + 4 tens is: A. 7 tens B. 34 tens C. 7 ones D. 12 tens 2. 52 + 13 = ? A. 65 B. 55 C. 63 D. 75 3. Look at a PVC: 2 tens 4	1. Ana has 21 pens. Ben has 10. Total? A. 31 B. 21 C. 11 D. 41 2. 45 birds + 22 birds = ? A. 67 B. 65 C. 77 D. 60

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	3. In 31 + 5, what is the sum of the ones? A. 5 B. 6 C. 4 D. 1 4. 44 + 5 = ? A. 49 B. 45 C. 50 D. 40 5. 52 + 7 = ? A. 57 B. 58 C. 59 D. 60	B. 21 C. 25 D. 30 3. 34 + 4 in a picture shows how many dots? A. 4 B. 8 C. 3 D. 0 4. 61 + 8 = ? A. 69 B. 70 C. 68 D. 61 5. 70 + 9 = ? A. 70 B. 80 C. 79 D. 97	A. 60 B. 67 C. 57 D. 68 4. If you have 3 bundles of 10 and add 2 bundles of 10, you have: A. 32 B. 50 C. 5 D. 23 5. 11 + 11 = ? A. 11 B. 21 C. 22 D. 12	ones + 3 tens 2 ones. The sum is: A. 56 B. 54 C. 26 D. 65 4. 61 + 17 = ? A. 77 B. 78 C. 88 D. 68 5. 80 + 15 = ? A. 85 B. 95 C. 90 D. 100	3. What is the sum of 50 and 48? A. 90 B. 98 C. 88 D. 100 4. 33 mangoes + 33 mangoes = ? A. 60 B. 66 C. 99 D. 33 5. 14 shells + 82 shells = ? A. 96 B. 94 C. 86 D. 100
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities	Ask learners to count the number of spoons and forks at home and add them.	Draw "Ten-bars" for items found in their kitchen.	Use pebbles or stones to show addition of two 2-digit numbers to parents.	Practice using a DIY Place Value Chart made of recycled cardboard.	Solve "Daily Math Challenges" posted in the classroom chat group or

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					bulletin board.
Reflections	(To be filled out after the lesson) Reflection Prompt: Did the students find the concrete objects helpful?	(To be filled out after the lesson) Reflection Prompt: Were the pictorial models clear enough for the learners?	(To be filled out after the lesson) Reflection Prompt: Did the transition to 2-digit addition cause confusion?	(To be filled out after the lesson) Reflection Prompt: How many students can now solve without looking at pictures?	(To be filled out after the lesson) Reflection Prompt: Are learners able to relate addition to their daily chores?
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