

# CURRICULUM MAP

## Curriculum Map Components and Content Sources

<b>Content Standards</b>	Taken from the DepEd Curriculum Guide for Kindergarten
<b>Performance Standards</b>	Taken from the DepEd Curriculum Guide for Kindergarten
<b>Content</b>	Taken from the worktext: <b>Ladders to Learning Series: Mathematics Kinder 2 Third Edition</b>
<b>21st-Century Skills</b>	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
<b>Learning Competencies (including MELCs)</b>	Taken from the DepEd Curriculum Guide for Kindergarten  The <b>Most Essential Learning Competencies (MELCs)</b> for Kindergarten are mandated by the Department of Education to guide teachers and students. MELCs ensure that students develop curriculum standards that are tailored to current learning needs within the home.
<b>Teaching Strategies/Differentiated Instruction</b>	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.
<b>Assessment</b>	Assessment strategies categorized as either Formative or Summative
<b>Values Integration</b>	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.
<b>Resources</b>	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

# First Quarter

## Unit 1: Shapes and Positions

Time Frame: 8 to 14 days

<b>Content Standards</b>	The child demonstrates an understanding of ... <ul style="list-style-type: none"> <li>objects [that] can [either] be <b>2-dimensional</b> or 3-dimensional;</li> <li><i>some objects are symmetrical; and</i></li> <li><i>there are words used to identify the position of objects.</i></li> </ul>	<b>Performance Standards</b>	The child shall be able to ... <ul style="list-style-type: none"> <li>describe and compare 2-dimensional and 3-dimensional objects;</li> <li><i>identify symmetrical figures/objects; and</i></li> <li><i>use the words in, on, over, under, top, middle, and bottom to identify the position of objects.</i></li> </ul>
--------------------------	--	------------------------------	--

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG. Boldfaced parts signify that only those sections are developed in the learners in the unit.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Shapes</i>	<p><b>MKSC-00-1</b> Recognize simple shapes in the environment</p> <p><b>MKSC-00-2</b> Identify two- to three-dimensional shapes: square, circle, triangle, rectangle</p> <p><i>Match each shape with its printed name</i></p> <p><i>Read the names of flat or two-dimensional shapes</i></p> <p><i>Tell the number of sides and corners of each shape</i></p> <p><i>Give examples of objects that have the shapes of a circle, triangle, square, and rectangle</i></p> <p><b>MKSC-00-4</b> Describe objects based on attributes/properties (<b>shape</b>, size, its use, and</p>	<p><b>Collaboration</b> Singing and drawing</p> <p><b>Communication</b> Actively responding in question about shapes</p> <p><b>Critical Thinking</b> Identifying things with flat shapes</p> <p><b>Problem Solving</b> Completing a puzzle about flat shapes</p> <p><b>ICT Literacy</b> Playing an online game about shapes</p>	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to participate in a sing-along and drawing activity</li> <li>Asking the pupils to complete puzzles individually</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Getting one of each shape and having the pupils identify the names of each</li> <li>Talking about different shapes and emphasizing to the class the number of sides and corners of each shape</li> <li>Asking the pupils to repeat after you the name of each shape</li> <li>Asking the pupils to identify objects associated with each shape</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Matching a shape with its name</li> <li>Coloring objects with the same shape</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Naming a given shape by coloring the box</li> <li>Identifying a shape using a given color</li> </ol> </li> <li>Individual/group exercises             <ul style="list-style-type: none"> <li>Singing a song about circles</li> <li>Completing a shape puzzle</li> <li>Identifying the shape of objects as fast as one can using flash cards</li> <li>Board drill about matching shape with its name and telling its sides and corners</li> </ul> </li> </ul>	Familiarity with the things with flat shapes	<ul style="list-style-type: none"> <li>colorful puzzles of circles, triangles, squares, and rectangles</li> <li>flash cards showing objects with different shapes</li> <li>flash cards of the names of the four flat shapes (<i>circle, triangle, square, and rectangle</i>)</li> <li>online website:             <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 3, "Shape Monsters" by Topmarks, <a href="https://www.topmarks.co.uk/early-years/shape-monsters">https://www.topmarks.co.uk/early-years/shape-monsters</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>functions)</p> <p><b>MELC</b> <b>MKSC-00-6</b> Sort and classify objects according to one attribute/property (<b>shape</b>, color, size, function/use)</p> <p><b>MKSC-00-5</b> Group objects that are alike</p>		<p><b>Technology integration</b> Having the pupils play a matching game in <i>Awesome Kid</i></p> <p><b>Class and individual drill</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to say the names of shapes as fast as they can</li> <li>Calling volunteers to identify a shape, tell its side and corner, and match it with its name</li> </ul>	<ul style="list-style-type: none"> <li>Playing games about matching shapes in <i>Awesome Kid</i></li> </ul>		
<p><b>LESSON 2</b> <i>More About Shapes</i></p>	<p><i>Identify the solid or three-dimensional shapes: sphere, cube, cylinder, and cone</i></p> <p><b>MKSC-00-3</b> Identify objects in the environment that have the same shape as a sphere, cube, cylinder, and cone</p> <p><i>Match each shape with its printed name</i></p> <p><i>Read the names of solid shape</i></p> <p><i>Describe each solid shape</i></p> <p><i>Give examples of objects that have the shapes of a sphere, cube, cylinder, and cone</i></p>	<p><b>Collaboration</b> Working passing the ball from one pupil to another</p> <p><b>Communication</b> Responding quickly in an activity following preset directions</p> <p><b>Critical Thinking</b> Identifying things with solid and flat shapes</p> <p><b>ICT Literacy</b> Learning from an online lesson</p>	<p><b>Review and motivation</b></p> <ul style="list-style-type: none"> <li>Facilitating a Pass the Ball game</li> <li>Asking about the ball's shape and mentioning previous lesson (flat shape)</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Introducing to the class how to differentiate a solid shape from a flat shape</li> <li>Introducing to the class solid shapes—sphere, cube, cylinder, and cube</li> <li>Technology integration Introducing to the pupils the terms <i>two-dimensional</i> and <i>three-dimensional</i> through an online video</li> </ul> <p><b>Class drills</b></p> <ul style="list-style-type: none"> <li>Conducting class drills</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Matching solid shapes with their names</li> <li>Identifying the shape of an object</li> </ol> </li> <li><i>Let Us Practice</i> Coloring objects based on shape</li> <li>Individual/group exercises <ul style="list-style-type: none"> <li>Pass the Ball game</li> <li>Class drill using flash cards</li> <li>Watching the online video in <i>Awesome Kid</i></li> <li>Board drill about matching shape to its name</li> </ul> </li> </ul>	Familiarity with things with solid shapes	<ul style="list-style-type: none"> <li>a ball</li> <li>flash cards showing objects with solid shapes</li> <li>flash cards with the names of the four solid shapes</li> <li>YouTube video: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 8, "Shapes - solid or flat?   MightyOwl Math   Kindergarten" by MightyOwl, <a href="https://www.youtube.com/watch?v=K1obMoG_BkM">https://www.youtube.com/watch?v=K1obMoG_BkM</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			using flash cards <ul style="list-style-type: none"> <li>Guiding the pupils to identify solid shapes</li> <li>Reading the names of solid shapes and having the pupils repeat after you</li> </ul>			
<b>LESSON 3</b> <i>Symmetry</i>	<b>MELC</b> <b>MKSC-00-11</b> Recognize symmetry (own body, basic shapes)  <i>Describe a symmetrical figure</i>  <i>Identify symmetrical figures or objects</i>  <i>Draw the missing half of a symmetrical figure</i>	<b>Collaboration</b> Working with a classmate to achieve a goal  <b>Critical Thinking</b> Identifying symmetrical and asymmetrical objects  <b>ICT Literacy</b> Following instructions from an online lesson	<b>Motivation</b> <ul style="list-style-type: none"> <li>Conducting a Pair Game and having the pupils participate</li> <li>Introducing to the class the central characters in the worktext (WT)</li> </ul> <b>Guided discussion</b> Introducing the concept of <i>symmetry</i> using the previous presentation  <b>Class drill</b> Asking the pupils to identify symmetrical figures  <b>Individual drills</b> <ul style="list-style-type: none"> <li>Tasking the pupils to complete a symmetrical figure</li> <li>Asking them to identify symmetrical and unsymmetrical objects in the flash cards</li> </ul> <b>Lesson recap</b> Having them watch an online video about the lesson and encouraging them to make their own colorful symmetrical butterflies	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Identifying symmetrical figures/objects</li> <li><i>Let Us Practice</i> Completing a symmetrical figure</li> <li>Individual/group exercises               <ul style="list-style-type: none"> <li>Pair Game about finding the other half shape</li> <li>Watching the online video in <i>Awesome Kid</i></li> <li>Drawing a symmetrical butterfly</li> </ul> </li> </ul>	Pleasure in seeing the beauty of symmetry in people, animals, and objects	<ul style="list-style-type: none"> <li>pictures or simple standee of the central characters: John, Eve, and Teacher Lily</li> <li>board cutouts of flat shapes and pictures of symmetrical objects cut in halves</li> <li>flash cards showing symmetrical and asymmetrical objects</li> <li>YouTube video:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 14, "Kindergarten Math Lesson on Symmetry" by Melissa Morey, <a href="https://www.youtube.com/watch?v=3oL7yhY1zG8">https://www.youtube.com/watch?v=3oL7yhY1zG8</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 4</b> <i>Positions</i>	<b>MKSC-00-12</b> Identify the positions of the objects using <i>in, on, over, under, top, and bottom</i>  <i>Tell the location of objects using the words in, on, over, under, top, middle, and bottom</i>  <i>Complete sentences using the words in, on, over, under, top, middle, and bottom correctly</i>	<b>Communication</b> Using positional words correctly in sentences  <b>Critical Thinking</b> Deducing what given phrases tell in common  <b>ICT Literacy</b> Dragging items to complete an online activity	<b>Motivation</b> Showing the pupils a cutout of a butterfly and asking them to describe and locate a symmetrical animal  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Introducing the positional words <i>over, under, top, middle, and bottom</i></li> <li>Asking the pupils questions about shapes' position and helping them answer by reading the phrases in the WT</li> </ul> <b>Class and individual drills</b> <ul style="list-style-type: none"> <li>Having the pupils read positional words written in the flash cards</li> <li>Asking the pupils to match positional words with pictures</li> <li>Completing the sentences with correct positional words</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Completing sentences with the correct positional words</li> <li>Coloring and filling in the blanks with the correct positional words</li> <li>Identifying the word that tells the position of an object</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Choosing the correct sentence for a given picture</li> <li>Answering a question with the correct picture</li> </ol> </li> <li>Individual/group exercises               <ul style="list-style-type: none"> <li>Positioning objects as instructed</li> <li>Board drill about matching the words with the right pictures on the board</li> <li>Watching online video in <i>Awesome Kid</i></li> </ul> </li> </ul> <b>Summative</b> Unit test <ol style="list-style-type: none"> <li>Identifying objects with the same shape</li> <li>Completing a symmetrical figure</li> <li>Matching the objects found in the image to the correct sentences</li> </ol>	Confidence is using positional words	<ul style="list-style-type: none"> <li>cutout picture of a symmetrical butterfly</li> <li>flash cards with the words <i>in, on, over, under, top, middle, and bottom</i></li> <li>pictures of objects in different positions</li> <li>online website:               <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 19, "Positional Words: Top Middle Bottom" by Simone Laing at LiveWorksheets, <a href="https://www.liveworksheets.com/w/en/math/438777">https://www.liveworksheets.com/w/en/math/438777</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

<b>Unit 2: Numbers</b>		<b>Time Frame: 12 to 14 days</b>	
<b>Content Standards</b>	The child demonstrates an understanding of the <b>sense of quantity and numeral relations</b> , that addition results in increase and subtraction results in decrease.	<b>Performance Standards</b>	The child shall be able to . . . <ul style="list-style-type: none"> <li>• <i>count up to 100 by rote and with one-to-one correspondence;</i></li> <li>• <i>count by 10s up to 100;</i></li> <li>• <i>read and write numbers 0 to 100 and number words <b>zero to twenty, and thirty, forty up to one hundred;</b></i></li> <li>• <i>tell how many tens and ones there are in a number; and</i></li> <li>• <i>identify the numbers that come before, after, or between given numbers.</i></li> </ul>

*\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG. Boldfaced parts signify that only those sections are developed in the learners in the unit.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Numbers 0 to 10</i>	<i>Count up to 10 by rote</i>  <b>MELC</b> <b>MKC-00-7</b> Count objects with one-to-one correspondence up to quantities of 10  <b>MKC-00-2</b> Recognize and identify numerals 0 to 10  <b>MKC-00-3</b> Read and write numerals 0 to 10  <b>MKC-00-4</b> Match numerals to a set of concrete objects from 0 to 10  <i>Identify numbers 0 to 10</i>  <i>Read and write the number words zero to ten</i>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Singing along with Mr. Hartmann</li> <li>• Working with groupmates in doing a task</li> </ul> <b>Literacy and Numeracy</b> <ul style="list-style-type: none"> <li>• Counting up to 10</li> <li>• Spelling number words correctly</li> </ul> <b>ICT Literacy</b> Participating in an online lesson	<b>Motivation</b> Conducting a guessing game to the class  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>• Asking the pupils to count with you</li> <li>• Helping them read the numbers 0 to 10 and its corresponding number words</li> </ul> <b>Technology integration</b> Having the pupils watch an online video  <b>Individual drill</b> Tasking the pupils to match numerals with number words  <b>Group spelling game</b> Asking the pupils to spell out number words	<b>Formative</b> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> Counting up to 10 objects and writing the number for each set writing numbers 0 to 10 in the correct order</li> <li>• <i>Let Us Practice</i> A. Filling in the missing numbers from 0 to 10 in each set B. Matching numerals and number words for 1 to 10</li> <li>• Individual board writing exercise numerals and number words</li> </ul>	Counting numbers 0 to 10 independently	<ul style="list-style-type: none"> <li>• flash cards of numerals 0 to 10 and number words <i>zero to ten</i></li> <li>• a box with 10 toys, an empty box, 10 boxes with 1 to 10 things</li> <li>• pictures of sets of 0 to 10 objects</li> <li>• TV with an internet connection</li> <li>• YouTube video: <ul style="list-style-type: none"> <li>o <i>Awesome Kid QR Code</i>, page 28, "Let's Learn Our Numbers 0-10   Counting Song for Kids   Jack Hartmann Writing Numbers" by Jack Hartmann Kids Music Channel, <a href="https://www.youtube.com/watch?v=pzmB0GoEKkA">https://www.youtube.com/watch?v=pzmB0GoEKkA</a></li> </ul> </li> </ul>
<b>LESSON 2</b> <i>Numbers 11 to 20</i>	<b>MELC</b> <b>MKSC-00-12</b> Rote count up to 20	<b>Literacy and Numeracy</b> <ul style="list-style-type: none"> <li>• Counting up to 20</li> <li>• Spelling number words correctly</li> </ul>	<b>Review</b> Conducting a review of counting to 10	<b>Formative</b> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> A. Counting objects and writing the</li> </ul>	Enjoyment in counting	<ul style="list-style-type: none"> <li>• flash cards of numerals <i>11 to 20</i></li> <li>• number words <i>eleven to twenty</i></li> </ul>

*\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.*



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><i>Count 11 to 20 objects</i></p> <p><i>Identify numbers 11 to 20</i></p> <p><i>Read and write the number words eleven to twenty</i></p>	<p><b>ICT Literacy</b> Doing an online activity</p>	<p><b>Motivation</b> Asking the pupils motivating question related to the topic</p> <p><b>Class and individual drills</b></p> <ul style="list-style-type: none"> <li>• Tasking the pupils to identify numbers 11 to 20</li> <li>• Reading each number and calling volunteers to spell the said numbers</li> <li>• Showing flash cards and guiding them in reading each word</li> <li>• Counting the circles with the pupils and asking them to write corresponding numbers beside each circle</li> </ul> <p><b>Technology integration</b> Telling them to do the online activity in <i>Awesome Kid</i></p>	<p>number for each set</p> <p>B. Counting a set of objects and choosing the number word for it</p> <ul style="list-style-type: none"> <li>• <i>Let Us Practice</i> <ul style="list-style-type: none"> <li>A. Writing 1 to 20 in order</li> <li>B. Matching numerals with number words</li> </ul> </li> <li>• Individual exercises <ul style="list-style-type: none"> <li>- Reading number words in the flash cards</li> <li>- Recitation</li> <li>- Board drill</li> <li>- Online activity about counting up to 20 in <i>Awesome Kid</i></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• online website: <ul style="list-style-type: none"> <li>◦ <i>Awesome Kid</i> QR Code, page 32, “Counting 1 to 20 – Learning Numbers 1-20 Game” by Mathskills4kids, <a href="https://mathskills4kids.com/practice-counting-1-to-20">https://mathskills4kids.com/practice-counting-1-to-20</a></li> </ul> </li> </ul>
<p><b>LESSON 3</b> <i>Numbers 1 to 100</i></p>	<p><i>Count from 1 to 100</i></p> <p><i>Count up to 100 objects</i></p> <p><i>Identify numbers 1 to 100</i></p> <p><i>Write numbers 1 to 100 in the correct order</i></p>	<p><b>Communication and Leadership</b> Giving clear instructions for others to follow</p> <p><b>Collaboration</b> Counting together</p> <p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Counting up to 100</li> <li>• Identifying numbers up to 100</li> </ul>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Conducting a review of counting up to 20</li> <li>• Asking the pupils to count objects up to 20 or higher</li> </ul> <p><b>Class and individual drills</b></p> <ul style="list-style-type: none"> <li>• Asking the pupils to identify numbers 1 to 100</li> <li>• Tasking the pupils to rote-count to 100</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> <ul style="list-style-type: none"> <li>A. Counting objects and writing the number for each set</li> <li>B. Writing the missing numbers to complete the 1 to 100 in order</li> </ul> </li> <li>• <i>Let Us Practice</i> <ul style="list-style-type: none"> <li>A. Writing the missing number to complete the set</li> <li>B. Filling in the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fun in learning</li> <li>• Leading people</li> </ul>	<ul style="list-style-type: none"> <li>• chart with numbers 1 to 100 (drawn on a cartolina or manila paper)</li> <li>• big bingo cards and buttons</li> <li>• flash cards of numbers 1 to 100</li> <li>• three or four clear plastic jars of different sizes with small things like marbles, shells, or candies</li> <li>• online website:</li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
		<b>ICT Literacy</b> Watching an online video and counting along	<ul style="list-style-type: none"> <li>Identify the right number being called out by playing Bingo</li> <li>Testing the pupils' knowledge on numbers by playing Follow the Leader</li> <li>Guessing the numbers by playing "How Many Objects Are in the Jar?"</li> </ul> <b>Technology integration</b> Telling them to do the online activity in <i>Awesome Kid</i>	squares with numbers 1 to 100 <ul style="list-style-type: none"> <li>Individual/group exercises               <ul style="list-style-type: none"> <li>Identifying and counting up to 100 using flash cards and a chart</li> <li>Facilitating a game of Bingo in the class</li> <li>Follow the Leader</li> <li>How Many Objects Are in the Jar?</li> <li>Online activity about counting up to 100 in <i>Awesome Kid</i></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 43, "Number Bubble – Count to 100" by ABCYA, <a href="https://www.abcya.com/games/number_bubble_counting">https://www.abcya.com/games/number_bubble_counting</a></li> </ul>
<b>LESSON 4</b> <i>Numbers by Tens</i>	<i>Count by 10s</i>  <i>Count up to 100 objects by 10s</i>  <i>Read the number words ten, twenty, thirty, up to one hundred</i>	<b>Collaboration</b> Singing and reading numbers together  <b>Literacy and Numeracy</b> Reading and writing number words  <b>ICT Literacy</b> Doing an online activity	<b>Review</b> Conducting a review of counting to 100  <b>Motivation</b> Introducing the lesson by asking questions related to counting by tens  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Introducing the concept of <i>skip counting by 10s</i> to the class</li> <li>Demonstrating to the pupils how to do skip counting through a song</li> <li>Showing the flash cards and letting the pupils read each written numbers</li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Identifying the number word for a given number</li> <li><i>Let Us Practice</i> Counting objects by 10s and choosing the correct number word</li> <li>Individual/group exercises               <ul style="list-style-type: none"> <li>Singing a song to the tune of "Oh My Darling, Clementine"</li> <li>Online activity about ordering numbers by 10s up to 100 in <i>Awesome Kid</i></li> </ul> </li> </ul>	Appreciation for ways to make counting easier and faster	<ul style="list-style-type: none"> <li>ten picture cutouts of bunches of 10 grapes</li> <li>flash cards with the number words <i>ten, twenty to one hundred</i></li> <li>online website:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 46, "Unjumble - Counting by 10's #1" by Cacrispin at Wordwall, <a href="https://wordwall.net/resource/31435992/math/counting-by-10s-1">https://wordwall.net/resource/31435992/math/counting-by-10s-1</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<b>Class and individual drills</b> <ul style="list-style-type: none"> <li>• Calling some pupils to write number words</li> <li>• Asking the pupils to count by objects by 10s</li> <li>• Tasking the pupils to read number words</li> </ul>			
<b>LESSON 5</b> <i>Tens and Ones</i>	<i>Tell how many tens and ones there are in a number</i>  <i>Represent sets of objects in tens and ones as numbers and vice versa</i>	<b>Communication and Collaboration</b> Working with group mates in following instructions  <b>Literacy and Numeracy</b> Looking at numbers as sets of tens and ones  <b>ICT Literacy</b> Doing an online activity	<b>Review</b> Conducting a review of skip count by 10s  <b>Motivational activity</b> <ul style="list-style-type: none"> <li>• Facilitating a group activity</li> <li>• Introducing the lesson by asking question related to tens and ones</li> </ul> <b>Guided discussion</b> <ul style="list-style-type: none"> <li>• Using Popsicle sticks to introduce grouping numbers into tens and ones</li> <li>• Using the examples in the WT to further the pupils' knowledge of the lesson</li> <li>• Technology integration Telling the pupils to do the online activities in <i>Awesome Kid</i></li> </ul> <b>Group drills</b> Tasking the pupils to represent numbers as sets of objects in tens and ones and writing the numbers	<b>Formative</b> <ul style="list-style-type: none"> <li>• <i>Let Us Learn</i> Filling in the blanks with the appropriate number</li> <li>• <i>Let Us Try</i> Writing the number for a given set of objects in tens and ones</li> <li>• <i>Let Us Practice</i> <ul style="list-style-type: none"> <li>A. Counting objects in tens and ones and writing the number for each set</li> <li>B. Writing how many tens and ones there are in a number</li> </ul> </li> <li>• Individual/group exercises               <ul style="list-style-type: none"> <li>- Using Popsicle sticks and rubber bands show numbers by tens</li> <li>- Online activity about ordering numbers by 10s up to 100 in <i>Awesome Kid</i></li> <li>- Board drill about writing the number for a given set of tens and ones</li> </ul> </li> </ul>	Familiarity with tens and ones	<ul style="list-style-type: none"> <li>• five sets of 100 pieces of Popsicle sticks, rubber bands</li> <li>• flash cards with two-digit numbers</li> <li>• YouTube video:           <ul style="list-style-type: none"> <li>◦ <i>Awesome Kid</i> QR Code, page 52, "Learn to Count to 20 with Number Zoo   Toddler Fun Learning Collection" by Toddler Fun Learning Collection, <a href="https://www.youtube.com/watch?v=snUGqgAmz-c">https://www.youtube.com/watch?v=snUGqgAmz-c</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p><b>Individual drill</b> Asking the pupils to identify the tens and ones in the number shown in each flash cards</p> <p><b>Board drill</b> Having them write each set of tens and ones on the board</p>			
<p><b>LESSON 6</b> <i>Numbers Before, Between, and After Numbers</i></p>	<p><b>MELC</b> <b>MKC-00-5</b> Identify the number that comes before, after, or in between</p>	<p><b>Literacy and Numeracy</b> Ordering numbers</p> <p><b>ICT Literacy</b> Doing online exercises</p>	<p><b>Review</b> Conducting a review on tens and ones</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Introducing the terms <i>before</i>, <i>between</i>, and <i>after</i> and their connections to a number</li> <li>Technology integration Telling the pupils to do the online activities in <i>Awesome Kid</i></li> </ul> <p><b>Class and Individual drill</b> Asking the pupils to identify numbers before or after given numbers</p> <p><b>Assessment</b> Having them do the remaining exercises in the WT</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Identifying numbers that come before the numbers</li> <li>Identifying the numbers that come after numbers</li> <li>Identifying the numbers that come between the numbers</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Determining the number that comes before, after, and between the given number in a sentence</li> <li>Writing the number that comes before, between, and after the given number</li> </ol> </li> <li>Individual exercises <ul style="list-style-type: none"> <li>Writing the numbers that come before, after, or between given numbers</li> <li>Online exercises</li> </ul> </li> </ul>	<p>Spotting numbers before, between, and after numbers confidently</p>	<ul style="list-style-type: none"> <li>flash cards of one- and two-digit numbers</li> <li>online websites: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 54, "What Number Comes Before?" by Cemmy2 at Wordwall, <a href="https://wordwall.net/resource/3552019/what-number-comes-before">https://wordwall.net/resource/3552019/what-number-comes-before</a></li> <li><i>Awesome Kid</i> QR Code, page 55, "What Number Comes After?" by Wordwall, <a href="https://wordwall.net/resource/15423567/what-number-comes-after-g2-42921">https://wordwall.net/resource/15423567/what-number-comes-after-g2-42921</a></li> <li><i>Awesome Kid</i> QR Code, page 56, "Between Numbers?" by Sindhimodelnurs at Wordwall, <a href="https://wordwall.net/resource/4962522/b">https://wordwall.net/resource/4962522/b</a></li> </ul> </li> </ul>

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
				<b>Summative</b> Unit test A. Choosing the correct letter of the answer B. Supplying the table with the correct missing numbers		etween-numbers

Unit 3: More About Numbers			Time Frame: 10 to 11 days			
<b>Content Standards</b>	The child demonstrates an understanding of the <b>sense of quantity and numeral relations</b> , that addition results in increase and subtraction results in decrease.		<b>Performance Standards</b>	The child shall be able to . . . <ul style="list-style-type: none"> <li>compare numbers up to 100 and arrange them from least to greatest and vice versa; and</li> <li>use the ordinal numbers 1st to 10th in identifying the positions of people or objects in a group.</li> </ul>		

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG. Boldfaced parts signify that only those sections are developed in the learners in the unit.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Greater Than, Less Than, or Equal to</i>	<i>Compare numbers up to 100 using the phrase greater than, less than, or equal to</i>  <i>Use the symbols &gt;, &lt;, or = in comparing numbers</i>	<b>Collaboration</b> Working with group mates in doing a task  <b>Literacy and Numeracy</b> Comparing numbers  <b>ICT Literacy</b> Doing an online exercise	<b>Motivation</b> Asking the pupils questions and eliciting answers  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Introducing the phrases <i>greater than</i>, <i>less than</i>, and <i>equal to</i> using jars of candies</li> <li>Technology integration Telling the pupils to do the online activities in <i>Awesome Kid</i></li> </ul> <b>Group and individual drills</b> <ul style="list-style-type: none"> <li>Tasking the pupils to count and compare</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Comparing sets of objects</li> <li>Comparing sets of numbers</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Telling if a number sentence is true or not</li> <li>Completing number sentences; comparing numbers</li> </ol> </li> <li>Individual/group exercises               <ul style="list-style-type: none"> <li>The Marble Box: Comparing of marbles collected</li> </ul> </li> </ul>	Discriminating <i>greater than</i> from <i>less than</i> , and <i>equal to</i>	<ul style="list-style-type: none"> <li>three clear plastic jars—two with 5 candies each and one with 10 candies</li> <li>a box of marbles, three empty boxes</li> <li>flash cards with two-digit numbers</li> <li>cards with lanyards showing two-digit numbers and the symbols &gt;, &lt;, =</li> <li>online website:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 65, “Molly’s More or Less Quest” at ABCYA, <a href="https://www.abcya.c">https://www.abcya.c</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			sets of objects <ul style="list-style-type: none"> <li>Asking the pupils to form sentences comparing numbers</li> </ul> <p><b>Drill</b> Comparing pairs of two-digit numbers on flash cards</p>	<ul style="list-style-type: none"> <li>Greater, Less, or Equal?: Comparing the numbers in each lanyard each pupil has</li> <li>Online activity about counting numbers and telling if it's more than, less than or equal to another number</li> </ul>		om/games/kindergarten_word_problems_more_less
<b>LESSON 2</b> <i>Order of Numbers</i>	<p><b>MELC</b> <b>MKC-00-6</b> Arrange three numbers from least to greatest / greatest to least</p> <p><i>Arrange sets of five numbers up to 100 from least to greatest and vice versa</i></p>	<p><b>Collaboration</b> Working with group mates in doing a task</p> <p><b>Literacy and Numeracy</b> Arranging numbers from least to greatest and vice versa</p> <p><b>ICT Literacy</b> Doing an online activity</p>	<p><b>Review of previous lesson</b></p> <ul style="list-style-type: none"> <li>Facilitating a review on comparison of numbers</li> <li>Introducing the lesson by asking questions related to order of numbers</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Using the examples written on the board and in the WT to discuss arranging numbers from least to greatest and vice versa</li> <li>Technology integration Telling the pupils to do the online activities in <i>Awesome Kid</i></li> </ul> <p><b>Group and individual drills</b></p> <ul style="list-style-type: none"> <li>Tasking the pupils to order numbers from least to greatest and from greatest to least using flash cards</li> <li>Having the pupils order numbers from least to greatest and from</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Arranging sets of numbers from least to greatest</li> <li>Arranging sets of numbers from greatest to least</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Arranging sets of numbers from least to greatest</li> <li>Arranging sets of numbers from greatest to least</li> <li>Finding the correct arrangement of numbers by drawing up or down arrow</li> </ol> </li> <li>Individual/group exercises           <ul style="list-style-type: none"> <li>Arranging the numbers (from least to greatest or from greatest to least) by group</li> <li>Arranging sets from least to greatest then greatest to least</li> </ul> </li> </ul>	Arranging numbers in order confidently	<ul style="list-style-type: none"> <li>flash cards with two-digit numbers</li> <li>five or more two-foot-long pieces of string, 25 or more clothespins</li> <li>online website:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 68, "The Gingerbread Man Game" at Topmarks, <a href="https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game">https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			greatest to least	- Online exercise about ordering numbers		
<b>LESSON 3</b> <i>One More</i>	<b>MKC-00-8</b> Compare two groups of objects to decide which is more or less, or if they are equal <ul style="list-style-type: none"> <li>Identify sets with one more or one less element</li> </ul> <p><i>Identify the number that is one more than a given number</i></p>	<b>Literacy and Numeracy</b> Forming number sentences  <b>ICT Literacy</b> Doing an online activity	<b>Motivation</b> Asking initial questions related to the lesson  <b>Lesson discussion</b> <ul style="list-style-type: none"> <li>Introducing the concept of <i>one more</i></li> <li>Explaining further the concept based on the illustrations and examples in the WT</li> <li>Technology integration Telling them to do the online activities in <i>Awesome Kid</i></li> </ul> <b>Individual drill</b> Tasking the pupils to form a number sentence identifying the number that is one more than a given number	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Drawing an object to make a set one more and writing the new number</li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Deciding the correct number based on the choices</li> <li>Identifying the number that is one more than the given number</li> </ol> </li> <li>Individual exercise <ul style="list-style-type: none"> <li>Telling the number that is one more than the given number using flash cards</li> <li>Online exercise about one more than a number</li> </ul> </li> </ul>	Familiarity with the use of <i>one more</i>	<ul style="list-style-type: none"> <li>paper cup with 6 Popsicle sticks</li> <li>flash cards with one- to two-digit numbers</li> <li>online website: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 75, "One more than a number" by Ksilaban at Wordwall, <a href="https://wordwall.net/resource/10407211/one-more-than-a-number">https://wordwall.net/resource/10407211/one-more-than-a-number</a></li> </ul> </li> </ul>
<b>LESSON 4</b> <i>One Less</i>	<b>MKC-00-8</b> Compare two groups of objects to decide which is more or less, or if they are equal <ul style="list-style-type: none"> <li>Identify sets with one more or one less element</li> </ul> <p><i>Identify the number that is one less than a given number</i></p>	<b>Collaboration</b> Working with a classmate in doing a task  <b>Literacy and Numeracy</b> Forming number sentences  <b>ICT Literacy</b> Doing an online activity	<b>Motivation</b> <ul style="list-style-type: none"> <li>Facilitating a motivational activity using counters</li> <li>Asking initial questions related to the lesson</li> </ul> <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Eliciting answers to complete the phrase written on the board</li> <li>Explaining the concept of <i>one less</i> with the support of the illustrations and examples in the WT</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Removing an object from a set and writing the correct answer</li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Identifying the number that is one less than the given number</li> <li>Supplying the sentence with the correct number</li> </ol> </li> <li>Individual/group exercises</li> </ul>	Familiarity with the use of <i>one less</i>	<ul style="list-style-type: none"> <li>several paper cups and drinking straws</li> <li>pictures of sets with one object crossed out in each set</li> <li>online website: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 77, "One Less" by Cavettk at Wordwall, <a href="https://wordwall.net/resource/3986208/one-less">https://wordwall.net/resource/3986208/one-less</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<ul style="list-style-type: none"> <li>Technology integration Asking the pupils to do the online activity in <i>Awesome Kid</i></li> </ul> <p><b>Individual drill</b></p> <ul style="list-style-type: none"> <li>Tasking the pupils to give the number sentence for a given picture</li> <li>Calling pupils to give number that is one less than each number you show using flash cards</li> </ul>	<ul style="list-style-type: none"> <li>Answering motivational questions by pair</li> <li>Recitation about number sentence written in flash cards</li> <li>Online “by pair” exercise about one more than a number</li> </ul>		
<p><b>LESSON 5</b> <i>Ordinal Numbers</i></p>	<p><b>MKC-00-11</b> Identify the 1st, 2nd, 3rd, up to 10th object in a given set</p> <p><i>Use ordinal numbers 1st to 10th to identify the position of people or objects in a set</i></p> <p><i>Read and write ordinal numbers 1st to 10th in symbols and in words</i></p>	<p><b>Literacy and Numeracy</b> Using ordinal numbers</p> <p><b>ICT Literacy</b> Doing an online activity</p>	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>Conducting an interactive activity to introduce the lesson</li> <li>Asking initial questions related to the lesson</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Introducing ordinal numbers in symbols and in words using WT</li> <li>Technology integration Tasking the pupils to do the activity in <i>Awesome Kid</i></li> </ul> <p><b>Class and individual drill</b></p> <ul style="list-style-type: none"> <li>Guiding the pupils to read ordinal numbers in symbols and in words in the flash cards</li> <li>Tasking the pupils to assign ordinal numbers to things in a set</li> <li>Asking the pupils to identify the position of a</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Writing the correct ordinal numbers and number word on the lines</li> <li>Identifying the position of an object or person in a group</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Crossing out the different one and identifying the object in the given position</li> <li>Identifying the object in the given position</li> </ol> </li> <li>Individual/group exercises <ul style="list-style-type: none"> <li>Motivational activity by volunteered pupils</li> <li>Showing and reading ordinal numbers using flash cards</li> <li>Telling the position of specified letters</li> </ul> </li> </ul>	<p>Understanding the concept of <i>ordinal numbers</i></p>	<ul style="list-style-type: none"> <li>a ball</li> <li>flash cards with the ordinal numbers 1st to 10th in symbols and in words</li> <li>online website: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 82, “Alien Ordinal Numbers” by Ffpsmissc at Wordwall, <a href="https://wordwall.net/resource/597832/math/alien-ordinal-numbers">https://wordwall.net/resource/597832/math/alien-ordinal-numbers</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			specified item in a set	<p>of the alphabet</p> <ul style="list-style-type: none"> <li>- Online exercise about identifying the positions of things in a set</li> </ul> <p><b>Summative</b> Unit test</p> <p>A. Identifying the sentences that are arranged from least to greatest and vice versa and deciding whether the sentences are true</p> <p>B. Telling the object in a particular ordinal position and telling the ordinal position of a particular object</p>		

# Second Quarter

## Unit 4: Addition

Time Frame: 6 to 9 days

### Content Standards

The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase.

### Performance Standards

The child shall be able to . . .

- perform simple addition of up to 10 objects or pictures/drawings;
- *add two one-digit numbers with sums up to 18*; and
- *solve word problems involving addition.*

\*Italicized text for Performance Standards are add-ons from the WT/TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Addition with Sums Up to 10</i>	<p><b>MELC</b>  <b>MKAT-00-26</b>                      Recognize the words <b>put together</b>, <b>add to</b>, and in <b>all</b> indicate the act of adding whole numbers</p> <p><b>MKAT-00-3</b>                      Combine elements of two sets using concrete objects to represent the concept of <i>addition</i></p> <p><b>MELC</b>  <b>MKAT-00-8</b>                      Add quantities up to 10 using concrete objects</p> <p><i>Add two one-digit numbers with sums up to 10</i></p> <p><b>MKAT-00-10</b>                      Use a variety of materials and communicate strategies used to determine answers to addition problems listened to</p>	<p><b>Collaboration and Problem Solving</b>                      Working with group mates to solve addition problems</p> <p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Forming addition sentences</li> <li>• Solving addition problems</li> </ul> <p><b>ICT Literacy</b>                      Doing an online activity</p>	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Conducting an interactive activity to introduce the lesson</li> <li>• Asking initial questions related to the lesson</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>• Unlocking the definition of <i>addition</i> and <i>addition sentence</i></li> <li>• Introducing the parts of an addition sentence using the WT</li> <li>• Having pupils read addition sentences</li> <li>• Teaching them a way to add easily</li> <li>• Technology integration                      Tasking the pupils to do the activity in <i>Awesome Kid</i></li> </ul> <p><b>Group and individual drills</b></p> <ul style="list-style-type: none"> <li>• Asking the pupils to read addition sentences written in the flash cards</li> <li>• Tasking the pupils to</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> <ol style="list-style-type: none"> <li>A. Drawing two sets of objects together</li> <li>B. Writing addition sentences for two given sets of objects</li> </ol> </li> <li>• <i>Let Us Practice</i> <ol style="list-style-type: none"> <li>A. Combining dots in a set together two shows addition sentence with sum</li> <li>B. Combining triangles in a set together to show addition sentence with sum</li> </ol> </li> <li>• Individual/group exercises                             <ul style="list-style-type: none"> <li>- Motivational activity by group of three</li> <li>- Giving addition sentence in each addition problem written in flash cards</li> <li>- Online exercise about solving illustrated addition problems</li> </ul> </li> </ul>	Determination to learn addition with sums up to 10	<ul style="list-style-type: none"> <li>• flash cards showing two sets of objects with sums up to 10</li> <li>• online website:                             <ul style="list-style-type: none"> <li>○ <i>Awesome Kid</i> QR Code, page 91, "Addition to Ten" by Kimberly Lamoureux at TinyTap Kids' Learning Games, <a href="https://www.tinytap.com/activities/g1kr2/play/addition-to-ten">https://www.tinytap.com/activities/g1kr2/play/addition-to-ten</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<b>MELC</b> <b>MKAT-00-10</b> Write <b>addition</b> and subtraction number sentences using concrete representations		give the addition sentence for a given illustrated problem <ul style="list-style-type: none"> <li>Having them answer illustrated addition problems by group</li> </ul>			
<b>LESSON 2</b> <i>Addition with Sums Up to 18</i>	<i>Add two one-digit numbers with sums up to 18</i>  <b>MKAT-00-14</b> Recognize and visualize situations that require addition and subtraction	<b>Collaboration</b> Working in pair in answering addition problem  <b>Literacy and Numeracy</b> Adding two one-digit numbers with sums up to 18  <b>ICT Literacy</b> Completing an online puzzle	<b>Motivation</b> Conducting a review of addition of two one-digit numbers with sums up to 10 through a game  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Explaining how to add one-digit numbers with sums up to 18 using the examples from the WT</li> <li>Providing additional examples to further pupils' knowledge about the lesson</li> <li>Technology integration Having the pupils do the online activity in <i>Awesome Kid</i></li> </ul> <b>Class and individual drills</b> <ul style="list-style-type: none"> <li>Calling pupils to add two one-digit numbers and having them write it on the board</li> <li>Showing addition problems written in flash cards and calling pupils to answer it</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Shading the blocks based on the reflected numbers under them and finding their sum</li> <li>Finding the sum of two numbers</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Identifying the correct sum for each addition sentence</li> <li>Identifying the correct addition sentences</li> </ol> </li> <li>Individual/group exercises <ul style="list-style-type: none"> <li>Answering addition problems in flash cards by pair</li> <li>Solving addition problems</li> <li>Online exercise about solving addition problems</li> </ul> </li> </ul>	Determination to learn addition with sums up to 18	<ul style="list-style-type: none"> <li>flash cards of addition problems with sums up to 10</li> <li>flash cards of addition problems with sums up to 18</li> <li>online website: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 97, "Addition – Sums up to 20" at Cokogames, <a href="https://www.cokogames.com/addition-sums-up-to-20/play/">https://www.cokogames.com/addition-sums-up-to-20/play/</a></li> </ul> </li> </ul>
<b>LESSON 3</b> <i>Problems Involving Addition</i>	<b>MKAT-00-11</b> Solve simple addition number stories (up to quantities of 10) read by	<b>Collaboration</b> Working with others in doing a task	<b>Review</b> Conducting a review of addition of two one-digit numbers with sums up to	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try/Let Us Practice</i> Solving addition word</li> </ul>	<ul style="list-style-type: none"> <li>Solving addition problems independently</li> <li>Following instructions</li> </ul>	<ul style="list-style-type: none"> <li>flash cards of addition problems with sums up to 10</li> <li>flash cards of addition</li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p>the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used</p> <p><b>MKAT-00-14</b> Recognize and visualize situations that require addition</p> <p><i>Solve word problems involving addition of two one-digit numbers with sums up to 18.</i></p>	<p><b>Literacy and Numeracy, Problem Solving</b> Solving addition word problems</p> <p><b>ICT Literacy</b> Doing an online activity</p>	<p>18 through a game</p> <p><b>Motivation</b> Facilitating a question-and-answer activity based on the picture in the WT</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Discussing the concept of <i>word problems</i></li> <li>Introducing the steps in solving word problems</li> </ul> <p><b>Class drill</b> Asking the pupils to solve addition word problems by following the steps</p> <p><b>Assessment</b> Having the pupils do remaining exercises in the WT</p> <p><b>Homework/Technology integration</b> Tasking the pupils to do the online activity in <i>Awesome Kid</i> as a homework</p>	<p>problems step-by-step</p> <ul style="list-style-type: none"> <li>Individual/class exercise <ul style="list-style-type: none"> <li>Guided solving problem in addition</li> <li>Online activity about solving addition problems</li> </ul> </li> </ul> <p><b>Summative</b> Unit test</p> <p>A. Combining the shapes together and writing the addition sentence and sum</p> <p>B. Writing the sum of the addition sentences</p> <p>C. Solving word problems step-by-step</p>	<p>attentively</p>	<p>problems with sums up to 18</p> <ul style="list-style-type: none"> <li>online websites: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 99, "Addition Story Problems" by Kristen Blatchley, <a href="https://www.youtube.com/watch?v=nZ26vLvPLI_">https://www.youtube.com/watch?v=nZ26vLvPLI_</a> (Note to teacher: You may assign this as a homework for further reinforcement at home.)</li> <li><i>Awesome Kid</i> QR Code, page 103, "Addition with Sums up to 18" at MathGames, <a href="https://www.mathgames.com/skill/1.44-addition-with-sums-up-to-18">https://www.mathgames.com/skill/1.44-addition-with-sums-up-to-18</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Unit 5: Subtraction		Time Frame: 6 to 9 days	
<b>Content Standards</b>	The child demonstrates an understanding of the sense of quantity and numeral relations, that subtraction results in decrease.	<b>Performance Standards</b>	The child shall be able to ... <ul style="list-style-type: none"> <li>• <i>subtract one-digit numbers from 15 or less; and</i></li> <li>• <i>solve word problems involving subtraction.</i></li> </ul>

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Subtraction from 10 or Less</i>	<p><b>MKAT-00-4</b> Recognize the words “take away,” “less,” and “are left” that indicate the act of subtracting whole numbers</p> <p><b>MKAT-00-4</b> Take away a quantity from a given set using concrete objects to represent the concept of <i>subtraction</i></p> <p><b>MELC</b> <b>MKAT-00-9</b> Subtract quantities up to 10 using concrete objects</p> <p><i>Subtract one-digit numbers from 10 or less</i></p> <p><b>MELC</b> <b>MKAT-00-10</b> Write addition and <b>subtraction</b> number sentences using concrete representations</p>	<p><b>Collaboration</b> Working in pair in answering subtraction problem</p> <p><b>Literacy and Numeracy, Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Solving subtraction problems</li> <li>• Writing subtraction sentences</li> </ul> <p><b>ICT Literacy</b> Solving online subtraction problems</p>	<p><b>Review</b> Asking the pupils to recall addition, parts of an addition and give examples of addition sentences</p> <p><b>Lesson introduction and guided discussion</b></p> <ul style="list-style-type: none"> <li>• Introducing the concept of <i>subtraction</i> through modeling</li> <li>• Unlocking the definition of <i>subtraction</i>, and <i>subtraction sentence</i></li> <li>• Introducing and discussing the parts of a subtraction sentence</li> <li>• Discussing the examples shown in the WT</li> </ul> <p><b>Pair and individual drill</b> Asking the pupils to write the corresponding subtraction sentence for the given picture</p> <p><b>Homework/Technology integration</b> Telling the pupils to do the online activity in <i>Awesome Kid</i> as homework</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Individual exercise Writing and solving subtraction sentences for illustrated problems</li> <li>• <i>Let Us Try</i> <ol style="list-style-type: none"> <li>Solving illustrated subtraction problems</li> <li>Writing subtraction sentences</li> </ol> </li> <li>• <i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Identifying the correct subtraction sentences</li> <li>Illustrating and completing subtraction sentences</li> </ol> </li> <li>• Individual/class exercise <ul style="list-style-type: none"> <li>- Board drill about subtraction sentence</li> <li>- Writing on the board the correct subtraction sentence by pair</li> <li>- Online exercise about solving subtraction problems</li> </ul> </li> </ul>	Determination to learn subtraction from 10 or less	<ul style="list-style-type: none"> <li>• actual or drawn sets of up to 10 small objects like pencils, erasers, etc.</li> <li>• drawings of sets of up to 10 objects with some crossed out</li> <li>• online website: <ul style="list-style-type: none"> <li>◦ <i>Awesome Kid</i> QR Code, page 111, “Subtraction to 10” by Niqueeagen at Wordwall, <a href="https://wordwall.net/resource/31917956/subtraction-to-10">https://wordwall.net/resource/31917956/subtraction-to-10</a></li> </ul> </li> </ul>
<b>LESSON 2</b> <i>Subtraction from 15 or Less</i>	<p><i>Subtract one-digit numbers from 15 or less</i></p>	<p><b>Literacy and Numeracy, Problem Solving</b></p>	<p><b>Review</b> Asking the pupils to recall subtraction from 10 or</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> <ol style="list-style-type: none"> <li>Providing the</li> </ol> </li> </ul>	Determination to learn subtraction from 15 or less	<ul style="list-style-type: none"> <li>• flash cards of subtraction problems with minuends of 15 or</li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><b>MELC</b> <b>MKAT-00-10</b> Write addition and <b>subtraction</b> number sentences using concrete representations</p>	<p>Solving subtraction problems</p> <p><b>ICT Literacy</b> Solving online subtraction problems</p>	<p>less through modeling</p> <p><b>Lesson discussion</b></p> <ul style="list-style-type: none"> <li>Teaching how to solve subtraction problem using WT</li> <li>Unlocking the definition of <i>subtraction</i> and <i>subtraction sentence</i></li> <li>Using flash cards to further discuss subtraction problems</li> </ul> <p><b>Class and individual drill</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to identify the corresponding subtraction sentence of a given drawing and tasking them to write it on the board</li> <li>Instructing the pupils to write and solve subtraction sentences using counters</li> </ul> <p><b>Homework/Technology integration</b> Telling them to do the online activity in <i>Awesome Kid</i> as homework</p>	<p>difference of the numbers under each object</p> <p>B. Writing the difference of the set of numbers in the object</p> <ul style="list-style-type: none"> <li><i>Let Us Practice</i> <p>A. Finding the difference of each set of numbers</p> <p>B. Identifying the ladybug with the correct answer</p> </li> <li>Individual/class exercise <ul style="list-style-type: none"> <li>Individual exercise Solving subtraction problems mentally or using fingers</li> <li>Online exercise about solving subtraction problems</li> </ul> </li> </ul>		<p>less</p> <ul style="list-style-type: none"> <li>sets of counters</li> <li>online website: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 116, "Subtraction from 15" by Clarensing by Wordwall, <a href="https://wordwall.net/resource/26282918/subtraction-from-15">https://wordwall.net/resource/26282918/subtraction-from-15</a></li> </ul> </li> </ul>
<p><b>LESSON 3</b> <i>Problems Involving Subtraction</i></p>	<p><i>Solve word problems involving subtraction from 15 or less</i></p> <p><b>MELC</b> <b>MKAT-00-10</b> Write addition and <b>subtraction</b> number sentences using concrete representations</p>	<p><b>Collaboration, Problem Solving</b> Working with the whole class in solving word problems</p> <p><b>Literacy and Numeracy</b> Solve subtraction word problems</p>	<p><b>Review</b> Asking the pupils to recall the steps in solving word problems</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Having the pupils read and solve word problems in the WT</li> <li>Technology integration</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try/Let Us Practice</i> Solving subtraction word problems step-by-step</li> <li>Individual/class exercise <ul style="list-style-type: none"> <li>Answering</li> </ul> </li> </ul>	<p>Solving problems involving subtraction confidently</p>	<ul style="list-style-type: none"> <li>TV with internet connection</li> <li>YouTube video: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code page 118, "Subtraction Story Problems" by Kristen Blatchley, <a href="https://www.youtube.com/watch?v=jnMK">https://www.youtube.com/watch?v=jnMK</a></li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><b>MKAT-00-11</b> Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used</p> <p><b>MKAT-00-14</b> Recognize and visualize situations that require addition and <b>subtraction</b></p>	<p><b>ICT Literacy</b> Solve online word problems</p>	<p>Having the pupils watch an online subtraction story problems with the class</p> <ul style="list-style-type: none"> <li>• Giving a series of subtraction word problems for the class to solve</li> </ul> <p><b>Class and individual drill</b></p> <ul style="list-style-type: none"> <li>• Giving the pupil two subtraction word problems and calling some of them to share their answers</li> <li>• Instructing the pupils to illustrate the given problem on the board and asking them to solve subtraction word problems</li> </ul> <p><b>Assessment</b> Having the pupils do remaining exercises in the WT</p>	<p>subtraction problem on the board and on their notebook</p> <ul style="list-style-type: none"> <li>- Giving more subtraction problem for class to solve together</li> <li>- Illustrating problem on the board</li> <li>- Watching an online activity with the class</li> </ul> <p><b>Summative</b> Unit test</p> <ol style="list-style-type: none"> <li>Writing subtraction sentence for each set</li> <li>Completing subtraction sentences and writing the differences on the line</li> <li>Solving word problems involving subtraction</li> </ol>		PsYK4LI

\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

## Unit 6: Forming and Separating Groups

Time Frame: 6 days

### Content Standards

*The child demonstrates an initial understanding of the concepts of multiplication and division as forming and counting equal quantities and separating a set into equal quantities, respectively.*

### Performance Standards

*The child shall be able to form and add equal groups of objects or divide a set of objects into equal groups.*

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Forming Equal Groups of Objects</i>	<b>MKAT-00-15</b> Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication)  <i>Add the same number of objects repeatedly</i>	<b>Literacy and Numeracy</b> Forming and adding equal groups/quantities  <b>ICT Literacy</b> Playing an online game called <i>Shape Monsters</i>	<b>Motivation</b> Facilitating the game <i>The Boat is Sinking</i>  <b>Lesson introduction</b> <ul style="list-style-type: none"> <li>Unlocking the definition of <i>equal groups</i></li> <li>Explaining briefly <i>equal group</i></li> </ul> <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Discussing the lesson using the examples given in the WT</li> <li>Technology integration Tasking the pupils to do the activity in <i>Awesome Kid</i></li> </ul> <b>Class drills</b> <ul style="list-style-type: none"> <li>Having the pupils identify if each grouping presented is equal</li> <li>Calling on volunteer pupils to complete the number sentence for each grouping</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Finding the number of objects in each group</li> <li>Circling equal groups as indicated and completing the number sentence with the correct number</li> </ol> </li> <li><i>Let Us Practice</i> Forming number sentence for a grouping shown</li> <li>Individual/class exercise                             <ul style="list-style-type: none"> <li>Playing the game <i>The Boat is Sinking</i></li> <li>Forming the number sentence for a grouping shown</li> <li>Online lesson as enrichment and guided exercise</li> </ul> </li> </ul>	Understand how to form equal groups	<ul style="list-style-type: none"> <li>drawings of 2 to 5 equal groups of 2 to 5 objects</li> <li>YouTube video:                             <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 125, "Concept Of Multiplication   Mathematics Grade 1   Periwinkle" by Periwinkle, <a href="https://www.youtube.com/watch?v=fZFwHpiAVE0">https://www.youtube.com/watch?v=fZFwHpiAVE0</a></li> </ul> </li> </ul>
<b>LESSON 2</b> <i>Separating Objects into Equal Groups</i>	<b>MKAT-00-16</b> Separate and represent groups of equal quantities using concrete objects up to 10 (beginning of division)	<b>Collaboration, Problem Solving</b> Working with groupmates in solving grouping problems	<b>Reviewing</b> Recalling how to add equal groups  <b>Motivation</b> <ul style="list-style-type: none"> <li>Reading to the pupils the story problem in the</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try / Let Us Practice</i> Dividing a set of objects into a given number of equal sets or into a given number of objects</li> </ul>	Grouping objects carefully	<ul style="list-style-type: none"> <li>sets of counters</li> <li>several sheets of bond paper, markers</li> <li>YouTube video:                             <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 133, "Concept Of Division</li> </ul> </li> </ul>

\* The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><i>Divide a set of objects into a given number of equal groups and find how many objects are in each group</i></p>	<p><b>Literacy and Numeracy</b> Having an initial understanding of the concept of division</p> <p><b>ICT Literacy</b> Learning a lesson enrichment online about separating objects into equal groups</p>	<p>WT</p> <ul style="list-style-type: none"> <li>Solving problems</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Discussing dividing objects into equal groups</li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul> <p><b>Group and individual drills</b></p> <ul style="list-style-type: none"> <li>Dividing them into small groups and letting them solve the presented story problem</li> <li>Letting them show their answers for each problem</li> <li>Giving more story problems for them to work individually</li> </ul>	<p>in equal sets</p> <ul style="list-style-type: none"> <li>Individual/class exercise <ul style="list-style-type: none"> <li>Small group drill Dividing a group of objects into small equal groups</li> <li>Online lesson enrichment about concept of <i>division</i></li> </ul> </li> </ul> <p><b>Summative</b> Unit test</p> <p>A. Supplying each number sentence with the correct number</p> <p>B. Completing the number sentence with the answer that will get from circling the set of objects</p>		<p>  Mathematics Grade 1   Periwinkle” by Periwinkle, <a href="https://www.youtube.com/watch?v=5VaqKu0ENIY&amp;t=1s">https://www.youtube.com/watch?v=5VaqKu0ENIY&amp;t=1s</a></p>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

## Unit 7: Fractions

Time Frame: 5 days

**Content Standards**

*The child demonstrates an understanding of fractions.*

**Performance Standards**

*The child shall be able to identify  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , and  $\frac{1}{6}$  of a whole.*

*\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<p><b>LESSON 1</b> <i>Equal and Unequal Parts</i></p>	<p><i>Tell if a whole is divided into equal or unequal parts</i></p>	<p><b>Literacy and Numeracy</b> Telling if parts of a whole are equal or unequal</p> <p><b>ICT Literacy</b> Watching an online video lesson about equal parts</p>	<p><b>Review</b> Conducting a review on separating objects into equal parts</p> <p><b>Lesson introduction</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to recall the concept of <i>symmetry</i></li> <li>Showing a symmetrical figure to the class and asking them to identify if it is symmetrical or not</li> <li>Giving the class a hint about figures that are divided into two or more equal parts and what these parts are</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Directing the class to compare the shapes that are divided into parts</li> <li>Asking the pupils to identify if the shapes drawn are divided into equal parts or not</li> <li>Asking pupils to redraw the line/s to make equal parts</li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Individual exercise Telling if a shape has equal or unequal parts</li> <li><i>Let Us Try / Let Us Practice</i> Identifying objects that are divided into equal and unequal parts</li> <li>Online exercise Identifying equal parts</li> </ul>	<p>Making careful decisions</p>	<ul style="list-style-type: none"> <li>picture of a symmetrical figure</li> <li>pictures of different shapes divided into equal and unequal parts</li> <li>YouTube video:                             <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 141, "Equal Parts for Kids" by Homeschool Pop, <a href="https://www.youtube.com/watch?v=MVzIbOK_vhU">https://www.youtube.com/watch?v=MVzIbOK_vhU</a></li> </ul> </li> </ul>

*\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<b>Class drill</b> Asking the pupils to identify if the picture show is divided into equal parts or not			
<b>LESSON 2</b> <i>One Part of a Whole</i>	<b>MKAT-00-17</b> Divide a whole into two or four equal parts (halves and fourths)  <i>Identify a fraction as a part of a whole</i>  <i>Identify <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, and <math>\frac{1}{6}</math> of a whole</i>	<b>Literacy and Numeracy</b> Identifying fractions of a whole  <b>ICT Literacy</b> Doing an online exercise	<b>Lesson introduction</b> Asking the pupils who among them likes pizza, how it is usually divided, and what part of it is each slice  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Having the pupils identify how parts the pizza shown is divided and if is divided into equal parts</li> <li>Introducing fractions using the divided pizza</li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul> <b>Class and individual drills</b> <ul style="list-style-type: none"> <li>Having the pupils read the fractions on their own</li> <li>Instructing the pupils to illustrate fractions</li> </ul> <b>Drills</b> <ul style="list-style-type: none"> <li>Presenting pictures of divided shapes</li> <li>Calling pupils to identify fractions on the shaded side</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Choosing the fraction shown by a shaded part</li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Matching the shaded figure with the correct fraction</li> <li>Illustrating given fractions</li> <li>Identifying what fraction a shaded part is</li> </ol> </li> <li>Individual exercise about sharing what fraction a shown part is</li> </ul> <b>Summative</b> Unit test <ol style="list-style-type: none"> <li>Identifying shapes that are divided into equal and unequal parts</li> <li>Writing the fraction the figure shows</li> <li>Dividing a shape into equal parts and shading its part to show the fraction given</li> </ol>	Sharing equally	<ul style="list-style-type: none"> <li>markers</li> <li>flash cards with the fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, and <math>\frac{1}{6}</math></li> <li>paper cutouts of shapes</li> <li>pictures of shapes with <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, and <math>\frac{1}{6}</math> of each shaded</li> <li>YouTube video:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 147, "Fractions – 1/2, 1/3, 1/4 - Kindergarten Math Lesson" by Teacher Beth, <a href="https://www.youtube.com/watch?v=HvpF FkQnjuE">https://www.youtube.com/watch?v=HvpF FkQnjuE</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

# Third Quarter

## Unit 8: Days and Months

Time Frame: 8 to 10 days

### Content Standards

*The child demonstrates an understanding of the days of the week, months of the year, and the calendar.*

### Performance Standards

*The child shall be able to name the days of the week, months of the year, and other information on the calendar.*

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Days of the Week</i>	<p><b>MKC_00-10</b> Tell the number of days in a week</p> <p><b>MELC</b>  <b>MKME-00-8</b> Tell the names of the <b>days in a week</b>, months in a year</p> <p><i>Name the days of the week in their proper order</i></p> <p><i>Read and write the names of the days of the week</i></p>	<p><b>Communication, Literacy</b></p> <ul style="list-style-type: none"> <li>Reading and writing the names of the days of the week</li> <li>Singing a song about days of the week</li> </ul> <p><b>ICT Literacy</b> Doing an online exercise</p>	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>Asking the pupils about the day</li> <li>Singing with the pupils a song about the days of the week</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Asking the pupils about the names shown in <i>Let Us Learn</i></li> <li>Guiding the pupils to read the names of the days of the week</li> <li>Having them read each name of the day after you</li> <li>Letting them practice writing shortened days' names in their notebooks</li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul> <p><b>Class and individual drill</b> Asking the pupils using flash cards to identify the name of the day that comes before or after a given day</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Learn</i> Tracing and writing the names of the days of the week</li> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Writing the day that comes before a given day</li> <li>Writing the day that comes after a given day</li> </ol> </li> <li><i>Let Us Practice</i> Arranging the days of the week in the correct order</li> <li>Individual/class exercises <ul style="list-style-type: none"> <li>Arranging the days of the week in order</li> <li>Naming the days that come before or after the given days</li> <li>Writing the shortened forms of the names of the days of the week</li> <li>Online activity about ordering the days of the week properly</li> </ul> </li> </ul>	Knowledge of the days of the week	<ul style="list-style-type: none"> <li>picture of a symmetrical figure</li> <li>enlarged copy of the illustration on page 150 of the WT</li> <li>online website: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 154, "Adventure Man - Days of the Week" by ABCYA, <a href="https://www.abcya.com/games/days_of_the_week">https://www.abcya.com/games/days_of_the_week</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 2</b> <i>Months of the Year</i>	<b>MELC</b> <b>MKME-00-8</b> Tell the names of the days in a week, <b>months in a year</b>  <i>Name the months of the year in their proper order</i>  <i>Read and write the names of the months of the year</i>  <i>Identify occasions celebrated in the different months of the year</i>	<b>Collaboration</b> Working with group mates to complete a task  <b>Literacy and Numeracy</b> Reading and writing the names of the months of the year  <b>ICT Literacy</b> Doing an online activity	<b>Review</b> Conducting a review of the days of the week  <b>Lesson introduction</b> Directing their attention to the calendar and asking initial questions about the lesson  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>• Having the pupils read the names of the months in the calendar</li> <li>• Talking about the occasion celebrated in each month</li> <li>• Asking them how they celebrate each the mentioned occasion</li> <li>• Calling pupils share their favorite occasion</li> <li>• Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul> <b>Group and individual drills</b> <ul style="list-style-type: none"> <li>• Asking the pupils to read the names of the months in the flash cards</li> <li>• Asking the pupils to identify the name of the months that come before and after a given month</li> <li>• Instructing the pupils to arrange in proper order the months of the year by group</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> Writing in order the months of the year</li> <li>• <i>Let Us Practice</i> Matching an occasion with the month it is celebrated</li> <li>• Individual/class exercises <ul style="list-style-type: none"> <li>- Answering questions about the months of the year</li> <li>- Board drill about months before or after the given month</li> <li>- Arranging the months in proper order as fast as they can by group</li> <li>- Writing the months of the year in the notebook</li> <li>- Online activity about arranging months of the year properly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the months and important occasions of the year</li> <li>• Knowing the importance of celebrating specific occasions each month</li> </ul>	<ul style="list-style-type: none"> <li>• a big calendar showing all the months of the year</li> <li>• two sets of flash cards with the names of the months of the year</li> <li>• online website: <ul style="list-style-type: none"> <li>○ <i>Awesome Kid</i> QR Code, page 159, "Months of the Year" by Ffpsmissc at Woodwall, <a href="https://wordwall.net/resource/363117/math/months-of-the-year">https://wordwall.net/resource/363117/math/months-of-the-year</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 3</b> <i>The Calendar</i>	<i>Identify information that a calendar shows</i>  <i>Name the days that specific dates on a calendar fall</i>  <i>Find the dates of special events in a calendar</i>	<b>Communication</b> Answering questions based on given information  <b>Literacy and Numeracy</b> Finding special dates in a calendar  <b>ICT Literacy</b> Reviewing a past lesson online	<b>Review/Technology integration</b> Asking the pupils to recall the names of the days and months thru online lesson  <b>Motivation and lesson introduction</b> <ul style="list-style-type: none"> <li>Asking initial questions about the lesson</li> <li>Having the pupils read the month on the calendar</li> </ul> <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Discussing the pieces of information present in a calendar</li> <li>Asking the pupils to identify how many days the present month in the calendar has</li> <li>Telling them the most important use of the calendar</li> <li>Providing an example to the pupils by giving the date of an upcoming event</li> </ul> <b>Class and individual drill</b> Having the pupils answer questions about a calendar shown	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Writing the day a given date falls</li> <li><i>Let Us Practice</i> Completing sentences based on a given calendar</li> <li>Individual/class exercises               <ul style="list-style-type: none"> <li>Answering questions about a given calendar</li> <li>Recitation about special events in calendar</li> </ul> </li> </ul> <b>Summative</b> Unit test <ol style="list-style-type: none"> <li>Writing the name of the day that comes between the given days</li> <li>Answering questions based on the sample calendar</li> <li>Answering questions taken from the months of the year</li> </ol>	<ul style="list-style-type: none"> <li>Knowledge of the months and important occasions of the year</li> <li>Knowing the importance of celebrating specific occasions each month</li> </ul>	<ul style="list-style-type: none"> <li>TV with internet connection</li> <li>red marker</li> <li>a big calendar showing the present month</li> <li>two sets of flash cards with the names of the months of the year</li> <li>YouTube video:           <ul style="list-style-type: none"> <li>"Kids vocabulary - Calendar - Months and Days - Learn English for kids - English educational video" by English Singing, <a href="https://www.youtube.com/watch?v=L_rzvbkwYFW">https://www.youtube.com/watch?v=L_rzvbkwYFW</a></li> </ul> </li> </ul>

<b>Unit 9: Time</b>		<b>Time Frame:</b> 10 days	
<b>Content Standards</b>	The child demonstrates an understanding of the concept of time.	<b>Performance Standards</b>	The child shall be able to . . . <ul style="list-style-type: none"> <li>• <i>name activities one does in the different times of the days; and</i></li> <li>• <i>tell time by the hour and half hour.</i></li> </ul>

*\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Times of the Day</i>	<b>MKME-00-3</b> Tell the time of day when activities are being done, e.g., morning, afternoon, night  <b>LLKOL-Ia-2</b> Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English	<b>Communication</b> Sharing about one's daily activities  <b>Collaboration</b> Working with group mates in finishing activities  <b>ICT Literacy</b> Learning from an online lesson about greetings	<b>Motivation</b> Singing an action song with the class  <b>Lesson introduction</b> Asking the pupils about the activities mentioned in the song and if they also do them in the morning  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>• Asking the pupils to name morning activities</li> <li>• Encouraging the pupils to share other things done in the morning, on weekdays, and on weekends</li> <li>• Telling the pupils to name the activities done in the afternoon, on weekdays, and on weekends</li> <li>• Asking them to name activities done in the evening, on weekdays, and on weekends</li> <li>• Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> Matching activities with the time of the day they are done</li> <li>• <i>Let Us Practice</i> Telling if a statement about a daily activity is true or not</li> <li>• Group exercise               <ul style="list-style-type: none"> <li>- Identifying and talking about activities done in the morning, afternoon, and evening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Doing different tasks at the right time every day responsibly</li> <li>• Valuing time</li> </ul>	<ul style="list-style-type: none"> <li>• pictures of activities children usually do in the morning, afternoon, and evening</li> <li>• pictures showing morning, afternoon, and evening</li> <li>• TV with internet connection</li> <li>• YouTube video:               <ul style="list-style-type: none"> <li>○ <i>Awesome Kid</i> QR Code, page 167, "Preschool Learning Videos / Dana's Day / Greetings- Good Morning, Good Afternoon and Good Evening" by Train of Tots, <a href="https://www.youtube.com/watch?v=7KM06n_4ZBc&amp;t=1s">https://www.youtube.com/watch?v=7KM06n_4ZBc&amp;t=1s</a></li> </ul> </li> </ul>

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p><b>Group and individual drills</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to say and name the morning, afternoon, and evening greetings mentioned in the video</li> <li>Group activity about identifying activities done in morning, afternoon, and evening</li> </ul>			
<p><b>LESSON 2</b> <i>Time by the Hour</i></p>	<p><b>MKME-00-5</b> Recognize that a clock and a watch tell time</p> <p><b>MELC</b> <b>MKME-00-6</b> Recognize and name the hour and minute hands in a clock</p> <p><b>MELC</b> <b>MKME-00-7</b> Tell time by the hour</p> <p><i>Tell the time shown on a clock</i></p> <p><i>Read and write time by the hour correctly</i></p> <p><i>Show a given time on a clock</i></p> <p><b>LLKOL-1a-2</b> Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p>	<p><b>Literacy and Numeracy</b> Telling time by the hour</p> <p><b>Communication</b> Singing and dancing along the music</p> <p><b>ICT Literacy</b> Singing and dancing along to an online lesson about time</p>	<p><b>Motivation</b> Having the pupils guess and answer riddles</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Talking about the short and long hands of an improvised clock</li> <li>Explaining to the pupils the time by the hour using a clock by pointing both hands at 12:00 and so on</li> <li>Asking the pupils about the time shown on the clock under <i>Let Us Learn</i></li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul> <p><b>Class and individual drills</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to tell the time shown on the clock by the hour</li> <li>Having the pupils show on a clock and write a given time</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Writing the time shown on a clock</li> <li>Choosing the clock that shows a given time</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Choosing the time shown on a clock</li> <li>Showing a given time on a clock</li> </ol> </li> <li>Individual/class exercise <ul style="list-style-type: none"> <li>Telling the time shown on a clock</li> <li>Singing and dancing with the class</li> </ul> </li> </ul>	<p>Appreciation time by the hour</p>	<ul style="list-style-type: none"> <li>a big toy or improvised clock with movable hands</li> <li>YouTube video: <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 172, “Hip-Hop Around the Clock   Learn How to Tell Time   Jack Hartmann” by Jack Hartman Kids Music Channel, <a href="https://www.youtube.com/watch?v=g6tJAy_7AL4">https://www.youtube.com/watch?v=g6tJAy_7AL4</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 3</b> <i>Time by the Half Hour</i>	<i>Tell the time shown on a clock by the half hour</i>  <i>Read and write time by the half hour correctly</i>  <i>Show a given time on a clock</i>	<b>Literacy and Numeracy</b> Telling time by the half hour  <b>Collaboration</b> Working with group mates in finishing task  <b>ICT Literacy</b> Doing an online exercise about time by the half hour	<b>Review</b> Conducting a review on telling time by the hour  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Reading to the class the story under <i>Let Us Learn</i> then guiding them in reading the time shown on the clock on the same page</li> <li>Technology integration Telling them to do the online activity in <i>Awesome Kid</i></li> </ul> <b>Class and individual drills</b> <ul style="list-style-type: none"> <li>Having the pupils identify the time shown on the clock</li> <li>Asking the pupils to tell and write the time shown on a clock</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Writing the time shown on a clock</li> <li>Choosing the clock that shows a given time</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Choosing the time shown on a clock</li> <li>Showing a given time on a clock</li> </ol> </li> <li>Individual/class exercises               <ul style="list-style-type: none"> <li>Telling time by the hour and half hour</li> <li>Online exercise about identifying the time shown on a clock</li> </ul> </li> </ul>	Appreciation time by the half hour	<ul style="list-style-type: none"> <li>big toy or improvised clock with movable hands</li> <li>online website:               <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 182, "Telling Time to the Half Hour" by Kimberly110 at Wordwall, <a href="https://wordwall.net/resource/7629626">https://wordwall.net/resource/7629626</a></li> </ul> </li> </ul>
<b>LESSON 4</b> <i>Longer or Shorter Time</i>	<b>MKME-00-4</b> Tell which activities take a longer or shorter time (recognize and name the things that can be done in a minute, e.g., washing hands, etc.; and recognize and name the things that can be done in an hour)	<b>Critical Thinking</b> Estimating the amount of time, one spends in doing common activities  <b>Communication</b> Answering questions about activities done in the morning, in the afternoon, and in the evening	<b>Review</b> Conducting a review of activities done at different times of the day  <b>Lesson introduction</b> Asking the pupils to identify which among the things they do every day takes the longer time to do  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Technology integration Having the pupils watch a learning video</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Telling if a given activity takes a shorter or a longer time to do than another given activity</li> <li>Telling if an activity takes a minute or an hour to do</li> </ol> </li> <li><i>Let Us Practice</i> Enumerating activities done in a minute and those done in an hour</li> </ul>	Valuing time	<ul style="list-style-type: none"> <li>pictures of children's daily activities</li> <li>strips of paper on which children's activities are written, rolled and placed in a box</li> <li>YouTube video:               <ul style="list-style-type: none"> <li>"Long And Short Duration   Mathematics Grade 1   Periwinkle" by Periwinkle, <a href="https://www.youtube.com/watch?v=SdpSgBj4Fog">https://www.youtube.com/watch?v=SdpSgBj4Fog</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>with the class</p> <ul style="list-style-type: none"> <li>Encouraging the pupils to name the activities in <i>Let Us Learn</i> in the WT</li> </ul> <p><b>Class and individual drill</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to identify if a given activity takes a shorter or a longer time to complete</li> <li>Facilitating and letting the pupils play the game “Can You Do It”</li> </ul>	<ul style="list-style-type: none"> <li>Individual exercise Telling if a given activity takes a minute or an hour to do</li> </ul> <p><b>Summative</b> Unit test</p> <p>A. Identifying the activities done in the morning, in the afternoon, and in the evening</p> <p>B. Writing the time shown in the clock</p> <p>C. Drawing the hands in the clock based on the given time</p>		

Unit 10: Events		Time Frame: 4 days	
<b>Content Standards</b>	<i>The child demonstrates an understanding of how to order events and make predictions.</i>	<b>Performance Standards</b>	<i>The child shall be able to order events and make predictions.</i>

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Order of Events</i>	<p><b>MELC</b> <b>MKSC-00-9</b> Identify sequence of events (before, after, first, next, last)</p>	<p><b>Communication</b> Answering questions about one’s daily activities</p> <p><b>Critical Thinking</b> Making and managing task and activities done daily</p>	<p><b>Motivation and technology integration</b></p> <ul style="list-style-type: none"> <li>Having the pupils watch the learning video in the <i>QR Code</i></li> <li>Asking the pupils about the things they do before going to school</li> <li>Giving the pupils hint about arranging daily activities in order</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Arranging pictures of events in order</li> <li><i>Let Us Practice</i> Identifying the event that comes before or after a given event</li> <li>Individual/class exercise - Watching a video</li> </ul>	Knowledge of doing things in the right order	<ul style="list-style-type: none"> <li>sets of three pictures of consecutive events</li> <li>YouTube videos: <ul style="list-style-type: none"> <li>“Introduction to Reading Skills: Order of Events” by McGraw Hill PreK-12, <a href="https://www.youtube.com/watch?v=HwUpSsTVcFY">https://www.youtube.com/watch?v=HwUpSsTVcFY</a></li> </ul> </li> </ul>

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>• Having the pupils listen as you read the sentence about each pair of daily activities</li> <li>• Introducing to the class the other way of arranging events in order</li> <li>• Technology integration Telling them to watch online video under <i>Materials and Resources</i></li> </ul> <p><b>Class drill</b> Asking the pupils to name what one does before or after a given activity</p> <p><b>Individual drills</b></p> <ul style="list-style-type: none"> <li>• Asking the pupils to tell which of three given activities is done first, next, and last</li> <li>• Calling pupils to arrange each set of activities on the board</li> </ul>	<p>about ordering events</p> <ul style="list-style-type: none"> <li>- Arranging illustrated events from first, next, and last to do</li> <li>- Watching an online video about which comes first, next, and last</li> <li>- Board drill about arranging sets of activities</li> </ul>		<p><i>To the teacher, please use this link instead of the QR Code from page 192 of the WT:</i></p> <ul style="list-style-type: none"> <li>○ “SEQUENCING (WHAT COMES NEXT?) FOR KINDERGARTEN” by Teacher Pher, <a href="https://www.youtube.com/watch?v=9_Y2xrq0CEA">https://www.youtube.com/watch?v=9_Y2xrq0CEA</a></li> </ul>
<p><b>LESSON 2</b> <i>Making Predictions</i></p>	<p><b>MKAP-00-5</b> Tells possible outcomes of familiar events (e.g., what to wear on a sunny/rainy days, running fast on a wet and slippery corridor, etc.)</p>	<p><b>Critical Thinking</b> Making sound predictions based on clues</p>	<p><b>Review</b> Conducting a review on ordering of events</p> <p><b>Lesson introduction</b> Asking the pupils about predicting events that may happen after the last event</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>• Asking the pupils to identify what is likely to happen in each pair of</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• <i>Let Us Try</i> Choosing the event that is likely to happen after the given picture</li> <li>• <i>Let Us Practice</i> Predicting the event that is likely to happen after the given picture</li> <li>• Individual exercise <ul style="list-style-type: none"> <li>- Predicting what is likely to happen after a given event</li> <li>- Doing online</li> </ul> </li> </ul>	<p>Being able to give predictions</p>	<ul style="list-style-type: none"> <li>• pictures of events that give clues on what is likely to happen next</li> <li>• online website: <ul style="list-style-type: none"> <li>○ “Predicting Outcomes” by Carol Smith at TinyTap, <a href="https://www.tinytap.com/activities/g2wmj/play/predicting-outcomes">https://www.tinytap.com/activities/g2wmj/play/predicting-outcomes</a></li> </ul> </li> </ul>



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>illustrations in the WT</p> <ul style="list-style-type: none"> <li>• Encouraging the pupils to give different possible predictions</li> <li>• Technology integration Telling them to do an online interactive activity about making predictions</li> </ul> <p><b>Class drill</b> Having the pupils tell what is likely to happen after a given event</p>	<p>interactive activity</p> <p><b>Summative</b> Unit test</p> <p>A. Arranging activities in the correct order by writing first, next, and last</p> <p>B. Choosing the correct illustration based on the situation given</p> <p>C. Choosing the event that is likely to happen after the given situation</p>		

# Fourth Quarter

## Unit 11: Money and Measurement

Time Frame: 12 to 15 days

<b>Content Standards</b>	The child demonstrates an understanding of the concepts of length, <b>height</b> , weight, <b>capacity</b> , and money.	<b>Performance Standards</b>	The child shall be able to use arbitrary measuring tools/means to determine length, <b>height</b> , weight, and <b>capacity</b> of things around him/her.  <i>The child shall be able to identify the current Philippine coins and notes and read and write money values.</i>
--------------------------	---	------------------------------	---

*\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG. Boldfaced parts signify that only those sections are developed in the learners in the unit.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>Philippine Coins and Notes</i>	<p><b>MKAT-00-2</b> Recognize and identify coins and bills up to ₱20 (pesos and centavos)</p> <p><i>Identify the current Philippine coins and notes</i></p> <p><i>Read and write money values up to ₱100 in symbols and in words</i></p> <p><b>LLKOL-1a-2</b> Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English</p>	<p><b>Literacy and Numeracy</b> Recognizing Philippines coins and notes</p> <p><b>ICT Literacy</b> Singing along to a video about Philippine money</p>	<p><b>Motivation</b> Asking the pupils about the things usually bought when going to the mall and something given to the stores for the items</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Showing Philippine notes and coins to the pupils</li> <li>Telling the pupils the value of each Philippine coin and note</li> <li>Technology integration Having the pupils watch and sing-along while identifying money values</li> </ul> <p><b>Individual drill</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to identify Philippine coins and notes</li> <li>Asking the pupils to write money values</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Writing the value of a given coin or note</li> <li>Identifying the value of the given note or coin</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Choosing the correct coin and note of the given value</li> <li>Matching money values in words and in symbols</li> </ol> </li> <li>Individual/class exercises           <ul style="list-style-type: none"> <li>Singing along to an online activity</li> <li>Identifying and writing money values</li> </ul> </li> </ul>	Valuing money	<ul style="list-style-type: none"> <li>all the current Philippine notes and coins displayed on a board</li> <li>play money (Philippine notes and coins from ₱1 to ₱100)</li> <li>YouTube video:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 201, "Philippine Money Song   Preschool Lessons   Simple Math Lessons   Fun Learning" by Gokidz Asia Academy, <a href="https://www.youtube.com/watch?v=IQzCMeLN594">https://www.youtube.com/watch?v=IQzCMeLN594</a></li> </ul> </li> </ul>

*\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.*

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<b>Drill</b> <ul style="list-style-type: none"> <li>Having each pupil tell the value of the play money they got</li> </ul>			
<b>LESSON 2</b> <i>Length</i>	<b>MKME-00-1</b> Use nonstandard measuring tools, e.g., length - feet, hand, piece of string capacity – mug/glass mass – stone, table blocks  <i>Measure the length of an object using a shorter object</i>  <b>MKSC-00-25</b> Tell that length of an object does not change even if it is moved	<b>ICT Literacy</b> Doing an online exercise about length  <b>Collaboration</b> Working with group mates in forming longest line using things they are wearing	<b>Motivation</b> Instructing the pupils to play the game “Longest Line” by group  <b>Lesson introduction and discussion</b> <ul style="list-style-type: none"> <li>Introducing the term <i>length</i></li> <li>Introducing the illustrations under <i>Let Us Learn</i> then asking the pupils why a pencil is placed under the shoelace and the belt</li> <li>Telling the pupils the purpose of the pencil in relation to the shoelace and the belt</li> <li>Leading the class in reading the following:               <ul style="list-style-type: none"> <li>The shoelace is 3 pencils long.</li> <li>The belt is 4 pencils long.</li> </ul> </li> <li>Discussing the examples in the WT</li> <li>Technology integration                Telling the pupils to do the online exercise in <i>Awesome Kid</i></li> </ul> <b>Demonstration</b> Showing the pupils how to measure the length of an object using another object	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Finding the length of an object using another object</li> <li>Using another object to find the length of the given objects</li> </ol> </li> <li><i>Let Us Practice</i>                Using a concrete object to find the length of the given objects</li> <li>Individual/group exercises               <ul style="list-style-type: none"> <li>Forming longest line by group</li> <li>Finding the length of objects using other objects</li> <li>Doing an online exercise about measuring length</li> <li>Pair or group work about Popsicle sticks and ruler</li> </ul> </li> </ul>	Knowledge of measuring length using objects	<ul style="list-style-type: none"> <li>pencil</li> <li>several bundles of 20 or more Popsicle sticks</li> <li>online website:               <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 207, “Measuring Length” by Alrowadmath at Wordwall, <a href="https://wordwall.net/resource/4908311/measuring-length">https://wordwall.net/resource/4908311/measuring-length</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<b>Class and individual drill</b> Asking the pupils to measure the length of a long object using a short object			
<b>LESSON 3</b> <i>Height</i>	<b>MKME-00-1</b> Use nonstandard measuring tools e.g., length – feet, hand, piece of string capacity – mug/glass mass – stone, table blocks  <i>Measure the height of a person or an object using a shorter object</i>	<b>Collaboration</b> Working with a classmate in doing a task that is measuring each other’s height  <b>ICT Literacy</b> Doing an online exercise about telling the correct height or length of an object	<b>Review</b> Conducting a review on measuring length  <b>Motivation and lesson introduction</b> <ul style="list-style-type: none"> <li>Measuring the height of a male and female pupils using drinking straws</li> <li>Encouraging the pupils to count the straws as the height of each pupil is measured</li> <li>Asking to tell what height is</li> </ul> <b>Guided discussion</b> Asking about the height of the kids in the illustration in drinking straws in the WT  <b>Pair and individual drill</b> Measuring the height of a classmate and objects in the classroom  <b>Technology integration</b> Telling the pupils to do the online exercise in <i>Awesome Kid</i>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Finding the height of an object using another object</li> <li><i>Let Us Practice</i> Supplying the sentence with the height of the object measured by a crayon</li> <li>Individual/pair exercise               <ul style="list-style-type: none"> <li>Measuring their pair’s height and other objects in the classroom</li> <li>Finding the height of an object using a numbered stick</li> </ul> </li> </ul>	Knowledge of measuring height using objects	<ul style="list-style-type: none"> <li>sets of 5 to 8 drinking straws connected to each other at their ends</li> <li>online website:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 214, “Measuring Game.” by Hadi Oyna at TinyTap Kids’ Learning Games, <a href="https://www.tinytap.com/activities/g3lq4/play/measuring-game">https://www.tinytap.com/activities/g3lq4/play/measuring-game</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 4</b> <i>Weight</i>	<p><b>MELC</b>  <b>PNEKPP-00-1</b>            Classify objects according to observable properties like weight</p> <p><i>Identify light and heavy objects</i></p> <p><b>MKME-00-2</b>            Compare objects based on their size, length, <b>weight/mass</b></p> <ul style="list-style-type: none"> <li>big/little</li> <li>longer/shorter</li> <li>heavier/lighter</li> </ul> <p><b>MKME-00-1</b>            Use nonstandard measuring tools</p> <p><i>Find the weight of objects using lighter objects</i></p>	<p><b>Critical Thinking</b>            Estimating the weight of objects</p> <p><b>ICT Literacy</b>            Learning from an online lesson on measuring the weight of objects</p>	<p><b>Motivation and lesson introduction</b></p> <ul style="list-style-type: none"> <li>Holding a light and heavy object then asking which the pupils think is heavier</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to differentiate light from heavy objects</li> <li>Showing an improvised balance scale and marbles to the class and letting them suggest objects that will be weighed</li> <li>Technology integration            Telling them to watch the online exercise in <i>Awesome Kid</i></li> </ul> <p><b>Demonstration</b>            Weighing objects using the balance scale</p> <p><b>Class drill</b>            Asking the pupils to tell which object is heavier or lighter</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Identifying light and heavy objects</li> <li>Identifying the heavier/lighter objects</li> </ol> </li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Telling the weight of an object using other objects</li> <li>Choosing the appropriate weight of the given material</li> </ol> </li> <li>Online demonstration and individual exercises           <ul style="list-style-type: none"> <li>Finding the weight of an object using a lighter object and a balance scale</li> <li>Watching an online activity about weight</li> </ul> </li> </ul>	Knowledge of measuring weight using improvised objects	<ul style="list-style-type: none"> <li>an improvised balance scale</li> <li>marbles</li> <li>YouTube video:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 218, "Finding [the] Weight of Things" by Mrs Yara Ibrahim, <a href="https://www.youtube.com/watch?v=sHjHIQUcApU">https://www.youtube.com/watch?v=sHjHIQUcApU</a></li> </ul> </li> </ul>
<b>LESSON 5</b> <i>Capacity</i>	<p><b>MKME-00-1</b>            Use nonstandard measuring tools e.g., capacity – mug/glass</p> <ul style="list-style-type: none"> <li><i>Tell which of two given containers can hold more or less than the other</i></li> <li><i>Tell the capacity of a container using smaller containers</i></li> </ul>	<p><b>Collaboration</b>            Working with groupmates to complete a task</p> <p><b>ICT Literacy</b>            Learning from an online lesson about capacity</p>	<p><b>Review</b>            Measuring weight</p> <p><b>Lesson introduction</b>            Showing pictures of a pitcher and a glass of orange juice then asking about their weight</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Introducing the term <i>capacity</i> by saying it is</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Identifying the object asked in each sentence</li> <li>Telling which object holds more or less</li> </ol> </li> <li><i>Let Us Practice</i>            Telling the capacity of a container using a smaller container</li> </ul>	Doing task independently	<ul style="list-style-type: none"> <li>pictures of pairs of objects with different weights</li> <li>pictures of a pitcher and a glass of orange juice</li> <li>bowls of marbles</li> <li>several small bowls</li> <li>YouTube video:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 225, "Capacity for</li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<b>MKME-00-2</b> Compare objects based on their size, length, <b>weight/mass</b> <ul style="list-style-type: none"> <li>big/little</li> <li>longer/shorter</li> <li>heavier/lighter</li> </ul>		how much or how many containers can hold <ul style="list-style-type: none"> <li>Finding the capacity of a container using smaller containers</li> <li>Technology integration Telling them to watch the online exercise in <i>Awesome Kid</i></li> </ul> <b>Group drill</b> Instructing each group to find which container can hold more or less marbles	<ul style="list-style-type: none"> <li>Group exercise Finding the capacity of a container using small objects</li> </ul> <b>Summative</b> Unit test <ol style="list-style-type: none"> <li>Writing the value of each coin or note</li> <li>Finding the length or height of the given objects using another object</li> <li>Comparing the weight or capacity of the objects and containers by using more or less</li> </ol>		Kindergarten   A Kindergarten lesson for kids   Learn the basics of Capacity   Grade 1” by Neel Nation, <a href="https://www.youtube.com/watch?v=76G GmQnnWJw">https://www.youtube.com/watch?v=76G GmQnnWJw</a>

Unit 12: Patterns and Graphs		Time Frame: 6 to 8 days	
<b>Content Standards</b> The child demonstrates an understanding of . . . <ul style="list-style-type: none"> <li><i>patterns</i>; and</li> <li>organizing and interpreting data.</li> </ul>	<b>Performance Standards</b> The child shall be able to . . . <ul style="list-style-type: none"> <li><i>recognize and create one-by-one and two-by-two patterns; and</i></li> <li><i>create and interpret pictographs.</i></li> </ul>		

\*Italicized text for Content Standards and Performance Standards are add-ons from the WT/TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
<b>LESSON 1</b> <i>One-by-One Pattern</i>	<i>Identify one-by-one patterns</i>  <b>MKSC-00-19</b> Complete ( <i>one-by-one</i> ) patterns  <b>MKSC-00-20</b> Reproduce and extend ( <i>one-by-one</i> ) patterns  <b>MKSC-00-21</b> Create own ( <i>one-by-one</i> )	<b>Collaboration</b> Working with group mates in completing a task  <b>Critical Thinking</b> Recognizing the pattern followed in a series of objects  <b>ICT Literacy</b> Doing an online exercise to practice more of one-by-one pattern	<b>Motivation and lesson introduction</b> Asking the pupils to arrange a girl-boy-girl-boy pattern  <b>Guided discussion</b> <ul style="list-style-type: none"> <li>Encouraging the pupils to decide and explain whether the first group of shapes in the WT follows a one-by-one</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li><i>Let Us Try</i> Telling if a set of objects follows a one-by-one pattern or not</li> <li><i>Let Us Practice</i> <ol style="list-style-type: none"> <li>Extending a given pattern</li> <li>Creating own pattern with given shapes</li> </ol> </li> <li>Individual/group</li> </ul>	Understanding one-by-one pattern	<ul style="list-style-type: none"> <li>sets of six big cutouts of shapes, letters, and numbers following a one-by-one pattern</li> <li>online website:           <ul style="list-style-type: none"> <li><i>Awesome Kid</i> QR Code, page 232, “Object Patterns” by Sesame Steet and Tiny Tap, <a href="https://www.tinytap.com/activities/g3wvz">https://www.tinytap.com/activities/g3wvz</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

\*\*Boldfaced parts signify that only those sections are developed in the learners in the lesson.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	patterns		<p>pattern</p> <ul style="list-style-type: none"> <li>Asking the pupils to identify the shape that should be next if a one-by-one pattern will be followed</li> </ul> <p><b>Group and individual drill</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to draw the next shape following a one-by-one pattern</li> <li>Asking the pupils to create one-by-one patterns from objects in the classroom by group</li> <li>Technology integration Telling them to watch the online exercise in <i>Awesome Kid</i></li> </ul> <p><b>Drill</b> Calling pupils to add shapes, numbers, or letters to each set on the board</p>	<p>exercises</p> <ul style="list-style-type: none"> <li>Collecting things in the classroom and arranging them to create a pattern</li> <li>Doing an online activity about object patterns</li> </ul>		/play/object-patterns
<p><b>LESSON 2</b> <i>Two-by-Two Pattern</i></p>	<p><i>Identify two-by-two patterns</i></p> <p><b>MKSC-00-19</b> Complete (<i>two-by-two</i>) patterns</p> <p><b>MKSC-00-20</b> Reproduce and extend (<i>two-by-two</i>) patterns</p> <p><b>MKSC-00-21</b> Create own (<i>two-by-two</i>) patterns</p>	<p><b>Collaboration</b> Working with a partner in completing a task</p> <p><b>Critical Thinking</b> Determining if a series of things follow a pattern or not</p> <p><b>ICT Literacy</b> Doing an online activity about creating a pattern using sounds</p>	<p><b>Review</b> Conducting a review of one-by-one patterns</p> <p><b>Motivation and lesson introduction</b></p> <ul style="list-style-type: none"> <li>Having the pupils stand following a two-by-two pattern</li> <li>Introducing the concept of <i>two-by-two</i> pattern</li> </ul> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Asking the pupils if the set of fruits in the WT follows a two-by-two</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ol style="list-style-type: none"> <li>Telling if a series of objects follow a two-by-two pattern or not</li> <li>Extending a given pattern</li> </ol> </li> <li>Individual/group exercises <ul style="list-style-type: none"> <li>Board drill about arranging cutouts to form patterns</li> <li>Making a pattern with sounds</li> </ul> </li> </ul>	Understanding two-by-two pattern	<ul style="list-style-type: none"> <li>sets of eight big cutouts of shapes, letters, and numbers following a two-by-two pattern</li> <li>YouTube video: <ul style="list-style-type: none"> <li>"AABB Pattern" by Suzie Xiong, <a href="https://www.youtube.com/watch?v=fD31gcDrVBo">https://www.youtube.com/watch?v=fD31gcDrVBo</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.



Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
			<p>pattern</p> <ul style="list-style-type: none"> <li>Having the pupils draw the pair that should be next to the set of sun and stars in the activity</li> </ul> <p><b>Group and individual drill</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to collect sets of things from the classroom and bags</li> <li>Encouraging the pupils to arrange each set of things on their tables following a two-by-two pattern</li> </ul> <p><b>Technology integration</b></p> <ul style="list-style-type: none"> <li>Telling them to watch the online activity in <i>Awesome Kid</i></li> <li>Instructing the pupils to create two-by-two patterns from available objects based on the online activity they watched</li> </ul>			
<p><b>LESSON 3</b> <i>Pictographs</i></p>	<p><b>MKAP-00-1</b> Collect data on one variable (e.g., sex / boys or girls) through observation and asking questions</p> <p><b>MKAP-00-3</b> Discuss simple pictographs</p> <p><i>Complete a given pictograph</i></p>	<p><b>Communication</b> Collecting data by asking questions</p> <p><b>Collaboration</b> Working with a partner in completing a task</p>	<p><b>Motivation</b> Conducting a quick survey about the pupils' favorite fruits</p> <p><b>Guided discussion</b></p> <ul style="list-style-type: none"> <li>Asking the pupils to talk about other ways of presenting information</li> <li>Encouraging pupils to count the fruits in the WT</li> <li>Introducing pictograph to the class</li> <li>Reading altogether the</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li><i>Let Us Try</i> <ul style="list-style-type: none"> <li>Completing a given pictograph</li> <li>Answering questions about the given pictograph</li> </ul> </li> <li><i>Let Us Practice</i> Collecting data and make a pictograph by pair</li> <li>Pair exercise Completing a pictograph by pair</li> </ul>	<p>Enjoyment in making and completing a pictograph</p>	<ul style="list-style-type: none"> <li>3" x 3" headshot of each pupil</li> <li>online website: <ul style="list-style-type: none"> <li>"Preschool Math: Graphs" by Nancy MacCall at Tiny Tap, <a href="https://www.tinytap.com/activities/g1xzq/play/preschool-math-graphs">https://www.tinytap.com/activities/g1xzq/play/preschool-math-graphs</a></li> </ul> </li> </ul>

\*The italicized LCs are author-created or add-on objectives from the WT and/or TG.

Content	K to 12 Learning Competencies (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Materials and Resources
	<p><b>MKAP-00-2</b> Create simple pictographs</p>		<p>information about a pictograph</p> <ul style="list-style-type: none"> <li>• Technology integration Asking the pupils to do the online activity in <i>Awesome Kid</i></li> </ul> <p><b>Class drill</b> Asking the pupils to answer questions about a given pictograph</p> <p><b>Demonstration</b> Asking the pupils to collect data and make a pictograph</p> <p><b>Class drill</b></p> <ul style="list-style-type: none"> <li>• Instructing the pupils to answer questions about a pictograph made</li> <li>• Letting pupils compare their pictograph to their partner's pictograph</li> </ul>	<p><b>Summative</b> Unit test</p> <ul style="list-style-type: none"> <li>A. Making different one-by-one patterns using shapes</li> <li>B. Making different two-by-two patterns using letters</li> </ul>		