

1st Quarter Grade 1 Supplemental Lesson Plan

Numbers up to 10

Introduction

Assess the pupils' prior knowledge using the following activity:

- Place 11 boxes with numbers 0–10 on it.
- Let the pupils work in pairs.
- Ask the pupils to look around the classroom and put things inside the box with the corresponding number.
- Ask a few pupils to share what they have found.

Body

1. Ask the class the following warm-up questions:
 - How many eyes do you have?
 - How many lips do you have?
 - How many hands do you have?
 - How many fingers do you have?
 - How old are you?
2. Show to the class a picture of a numerical keypad or a real numerical keypad (or a big calculator) and then ask the pupils:
 - How many numbers are on the keypad? Can you say them?
 - How do you represent the number 10?
 - Where else can you see numbers?
3. Extend the discussion through the following activity:
 - a. Show to the class a picture of shelf filled with different toys.



Knowledge

Numbers up to 10

Learning Competency

M1NS-Ia-1.1

- Visualizes and represents numbers from 0 to 100 using a variety of materials

KU

We use numbers to represent objects around us.

KQ

Why/When do we use numbers?

- b. Call volunteers to answer the following questions:
- What toys do you see in the picture?
 - How many of (name of toy) do you see?
 - What number represents the empty shelf?
4. For skill building, ask the pupils to accomplish a matching activity of numbers up to 10 with pictures or let them do an interactive web game on counting up to 10. (Sample Site: <http://www.storyplace.org/preschool/activities/monkey.swf>)



5. For enrichment, let the pupils choose one task from the following:
- Use concrete objects to associate each numeral with the number of objects that can be seen inside the classroom.
 - Ask the pupils to point to each object of the same kind and count aloud to ensure that each object is counted only once, and write the result on a sheet of paper.
 - Ask the pupils to draw their favorite fruit that they want to share with their loved ones; write how many fruits they want to give.

Conclusion

To facilitate the summary of the lesson, let the pupils show **Smiley Signal Cards** to represent their understanding of numbers up to 10.



Differentiated Activities

Various online tools which make teaching and learning richer and more meaningful are just a few clicks away!

Log on to www.rexinteractive.com

1. I can represent the objects using numbers up to 10.
2. I can match the number of objects to its corresponding number.
3. I know how to count and write numbers up to 10.

Numbers up to 20

Introduction

Let the pupils do the following activity:

- Mica helped her mom in baking cookies for their merienda. How many cookies did she and her mom make?



- Ask some volunteers to show how to count the number of cookies in the sheet pan.

Body

1. Using the preliminary activity as a springboard, explain to the class how to count the number of cookies.
2. Tell the class that it is easier to count a ten first and make a group. Then continue to count the other ones to find how many they are.
3. Get the class to count together the remaining 7 cookies as follows: Ten → Eleven → Twelve → Thirteen → Fourteen → Fifteen → Sixteen → Seventeen
4. Lead the pupils to see that 10 cookies together with 7 cookies make 17 cookies.
5. Repeat another for different numbers including the number 20 using cubes or marbles with different colors.
6. For skill building, ask the pupils to accomplish a matching activity of numbers up to 20 with pictures.

Knowledge

Numbers up to 20

Learning Competency

M1NS-Ia-1.1

- Visualizes and represents numbers from 0 to 100 using a variety of materials

KU

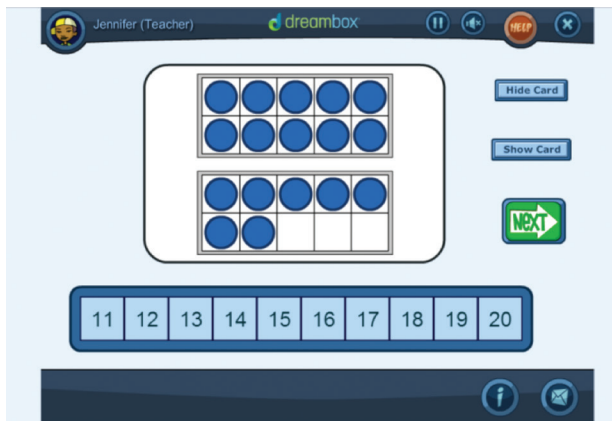
We use numbers to represent objects and things around us.

KQ

Why/When do we use numbers?

Differentiated Activities

7. For enrichment, let the pupils choose one task from the following:
 - a. Using flashcards, hold up a number (10–20) and ask the pupils what the number shown is. Get the class to read aloud the number. Repeat this for other numbers.
 - b. Give the pupils a writing activity on writing the numbers from 10–20.
 - c. Let the pupils listen to a song which includes numbers up to 20, and ask them to create their own simple song.
8. Let the pupils do an interactive web game on counting and identifying numbers up to 20. (Sample site: <https://play.dreambox.com/student/dbl/TeacherLessonQuickImagesTenframe11to20?atype=2&back=http%3A%2F%2Fwww.dreambox.com%2Fteachertools&eng=Primary>)



Conclusion

To assess the pupils' understanding on the lesson, let them answer this **Thumb It! Activity**.



means "I understand it."



means "I understand some of it."



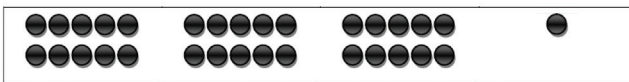
means "I do not understand."

1. Represent the number of objects up to 20.
2. Read numbers up to 20.
3. Match the objects with their corresponding number.

Numbers up to 40

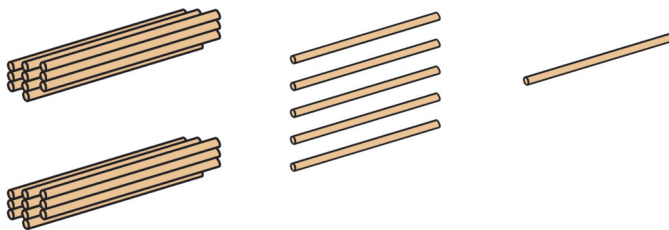
Introduction

- Ask the pupils to count the number of dots in the given below.
- Tell the pupils to think on how they can count the dots faster.
- Call on some volunteers to share their ideas.



Body

1. As a warm-up activity, let the pupils listen to a nursery rhyme on numbers from 1 to 40.
2. When the pupils are ready, explain to the class how to count the number of objects up to 40.



- a. Tell the class that there are 10 sticks in a bundle. The first bundle would be 10, and the second bundle count would be 20. Together with the 6 sticks, there are 26 sticks.

Knowledge

Numbers up to 40

Learning Competency

M1NS-Ia-1.1

- Visualizes and represents numbers from 0 to 100 using a variety of materials

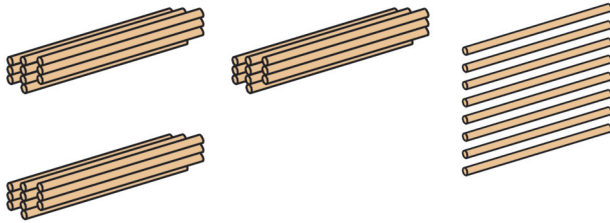
KU

We use numbers to represent objects and things around us.

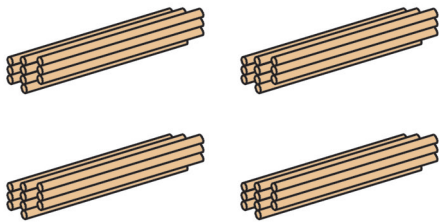
KQ

Why/When do we use numbers?

b. Repeat this with different numbers.



(38 – Thirty-eight)

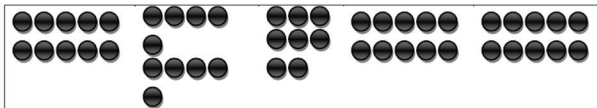


(40 – Forty)

3. Give the pupils more exercises on counting up to 40.

Example: (From DepEd Learner's Manual for Grade 1)

Count the number of dots. Write the number of tens and ones, then write the number that represents the given figure below:

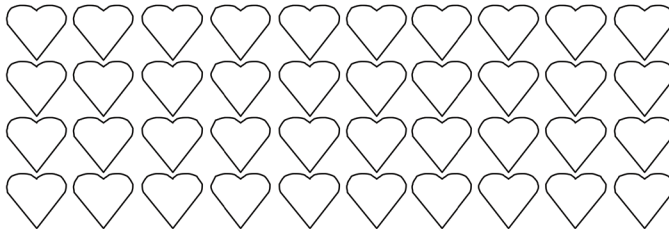


Tens	Ones
Number:	

4. For skill building, engage the pupils on a coloring activity.

- Given the following figures, color the hearts which correspond to the given number red.

34



5. For enrichment, let the pupils choose one task from the following:

- Ask pupils to work in pairs. Ask one pupil to think of a number up to 40, then let the partner use objects (e.g. cubes) to represent the given number.
- Ask the pupils to sing the numbers 1–40 to the tune of the Alphabet Song.
- Ask the pupils to work in pairs, then let one pupil think of a number and represent the number by drawing using shapes. Let the partner determine the number. Repeat by exchanging roles.

Conclusion

Use **Stoplight Signal Cards** to assess the pupils' level of understanding numbers up to 40.



RED means "Stop. I'm lost."

YELLOW means "Slow down. I'm getting confused."

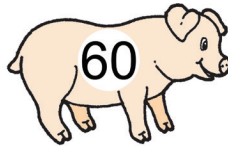
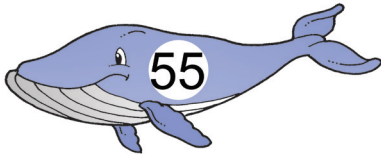
GREEN means "Go ahead. I know where I am going."

Differentiated Activities

Numbers up to 100

Introduction

To assess the pupils' prior knowledge, ask them to read the following numbers aloud.



Body

1. Let the pupils watch or listen to a song on counting 1 up to 100.

(Sample site: [http://www.schooltube.com/video/75868a47de7b41188e1c/1%20Can%20Count%20to%20100%20\(counting%20song%20for%20kids%20by%20Mark%20D.%20Pencil\)](http://www.schooltube.com/video/75868a47de7b41188e1c/1%20Can%20Count%20to%20100%20(counting%20song%20for%20kids%20by%20Mark%20D.%20Pencil)))



2. After watching the video, let the pupils learn how to count in ones and tens up to 100 using cubes and blocks.
 - a. Put 47 cubes into a clear container without telling the pupils the number of cubes. Let the pupils guess the number of cubes in the container.

Knowledge

Numbers up to 100

Learning Competency

M1NS-Ia-1.1

- Visualizes and represents numbers from 0 to 100 using a variety of materials

KU

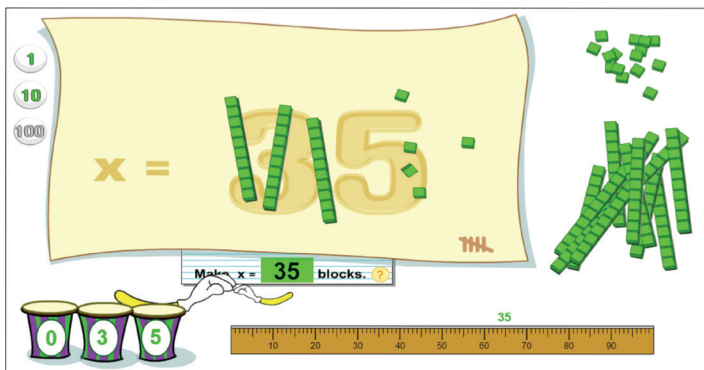
We use numbers to represent objects and things around us.

KQ

Why/When do we use numbers?

Differentiated Activities

- b. Ask some volunteers to come forward and count the number of cubes. Advise them to group the cubes in tens and ones. For every 10 cubes, they can exchange them with one block of cubes. Once the pupils are finished, display the cubes and the blocks for the other pupils to see.
 - c. Demonstrate to the class how to count the blocks and the cubes.
 - d. Repeat for different numbers.
3. For skill building, ask the pupils to do an interactive game on counting and representing numbers up to 100. (Sample site: <http://www.learningbox.com/Base10/BaseTen.html>)



4. For recognition and practice, let the pupils answer a matching type activity of pictures and numbers.

Conclusion

To assess the pupils' understanding of the lesson, let them complete the phrase:

"I have learned today _____
and I promise that _____."

Comparing Sets

Introduction

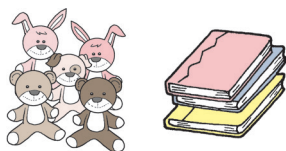
Assess the pupils' prior knowledge on comparing numbers by giving the correct word/s, phrase, or number to make the statement correct.



There are ____ Barbie dolls.

There are ____ balls.

The number of Barbie dolls
_____ the number of
balls.



There are ____ stuffed toys.

There are ____ books.

The number of stuffed toys
_____ the number of
books.



There are ____ hats.

There are ____ toy cars.

The number of hats _____
the number of toy cars.

Body

1. Prepare colored cards with phrases "less than," "more than," "as many as," "fewer than," "greater than," and pictures of objects and numbers.
2. Explain to the pupils how to compare the number of objects using the phrases:
 - a. "As many as" means the same number of things.
 - b. "5 is more than 4" and "10 is greater than 9".
 - c. "3 is fewer than 6" and "2 is less than 8".
3. Explain that:
 - "As many as" means the things can be matched one-to-one without any leftover.

Knowledge

- Comparing numbers using the expressions "less than", "more than", and "as many as"
- Arranging numbers from least to greatest and vice versa

Learning Competencies

M1NS-Id-6

- Visualizes, represents, and compares two sets using the expressions "less than", "more than", and "as many as"

M1NS-Ie-7

- Visualizes, represents, and orders sets from least to greatest and vice versa

KU

Groups of objects can be compared to one another to determine whether they are greater than, less than, or equal to each other.

- “More than” means that when the things are matched one-to-one, there will be leftover.
 - “Less than” means that when the things are matched one-to-one, there will be shortage.
4. Give more examples using pictures.
 5. Let the pupils answer exercises using the spin-off **Pairs Compare** (Kagan, 1998).
 - Let the pupils form pairs and answer the first question together in a specific time.
 - When the time is up, the pairs will pair up with another pair to answer the next question.
 - The process will continue until all questions are answered.
 6. For more practice, engage the pupils in an online interactive activity on comparing numbers. (Sample site: <http://www.crickweb.co.uk/ks2numeracy-calculation.html#ncmenu>)

7. For enrichment, let the pupils work on this **Sternberg's Triarchic Activity**.
 - Creative** Use illustrations on showing how to compare the number of objects using the expressions “as many as”, “more than”, and “less than”.
 - Practical** Show to a friend how to compare the number of objects by matching the objects one-to-one and determine whether it has left over, shortage, or no leftover.
 - Analytical** Teach/Explain to a friend how to compare the number of objects using the relation symbols.

KQ

How do numbers relate and compare to one another?

Differentiated Activities

Conclusion

Ask the pupils to complete the **Learning Log Matrix** to show their understanding of comparing sets.

What I already knew...	What's important to remember about...
This reminds me of...	I am not sure about this...

Place Value

Introduction

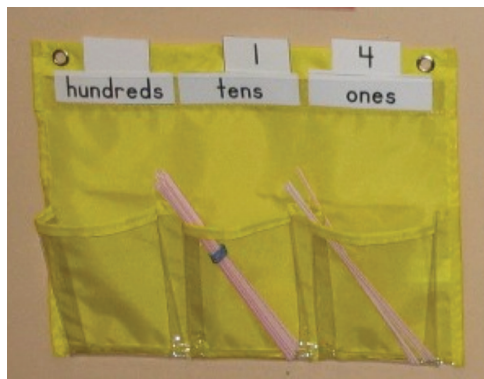
Elicit the pupils' prior knowledge on place value KWLH Strategy (Ogle, 1986). Let the pupils answer the K and W column on a separate paper.

What I Know	What I Want to Know	What I Learned	How Can I Learn More

Call on some volunteers to share their answers.

Body

1. Discuss with the class the concept of place value using groupable base ten bundles. (e.g. bundle of sticks or cups).



Knowledge

Place value of one- and two-digit numbers

Learning Competency

M1NS-Ig-10.1

- visualizes and gives the place value and value of a digit in one- and two-digit numbers

KU

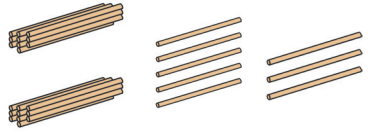
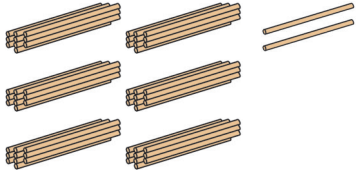
Ten different digits can be used and sequenced to express any whole number.

KQ

How can we express a certain number?

Differentiated Activities

- a. Prepare a pocket for ones and tens (like the pocket shown on page 12), straws/sticks, and thread to bundle.
 - b. Put single sticks in the ones pocket and let the pupils determine the number that corresponds to the sticks on the ones pocket.
 - c. Bundle a stick by tens, and put it on the tens pocket. Let the pupils determine how many bundles of ten sticks you put in the tens pocket. Then let them read the whole number.
2. Explain to the class the place value ones and tens.
 3. Repeat the process, but this time, call on volunteers to think of a number and represent it using the place value pockets.
 4. Pupils then write the correct numerals to mark how many single straws (ones) and how many bundles (groups of ten straws) they have.
 5. Ask the pupils to record the number on a place value chart and read it aloud.
 6. Repeat for different numbers up to 99.
 7. Deepen the discussion using a place value chart or illustration.

	Number	Place Value	
		Tens	Ones
	28	2	8
	62	6	2

8. For skill building, let the pupils answer exercises on determining the place value of digits in a number.
9. For recognition and practice, let the pupils engage in an interactive online game on place value.
(Sample site: <http://mathgames4children.com/fun-board-games/2nd-grade/crocs/place-value-crocodile-board-game-grade-1-game.html>)



Conclusion

To assess the pupils' understanding of the lesson, let them answer the L and H columns of the KWLH Chart, and share it to the class.