

# SUPPLEMENTAL LESSONS

**Math Grade 1  
3rd Quarter**



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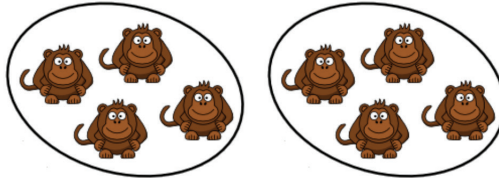
## 3rd Quarter Grade 1 Supplemental Lesson Plan

### Counting Groups of Equal Quantity

#### Introduction

1. Show to the class a picture of objects grouped in equal quantities and post it on the board.

Example:



2. Ask some volunteers to go to the board and count aloud.

#### Body

1. Present to the class a sample problem on counting objects grouped in equal quantities.

Sample problem:

*Rica went to a fruit and vegetable store. She wanted to count each kind of fruit and vegetable available at the store. Can you help her count?*



2. Ask the pupils to count the number of watermelons altogether in the picture.
3. Next, have the pupils count the number of carrots.
4. Lastly, have the pupils count the number of cabbages all together.

#### Knowledge

Introduction to Multiplication

#### Learning Competency

##### M1NS-IIIa-37

- Counts groups of equal quantity using concrete objects up to 50 and writes an equivalent expression

#### KU

Numbers can be used to count, label, order, identify, measure, and describe things and experiences.

#### KQ

How do we use numbers every day?

5. Ask the pupils to recall how they counted the number of items. Question the pupils whether there are any easier ways to count the fruits and the vegetables. For example, they can see that there are 4 watermelons in each rack and there are 3 racks all together. Based on this, can the total number of watermelons be found easily?
6. Using an easier way to count objects grouped equally, have the pupils count the other vegetables in the fruit store and let them write an equivalent expression.
7. Let the pupils answer more exercises on counting objects grouped equally and write an equivalent expression.

### Conclusion

To facilitate the summary of the lesson, let the pupils complete the following:

"I have learned that \_\_\_\_\_."

"I have realized that \_\_\_\_\_."

"I have discovered that \_\_\_\_\_."

### Separating Objects into Groups of Equal Quantity

#### Introduction

1. Show to the class 2 loot bags, candies, chocolates, pens, and etc.
2. Then ask the pupils: "How can the things be put in groups of 2 in the loot bags?"
3. Call on volunteers to share their answers.

#### Body

1. Arrange 5 clear containers in front of the class. Show to the class small balls (Example: ping pong balls) and tell the class that you want to put the 20 balls into the 5 clear containers with each container containing an equal number of balls.

### Knowledge

Introduction to Division

### Learning Competency

#### M1NS-IIIa-48

- Visualizes, represents, and separates objects into groups of equal quantity using concrete objects up to 50

Sample:



2. Get a volunteer to put the 20 balls in the containers one ball at a time.



3. Call on a volunteer to count the number of balls in each container.
4. Lead the class to see that there is an equal number of 4 balls in each container.
5. Give the pupils another situation on grouping objects in equal quantities.
6. Ask 14 volunteers to come forward and stand in front of the class. Instruct the 14 pupils to pair up by holding hands with their partners to form groups of 2. Get the rest of the class to count the number of pairs. Lead the class to see that there are 7 groups of 2. Write on the board "7 groups of 2" and get the whole class to repeat the phrase.
7. Repeat the process with groups of 3, 4, and so on, and with additional volunteers from the class.
8. For enrichment, let the pupils pair-up and choose one task from the following:
  - a. Draw illustrations that show grouping of objects into equal quantities and write an equivalent expression.
  - b. Collect small objects and group them into equal quantities and write an equivalent expression.

## KU

Numbers can be used to count, label, order, identify, measure, and describe things and experiences.

## KQ

How do we use numbers every day?

## Differentiated Activities

## Conclusion

Conduct a spin-off 3-2-1 (Rutherford, 2008) activity.

Ask the pupils to write on a piece of paper their thinking on the:

- 3 important facts they learned
- 2 questions about the lesson
- 1 realization about the lesson

## Constructing Equivalent Number Expression Using Addition and Subtraction

### Introduction

1. Post the expression  $6 + 5$  on the board. Tell the class that you want to have a subtraction sentence equivalent to the given expression.
2. Elicit the pupils' prior knowledge constructing equivalent number expression using addition and subtraction using *KWL Strategy* (Ogle, 1986).

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

3. Post on the board what they know and wanted to know as they say it with the class.

### Body

1. Ask the class to recall the number bonds taught in addition and come up with number bonds equal to 15.



### Knowledge

Addition and Subtraction

### Learning Competency

#### M1AL-IIIh-8

- Constructs equivalent number expression using addition and subtraction

### KU

Numbers can be used to count, label, order, identify, measure and describe things and experiences.

### KQ

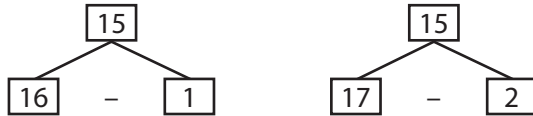
How do we use numbers everyday?

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2. Using the same number, let the pupils think of other number bonds equal to 15, but this time, using subtraction.



3. Tell the class that since all expressions are equal to 15, we can equate the expressions:

$$10 + 5 = 16 - 1 \qquad 9 + 6 = 16 - 1$$
$$10 + 5 = 17 - 2 \qquad 9 + 6 = 17 - 2$$

4. Ask some pupils to give other equivalent expressions for the number 15.
5. Post another number on the board. Let the pupils think equivalent expressions using addition and subtraction.
6. Post a matching activity. Using *Think-Pair-Share* activity (Lyman, 1981), ask the pupils to answer individually then form in pairs to discuss their thoughts and compare their answers. The pairs will share their answers to the whole class.

1. $12 - 7$	a. $25 - 4$
2. $16 + 5$	b. $20 - 1$
3. $19 - 10$	c. $3 + 2$
4. $18 - 6$	d. $5 + 4$
5. $13 + 6$	e. $6 + 6$

7. Present a situation that includes equivalent expressions using addition and subtraction.

Example:

*In a mango tree, there are five birds in a branch. Three birds came and joined. While, at the other branch of the tree, there are ten birds but two birds flew. How many birds do each branch have?*

8. Group the pupils into four groups. Let each group come up with a situation that shows equivalent expressions using addition and subtraction. Let each group present their work to the whole class.

### Conclusion

Use *Stoplight Signal Cards* to assess the pupils' level of understanding of the lesson.



RED means "Stop. I'm lost."

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

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

### Identifying and Creating Patterns to Compose and Decompose Using Addition

#### Introduction

As a preliminary activity, let the pupils answer the matching activity below:

1. 9	a. $10 + 10$
2. 10	b. $8 + 6$
3. 6	c. $4 + 5$
4. 14	d. $2 + 4$
5. 20	e. $5 + 5$

#### Body

1. Let the pupils bring a family picture with them. Then ask, "What does the picture show?" *Possible answers: happy family, the number of people in the family, father, mother, and the number of kids.*
2. Ask some volunteers: "How many people are there in the picture?" Write the answer on the board.
3. Discuss with the class, "How can we put the family members into two groups?"

#### Knowledge

Compose and Decompose Using Addition

#### Learning Competency

##### M1AL-IIIi-9

- Identifies and creates patterns to compose and decompose using addition

#### KU

We use numbers to represent objects and things around us.

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4. Ask the pupils to make number stories involving the members of their own family. Write the numbers that came up on the board.
5. Using the pupils' stories about their family, discuss with the class how to compose and decompose numbers using addition.

Examples:

$$6 = 0 + 6, 1 + 5, 2 + 4, 3 + 3$$

$$5 = 5 + 0, 4 + 1, 3 + 2$$

$$4 = 0 + 4, 1 + 3, 2 + 2$$

6. At this point, ask the pupils to form a group with three members and choose a task below:
  - a. Create a story that involves composing and decomposing a number in a school setting.
  - b. Create a song that involves composing and decomposing a number.
  - c. Draw an illustration of objects or people that involves composing and decomposing a number.

### Conclusion

To assess the pupils' understanding of the lesson, let them complete the sentence.

"I have learned today \_\_\_\_\_  
\_\_\_\_\_ and I promise that  
\_\_\_\_\_."

### KQ

Why/When do we use numbers?

### Differentiated Activities