SUPPLEMENTAL LESSONS

Math Grade 1
4th Quarter

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4th Quarter Grade 1
Supplemental Lesson Plan

Collecting Data on One Variable Through Simple Interview

Introduction

Engage the class into a grouping according to category activity. Tell the class to go in front if the category fits them.

    a.   I am 7 years old.

    b.   Math is my favorite subject.

    c.   Apple is my favorite fruit.

    d.   I am an only child.

Body

1. Using the preliminary activity, introduce to the class gathering and collecting data. Ask the pupils the following questions:

    a.   How many in the class are 7 years old?

    b.   How many in the class whose favorite subject is Math?

    c.   How many in the class whose favorite fruit is apple?

    d.   How many in the class is an only child?

2. Tell the class that we can collect information and data about people, objects, places, and others using interview.

3. Ask the pupils to ask their classmates' favorite color and record and tally it on their notebook.

Color	Tally	Total
Red		
Blue		
Yellow		

Green		
Orange		
Violet		
Pink		

Ask the pupils:

- How many of your classmates like red? Blue? Yellow?
- What color is the most favorite among your classmates?

4. Explain to the class the importance of gathering data and information.

5. For enhancement, ask the pupils to choose one of the following tasks:

a. Interview 10 Grade 6 pupils on what they want to become (career) when they grow up.

b. Interview 10 adults on their means of transportation from work going home.

c. Interview 10 Grade 3 pupils on what channel they are mostly tuned in.

Differentiated Activities

Conclusion

To summarize the pupils' understanding on the topic, conduct a spin-off *Ticket to Leave* (Rutherford, 2008) activity.

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

When you get home, what will you tell your parents you learned today?

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Solving Problems Using Data Presented in Pictograph Without Scales

Introduction

1. Draw on the board 5 rows corresponding to 5 different types of food found in a fast-food restaurant: hamburger, french fries, fried chicken, ice cream, and spaghetti.
2. Stick the pictures of the food at the beginning of each row. Ask the pupils which one of the five food they like to eat most. Have them get the food and draw a tick in the row that shows their favorite food.
3. Once everyone has finished, tell the class that they have just created another pictograph that tell about their favorite fast food.

Body

1. Using the information in the preliminary activity, ask the following questions:

   Processing Questions:
   a. How many pupils like hamburgers?
   b. There are _____ pupils in the class who like french fries.
   c. Most children like _____.
   d. There are _____ more children who like _____ than _____.
   e. There are _____ fewer children who like _____ than _____.

2. Go through with the pupils more examples of solving problems using data presented in a pictograph.

   Example:

Favorite Pets		
Pet	Tally Marks	Number
🐱	╫╫ ╫╫	10
🐶	‖‖‖	4
🐻	╫╫ ‖	6

3. For enrichment, let the pupils do a group activity on making their own pictograph.

    a. Divide the class into three groups and instruct them to work together to think of information about the members of their group that they want to show.

    b. Have them draw a pictograph on a cartolina or a large sheet of paper that shows the information and think of a title for their pictograph.

    c. Ask each group to post their work on the board.

    d. Let the members of the group ask their classmates questions about their pictograph, and vice versa.

4. For more practice, let the pupils answer an interactive online game on pictographs. (Sample site: http://www.softschools.com/math/data_analysis/pictograph/games/)

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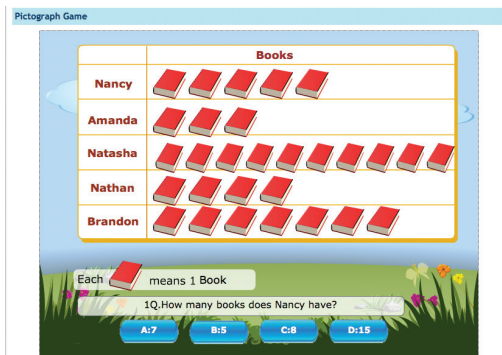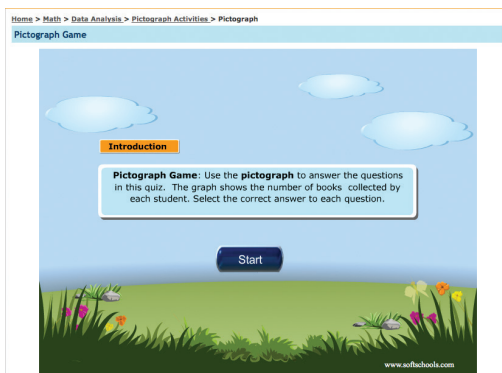
Conclusion

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

means "I understand it."

means "I understand some of it."

means "I do not understand it."

1. I can read and interpret information on a pictograph.
2. I can draw a pictograph.
3. I can give relationships on the information in a pictograph.

Determining the Likelihood of an Event

Introduction

1. Assess the pupils' prior knowledge on determining the likelihood of an event using an Anticipation-Reaction Guide below:

Before	Likely or Unlikely?	After
	1. A monkey will learn to read.	
	2. It will rain.	
	3. You will have homework.	
	4. An owl will be your teacher.	
	5. You will play with your friends.	

2. Call on volunteers to share their answers for each item. Write their answers on the board.

Knowledge

Likelihood of an Event

Learning Competencies

M1SP-IVi-7.1

- Tells whether an event is likely or unlikely to happen

M1SP-IVj-8.1

- Describes events in real-life situations using the phrases "likely" or "unlikely to happen"

Body

1. Show to the class an opaque container, colored marbles or small balls (6 blue, 3 red, and 1 white). Show to the pupils how each marble is put inside the bag. Ask again how many marbles of each color are in the bag.

2. Tell the class that you are going to pull out a marble from the bag without looking, ask the pupils:

   a. What color of the marble will be likely pulled out from the bag? *(Blue, because there are more blue marbles than red and white.)*

   b. What color of the marble will be unlikely be pulled out from the bag*? (White, because white marble has the least number of marbles in the bag.)*

3. Explain to the class how to determine if an event is likely or unlikely to happen.

4. Give the pupils real-life situations and let them determine whether it is likely or unlikely to happen.

   Example:

   We will eat dinner tonight.

   All my hair will fall out tonight.

5. For practice, divide the class into two groups. One group will be Group Likely and the other group is the Group Unlikely. Give each group a piece of paper and tell them to write situations which show likely or unlikely things to happen.

6. Ask a volunteer from each group to share to the class their group's work.

Conclusion

1. Let the pupils answer the After Column of the Anticipation-Reaction Guide in the preliminary activity.

KU

The way that data is collected, organized, and displayed influences interpretation.

KQ

How do people use data to influence others?

2. Then ask the pupils to complete the **Learning Log Matrix** to show their understanding of the likelihood of an event.

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