CURRICULUM MAP

Real-Life Mathematics 1 (Second Edition)

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series title comes with functional teachers guide that provides you with a detailed curriculum map per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following curriculum map most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for Mathematics Grade 1 (August 2016)
Grade Level Standards	Taken from the DepEd Curriculum Guide for Mathematics Grade 1 (August 2016)
Content Standards	Taken from the DepEd Curriculum Guide for Mathematics Grade 1 (August 2016)
Performance Standards	Taken from the DepEd Curriculum Guide for Mathematics Grade 1 (August 2016)
Content	Taken from the textbook: ***Real-Life Mathematics 1 (Second Edition)***
K-12 Learning Competencies with MELCs	Taken from the DepEd Curriculum Guide for Mathematics. The **Most Essential Learning Competencies (MELCs)** mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the World Economic Forum, *New Vision for Education (2015)*
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.

LEARNING SKILLS (**Competencies**): Communication ▪ Collaboration ▪ Critical thinking/problem solving ▪ Creativity
LITERACY SKILLS (**Foundation Literacies**): Literacy and numeracy ▪ Scientific literacy ▪ ICT literacy ▪ Financial literacy ▪ Cultural literacy ▪ Civic literacy
LIFE SKILLS (**Character Qualities**): Initiative ▪ Persistence ▪ Adaptability ▪ Curiosity ▪ Leadership ▪ Social and cultural awareness ▪ Career ▪ Work ethics

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Key Stage Standards (K–3)	At the end of grade 3, the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10,000 and the four fundamental operations including money, ordinal numbers up to 100th, and basic concepts of fractions); measurement (time, length, mass, capacity, and area of square and rectangle); geometry (2- and 3-dimensional objects, lines, symmetry, and tessellation); patterns and algebra (continuous and repeating patterns and number sentences); statistics and probability (data collection and representation in tables, pictographs and bar graphs, and outcomes) as applied—using appropriate technology—in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
Grade Level Standard	The learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 100, ordinal numbers up to 10th, money up to ₱100, addition and subtraction of whole numbers, and fractions ½ and ¼); geometry (2- and 3-dimensional objects); patterns and algebra (continuous and repeating patterns and number sentences); measurement (time, nonstandard measures of length, mass, and capacity); and statistics and probability (tables, pictographs, and outcomes) as applied—using appropriate technology—in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.

1st Quarter

Chapter 1: *Numbers Through 100*		**Time Frame**: 33 days	
Content Standard	The learner demonstrates understanding of whole numbers up to 100, ordinal numbers up to 10th, and money up to ₱100.	**Performance Standards**	The learner is able to . . . • recognize, represent, and order whole numbers up to 100 and money up to ₱100 in various forms and contexts; and • recognize and represent ordinal numbers up to 10th in various forms and contexts.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Numbers from 0 to 10	**M1NS-Ia-1.1** Visualize and represent numbers from 0 to 100 using a variety of materials	**Literacy and Numeracy** • Recognizing numbers 0 to 10 • Learning to read and write numbers 0 to	**Action Song** Having the pupils sing “I Have Two Hands” to introduce the lesson at hand	**Formative** • Written exercise • Think-Pair-Share	• Accuracy • Teamwork	• counters • picture cards • slates • empty box or any container

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	M1NS-Ia-1.1 MELC Visualize, represent, and count numbers from 0 to 100 using a variety of materials and methods	10 in words and in figures **Collaboration** Working in pairs for activities	**Guided Learning** • Illustrating the first ten counting numbers, including zero, using pictures and concrete models • Having the pupils read and write numbers in words and in figures			
LESSON 2 Numbers from 11 to 100	**M1NS-Ia-1.1** Visualize and represent numbers from 0 to 100 using a variety of materials **M1NS-Ia-1.1** MELC Visualize, represent, and count numbers from 0 to 100 using a variety of materials and methods	**Literacy and Numeracy** Representing numbers from 11 to 100 using various materials **Critical Thinking** Recognizing 2-digit numbers in terms of tens and ones	**Review** Recalling the numbers 0 to 10 using picture cards **Use of Manipulatives** • Introducing the numbers 11 to 20 using counters • Pointing out that 2-digit numbers have tens and ones • Illustrating the numbers 21 to 99 using bundles and pieces of straws **Seatwork** Having the pupils complete a 10 by 10 grid by filling in missing numbers from 1 to 100, and identify the numbers as tens and ones from 2-digit numbers	**Formative** Written exercise	• Accuracy • Creativity	• picture cards • counters • bundles of straws • pieces of straw • 10-by-10 grid
LESSON 3 Numbers in Groups of Tens and Ones	**M1NS-Ib-2.1** Count the number of objects in a given set by ones and tens	**Literacy and Numeracy** Learning to identify which numbers belong to the group of ones or tens	**Oral Drill** Having the pupils count orally from 1 to 10	**Formative** • Written exercise • Think-Pair-Share	• Accuracy • Teamwork	counters for tens and ones

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		Collaboration Working in pairs for activities	**Explicit Instruction** • Showing illustrations of 2-digit numbers grouped into tens and ones • Having the pupils apply previously acquired knowledge to count numbers grouped into tens and ones **Think-Pair-Share** Having the pairs form 2-digit numbers using counters and identify the numbers as tens and ones			
LESSON 4 One More and One Less Order	**M1NS-Ib-3** MELC Identify the number that is one more or one less from a given number	**Literacy and Numeracy** Identifying a number that is one less or more than a given number **Critical Thinking** Being able to visualize counting forward and backward using a number chart **Collaboration** Working in pairs for activities	**Drill and Practice** • Counting from 1 to 10 orally • Identifying the number/answer from a set of given symbols or words **Demonstration** • Showing how to find a number less or more than a given number using a number chart • Providing examples for pupils to answer	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Accuracy • Teamwork	• chart showing numbers 1 to 10 • Popsicle sticks
LESSON 5 Forming and Breaking Down Sets	**M1NS-Ic-4** Compose and decompose a given number (e.g., 5 is 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4, 0 and 5)	**Literacy and Numeracy** Learning to compose and decompose 1-digit numbers	**Review** Identifying sets with less or more objects using picture cards of dominoes	**Formative** Written exercise	• Creativity • Precision • Appreciation and application of acquired numeracy skills	• picture cards of dominoes • paper clips or other countable small objects

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		Critical Thinking Discovering patterns in decomposing and composing 1-digit numbers	**Guided Discovery** • Leading the pupils to compose and decompose 1-digit numbers using small objects such as paper clips • Guiding the pupils to verbalize statements that describe the two sets representing a given number • Providing several examples			
LESSON 6 Regrouping Sets	**M1NS- Id-5** MELC Regroup sets of ones into sets of tens and sets of tens into hundreds using objects	**Literacy and Numeracy** Regrouping sets of ones to tens and sets of tens to hundreds **Critical Thinking** Realizing the importance of grouping sets of objects **Collaboration** Working in pairs for activities	**Review** • Counting numbers from 1 to 100 • Identifying the number of tens and ones in 2-digit numbers **Explicit Instruction** • Presenting a problem that involves grouping objects to make tens • Pointing out the advantage of grouping objects into sets • Explaining how to regroup sets of ones to tens and sets of tens to hundreds	**Formative** • Written exercise • Think-Pair-Share	• Precision • Teamwork	(none)
LESSON 7 Comparing Sets	**M1NS-Id-6** Visualize, represent, and compare two sets using the expressions “less than,” “more than,” and “as many as”	**Literacy and Numeracy** Learning to visualize and compare two sets	**Review** Naming numbers for sets using pictures	**Formative** Written exercise	• Objectivity in comparing two sets of numbers • Attention to details • Appreciation of sets	• pictures of sets • cutouts • real objects • flannel board

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	MELC **Compare two sets using the expressions "less than," "more than," and "as many as"** and order sets from least to greatest and vice versa	**Critical Thinking** Identifying the relationship between sets	**Guided Learning** • Leading the pupils to compare sets using real objects and pictures • Guiding the pupils to use the expressions *more than*, *less than*, and *as many as* • Providing several examples			
LESSON 8 Ordering Sets	**M1NS-Ie-7** Visualize, represent, and order sets from least to greatest and vice versa MELC Compare two sets using the expressions "less than," "more than," and "as many as" and **order sets from least to greatest and vice versa**	**Literacy and Numeracy** Visualizing and ordering sets in two ways **Communication** Expressing ideas using own words	**Review** Comparing sets using *greater than*, *less than*, and *as many as* **Discussion** • Illustrating how to order three sets of objects by comparing two sets at a time • Explaining what *least* and *greatest* mean • Demonstrating how to order sets in two ways • Providing several examples	**Formative** Written exercise	Accuracy in ordering sets from least to greatest or vice versa	pictures of sets of objects
LESSON 9 Skip Counting by 2s, 5s, and 10s	**M1NS-Ie-8.1** Visualize and count by 2s, 5s, and 10s through 100	**Literacy and Numeracy** Learning to count numbers by 2s, 5s, and 10s	**Motivation** • Recalling previously learned concepts about the numbers 1 to 100 using a number chart • Guiding the pupils in counting by 2s, 5s,	**Formative** Written exercise	Speed and accuracy in skip counting	• number chart • picture chart

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			and 10s using a number chart **Explicit Instruction** • Introducing the term *skip counting* and pointing out its advantage • Providing more examples of skip counting by 2s, 5s, and 10s			
LESSON 10 Reading and Writing Numbers More Than 10	**M1NS-If-9.1** MELC Read and write numbers up to 100 in symbols and in words	**Literacy and Numeracy** Reading and writing numbers up to 100 in symbols and in words **Collaboration** Working in pairs in activities	**Review** • Counting up to 100 • Writing digits 0 to 9 in symbols and in words • Reciting a poem about the numbers 1 to 10 **Discussion** • Recalling how to identify the number of tens and ones in 2-digit numbers • Guiding the pupils in writing 2-digit numbers as symbols and in words • Calling on pupils to read numbers 1 to 100 from symbols and words • Pointing out the “teen” numbers between 10 and 20 and the number words for tens	**Formative** • Written exercise • Think-Pair-Share	• Teamwork • Cooperation • Speed and accuracy	number chart

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LESSON 11 Place Values of Two-Digit Numbers	**M1NS-Ig-10.1** MELC Visualize and give the place value and value of a digit in one- and two-digit numbers	**Literacy and Numeracy** Learning to identify the place value and value of a digit in a number **Collaboration** Working in pairs in activities	**Review** Naming numbers represented by sets of tens and ones using drinking straws **Guided Learning** Leading the pupils to the notion that 10 tens and 0 ones is the same as 100 using base-ten sets **Group Work** • Dividing the class into groups of three or four and giving each team a place value chart, drinking straws, and rubber bands • Letting the pupils bundle the straws in 10s and place the appropriate number of bundles and individual straws in the tens and ones column of the chart based on a given number • Emphasizing how the place value chart tells how many or how much the digits in numbers mean	**Formative** • Written exercise • Think-Pair-Share	• Teamwork • Cooperation • Speed and accuracy	• concrete materials such as drinking straw • base-ten sets • place value charts • 10 by 10 grid drawn on a piece of cartolina • rubber bands
LESSON 12 Renaming Numbers into Tens and Ones	**M1NS-Ig-11** MELC Rename numbers into tens and ones	**Literacy and Numeracy** Renaming numbers into tens and ones	**Motivation** • Presenting a problem involving counting objects grouped into tens and ones	**Formative** Written exercise	• Teamwork • Cooperation • Speed and accuracy	counters

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		Collaboration Working harmoniously with peers	• Guiding the pupils in answering the problem **Discussion** • Processing the previous activity to introduce the lesson at hand • Providing other examples **Group Work** • Dividing the class into groups of three and having each group form sets of tens and ones to show given numbers • Letting each group identify the tens and ones through a chart for each number formed			
LESSON 13 Comparing Numbers	**M1NS-Ih-12.1** Visualize, represent, and compare numbers up to 100 using relation symbols MELC **Compare numbers up to 100 using relation symbols** and order them in increasing or decreasing order	**Literacy and Numeracy** Comparing numbers up to 100 using relation symbols **Communication** Expressing own ideas clearly	**Drill and Practice** Identifying sets with more or less objects using counter or real objects **Explicit Instruction** • Recalling how to compare sets using expressions such as *greater than* or *less than* • Leading the pupils to use relation symbols to compare numbers • Guiding the pupils to compare 2-digit	**Formative** • Written exercise • Problem solving	• Speed and accuracy in comparing numbers • Attention to details	• real objects such as crayons, pencils, pens • cutouts • flannel board • place value chart

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			numbers using a place value chart			
LESSON 14 Ordering Numbers	**M1NS-Ih-13.1** Visualize, represent, and order numbers up to 100 in increasing or decreasing order MELC Compare numbers up to 100 using relation symbols and **order them in increasing or decreasing order**	**Literacy and Numeracy** Learning to arrange numbers in increasing and decreasing order	**Review** Comparing numbers **Discussion** • Recalling how to order sets • Guiding the pupils in answering a word problem involving ordering numbers • Illustrating how to order numbers using a number line • Giving other examples for pupils to work on	**Formative** Written exercise	Accuracy in ordering numbers	pictures of sets
LESSON 15 Ordinal Numbers	**M1NS-Ii-16.1** Identify the 1st, 2nd, 3rd, up to 10th object in a given set from a given point of reference **M1NS-Ii-17.1** Read and write ordinal numbers: 1st, 2nd, 3rd, up to 10th MELC Identify, read, and write ordinal numbers: 1st, 2nd, 3rd, up to 10th object in a given set from a given point of reference	**Literacy and Numeracy** • Naming the ordinal position of objects or persons in a set • Reading and writing ordinal numbers in symbols and in words **Collaboration** Working harmoniously with peers **Communication** Expressing own ideas clearly	**Guided Learning** • Showing a picture of 10 children lined up and pointing out the order in which the children are arranged • Leading the pupils to define *ordinal numbers* and to identify the position of each child from a given point of reference • Having the pupils compare ordinal and whole numbers • Calling on pupils to read ordinal numbers in symbols and in words • Providing other examples	**Formative** • Written exercise • Think-Pair-Share • Group work • Homework	• Teamwork • Cooperation • Speed and accuracy • Perseverance	• picture cards • cutouts • ordinal number cards • actual objects or other manipulatives

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LESSON 16 Philippine Coins and Notes	**M1NS-lj-19.1** MELC Recognize and compare coins and bills up to PhP100 and their notations	**Literacy and Numeracy** • Recognizing coins and bills up to ₱100 • Comparing amounts using relation symbols **Financial Literacy** Learning to estimate objects that can be bought given the amount of money	**Explicit Instruction** • Showing the pupils sets of Philippine coins and notes up to ₱100 • Describing each note and coin in terms of color, shape, size, and symbol and identifying its value • Leading the pupils to write amounts in symbols and in words and pointing out the symbols used • Explaining how to compare pairs of amounts using relation symbols	**Formative** • Written exercise • Problem solving **Summative** Written exercise	• Accuracy • Fairness • Honesty when dealing with money	• coins • paper money (notes)

**Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter.*

2nd Quarter

Chapter 2: *Addition of Numbers*		**Time Frame:** 21 days	
Content Standard	The learner demonstrates understanding of addition of whole numbers up to 100, including money.	**Performance Standard**	The learner is able to apply addition of whole numbers up to 100, including money, in mathematical problems and in real-life situations.

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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Understanding Addition	**M1NS-IIa-23** MELC Illustrate addition as "putting together or combining or joining sets"	**Literacy and Numeracy** Understanding the meaning of addition **Communication** Expressing own ideas clearly **Collaboration** Working in pairs for activities	**Motivation** Calling on pupils to share simple number stories involving addition using picture cards **Discussion** • Processing the pupils' responses to introduce the term *addition* • Pointing out how putting together two sets form a new set • Providing several examples	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Application of addition in everyday life situations • Teamwork • Cooperation • Speed and accuracy • Perseverance	picture cards showing 1 to 4 objects such as flowers, dolls, or balls
LESSON 2 The Zero and Order Properties of Addition	**M1NS-IIa-26.1** Visualize and add two one-digit numbers with sums up to 18 using the order and zero properties of addition MELC Visualize and add the following numbers using appropriate techniques: a. **two 1-digit numbers with sums up to 18** b. three 1-digit numbers c. numbers with sums through 99 without and with regrouping	**Literacy and Numeracy** • Understanding zero and the order properties of addition • Applying the properties in adding numbers with sums up to 18 **Collaboration** Working in pairs for activities	**Review** Stating an addition sentence for combining sets **Guided Learning** • Leading the pupils to write addition sentences in symbols • Recalling the meaning of the number 0 • Providing examples of addition sentences to introduce zero and the order properties of addition	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Teamwork • Cooperation • Speed and accuracy	pictures of sets of objects

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			• Giving exercises for pupils to work on			
LESSON 3 Grouping Property of Addition	**M1NS-IIb-26.2** Visualize and add three one-digit numbers using the grouping property of addition MELC Visualize and add the following numbers using appropriate techniques: a. two 1-digit numbers with sums up to 18 **b. three 1-digit numbers** c. numbers with sums through 99 without and with regrouping	**Literacy and Numeracy** • Understanding the grouping property of addition • Applying the grouping property to add three one-digit numbers **Collaboration** Working in pairs for activities	**Oral Drill** Practicing basic addition facts using flash cards **Explicit Instruction** • Presenting a problem involving addition with three addends • Explaining how to add numbers two at a time to find the solution • Providing other addition sentences to introduce the grouping property	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Teamwork • Cooperation • Speed and accuracy	• flash cards of addition with sums up to 18 • number cards
LESSON 4 Adding Two to Three Addends	**M1NS-IIb-27.1** Visualize and add two to three one-digit numbers horizontally and vertically	**Literacy and Numeracy** • Adding two to three addends horizontally and vertically • Applying the grouping property to add three one-digit numbers **Collaboration** Working in pairs for activities	**Drill and Practice** Practicing basic addition facts **Explicit Instruction** • Presenting simple addition problems with two to three addends using real objects • Having the pupils give the addition sentence for each problem • Writing the addition sentences horizontally and vertically • Pointing out the addends and sum in	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Teamwork • Cooperation • Speed and accuracy • Persistence • Patience	• real objects such as crayons, pencils, and Popsicle sticks • slates

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			each addition sentence • Recalling the grouping property to find the sum of three addends			
LESSON 5 Adding with Regrouping	**M1NS-IIc-27.2** Use expanded form to explain the meaning of addition with regrouping	**Literacy and Numeracy** Adding two 2-digit numbers using expanded form **Critical Thinking** Learning when and how to regroup in addition **Collaboration** Working in pairs for activities	**Review** Renaming 2-digit numbers into tens and ones using a chart and a base-ten set **Guided Learning** • Presenting a problem involving addition with regrouping • Asking comprehension questions about the problem • Demonstrating how to add two 2-digit numbers with regrouping using the expanded form • Providing other examples	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Teamwork • Cooperation • Speed and accuracy	• chart • base-ten set
LESSON 6 Adding Two-Digit Numbers	**M1NS-IIc-27.3** Visualize and add numbers with sums through 99 without or with regrouping MELC Visualize and add the following numbers using appropriate techniques: a. two 1-digit numbers with sums up to 18	**Literacy and Numeracy** Adding 2-digit numbers without and with regrouping **Communication** Expressing own ideas clearly **Critical Thinking** Learning when and how to regroup in addition	**Review** Recalling the concept of place value **Use of Manipulatives** Leading the pupils to add two 2-digit numbers without and with regrouping using various materials and a place value chart	**Formative** • Written exercise • Problem solving • Homework	• Accuracy • Persistence	• place value chart • tens strips • square units to represent ones • bundled straws of 10 and in singles

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	b. three 1-digit numbers **c. numbers with sums through 99 without and with regrouping**		**Discussion** Explaining how to add 2-digit numbers with regrouping using the short form			
LESSON 7 Mental Addition	**M1NS-IIa-28.1a** Add two one-digit numbers using appropriate mental techniques (e.g., adding doubles and/or near-doubles) **M1NS-IId-28.1b** Add mentally two to three one-digit numbers with sums up to 18 using appropriate strategies	**Literacy and Numeracy** Adding 1-digit numbers mentally **Critical Thinking** Applying appropriate techniques in mental addition **Collaboration** Working in pairs for activities	**Oral Drill** Practicing basic addition facts using flash cards **Demonstration** • Showing how to use different strategies to add 1-digit numbers mentally • Pointing out that various methods can be used in mental addition • Providing several examples	**Formative** • Written exercise • Think-Pair-Share	• Teamwork • Cooperation • Speed and accuracy • Perseverance in pursuing an activity in order to arrive at a useful result • Value of focusing on a given task	flash cards
LESSON 8 Mental Addition with Regrouping	**M1NS-IId-28.2** Add mentally two-digit numbers and one-digit numbers with regrouping using appropriate strategies	**Literacy and Numeracy** Adding mentally 2- and 1-digit numbers with regrouping **Critical Thinking** Applying appropriate techniques in mental addition **Collaboration** Working harmoniously with peers	**Group Game** Providing addition sentences given the sum **Review** Recalling mental addition strategies previously learned **Demonstration** • Presenting a problem involving addition of 2- and 1-digit numbers with regrouping • Illustrating how to solve the problem mentally using move-over method	**Formative** • Written exercise • Problem solving	• Teamwork • Cooperation • Speed and accuracy • Perseverance, patience, and focus on solving a given problem	• flash cards • slates

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			• Providing other examples • Showing another method of mentally adding 2- and 1-digit numbers with regrouping			
LESSON 9 One-Step Problems on Addition	**M1NS-IIe-29.1** MELC Visualize and solve one-step routine and nonroutine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem-solving strategies **M1NS-IIe-30.1** Create situations involving addition of whole numbers including money	**Problem Solving** Applying the four-step plan in solving addition word problems **Critical Thinking** Learning to use one's experiences in formulating own word problems **Communication** Expressing own ideas clearly **Collaboration** Working in pairs for activities	**Guided Learning** • Presenting a word problem and asking comprehension questions to help pupils understand the given facts • Explaining the four-step plan in problem solving • Working out the solution cooperatively with the pupils • Having the pupils recall experiences involving addition and leading them to create their own word problems	**Formative** • Think-Pair-Share • Problem solving **Summative** • Written exercise • Problem solving	• Teamwork • Cooperation • Accuracy • Creativity • Following procedures and instructions correctly • Being careful when following steps in problem solving	(none)

**Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter.*

Chapter 3: *Subtraction of Numbers*		**Time Frame:** 19 days	
Content Standard	The learner demonstrates understanding of subtraction of whole numbers up to 100, including money.	**Performance Standard**	The learner is able to apply subtraction of whole numbers up to 100, including money, in mathematical problems and in real-life situations.

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LESSON 1 Understanding Subtraction	**M1NS-IIf-24** MELC Illustrate subtraction as "taking away" or "comparing" elements of sets	**Literacy and Numeracy** • Understanding the meaning of subtraction • Writing subtraction sentences correctly **Communication** Expressing own ideas clearly	**Concrete-Pictorial-Abstract Method** • Introducing the concept of subtraction as "taking away" and "comparing" elements of sets using various objects and pictures • Leading the pupils to write number sentences in words and in symbols • Explaining the parts of a subtraction sentence • Providing several examples that have the pupils write subtraction sentences	**Formative** Written exercise	• Accuracy • Patience	• books • pictures
LESSON 2 Relationship Between Addition and Subtraction	**M1NS-IIf-25** MELC Illustrate that addition and subtraction are inverse operations	**Critical Thinking** Understanding subtraction as the opposite or the inverse of addition **Communication** Expressing own ideas clearly	**Guided Learning** • Presenting a problem involving addition and subtraction • Leading the pupils to observe how the two operations are related • Identifying the terms in an addition sentence that correspond to the	**Formative** • Written exercise • Problem solving	• Precision • Diligence	(none)

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			parts of a subtraction sentence • Explaining what related addition and subtraction facts mean • Providing several examples			
LESSON 3 Subtracting Through 18	**M1NS-IIg-32.1** Visualize, represent, and subtract one-digit numbers with minuends through 18 (basic facts) MELC Visualize, represent, and subtract the following numbers: a. **one-digit numbers with minuends through 18 (basic facts)** b. one- to two-digit numbers with minuends up to 99 without regrouping c. one- to two-digit numbers with minuends up to 99 with regrouping	**Literacy and Numeracy** Subtracting 1-digit numbers with minuends up to 18 **Critical Thinking** Using addition to check answer in subtraction **Collaboration** Working harmoniously with peers	**Explicit Instruction** • Presenting a word problem involving subtraction and asking comprehension questions to lead the pupils to the given facts • Guiding the pupils in using a number line to solve the problem • Giving other examples • Encouraging the pupils to master basic subtraction facts up to 18	**Formative** • Written exercise • Group game • Problem solving	• Teamwork • Cooperation • Speed and accuracy • Perseverance in trying to arrive at the correct answer	• pictures • number line
LESSON 4 Subtracting Two-Digit Numbers Without Regrouping	**M1NS-IIg-32.2** Visualize, represent, and subtract one- to two-digit numbers with minuends up to 99 without regrouping MELC Visualize, represent, and subtract the following numbers:	**Literacy and Numeracy** Subtracting 1- to 2-digit numbers without regrouping **Collaboration** Working in pairs for activities	**Explicit Instruction** • Presenting a word problem involving subtraction of two 2-digit numbers • Leading the pupils in coming up with a subtraction sentence and finding the answer using a place value chart	**Formative** • Written exercise • Think-Pair-Share • Problem solving	• Teamwork • Cooperation • Precision • Persistence in solving a given problem	(none)

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	a. one-digit numbers with minuends through 18 (basic facts) b. **one- to two-digit numbers with minuends up to 99 without regrouping** c. **one- to two-digit numbers with minuends up to 99 with regrouping**		• Providing other examples			
LESSON 5 Subtraction with Regrouping	**M1NS-IIh-32.3** Use the expanded form to explain subtraction with regrouping **M1NS-IIh-32.4** Visualize, represent, and subtract one- to two-digit numbers with minuends up to 99 with regrouping MELC Visualize, represent, and subtract the following numbers: a. one-digit numbers with minuends through 18 (basic facts) b. one- to two-digit numbers with minuends up to 99 without regrouping **c. one- to two-digit numbers with minuends up to 99 with regrouping**	**Literacy and Numeracy** Subtracting 1- to 2-digit numbers with regrouping **Critical Thinking** Applying previous knowledge to learn the topic at hand **Collaboration** Working harmoniously with peers	**Review** Subtracting 2-digit numbers without regrouping **Guided Learning** • Presenting a problem involving subtraction • Leading the pupils to observe the need to regroup to find the answer • Having the pupils recall regrouping of tens in addition and use this as a guide to regroup in subtraction • Providing other examples for pupils to practice on	**Formative** • Written exercise • Group work • Problem solving	• Teamwork • Cooperation • Precision	• place value chart • counters

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LESSON 6 Mental Subtraction	**M1NS-IIi-33.1** MELC Subtract mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies	**Literacy and Numeracy** Subtracting 1- to 2-digit numbers mentally **Critical Thinking** Applying appropriate techniques in mental subtraction	**Review** Renaming 2-digit numbers in their expanded form **Demonstration** • Asking pupils to give situations where mental subtraction is needed • Illustrating different methods of subtracting 1- to 2-digit numbers mentally • Providing several examples	**Formative** • Oral and written exercises • Problem solving	• Speed and accuracy • Developing the habit of maintaining focus when solving a given problem	number cards
LESSON 7 Word Problems on Subtraction	**M1NS-IIi-34.1** MELC Visualize, represent, and solve routine and nonroutine problems involving subtraction of whole numbers including money with minuends up to 99 with and without regrouping using appropriate problem-solving strategies and tools **M1NS-IIj-35.1** Create situations involving subtraction of whole number including money	**Problem Solving** Applying the four-step plan in solving subtraction word problems **Critical Thinking** Learning to use one's experiences in formulating own word problems **Communication** Expressing own ideas clearly	**Review** • Having the pupils recall subtraction problems previously discussed • Asking the pupils to identify word clues that led them to use subtraction in solving the problems **Guided Learning** • Leading the pupils to solve a word problem using the four-step plan • Asking comprehension questions about the problem • Pointing out the need to check if the obtained answer is correct	**Formative** Problem solving	• Precision • Creativity • Following steps and instructions carefully • Developing the habit of maintaining focus when solving a given problem	problems in the previous lessons written on a piece of manila paper

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			• Providing more examples • Guiding the pupils in creating their own word problems based on their experiences			
LESSON 8 Equal Groups of Objects	**M1NS-IIIa-37** MELC Count groups of equal quantity using concrete objects up to 50 and write an equivalent expression (e.g., 2 groups of 5)	**Literacy and Numeracy** • Learning to count groups of equal quantity • Writing equivalent expressions for groups of objects **Communication** Expressing own ideas clearly **Critical Thinking** Recognizing the relationship between skip counting and repeated addition	**Review** • Skip counting by 2s, 5s, and 10s • Leading the pupils to relate skip counting to repeated addition **Concrete-Pictorial-Abstract Method** • Having the pupils form groups of objects using various materials • Asking the pupils to describe the groups they formed using expressions and repeated addition sentence • Leading the pupils to observe that a given number may be represented by different groupings	**Formative** • Written exercise • Problem solving	• Objectivity in evaluating and making decisions based on mathematical facts • Sharing • Equality • Precision	counters such as Popsicle sticks, shells, and leaves numbering up to 50 each
LESSON 9 Grouping Objects Equally	**M1NS-IIIa-48** MELC Visualize, represent, and separate objects into groups of equal quantity using concrete objects up to 50 (e.g., 10 grouped by 5s)	**Literacy and Numeracy** • Learning to sort sets into groups of equal quantity • Writing equivalent expressions for groups of objects	**Review** Counting groups of equal quantity **Use of Manipulatives** • Guiding the pupils to sort sets into equal groups using counters	**Formative** Written exercise **Summative** • Written exercise • Problem solving	• Value of sharing • Equality • Perseverance • Precision	small objects that can be used as counters such as leaves or pebbles

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		Communication Expressing own ideas clearly	• Asking the pupils to describe how they grouped their counters • Pointing out how repeated subtraction can be used to find the number of groups			

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3rd Quarter

Chapter 4: *Fractions*		**Time Frame**: 4 days	
Content Standard	The learner demonstrates understanding of fractions ½ and ¼.	**Performance Standard**	The learner is able to recognize, represent, and compare fractions ½ and ¼ in various forms and contexts.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 One-half of a Whole	**M1NS-IIIb-72.1** Visualize and identify **1/2** and 1/4 of a whole object **M1NS-IIIc-73** Visualize, represent, and divide a whole into **halves** and fourths MELC Visualize, represent, and divide a whole into	**Literacy and Numeracy** • Visualizing and identifying one-half of a whole • Learning to divide wholes into halves **Collaboration** Working in pairs for activities	**Guided Learning** • Showing pictures of fruits cut into two equal parts • Having the pupils note each of the two equal parts of the fruits and introducing the term *one-half* and its symbol • Providing other examples using drawings that have	**Formative** • Written exercise • Think-Pair-Share	• Sharing with others the benefits/gifts received • Teamwork • Cooperation • Precision	(none)

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	halves and fourths and identify **1/2** and 1/4 of a whole object		the pupils divide objects into two equal parts			
LESSON 2 One-fourth of a Whole	**M1NS-IIIb-72.1** Visualize and identify 1/2 and **1/4** of a whole object **MN1S-IIIc-73** Visualize, represent, and divide a whole into halves and **fourths** MELC Visualize, represent, and divide a whole into halves and **fourths** and identify 1/2 and **1/4** of a whole object	**Literacy and Numeracy** • Visualizing and identifying one-fourth of a whole • Learning to divide wholes into fourths **Collaboration** Working in pairs for activities	**Review** Identifying and naming ½ of a whole **Guided Learning** • Having the pupils recall how to divide objects into two equal parts • Leading the pupils to divide further each half of the objects into two equal parts • Introducing the terms *one-fourth* and *quarter* and the corresponding symbol • Providing other examples	**Formative** • Written exercise • Think-Pair-Share	• Sharing with others the benefits/gifts received • Teamwork • Cooperation • Precision	(none)
LESSON 3 One-half of a Group	**M1NS-IIIc-74.1** Visualize and divide the elements of sets into two groups of equal quantities to show halves MELC Visualize, represent, and divide the elements of sets into **two groups of equal quantities to show halves** and four groups of equal quantities to show fourths	**Literacy and Numeracy** Visualizing and dividing sets into halves **Communication** Expressing own ideas clearly	**Explicit Instruction** • Introducing the concept of half of a set by forming a group of pupils with two boys and two girls • Asking comprehension questions to lead the pupils to separate the group into two halves • Providing other examples using pictures	**Formative** • Written exercise • Individual activity • Problem solving	• Precision • Value of sharing	square counters made of pieces of paper

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	M1NS-IIId-75 MELC Visualize and draw the whole region or set given its **1/2** and/or 1/4		• Guiding the pupils to find the whole set given its half			
LESSON 4 One-fourth of a Group	**M1NS-IIId-74.2** Visualize, represent, and divide the elements of sets into four groups of equal quantities to show fourths MELC Visualize, represent, and divide the elements of sets into two groups of equal quantities to show halves and **four groups of equal quantities to show fourths** **M1NS-IIId-75** MELC Visualize and draw the whole region or set given its 1/2 and/or **1/4**	**Literacy and Numeracy** Visualizing and dividing sets into fourths **Communication** Expressing own ideas clearly **Collaboration** Working in pairs for activities	**Review** Dividing sets into halves **Explicit Instruction** • Presenting a word problem involving dividing a set into fourths • Leading the pupils to find the answer to the problem • Pointing out that a fraction describes equal parts of a group • Providing other examples • Explaining how to find the whole set given its one-fourth	**Formative** • Written exercise • Think-Pair-Share • Problem solving **Summative** Written exercise	• Teamwork • Cooperation • Precision • Value of sharing	counters

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Chapter 5: *Shapes and Figures*		**Time Frame**: 4 days	
Content Standard	The learner demonstrates understanding of 2-dimensional and 3-dimensional figures.	**Performance Standard**	The learner is able to describe, compare, and construct 2-dimensional and 3-dimensional objects.

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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Common Shapes	**M1GE-IIIe-1** MELC Identify, name, and describe the four basic shapes (square, rectangle, triangle, and circle) in 2-dimensional (flat/plane) and 3-dimensional (solid) objects **M1GE-IIIf-3** MELC Draw the four basic shapes	**Literacy and Numeracy** Identifying and describing the four basic shapes **Creativity** Recognizing objects that are shaped like the basic figures **Communication** Expressing own ideas clearly	**Motivation** • Showing cutouts of basic shapes and having the pupils find objects in the room that are shaped like the cutouts • Introducing the term *shape* **Explicit Instruction** • Having the pupils continue identifying objects that are shaped alike using pictures • Pointing out the names of each of the four basic shapes and describing their properties • Guiding the pupils to draw the basic shapes	**Formative** Written exercise	• Following instructions carefully • Diligence • Precision	paper cutouts of the four basic shapes
LESSON 2 Plane and Space Figures	**M1GE-IIIe-2** Compare and classify 2-dimensional (flat/plane) and 3-dimensional (solid) figures according to common attributes **M1GE-IIIf-4** MELC Construct three-dimensional objects	**Literacy and Numeracy** Comparing and identifying the common attributes of plane and space figures **Creativity** Constructing models of space figures	**Review** • Recalling the four basic shapes using cutouts • Pointing out the reason why the basic shapes are called plane figures	**Formative** • Written exercise • Think-Pair-Share • Hands-on activity **Summative** Written exercise	• Teamwork • Cooperation • Following instructions carefully • Precision • Creativity	• cutouts of plane figures • models of solids • real objects • drinking straws • twist ties

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	(solid) using manipulative materials	**Communication** Expressing own ideas clearly **Collaboration** Working in pairs for activities	**Discussion** • Guiding the pupils to compare cutouts of basic shapes and models of solids, leading them to note the common attributes • Introducing the term *space figure* and identifying its three dimensions • Pointing out the names of each space figure **Demonstration** • Showing how to construct some space figures using manipulatives • Having the pupils construct other figures as homework			

Chapter 6: *Patterns*		**Time Frame**: 8 days	
Content Standard	The learner demonstrates understanding of continuous and repeating patterns and mathematical sentences.	**Performance Standard**	The learner is able to apply knowledge of continuous and repeating patterns and number sentences in various situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Studying Patterns	**M1AL-IIIg-1** Determine the missing term/s in a given continuous pattern using	**Literacy and Numeracy** • Understanding the concept of pattern • Identifying the missing terms in	**Motivation** Having the pupils look for figures that repeat in the surroundings	**Formative** • Written exercise • Think-Pair-Share	• Precision in performing one's tasks • Teamwork • Cooperation	• number chart • number cards • calendar

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	one attribute (letters/ numbers/events) **M1AL-IIIg-2** Determine the missing term/s in a given repeating pattern using one attribute (letters, numbers, colors, figures, sizes, etc.) MELC Determine the missing term/s using one attribute in a given continuous pattern (letters/ numbers/events) and in a given repeating pattern (letters, numbers, colors, figures, sizes, etc.)	continuous and repeating patterns **Creativity** Recognizing patterns in one's surroundings **Collaboration** Working in pairs for activities	**Explicit Instruction** • Introducing the term *pattern* and pointing out how its terms are arranged in a particular order • Showing various objects that illustrate the two types of patterns • Explaining what *continuous* and *repeating patterns* are • Guiding the pupils in identifying the missing terms in each type of pattern		• Diligence	• cutouts of various shapes • greeting card with border designs like the one shown on page 312 of the worktext • alphabet blocks
LESSON 2 Number Sentences and Patterns	**M1AL-IIIh-8** MELC Construct equivalent number expressions using addition and subtraction (e.g., 6 + 5 = 12 – 1) **M1AL-IIIi-9** MELC Identify and create patterns to compose and decompose using addition	**Literacy and Numeracy** Forming equivalent addition and subtraction expressions **Communication** Expressing own ideas clearly **Critical Thinking** Identifying and describing patterns in number sentences **Collaboration** Working harmoniously with peers	**Class Activity** Renaming given numbers using addition and subtraction **Guided Learning** • Having the pupils recall the relationship between addition and subtraction • Showing addition/subtraction sentences with the same sum/difference • Leading the pupils to observe the pattern in the	**Formative** • Written exercise • Think-Pair-Share	• Teamwork • Cooperation • Accuracy • Perseverance	flash cards of numbers

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			addends/minuends and subtrahends • Asking pupils to give their own examples of sentences based on observed patterns			
LESSON 3 Solving Number Sentences	**M1AL-IIIj-10** MELC Visualize and find the missing number in an addition or subtraction sentence using a variety of ways (e.g., $n + 2 = 5$, $5 - n = 3$)	**Literacy and Numeracy** Finding the missing value in addition and subtraction sentences **Communication** Expressing ideas clearly **Critical Thinking** Applying previous knowledge in finding the unknown value in number sentences **Collaboration** Working in pairs for activities	**Review** Having the pupils recall the relationship between addition and subtraction using fact triangles **Explicit Instruction** • Showing addition and subtraction sentences with a missing term • Guiding the pupils to use a letter to represent the unknown value • Leading the pupils to apply previous knowledge to determine the missing value • Providing several examples	**Formative** • Written exercise • Think-Pair-Share • Problem solving **Summative** • Written exercise • Problem solving	• Teamwork • Cooperation • Precision • Patience	• fact triangles • perception cards showing number sentences with missing terms

4th Quarter

Chapter 7: *Telling Time*		**Time Frame**: 11 days	
Content Standard	The learner demonstrates understanding of time.	**Performance Standard**	The learner is able to apply knowledge of time in mathematical problems and in real-life situations.

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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Time by Months, Weeks, and Days	**M1ME-IVa-1** MELC Tell the days in a week; months in a year in the right order **M1ME-IVa-2** MELC Determine the day or the month using a calendar	**Literacy and Numeracy** Telling time by months and days **Communication** Expressing own ideas clearly	**Guided Learning** • Showing a calendar and having the pupils describe what they see in it • Introducing the different units of time that can be observed from a calendar • Asking comprehension questions to lead the pupils in identifying the days and months in proper order • Pointing out the relationship between different units of time	**Formative** Written exercise	• Precision • Value of time	calendar
LESSON 2 Time by the Hour	**M1ME-IVb-3** MELC Tell and write time by **hour**, half hour, and quarter hour using analog clock	**Literacy and Numeracy** Telling time by the hour accurately **Collaboration** Working harmoniously with peers	**Explicit Instruction** • Showing a clock and leading the pupils to note its different parts • Presenting a problem that involves telling time by the hour • Illustrating how to show time on a clock and explaining how to write time in symbols and in words • Providing other examples	**Formative** • Written exercise • Hands-on group activity • Problem solving	• Teamwork • Cooperation • Accuracy • Punctuality • Value of time	analog clock

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			• Pointing out that 60 minutes is the same as 1 hour and the short way of writing them			
LESSON 3 Time by the Half Hour	**M1ME-IVb-3** MELC Tell and write time by hour, **half hour**, and quarter hour using analog clock	**Literacy and Numeracy** Telling time by half hour accurately **Collaboration** Working in pairs for activities	**Review** Telling and showing time by the hour **Discussion** • Presenting a problem that involves telling time by half hour • Pointing out the movement of the long hand to show that only half of an hour has passed • Explaining three ways of telling time by half hour • Providing several examples • Having the pupils compare how time is shown in analog and digital clocks	**Formative** • Written exercise • Hands-on activity by pairs • Problem solving	• Teamwork • Cooperation • Precision • Punctuality • Respecting other's time	• analog clock • digital clock
LESSON 4 Time by the Quarter Hour	**M1ME-IVb-3** MELC Tell and write time by hour, half hour, and **quarter hour** using analog clock	**Literacy and Numeracy** Telling time by quarter hour accurately **Collaboration** Working in pairs in activities **Communication** Expressing own ideas clearly	**Review** Showing time by hour and half hour using toy clocks **Explicit Instruction** • Presenting a problem that involves telling time by quarter hour • Guiding the pupils to note that each number in a clock	**Formative** • Written exercise • Hands-on activity by pairs	• Teamwork • Cooperation • Precision • Diligence	toy analog clock

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			represents 5 minutes • Illustrating the movement of the minute hand to show that one-fourth of an hour has passed • Explaining how to write time in symbols and in words • Providing more examples			
LESSON 5 Problems Involving Time	**M1ME-IVb-4** MELC Solve problems involving time (days in a week, months in a year, hour, half hour, and quarter hour)	**Literacy and Numeracy** Telling time accurately **Communication** Expressing own ideas clearly **Problem Solving** Applying the four-step plan in solving word problems involving time **Collaboration** Working in pairs for activities	**Review** Having the pupils tell time when they usually perform daily activities **Guided Learning** • Having the pupils share experiences about long vacation trips and introducing a related word problem • Asking comprehension questions to lead the pupils to the given facts • Letting the pupils recall and apply the four-step plan to solve the problem • Emphasizing the need to check if the obtained answer is correct • Providing other examples for pupils to work on	**Formative** • Think-Pair-Share • Problem solving **Summative** • Written exercise • Problem solving	• Punctuality • Valuing one's and other's time • Teamwork • Cooperation • Accuracy	• analog clock • digital clock

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Chapter 8: *Measurement of Length, Height, Weight, and Capacity*		**Time Frame**: 8 days	
Content Standard	The learner demonstrates understanding of nonstandard units of length, mass, and capacity.	**Performance Standard**	The learner is able to apply knowledge of nonstandard measures of length, mass, and capacity in mathematical problems and in real-life situations.

Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Comparing Objects	**M1ME-IVc-19** MELC Compare objects using comparative words: *short*, *shorter*, *shortest*; *long*, *longer*, *longest*; *heavy*, *heavier*, *heaviest*; *light*, *lighter*, *lightest*	**Literacy and Numeracy** Describing properties of objects using comparative words **Communication** Expressing own ideas clearly **Collaboration** Working in pairs for activities	**Motivation** Having the pupils describe the sizes of objects they see in their surroundings **Guided Learning** • Introducing the term *height* by showing pictures of different plants • Pointing out what *length* means by showing objects of various lengths • Having the pupils recall experiences that involve carrying objects to introduce *weight* • Leading the pupils to use comparative words to describe height, length, and weight	**Formative** • Written exercise • Think-Pair-Share	• Teamwork • Cooperation • Precision • Diligence	objects of different lengths

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			• Explaining how a balance helps in comparing the weight of objects			
LESSON 2 Measuring Length and Height Using Nonstandard Measures	**M1ME-IVd-20** Estimate and measure length using nonstandard units of linear measures MELC Estimate and measure **length**, mass, and capacity using nonstandard units of measures	**Literacy and Numeracy** Measuring the length of objects using nonstandard units **Communication** Expressing own ideas clearly **Collaboration** Working in pairs for activities	**Review** Having the pupils recall the concepts learned from the previous lesson **Explicit Instruction** • Introducing the terms *measurement* and *unit* • Illustrating how to measure length and height using nonstandard units such as hand span and Popsicle sticks • Providing several examples	**Formative** • Written exercise • Think-Pair-Share • Hands-on activity	• Teamwork • Cooperation • Precision • Perseverance	(none)
LESSON 3 Measuring Weights Using Nonstandard Measures	**M1ME-IVc-19** MELC Compare objects using comparative words: *short*, *shorter*, *shortest*; *long*, *longer*, *longest*; *heavy*, *heavier*, *heaviest*; *light*, *lighter*, *lightest*	**Literacy and Numeracy** Describing the weights of objects using comparative words **Communication** Expressing own ideas clearly **Collaboration** Working harmoniously with peers	**Discussion** • Presenting a situation to lead the pupils to the notion that objects have different weights • Asking pupils to give examples of objects that are heavy and light • Guiding the pupils to use comparative words to compare the weights of objects • Illustrating how a balance is used for weighing objects • Leading the pupils to observe the	**Formative** • Written exercise • Group activity • Problem solving	• Teamwork • Cooperation • Accuracy • Diligence	simple balance

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			movement of the arms of a balance as objects are placed on each side			
LESSON 4 Measuring Capacity Using Nonstandard Measures	**M1ME-IVc-19** MELC Compare objects using comparative words: *short*, *shorter*, *shortest*; *long*, *longer*, *longest*; *heavy*, *heavier*, *heaviest*; *light*, *lighter*, *lightest* **M1ME-IVf-22** Estimate and measure capacity using nonstandard unit MELC Estimate and measure length, mass, and **capacity** using nonstandard units of measures	**Literacy and Numeracy** • Comparing the capacities of containers using comparative words • Finding the capacity of containers using nonstandard unit **Communication** Expressing own ideas clearly	**Discussion** • Introducing the terms *container* and *capacity* • Pointing out that containers can hold things other than liquids • Guiding the pupils to compare capacities of containers using comparative words • Showing examples of finding capacities using nonstandard units such as a glass and a cup	**Formative** Written exercise **Summative** • Written exercise • Hands-on activity	• Diligence • Perseverance • Accuracy	(none)

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Chapter 9: *Reading Graphs and Predicting Events*		**Time Frame**: 9 days	
Content Standard	MELC The learner demonstrates understanding of pictographs without scales and outcomes of an event.	**Performance Standard**	MELC The learner is able to interpret simple representations of data (tables and pictographs without scales).

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Content	DepEd K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Collecting and Organizing Data	**M1SP-IVg-1.1** Collect data on one variable through simple interview **M1SP-IVg-2.1** Sort, classify, and organize data in tabular form and present this into a pictograph without scales	**Literacy and Numeracy** Learning to collect data by asking questions **Creativity** Presenting gathered data effectively **Collaboration** Working harmoniously with peers	**Motivation** • Having the pupils talk about the books they like to read • Asking pupils to choose a book from a list and making a tally of their choices **Guided Learning** • Presenting a situation to lead the pupils to note that data can be gathered by asking questions or through a simple interview • Showing how gathered data can be organized in a table • Asking comprehension questions about the data presented in the table • Introducing *pictograph* as another way of presenting data	**Formative** • Written exercise • Group work • Hands-on activity	• Teamwork • Cooperation • Tolerance • Diligence	chart with a list of children's books
LESSON 2 Pictographs	**M1SP-IVh-3.1** MELC Infer and interpret data presented in a pictograph without scales	**Critical Thinking** Making inferences based on data presented in pictographs	**Motivation** • Having the pupils share experiences about their everyday	**Formative** Written exercise	• Precision • Discipline • Appreciation of the usefulness of pictographs	(none)

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		Communication Expressing own ideas clearly	encounter with numbers • Pointing out that data such as numbers can be presented in other ways • Recalling what a pictograph is **Discussion** • Showing examples of pictographs and leading the pupils to note the different parts • Asking comprehension questions to guide the pupils in interpreting each presented data			
LESSON 3 Problem Solving Involving Pictographs	**M1SP-IVh-4.1** MELC Solve routine and nonroutine problems using data presented in pictograph without scales	**Communication** Expressing own ideas clearly **Critical Thinking** Making inferences based on data presented in pictographs **Problem Solving** Applying appropriate strategies in solving problems involving pictographs **Collaboration** Working in pairs for activities	**Review** Letting the pupils recall the concepts they learned about pictographs **Explicit Instruction** • Having the pupils recall the four steps in problem solving • Presenting a problem involving pictograph and guiding the pupils in finding the solution • Providing other examples and allowing the pupils to work in pairs	**Formative** • Problem solving • Think-Pair-Share • Individual activity	• Perseverance • Creativity • Teamwork • Cooperation	(none)

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CURRICULUM MAP

Real-Life Mathematics 1 (Second Edition)

LESSON 4 Making a Prediction	**M1SP-IVi-7.1** Tell whether an event is likely or unlikely to happen **M1SP-IVj-8.1** Describe events in real-life situations using the phrases “likely” or “unlikely to happen” (e.g., Tomorrow it will rain.)	**Critical Thinking** Learning to analyze given situations to make predictions **Collaboration** Working in pairs for activities	**Motivation** • Having the pupils observe the “head” and “tail” of a coin • Demonstrating how to toss a coin to introduce the terms *likely* and *unlikely* **Guided Learning** • Presenting a situation that leads pupils to make a prediction • Pointing out the value of predicting in problem solving • Explaining how to describe events using *likely*, *unlikely*, and *equally likely* **Class Activity** Performing a simple activity such as drawing a candy from a bag to reinforce the concepts discussed	**Formative** • Written exercise • Think-Pair-Share **Summative** • Written exercise • Problem Solving	• Accuracy in making predictions • Appreciation of the value of predicting • Teamwork/ Cooperation	• coins • bag containing assorted candies