

SUPPLEMENTAL LESSONS

**Math Grade 1
2nd Quarter**



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2nd Quarter Grade 1 Supplemental Lesson Plan

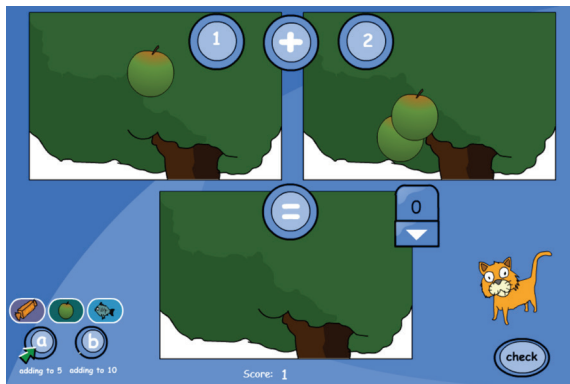
Adding Two One-digit Numbers Mentally

Introduction

1. Conduct a review on counting numbers using objects or pictures.
2. Write on the board:
"1 more than 3 is _____."
"2 more than 4 is _____."
"3 more than 5 is _____."
"4 more than 6 is _____."
"5 more than 7 is _____."
3. Ask pupils to fill in the blanks.
4. Ask the pupils to translate the following into mathematical sentences.

Body

1. Let the pupils recall the concept of addition using an interactive game on adding two single-digit numbers. (Sample Site: <http://www.iboard.co.uk/iwb/Simple-Addition-Stories-721>)



2. Conduct a warm-up activity on adding two one-digit numbers using flash cards.
3. Conduct a game on adding two one-digit numbers mentally involving the whole class.
 - a. Call on two volunteers from the class to start with.

Knowledge

Adding Two One-Digit Numbers Mentally

Learning Competency

M1NS-IIa-28.1a

- Adds two one-digit numbers using appropriate mental techniques (e.g. adding doubles and/or near-doubles)

KU

We use numbers to represent objects and things around us.

KQ

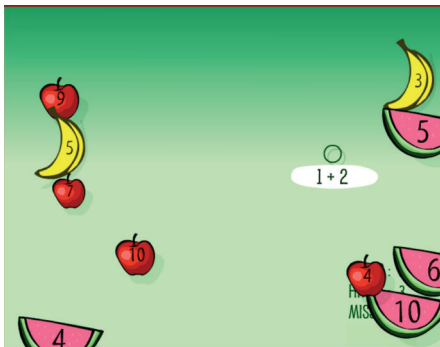
Why/When do we use numbers?

Differentiated Activities

- b. Show to them an addition phrase, a number phrase, or some pictures that show addition of two one-digit numbers.
- c. The first pupil to answer the question correctly is the winner.
- d. The winner will choose from the remaining classmates to be his/her opponent for another set of questions.
- e. The number of pupils beaten is the number of points, but the pupil who is unbeaten is declared the winner of the game.

Processing Questions:

- How did you feel during the game?
 - What are the skills you developed during the game?
 - How can you add two one-digit numbers faster?
4. For skill building, ask the pupils to answer an interactive web game on adding one-digit numbers. (Sample Site: http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot_addition.htm)



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 _____."

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Addition of Whole Numbers Including Money

Introduction

- Show to the class pictures of Philippine bills and coins or show them real bills or coins.
- Let them identify the value of each bill and coin.

Body

1. Show to the class picture of children buying something in a store or a video clip that shows children buying something.
2. Using the picture or video, create a situation involving addition of money.

Example:

Risa went to a sari-sari store to buy chocolates worth ₱5.00 and chewy candies worth ₱3.00. How much should Risa pay?

3. Call on volunteers to create another situation on the picture or clip that was shown.
4. Conduct a spin-off *Power of Two* (Bellanca, 2009).
 - a. Ask the pupils to create their own situations involving addition of numbers involving money individually.
 - b. When all pupils finish the task, ask them to form pairs.
 - c. Instruct each pair to discuss the problem created and the answers.
 - d. Then call on volunteers to share their problems with the class and ask them to call one of their classmates to answer.
5. For enrichment, let the pupils choose one task from the following:
 - a. Create a situation in a bookstore that involves addition of numbers involving money.

Knowledge

Addition of Whole Numbers Using Money

Learning Competency

M1NS-Ile-30.1

- Creates situations involving addition of whole numbers including money

KU

We use numbers to represent objects and things around us.

KQ

Why/When do we use numbers?

Differentiated Activities

- b. Create a situation in an office that involves addition of numbers involving money.
- c. Create a situation in a grocery that involves addition of numbers involving money.

Conclusion

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

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

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

Illustrating Subtraction

Introduction

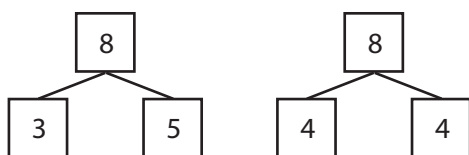
1. Elicit pupils' prior knowledge on subtraction using KWL Strategy (Ogle, 1986).

What I Know	What I Want to Know	What I Learned

2. 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.



Knowledge Subtraction

Learning Competencies

M1NS-IIf-24

- Illustrates subtraction as "taking away" or "comparing" elements of sets

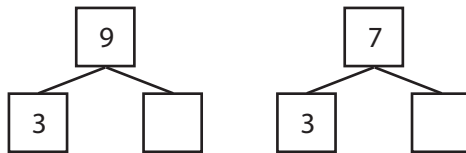
M1NS-IIf-25

- Illustrates that addition and subtraction are inverse operations.

KU

We use numbers to represent objects and things around us.

2. Ask some pupils to complete the number bonds.



3. At this point, show to the class a picture of birds on a tree. Say, "There are 7 birds on a tree first, 2 birds fly away. How many birds were left?"
4. Show to the class subtraction as taking away or crossing out using objects or linking cubes. Show the pupils 7 linking cubes and ask:
- Are there as many cubes as birds in the picture? (Yes)
 - 2 birds fly away, so we take away 2 cubes.
- Ask a volunteer to count the remaining cubes.
5. Explain to the pupils that to subtract means "to take away."
6. Write on the board the subtraction sentence that represents the previous situation $7 - 2 = 5$.
7. Explain also with the class that the symbol " - " is the "minus sign" which means "to subtract" or "take away."
8. Call on volunteers to read subtraction sentences.
9. Go back on the picture of birds. Replace the 2 birds fly away with 9 birds fly away. Guide the pupils to see that it is not possible for more birds to fly away than there are on the tree.
10. Emphasize to the pupils that in subtraction, the bigger number must always be in front of the minus sign. Explain that the reason for this is because we cannot take away more than what we have.
11. Go through other examples of other objects and provide more examples as needed.

KQ

Why/When do we use numbers?

Conclusion

Use *Stoptight Signal Cards* to assess the pupils' level of understanding of subtraction.



RED means "Stop. I'm lost."

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

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

Subtraction of Whole Numbers Involving Money

Introduction

As motivation, let the pupils watch and learn a subtraction -1 song.

Body

1. Select two pupils randomly and ask them to stand in front of the class. Make a subtraction story about them involving money. Encourage also the pupils to act out as you narrate the story.

Example:

Pupil A went to the canteen. He/She bought a sandwich worth ₱6.00 from a lady. If he/she gave ₱10.00 to the lady, how much is his/her change?

2. Ask a volunteer to answer the problem in the story.
3. Call on other pupils to act out another story.
4. At this point, ask the pupils to form a group with four members and choose a task below:
 - a. Create a story about subtraction involving money and act it out in front of the class. Show also in the story the answer to the problem.

Knowledge

Numbers up to 100

Learning Competency

M1NS-IIj-35.1

- Creates situations involving subtraction of whole number including money

KU

We use numbers to represent objects and things around us.

KQ

Why/When do we use numbers?

Differentiated Activities

- b. Create a situation about subtraction involving money and perform it in front of the class in a group orally.
 - c. Create a situation about subtraction involving money and sing it out in front of the class.
5. Give the pupils practice exercises in answering problems on subtraction involving money.

Conclusion

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

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